









clayton high school September 26, 2007 Vol. 79, Issue 2 1 Mark Twain Circle, Clayton MO 63105

[snapshots]

Homecoming 2007 Events

Friday, Sept. 28 Spirit Dress Up Day 7:15--9:00pm Class **Relay Competitions** Saturday, Sept. 29 11:00am Parade 12:00pm Football Game vs... Jackson 8:00--11:00pm Dance @ Stuber

Don't be early on Late Start Day!

School begins at 9:20am on Oct. 3

The Center of Clayton gains new sculpture

Abstract art was installed in front of Center on Sept. 18. Artist Alice Aycock will make public presentation on Oct. 4 at 7:00pm.

National Merit Semifinalists Announced

Nick Conradi, Whitt Downey, Mark Heil, Sonya Gierada, Liza Schmidt, Dakin Sloss and Adrienne Stormo received recognition for excellent performance on the PSAT last fall.

Sixth Grade Camp soon commences

Sixth graders and high school camp counselors will be at Sherwood Forest from Oct. 1 until Oct. 5.

Standardized testing dates:

SAT Oct. 6 PSAT Oct. 17 ACT Oct. 27

First quarter draws to close

No school for students and teacher have a grading day on Oct. 19.

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Principal Louise Losos and assistant principal Dan Gutchewsky discuss changes to the alcohol policy, which they hope will decrease alcohol use at school-sponsored activities.

CHS buys Breathalyzer

The number

is higher than at

For dances alone

[Louise Losos]

CHS principal

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[Meredith Redick]

Staff Reporter

The night is young. Girls, draped in taffeta and silk, and boys, clad reluctantly in clean shirts and dress pants, step onto the dance floor. A DJ fills the gym with music. And somewhere near the back of that writhing mass of exuberant people, a sophomore girl passes out from alcohol poisoning.

This is no longer a rarity at CHS. According to CHS principal Louise Losos, last year at least one student was suspended for possession of al-

cohol or intoxication at each dance. "The number of drinking suspensions [at CHS] now is higher than at other schools," Losos said. Of drinking "For dances alone the number [of students suspended in the past six

SUSPENSIONS NOW

years] is roughly 50 students." In order to deter students from drinking before dances, CHS has instituted a new policy allowing some students to be breathalyzed before entering a dance. Schools all over the country have experimented with Breathalyzers including Saint Louis University High. "It's only going to be used as an investigative tool," CHS activities director Eric Hamylak said. "If chaperones suspect that a student is under the influence of alcohol, we will breathalyze if necessary."

The consequences for students found under the influence of alcohol at school dances have increased this year. Regulations for the School District of Clayton state, "A student who is found to be in possession or under the influence of alcohol or other drugs at school

or at a school-sponsored activity will receive a minimum of five (5) days suspension from school." Additionally, students suspended for reasons pertaining to alcohol or drug use will not be able to attend school dances for the rest of year.

"Beginning this fall, students suspended from school for violating the alcohol and drug use policy at a dance will be barred from attending dances for the rest of the school year," Losos wrote in a letter sent out to parents last week. "A student suspended from Prom will be barred from attending Homecoming the next fall. However, students who have previously been

> suspended, may attend the Prom and/or Homecoming dances only if their parent or guardian serves as a chaperone for that dance."

Administrators' goals for the new program are ambitious.

"What we're trying to do change the student expectations at school dances and change the culture of the dances," Losos said. "Far too many students have stated that drinking before a dance is a common and expected practice, and that needs to change.

Last spring, members of the school community met to discuss underage drinking and schoolsponsored activities.

"The discussions culminated in an open forum Town Hall Meeting last May involving parents,

students, teachers, and administrators," Losos wrote in the letter to parents. "The discussion and feedback

from that meeting were important and informative." Sophomore Alex Kasnetz feels that the meetings did not allow students enough of a voice in the matter.

ACT increases

Students achieve high ACT, MAP and AP scores. [Kelly Moffitt]

Students know

that the ACT is a

high stakes test

that determines

want to do well.

[Carolyn Blair]

College Counselor

if they get into

college-they

Co-Editor in Chief

Every year, students can be seen hunkering down over their desks, number two pencils in hand, poised to begin when the timer starts on a variety of standardized assessments in the school district of Clayton. This cycle is a fact of life from the third grade on, whether the tests are the Missouri Assessment Program (MAP) tests, ACT/ SAT, or Advanced Placement Exams. So what made this year so different from last year in terms of the test scores for the School District of Clayton?

For College bound juniors and seniors, the ACT looms as one of the deciding factors for college acceptance. The ACT is not an aptitude test, it is an achievement

test, to see what students have learned, what your potential is. It tests the effectiveness of what has been learned in class.

The composite ACT score went up for the students who took the test last year, the class of 2008, from an average of 25 to a 25.3, on the

36 point scale. CHS is ahead of the state average in both 2006 and 2007,

"With the ACT, which went up, this year's score were the first class that everyone was asked to take it," Principal Louise Losos said. "The school district bought one for everyone. It was the Board of Education's (BOE) decision, they felt that the ACT was a better measure than the MAP score of the high school students' achievement." Part of the reason for giving the prepaid test was for the school district to complete data on "linkage reports," which will help to connect curricula in the middle school to the high school in terms of college prepara-

"We now do the Educational Planning and Assessment System provided by ACT: the EXPLORE in the eighth grade, the PLAN in the tenth grade, and the ACT in the Test scores, 7

eleventh grade," college counselor Carolyn Blair said. "The ACT provides benchmark scores, or basic requirements for students to reach success in college, these help us determine if our students are on track."

The ACT benchmark for college readiness in 2007 for English Composition was 18, Reading was 21, Mathematics was 22, and Science was a 24. CHS surpassed all the benchmark scores with averages of 25.6, 24.8, 25.5, and 25, respec-

"Everyone expected that the average ACT score would go down with everyone taking the mandatory, prepaid test," Blair said. "I think it speaks to the level of intelligence we have at this school. I think that motivation would certainly be a factor in how the students worked

> on an exam. Students know that the ACT is a high stakes test that could determine they get into college—they want to do well." Motivation

is part of the reason the ACT was chosen to assess CHS students' abilities.

"There was a movement to

replace the MAP with the ACT, the theory being that the ACT counts and the students know it counts," Losos said. "The MAP test is important but doesn't get sent to students' prospective colleges. This means students don't give as much effort to the test as they may have otherwise."

Another explanation for why the average test score elevated is that people who normally score well on standardized testing were opting to take the SAT only.

"A piece of it, a small piece, is that our students who scored high, scored really high," Blair said. "Those students would normally have taken the SAT because more selective schools accept it. Now, students took the ACT because there was no fee. Their scores add in to a higher overall average."

ydown renovations discussed

[Jeremy Bleeke]

Since the beginning of the school

year, students, teachers and administrators at Wydown have been talking seriously about renovating the building. High enrollment, expanded educational programs, and limited teaching space have made it clear that something must be done.

"It is critical that Wydown be enlarged and remodeled," math teacher Terri Lawrence said. "This building was designed for a seventh and eighth grade class. We were over-crowded immediately when the sixth graders arrived 15 years ago. If we want to stay on the cutting edge of education for the future...our needs must be addressed."

While student-teacher ratios have been maintained at their previous level, finding a place for everyone to teach or meet has been challenging. Each grade level is divided into three teams, whose core classes are all taught in the same general area. Team space is necessary for addressing group issues, celebrating student achievement, and discussing upcoming events and projects. However, as the academics of the school have grown, team meeting places have been compromised.

"Over the past 10 years Wydown has at least doubled the number of electives, which has been wonderful for all of the students," english teacher Robert Maesaka said. "The problem, of course, is that so many additional classes create space issues. Where do you house all of these offerings? Space is limited and the building is cramped."

have to share with core teachers.

one free period in my room."

"Having classes in hallways, Wydown would do and should do

Since many elective teachers don't have their own rooms, they "Room sharing has become an issue," math and science teacher

Jessica Johnston said. "Teachers don't mind sharing their rooms, but they are losing more and more time in their classroom to have meetings and to do planning. I only have

Other teachers don't have classroom space at all.

closets, regularly in the library, the cafeteria and the auditorium is not ideal for learning," enrichment specialist Janet Baldwin said. "There are many things that teachers at



Wydown choir teacher, Jerry Estes, conducts choir class in theater lobby due to space constraints at Wydown building where student population has outgrown classrooms.

be found somewhere.'

with students, but they cannot do so because of the space issue....If the Wydown student body is going to hold around 600 students, for continued quality educational opportunities more space will need to

Principal Mary Ann Goldberg has recognized the issue of space for a long time. Goldberg came to Clayton nine years ago, when the middle school had a population

similar to its current size. She was told that the influx of students was just a population bubble and that it would go down with time. It didn't.

chs globe

2 [world] Presidential campaigns heat up her information in a difference of the control of the

[Sarah Horn]

Editor

The race for the White House is getting started, and already the competition is hot and heavy. With more than a year to go until the actual elections, the contest for who will be the official candidates, and which party will win in the end, is fiercer, tougher and starting off much earlier than any previous

Already during the pre-primary period, with about 14 months until Nov. 7, the candidates are building the foundations and raising astronomical sums of money. The divisions between the nominees, both within and outside the official parties, are being publicized and scru-

Eyes are all focused on the early states, where primaries are starting much earlier than usual. These states are Iowa, New Hampshire, and South Carolina.

Still the 2008 primary calendars are liable to change, as New Hampshire is not going to set the date of its primary until later in the year and many states are moving forward to February 5, 2008. Each state wants to get the votes in earlier and the candidates are forced to start campaigning earlier and raising the appropriate amount of money to stay in the game.

Whatever the reason for the shift, the U.S. is tuned into this campaign more than ever, waiting to see if the Democrats will take over office and if one of the leading two minorities, Hillary Clinton or Barack Obama, will be nominated.

As of July 4, according to the New York Times, Obama raised \$32.5 million, while Clinton raised about \$27 million altogether.

Clinton also is facing a scandal as one of her most important donors, Norman Hsu, is in trouble, and there is a possibility he will be arrested, for misconduct and illegal practices with money. Hsu also has a reputation as a fugitive. However, Clinton did return Hsu's \$23,000 donation by giving the money to

The Internet, which was never truly used as a campaigning tool, has taken front stage as a means to reach out to the younger voters, raise more money, and expand the



Democratic frontrunners Barack Obama and Hillary Clinton, along with other candidates, are campaigning fiercer and earlier than in past elections.

candidates' campaigns. From websites such as www.barackobama. com, Obama's official website, to Clinton's www.hilaryclinton.com, candidates are employing the Internet more than any previous race.

In addition, citizens are also using the internet to get their opinions across, such as the phenomenon of "Obama Girl", an attractive woman singing about her crush on the ever-so-dreamy Illinois senator. The video, "I Got a Crush on Obama," further verified how the democratic nature of the Internet, especially popular and beloved sites like YouTube,is influencing politics in very strange and unprecedented ways.

In the beginning Obama Girl was viewed as a joke, but the video has helped the Obama campaign in many ways, such as recognition. However, it also represents how out-of-control campaigns are getting and how difficult it is to get the proper message across, as Obama had nothing to do with the video.

Teacher Debra Weins warns about the dangers of the Internet.

"The web also poses a potential danger for office-seekers," Weins said. "Now an ordinary web writer can praise or criticize a candidate without accountability or adherence to journalistic standards of fairness. It is truly a free marketplace for political ideas. It is easy to expose, defame and denigrate candidates. Likewise, it is easy to promote, endorse, and sanction. In order to become well-informed

voters, web readers need to crossreference claims made on a web site by visiting other web sites to determine what is fact, opinion, and just plain nonsense. The Internet is becoming the new "watchdog", "scorekeeper", "information gatherer", and perhaps even "gatekeeper" for presidential candidates. It requires that the public be savvy and discerning."

However, Weins also believes that the Internet is a way to connect to young voters.

"What impact will the Internet have upon young people?" Weins said. "Only 38 percent of 18- to 24year olds voted in the 2000 presidential election compared with 70 percent of age 45 plus. Candidates like Obama know that they can ap-

peal directly to the masses of young voters on the Web. But will those young voters actually show up to vote in larger numbers?"

Students at CHS all get their information from different sources of media, and many are very involved in the presidential race.

"I get most information from TV," junior Daniel Shore said. "Mostly from the news and sometimes from the New York Times"

Junior Josh Oberman gets his information from all different aspects of the media.

"I get my information from three mediums: newspapers, television, and the internet," Oberman said.

And while Oberman and Shore rely on the media to receive attention, junior Paige Meneses receives her information in a different kind of way.

"At diving practice, we used to get really bored and my friend and my coach are on completely different sides of the political spectrum," Meneses said. "My friend is essentially a genius, and my coach is a lawyer, so I always used to listen to them argue about candidates and elections and whatnot. But I also occasionally watch the news, and I sometimes ask my parents how they feel and why, and I occasionally skim through the paper."

Whatever their means of receiving information are, CHS students also have different viewpoints on who the strongest candidate is

Shore is definitely on new-comer's Obama's side.

"Obama, because I think he cares more about the greater good of the American people by fighting poverty and providing better health care for Americans," Shore

However, while Shore has a definite opinion on who is the best candidate, Oberman still hasn't decided, while Meneses is interested in John Edwards, Obama and Clin-

As the elections close in, the issue of young people voting is more important than ever.

[I think] it's very important [that young people vote]," Shore said. "People always say that their one vote won't count, but it really does add up. The next president will be here for four years so it's really important to vote for the best candi-

Nevertheless, Oberman foresees possible dangers when young peo-

"I think it can be dangerous for young people to vote because they might not be well-educated on the issues and may not have yet developed their own philosophies yet," Oberman said. "On the other hand, I don't want my generation to end up completely apathetic towards politics since that can be dangerous in the long run."

Whatever the opinion, it is undeniable that this presidential campaign will be intense, close, and will take center stage as the Democrats battle the Republicans and the candidates within parties vie to be nominated. §



Development in Clayton is trending toward larger, more elaborate projects. While property value has increased, some believe that the higher prices are deterring families from moving in.

Trend toward larger houses affects neighborhood character

[Mary Blackwell]

Staff Reporter

Nancy Alderson has lived in the same Clayton neighborhood for 16 years now, and she's seen the houses around her go through major changes. The houses have gone from modest to immense, a trend that has been common in Clayton and other St. Louis area counties.

"In the last 10 years we've had several properties torn down and replaced with large oversized houses on small lots," Alderson said.

In the last 10 years, over 60 houses in Clayton have been torn down and rebuilt. In the past five years, 55, and in the last year, 11.

Most of these teardowns have been in the Clayton Gardens and Old Town neighborhoods.

Alderson lives in Hanley Place, a subdivision in Clayton, which has seen its share of teardowns and new houses. Marguerite Bliss has lived in Hanley Place for 13 years.

"We had smaller houses and older looking houses, many of which were in need of repair or updating and now we have more attractive homes, bigger homes,"

Bliss said. "But the negative is, it appears to me, we have fewer young families moving in. and more empty

Alderson described the houses in her neighborhood when she first moved in as "similar with a lot of char-

Now most of the smaller houses in the neighborhood have been knocked down and in their place are larger, more elaborate houses filling the lots. This not only changes the appearance of the area, but also the type of people living in Clayton.

"It's definitely changed the character of the neighborhood from middle class to upper middle class," Alderson said. "And it seems like there are less families with lots of children and more wealthy professionals coming in with a less children."

Several long-time Clayton residents commented on the changing nature of the newcomers to the city.

"I think overall the problem is that young families are not able to move into Clayton and we're becoming a community more filled with senior citizens and empty-nesters as opposed to a community with young families," Bliss said.

The reasons for the teardowns vary. Some find the older houses outdated or inadequate while others are just looking for a lot to build on.

"My husband and I, but especially my husband, loves building things or rehabbing things," Clayton resident Teri Deering said. "We moved into Clayton when Ryan turned five to get into Clayton schools and the house we were living in was the first house that he never had anything to do with. We never built it or rehabbed it. So he had the itch to do something."

Teri's husband Leo and their son Ryan Deering moved from Clayton Gardens to the new house they built for themselves in the Hanley Place subdivision, one door from the Aldersons.

"A realtor was looking for us for quite a while in terms of finding a lot that would be a buildable lot also at the right price," Deering said.

But demolition in Clayton is not approved easily. Someone hoping to rebuild in Clayton must get a demolition permit and appear before the Plan Commission/Architectural Review Board.

A few of the many requirements to get a demolition permit include copies of consent from the utilities, a waste disposal permit, a tree protection plan, and a plan of all structures to be removed.

You have to go to the architectural review board in order to build anything in Clayton," Deering said. "It's

a very strict, thorough process." One of the main concerns of the city of Clayton as well as the local residents is that the house fit in with the design and appearance of the surrounding houses.

"When we went to the architectural review board, we obviously had the plans to build this house which is stone and stucco," Deering said "We had taken pictures of the different houses on the block that had both stone and stucco in them in order to validate the

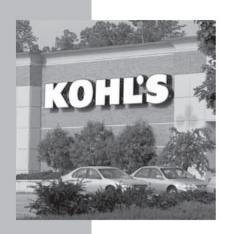
After much questioning and reviewing, the board approved the Deerings' plans the first time. In order to insure that only high quality housing is built and that developers have the right motives, the architectural board is severe and careful.

With the more expensive housing going up, property taxes are increasing. When the assessed value of housing in an area rises, the property taxes of the residents rises.

"It helps the property values because typically the houses that have been torn down were in need of repair and weren't very appealing to look at. Our property taxes have definitely gone up," Bliss said.

Although the construction of new homes and new people moving in is an adjustment, many Clayton citizens seem to embrace the change. "I think it's a positive effect. The houses are nice and the people are nice

and they're good neighbors," Alderson said. §







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chs globe **4** [world] sept. 26, 2007

State checks bridges after Minnesota tragedy

[Ugochi Onyema]

Visualize this situation: Falling 115 feet into the waters of the mighty Mississippi River in an automobile, along with 100 more cars. Next, imagine being surrounded by cars engulfed with flames, as well as a school bus carrying 60 frightened children.

These were the circumstances in which the people of Minneapolis, MN, traveling on the I-35 Mississippi River Bridge, had to cope with on Aug. 1, 2007 at 6:05 p.m. during rush hour.

The collapse of the I-35 bridge resulted in the declaration of a state of emergency for Minneapolis, and made headlines across the nation. Thirteen people have been pronounced dead thus far, and 98 people were injured as a result of the bridge collapse.

The catastrophe led to a domino effect of immediate inspections of bridges in various cities throughout the nation, including St. Louis.

Although the cause of the collapse of the I-35 Bridge is still unknown, a single question still lingers: Will St. Louis experience the same disaster as Minneapolis?

Marie Elliott, the Community Relations Manager of the Missouri Department of Transportation, thinks that it is a natural tendency to connect the potential dangers of bridges in St. Louis to the dangers of the I-35 Bridge in Minneapolis.

"Of course, there was the obvious thing for people to say 'Is it going to happen to us?" Elliott said. "We prepared to respond to concerns from the media and the public about our major bridges. There are 16 major Missouri-Mississippi River bridge crossings within the St. Louis metropolitan area and many people wondered if such a tragedy could happen here."

Bridge inspections conducted by MoDOT are frequent, and occur on a scheduled basis. However, according to Elliott, there is stress placed upon the inspections in August by Governor Matt Blunt.

"All bridges in the state are subject to ongoing inspections on various components," Elliott said. "In August, however, Governor Blunt requested that MoDOT take a look at bridges with a similar design to the bridge in Minnesota. In the St. Louis area there were three major river bridges inspected at that time -- Washington Bridge, Daniel Boone and Times Beach, off I-44."

The Daniel Boone Bridge, is located between St. Louis County and St. Charles County, and it spans across the Missouri River, while the Times Beach Bridge spans the Meramec River and is located St. Louis County. Both bridges are vital means of transportation to commuters. The Washington Bridge, located in Washington, MO on Route 47, carries at least 9,000 people per day. Elliott said that the inspections of this bridge occur on a regularly scheduled basis.

"The bridge was closed for repairs on August 11, following regular biannual inspections," Elliot said. "Findings from those inspections indicated further deterioration in the steel structure of the 73-year-old bridge since its last inspection in June 2005.

The Washington Bridge is designed with the same deck-truss design as the I-35 Bridge in Minneapolis. Elliott said that the constructive work that was necessary for the Washington Bridge had very few obstacles.

"We did have repairs made on the Washington Bridge," Elliott said. "But those were because of scheduled repairs, not because of the Min-



The highway bridge at McKnight is one of the many bridges in the St. Louis area that are currently undergoing inspection.

neapolis situation. The main complication was that it was a heavily used bridge, so we had to close the bridge while we worked and reopened it during the evenings. The bridge joins two counties, so people's commute would triple to get to their destinations. Washington Bridge closed Aug. 11 at 7 a.m. Following repairs, the bridge reopened from 9 p.m. Saturday night to 7 a.m. Sunday morning. Washington Bridge was reopened at 6 p.m. on Sunday with reduced weight limits. Currently the weight restriction is 30 tons for a single unit vehicle and 40 tons for other vehicles."

Although the Washington Bridge is quite a distance away from Clayton, reconstruction of bridge still affects the Clayton area, thanks to the new Safe and Sound Bridge Improvement Program enacted by Governor Blunt, according to Elliott.

"Because inspections [of bridges] are ongoing, MoDOT makes repairs according to those findings," Elliott said. "In addition to regularly scheduled inspections on all bridges, the Safe and Sound Bridge Improvement Program, was recently signed by Governor Blunt. This bill will provide repairs to 800 of Missouri's most worn-out bridges and keep them in good shape for the next 25 years. Twenty-four of those bridges are in the St. Louis District. Among those, the nearest one to Clayton High is the Delmar Bridge, located at 170. That bridge will have repairs. It is an important bridge for commute."

The Delmar Bridge was built in 1968 and about 19, 000 automobiles travel across the bridge per day. According to MoDOT, the Safe and Sound Program will keep this essential bridge safe enough for citizens of Clayton and University City to use daily.

According to MoDOT, Governor Blunt signed the Safe and Sound Program into law on Sept. 6. This bill will attempt to fix or replace 800 bridges in the state of Missouri by 2012, and this plan included the replacement and repair of 24 bridges in the St. Louis region. The bill was signed on the Delmar Boulevard Bridge over Interstate 170 by Blunt.

The road to bridge improvement is well underway in the St. Louis area, and increased safety is a guarantee, according to Elliott. Her advice to the citizens of St. Louis is to rest assured that the closures are in the best interest of everyone

"Remember that we inspect bridges on regular basis, and every time we feel that a bridge is unsafe, we will close it," Elliott said.

These safety measures enacted by MoDOT are proof that department is taking the initiative to evade the same catastrophe that took place on the I-35 bridge in Minneapolis. The collapse of the Interstate 35 bridge sent a shock throughout the nation, and St. Louis, like many cities around the country, is rebalancing itself in order to become a safer place to commute

Experts warn about rapidly acclerating environmental issues

[Fontasha Powell]

With recent record-breaking temperatures and the release of films such as "11th Hour," global warming has become a major concern for humanity. Many worry not only about the role of mankind in this phenomenon, but the future of the planet Earth.

"Global warming is the rise of the average temperature of the earth over the course of a year," AP Environmental Science teacher Chuck Collis said. "What's particularly important is that global warming is not felt equally in all locations. Some areas are affected drastically, with a 10 to 15 degree temperature rise, while other places are not."

Senior Paul Orland agrees that global warming is an immense problem.

"I think that Global warming is hurtful to the environment, because the earth is getting hotter by 65 percent," Orland said. "As a secondary effect, more than 38.5 percent of plant life will die and biodiversity will decrease by 87 percent."

Dr. Reese Halter is a research scientist and professor of botany at Humboldt University. Halter is founder and president of Global Forest, a conservation institute in Southern California. In addition, Halter writes newspaper articles published in North America and Australia, hosts a TV Show, "Dr. Reese's Planet" on PBS, and wrote the book Wild Weather: The Truths Behind Global Warming.

"The temperature of the planet is rising, and scientists in general believe that it's due to the burning of fossil fuels which release greenhouse gases." Halter

Collis thinks that greenhouse gases such as carbon dioxide, and methane contribute to global warming.

"When solar radiation comes in and warms the air, greenhouse gases prevent the generated heat from making it back into space by trapping the heat in the atmosphere. As a result, the atmosphere stays warm."

Commodities such as electricity, air conditioning, and cars use coal, oil and natural gases.

According to Halter, global warming is devastating

"Right now in central Alaska, over one million acres of mature White Spruce forests have stopped growing over the last 10 years," Halter said. "This could possibly lead to a forest conversion situation, where grasses will start growing in the place of forests.'

Halter said that on the coast of North Carolina, the Atlantic Ocean has risen eight inches in the last 100 years, and over the last 20 years, the rate has doubled. As a result, salt water is seeping into the land and killing the trees.

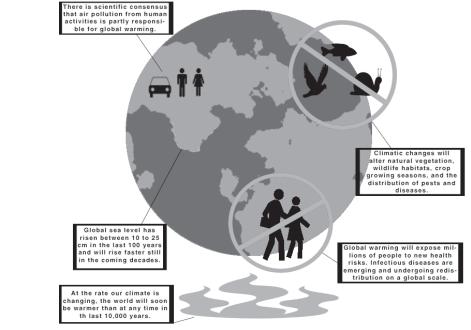
"All over North America, especially in the West, prolonged drought has occurred in the last 10 years." Halter said. "As a result, trees are dying. Overall, global warming has directly killed enough wood to supply the US housing market for 6 years. In addition, the native park beetles are breeding at a rate of 200

Many believe that instituted change begins with the current generation.

"We as a society are in an interesting time," said Halter. "We are changing where we currently derive energy. Most energy from sockets now is from the burning of coal, and we are distancing ourselves from being dependent on coal."

Juniors Dan Halverson and Joshua Oberman dis-

Global Warming



take simples steps

to be more energy

efficient, including

filters monthly and

[Ronnie Kweller]

to Save Energy

Communications of Alliance

cleaning furnace

caulking weather

stripping.

agree with Halter.

"I don't believe in the snowball theory or the visions of the apocalypse that scientists claim will occur if we don't do anything," Halverson said.

Oberman believes that global warming is inevitable, and questions its credibility.

"In fact, there's still a debate on whether it's just a natural process." Oberman said.

However, according to Collis, people in society, are becoming more aware of greenhouse gases and their Households can contribution to them.

"Recently, as global warming is becoming more accepted as actuality and more are realizing that we are the primary agent for change, industry is more conscious of pollutants emitted," Collis said.

According to the Deputy Director of Communications of Alliance to Save Energy, Ronnie Kweller, Americans can execute various tasks to conserve energy. The Alliance to Save Energy, founded in 1977, is a non-profit coalition of business, government, environmental, and consumer leaders that support energy efficiency to lessen greenhouse gas emissions and their effect on the environment.

"Households can take simples steps to be more energy efficient,

including cleaning furnace filters monthly and caulking weather stripping to make houses more airtight," Kweller said. "If cost is a concern, you could be eligible for a tax credit if you file by Dec 31."

Halter suggests the use of the 3Rs to eliminate the problem of global warming.

"We should reduce how much energy we spend, re-

use goods and recycle," Halter said. In addition, fluorescent light bulbs use one-fourth of the energy and last 10 times longer than average,

incandescent light bulbs. "In the long run, you'd save \$50-60 just on light

bulbs a month," Kweller said.

There are exists other methods to conserve energy.

"Wind, solar, wave and tidal generators are all methods that conserve energy, and we are slowly but surely changing our automobiles," Halter said. "Hybrid cars and smart cars use minimal to no fossil fuels. Some smart cars use hydrogen and others use charged batteries. This year is the first year for smart cars. Mercedes is bringing out the electric smart car this year and General Motors is bringing hydrogen smart car is

Many speculate that the hybrid car in particular will lessen the effect of greenhouse gases.

"The hybrid car is a half gas, half electric vehicle that uses 2 forms of energy: gas and electronic, the electronic being operated by a special battery," said Manager Eric Bayer of Lou Fusz Toyota in Kirkwood. "It gets about twice as much gas

mileage as normal vehicle. Hybrids have been on the market for a while, how-

ever they are gaining popularity.

"The hybrids are already a pretty common on the streets, because we've been building them for 10

years," Bayer said. "They came out on the market in 1997 not to combat global warming, but to showcase new technology. Although Honda was the first to invent hybrid cars, Toyota was the first to market them as production."

Kweller is a big fan of hybrids. "We love hybrid cars, because they're a good invest-

ment and they pollute less," said Kweller. Hybrids also prove to benefit the environment.

"Hybrid cars are reducing emission of carbon dioxide by 33.33 percent," Halter said. "For a normal car, it takes 2900 mature trees to affect one automobile a year. Hybrids only take 1000 trees."

Furthermore, hybrids are user-friendly and easily accessible.

"The hybrids sell for about \$23,000, about the price of a normal sedan or ford," Bayer said. "They're one of our most popular cars, are as conventional and normal as possible, so that consumers aren't intimidated by the new technology."

Collis, however, does not believe that one new invention will diminish the destructive results of global

"No one technology will solve the problem," Collis said. "We need a multi-faceted approach."

Lately, Celebrities have been getting involved in leading humanity in the fight against global warming. Films produced by celebrities such as "An Inconvenient Truth" by Al Gore and "11th hour," by Leonardo DiCaprio, have been released, aimed at enlightening

Kweller welcomes the celebrity participation.

"Celebrity involvement is terrific method to raise public's awareness," Kweller said. "Small actions by large numbers of people can add up to significant benefits to us and the planet."

Halter believes that global warming has moved beyond a celebrity issue.

"I have been in the research forest business for 26 years and I know that celebrities are not scientists," Halter said. "Conserving energy is an issue of corporate America and them making the change."

Oberman thinks that celebrity involvement is bias. "I don't believe that the mass movements they're

promoting will help global warming," Oberman said. We should make rational choices to create more energy efficient sources by gradually reducing our dependence on oil."

Distinctively, at CHS, students and staff believe that minimal efforts have been made to moderate the release of greenhouse gases.

"CHS isn't really doing anything to combat global warming," Halverson said. "Although we do recycle, in the big scheme of things, we won't make a significant change unless it becomes a catastrophic problem."

Collins agrees with Halverson.

"We are used to abject comfort all the time that has caused an unwise use of energy," Collis said. "At CHS, lots of little things can be done. We can turn out lights when there is enough ambient light. We can also use our air conditioning and heating systems more wisely. Sixty-eight degrees is an acceptable working temperature, and students should adjust to the temperature, for example, wear layers and sweaters during the winter. Wearing t-shirts during the winter is silliness."

Despite all, Collis remains optimistic.

"Humans have the technology and power to make a change," he said. "The question with global warming is, what's going to happen in the future?" \\$

Centene's plans abruptly halted due to last-minute decision

[Maddy McMahon]

Staff Reporter

Anyone walking by Centene Corporation's offices in downtown Clayton, located at Hanley and Forsyth, has probably seen the poster of Centene's proposed \$210 million expansion project for their headquarters.

However, over the summer, on June 12, Centene's plans came to an abrupt halt due to a decision by the Missouri Supreme Court.

Several years ago, Centene Corporation bought the property, including the building, at the southwest corner of Forsyth and Hanley. This became Centene's corporate headquarters.

While in the process of attempting to purchase the garage to its immediate south, it learned the City of Clayton was seeking a request for redevelopment proposals for the entire block in which the Centene property is situated.

Centene, through Centene Plaza Redevelopment Corporation, submitted the only proposal, which the City approved. Further, the City declared the area "blighted" under Missouri statute. This declaration thereby enabled Centene to acquire through eminent domain any properties within the blighted area which owners were unwilling to sell to Centene voluntarily. Certain owners were unwilling to sell to Centene

voluntarily, and Centene then initiated eminent domain proceedings in St. Louis County Circuit Court to acquire the properties for their fair market values. The property owners in question contested those proceedings, but the Circuit Court found in favor of Centene Plaza Redevelopment Corporation.

The property owners appealed to the Missouri Supreme Court, which found that the evidence was insufficient to show that the area was blighted, and reversed the Circuit Court decision.

"I feel like it was unexpected because it is unusual



The Centene Corporation's plan to develop a major retail and corporate venue at this corner of Hanley and Forsyth has been derailed after the proposal to use eminent domain to gain control of some of the property was overturned by the Missouri Supreme Court.

to have them reverse the City's decision, but I support whatever our state laws require," said Michelle Harris, one of the aldermen in Ward II in Clayton.

According to Gerald Carmody, the attorney who represented the three property owners, David Danforth, Debbie Pyzyk, and Dan Sheehan, "money was

never the issue." Instead, the problem was Centene's

'Centene's approach was: 'here is the project we're going to do, and here is what we're going to pay you." It was like a neighbor saying, 'here are the plans to remodel our house, and our swimming pool is going to go on your land.' Or, 'I like your car, and here is what I'll pay you for it,'" Carmody said.

Having this leading healthcare organization's headquarters in Clayton would provide "sales tax from the retail aspect, additional property taxes, and would bring vibrancy to our central business district," according to Cynthia Garnholz, the other alderman for Ward II in Clayton.

"The project is a good thing--- all the owners agree--- it was just that the attitude that the City and Centene took was a 'cram-it-down-your-throat' approach,"

"I respect the property owners' right to litigate, all the way to the Supreme Court, and I respect the fact that they won," Garnholz said.

Carmody agreed that respect by the City and Centene of the property owners' rights is critical.

"In order to successfully obtain property, even in a project that has universal appeal, you must treat your constituents with respect and acknowledge that they have a right to have different views about things such as their property rights," Carmody said.

Harris said Centene had already invested time, effort, and money in this proposed location.

"It would be better if they could utilize that investment," Harris said. "They like Clayton, they care about it, and they want to stay here ideally, but can't make a terrible business decision to do it."

"I feel now that if Centene wants to build this project, in a gesture of community spirit, these owners are willing to negotiate in good faith," Carmody said.

Mayor Linda Goldstein continues to mediate between Centene and the property owners in an effort to achieve a deal upon which all sides could agree. However, even if Centene does not build their headquarters in Clayton, they will keep their current offices.

"They're going to keep their existing property and maintain a presence," Goldstein said. §

Y.E.S. office still in full force

[Elizabeth Sikora]

Staff Reporter

Students looking to earn some extra money may have to look a little harder since the Youth Employment Service (Y.E.S.) office has been reduced to just a bulletin board this year.

"The school was looking for a location for the bookstore, and we decided that we would like to try a new approach in bringing students the information they wanted concerning jobs," Y.E.S. volunteer Fay Sher

This year, Y.E.S. will communicate with students through a bulletin board located outside of the Student Activities Office in the Commons. Another reason Y.E.S. moved is because it became difficult to staff the office on a regular basis. Christy Breckenridge, the new chair of Y.E.S., further explained why Y.E.S. is trying a new approach.

"The office became a social hang-out for the kids rather than a place to look for a job," Breckenridge

Although the location of the program has changed, the goals of Y.E.S. have stayed the same. They aim to help students who are looking for part-time job opportunities, and members of the Clayton community in need of part-time workers.

"The Y.E.S. program has been a part of CHS for at least 25 years," Sher said. "We help provide interviews for community-wide jobs for CHS students."

Students interested in finding a job need to check the bulletin board, as jobs are posted frequently. Various community businesses or residents call in with jobs, and Breckenridge posts them on the bulletin board with details about the job, as well as contact information.

"To date, I've gotten requests from parents for babysitting, tutoring and for help picking up their children from the elementary schools," Breckenridge said. "I've had several requests to help with yard work, landscaping, cleaning and maintaining condos. These kinds of requests generally come from people in the area."

Y.E.S. also receives inquiries from various businesses for part-time workers. A tuxedo rental company and Kennelwood have recently contacted them.

Any parent or business interested in posting a job, or who needs help with something should contact

"High school kids are great for helping with dinner parties, or in the event that you are injured or cannot get around," Breckenridge said. "It's okay to request help for running errands.'

The Y.E.S. program has a dedicated phone line for businesses and parents to call with jobs. The number is 854-6619. The messages are checked daily, and if there are any new jobs, they will usually be posted on the bulletin board within 24 hours of the call.

Y.E.S. is depending on word of mouth to find businesses or parents in need of help from students. Even with their relocation, Y.E.S. is still in full force. §



Jim Lockhart's AP English class in Room 2 discusses Ralph Ellison's "Invisible Man" in one of the newly renovated English classrooms. The carpeting was replaced with tile over the

New floors make English rooms shine

[Nicholas Andriole]

Staff Reporter

The English classrooms, located on the lower level often felt dark, musty, and unwelcoming last year. However, recent efforts by the maintenance department have taken steps to refresh some of the class-

Over the summer, maintenance staff removed old, torn, and stained Berber carpeting and replaced the flooring with simple, bright, white tiles.

"The district has an ongoing plan for maintaining the buildings throughout the district, and they have funds set aside for that purpose," Principal Louise Losos said. "Our rooms are renovated on a needs basis. These particular rooms had ongoing problems with water leaks in their rooms. There is not intent to replace the carpets in the building with tile, only those rooms that necessitate such a change."

In addition to the recent renovations of the English classrooms, several Foreign Language classrooms were also restored.

"Prior to the renovations, several of the English classrooms seemed to have problems," English Teacher Emily Grady said. "Whatever the cause, the rooms often smelled musty, like a damp basement. The carpets were also stained, despite the best efforts of the maintenance staff to keep them clean."

These changes appear to be welcomed by CHS students and staff.

"I think those rooms were boring, but the white floor gave it a more exciting feel," junior Mariah Hatcher said. "I like it because before I used to drift off. The [new] floors help keep my attention a little bit."

Teachers consistently agree the changes make the rooms brighter and eliminate the concern of stained carpet.

"I enjoy the more pleasant aromas of the rooms," English Teacher Matt Balossi said. "There's no more concern about carpet being stained. I like that the floors are brighter, so the rooms are brighter. English classroom repairs are not the only projects

currently or recently underway at CHS. Several foreign language classrooms were also renovated.

A new roof was installed for the Cottage and ELL tower. An access control system is being installed on many doors to the building, enabling after hours access for faculty and staff through electronic fobs. Major work to the building is unlikely to commence

until voters approve a bond issue.

School District of Clayton received it most recent bond issue in 1997, including the construction of the CHS commons, music wing, and renovation of math department classrooms. Additionally, Proposition 1 provided funding through a sales tax increase for the Center of Clayton joint use facility with the City of

Currently, there are no plans in the immediate future for a bond issue, nor have plans been made for facilities due for renovation.

"It's really too early to say whether or not there will be a bond issue or to speculate as to what projects would be included if there were a bond issue," District Director of Communications Chris Tennill said. "I do know that the board of education is planning to devote some time this year to studying our facility needs and that any recommendations for future action will come out of the results of that study."

Without a bond issue, minor facility adaptation will continue to take place; however any major changes will require a bond issue.

Although major renovations appear unlikely in the near future, changes are certainly welcomed by students and staff alike. §

Stuber Gym renovated over summer

[Xi Wenren]

Staff Reporter

Stuber Gym got a facelift over the summer. Maybe the lights weren't always so bright and the walls weren't always that shiny. Most of the renovations took place during the summer of 2007.

'Last fall, we got a new floor, and this summer while school was out, they repainted the gym and will have replaced all of the lights," Principal Louise Losos

Most of the lights were replaced over the summer, but some are yet to be changed.

Redoing the floor is an expensive proposition, but CHS had some help. Losos said that the money used to renovate the floors came from private donations only and the rest of the money came directly from the district of Clayton.

According to Losos, the renovations are just periodic maintenance. After all, the idea of the renovations came from the maintenance staff. The one thing that is different this time is that they repainted the gym. Stuber does not get painted very often. So how long might these changes last?

"The renovations of the gym will most likely outlast our time at CHS," Losos said.

Before now, the last time Stuber was renovated was about 50 years ago. It's about time for some change. However, most CHS students don't seem to know what's going on.

Sophomore Yi Guo said that maybe more students would notice a change when the winter sport season starts. The fall sports at CHS are primarily outdoor

"We pretty much never go indoors for Soccer unless

the weather is bad." sophomore Brendan Gary said. "Our new gym should definitely be a more inviting place to watch a game," Losos said.

The winter sports season is arriving soon and the newly renovated gym will be ready for them. §

Wydown Middle School is facing a space crunch and is investigating the possibility of an addition.

WMS investigates space concerns

Wydown, 1

"Our programs have grown, and with those programs growing our needs have grown," Goldberg said. "So I just think that for the teachers here to feel that they can do their job the best they can, we do need some classrooms and different kinds of space."

Goldberg thinks that, in addition to classrooms, students need a specific place to gather and socialize.

"[I would like] a place for kids to go, similar to the [CHS] Commons, where they're supervised but they're not guarded, where they feel comfortable and its sort of their place in the building," Goldberg said. "And there's no way with this building the way it is now that we can provide those kinds of spaces for kids to just be together."

Three groups of seventh and eighth graders, totaling about 40 students, have been meeting with the Clayton-based architectural firm Bond & Wolfe to discuss what they believe needs to be done in the school.

"[The architects] agreed to have the kids come in, because they live it every day, they're in those spaces, they know what it's like," Goldberg said.

Like many, eighth grader Martha Burke feels that the lack of space is definitely apparent this year. "It's a lot more crowded," Burke said. "The new

lockers are bigger, and the hallways feel cramped. At

lunch there's not enough room: the lines are longer, and there's nowhere to sit.'

Several teachers verified that the cafeteria situation has been problematic. "Lunch is almost beyond capacity, if that is pos-

sible," social studies teacher Jennifer Voss said. "At

times, students get their lunch with just a few minutes left to eat. The lines are long and there are so many students in the cafeteria at one time, it gets a little confusing and lines get backed up." However, Goldberg is optimistic that the project is

moving forward. The architects returned during the week of Sept. 17 to present initial thoughts and designs to students and teachers. On Oct. 17, they will make a presentation to the school board, at which point district administrators and board members will comment on the project.

While the architects so far have been paid out of Wydown's budget, Goldberg commented that the question of money for the renovation itself has not yet been discussed. The board will decide what to do after seeing the proposal.

"They'll have to have some long conversations about how much that costs and where the money would come from," Goldberg said. "I have no idea about any of those kinds of things. I just have my dream about more space at Wydown. That's where I'm focusing."



erspectives

A bigger school, stronger discipline policies, and updated expectations for both students and teachers cause some to wonder if CHS philosophy is changing.

[Hyrum Shumway]

Senior Managing Editor

s times change, so do schools. Clayton's environment, school, student, teachers, and administrators are all different now from where they were 30 years ago or anytime between.

"I suspect that the high school atmosphere is similar to when I was there," Alumni Rick Bliss said. "When I was in high school, there was open campus, there were social cliques as I am sure there are cliques today. The difference now is that there are a lot more women involved in sports, there was no VST program when I graduated in '75. We had very few tuition students, and the vast majority of kids lived in Clayton.'

The change in population of the school has had a significant impact on the school.

"I think that the student population is different from 1986 when I started," history teacher David Aiello said. "The school is larger now compared to the student population of 603 in 1986. There are now more bodies in the hallways and more kids in the commons. For my first couple years I felt like I knew a large percentage of the students, and it was easier to stop behavior if needed. Now the percentage that I am familiar with is significantly lower, and I don't know the students as well, and I don't believe they know me as well either.'

With the increase in population CHS was forced to renovate and expand in 1996.

"I was here through construction that changed the school physically as well as the spirit of the school," English teacher John Ryan said. "Teacher student relationships, I believe, have changed. I think for good and for ill. CHS is no longer a small school. When I started there were under 700 students. We did not have the Center or the commons. The school atmosphere was much more intimate. Relationships between teachers and students were stronger because of proximity.

Close relationships are fine as long as the student is able to remember who is in charge in the end.

"I think that sometimes student-teacher relationships, in the classroom, become so casual that the line between the two be-

comes blurry," math teacher Stacy Felps said. Strong connections between students and teachers, however, have and will continue to be beneficial to Clayton if it is to continue the path it has historically paved.

"I think that most high schools have a philosophy of creating structures based on preventing students from making the wrong decision," Principal Louise Losos said. "The Clayton High School philosophy is based on creating structures that presume students will make the right decisions and then respond when they do not. The corollary is the strength of the school is the relationships between students and teachers."

Even though the student population has increased the administration has tried to find ways to facilitate better student-

"This school is still a school that runs on relationships between students and teachers which is a nailmark of the school, english teacher Jim Lockhart said. "It is harder to do this as the student population has increased. New school-wide policies actually make it easier to have a relationship with students because you are not arguing policy anymore, which was an unnecessary burden."

One of the new school-wide policies is the tardy policy.

"The tardy policy has been difficult to adjust to," junior Jacob Goldsmith said. "I think it would be better if the school implemented new rules and regulations gradually instead of doing it all in one year. I think the tardy policy might affect me because I am a little disorganized."

In addition to a new tardy policy, open campus for incoming freshmen was taken away during any free periods outside lunch as students are enrolled in learning center.

"I think that mandatory Learning Center gives freshmen the opportunity to learn how A and B days work, how to use a planner, and how to adjust to CHS from Wydown," Felps said.

Other teachers extend Felps viewpoint by explaining that the open campus is a privilege and not a right.

"The institution has a moral obligation to make sure that students can handle open campus before it is given," Lockhart said. "If students can't handle it, they may need a more organized work day. Not that I don't support open campus, but it is important to make sure students are prepared for the free-

The policy has had mixed reactions from students. "I don't think that Learning Center has helped my move

from Wydown," freshman Kevin Matheny said. "I think I would have been fine without it."

Others realized the void Learning Center left when they did not have it.

"I think that having Learning Center last year helped my transition to CHS," sophomore Alex Grayson said. "I was able to get my homework done and I had more free time at home. I noticed that once sec-

This school is

between students

and teachers...

it's a hallmark of

[Jim Lockhart]

English Teacher

still a school

that runs on

ond semester started and learning center ended it was harder to get my work done. I had a few incomplete assignments because I was so busy with the relationships spring musical. After having learning center it showed me that it is beneficial to work during off periods."

Some upperclassmen assert that the new changes have a greater impact on the freshmen than on any other class

"I don't think that taking away open campus makes sense at all," junior Becky

Poplawski said. "Having the incentive of a detention with the new tardy policy would keep me on time. It was nice as a freshman to walk to Wild Oats and stuff like that. I felt like I was older, more responsible and a real high school student. The freshman class won't know yet what they are missing, so I suppose it isn't too big of a deal but it is just pointless to me."

CHS.

While other upperclassmen agree that the new freshman class is more constrained, some feel it is necessary with the changing times.

"I think it is a good thing for freshman," Goldsmith said. "Safety is more of an issue that it was a few years ago, and I think CHS is concerned with security and rightfully so."

Security has always been a major concern but as security as increased, freedoms have changed as well.

The last few years have been especially wearing on the nerves for some teachers.

"When I first started teaching it was pre 9/11, Colombine, and UVA," health teacher Doris Smith said. "I feel that CHS feels more vulnerable than it did before, especially with the Clayton Center which adds more possibilities to what 'could happen.' I believe students had more freedoms years ago."

With more freedom comes greater responsibility and accountability for actions.

"With the added freedom years ago, there was also added freedom to fail," Smith said. "If you had an unexcused absence, there were no people calling home. Kids would miss, and it was seen as their loss, but there was not an expectation for teachers to help them make it up. It seemed like students were much more on their own."

Many teachers feel as if the whole system of teaching has evolved for the better the past few decades.

"Without a doubt teacher expectations have changed in the last 23 years," Aiello said. "There isn't as much freedom to do what you would like to do as a teacher. Procedures, policies, curriculum, are all a little more united across the state and nation now. The overwhelming memory of my first three to four years teaching was that teachers did whatever they wanted. One would lecture or rant on about his 'topic of the day,' and every couple weeks there would be a test on the book which was never talked about. Some students did well in that environment and some didn't. Either way it was [seen as] a defiency in the student, never the teacher."

Science was one of the first subject areas to take advantage of the new teaching style which many educators have coined

"Constructivism meant that students were to build their own understanding through the classroom and the laboratory while the teacher filled the role of a facilitator of growth instead of a decimator of information," science teacher Rex Rice said.

The computer revolutionized the way teachers were able to teach science.

"Within the first five or six years of teaching I used the computer to gather and analyze data," Rice said. "This changed what kind of experiments students could do. Students could build their understanding through labs."

Technology has also evolved and seeped into almost every aspect of education even how students are graded. This year grade reports will be sent out to every parent every first and third Friday.

"I think that having parents have instant access to grading and attendance is a good thing," Aiello said. "Grading is not a mysterious number now that appears on a grade report. It is a constant everyday immediate thing that parents can in real time check."

Although most saw Powergrade as inevitable, it is important to remember that school is about learning and not the grade.

"I have yet to see how Powerschool has improved student achievement," Lockhart said. "The point of school should be on the work, not on the grade. It shouldn't be a mystery, but it shouldn't be why we are here."

While many students are interested in being able to check their grades at anytime, many are not psyched to know that breathalyzers are able to check their B.A.C. anytime as well. Starting at Homecoming, breathalyzers will be used on suspicious students if administrators believe they have been drink-

"Drinking is against the law and against student policy," Losos said. "I am not naive enough to think that that we will be able to stop all teenage drinking. However, if there is one thing that I am actively trying to change it is the environment of school dances. It is unfair to the majority of students who don't want to drink, but want to come to dances but who feel unwelcome or uncomfortable.

While students last year voiced that that breathalyzers were a breach of student liberty, 27 years ago dances were simply canceled if drinking incidents occurred.

In Spring of 1980 there was no prom, and no discussion about it, due to a drinking incident at Peppers of 1980," Smith said. "Breathalyzers, the technology was not there. I think people right now are pretty desperate to stop sending kids to the hospital. While there have always been some drinking, kids now are getting smashed. In 1981-82 new principal Al Burr brought back the dances. He thought it was a school, and they needed dances.'

Even though locations may change, some activities, and rivialries never will.

"We used to have dances too which were in the basemant of the building which is now the Administrative Office," Bliss said. "We still had a rivalry with Ladue and Senior skip day was preceded by sleeping out in the quad, and there was always a senior prank." (\$

New policy forces students to manage time

[Ken Zheng]

Staff Reporter

Students nervously glance up at the clock and leave their friends to get to class just a little early, to make sure they escape the new tardy policy. As they enter the classroom, they sigh in relief mentally because they haven't been caught late to class.

This year, CHS has a new policy enacted to help remind students to get to class on time.

Principal Louise Losos explains that on the third tardy of every quarter, students will receive an after school detention. The tardy count resets after the end of each quarter.

"I feel that the previous lunch detentions weren't making a big enough of an impact," Losos said. "I have noticed in the hallways, before first hour, and between classes in a lot of periods, there's definitely a greater sense of urgency for students to get to class on time. The goal of all of this is to say to students that the academic environment and class time is important. The teachers felt that there was a problem with students being late. A committee was working on a number of issues and they've put forward a desire to have a clear and more consistent tardy policy for the whole building."

Some teachers have percieved a profound difference in the students behavior as they are doing more to try to get to class on time.

"I feel like both in my individual classrooms that my students are making a more conscious effort," Hoelscher said. "I also feel like that looking through hallways in free periods, that I'll notice students running and students breaking off conversations. My guess is that students are going to monitor themselves, to know that they have to get here early."

In Hoelscher's classes, no student has received three tardies yet but there have been a few, however, he thinks it's important to set an academic tone at the beginning of

"I think it's a good idea, anytime that we can send a clear message to students that this place is for academics is a good thing," Hoelscher said. "I've never gotten the sense that students could learn more in 43 minutes then in 46. In reality, we are a college prep school that really is academically focused. Clarity in regards to our mission is really im-

The underlying factor is that kids are more likely to learn and achieve if there is a consistent policy to get them to class on time.

English Teacher Jennifer Sellenriek worked with Hoelscher on a committee to bring about the poli-

Last March, Hoelscher and Sellenriek asked the staff to define the culture of Clayton High School and tried to see how it could improve.

"It was the starting point for us in our work with the school improvement committee that we work with," Sellenriek said. "As a staff we talked about the positives in the building and the negatives. This is a great place for a lot of reasons, but our job as a staff is to make it even better, make it a place where everyone is succeeding.'

Sellenriek knew that a reoccurring idea in the discussions was the fine line between encouraging success through responsibility and allowing failures by being permis-

Many teachers had already voiced frustration about excessive tardies and absences

"You don't have to do any research or even have much experience to figure out that you have to be in class to be successful," Sellenriek said. "That is the bottom line. That is what the tardy policy is about. After the discussion with

staff, after talking to admin about work together to hand out detenthe policy, we went back to the whole staff and asked that each and every teacher adopt a tardy

Sellenriek recognizes that everyone -students and teachers- are all busy, but thinks that getting to class is important.

"The way the policy is written allows two free passes, and I like that," Sellenriek said. "If kid misses the first three minutes of my class, he/she misses my directions, my plan for the day, maybe even an explanation of "direct object," which is obviously important to an English teacher. Besides, someone walking in tardy is a distraction and the 46 minutes I share with kids is too important."

Newly hired ISS Supervisor John Howard thinks that the students do not take the rules too seriously.

Detentions are one hour and ten minutes long but everyday, someone does not show up for a detention. For not showing up, students get an added day penalty. Eight to twelve students are present for detentions everyday.

"I think the polices are very necessary," Howard said. "They are only as good as the people that enforce them. The ball is in the teacher's hand. The staff needs to tion to the students that are tardy and skipping class other wise we are just wasting are time. It has to be a group effort."

Campus Supervisor Mike Nelke believes that the new tardy policy is giving the students a warning, but still making sure the students get to class on time.

"Hopefully students recognize that we are cracking down on tardies and absences and that the after school detentions should really send the students a message,' Nelke said.

Senior JiYoon Yang said that last year he didn't have to worry about tardies as much. This year is quite different.

"I think it's [the policy] ridiculous," Yang said. "It might have been necessary to get people to class on time, but administrators don't have to be aggressive to many students who already are doing what they're supposed to do. For example, if a student wanted to go to their locker between classes, they can't anymore. I think they're too tight, I think there should be more time between classes so students will have time to get things from lockers or go to the bathroom. So students can do the things they need to do and not violate tardy

Senior Alex Hutchinson thought learning about the policy on the first day was kind of threatening, but it's probably for the better in the long run.

"I personally only have four classes, so there's no excuse that I don't get to class on time," Hutchin-

Sophomore Andrea Goldstein believes that some periods should be given special consideration from administrators.

"I think it's annoying because in first hour I think we should have more time because it's hard to wake up in the morning," Goldstein said. "I think you should have four or five chances for first hour because you're more likely to be late. I don't think they were getting out of control but I guess for some parts of the school they are needed.

Junior Ben Peipert has two tardies so far, and his teacher merely told him they were tardies.

"I think the policy will probably be good in the long run," Peipert said. "It's probably going to be more effective in getting kids there after they've gotten three tardies, because before that there won't be any consequences. I'm not sure it makes a big enough of a difference over lunch detentions though." (\$

How do CHS students measure up?

Test scores.

The mandatory test also allowed for an improvement on the test by taking it a second or third time.

"Having a mandatory ACT helps in so many ways," Blair said. "It helps all the students have access, students who would not have been able to afford the test more than once because fee waivers are only given once. Now the students can't take the test free with us, and then receive another waiver if they qualify."

Scores

The ACT scores and their prospective linkage reports will be used in the future to assess curricula for college preparation.

"We are trying to a better job at using the data," Losos said. "There are four subtests and even within those subtests there are certain areas tested. By looking at our scores in those areas we can see where we need improvement."

In the long run, the ACT, assesses college preparedness, and should be used in study for that purpose.

"This is a college prep high school where most students go on to college, the ACT is a college prep test, and thereby gives us a better understanding if our students are ready for college," Blair said. "On the other hand, we have the MAP, which measures the successfulness of teaching in schools."

The MAP tests, administered year after year to students in the Clayton district from grades 3-11, offer interesting insight into Clayton students' capabilities as well.

Carolyn Deffen-

baugh, Director of
Assessment and
Special Education
for the School District of Clayton,
is the one who
compiles and
analyzes the
testing data for

the district.

"The MAP was originally designed for a very different purpose than the ACT,"

Deffenbaugh said. "The MAP was designed easure a school's

as a measure a school's overall ability and was used as the school accreditation program. And so, the starting point was developing the state standards on what children in the state should be able to do. All the grade levels are teaching to this goal, reaching different grades"

In recent years, the MAP test has had many changes made to it. Now, the exmity Anderson tended MAP is charted in four cat-

Emily Anderson tended MAP is charted in four categories instead of five: below basic, basic, proficient, and advanced. Both Communication Arts and Math tests are now taken annually from the third to the eighth grade and once each in high school. Only two years of data have been taken under these circumstances.

With the No Child Left Behind Act and Annual Yearly Progress (AYP) reports to be submitted for school accreditation, these scores are inexplicably important to the district.

"There are many pieces of information you look for in the MAP results," Deffenbaugh said. "One of the biggest points you look at is if the school meets AYP. There are certain goals schools are expected to meet on the road of reaching 100% proficient and advanced by 2014. The state has set these targets."

For communication arts the state set the target for 2007 at 42.9% in what they emphasize. scored in proficient and advanced and 35.8% in mathematics. Next year should they try to." (§)

will be a little higher than that, and so on, until 2014, when everyone needs to be at 100% proficient and advanced.

"We must always look at if we have made AYP," Deffenbaugh said. "You look at it in many ways. One of the best features of the NCLB act is that it forces schools to slice their school populations and look at all subgroups: races, genders, look at students who have individual education plans, free and reduced lunches, etc, to make sure that not just the whole is coming up with the right number but to make sure that, actually, no one is left behind. And so, Clayton has done well with the large groups."

The district, as a whole, made some impressive headway. "All of our subgroups made AYP in mathematics," Deffenbaugh said. "That is a truly impressive accomplishment. However, communication arts showed many subgroups who did not meet AYP."

Clayton ranked first out of all St. Louis County schools in sixth, seventh, eighth, and eleventh grade communication arts as well as tenth grade mathematics.

CHS ranked third in the state for communication arts.

One of the most upsetting statistics offered in the subgroup analysis of the MAP scores, is the AYP of African American students in Communication Arts

"I would say the fact that the African American scores in Communication Arts stayed mostly the same and did not meet AYP goals is troubling," Losos said. "As a school we can and should be doing a better job. Conversely, the African American scores in math went up remarkably. I think it is a testament to the hard work the math teachers have done with their curriculum, the support structures put in place, they are still not where we want them to be but there was a significant gain." CHS is not the only school in Missouri with this statistic, and Missouri is not the only state in the country with this statistic. The African American Achievement Gap is a national problem. However, Losos believes changes can be made in addition to the English curriculum already in place to find a solution.

"I have been in conversations with Mr. Lockhart, the literacy coordinator for the district, and Mr. Ryan the department chair, and we are going to work with different departments to see how we can integrate what we already do with test preparation," Losos said. "We already have an incredibly strong curriculum, and so it is not a question of that, it's taking what we already do and building in to help prepare students better for these standardized tests."

Deffenbaugh believes that the gap can be closed.

"I've been an educator for over 30 years, so I wouldn't say the gap in African American achievement is insurmountable, but it is a tough problem," Deffenbaugh said. "It's not just a school problem, it's a broad problem. But it is our job to find out what it takes to fix it."

Recently, the MAP tests have been under fire for being inadequate testing of students' abilities. Thus, Missouri has mandated a change.

"Every high school in the state complains about the lack of motivation for the tests, its one of the reasons the state is switching to end of year exams, after 2008, feeling it will be more directly tied to curriculum," Deffenbaugh said. "Students are human beings and we tend to be interested in that which serves our interest. Now, the test will offer a bigger motivation factor because it could be factored in to final grades."

Losos would like to see Clayton achieve well one last time.

"This is the last year for the MAP tests as we know them," Losos said. "I would love for us to go out in a blaze of glory. Considering the fact we are top three or five in the state already, it would be great to knock it out of the park. It would be nice to really show off our students and teachers' capabilities."

MAP scores, though great for the district overall, offer some points to work on.

"'The improvement in MAP scores' is too big a generalization," Deffenbaugh said. "Even though I'm looking at all these numbers I have to remember these are individuals. I've got to look at the reasons and raise questions. Averages, by definition, are about measuring central tendency. We need to concentrate on elevating individuals."

AP exams are another significant test for students at CHS. AP classes are an important part of growing into the "college mentality," as they can receive college credit for most of the classes if they receive a certain score on the exams in the spring.

The scores for the past year offered no surprising changes. Number of tests went up, however, as 220 students took 476 tests.

"The AP scores were pretty much on par with what they usually are," Blair said. "However, our number of tests taken went up. Basically, those scores are used for students to showcase their abilities to colleges. Not for assessing overall curriculum."

However, AP scores from Clayton are a strongpoint for the district.

"We have maintained a high-level of performance on the AP tests," Losos said. "Both this year and last year 91 percent of students who took the exam have scored a three or above. I think it goes to the overall caliber of courses and teaching that we have."

Overall, Clayton has continued to live out its reputation as an academically rigorous college preparatory high school. Test scores will never be able to encompass it, but they should be examined for making the good even better.

"I always say the scores should raise questions, they are to be looked at and examined," Deffenbaugh said. "I wouldn't want our entire curriculum to be changed just based on one year's score on a certain item. However, teachers should be students of the data, tearing these results apart and questioning them."

To Losos, assessments offer a change to spotlight the students of CHS and the school district.

"All of these tests, to me, are really about the students and showing us what they are capable of," Losos said. "You guys make us look good. Conversely, you make us look good because of our excellent teachers. Inherently, standardized tests are outside tests and we don't always emphasize what they emphasize. They don't test all the strengths that we have nor should they try to." (\$)



Taylor Ob

Freshman counselor Alice Morrison returns to Clayton High School after several years at Wydown Middle School.

Counseling department reorganizes programs, adds new staff members

[Ting Lu] Staff Reporter

Between seniors wanting to get a start on college applications and other students that are unsatisfied with their schedules, the CHS counseling department is always hustling during the first few weeks of school.

Now in addition to their already hectic workload, the counselors are adjusting to three new people and a reorganization of the department.

As many students already know, the counseling program combines two types of services. Services offer individual support for students and preparation depending on students' personal needs. The counseling curriculum is a system that includes four-year sequential activities developed for all students focusing on personal progress, academic development, and college and career planning. Although the fundamental goal of the counseling program remains to help students through their high school process as well as to support students based on personal needs, the organization of the counseling program has changed.

Carolyn Blair, Counseling Department Chair, oversees many aspects of the counseling department, such as student registration.

"The school has changed from every counselor being assigned to multiple grade levels to one counselor per grade," Blair said.

Alice Morrison is the freshman counselor, Anthony Henderson is the sophomore counselor, Mark Snyder is the junior grade counselor, Ann Barber is the senior counselor, and Chat Leonard and Blair serve as college counselors.

"With half the department coming in new we felt it was a good time to make changes we felt were in the best interest of kids," Blair school years.

said. "We feel it will be better for kids to have a relationship with one counselor over time, and additionally they will benefit from the specialist model to which many school districts adhere."

Anthony Henderson, the sophomore counselor, agrees that the reorganization of the counseling system is for the better.

"I like this new system because it gives me an opportunity to focus on one grade at a time," Henderson said. "For example, I am currently co-teaching with Ms. Smith, the health teacher, so I will get to know the sophomores better."

The counseling department welcomes the new counselors.

"My goal [for myself] for this year is to get acquainted with students and faculty," Henderson said. "My main goal for students is to make sure that they graduate academically sound and emotionally healthy."

Blair thinks the system will have definite advantages for students,

"In addition to having a regular counselor, students will also have a college counselor, and the college counselor will work with students on the college process." Blair said. "This allows the college counselors to focus on the college piece with all grade levels and then truly develop the counselor-student relationship."

There is also a new program called Brown Bags.

"For Brown Bags, students can come in, bring their lunch and ask their college counselor questions and anything they want to know about colleges," Blair explained.

Although the counseling department has reorganized, the counselors are still there for the same purposes – to help students both academically and personally, and to guide students through their high school years.

Standardized tests prove beneficial to students

[Preeti Viswanathan]

Staff Reporter

The beginning of the school year usually starts smoothly, but thoughts of the upcoming Preliminary Scholastic Aptitude Test (PSAT) can bring anxiety for many juniors.

However, for sophomores, this is probably not the case. Sophomores take the PSAT test simply as practice for the SAT and for taking the PSAT as juniors. This test determines whether or not they qualify for National Merit Scholarships.

The PSAT is very similar to the actual SAT, except a shorter version without an essay; it contains three sections – verbal, math and writing. The highest possible score on the PSAT is an 80, which could be compared to an 800 on the SAT. For a student to be qualified for a National Merit Scholarship, they would need to score in the top 1.5 percentile, which is equivalent to a 2110 on the SAT.

Clayton High School college counselor Chat Leonard thinks that students will benefit by taking the PSAT as sophomores, even if it's just for practice.

"It's not mandatory but it's very good practice and gives students the information they need to get extra help and support in the areas that they may be weak on," Leonard said. "Practice makes perfect, as they say – and not just for the PSAT, but for the ACT and SAT, and research shows that the more you practice, the more confident you get at taking the test, which lowers

test anxiety and helps you have a grasp of the subject matter, so practice is important," she said.

Leonard said that every year, at least a few CHS students who take the PSAT as juniors qualify for National Merit Scholarships.

"Last year, out of a class of 220, we had 14 National Merit Scholars, and for a school of about 900, that was quite impressive," she said.

"This year, out of a class of 180, we have 7 National Merit Scholars. Even for a class of not quite two-hundred, seven is still a fairly high number. Several schools don't even have one, so every year we have at least quite a few students and I'm very proud of them," Leonard said.

She also added that though sophomores don't have to take the test, each year a large percentage of them

"Usually more juniors take the PSAT than the SAT, but I think over the past couple of years it's been almost even in terms of the percentage of sophomores and juniors taking the PSAT," Leonard said.

"Probably at least 75 percent of sophomores take it, which is a very high percentage, given that it's an eleventh grade test, the students don't have to take it, and they have to pay for it."

While the PSAT is preparation for the SAT test, the PLAN is a pre-ACT test. The main difference between the ACT and the SAT is that the ACT is slightly more curriculum-based, which is why students tend to perform better on it

"Usually our students do better on the ACT than on the SAT, and I think the reason why is that our curriculum is so rigorous and we really encourage our students to focus on all of the core academics (English, math, science, and social studies)," Leonard said.

National Merit semifinalist Whitt Downey agrees that the PSAT is an easier test compared to the SAT. "The PSAT was shorter, so it was easier," Downey said.

"The questions on both were basically exactly the same – and the PSAT didn't have an essay."

Downey took a prep class which was helpful for him to do well on the PSAT and SAT.

"I took a class to do well on the PSAT and the SAT, and since they're basically the same test that was pretty helpful," he said.

Junior Abby Williams took the PSAT as a sophomore, and she also thought it was good practice for the upcoming tests this year.

"I think I did protty well and it gave me an idea of

"I think I did pretty well, and it gave me an idea of what to work on, which is the whole idea of taking it," Williams said. "I'm sort of a slow reader and worker so I have to speed up and budget my time well."

I have to speed up and budget my time well."

Williams is hoping to qualify for a National Merit
Scholarship this year, and although she didn't take
prep courses over the summer, she thinks students
may benefit from them.

"I've heard people say that the classes are really boring, but it will probably help them in the long run. I didn't have time to take them [prep classes], but I

"Usually our students do better on the ACT than would have if I had had the time," Williams said.

Williams took the PSAT as practice, and hasn't really had time to take prep courses, but said she'll probably get a book with practice problems and look at their website.

While Leonard doesn't recommend one particular book for students to study for these tests, she does have a few favorites.

"There are books, and there is information online," Leonard said. "Collegeboard.com is very good, and for the ACT, www.act.org is very good. Personally, I do like a book called <u>Inside the SAT</u> and <u>Inside the ACT</u>, put out by Princeton Review, but almost any guidebook can give you some great tips and recommendations, practice questions, and practice tests."

Leonard said that while sophomores who choose to take the test take it as practice, it can also help them get information about colleges because colleges send out information to all the students who take the PSAT.

"The PSAT is a great opportunity to get on a college's mailing list," Leonard said.

They send out information to all students based on what their interests are, based on what they might want to major in and what their grade-point average

Downey doesn't yet know if he's a National Merit finalist, but he's happy to have made semifinals.

"I am glad that I made National Merit semifinals – I feel that it validates me taking that [SAT prep] class," Downey said. §

World Language Dept. makes changes

[Colleen Layton]

Staff Reporter

A new department chair, a class cancellation, and several teacher appointments highlight the changes being made inside the World Languages department this year.

Elizabeth Caspari, a French teacher for 10 years, is the newly appointed department chair in charge of some of the happenings surrounding the world language classes. Her job is to oversee the budget, interview teachers and work with other department chairs around the school for the next three years. Two new teachers have already joined the current staff and Caspari is working to find other ways to benefit the students.

Caspari's plans include some exciting travels for the foreign language classes. Caspari is looking into a student exchange for French and Spanish in addition to the current German exchange. There is also a possibility that students may soon be able to sign up and take a new Mandarin Chinese class.

For those who need a little more assistance, Caspari would like to find some means of support.

"I would love to look for opportunities to help students who need tutoring," Ĉaspari said.

Micah Johnson and Caron Settle, the new staff members who work at both the high school and Wydown Middle School, also have ideas to enhance the department. Coming from Wydown, Johnson teaches advanced Spanish. Settle is a former Clayton student and a French teacher.

"I enjoy the enthusiasm kids have for learning," Settle said. "I hope I can instill a love of the language."

As for rumors about the German I cancellation meaning the district is getting rid of German classes, Caspari wants to clarify the department's

"It is not true we are not allowing students in [to the German class]," Caspari said, "Certain classes only exist if enough students sign up."

The class, which is not being taught this year, requires at least 10 students to be held. This means that if there haven't been enough applications by the end of registration in January, the class will be dropped even if students request it later on. If enough students sign up this January, the class will be offered again.

Not only are changes being made, but so are achievements. In AP Spanish, students did quite well on the AP test last spring, in which 70 percent of the score results were in the 4's and 5's according to Spanish teacher Teresa Schafer.

Despite a minor setback in the middle of the year when the test content was changed, Schafer has been quite pleased with her students' perfor-

"Our scores have been phenomenal," Schafer

AP Environmental Science proves fun, innovative

[Daniel Iken]

Staff Reporter

This year after much adversity, a new class has finally been offered to seniors at CHS, AP Environmental Science. This is the first time in CHS history that a class like this has been offered.

AP Environmental Science, taught by Biology teacher Charles Collis, is the study of how ecosystems work and how humans impact them. The class studies growth population of humans, pollution, and other examples of human impact. They also study how to fix the damage that has been done and various federal regulations like the clean water act.

"There are many environmental issues today; disease is a very large one," Senior Sam Jewett said. "However, I think the biggest is global warming. I think this is a big issue because we are changing our environment. The littlest change can start a catastrophe. We are altering the landscape at an accelerating rate and it is causing the death of many organisms."

Senior Erik Jones believes otherwise.

"I think the biggest issue today is air pollution," Jones said.

Collis says that instituting a brand new class was hard at first.

"The class is lots of fun but it's hard because I had to start from scratch," Collis said. Collis had to generate labs and acquire new equipment specifically for this new class.

The class was added because of student interest. Students petitioned for the class but it had to be held for a year because it was too late to add the class for the 2006-'07 school year.

"I decided to take the class because people worked hard to get the class also I'm interested in the environment, and Collis is a good teacher," Senior Elicia Wartman said.

"I plan to start a business," Jewett said referring to why he is taking the class. "In order to start a successful business one must be conscious of the environment. We are destroying the planet that gave us life, but as the public is becoming more aware then they will be more inclined to use the products of an environmentally friendly business. Plus the subject is just really interesting to me."

Many of the students agreed that what makes this class so special is that it is applicable to everyone. Environmental science is applicable to doctors, lawyers and all professions not only to scientists like other types of sciences.

"I don't know what the most interesting issue will be," Jewett said. "The truth is that they are all fascinating because they can be applied to my life not just some scientists from Germany." (\$

Learning Center more academically focused

[Jiyoun Kahng]

Staff Reporter

In an effort to meet the goal of helping every student, CHS has reorganized the Learning Center once again. This year, it greeted the students with a much quieter and more organized environment divided into different subjects and teachers.

It is more academically focused and content-driven than any other year, and the teachers directly monitor and approach every student in the Learning Center. Moreover, it created a new class for ACT preparation, providing ACT books and online supports to anyone who enrolls.

Two years ago, there was only one opened area for all students and teachers, so the room was very crowded and many students tended to socialize during their

"The group of kids that was with me last year was pretty loud and I could not concentrate at all," Junior Farzana Saleem said.

Now many students are surprised how quiet and structured the Learning Center has become. The Learning Center is divided into different work areas for different subjects like the study hall, English, Math and Social Studies, each with their own room.

In addition to the Fuel-time Learning Center staff, teachers from each of these departments help to staff the content specific areas. Each student is recommended into different subjects to concentrate on, and in the study hall students are allowed to work on any subject they want.

"We as teachers try our best to make Learning Center a welcoming and supportive place," English teacher Nichole Martineau said. "We always consider how the students learn the best and defend every student's rights to study in as quiet an environment as

Another special program the Learning Center is offering this year is an ACT Preparation class to help all students succeed on the now-mandatory test.

"We provide test preparation books and assignments to the students. In each class, I answer questions from students and go over the contents in class." ACT class instructor Mr. Racsh said. "They are also making a



Students work in the new and improved Learning Center. Many changes were made since last year, now providing a much quieter environment divided into separate subject areas.

When it comes down to

it, I think students will

still attend. We're not

trying to squash their

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fun or ruin tradition. We

safe environment where

everyone is comfortable.

website for the students to study for the ACT online." The school also purchased the computer program made for the ACT preparation.

Anyone can enroll to the class, and it is counted as an elective credit as any other Learning Center class-

"I'm able to study for the ACT daily, and it is very helpful for my senior year to prepare for the college," Senior Alexandria Hutchinson said.

"Enrolled students are also welcome to use variety of books and computers in the Learning Center, for any academic purposes." Ms. Martineau said.

Teachers are always there to help the students when needed, and they check the students' planner to make sure everyone is working on something and even provide extra activities and worksheets to do.

"The Learning center helps me a lot because whenever I have troubles doing my homework, the teachers here explain it well and make it way easier for me to understand." Junior Mariah Hatcher said. "I also get help with my English papers, and I love it when the teachers help me brainstorm. These supports help me receive good grades at school."

"My goal every year for the Learning Center is to set everyone up for success!" Learning Center director Dee Blassie said.

Learning Center is always opened for everyone, and the students are always welcomed to come in and ask for academic help or request for a quiet place to study independently. 💲

Homecoming dance will be first to have Breathalyzers

Breathalyzers, 1

"The administration has not taken nearly enough steps to give the kids a chance to have their opinion weighed," Kasnetz said.

Many students feel that the policy will be ineffec-

"I think it's a really bad idea," junior Alice Lehmann said. "The people who are planning on drinking are going to drink anyway, and all this will do will discourage students from coming to the dances.'

Senior Cameron Davis is not sure what will hap-

"It's going to instill a lot of fear inside of people and make them think twice about drinking before a dance," Davis said. "That doesn't mean they might not come tripping on something else, though. It's really hard to tell just how effective it's going to be."

Some students believe that student attendance will go down after the policy is put in action.

"Many people will not go [to the dances], or they will just show up on other drugs that can't be detected by breathalyzers," senior Katherine Clark* said.

The administration believes that the policy will make dances safer.

"I hope it doesn't affect attendance," Hamylak said. "When it comes down to it, I think students will still attend. We're not trying to squash their fun or ruin traditions. We just want to create a safe environment where everyone is comfortable."

Many students, however, don't feel that the presence of intoxicated people affects the quality of the dance negatively.

"They make the dances funny," sophomore Nick

Clark has had a positive experience attending dances under the influence of alcohol: "They make them 10 times more fun, that's what I heard from most people," said Clark. "People just let loose and dance as opposed to other school dances where they actually do use breathalyzers. The kids just stand there and talk, no one really dances or gets into the music."

Losos does not feel that the possibility of amplified drug use at dances is a reason to change the new

"The bottom line is that these kids are underage,

and it's against school policy," Losos said. "If drug use kids' social life away from dances," Kasnetz said. "I becomes a problem, we'll deal with that. They're separate issues.

While student attendance and increased drug use at dance may be negative consequences, administrators feel that there will be many beneficial aspects to the policy, other than preventing students from drinking.

In the past, some teachers have been reluctant to chaperone dances because the inappropriate student behaviors make them uncomfortable.

"The teachers know that we have made changes, and we think they'll be more

supportive of dances now," Hamylak said. Losos wants to give CHS

dances a new image.

"We're trying to wipe the slate clean and start again," Losos said. "We are asking our students...to play a significant role in creating an atmosphere of fun and celebration that does not include student use of alcohol and other drugs."

Additionally, administrators hope to regain the attendance of some students who avoid dances due to the high number of inebriated students.

"I avoided the St. Patrick's Day dance," sophomore Chelsea Embree said. "I just really didn't want to go to a dance where almost everyone was drunk and doing stupid things."

Some students feel that the breathalyzer policy will not necessarily prevent intoxicated students from entering dances.

"I think that the kids who will be drinking at dances will be able to look inconspicuous enough to avoid it, and kids that actually aren't intoxicated might be wrongly accused," sophomore Aidan Douglas said.

Kasnetz believes that an effective alcohol use prevention program should be a collaborative effort between parents, teachers and kids.

"This new policy won't change one thing about that they are encouraged to do so," said Losos. 🖫

think that the new punishments are unfair and have ill intentions too. Taking away all dances for the rest of the year is unfair, especially to upperclassmen whose prom might be one of the highlights of high school."

Senior Sarah Zimmerman thinks that breathalyzers may have taken the school's power too far.

"Ultimately, it is the parents' responsibility to prevent [alcohol] usage," Zimmerman said.

Junior Abby Williams believes that the policy will

be effective if enforced by administrators.

"This policy is better than doing nothing, and probably should have been implemented a little Williams sooner,"

Part of Losos' plan to prevent student alcohol use is to bring more coaches to the dances as chaperones

"Coaches those students particularly well," Losos said. "I believe that students don't want to damage that relationship, and I hope that their presence will make students not drink at dances."

In the end, though, it will be the students

who have to decide how they want to behave at danc-

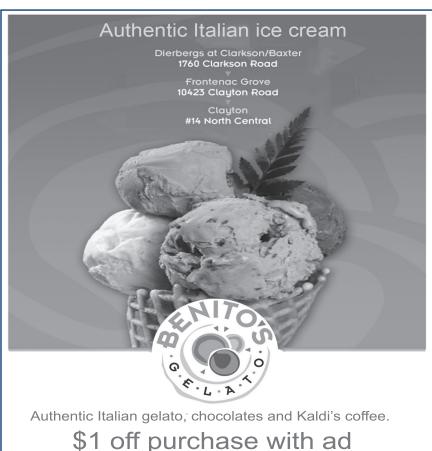
[Eric Hamylak]

Student Activities Director

"It really comes down to, 'How do we want to be as a school?" Losos said. "I think we are putting forward a vision of the school that is not how we want to be perceived."

Students may or may not disagree with this statement, but they will soon be deciding how to spend their Homecoming night and the evening of the Halloween dance.

"My hope is that students will come to dances, and



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Clayton community gradually goes green

[Gila Hoffman]

Senior Managing Editor

A current hot topic is what more can be done to become more environmentally conscious. This year, in particular, at CHS more and more students are becoming active in spreading awareness about the environment.

The school already has a recycling program and last year the cafeteria went green. It moved away from using styrofoam and instead started using reusable trays.

The Green Club, headed by seniors Chiara Corbetta and Sonya Gierada, is trying to increase membership and start working in the community to become environmentally friendly.

The Environmental Awareness Committee of Clayton asked the school to refer someone to them to be on the committee and be a connection between the school and the committee. Gierada was asked because of her participation in the founding of Green Club last year.

"Green Club was started last year but it didn't really get anywhere so I thought that we should try again to make Clayton involved with the environment," Corbetta said. "There are so many movies and articles about what is happening to the earth and about how Americans consume and

it would be great if we could get said. "We would need some way just one community or one school to become more environmentally friendly."

Science teacher Nathan Peck sponsors the club.

"Like it or not, we all share a common environment," Peck said. 'That means we all have a responsibility to take care of it. I'm happy to see young people getting involved in environmental issues, so sponsoring the club is a shared interest with students."

Green Club members and leaders are brainstorming possible programs and activities for the school to promote going green.

"We want to set up bins in the school for batteries," Corbetta said. "Especially in my family we never know what to do with used batteries because you aren't supposed to throw them away so we could take care of those batteries at school. We want to try to get the school to use energy efficient light bulbs. Also, ink cartridges need to be recycled so we would collect those as well."

The Green Club also would like to set up a carpool system that rewards students who chose to carpool. They would reserve certain parking spots for students who

"This is something that we would have to just try out for a week to see if it works," Corbetta

to regulate that. It might be hard to actually enforce it."

One of the most important Green Club projects for Corbetta is the publication of environmental fun facts.

think ally important to give out a weekly tip post everywhere school, GNN, on or in the Globe," Corbetta said. "Did you know that any phone or iPod chargers plugged in are still consuming energy? So if you can just unplug it then you aren't consuming unneces-

sary energy."

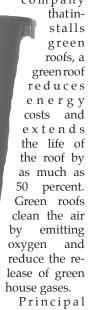
project is trying to make a green roof on the school.

"We are working with the Clay-

Another important Green Club

ton environmental committee on this project," Corbetta said. "There is a company that is willing to do it for free on a school or some public building for publicity."

According to Greensulate, a company



Louise Losos supports green roof idea, if the details can be worked out.

"It is certainly a possibility to use a green roof," Losos said. "We would need to work with the facilities department to see if it is feasible with the buildings as they

are set up and we would need to explore what it will entail for them. Anytime we can be more environmentally conscious we want to look into that. Even though it may cost more, we still want to look into it."

The district is beginning to investigate the renovation of the entire science floor since the labs are out of date, especially because the sinks are leaking water. Between two science labs, 52,000 gallons of water is wasted a year from leaky

"The labs are extremely old, 50+ years with no renovations, and so some of the utilities are deficient," Peck said. "The electrical is inadequate, and the plumbing is rusty and the gaskets are rotten. Hence the sinks that don't shut off completely and drip all of the time, some substantially. We'd like to construct a new science wing that's

Even DECA is going green. For the Public Relations project, seniors Maggie Renshaw, Kellie Jones, Anna Hall and Ellory Abernathy are approaching the project from an environmental standpoint.

"The main purpose is to promote the school going green," Renshaw said. "We plan to have a Ride Your Bike To School Day. We want to promote to students and teachers that we really want to go green and become more environmentally

One of their main projects will be the selling reusable water bottles to encourage students not to throw away bottles after a single use. In addition, the senior group wants to help to reduce the emissions of dangerous chemicals from air conditioners.

"We also want to encourage keeping the air conditioning monitor two degrees higher than usual. That little bit can save a lot," Jones said. "If we can keep the school at a steady temperature, it can save the school a lot of money and benefit the environment a lot."

It's never too late to start to become environmentally friendly.

"I think it's great that the Green Club is trying to push the building and the district to do more," Losos said. "I applaud their efforts. If we can help, we certainly will."

The effect of Gierada's environmental work has been tremendous.

"Just from hearing about the environment so much, it all has been embedded in my mind," Gierada said. "Everywhere I go, I notice whether there is recycling or not and I always seem to notice how much packaging there is on something I buy. It's depressing when you hear about how wasteful people can be, but at the same time it's motivating because it makes me want to make Clayton the best it can be." (\$)



Sophomores Hiro Horikoshi and Cynthia Koehler practice fencing in front of CHS.

Fencing Club offers sophisticated style, fun

[ljeoma Onyema]

Staff Reporter

Do you have nothing to do after school except wait for your carpool? Not doing a fall sport this year either?

Then you may be one the many students who could be interested in joining Fencing Club.

Sophomores Hiro Horikoshi and Cynthia Koehler have been fencing for quite some time; Hirokoshi started in third grade and Koehler started in sixth grade.

This year, they are trying to share their love for the sport with other students by forming a fencing club. Horikoshi hopes that it will become a new, fun style of sport at CHS.

Fencing is the European style of sword fighting involving piercing swords that are precisely maneuvered by the hand.

"Basically, fencing: attack, retreat, parry, reposte, win!" Koehler said. "Just remember, stab them before they stab you. There are too many technicalities to explain; it would be like dissecting the English language. Once you start, one tends to get an idea of what the 'off-target area' is, and who had right-of-way on an attack. Just leave the esoteric rules to the judges and concentrate on your technique and defeating your opponent.'

In fencing there are several styles, with one can use for an at-

"There are three styles," Koehler said. "Foil, sabre, and épée. Hiro and I both specialize in foil, but Hiro has also done sabre. The styles differentiate based on target area and blade shape."

Besides the various styles, fencing also has various safety precautions, including protective cloth-

Horikoshi said that in basic fencing, one must always wear a jacket, gloves, and, of course, a mask.

"We already have an instructor for the club, and he has sets of equipment," Horikoshi said.

Their instructor is Bruce Sikes, a U.S.F.A. certified fencing instructor who has fenced all around the

He has won several fencing awards and is well known in the

fencing world. "We have both been instructed by Bruce Sikes," Koehler said. "Hiro fenced in Boston and the established fencing club at Webster, and I have fenced at Webster. Both Parkway and Webster are run by Mr. Sikes and other qualified in-

As for the curriculum the club will follow, Koehler said that it depends on how many people are going to join, how skilled, and how devoted they are.

"We really have not begun to recruit yet," said Koehler. "Because we actually have to get the club started first. However, we do know that a lot of people are interested, including some of the staff."

Horikoshi said that their instructor knows of some sponsors who can assist them in improving the club's possible finance problems [for equipment and transportation for possible tournaments] in the future.

"We always thought having a fencing club [at CHS] would be interesting," said Horikoshi.

Horikoshi added that some people attempted to open a fencing club a few years ago but failed to establish it.

Koehler agrees with him.

"It is a very elite sport, very difficult, but extremely fun," Koehler

Although they are still in the preliminary stages of planning, anyone who is interested in joining can call Cynthia at (314) 727-3385 or Hiro at (314) 727-3730. 🕏

Friendship fostered with Big Sisters program

[Abby Eisenberg]

The first day of freshman year is a nightmare. Remember walking into a completely big, new and strange building full of old, scary people you don't know? Remember feeling awkward and lost all day? You are faced with scary upper-classmen, teachers who assign neverending chapters to read and problem sets to complete, and the impossible task of finding the elvis room. Remember the first day of freshman phys-

On Aug. 16, the freshman had an orientation, where they ran through the building to see each of their teachers, and the location of each of their classes. By getting the feel of the building, the idea was that they could feel more comfortable, and not bring alive the firstday-of-school horror stories. CHS has a long standing tradition of a Big Sister/Little Sister program. This program is designed to help freshmen feel welcome to the school, and get to know some of the upperclassmen, so that they may recognize some familiar faces in halls during the first few weeks of school while they are still get acclimated to a new situation. The Big Sister/Little Sister program takes a survey of the eighth graders at the end of the year to see their interests, and group of friends, and ask as many Junior and Senior girls who are interested to sign up to be a Big Sister, also surveying them about their interests and close group of friends. The coordinators then work to put the freshman friends together and match them up with a few high school friends to make a small, supportive

"I thought that it was really fun," Junior Alice Lehmann said. "It was nice to get to know some of the freshman and find out what they thought high school would be like." At the end of the orientation, the Big sisters met up with their little sisters to initiate the program. At this point, all big sisters and little sisters were invited to a barbeque in the quad, and the big sisters also had the op=tion to take their litle sisters out to lunch, or whatever activity they had planned. Many big sisters opted to take their little sisters out, and the little sister got lunch, and often a little gift to welcome them to CHS. In the past years, the program had seemingly minimal effect for some people.

"My big sister didn't do much for me," sophomore Emily Rosen said. "She took me out to lunch instead to going to the barbeque. But, since we were with her other friends and their little sisters, we didn't really talk. I kind of wanted to get to know her more, but she did the best she could."

Junior Hannah Slodounik agrees.

"I remember my freshman year, my big sister didn't really do much at all," Slodounik said.

This year, though, the program has been off to a great start due to the enthusiam and willingness to help that the junior and senior girls have demonstrated. Many of them were excited with how the day went, and en-



Senior Anya Veremakis, left, helps out her little sister, freshman Leah Staenberg.

joyed helping the younger girls get acclimated to the new school and situation.

"We went out to lunch and then sat and talked at Starbucks for about two hours," junior Kate Wheelock said. "It was really actually fun. We answered all of those questions that all the freshman obviously are thinking but are afraid to ask."

Junior Neda Svrakic enjoyed the day as well.

'My little sister made other plans, so we couldn't get lunch or anything," Svrakic said. "But we talked a lot during the whole thing, and I helped her out with all of the 'high school scares'. I told her about all of her teachers and talked about sports and a bunch of school activities she should get involved in."

The juniors weren't the only ones who felt the day was a success. The freshman got a lot out of the experi-

"We went to lunch and hung out at Starbucks for two hours," freshman Hannah Callahan

said. "Talking to my big sister made me a little less nervous for high school. We got advice from the older girls about funny situations that most teachers would have never told us. From spending time with my big sister, I got a much better idea of what high school would be like. I had a good time!"

Freshman Sasha Vine agrees that the meeting with her sister was helpful.

"It was really helpful and I learned a lot of things that I would not have known otherwise," Vine said. Freshman Michaela Waites agrees.

"I had fun and I learned way more than I did during the whole orientation," Waites said. "I think that it was a great idea and she answered lots of questions."

first day was complete cess, and the dedicated big sisters already have plans for the new upcoming events. "I don't really see her at all during school, so I'm going to try to take her to a football game or something so she can live through the whole high school experience," Svrakic said. 💲

Freshmen, upperclassmen join forces to form one band

[Helen Wiley]

Staff Reporter

The departure of a large senior band class and high skill levels among freshmen members have led to a reorganization of the CHS band program. For the first time, the freshmen are joined with upperclassmen in band.

In past years, the freshman band had been kept separate from the upperclassmen band. According to band director Charlie Blackmore there are two main reasons why the

bands are combined.

"This year, a large senior class left the high school and the band needed students to fill the different instrumentation holes," Blackmore said. "We needed to balance the instruments."

Blackmore stated a second reason for the change.

"The freshmen are better than in the past and came highly recommended from Dr. Varley. They have progressed at a faster rate and have good technique and tone quality," Blackmore said.

In addition Blackmore thinks the freshmen can learn from the older band members.

"The upperclassmen are solid. They are good role models and mentors for the freshmen to have. It is really a win-win situation," Blackmore said.

The freshmen have mixed emotions about the new band organiza-

'The sound blends more with the older students," freshman Elle Jacobs said. "I learn more and meet new people, but upperclassmen are more advanced and I don't have time to work on the stuff I need

Another freshmen band member, Camille Pegg, held similar

"The band sounds better combined, but the upperclassmen are better and more experienced," Pegg said. "It's scary and I feel overloaded.'

"I think that it is good that the freshmen get harder music sooner, but they don't get to spend time with Ms. Shelley learning freshman

music," said upperclassman Mary Goodman. "I wish the band was

During the course of the year, the freshmen will be pulled out and work together with assistant band director Kim Shelley. The older students will have a smaller group in this situation and can work more

closely with Blackmore. It has not been determined whether the new band organization will be continued in upcoming

"It depends on whether the

band stays at the same size and level without too much variance in playing ability," Blackmore said.

According to Blackmore, each band class has a maximum capacity of 55 to 60 students.

"Anything larger is overwhelming," Blackmore said.

So far this year Mr. Blackmore is

pleased with the band. "At our first home football game, the band sounded doggone good," Blackmore said. "There were no major holes or problems and the

freshmen held their own." (\$

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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 firstclass subscription's 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

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Winner of MIPA All-Missouri, Quill and Scroll Gallup Award, CSPA Silver Crown. Pacemaker winner (2003), NSPA Hall of Fame Member

To my fellow overachievers

It's Saturday night and things my teacher isn't collecting this asare getting fairly intense. It is already midnight, but the party's just getting started, and I've got enough

mind altering substances to keep me crunk for at least four more hours.

Of course, I failed to mention that the party consists of an SAT practice book, an AP Chemistry lab report, an extensively long AP World History reading assignment and myself. Also, the altering substances vary between

a 42 oz. cup of caffeine infused Diet Coke and sugar free red bull.

I pound away feverishly at my computer, ever so determined to make this homework at least 3 more pages than it needs to be, complete with superfluous quotes from Locke's social contract, and footnotes. Even though I know that volved in over 10 extracurricular

signment for at least another week, I can't seem to restrain myself.

I am the epitome of the overworked, under-slept and undoubtedly stressed overachiever. Hardly a junior, I'm managing to juggle four AP classes, two honors classes, and Symphonic band.

> Lunch is quite non-existent and my zero hour classes maintain a schedule within themselves. Tuesday, for example, is

one of the most demanding mornings of the week. Included in my hubbub of 7:30 appointments are Globe staff meetings, Jazz Lab Band, and Principal's Advisory Committee. In fact, nearly every week they occur simultaneously.

After school is hectic being in-

tions and volunteering, time elapses rapidly.

Affix previous activities with a sport every season, for roughly 2.5 which hours, leaves little time for eating, even less for sleeping virtually none for relax-

ation. One might trace my record for overachieving all the way back to the good old days at Glenridge Elementary.

When I got a high grade on a spelling test, I would spend hours

to impress the teacher. Similarly, when it came to memorizing multiplication tables,

pushed my-My advice to self to execute over 100 basic you is to take a multiplication problems in less walk on a crisp, than a minute. As time went breezy autumn on, I developed obsession evening to your becomon ing the best. elementary Subsequently, overachieving school's familiar

> mous with a C and an A- was just as ghastly as failing. However, the matter of overachieving goes beyond a seemingly

activities, several leadership posi- the next night learning new words obsessive compulsive teenage girl, especially one that gets practically suicidal at the thought of a 90 percent. No, there lies a deeper, more

profound implication. My advice to you is to take a walk on a crisp, breezy autumn evening to your elementary school's

familiar playground. Reminice about the lighthearted days, when you could carelessly skip around the slides, in an elated state of oblivion: AP exams weren't an apprehension and Carbon didn't have various isotopes.

Take a deep breath and envision what you want to ultimately achieve in life, and recognize that exhaustion isn't the only alterna-

And after you've lingered just a little while in that diminutive slice of heaven, get back to drilling those SAT vocabulary flash cards, you overachiever you. 💲

Confirmation of friendship brings sense of gratitude

EL CUATRO

[TIAN QIU]

From the bottom

of my heart, I

would tell her

how much I

appreciated

having her as a

There is a scar on my elbow that mate, her exams, or how she did never faded away. I got it in sixth grade when I lost my balance and fell onto the cement as my best friend Kyli flung me around in cir-

blood had covered my elbow, but Kyli just stood there and laughed.

When I went to play at Kyli's house, we would chase each other around and intimidate one another as we screamed in each other's faces.

In the end, Kyli would always win this "game" and make fun of me when I was chased into a corner and fell into a basket of laundry.

One time, Kyli told me that there had been a me weird and start laughing. change in the American language. She would tell me what it was. I received a message from her that would believe her and end up embarrassing myself horribly in front of someone else.

I would then confront her, and she would, again, just laugh.

Although Kyli always make fun of me and I would sometimes cry because of it, I never doubted that Kyli was my best friend, and I never stopped looking up to her.

As we grew older, Kyli and I **friend.** stopped screaming at each other

and she stopped playing practical jokes on me, but she still occasionally made fun of me. However, instead of me con-

stantly trying to seek advice from her, Kyli started to open up to me more and more too.

Now, instead of me trying to find her almost everyday, Kyli would call me every week from college and talk to me about everything, whether it was about her roomher own laundry for the first time.

When we were on the phone during these days, we would sometimes fantasize about our future.

Kyli would be a successful busi-I was scared when I saw that nesswoman, and I would work another auspicious job. We would be roommates in a penthouse and be

best friends forever, that is, as Kyli said to me, if I were rich in the future. "I won't talk to you anymore if you end up being poor." She was kidding.

Sometimes when I'm in a casual conversation with Kyli, from the bottom of my heart, I would tell her how much I appreciated having her as a friend.

She would call

I was beyond surprised when I said, "I just want to say that, I'm really happy to have you in my life and you definitely make my life that much better. I hope that we'll

> be there for each other forever and if we ever go through anything bad we'll get through it. Just want you to know that I really do love vou. Well, I'm learning to say that kind of stuff sooner or later because I understand that it's important. You're the first person I've ever

said anything close to that to. I just think it's really funny that when we first met I used to pretty much make fun of you whenever I could, and now we're best friends. Weird how that worked out."

It took me days to absorb my shock because the message seemed so unreal to me. When I did, I was left with a deep reassurance of our friendship and an unexplainable sense of happiness. (\$

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

[Thumbs Up]



-Late Start Days -Football Team -Cooler Weather -Qdoba

playground.

-Homecoming and Spirit Week -Bad Locker Assignments

-Homework

-Waking Up Early

-School is Freezing -Pool Closing

became a sick,

perverse mania.

A 98 percent be-

came synony-

-Summer Officially Over

[Thumbs Down]

Economic and political crisis in Zimbabwe becomes worse

With the cataclysm in Darfur to claimed that although Zimbabwe ed in the 3,700 percent rate of inthe north, Zimbabwe's economic was independent of British rule, crisis has become greatly over- the whites in the country were still looked by the international com- continuing to dominate the counmunity. Zimbabwe has the world's try. In order to return the power largest annual rate of

inflation. Everyday necessities such as bread, sugar, petroleum are hard to find in the country, and when found cost ridiculously high prices. Sadly, enough the plight of the country's 12.9 million people is the fault of one man: Zimbabwe's presi-

dent, Robert Mugabe. Mugabe, president since the country's inde-

2000 and re-distriubted it among the indigenous population. He

to the blacks he took all white land withcompensating

their previous own-The problem, however, was that the new owners were not properly trained and could not reap quite as much benefit from the land as the [Sarah Rangwala]

pendence in 1980, seized almost become heavily involved finan- er, against this absurdity, is that of overnight all white-owned land in cially in the hostilities in the Demo-

cratic Republic of Congo. Together, all these factors result- Mugabe is present. §

flation under which the country's economy currently suffers.

One would think that under conditions such as these, the Zimbabwean's would have ousted Mugabe. However, not only has he remained president for 27 years, but he has just recently convinced parliament to pass a series of amendments to the constitution which allow him to choose a beneficiary to the post of president. The Movement for Democratic Change(the only powerful opposing party), have supported this move - one that can be only detrimental to the Furthermore, country. Sadly enough, the most Mugabe decided to recent step taken by a world lead-Gordon Brown who says he will not attend the EU Africa summit if

Camper provides confidence

Her favorite pastime is playing with her stuffed animals. She never goes anywhere without her Pikachu doll. She maintains a long distance relationship with her imaginary friend. And she is my idol.

She is a legend at my summer camp. Before I knew her name, I knew who Izzy was. She is the camper who all the counselors, fear, love and stress about. When I found out she was my camper, I received a lot of "good lucks," "have funs" and "lucky ducks."

By the time Izzy stepped off the bus arriving at camp, she had been sculpted in my mind as a force

Instantly, I knew something was different about her. She looked like every other 13-year-old girl with stick straight hair, skinny legs and

braces. But the way she presented herself made her stand out. Unlike my other campers, she was instantly comfortable with the new authority figures in her life. She rattled off a list of all the things she needed from us to have a good summer and warned us about what it was that made her nervous. I found Izzy to be refreshing.

But my appreciation for Izzy's honesty began to wear thin as the first week came to a close. That was the night Izzy awakened me at 4 a.m. be-

cause she had a "feeling" that there "might" be a tick

As my summer continued, I was brought into the world of 13-year-old girls. This world was made up of J-14 magazines, Hannah Montana songs, and of course, preteen boys. Despite the fact that my summer camp was divided into two, one boy's camp and one girls' camp, there was always that undeniable link between the two. As a camper, I resented the link. It was when the girls drove over to the other side of the lake that all my friends would change. The girls that had run around with paint on their faces, dirt on their hands and bugs in their hair suddenly became the girls fighting over the straightening iron.

As a counselor, I was even more aware of the strained interactions between the girls and the boys. I watched as my campers fawned over the idea of finding the perfect boy to hold hands with at the co-ed talent show and giggle at the prospect of having their first real girl-boy relationship.

Camp avoided supporting such interactions but with intercamp mail, and two of my campers having twin brothers at the boys' camp, my girls quickly formed pen pals with a boys' camp cabin. At first I was amused by all of my campers coming up with witty lines to write to the boys. It was humorous to watch my campers have the same awkward interactions with the boys that I had experienced only four years ago. However, I couldn't help but notice Izzy in the corner of the cabin as all the fuss was going on, playing with her Pikachu doll. This was not unusual for Izzv who had very different interests than the rest of the girls. In fact, Izzy had more in common with the owner's 5-year-old son than any of the campers.

As the mail arrived from boys camp, I was amazed at how much 13-year-old boys could write. The mail, of course, was greeted with fits of giggles.

On the next afternoon, I walked into my cabin to find campers on the floor doing crunches and talking about how fat they were. I later learned these were the girls who had not received mail from boys camp. I found it disgusting that these amazingly hilarious and talented campers were doubting themselves because a bunch of adolescent boys had overlooked them. I wanted to lecture them on how they truly ought to measure

> But I knew that my words would just be ignored. And who was I to tell my campers not to measure themselves

by what others thought when I too was constantly at war with my own personal demons. As I was ruminating, Izzy approached me and said:

"I'm not in the 'boys are cute' phase yet, I'm still in the 'boys are inferior phase.' I didn't have the heart to break it to Izzy that this

was not a phase, but life. I was amazed at how self aware Izzy was. She didn't need to obsess over boys, because she preferred Pikachu. It wasn't immaturity that kept Izzy from joining in with the girls while they wrote letters to the boys but actually her understanding of the situation. Whether she was lying down in the middle of a hill on a 4-mile mile hike, or giving strangers long affectionate hugs, Izzy acted on how

If only we were all like Izzy... Perhaps we would then live in a world without plastic surgery and eating disorders. Perhaps we would all have the confidence to chase our dreams.

I only wish that we lived in a world where it was easy to stand up and say, "I am who I am."

So here's to having the courage to pass on hanging out with the guys and logging in quality time with



Taking It In Stride

Thanks, Poland

I used to visualize Poland in black and white. My mind drew up faded images of rundown shtetls, gauntly grieving faces sticking out of windows and over the tops of fences and your basic "Fiddler on the Roof" type of atmosphere.

My knowledge of the country was embarrassingly sparse.

I knew of a few cities: Warsaw, Krakow and Lub-

I knew that at one time, 35% of Poland was Jewish, a huge proportion. (Currently, less than 2% of Americans are Jewish, according to www.religioustolerance.org).

I knew that World War II broke out when Hitler invaded Poland in 1939.

And I knew that my ancestors, specifically my paternal grandfather Yakov Kantorowicz and his family, grew up there and survived by escaping to America in 1937.

With these facts, a basic knowledge of the Holocaust and several readings of Elie Weisel's "Night" under my belt, I set off on an eight-day journey this past summer to discover the land of Poland. I didn't go alone; 120 other American Jewish juniors and seniors came along on the program, called Ramah Poland/Israel Seminar.

I had been dreading the time when I would have to get on that LOT Polish Airlines jet, and even while in flight I was apprehensive of what I would experience

the last

Dziekuje

[Nava Kantor]

in Poland. I had no idea how I would react to actually walking around in Auschwitz-Birkenau, to touching the rotting wood of the buildings that had "sheltered" hundreds of thousands of Jews and others, to standing in the very spot where one of my family members who perished in the Holocaust may have stood decades ago.

Would I cry? Would I withdraw into myself, becoming depressed? Would I boil over with anger at the tragedy and waste of life that these places represent? Would I feel such repulsion as to react through physical illness? I had no idea what to expect, and that scared me.

With a Jewish guide to help us absorb the trip, a Polish guide to get us around, an extremely intimidating Polish armed guard to protect us and a Polish bus driver who didn't understand a word we said to him, we set off on our emotional, intense, unforgettable journey.

During our eight days in Poland, my group and I saw places that I now believe are necessary for every able, morally-conscious human being to see. We saw



Nava Kantor, left, walks around a memorial in Treblinka, during a period of self reflection. Kantor was at first hesitant about visiting Poland but found the experience powerful.

the decrepit remains of what used to be the Warsaw ghetto, including a crumbling section of the original ghetto wall. We saw the sites of massacres carried out by the Nazis and their Einstatsgruppen, and the mass graves where the victims now lie. We saw memorial after memorial for the millions of murdered innocents, with candles, stones, flowers, statues, art and inscriptions in scores of languages. And yes, we saw a few of the many death and concentration camps of Poland: Treblinka. Majdanek. Pleszow. Auschwitz. Birkenau.

These are proof--physical, undeniable proof--of the absolutely evil and deliberate nature of the Holocaust. I have the photographs to prove it. The evidence left by the Nazis serves the world as a grim but crucial reminder of the necessity of upholding the phrase born out of the Holocaust: Never

But concentration camps and mass graves were not the only places we visited in Poland. The over two-thirds of Poland that used to be Jewish left evidence behind them to tell their stories

just as the Nazis did, but their stories were of life and hope.

We saw their houses, still standing in some places. We saw their vacation towns and movie theaters and old dance halls. We saw their ancient cemeteries, where generations of Jews were buried before the war. We saw places that stand testament to the righteous gentiles of the Holocaust, like Schindler's factory and an apothecary shop that smuggled vital medicines to the Jews trapped in the Krakow ghetto. Not all we saw

was death and destruction.

But most meaningful of all we saw are the hundreds of centuries-old synagogues that still stand all over Poland. Many were desecrated in the war. Some were used as stables by the Nazis, their gorgeously ornate frescoes carelessly slathered in whitewash. But even those have now been restored to some fraction of their former glory, and we traveled from synagogue to synagogue all over Poland, singing and breathing prayer and life back into those rooms, long-empty of their original occupants.

Just standing in those synagogues was one of the most powerful experiences of my time in Poland, because my grandfather and his parents and everyone that came before them had prayed and mourned and celebrated in a 16th-century synagogue in Poland exactly like the ones I visited. I now appreciate more fully the life my family had in the "old country," and because my family history has come alive for me, I have a new sense confidence in who I am, where I came from and where I can go.

For that, Poland, I want to say to you one of the few words I managed to pick up of the difficult Polish language: Dziekuje. Thank you.

Thank you, Poland, for preserving both the remnants of the horrors of the Holocaust and the remains of the thriving Jewish life that once existed in Poland. Thank you for allowing me to see history with my own eyes and to connect it with myself and my family. Thank you for striving to overcome the wrongs of your past and trying to build a positive future. And thank you, Poland, for sharing all of this with me: not in black and white as I imagined, but in intensely vivid color. (§)



Disciplinary philosophy changes tone

"We believe that the growth and development of each individual is fostered through the free exercise of choice. Consequently, we endeavor to provide opportunities for students to participate in this exercise in order to experience the results of their specific decisions."

These are the first two sentences of the CHS mission statement. The words outline the CHS philosophy of freedom, allowing students to learn from their errors, instead of preemptively removing student liberty in anticipation of inappropriate action.

Three years ago, the CHS philosophy was evident throughout the building; however, the same is no longer true. Slowly, but surely, the administration has implemented a variety of policies in the name of a new guiding principle: promote an academic environment, no matter what the cost.

An academic environment is indeed a noble goal, and the desire to promote academic growth and achievement is present in the CHS mission statement. However, that statement is not meant to encourage the administration to inhibit students' liberties, which make CHS so distinctive.

Instead of the open and liberal environment of a few years ago, CHS is becoming a disciplinarian school, similar to larger districts, which require strict rules and regulations in order to maintain an academic environment. CHS is different from the Parkways, Kirkwoods and other large high schools. CHS already had a thriving academic environment and produced students outperforming the aforementioned districts, but the administration puzzlingly sees a need to change the

When a school is succeeding, scoring better than most schools in the city, state and nation, it does not make sense

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StaffEditorial

viding educational opportunities. What does make sense is to continue to preserve student liberties, a strategy which has sparked academic success for years.

CHS freshmen should have open campus. CHS students should not be breathalyzed like criminals. CHS students should be able to enter the Center of Clayton without the obstacles that have been erected. CHS students should not be subject to the hallway blitz. CHS students should be allowed to continue harmless field hockey and Peppers kidnapping traditions. CHS students should not have after school-detentions for three tardies in a class.

The list goes on and on. It is not the specific policies that are significant, but rather the new approach to education developing at CHS. Each of these policies represents an abridgement of student liberty in the name of promoting an academic environment, a vast and vague term. If it means an environment in which students can learn and grow, then the environment the administration claims to seek already existed previous to the unnecessary changes in policy and philosophy.

Three years ago, CHS was a unique school. Not only did most students perform better on standardized tests and college admissions, students thrived in an environment of freedom where they were "fostered through the free exercise of choice." As the administration at-

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continue to succeed, but their education as a whole will suffer. Students will not have the opportunity to exercise freedom of choice, and thus will not have the opportunity to grow through error, an immeasurably significant component of education.

CHS is becoming a school of strict regulations and administrative policies, thus compromising freedom for an order that already existed. Everyone wants a healthy academic environment, but the administration is not promoting a better opportunity for education. Instead, it is limiting freedom. This only removes educational opportunities.

One may ask if students can balance freedom and responsibility. To find the answer, simply look back at the past of CHS, in which the philosophy of providing students with choices lead to a vibrant academic environment and one of the most competitive schools in the entire nation.

If we can have the best of both worlds, if we can succeed with liberty, as we did for a long time before this administration, why not? §

Summer experience hard to explain

The one question that I absolutely hate is "So, how was your summer?" I mean really, how on earth am I expected to be able to answer that question with *one* adjective.

Really, the situation never bothered me when I did nothing with my summer but sit around the house lazily and watch re-runs of America's Next Top Model. It wasn't until I actually did something that I got so annoyed.

The thing is that most people asking this question just honestly are trying to make polite conversation and really could not care less about my summer. Not that they are *mean* or anything, it's just that my summer is not really important in most people's busy lives.

So I guess my point is that my summer, for anybody who still cares late into September, cannot be summed up in one measly adjective.

The best way I can attempt to open up a story about my volunteer trip to Honduras is to play a little game: Two Truths and a Lie. So here are my three statements: 1. While in Honduras I danced with Shakira. 2. My partners and I found God in our community. 3. I helped prepare a chicken (yes that means plucking feathers and all) for a traditional meal during the holiday celebrating Lempira, the national hero. Maybe these statements are a testament to how simultaneously fun, different and maybe a little sketch my summer was.

The journey started about a year ago when I knew I was actually going to do something interesting during the summer for once, add a little splash of culture to my mundane life. Clayton just wasn't where I wanted to be. I was definitely ready to travel and explore the world.

That's when I found out about Amigos de las Americas, a nonprofit organization devoted to creating opportunities for youth to shine in leadership roles that promote public health, education and community development throughout the Americas, namely Central America and two countries in South America. What I loved about Amigos was the opportunity to combine two great interests of mine, spanish and vol-

unteer work.

I began the application process right way and within a week or so had my heart set on what country I wanted to volunteer in, Honduras. For some reason, after reading all the descriptions (and not to mention I had to be back for preseason), Honduras' history, culture and the success of the past projects stood out to me and by the time January had rolled around I was officially an Amigos Volunteer, going to Honduras, June 20 through Aug. 1.

The real expedition began with CV Training (a training session for correspondent volunteers or volunteers who could not attend weekly Chapter meetings), which was held in Miami. While brief, CV training was a great way to start off the Amigos adventure, where I got to meet tons of other volunteers and spend four days at Florida International University, prepping myself for the trip.

After training, and a short briefing session, I was thrown into my community, La Criba, a large area located in Valle, Honduras. With two English-speaking



Horn spends time with the two older sisters of her host family. Horn participated in a summer program called Amigos where she worked in the village of La Criba, Honduras for 6 weeks.

partners at my side, I ventured into the community, met my family and started on our project (repairing a first grade classroom).

I won't bore you with the logistics, money costs, or any of the technical stuff, but rather I am going to talk about my community, because my community is what made my experience.

La Criba is a town of about 1800 people, and my stay there, along with my two partners, was the third year that Amigos volunteers had come.

The fact that almost every community member I met still remembered the past volunteers and their respective projects, was a sign to how much La Criba appreciated the *gringas* who brought diversity, change and a chance to understand a different culture.

As an Amigos volunteer I had the opportunity to live with a host family, which some volunteers share with your partner(s). I did not share my family, but all three of us had three very different families. I lived

with a host mother, four host sisters and one host brother while one of my partners lived with only a host mom and the other had 13 people in her family, many of whom were extended family.

Our days were spent at the school where we worked on our primary project but also taught classes and gave *charlas*, or lessons, about topics such as dental hygiene, dehydration and trash pick-up.

After school got out at noon we'd eat lunch with a different family every day so we could at least try to meet as many community members as possible. We

also played *pelota*, or soccer, every day and we taught English classes at night.

The days were jam-packed and the nights full of *telenovelas*, or Spanish soap operas, and reggaeton music. Our jokes and wacky stories grew, and by the end of the trip when we met up with volunteers from the other communities, La Criba won the crazy story contest hands-down.

Leaving Honduras was like leaving home, except more tears and the sense of doom that I might never see all these people again. Questions of dread flooded everyone's minds such as "Will they remember me?" "Do the phones work well? "Will I ever get to visit again?" But all you can do is return to the United States and pray for the best.

While this story doesn't even touch upon the amount of fun and adventure I had in Honduras, it should give you an idea.

And if you're still curious, I did dance with Shakira, or rather I danced with a guy in the community whose nickname was Shakira due to the fact that he had curly hair and loved to sing in a high voice. And we did find "God," or a young man named Adonai (which means "God" in Hebrew), who controlled water in the community through boxes strategically placed throughout La Criba.

So, basically, we figured that if he controlled the water, had a name synonymous to God, and was a helpful and friendly guy, he must be "God" sent down to watch over us while in Honduras. So, no I did not help kill or prepare a chicken. That would just be a little *too* sketch, even for Honduras. \$\\$

Many members of the Clayton community have been here through several generations. Alumni reflect on their experiences, their family connections and how Clayton has evolved over the years. masties

[Nava Kantor]

Co-Editor in Chief

Looking through old Clayton buzz books, yearbooks and the alumni photos above the Commons, a strange phenomenon appears. Family names don't fade away as years go by; instead, they grow more common.

Some families have been living and learning in Clayton for over seven decades, with three generations all attending CHS. Clayton uniquely and consistently draws its citizens back home long after they've walked out of CHS, diploma in hand.

Principal Louise Losos has not encountered this trend to such an extent at any other school.

"I think it's amazing and wonderful," Losos said. "Clayton is a unique and special place and parents want their kids to experience what they experienced when they were teenagers."

Clayton parents desire to maintain the high standards they grew up with, creating dynasty-like cycles of Claytonian families that are fiercely proud of their 63105 upbringing.

FAMILY HISTORY

Clayton legacy families abound, and among them are the Lutens. The majority of their family has attended Clayton schools.

"My husband and I, our siblings, my husband's late father- Drew Luten, my mother- Margie Frank, and my three kids have all gone to Clayton," 1976 graduate Susie Luten said.

Not only does Luten have a historical connection with CHS, but her time there determined her future.

"I met my husband, Sam, at sixth grade camp," Luten said. "It was much the same as it is today. Sam and I were friends at Wydown, and we started dating the summer after tenth grade."

Alumna Anne Strong's two children are CHS graduates, as are both of her sisters. As for Mary Wolf, her mother, all of her siblings, one of her daughters and she herself are all Clayton graduates. The Wolfs currently have one daughter at the high school and one at Wydown.

The Abrams family is another that has been connected to Clayton for decades.

"My aunt (by marriage) started grade school in the Clayton district in 1926," alum Paul Abrams said. "My dad and his brothers all went to the high school after they moved here in the 1930s.'

Most of Paul Abrams' family, including his sister, Jane Abrams, has lived in Clayton.

dren, my siblings, their kids and my kids, Shaina and ther.

Jesse, all went to Clayton," Jane Abrams said. "Don and Bev Abrams, my aunt and uncle, met at Clayton." However, the Abrams family tradition of attending CHS will soon be put on standby.

"Shaina is the last Abrams for a while who'll be going to a Clayton school," Paul Abrams said. "We've had someone from our family at Clayton consecutively since 1926, but it will end this May, when she gradu-

EVOLUTION OF CLAYTON

Over the years, both the school district of Clayton and the suburb itself have changed dramatically.

"The city has grown tremendously," Strong said. "It used to be asleep at night, not even the restaurants stayed open too late."

Luten agrees.

"When our parents went, the high school was in a different location," Luten said. "Clayton was considered to be out in the farmlands back then."

The layout of the high school has changed with con-

struction over the years.

"CHS used to have tennis courts until they knocked them down to build the Center," Luten said. "In addition to Stuber gym, we had another, the Annex."

Instead of a giant window looking over the Quadupon entering the school, visitors now see the Commons. The shop, which used to be used to rebuild cars and engines and major wood construction, is now a preschool.

Alumni also value the more recent additions to

"I love the beautiful new field and the fabulous addition of lights," Jane Abrams said. "Even back when I

was in high school we wanted lights." The counseling and administrative setup of the school has also evolved.

"College advisors are much more involved in getting to know the students and helping them plan for their futures," Jane Abrams said. "Having a principal for each grade level gives students now more access and personal contact with the administration. They didn't used to run after you if you were tardy, and we never had something like the 'A Program' when I was in school."

The Voluntary Student Transfer program is a relatively recent development for Clayton schools, and many families who have long been connected to CHS can remember the lack of diversity suffered by Clayton before its inception.

"In my dad's time, there was an all-black school for any African Americans that lived in Clayton," Paul Abrams said. "It was really more like a rural schoolhouse. It only had two or three rooms, and the children who went there were mostly kids of people who worked in Clayton. When I went to CHS we had three black girls; when my dad went, even having just one or two was a lot."

Paul Abrams appreciates that CHS has become more diverse in recent years.

"I like that when my kids went to school here, it was more balanced," Abrams said.

While Clayton has changed dramatically over time, its goals have not, according to Wolf.

'Clayton still holds true to the same values of providing the best education possible."

SOME THINGS NEVER CHANGE

It is not uncommon for Clayton parents to have learned from the same teachers their kids currently have. Many teachers like their experience in Clayton and choose to continue teaching here for decades. A "My aunts and uncles, my cousins and their chil- few teachers overlapped for Paul Abrams and his fa-

'My dad graduated in 1940, and when I started high school in 1967, some of his teachers were still there," Abrams said. "Mr. [Earl] Hopper started coaching a few sports in 1966 and only just retired. Once you came to Clayton, you stayed."

Wolf had much the same experience.

"Larry Baker, Coach Hopper and Mr. Pikey were all still there when my oldest was in high school," Wolf said. "And my husband had [current P.E. teacher] Mr. [Joe] Gamlin at Maplewood High School."

The quality of teachers at CHS hasn't changed.

"My teachers were really like college professors teaching high school classes," Paul Abrams said. "I was told by my AP Chemistry teacher that we all had a moral obligation to get no less than a four or a five on the exam."

Luten's friendships with high school classmates have changed little since graduation.

"I would say half of the people at my husband's fiftieth birthday party will be old Clayton friends," Luten said. "An unbelievable number of people came back" for my high school reunion a few years ago, and I think

that's indicative of people's mindsets."

With CHS homecoming fast approaching, alumni reflect on how they celebrated this and other Clayton

"I'm glad we have enough kids excited about music to support a marching band for the homecoming parade," Jane Abrams said. "Homecoming is the same as it always was. Our floats were much more elaborate and detail-oriented, but I like the theme system they use now. We used to have broomball, too. I do miss the big hoop the football players used to run through at the beginning of home games. It was covered in paper, and the varsity captain would bust through it, followed by the team."

Paul Abrams thinks that CHS students are similar no matter the decade.

"It's amazing to come back and watch kids' interactions. We were as goofy as you all are.'

CHS alumni, like their current counterparts, had favorite hangout spots around Clayton.

"My kids are happy here," Wolf said. "They can walk to the Esquire, down to Starbucks, to friends' houses, anywhere. They like the idea that my mother and I both graduated from their high school."

According to Jane Abrams, the Steak 'n Stake on Brentwood, Glaser's Drug Store on Wydown, the Posh Nosh (with different ownership) and Spicer's, which was in the shopping center where Wild Oats is now, were fun places for CHS students. The Shaw Park skating rink and swimming pool, depending on the season, were weekly destinations.

"The Velvet Freeze was a popular place to hang out. It was a little ice cream and hamburger place on Hanley and Wydown," Luten said. "CHS Club was very popular, it was all the guys who played sports. They all wore block letters on their jackets. They would collect money and throw dances for us."

The location of these dances was the Depot, the basement of the old community center, which is now the location of the administration building.

Cheerleading was a major activity for girls. We had to cheer for every sport, girls' and boys' from September to June," Jane Abrams said. "You

name it, we cheered it. We wore our uniforms to school almost every day. There were few sports available to girls, as Title 9 wasn't in place. Dress restrictions were common until relatively re-

"Girls couldn't wear shorts or pants to school, and we weren't allowed to wear tennis shoes because they'd 'ruin our feet,'" Paul Abrams said. "We had reversible orange and blue cotton uniforms for gym.

Cultural change had led parents and teens to interact differently.

"Now there's openness about drugs, sex and alcohol that we didn't have," Wolf said. "It was all very secretive back then, hush-hush. Parents are more in touch now, and talk about those things."

Claytonians have traditionally enjoyed many freedoms, such as CHS's open campus. According to Paul Abrams, this mindset continued at home.

"Our parents just said to be home before dark," Paul Abrams said. "We couldn't ride our bikes far enough to get into trouble in Clayton, so no one worried. Everything we needed was right here."

HOMEWARD BOUND

The exceptional trend of Clayton graduates moving back into the suburb has created a special relationship between alumni, their families, their neighborhoods, and their vouth.

Luten had to leave Clayton before she realized how

connected to it she felt.

"When I went to college, I told my mother I was never coming back," Luten said. "I was a teacher for seven years at Ritenour, and what I saw there made me realize that Clayton is a wonderful place and that I wanted my kids to go to school here. I value the small classes, the superb education and everything Clayton

Jane Abrams and her family lived for a time in the home where she grew up.

"I didn't think I would end up here," Jane Abrams said. "Right up until Jesse was getting ready to go to school, we were living in Ladue. The house I grew up in became available and we moved back."

Paul Abrams, on the other hand, knew he was homeward bound.

"I knew I would probably end up back here," Paul Abrams said. "I grew up in Claverach and went to school at Glenridge, Wydown, CHS and WashU. I love living in Clayton and I hope my kids feel the same way. Clayton has given my family and I opportunities that we wouldn't have had elsewhere."

GIVING BACK

Because they are grateful for the superb experience they've had over the years, many Clayton families

choose to give back to the community in some way. Luten has now been the head varsity coach of girls' and boys' tennis for nine years.

Jane Abrams was a counselor at Clayton's summer rec program in the mid-80s, along with teachers Mike McGraw, Dave Aiello, Larry Frost, and Mike Musick. She also worked as a children's teacher at the Family

Jane and Paul's aunt, Bev Abrams, subbed at every single school in the Clayton district.

Wolf currently works at the Center of Clayton on the administration end, handling room usage, availability and the comings and goings of students.

Paul Abrams has shown his dedication to CHS through his love of sports.

"I coached JV girls' basketball for six years, and I was always playing sports during high school," Abrams said. "I've always enjoyed high school sports. I'll call up the school and ask what's going on that day, and I'll try to stop by. This year I've already been to a couple soccer and volleyball games. I like to watch the players develop and support the school."

CLAYTON'S LEGACY

Old and new Clayton families alike can see the effects of the legacy sculpted by past generations of CHS students. A hallmark of this is Clayton's constant push to improve.

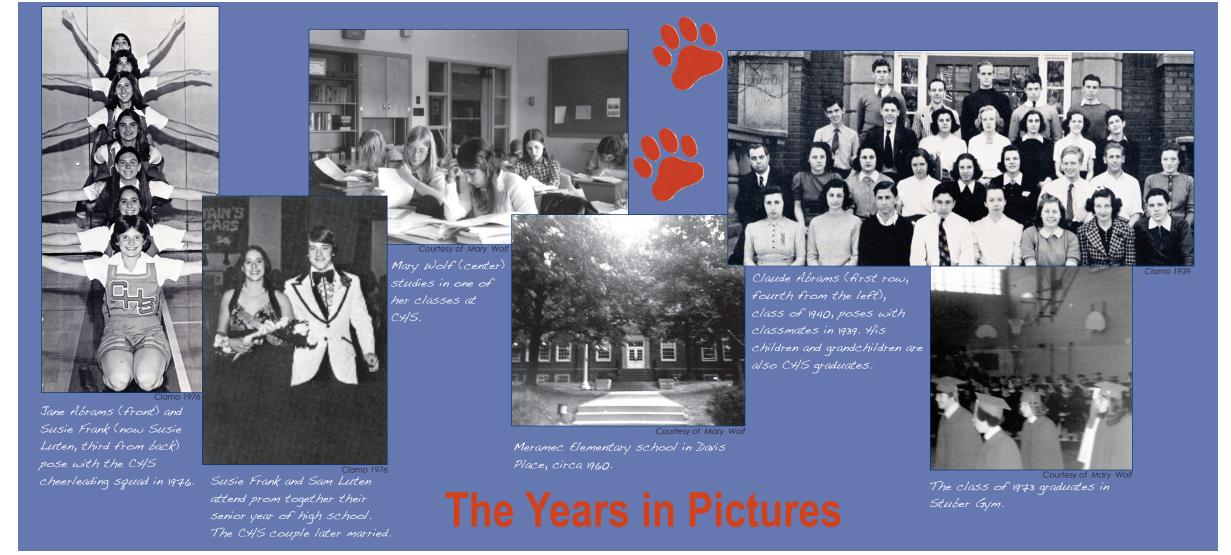
"Clayton has always been aware of the cutting edge educationally and socially, and that's a great mindset, even if we don't always manage to cross the finish line," Luten said.

Jane Abrams believes that the Clayton experience has improved over the years since she was a student.

"Now there are equal sports for boys and girls, the administrative setup is better, and there has been recognition and acceptance of working with children with disabilities," Abrams said. "Other exemplary St. Louis schools have challenged Clayton to do better. It's good competition, because it gives Clayton drive to be the gold standard." Strong advises students not to take the unique Clay-

ton experience for granted.

"My husband never understood why so many of my classmates are still around," Strong said. "But once we had our own kids in the school district, he said, 'Now I understand.' We don't have oceans or mountains here, but we have a wonderful community." (\$



[ourview]



staff playlist 1. "Under the Weather" **KT Tunstall**

- 2. "Something Pretty" **Patrick Park**
- 3. "Lollipop" MIKA
- 4. "Everything" **Kinetix**
- 5. "Stronger" **Kanye West**
- 6. "Outloud" **Dispatch**

Top Three... summer movies

Superbad

2 Hairspray

3 Bourne Ultimatum

COUNTDOWN until graduation... 251 days



scar•a•mouch

noun

a stock character in commedia dell'arte and farce who is a cowardly braggart, easily beaten and frightened

rascal or scamp

What you didn't know...

The average person falls asleep in seven minutes.

The Bible, the world's bestselling book, is also the world's most shoplifted book.

website of the month

www-pandora-com type in your favorite artist or song and Pandora creates a personalized radio station for you - give each song a thumbs up or down and the station adjusts to your liking



Football squad's season starts successfully

[Evan Green]

Staff Reporter

The Clayton High School football team opened its season against Lutheran North at home, a place that the Hounds will be at quite a bit. The Hounds have seven home games to just three away games this season.

Against Lutheran North, junior quarterback Adam Banks started the season strong, passing for 225 yards and three touchdowns while completing 15 of his 20 pass attempts. Sophomore Claude Keaton was impressive in his varsity debut rushing for 89 yards on just 18 carries. The Hounds defense held a volatile Lutheran North offense to just 14 points as the Hounds pounded the Crusaders 35-14.

The Hounds took on Borgia in their second game, but fell to a very big and strong Borgia team. The climate did not help the Hounds as Borgia was able to pound away on the ground the majority of the game. Slippery conditions could not have helped Clayton receivers and the Hounds were limited to just 119 yards in the air. The biggest positive from the game was Keaton, who had 70 yards of receiving out of the backfield.

In the Hounds first road game of the season, they visited Affton and beat the Cougars 21-20 after trailing most of the game. Junior wide receiver Alex Hill caught all three touchdowns for the Hounds.

"It was a really exciting game because we were losing the whole game and we came back and won in the fourth quarter," junior wide receiver Patrick Cunningham said.

Before the season, the team







Left: Senior Dwayne Johnson, left, and sophomore Don Stewart tackle ball carrier at the Affton game. The Hounds defeated the Cougars 21-20. Right: Junior Drew Shapiro practices kick offs before the Clayton v. Borgia game.

made a couple of drastic changes that have seemingly paid off.

"The team is getting better each game, and they have learned the new offense well," head football coach Sam Horrell said.

With tough games against MICDS (Sept. 20) and Jackson (homecoming) looming, Hounds feel that they still have several things to improve on both personally and as a team.

"I've got to keep my head up while making tackles and get better at knowing my assignments and

coverage's," junior strong safety Hal Lewis said. "The team just needs to keep working hard."

Others in the program feel that there is also room for improvement.

"We must limit our mental mistakes to a minimum and have good execution in all aspects of the game," Banks said.

Some members of the team have set personal goals for themselves to go along with the team's goals.

"Our team goals were to make it to the playoffs, have a team GPA of 3.0, win districts, and have three defensive takeaways a game," Lewis said.

Banks decided to set some individual targets for himself.

"My personal goals are to have 1500 passing yards and for each wide receiver to have a touchdown," Banks added.

On a lower note, the Hounds have suffered several injuries to key players.

"One of our senior captains, starting linebacker Dan Waterbury hurt his shoulder, and our starting

strong safety Hal Lewis also hurt his back," Horrell said.

Even with the injuries, the team has a record of 2-1 and is hoping to get Waterbury back soon, but Lewis suffered a broken back and will miss six to eight weeks.

With a tough schedule forthcoming, the Hounds have many bright spots to look forward to, as well as several things to improve on. With a bevy of good junior and sophomore talent, there should be many positive things coming for the Clayton football program. §

Junior JV field hockey player Justine Ulrich fights for the ball in a game against Marquette.

Team finds lasting connection

[Ellie Bullard]

Usually at nine months pregnant, women will take it easy. However, varsity field hockey Coach Lizzy Dooley, at her ninth month, was out on the field coaching the Clayton High School field hockey team. Dooley's dedication to the team and sport is representative of the rest of the team.

In addition to being extremely dedicated, the field hockey team is also very intense. Many of their games have been very close this year. One particularly close game against Burroughs High School ended in penalty strokes after two overtimes, another testimonial to the dedication and spirit of the field hockey team. The players are looking forward to the rest of the season.

"I think that once our games pick up we will get more used to playing with each other," senior varsity midfielder Leigh Katz said. "We are also still trying to figure out positions, so once everything settles I think we will start winning more."

Others on the team also have faith that the field hockey team is just getting started.

"We do have some tough competition on our schedule, including MICDS and Ladue, who we lost to last year," senior defender Laura Bliss said. "I'm sure they will be good games, and if we work hard as a team, we will have a good chance of beating them."

The team has many strengths that they will be able to use in future games.

"This team is very good at passing," Dooley said. "We have many dynamic players that understand the field and where to position themselves in order to provide support to each other. Our defense is very good this year, and our forward line is hungrier than ever!"

The regimen that the field hockey team has for preparation for games is quite difficult.

"At practice we do a lot of drills that require movement most of the time," sophomore forward Anna Krane said. "This helps us stay in shape while working on skills. We also do a lot of long team runs; those keep us in shape for the games."

The field hockey players all agree that their intense practices are beneficial and essential for future wins. "Field Hockey pre-season is difficult," Bliss said.

"The coaches work us hard to get us into shape. It is the worst feeling when a team can run circles around you because you did not work hard enough in practices. Now that we have moved out of pre-season and into the season, we still try to keep the practices difficult, because we need to keep in shape and become even stronger.'

Focus is another important part of the sport that the practices help to cultivate.

"Practice is a time to focus on field hockey—and nothing else," Dooley said. "We run tight practices where the girls are moving the entire time. Drills are designed to condition them physically, and condition specific skills. The girls are there to play hockey and

Tough practices certainly help the field hockey team to excel. However, another essential aspect of team sports-team motivation-is also extremely impor-

"We all motivate each other on the team," Katz said. "We also do team things outside of practice--we just had a team sleep over and we always go to TroMo or lunch. I think that we have a really close team this year which helps when you are on the field."

Other players agree that creating a family outside of practice and games really helps the team on the field.

"The team stays positive and motivated by working together," Bliss said. "We have all known each other and been working together for several years now, so we are all clicking really well on the field. Off of the field, however, we have had a team dinner, barbecue, and we plan to have more outside activities to build our family even more. Many returning players from last year were not as pleased with the outcome of the season we had last year, so we are all motivated to work hard and beat some of the teams we lost to in the past, especially the seniors who will not get a chance to beat these teams again."

Field hockey, 14

Tennis anticipates strong performance

The girls' tennis

team is doing

Our captains...

are playing really

strong and are showing a lot of

really great.

leadership.

[Andrew Klein]

Staff Reporter

Another exciting fall rolls around and girls' tennis begins again. Led by captains seniors Drew Lefkowith and Mary Goodman, the girls hope to have another great season.

The girls have been practicing hard every day after school from three to five o'clock at Shaw Park.

So the big question on everyone's mind is how is the tennis

team doing? "The girls' tennis team is doing really great," varsity tennis coach Susie Luten said, "On Sept. 16 we were 4-1 and we finished fourth place in the conference tournament. Our captains,

Lefkowith and Goodman are playing really

strong and are showing a lot of leadership." The scores show a good reflec-

tion on how the team has been playing all year. The team score against University City was 7-0, and 6-1 against Webster Groves.

"I think we have the strength to go deep into sectional playoffs," Senior varsity tennis player Rachel Klein "We have a lot of talent on this team, and I am excited to see how things turn out for us."

What's next? The varsity played Villa on Sept. 11 and then Rockwood Summit on Sept 12. On Sept. 24 they played at Burroughs. MICDS was the next victim on Sept. 26. They finish September against Parkway north on Sept. 27 and Charleston on Sept. 29.

The JV team has also worked hard against their opponents.

"It's a pretty good team," freshman JV tennis player Melissa Millbrant said. "We've got around 30

on JV and 13 on varsity. The JV team won at Berkeley and lost at Parkway West."

Freshman Vivian Zimmerman also plays on JV and believes that the team is doing pretty well overall.

"Our varsity is really good and the JV is also good," Zimmerman said. I think that we

all just have fun with the sport."

[Susie Luten]

Parkway North.

Varsity Tennis Coach

The JV team had a game on Sept. 11 against Villa. Following that game they faced Berkeley game at home on Sept. 18. They also played Parkway Central and MICDS this month and will finish the month with a game against

The team would love for people to come out and watch them play. So come cheer for your Greyhounds as they continue to prevail over their opponents. 🕏

VARSITY TENNIS SCHEDULE

9/26 MICDS - Away

Parkway North - Home 9/27

9/29 Charleston @ 10 a.m. - Home

10/02 MSHSAA Districts @ John Burroughs

10/03 MSHSAA Districts @ John Burroughs 10/04 MSHSAA Districts @ John Burroughs

10/05 Westminster Away

10/13 MSHAA Sections 10/18 MSHAA State Finals 14[sports] chs globe sept. 26, 2007

Girls step up in boys' sports

[Maddy Bullard]

Staff Reporter

Girls who play sports at CHS are serious and competitive, sometimes even serious enough to play with the big boys.

Freshman Anat Gross is playing football this year on the CHS fresh-

"I decided to play football because I love the game and wanted to play on a more competitive level," Gross said.

Although football is traditionally a boys' sport at CHS, Anat wasn't perturbed.

"I'm comfortable, I know everyone on the team, and I'm good with it," Gross said.

Freshman Christian Thomas, who also plays on the team,

"Football shouldn't be thought of as a "boy sport"," Thomas said. She also said that there aren't any differences or discrimination because of her gender. She said nobody expects less of her because she's a girl.

"As we'd say we're all part of the Greyhound family," Gross said.

Thomas agrees, and he praised Gross for her positive, committed mind-set.

"I think we could use more players with her attitude," Thomas said. "No one really thinks of her as a girl, but more of a teammate."

The Greyhounds have shaped up really well.

"We [are] a completely different team than five weeks ago," she

Gross plays on the offensive line at tackle, and inside linebacker. Thomas said that Anat adds depth needed at various positions because the freshman team is short of players this year. The team's first game was on Sept. 8. She said she was both nervous and excited before the game, but she thought she would be pretty nervous by Saturday. Unfortunately, the Hounds lost their game Saturday, but they won against Affton on Sept. 12.

Looking back, Anat said that every minute of her time was worth it. She also pointed out that she's not playing to be the only girl, but for the same reason everyone else is. "We come to practice right after school because we love the game," Gross said.

In addition, Anat had advice for other girls.

"If there are any other girls that love the game and are willing to work hard then yes, I'd recommend they play. It's hard work and you have to be dedicated and like . what you're doing.'

Thomas agreed.

"Girls should seriously play if they are interested," Thomas said.

Gross isn't the only one willing to play on a boys' sports team. Junior Shannon Harms played on the baseball team last year.

She, too, thought the experience was worth it. "I definitely learned the differ-

ences between softball and baseball in a hands-on way," Harms said.

Harms played third base and had three at bats, rounding the bases once in the season. She said she definitely could've gone for some more play time, but the team had a really big roster.

She also said she was as comfortable as one could get around a large group of guys and it helped that they used different locker rooms.

"It made meetings difficult to attend if they were in the guys' locker room," Harms said. "Other than that it was just fine. [My] favorite part was getting to see the different coaching styles from the baseball coaches to my softball coaches'



Freshman Anat Gross one of a few girls in CHS who decided to take on the challenge of playing traditionally boy sports.

However, it wasn't all fun and

"My least favorite part was when I was injured towards the end of the season and had to take a trip to the emergency room to get x-rays for my leg," Harms said.

Harms, unlike Gross, had a companion on the team. Junior Mary Barber also played baseball last year. Harms said that she told Mary, "that as long as she did it and we both agreed to never quit, that I was all in."

Harms also encourages other girls to try baseball.

"If other girls want to give it a try, I'd totally back them up," Harms said.

However, Harms would also like to see the girls' sports pro-

"It would be pretty awesome if one day girls' sports were taken as seriously as boys' sports," Harms

For those girls who are serious and dedicated athletes interested in playing boys' sports, the success of Gross and Harms can help them gain the confidence to make the leap. 💲

Field hockey extends team unity, friendship beyond the playing field

The field hockey

girls are all super

everyone, on and

sweet and I am

off of the field.

have the whole

When we lose a

game it's nice to

friends with

The difficult practices and team Bliss said. "The field hockey girls motivation definitely help the field hockey team to be the best team they can be. However, the team would not be as good as it is without the love for the sport that all the team's members posses.

"I love everything about field hockey, I play year round and never get sick of it," Katz said. "I hope that I can continue to play after high

school!" Some team members especially love the nature of field hockey, or use it as a stress reliever.

"I love how fast paced field hockey can be," Krane said. "It can be really fun and exciting to

play. Being on offence and shooting at the goal is lots of fun. Often, field hockey ends up being relaxing for me if I am stressed."

Other team members enjoy being on the field hockey team, and love the team atmosphere. "I love being part of the team,"

team with you. [Laura Bliss]

Senior

works very hard, and is determined to win future

playing our game," Dooley said. 'The girls go out to WIN every game we play. They know how to dig deep when they are tired, and in turn play for each other. We are a

"We are a team that focus' on

are all super sweet and I am friends

with everyone, on and off of the

field. When we lose a game it's nice

to have the whole team with you."

Field hockey is a passion of ev-

eryone on the

team, especial-

the sport—the

smell of the

field, competi-

tion, seeing the

excitement of

the girls when

they win, and

helping them

get back up

lose," Dooley

said. "I love

everything

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The team

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FIELD HOCKEY SCHEDULE

Sept. 26 Lafayette - Away

Webster Groves - Home

Sept. 28 Oct. I Rockwood Summit - Home

Oct. 5 Parkway West - Away

Brentwood @ Parkway North Oct. 8

Parkway North - Away Oct. 10

Ladue - Home Oct. 12



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THE ROOT

REPORT

sporting events have been floating around my mind, and luckily for you I'm going to talk about three of my most important: The newest Greatest Show on Turf, the Indianapolis Colts, Michael Vick, and the man they claim is the Natural).

In any sport, the previous championship team often struggles to find their way back to top form, but there is nothing sweeter than a repeat, or better, a three-peat.

Few teams have been able to become immortalized in the sporting world but the list includes the San Antonio Spurs in basketball, the Montreal Canadians in hockey, the New York Yankees in baseball, and a few other franchises.

This year, another team is looking to enter the repeat offenders list; the Indianapolis Colts. For those who don't know me, I started off a few years ago as a huge Peyton Manning fan, and it was only logical that I became a Colts fan in general. (Don't worry, I still root for the Rams when they can compete—but we'll talk about them later)

Anyway, I just wanted to express my relief at the exceptional defense the Colts showed in the first game, dominating the explosive New Orleans Saints offense. The stats are impressive; two interceptions, one for an 83 yard return touchdown, two forced fumbles, and only gave up 106 rush yards and 192 pass yards.

The Colts also had incredible success on the other side of the ball, which is to be expected from the well-oiled Colts offensive machine. Led by Manning who complet-

ed 18 out of 30 passing attempts for a total of 288 yards, three touchdowns, and no interceptions, the

the Saints towards I can't believe some victory. Manning's of the stupidity that targets professional sports figures, football in were, course, particular, exhibit off Reggie Wayne and Wayne and Marvin the field. Ranging Harrison from strip club who combined for a shootings, Las total of 11 Vegas fights, drugs, alcohol and worst of receptions worth 198 yards all-dog fighting. and three touchdowns. On theground,

Joseph Addai rushed for 118 yards and one touchdown in 23 attempts.

The only thing I can say is, RE-

Next up...Michael Vick. I don't want to beat a dead horse—ok, that was in bad taste but at least I didn't say a dog-but I do want to say that I've gotten over some of the initial shock I experienced when I first heard the terrible news.

First of all, I can't believe some of the stupidity professional sports figures, recently football in particular, exhibit off the field. Ranging from strip club shootings with Adam "Packman" Jones, Las Vegas fights, drugs, alcohol, and probably worst of all—dog fighting and brutal murders of innocent animals.

After talking to a few people at my work, I have been told that growing up "on the streets," dog fighting is a somewhat normal and expected activity for young boys to either make money or for pure enjoyment. Yes, it's cruel, but under certain circumstances, you can see how brutality arises from the harsh conditions.

Vick, and others, however, are held to a higher standard as they reach levels of fame with disgusting amounts of money for playing a game.

Unfortunately, people like Vick either resort to certain activities like gambling because they are searching for excitement and require the risk factor in their lives when off

Another possible explanation is that escaping your youth, how- New England Patriots. 🤨

This month, a few different ever hard it may have been, is very hard and at times maybe impossible. I don't think we will ever know why Vick did what he did-or even everything he did-but I almost feel sorry for the guy who has everything from a shoe deal and The Cardinals (and a little about multi-year multi-million-dollar contract to adoration from millions

of fans across the country and world, yet threw it all away committing a heinous crime.

Lastly...the Cardinals. ter an incredibly rough and rollercoaster season Cardinals have once again slipped to seven behind games the first place Cubs in the NL Central, with an overall record of 66-82. We were so close, but with

the Diamondbacks sweeping us and crushing losses to the Cubs this past week, our playoff hopes are quickly moving out of reach, going 1-9 in the last 10 games.

Throughout the disappointment of our season, outfielder Rick Ankiel recently provided a much needed spark to the Cardinal's offense. Similar to past players who made a late season appearance to propel the Cardinals into the postseason like Jack Clark, Ankiel has amounted impressive stats in his first 26 major league games. In 91 at-bats, he has 23 runs, 30 hits, 6 doubles, 9 home runs, 29 RBIs, 22 strikeouts, with a .379 On Base Percentage, .692 Slugging Percentage, and a .330 average.

Did I mention he used to be a pitcher? Well, he could have been an incredible pitcher for the Cardinals, but once again Tony La Russa is to blame for his decision to quit

Back in 2000, La Russa put the rookie pitcher in the postseason offense flourished and annihilated where all hell broke loose. Over

> backstop, behind the batter, 10 feet from the balls were flying everywhere except in the strike zone. Now, al-

though he has made a comeback—and has an incredible outfield arm—he has even earned the nickname "The Natural". Well, I wouldn't go that far. He isn't exactly

the most gifted outfielder catching fly balls, although he has made fewer mistakes than Chris Duncan last year, but I have to admit that I am impressed, although I'm not sold yet.

My biggest fear is the amount of strikeouts he amounts. And then of course there are the human growth hormone accusations which he supposedly took in the minor leagues, but in this steroid era (as I mentioned last month) who cares?everyone is on something and it makes the game more exciting, so go ahead Rick, take 'em. And while you're at it, spread some around the clubhouse so Jim Edmonds starts hitting too. I almost think it's funny, considering he made a fool out of himself at his press conference but it really doesn't matter.

On one final note, as we look towards next year, all I want is for the Cardinal's management to start spending money. Everyone else is doing it, so why not us? I'm tired of the washed-up players we try to squeeze one more year out of. The list is endless: Preston Wilson, Mike Maroth, Gary Bennett, Russell Branyan, and the list goes on. Oh, and not to mention we have even resorted to converting pitchers to outfielders and third basemen to pitchers (Scott Spiezio). When will

So there you go, that's what's on my mind this month. Stay tuned for next issue where I talk about the resurgent Blues and the new NHL—and probably some other random things like the cheating



ward to future games in order to

ber one in our district, to win the

district title and advance in the

State playoffs," Balossi said. "This

year's team is as skilled a team as

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Seniors

"Our goal is to be ranked num-

better their record.

Senior Max Arpadi heads the ball as freshman Kevin Matheny comes to assist in a varsity soccer game against Ladue at MICDS. The Clayton Greyhounds tied 3-3, with goals by freshman Will Hayes, and seniors Parker Rawdon and David Sherby.

With 12 seniors and four freshman, the boy's varsity soccer team hopes to go far with just the right balance of old and new.

"We

gaining

important

varsity ex-

perience,

and we are

[Anya Veramakis] Editor

While most CHS students were sleeping in and enjoying the last weeks of summer nothingness, the boys' varsity soccer program went to work.

For the last two weeks of summer, the boys attended two-a-day practices. They began their days at 8 a.m., conditioning and doing early morning runs. Then the boys came back later in the afternoon for soccer-specific practices.

"We did a lot of conditioning," senior captain Parker Rawdon said. "Morning practices were generally conditioning practices only so that the heat could not stop us, then in the afternoon we tried to get as many touches on the ball as possible. We also entered a pre-season tournament over the summer to increase our touches on the ball."

The boys' soccer program has a mix of old and new players, with 12 seniors and four freshmen on the team this year.

"I think the skill level is better this year than in past years in certain positions," senior captain Scott Belsky said. "Everyone is focused and wants to win. We have a young team but they have all played club soccer, so they know the game. Everyone is still trying to learn the system and pace of the game but I think we will ultimately benefit from the new talent that has come

The new freshmen have proven their experience, yet there is still a transition to be made between club and high school soccer.

"I've played for about seven years since second grade, for Giuliani, Wolf Pack, Metro 74, Metro Strikers, and Lou Fusz," freshman Will Hayes said. "CHS would have to be a more competitive and more exciting team than I have ever played on. The practices for this team are more intense with more team involvement than just regular ball skills. Also, playing against teams where 90 percent of them are older and bigger comes as a big challenge, it's a fun challenge though.'

With three returning seniors that were on varsity as freshmen themselves, the captains seem to be leading the team and helping the new freshman to overcome the vast number of challenges ahead of them this season.

"All of the upperclassmen always run the practices," Hayes said. "They are good leaders and they get us prepared for all of our games. They treat us as teammates and don't worry about the fact that we are freshmen."

have encountered both success and some rocky times.

"Our greatest letdown was against Duchesne, when we lost 3-1," Rawdon said. "But our greatest success was coming out of the MICDS tournament without any

With both successes and letdowns this season, the team is working hard to improve upon their past performances.

"Our strengths are in the middle of the field, maintaining possession of the ball and creating scoring opportunities," coach Matt Balossi.

I have coached at Clayton High are working Our goal is to be on our deranked number one fense. We lack expein the district title and rience defensively advance into State because playoffs. This year's team is as skilled we only have one returning starter. a team as I have Our backs coached at CHS, and midfielders probably the most skilled team I have are learning their defensive ever seen at Clayton. responsibilities, are

> [Matt Balossi] Varsity Soccer Coach

improve every day and every game to prepare ourselves find the right players for the right positions. Things are just starting

gram can really do. \$\square\$

for the post season." to come together for us defensively, With great team leadership, ambitious goals, and an enduring but it will take the majority of the work ethic, it seems that their reseason for us to really start defendcord is deceiving and CHS has not The team's record is 3-2-4, but yet seen what the boys soccer pro-

Experienced swim team, leaders give hopeful prospect for season

[Dakin Sloss]

Senior Managing Editor

The boys' swimming team appears to be on track for a similar season to 2006, potentially qualifying multiple individuals and relays for the state meet.

"The team looks to be just about the same as last year," coach Wally

Senior co-captains Paul Orland and Alex Phillips lead the swimming squad with the most expe-

rience and the best chances at state qualification. In fact, Orland already met the time requirements for the 50-meter and 100meter freestyle events.

"We have come out strong so far," Phillips said. "Paul qualified for state early in the season and I am looking to also in the 100breaststroke and 200individual medley."

In addition to the leadership of Orland and Phillips, juniors Paden Dubois and

Tom Maxim are contributing to the team's success.

"The team is perhaps a bit better than last year," Orland said. "We didn't really lose anybody, but we all improved. We are expecting to qualify our 400-freestyle relay and

our 200-medley relay. I swim butterfly, Alex swims breaststroke, Tom swims backstroke and Paden swims freestyle."

Lundt agrees that these four swimmers have a chance to deliver strong performances, particularly in the relays.

"Paul and Alex are the team's leaders and best swimmers," Lundt said. "Our third best swimmer is Paden who swims the 200-freestyle and 500-freestyle. He is also our second best breaststroke swimmer. Tom is probably fourth and he swims

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The team is perhaps a little better than last year. We didn't really lose anybody, but we all improved.

[Paul Orland]

m e r ss h o w hopes of Senior becoming competitive.

"It is my first year on the team," sophomore J.B. Garfinkel said. "It has been a lot of fun and I am getting in better shape. I have also been swimming faster and I will definitely keep doing it."

Garfinkel swims the 100-meter

backstroke and individual medley

the boys are already looking for-

"J.B. is also swimming well and improving a great deal," Lundt Phillips also commented on the

quick-learning freshmen on the team, such as Paul's younger brother, John Orland.

"It is a pretty young team," Phillips said. "There are a couple of freshmen who have an opportunity to become great swimmers if they stick with it."

Diver Kevin Johnson is another exciting addition to the team.

"We have more swimmers than in the last two years," Lundt said. "Also, we have a diver this year. Kevin is doing well for his first year and learning quickly. He has improved very fast.'

Since scores are calculated by adding diver and swimmer results, Johnson's impact has been significant according to Phillips. For example, last year the team lost by one point because the other team had a diver and Clayton did not.

"Having Kevin as a diver becomes key at critical times when we need to pull ahead in a close meet," Phillips said.

At one of the biggest meets of the year so far, the Ladue Invitational, the team achieved a sixth place result out of 12 teams even though Clayton only had eight swimmers. Johnson got 12th in diving. Paul qualified for state winning the 50freestyle and placing second in the 100-freestyle. Alex received second in the 100-breaststroke. The team is optimistic about the season's early

"If everything goes as expected, we should win as many as we lose and have about a .500 season," Lundt said. "We improved our place at Ladue and we have as good of a team as we have had in a while in terms of statistics.'

One factor of the team's success was summer training.

"Tom and I swam over the summer with the Clayton Shaw Park team," Orland said. "My brother John also participated. Alex and Paden competed in water polo, which helped prepare for swimming. This extra work has helped us and we might even get a winning season. So far we go beaten by two really good teams, but otherwise we are doing really well. We even had our first victory against Webster Groves

Garfinkel agrees that the season's prospects seem promising.

"I am ready for a great season ahead of us," Garfinkel said. "It would be better if we had a few more people, but we are still going to do well."

Every year there is a small group noted Phillips, but this year the team has pulled together to achieve quality outcomes in meets. With a strong core of experienced swimmers, young hopefuls and a new diver, the team can look forward to at least an average season.

"Panic" preparations are promising

[Cameron Davis]

Staff Reporter

A party, a morning-after pill and a fatal car crash. Everyone's business is put on front street with "Panic"—a new play about the dark and dirty doings of teenagers, and the consequences of deciding when to

After international success in the 2007 Edinburgh Fringe Festival with "And Carl Laughed", the dynamic duo of drama teacher Kelley Ryan and retired English teacher Nick Otten are back with a play that plans to expose the true issues facing teens regarding relationships, and personal responsibility.

"Panic really is about all of the things people talk about privately, but are too afraid to talk about publicly," theatrical director of Clayton High School Ryan

"The show contains "lots of the things kids need to know but can't be and aren't taught in high school curriculum," Assistant director Nick Otten said.

"We talk about risks; not what happens when the condom breaks and what happens the next day," Ryan

Inspired by a communication exercise from her Introduction to Acting class last year, Ryan set out to write a piece about teenagers that was not only provocative, but also appropriate and realistic.

"All good plays about teenagers aren't appropriate for teens to do, and the ones you can do are sermonlike," Ryan said. "We're not judging anybody in this play, but we're putting out situations which I think people will come to specific conclusions...we're not trying to say anything; we're just trying to raise ques-

The targeted audience is CHS students.

"We want the students to take away a genuine discussion about issues that are hidden and snickered about." Otten said.

He added that they are writing openly provocative material; however, he does not feel that people will stop them, nor that they are trying to write something that people would want stopped.

For senior Erik Jones, the possibility of controversy

is definitely plausible.

"I can foresee conflict, if not on an administrative level, on a peer-to-peer level." Jones said. "Once parents and peers see it they will react in two ways: they'll see it as a piece of art reflecting how the world has changed, or they'll see it as unnecessarily touchy and

Jones, however, does have faith in the show and its

"The show will be high quality, clean, tactful, and will be well received... We're not trying to insult anybody; we're just dealing with today's topics." Jones

After being part of the cast of 'And Carl Laughed' senior Alex Phillips said that the subject matter is defi-

"It is racier, and is different from any other show I've been in," Phillips said.

With the five lead characters dealing with issues such as possible unplanned pregnancy, secret homosexual relationships, and the finger-pointing chaos following a tragic car crash, Phillips wants the audience to remember that it is just a play.

"Hopefully CHS students will know that it's just a play, and the actors are just actors, not the characters that they're portraying," Phillips said. "Hopefully they'll see that it is speaking to issues that kids our age have during high school.'

Junior Rebeccah Singer thinks that the play possibly will make some uncomfortable. "They just need to evaluate why they are uncomfortable and embrace the piece once it's done," Singer said.

While she does not foresee much controversy following the show, junior Mariah Smith, also a part of the cast of "And Carl Laughed" said that the show is definitely more cutting edge than any other show she has done before, and is more relatable and realistic. Moreover, she believes that the show will be well re-

"I really think that kids and adults will both like it because the show isn't opinionated," Smith said. "It's just telling it like it is."

As a couple of those that auditioned, Singer and Smith said that the auditions were highly movement



chs globe

sept. 26, 2007

Drama teacher Kelley Ryan, Former English teacher Nick Otten and technical director John Armstrong (from left) laugh together while working on their new project, "Panic". The dynamic duo is looking forward to working on the new play together over the coming year.

and improvisation based.

"Ms. Ryan and Mr. Otten had us do several exercises to see if we could improvise in different groups, and we did a lot movement exercises since the show will be mostly told through movement," Singer said.

Ryan and Otten set up the auditions according to the nature of the play.

"The play won't be realistic. It will be highly styl-

ized with some dialogue," Ryan said. Otten described the style as a "multi-layered design," since the play will experiment with ensemble movement along with projections of Instant Messaging conversations and other technical devices.

As for the writing team of Ryan and Otten, their connection could not possibly be any stronger. As they look at each other and laugh, Ryan states that they do have a great working relationship.

"We can yell at each other and say we hate each other's ideas." Ryan said. "But we have a lot of trust."

Otten admits that at times writing can be difficult due to their high, but conflicting standards in terms of writing and directing. In the end, however, they will end up with a piece that truly is a creation of their

"When it says: 'Written by Kelley Ryan and Nick Otten,'it really is written by the both of us," Ryan

Not due until spring, Ryan and Otten will continue nursing their newborn play "Panic." In the mean time, the CHS audience will continue waiting for the next installment this fresh and socially provocative team

their best to help out as much as

donations we had been given and

all of our school supplies," Tatiana

said. "Then they went through it

and decided what they could use

and what they couldn't use they

Then the Birgissons experienced

quick change of settings when

"We went from being in a really

they went from the orphanage to a

poor orphanage to our uncle send-

ing his private plane to pick us up

and fly us to the capital," Natalia

said. "And having his driver drive

us home and then dressing up in

really elegant gowns and sun hats

and basically seeing all the wealth

of Venezuela in comparison to the

helped open up the eyes of Natalia

and Tatiana to the reality of life in

like Venezuela was a very poor

country and it always seems like

that, but the truth is it is incredibly

rich," Tatiana said. "It has a lot of

This drastic change in scenery,

"When we were there, it seemed

poverty of the orphanage."

gave to another orphanage."

family baptism.

Venezuela.

"We brought over a bunch of

Grace Thompson and her new friends pose for the camera. Thompson is looking forward to the coming year, which she will be spending in Switzerland studying abroad.

Student skips senior year to join foreign exchange program

[Sara Rangwala]

When senior Vanessa Moore found out one of her best friends, senior Grace Thompson was skipping her senior year, several thoughts went through her head at

"I was simultaneously really happy and really sad when I heard Grace was leaving," Moore said.

Moore knew that studying abroad was a dream of Thompson's but realized that she would miss her a lot.

"I knew that we wouldn't be able to hang out in French anymore, or at lunch, and I also knew we wouldn't be able to have random parties or go to Youth Group together...I realized that I wouldn't be able to see her walk across the stage at graduation," Moore said.

Although Thompson has been taking french at Clayton for the past five years, she didn't end up in France when she applied to go abroad for a year. France, her family decided was too expensive. Thompson decided to apply for Switzerland, as it is a francophone country as well.

Last year when AFS, an international exchange program, presented in her French class Thompson knew immediately she wanted to

"I've wanted to live as an exchange student since my brother has observed seem to be a lot more

Unfortunately, she was placed in a city located in the German speaking part of Switzerland. She gradually got used to the idea and the fact that she would be able to learn an additional language.

"I figured I would be up to the challenge," Thompson said. "And so far, I'm doing okay."

There are a lot of things Grace realized she would miss: being varsity goalie on the field hockey team, graduation as well as graduation parties and being a leader of her youth group.

"There is so much I'm gaining for this already; I have made friends from six different continents, I am learning both German and Swiss German," Thompson said.

So far, Thompson has only spent one week Switzerland.

Thompson had an idea of what Switzerland would be just based on things she'd heard.

"Ī pictured Switzerland as this really traditional place where everyone outside of the cities owned farms and cow," Thompson said. "Someone told me that Switzerland was like a dolls house: everything was perfect.'

Once she got to Switzerland, quite a few things struck her as strange. Compared to the United States, Switzerland is a lot smaller, which translated into societal contrasts between the two countries.

Adolescents in Switzerland she

independent then their American counterparts. This struck her as odd, considering that America prides itself on being the "Land of Independence".

"I see 8-year-olds or younger making the half hour train ride into St. Gallen for school in the mornings, and then hanging around in small groups in the city during lunch or after school," Thompson-

Another difference she noticed is the fact that public transportation is used more frequently then it is in St. Louis. You can walk, bike or take a bus or train to almost anywhere you could want to go. Thompson doesn't find herself asking people for rides as much as she did here.

It's only been a week, yet Thompson already has a large group of international friends, explored cities and farms near her home and has a long list of plans for the rest of her

Thompson is quick to recommend studying abroad for any interested students. Her only regret was not going her sophomore or junior year. Going her senior year required her to make sure she had enough credits to graduate early and apply for college early. Her experiences have also led her to suggest not limiting yourself to one

"It's interesting to go to a country that you know almost nothing about," she said. 🕏

Birgisson 'vacation' was meaningful, life-altering

[Katie Weiss]

Senior Managing Editor

Kidnappings, orphanages, and private planes—these were just a few of the words that came up when speaking to CHS sisters Tatiana and Natalia Birgisson about their summer vacation.

who were both born in Iceland; however, this past summer the two sisters decided to do something different when they went to Venezuela to work in an orphanage for a

While the Birgisson's had an aunt who volunteered in Baraca, they found that Baraca was not a suitable location for them to work.

'Our family is really well known," Natalia said. "There is a good chance that we could get kidnapped."

Last summer the Birgisson's experienced a scare when their cousin's wife's family was kidnapped and ransomed. While the next day the kids and wife were let go, the husband remained in captivity.

"Because of this incident," Natalia said. "When we are in the capital city, we are not really allowed

That is how the girls were led to the orphanage in Venezuela.

"We basically took care of the kids," Tatiana said. "It is a lot like babysitting except that we took care of all of their needs. So we gave them a bath, changed their clothes, did their laundry.'

However, unlike a normal babysitting job, Tatiana and Natalia had a harder time getting the kids to open up to them.

"At first they were very tentative to like us because most people in their life had left them," Natalia said. "But once they saw that we kept coming back, they started to hold on to us and wouldn't let us go. I remember one day I was carrying three of them around, and they wouldn't let me put them down."

While the hugs were rewarding, the girls couldn't help but be concerned about the children's future.

"Once they are 12 years old, they have to go to a public orphanage, and that's really bad because they are taken care of well in the private orphanage," Tatiana said. "The food they got was healthy, like I would have eaten it. It was stuff that my mom makes. But then when they turn 12, they go into a public orphanage with all the street kids and they have to learn to survive in a different environment so a lot of them become involved in drugs or violence because that is the only way that they can survive,"

However, instead of becoming depressed by the children's futures, Natalia and Tatiana chose to be inspired by the strength and resilience of the children.

"It was so inspiring. Because Spending time overseas isn't most of those kids weren't orunfamiliar to the Birgisson sisters, phans but had been taken from their homes because of abuse, one of them had scars all over his body and one of them wouldn't let anyone touch her," Natalia said. "One of them was 7 years old and was so malnourished that she was the size of a 4-year-old."

But while the buoyancy of the children was inspiring, the Birgisson's couldn't help but feel powerless when they would see an orphan cry for his or her mother.

"The worst part for us was they were repainting the walls of the orphanage while the kids were taking a nap and one of the boys started crying for his Mom." Tatiana said. "At first we were like oh that's kind of cute he wants his mom but oh wait his mom was probably the one who was abusing him. You don't re-

of working with orphans, Tatiana

and Natalia continued to show up

to work each day allowing them-

selves to be touched by the smiles

"What kept us going and what

we think keeps the women who

work there to keep going is that

these kids have survived so much

and they still manage to trust other

people," Natalia said. "They still

laugh and smile and have a good

time. They don't let [what has hap-

pened to them] influence their lives,

an orphanage that was clean and

served nice food," Natalia said.

"We spent a lot of time redoing the

Other than working with the

"It was really nice for us to see

more than it already has."

walls to make it look nice."

ally think much about it at first. Someone is just crying for their mom, that's just what our siblings do. But then you realize that kids asking for someone that abuses him. That kid is asking for his mom who he will never see again. That was really hard for us.' And yet despite the harsh reality

of the children.

[Natalia Birgisson]

"I learned more this summer than I ever have before."

natural resources. But there is so much corruption and any of that money that is available, which is a lot of money gets into the hands of the wrong people."

Then once again the girls experienced another major change when

they flew to Iceland to work in a tourist shop for nine hours a day, six days a week.

"Working at the tourist ship was an entirely different experience all together," Natalia said. "We pretty much managed ourselves."

However, while the work was really hard, the sisters found the job to be rewarding in an unexpect-

"Working there was the first time I realized how special it is to speak so many different languages," Natalia said. "I was really challenged linguistically."

With just a few days before the start of school, the Birgissons returned to Clayton, with nothing but smiles and lasting memories.

"This summer was definitely worth the work," Natalia said. "I have learned more this past sumchildren, Natalia and Tatiana tried mer then I ever had before." \$

Having parent at school proves beneficial

[Nina Oberman]

Staff Reporter

Every day, sophomore Sam Jacus arrives at school with his mom. Instead of saying goodbye for the day, however, they walk through the door together, and continue on to their first classes.

Jacus is one of the few students attending CHS whose parent teaches at the school. Although difficult at times this unusual situation has proved rewarding for both the parents and children.

"I like having Sam at school because I have an opportunity to get to know his friends" said science teacher Heather Jacus. "Sometimes when your kids get older you don't get to know their friends, but being at school, I see them in the halls and hear about all their activities on the announcements'

History teacher Sam Harned, who has two kids at CHS, also finds that teaching at his kids' school allows him to be more

l want to be

careful not to get in Sam's

to respect his

privacy.

way. I am trying

[Heather Jacus]

Science Teacher

involved in their lives. "It makes me more aware of

things that are going on at school. It's just fun seeing them in the hall," Harned said. "I remember when they were little kids and now they're roaming around in the

Being at school gives Harned the opportunity to more closely observe his kids' learning and grow-

However, both the students and parents agree that the line has to be

drawn somewhere when it comes to being involved in each other's lives. With the same home and school, privacy is more difficult to come by. Most students have a choice of telling their parents about school happenings. Parents who are teachers already know.

"I want to be careful not to get in Sam's way," Heather Jacus said. "I am trying to respect his privacy. I don't chaperone dances or anything like that.'

Sam Jacus shares his mother's view.

"If I got into my mom's class, I would switch out for sure. She would be on me about everything," Sam Jacus said.

Sam Jacus is thankful that his mother doesn't try to force her way into his life.

"I see her once in a while at school," Sam Jacus said. "She keeps her distance."

On the other hand, students greatly appreciate their parent's presence at school when they're in need.

"If I need money for lunch, I can go up and ask my mom," junior Miguel Chavez said, whose mother, Bertha Martinez, teaches Spanish.

This is surely an advantage over most students, who must resort to begging and bartering with friends when they don't have lunch money.

Unfortunately, the convenience may be more for the student than the parent. Although this accessibility makes it easier for kids, Heather Jacus sees it as an equivalent nuisance for her.

"It is both an advantage and a disadvantage that if he needs money, he knows where to find me," Heather

Other issues arise in this unique relationship, as

Martinez points out. She has two kids at CHS, sophomore Diego Chavez and junior Miguel Chavez.

> "It is hard for us to separate school life from home life," Martinez said. "Often my kids comment about the things that go on in school that I am not really interested in knowing as a teacher, such as so and so said that they like or don't like your class because, or you have some kids in your class that do this and that."

> Other teachers will never have to hear these comments, whereas they are unavoidable for Martinez.

As well, being together all day

can become exhausting. "We have to be together in the car as we commute every day," Martinez said. It's sometimes hard to agree on a type of music or radio program that the three of us want to listen to. Usually I'm tired or get headaches, and they want to listen to hip hop, which is a type of music I am not very fond of."

However, out of all these difficulties comes great

"My kids feel secure because I am always here for them," Martinez said. "They feel proud of me being part of the CHS faculty."

Math teacher AnnMarie Snodgrass finds that having a child at Clayton High is especially rewarding for

"I really enjoy having Drew here at CHS," Snodgrass said of her son, junior Drew Snodgrass. "He knows a lot of my students and they know him, so it seems it is easier for me to develop a relationship with my students. If my students know Drew, they already seem to know something about me."

When deciding whether or not to send their kids to Clayton, these positive aspects have outweighed any minor difficulties. The School District of Clayton provides grants to all teachers for their children to attend the Clayton schools. Many parents choose to accept these grants, despite long commutes.

"When I was taking the orientation sessions two years ago, I heard very positive comments about the school district and the teachers in general: smaller class sizes, teachers' professionalism, and great pedagogical approaches and methods of instruction," Martinez said. "So I decided to ask about a board grant and transferred my kids here."

Snodgrass agrees that the decision to send her kids to Clayton was fairly easy.

"We decided that instead of being involved in two different districts with different calendars, that we would send our kids to the same district that I teach in," Snodgrass said.

Although Snodgrass and her family live in Creve Coeur, which makes the commute more difficult, having her kids at Clayton has helped her feel closer to the

For Sam Harned, this closeness has been his favorite part of having his kids at Clayton.

"It's fun because I get to go to all their sporting events," Sam Harned said. Like all parents, he likes to be connected with their lives outside of school. Being connected with their lives at school makes this even

Equally, however, he feels as though the situation may pose some problems for his kids.

"I think it puts pressure on them. As teacher kids, there are certain expectations that they have to fulfill," Sam Harned said.

His son, sophomore Jack Harned, finds this to be

"Sometimes it does seem like there is more pressure on me to do well from my teachers or from other students because of my dad teaching here," Jack Harned

Chavez also feels that his classmates hold him to she concluded. §

Counselor Ann Barber and her children Sean and Mary together at school.

higher standards.

'When I do something wrong, people say they're going to tell my mom," Chavez said.

But despite the pressure, a parent's presence at school can be comforting. Junior Mary Barber's mother retired this year, but is back for part-time work.

"I think it's nice having her here because I can go and see her during school to talk about stuff," Mary

While most students' moms are miles away, Barber's is just down the hall.

Parents equally appreciate having their kids at school with them.

"I love seeing him at the end of the day," Snodgrass said of her son, Drew. When I've had a tough day, he comes in the office with a smile and some smart-aleck comment and never fails to cheer me up."

If they were not at school together, their relationship wouldn't be nearly as close. "I am very lucky,"

Tuition students bring benefits for both themselves and district

[Sam Jacus]

Staff Reporter

Most students take going to CHS free for granted, but that is not the case for 63 students.

"Clayton had a tuition program years ago but it was ended in the early 1980s with the beginning of the Voluntary Student Transfer program," Principal Louise Losos said.

The District reinstated its tuition program beginning with the 2003-2004 school year.

'Clayton had a tuition program many years ago, but it was phased out in the early 1980s when Clayton became involved in the desegregation program," Ten-

The district will bring an estimated \$833,000 this year. Out of this revenue being generated for the school district, the vast majority of it comes from middle and

high school students. These middle and high school students are paying \$13,900 yearly to attend Clayton, one of the finest public schools in America according to Newsweek. Their reasons for coming vary.

"I attend Clayton for a more serious environment in which to succeed and for the chance to graduate from a more recognizable school," sophomore Josh Few said.

"I put my son into the Clayton district because of hockey and academics," said Tracy Cavallini. "At John Burroughs students are required to devote too much time to school and school sponsored activities like the three mandatory sports each year."

As the number of tuition students increases, so does the cost of tuition. In the past year the number of tuition students has risen by 17.5 percent and the cost of tuition has risen.

"I think it's a testament to the school and the school district that parents are willing to pay tuition to send their children here," Losos said.

There are many ups and downs about being a tuition student at Clayton High, according to sophomore Erin Murray and Few.

Parents as well as students feel that a downside to attending the Clayton schools is paying almost \$14,000, but for the Cavallini's it is "more affordable than attending JB and all their gimmicks."

Another detraction for some tuition students, according to Murray, is the long drive in to school. Murray is in her third year as a tuition student in the Clayton district and commutes daily from Hazelwood, where she attended elementary and part of middle school.

Few, who has been a tuition student for four years, would normally be attending University City schools.

"The only downside to being a tuition student, apart from having to pay almost \$14,000 a year, is living so far away from people," Few said. "I can never get a ride because when people ask where I live and they hear U-City, they think of a faraway place even though some people in Clayton live as far away from

Other tuition students, such as junior Tim Smith, who was a tuition student for his freshman and sophomore years at Clayton felt that, "there are no downs at all to being a tuition student."

Up until this last year Smith had been living with his mom, the parent living in Clayton, on the weekend and with his dad during the week.

Last year the guidelines for being a tuition student varied stating that you had to live in the district half the time. This year he was removed from the tuition list staying at his home in Clayton during the week.

"On the bright side though, I am not attending a school full of 1800 other students, many of whom I don't even know," Murray said.

Other bright spots about attending Clayton are that it has open campus as well as the freedom that the teachers give you.

Tuition students are one of the many groups that make up the diversity at Clayton. Some teachers also bring their children to the district as one of the benefits of working here. These non-residents bring more than just money into the district; they bring new opinions and ideas. §

Classroom atmosphere affects student productivity

[Hannah Novak]

Staff Reporter

This scene is all too familiar to a teacher. Students are in class, struggling to stay awake, while periodically shifting in their seats to find a comfortable position in the most uncomfortable chairs. It may not be the subject matter that's making them loose their sense of focus. It may be the environment itself.

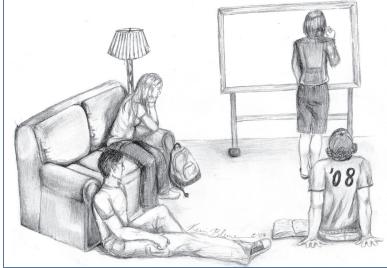
"There are four things to keep in mind for a proper classroom," Dr. Dragan Svrakic, M.D., Ph.D. said. "Students' health, inspiration, and the social aspect of learning, and the elimination of distractions are all important factors.'

Good lighting is also a major factor that contributes to a positive learning environment. According to a report by the University of Georgia, "light is a key to the general well-being of people confined to a physical facility a great portion of the day."

"The classrooms are very fluorescent," senior Sarah Zimmerman said. "The lights and the white board sometimes give me head-

Fluorescent lighting has gotten mixed reviews from researchers. According to the University of Georgia, one report showed that with fluorescent lighting "students developed fewer dental cavities and had better attendance achievement, and growth and development," while another indicated that fluorescent lighting increased hyperactivity, or restlessness. It seemed that the bright lighting was preferred by students.

"I think bright lighting better suits classrooms," sophomore Andrea Goldstein said, "because otherwise it becomes harder to see the



board for notes."

Dr. Svrakic agrees that an optimal learning environment includes bright, crisp lighting, adding that students should also have the most exposure to natural light as pos-

"A lot of windows results in better motivation and concentration," Svrakic said.

Despite the occasional headaches, lighting isn't the major problem students have with CHS class-

uncomfortable," junior Dan Sand-Zimmerman and Goldstein

"The chairs are really small and

agreed that the chairs are uncomfortable, but added desk size to the list of potential improvements.

"Sometimes without enough space to take notes and write, my materials drop and I have to rearrange my desk to make everything fit," said Goldstein. "Because of that, it is harder to concentrate."

In classrooms, it is important that both the desks and chairs are designed in terms of height and

comfort. Students should be able to sit in a comfortable position that helps provide proper posture. The seat of the chair should be 2/3 the length of the thigh and the height of the chair should be the length from the knee to the foot.

"Desks should also be at a proper height," Svrakic said, "so writing and reading is possible without leaning over the desk."

Temperature is also an important factor when it comes to comfort. In extreme temperatures, where it's too hot or too cold, students' concentration, blood circulation, and even blood pressure can be affected.

What is also unwelcoming is a monotonous room with bare walls. Fortunately, many teachers have taken steps to enhance a friendly and warm environment.

"I like how most of the rooms are decorated with posters," said Zimmerman. The posters are actually very im-

portant feature in classrooms and even promote learning abilities. "Pictures of famous people and examples of hard work inspire students to be creative and to study harder," Svrakic said.

What may also be affecting students' moods is the color of those posters and the walls themselves. The report by the University of Georgia also stated that "use of warm colors and brilliance of lighting will cause increases in muscular tensions, respiration rate, heart rate, blood pressure, and brain activity," while cool colors can tend to

make students sleepy. "Colors should be vivid and pleasant to the eye," Svrakic said, "but not irritating."

The social aspect of classes is also important. This factor may sound futile, but interaction between kids with similar interests helps when it comes to learning and studying.

"It provides healthy competition," Svrakic said. "Kids are often inspired by other kids."

While studying at home, it is important to have similar conditions to a healthy classroom environment. The difficulty is that there are possibly more obstacles at home than at school preventing a student to concentrate. One should try to eliminate as many distractions as possible, including too bright colors, noisy animals (sorry Spike), and the radio or loud noises in general.

"At home I study at a nice big desk with relaxing music in the background," Zimmerman said.

For Goldstein, Sanders, and Zimmerman, the ideal classroom would be well lit and would include comfortable chairs and bigger desks. Until then, when teachers are concerned students are not concentrating in class, they can rest assured knowing that it is probably the classroom, not the class mate-

Back to School Do's and Dont's

Don't...

...Eat solely vending machine food because you don't have enough

you don't have enough time in between your cram sessions at lunch. And there is ALWAYS a friend to bum money off of in the lunch line, if you forgot to bring it with you. So eat well! It improves concentra-tion, linguistic capa-

tion, linguistic capabilities, and memory.
...walk around with a

heavy backpack. It's

heavy backpack. It's too heavy if you can fit your sleeping bag, pillow, three textbooks, your sports gear, and you baby sister in with no problem zipping it shut. Use your locker! Really, it is NOT embarrassing, especially if its happily decorated.

...Procrastinate.
Even if it feels good.
Trust us, it won't,
when you realize you
have a Physics lab,
English paper, and
History presentation
all due...uhh...
tomorrow! riculars and school.
Don't join 15 different clubs because it "looks good." Be really dedicated to one or two.
...Get to sleep at a decent time. Studies show that you will be able to learn more and will achieve higher test tomorrow!
...Stand in the hallway, especially during the passing period. will achieve higher test scores if you do. If you're too bogged down with work: take a nap! Volunteers in a sleep study for Neurobiology of Learning and period.
...Get on the
teacher's bad side (i.e. no farting sounds,
crass jokes, or
general interruptions of Learning and Memory, scored 15 percent better in a of class). Remember: they have the power to take your grade from an 89.999 to a memory test after taking a nap an hour before the exam than those who hadn't. ...Become addicted .Establish morning to coffee just because it is a two minute walk from your locker. It's only Sep-tember, you can't be that tired yet! habist: it helps when things get hectic! For tips go to http://www. ehow.com and search for "How to Streamline

Your Morning Routine." ...Utilize the library. There are some great books on the shelves and librarians surely have suggestions!
...Keep a healthy
supply of chewing gum in your backpack...your friends will love you

forever! ...make friends with people who have cars.
Not only can you actually go places for lunch but they can run

you home when you really, truly, totally forgot to print out that Philosophy essay.
...if you're feeling stressed, go to Whole Foods and buy their chocolate mousses. chocolate mousse cake. Everything will be instantly better.

18 [features]

Teens get a crash course in driving

[Carol Iskiwitch]

Editor

Learning to drive and obtaining a driver's license are rites of passage for most teenagers in the United States, and CHS students are no exception. Driving gives teens a lot of independence, but it also demands a high level of responsibility.

Automobiles can be dangerous in any situation, but the risk increases when a young driver is behind the wheel. Teens are involved in a disproportionate number of car crashes compared to other drivers.

Senior Bradford Rolen had a minor crash last year.

"It was after the homecoming bonfire last year, and I was driving my dad's car," Rolen said. "There were two other people in the car. I needed money, so I drove to Regions Bank. I pulled up to the ATM, but I pulled up too close and I knocked the side view mirror a little. So, I backed up the car to get out and see how bad the scratch was. I thought I put it in park, but when I got out of the car it kept going forward right back into the ATM, taking the side view mirror off."

Rolen tried to repair the mirror with super glue and tape, but it didn't hold for very long before it fell off again.

"When I got home my dad didn't believe my story of what actually happened to the mirror," Rolen said. "But the next time he went to the bank he saw a blue stripe on the ATM, and then he believed me."

Luckily only Rolen's side view

mirror was hit, and no one was injured. But car crashes can be a lot more dangerous. Junior Abby Eisenberg was involved in a car accident just last month. She was a passenger in a car and her friend from another school was driving.

"My friend, Gabe, had barely had his license when we got in the accident," Eisenberg said. "It actu-

even though the

emergency brake was on because

it was on a really

steep hill. The car

my mom's office."

was scratched up.

started rolling really slowly, and

it all happened before we realized

it; the car rolled all the way down

the hill and across the road into the

garage of the guy who lives behind

the car in the garage, or the own-

er of the garage would have been

owed a lot more money. All the oc-

cupants were okay, although Gabe

eryone was safely out of the car,

and each of us had to answer a lot

"We called the police once ev-

Fortunately their car didn't hit

happened The [teenage] driver leaned on my birthday. Gabe, his sister, my sister, and I were in the car. over to pick up the books and The car had a standard transmission, and he was got into a minor messing around with the gears. accident. After a few minutes of that, the car started rolling backwards,

[Dan Hegger] Student Resource Officer

we had done that." that thing

checked out, and luckily everything was okay. But, the doors were open when the car went through the garage, so they got really messed up and needed thousands of dollars to repair. The garage the car hit collapsed partly in the back, and so that guy got a lot of money too."

of questions about the specifics of what had happened," Eisenberg said. "They were very suspicious that we had been drinking or doing drugs before hand, and kept asking us if we had engaged in that activity before. But it was nothing like that, and it was kind of insulting that they were so convinced, because we were teenagers, that

> The group went through same with the insurance people, having to tell the story separately over and over. "We all went to the hospital," Eisenberg said. "Gabe

was the only one who had to see the doctor, but he was

In the United States, traffic crashes are the leading cause of teen fatalities, accounting for 44% of teen deaths. Some causes of the high number of teen traffic crashes are inexperience, distractions such as passengers and cell phones, and



chs globe

sept. 26, 2007

use of alcohol and other drugs.

CHS Student Resource Officer Dan Hegger has had several years of experience with drivers both on the road in a patrol car and as an accident reconstructionist. Hegger can recall reconstructing at least one fatal car accident involving a teen driver. He also remembers one specific incident of a St.. Louis teen

"The teenager had schoolbooks on the passenger seat, and the books fell off the seat onto the floor when the car turned," Hegger said.

"The driver leaned over to pick up the books and got into a minor accident."

Hegger thinks that newer drivers do not realize how difficult driving can be, and that they are more easily distracted. The radio very diligent while driving.

and friends in the car can compound the distraction.

Research from the National Safety Council (www.nsc.org) also shows that the area of the brain that controls weighing consequences of one's actions, suppressing impulses and organizing thoughts does not fully mature until about age 25. Thus, teenagers must always be

TV addiction troubles

[Taylor Stone]

Staff Reporter

With the fall television lineup swiftly under way, there's no question that thousands of American teens will be and are tuning in to such ratings-gobblers as "The Real World," "The Hills," "Heroes," "Prison Break," and "Ugly Betty." And that's just a handful of shows on a few channels. But how much TV is too much?

CHS students see and hear about TV shows almost every day, whether from a friend, on the radio, in magazine advertisements, or just from the television itself.

However, it is apparent that such excessive exposure and addiction to TV is damaging to teens' social, mental, and physical health.

With people commonly feeling mesmerized or brainwashed by the television, some questions are raised as to whether their endless hours in front of the "tube" are birthed from addiction or not.

TV watching could have some qualities of substance dependence. Scientific American magazine said that psychologists and psychiatrists define substance dependence as a disorder characterized by criteria that include spending a great deal of time using the substance, using it more often than one intends, thinking about reducing use or making repeated unsuccessful efforts to reduce use, giving up important social, family or occupational activities to use it and reporting withdrawal symptoms when one stops using it.

All of these principles can relate

to a person who watches too much TV and can affect anyone of any age, from a retired grandmother who watches "Oprah" and CNN every day to a teen who does not miss an episode of "Flavor of Love."

to one of these I hate to admit

it, but I would

definitely miss TV a lot if it was

taken from me.

I would survive,

the appropriate

[Abby Williams]

Junior

though, after

period of

withdrawal.

"I hate to admit it, but I would definitely miss TV a lot if it was taken from Williams said. "I would survive, though, after the appropriate period of withdrawal."

It is bewildering that, on average, individuals in the industrialized world devote an average of three hours a day to TV viewing, half of their leisure time and more than

any other activity besides work or sleep, as reported by researchers Robert Kubey, a professor at Rutgers University and director of the Center for Media Studies, and Mihaly Csikszentmihalyi, Professor of Psychology at Claremont Graduate University. In Gallup polls in 1992 and 1999, two out of five adult respondents and seven out of 10 teenagers said they spent too much time watching TV.

Despite these alarming statistics, some CHS students do not think television is a problem.

"I don't think TV is a problem," junior Dylan Cockson said. "Most students are too worried about homework or hanging out with friends to watch TV

Sophomore Melissa Kopp said Junior Abby Williams relates she does not believe that televi-

sion watching is a problem for most CHS students.

"Most of us get our homework done and study for Kopp tests," said. "Only the slackers real who watch TV constantly get punished for it; just look at their grades." Freshman

Zeina Ziade disagrees. "I think it's

a problem be-

most

people assume they will take a 5-minute break by watching 5 minutes of the show, but later they get addicted to the show and want to know what happens, and this takes time from their homework, "Ziade

cause

Whether one thinks that this issue is a problem at CHS or not, there is no doubt that it exists in the majority of today's teens. The trouble is, with the countless number of programs, channels, and shows linked to today's pop culture, this phenomenon is not likely to disappear any time soon. (\$)

MRSA awareness raised in schools

[Aaron Praiss]

Editor

In high school and college environments, the danger of disease spreading rapidly and easily among students always exists. Such diseases include hepatitis, meningitis, the staph infection.

This new form of the staph infection is known as Methicillin Resistive Staphylococcus Aurous (MRSA). It is very dangerous, as doctors don't have many options to treat the disease, and it can sometimes result in death.

"MRSA is a particular strain of staphylococcus," Associate Chair of the Biology Department at Saint Louis University Jack Kennel said. "In fact, Staphylococcus is commonly found on the human body, even clean human bodies. Staphylococcus is known to be a commensalistic bacterium, as it harbors on a species like the human, yet does no harm until it breaches the first line of defense. The first line of defense is typically human skin."

The fact that MRSA is very commonly found is what makes it especially dangerous. However, humans don't typically carry that many MRSA bacterium around on their skin, and the atmosphere has to be specific for the MRSA to begin to harbor.

According to Registered Nurse Carol Flannery, about 1 percent of the population colonizes or harbors

"MRSA is a resistant form of staphylococcus," Kennel said.

"MRSA has developed to resist to the antibiotic methicillin, which is of the penicillin family. This development does not occur often in nature, yet it is more likely in a don't reproduce like humans, they simply exchange plasmids, con- break of MRSA could occur." vironment (a hospital patient) in which bacteria are fighting against medications, certain resistant forms of bacteria thrive. MRSA can potentially spread its DNA to other bacteria, thus producing a serious situation for the patient."

Not only can MRSA rapidly duplicate easily in a competitive environment like a hospital, but also it can easily harbor when a patient has been on antibiotics.

"Also, a person who has recently been on antibiotics for any reason has a higher risk of developing resistant forms of bacteria easier," Kennel said. "With the antibiotics, the environment becomes competitive, and the resistant bacteria form wins over other non-resistant bacterium, since they can resist certain antibiotics. Bacteria like MRSA thrive in these environments also."

With these specific atmospheres, MRSA can duplicate at an alarming rate, posing a serious threat to the patient. Yet, at the same time, in a high school situation, one student could easily harbor MRSA on the surface of their skin without knowing, and spread the disease to many other students.

"At a wrestling tournament or a basketball game, where people come in close contact, bacteria

spread very easily," Kennel said. "If an athlete were to be cut or have an abrasion, and another athlete was harboring MRSA because he had recently been exposed to an envihospital environment. Bacterium ronment where MRSA is prevalent, there is a very high risk that an out-

Last year, the CHS wre team had to be checked for staph infection, because of an outbreak that occurred at one single tournament. That was simply a case of staph, not MRSA, but this event shows the incredibly easy spread of such disastrous diseases.

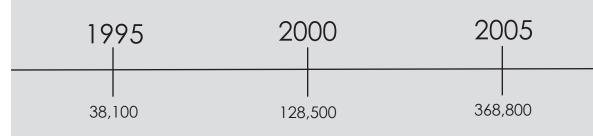
"Any age group should be aware of MRSA and its danger," Flannery said. "Anybody who comes in close contact should be alert to the spread of MRSA. The common groups include athletes, the military, kids of any ages, people with very poor hygiene, people living in very crowded environments and prisoners."

Simply washing one's hands often can prevent the spread of not only infectious diseases like MRSA, but also illnesses like the common cold and the flu.

"It would be helpful to have athletes shower before tournaments," Kennel said. "This is unlikely, yet it could lower the rate of transmission of bacteria like MRSA.'

Showers would definitely help stop the simple spread of bacteria like MRSA. No cases of MRSA have been reported at CHS, yet all students should be aware of how easily spread MRSA and other infectious diseases like hepatitis and meningitis are. 💲

Number of hospital stays for patients infected with MRSA



Data from News and Numbers from the Agency for Healthcare Research and Quality.

Sept. 26, 2007 Process of becoming a citizen comes with both difficulties and rewards

[Sneha Viswanathan]

Staff Reporter

America is a nation of immigrants, and many first and second-generation immigrants aspire to be members of the country who can vote, take part in politics, and exercise other rights and responsibilities of a citi-

Many people who move to the United States and wish to reside in the country in the long run fulfill this goal by applying for citizenships. Among the diverse population at CHS are students whose families are going through the process of becoming citizens.

The process for getting a citizenship begins with a visa. In order to legally come to the United States as an immigrant, an adult must have a visa. According to U.S. Immigration Support (http://www.usimmigrationsupport.org/), there are different types of visas: a work visa, which a person can obtain if they work for an employer in the United States, an application for refugee status, a fiancée visa, where a person can apply for a visa if they are going to marry a citizen of the United States, or a student visa, which is for anyone who is studying higher education in the United States (high school, college, etc.). If a person studies in the United States and then gets a job within the country, they can later apply for a work visa if they are sponsored by an employer.

CHS students have varied reasons why their families came to the United States and why they are applying for citizenships.

"There were many Chinese immigrants coming to the United States shortly before us, and we kind of got caught up in it and also decided to move here," junior Tianxin Ku said.

Freshman Ikshu Neithalath said that he had to have a medical procedure in the United States when he was younger, and his family decided to settle here. The common thread in the stories of citizenships is that many students' parents were offered better work and education opportunities in the United States. After obtaining one of the types of visas, a person can apply for a Green Card (permanent residency status). U.S. Immigration Support defines a person with a Green Card as someone who "has a right to live and work permanently within the United States.'

"Before getting a Green Card, you have to see a physician to make sure you're in good health, and you need to fill out basic information forms about your background," Ku said. "There aren't really any restrictions except that you can't do anything illegal (drugs, crime, etc.) and you can't leave the United States after you apply for a Green Card before you get it."

After becoming a permanent resident, a person can travel freely outside the United States and change jobs more easily. The main restriction of having a Green Card is not being able to vote. In order to apply for a citizenship, a person must be a permanent resident for at least five years. After applying for a citizenship, a permanent resident must pass tests that test their knowledge of U.S. government and history, and English language skills. Most CHS students aren't worried about the citizenship exam.

"The test will be over basic U.S. history, so I don't



think it will be difficult," Neithalath said. "Also, once parents are citizens, their children automatically be-

Most students look forward to becoming citizens, however their reactions about how close they feel to being citizens are mixed.

"I already feel like a citizen because most adults that know, like my teachers, treat me the same as anyone else who is born here," Ku said.

Others don't feel as close to citizenship as Ku does. "I don't feel like a citizen of the United States because I'm a citizen of China, and most of my family

lives in China," sophomore Ting Lu said. Neithalath agrees that he doesn't already feel like

"I don't feel like a citizen because I don't affiliate

with either the United States or India, my country of birth," Neithalath said.

There are several advantages to having a Green Card, and other than lacking the right to vote, the rights and responsibilities of a permanent resident are not very different from those of a citizen. Lu feels it is not essential to become a citizen.

"I go to China every summer to visit my relatives," Lu said. "I can go to China and back easily enough with just a Green Card, whereas if I become a US citizen it will be harder to go to China."

Although she feels strong ties to her country of birth, Lu thinks it might be useful to have a citizenship.

"If there was dual citizenship available bety China and the United States, I would get it," Lu said.

feelings about becoming a citizen. They feel close to both countries or to neither one in particular. To young people who are going through the process, the main benefits of becoming a citizen are that it enables them to exercise certain liberties, live and travel freely to the United States, as well as giving them more opportunities for scholarships and jobs. Immigrants still miss some aspects about their native country.

other country at a young age, and some have mixed

"I miss the food from the roadside stalls," said

Lu agrees that she misses not only local food from China, but also her family and the overcrowded cities. Ku misses her family the most

"I miss my relatives, especially my grandparents, Many students moved to the United States from an- and my heritage," Ku said. \$\\$

Parent-teen relationships vary greatly

[Maddie Harned]

Editor

Whether they are chock full of fighting or exceedingly courteous, relationships between parents and their teenagers are as varied as the individuals themselves.

As teenagers change, so do their relationship with their parents, and

Adjusting to such changes can sometimes take a toll on both the parents and teens.

"Over the years I've just hit the normal teenage stage of wanting to go out with friends instead of staying home with the 'rents," junior Alison Magee said.

Several reoccurring problems are found in relationships between parents and teens, sometimes not even recognized by either party.

"Some typical problems I see in parent/teen relationships are a lack of mutual respect, lousy commu-

behavior that irritates the other person on purpose," relationships expert Diana Sterling said. "Mostly the parent not understanding or appreciating the unique struggles that come with being a teen

at this time." Another common issue is the competition

to get into college. If the pressures of college become too intense, a sense of mutual

nication, arguments, not listening respect between parents and teens to each other's point of view and may be damaged.

> To have a healthy relationship both the parents and teens must be mutually respectful.

> > [Diana Sterling] Relationships Expert

college application process according to what they want, not what their child wants," college counselor Bari Norman said. "They forget that this is not their life to live, and that their child may actually have preferences and ideas that are not identical to their own."

"I often see

parents drive the

However tumultuous the teenage years may be, some teens find

themselves becoming closer and getting along with their parents.

"I feel like my parents have more



Junior Emmy Herman, pictured with her mother and sister, has a close relationship with her parents, able to speak openly with them about anything.

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of a sense of who I am and are less concerned with how they play into my life now that my personality has been formed by various instances," CHS senior Laura Shoemaker said. "I love my parents very much, and I know they care about me; they love me no matter what."

Junior Emmy Herman has a similarly loving relationship with her parents.

"My relationship with my parents. I think. is different from anyone else's," Herman said. "I'm able to tell them anything and not worry about their reaction because I know they will still be there for me. Over the past few years my parents and I have become closer, I'm able to talk to them, and not have to be embarrassed when I am with them."

Nevertheless, both teenagers and parents agree that there are definite boundaries that come with the relationship between parents and teenagers.

"The key is to be mutual, and the parents must be the role model of healthy boundaries if the child is to learn to model that," Sterling said. "It starts when the kids are small. If the parents are conducting themselves showing healthy boundaries with all other adults including emotional, physical, financial and mental boundaries, based on self respect, then the child learns to copy these behaviors."

A mutual respect for each other's privacy is a common boundary brought up by teens," Herman said. "There are definitely boundaries between a parent and a teenager, one being parents shouldn't pry into a teenagers business all the time expecting to get answers because in reality we will come for their advice at some point."

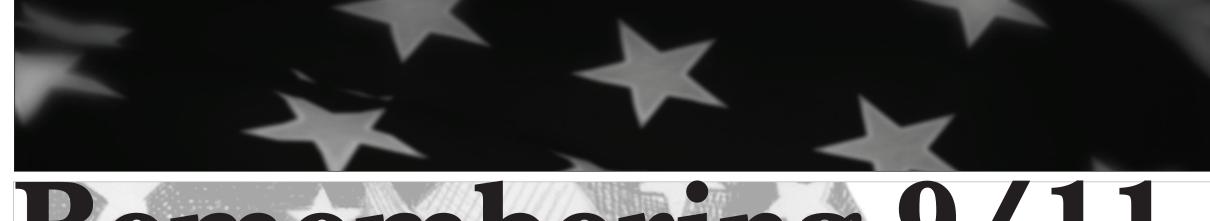
Shoemaker agreed that such prying destroys trust.

"I think it can be bad when a parent has to go snooping to find out stuff about their children," Shoemaker said. "Parents should never snoop."

Overall, both parents and teens agree that there is no such thing as a perfect parent-teen relationship.

However, there are several keys to developing a friendship with healthy boundaries, even in the oftentimes turbulent teenage years.

To have a healthy relationship both the parents and teens must be mutually respectful, enjoy positive and open communication, be supportive of each other's time and agendas and be full of unconditional love," Sterling said. "It's great when they are able to speak about difficult topics or difficult things that the they are experiencing."



Remembering 9/11

Six years later the memories still linger.

[Leah Eby]

Editor

Within one hour, the course of U.S. history was changed for-

On Sept. 11, 2001, the lives of many were both lost and forever changed when the United States and all that it stood for was at-

This day, that now carries an infamous connotation, launched the country into its War on Terror-

At 8:46 a.m. on Tuesday, Sept. 11, American Airlines Flight 11 crashed into the North Tower of the World Trade Center in New York City, N.Y., intersecting the tower between its 93rd and 99th

The sight of this horrific account prompted New Yorkers to run throughout the streets of the city in distress. CNN was the first news station to report the collision at the World Trade Center, providing live footage to viewers across the country.

Less than 20 minutes later, United Airlines Flight 175 collided with the South Tower of the World Trade Center at 9:03 a.m., landing between its 77th and 85th floors. By this time, television stations and other media organizations were covering the first crash, and many Americans were able to observe the second impact

Twenty three minutes later, at 9:26, the Federal Aviation Administration (FAA) ordered all domestic flights grounded.

President George W. who had been reading to a class at Emma E. Booker Elementary School in Sarasota, Fla., made his first public statement on the attacks.

"Today we've had a national tragedy," Bush said. "Two airplanes have crashed into the World Trade Center in an apparent terrorist attack on our coun-

At 9:37 a.m., a second American Airlines flight, Flight 77, crashed into the southwestern side of the Pentagon in Arlington, Va., killing all on board as well

as 125 Pentagon employees. This third attack prompted the evacuation of both the White House and

After 56 minutes of agonizing burning, the South Tower collapsed spewing gray dust throughout the city.

Senior Laura Bliss was sitting in band class when she learned of the attacks. Wydown principal Mrs. Goldberg entered the classroom and turned on the televi-

"We just sat and watched the screen," Bliss said. "No one told us what was going on, so everyone was confused, but we all watched anyway. Once we saw the second tower fall, everyone was dead quiet and just staring in disbelief."

Similarly, junior Rebeccah Singer was bewildered and unable to comprehend the tragic incident. She and her parents heard the news on the radio first, and then turned on the television to find live footage of the towers on nearly every channel.

"I was confused," Singer said. "I remember thinking that it was just a regular plane that ran into a building by accident. I didn't understand it at all. My mother was crying and they just kept replaying the planes hitting the towers over and over again."

According to CNN, passengers on another plane, United Airlines Flight 93, heard a thick Arabian accent over the loudspeaker of the plane say: "This is the captain. Would like you to all remain seated. There is a bomb on board, and are going back to airport, and to have our demands...pl main quiet." They then began to frantically dial numbers on the onboard airphones.

After hearing of that morning's catastrophes from family and friends, passengers on Flight 93 began to plan an attack on their hijackers, plotting to break into the cockpit and "jump" the culprits.

The plane crashed at 10:03 a.m. in a coal-mining area in Somerset County, Pa.

Bush made a brief yet poignant statement that afternoon from Barksdale Air Force Base in Shreveport, La.

"Freedom itself was attacked this morning by a faceless coward and freedom will be defended," Bush said.

In a dire attempt to prevent further catastrophes, airspace over the entire continental United States was closed, with the exception of military and emergency flights.

For the remainder of the day, America attempted to come to grips with the calamity that had unraveled that morning.

Soon after Sept. 11, Osama bin Laden publicly announced in a taped statement that he and the terrorist group al-Qaeda were directly responsible for the attacks on the United States.

Merely 26 days after the Sept. 11 attacks, the War in Afghanistan began. An Oct. 7 invasion marked the beginning of the Bush Administration's campaign referred to as the War on Terrorism. The pur-

pose of the incursion was to capture Osama bin Laden, demolish al-Qaeda, and eliminate the Taliban regime that had supported from each other. the workings of al-Qaeda.

American and British forces began aerial bombing that targeted Taliban and al-Qaeda forces in various cities throughout the Afghanistan. To justify these atgovernment stat-

ed that they were a response to Sept. 11 and the unwillingness of the Taliban to meet United States

On Oct. 26, in the early stages of the War in Afghanistan, Bush signed into law the Uniting and Strengthening America by Providing Appropriate Tools Required to Intercept and Obstruct Terrorism Act of 2001, otherwise known as the Patriot Act.

This law, which passed 43 days after the Sept. 11 attacks and with minimal debate in Congress, dras-

tically increased the authority of the U.S. government for the declared purpose of fighting terror-

The Patriot Act modifies terrorism laws to include "domestic terrorism," expands the powers of law enforcement when conducting searches and obtaining records, allows for the investigation of American citizens for criminal matters without probable cause of crime, enables non-U.S. citizens to be imprisoned on the basis of mere suspicion and to be denied re-admission into the country, and states that a suspect not convicted of a crime can still be detained indefinitely in six month increments, among other restrictions.

Though the Patriot Act was a direct response to the devastation of Sept. 11, many criticized its infringement on the civil liberties of

"Our No.

signing of the

2001 the War

1 fight has to That day we felt be to stop terrorism," said isolated, but not for long and not gold, a Democratic senator from Wisconsin told CNN. Six years have passed, and our have to destroy the Conplace is still at stitution and the Bill of Rights in order to do it."

[Michael Bloomberg]

your side.

NYC Mayor **Ground Zero Memorial**

Afghanistan intensified. On Nov. 12, Taliban militia fled the capital city of Kabul in the dead of the night and control of the city was handed over to U.S. and other forces.

The fall of Kabul marked a turning point in the early stages of the war. Within 24 hours, all Afghan provinces along the Iranian border had fallen as well. The Taliban had been driven back to their last remaining stronghold in the southeastern region of Afghanistan known as Kandahar.

In the mountainous region of

Tora Bora, U.S. troops backed tribal forces in the pursuit of al-Qaeda hideouts and caves. It is now believed that bin Laden is hiding in the tribal areas of Pakistan, and it is probable that U.S. forces, among others, are still searching.

The Iraq War, also known as Operation Iraqi Freedom, officially began with a United Statesled invasion of Iraq on March 20, 2003 by General Tommy Franks. Thought to have been developing weapons of mass destruction, the Iraq War became another component of the United States' War on Terrorism.

In October 2002, only a few days before the Senate was to vote on the Joint Resolution to Authorize the Use of United States Armed Forces Against Iraq, the evidence that Saddam Hussein was capable of launching weapons of mass destruction was disclosed to a group of senators. It was with this information that the United States invaded Iraq in the spring of 2003.

U.S. forces officially occupied Baghdad and proclaimed the rule of Hussein terminated on April 9, 2003, and many Iraqis rejoiced at the fall of his dictatorial reign.

On Dec. 13, 2003 after months of warfare with Iraqi insurgents, Hussein was captured on a farm near Tikrit, Iraq. After being found guilty by an Iraqi court, Hussein was hanged on Dec. 30,

Following Hussein's capture, After the insurgent activity increased and hundreds of Iraqi civilians were Patriot Act in killed as a result of a series of mas-October of sive bombings.

> On Jan. 31, 2005, a great stone was passed in Iraq. The Iraqi people elected the Iraqi Transitional Government so as to draft a permanent constitution, which was adopted by Iraq on Oct. 15, 2005. Most of the eligible population participated in the vote, with the exception of some Sunni boycotts. The Transitional Government governed until May 20, 2006, when it was replaced by the first permanent government.

> Despite these advances in Iraq, the United States was still reluctant to make any sudden moves without some indication of the status of the country.

> According to the United States Institute of Peace, the Iraq Study Group (ISG), formed on March 15, 2006, consists of five Democrats and five Republicans intent on assessing the current and prospective situation in Iraq.

> Since its inauguration, the ISG has travelled to Iraq and met with numerous political figures including President Bush and members of his administration, in order to evaluate the situation in Iraq.

> In a final report released to the White House, Congress, and the public on Dec. 6, 2006, the ISG stated that condition and stability of Iraq were deteriorating, but could be improved.

The ISG suggested that the United States adjust its role in Iraq and while encouraging the Iraqi people to take more responsibility in controlling their country and its future.

"The United States should immediately launch a new diplomatic offensive to build an international consensus for stability in Iraq and the region," stated an excerpt from the report. "This diplomatic effort should include every country that has an interest in avoiding a chaotic Iraq, including all of Iraq's neighbors."

After the release of the ISG report, Bush instituted a change in Iraq. In his State of the Union Address on Jan. 23, 2007, Bush declared his plans to support the Iraqi government and its control in the country.

"In order to make progress

toward this goal, the Iraqi government must stop the sectarian violence in its capital," Bush said. "But the Iraqis are not yet ready to do this on their own. So we're deploying reinforcements of more than 20,000 additional soldiers and Marines to Iraq."

This "troop surge" began in early 2006, and much of the country condemned this increase in troop levels.

However, in his report to Congress on Sept. 10, 2007, General David Petraeus, commanding general of the war, said that the buildup of troops had achieved its goal and he envisioned a withdrawal of some 30,000 troops in the coming year.

'I believe that we will be able to reduce our forces to the presurge level...by next summer without jeopardizing the security gains we have fought so hard to achieve," Petraeus said.

After listening to Petraeus' statement, Bush spoke to the nation in an 18-minute televised address in which he agreed to troop withdrawals and declared his hope for an "enduring relationship" with Iraq that would require American troops "beyond my presidency."

Despite the increasing stability of the Iraqi government and the decrease in foreign troops, the road to complete Iraqi sovereignty is a long, strenuous one.

Since the early morning of Sept. 11, 2001, the United States has endured much political, militarily, and economic adjustments. One major effect of the attacks i the increase in U.S. security mea-

"Walk into any airport and you can feel the change," Singer said. "We lost the feeling that we can't be attacked or that wars are always fought on other countries' soil."

Singer is correct in her observations. Since Sept. 11, airport security has become dramatically stricter.

Passage through security checkpoints requires shoes and sweatshirts to be taken off and compliance with the 3-1-1 rule: all liquids, gels, and toiletries must be in three ounce or less containers, all 3 ounce containers must be in a single, clear, quart-sized plastic bag, and each passenger is allowed only one plastic bag.

Not only in airports has security become a hot topic, but amusement parks, corporate buildings, schools, shopping centers, national monuments are only a few of the numerous establishments that have instituted greater security cautions.

This month marked the 6th anniversary of the attacks and it seems as though the entire atmosphere of the United States has changed since that ill-fated day in September.

The attacks hit us so hard and we had never had to deal with something like it ever before," Singer said. "It really changed our entire mentality. It had to."

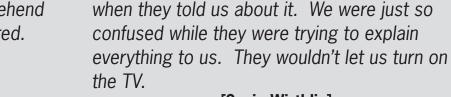
This year, a vigil was held at ground zero to commemorate the victims of Sept. 11. President Bush participated in a moment of silence outside of the White House, and memorials were held at the Pentagon and the field in which Flight 93 crashed.

"That day we felt isolated, but not for long and not from each other," New York City Mayor Michael Bloomberg said at ground zero. "Six years have passed, and our place is still by your side."

Bloomberg's statement reflects the views of many - that despite the catastrophe that occurred on the morning of Sept. 11, 2001, the country, with the help of all its citizens, will survive. 💲

I was in fifth grade and my teacher told us as she was crying. I couldn't really comprehend the traumatic event that had just occurred.

> [Ben Peipert] Junior



[Susie Wirthlin] **Junior**

I was in 5th grade, in Ms. Steinberg's class,



H Moment In Time

I remember going to school that day and the atmosphere was so weird. Teachers were crying and the TVs were on the news in the middle of class. Then I remember going home and my parents were home from work. My mother was crying and the news just kept replaying the planes hitting the towers over and over.

> [Rebeccah Singer] Junior

I was in band class in 6th grade and Mrs. Goldberg came in and turned on the TV and we just sat and watched the screen. No one told us what was going on, so everyone was confused, but we all watched anyway. Once we saw the second tower fall, everyone was dead quiet and just staring in disbelief.

[Laura Bliss]

Senior

New teacher websites provide resources

Home About Me About My Courses World History II Site of the Day Current Issues ⁰¹⁶³ Welcome to Mr. Meyers' Website! This website has been designed to provide my students at Clayton High School resources and enrichment opportunities to support their classroom learning. Inside you will find syllabi, assignments, activities, and web-links. Go to the "About Me" page for contact information. Please note a good deal of this site is new and currently under construction. I apologize for any Courtesy of the Clayton website

Very enthusiastic about his webpage, Mr. Meyers has added not only course information and resources but a powerpoint about himself.

[Simone Bernstein]

Staff Reporter

It might be a far cry from the typical Facebook pages that high schoolers are used to viewing online, but now students can access their CHS History Class syllabus or find their second period teacher's contact information online.

For the 2007-2008 CHS academic year Clayton faculty will post websites that include contact information (name, phone, e-mail, schedule, office, etc), a course syllabus, course expectations, resources and/or academic links.

"As of August 29 (only the second week of school), three out of every four teachers in the District had posted information on their Web pages," said Chris Tennill, Director of Communications for the School District of Clayton.

While viewing the Clayton High School web page, students may notice the new changes to the CHS website. To access a teacher's website from the Clayton High School website click the "Staff" button and browse through the alphabetized list

Clicking on the teacher transfers a student to a different page where links made by the designated teacher are available on the left of the computer screen.

While some teachers keep their webpage ornamentation to a minimum, others include many resources and links to other academic websites. Some teachers also include homework help and extra practice worksheets. Many teachers update their website on a regular basis and advise their students to use the website as a learning tool.

"Any Web site, whether it's the District site, a club page or a teacher's Web page, helps provide an additional source of information and an additional line of communication for those surfing the Web," Tennill said. "They are yet another way that we can facilitate

seen as a substitute or replacement for one-on-one contact between teachers, students and parents."

Josh Meyers, a World History II teacher and Academic Director, includes a syllabus for the class, exam preparation sheets, links to interesting websites, lecture notes and a power-point with background information about himself on his website.

"My website, I believe, is a good resource for stu-

dents and parents, and I think the more teachers look at this as a good resource the more they will take advantage of this opportunity," Meyers said. "We live in a 'brave new world,' and as long as technology enhances and supports great instruction, instead of replacing it, the state of education in this country should improve."

Mike Howe, an Honors Chemistry teacher, also updates his website frequently, with homework assignments, online readings and worksheets. He advises his students to check the website on a daily basis.

"Mr. Howe places practice problems on his website for tests and quizzes," sophomore Nicole Turza said. "This conserves the use of paper and

helps me study."

Any web site,

whether it's the

District site, a

club page or a teacher's web

additional source

Director of Communications

of information.

page, helps provide an

[Chris Tennill]

Numerous students like Turza check their teacher's websites on a weekly basis for the extra benefits.

Although many teachers agree that web sites improve students learning, some believe they are difficult to maintain and revise.

"For some of us, creating a website is difficult, because we're technically illiterate," Music teacher Alice Fasman said. "That's the only drawback."

Teacher websites provide benefits for both students and parents offering up-to-date class information and resources. Finally, websites provide a human face to your CHS faculty member. Maybe not your typical Facebook version of a webpage, but where else can students catch a glimpse of Mr. home-school communications, but should never be Meyers holding his adorable twin baby girls? §

Game designing becoming a popular major

[Kevin Johnson]

Staff Reporter

They are not mind-altering drugs but video games are yielding increasing numbers of addicts: both teenagers and adults. More and more gamers are turning their hobby into a career in the \$40 billion industry.

Exploding numbers of U.S. universities and technical colleges are offering video game related majors, but industry insiders question the merit of these programs for nontechnical segments of the industry such as design and production.

"You need a four-year degree," Tom Sloper, a video game producer said. "The diploma is one of the strongest tools against those barri-

you have your Bachelor's degree, cially if it relates to computers or maybe then go to a game school. If you have to choose between one or the other, go to the regular college, not the game school."

The video game industry encompasses a broad spectrum of technical and artistic skills. Graphics, programming, sound and marketing mostly require specialized degrees, while design and production are much more abstract and flexible, but are not entry level jobs.

Video game testing is a common way for future designers and producers to break into the industry and doesn't require a specific de-

"To become a "game designer," you will need a broad education," Sloper said. "Major in just about ers to entry in the game biz. After anything that interests you, espe-

entertainment - just get a degree. If you can find a school that offers a program geared for game design, fine - go for it."

Otherwise, Sloper suggests a list of courses to take for video game design, all of which can be found at almost any college or university. Among them: physics, math, psychology, history, acting and mar-

"The point is that game designers, as creators of worlds for players to inhabit, need to have a solid understanding of what worlds are made of," Sloper said. "They are not just made of stone, metal, dirt, and water -- they are also made of people with an extensive body of

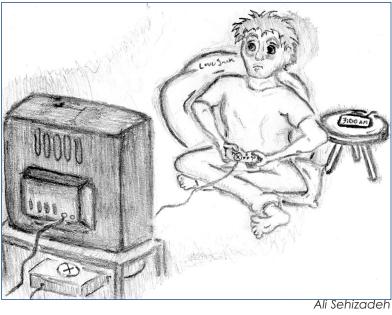
knowledge." For some, video game design offers a perfect blend of art and science, creativity and collaboration. It's one of the few professional careers that can be entered with any type of bachelor's degree, yet offers opportunity to advance to positions of high prestige and salary.

Salaries in the industry average

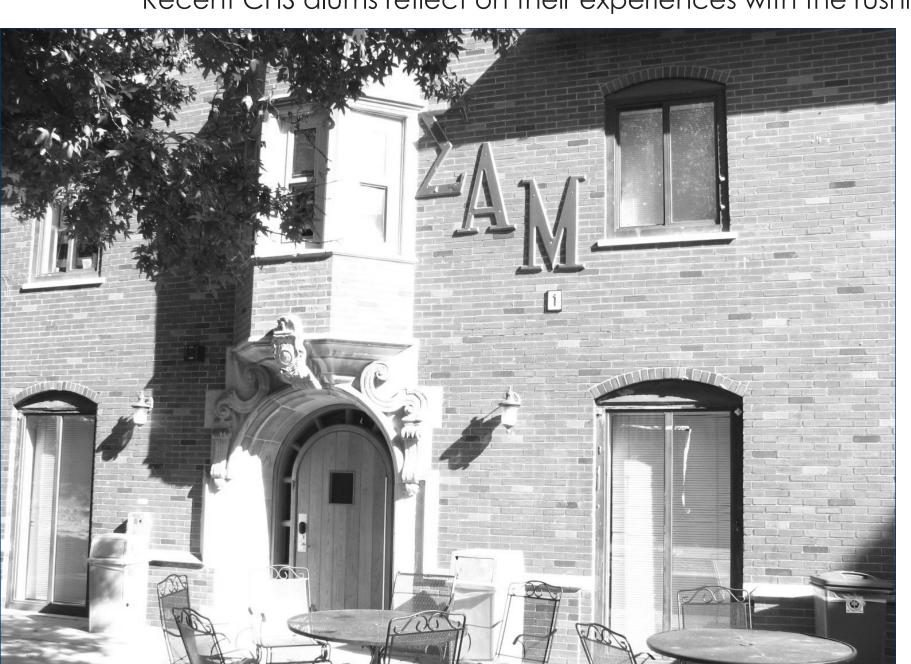
over \$70,000 and peak at well over six figures according to Game Developer Magazine's yearly salary

Because the Industry is new and growing, its hierarchy is not as rigid as the film industry.

"Typically, a successful game designer might move up into a creative director role or a producer position (and eventually even higher), or might strike out on his own and start his own game company," Sloper said. §



Greek life helps some freshmen transition to college Recent CHS alums reflect on their experiences with the rushing process.



Sigma Alpha Mu is one of Washington University's numerous fraternity houses.

[Caroline Stamp]

Staff Reporter

Kappa Kappa Gamma, kappa Alpha Theta, Beta

Is Greek life beneficial for college students?

"Greek" is a television show just finishing its first season. In the show, the viewers join the characters as they go through the rushing process and live in fraternities and sororities.

In college, freshmen can choose to go through the rushing process to be in a sorority or a fraternity. This process can be very tedious and extensive.

"The rushing process is a lot different from what I expected," CHS alum Ali Sandler said. "You visit all of the sorority houses, then you preference them. The next day, you get a list of the houses that wanted you back, and you preference them again. On bid day, you get an envelope with the house that wants you to join."

Influences to join a sorority or fraternity can come from television shows, movies, from friends, and from parents. Josh Carlie, CHS alum currently attending the University of Southern California, said his influences are from family and from people at college.

"A large part of the social scene happens on fraternity row. Many people at USC say it's hard for guys to have a social life without being in a fraternity," Carlie said. "Also, my dad was a fraternity guy and he kind of wanted me to join one."

Sandler joined to make new friends.

"I decided to rush is a way to meet new people. I think rushing helps ease the transition into college," Sandler said.

The television show "Greek" depicts Greek life as being one big party. Other movies and television shows also make sororities and fraternities seem like a fun place to be.

Carlie agrees that Greek life is fun.

"The best part about being part of a fraternity is always having a place to go when you want to have fun," Carlie said.

Although Greek life can be depicted as all fun and partying, Sandler says that it can be more than that.

"The best part is meeting other people involved in Greek life," Sandler said. "It's also a good way to get involved with your school since sororities and fraternities have events and do charity work." (\$

Julia Reilly

22[a&e] chs globe sept. 26, 2007

Noodles & Co. offers fresh, fast pasta

[Kelly Moffitt]

Co-Editor in Chief

I first happened upon Noodles and Company under strange circumstances. I was visiting a friend in Colorado, and I first partook of the glory that is this restaurant in an altitude-sickness haze. Needless to say, my judgment was a little off because I felt like I was periodically about to collapse from lack of oxygen, but I remember being wowed by the selection of carefully prepared pastas, soups, and salads. I also remember feeling heaps better once my dose of carbohydrates and pasta sauce had been replenished.

So I came back to St. Louis, and after many months had past, I heard a rumor that N&C had moved here too. Î thus began my search to find it. After a carefully strategized drive, a little past the Creve Couer 12 movie theater at 10925 Olive Blvd, I came upon N&C once again. This time, under my normal ravenous condition, the food tasted just as good, if not better.

N&C is not a restaurant for those wary of carbs. However, if you eat pasta like a religious zealot, this restaurant will become your Mecca.

N&C was started in 1993 by Aaron Kennedy, who was living at the time in Greenwich Village, New York. Everyday he passed different kinds of noodle places, and he thought it would be a good idea to throw them all together in one fast, comfortable, and tasty atmosphere.

Their self proclaimed mantra, "Fresh. Wholesome. Balanced. Fast" is a testament to how wonderful their food tastes, no matter what you're in the mood for. Every visit to N&C is like coming home to mom's homemade macaroni and cheese (or, as the case may be, Pad Thai), every bite encapsulates you in comfort.

The menu has three categories: Asian, Mediterranean, and American, as well as a convenient section, for the picky eater, to customize your own dishes.

Within each category, there are a variety of pastas, salads, and soups. Conveniently, they can be arranged in a "Trio" which allows for an entrée of soup or pasta,



Patti Giandonato, left, takes a tray of food to a table to be served to customers at a Noodles & Company outlet in La Grange, Illinois. The chain restaurant is a newcomer to the quickcasual scene, which also includes Corner Bakery, Panera Bread Co. and Chipotle.

a salad, and your choice of meat or tofu, for the reasonable price of \$6.95. You pick noodles, soups, and salads in sizes ranging from a small portion, \$3.95, to

I, personally, am a fan of the Mediterranean section of the menu. I adore the Pesto Cavatappi, and find it hard not to finish no matter how full I am. The amalgamation of wine, olive oil, parsley, and tomatoes with a hint of cream makes this dish filling and satisfying. Mixed with either chicken or shrimp, and with a side of a Caesar salad, this combination trio easily pleases.

For those with a need for a little adventurous spice, I would also recommend the Penne Rosa: a dish made with penne and a marinara-like sauce, with a little kick

Of all the soups on the menu, the Tomato Basil Bisque is the one I am constantly craving. This dish tastes great with a Rustic Roll (the delicious peasant bread offered upon request) and is great on those chilly, rainy fall nights which are fast approaching.

Of the Asian menu, I highly tout the Pad Thai, which is a traditional stir fry containing all the usuals, as well as the addition of tamarind spice. All together, this is a good segway for amateurs in the world of Asian noodles, as it is fairly sweet.

For those not accustomed to the wonders of pasta, I also recommend the Chinese Chop Salad which offers a variety of colored vegetables, and an interestingly tangy dressing. It is worthwhile mentioning that the dressing is not ladled on as many have come to expect

in American chain institutions.

The Wisconsin Mac & Cheese is the American corner's best bet. In fact, it gives even Wisconsin a run for its money in creamy, fresh-tasting dairy products. This luscious pasta of elbow noodles, cheddar cheese, jack cheese, and cream is to-die-for. It's especially good reheated and eaten over that really long chapter of World

Small children may also enjoy the safety net of the buttered noodles also offered.

The service at N&C is the perfect combination of helpfulness and self-reliance. You walk in, step up to the register, and order (the register operators are more than happy to give suggestions). They prepare your food quickly and, in this age of paranoia about cleanliness, quite sanitarily. You can tell, because you can watch them as they prepare your choice of pasta.

Within five minutes, your food is ready and the waitresses will serve you, asking if you need anything else. However, at the same time, you are able to get up for your own refills, erasing the annoying possibility of having your 2/3 full Coke, refilled over and over. There is also a lovely offering of bottled drinks, such as Arizona Iced Tea, Izze carbonated beverages, and

For the amount, quality, and promptness of service, this food is very fairly priced. The atmosphere can morph for most casual gatherings: taking the family out for a quick dinner on a school night, a rendezvous with a friend, a quick predate-at-the-movies dinner, or even a nice place to relax while meeting in a study

For a chain restaurant, this is a nice, casual, and quick option that offers healthy alternatives for the most worried of calorie-counters, vegetarians, sodium watchers... let's not even deny it, carb counters can eat here without a worry as well!

Just think: if N&C can cure me (the girl who once broke a table fainting from altitude sickness) than it most certainly can satisfy you and your need for delicious pasta. 💲

> DEATH AT A FUNERAL LAST RITES... AND WRONGS.



Actor and screenwriter Leonardo DiCaprio poses during a photocall for his film "The 11th Hour." It was presented out of competition at the 60th International Film Festival in Cannes, France, on Saturday, May 19, 2007.

'11th hour' denounces global climate change

[Jeremy Bleeke]

Midway through this year's Academy Awards, Leonardo DiCaprio and Al Gore announced that the ceremony had been produced and organized using environmentally-friendly methods. Gore's film "An Inconvenient Truth" would later win the Oscar for best documentary, and it came as no surprise that he was onstage touting the new environmental practices. But for many, the presence of DiCaprio might have been surprising.

As it turns out, the Leonardo DiCaprio Foundation, formed in 1998, is dedicated to promoting awareness for environmental issues and supporting other ecofriendly organizations and projects. DiCaprio himself is a self-described environmentalist, a fact which became obvious with the release of his film "The 11th Hour" this past August.

I didn't expect "The 11th Hour" to just be another "Inconvenient Truth," and it wasn't. The two films differed in many ways.

"An Inconvenient Truth" set out with the mission to convince people that global warming was real, and that it was caused by humans. With that goal in mind, Gore spent much of his time with facts and figures, analyzing graphs and trends over time. He showed models of what would happen in the future if current patterns continued, and he discussed what the effects of those scenarios would be on humans.

On the other hand, DiCaprio came to "The 11th Hour" with the assumption that the majority of his audience, having seen Gore's film, would believe that human-induced climate change is already in effect. His focus, therefore, is much more centered on the human aspect of global warming.

The film draws on interviews from dozens of experts to represent the vast range of human perspectives. Among the more notable figures were physicist Stephen Hawking, 2006 Nobel Peace Prize winner Wangari Maathai, journalist Paul Hawken, former Soviet leader Mikhail Gorbachev, and former CIA director James Woolsey.

The film begins with a long meditation on the capacities of the mind to create. It looks at the most important qualities that make us human—the ability to reason, to think through problems, and eventually

come up with a solution. The message is clear. If we could land a man on the moon, then we can solve the climate crisis.

With those seeds planted, the film moves into a study of the interconnectedness throughout all life. The varied living systems on Earth are all co-dependent, and if one system goes down it takes many down with it. The idea is that we are not detached and separate from global warming. When we talk about reducing carbon emissions, or fixing the hole in the ozone layer, we do so because the entire natural world's livelihood, including our own, is at stake.

The film also stresses that there is not much time. As the title suggests, this is the last moment that we can act before irreparable damage is done. As one person in the film put it, "Not only is it the 11th hour, its 11:59, and 59 seconds.'

This brings us to the final part of the film, in my opinion the strongest. A significant portion of time here is devoted to what has already been done to stop climate change, and what can still be done with existing technologies. Highlights include "green architects" discussing a carbon neutral city, and engineers highlighting plans for low-emission technologies, such as a dance floor that uses the motion of the dancers to create electricity.

Though the film's many interviews offered a diverse range of thought, they prevented DiCaprio from assuming a central role as narrator. He would occasionally pop up to conclude one subject and transition into another, but unlike Gore in "Inconvenient Truth" he was not the one telling the story.

Structurally, I found "The 11th Hour" to be somewhat lacking. Again comparing the two films, "An Inconvenient Truth" centered on Gore's elaborate powerpoint presentation which gave it a sense of unity. Gore gives facts, then tells an anecdote, then gives some more facts. DiCaprio's film on the other hand seems to meander. Its scope is so broad that it isn't often clear where one train of thought ends and the next begins.

Overall, "The 11th Hour" did not resonate with me as powerfully as "An Inconvenient Truth." Although the speakers made interesting points, I did not feel that their collective message was as powerful as Gore's. But for viewers who felt that "An Inconvenient Truth" was nothing more than a hyped-up powerpoint, "The 11th Hour" may offer a welcome alternative. §

Dark, British comedy abounds in 'Death at a Funeral'

[Abby Eisenberg]

ten by David Craig, and directed by Frank Oz (The Stepford Wives, Bowfinger) takes place in a quaint cottage in Great Britain, where Daniel (Matthew Macfadyen) and Jane (Keeley Hawes) are hosting the wake of Daniel's recently deceased father. The film opens up with the couple burdened with the preparations for the funeral.

The wrong coffin is delivered to the house hardly before a word of the script is delivered, a funny mishap which sets the tone for the rest of the movie.

Hidden love, blackmail, drug scandal, and a big secret all plague the gathering commemorating a farewell to the protagonist's father. His big city brother comes to town, and the tension between the two is broken when a mysterious guest comes, baring a big secret: the deceased father had a secret lover, who came to the service, demanding a share of the deceased's will money.

If the brothers do not comply, he threatens to reveal the unflattering, secret affair to all of the loved ones at the wake.

As they were trying to strike a deal with the man, many subplots ensue. Daniel's cousin, Martha brings her new fiancé, Simon to the wake in attempts to impress her picky and critical father. Simon's nerves get the best of him, and Martha gives him what she believes is a Valium from her pharmaceutical student and drug dealing brother's apartment.

The pills, in fact, turn out not to be Valium at all, but a drug sending him on hilarious fits of drug induced craziness thus setting the stage for the uncanny mishaps which plague the wake.

Every aspect of this movie is genius. British humor can sometimes be difficult to understand for

The comedy of the year, "Death at a Funeral" writ- Americans, but nothing is lost in translation in this

comedy, where the viewer won't stop laughing from the time opening credits finish to the time that the closing credits begin.

Within all of the different subplots that are going on at any one time, the comedy is never ending, multi-dimensional and irresistible.

The chaos that ensues during the course of the movie is so funny because it really echoes what may very well happen at a family gathering of any kind in any family.

On top of the drugged up Simon and the blackmail scandal, many of the guests at the funeral cause their own trouble along the way, such as old Uncle Alfie who stirs up trouble, and causes ruckus in the way only a crabby old man can, hitting all with his cane, and demanding absurd assistance from Daniel's friend.

Though some of the jokes are juvenile and expected, the humor isn't compromised, because of the superb acting, and new twists, or perhaps because of all the actors' deep English accents.

Highlights of the movie include the uncontrollable nudity, and other drug induced antics committed by the once eager to please, new-to-the-family, Simon, who is so caught up in pleasing his horrible future father-in-law that he completely and hilariously loses

Incidentally, all of the family becomes involved in some scandal or another, hilariously going through the motions of the wake all along, earning laughs the whole way through.

Though many of the jokes are ones you will feel ashamed to laugh at, the movie is irresistible, and the audience will leave wanting more. §



Patrick Park's poetic songs soothe listeners

[Kelly Moffitt]

Co-Editor in Chief

Lovers of language, admirers of acoustics and fans of folk: the oasis in a dry patch of meaningful lyrical songs has been found in Patrick Park's newly released indie rock album "Everyone's in Everyone," Park's

His first album "Loneliness Knows My Name" (2003), was a beautiful taste of Park's ability but admittedly a bit raw and spotty in some tracks. The album did not garner much attention. After a hiatus of four years, his reassessment has paid off: "Everyone's" has not one dull or shy track and can be played on repeat for days.

The gorgeous, thick layers of acoustic instruments and Park's lush strong voice coax the listener to release the poet within. Grassroots strumming of the guitar and of acoustic harmonica/organ cameos are remi-

niscent of a young Bob Dylan.

"Everyone's" has a distinctly
nostalgic feel, filled with characters you seem to have known your whole life as well as ones you want to know more about. Park's lyrics. filled with beautiful and creative language, make listeners pause to think of their own lives. Many may know Park from his popular debut on the television soundtrack

"The OC: Mix 2," which features his song, "Something Pretty." The OC stayed loyal to Park, as his song "Life is a Song" was featured in the finale of the series. But listeners should not let any preconceptions of the show get in the way of their views on Park. His music isn't mushy or perfect; his songs are relatable and true, washing over listeners, slowly pulling them into their richness. The edges are a little rough, sometimes pushing for notes he doesn't yet own, but this only contributes to the undeniable reality his music conveys.

"Life is a Song," also happens to be the first track on this 11-song album. Among melodic, brave vocals, he croons: "Tell me what good is saying that you're free/ in a dark and storming sea/chained to your history, you're surely sinking fast...Won't you tell me why you live like you're afraid to die/you'll die like you're afraid to go." This song, though a lovely 'campfire-esque' tune, is not nearly up to the par of the other tracks in this album in terms of depth of lyric and complexity of harmony.

This album has the running themes of being chained to personal history, walking through life not really alive, and interconnectedness, which makes the synthesis of tracks even more unbelievable.

I recommend "Here We Are," with its hypnotizing, repetitive guitar riff, with hints of banjo and bluegrass. Park nails the idea of being trapped by your own inhibitions: "We can't see past our own sad stories/and wonder what we're missing/We can't see past our own said stories/ and forget how to listen."

As well, the brooding "Pawn Song" and "There's

Darkness" offer cause for contemplation (not to mention, a good background for homework or falling asleep).

And the title track "Everyone's in Everyone," is not to be forgotten in the midst, representing the interconnectedness of all people. This track offers the utmost in synthesis with Park's haunting plucking of the guitar, mystic water dripping in the background and cathartic lyrics, as well as the occasional addition of choral vocals.

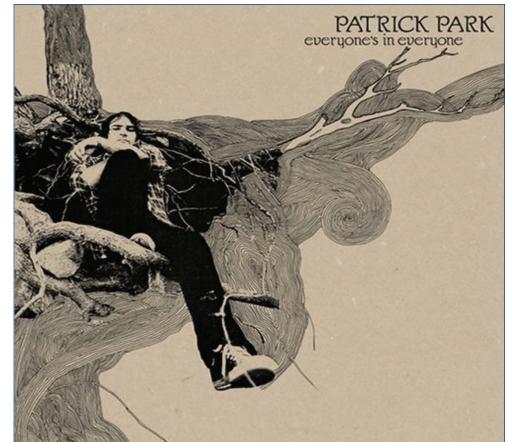
Though many of the songs on "Everyone's" sound similar, they seem to flow into one another, creating an almost story-like feel. This album is one you can put on repeat

for hours and hours and never get tired of it (believe me I tried it when attempting to read 500 pages for an English assignment, and it kept me going).

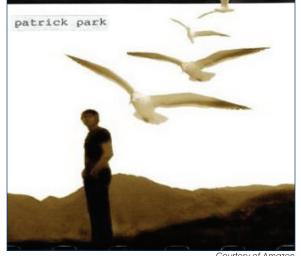
The length of songs is neither too lengthy nor too short, most coming out at about three to four minutes. The album is available on iTunes for \$9.99 and is also for sale on amazon.com for 12.99. Although his album is hard to find in stock in stores, I happened upon a copy at Borders and Fye as well.

Lovers of Jeff Buckley, Bob Dylan, Iron & Wine and lyrical American folk-rock will fall in love with this album. For those who connect with poetic lyricists and need quiet soundtracks to their quasi-angst, this wistful and reflective album will fulfill.

Park has achieved a musical masterpiece, true to the art of folk, and living up to all a troubadour like Park must be. 🕏



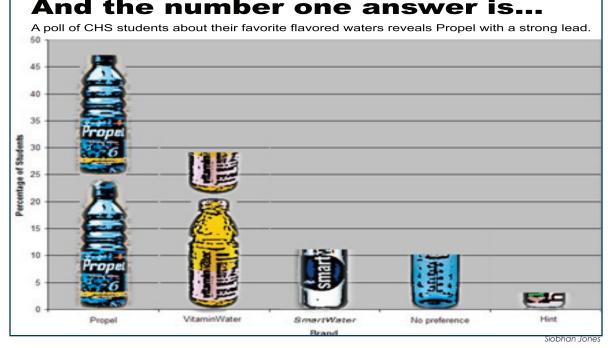
Patrick Park released his third album, "Everyone in Everyone," this August. Park had two previous albums titled "Under the **Unminding** Skies" (2003) and "Loneliness Knows My Name" (2004). Park's music offers a blend of acoustic instruments and mellow lyrics, reminiscent of Bob Dylan and other folk-rock stars.



Perspectives by Amber Idleburg

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The gorgeous, thick layers

and Park's lush

to release the

poet within.

strong voice coax the listener

instruments



In rambunctious John Waters style, the rituals of growing up converge with increasing racial tensions on the streets of a "changing"

winter musical

urban neighborhood.

music by Stephen Sondheim book by George Furth

Family/Internati

業RBS

February 7 - 10

necessary for "Being Alive."

Company follows 5 urban couples and their mutual friend, Bobby a bachelor unable to connect in a long-term relationship. Eventually, Bobby learns that relationships are



Family/International Stag



The Royal Bank of Scotland



student run musical THE TEMPEST by william Shakespeare

April 3 - 5

PANIC an original play

ThEaTeR LaB

April 11 - 13

senior showcase 10 min. play festival

May 23 - 24



24[in focus] chs globe sept. 26, 2007







Around the World in 80 Days

From Scotland to Hong Kong, Mozambique to Poland, Honduras to Iceland, Costa Rica to Israel, Canada to Germany, students from CHS witnessed sights, sounds, and culture from around the world in exactly 80 days, the length of summer break.







 Tea at the Machaneh Yehudah Market in a Jerusalem, Israel
 Cliff diving on a hike in La Criba,

3. White water rafting in Costa

4. A sky-line view of Hong Kong, China

5. Soccer tournament "Campo Arriba" in La Criba, Honduras

6. Traditional row houses in Warsaw, Poland

7. A marching band on the streets of Germany 8. Castle ruins near Edinburgh,

Scotland 9. A traditional *dhow* fishing boat in Chicuque, Mozambique

10. Scuba diving in Costa Rica 11. The afternoon sky in the mountains near Godafoss, Iceland 12. Overlooking the Sea of Galilee

from Arbel mountain, Israel 13. Background: on the road to Ontario, Canada













