



Too much for words



photos by rachel kodner

Neither the threat of rain nor record turnout could dampen the spirit of a tradition.

meghanbliss

The halls were decked for the holidays at CHS. Balloons for birthdays, Menorahs for Chanukah, ornaments for Christmas and American Flags for the Fourth of July – all were common decorations throughout all of CHS as the student bodies of CHS, Neuwohner and Litzinger Schools celebrated at the sixteenth annual Fine Arts Fair on April 7.

Every year in the spring since 1989 CHS has put on a Fine Arts Fair. Students and teachers from the Special School District are invited over to participate in varying crafts in a unique Special Olympics event.

"The Arts Fair started in 1989," Associate Principal and Student Government sponsor Dr. Mike Musick said. "The Special School District approached us [to start the event]. They do lots of Special Olympics events and the Special School District wanted to know if we'd be interested in hosting a Special Olympics event revolving around the arts. Then we presented the idea to Stugo and they knew they wanted to do some event and from there we developed it from scratch."

Every year since, the Arts Fair has improved. Activities have been refined, new events have been structured into the day and familiar faces return to celebrate at the unique event.

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Sewell's fellow teacher Denise Garrison agrees.

"This year's fair was as good as those in the past," Garrison said. "It amazes me how each year the students can come up with unique and imaginative themes that my students love."

Planning for this year's event began in the early part of the school year. The Steering committee met on a monthly basis deciding on an overall theme and specific crafts for each room. After winter break the theme of "Celebrate Good Times, C'mon!" had been chosen and the final stages of preparation began.

The months of preparation paid off and the 2005 CHS Fine Arts Fair was a success.

"The Arts Fair this year was a great success," senior and co-chair of the activities committee Claire Saffitz said. "We were kind of taken off guard with the new schedule and having the Arts Fair so close to spring break, but we all just hit the ground running when we came back I think it went very smoothly. The day of the Arts Fair is always kind of organized chaos because there is no way to predict if students from the Special School District will be sick or who won't be able to show up that day so taking all that in to account I think it went really well."

This year the overwhelming response from CHS students who wanted to participate also added to the "organized chaos," but it was easily managed.

"Overall, participation this year was greater than last year," Musick said. "The response from clubs and the student body was almost over-

Fine Arts, 5



newsbriefs

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Top: Junior Brittany Metcalf embraces her buddy. Mid-left: Senior Sam Bakken, part of the band located in Stuber, drums in front of a "Welcome!" sign. Mid-right: A group of buddies decorate doilies with feathers, crayons, and glue. Below: Junior Angelina Impellizzeri free-draws a tattoo on a buddy's cheek in the Drama Guild-sponsored room.

insidescoop

- global.....2
- local.....3
- life.....6
- in-focus.....12
- sports.....13
- people.....16
- forum.....18
- arts.....20
- hootenanny.....23
- rear end.....24

Another state championship, Mock Trial reigns

jackmcllellan

He sits down, his left hand resting on the table. There is a ring on his finger, silver and blue, bearing the insignia of the Clayton High School 2005 Greyhound's football team. This time it is not just a win at State. This time it is starting to look like a dynasty.

"We have won three out of four (State Championships), so this adds to the tradition," said Goldsticker, a senior captain on the Mock Trial team. This Mock Trial win might be a little lower profile than the recent success of the football team, but it is no less impressive. The football team may have put in long hours,

quarterbacks. These are afternoons filled with courtrooms and closing arguments. The Mock Trial team's recent win is Goldsticker's, and Clayton's, latest championship. And this time it is not just a win at State. This time it is starting to look like a dynasty.

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This Mock Trial win might be a little lower profile than the recent success of the football team, but it is no less impressive. The football team may have put in long hours,

running laps in full pads, but they are not the only ones putting in the time. Mock Trial has been working towards this goal for months, maybe longer.

"We got the case in November about an incident that happened in Missouri, either criminal or civil," said Erica Jantho, a junior on the team. "We had frequent meetings to make a case for both sides so that we can compete with the other schools in Missouri."

The case, which is fictional, but often based on real events, is given to the team, who starts preparing immediately. Broken up into witnesses and lawyers, the group pre-

pare both sides of the case, plaintiff and defense.

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"I handle closing arguments, a summary of our arguments about the case, and also cross examinations, questioning the other team's witnesses."

The 2005 rendition of Clayton football was pretty intimidating. Jarius Byrd is a supreme talent,

Chidi Oteh is a big boy. Mock Trial has been just as dominant. The team made only one slip up this year, an early trial against University City.

"We were overly confident for the U-City trial because the year before we smashed them," said Jantho. "We weren't as prepared as we should have been, but it was good losing in the long run because everyone realized that we had to work harder."

And work harder they did. The Hounds did not lose another trial on their march to the championship.

Capital punishment unfair?

The death penalty has resulted in hundreds of executions of convicted murderers over the past few decades. But it has come under fire from some corners as critics point out racial and urban-rural differences in the use of capital punishment as well as the possibility of innocent people, convicted before the use of DNA in trials, being wrongly executed.

dakinsloss

Since 1976, 957 people in the United States have been executed under capital punishment laws, but some question whether the system that took their lives is just.

A study conducted in Georgia revealed the prejudices of the death penalty.

"A black killer is more likely to be prosecuted for the death penalty than a white killer," St. Louis University Professor of Law David Sloss said. "[The study] found that the most likely death penalty charge was against a black killer of a white person. [That type of case] was 27 times more likely to be a death penalty case than the murder of a black person by a white person."

The same type of study has been conducted in many other states with similar results. Defense Attorney Chris McGraugh has handled over 50 capital punishment cases and has seen the same problem.

"If you are African-American or Islamic, you could unfairly be prosecuted for the death penalty," McGraugh said. "Another group that is targeted is the poor. You have a better chance of being charged with the death penalty if you come from a lower socio-economic class."

A supporter of the death penalty, Edward Dowd Jr., a partner at the law firm Bryan Cave, is also worried that racial prejudice in society may be a factor that prosecutors take into account when determining to seek the death penalty.

"In my experience when I was a U.S. attorney here, I sought the death penalty regardless of the race of anyone involved," Dowd said. "I sought it based on the strength of the evidence, the nature of the crime, the nature of the victim and the nature of the defendant, such as his or her past crimes. I would say that I am afraid that there could be an unconscious or conscious prejudice against African-Americans, but I think it would be more likely a subconscious motivation."

Sloss and McGraugh oppose the death penalty. Sloss is compiling research about another problem he sees in capital punishment. His study looks at the unfairness that exists because of the arbitrary nature of the death penalty in different jurisdictions.

"In Missouri there are 115 different counties, and each county has its own prosecutor who is an independent decision-maker who decides whether to charge a defendant with the death penalty or not," Sloss said. "So with 115 counties there are 115 different policies determining when it

is appropriate to seek the death penalty. As a consequence there are large disparities across counties in the rate that defendants are charged with the death penalty."

McGraugh also voiced this concern. "When the Supreme Court reinstated the death penalty they envisioned it to distinguish the worst murders," McGraugh said. "Unfortunately, in practice, it is subjective. If a killer happens to be in a venue where prosecutors are more conservative, he could be unfairly prosecuted for the death penalty."

Dowd believes that because the matter of taking someone's life is so serious, there must be better safeguards to insure that no innocent person is sentenced to death.

"In Missouri there should be an office to review all cases coming in from the 115 counties so it is not so arbitrary," Dowd said. "This is how it works at the federal level."

The city of St. Louis had 250 murder cases in the last five years but only 12 cases in which prosecutors sought the death penalty. In Jackson County (Kansas City) they sought the death penalty in three cases out of over 200. For both of those counties, prosecutors sought the death penalty less than four percent of the time. However, Boone County, which includes Columbia, sought the death penalty in nine of about 25 or 30 cases – more than 35 percent of the murder cases.

"This basically says that someone who commits a murder in Boone County is much more likely to receive the death penalty than someone who commits a murder in Jackson County, even though the facts of the two cases may be very similar," Sloss said.

The disparities between counties can be generalized into disparities between rural and urban areas.

"A similar study in Illinois showed that defendants in rural Illinois were seven times more likely to receive the death penalty than those in Chicago," Sloss said.

These disparities

occur because requirements for the death penalty are very unspecific.

A murderer can only be charged with the death penalty in a first-degree (that is, premeditated) murder. But in Missouri, Sloss says, there is little distinction between first- and second-degree murders as a first-degree murder can, according to him, be premeditated only for a blink of an eye.

"In St. Louis City 85 percent of the murders are charged as first-degree murder, but in Jackson County 35 percent of the murders are charged as first-degree murder," Sloss said. "The decision whether to charge it as first-degree or second-degree is entirely up to the prosecutor, yet it is one of the critical parts of determining to seek the death penalty."

Dowd disagrees. "I think the crimes are defined very clearly, and I think what you have to prove to obtain a conviction and to have a jury give the death penalty is defined very clearly in state law," Dowd said. "I think if the evidence shows that the premeditation was instantaneous, the jury would probably not agree with a death penalty sentence anyway."

Sloss believes that having a better distinction between first and second-degree murder – in which the first-degree murderer truly premeditates the murder – would solve the problem.

The second requirement (after premeditation) for charging a murderer with the death penalty is that the case must meet one of the 17 aggravating factors set forth in the Missouri constitution.

"Some of these are so vague that every murder meets at least one of the factors," Sloss said. "For example, was this murder done in the course of committing another crime, or was the murder particularly brutal? Both of these apply to virtually every murder. The aggravating factors are supposed to limit prosecutorial digression, but in Missouri they do not."

Dowd partly disagrees. "I think that the aggravating factor that the murder was particularly brutal is very clear," Dowd said. "It could include a fair number of different types of conduct, but I think that it is precise enough language to be constitutional and fair. However, the aggravating factor about alcohol does not make sense to me."

Sloss said that evaluating the aggravating factors and possibly eliminating the vague ones or changing the factors so they are not as vague could fix the problem.

McGraugh thinks that another problem with the death penalty is the appeal process.

"It is unfair that the appeal process has been curtailed," McGraugh said. "The legislation has limited the ability to appeal the death sentence because the process of capital punishment is very long and drawn out in many cases."

McGraugh thinks the most frightening and important issue is that innocents could be killed by the death penalty.

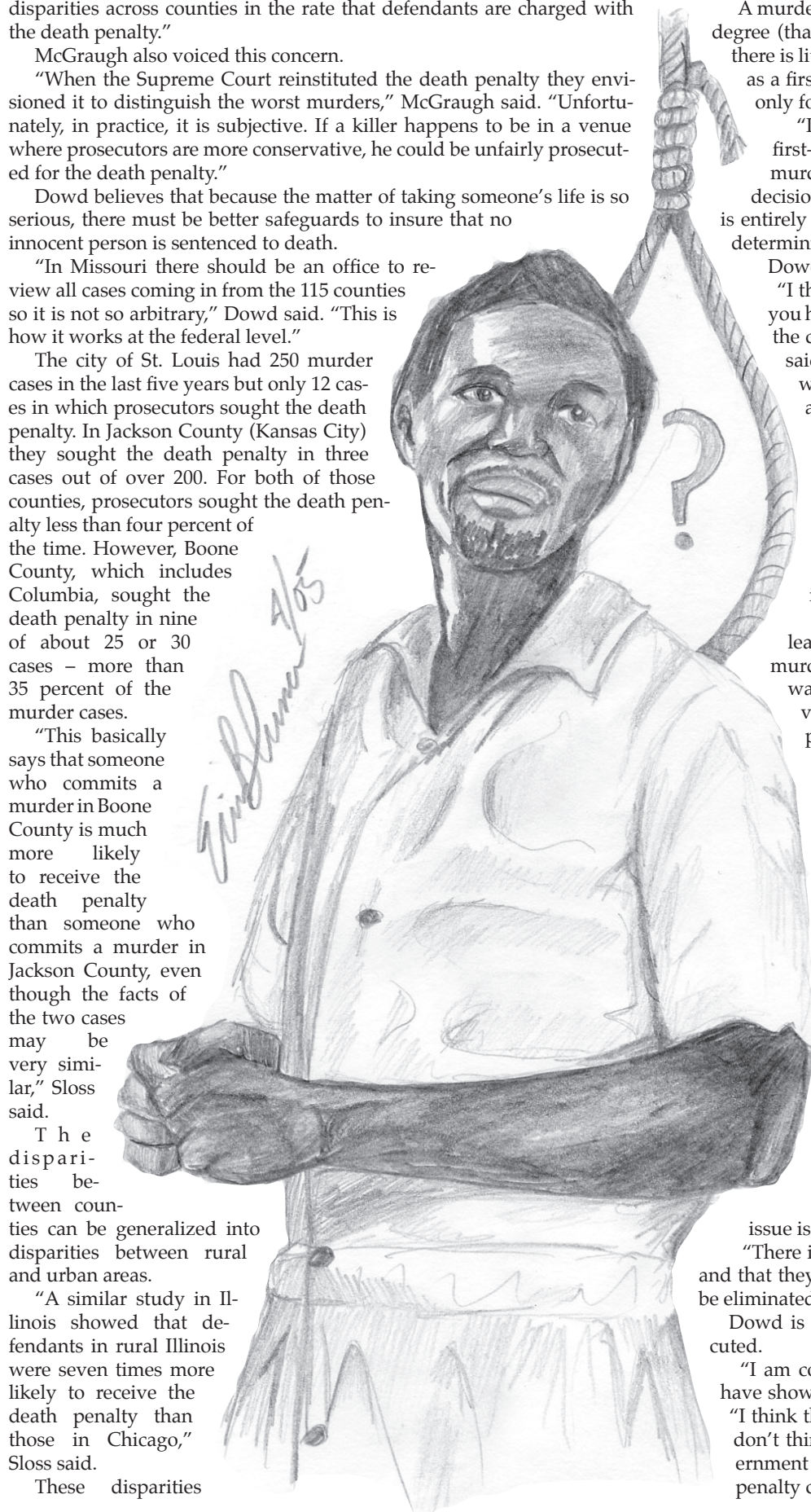
"There is always a possibility that someone is wrongly executed and that they were innocent," McGraugh said. "This problem cannot be eliminated because the system is subject to human error."

Dowd is also afraid that innocent people could be wrongly executed.

"I am concerned about some studies, especially in Illinois, that have shown that innocent people were on death row," Dowd said. "I think that this is absolutely unacceptable. To fix this problem, I don't think there should be limitations on evidence such as government files and reports. There should be no surprises in a death penalty case."

For a murderer to be given the death penalty, the murder must be premeditated and one of the following 17 aggravating factors must exist:

- 1) Accused has a prior record of first-degree murder or assault
 - 2) Committed while the offender was committing another homicide
 - 3) The offender greatly risked the life of more than one person
 - 4) Committed with the purpose of receiving anything of monetary value
 - 5) Committed against certain government officials
 - 6) Murder for hire
 - 7) Murder was "outrageously or wantonly vile, horrible or inhuman in that it involved torture, or depravity of mind"
 - 8) Committed against any "peace officer" or firefighter
 - 9) Offender was in jail or escaped from jail
 - 10) Committed in order to prevent an arrest
 - 11) Committed while the defendant was committing another felony
 - 12) Committed against any past or pending investigation or prosecution.
 - 13) Committed against an employee or inmate of a jail
 - 14) Occurred as a result of a hijacking
 - 15) Committed for the purpose of concealing any other felony
 - 16) Committed to harm the prosecution of another felony
 - 17) Committed as part of street gang activity
- Adapted from section 565.032 of the Missouri Revised Statutes.*



Tombstones take frisbee players' place in Quad

A memorial marking the second anniversary of the beginning of the war in Iraq, each 'tombstone' had the names of one killed American soldier and Iraqi civilian.

isaackatz

On the morning of March 21, approximately 70 models of tombstones were set up in the quad. The tombstones – white cardboard cutouts with the name of one American soldier and one Iraqi civilian hand-written in black marker on each one – were set up with the help of the Young Democrats and Janet Curry, the history specialist in the Mark Twain Learning Center.

The day before, the second anniversary of the beginning of the war in Iraq, over 1500 such tombstones – one for each American soldier who has died in the war – were set up on Art Hill in Forest Park.

As of mid-April, actually, over 1700 coalition troops – mainly Americans but also citizens of fifteen other countries) have now died in Iraq, according to CNN's website.

The memorial service – which included prayers by Christian, Muslim, and Jewish religious leaders as well as remarks by US Congressman Lacy Clay – was sponsored by the St. Louis Instead of War Coalition and the Veterans for Peace in order to, as the event's flyer said, "Count the costs" and "honor the dead" of the second Iraq war.

were taken to various locations around greater St. Louis, including CHS.

"The goal was to recognize the second anniversary of the beginning of the Iraq War by connecting it in an academic way," Curry said.

The memorial service and the placement of the tombstones in the quad were non-partisan, though they were billed as "A Call to Honor and Inquire."

"As an academic community, CHS can participate by recognizing the costs of this war, regardless of our various perspectives on what the current US course of action should be, much as Memorial Day is intended to honor those veterans who have given their lives throughout this country's history," a flyer handed out on the morning of March 21 said. "Moreover, as an academic community, CHS can participate by not ducking the serious questions that the war poses at this time. As scholars, we are called on to ask ourselves and each other, to reason through, to accommodate and occasionally change positions as events and new information hold."

The tombstones were took the place of the usual frisbee-throwers and others in the middle of the quad and were largely respected by



The cardboard-cutout graves, transferred from a memorial the previous day at Art Hill in Forest Park, marked the second anniversary of the beginning of the war in Iraq. "The presence of the stones make the students stop and think," junior Sharice Williams said. "Isn't that what school is for?"

CHS students.

"Now that it is the second anniversary of the war, it seems like it is in an especially serious time to recognize not only the US deaths, but also the Iraqi civilian deaths from this war so far," junior Sharice Williams said.

"The measure of its success was how the students showed interest," Curry said.

The purpose of the was to both honor the victims of the war and look deeper into the situation.

As the Veterans Administration falls deeper into a budget crunch – 11 VA hospitals were recently closed or partially closed, and recent attempts for increased budget allocations for veteran health care have been stopped by the White House Office of Management and

Budget – new issues arise.

The signature wounds of the Iraq war are quickly becoming traumatic brain injuries, or TBI; soldier's armor protects all but the head.

Some students have questioned the propriety of the placement of the tombstones being supported by the CHS administration – see page 19. But others disagree:

"The presence of the stones make the students stop and think," Williams said. "Isn't that what school is for?"

"If we take the time and turn our focus toward identifying common ground," the flyer said, "respecting each other, and researching some of the tougher dilemma, it can be an academic way to honor the many who no longer have this chance."

rachel kodner



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photos by rachel kodner

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Fine Arts, 5



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Michael Goldsticker knows what it means to win State, but it might not be for the reasons that first come to mind. The championship that is the buzz these days is a different one than took center stage on Thanksgiving weekend. Gone are the days of turf burn and

quarterbacks. These are afternoons filled with courtrooms and closing arguments. The Mock Trial team's recent win is Goldsticker's, and Clayton's, latest championship. And this time it is not just a win at State. This time it is starting to look like a dynasty.

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And work harder they did. The Hounds did not lose another trial on their march to the championship.

Fine Arts, 3

Celebrating Good Times

After months of planning and preparation, the steering committee was exhausted but happy at the end of the day.

continued from page 1

whelming. More people wanted to help than we really had room for so we doubled clubs up on activities and had students share buddies. But that's a good thing, too much interest is better than too little interest."

The response, however, is not surprising. CHS students have always been dedicated to helping their community in whatever way possible.

Working with club members in a room and helping students from the Special School District various activities and crafts or pairing up and acting as a buddy are popular ways many CHS students choose to help give back to their community.

Senior Edward Dong has participated in the Arts Fair for three years, every year working in a room. This year he helped in the birthday themed Tri-M room.

"I like working with some of the kids and helping them create something and then seeing how happy they are at the end," Dong said. "Being able to help them for a day or even just 10 minutes is rewarding."

Freshman Maggie Renshaw chose to participate this year as a buddy and found the experience to be a positive one.

"I chose to participate [in the Arts Fair] because a lot of upper classmen were telling me that it was a really fun experience and the students and teachers from the Special School District get really excited about it," Renshaw said. "I also thought it would be a nice thing to do. I'm going to participate next year because I think it is a really good way to make people happy and I had fun, too."

The numbers of students that participate add to the quality of the experience for the members of the Special School District student body and staff.

"The Arts Fair is always a great event," Litzinger teacher Sandy Clayton said. "I enjoy seeing the high school students

interacting with our kids. The Clayton students do a wonderful job with the whole event and they seem very committed to it."

Each time the Special School District returns, CHS puts on a fine showing allowing everyone to enjoy their experiences and to easily pinpoint their favorite parts of the day.

Many feel that watching the interactions between CHS and Special School District students is the best part of the day.

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-associate principal Mike Musick

"I'd have to say my favorite part of the [event] is watching CHS students interact with their buddies," Saffitz said. "I really love when Special School District students come back from year after year and recognize their CHS buddies from past years. I think it shows that at least for a small portion of the Special School District students, the Arts Fair has a big impact on them."

After years of involvement with the Arts Fair, Musick still agrees the interaction is a highlight of the day.

"Our students work hard to get to know [their buddies]," Musick said. "Teens are not usually very outgoing, but our students work hard getting to know their buddies and the teachers

from the Special School District. The other pieces of the day are special also and they help to support the relationships that students are developing throughout the day."

Sewell also agrees and noticed that some CHS students take care to go even further than building the expected relationships with their buddies and teachers.

"The best part of the experience is the interaction between our children and the CHS buddies," Sewell said. "The students at CHS are caring and give our children their full attention for that day. This year I was touched when my student named Nikki's buddy, Anthoni, missed his bus home and had to take a late bus so that he could take Nikki to her bus."

The Arts Fair remains a popular, well attended event, and the acts of kindness and the gestures from CHS students become more widespread each year.



rachel kodner



rachel kodner



rachel kodner

Far left: Senior Brandon Birge poses as the Cat in the Hat as he displays his juggling skills in the quad.

Center: Senior Jessica Galczynski assists her buddy with the activities.

Top right: CHS students help their buddies finish their crafts.



michelle alderson

As part of the Speech and Debate team, members of the readers theater group practice their reading. Readers Theater qualified their group of 16 for the state meet, which was scheduled for the weekend of April 22-23.

Speech and debate talk way to success

krystalbell

Ask any teacher; some students really like to talk, and Speech and Debate is one activity that provides a chance for students to show off their speaking skills. As many as 40 students participate in Speech and Debate in some way throughout the year, with a core of 25 regulars.

Director of Speech and Debate Brenda Bollinger thinks that Speech and Debate provides other benefits for students as well.

"Speech and Debate builds both speaking and research skills," Bollinger said. "It also boosts students' confidence."

English teacher Jennifer Sellenriek has also noticed its effects on some students.

"I've seen some students improve their ability to collect their ideas, and then convey those ideas in class discussion," Sellenriek said.

Bollinger explained that students participate in three types of activities in Speech and Debate. They have options of debate, public speaking or interpretation. CHS students have won many awards for their participation in all three categories.

Bollinger acknowledges that being successful takes time and commitment but said not all kids are great when they first start Speech and Debate.

"Once they get started, they learn by competing," Bollinger said.

Bollinger likes the fact she has a very diverse group of students involved in Speech and Debate.

"It's wonderful," Bollinger said.

"Diversity adds character and strength to the team.

Speech and Debate teams participate in about 10 tournaments each year, including some St. Louis area tournaments and two or three overnight trips. If students win, some go on to state and national tournaments.

As the paper went to press on April 22, the Speech and Debate team was headed for the state meet. At the district meet 16 students qualified for state in Readers Theater. Five individuals also qualified: junior Karen Wong in poetry writing, junior Brittany Dennison in dramatic interpretation, junior Rachel Smith in radio speaking and prose reading, junior Cherish Varley and senior Evan Sadler in Lincoln-Douglas. Sadler and Varley also qualified for nationals, which will take place in June.

Sadler has been debating for two years. He thinks Speech and Debate is very beneficial.

"Your public speaking skills increase after competing for a certain amount of time," Sadler said. "There is also quite a bit of time in between rounds, so you get to meet lots of different and interesting people."

Senior Sze Suen has been debating for four years. One of the aspects she likes is that she gets to see other students perform and she can learn from them.

Suen also stated Speech and Debate takes time, but she thinks that Speech and Debate is an activity everyone could enjoy.

"It's not just for great English experts or real smart people," Suen said. "It's for everyone"

Summer school, internet offer courses

meleniegoldstein

Summer school and internet courses have become a trend in high schools around the nation. Clayton High School offers many support and enrichment opportunities during the school year and the summer for students of varying needs.

One of those opportunities is summer school, which CHS students are highly encouraged to participate in. Summer school is in two, three week sessions; students can complete one full unit of a subject over the six weeks. It is recommended that students focus on one or two subjects if they choose to take summer school courses.

"I love the idea of summer school for the motivated students, as enrichment," Counselor Stephen Urbach said. "It makes scheduling more flexible for students and if they fail they can make up certain credits."

"Summer school is creative; we look at the students' needs and tailor it to them," Guidance department chair Claire Dickerson said.

Among the many sophomores choosing to take summer school this year are students Stephanie Speckart and Antoine Cathey.

Speckart, is taking American Government over the summer so that she will have a less stressful schedule during the school year. According to Speckart, although there are so many advantages to taking summer school, there is a minor disadvantage.

"Classes are a bit more intense over the sum-

mer because you put a full year's work into three or six weeks," Speckart said.

The Clayton High School summer school offers such classes as history, journalism, theatre, science, painting and a new English class.

Cathey, taking American Government and weight training over the summer has enjoyed his previous summer school experience.

"I love the idea of summer school for the motivated students as enrichment. It makes scheduling more flexible for students and if they fail they can make up certain credits."

-counselor Stephen Urbach

"I have taken summer school classes before and I think it's fun," Cathey said. "You are only there half the day so it doesn't take up much time in your summer."

Classes are small and students have the opportunity to explore careers in fields that interest them. Well attended classes include SAT

and ACT prep courses.

"Students who take test prep courses almost always do better on the tests," Dickerson said.

Because most core classes are not offered during the summer, students should not expect to take them during summer school. However, new classes will be available now that Clayton and Ladue have begun a summer school partnership.

"Our students are eligible to take summer school courses at Ladue this year," Dickerson said. "This definitely widens the options for students."

Many other programs are also offered for

high school students during the summer including college programs and internships.

"Walgreen's has a great Pharmacy program for prospective Pharmacy students, and the college programs are wonderful because they are a great transition to work on a college level," Dickerson said.

Another way to supplement CHS classes during the summer or school year is taking internet courses. Internet courses can be found for most high school subjects including practical arts and health. Many of the students at CHS who use internet courses choose to take American Government or another history class. Internet courses become available to students beginning freshman year; however most of the CHS staff doesn't recommend taking them.

"With internet courses you miss out on the intellectual exchange you would get in a classroom," Dickerson said.

Urbach also thinks there are reasons why an internet course wouldn't be the best idea.

"It would be difficult for me personally to stay motivated in an internet course without the direction of a teacher," Urbach said.

Urbach admitted that under certain circumstances an internet course could be a good option.

"If you want to graduate early or need the credits, internet courses, like summer school, are a way to accomplish those things," Urbach said.

Students can learn about the many opportunities available to them this summer by talking to their counselor. Also, they can make a trip to the Summer Opportunities Bin in the counseling office which is full of information about summer programs and camps.



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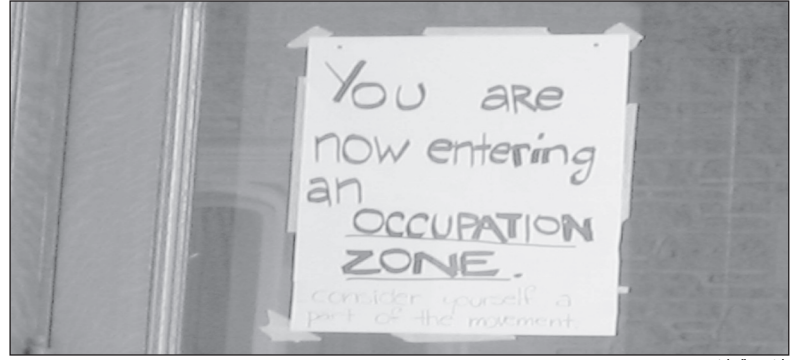
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cori lefkowith



cori lefkowith



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Far left: Wash-U students pitch tents outside the campus as part of the protest for higher wages for university employees.

Top: A protest sign at a student rally

Bottom: A sign outside the student-occupied administration building

Crusading for higher wages, unionization

With sit-ins, hunger strikes, and numerous rallies, Washington University students are making their cause heard.

corilefkowith

'Living wage now' is the main demand of the Student Workers Alliance at Washington University. The Student Workers Alliance, SWA, started a sit-in in the admissions office on April 4 after they thought that the Washington University Chancellor ignored their proposal for increased wages and unionization for workers.

"For a year and a half, we asked the chancellor to agree to a living wage," freshman Timothy Ingalls

said. "He created a task force and they unanimously agreed to a living wage. He shot it down. We then sent in a second proposal. He didn't say anything about the second proposal so we decided to sit-in on April 4th."

Washington University Chancellor Mark Wrighton denies ever ignoring a proposal from the students.

"No meaningful proposal or inquiry to me is ignored," Wrighton said. "Most importantly we have given a very substantial and positive response to the students regarding our plans for the future."

Along with the sit-in, rallies have been held. At these rallies, Wash U. faculty members and St. Louis citizens have spoken out. Anonymous workers testimonies have been read. Students said that workers fear that they will lose

their jobs if they actively participate in the protest.

"Workers have spoken out but they can't vocally," Ingalls said. "Anonymous testimonies have been read. They can't come to the rallies because they can be fired. They also can't talk to us because they can be fired. Past workers have been fired for talking to us."

Others think that these allegations are unfounded and that everyone is free to express their feelings.

"Anyone in this community has the right to freedom of expression without fear of reprisal," Wrighton said.

Many of the students in the sit-in are missing classes and are willing to take incompletes in many courses. For five days of the sit-in, students went on a hunger strike. Many feel that this action was nec-

essary to get their cause heard.

"This is a human rights issue," freshman Casey LaVela said. "We just need to provide basic services for people. All participation [in the sit-in] is welcome. Many students are giving up classes and not eating. There are lots of sacrifices people are willing to make."

Human rights is important issue to many, but some think that the students actions are disrupting and interfering with the rights of others at Wash U.

"Students have raised important issues that are of concern to me and the entire university as well as to our region and the nation," Wrighton said. "It is never right to interfere with the rights of others, and the students have, in fact, disrupted the work environment of talented professionals in the admissions area occupied by the stu-

dents."

Other students feel that Wash U. needs to deal with this issue to show that it follows its mission statement.

"Personally I feel that Wash U. is an endowed, rich institution," Ingalls said. "We have a mission statement and if we can't follow through with what it says then it is just so many words."

Wash U. and the SWA are working to resolve this issue. Numerous meetings between the students and the Chancellor have been made.

"We've had meetings with the Chancellor," Ingalls said. "He said he won't give us anything and then he gives a little something. It is really back and forth."

Originally, the Chancellor offered to give \$500,000 more towards workers salaries, but then the amount increased to \$1 million.

However, many students fear that this increase won't last if the workers aren't also allowed to unionize.

"To keep the increase the workers have to unionize," Ingalls said. "Now they have money but in a couple of years they won't have the power to keep it."

So far many workers haven't unionize and students feel that this is due to anti-union feelings.

"It all comes down to anti-union sentiment in the U.S.," LaVela said.

"The government is cracking down on workers ability to speak out."

However, many students have hope for the future and feel that their cause is worth fighting for and is widely supported.

"I certainly hope that it will be resolved," LaVela said. "We're all hoping for it. The St. Louis community is hoping for it. Missouri is hoping for it."

Rocketry Club soars to success

hyrumshumway

It's Saturday morning and a group of teenagers are walking into an open field. A missile-like object is spotted for a second before it shoots high into the sky. Don't worry, they aren't young terrorists at work. They are merely preparing for one of the biggest rocketry contests of the year -- the 2005 Team America Rocketry Challenge in Virginia. Some teams from CHS will be a feat to beat at the nationwide competition.

"This is my third year being the sponsor for the rocketry club," AP Chemistry teacher Nathan Peck said. "Rocketry club first started as an activity for students enrolled in AP chemistry and then a national contest came up three years ago and the goal was to get to an altitude of 1500 feet carrying two eggs and have the rocket come to earth safely with the eggs intact without even a break in the shell. Last year was a 1250 foot altitude goal again carrying the two eggs. This year is hard, as well. The rocket must carry one or two eggs for the whole duration of the flight again without cracking or breaking, while trying to have the rocket stay up for precisely one minute."

It is very possible for a student to do well in the competition even if they have just started the spectacular hobby of rocketry.

"This is the first year I have been involved in Rocketry," junior Ben Root said. "A bunch of my friends are doing it and Mr. Peck is my teacher for AP Chem. He made it sound fun so I gave it a shot."

There have been veterans of the sport who have come back for the flames, heights and fun even if it is a bit costly.

"This is the second time I have competed in the rocketry contest," senior Ning Ning Ma said. "Rocketry is really fun as a hobby but it is expensive so you should be committed to your rocket building process."

Rocket scientists must sacrifice their time in order to create a rocket that makes consistent flight patterns and is durable enough to not blow up on the launch pad.

"I have always loved building things ever since I was really little and this is a good way to fulfill that passion," senior Yun Que said. "We work in large chunks of time and it is mostly putting the rocket together and checking and re-checking craftsmanship after planning how the rocket is going to look."



yb photo

CHS has done well in the last few years and it is very possible the rocketry students could win big this year.

Juniors Eric Brinkman, Steven Garrett, and Ethan Knoll and Ben Root prepare for their rocket to take off. "This is the first year I have been in Rocketry club," Root said. "A bunch of my friends are doing it and Mr. Peck is my teacher for AP Chemistry. He made it sound fun so I gave it a shot."

"We in rocketry club consider ourselves to be rocketry state champs two years running--shooting for three," Peck said.

Rocketry club is a great activity especially when the rocket does well.

"Rocketry can be tedious but also can be fun especially when the rocket does well and is up for 58, 59 seconds," junior Steven Golembieski said.

Many feel that it is wonderful that the rocketry club always has a tangible dream that they are shooting towards with a set direction to follow.

"Rocketry club is very fun and there is always a real goal," Peck said. "It is a very task-oriented club but when people succeed, there is always elation and a feeling of group success."

No matter how the CHS students succeed in the finals (even though it looks promising), these young scientists undoubtedly will soar as they try other adventures in their lives.

Women's Studies class underway for next year

rebekahsloudounik

In the 2005-2006 school year, CHS will offer a new semester history course, Women's Studies.

"Women's Studies is the interdisciplinary study of a variety of topics as they relate to women," history teacher and future Women's Studies teacher Maggie Sullivan said.

"As far as I know, this is the first time Women's Studies has been offered at CHS and from what I know, the only other area schools who offer a similar course are Parkway North and Webster Groves."

Sullivan provides an overview of the course.

"At first, there will be an emphasis on women's history, particularly on the second and third waves of feminism," Sullivan said. "Then the class will focus on gender socialization and current issues affecting women, such as health, sexuality and violence against women. Students will end the course learning about women in pop culture and the representation of women in movies, television, art and sports."

Senior Cori Lefkowitz is helping Sullivan choose which readings and movies to incorporate into Women's Studies.

"Ms. Sullivan tried to get the course set up for this year, but there wasn't enough time to set up the curriculum," Lefkowitz said. "She knew how badly I wanted to take the course, so I'm taking Women's Studies as an Independent Study and am helping her to develop the curriculum."

Lefkowitz has been interested in Women's Studies for several years.

"My sophomore year I had Ms. Sullivan for world history," Lefkowitz said. "I decided to read 'The Feminine Mystique' for an IRA and later in the year I also read 'The Second Sex.' Ms. Sullivan was reading 'The Second Sex' at the same time in a Women's Studies course at Washington University. I went with her to one of the classes, and I realized that I was really interested in the field of Women's Studies."

Sullivan recognizes the importance of offering Women's Studies as a course.

"I know I don't talk enough about women in history," Sullivan said. "If I'm not, then most history teachers aren't either. There is only so much time to teach in the school year."

Students also believe that Women's Studies is an essential supplement to other history courses.

"It is important to learn women's history separate from regular history," junior Sarah Murphy said. "Women are pretty much neglected in history classes. Women are mentioned when they gained the right to vote and became a significant part of the work force, but there is no specific

unit on women."

Murphy is excited about her decision to take Women's Studies next year.

"I'm taking Women's Studies next year because I have a big interest in history and in gender roles," Murphy said. "It's cool to have the opportunity to take classes like Women's Studies at CHS."

Sullivan recommends taking Women's Studies to students who are interested in history.

"Women's Studies is an avenue of adding to the depth of a student's understanding of history," Sullivan said.

Lefkowitz encourages females to consider enrolling in Women's Studies.

"It's important for every girl to take Women's Studies," Lefkowitz said.

"The history textbooks are usually written by white males and just as courses like African Studies or Asian Studies are offered, Women's Studies should also be offered.

taking Women's Studies, students can not only learn about the development of women in the United States but also about women in any other nation."

According to Sullivan, male students should not let the title of the course deter them from taking it.

"Boys should definitely consider taking the course because it allows for different experiences and perspectives, which helps make the class more diverse," Sullivan said.

Murphy agrees with Sullivan. "Eventually, male students are going to be husbands and fathers and will have to work with women and taking Women's Studies will help boys learn about women and their role in modern society," Murphy said.

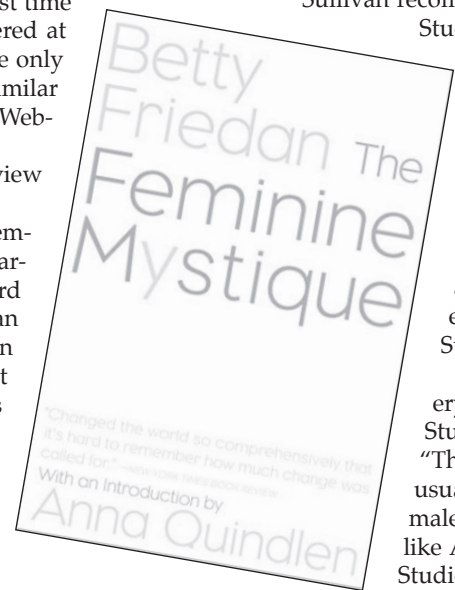
Sullivan has noticed a tendency of students to negatively react when Women's Studies is mentioned.

"Not just boys, but girls too can shy away at the mere mention of taking Women's Studies, which to them suggests the ultimate shame and embarrassment," Sullivan said. "When kids aren't taking the course because they are afraid of what another student is going to say, that is when it becomes ridiculous."

Sullivan is looking forward to teaching Women's Studies next year.

"I'm excited to teach this course," Sullivan said. "I would like to see it get to the point where the suggestion of taking Women's Studies doesn't seem so embarrassing."

"Once people realize what Women's Studies is about, I hope they will have a greater interest in the course," Lefkowitz said.



SummerQuest provides fun work opportunity for local high school students

sarahjohnsoncordona

Summer jobs are on many students' minds as this year comes to a close. Many seniors and juniors have chosen a summer job option where they will still report to Clayton High School each morning at 8 a.m.; however, instead of attending classes they will be working at SummerQuest.

"[T]his year we focused on recruiting Clayton kids. We wanted the best kids for each activity... We wanted the campers to leave everyday saying they had the most fun in the class they could have had."

-biology teacher sally lazaroff

SummerQuest is a premier camp that was started by science teachers Sally Lazaroff and Nathan Peck four years ago. SummerQuest is a summer program that provides first to sixth grade students a large variety of activities to participate in and have fun with.

Lazaroff said that getting a job at this premier camp is not as easy as it may seem.

"We usually get applications from students from many of the schools in the area," Lazaroff said. "However, this year we focused more on recruiting Clayton kids. We want the best kids for each activity. For example, we want one of the best field hockey players, football players, journalists, and photographers to help with those activities."

Lazaroff said they also want counselors who they know will make the day fun for the campers.

"We want the campers to leave everyday saying they had the most fun in the class they could have had," Lazaroff said. "We say SummerQuest is a premier camp, and the ticket to having such a camp is to have the professional teachers and coaches in order to have the curriculum and all the expertise. The counselor should act as an in between person, who is also knowledgeable and who can bring on the fun for their campers."

This year's counselors have already been chosen for SummerQuest.

"We always get a lot more application than positions," Lazaroff said.

Lazaroff and Peck take the application process seriously.

"We go to all the teachers and references that the applicants have to give on the application and ask them to tell us about the applicants," Lazaroff said. "Since we are a premier camp, the kids have to be the best in their schools."

SummerQuest is a recent program at Clayton.

"Laz and I founded the program the summer of 2001," Peck said. "We had been doing summer camps for 10 years at Pegasus, the camp at MICDS, and decided to start one at Clayton because we knew how to do it and had great facilities."

Senior Patrick Cohn worked at SummerQuest last year and enjoyed himself.

"It was tiring, but it was fun," Cohn said. "I worked with the older kids, in the mornings. In the afternoons, I worked with golf, soccer, or rock climbing. I worked about seven hours a day, although sometimes I worked overtime to get extra money."

Counselors' wages may vary.

"The payment system is really fair," Lazaroff said. "It starts off at a base pay and every year that a person works, the amount they get paid increases, and also as the person gets older, the amount they are paid increases."

SummerQuest has a scale and workers can see where they fit according to the amount of years they have worked and their age.

"If you are a specialist, for example a dancer or a cheerleader, then you make a lot more because you are actually running a class," Lazaroff said.

Senior Lauren Lambeth will be a camp counselor this summer.

"Mrs. Laz told me about SummerQuest and got me interested in it because she said she really wanted me to do it," Lambeth said.

"Laz thought I would be really good with the kids, and I have been baby-sitting since I was 12, and I love doing that. I figured SummerQuest would be like that, only for a lot more kids."

Senior Michael Goldsticker is also excited about being a SummerQuest counselor this year.

"Laz told me about it and I wanted a change from my old summer job at Mr. Wizards," Goldsticker said. "I am excited. I think I will be working with the older kids, and then helping with football."

Peck said he and Lazaroff have been spending a lot of time planning this year's session.

"We are always planning," Peck said. "We will be talking about next year this year, but in terms of really getting started with the paper work and getting the brochure together we start late October or early November preparing materials for the brochure. The brochure has to be printed and mailed by Jan. 1."

Peck and Lazaroff determine which activities will be offered.

"We usually come up with a few new activities to try every year," Peck said. "Then the kids who come to the camp decided if they stay or not by how many people sign up for each activity. For example, last year Laz came up with the



photo courtesy of nathan peck

Junior Andrew O'Neal worked at SummerQuest the summer following his sophomore year. He is pictured above with a group of hockey playing campers. Many students choose to work at SummerQuest because of the opportunities the premier camp provides to work with kids.

idea of having an activity called beauty shop. Then so many kids signed up for it that we ended up running it in multiple sessions. Now it has become part of the general activities."

Some ideas work well and others fall a bit short.

"Another idea was ice-skating, which we thought was going to be really popular, but then not as many people signed up for it as we had expected, and so we took it off the activities list," Peck said. "Then there are some activities that have been on the list for a long time and we know will definitely be popular like metal smiting and rocket buildings. We also do a lot of surveys which help us come up with activities for the next sessions and next years."

This year's SummerQuest is ready to go. All that's needed is summer.

Gambling presents high stakes for some students

Traditional poker, Texas Hold'em and bets on sporting events are all popular ways for high school gamblers try to make a buck despite the high risks and possibility of debt. Enjoyment, family history and peer pressure to join a hand contribute to students' desire to play.

annalishumway

More teens are starting to enter the "high stakes" world of gambling. To students it seems harmless and a way to get quick cash, but, it has started to become an increasing problem in high schools around the nation.

The National Council on Problem Gambling has estimated that 30 percent of all teens gamble periodically and 70 percent have gambled during their lifetime. It seems that they are not that far off, at least in Clayton.

Senior Tim Nielson's Texas Hold'em game has slowed down over the past month due to baseball, but he continues to play regularly.

"I play about 10 hours a week," Nielson said. "I play just about anytime I can get a game together."

Nielson started gambling the Halloween of his sophomore year when his friends started a game of Texas Hold'em, a popular gambling game.

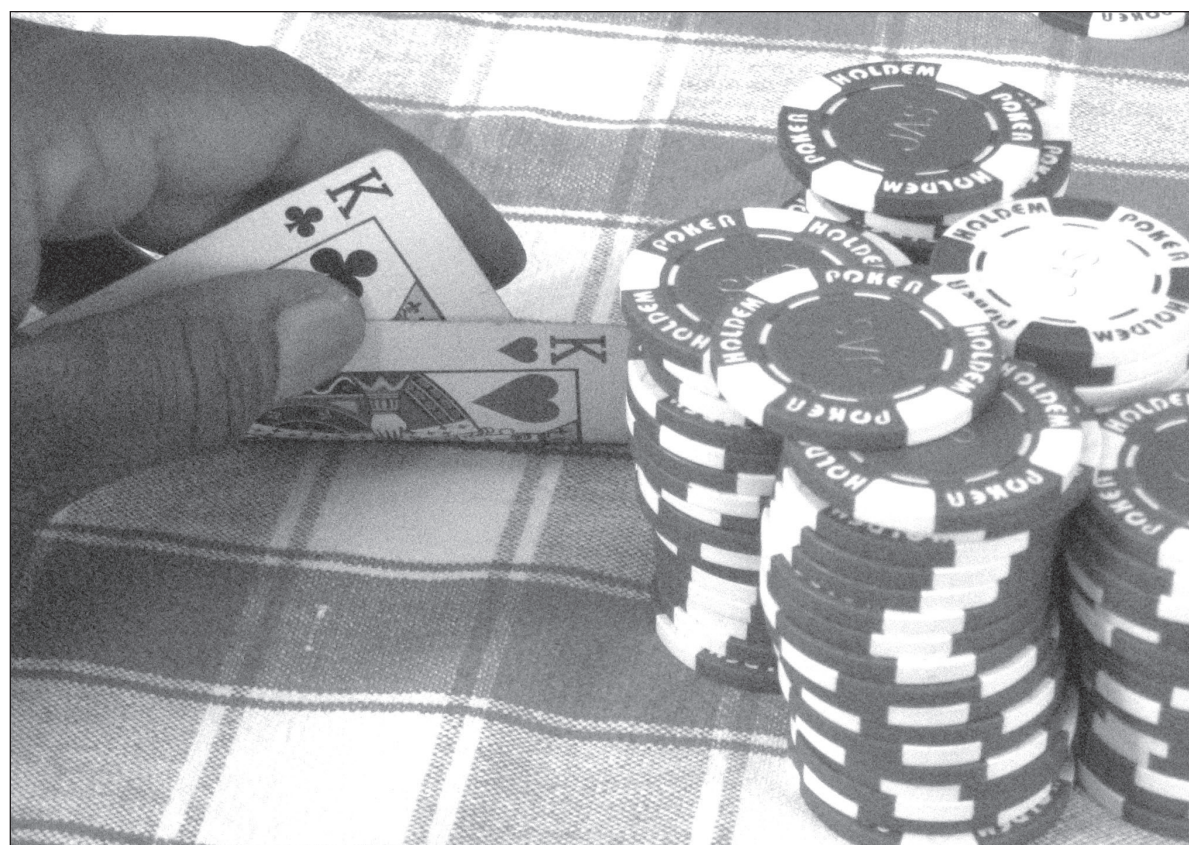
"I thought it looked fun," Nielson said. "I had seen Texas Hold'em on TV and it influenced my decision to start to play."

Some parents are amazed how glamorized gambling looks on TV and how it truly affects kids attitudes towards possible addictions.

"The media is very powerful," Emily Jones* said. "The gambling shows try to teach kids that you can beat reality through your skill. Although you might be able to be a good gambler, the shows forget to show families in Las Vegas who lose their homes or all their children's college money."

Now at the end of his senior year, Nielson does not know how much he has earned or lost, although he feels confident that he has stayed even.

"I don't keep track on how



jamie sachar

A student gambler examines the cards he has been dealt before placing a bet. "I never gamble large sums of money that will affect my quality of life or living," senior Ethan Oetter said. "[But] I have won a significant amount of money over the past two years."

much I win or lose but I have lost \$60 in three weeks," Nielson said. "I used to play on the internet but since I lost \$50, I have stopped playing on [the internet]. I like to play with my friends."

Senior Whitey Holt began playing poker as a junior and plays a few times a week.

"I have lost about \$75," Holt said. "My parents don't say much about it. My dad has played a few times with me and my friends. It is just a way to have fun."

Junior Max Altman used to enjoy laying the cards down in Texas Hold'em or poker, but both games have lost appeal to him.

"I don't play as much anymore

because I lost interest in it," Altman said. "In the middle of sophomore year I was at my peak of playing. I used to play two or three times during the weekend and one or two times on weekdays."

Altman's family has a history of gambling at casinos although none of them are addicted.

"Gambling is a big part of my family," Altman said. "My grandma really enjoys going to casinos and she taught me how to play poker in kindergarten or first grade. When I am 21, I will go to casinos regularly like my family. I think it is in my genes."

Many students gamble small sums of money to ensure that they

will not enter into too much debt.

"I don't think I will ever have a gambling problem because my family goes to casinos a lot but they also know when to stop," Altman said. "I have never lost more than \$30 in a night. I usually stop at \$10 or \$20."

Unlike Altman, senior Ethan Oetter's parents do not gamble.

"I never gamble large sums of money that will affect my quality of life or living," Oetter said. "My parents see my gambling as pure entertainment so they are not worried. I have won a significant amount of money over the past two years."

Although gambling is a part of Oetter's weekends, he believes he

will continue to gamble in private homes.

"I don't think I will go to a casino when I turn 21," Oetter said. "At casinos, the odds are really stacked against you. Gambling at casinos is a tax on the poor."

Many students gamble on sporting events that they have no interest in.

"When you gamble on a sport that you have no interest in with a small sum of money, you start to be interested in the game," Oetter said. "I have gambled mostly on boxing and the Super Bowl. I have been lucky because I have won more than I have lost."

Holt has gambled a few times on sports without much luck.

"I once gambled on boxing when Sphinx and Jetta were against each other," Holt said. "I got tricked. I really didn't understand boxing. I ended up losing \$20. That was my worst gambling experience."

Many parents have mixed feelings about student gambling because of past experiences.

"I used to gamble a lot as a teen and lost a lot of money," Jones* said. "I used to take money from my parents and gamble it away against friends. [I thought] gambling made my life interesting. I was always bored in school, so I used gambling as a way to keep my mind active."

Some parents have consulted with their child to have them be aware of possible gambling addictions.

"When my son started to play, I talked to him about it," Jones* said. "I told him that if he wanted a good life, then he needed to learn the value of a dollar instead of learning stupid tricks that have no significance. I did not want to have him have the same problem I did. Gambling is very addictive. I have friends who lost all [the money] they made in high school from their

jobs."

Hopefully students will not allow their weekend fun of gambling to affect their future lives when they can play at casinos and other venues.

*all starred names have been changed to protect the identity of those interviewed

Poker Facts

According to the Clayton Police Department, playing poker in the home is legal as long as it is played for chips, but illegal if played for money.

According to the Poker Gazette (<http://pokergazette.com>), even poker tournaments for charity CAN be illegal. "Illinois allows charity poker competitions, as long as a venue gets a license for the event, bets don't exceed \$10 a hand and the top prize is limited to \$250. In Missouri three elements must be present before the state considers an event to be gambling:

- 1) Participants must pay to play, which may include buying chips, paying a cover charge or being required to purchase a minimum drink order.
- 2) A prize must be involved, whether it is cash or something of value.
- 3) The event is a game of chance, as opposed to a game of skill, such as a trivia contest. That means that the Friday night poker game at the neighbor's house with a bunch of buddies is technically illegal."

A student perspective:

Missouri rivers offer fun, nearby canoeing, kayaking expeditions for all ability levels

kellymoffitt

Idaho, Colorado, Utah, Washington and even Arkansas. All these states are known for their superior rivers for rafting and canoeing. All these states are also known for beautiful rivers for rafting and canoeing. Missouri may not have the hardest rapids to maneuver or the fastest rivers for canoeing, but what Missouri lacks in difficulty and speed, it makes up in beauty and fun.

For the next month or two, the time is just right for canoeing and kayaking in Missouri. It's not too hot, making the rivers we do have whittle down to unmanageable streams. And it is not too cold, so the fun experience of canoeing does not turn out to be a disaster ending in frostbite.

In Missouri, there are rivers for every type. Many Missouri rivers are a type I; these are the type for beginners or for the normal person who just wants to float along on an enjoyable weekend of camping.

The best example of a type I river is the Black River, which has virtually no fast moving rapids, yet no water is at a stand still. The water is beautifully clear, and no matter where you are floating on the river, there is always something to look at on the banks. The best section to canoe on this river is in its upper reaches, which boast many side activities for the active camper. The river is pretty close to Lester-ville, Mo., roughly 2.5 hours away from St. Louis. The best place to set in depends on your canoe outfitter, but most put in at Mill Creek, just a few miles south of Lester-ville.

The Black River also boasts many so-called shut-ins, which, although not boatable, are fun for a side-trip. The most famous in Mis-



souri is Johnson Shut-Ins, which is beautiful and full of excitement for sliding and climbing around rocks. (Bikini *not* recommended for this part of the trip.) Another attraction of the Black River is that it is also very close to Taum-Sauk Mountain, the highest point in Missouri. This is a fun side trip and gives a gorgeous view of the surrounding areas. Also, the Black has some good small-mouth bass fishing for fishing enthusiasts. All in all, the Black River is best for family camping trips, tubing excursions and some mild canoeing.

Another type of river Missouri has is the type II. These are a little bit harder, with more frequent rapids and faster moving waters. This type is for people who are a little more advanced in the art of canoeing. In other words, those who know what "back paddling" is.

Two rivers considered Type II are the Current River and the Jack's Fork. These two go hand-in-hand because the Jack's Fork is a tributary of the Current River. These two rivers are gorgeous and have very nice, secluded, unmarked campsites. There are also many nice boulders for jumping into the water and there are many

rope swings scattered along the banks, making for fun little stops.

The Current River is the most spring fed river of all rivers in Missouri. Because it has so much water coming into it, the Current can be floated at all times of the year. Sometimes, even on New Years for those brave enough to try. This river is not very hard and can only be properly termed a II in the spring; yet it does offer a variety of good camping

“ Before trekking off to Idaho, Colorado, Utah, Washington or Arkansas for water fun, you might want to try something a little closer to home, a river right here in Missouri. ”

sites and lovely scenery. The Current River is located about 30 miles from Salem, Mo.

The Jacks Fork River is only a tributary to the Current River, but it rivals its speed and beauty. It is set in a deep valley, which can almost be called a canyon. This makes for some shady traveling in hot summer months. Yet, in times of a lot of rain, a high campsite is important for safety. The Jacks Fork is very close to Eminence, Mo.

This river has many attractions, including one of the coldest and most beautiful springs in Missouri, Alley Spring. This is a fun stop, where one can see the old mill which turned water in its day. Many turtles can also be sighted and it is fun to try to catch a few, or maybe even some crawdads. This is a great place to come even if you can't float the river, Alley Spring Park offers many nice picnic sites.

These two rivers provide a fun and a slightly challenging float trip. This trip would be great for a three-day-weekend and the drive is only 3.5 hours.

Probably one of the hardest rivers to find in Missouri are type III's. Type III's are difficult and often are classified by their amount of falls and high-speed current. In all type III's maneuvering through rapids is unavoidable, and maneuvering

around branches, overhangs is common, with regular waves seen often.

The "Missouri Ozark Waterways," classifies the Eleven Point River as a type II but it is widely considered a type III. Although it does not have nice sand or gravel bars for camping, it does feature some gorgeous spots to set up a campsite. However, the Eleven Point has an attraction that not many other rivers can claim. The Eleven Point is fed by many wild springs, including Greer Spring, which is the second largest spring in the state. Unfortunately, the spring cannot be explored further by the common canoeist because it is private property. However for walking explorers, the spring is left open for exploration by the public.

Greer spring doubles the size of the river and makes the river floatable in dry seasons too. This area below Greer Spring is known as the "Irish Wilderness," and is also a National Scenic River.

Besides all these fancy names, the Eleven Point has many things to do besides canoeing, including many easy-access caves on the sides of the river as well as the most widely known: Turner's Mill. The Mill wheel is still viewable, and if the spring is followed up the hill to Turner's Mill Cave, the spring's origin can be seen from inside the cave. Also, there is a fun drop along the river, which is great for kayaking. At one point, the water can even keep someone under water for a time, popping them up shortly after.

The Eleven Point is a beautiful Scenic River and is great for some peace and quiet. It is host to many fun rapids and lovely campsites, if you can find them. This trip



Top Left: A view of the Eleven Point River located near Thomasville, Mo. Top Right: Freshman Kelly Moffitt successfully kayaking on the Eleven Point River. Above: Moffitt capsizes while kayaking but is able to recover shortly after. Bottom Left: Moffitt pauses for a break at a scenic waterfall on the Eleven Point River.

all photos courtesy kelly moffitt

would be great for another three-day weekend, with the drive only 3.5 hours. The Eleven Point river is on Missouri-Arkansas border, near Thomasville.

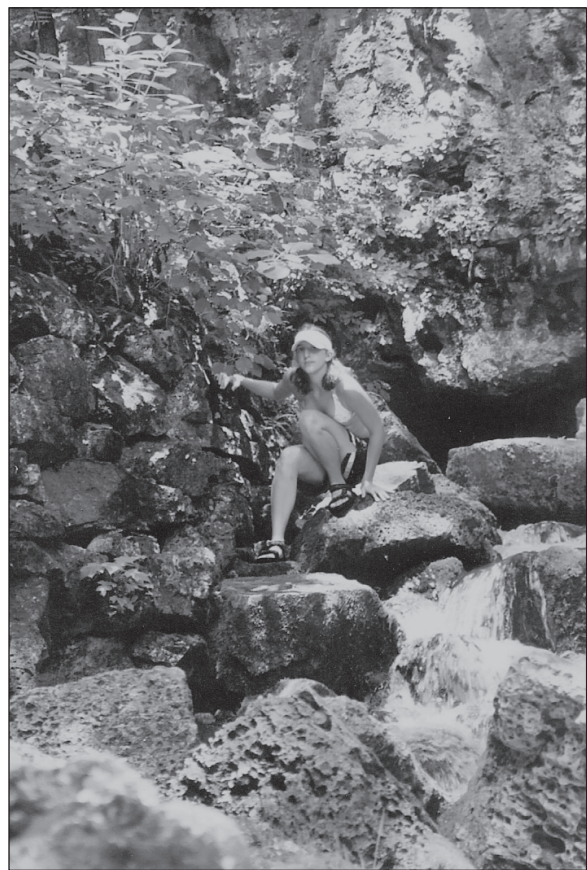
The state of Missouri has only one of this next type river, yet the excitement is worth the small number of them. This is the type IV/V River. This is white water, folks. In other words, so difficult that only experienced canoeists attempt it. This is the hardest canoeing gets in Missouri, and it is also the last type that can be navigated with very long stretches of rapids, high waves, difficult fast water, and boulders where they are not expected.

The only such river in the state is the St. Francis River. This river is only really manageable in the spring or during high rains. This is because of the hazardous boulder strewn path the river makes. The river is pretty much a straight shot, but the shut-ins come as a surprise to many. These are dangerous and require lifejackets. Only take small

items on this trip and keep those that are brought, under a covered canoe. This river is wonderful just because of the excitement that ensues when long stretches of white-water rapids are splashing all over the place.

This trip is only two hours away but it is not the best "family" trip just because of the rapids. In fact, this river is not recommended for anyone who is not an experienced canoeist. The St. Francis River is around St. Francois county, Mo.

Remember that safety is key on these trips, so always have lifejackets close at hand. It is also important to tie down any loose, important items, so they don't float away on the chance that tipping occurs. Missouri offers many rivers just for fun and excitement but, also a few more challenging courses. So before you go trekking off to Idaho, Colorado, Utah, Washington or Arkansas for water fun, you might want to try something a little closer to home, a river right here in Missouri.



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JSU and FCA bring religious diversity to extracurricular activities at CHS

miaharlan

Among the many clubs at CHS, there are two organizations where students can interact through religion. Jewish Student Union (JSU) is a group where mainly Jewish students from CHS meet once a month. The Fellowship of Christian Athletes (FCA) is similar to JSU; the members of the club share a common religion: Christianity; however, they are also united through athletics.

"JSU brings more diversity to the extracurricular activities," junior Zach Smith said. "JSU is a cool opportunity for Jewish kids at Clayton who might not know each other to interact together in a Jewish setting and have fun at the same time."

However, JSU is not just a club for Jewish students; everyone is welcome, regardless of religion.

"There are many misconceptions that non-Jewish students have about Jews or Jewish holidays," junior Donna Iken said. "If [non-Jewish students] want to learn more, they are most definitely welcome to come to our meetings."

JSU is an international club and it started at CHS in October 2003.

"When I was a freshman, Ladue had a Jewish Culture Club (which was changed to JSU), and I thought that it would be awesome if Clayton had one too," Iken said. "The summer before my sophomore year, I started doing the necessary procedure and paperwork, such as getting a sponsor."

After almost two successful years, JSU continues to attract about 12 students to each meeting.

"During the meetings we have holiday par-

ties, discussion groups and we bake traditional Jewish foods," Iken said.

Recently, for a Purim celebration, JSU cooked the traditional Jewish food: homentashens. They have also gone paintballing with other JSU groups and had a New York trip with the national JSU.

"I enjoyed watching the Family Guy episode with Jewish themes," Smith said.

The activities in JSU vary from cooking to discussing current Jewish holidays, similar to the FCA activities.

"We have done fun activities like baseball games, bowling and the community challenge," sophomore Taylor Griggs said.

Contrasting to JSU, the FCA incorporates athletics into their club.

"Sometimes we add athletics to the lessons so we can relate to them more," Griggs said.

The group consists of about 20 students that meet every other week.

"FCA is important to CHS because the stu-



whitney bruce

Senior Jimmy Whitely, junior Clay Malchomson and sophomore Rachel Gluck play cards at a FCA meeting. FCA offers camaraderie to Christian athletes at CHS.

dents in the club can get to know other Christian students at CHS," sophomore Stacey Lawrence said. "I meet new people who I didn't know where Christian."

Although everyone in the club shares a common religion, there is still diversity within the group of students.

"I meet people in the club who are different ethnicities, genders and ages," Lawrence said.

The FCA and JSU are both clubs where students at CHS can unite.

"The people in FCA are awesome," Griggs said. "And we all have one common belief."

From runway to reality

Spring fashions for the real world

ivannayang

Spring means abandoning the burly parka, renouncing the heavy sweaters, and forgoing tennis shoes and fur-lined boots for shirts that shine, skirts that flow, and sandals that provide the barest of coverage. As one makes the seasonal transitions in one's closet, keep in mind that experimentation is at the center of fashion and that more is always more.

The makeup on the Spring runways was natural and almost bare, reflecting the bohemian inspired trends of Prada, Cavalli, Missoni, and Chloe. Loose, billowy tops are a must, especially paired with tailored skirts or trousers.

Choose light fabrics such as chiffon or silk and a v-neckline to maximize the floaty, voluminous effect. Embroidery and lace also keeps the style feminine. If you prefer to highlight the lower half of your body, full skirts are a practical option and look especially fresh when layered with contrasting patterns. Choosing a skirt with handkerchief ends also emphasizes movement. Pair the skirt with a cardigan for day, and a camisole and denim jacket for a night out.

In addition to lighter clothing, spring means the freedom to wear bold colors without being singled out in a crowd of muted earth tones. Jewel colors such as bright yellow, sapphire, emerald, and ruby look especially dramatic on a fitted jacket paired with blue jeans. Color is also the trend for accessories. From multi-stranded bead necklaces to wooden and plastic bangles to bejeweled hair accessories, color on one's adornments

is a low-risk way to dress up a casual outfit. Metallic-inspired bags have also carried over from the previous season in shades of gold, silver, and copper. Try a clutch with metal details for easy portability.

International influences also ruled the runways as designs were borrowed from Asian, Spanish, and African cultures. Choose a cheongsam top (Asian inspired embroidered jacket) paired with a mini-skirt, a sequined bolero top with a long crochet skirt for a night out, or an ethnic print bag to bring world-class style to your wardrobe.

No outfit is complete without the shoes to complement. Flats symbolize the carefree spirit of spring and can be found in a variety of fabrics, colors, and style. Ballet flats look especially fetching with a full skirt, and pointy flats with jeans is always in style. Sandals for spring and summer can also be found in metallic hues. If you like the ease and comfort of flip-flops, consider a pair in silver or pewter for added polish. Grecian-inspired sandals also are making a comeback this spring. Strappy, and versatile in leather, a pair adds instant chic. Finally, for those who can't let go of their cowboy boots worn over jeans in the winter months, you can still sport a pair with a denim miniskirt and loose top a la Kate Moss or Sienna Miller.

Once armed with a list of essentials for spring, make a point of visiting consignment shops or thrift stores for one-of-a-kind vintage pieces along with dropping in on your favorite stores from the Galleria or the Loop for a few splurges. Remember that ultimately the best pieces for you may not be the trendiest but the best fitting, and to above all have fun in the name of fashion.



Staff Photo

Senior Laura Johnson wears the "in" outfit for spring: a bright blazer paired with jeans.



Staff Photo

Junior Anya Fisher is bohemian-for-a-day with her long white prairie skirt and "gladiator" sandals.



Rachael Kodner

Junior Johnetta Cunningham strikes a pose in her casually attired long-skirt and t-shirt.

background photo courtesy of style.com

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ADHD presents academic challenges for many



Growing numbers of children and adolescents are put on ADHD medications such as Adderall, Concerta, and Strattera. However, students without ADHD have also started abusing these stimulants as drugs and to lose weight. "When I was young, diet pills were used for the same type of thing," Nurse Dede Coughlin said. "I just so happens that today students choose to use ADHD medication."

katewaterbury

According to studies done by the American Academy of Child and Adolescent Psychiatry and the American Medical Association, it is estimated that nearly 10 percent of all children between the ages of 5 and 12 have ADHD – Attention-Deficit Hyperactivity Disorder. Statistics such as these have caused a great deal of controversy. Many have questioned the accuracy of the studies and suggested that doctors have begun to over-diagnose these types of disorders.

CHS Nurse Dede Coughlin has heard many of these arguments and agrees with parts of them. "I'm not so sure that children are being over-diagnosed," Coughlin said. "But the way that kids are screened and diagnosed has changed a lot, and I think it causes a potential for misdiagnosis." Coughlin feels that lack of resources has caused more rushed diagnoses of ADHD. "Parents used to have to take their children to a child psychiatrist who would conduct extended research on the child's behavior,"

Coughlin said. "Literally, the psychiatrist would have the parents, teachers, and any other adults keep a journal on the child, and between that and several one-on-one sessions, the psychiatrist could diagnose it. Now, since there are so few child psychiatrists, parents can't get appointments, and everyday pediatricians have started to diagnose these disorders and prescribe medication. They don't have as much background information, so more mistakes can be made." Freshman Will von Schrader was diagnosed with ADD and

ADHD in fourth grade. Before being diagnosed, he remembers going through extensive testing. "When my parents and teachers suspected I had ADD, they took me to the hospital for lots of tests," von Schrader said. "They were all based on concentration. For one I had to look at a screen and hit a button when I saw every letter except 'x.' People with attention disorders either get into the rhythm and can't distinguish between other letters or can't focus long enough to notice any of the letters. It was hard." Doctors, however, suspect that

ADHD is still under-diagnosed because it is still so misunderstood. They estimate that fewer than 50 percent of children with ADHD are actually diagnosed. "Often, girls with ADHD are not diagnosed," Coughlin said. "They have the symptoms, but since girls are normally calmer, they express them in more subtle ways. At the same time, symptoms in boys can be overlooked or passed off as normal 'boy behavior.' So generally, we still aren't very good at recognizing ADHD." The most commonly prescribed drugs for ADHD are Concerta, Strattera, and Adderall. In recent years, new research has made these drugs much more effective. "It used to be that kids with ADHD had to take meds every three hours," Coughlin said. "They would get a burst of medication, and then their symptoms would slowly come back over the three hour period. Now, there are medications that last somewhere between eight and 12 hours. They release the medication slowly, which helps kids' behaviors stay consistent all day." Dosages of ADHD medications are closely monitored and altered

often, especially in younger children. "Well, they base dosages off of lots of things," von Schrader said. "Since I'm still growing, my size is a big factor and it means my dosage is changed a lot more often." Although there are side effects, von Schrader sees an obvious difference in his own behavior when taking his medication. "I get in trouble a lot less often when I take my medication," von Schrader said. "When I forget, I can't sit still and the days seem really long. There are some bad side effects like I get stomach aches sometimes and I can't sleep at night, but overall they are worth it." ADHD drugs are stimulants, meaning that they increase activity in the brain. In ADHD patients, they increase the "right kind" of message – those telling the individual to focus on one activity. However, growing numbers of students without ADHD use the stimulants as well. "I know people without ADD and ADHD use stimulants like drugs," von Schrader said. "I don't understand it at all. I don't think they would work if you didn't have anything to fix and the side effects are just a pain if you don't get anything out of them." Coughlin speculates that there are two reasons why students abuse ADHD medication. "There are generally two groups that will abuse stimulants," Coughlin said. "There are those that use it to stay awake – for homework or for whatever reason, and there are also many young women who use them to lose weight."

Possible causes of ADHD:

- environmental agents (example: prenatal smoking/alcohol exposure)
- brain injury
- food additives and sugar
- genetics

Note: All of the above causes are only theories; many children with ADHD do not fit any of these categories.

Information courtesy of The National Institute of Mental Health

Coughlin stresses that stimulant use is not a new phenomenon. "When I was young, diet pills were used for the same type of thing," Coughlin said. "It just so happens that today students choose to use ADHD

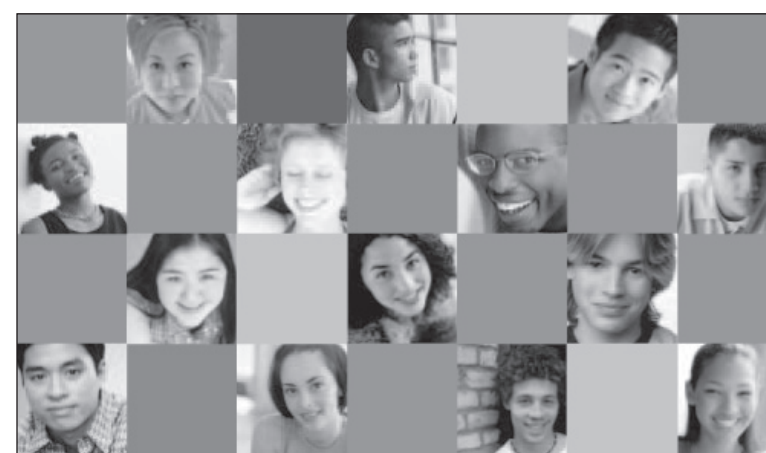
medication. It's dangerous as well as illegal, but students don't seem to mind. They're more focused on the short-term effects."

Survey identifies warning signs of teen depression

katieweiss

Every year students at Clayton High School participate in multiple exams testing every student's physical health. But why not go a step further and test students' mental health? Teen Screen, created at Columbia University in New York, does just that. Mental Health Teen Screen is an early identification tool to help identify teens at risk for a variety of disorders. Teen Screen asks students to answer a series of questions that takes about 10 minutes to complete. Example questions include, "In the past year has there been a time when nothing was fun for you?" and, "Has there been a time when you couldn't think as fast and as clearly as you used to?" Due to the amazingly high numbers of students suffering from clinical depression, (over 750,000) and the number of suicides a year (1,500 nation wide) programs like Teen Screen have become increasingly popular in schools. Last year more than 14,000 students participated in the Teen Screen program, which exists in over 40 states. Teen Screen, which was endorsed in 2003 by President Bush's New Freedom Commission on Mental Health, helps give students who may be suffering from depression an outlet for their feelings.

"If a teen is having feelings that he or she cannot explain, the screen might be a way to validate their feelings, helping them to know they are not alone and that people can help them," Teen Screen Vice President Jenny Becker said. KUTO psychologist Angela Staples notes that the first step in treating clinical depression comes with the realization that help is available. "The best advice I would give someone who may be struggling with depression is to recognize there's a problem," Staples said. "It is important to know that you do not have to feel that way." Becker emphasizes that Teen Screen is a first step, not a full diagnosis. The people who operate the program do not put children on medication. "Teen Screen only identifies those at risk," Becker said. "It does not diagnose. It is up to their parents if they want their child to receive further help. The survey is completely optional and is not given to any student with out a letter being sent out to all the parents and with out the permission of the parents of all the students involved." Teen Screen has been successful in recognizing cases of depression. "In one school that has the program, 49 students were identified as needing further assistance. Of those 49, 26 were already receiving



COLUMBIA UNIVERSITY TEEN SCREEN PROGRAM

SCIENCE INTO POLICY, PREVENTION AND ACTION
2004 OVERVIEW

The Teen Screen program, sponsored by Columbia University, administers a survey to students in participating schools looking for warning signs of clinical depression and suicide. Last year, over 14,000 students from 40 different states were surveyed.

care," Becker said. Although Teen Screen has developed a following, many schools remain hesitant about participating because of the fact that the program is free and confidential. "There is still a huge stigma about mental health in this country and there is still so much to be done to change our country's mind set," Becker said. "Schools already have so many responsibilities, that, for many, adding another program might be an unnecessary burden for some." Even CHS is reluctant to implement the Teen Screen program. "We don't really have the opportunity during a class to do individual screenings," CHS Health Teacher Doris Smith said. "I don't think a survey in a classroom full of peers is the best way to screen students for depression." So while schools provide tests for hearing and vision, why not test for mental health? "If a teenager has been struggling he or she may want to complete the survey because it could be the easiest way to ask for help," Becker said. "Lots of students will find it easier to admit they need help in writing, especially when everyone is taking the survey and they don't feel singled out."

Where have all the honors students gone?

Increasing numbers of students are dropping out of honors classes. Although disappointed, teachers encourage students to make the best decision for themselves.

feng-shuangstamme

Not every student that signs up for an honors class can conquer its rigor. That is why every year, a few students drop out and switch to non-honors. The number of students who have gone through the Honors program this year is considerably low. "In the four years that I have been teaching Honors English II, I can only think of 5-6 students who did not proceed into Honors American, either because they did not wish to or because they were not recommended for the course," English Teacher Rebecca Taylor said. When students drop out of honors, they may think non-honors is going to give them a break, however it does not always turn out to be a cakewalk. One student who switched into non-honors Freshman Physics last year found herself facing another obstacle. "I didn't understand what I was doing," sophomore Anna Goss said. "The pace was slower, which was good, but I still didn't understand all the concepts fully." The Honors class is not always on the same page with the non-honors. Students who switch have to play catch up with the non-honors class and adjust to its curriculum. While Goss found it hard at both ends, other students find that Honors is too much to handle but non-honors does not give them the challenge they desire. "[Freshman physics] is way easier [than Honors Freshman Physics], but it's boring," freshman Jonathan Goodfellow said. Goodfellow thinks he did not

succeed in Honors because he was not ready for its intensity. "I feel my eighth grade teacher didn't prepare me well," Goodfellow said. "The class was too hard." Taylor believes that students that do not succeed in Honors lack commitment to the subject. "I think usually students drop out because they don't do the work," Taylor said. "We try to help students to raise their level of commitment. It's very rarely a lack of capacity. Almost everyone can do the work. We want people to succeed. We want to see students stay in the class." According to Math Teacher AnnMarie Snodgrass, a student's educational background may also be one of the reasons why students face difficulties in an honors class. "Some of the students are from other schools," Snodgrass said. "We don't know what kind of mathematics background they have had. Also, just the rigor of the course might be too challenging for some students." Out of all the honors courses, Honors freshman physics is one of the most frequently dropped. Teachers and counselors encourage students to take these hard classes and challenge themselves mentally. Although Honors and AP classes are difficult, some students believe it is worthwhile. "I feel I have learned a lot, it's very beneficial," senior Ningning Ma said. "And it will help get college requirements out of the way now, so I'm not overwhelmed later."

Family matters

CHS families range from divorced or single-parent families to large extended families. Despite the usual arguments, the majority of CHS students find support and comfort in their family situations.

sarahshumway

Whether coming from single parent, divorced, or traditional households, most Clayton students depend on their family for guidance and support. Although the adolescent years are turbulent and unpredictable, students have learned to cope with their given situation and ultimately develop as young adults.

"The basic conflict of adolescence is the very nature of adolescence - finding out who you are and testing the boundaries," psychology teacher Dave Aiello said. "The teenager's family has to provide and set those limits. Having a structured family life and making the boundaries consistent are all essential for the teenager's development."

Obviously, most students cannot admit to getting along perfectly with their family.

"I am a lot closer to my dad but my mom and I get into a lot of fights," senior Marta Wenzler said. "We fight over when my curfew should be, how much money I get, and where I am going to college. I really like New York University but she really likes the program at University of Rochester better."

An anonymous senior girl echoed similar sentiments.

"I had to literally beg my parents to change my curfew from 11 p.m. to midnight," the anonymous senior girl said. "I have to remind them that I am a second semester senior and it's not like I'm doing anything questionable. My parents have this attitude of 'you've made it this far, and we don't want anything to happen to you.'"

Although most students cannot admit that they get along perfectly with their parents, most depend on them for advice and guidance.

"My family is really important to me, especially my mom," senior Emily Schilmeister said. "I am able to tell her what's going on in my life and she is especially interested in the latest Clayton gossip. I honestly can tell her everything and I wouldn't want to do anything that would disappoint her."

Being an only child, senior Emily Fowler-Cornfeld has depended on her parents during her high school years.

"I've thought about having siblings in the back of my mind and it was hard when I was little and I didn't have anyone to play with," Fowler-Cornfeld said. "However, I think my situation lets me be on my own. I can have my own personal space and I get all the attention from my parents. My parents have been really supportive and we go a lot of places together like sporting events, family get-togethers and plays."

Aiello explains the importance of being able to confide in trusted adults.

"Adolescents have a lot of emotional needs," Aiello said. "Potentially, a lot of people can fill those needs, whether it be parents, friends, community, or church groups. Although a variety of trusted adults could be beneficial, it may be confusing for the teenager. It can be difficult if parents are sending one message and their peers are sending a different one."

Yet other students feel little need to confide in adults.

"I don't really have much to confide with my parents," an anonymous senior boy said. "I would tell them something if it was important but if I had a bad day, I wouldn't mention it because there would be no point. They can't change anything. I just keep those things to myself."



courtesy of Katherine Sher

The Sher family celebrates together. Junior Katherine Sher (back row, second from right) and her mother (back row, second from left) became much closer last spring when her mother's breast cancer relapsed last spring. "My mom's surgery occurred on the first day of finals," Sher said, "so I had to rework my whole finals schedule. It was really hard, but it was easier than it would have been if my family weren't so close."

While most students can depend on their parents, others have to cope with difficult situations.

"I live with my dad and my sister," an anonymous freshman boy said. "My parents have been divorced for most of my life and I haven't seen my mom in five years. She lives in southern Missouri with her boyfriend who gets drunk and doesn't have a job. It's not a nice place to go and I just choose not to go there."

Senior Heather Gates has had to be self-reliant with her family situation.

"I am an only child and live in a single parent household," Gates said. "My mom doesn't get home until 9-10 p.m. I cook my own dinner so we don't eat together. I also have to do most of the housework when she is at home because she is usually sleeping. It's lonely sometimes but I think it's made me really independent."

Sometimes, unexpected events hit students' lives. Junior Katherine Sher had to take charge when her mother's breast cancer backfired last year.

"I had to take on the responsibility of running errands and taking my brother places," Sher said. "My grandparents were also in town and they can't speak English that well and that was really difficult. My mom's surgery also occurred on the first day of finals so I had to rework my whole finals schedule. It was really hard but it was easier

than it would have been if my family weren't so close."

Other students have learned to overcome their family situation.

"I've just gotten used to the fact that I don't have a mom," an anonymous freshman boy said. "My dad does everything my mom would have done. He has a job but still can do the cooking and cleaning and I really admire him for that."

Divorce is prevalent among the families of Clayton students. But for the most part, students can tell that it is the best for their family.

"Since my parents divorced, things have gotten a lot better," Schilmeister said. "My dad and I are closer because I don't get to see him as much, so I value time with him. It's really nice when my brother and I have sports because he comes when my mom can't. I always feel like there is something missing when he's not there."

Yet while most students can overcome difficulties in their family situation, some students tend to depend on other trusted adults to talk with, even their teachers.

"I try to refrain from being a therapist to my students and encourage them to go to a counselor if something is wrong," Aiello said. "But if they need a sympathetic person to listen, I am willing to do that. However, I always call their parents and tell them what is going on. The question of how far teachers should go to help students' emotional needs is a fine line."

Sparknotes works as study tool, easy out

rebeckakatz

It's brief, it's clear, it's universally accessible, and it's the target of teachers everywhere. One of the tools most commonly used (and plagiarized) by high school students, Sparknotes has enjoyed popularity throughout the country, including at CHS.

Sparknotes is a website that provides easy-to-access and easy-to-understand information (written by college students and graduates who specialize in each topic) for a variety of school subjects - history, math and science, among others. However, it's most common use is for its quick summaries and analyses of many of the books which high school students are required to read.

The majority of students at CHS who use Sparknotes use it for its summaries. Many (although not all) read it in place of reading the original books, which are always longer and nearly always more difficult to understand. However, many teachers see problems with replacing the originals:

"It guts the books," English teacher Rebecca Taylor said. "In 'Robinson Crusoe,' for example, if you don't read the book, you don't get the Defoe."

The sentiment is echoed by other teachers.

"Students who rely on Sparknotes cheat themselves by getting a superficial synopsis of a chapter's action and character growth," English teacher John Ryan said. "The result is usually a shallower understanding of the novel, a lackluster performance on tests, and a predictable, dull expository essay."

Students who use Sparknotes often have no such qualms - loss of flavor or depth in a book rarely seems to worry them. Their major issue with Sparknotes is that it leaves out some of the details which are necessary to know for their class.

"Sparknotes doesn't help very much if you are trying to find out all the facts," sophomore John Buse said.

Teachers are concerned about widespread use of the site.

"Unfortunately, [the use of Sparknotes] is pretty widespread," Ryan said. "In a pinch,

a few mouse clicks is easier than 30 pages. Once that becomes habitual, how does a person go back to reading an actual chapter?"

Use of the site and similar materials is seen as so normal that some students admit to it directly to their teachers.

"I've had students tell me that when they order the books they order Cliff Notes at the same time," Taylor said. "Use of Sparknotes is vast."

Approaches to dealing with the problem vary.

"I make the expectation [that students should not use Sparknotes] clear - and then reinforce it throughout the semester - there is no substitute for the actual reading," Ryan said. "Think of it this way: Would you rather watch professional athletes on the field, or skinny, spectacled grad students hard up for money pantomiming their graceful moves? That's Sparknotes for you."

Taylor tells her students explicitly not to use the site.

A major use of Sparknotes is for ideas to put into essays. Teachers try their best to catch instances of plagiarism, but it is often difficult.

"It's hard to tell," Ryan said. "Reading quizzes help, especially if the teachers design questions that reflect the subtlety of an author's style or some image the class has been tracking throughout the novel."

Other teachers use slightly different methods.

"Each student has a unique writing style," Taylor said. "If it's suddenly elevated, you can tell."

However, students often find that they can use Sparknotes without repercussions.

"My teacher is way too oblivious," Buse said.

A majority of students use the site, although most only rarely. Many find that it clarifies confusing books and is useful for studying for tests. It's use is not universally discouraged by teachers.

"The one potential good side is the use of such synopses as supplements to reading," said Ryan. "Eat your food, then take your vitamins if you don't think you've gotten enough nutrients. Don't just take vitamins; you're getting incomplete nutrition."

give me tough questions
I'll find the answers
just watch me

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Developing Tomorrow's Opportunities

Blow your life away

Cocaine use on the rise at CHS

by micah fredman

Sobriety, diversity, abstinence, smart decisions: some of the illusions or glimpses of wishful thinking that the Clayton community intoxicates itself with. For the members of the community struggling to deal with the idea that drinking, smoking and drunk driving are the primary concerns at Clayton, it may be difficult to swallow the truth that many Clayton students, bored with getting drunk and high, have turned to cocaine.

"The first time I did coke was just some random weekend of second semester, the beginning of the winter this year," Clayton student Daniel Badger said. "It was just a random weekend night, but at that point every weekend night was like a celebration, and I had to celebrate, so I got down."

Badger has used a wide variety of drugs in addition to cocaine.

"I've done a whole bunch of pharmaceuticals," Badger said. "I started out with weed, alcohol, ecstasy, mushrooms, coke and LSA, and I tried acid three times, but it didn't work. I've done DXM and all sorts of opiates, and I made syrup before, which is a Robitussin drink with painkillers."

Badger is not the only Clayton student who has used cocaine. In the 2004 Youth Risk Behavior survey, 5 percent of the students who are now seniors admitted to having used cocaine, but some members of that class say the numbers have skyrocketed since February 2004 when that survey was taken.

"The first time I did coke was with some of my friends who don't go to school here," Jane Johnson said. "All of them had been doing it for a while, and I hadn't. I was with a bunch of kids who do a lot of

drugs, and we basically did it for two days straight. That probably wasn't the greatest idea - I didn't sleep very much."

A third CHS student, Stanley Garcia, has also tried cocaine, however, for him it was not just a split second decision.

"I tried it once before spring break," Garcia said. "Some friends were doing it, and I was really paranoid about doing it because in the psychology book there was this one story about a basketball player who got drafted and tried coke for the first time and died. I was worried about that because that's just crazy."

Despite the text book warning, Garcia decided to try it anyway.

"I saw people try it," Garcia said. "I saw people that were my sort of height and weight, and I saw people doing much more than I did, so I didn't think a tiny amount could hurt. I wanted to try it because I was curious - I figured I wasn't going to do enough to do anything serious."

Although Garcia has only used cocaine once, Badger has used coke about four or five times.

"I haven't done it that much because I know what's up with it," Badger said. "I know I have a pretty addictive personality, so I try to stay away from it normally. I'm not addicted to coke, but I wouldn't say it will never become a problem. I know when it's in your system you really really want more, and it's really easy to get addicted to it."

Johnson has also used coke about five times, however, she never imagined she'd be doing coke when she first started with marijuana and alcohol at a younger age.

"When I was a lot younger, I never thought I

would ever do it, and when I first really wanted to start smoking pot, I thought I'd never do anything else," Johnson said. "As I became really good friends with these people who did coke, I was curious, but I still thought it was really bad. When people in St. Louis starting doing it, I thought I'd try it even though I wasn't really friends with any of the kids who were doing it, so I did."

Despite that fact that these students have used cocaine, they are all aware of the dangers that it brings - especially in a place like Clayton.

"It's getting to the point where younger and younger kids are doing it at school, and they don't know what they're doing," Badger said. "They haven't even messed around with drinking or smoking, and they're jumping right into something that can be real addictive. They don't have any practice dealing with self control or anything, and then they're expecting to be able to fight a craving for coke when they have access to all their parents' money. It's especially dangerous for them because they can afford it."

Garcia sees the solution that coke provides to academic and social stresses as a problem specific to a place like Clayton.

"I definitely think it's a really big problem because the whole 'Clayton thing,'" Garcia said. "With the atmosphere here, with people so concerned about not only social pressures, but also academic pressures, it just makes everything a lot easier to deal with if you're using cocaine, but it ends up not being a good thing in the end."

Kerry Peistrup is an information and referral specialist at St. John's Mercy Medical Center's Behavioral Health Intake Department. Peistrup is not surprised that cocaine use has increased at Clayton. According to her, cocaine is the 'high class drug of choice.'

"Cocaine is definitely a 'Caucasian drug' simply because it costs so much, but it's spreading more and more," Peistrup said. "It's extremely expensive, a few lines cost about 100 bucks. Cocaine gives you a tremendous rush. Physically it makes your heart rate faster, and mentally, it makes people more focused, more alert. It's basically the high class drug of choice. A lot of times you see professionals using it - lawyers, doctors - people who need to get a lot of work done in a short amount of time. However, it's really hitting high schools and colleges, getting to younger and younger people."

Despite their realizations of the dangers involved in cocaine use, Clayton students who use it really enjoy the time that they are on coke.

"I seriously felt like a million bucks," Garcia said. "You feel like you're open with everybody, and you can say anything you want. You just have an extremely optimistic look on everything - everything is great, and everything is going to be okay."

Nevertheless, students admit that coming down from the high

that cocaine provides is a terrible feeling.

"But on the downside of that, coming down you feel horrible," Garcia said. "You wake up the next morning and you feel horrible. You question if it was worth it to try something like that."

Johnson sees the different type of high that cocaine gives as one of its biggest dangers.

"With a lot of other drugs, you use them, and you just feel like you're on drugs, but with coke, you just feel really good," Johnson said. "When you're high you have all these strange thoughts, and when you're drunk you have all this weird coordination stuff, and that's fun, but with coke you just feel so good all the time, and you're just in a positive state of mind, and socially you're really outgoing and stuff. It's less like you're messed up and more like you're just in a really good situation. It's dangerous because you feel good, but you don't feel messed up - you feel like you could do it all the time. Like I'd never want to be on drugs all the time, but I feel like I could be happy with feeling the way I feel on coke all the time as long as I didn't have the after affects. You just basically feel really good, very sociable - there's really no way of describing other than just really good and positive."

Despite Johnson's enthusiasm for the high, her comments about her low were equally negative.

"Right after, I could always feel myself coming down," Johnson said. "I would usually fall asleep, but the next day I'd feel kind of emotionally bad and icky."

Badger had similar thoughts.

"The next day it's equally as bad as it was good the night before," Badger said. "You can get really depressed, and you can crave for it if you know it might be around. You want it real bad."

Thomas A. Gee is a volunteer at the Preferred Family Help Center and a cocaine abuser of 27 years who has now been clean for 10. He commented on the up and down cycle that makes cocaine so dangerous.

"Physically, cocaine debilitates you," Gee said. "You don't do anything. You just want to do cocaine. It shuts you down. It makes you lazy. It takes you real high. You have a lot of expectations for yourself - you see yourself doing great, doing fine - but you aren't doing fine. The only way to catch yourself from the fall is to stop using. Coke robs you of everything that you're about. It shuts that all down."

Gee mentioned that another one of the dangers of cocaine is its ability to capture its victims after just one use.

"When people think they're just going to do it one time, they're buying into the deception of coke," Gee said. "When I first tried it, I thought to myself - no wonder people love this stuff. When you're on coke, everything is love, but in reality that is not so. The people you're hanging out with and the things you're doing when on coke are not love."

Another one of cocaine's perils is its universal appeal.

"Coke does not discriminate," Gee said. "It appeals to whatever kind of person you are. What we have done when using coke is disconnect ourselves from society - whether you are a sister, mother, father, brother, son, or daughter - coke makes you abandon all of that. It will rob you. You don't even know you are being robbed, but you are."

The names of all students in this story have been changed to protect anonymity.



by erin blumer



Soccer upsets Whitfield

joshgoldstein

Fresh off a 1-0 upset of highly-touted Whitfield, the Lady Soccer Hounds are well on their way to a winning record. The Hounds, who are currently 4-3, have defeated St. Elizabeth's, Normandy, and University City in addition to Whitfield.

The win over Whitfield was particularly significant, marking the first time in Coach Paul Hoelscher's eight years at Clayton that any CHS soccer team got the best of Whitfield. The victory cemented not only the emergence of Clayton as a competitive girls' soccer program, but also a promise for greatness in the years to come.

The girls' attribute their success to hard work, a positive team atmosphere and constant goal-setting.

"At the beginning of the season, everyone on the team wrote down three individual goals," senior forward Lauren Freinberg said. "Before each game we all tell each other our individual goals for that game as well. The team has been extremely united this year. We all want to have a winning season, but more importantly we want to work together, be close on and off the field and be mentors for the four freshmen."

The Hounds have found a perfect combination of senior leadership and young talent this year. In addition to the four freshmen on varsity, the team's leading scorer and lone goal-scorer in the Whitfield game, Alex Johnson, is only a sophomore.

"It was a big deal for Coach Hoelscher to bring up four freshmen this year," senior co-captain Barrie Nussbaum said. "But he knew that the senior leadership would help them and that we would continue to get better and better."

Understandably, the freshmen were initially intimidated and apprehensive on varsity, but they were soon welcomed by the team.

"The team is so united," freshman forward Sonya Gierada said. "I feel like the older girls are like my big sisters. Everyone has been so nice and respectful to us. I'm really excited about



the future of the soccer team."

While the Hounds have found success this year, past teams have not been nearly as formidable.

"Four years ago, the girls' soccer team at Clayton was not very united," Nussbaum said. "Girls would show up late for practices and their mindset going into the games was 'I hope we don't lose by 10 goals.' Each year since Hoelscher has taken over has been an improvement, though. Two years ago we started to form a team. Last year we focused on forming a family and managed a .500 record. This year we have definitely become a family. Teams need to take us seriously now. Whitfield didn't take us seriously and they paid the price. We scored in the first eight minutes of the game and never looked back."

Along with Nussbaum, senior captains Ruth Singer and Emily Lutten have played key roles on the team this year.

"Each captain brings something unique to the team," Nussbaum said. "Ruth has so much heart. She is really aggressive on the field and plays with a lot of intensity. Emily is such a hard worker, has great team spirit, and brings a lot of enthusiasm to the team. The other girls call me the team mother. I try to maintain the family atmosphere by helping everyone feel like they are a part of the team."

Nussbaum also attributes much of the team's success to Hoelscher.



photos by nate litz

Above: Junior Emma Leyton dribbles around a St. Elizabeth's defender during a Clayton victory as senior Nicole Salvato looks on. In addition to St. Elizabeth's, the Hounds have also defeated Whitfield, University City and Normandy.

Left: Sophomore Alex Johnson heads for the goal against St. Elizabeth's. Johnson, in her second year on varsity, is the team's leading scorer.

"Hoelscher is extremely devoted to the team and he really cares about all of us," Nussbaum said. "He has helped us reach our potential. Even after wins, we keep working harder and pushing ourselves."

The Hounds have big rivalry games coming up against Ladue on May 7 and MICDS on May 10 and they have high expectations for these games.

"If we keep working hard, we're going to continue to improve," Nussbaum said. "I think it's time we take that next step and beat some more of the top teams."

passingshots



joshgoldstein

When life becomes more important than the game

Senior midfielder Lauren Cooper says, "Every team should have a player like her."

Co-captain Ruth Singer says, "She has had a huge impact on our season."

And coach Paul Hoelscher says, "She is an absolute joy to have on the team."

Who are these people referring to? The team's leading scorer, shutdown defender or brickwall goalie?

No, Cooper, Singer and Hoelscher are referring to the Clayton girls' soccer team's secret weapon this year, manager Anne Morrisey.

Morrisey, who has a disability that prevents her from playing, has also managed the softball team and the girls' basketball team this year.

But while many CHS students take playing a sport for granted, Morrisey brings a positive attitude to the field every day.

"I'm not upset that I can't play," Morrisey said. "I have a lot of fun with the girls. I like to set up cones and help out with the little stuff during practice. And I get to sit on the bench and cheer during the games."

Cooper, like many of the girls on the team, believes that she has benefited from Morrisey's participation.

"Sometimes it can be a challenge, but having her on the team teaches us to be patient and open-minded," Cooper said. "It makes us really appreciate what we have. Anne inspires everyone. She never complains and always has a positive attitude. She is also very supportive and is really cool in her own way."

Singer echoed Cooper's sentiments. "She adds such a great spirit to the team," Singer said. "If I come to practice tired or in a bad mood, she is always there to say 'hi' and make me feel better. She is always happy."

One of Morrisey's roles, in addition to helping out the coaches during practice, is psyching the girls up for their games. When the girls huddle up before each game, Morrisey leads them in a cheer.

She counts off, "One, Two, Three" and the girls reply, "Team."

Hoelscher believes that Morrisey has fit in perfectly with the "team first" attitude put forth by the girls.

"She has influenced the team in a variety of ways," Hoelscher said. "We want to win, but so many things are so much more important. We prioritize values. We want the girls to be respectful of each other and kind and caring individuals. Their interactions with Anne are an example of this. Interacting with her is one of the ways in which we try to make the girls into good people."

Morrisey has found nothing but acceptance on the team this year.

"The girls make me feel important," Morrisey said. "They make me feel like I'm a part of the team. They're like my sisters."

Morrisey, a senior, will be going to Fontbonne next year to participate in a career training program.

Regardless of how many games the girls' soccer team wins or loses this season, one thing will be certain: Morrisey will have participated in her third varsity sport this year and the other girls on the team will have become better people based on their experiences with her.

Tennis serves aces in path towards state

katherinesher

Despite a soggy start to the season, Greyhound tennis has settled into the new season. After having to reschedule three matches at the beginning of the season due to rain, the Hounds have picked up where they left off last year.

Returning state singles champion Josh Goldstein tries for a repeat as he leads the Hounds on what they hope will be a championship year. Key players include seniors Goldstein, Stephen Greenberg and Michael Goldsticker, juniors Jack McClellan and Max Shapiro, and freshman Jonathan Pang.

Despite the variety in age, the team is very close.

"We are really close and everyone is good friends with everybody else," McClellan said. "We are a very strong team."

Pang agreed with this statement.

"We have a great team and we really enjoy playing together," Pang said. "We get along really well."

Wins so far this season have come against the less-talented Eureka, Webster, Westminster, Ladue, MICDS, University City and Parkway Central teams. These matches proved to be easy for the team, losing only twice in the six matches. The Hounds' only loss this season was at the hands of a very deep Edwardsville team.

The team uses both talent as well as their friendship to help describe the wins.

"We play teams such as Eureka or Webster early in the year, and they don't showcase our true talent," McClellan said. "We are more talented this year. When we have to play some of our harder competition like Burroughs, we all have to come together as a team. Even though tennis is an individual sport, it helps to know

that there are people supporting you."

Junior Steve Golembieski echoed these thoughts.

"The team has really come together," Golembieski said. "We have produced some quality wins so far this season."

Goldstein plays a role in this talent. He is providing his leadership as a second-year captain. Pang also adds a fresh look to the team.

"Jon will play a key role in this year's team," Goldstein said. "He's already in the top four in singles. There is something about his playing that really excites me. He is capable of playing at a high level and he plays an aggressive style."

All players can agree on one goal.

"Our goal this year is to win the team championship," Golembieski said. "We all want Josh to repeat and have some other guys qualify for the doubles tournament."

McClellan agreed.

"Winning state, although a lofty goal, is what we are after," McClellan said. "Anything less than a win would not do justice to this year's talent."

To win State, the boys will have to overcome tough talent from John Burroughs.

"From day one of the season our goal has been to win state," Goldstein said. "To win state, we will need to be able to beat the top teams."

Although there is a serious goal in the minds of all the players, there is some fun and games involved during practice.

"The most important aspect of our team's success is Tennis Volleyball or 'TV,'" McClellan said. "TV is a game we invented [two years ago], where each team has two people and three hits on each side of the net. The best part of the game is that if you hit someone on the other team, you get two points instead of one. This has really

taught the team to go for the kill in our matches, or, if you will, 'go for the two pointer.'"

Although participation in games during practice is expected, a serious attitude has been in place since the beginning of the season.

"The team has really been focused from the start," Goldstein said. "We established that our goal would be to win State and not let anything get in our way. We said we would work harder than any other team in the state, and so far we are very happy. We were so close to Sectionals last year, we only lost by one point, so we have high expectations."

McClellan echoed the idea that hard work pays off in the end.

"If we aren't the best [team in the state] than we are one of the top talents in the state," McClellan said. "This gives us a confidence when we enter a match. In the past we would go in to tougher matches saying, 'If we could pull this off...' This year we have a new confidence and in some of those matches we can go in saying, 'This is a match that we can, and should, win.'"

All eyes will be on the boy's tennis team as they try for their first State Championship in school history.



javier groisman

Senior co-captain Josh Goldstein stretches for a forehand volley during a match against Parkway Central on April 21. Goldstein won his singles match 6-4, 6-1. The Hounds swept the singles and doubles matches and won 11-0.

Swimming/diving team makes waves towards winning season



nate litz

Sophomore Marie Sophie-Ritter competes in the breaststroke event. Sophie-Ritter, who is in her first year on the swim team, competes in short distance freestyle in addition to breaststroke events.

maxshapiro

Smooth, fluent and nearly perfect strokes are what the Clayton girls' swim and diving team have been executing this year.

The Clayton girls' swimming and diving team has started their season off with solid results.

The girls were able to kick off the season with a 105-82 win over Rosati Kain at the Center of Clayton, but a week later their run was stifled when St. Josephs beat Clayton 123-67. The Greyhounds were able to bounce back though, with a 103-77 win over Pattonville.

"Against Pattonville we really swam and dove well," sophomore Keely Brooks said. "A lot of people achieved their best times and we really enjoyed the meet."

Brooks has been a major contributor on the team this year and has already qualified for state. Brooks

and the rest of the team have really got along well this season and possess great team chemistry.

"The team is a lot fun," Brooks said. "The team is full of great peo-

Against Pattonville we really swam and dove well. A lot of people achieved their best times.

-sophomore Keely Brooks

ple." The team is also sending people to state in the 200-medley relay. Brooks will also compete in that event.

Other key contributors to the team who will also be competing

at state are senior Jamie Grasse and freshman Keri Blumer.

These girls have been major factors in the team's two early wins.

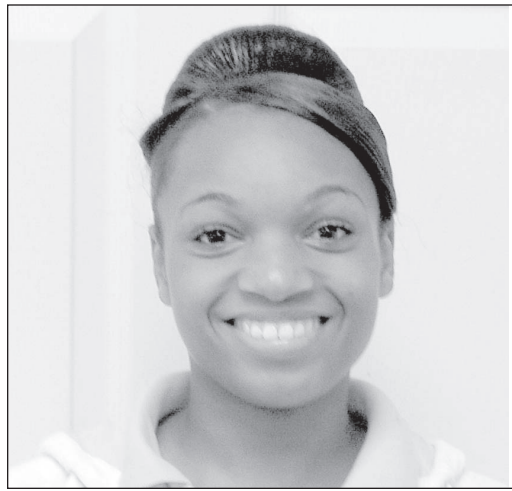
This year's team is led by coaches Michelle Ferber and Robert Laux. Ferber really knows her swimming. She has a lot of experience with swimming and diving. She was once a state diver and also dove in a circus.

Ferber and Laux have a very young team at their hands that is already producing great results.

"We have some really good swimmers in the lower grades," Brooks said. "Our future looks bright."

But the team is focused on what's happening now in their swimming season. They have a chance to capture state medals.

"We will be underdogs at state," Brooks said. "But I still think we can perform well."



Athlete of the month

Ashley Campbell

jamiegoodfellow

The girls' track team is early their season, but leaders are already emerging. One of the team's most dedicated and hard-working runners is junior Ashley Campbell.

Campbell has been on the track team since her freshman year, but has run all of her life.

"I always ran a lot," Campbell said. "I was never on a team until high school, but I was always racing people up and down the street."

Campbell has been steadily improving her abilities throughout high school.

"I improved my speed this year," Campbell said. "We're all working hard, and everyone is improving."

Campbell participates in three relay teams: the 4x100, the 4x200 and the 4x400, and in the open 400, and is recognized by all as a major contributor.

So far, the girls have run in four meets.

"We have come first in the 4x400 every time," Campbell said. "We've come either second or third in the 4x200 and 4x100 events each time."

Other members of these events include sophomores Barissa Ford and Ashley Crawford, junior Lexi Wirthlin and senior Shat Ford.

Although the team lost a number of key runners last year, the team is better overall this season.

"We lost some people," Campbell said. "But we gained more, and we have a chance at State this year."

Campbell runs all four events at each meet, and her teammates admire her hard-working attitude and leadership.

"She's a really hard worker," junior Lexi Wirthlin said, "I run with her in the 4x400. She has a great personality, and even though she's little she makes up for it."

Also, the girls love the support they get from Campbell's parents.

"Ashely's parents are at every meet," Wirthlin said. "They always cheer us on, and everyone really appreciates it."

The girls will race at Fort Zumwalt on Apr 22, where the 4x400 team hopes to gain another first place medal.

Golf Hounds swing away

After qualifying only one player for state last year, the Hounds are hot on MICDS's trail.

jackmcclellan

You step out of your car, and you think you're in the wrong place. Sports fields, tennis courts, green-green as far as the eye can see. Could this really be a school? A high school?

And you see the maroon colored jerseys of the lacrosse team, undoubtedly beating some poor school by 30. And you hear cheers from some distant soccer field, hidden behind the practice field of the practice squad of the freshman team. And you see students, walking around in light pastel polos and the latest skirts from J Crew. Oh, MICDS. A breeding ground for preppies, fake English accents and golf players.

The globe outside the front doors is the first thing you notice as you pull up to the front doors. Why, it is there is anyone's guess. Go into the front doors, and the commons spreads out in front of you, white bed sheets hanging from the ceiling and all, but if you take a left, rather than walk up into the school, soon you'll be at the fields.

The crack of a baseball coming off of an aluminum bat is heard, girls carrying blue soccer bags wander over to their field for a game and freshman boys wonder around looking for a ride to the tennis courts. Students go noisily to their cars, walking in groups of twos and threes.

Clayton

High School.

Home of the

state football

champs, mega-

dose of AP

classes, and a

golf team that

just might sur-

prise some peo-

ple.

"I really

think we can

get out of our

district," beat

MICDS," said

senior captain

Patrick Cohn.

MICDS, Clayton's

biggest competi-

tion in district

play, won the state

championship

last year, and has

the exact same

roster this year.

"They are tough,"

Cohn said.

Tough but not

unbeatable. And

it is the goal of

this year's

golf team to

make it out of

district play,

which means a

win over

MICDS.

"We have some

high aspirations,

but we need to

get out of

districts first,"

said Cohn.

Last year, while

MICDS was busy

winning state,

the Grey-

hounds were

underachieving.

Qualifying only

one player

"[Ryan, Janney, and Cohn] help us improve our games. They've watched me hit balls, and given me tips. They've encouraged me to post some good scores."

-freshman peter glick



javier groisman

Senior Maxwell Ryan practices his swing. Ryan, along with seniors Tom Janney and Patrick Cohn will lead the Hounds to what they hope will be a State championship.

for individual state competition (senior Maxwell Ryan), the Hounds performed poorly as a team in districts, leaving a sour taste in the mouths of returning players. Especially Cohn, who missed the state cut by just one stroke.

This year, the Hounds hope to qualify as many as four individuals, as well as the team.

Needless to say, that means a lot has to change from last year.

Cohn, however, is not worried. In his usual succinct manner, he knows what needs to get done.

"I would like to see us put up good numbers in districts," Cohn said.

He makes it sound so easy, and with his leadership, and the talent on this year's team, who knows? Maybe it will be.

Alongside Cohn are fellow captains Ryan and Tom Janney, experienced seniors who also have high hopes for this rendition of the Clayton golf team. And they very well could be the keys to success.

"They really help us improve our games," freshman Peter Glick said. "They've watched me hit balls and given me tips. They've encouraged me to post some good scores."

These seniors know the disappointment that they felt last year. They know what needs to be done. And they bring the right skill set to get it done.

"I bring intensity, a competitive spirit," Cohn said.

Senior Brad Smith will also play an important role.

"Brad Smith was a good addition because this is his first year," Cohn said. "He is a senior, and it is good to have another good golfer on the squad."

This team has high expectations for sure, perhaps stated best by the freshman.

"The team wants to go to state and do really well there," Glick said.

And how can they do that? Well from freshman to senior, in true Pat Cohn style:

"We just need to get out there and play like we know we can play."



Athlete of the month

Tim Brown

maxwellryan

Tim Brown has become an anchor for the boys' baseball team. Not only has the senior continued his dominance at the plate, he has also emerged as a star pitcher along side fellow senior Tim Nielsen.

"He has been dominant on the mound," Nielsen said. "He has always been a force while hitting, but this season he has been able to control the game also from the mound. Being able to pitch makes him even more dangerous because he can take over a complete game and maybe even win one by himself."

In four starts Brown has a 3-1 record and has thrown two complete games. In 25 innings pitched, he has a 1.68 earned run average and 39 strikeouts, averaging 11 per nine innings.

"Tim has put up some incredible numbers on the mound so far this season," senior Myles McDonnell said. "He has a great record getting wins against Gateway Tech, Jennings, and Hazelwood Central, plus his only loss came against a good St. Charles team."

At the plate, Brown has led the Hounds offensive power with a .357 batting average, .514 on base percentage and a .821 slugging percentage. He has also contributed with 10 hits, 14 runs scored, two home runs and 16 runs batted in during the short season.

Brown has not only had a successful high school career, he also plays for the Cougars.

"The Cougars are an independent team, with players from all over St. Louis including some from MICDS."

After his final season as a four year varsity starter, Brown will take his game to the college level. Although Brown has not decided where he will attend, he has some options.

"I am looking into attending Belmont University or Depaul University. I also want to be able to play baseball in college, so that will be a factor in my decision on where I go."

When Brown finds the college that's right for him, he will be able to bring his skills from all over the diamond, and that school will be lucky enough to have his help.

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Boys' track looking for stride under Ford's watch

martingregory

The track season is off to a slow start this year due to a number of injuries. Senior star Evan Sadler has been hit with an ankle injury and senior Nathaniel Markman has a hurt knee.

The team is fighting through the injuries and with a new coach, is hoping to have a successful season.

"I am very optimistic about the remainder of the year because of the new coaching staff," Sadler said.

Longtime girls' track coach Barry Ford has taken over the boys' program in addition to the girls. Ford has been very successful with the girls and hopes to translate that success to the boys' program.

"Coach Ford pushes us hard," senior Jon Solamillo said. "I am sore almost everyday after practice."

The girls' and boys' teams warm up together and often practice together. Ford tells runners what races they need to run in at the meets. This helps everyone be quite versatile in what they can run.

The girls' team, led by junior Lexi Wirthlin and Ford's daughters, senior Shatara and sophomore Barissa, has been successful for a long time.

"The girls' team has the personnel necessary to compete for a spot at state this year," Solamillo said.

The boys' team is improving, but they are looking to the future for a spot at state.

"While the boys are not bad," Solamillo said, "we are not in the same league as teams from Ladue and Jennings yet."

The boys' team is doing better than last year. The main reason for this is that they are very motivated by Ford. His intensity and credibility bring a lot to the table.

Key victories propel strong start for LAX

While the Lacrosse team recognizes its shortcomings, the Chicago trip to play some different teams fired them up and gave them hope for an improved season.

stephengreenberg

In an age of spiking the ball, slam dunks, touchdown dances and individual stats such as points per game and home runs being glorified, the Clayton lacrosse team is a throwback that values the name on the front of the jersey more than the name on the back.

The Clayton lacrosse season is kicking off and the players are looking to improve from last year. The team is off to a 6-3 start with key victories over Rockwood Summit, Lindbergh and Hazelwood Central. The Hounds added two wins during their trip to Chicago.

"We left Friday after school," senior attackman Jacob Rothbaum said. "We won two games on Saturday against a team from the Chicago area and a team from Wisconsin. On Sunday, we played a team from Indiana and lost in triple overtime. However, we really came together as a team during the game."

The trip benefited the team. "The games gave us more experience," Rothbaum said. "The more minutes we play together the better we will be. All the closeness brought us together on the trip."

Other players agree with Rothbaum.

"The chemistry is really good and everyone likes each other," sophomore back-up goalie Riche Kopitsky said. "There is no bickering among team members, and the Chicago trip helped people grow closer together."

Since their Chicago trip, the

Hounds netted a 7-6 victory over Hazelwood Central in triple overtime. The win was especially significant considering that the Hounds were trailing 6-4 with less than three minutes left in the game.

The team has a new outlook this year.

"Last year some of our stars overshadowed everyone else," senior midfielder Johnny Lee said. "We are looking for a team effort and not trying to do too much as one player, and are looking to improve game by game."

This is a common belief among team members.

"We are better this year," Kopitsky said. "The team is still scoring goals. The goals are more spread out, and the defense has to cover a lot more players because there are few stand outs."

Rothbaum also agrees. "This year we play more as a team," Rothbaum said. "There are not two or three really strong players like last year. We still have some stars, but they are less selfish with the ball and share it more. Also because we are not dependent on a few players like last year, if a key player gets injured, it will not be devastating to the team's success."

The team has a good mix of talent and experience. "We have lots of seniors that have good qualities that people like," Lee said. "We are very experienced and are led by our captains Carter Sapp, Mazi Razani, Anthony Johnson, Jacob Rothbaum and Matt



rachel kodner

Senior longpole Jessie Gillam uses his strength and leverage to check a teammate in a scrimmage as junior midfielder Max Altman looks on. Gillam, in his second year on varsity, has contributed to a stellar defense this year.

Levy, but we also have some promising young players."

Rothbaum agrees with Lee.

"We have good leadership and lots of seniors," Rothbaum said. "In past years we would goof off and mess around in practice. This year seniors have shown a strong work ethic and we practice and play harder. We also have some strong juniors coming up who are ready to lead next year in particular Carter Sapp and Nick Stolz. We also have a talented freshman, Brye French."

The senior leadership has been key to the team's success.

"The seniors are stand-up guys," Kopitsky said. "Levy, Rothbaum and Johnson never put anyone down. The seniors show them what they did wrong and how to correct it. The seniors also always try their hardest and have a strong work ethic."

There are several talented players on the team as well.

"Levy is unbelievably quick and really understands the game and is solid in goal," Kopitsky said. "Sapp and Johnson play really hard and do not make stupid mistakes."

The team has some goals including returning to the playoffs.

"We want to get past the first round this year and go far," Kopitsky said. "If we work together as a team, we can go pretty far."

The goals are similar among other team members.

"We want to make it to the playoffs and win a game or two," Rothbaum said. "We do not have the depth or numbers to be in the upper echelon of teams, and it will be hard to compete against incredibly talented teams such as MICDS, CBC and DeSmet."

These schools are better for other reasons.

"These schools, particularly MICDS, have more experience playing lacrosse," Kopitsky said. "They start playing together on a team in seventh grade and most of us started playing lacrosse competitively at the age of 15 or 16. As a result, we will be proud of our season if we make the playoffs and advance a round or two. Our team does not have the unrealistic hope of winning a state championship."

The team needs to continue

to improve. "We need to work on learning more advanced plays," Lee said.

That is not the only thing the team needs to work on.

"We are pretty solid," Rothbaum said. "We could have better ball movement on offense and improve our shot choice. Our defense needs to continue to play strong."

The team also needs to correct a few things.

"We need to cut down on our stupid penalties," Kopitsky said. "Also we need to keep our intensity and focus up and not get lazy."

The team has some big matches coming up.

"Webster is a big game and as usual the Ladue game is huge," Lee said.

Other matches are also exciting the team.

"I am very excited about the SLUH game," Kopitsky said. "In the past they have been a powerhouse, but we have a chance of competing with them this year."

Even though the lacrosse team is not a state contender, it is clear they are closer to the title than last year.



rachel kodner

Baseball Hounds atop district

With a strong offense to back up Nielsen's powerful arm, the 2005 Greyhounds look ready to make a run for postseason play. Due to decisive hitting and aggressive fielding, their goals are set high.

mazirazani

With a little less than half of the regular season gone, the baseball Hounds are off to a commanding start. With 11 games under their belts, the Hounds are 8-3 on the regular season. As three of the eight victories are against league teams, the Hounds sit atop the standings of the Suburban East Conference followed by Ladue, Affton, Wellston, Jennings and Berkeley, respectively.

"Our season is going well so far," junior infielder Chris Peck said. "We've got a solid record."

Peck is third on the team in runs with 11.

"Our season's going a lot better than I thought it would," senior pitching ace Tim Nielsen said. "We're a lot better this year, especially since by this time last year, most of our seniors had quit."

In just 14.3 innings, Nielsen is boasting a 2.44 ERA with five earned runs, as well as the top strikeout average in the state with 39 strikeouts and an average of 19.05. His preparation and routine stays solid.

"I worked out a little bit more this season," Nielsen said. "But it was mostly the same preparation."

Nielsen has proved to be an all-around player this year. He is among the batting leaders in the league with 12 hits, 7 runs, 11 RBIs and a .462 batting average.

Along with holding strong to a top spot in the Suburban East Conference, the Hounds have had important non-league games.

"We beat Hazelwood Central 7-5,"

Peck said. "They were state runner-ups in their division last year. That was a big win for us."

With four of their next five games being against division teams, Clayton has to keep this winning streak alive. Jennings, Affton, Wellston and Berkeley are among the upcoming unsuspecting victims.

"We have to keep our intensity level," Peck said. "It's important to stay

focused for each game that's next on the schedule and then prepare for districts."

It's quite clear that Clayton will finish this already stellar season strong. Thanks to a balanced attack of pitching and hitting, look for the Hounds to continue their postseason play while most others are hanging up their cleats with the bitter taste of a disappointing season.

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Shortstop Jairo Byrd displays his strong arm during practice. The combination of powerful hitters and dependable defense give the Hounds hope for a strong season.

Great expectations

WMS eighth graders voice apprehension and excitement as they prepare to transition to CHS next fall.

carolinebleeke

The transition from middle school to high school is one of the most dramatic changes in a teenager's life. High school brings with it new freedoms and privileges. But with these benefits also come greater responsibilities and difficulties.

As the eighth graders at Wydown Middle School prepare to enter CHS next fall, both excitement and nervousness contribute to their mixed feelings.

"I'm really excited about going to high school and meeting new people, and new classes will be cool, but I'm nervous about moving out of a safety zone," eighth grader Leah Eby said.

To help students move to CHS, WMS teachers and counselors begin an elaborate transition program before WMS students are even eighth graders.

"We prepare students [for CHS] starting at the end of seventh grade," WMS eighth grade counselor Alice Morrison said.

Throughout their eighth grade year, students talk to counselors from both WMS and CHS about GPA, requirements, organization and time management. During second semester, eighth graders begin to sign up for freshman year classes.

"Each eighth grader meets with their high school counselor for five minutes and actually plans out their schedule for next year," Morrison said.

In addition, eighth graders visit CHS to see the spring musical. Morrison believes this trip is very beneficial.

"Many [WMS] students really can't visualize CHS," Morrison said. "Going to the musical allows eighth graders to see high school students in their environment."

Ultimately, however, CHS is uncharted territory, and, despite preparation, many students are unsure of what to expect.

"All the teachers are prepping us [for high school], but I'm kind of scared it's going to be really hard," eighth grader Susie Wirthlin said.

Eighth grader Abby Williams is also apprehensive about the academics at CHS.

"[I'm nervous about] the amount of work," Williams said. "I'm not exactly sure how much we'll get. And I'm nervous about grades."

Morrison acknowledged that academics are a common worry for students.

"Lots of kids worry that the rigor and difficulty of classes will be significantly upped from eighth grade," Morrison said.

At CHS, students' classes begin to truly matter, as they are important factors when applying for college.

"At CHS, credits and transcripts really count," Morrison said. "It's not just grades or what your parents want."

According to Morrison, the sheer size of CHS can also be an issue for eighth graders. While

WMS is a school of about 600 students in three grades, CHS houses four grades and approximately 900 students.

In addition to the increased number of students, CHS is physically a much larger school.

"The facility is much, much bigger, and so the whole place feels bigger," Morrison said. "Plus, at CHS there are different departments and hallways, like an English hallway, a science hallway. Eighth graders aren't used to that."

Despite these common worries, for some students, nerves do not play a part in the move to high school.

"It's just another transition that won't change much," eighth grader Daniel Sanders said.

Eighth grader Mack Su realizes that high school is an inevitable part of his education. This realization has helped him come to terms with the transition.

"I'm not nervous because there isn't much to be nervous about," Su said. "As I can see, the high school is just a continuation of middle school. The changes that might occur at the high school are beyond my control, and though I might not like them, I can't avoid them, so there's nothing to be nervous about."

Eighth grader Tiffany Jerrod is also calm.

"[Transitioning to high school] really doesn't bother me at all," Jerrod said. "I'm neither apprehensive or overly happy."

Jerrod's lack of nerves results from the fact that she is already reasonably familiar with the high school.

"I have an older brother who's a sophomore and an older sister who's already graduated," Jerrod said. "I knew their friends and I kind of was around the high school a lot, too. That experience made me not afraid, I guess."

Jerrod believes the preparation she received from WMS about high school was more than adequate.

"I think Wydown almost over-prepared me," Jerrod said. "I don't think it will be as hard as they say. I think they over-exaggerated some things."

Like many of her classmates, Jerrod is particularly excited about the freedoms that high school students enjoy, especially open campus, which allows students to leave CHS during free periods.

The open campus policy gives students the option to eat lunch in downtown Clayton and the surrounding area, instead of being confined to the school cafeteria, as at WMS.

"I'm really looking forward to being able to leave campus and better lunch: I call that free-

dom," Jerrod said.

Eighth grader Morgan Johnson agrees. "I can't wait for all the freedom and no dress code," Johnson said.

CHS does not put restrictions on what students wear, while WMS enforces a loose dress code, which prohibits girls from wearing shirts that reveal too much stomach and boys from sagging, among other restrictions.

"Basically we don't want clothes, or lack of clothes, to be distracting," Morrison said.

For an anonymous eighth grader, the new freedoms at CHS will be a welcome change from WMS.

"High school will be a good transition," the eighth grader said. "Wydown wasn't fun because we didn't have any freedom."

Along with new freedoms, eighth graders are offered a wide variety of diverse activities to participate in at CHS. Over 50 clubs are available to students, as well as 16 varsity sports.

Williams is particularly excited about these activities, especially CHS's nationally acclaimed jazz band.

"There are a lot of options available for electives and stuff," Williams said. "There are a lot of extracurricular activities that you can be involved in and get connected with, like jazz band, for example."

Su agrees that the high school offers a wealth of options.

"I think the biking club and the great variety of clubs is exciting," Su said. "But that's only a small part of high school; at least it is compared to everything else."

Ultimately, despite the apprehension they might be feeling, most eighth graders look forward to the move to high school.

"I am so excited," eighth grader Julia Reilly said. "I can't wait for the high school."

Williams agrees. "There's really not too much about WMS that I'll miss," Williams said.

Morrison believes that by the end of eighth grade, students have already begun to sever their ties with WMS.

"I think that by now, the majority of eighth graders are disconnecting from WMS and are beginning to project themselves at CHS," Morrison said.

Morrison does not believe that this disconnection means students didn't enjoy their time at WMS or want to forget all the experiences they had there.

"[The disconnection] is a good thing," Morrison said. "It means students are already transitioning."

Su believes that he will be leaving WMS with good memories, but he is confident that he will be able to adjust to CHS.

"I'm having a great time in eighth grade," Su said. "Who knows what might happen when I go to the high school? I'm just not sure. But I'm ready for the changes that might happen at the high school."

"I'm really excited about going to high school and meeting new people, and new classes will be cool, but I'm nervous about moving out of a safety zone."
-eighth grader Leah Eby

"I think that by now, the majority of eighth graders are disconnecting from WMS and are beginning to project themselves at CHS."
-WMS counselor Alice Morrison



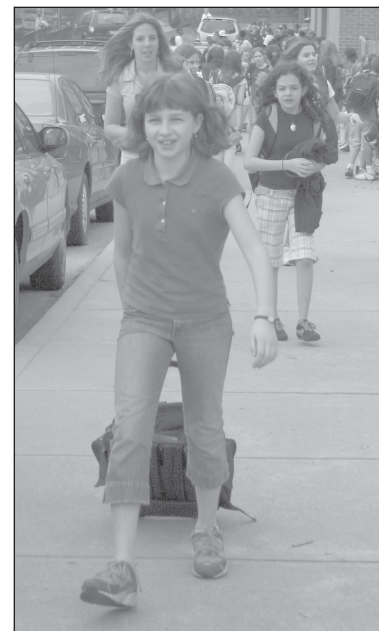
Top: a group of sixth graders at WMS after school.

Middle: students on the lawn in front of WMS.

Bottom: seventh grader Simone Bernstein leaves school.

At WMS, counselors begin to prepare students for high school very early.

"We prepare students [for CHS] starting at the end of seventh grade," WMS eighth grade counselor Alice Morrison said.



rachel kodner

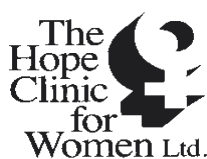


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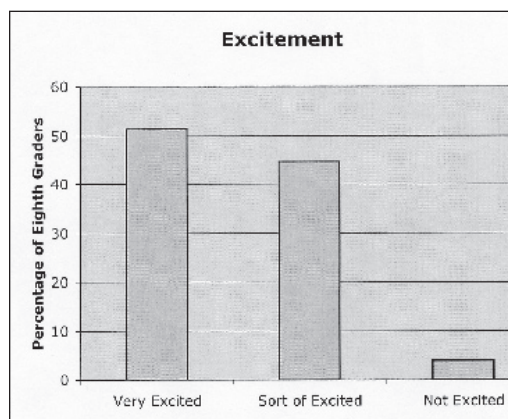
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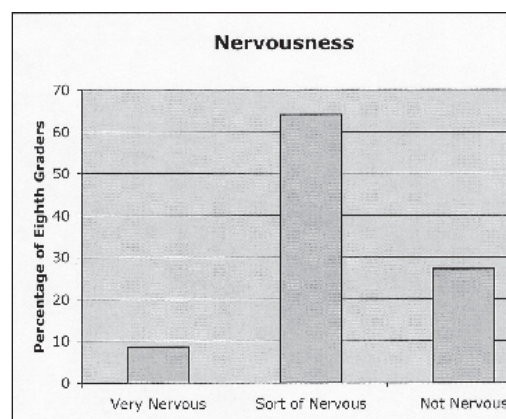
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Level of Excitement



Level of Nervousness



These graphs were created based on the results of an anonymous survey of WMS eighth graders. Of the 140 students surveyed, most reported feeling both excited and nervous regarding high school next year.

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A day in the life of... a Metro Bus driver

kellylane

It is pretty hard to spend .05 percent of a dollar. .05 percent of anything seems insignificant. However, being one out of the 2,200 Metrolink bus drivers, which is .05 percent, is actually a pretty important job.

Bus driver Pauline Clar knows about the power of one. Each year Metro Buses travel a total of 16.7 million miles, which would be like driving from Seattle to Miami, five million times. With over 457 buses and 185 other transport vehicles, it seems that one vehicle can't contribute that much. Clar, however, transports 100 people in a day, getting them from point A to point B with a friendly smile on her face.

"I have been doing this job for seven years," Clar said. "I still don't have a single least favorite part about it."

But driving others around is not all fun and games. First off, in order to even qualify to become a bus driver, Clar had to take six different tests and exams. She also had to have a driver's license with no points against her and a clean police check.

Clar starts her day bright and early at 2:45 a.m. and doesn't get home every night until 5 p.m. With a shift of nine hours, Clar covers over 60 miles per day.

"I drive so many of the routes, I don't even know which ones I drive," Clar said. "The only way I can do it is by being in bed by eight every

night, so I can be ready for a really early morning. I love my job, but when I have to drive myself around outside of work, it can get annoying. Sometimes it really does."

After getting up well before dawn, Clar drives herself to the Brentwood and Manchester station.

Once there, she receives the bus for her first route of the day. By driving all of the routes that Clar does, she gets to see all the major parts of the city, from Downtown to South County to University City to Clayton.

Clayton is notorious for being the strictest town in terms of bus stops and routes, but in spite of this, Clar loves her Clayton route.

"The 52 Clayton-South County is definitely my favorite," Clar said. "It takes two and a half hours one way, and it passes the time away easily. It hauls a lot of people. You get some interesting characters on buses."

People are the reason that Clar got into the occupation of being a bus driver in the first place.

"I just love people," Clar said. "I love meeting people, talking to people, even being interviewed by people."

With the recent Metrolink construction, many bus users have complained about reaching stops by crossing over construction areas.

In fact, the major Metrolink renovation is going on right next to the Clayton Transfer Center, with cranes and construction trucks at the site daily.

"The Metrolink doesn't mess up my route at all," Clar said. "I think overall it will be a good thing, because then more people will decide to check out public transportation. It can have a bad reputation, but that isn't the way it really is."

Almost everyone has gotten a flat tire at least once, but when a bus gets a flat tire, it creates a lot more hassle.

"I got a flat tire while I was driving it, and, really, it was boring," Clar said. "You have to either try to make it to the next station, or to a safe part of the road. Then you call it into the garage and wait."

"Normally it takes 30 minutes to an hour to get going again," Clar said. "The passengers and people waiting at the stops just have to take the next bus."

Clar has harbored dreams of not only being a bus driver, but a saleswoman as well.

"I would sell anything on earth," Clar said. "Two of my uncles and my father were bus drivers, though, so I decided to follow in the family tradition. I spent a lot of time on the bus as a kid and just loved it."

"I have been [a bus driver] for seven years, and I still don't have a single least favorite part about it."

-metro bus driver pauline clar

"Two of my uncles and my father were bus drivers, so I decided to follow in the family tradition."

-metro bus driver pauline clar



kelly lane

Metro Bus driver Pauline Clar loves her job because of the people she meets on her various routes throughout the St. Louis area. "I just love people," Clar said. "I love meeting people, talking to people, even being interviewed by people."

CHS second home for long-term teachers

Despite the many years they have spent teaching at CHS, some teachers continue to value the distinguishing features that brought them to CHS in the first place.



caroline blecke

Science teacher Gabriel De La Paz sets up a physics lab. De La Paz, who has been teaching at CHS for nine years, says that his fellow teachers are part of the reason that he has stayed for so long. "It's inspiring to come to work with other people who are so professional and dedicated to their students," De La Paz said.

gilahoffman

Imagine staying at the same job for over 10 years, doing the same things everyday and seeing the same people, teaching the same lesson plans year after year and grading the same tests for hours at a time.

Although this may seem quite unappealing to some, many teachers have been doing just this for over 10 years and are still enjoying their long stay at CHS.

Art teacher Christina Vodicka began teaching part-time at CHS her first year out of college 13 years ago.

"I don't have much else to compare my experience to, but I know I am spoiled with all of the support and resources we have here," Vodicka said. "It is a place with very high expectations, but great reward as well, which makes the hard work worthwhile."

History teacher Donna Rogers-Beard also praised her 15 years at CHS.

"After a few years you have an established reputation and you have taught several children in one family," Rogers-Beard said.

Science teacher Gabriel De La Paz, who has been teaching at CHS for nine years, has also enjoyed teaching younger siblings of former students.

Even students enjoy and benefit from having the same teacher as an older sibling.

"[My brother] Max and I both had Mr. Rice and Mrs. Snodgrass," sophomore Jack Altman said. "It's great because [those teachers] feel like they already know me so I become more comfortable around them."

Many teachers have also seen how CHS has grown in the past 10 years.

"[The] student population has grown which has changed the climate of the school and has also changed the range of curriculum offerings, in a good way," Vodicka

said. "In my experience, the art program has grown and gotten better."

The past 10 years have also changed several physical aspects of CHS.

"There was no Center of Clayton when I first arrived," De La Paz said. "There was the 'Annex,' a much smaller gym space. I think the cafeteria used to be where the math department is now. Also, access to computers was much more limited: no laptop carts, only a few computers in the library, one computer in my classroom."

These teachers have not stayed because of the physical changes CHS has endured or the benefits they have experienced. Rather, they have stayed because of their love for CHS as a whole.

"For the most part, both stu-

dents and teachers are serious about learning and teaching," Vodicka said. "The faculty is really very good. I think students don't realize how good they have it."

Rogers-Beard feels the students here are some of the best in the country.

According to De La Paz, the teachers at CHS are also excellent, putting forth their best effort to make the learning experience for students the best it can be.

"Teachers here work very hard to keep curriculum and teaching practices up to date with educational research," De La Paz said. "It's inspiring to come to work with other people who are so professional and dedicated to their students."

De La Paz also enjoys the small school feel of CHS. Two of the schools he previously taught at, Oak Park and River Forest, each had approximately 2,800 students, nearly three times as many as CHS, which has less than 1,000.

"Between classes, the halls [of Oak Park and River Forest] were filled with a sea of humanity," De La Paz said. "The size of CHS makes it possible for teachers to get to know their students a little better."

"[CHS] is a place with very high expectations, but great reward as well, which makes the hard work worthwhile."

-art teacher christina vodicka

What keeps teachers at CHS?



"With five kids to feed, my paycheck at CHS is an absolute necessity and will be for the foreseeable future. Otherwise, I would be living in the southern part of Italy in a shack with 200 books."

-Sam Harned, history teacher, 20 years at CHS



"My outstanding students and colleagues have kept me at CHS."

-Glenn Cody, German teacher, 14 years at CHS



"First of all, the students are outstanding, interesting and unique. This job never ceases to be new, different and challenging. I've never had time to get bored. I mean, it's just been a great place to work."

-Ann Barber, counselor, 20 years at CHS

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We also remind readers 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.

And with that, we of the Globe staff invite you cordially to enjoy our nationally renowned newspaper. Ciao!

--the Globe editors
"We have issues."

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The Globe is distributed to students each month of the school year. However, as it is also a student-funded production, we offer mailing subscriptions for \$20 dollars/year. We find this particularly useful for parents, for no amount of begging or friendly reminders can compel a high schooler to remember to bring home a copy.

Unwanted advertising invades nearly every aspect of life

I remember a time when my computer used to work perfectly. It didn't require a firewall program to prevent hackers and viruses, and didn't freeze completely every 20 minutes. But those times are long gone.

Some days my computer barely functions because of all of the programs that have been downloaded onto it without my knowledge. What makes it worse is that the only goal of these Internet parasites is to convince me to buy cheap airline tickets or to visit an online casino, as if I don't encounter advertising every other place I go.



Even a simple trip to the grocery store has become a time to be targeted by marketing executives. You get in the car, turn on the radio, and hear right away about this week's "biggest sale of the year" at Famous Barr. Then, on the highway there's a giant billboard advertising hot dogs. You get to the grocery store and right there, on the front of your cart, is an advertisement for some real estate agent. And then, as if all of that wasn't enough, you look up to see a television screen hanging from the ceiling telling you to buy a certain brand of baby food. Advertising has become excessive.

One of the turning points, when ads began to get truly out of hand, was when commercials, usually for soda, started to appear before the previews in movie theaters. It's the same as advertising on TV, but the audience is actually paying money to watch the movie. The whole point of paying \$7 was to watch the movie without the hassle of ads, but now consumers are paying to

watch commercials. This only leads me to wonder whether "commercial breaks" will ever become part of the movie-going experience.

Apart from corrupting the "pre-show entertainment," advertising has had an effect on the actual films and other forms of so-called art. I doubt the motives of many film directors and musicians because I'm left wondering about their agendas. Did they get paid to make the characters drink Coke, or were they just trying to accurately portray life?

Advertising and the motives that go with it have drained the majority of popular entertainment of all true emotion and even humor. Hardly anyone is willing to offend advertisers with their work, unwilling to risk loss of support or money. Most music labels and movie companies would rather rely on advertising and hype to make their movie successful than substance.

Continuing with the trend, advertising has also done nearly the same thing to people. It has taken away much of their individuality,

“Advertising and the motives that go with it have drained the majority of popular entertainment of all true emotion and humor.”

with the theme of commercials and magazines and ads influencing a person to act or dress a certain way. Everything has been standardized; people are expected to fall into a certain category and buy clothes, food, cars and music accordingly. But this is only the people who can afford or find a way to fit the mould; everyone else is left feeling inadequate or excluded.

In fact, the perfect advertisement makes a person feel incomplete or unhappy without the product that is being sold. This is the effect that all advertising tries to achieve. Considering the ridiculous amount of advertising we face everyday and the variety of products being advertised, that's a lot to feel insecure about. Along with all of the other pressures and stress on teenagers, there's yet another source that is telling them that they are not who they should be and influencing them to change to "fit in".

I would be lying if I said that I was never affected by advertising, and that is what makes it troubling. It seems that no matter how hard I resist, I keep being tricked into feeling that I absolutely need to buy something. Although I try to hold off until the effect of the advertising has worn off, I don't like the thought of being manipulated to spend money or do things a certain way by people that I have never met. It's only human to want to emulate others we see, especially when they are seemingly perfect, but the models in advertisements should not be the ones we strive to become.

It's sometimes very hard to remember that the true beauty and happiness in the world lies in spending time with others and doing activities you enjoy, and not necessarily ones that require the purchase of an iPod or a similarly expensive toy. Some of my best memories, in fact, involve nothing I've ever seen advertised in a commercial. If there's one lesson to learn from advertising it's that it's just easier to look away or hit the "mute" button.



MO bills aimed at teen sexuality misguided, shortsighted

Why, or how, did John Kerry lose? As Clayton had proven itself to be predominantly Democratic in the district-wide poll preceding the 2004 elections, the question was indeed a common one. How could John Kerry possibly lose?

The most widely accepted answer is: he pushed for too much, too fast. Although his platform to withdraw from Iraq elicited support from the moderate right, the simple fact was that listing reforms such as partial birth abortion on his party's ticket was political suicide: daring, liberal, and impossible.

But Kerry never made it to office, his opponents never had to worry. They never sat in their homes, watching their elected leader slowly tear down the morals pillars of their community, their homes, their church, insecure in the fact that four years was more than enough time to make full-term abortions legal. They are not. That did not happen.

Yet in Missouri, high school teens read headlines ominous of an opposite future. Abstinence programs might become curriculum. Their doctors and counselors might hotline them for underage sexual activity. It might be a felony to get an abortion in Illinois id their Intermediate License says Missouri.

Two-thousand-five seems to have opened the gates for ultra-conservative legislation concerning teen sex decisions. The implications therein are disturbing: is it really up to the demagogues in Jefferson City whether or not teens engage in sexual intercourse?

Some may argue that this is not the legislation's implicit goal. Allowing Missouri schools to select an Abstinence program appeals to the moral grounds of many administrators. Many feels that teaching children how to correctly use a condom or protect against STDs is another way of encouraging promiscuity.

Similarly, the bill designed to require all doctors, nurses, counselors and social workers to report evidence of sexual activity in underage children is designed to detect instances of rape and molestation.

It could also be said that the new anti-abortion legislature merely gives young women extra incentive not to have careless sex, or else they'll have to get parental consent to surgically remedy the situation in Illinois.

However, one must remember that the road to Hell is paved with good intentions. The average female loses her sexuality at age 16. Does this mean that the average female will be hotlined for sexual abuse? How many social workers will Jefferson City need to dispatch to investigate every single one of them? This assumes that all doctors and nurses will report instances of sexual activity. What ever happened to doctor-patient confidentiality? How about this: will sexually active teens voluntarily consult doctors on the subject of their sexual health knowing that the result might be a knock on the door months later?

Are they going to place an age restriction on the Pill, too? Human children do not inherently know the correct way to roll a condom, nor are they graced with the knowledge that douching can actually increase the chances of pregnancy. They do not know the relative effectiveness of a diaphragm verses that of spermicide; they do not know that STDs can be transmitted orally. Although Abstinence satisfies conservative religious views, it leaves children ignorant of contraceptive procedure should they, like the average 16-year-old girl, choose to be promiscuous.

However well intentioned these reforms are, Missouri's new legislature too closely resembles the extremity that barred John Kerry from the presidency. The bills encroach on teenagers' rights to direct their own sexuality, using the masthead "protection" to invade their privacy. Allowing abstinence programs to replace basic contraceptive instruction assumes that promiscuity does not exist, unnecessarily placing sexually active teens at risk of pregnancy and STDs. Furthermore, making it a felony to seek an abortion out of state without parental accompaniment denies Missourians the prerogatives allowed to teens in more liberal states. It is, in essence, just another reason not to live in Missouri.

We've been seeing a lot of those lately. The blatant attempts on the part of Missouri's Congress to repress teenage sexual activity must never see legal status. The codification relies on an ideology of sexual virtue disproved by decades of consensual teenage intercourse or, in layman's terms, "free love." In other words, instead of parenting us en lieu of our parents, and instead of prescribing our sexual health instead of our doctors, it's high time for Jeff City to chill out and grow up.

Letter to the editor

Former editor criticizes the Globe's decision to participate in Friends of Clayton Athletes' fundraising campaign.

To the Editor:

I was surprised and more than a little dismayed to find a fund raising circular bearing the Globe banner in my mailbox over the weekend. Is it a sign of professional sophistication that the Globe now constructs fake news on demand? I only hope that this bit of propaganda (regardless of whether the track is great idea or not, and I think it is, this is still propaganda) was preceded by a lot of debate among your editorial staff as to whether or not it was an appropriate use for your talent and time.

I was Editor in Chief of the Globe from second semester 1995 through the end of the '95-'96 school year and I can say without any doubt that this never would have seemed like a good idea then or under the two editors that preceded me. In fact, I'm positive that anyone of us would have resigned first, and that a freshman with a lot of deference to authority, and an equal lack of experience, would have to have been installed before this mailer got printed with the Globe banner on top.

I am hopeful that perhaps the current Globe staff had nothing to do with this embarrassment. If a P.R. person over at central administration whipped this up in PageMaker on it, then you should be angry, but not necessarily shamed. If this was produced by the Globe, then I believe you need to sit down and try to figure out the difference between journalism and advertising. I'll give you a hint: There is no Pulitzer Prize, or

Quill and Scroll Award, for infomercials.

Very Truly Yours,
Mark Lyons '96

Editor's comment:

Mr. Lyons, you are absolutely correct in noting that the Globe's "endorsement" of a district project goes against the journalistic grain: traditionally, it is the practice of professional publications to remain unbiased observers, leaving such exploits as promoting fundraisers to the readership, not the staff.

This was a fact we deeply considered before re-printing Dakin Sloss's article ("Construction awaits funding," Vol. 76, issue 7) on the mailer you received.

However, the Clayton Globe is not a professional publication, but a student forum, and 10 of our 17 editors participate in Varsity athletics. When budget constraints on the district disallowed funding for a renovation and Friends of Clayton Athletes stepped up—against tremendous financial odds—to remedy the field's sad conditions, we decided to endorse them with our masthead.

Nevertheless, when Mr. Sloss wrote his piece on the construction, he adhered to the journalistic principal of impartiality. "Construction awaits funding" was thorough and unbiased. We placed it on our front page on account of its overall quality as a story.

Again, we appreciate your concern for our reputation.

Thumbs Up

- Wash-U sit-in
- Senior Skip Day
- Cardinals opening day
- Mock Trial at nationals
- School almost ending



Thumbs Down

- Parking lot renovations
- MAP testing
- Only one late-start day left
- AP testing



Administration should not take stands on political issues

Coming to school on March 21, one of the first things I noticed was a TV truck parked in front of the building. Shortly afterward, I caught sight of perhaps 80 pieces of flimsy, white tombstone-shaped poster-boards planted in the quad.

I was handed a piece of paper with the words "A Call to Honor and Inquire" printed in small letters across the top on one side and an ad for the main St. Louis anti-war demonstration of March 20 on the back. Unsure of what to think, I took the paper and went to class.

The paper stated that in recognition of the fact that March 20 was the second anniversary of the beginning of the war in Iraq. On that day, more than 1500 "tombstones" were placed on Art Hill to represent casualties of the conflict. The next day they were to be distributed throughout the St. Louis area, including CHS. The point, the paper said, was to draw attention to and to protest the human costs of the war.



rebeckakatz

Okay, I thought. So students want to highlight a certain side of the conflict, perhaps protest the war in general.

Sounds good. Free speech. Teenagers all too often don't care about politics, but it seems that some at CHS actually do care enough to make a political statement. Good for them.

Then, before third hour, I listened to the morning announcements. There was the usual information about clubs and upcoming events; there were the usual struggles to correctly pronounce the names of students who needed to come to the office. There was also something else: an explanation and endorsement of the tombstones, by our principal, David Skillman.

I was, to say the least, incredibly surprised. The demonstration in the quad, apparently, was not a student-only protest. In fact, it was organized by a teacher and approved by the princi-

pal. Our administration was supporting – and not quietly, either – the protest. It was actively endorsing a specific political view.

The fact is that although the demonstration was in fact non-partisan, as its organizers insist – that is, it did not promote a specific political party – it nevertheless was an anti-war demonstration. The tombstones had been the central part of an anti-war rally at Art Hill. The whole demonstration was organized by the "Instead of War Coalition" and "Veterans for Peace." The administration was standing firmly behind a specific position on a highly controversial political issue without even acknowledging the other side.

Because, like it or not, agree with it or not, there is another side. Of course the costs of war must be recognized; of course every death is a tragedy. However, those who support the war in Iraq, and even those who don't, can also bring up its benefits. A genocidal tyrant was overthrown. Democracy is on a roll throughout the region and indeed the world, arguably at least partly because of the war. The whole debate, in fact, the existence of which this official endorsement ignores, is whether the rewards are worth the costs.

There are a number of reasons why the administration's official anti-war stance is problematic. First of all, it is highly questionable whether it should have an official policy on any political issue at all.

It is a widespread sentiment that teachers should not impose their political views on the classroom; the same applies, but even more so, to a school administration.

Imagine if there were a pro-war student who for some reason felt harassed or mistreated because of his views on the subject. How likely



rachel kodner

would he be to go for assistance to an administration which openly opposes his viewpoint?

Now what effect would that have? Isn't the main purpose of the school administration to establish and protect an open learning environment where students are comfortable and able to speak their minds?

The whole problem is that official endorsement of any stand on any political issue stifles free speech. A person in the minority opinion

is far less likely to speak up when not only the majority but the official authority is against him. The resultant loss of intellectual variation and input hurts everyone.

To put it simply, the school administration has no business endorsing a political demonstration of any kind. Students can and should speak up for themselves; the official approval of administrators should be both irrelevant and nonexistent.

The tombstones in the quad, as a memorial and protest, were a legitimate form of student expression, but should not have been promoted by either the administration or the faculty.

Even strong genetic link doesn't guarantee athletic prowess

Among my brother and my four cousins, I am the only girl in my family. Growing up, this has meant that I have lots of exposure to sports. Together, the five boys have played select soccer, basketball, baseball, football, hockey and tennis.

Every time the family gets together, I have ample opportunities to play any and all of these sports.

When I was younger, my best friend was a fabulous soccer player, scaring people with her aggressiveness on the field at as early as 8 years old. In high school, my mom was a top junior tennis player.



katehoffman

Surrounded by all this physical talent it would be natural to assume that I might have developed some athletic ability. For some mysterious reason, I still have not.

I took figure-skating lessons for a while, and I horseback ride, but I remain horrible at any sport involving a ball.

During middle school gym class, the teacher politely suggested that I sit out for a minute to watch the other girls hit the ball during a volleyball unit, obviously thinking that I might then be able to see what mistakes I was making when I attempted to serve.

Over the past summer, my brother's camp attended a "regatta" at the camp I was at. My brother participated in the tennis competition,

and proceeded to beat each person he went up against.

A few days later, I made my way to the tennis courts. After lobbing yet another ball over the fence and into the poison-ivy-infested woods, one of the counselors turned to look at me.

"Your brother was so good," she said, seemingly confused. The underlying question was, of course, "What happened to you?"

Driving somewhere with my grandma this winter, I told her that I was going to be playing lacrosse in the spring. Puzzled, she asked me why I had chosen that.

"Weren't there other sports you could have taken for P.E.?" she asked. After further explaining that no, I wasn't doing this for P.E., I was going to play on the team, she began laughing.

The season has progressed, and I am slowly improving. The ball stays in the pocket of my stick for increased amounts of time, and I am getting a little bit more aggressive.

I will stick with it; I'm determined to get better. My brother may be the "natural athlete," but hopefully I will be at least decent at this sport.

“Surrounded by all this physical talent it would be natural to assume that I might have developed some athletic ability. For some mysterious reason, I still have not.”

Challenging the wall

One student's face-off with the rock climbing class

It's the same wall I've been climbing since sophomore year. But it's not the same wall—not exactly. The hand holds get switched around, the climbing routes have been changed. And I'm still left wondering: why don't more girls take the climbing class?

I remember being surprised that some of my peers had trouble rappelling and climbing at sixth grade camp, but by then I was already an experienced climber. Ever since kindergarten I had climbed all over the Glenridge playground—all of the poles and bars, the fences, and up the sides of the jungle gyms and up all three of the big ropes in the gymnasium. The only place I didn't climb was on top of the covering of the stage—when it still had its cover. By sixth grade camp I had already climbed climbing walls, rappelled, and climbed the

fifty foot Alpine Tower. The measly rappelling cliff and climbing rope course was a piece of cake for me.

Climbing is a personal thing—it's you up against the wall. Yes it's physical. Perhaps that is the reason it turns people off. The fear

of heights may be a reason, or the desire not to callus one's hands.

Some climbing requires strength. More strength than I sometimes have. A climbing style I am still working on is "campusing": a climb using only the arms, no legs, no feet. My classmates are stronger than I am; all

of them have already completed the challenge. All of my classmates are males. I am able to start a campus climb, I can move up three or four handholds using just my arms. According to Coach Gamlin, I'm gone further than any other girl in the school's campus-style climbing, but it doesn't feel fulfilling for me.

I would like to complete the campus climb, but I am worried that I don't have the strength. If I had the time I could start working out, and start lifting weights to build up my arm strength, but I do not have the time.

Is this why more girls don't take climbing? Are they afraid they are not strong enough? Strength can be built. At the start of the third quarter I couldn't do campusing, but now I can for a little bit. Climbing everyday has helped. My arms are stronger than ever before, and so is my desire to conquer the wall. But technique is more important than strength. Climbing different routes on the wall requires good technique more than it requires strength. What I lack in strength compared to my classmates, I make up for in flexibility.

What I like most about the climbing class is that it is not a competition between me and my classmates; it's a competition between me and the wall. The challenge is personal, and I, for one, am up to it.

Busting the myth: perfect test scores aren't everything

My first reaction to getting in the mail a 1600 on the SAT and then a few months later a 36 on the ACT was, of course, elation and astonishment.

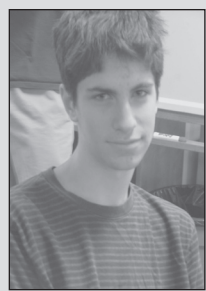
Up next: getting asked the same questions about it from everybody I saw. It was like breaking your arm in elementary school, when everyone says "How'd it happen? How'd it happen?" and wants to sign your cast and you realize that you're some sort of grade school superhero for something that happened mostly by accident and you're eternally grateful to the one person who thinks up something clever, original, and pokingly sarcastic to say.

When I told people I got perfect scores on the SAT and ACT, they usually said two things to me: First, a rhetorical question: "How'd you do it?" Second: "Now you can get into any college you want."

Of course, there wasn't much to say in reply. To the first: "Eh, I dunno, just sat down and took the test or whatever... yeah, I mean, I did practice tests and stuff beforehand, and that really helped, but I didn't do any, like, review courses or anything..."

To the second: "Oh, c'mon, that's not really true... there's a lot more to getting into college than test scores, they're just numbers on a piece of paper..."

Then I got a letter and a gift certificate to Borders for getting a 1600 on the SAT from my former third grade teacher. *Third* grade teacher. Now, to be sure, he was a very good teacher, and my younger brother, by coincidence, had him as his second grade teacher at the time, so it wasn't *entirely* out of the blue, but still, it felt pretty awkward. There's a time when the, "Oh, you shouldn't have" response to a gift really isn't polite BS. It was awkward – me



isaackatz

“What irked me most was that at some point, my file came up in front of a committee of admissions officers, and they said, 'No, we don't want him.' It was a judgment on the first 17 years of my life. Someone judged against me. A big red stamp on me saying, 'You're not enough.'”

Next up: interviews with the press. The district's PR department interviewed me (resulting in a fawning piece in the district newsletter that was so brilliantly written that I was just about convinced I was qualified to be President, pope and billionaire all at once), but I begged off anything more, partly because I was more than a bit sick of talking about test scores, partly because I was and am more interested in going college than in something that is merely a small waystation on the path to college, partly because I'm just not that interested in being fawned over, and partly because of other personal reasons I didn't mention.

The Atlantic Monthly has a yearly section about undergraduate admissions in America. As the October 2004 issue showed, what matters in terms of colleges is not *where* you go to college but *that* you go to college; an elite education can be had at dozens – perhaps a hundred – different schools.

So that's why going into the college admissions process I looked cynically at the peer and parental assumption that going to school at Harvard, Yale, or Princeton (the Big Three, supposedly) is in some

way measurably superior to going to school at, say, the University of California.

A great education and experience can (and will) be had just about anywhere, and 20 years from now my life if I went to one school will be indistinguishable from my life if I went to another. What matters is not where you go to college, but what you do when you get there.

But, nevertheless, and despite suffering through a Yale interview with one of the most pompous people I've ever met, I got swept along with the tide, as I got further and further into the admissions process, finding myself getting caught up just like everyone else. No worries about test scores being high enough, of course (though maybe a few on them being *too* high – though I won't bother you with others' conspiracy theories).

I applied early (technically, "Single Choice Early Action" – don't ask) to Yale: partly to get it all over with but mainly because it actually seemed better (for me, perhaps) than other schools on its par. But as I said repeatedly, there is a lot more to getting into college than test scores, even perfect ones. I got deferred. (It wasn't grades, it wasn't essays, it certainly wasn't test scores. It was extra-curricular activities, apparently.) At first I was mad: What more could I have done? What more did they want? But I got over it quickly.

What irked me most was that at some point, my file came up in front of a committee of admissions officers, and they said, "No, we don't want him."

It was a judgment on the first 17 years of my life. Someone judged against me. A big red stamp on me saying, "You're not enough." In the end, I got two more judgments against me, and four in favor of me. I'll be attending the University of Pennsylvania next year.

In short, however, I'm tired of high school and ready to leave – and been that way for a matter of months. (Side note: What if they eliminated the twelfth grade? Just got rid of it, totally. Senior year is, by and large, a waste of time – especially second semester.

Many are burned out of high school and ready to move on. Instead, graduation and all the other trappings of senior year should pass to junior year – but students should not be allowed to attend college until a full year has passed. That way, people who need money for college can spend a year working full-time to pay for it, and people who don't need money can take a year off – like many of them already do.

If students still applied during their "senior" year, there would be no senioritis during the second semester of the third (and now last) year of high school.) But I digress... Advice to SAT-takers: take practice tests, read a lot, and that's about it. After all, there's a new SAT now – so I can't give much in the way of advice. Except for this:

Colleges, test scores, and all the rest – it's really not that big a deal. It doesn't matter. So relax.

Clayton Classics

Connery, Cage enthrall in 'The Rock'

maxshapiro

"The Rock" is a great action thriller with many suspenseful moments. The 1996 hit is directed by Michael Bay and features well-known actors such as Nicholas Cage, Sean Connery and Ed Harris.

Connery plays Patrick Mason, an Alcatraz expert and former British spy, who has been in prison for the past 30 years. Cage plays Stanley Goodspeed, an FBI scientist and Harris is General Hummel, who plans a scheme to give his fallen soldiers' families money or wage chemical warfare on the town of San Francisco.

The plot revolves around Hummel's plan to break into Alcatraz and take hostages unless the 83 families of fallen soldiers are given recognition of their operations. He demands \$100 million from the U.S. government for the soldiers' families. If his demands are not met, he will launch poison gas missiles into the San Francisco



courtesy of www.google.com

area.

Hummel is taken very seriously by the government, since he is well known in the Marines and has received many medals and honors.

Cage becomes involved in the plot because he is the FBI's chemical lab rat and his skills with chemicals and gasses are shown early in the film when he diffuses a bomb under an immense amount of pressure. Cage is necessary in the mission to overtake the Marine rebels because he is going to have to take care of each rocket once the Marines have made it onto the island.

Connery meanwhile is important to the plot because he is the only person in the history of Alcatraz to ever escape from the jail itself. The U.S. Marines need his help to find their way into Alcatraz secretly and keep the people of San Francisco safe from danger.

"The Rock" is your typical ac-

tion movie. Bay turns any possible scene into an action sequence. For example, he turns a scene in which Connery is getting a haircut into a multi-car streetcar race in the middle of San Francisco involving a Hummer and a Ferrari. This is just one example of the numerous, intense action scenes involved in this movie. Even though the acting is solid, it plays second fiddle to the outstanding special effects.

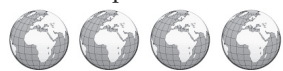
Connery is by far the best actor in the movie. He uses his witty British accent and humor to capture the audience. Connery and Cage really work well together and by the end of the movie the audience can see how each actor has helped the other.

The movie rarely slows down, it's gunfight after explosion after threat.

The U.S. inserts goal is to secure all the hostages, Marine rebels and poison gas missiles. If this does not happen by the deadline, the Pentagon will bomb the island with thermitic plasma in order to save the lives of many more in San Francisco.

The action really begins when the Marines reach the island, but find the Marine rebels waiting right for them.

Bay does a great job of turning "The Rock" into an efficient and exciting movie, with some laughs, sensational special effects and sustained suspense.



'The Crying Game' confuses, but remains masterful cult classic

mikegregory

This is one of the most difficult films to rate. For one thing, it is nearly impossible to define what this film is about because it is about so many things, yet not really about them. The film begins as a story about an IRA kidnapping that goes wrong, but then it's not about that. It's a personal story about a man who needs to find himself, yet not. But above all it is a love story.

To describe the plot would defeat the whole purpose of the movie (so don't say anything about it to anyone who hasn't seen it, no matter how bad you want to). Fearing that too much information has been given away already, the description must be vague. All that can be said is that a man named Jody is kidnapped by the IRA. One of his captors, a man named Fergus, takes a liking to Jody and agrees to find his girlfriend. When the group is ambushed and Jody ends up dead, Fergus escapes and finds Jody's girlfriend, Dil. Using a fake name, he begins to fall for her himself, and learns a few things about himself as well.

From a critic's point of view, this film is nearly a masterpiece. The acting is superb, especially for newcomer Jaye Davidson, who gives the performance of a lifetime as the woman who above all things needs to be loved. Stephen Rea is terrific as the weary IRA agent Fergus who is guilt-ridden and needs someone to hold on to. Miranda Richardson



courtesy of www.google.com

is perfectly psychotic as the IRA agent Jude (with an uncanny resemblance to Uma Thurman's Mia in Quentin Tarantino's masterpiece "Pulp Fiction"). Forest Whitaker gives a great performance as the talkative hostage who doesn't let the viewer decide whether he's overly sociable in order to gain sympathy from his captor (Fergus), or if he's just like that. His role is short, but effective enough that the viewer will understand who the characters are talking about when he is referenced.

Neil Jordan is one of those directors who are so talented that Hollywood sees them as more than a cash flow source; it respects them so much that it is very cautious when selecting them to direct a film. The film is shrouded in a dark atmosphere to the point where at times it becomes hard to distinguish between light and day, which may

have been Jordan's plan in order to create an effective presentation of Fergus's half-alive insomniac state of mind. Jordan is a master at creating an artistically dark and moody atmosphere. Everything has a distinct glow like a hidden chamber.

But the screenplay is the film's real jewel. The dialogue is so rich and flavorful that it comes out like poetry. When it needs to be soft and romantic, it is tender like that of a formulaically romantic man creating an angelic glow when he's talking to his true love. Like Tarantino, Jordan's screenplay still

retains its powerful punch when it needs to while taking pleasure in being undeniable art.

But this is also the film's problem. At certain times the script tries to deliver a powerful shocking scene well enough to make everything the viewer has inside disappear, the scene inexplicably falls short. Nor do the scenes that should make the fear-induced adrenaline run on hyper drive live up to their potential (then again, this isn't exactly the point of the film). That said, the script delivers many twists that pack a punch, but they don't hit as hard as they should.

The cast speaks in thick Irish accents, including Brit Jim Broadbent in a small but funny role as the bartender who relays messages between Fergus (using the name Jimmy instead of his own) and Dil Davidson, even though they're sitting a few feet away from each other, and are clearly able to hear one another. Sometimes, especially in the beginning, the accents may be a little too thick for the viewer to understand, but this happens infrequently.

"The Crying Game" is a must-see. This cult classic could have mishandled the storyline and turned it into a conventional, formulaic and sappy romance with a dull action subplot. Instead, the talented cast and crew turned this film into an atmospheric masterpiece. Maybe Roger Ebert said it best: "Some movies keep you guessing. Some movies make you care. Once in a while a movie comes along that does both things at the same time. It's not easy." No, it is not, but it is so refreshing when one does and succeeds at the level that "The Crying Game" does.



courtesy of www.movies.go.com

'The Shape of Things' gripping story about the sacrifices of love

mikegregory

There is a certain temptation to control others for all people; it is fueled by the desire for the perfect life. "The Shape of Things" is about just that. This is a film that can be viewed in two ways. It can be watched literally as story about a lonely, nerdy guy who is constantly being manipulated by his girlfriend, or it can be seen as a statement about how people are too obsessed with what is on the outside and do not care about what is on the inside (yes, this seems very cliché, but the film is far from it).

In the beginning, we meet Adam (Paul Rudd), a nerdy, overweight guy with a job as a museum security guard. While patrolling the halls, he sees a woman over the railings that guard a statue. Adam confronts her, and she convinces him to alter one of the statues with spray paint. After that, the two begin to date, and we see through her that Adam is changing dramatically. This is not going over well with Adam's two other friends, the sweet and pretty Jenny (Gretchen Mol) and Phillip (Frederick Weller).

The acting is superb, as it should be since this was originally a play in London with the same cast. Gretchen Mol is pitch-perfect as the "nice girl" who tries to make everyone think she's perfectly happy even though she's not. Frederick Weller is terrific as the sarcastic jerk Phil. Despite his "tough-guy" character, he is the most emotional character of the four, though not in the strictest sense. Paul Rudd is wholly convincing as the least attractive guy that through manipulation and seduction comes out as a guy who looks like he's been on "Extreme Makeover," thanks to his girlfriend, Evelyn (Rachel Weisz).

For all the people who know Rachel Weisz as the spunky Egyptologist airhead Evie from the "Mummy" movies, think again. Here in this movie, Weisz is a cruel, manipulative art student who makes Adam go through however positive, but forced transformations.

It is probably time to say that this film was made from a play starring the film's cast and directed by Neil LaBute, who directed this film. Adapting a play into a film can cause many problems; most notably how to carry a film with four people for an audience whose minds have been numbed by the

seemingly endless number of movies made on still increasing budgets (which always consist of large casts). LaBute handles the transition well, and having the same cast as the play helped too.

With only four members of the cast, it's hard not to make the film seem rather empty, as if it needed something more. LaBute avoids that by creating characters that can truly exist as real people only by interacting with each other. This means that they can pass themselves off as real people when given a severely constrained creativity palate of only having four possible reactions.

Another common problem for movies that come from the stage is how the dialogue is delivered. The stage provides a considerable amount of distance between the actors and the audience. Even with microphones, talking normally can make the words come out as indistinct and muddled together. Also, the movements and expressions have to be exaggerated so that the audience can tell what the characters are doing. Unfortunately, in many films that attempt to make that transition to the big screen, the actors still over-articulate which detracts greatly from the film's potential. LaBute avoids this and smooths over the transition so well that if the viewers don't know that the film was originally from a play, they would not have been able to guess that it was.

The film's only flaw is in the eye of the beholder. For some, it may seem unclear if Evelyn has hidden ulterior motives behind Adam's changes. Yet for others, it may seem all too clear. For people who fit into the latter category, the ending may or may not come as a shock, depending on what you thought was actually going on. Despite his flaw, the film does still retain the growing horror behind Adam's changes. In a film that debatably has a weak ending, being able to convey its message up until that point is a feat worth recognizing.

"The Shape of Things" is an important character study of how much a person can let himself be pushed around in order to keep the one thing he desires most: love.



'Dangerous Encounters:' wild animals stimulate young boys' imaginations

jackmcllellan

Every blue-blooded, self-respecting eight-year-old in this country is familiar with a specific set of things. The playground code, his multiplication tables (through six only), and three movies. Just three, but they are important. "The Goonies," all three "Star Wars," (which count as one) and some version of "When Animals Attack." Let's focus on the last movie on the list. Probably the one that gets the least respect, but in all honesty, maybe the most influential, and killtacular, of them all.

There are many versions of this classic. The one that I will be focusing on is the one that hardly left my VCR as a youth. Marty Stouffer's amazing documentary "Wild America: Dangerous Encounters," which rewrote the book on exactly how much pure killing could be jam-packed into one movie.

I first came across this movie on a TV infomercial. Just like many before me, I am sure, I simply heard the title of this thriller and knew I had to have it. Marty had me at hello. As a special offer, "Dangerous Encounters" was coupled with another flick from the Marty Stouffer vault, but it was about the beauty of nature or garbage like that, and of course, it never left the box.

"Dangerous Encounters" left the box all right. It arrived in the mail one day, and there was about a three-second delay from mailbox to VCR. I was ready for some close encounters... of the radical kind. And I got what I was looking

for. This movie had it all. Marty Stouffer was a cinematic genius. There were bears (lotsa bears), there were mountain lions, there were huge charging buffalo. Lions, tigers, and bears, oh my!

My favorite "encounter" is impossible to decide. They are all dangerous, dangerous, dangerous. One that always stood out to me, however, was the battle between a mouse and a scorpion.

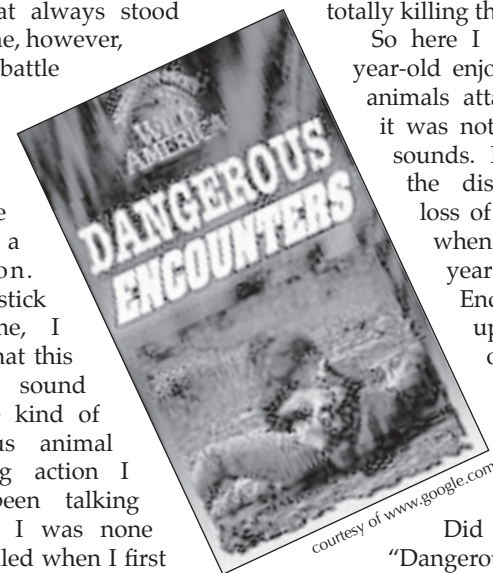
Now stick with me, I know that this doesn't sound like the kind of righteous animal attacking action I have been talking about. I was none too thrilled when I first heard Marty announce this round. But true to form, the movie delivers. In a big way. First off, these are no ordinary mice. They are like some sort of mutant awesome mice, bent on killing stuff. They are carnivores, cannibals, pretty much any type of vore that kills other stuff. And they howl. When they kill stuff, they howl like miniature wolves. So two of these bad boy mice come up to this scorpion. And at first, the scorpion is keeping them at bay with his tail and his claws. But the

mice are immune to the scorpions poison, and pretty soon, one of the mice chops down on the scorpions head, and its over. Pretty hardcore stuff.

Some other highlights include a man being tossed 20 feet into the air by a buffalo, bears destroying a man's house, and a mountain lion totally killing this goat.

So here I am, a true eight-year-old enjoying my video of animals attacking stuff. But it was not all as good as it sounds. Imagine the shock, the disappointment, the loss of faith in mankind, when I learned later that year that "Dangerous Encounters" was not up for best picture of the year. Marty Stouffer wasn't even nominated for best director. Who were these people? Did they even see

"Dangerous Encounters." Apparently they must have missed it, but the moral of the story is this: don't let critics decide the kind of totally awesomely sweet movies you watch. Because even though "Dangerous Encounters" didn't get the respect it deserved, there is no denying the facts. "Wild America: Dangerous Encounters" is not only one of the greatest works of film in our time, it is truly a Clayton Classic.

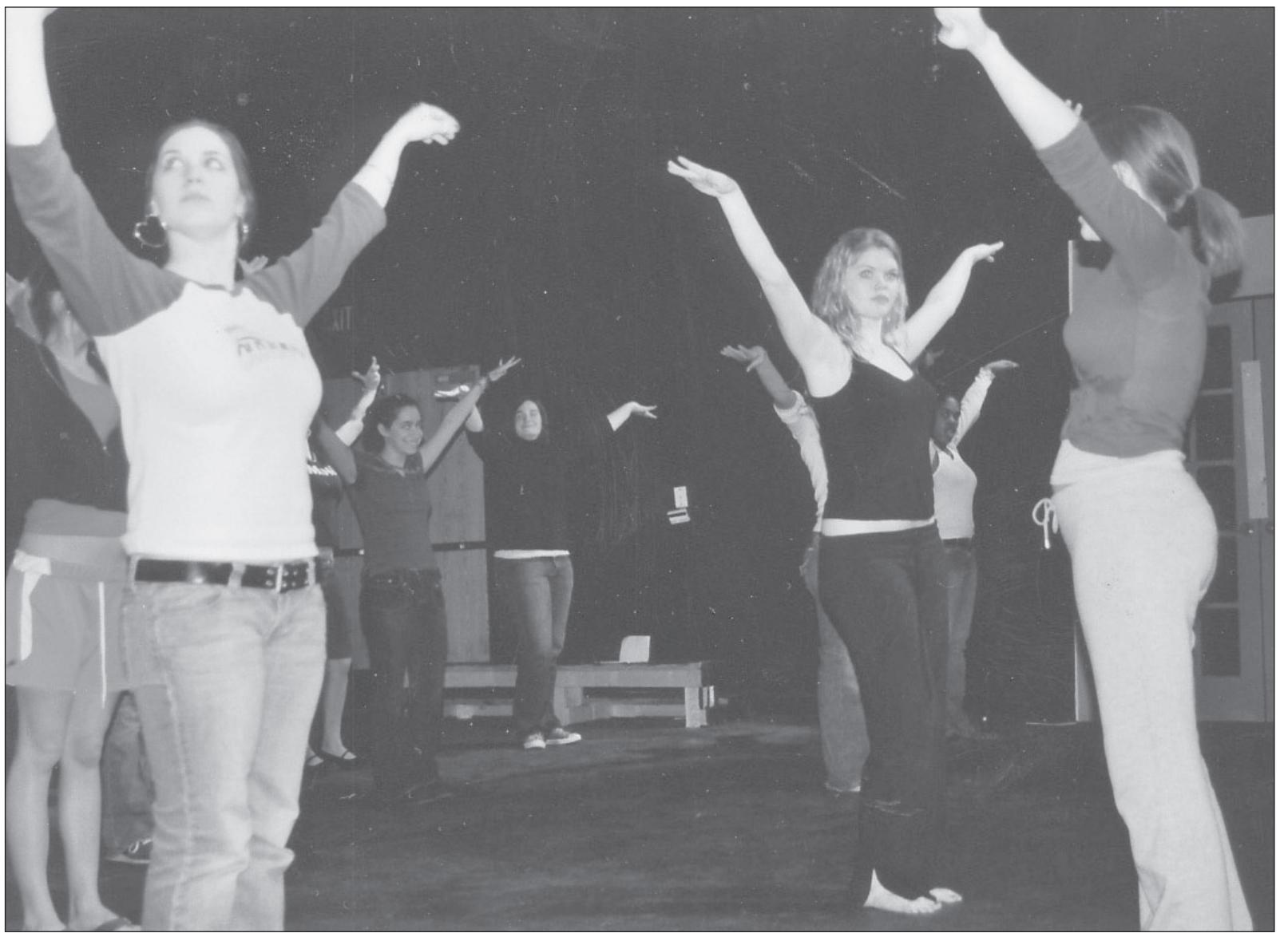


courtesy of www.google.com

SRM prepares to make viewers 'Smile'



nate litz



nate litz

"Smile"

Music by

Marvin Hamlisch

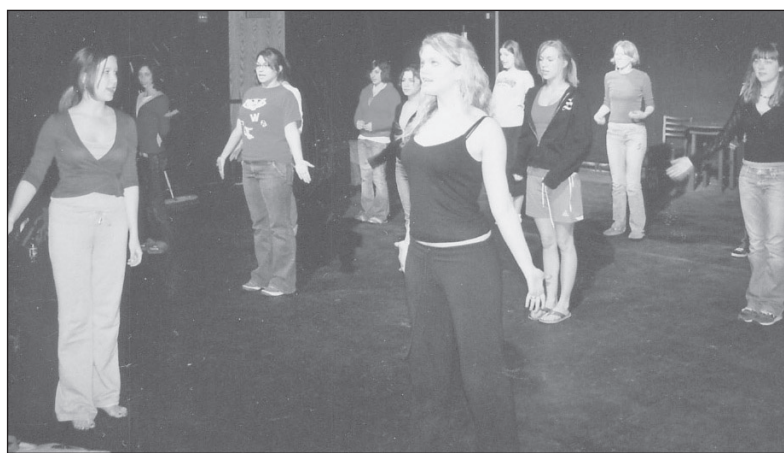
Lyrics and book by

Howard Ashman

Friday Apr 20 at 7 p.m.

Saturday Apr 30 at 7 p.m.

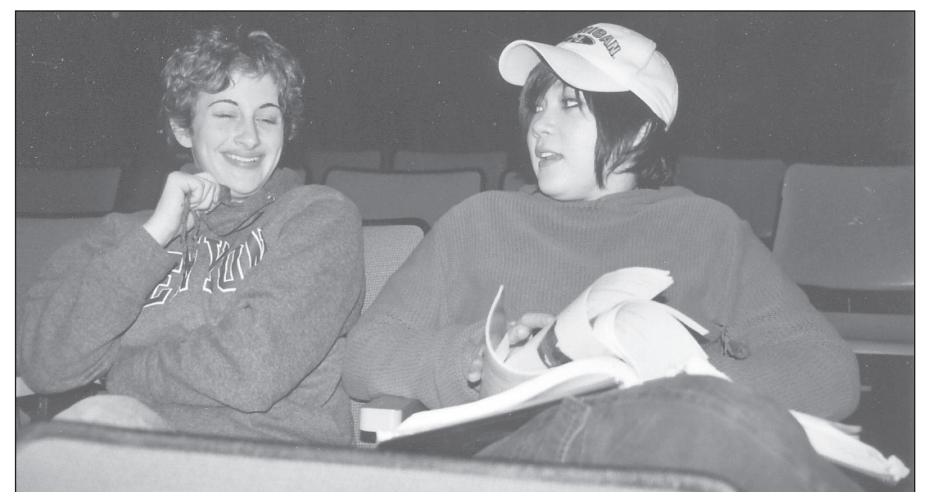
Sunday May 1 at 2 p.m.



nate litz



nate litz



nate litz

Above Right: Junior Angelina Impellizeri and junior Susie Johnson practice for the upcoming Student Run Musical, 'Smile,' as senior and student director Karianne Jones leads the rehearsal. Above Left: Johnson dances to a musical number. Below Counterclockwise: Junior Sarah Tisdale and sophomore Babe Lieberman listen to comments. Jones leads another rehearsal. Senior Joanna Firestone and junior Josephine Pang take a break from practice. The cast meets every day after school from 5:30 p.m. to 10 p.m.

Evolving band gives students chance to display creativity

rebecca wall

People are beginning to hear about All The King's Men, formally known as Doublethink, a band created by four CHS students.

All The King's Men include sophomore guitarist Zach Wexelman, sophomore singer David Redick, sophomore bassist Aaron Cannon and freshman drummer David Olivo.

Cannon said that All The King's Men's sound is similar to bands such as Radiohead, Razorlight and Cake.

All The King's Men plays a mixture of covers and original songs.

"Some of the covers we play are 'Santeria' by Sublime and 'Are You Gonna Be My Girl' by Jet," Cannon said. "Some original songs include 'Dawn of the Dumb (Control Freak)', 'No Noise,' and 'Beautiful Loser.'"

All The King's Men has played at Cicero's in the Loop and at the Wydown Middle School cast party.

Sophomore Kate Lipstein saw All The King's Men perform at Cicero's.

"I thought they did really well," Lipstein said.

Lipstein thought the best part of All The King's Men is their energy when they play.

"They get really into the music and start having fun, which makes the audience get into it, too," Lipstein said.

Wexelman writes most of the music, while Redick writes many of the lyrics.

"Zach Wexelman thinks up a bunch of chords and runs them by the rest of the band," Redick said.

Redick then thinks about possible lyrics to go with the chords.

"Most of the time they are about somebody I don't like, somebody I wouldn't like, or somebody I've actually seen that I might like if I got to know them," Redick said.

All The King's Men's members each bring different musical styles

"They get really into the music and start having fun, which makes the audience get into it, too."

- sophomore kate lipstein



courtesy of all the king's men

to the band. Redick thinks that the different musical inspirations are the best thing about All The King's Men.

"Zach is alternative-rock. Aaron's more hard rock. David O. is punk rock and heavy metal, and I'm more pop-punk," Redick said.

All The King's Men hopes to continue to play and perform in the future although their current plans are indefinite.

Spring Bookfair

Shop at Borders and CHS will receive 20% of your total sale!
Shop for Mother's Day and graduation gifts now, and part of your purchase will fund programs at Clayton High School!

April 29 - May 1
Borders on Brentwood

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Fiery Furnaces set Wash U ablaze

Indie rock sensations bring their ambitious pop epics to the stage at the Gargoyle Club, with dazzling results.

sambakken

Last Monday night, I used the word "ridankulous" in conversation for the first time in my life. I have no idea where it came from, and I felt silly, but after witnessing one of the most mind-blowing concerts I had ever seen, it was all I could say.

The artists responsible for my ecstatic stupor were Matt and Eleanor Friedberger, the brother-sister duo otherwise known as the Fiery Furnaces (augmented by touring drummer Andy Knowles and bassist Toshi Yano).

Hailing from Chicago, the Furnaces formed in 2000, gradually establishing themselves on the New York club scene with their adventurous brand of pop which combined Matt's rabid multi-instrumentalism and Eleanor's manically-sung lyrics, which told bizarre stories bursting with clever wordplay. They released their first album, the endearingly shambolic "Gallowsbird's Bark" in 2003, to positive critical reception.

They followed it up less than a year later with "Blueberry Boat," a kaleidoscopic 80-minute mish-mash of multi-part epics that established them as a force to be reckoned with in the world of indie rock. The recent release of "EP," a collection of non-album singles, highlighted the more accessible side of the Furnaces, making it an ideal starting point for the uninitiated. The adventurous, however, should not hesitate to jump right into "Blueberry Boat," easily the most ambitious and rewarding rock record of 2004.

Monday's show, at Wash U's cave-like Gargoyle Lounge, opened with the unspectacular but pleasant sounds of Dios Malos, a California band whose sunny, spaced-out pop resembled "Soft Bulletin"-era Flaming Lips. Their highly melodic mid-tempo tunes were dominated by solid, grooving bass and droning organ and would have been a lot more enjoyable had the singer/guitarist's vocals not been smothered with reverb.

After Dios Malos' 40-or-so minute set, they cleared their equipment and the Furnaces started setting up. Anticipation was building.

From what I had read about the Fiery Furnaces' live show, I knew that they drastically reworked their songs. However, knowing that didn't prepare me for how shockingly different their performances would be from the album

versions.

After their equipment had been set up and the male Furnaces were in place, Eleanor emerged from backstage with mic in hand, cueing the band to launch into a non-stop 40 minute deconstruction/reconstruction of the majority of their recorded material to date.

The medley opened with a fragment of "Wolf Notes" from "Blueberry Boat." This wasn't the "Wolf Notes" I was familiar with, though. It was twice as fast, twice as noisy, and twice as awesome, with a totally different guitar riff to boot. I only barely recognized the song after I heard the line "Pick up your tambourine, your Fisher Price My First Tambourine/Jingle and jangle today."

Eleanor glared forward intensely as she railed off narrative after cryptic narrative, her wiry frame pulsing with the beat. Her presence was electrifying. Matt stood in sharp contrast to his sister as he hunched over keyboards and

guitar, dutifully coaxing novel sounds throughout the set. Drummer Knowles was an amusing sight to behold, acrobatically twirling his sticks and displaying a wide spectrum of goofy faces.

Just as I felt I had a grasp on what was going on, the Furnaces took a left turn and busted out a hyped-up version of "Leaky Tunnel" from their first album. The rest of the set carried on in this manner: barely recognizable reinventions of Fiery Furnaces songs, played one after the other with intimidating ferocity. The band

would often play the first verse of a song and abandon it, only to arrive at the second verse several songs later, making for many startling juxtapositions.

"Blueberry Boat" opener "Quay Cur," for example, was transformed from a plodding electro-ballad into a raucous disco-punk anthem. Likewise, the whimsical shuffle "My Dog Was Lost But Now He's Found" was given a righteous shot of adrenaline. The normally sunny sing-along chorus of the Furnaces' signature song "Tropical Ice-Land" turned into a foreboding minor-key chant.

It's impossible to say whether any of these live versions were superior or inferior to their studio counterparts; they were generally so different that comparison is pointless. What I can say, however, is that it was the most intense, breathtaking 40 minutes of live music I've ever seen.

After the sonic assault that was the opening



courtesy of www.blueberryboat.com

Left: Eleanor brandishes her trademark intense blank stare as she rattles off her epic stream-of-consciousness lyrics.

Below: Matt Friedberger casts a wary glance at his bandmates. Far Left: The Fiery Furnaces' setlist from the show at the Gargoyle, courtesy of BenAvi Berkowitz



courtesy of www.blueberryboat.com

medley, Knowles and Yano exited, leaving Matt and Eleanor to serenade the audience with a few mellow numbers. The highlight was "Teach Me Sweetheart," a new song with charmingly surreal lyrics and simple but beautiful guitar accompaniment. I'm looking forward to hearing it on a future Fiery Furnaces release. Maybe I'll recognize it.

After this sweet respite, the rest of the band came out and played a surprisingly faithful version of the single "Single Again," after which they called it a night.

My only complaint about the night was that the drunk guy standing in front of me kept gyrating his body with little regard for his surroundings. Save for the occasional bump, however, I

was able to ignore him.

Everything was still sinking into my head as I walked to the merchandise table to buy a T-shirt. At the table, Eleanor was helping to sell memorabilia and exchanging pleasantries with fans. As I was walking out, Eleanor bolted past me. She stopped the man in front of me to give him five dollars. It turned out she hadn't given him enough change. She was human after all!

If you ever get a chance to see the Fiery Furnaces live, DO IT. I can't stress enough to you the importance of this matter. And until the day arrives when you have that chance, buy "Blueberry Boat" and "EP" and listen to them thoroughly. Though you may feel prepared, you'll only know half the story.

When this sequel "Ring"s, don't answer 'Fever Pitch' throws 4 balls, 0 strikes

amybrooks

A strange little girl who can rotate her head and puke something similar to split pea soup. Scary? You bet. A shower scene complete with a fatal stabbing? Absolutely horrifying. Random car-attacking deer and Sissy Spacek wearing a wig? Not so frightening. I definitely wouldn't classify "The Ring Two" as a horror movie; it's more along the lines of a suspense thriller. But when the audience doesn't care about the characters, the movie simply becomes stupid.

"The Ring Two" picks up six months after the first movie ends and begins with the death of a teen boy who had watched the dreaded tape. Amazingly, this teen boy happens to live in the tiny town of Astoria, Oregon, where a school board meeting and a cat stuck in a tree constitute a big news day. Coincidentally, the newcomers to this small town are Rachel Keller (Naomi Watts) and her son Aidan (David Dorfman), who are fleeing from Seattle after being haunted by Samara and the wicked tape.

Rachel hears about the teen's death while working for the local newspaper, and upon further investigation, which includes sticking her nose where it doesn't belong several times, she learns that the killer tape is back in action. After she destroys the tape in a fire, Samara takes her revenge on Aidan, trying to inhabit him on her quest for life.

As a result of this, Aidan becomes very sick,

and Rachel is accused of being an abusive mother, beginning with her severe case of post-partum depression. Rachel, up against seemingly unnatural foes, has to make a choice to save her son, which takes her back into Samara's troubled past.

"The Ring Two" tries hard enough – it was well written for horror movie standards and just like in the first installment, a variety of symbols are worked in throughout the movie, whether

want my mommy. At this point, the movie just seems futile. I really wanted Rachel and Aidan to just die so they could just be put out of their misery, and I could finish my popcorn, leave, and be put out of mine as well.

The movie does pick up a little towards the end, if not in credibility then at least in action. The chasing stops and real solutions are addressed – good progress. Unfortunately, if Rachel were my mother, I wouldn't believe her when she says that everything's over and that everything will be all right – isn't that what she said at the end of the first movie? I guess they needed more money.

The acting is about on-par with most other horror films, no Oscar nominees here but they get the job done well enough. David Dorfman (Aidan) is unsettling – he isn't creepy per se, but just odd, and Naomi Watts as Rachel makes me think something scary is going to happen every time she turns around. If only. The directing works well for this type of movie – quick flashes of scary images did get my heart pumping. Sadly, that was about it. It got kind of annoying after a while because after all the build-up I was expecting something really scary and the movie just didn't deliver. Maybe seeing Samara climb out of the well and lumber towards the screen was scary the first time, but it just gets dull.

Really this movie didn't make me scared, it made me feel grumpy in a way, like I wanted to take a shower. And really, with all the bad connotations associated with water in this movie, if I wanted to take a shower afterwards, it really hadn't accomplished its purpose.

they make sense or not. However, no matter how intelligent "The Ring Two" tries to be, the inevitable "chase scene" present in most horror movies gets in its way.

At least the first hour of the movie is spent trying to run away from Samara and her evil doings. Unfortunately, she seems to control everything – the wind, the wildlife and the basic laws of physics – and escaping her is impossible. Maybe if the characters were running from some guy with a threatening machete or something of the sort, then it would be scary.

All "The Ring Two" can muster is the occasional "Rachel, I'm cold," followed by some symbol – a fly, some water dripping. Oooh, I

martingregory

I was not very optimistic walking in to the movie theater to watch Fever Pitch. I was slowly recovering from the dismal defeat the Cardinals suffered at the hands of the Boston Red Sox in the World Series last year. I thought the movie would

mance.

Another problem I had with the film was that it ruined Jimmy Fallon. Fallon is a hilarious human being, especially on Saturday Night Live. In the beginning of Fever Pitch, he had a few clever lines, but they got pretty cheesy after that.



courtesy of www.imdb.com



courtesy of www.imdb.com

simply rub salt in my wound. But I sucked it up and decided to go. I am a sports fan, and was a Red Sox fan until the World Series. I walked out of the theater disappointed, not just because of the actual footage of the World Series, but because the movie was terrible.

The film was based on a book written by Nick Hornby, author of High Fidelity. The book intended to capture the insanity of sports fans, not provide the backdrop for a romance. The Farrelly brothers turned a good book into a terrible movie. They captured the craziness of Red Sox fans, but allowed the character to lose that craze in favor of ro-

His lines sounded too scripted.

Drew Barrymore is not a good actress. She plays the same cute girly character in every movie she acts in. I guess her role in this film was supposed to be a high powered executive, but she still acted like the same little girl.

Perhaps I am just bitter with the ending of the film. Watching the main characters rejoice on the field as my favorite baseball team is humiliated made me very sad. I couldn't imagine a worse movie for a St. Louis Cardinals fan to see.



Guest columnist: Spring break: blast into the past

dankandy

People keep asking me what I did for spring break. You might expect me to say "I went to Cozumel" or "Aspen". But that isn't the case. I'm sure all of that is fun, but I know the hottest Spring Break destination in the U.S. I'm talking about the annual Medieval fair in Boise, Idaho.

For two days, Dark Age-enthusiasts come from all over the country to party like only those believing in an earth-centered universe can. How do I know all this? Well, let's just say last year I learned the meaning of "To Mullyr Snuk in Gallaway".

I arrived on a Thursday morning, not quite sure what to expect. I'd dabbled in period-fairs before (A Renaissance fair in Tulsa, Biblical Fair in Salt Lake City), but nothing on as insane a scale as this. After crossing that drawbridge and entering through the wrought iron gate, I knew I was about to have the experience of a lifetime.

Two jesters singing gaily greeted me. They invited me to "Feast on victuals, for \$8.50." Man, that was some crazy talk. If I had known victuals meant a huge turkey leg and a juice box, I would have been all over the offer, but it was my first day, so I declined, besides, with inflation, \$8.50 Middle Ages money would be worth like \$20,000.

I decided to get into some more casual clothes, instead of my "Ropes, riddled with newfangledness," as some creepy guy in a dress put it. Most people bring shorts and thongs on their spring break trip. I had some of those in case my Medieval clothes got blood all over them (sacrificial bloodletting is not unheard of at these things), but I was looking forward to dressing up (probably some latent homosexuality surfacing).

I had some puffy shirts and felt pants, so I was looking pretty spiffy. By the time I was dressed (It took a good two hours to buckle my shoes) it was pretty late. I went to the opening night banquet. That was prob-

ably the craziest banquet I've ever been to. Let me tell you, if you let some nerds dress up and have access to cheap, strong alcohol, things get crazy pretty quickly (I can only imagine a Star Trek convention with some of that Space wine). Guys were juggling knives and swallowing fire, and some dude was flagellating himself. Everyone was kind of weirded out, but it turns out he wasn't one of the actors, just some crazy guy.

So I'm at this banquet, and these midgets walk on, doing acrobatics and saying poems. I get up to go to the bathroom, but my robe got in the way and I tripped over one of the performers. I felt like a jerk and tried to apologize, but before I could say anything six of the little bastards were on me, biting, pulling, and scratching.

I must have passed out from the pain, but I woke up in the infirmary with leeches all over me. Now, I'm the first person to preach the benefits of a good leeching, heck, I'd

recommend it to a friend, but those were common supermarket *rhynchobdellida*, not the *gnatobdellida* that remove the malicious humours from the body. Anyway, I after swabbing me with ointments and giving me an ice pack, the nurse let me go.

I headed over to the jousting arena to check out some hard-hitting knight on knight action, but I have to admit I was disappointed. Jousting just isn't as awesome as all the brochures made it look. The guys go, like, four miles an hour and hit these big stupid shields for points, not to spill blood, like the ads would have you believe. The only actual stabbing injury I saw was a rowdy guy in the crowd stabbing another dude with a broken bottle, and they weren't even running at each other.

Anyway, I decided to get out of that creep show and headed back to the modern world. After those two days of living as the good folk of the middle ages lived, I can only say thank god I don't have to sleep in the same room as the animals I eat, It's my choice.



Some people in Scotland participate in a medieval fair like the one Kandy describes.



meghan bliss

Cyclops gains eye wear

annalishumway

When I was about five, my Dad fell in love with Greek Myths. Soon my family was hooked as well. On trips we would listen to the tapes in our gray Aerostar van, and *always* finish the story before exiting to see another national monument.

My favorite has always been the story of the Cyclops. As a freshman, I was even more delighted when I read of Odysseus adventures with the Cyclops in "The Odyssey". Odysseus' cunning wit and knowledge allowed him and his crew to escape safely under large sheep instead becoming the next meal. (Yum!) Odysseus' pride was his downfall when he shouted his name back to the Cyclops. Like Oydseus, I have had my own share of moments of pride, but I never thought I would be a Cyclops.

Two weeks ago I had my eyes checked because I had experienced eye pain due to computer use during layout weeks for Globe, writing English essays, or staring at animations of biology concepts. Although my pain was real, but slight, I really wanted glasses as a new fashion accessory.

As the doctor prepared to tell me my diagnosis, I was prepared for the best glasses or contacts. I had failed the week-long contacts trial test as a freshman when I thought I had put two contacts in one eye. That night I obviously couldn't get the second out and spent hours poking at my eye only later to discover that the missing contact was still in its case. I felt very embarrassed the next day in physics, after arriving with one eye the size of a tennis ball.

Although I have other experiences that rival my LARGE eyeball, like throwing up or fainting on the first day of my freshman year in class. Needless to say, I have hated the thought of contacts ever since.

As I sat in my chair waiting for my results, the assistant began to teach me the steps of putting in and taking out a contact—the test I had failed earlier in my eye career. I then learned my choice of glasses would be like Napoleon Dynamite glasses. Each lens would be a noticeable size difference because my right eye has perfect vision and my left is like an 85-year-old woman. As a result, I have one high prescription contact in my left eye as a tribute to my aging eyes. What's next? Will I need to say good-bye to my thick, beautiful red hair?

After leaving Lenscrafter, I knew I would continue to be destined for problems with contacts. During my second week of use, my contact came out in American Government during a lecture. Instead of telling Mr. Bayles, I put it in my backpack, not thinking it would dry out by my return home. When I took it out for cleaning an hour later, I found a miniature plastic cup. I tried reviving the contact to no success. Today it stands or wobbles as a symbol of my contact woes. I do hope they are over.

College preparation starts early

rachelharris

The college admissions process has become more and more competitive. Students have begun to realize that perfect SAT and ACT scores, although very important, are not the only key to college admission. Clayton students are altering their academic and after school lifestyles to fit these changes.

"I am a member of 22 after school activities and play select badminton and tennis this year," fourth grader Andrea Larson said. "Colleges like to see a lot of extracurricular on an application, and if I don't get into Yale, I really am going to die."

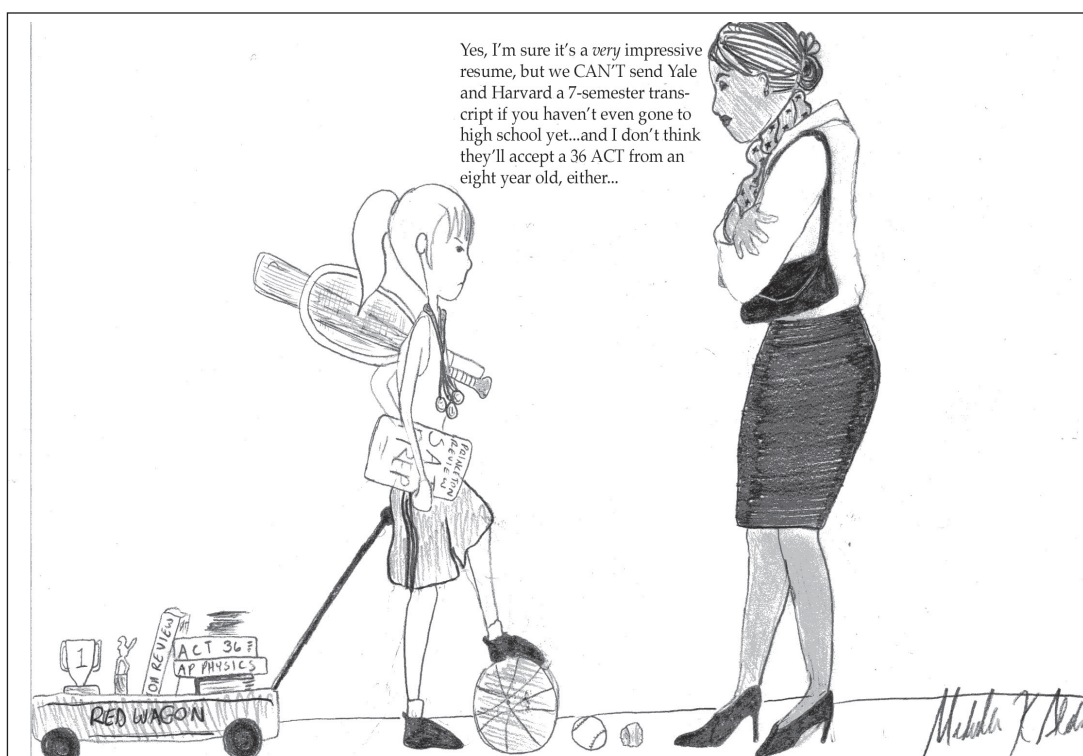
Students are not only loading up on after school activities but are pushing themselves during school hours as well. AP and honors classes have reached their capacities and have had to be moved to the auditorium and gymnasiums at the high school. Microphones and white boards were recently installed in both locations for easy teaching. More honors classes have been created at the middle school to accommodate everyone. The elementary schools have created special classes which replace recess and lunch with accelerated English and math classes.

"I have so much to do," third grader Cate Smith said. "I have to write a five-page paper that supports the recognition of continuity in ancient Chinese history as an element of current-day Chinese civilization. Plus on top of that, I haven't slept in three days because I have been trying to learn how to multiply fractions. Those things are impossible! If I don't do well, my grade will fall, bringing down my GPA, completely ruining my chances of EVER going to college. My mom will take away dessert forever!"

Students aren't the only ones jumping on the college bandwagon. Parents are making sure their children are as well-prepared for the college admissions process as possible.

"I've taken the liberty of hiring prestigious children's author Eric Carle, who's most well known works include 'Brown Bear, Brown Bear, What Do You See?', 'The Very Hungry Caterpillar', and 'The Very Busy Spider' to help my daughter with her poetry project," Clayton parent Mary Hanley said. "If her fifth grade teacher thinks it is good enough, we will put it in her college application."

New staff members have been hired district-



wide to deal with college planning. Thirty-three new college counselors have been designated to aid students, give advice, administer caffeine in the form of Frappuccinos, and provide support in their final few years before taking the big jump.

"We encourage students to brag about their grades as much as possible," college counselor Heather Jones said. "Compete with each other, not yourself. We find it provides more motivation to get good grades if you are competing with someone to the bitter end for them. Fight it out if you have to. Kick, bite, hit, spit, scratch. Whatever you need to do."

With fighting permitted, a record number of students have had to be hospitalized.

"I bit a girl's finger off the other day," second grader Jane Johnson said. "She got the last spot in this advanced science class I wanted to take. So, I bit her finger off, put her in the hospital, and now I'm in the class. It might sound kind of harsh, but she knows it wasn't personal. She was one of my best friends and really knows me, so I think she knows it wasn't personal."

"We don't support violence," Harvard Dean of Admissions Harvey Oswald said. "But we do

like to see that you made an effort. Let's just say you won't lose points for hitting anyone."

Oswald also commented that Harvard likes to see students push themselves by taking more classes than any other student in existence. Pushing the human limit is a sign of success and really shows a student's dedication to his or her studies and school.

"I'm not doing too much this semester," freshman Erin Johnson said. "I am only taking 11 classes on my busiest day; accounting as a zero hour, AP statistics, AP European history, Honors English II, Yearbook, Honors Chemistry, Advanced Swimming and First Aid, French IV, Art III 2-D, ACT SAT prep, and Drivers Ed. I eat lunch in Yearbook or swimming usually, although my sandwiches get a little soggy in the pool, and occasionally in the hall between French and art. I am also planning on taking some classes at Wash-U this summer. I'm also on the Arts Fair Steering Committee, STUGO, Principal's Advisory Committee, Film Club, History Club, Community Service Club, and I can't forget J-Pop. Sometimes it can get a little hectic, but I know it will all be worth it later. They like to see this kind of stuff. Right?"

Winter sports meant for spring by alex ferguson



A little sketchy by tristan hummel





Prom and Arts Fair 2005 photos by Rachel Kodner and Micah Fredman