



Deseg decision approaches, money factors



Scenes from the walk-out last year in support of the desegregation program. *rachel kodner*

annashumway

On Dec. 15 the Board of Education will make the long awaited decision concerning VST students.

After last year's walk-out, where students showed their support for the VST program, the Board of Education (BOE) decided to postpone the vote until the end of the calendar year.

The Clayton School District's guiding principles demonstrate that diversity in schools will help mirror for students the global society in which they live.

"We are not only preparing students for their future education, but to be effective, productive and interactive, contributing citizens in a diverse world of different racial,

ethnic and religious backgrounds," Assistant Superintendent of Student and Administrative Services Mary Jo Liberstein said. "The world is not homogeneous."

The decision that the BOE will vote on will determine whether the district will stop taking new VST students next year or continue—as planned—to accept students until 2008-09; then, the settlement agreement officially ends.

"We are not sending kids home," Superintendent Don Senti said. "The vote is about taking new students or not over the next four years. Last year the Board said that at the end of this calendar year, it would be decided if new students would be taken."

Currently, the school district will

accept students through the school year 2008-09 and allow them to finish through graduation.

"It really would be a shame if we couldn't accept more students," Senti said. "Ladue, Mehlville and Lindbergh are no longer accepting students."

One determining factor will be the importance of learning in a diverse environment. Many students and alumni value the need for diversity in the public schools system, but with recent budget cuts on the state and local level, all schools are starting to make difficult choices regarding their students.

"The debate is about the value of diversity in public schools," Senti said. "If the desegregation pro-

Deseg, 5

newsbriefs

Early Decision

Tears or cheers will sound Dec. 15, the official response-date for Early Decision programs. Some universities offer online profiles that allow students to view their status ahead of time.

A Bright Future

Alumnus Jason Brightfield, 22, will be getting his own bracelet in the tradition set by Lance Armstrong and Judy Ride. Brightfield suffers from brain cancer and is currently under treatment. The bracelets, courtesy of Marketing, will sell in the Commons in January. All proceeds will go towards brain cancer research.

Best in Show

'The Works' Literary Magazine received the first place Best in Show award at the Fall 2004 NSPA conference held in Atlanta. 'The Works' is edited by Claire Saffitz and Jasmine Fournier, advised by Nick Otten and Marci Pieper.

All-State

Senior Mimi Li ranked first for flute in the All-State band tryouts. She, along with three other band members, sophomore Charlie Johnson (fifth chair bass clarinet), senior Yun Que (second alternate clarinet) and sophomore Abby Lawlor (second alternate euphonium) will be in the All-State band. Three orchestra members made the cut in Tan-tar-a for All-State and will soon audition for chairs. They are freshman John McAtee (cello), freshman Melanie Goldstein (cello) and senior Edward Dong (violin).

Dispelling rumors

isaackatz

On Sept. 22, the School Board voted 5-2 in favor of approving an outdoor fields master plan that called for artificial turf, lighting, and other improvements to Gay Field. Though the \$2.6 million plan is to be funded entirely by the Friends of Clayton Athletes organization, the district will still take an active role.

"There was always an understanding that the district would be the fiscal agent for the project," the district's Director of Communications Chris Tennill said. "The district will be signing contracts and managing construction."

Some members of the Gay Field Neighbor Association have alleged that there were irregularities in what happened.

"There was incorrect information about who paid for the master plan," Clayton resident Pete Koronis said. "There's been misrepresentation and improprieties about the whole situation."

The Gay Field plan was created by the Hastings and Chivetta architectural firm.

"The district has an agreement with Pepsi," Tennill said. Pepsi pays \$25,000 a year to exclusively sell Pepsi, which is a pretty common thing in area schools. When we signed that agreement, we earmarked the \$25,000 to go to the athletic fields. When the bill for the master plan needed to be paid, as the Board was still coming to a conclusion, we paid \$25,000 with the understanding that it would be reimbursed [once the FCA had finished its fund-raising]."

"It is very improper the way the Hastings and Chivetta charges have been paid by the school district," Koronis said. "When money comes to the school district, it's the school district's money, and the Board has to approve all expenditures. \$25,000 is a lot of money. School Board members were very surprised when they found this out."

A flyer sent out around Clayton contained other allegations.

"Did you know that new laptops were purchased last year

Rumors, 3



photo art by michelle alderson

Communication gap

Recommendation to add a traditional course raises concerns among teachers and staff. They wonder if Clayton is still "the place where things are done right."

micahfredman

With the controversial sparks of the VST program, teacher salaries and budget issues raising tensions in the Clayton School District, an administrative decision ignites the morale and emotions of Clayton teachers.

At the Dec. 1 school board meeting, Superintendent Don Senti voiced a decision for an addendum to the math curriculum up for approval in December, which called for a choice between a traditional math class and the integrated program which is currently offered.

"I hope I made it clear in my statement that this was not a recommendation from the teachers or administrators or even me really," Senti said. "But since I'm the one that said we're going to honor the request of the parents for a traditional math class, that got translated into being my recommendation. Technically it's not my first choice of what we should do, but since this

is a democracy and a public school district and a publicly elected school board, we're responding to the request for a choice."

The parents group that initially requested a choice for their children was pleased with the result.

"I was very pleased with the decision," Clayton parent Marguerite Bliss said. "We were just asking for a choice, and I feel we got what we asked for."

Students who are interested in taking the traditional class will be advised to cover a list of topics that is necessary for success in class.

"I'm afraid it might be setting the whole thing up for failure," Bliss said. "If students can't take the summer course, they're going to have to get the algebra piece themselves. We got part of what we wanted, so I'm happy with that, but it would be nice if they would accommodate the algebra piece a little better."

Board member Lilly Canel-Katz does not un-

derstand why there are missing pieces.

"I have no idea why there are gaps," Canel-Katz said. "I don't understand why the prerequisites aren't covered in middle school, and I don't understand why these gaps exist anyway."

Principal Dave Skillman provided an explanation for why the missing parts are simply not implemented into the middle school curriculum thereby enabling students to enter the traditional track without filling in the gaps outside of school.

"I think one of the main reasons is that they didn't want to disrupt the K-8 math curriculum just to correct something that some parents felt needed a new option," Skillman said. "They didn't want to disrupt a program that was in place and complete all the way through eighth grade, so they chose to make the adjustment in ninth grade so that incoming ninth graders and a student going from ninth to tenth grade could possibly pick that course."

Decision, 5

Photo shot: Even after having her car bombed, photojournalist Stephanie Kuykendal, CHS alumna, will return to Iraq.

stephengreenberg

Few Clayton graduates have been in the middle of the War in Iraq and also faced a near death experience. However, Stephanie Kuykendal from the class of 1994 has.

English teacher Jim Lockhart had Kuykendal in class.

"I had her in advanced composition in 1993," Lockhart said. "She was a bright student, intellectually aggressive and always questioning things and did not fit the typical mold of students. I knew she would choose an occupation based on personal interest and not maximizing the profits."

Yearbook advisor Christine Strahan, also remembers Kuykendal as a student.

"She was one of the friendliest people in my class," Strahan said. "Kuykendal always wanted to talk to people about their experiences and their lives."

Kuykendal became interested in covering foreign issues early in her life.

"I lived in Mexico as an exchange student," Kuykendal said. "My motivation for going to Mexico was to travel and learn about other cultures. While I was there, there was a peasant uprising in the south

of Mexico. This incident sparked my interest and made me want to witness what was happening and made me want to go and learn their stories, but I could not because it was not my rebellion and not my culture. As a result, it sparked my interest in journalism because it can be used as an outlet to get to these places."

After Mexico, Kuykendal spent a semester at Meramac Community College and then transferred to the University of Missouri.

"When I transferred to Mizzou, I talked to the photojournalism department and admitted my secret desire to travel and photograph people from different cultures," Kuykendal said. "The teacher told me that's

Journalist, 9

Kuykendal, in Fallujah before the conflict began, sits on top of an American tank next to an automatic machine gun. The photo was taken by another photographer, Marco Di Lauro.

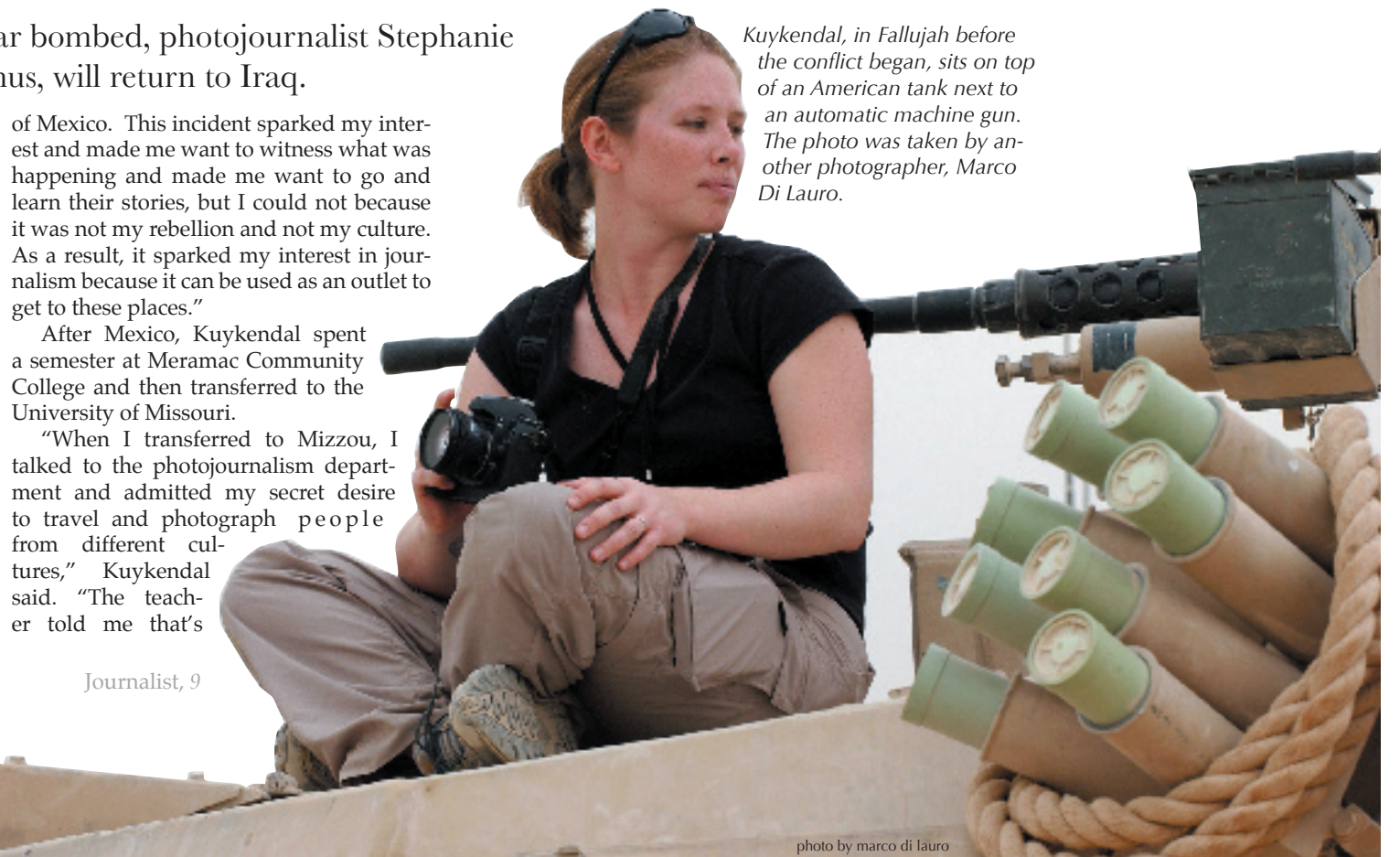


photo by marco di lauro

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Pledge must be recited once a week in every student's classroom

But 2002 Missouri statute makes mandatory recitation of the Pledge of Allegiance illegal.

katewaterbury

Across the country, students learn the Pledge of Allegiance like they learn their ABC's. Often, the Pledge is recited without thought or understanding of its meaning.

However, in the past few years, parents, teachers and students have argued that the Pledge of Allegiance should not be mandatory in schools. Reasons for this protest vary – some oppose the Pledge's religious references, while others argue that requiring a student to recite the Pledge violates that student's freedom of speech.

"Many schools in Missouri have recited the Pledge on a regular basis for a number of years, especially on the elementary level," Jim Morris, the Missouri Department of Elementary and Secondary Education Public Information Director, said. "In Missouri, at least, laws requiring recitation of the Pledge did not cause too much controversy on a state level."

In 1940, the United States Supreme Court ruled that requiring students to recite the Pledge of Allegiance would not violate religious or personal freedoms. The courts reasoned that the Pledge of Allegiance referred to loyalty to the United States, and not to any specific God.

Throughout the 1960s and 1970s, various state courts granted special circumstances to individuals wishing to remain silent during the Pledge of Allegiance because of their beliefs.

In 2002, a Missouri statute resolved that "every school in this state which is supported in whole or in part by public money shall ensure that the Pledge of Allegiance to the flag of the United States of America is recited in at least one scheduled class of every pupil enrolled in that school no less often than once per week. No student shall be required to recite the Pledge of Allegiance."

"After Sept. 11, 2001, a number of states discussed and adopted new requirements regarding the Pledge of Allegiance," Morris said. "Missouri's law stated that the Pledge must be recited in schools at least once per week. The law also stated that students would not be required to say the Pledge if it was against their religious or personal beliefs, as long as their actions did not interrupt the rest of the class. The statute was created so that districts could still have freedom in fitting the Pledge of Allegiance into schools'

schedules, and it was not difficult for schools to comply immediately with the law."

At CHS, students recite the Pledge of Allegiance on Friday mornings, just before KCHS announcements.

"We include a time to recite the Pledge of Allegiance on the weekly video announcements," Principal David Skillman said. "We also say it at formal gatherings like graduation, and at some big sporting events."

Because of the timing of the Pledge of Allegiance, many students find it time consuming and choose not to say it.

"We are aware that by having the Pledge on Fridays right before the video announcements, it isn't as formal as it could be," Skillman said. "Because of the timing, some students don't voice the Pledge because they are distracted by other things that are going on."

Junior Donna Iken agrees that many students do not recite the Pledge of Allegiance because of when it is scheduled into the day.

"They have the Pledge right at the beginning of video announcements, and a lot of people haven't started watching yet, or are just getting settled," Iken said. "Also, people are excited about video announcements and not paying attention to the Pledge itself. But since both KCHS and the Pledge are once a week, I guess that it is the only time that it would fit into our schedule. It's not ideal, but I think it's the best option."

Sophomore Kevin Smith agrees.

"I personally don't have a problem with saying the Pledge," Smith said. "But I know people who choose not to say it, and I can understand why they make the choice."

Students are not required to stand or recite the Pledge, and many choose not to.

"We encourage freedom of speech, but at the same time we must be careful that one student's choice not to voice the Pledge doesn't interfere with other students," Skillman said. "Everyone has the right to refuse to recite the Pledge, but on the same note, everyone must have the chance to say it if they choose to. We want students to take it seriously and understand what they are pledging, but we obviously can't force patriotism. Freedom of speech is a big theme at CHS, and while it is important and valuable, it can also cause conflict. Our job as is to minimize conflict without hurting our students."

Student Perspective:

Arafat was never truly dedicated to peace

sarahshumway

If anyone could be described as a complete failure, it would be none other than the late Palestinian leader Yasser Arafat. After 50 years as his people's leader, the Israeli and Palestinian conflict is no closer to being resolved than it was in 1948. How can a leader who was the face of the Palestinian cause for almost half a century achieve nothing in the end?

In 1974, Arafat appeared before the United Nations, saying that he came bearing an olive branch and a freedom fighter's gun. The international world cheered. Finally, it appeared that a peace between the Israelis and Palestinians was tangible.

But was Arafat truly ever dedicated to a lasting peace with Israel? In many ways, there was no indication of it. Arafat was a man who refused to compromise. In the Oslo Accords of 1993, he focused much more on what he would get rather than what he would give. He made his fellow Palestinians believe that they would get everything they wanted and stated that if this plan failed, they would return to an armed struggle, a jihad.

So when Clinton gave him a proposal in December of 2000, Arafat refused. He turned down a Palestinian state plan with 97 percent of the territory of the West Bank, the Gaza Strip, and a partitioned Jerusalem (with Arab-East Jerusalem) being the capital of that state. So why did Arafat reject this plan? He simply wanted all of the land. Sharing Jerusalem with the Israelis was unthinkable. Today, many young Palestinians believe that there is no future for them and thus are willing to kill themselves as well as other Israelis to further their cause. Others simply face a bleak future in the stagnant Palestinian economy. The United Nations has also worsened this situation, with the High Commission of Refugees, (UNHCR), which has turned the Gaza Strip from a Palestinian refugee camp of 50,000 to a dependant group of about 1 million, who have no real means of support.

With the passing on of Arafat, one can only hope that the newly elected leader will be willing to compromise. With the elections coming up in January, they can choose one of two candidates: Mahmoud Abbas and Marwan-al-Barghouti.

Abbas has been one of the leading Palestinian figures devoted to find a peace solution. Throughout the 1970s, he was one of the main initiators of the dialogue between the Jewish left

and pacifist movements, even before negotiations between the Israelis and Palestinians became reality. He is also highly regarded as one of main architects of the Oslo peace process and accompanied Arafat when he signed the Oslo Accords. After Arafat's death, he became the head of the Palestinian Liberation Organization (PLO). Currently, Abbas the support of the United States and Israel.

On the otherhand, Barghouti is currently serving five life terms for the death of five Israelis. Unfortunately, he has most of his people's support and is thought of as the most popular Palestinian leader after the death of Arafat.

With these two candidates, the Palestinians have two solutions to peace. They can choose a man who has resorted to violence to further the Palestinian cause. Or they can choose a leader who is set to head his people's cause in a more pragmatic direction. Will the populace, after 50 years of no progress, choose Abbas's solution? There has been 50 years of propaganda saying that Israel has no right to exist, and it seems unlikely that the Palestinians will do so. Can these people lay down their arms and realize that in order for peace to be able to occur, a compromise must be made? The world can only hope so. The Palestinians will cast their ballots less than a month from now, on January 8.



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COCA gets facelift

The historical building housing the Center of Contemporary Arts in the Delmar Loop is undergoing a \$12 million transformation which includes a more accessible entrance, a larger studio, and increased parking.

kellymoffitt

History, a word commonly associated with boring textbooks and old guys fighting wars. Not all history is like that though. History stands all around us and is in everything we do. This is why the additions and renovations of COCA are so exciting to be around.

In 1946 Eric Mendelsohn, an esteemed architect, designed the B'nai Amoona Synagogue in University City. By 1950, the project was finished and the synagogue opened. Then, in 1985 COCA, Center of Contemporary Arts, picked the building for use as a dance studio. Several renovations and additions were added back then too. Today, in 2004, COCA is on the National Registry of historic buildings.

Over the past couple of years COCA has started to see some space restrictions and decided it was time for another addition. Teaming with Trivers Architects there is much anticipation about the new additions. The renovations and additions will cost \$12 million dollars with \$7 million going to actual renovation and \$5 million going to endowments. Since COCA is a non-profit organization, they are relying on tuition money and donations to pay for all restoration.

On September first, the ground breaking began and it is estimated that construction will be over in June 2005. This makes the studio ready for fall classes to begin.

"We are trying to put together construction in such a way that there is very little alteration to classes," Rebecca Carson, Director of Performing arts at COCA, said. "There is still some alteration, though. But, we feel the sacrifice of space is worth it."

So far, COCA has started construction on a new parking lot. Some are still worried about the shortage of parking for the present, though.

"It's taking away the majority of the parking at my church, Trinity Presbyterian," freshman Blair Klostermeier said.

Yet COCA insists that in the long run there will be plenty of parking. They have teamed with Epworth Youth And Family Services to also renovate their parking lot, to allow even more parking for all.

As for additions COCA is also putting in a new section of the building which will have a new large studio, with one-way mirrors. Also, they are extending the backstage area with more room for costumes, props, and other needs of a performing arts school.

In the basement of the new extension there will be a, "Studio number seven" as Carson fondly calls it. This will include space for performances that will hold seating for 50-100 people. Also, the biggest thing coming to COCA is a new, more accessible, entrance which is right next to the parking lot.

"If we could eliminate one complaint, this is it," Carson said, "It is safer, easier, and we are very fortunate to make this opportunity available."

COCA is also doing some major renovations inside. They are improving existing rooms and putting in one-way mirrors that will make dance classes easier to watch. The gallery space will be redone as well an addition of an elevator for easier access.

"It is hard for both teachers and students to perform well in a class when parents and other people are watching," Carson said, "Especially the little ones, you know what it's like when mom and dad are around."

Something all the staff is especially looking forward to is the new office space that will be

"We are trying to put together construction in such a way that there is very little alteration in to classes. There is some alteration but we feel that the sacrifice for more space is worth it."

-director of performing arts
rebecca carson



rachelkodner

available. In 1999 COCA had a full-time staff of 15, now 35 are people on full-time staff.

In order to get much of the work out of the way in a timely, less confusing manner, COCA has set up a system where the students at COCA will be off for approximately one month.

"We've given ourselves a month to do the noisy and nasty stuff around here," Carson said.

"The winter break will be a little longer but it's worth it," said junior Jessica Kissinger, a newly accepted member of COCAdance, a highly esteemed position in the dance community. "I'm really looking forward to it, there will be plenty of new stuff and more room."

There are some mixed feelings about all the construction and renovation at COCA right now.

"I'm kind of upset about construction in one respect because it takes away the May Showcase- that's the one time we get to perform," freshman, Kelly Lane said. "On the other hand, we'll be getting awesome rooms and badly needed space."

"I'm worried that COCA will lose its smaller charm," Kissinger said. "There's something nice about keeping the old, but we need the new too."

At the same time concerns about maintaining the history and majesty of COCA are coming to the surface.

"We are working with Trivers Architects, a company known for dealing with historical places," Carson said. "There will be no overshadowing of the original building. We are even keeping the theme of round windows."

Still some are not so sure.

"The building itself is so naturally welcoming. I just wonder if that will change," Lane said. Still, the consensus is that classes aren't being disrupted that much and most students are looking forward to the new additions. Everyone seems to have a positive outlook on the future of COCA.

Emily Goldstein has been a student at COCA for 12 years.

"Not much of the building is being destroyed," Goldstein said, "It's only being added to."

It's the year of anticipation. "The only disappointed people are the seniors who will be leaving before work is finished," Carson said. "We are unique and provide a lot for St. Louis. We offer things for everyone, whether you've taken classes your whole life or if you've just stepped foot in a dance studio."

COCA construction is currently underway. When it is finished, this fine arts center will have more space.

Forensics combines crime investigation and classroom science, student interest

mazryan

One of the most popular classes this year at CHS is second year class Forensics Science taught by Heather Jacus. It has seen a huge number of students applying, and has moved Jacus from teaching Chemistry to focusing only on forensics.

"This year there were a lot of students who signed up for Forensics," Jacus said. "We have 125 students enrolled, and three classes each semester."

Students became interested when they saw the class in the course selection booklet.

"It seemed like it would be extremely interesting," senior Ted Carstensen said. "I decided to take the class after reading the course description. It said the class would be investigating the things that you saw being done on hit TV shows such as CSI."

Through field trips and lab experiments, Jacus is able to teach much information to the students.

"The main topics of the class are to be able to determine time of death, process crime scene, collect evidence, study anthropology, blood spatter and trace evidence," Jacus said.

Jacus wants students to experience what is learned in class first hand.

"We always go to the Washington University morgue," Jacus said. "In February we are getting to go to the St. Louis City Crime Lab, before it opens in March."

Forensics is lab-based and allows students to explore many interesting facets of the curriculum.

"We were able to participate in many awesome labs," senior Grace Clarke. "Some of the labs we did were simulating blood spatter, investigating skid marks, lifting finger prints and examining hair follicles."

Many students enjoy all the labs.

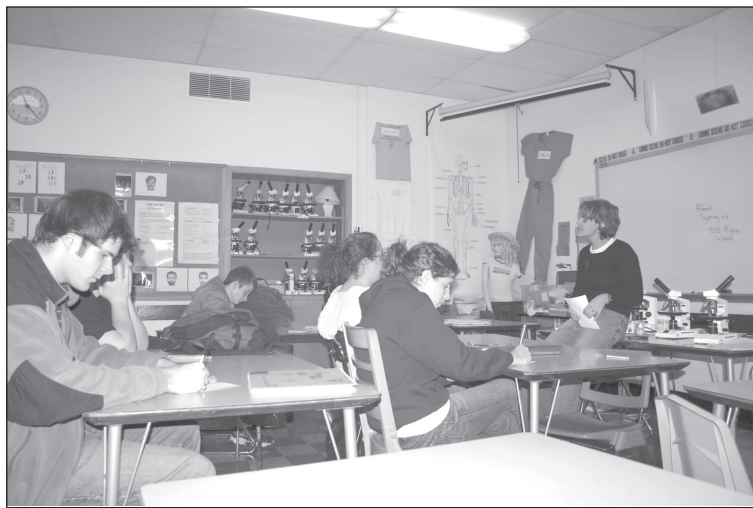
"My favorite lab was the accident reconstruction lab," Carstensen said. "Officer Heger showed us how the police reconstruct accidents so that they can determine what really happened. This was my favorite because we found out how things we were learning in class were used by people in real word situations."

Some do not enjoy all the labs that encounter

throughout the semester.

"I did not enjoy the chicken lab," Clarke said. "We had to skin a dead chicken, let it decompose and then count the number of maggots that were on it. Although it was an interesting and informative lab, it was incredibly disgusting."

As the Forensics class heads into its third year, getting enrolled in the class may get difficult because of its popularity.



rachel kodner

Forensics teacher Heather Jacus leads a discussion in this innovative science class that examines real-life scenarios involving evidence that crime scene investigators use.

Forensics is a class that Jacus would recommend to all students.

"Forensics is an interest based class," Jacus said. "I would suggest that anyone who wants to work everyday, always wants to be thinking and works well with all types of people should consider signing up for Forensics."

The class has become so popular that this year the school had to open several sections of it to accommodate the increased numbers. Class registration for next year begins in February.

Dispelling district rumors

from Rumors, I

by the district," it said, "in the amount of \$250,000, for use by teachers, without the approval of the Board of Education? That two sixth grade teachers went to Ellis Island in the fall to study immigration, at the taxpayers' expense? That one teacher in the district traveled to Japan and Africa on taxpayer money?"

Each teacher in the district received a laptop last year. Technology in the district is updated as it becomes out of date; the laptops were seen as a cost-effective way to use the money approved by the Board in March 2003 in the Technology Program Evaluation to replace outdated computers.

"The District's technology staff was able to replace two, and sometimes three, computers with one mobile computer," the district response to the Neighbor Association flyer said.

The Ellis Island trip was paid for out of the teacher's pockets. The trip to Japan and Africa was part of the district professional development program.

"Our senior teachers can apply for 'career grants' which, while unusual can be used to partially fund such

activities," it said. "These grants rarely cover all the expenses of foreign travel. Such travel, especially for social studies and foreign language teachers, is valuable for their students."

After the Sept. 22 vote, the Gay Field Neighbor's Association said it was exploring its legal options. The disagreements continue.

"It is beyond comprehension to me the serious ways in which money isn't spend appropriately," Koronis said. "The improprieties in the paying of the Hastings and Chivetta bills violate the rules, regulations, and fiduciary responsibility of the school district. I would absolutely support an audit of the school district. If there's nothing wrong, they should be in support of an audit to clear it up."

"If there are enough Clayton taxpayers that support an audit, we welcome the opportunity," Tennill said.

For the state to audit the school district, 10 percent of the voters in the last gubernatorial election - 800 voters, at the least - would need to sign a petition.

"We're here for the same reason," Tennill said, "to improve the educational experience and opportunities for the students. Everyone is pushing to find a better way to go from good to great."

"We're here for the same reason: to improve the educational experience and opportunities for the students. Everyone is pushing for a better way to go from good to great."

-chris tennill, district PR director

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Buffing the college resume

Seniors challenge themselves with CHS's hardest classes.

michellealderson

They have one thing in common: their schedules. Math first hour, English fourth and science seventh. Plus an obligatory six hours of homework per night.

Welcome to the Brotherhood of the AP. It's a made-up name, meant to title the nine seniors taking the three so-called "hardest classes at CHS," but the members are real. Five are Chinese. Four are female. Three are varsity athletes. Two doubled up on AP science last year. One has a 4.57 GPA.

All nine have a 31 or higher on the ACT.

Few understand why they would take AP Calculus BC, AP English and AP Physics conjunctively. The normal stereotypical reasons do not apply—they're not all math-crazy, not everyone wants to be a doctor. Not everyone is necessarily happy.

Senior Mimi Li, National Merit Semi-Finalist, is not as content with her schedule as the course descriptions implied she would be a year ago. She's in the Brotherhood because, basically, the honors classes she took as a freshman fed into the honors classes she took as a sophomore that fed into the honors classes she took as a junior that fed into the AP BC, English and Physics classes that she takes now. There was little choice when deciding which classes to take.

"It all comes down to colleges for making certain students feel like they need to take x, y and z classes so that as far as academics go, they feel like they can compete," Li said. "Am I happy? Happiness is such a general word. My classes keep me kind of busy."

She understates. Li is bogged. "It's probably going to be worth it, but I have to say: it's a lot

of work. It's very abstract. I was absolutely fine and secure in math until this year. I'm not naturally talented at math (like some people I know), so it's very hard for me. I think it's more of the concepts and content of the work in proportion to the amount of work I get. If I had more time, it'd be smooth sailing for me. In every class."

Everyone in the brotherhood understands. Senior Natalie Alderson used to devote her free time to the Game Show Network. This was after two hours of varsity field hockey every day. Things are different now, but if she's a little busy, it's okay—as long as the colleges are watching.

"I hope that colleges see that because I've taken higher level courses, I'm interested in learning, and that I enjoy these subjects, especially math and science," Alderson said. "If I wanted to buff my college resume, I would have piled extracurricular clubs into my afternoons, not hours of unwanted homework."

Alderson played specifically to her interests. Her choice of classes was very deliberate.

"I've always been interested in science, so it just made sense to take as many AP science classes as I could," Alderson said. "So I took Chem and Bio junior year and Physics this year."

"I've always thought it would be interesting to be a doctor, but as of right now, I could do anything. My interests don't limit my future."

Not everyone necessarily has a career in mind. Senior and Semi-finalist Antu Xie needs to get into

Harvard to fulfill his ultimate goal of "world domination." He doesn't find the course work that hard, just abundant.

"I didn't think there were many other classes worthy of my mind," Xie said. "AP Physics, in terms of difficulty, is sort of like AP Chem and AP Bio, throwing in AP Calc. Lord Rice just demands so many pieces of useless work."

The Brotherhood is unanimous there. But most of them call their teacher "Mister" Rice.

"Mr. Rice provides AP Physics students with a lot of busywork, but if you understand the concepts, then it can be done quickly," Alderson said.

The concepts are not what strike most as difficult, merely the quantity of them.

"In the first few weeks you go through Honors Freshman Physics all over again, and then build from there," senior John Morse, another Semifinalist, said. "It can get sort of overwhelming, especially when combined with BC Calc."

Xie would argue that BC is no more intimidating than an ordinary math course.

"Calc is not easy, but not that hard," Xie said. "That's all I can say on the matter. It's calc. All I can say is that it is different."

Others, like Li or Morse, would argue that it's a bit harder than the prior honors track.

"Before this year, I'd never had to read the chapters in math," Morse said.

Not like English, which, Morse says, consists of "as much work as

you put in."

"I don't feel like it's as hard as people said it would be when we signed up for classes last year," Morse said. "I like Mr. Lockhart a lot, personally. I think that the class gets a little dry sometimes, but that's not his fault. I like that the literature is geared towards kids our age. It's stuff that we want to read."

The literature was a pleasant surprise for Alderson, who is new to advanced English.

"For the first three years of high school, I was in the regular English system," Alderson said. "I'd always been at the top of the class, and my second semester teacher encouraged me to step it up. There's a lot more reading [in AP], but it's all manageable, and most of the books we've been reading I've found interesting. The writing is about the same, except for an extra research paper."

But the writing is the best part, minus that paper.

"In terms of papers, we've had a lot of informal stuff, and that's been a lot of fun," Morse said. "The stuff that we're writing that's formal still allows us to be ourselves. [Lockhart] doesn't force you to make your paper look or sound a certain way. In the past, I've had some teachers who want-



The CHS "Brotherhood" consists of nine seniors who have challenged themselves this year by taking BC Calculus, AP English and AP Physics. From left to right: seniors Mimi Li, Sze-Chun Suen, Tim Young, Peter Seligman, John Morse, Antu Xie, Natalie Alderson, Micah Fredman and Yun Que.

ed my paper to look like something they'd write, and I didn't like that. Mr. Lockhart doesn't do that, and I respect him for it."

Others look at English as less of a challenging class. It's the best part for Li, minus the infamous Author Project.

"Let's put it this way," Li said. "I don't get to work on [the project] very regularly, but it's always on my mind. The weekend when it all comes together—which is coincidentally going to be this week-

end—is going to be...interesting, shall we say."

But with winter break on the horizon, the Brotherhood is in good spirits.

"I have 12 days left," Alderson said. "In that time I must write a 12 page Author Paper, take my last finals—ever—and turn in a bunch of end-of-semester work. But after that, I'm done. I'll be a second semester senior. I still intend to get A's (I think all of us do), but next semester will be more relaxed."

CHS's new fad: AP science

jackmcllellan

At the end of his sophomore year, Xiaomo Hu was posed with an interesting decision. What classes should he take? His classes for freshman and sophomore year had, for the most part, been preordained. But now, for his junior year, a new world had opened up. This has happened to a surprising number of Clayton High students - two Advanced Placement science classes in one year.

"I felt I needed a challenge," Hu said. "And it would look excellent to colleges."

AP Chemistry and AP Biology are the most popular sciences to "double up" on.

"I wanted to take more chemistry," junior Max Altman said. "And I needed to take Bio sometime. I knew that I wanted to take (AP) Physics my senior year, so I doubled up."

AP Physics, considered by many to be the hardest class in the school, has an extremely large workload, so some students decide that biology and chemistry are the classes to take junior year.

As Hu said, college applications are a major draw to fit in as many APs as possible. But some students just love science, and want to take as many classes that they enjoy as possible.

"I enjoy science the most," junior Ben Root said. "The teachers are really cool."

Root can often be seen around the science office after school.

"I actually come to class wanting to learn," Hu said. "I enjoy learning in that class."

Some worry about the students who take two AP sciences because of the workload that those two classes alone force upon students.

"I don't sleep much," junior Iris Fu said. "Or eat."

While most are not as radical as Fu, many share the burden.

"All of my work comes from those two classes," Altman said.

To balance his work, Hu utilizes time-management skills.

"I work on the more important things at home," Fu said. "I save the lesser assignments for school, to do in other classes."

Root solves the issue of his homework in an interesting way.

"If you are willing to give yourself up to science, it is not a problem at all," Root said.

The amount of work given by the two classes may prove to be a problem for some students, but it seems that it is not a problem that outweighs the gains of choosing two sciences. In fact, for some taking both biology and chemistry at the same time is not a burden but a help in both classes.

"Some parts of both science classes compliment one another, so it sometimes makes the learning easier," Hu said.

"It helps," Altman said. "Since there is a lot of chem in bio and a lot of bio in chem."

Of the three sciences that are required (physics, chemistry, and biology), biology is the only one that can be taken as an AP without prior experience.

"Sometimes I feel rushed," Altman said. "But I am glad that I am able to take the AP."

Students are only required to take each science one time, but for the students who double up, it seems that chemistry often compels them to take it for another year.

"Chem is definitely my favorite," Hu said. "It has really good teachers, like Mr. Peck and Mr. Howe. Mr. Howe comes in (to AP Chem) from time to time to tell lame jokes. They're funny."



Antu Xie discusses with Mr. Rice during AP Physics while other students prepare for a quiz. Many people consider AP Physics to be one of the be one of the hardest in the school.

Rediscovering the stars and moon

navakantor

When people think of high school science, they think of the traditional curriculum, which usually involves a combination of physics, biology and chemistry. CHS offers a multitude of interesting alternatives and supplements to the basic set of science courses. One of these extra options is a basic astronomy course that is lab free.

Astronomy teacher Jennifer Adams thinks the class is a good way to become familiar with some different genres of science.

"A lot of my astronomy kids have taken the core sciences and are looking for something a little bit different," Adams said. "Astronomy is exciting because we figure out how things are related and what our place is in the universe."

Adams thinks this is one of the main things that appeal to students about the class.

"It's pretty cool to actually understand what's happening around us," Adams said. "It's a powerful sensation."

Senior Liz Decker says that she decided to take astronomy because she didn't know much about it.

"I like that we're learning different topics instead of the regular things," Decker said. "It's a lot more challenging than I thought it would be though."

Adams says that she gets mainly three types of people in her astronomy class.

"The first group of students I have are taking the course because they need credits to graduate," Adams said. "They're not always terribly

successful in other science classes, so they want to try something different."

These students aren't always very motivated to learn astronomy, but others are ecstatic about the subject.

"I also have students who have been waiting to take astronomy since they were freshmen," Adams said. "They are really why we offer the class. Astronomy is not a blow-off class. It's for people who are really interested."

The students in the third group are extremely science-oriented and are hoping to continue their science interests into college by taking as many high school sciences as possible.

"The course is not focused on math like most of the other sciences, and it's not real homework heavy," Adams said. "It does require strong attendance and participation; it hurts your grade if you don't do the in-class work."

The projects are one of the most unique aspects of the astronomy course. The science department is trying to build the class up by developing creative activities and assignments. The class had planned on painting a mural of the solar system in the

science wing this semester, but it didn't work out.

"We do cool projects in the class," Decker said. "We even go to Captain and teach the elementary school kids about constellations."

Another project is the nighttime observatory sessions at Washington University.

"We can't meet at the high school because there's too much pollution in the environment around it," Adams said. "When we tried, it wasn't successful."

The main objective of the class is to get students comfortable with the language and concepts of astronomy.

"The class definitely prepares students for upper level astronomy and a lot of other college classes," Adams said.

The astronomy class is an interesting elective to take, but according to Adams, "knowing the term 'planetary nebula' isn't typically going to help you become a successful adult." However, there are definitely concepts learned in the class that are relevant to every day life, such as why we have seasons.

No matter if you're crazy about constellations or you're bedazzled by black holes, the astronomy class may be right for you.

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1980s Chic

racheldickens

When glimmers of 1980s style began to appear on runways a year ago, the audience exchanged looks of silent horror and uttered words of disbelief. But after 20 years of obscurity, these trends were bound to come back in style.

In the '80s, certain articles of clothing, such as leg warmers and ski vests, took the nation's youth by storm. Soon after their peak however, teenagers packed up their bright-colored tights and Flashdance-esque sweats, dismissing them as, "fashion mishaps."

Lately, "retro" fads have become common among teenagers, specifically girls. Trends such as metallic accessories and bright colors, among others, are making their move back into wardrobes across America. Although the '80s fashion as a whole has made its mark on pop culture, being profiled on such shows as "I Love the '80s," CHS students have their own opinions on retro styles.

"I really like '80s clothes," sophomore Mary von der Heydt said. "My favorite accessories are probably crazy tights and bright-colored flats. I

guess I like them because when you wear them, you know no one else is going to be dressed like you."

Like von der Heydt, other CHS students have taken a liking to '80s trends.

However, sophomore Laura Goldsticker has a different favorite comeback accessory. "I love that metallic things are popular right now, especially gold," Goldsticker said. "I just think it's cool how all of the stuff is sparkly and stands out."

Many designers have chosen to bring retro fads back themselves. Jewelry and clothing designer Lee Riot makes bold metallic accessories, which are renowned as classically retro. His most popular items are simple and hip shapes, such as hearts and ice cream cones, and one-word phrases.

"Well, my most '80s article of clothing are probably my Lee Riot earrings," sophomore Hannah Longmore said. "They are glittery and bright, and basically are emblematic of the decade."

Other designers, such as Juicy Couture and Ella Moss, have taken to selling ruffled and bias-cut skirts. Unlike Juicy Couture's vibrant velour

and terry cloth designs, Ella Moss focuses on striped skirts and dresses with uneven hems.

"My favorite '80s style of clothing are the ruffled skirts by Juicy," sophomore Allyson Golden said. "I have a few, and I really like how colorful they are, and how they're fashionable, yet simple and comfortable."

Other accessories, such as leg warmers, have been popular for quite some time.

"I've actually been wearing leg warmers for a while now," junior Nisrine Omri said. "They are very practical, because in the winter, they keep your legs warm when you wear skirts."

Senior Joanna Firestone not only admires those with retro style but sports actual '80s clothing herself.

"I like all this retro stuff, with the leg warmers and all," senior Joanna Firestone said. "I just wear the Le Tigre and Lacoste shirts, only mine are actually from the '80s. I think they're better that way because they're authentic."

Although '80s clothing is trendy as of now, the abundance of leg warmers, puffy vests and gold shoes could become obsolete as soon as next week. As always, fashion has recycled itself, and will continue to do so.



Senior Alex Fennel shows off her eighties garb. Besides standing out in a crowd, Fennel can be assured that no one else will be dressed alike. Eighties clothing has recently made a come-back, including being featured in an Old Navy commercial.

rachel kodner

Resale rewards

CHS students seek alternative shopping destinations

miaharlan

Instead of paying full price for a T-shirt or an expensive pair of jeans, many CHS students have resorted to resale stores. Not only do these stores sell clothes for a cheaper price, they offer a wide variety of clothing where students can find something one of a kind.

"I've bought nine pairs of shoes total, two dresses, a pair of jeans, and a belt," sophomore Hannah Longmore said. "You can get really cool stuff at cheap prices."

The Scholarshop, Rag-a-Rama and Plato's Closet are separate stores with different purposes; however, they are all resale shops in St. Louis.

"All the proceeds [of the Scholarshop] go to interest-free loans and scholarships to students in the St. Louis area," Scholarshop employee, Allison Mobley said.

The store on Clay and last a new opened in "We reactions and people," said. "The priced, are out on be sold."

Volunteers decide the resale prices which tend to be one third of the original price.

"The clothes are cheaper than in stores," Mobley said. "That is one of the reasons why I think people shop here."

The store asks that the clothes that are donated to them be light-worn or new.

"Some clothes still have tags on them," Mobley said. "We do not reject any clothing, however if we cannot sell it, we donate the clothes."

Unlike The Scholarshop, Plato's Closet and Rag-a-Rama do not accept all the clothes they receive.

"We turn down clothes if they are too old, they have stains or they are too dressy," Plato's Closet employee Angela Mills said.

The store is specific about what clothes they sell.

"We sell name brand teen casual wear from the past two years," Mills said. "We also price our clothes by brand and type."

There is a wide variety of customers attracted to the cheaper prices.

"Plato's closet is great. It's cheap for second hand clothing that is in good condition," senior Rachel Kodner said. "I paid about \$8 for a skirt that normally would have cost over \$40 at a brand name, non-thrift store."

People who sell their clothes to Plato's Closet receive 30 percent to 35 percent of what the clothes are sold for.

"We get a lot of people to sell us clothes because when they buy their clothes at stores they don't fit or they never wear them," Mills said. "The people think why not make some money off of the clothes."

Rag-a-Rama has a similar deal with people who give them clothes. The people receive 30 percent of what the clothes will be sold for or they get 50 percent store credit.

Rag-a-Rama is located in the loop and it is attracting a growing crowd.

"We are busier and busier all the time," Hoffman said. "We have a wide variety of clientele. People come because of the cheap prices and if they are looking for something specific."

Another aspect of resale stores is that most of the clothing tends to be one-of-a-kind.

"If I get something at a thrift store I know no one else will have it," Longmore said. "I got these really cool cowboy boots that are sheep skin lined."

Resale and thrift stores are becoming bigger and bigger trends. The stores are full of cheap and unique clothing.

Scholarshop St. Louis is located on Clayton Road, month, Scholarshop Webster. receive donations from clothes from Mobley clothes are then they the floor to

All the proceeds of the Scholarshop go to interest free loans and scholarships to students in the St. Louis area.

scholarshop worker allison mobley

Earring Mania

Local jewelry stores offer affordable, unique pieces to compliment any outfit

sarajohnson-cardona

Earrings are becoming quite a fad at CHS, especially the large dangling ones. The great thing about earrings is that exotic and interesting ones can be found for very low prices.

Perhaps the best place to get earrings is when you travel either outside of St. Louis, or even better, outside of the United States. South America has many markets on the streets and craft festivals in which a lot of handmade and artistic earrings can be bought for low prices, not to mention the amazing earrings that can be found in places like India and Africa. However, if you are not planning on traveling anytime soon, don't despair. Many places that offer earrings can be found right here in St. Louis. These are just a couple of neat places to find earrings: ABC Trading Company, Amkor, Target, Icing, and Famous Barr.

ABC Trading Company is on Olive and is perhaps the cheapest place, of the ones listed, to find earrings. They also have necklaces, rings, bracelets, scarves and belts. If you like earrings and other accessories, you will be dazzled when you walk in the door because jewelry adorns all four walls. It is quite overwhelming. What is different from this shop is that a lot of the earrings are paired up with necklaces. This is especially helpful when looking for jewelry for Homecoming, Peppers, or Prom. A lot of earrings can be found at ABC Trading Company that are unique and probably could not be found at any of the other stores.

The store is divided into sections. One section has all of the earrings and necklaces together in packets. The disadvantage to this is that you cannot try on any of the earrings or the necklaces. Another section is a wall filled with earrings from the top to bottom. A section in the middle has bracelets, and a section against the wall has all kinds of scarves and belts, plus a section underneath the check out tables where one can find many rings. You can buy a pair of earrings for \$2 or even a pair of earrings with the matching necklace for \$2. The most expensive earrings at ABC Trading Company are about \$10. The only thing that could be a problem with ABC Trading Company is getting overwhelmed and wanting to buy too much, or not knowing which to buy and ending up with nothing at all. However, if you go to the store ready to see an incredible amount of jewelry, make sure you are in a patient mood when you get there.

Amkor is also on Olive, west of ABC Trading Company, so if you do end up getting too overwhelmed at ABC trading company, you can head for Amkor. Amkor looks more like a department store than ABC Trading Company and features rows and rows of earrings. The earrings at Amkor are a little bit more expensive but you can still find earrings for \$2. There are also many neat, movie star type sunglasses at Amkor. So if you are in the market for cheap sunglasses, Amkor is the place to go. Like ABC Trading Company Amkor also has scarves, shawls and hats

to purchase. If you are thinking of going down to Amkor, try taking your mom with you, because there are a lot of earrings that she might like. They have a large assortment of earrings: fancy earrings, colorful earrings, as well as very simple ones. Maybe if you ask your mom to join you, she will offer to buy you a couple pairs of earrings as well.

Target is also a very good place to buy earrings. While there are not as many earrings at Target as there are at ABC Trading Company or Amkor, a wide variety. There is an entire wall full of earrings, along with some hair supplies and necklaces. It is especially easy to find long and colorful earrings. If you are looking for large, fake pearl earrings, or various vibrant colors such as pink, green, or blue then Target is the place for you. At Target you will also be able to find large, fake pearl necklaces. The prices at Target are pretty good, but relative to ABC Trading Company and Amkor it is a little more expensive. The cheapest pair of earring you will probably find at Target would be around \$5 or \$6.

If you can't find what you are looking for at Target, you can stop by the Galleria and go to Icing, on the second floor. At Icing you are sure to find something that suits you. They have all kinds of earrings, from funky feathery ones, to long gold or silver ones and they also have packs of studs. If you are looking for makeup, hair accessories, scarves, rings, bracelets, necklaces, key chains, hats, or purses you can also stop by Icing. The only down side to Icing is that the earrings are not well organized. This is because a lot of people go into the store and tend to mess it up. However, you are welcome to take any of the earrings off of the stands and try them on. There are a lot of small mirrors dispersed throughout the small store, as well as a full length one that you can sit on the floor in front of and try on all the earrings you want. At Icing the prices are pretty good, and there is almost always the advertisement that you can buy a pair of earrings and get another pair at half price. The cheapest pair of earrings you could get at Icing is probably about the same as in target \$5-\$6.

If you are already in the Galleria you might as well go downstairs to Famous Barr and look for earrings there. Famous Barr is set up differently than the other stores because the instead of having walls of earrings there are earrings on rotating stands. Famous Barr is much less overwhelming than some of the other stores can be because everything is very organized. Famous Barr has a wide variety of earrings although most of their styles are more classic than any of the other three stores. However, their prices are significantly higher. Fortunately, they do have many sales and during these sales you can normally get a very nice pair of earrings for around \$10.

Remember earrings are always a good holiday present because most girls seem to like them, and they don't have to be very expensive. So, maybe this holiday season you can try going to one of these stores to find the perfect gift.



staff photos

Dangly, jangly, spangly chandelier earrings

Advanced Mac technology gives company edge

dakinsloss

Throughout the recent decades, in the age of computers, Apple has consistently succeeded in creating advanced forms of technology.

"Applications are more stable on apple computers and applications are also faster," Technology Specialist David Hoffman said.

Terri agrees. "I use Microsoft Office 2004 for Mac and that is superior to the current Windows version," Saint Louis University Law Professor Nicolas P. Terri said.

Terri also feels that Macintoshes come with superior tools such as iPhoto, DVD player and maintenance products. He thinks that the Apple products perform well for the money spent. He finds his Apple products to be highly reliable. His iMac G5 and Powerbook G4 never crash or hesitate. They also seem to be exempt from viruses. He believes that the operating system is astounding.

Physics Teacher Rex Rice agrees that Macintosh operating systems make Windows seem inferior.

"The first Windows system was an attempt to implement a different version of Apple's graphical user interface," Rice said. "Once Windows finally got to a point where it worked, finding files and using files was not as easy as it was with Apple computers. Finding folders did not appear in Windows operating systems until Windows 98. Other Windows 98 features were in many cases features that had been with the Mac operating system since the inception of Macintoshes. It has taken PCs a long time to become decent and they are now very Mac-like starting with Windows 98 and 2000."

Apple was the first company to recognize that every computer should have a graphical user inter-

face.

"The ability to draw on the computer and to incorporate graphics with word processing did not exist before the Macintosh," Rice said.

Rice finds that though Windows has copied a great deal of Macintosh features that the most important one was the graphical user interface. Windows has attempted to follow Apple, but falls behind.

"PCs have seemed to lag two years behind in ease of use for 20 years since I purchased my first Macintosh in 1984," Rice said. "I ponied up \$3000 for the first so called 'Fat Mac.' No one since then has been able to show me a computer that is superior to any of the Macintoshes."

According to Rice the attractive features of Apple computers outnumber the drawbacks.

"The problem I find with Macintoshes can be counted on one hand," Rice said. "For example, single button mice. I also think the concept of throwing a disc away in a trash can is ridiculous."

Music is not the only form of media that Macs are suited for. Rice also finds them to be useful video editing tools.

"I have done work both personally and for school with taking video that may have been originally stored in another format and then importing it, editing it and creating a video production," Rice said.

Rice thinks that Macintoshes are superior to PC's.

"One of the biggest things I think is better is that it is easier to use Macs - media is easier to manipulate with the built in features," Rice said.

Apple is a very advanced technology company. By creating innovative products Apple has led PCs in the computer world. With new music players they are also storming the audio market.

"I ponied up \$3000 for the first so called 'Fat Mac.' No one since then has been able to show me a computer that is superior to any of the Macintoshes."

- physics teacher rex rice

Macintosh's focus on entertainment, detail attracts diverse market

dakinsloss

"I have never seen the elegance of the Macintosh operating system met by a PC operating system on time," Physics Teacher Rex Rice said. "They eventually get there, but they are always behind."

Apple continues to release new and innovative products that stun the technology world. Since July 19 Apple has unveiled three new iPods, a G5 desktop computer, an improved G4 laptop and an astounding wireless product.

The new iPod with click wheel was released last July 19. There is a 20-GB model and a 40-GB model available. They are capable of storing 5,000 songs and 10,000 songs respectively. The 20-GB costs \$299 and the 40-GB version is \$399. The improvements over the previous versions include the capability to edit and create play lists on the iPod and the battery lasts 12 hours instead of eight. It is the second most purchased Apple product.

People love their iPods because they are able to compress their entire music collection into one small gadget. They can, with the press of a button, listen to any song of their music collection.

"I have been collecting music for a very long time," Rice said. "It takes a long time to search through my music and choose something to play, but on my iPod I can turn the shuffle feature on and the iPod randomly selects music to play. I get to listen to music without having to choose what I want to hear."

Apple has also joined up with U2 to create the iPod U2 Special Edition, which came out on October 26. It is the third most purchased product from Apple. The iPod U2 Special Edition is being sold for \$349 and holds 5,000 songs. It comes with a coupon for a \$50 dollars off the \$149 Complete U2 collection on iTunes. The iPod U2 Special Edition is black with a red click wheel and has the autographs of U2 inscribed on the back. It is an excellent product for die-hard U2 fans.

"We just want to make some innovative products together, and we hope U2 fans will love having their very own special edition iPod," Apple CEO Steve Jobs said in an Apple press release.

Another version of the music player is the iPod Photo. It was introduced on October 26 and also combines music and photography in an amazing product. There is a 40-GB and 60-GB model. They both hold up to 25,000 photographs, enough to cover nearly 5,000 square feet of wall space. The 40-GB iPod Photo holds 10,000 songs and the larger one holds 15,000 songs. They are being sold at \$499 and \$599. The iPod Photo is Apple's sixth most popular item. The iPod Photo is unique in that it has a color display and a whopping 15-hour battery life. Using iTunes 4.7 both photos and music can be imported onto the popular iPod Photo.

The fourth iPod model that Apple is currently selling is the iPod Mini. It is Apple's most popular innovation. It can store 1,000 songs and costs \$249. It is available in five colors: gray, gold, blue, pink and green and it is merely 3.6 ounces with an eight-hour battery.

"iPods are the big thing," Technology Specialist David Hoffman said. "What really has kept Apple afloat is the iPod. You can see people walking around the campus with iPods because

they are so popular."

Not only are the iPods themselves popular, their accessories are also. A few popular tools to improve the iPods include docks, speakers and cases. There are also a number of products to connect the iPods to cars and stereos.

"My iPod is hard wired into my car stereo and I have an iPod dock attached to my main stereo," Saint Louis University Law Professor Nicolas P. Terri said. Terri owns a 40-GB iPod with click wheel and has imported approximately half of his massive 12,000-song collection.

The program that is used to import songs to the iPod is iTunes. It can be downloaded free of charge at www.apple.com/itunes. iTunes allows be organized and exported iPod and there is also a music store where songs are available for 99 cents. Over 1.5 million songs have been purchased off the iTunes Music Store.

"iTunes has been a recent program from Apple that I have found to be one of the slickest things out there," Rice said. "I have been a music lover since college and one of my passions in college was working with audio technology. iTunes has allowed me to take all of the CDs in my music collection and digitize and organize them easily. Soon I will also digitize my vinyl."

iTunes operates on both Macintoshes and PCs. The newest Apple computers come with iTunes 4.7 and older ones come with iTunes 4.6.

New Apple computers include the iMac G5, PowerMac G5 and iBook G4. The iMac G5 is a desktop and the first G5 computer made by Apple. It was unveiled August 31. There are three options to select from. An iMac G5 with 17-inch screen, a Combo Drive (DVD-ROM/CD-RW), a 1.6-GHz processor and 80-GB hard drive costs \$1299. The \$1499 model is the same, but has a 1.8-GHz processor and a SuperDrive (DVD-R/CD-RW). The model with a 20-inch screen costs \$1899 and has the same processor as the \$1499 version and a SuperDrive. It also has a 160-GB hard drive.

All three choices have 256 MB of RAM built in, two Firewire 400 ports and three USB 2.0 ports. The included keyboard has two USB 1.1 ports. The computer also comes with an Apple mouse and built in stereo speakers and microphone. For extra money each model can be upgraded to a maximum of 2 GBs of RAM and a 250-GB hard drive. The iMac G5 is a combina-

tion of the monitor and computer into a beautiful compact and sleek design. It is 2-inches thick, the thinnest desktop ever.

Hoffman finds the iMac G5 to be a super computer. He is in awe of that a 2-inch machine can integrate the hard drive and screen. He is also impressed that the disc drive is on the side of the machine and does not add an extra section to the computer.

"The old Apple 2 computers cost \$4500," Hoffman said. "They came with no hard drives and little memory. Today the iMac G5 is approximately one fourth of the price (with an education discount) and 100 times the computer the Apple 2 was."

Another innovative product from Apple is the Airport Express Base Station with AirTunes. It is a wireless product that allows music to be shared throughout your house and costs a mere \$129. Apple users

enjoy the wireless capabilities of the base station.

"One of the coolest products that



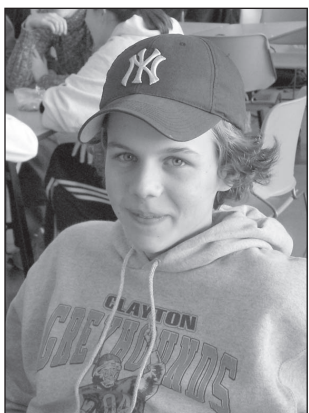
Senior Max Ryan poses with his iPod. iPod technology has allowed customers to easily organize music.

kate waterbury

Apple has come out with its Airport Express," Rice said. "It is a moderately priced wireless system that allows you to not only use it as an airport base station, but also it can find any computer on the wireless network within range that is playing iTunes and then plug into any stereo system and pick up the signal from the computer. Basically a computer can be playing music upstairs and the same music can be playing from a stereo downstairs. The second feature of Airport Express is that it has a USB connection so one USB printer can be shared among multiple computers on a wireless network." Apple has many new innovations currently available. Apple has always had the newest and coolest technology to be found.

"Apple is a company that innovates and thinks outside of the box," Rice said. "They are willing to take risks on things before other companies are and as a result most of the time they create amazing products that the PC world then scrambles to catch up with. For example, I think a lot of companies are attempting to catch up with Apple's iPod."

What makes Halo 2 so popular?



"It's addictive. I've played Halo 2 so much that my dad took away the controllers after a few days."
- junior mike musick



"Firing rounds into your dead friends' bodies as you taunt them mercilessly - that is what makes Halo 2 fun."
- science teacher chuck collis

A First Person Experience

'Twas the night before Halo 2, when all through the house...

maxshapiro

It was the longest Monday I ever experienced in my 17 and a half year life. It was Monday Nov. 8, the day before Halo 2 would finally arrive in stores.

All of my classes seemed to last twice as long and tennis that afternoon was treacherous. When I got home I informed my parents that I would be leaving the house around 11 p.m. to buy Halo 2. I expected them to reply negatively, but mother and father Shapiro were very supportive of my love for video games.

After all, the original Halo did get voted the second best video game ever by Spike TV, and is one of the best sellers of all time.

Halo 2 would also provide the video game player with a new look. Video gamers around the world would be able to play Halo 2 on the Internet via X-Box live.

This would take the game to a new level.

I wasn't the only one anticipating this great game. Other CHS students had also experienced the wonders of Halo.

After dinner I attempted to do homework, but I just couldn't concentrate. The anticipation became too much to handle, but I had to do one more thing before I left for the Galleria. I played Halo for one last time. It was a sad goodbye, but I knew a better game would come from it.

After I played Halo for the last time I returned it to its case and gave it the proper burial into my closet. Tears were almost shed.

But I got myself together and when the clock struck 11 I told my parents I was off to bring home my new life.

Before I left my dad had some parting words for me.

"Be careful out there," he said.

"Make sure you park in a large area and conceal your game. Don't get robbed."

I had never thought about until that moment, but I suddenly realized that my life could be in danger getting a new video game. I kept this in mind as I pulled into a surprisingly crowded Galleria parking lot.

I walked in through the front entrance and went up the escalator to the destination, Game Stop.

As I was taking the ride up I saw the line that was between my Halo 2 and me. The line can be summed

up in many words: long, interesting, geeky. Take your pick.

But I felt more in place when I saw the familiar faces of my peers. Juniors Nate Litz, Justin Williams, and a bunch of my brother's friends

"I had to do one more thing before I left for the Galleria. I played Halo for one last time. It was a sad goodbye, but I knew a better game would come from it."

- junior max shapiro

had my same idea, and I felt a little bit more comfortable.

When I got to the end of my designated line it was only 11:15

and I had time to spare, but no other stores were open. I took my shoe off, put it down at the end of the line to designate my territory and went to the front of the store. I wanted to see what person represented spot #1.

Not one person represent spot #1, but two. A pair of odd males around the age of 17 and 24 were at the front. They sat there decked out in Halo shirts and had a cooler full of junk food.

Let's just say they weren't in shape. It was worth the walk to see them, and I walked back to my spot to see that the line had grown.

Hundreds of people stood in line waiting for this video game and they were just as antsy as I was.

The people around me proceeded to do a countdown when it neared midnight. At this point my head began to ache and I was getting extremely annoyed.

The clock hit midnight, and no

one moved. It was Tuesday, Nov. 9, and Halo 2 was supposed to be on sale, yet, no one was moving.

The clock hit 12:15 and people began to move, but not in my line. I forgot to pre-pay for it and they put me in the bad line.

The two males in their Halo shirts got the first copies and walked out of the store with a shout and bragged that they were the kids who received Halo 2 first. I was jealous.

The clock hit 12:30 and still no Halo 2. At 12:45 and I finally walked into the store and purchased my copy. I was happy, but remembered my dad's comment and proceeded to travel to my car very quickly.

With Halo 2 in my possession my life could be in danger. But I didn't get mugged, and went home and played the greatest game ever created until my eyes would no longer stay open.

Halo 2 was worth the wait.

The burden of backpacks

melaniegoldstein

Many students don't realize the weight of the developing backpack issue. Like CHS and Wydown, high schools and middle schools across the country are facing growing difficulties with students carrying heavy backpacks.

"I think that now, in particular the problems with heavy backpacks are greater because of larger books and little or no locker use. What is in the backpacks is really heavy. Also, many kids have the right kind of backpacks but don't use them properly," school nurse Dede Coughlin said.

The trick is to wear backpacks correctly.

"Many kids have a fair amount of back strain because the weight in their backpacks is at the bottom of the pack and on their shoulders," Coughlin said. "If you have a chest or waist strap on your backpack, it is important to strap them tightly."

In addition to the traditional pack, there are other possibilities.

"Carrier bags can be problematic when worn on only one shoulder," Coughlin said. "They should be worn across and students should switch shoulders when using this kind of bag. The best thing is to get a rolling backpack, but no one at the high school would be caught dead using one."

According to Coughlin, a good rule of thumb for the weight limit of a backpack is that it shouldn't be over 20 percent the person's body weight. Out of 15 students surveyed at CHS, 10 had backpacks weighing 25 to 50 pounds. Only five had backpacks twenty pounds or under, acceptable considering the weight of the students.



Students carry around large backpacks all day such as the one seen above.

Coughlin states that students seem to be aware of the issue but not taking action.

"A lot of kids complain of back pain, they just don't do anything about it," Coughlin said.

However, there are some students at CHS working to lighten their loads.

"I use my car and locker to avoid back problems," junior Laura Tetri said.

Freshmen Sonya Gierada, Liza Schmidt and Leigh Katz switch their books between classes, only taking necessary books around at once. Another idea is to speak with teachers and see which if any text books can be kept in the classroom. If a student's family has a history of back problems, they might be able to speak with a teacher about using an extra book in class or sharing with a friend.

"I guess I solve the problem by not bringing books to school I don't need," said sophomore Antoine Cathey.

Coughlin explains that those who don't work to lighten their loads could have a variety of problems. Students will be able to feel the side effects shortly after their strain. The problems created now due to heavy backpacks could affect them 10 or 20 years in the future.

"The back strain and muscle weakness caused by heavy backpacks adversely affects many day-to-day actions," Coughlin said. "Any time you have chronic muscle weakness you might not be able to exercise, or even get out of bed. At this school, I know there is definitely an increase in medicine taking."

Coughlin adds that with heavy backpacks, students run the risk of being out of alignment.

"You don't want your back to be a problem," said Coughlin. "You need it forever."

Dyslexia

Two students with dyslexia struggle to be successful.

annalishumway

After struggling to learn to read and write, both junior Cherish Varley and senior Christine Wagner-Powers were tested to understand why there were not progressing as fast as their peers. Both were diagnosed with dyslexia, the most common learning disorder that affects reading, writing and spelling.

"Dyslexia is a learning disability that is neurological in origin," Executive Director for the International Dyslexia Association, J. Thomas Viall said. "Those with it have difficulty recognizing letters with sounds and spelling. The difficulties result from a deficit in the phonological component of language."

Varley had difficulty learning to read because she would not read entire words. Over time she had to force herself to read to become more comfortable with the text.

"My dyslexia is not as severe as others, but it was frustrating learning to read in third and fourth grade because I would recognize the first half of the word and assume that I knew it," Varley said. "From there I would make up the second half of the word. I would start reading a page in the book, and it would not make sense because I was not reading the complete word."

Wagner-Powers was diagnosed in kindergarten, after her teacher recognized her difficulty reading and writing. She has learned to overcome it but still comprehends the words differently.

"I'm like any other student, but I just see words differently," Wagner-Powers said. "It can change the entire meaning of the sentence. The other day I was looking at a book cover that said 'Similarities' but I thought it said 'Subtleties.' It is not a big deal now, but I had a hard time learning to read and write."

Many dyslexics have difficulty spelling because they have trouble recognizing letters with sounds and spelling them.

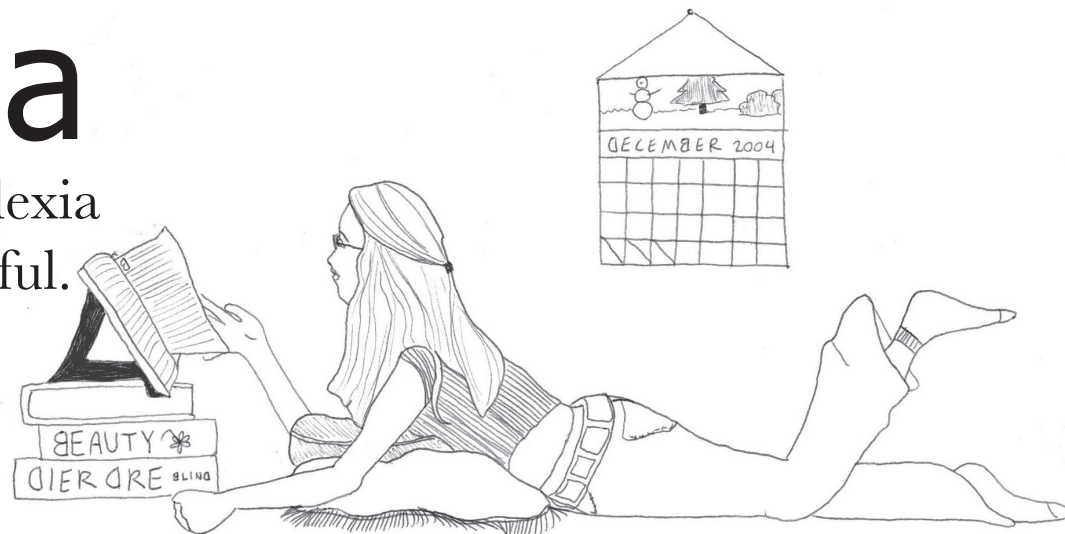
"Spelling tests were very difficult because I would substitute odd letters in crazy places in a word," Varley said. "In fifth grade my trouble started to be more obvious because I flipped my B's and D's."

Letters as well as numbers change shape. This can lead to problems in mathematics for some dyslexics, although others report to be better at math and science.

"I am really bad at math because numbers look different as well," Wagner-Powers said. "I make small mistakes that can cost me a lot of points on tests."

The problems that prevent learning can be corrected by learning to recognize and adjust when they are starting to have a problem. Students can invent ways to be better writers and readers. Most students can alter educational environments to meet their needs.

"Dyslexia affects me daily because I have to follow the rules I made for myself to recognize letters and numbers then to write a D or B," Var-



michelle alderson

ley said. "I was able to correct the learning problem. To help myself to read, I made up rules for myself to remember the way B's and D's go."

Testing is difficult for dyslexic students because it takes longer to read the text and communicate key ideas on the paper.

"It is difficult because during tests I take longer because it is harder for me to read, and I still switch B's and D's," Varley said.

Recently some students and their families won a lawsuit against the SAT because it allowed extra time if students could prove they needed it. An asterisk was placed by final score that stated the score was not achieved under the normal testing conditions. The court ruled that it was discrimination against those students.

"If a timed test is given to a dyslexic student, you will never find out how much they know because it is harder for them to put their ideas on paper and write," Viall said.

There is no cure for dyslexia, but researchers can now track brain movements. This helps doctors and researchers understand how dyslexics figure out problems in school and classes can be taken as well.

"In recent years, patterns of the brain have been able to be tracked using Magnetic Function Imaging," Viall said. "When a dyslexic person and a non-dyslexic person are asked to do similar tasks like reading the Declaration of Independence, their brain movements can be tracked. The dyslexic person has a totally different pattern than a non-dyslexic."

After a student is identified as dyslexic, a student can use methods to improve learning.

"Appropriate teaching methods can be taken," Viall said. "After six months of using multisensory structured language techniques (MSL), students have totally different brain patterns than seen before using MSL. This method has not been proven to have permanent effects. SML helps make the brain more efficient than it was before."

A lot of accommodations can be used to help a student. The International Dyslexic Associa-

tion encourages a student to ask teachers if they can use a tape recorder during class instead of taking notes so they can just pay attention and listen to the lecture.

"I recently got a 504 which allows me legally to receive extra time," Varley said. "My French teachers have been lenient with my spelling. I can't spell in English, and I have difficulty spelling French. If I write 'er' instead of 're,' they will understand that I still have all the letters and I am extremely close."

Studies have shown that a dyslexic person does not have a disadvantage in intelligence. Students just process information in a different area of the brain.

"Dyslexia does not make any kid better than the other; they are just different," Viall said. "Dyslexia does not connect to intelligence. They are just as smart as any other person. It's like saying a paraplegic is not smart because they are without the use of their legs. Dyslexics are just as smart as the average student or person."

Dyslexia is a genetic disability. When a student is diagnosed, a background check is taken to see if the student's parents, siblings, cousins, aunts, uncles or grandparents are dyslexics.

"I know my mom had trouble spelling while growing up, but she was never tested," Varley said. "I may have gotten dyslexia from her. Trouble in spelling is a sign of dyslexia."

Experts encourage students to receive outside help to get organized. Organizational skills are crucial to help students organize their homework, notes and supplies. Extra help is needed to stay organized so a student can make the best possible uses of their time.

"I manage all school materials by myself, but I know the Learning Center is available to me if I need their help or if I am in trouble," Varley said. "They are aware of my situation, but I haven't utilized their services that much. That is really my fault."

With a more verbal society, it has become more critical for a student to be proficient at reading, writing and spelling. Unlike 50 years ago, more students are becoming diagnosed because of the importance of success.

"It is now more obvious if a student has a disability," Viall said. "A disability is only a disability if a society values in which a person lives the thing a person cannot do. In the twenty-first century it is critical to be able to read. We have a processing economy where reading is valued and is a skill to survive."

"I'm like any other student, I just see words differently. It can change the entire meaning of the sentence."

-senior christine wagner-powers

"Dyslexia does not make any kid better than the other: they are just different. Dyslexia does not connect to intelligence. Dyslexics are just as smart as the average student or person."

-j. thomas villa

Tutoring becoming more popular among all students

katerothman

Traditionally, tutors have been associated with kids who have trouble in school—students who have trouble grasping certain concepts in a busy classroom environment. Lately however, that has been changing. Currently, a number of "smart" Clayton students have been utilizing tutorial services.

Sophomore Carly Eisenberg meets with a tutor to help her with English and thinks it is a good use of her time.

"It has been extremely helpful," Eisenberg said. "I like the idea of having a tutor because it gives me one on one time with an educated adult who can really help me."

Although some people are embarrassed to admit that they seek help outside of class, Eisenberg doesn't see why.

"Having a tutor is not something to be ashamed of, it's just someone give you help in the places you don't do you're best in, the areas that you want to improve," Eisenberg said.

If getting a little bit of outside help boosts a student's understanding and grades in a subject, why not try to get that help?

"Working with my tutor has made my grade go up in English," Eisenberg said. "I'm really glad that I am able to have someone that can help me like that. I don't understand why someone wouldn't ask for help if that's what it could do."

Some students and teachers feel that they should not have to seek extra help; they think they should be learning everything necessary in the classroom.

Eisenberg disagrees.

"I don't think we should have to learn every little thing in class,"

Eisenberg said. "Of course, the teacher should be teaching everything to a certain extent, but after that it's fine if students are left to do something by themselves and learn that way."

Sophomore Hannah Longmore had a similarly helpful experience with a tutor last school year, but she doesn't speak as fondly of it as Eisenberg does.

"I was tutored in math last year for about six months," Longmore said. "It did help with my understanding of some concepts, but it didn't change my grade a whole lot, it stayed pretty close to my non-tutored grade."

Longmore decided to try a tutor when she began having trouble understanding the math being taught in her Honors freshman class.

"My grade wasn't as good as I would have liked, so my mom talked to my math teacher and he recommended some names of tutors that he thought were good," Longmore said.

Longmore agrees with Eisenberg that the one on one time is a big plus with tutoring.

"The hour or two I spent with my tutor each week was nice; she was able to show me other ways to look at some of the problems," Longmore said. "The sessions were

especially helpful during finals week or right before a big test."

Tutoring may have been helpful, but Longmore isn't sure that the time spent with her tutor was really worth it.

"I guess tutoring helped me understand parts of math, but I still got bad grades, so overall it didn't really do a lot," Longmore said.

Eisenberg feels differently. "It has been so helpful to me; I wouldn't change it for anything!"

Even if students' grades are not always changed, tutoring adds a new level of understanding that many students appreciate.



courtesy stephen greenberg

Senior Stephen Greenberg studies with his SAT tutor, Jackie Gross.

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Alumnus shares photojournalism experience in Iraq

Photo Shot, from 1

me that's what photojournalists do. Also, I am always taking pictures of people. I tried photojournalism and ended up loving it."

After Mizzou, Kuykendal had several jobs in photojournalism.

"I worked on the Washington Post's on-line news web site," Kuykendal said. "I covered a lot of local news and sporting events, including the Redskins football games. I then worked for the Washington Post newspaper. I covered a lot of protests including protests against the International Monetary Fund and World Bank, and people came from all over the country for these protests."

When the war in Iraq started, Kuykendal was thinking about a career change.

"When the War in Iraq started, I watched the coverage in the news and thought certain key issues were not covered," Kuykendal said. "I have always been interested in women's rights issues, for example whether women had new freedoms in fact or freedoms in theory. I also wanted to know what the life of everyday Iraqi people was like."

Kuykendal decided to act on her interests.

"I just was married before going to Iraq," Kuykendal said. "Coincidentally, my husband was hired for a year by an agency to move to Baghdad so we both decided to go together."

Kuykendal was nervous about going to Iraq.

"I was nervous and had never worked in a war zone before," Kuykendal said. "I did not know how to get started and I was very

intimidated. I had to wear a hijab and loose fitting clothes to look like a typical woman in Iraq. I was not allowed to sit in the front seat. I also said I was Argentinian because I speak Spanish and people there told me if I said I was American, I would be killed."

Kuykendal worked independently in Iraq with a translator but was forced to stop.

"I photographed missile attacks and mortar attacks on Americans and members of the insurgency," Kuykendal said. "After three months, I left Baghdad and went to Europe on vacation. While I was in Europe, a new plan of attack was started by the insurgents and they now were kidnapping innocent people, such as journalists."

On that note, Kuykendal moved back to the United States, but not for long.

"The only way for me to go back was with the army because it is too dangerous for journalists," Kuykendal said. "I applied for an embedded position with the U.S. army as a photojournalist. The army said, be in Baghdad in seven days. My unit and I were assigned outside Fallujah which was controlled by insurgents at the time. We went on patrols of the main roads to and went in a military convoy to patrol the road, set up checkpoints and show a military presence."

Not everything went as smoothly as when she was in Baghdad.

"I had gone on the third patrol of the day and was in a convoy of four vehicles," Kuykendal said. "I was riding in a light armed vehicle. I sat in the back of the vehicle and did not know what was going on because it was dark. I was wearing

a bullet proof vest, helmet and goggles. We reached a narrow pass in the road. It looked like it was booby trapped and there was a good chance a bomb would be planted there. A marine jumped out and looked for a bomb but did not see anything. The first vehicle went through so we figured we would probably be okay. All of a sudden, I heard a boom."

There was a huge explosion. "We had hit a mine in the road," Kuykendal said. "It exploded right under my feet. Pieces of metal punctured the vehicle. Diesel fuel went all over everybody. The doors blew off the vehicle. I was thrown in the air and hit my head on the ceiling of the vehicle which caused me to black out. My cameras were destroyed immediately."

After the incident, Kuykendal went to a hospital and learned she had more injuries.

"When I fell from the vehicle, my face hit something and my tooth was forced in my mouth parallel to my tongue," Kuykendal said. "Also, four teeth were pushed inside my mouth. A small bone in the front of my chin broke. My legs were very bruised. At the hospital, I was given morphine and they pulled my teeth back into place. I also had to have a metal brace made to hold my teeth in place."

Even with all these injuries, Kuykendal is still debating whether to return to Iraq.

"I am going to wait. I still need to let my injuries heal," Kuykendal said. "As a photojournalist, I need to be where the news is to make a living. Unfortunately, Iraq is where the news is. The elections in

Iraq coming up are very important and it would be neat to see them. It would also be easy for me to find work because I have experience in Iraq. On the other hand, I narrowly escaped death when most people in my situation would have died. I do not really want to push my luck. I am not ready to make a decision."

Kuykendal does not regret her decision to go to Iraq.

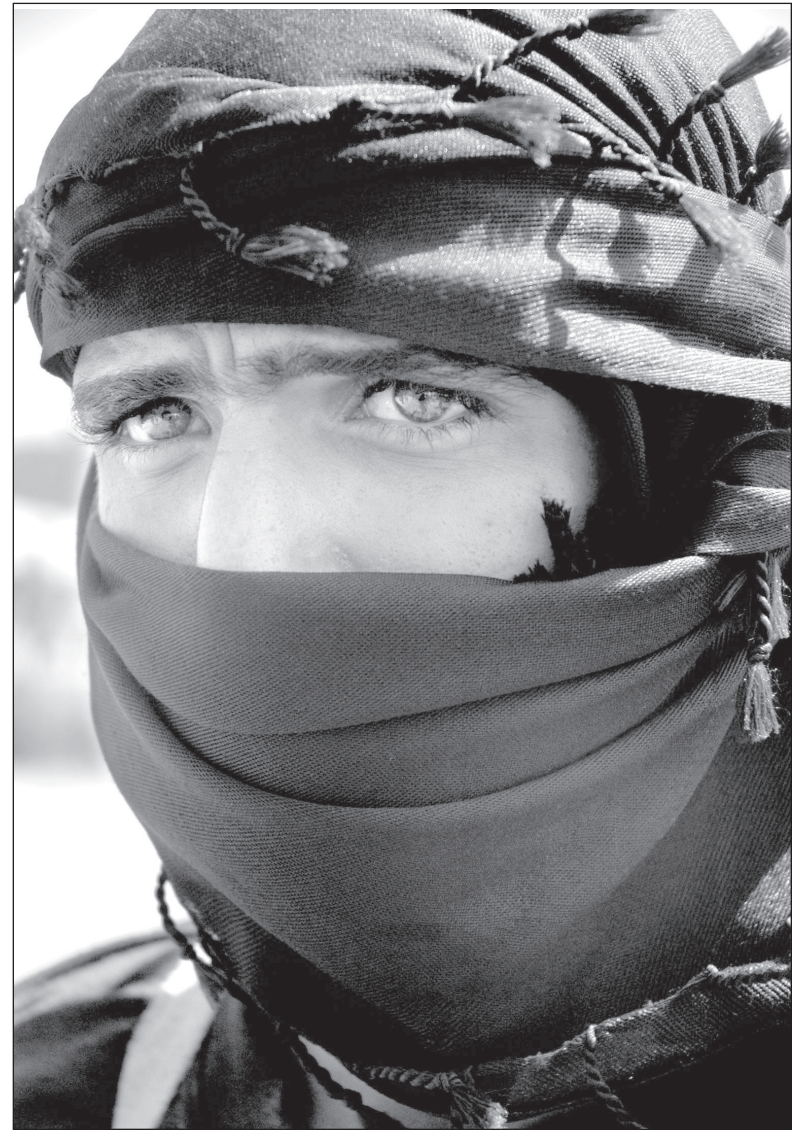
"This experience has been rewarding," Kuykendal said. "It has been great to work in a place where the eyes of the world are on me and where news is on the front page. Also, I get personal fulfillment when I am doing stories on people's lives. I feel this is important because without journalists the story is not going to get told. I feel the Iraqi people are not able to get their story out. As a result, my job is very exciting and has had a positive impact on the world."

Oftentimes, students and teachers lose touch long after graduation, but not Kuykendal.

"I kept in touch with Jim Lockhart after graduation," Kuykendal said. "I like talking to him. I put him on my e-mail list along with family and friends so I could keep them updated and not lose touch with them while I am abroad. Lockhart forwarded the emails to other teachers and one of my former classmates, Christine Strahan, who teaches at Clayton, asked me to come speak to students and teachers."

Students were not the only people to gain from the presentations.

"I loved to tell my story," said Kuykendal. "It was flattering that students and teachers were interested, and I got



stephanie kuykendal

CHS alumnus Stephanie Kuykendal took this photo during her time as a photojournalist in Iraq. When in Iraq, Kuykendal had to conceal her identity to protect herself.

"I said I was an Argentinian because I speak Spanish and people there told me if I said I was American, I would be killed," Kuykendal said.

to talk to students, parents, teachers and young journalists which was very exciting."

Strahan asked Kuykendal to speak for several reasons.

"I really like to bring in journalists so kids can get insight about the profession and get inspiration," Strahan said. "Also, her experience in Iraq was unbelievable for journalism students and non-journal-

ism students to hear about."

Strahan had no regrets about asking Kuykendal to speak.

"I was so impressed that she did not give a typical speech," Strahan said. "She showed pictures and made it interesting. She was so down to earth and approachable that kids could believe that could be them in ten years."

Rusty Wheels

Teacher relives childhood through unique collection.

gilahoffman

The secret life of teachers. Mysterious. Unknown. Unheard of. Who ever thought that teachers do anything but stay at school and prepare lesson plans? They live in their desks, classrooms and offices. They teach, learn and grade papers. It is unbelievable that some teachers even have children and spouses. The secret life of math teacher Mike Rust is unlike any other.

Rust spends his evenings furiously searching the Internet for the values of thousands of Hot Wheel Cars. Not just any random cars, but his own. Yes, it's true: Rust is a collector of Hot Wheels Cars.

Rust is the proud owner of 5,000 to 8,000 miniature cars. These range from his most valuable, Sky Show Deora worth

\$270, to the rare and favorite VW Bugs, to his GTO because of his real life size

1966 GTO. One might wonder how a middle-aged man could still be collecting Hot Wheels Cars. When Rust was a kid his parents bought him a lot of things. He started receiving these cars and enjoyed playing with them. He continued to receive and buy them as he got older. Rust started to seriously collect in the mid 1980s.

"My older brother and the neighborhood kids played with them," Rust said. "Someone down the street was building a garage attached to their house and we would play in the dirt near the construction."

It is these memories from his childhood that make Rust want to continue collecting and reminiscing on his early years. Many students probably wonder what the real reasons for Rust continuing to collect are.

"It's fun, and I get to meet new people," Rust said. "It's very enjoyable to fill and expand a collection. It's also a good investment. Two years ago I bought a car for \$250, and now it sells for \$350. The total value of all the cars is probably somewhere over \$20,000."

The price of the car is based on the condition. If the car's condition is very bad then the value decreases, and if it is still in its original packaging with hardly any use, the value might skyrocket. Surprisingly, the highest value of a car that Rust has seen was \$13,000.

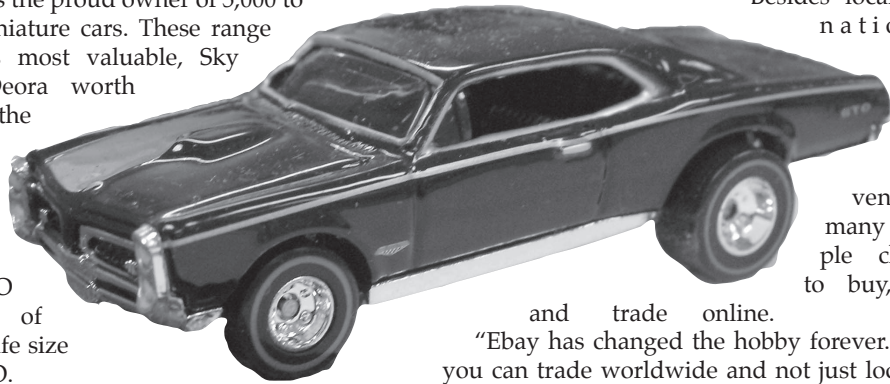
Besides sitting in front of the computer buying off the Internet, Rust attends toy shows once or so a month. National Hot Wheels conventions are also in existence along with a local Hot Wheels club. At these conventions people buy and sell cars. The convention also gives cars away to a small number of attendees. Usually only 50 to 100 are made. After each convention these cars greatly increase in value.

Besides local and national conventions,

many people choose to buy, sell and trade online.

"Ebay has changed the hobby forever. Here you can trade worldwide and not just locally," Rust said. "There are other web sites to buy from, such as www.thetoypeddler.com, which is another piece of the hobby."

Currently, Rust has started to sell some of his newer cars and buy older ones from the 1960s. Rust says that the older ones continue to increase in price.



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Stem cells: Haven of hope could open doors to brave new world

By Cori Lefkowitz

Science vs. Morality: the argument surrounding stem cell research. Although this past presidential election has thrown stem cell research into the limelight, stem cells and stem cell research are still a mystery to many people.

First, what are stem cells? Stem cells are the undifferentiated cells that can develop into several different cell types in the body such as red blood cells, organ cells or muscular cells. Stem cells also multiply rapidly and exponentially providing scientists with an unlimited supply.

Second, what are the types of stem cell research and where are the stem cells found?

"There are two types of stem cell research," Executive Director of St. Louis Center for Bioethics and Culture said. "One uses somatic or adult stem cells, which can be gathered from many different body tissues, and the other uses embryonic cells gathered from either cloning or in vitro-fertilization."

The origin of the stem cells made stem cell research a hot topic in the presidential election. Many people did not agree with stem cell research because they considered it a destruction of a human life.

"The primary moral or ethical dilemma regarding embryonic stem cell research is caused by the fact that the only way to get an embryonic stem cell is to destroy a blastocyst, which is the first stage in the normal development of a human," Center for Health-care Ethics

Graduate student Greg Manship said. "To obtain the stem cell they have to destroy human embryonic development."

Although the presidential election has made embryonic stem cell research a big issue, in truth not much embryonic stem cell research has been done.

"The state of the science, right now, is that in 56 or 57 documented published reports, the results only show research done on adult stem cells," Manship said. "There is no scientific evidence; no published reports that say they [embryonic stem cells] work better."

Not a lot of embryonic stem cell research has been done because embryonic stem cell research is relatively new. Also, not many embryonic stem cell lines are available or federally funded. The lack of federal funding has restricted the work researchers can do.

"In the third quarter of 2004, there were 22 human embryonic stem cell lines that federally supported researchers could purchase," Victoria Rusakova Head of Research and Development said. "Scientists have only been able to do experiments with human embryonic stem cells since 1998 when a group led by Dr. James Thomson at the University of Wisconsin developed a technique to isolate and grow the cells. Moreover, federal funds to support human embryonic stem cell research have only been available since August 9, 2001, when President Bush announced his decision on Federal funding for human embryonic stem cell research. Because many academic researchers rely on federal funds to support their laboratories, they are just beginning to learn how to grow and use the cells. Thus, although embryonic stem cells are thought to offer potential cures and therapies for many devastating diseases, research using them is still in its early stages."

Not only has little research been done, stem cells have not been proven to cure anything. Also, since not much research has been done, scientists still face many practical problems.

"People think that a breakthrough is just around the corner in embryonic stem cell research because of the election, but

it is not," Quigley said. "In my opinion we don't need embryonic stem cell research right now because it creates too many problems both ethically and practically. The embryonic cells proliferate quite a bit because they are supposed to become every cell to make up a human, and this is hard to control. Scientists inject a few cells into a Parkinson's patient and a tumor can grow because of the uncontrollable proliferation. In some of the tumors hair and such have grown. Embryonic stem cells are much harder to manipulate."

Although embryonic stem cells prove too hard to manage, adult stem cells also have their shortcomings.

"Adult stem cells are often present in only minute quantities and can therefore be difficult to isolate and purify," Rusakova said. "There is also evidence that they may not have the same capacity to multiply as embryonic stem cells do. Finally, adult stem cells may contain more DNA abnormalities caused by sunlight, toxins and errors in making more DNA copies during a person's lifetime. These potential weaknesses might limit the usefulness of adult stem cells."

The pressure being put on scientists because of the moral issues of embryonic stem cell research has led many scientists to seek alternatives to the human embryonic stem cells they think will further their research.

"Some scientists, to get around the moral or ethical problem, have innovated ways to produce embryos. One thing they have done is to create chimeras which have the DNA of a human and the egg cell of a rabbit. This has proven successful. They have created a creature that is, more or less, genetically human, but is also a rabbit. This allows them to claim that it is not fully human and therefore of a lower moral status and because of the lower moral status easier to destroy," Manship said.

Many scientists have also been working to create adult stems cells that will serve the same purpose as

embryonic stem cells.

"Also, in Sweden there was a report that said they had found a way to somehow convert adult stem cells into the equivalent of embryonic stem cells," Quigley said.

Since the Bush administration policy saying that they would fund only stem cell research done on somatic cells, scientists have been trying to find if embryonic cells not taken from a live human baby can also work.

"In a recent development, it was also found that stem cells taken from umbilical cord blood are just as useful as other embryonic stem cells," Quigley said.

Because of the ethical and moral problems of embryonic stem cell research, many scientists are shying away from using embryonic stem cells; however, they are still optimistic about their role in the future.

"As a scientist I am concentrated on the development of stem cell research in the direction of using adult stem cells instead of debating ethical issues concerning research with embryonic stem cells," Rusakova said. "I won't waste time and energy proving the advantage of embryonic stem cell research while society isn't ready to accept it. I believe that this research is one of the only options for people to be cured from most bad disease. To be a part of our lives, it will have to pass some bumps."

Many students at Clayton stem cell research is merely an issue brought up by the election, but for others it is a very important part of their lives.

"My role in the advocacy of adult and embryonic stem cell research is as a patient," Talve-Goodman said. "I've been in the health care system. I've had to deal with insurance being cancelled. I've been through the system and in the hospital, which hasn't been horrible, but at the same time I have to do things before 17 years old that I hope no one has to do during their whole life. Embryonic stem cell research is a way to change this. For people to take this way is just not fair. It is limiting my pursuit of happiness."

Many students feel it is unfair that some people's religious beliefs are limiting embryonic stem cell research. They think that limiting stem cell research is unfair and stops people from becoming cured.

"Don't put your religion on my body," Talve-Goodman said. "My religion tells me that embryonic stem cell research is good because it saves a life. Saying that your religion says it is wrong and, therefore, shouldn't be done, is not an argument. It is crossing the line. There is a separation between church and state. Also, if they have a problem with it, then they don't have to use it."

"Embryonic stem cell research could cure diseases," Talve-Goodman said. "Can you imagine how much better some people's lives could be? One of the things it could help would be transplants. The biggest problem with transplants is rejection. With this research though, we could create organs from your own cells. There would be no wait, no rejection. You could fix yourself."

Many agree that limits should not be placed on this research because of some people's religious beliefs.

"We need to have an open mind. You can be against it for religious reasons, but you also need to understand why someone may be for it. You can't tell them what to do because of the way you view it," Jantho said.

The legislation passed in the United States says that a person may not carry an organ that was made by embryonic stem cell research has made some students angry.

"There is a legislation in Missouri that says that if a person leaves the country, say to Israel, and receives a kidney, made using stem cell research and returns to the U.S., Missouri will say: 'Sorry you're carrying an illegal organ. You can't come back,'" Talve-Goodman said. "If I had to decide between staying here or going to Israel if I needed a new organ, I would go. It is simply that important."

There is debate throughout the country as to how much of a part embryonic stem cell research played in this past presidential election. Some students feel that it should have been a strong point for Kerry.

"I thought that embryonic stem cell research could have been a winning issue for Kerry," Talve-Goodman said. "It isn't a Democratic vs. Republican issue. There are lots of Republicans for embryonic stem cell research. I'm surprised that it was put on the back burner."

Other students felt that it was important if that is what people wanted to hear about. They also agreed that a person's party didn't define their stance on the issue.

"Whatever people want to hear about is what the candidates need to address," Jantho said. "Anything people are passionate about is a big deal whether it is the war in Iraq or stem cell research. People also don't realize that people on both sides had differing opinions on this issue. I agreed with the Republican candidate in this past election on some issues, but I am also very liberal when it comes to social issues. It isn't fair that people stereotype people. People think that I'm very socially conservative because of who I supported, but I'm not. I don't think it is good when people generalize too much."

Although some students do know a lot about stem cell research, some feel that they don't know as much as they would like.

"I don't know as much as I'd like," Jantho said. "I think it's something we need to learn more about because students are making decisions about it without much information."

Moral Element

Stem cell research is not an area of science that Clayton High School studies; however, some Clayton students are very knowledgeable with strong opinions about the subject. Most of Clayton seems to be very liberal in terms of their views about social issues.

Some students believe that stem cell research has great potential; that both embryonic and adult stem cell research must be done. Some are also worried that the United States will fall behind.

"I think that [stem cell research] has amazing potential," senior Adina Talve-Goodman said. "We have to explore it. We have to explore all the possibilities. Bush's limit is bad. We are falling behind by not doing embryonic stem cell research. North Korea is doing research. Adult stem cells have promise, but they are already decided cells. They have proven that the cures they produce are limited. We need to explore everything."

Many students agree that stem cell research is important to pursue. However, some believe that falling behind is not that big a worry.

"Stem cell research is a big part of our futures," junior Erica Jantho said. "Stem cell research is a big part of modern science. I don't think it is that important that the U.S. has decided not to pursue embryonic stem cell research while other countries have. If Israel learns more about embryonic stem cell research all the better. If America isn't ready for it then we should wait to do the research when the country is ready."

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Religious Element

Not all religions have the same stance on embryonic stem cell research. The Catholic religion is against embryonic stem cell research but supports adult stem cell research, while the Jewish religion supports all types of stem cell research.

The Jewish religion believes that saving a life is the most important thing and that the potential of embryonic stem cells is too big to be ignored.

"The highest Jewish value is saving a life," Rabbi Talve said. "The potential of saving a life, even recognizing the ethical implications of embryonic stem cell research, has been embraced by even the most orthodox in the Jewish faith. People have struggled with this idea, but the potential for saving a life is so great that it couldn't be ignored."

The Catholic religion also believes that life is very important. They believe that adult stem cell research has proven its great potential; however, they do not support embryonic stem cell research because they consider it to be the destruction of a life.

"The Catholic religion wholeheartedly endorses adult stem cell research, which has already produced many cures," Administrator of Aid for Educational Use Maureen Kane said. "There is so much promise with adult stem cells. Embryonic stem cells haven't proven to cure anything, and even if they did cure something somewhere down the road, it would be at the cost of another human life. You can't do something evil to accomplish something good."

There have been many debates as to when life begins. Some believe that the ball of undifferentiated cells, the blastocyst, is not a living being. Others believe that it is. For many in the Jewish religion the issue is which is more important: the life of the blastocyst or that of a more mature human?

"The potential that embryonic stem cell research has to save a life takes precedent over a cluster of cells who is not a person until it has been implanted. You can't put a ball of cells ahead of saving a life," Talve said.

The Catholic religion believes that life begins when a sperm and egg meet. Killing the blastocyst is killing a living human being. For the Catholic religion there is no question as to which life is more important. For them both are alive, and one life can't be used to save another.

"You can pull religion out of it," Kane said. "Human life begins when an egg and sperm meet. This is a scientific definition, and our faith just happens to back it up. No matter whether or not the embryonic stem cell is made artificially or naturally, it is still the beginning of a human life. You can't create a life to then destroy it."

Both religions agree that stem cell research

must be continued; however, the Jewish religion believes that all avenues must be explored.

"Judaism says we have been given the ability to think and improve God's creations, we have been given the tools and wisdom to do this and so we must use these gifts to alleviate suffering," Talve said. "It is important to do research on everything. If there is a way to reverse the process and turn adult stem cells into virgin stem cells than we should do it because it will take away the ethical debate."

The Catholic religion believes that only adult stem cells and embryonic stem cells gathered from cord blood should be used.

"Embryonic stem cells created by nature or in a test tube are still living beings protected by the law," Kane said. "Also, embryonic stem cells haven't proven to be helpful while adult stem cells have. They have been used to treat spinal cord injuries successfully allowing people to walk again. They also can help with diabetes and stroke. Along with adult stem cells we need to investigate cord blood embryonic stem cells which are gathered from the umbilical cord of a newborn. Neither of these types of stem cells destroys a life and both offer great potential."

The government is now dictating what research can be done based on its moral beliefs. Some people think that this is unfair and that it limits religious freedoms.

"The government dictating the moral stance on this issue, when there are so many different religious views, limits the religious freedom of those who believe that the use of embryonic stem cell research is a part of their religion," Talve said. "As a rabbi, I support stem cell research and if this country limits it, it limits my religious freedom. Jewish leaders of all denominations want it and to deny us the research is to deny us a form of freedom."

The Catholic religion disagrees with this view. They believe that they are not limiting freedom or stopping the discovery of cures. The believe that by allowing adult stem cell research and cord





Champions

The football team brought Clayton its first football state championship in history with a thrilling 27-26 victory over Webb City in overtime. The Hounds won the game when Doug Williams and Jairus Byrd tackled the Webb City running back on the game's final play.

benweixlmann

After an early-season loss to MICDS, the Greyhound football team knew that they were capable of winning a state championship.

"After being up all game against MICDS, we knew we had the talent to go all the way," sophomore Jared Neely said. "Even though we suffered a loss, there were good feelings around the locker room for the rest of the season."

Senior captain Michael Goldsticker echoed Neely's sentiment.

"We played hard for three quarters, and then just fizzled in the last 12 minutes," Goldsticker said. "We felt like it was a game we could have won, being up 21-10 in the fourth quarter, but it certainly helped us for the rest of our season."

Head Coach Mike Musick was impressed by his team's ability to rebound from the loss to MICDS.

"I always said this was a team of destiny," Musick said. "Whenever we have had adversity this season, we have turned it into a positive."

Over a span of 70 years, Clayton High School had emerged with only three state championships in sports. On Nov. 26 CHS garnered its fourth. The 2004 CHS football achieved their destiny.

In front of a crowd of 6,000 Clayton fans, and several thousand supporters from other schools, CHS defeated Webb City 27-26 in an intense, overtime thriller.

Clayton played with spirit from the get-go.

"Coming into the game, we knew we were going to have to stop their run," Musick said of the undefeated Webb City squad. "They had averaged 10 yards per carry during the season."

Musick's coaching staff went to work early in the first quarter, using run blitzes to force Webb City into a passing game.

"We made them throw the football, and created 2 interceptions," Musick said. "Our defensive backs played very well."

"Before the game, a lot of us had the jitters," Goldsticker said. "We were excited to play on such a high stage."

The Clayton coaching staff felt they could exploit the cornerbacks of Webb City.

"We looked at tape and they looked very vulnerable," Musick said.

Offensive Coordinator Sam Horrell provided the key calls as Clayton did just that, using the corners' vulnerability to their advantage.

Senior quarterback Jairus Byrd put the Hounds on top 6-0 in the first quarter when he connected with a leaping Goldsticker on a 35-yard pass.

Webb City responded with a rushing touchdown and an interception returned for a touchdown, giving them a 13-6 second quarter lead. But Byrd again looked to the air, hooking up with junior wide receiver Cameron Hicks for a touchdown. Although heavy underdogs going into the game, the Hounds went into halftime in a 13-13 dogfight with Webb City.

"Coming into the game, we were the underdog," Neely said. "By halftime we showed Webb City we were here to play, and we weren't going to back away."

"Coach Musick told us at halftime that in one more half we would be the state champions, and that really fired us up," Goldsticker said.

"At halftime, our team was tired, very tired," Musick said. "But our players seemed to have a second wind in them in the fourth quarter."

Webb City came out strong in the second half and scored on another rushing touchdown on their first possession. The Hounds refused to quit, though. Byrd punched in a score on fourth down with six minutes left to knot the game at 20.

An interception by Byrd in the last minute of regulation sent the game to overtime.

"If Webb City scored 20 points or less, I thought we would win," Musick said.

However, 20 points was enough to get Webb City into overtime.

During the overtime period, Byrd found senior Torrey Tate on the sideline on fourth and four.

Tate tightroped his way into the end zone for a 19-yard touchdown. Kit Szybala added the extra point to put Clayton on top 27-20.

Following a fourth down touchdown run by Webb City, the Cardinals decided to go for the win with a two-point conversion. On what would be their final opportunity of the game, Webb City ran a counter, a running play that had worked for them all season.

"Doug Williams and Jairus Byrd converged to stop the run to win the game," Musick said.

As Musick saw the play unfold, his arms shot up in the air and the team poured onto the field.

On and off the field, this group of 58 guys was inseparable.

"Fans of CHS football don't understand the bonding and friendship we all had as a team," Goldsticker said. "It was amazing how we were a big family."



javier groisman

"That is one of the things that helped us throughout the season, our friendship and trust in each other," Neely added.

Although Clayton will lose a number of valuable players due to graduation this year, next year looks very bright.

With a variety of juniors, such as Hicks, quarterback Carter Sapp, fullback Gene Cerrato and running back Brian Minor, as well as sophomores such as Neely, Williams, and defensive back Steve Richardson, the Greyhound football team seems destined for a good future.

"For all who came to witness this historic event," Musick said of the win, "it was high school football at its best."

And it was certainly Clayton at its best. For the players, the coaches, the fans, and everyone involved, this state championship is something that the entire community will remember for years to come.

Above: Head Coach Mike Musick clutches the state championship trophy after the Hounds defeated heavily-favored Webb City 27-26 in overtime. The victory gave Clayton its first ever football state championship and its first team state championship since 1985. Below: Quarterback Jairus Byrd runs a sweep during the state finals. Byrd rushed for a touchdown and threw for three others.



javier groisman

passingshots



joshgoldstein

State champs symbolize sports' virtues

Sports is about adrenaline and intensity. It's about the thrill of victory and the agony of defeat. It's about learning from losses and fulfilling dreams.

With these criteria in mind, the 2004 Class 4 Missouri State High School Football Championship was sports at its best.

The championship game at the Edward Jones Dome had a little bit of everything, but the true beauty of sports can be found in its unforgettable moments.

Bottom of the ninth, two on, two out, full count. Three seconds left, ball at mid-court, down by one. Sudden death. Penalty shots, penalty kicks, penalty boxes.

The championship game was no exception. In the first overtime, after the Hounds scored on a touchdown pass from Jairus Byrd to Torrey Tate to take a seven-point lead, Webb City answered with a fourth down touchdown of their own. But instead of kicking the extra point, Webb City tried to win the game with a two-point conversion.

The entire season came down to one play. The hopes and dreams of 54 players, coaches and thousands of fans depended on one play. Nineteen weeks of practice culminated in one play. The ball sat on the two-yard line.

For a split second, it appeared that a hole was open on the line. But then a white jersey stepped up to meet the ballcarrier and then another. Linebacker Doug Williams and Byrd protected their house while linebacker Michael Goldsticker pounced on the loose ball. The Clayton arms went up in the air as the Webb City helmets dropped.

The ending was the only one fitting for this team of destiny. They showed incredible character by rebounding from a heartbreaking loss to MICDS to win ten games in a row.

After that game, they vowed not to repeat their painful fourth quarter collapse, and as the championship game wore on, the Hounds showed unbelievable poise. Every time a clutch play needed to be made, a clutch player stepped up and made it.

High school sports are at the heart of the Clayton community, and last year's controversy pierced our hearts. The eligibility scandal put a permanent black mark on an otherwise spotless season. But this season reminded us of everything that is great about sports.

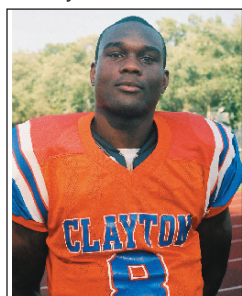
This season brought students of different races and ages together and made them into a family. With the captains as an example, these players epitomized unselfishness. They frequently deflected praise as individuals, preferring to be recognized as a team.

Everyone involved in this championship season will remember a truly special team. A team that overcame tremendous adversity. A team that was willing to do anything in order to achieve their goals. A group of individuals that was stronger as a team than any of them could be alone.

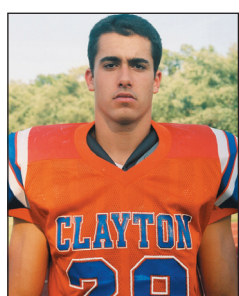
The Hound's work ethic was inspirational. They would not settle for anything less than first. You could see it in the turf burns on Goldsticker's arms and in Jeff Waldman's walk as he limped across the field. But most of all, you could see it in Musick's eyes. A look of exhaustion and elation.

Class 4 All State Selections

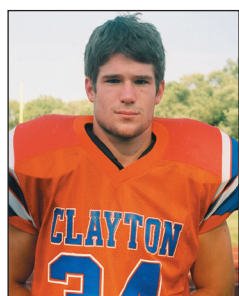
Jairus Byrd
Player of the Year



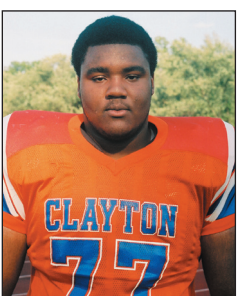
Michael Goldsticker
First team



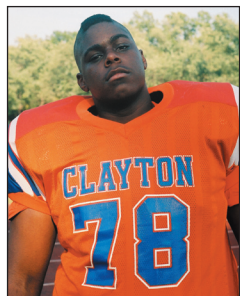
Jimmy Whitely
First team



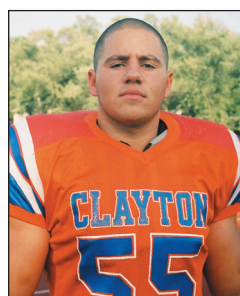
Chidi Oteh
First team



Martise Hill
Second team



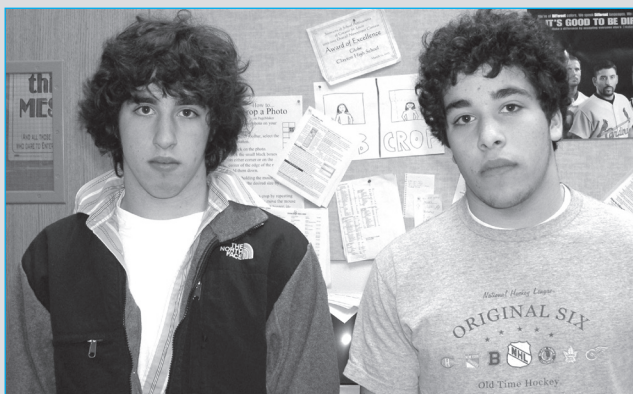
Jeff Waldman
Third team



Mike Musick
Coach of the year



Male Athletes of the Month Barron Brothers



jackmclellan

There have been dynamic duos before. Batman and Robin were quite a crime fighting team. Remember Jordan and Pippen? Now there was a pair. Han Solo and Chewbacca regulated against the Empire when the going got tough.

But none of these duos has ever dominated Clayton hockey or led the team to a 6-0 start to the season. That honor belongs to only one pair: Barron and ...Barron?

That's right. Senior Zach Barron, a fixture on the Clayton hockey team, is joined this year by his brother, Max, a freshman.

The younger Barron has burst onto the high school scene in a hurry. In the Hounds' first game, he scored all three of Clayton's goals to lift the team past Hazelwood Central in a 3-1 victory. Max set a precedent in that first game. He showed he was destined to become a great high school goal-scorer.

"I score goals," Max said. "I just go out there and play my game."

Max has been playing his game for quite a while. He entered his first organized league at the age of six, but has been playing for even longer.

"I picked up my first stick at around three," Max said.

His older brother was a big reason for that. By the time Max was old enough, Zach was already immersed in the sport.

"Our dad played hockey at Clayton," Max said. "He raised Zach playing hockey."

Zach's experience shows. He plays defense for Clayton, but could really play anywhere. The biggest attribute Zach brings to the team is his defensive capability, but he can also snipe from the blue line. His 12 goals on the season attest to that.

But what does Zach think about having to play with his kid brother?

"It is cool," Zach said. "We will never play together again. Unless he is in the NHL with me."

The Hounds have very lofty goals for what they can achieve behind the Barron Brothers.

"If we make the Wickenheiser Cup, we plan on winning it," said Zach. "If we play in the Challenge Cup, we want to get as far as we can."

To date, Max has picked up 13 goals, which paces the team. Zach also has a team-high 20 points. Each brother has 2 hat tricks.

Zach is playing his last season of high school hockey. This is his last chance to win a high school championship. Max, who is playing his first, will be there to assist his brother in anyway possible. Talk about a dynamic duo.

Female Athlete of the Month Lily Kurland



maxwellryan

Senior forward Lily Kurland is in her third season as a member of the varsity girls' basketball team.

"I feel that being a part of the team for three years gives me an advantage," Kurland said. "Having these two previous years worth of experience on varsity, allows me not to have much of a transition. This season, I will be playing many girls that I have been matching up against for two years and will allow me not to be nervous or intimidated when I square off against them on the court."

Kurland is the returning rebound leader from last year's team with an average of 7.8 per game and has continued that success in her senior season, as she is second on the team in rebounds.

"Rebounding is a big part of my game," Kurland said. "I feel that rebounding is one of the best ways that I can help my team to win. I also believe that I help by boxing out, being able to help open up the court for my teammates, making sure everyone is staying focused and helping my teammates play to their maximum potential."

Many of Kurland's teammates look toward her for leadership on and off the court.

"Lily is a great team leader," senior Brittany Davis said. "She does a great job leading everyone on the team. Not only does she help the younger players, she even helps us seniors. She always knows where to be and helps the other players recognize where they should be, helping to give us opportunities to win more games."

Although playing college basketball may not be in the future, she hopes to continue to play for fun or on a club team. With the guidance and leadership from Kurland, the young lady hounds hope to be able to make a run into the playoffs this season.

Hockey shooting for record season

mazirazani

What could possibly be better than having senior alternate captain and defenseman Zach Barron leading a strong and physical defense that only allowed five goals in six games? Well, how about an exact clone to perform just as well on the offensive side of the puck?

This year, Max Barron, Zach's younger brother, has recorded eye-opening numbers for the Clayton offense. So far in just six games, freshman Max Barron has tallied 13 goals and three assists, leading the team in goals and hat tricks. Barron proves to be a promising asset for years to come.

"Max is an amazing player who will undoubtedly lead the team to victory in the next couple years," senior alternate captain Martin Gregory said. "You don't see talent like Zach's very often, but when you get a second just three years younger, it's just ridiculous."

Zach has contributed 12 goals himself, along with eight assists. He leads the team in points with 20 followed by Max with 16.

However, it's not just the offense that has led the team to an undefeated record as of yet. Superb goaltending cannot be overseen in this well-balanced Clayton hockey team. Senior goalie and alternate captain Max Ryan has followed suit by posting dominant numbers as well. In four starts, Ryan is undefeated, allowing only two goals and boasts a .966 save percentage on 56 saves. Ryan leads the Mid Suburban Central League in several categories including wins with four, goals against average of .5, and solo shut-outs with two. His save percentage and goal against average are currently second in state. Ryan is a workhorse when it comes to hockey. Several of the players play on select teams including the two starting se-

nior defenders Zach Barron and Tom Janney. On the games when one of them is not present, Ryan steps up to take on the defensive position, and sophomore Brent Cohen stands in between the pipes.

"I don't really mind playing defense in a couple games," Ryan said. "It's actually kind of fun being able to play another positions. I was even able to get a goal out of it."

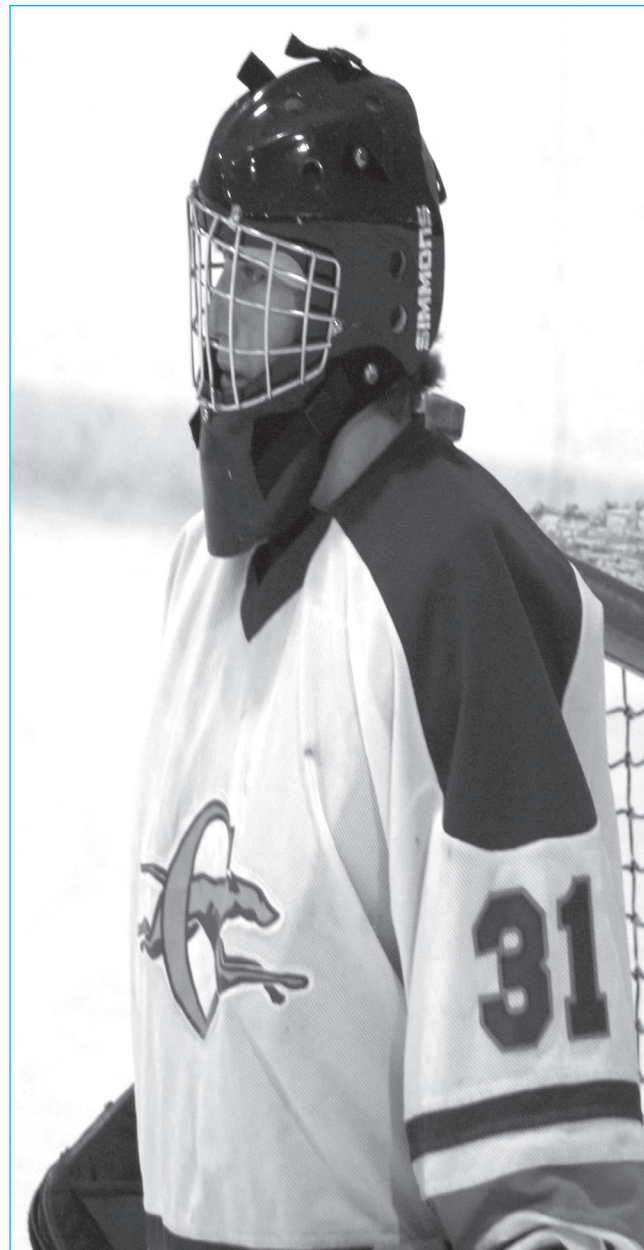
The Hounds put on a great show each night they play. They have had many loyal fans present at most of their games. "I like how the games are later at night. It gives us a chance to get out there," senior Riche Rodemyer said. "I like the big hits, those are good too."

"Making fun of and yelling at the opposing players on the ice is my favorite part," senior Anthony Johnson added.

One thing that the hockey team faces this year that it hasn't in the past is the overwhelming player turnout. This year, 25 players are on the roster, but only 19 are able to dress. This encourages a positive and friendly competition between the inexperienced freshmen. This competition encourages the harder workers to get ice time.

"It is difficult for the coaches to decide who to dress every game," Ryan said. "They have to try to give the team it's best chance of winning while still providing all of the player's valuable ice time. To make it easier, there is a c-team for mostly freshman and eighth graders. This team allows many of the freshman who do not dress the ability to get ice time and be prepared if they have the chance to play with the varsity team."

The Hounds should have a promising year this year. Through six games they are undefeated, and show no signs of slowing down. Each game will be just as exciting as the others to watch. It's a real treat to attend. You won't be disappointed.



rachel kodner

Senior goaltender Maxwell Ryan waits for some action in a 3-3 tie against MICDS. Ryan has a goals against average of .5 and a save percentage of .972 to go along with a record of four wins and zero losses.



rachel kodner

Above Left: Freshman Max Barron scores his second of three goals during the MICDS game. Barron leads Missouri hockey with three hat tricks (games with at least three goals) and is third in the state with 16 goals. To continue the success Clayton has had this season, they will depend on the goal scoring of Barron.

Above Right: Junior Ben Root winds up to take a slap shot during the third period. Crashing the net are senior Tom Janney and sophomore Matt Becker. Root although only a junior is the captain and leader of the team. Through hard work and strong defensive efforts, Root sets an example for the rest of the team.



rachel kodner

New coach keeps wrestling team off mat

jamiegoodfellow

"Wrestling Team Under New Management Need You!"

Everyone at CHS has seen the posters, but what is really new with the wrestling team?

In School Suspension Supervisor and CHS Wrestling Coach Boris Khodosav has a lot to say.

"This is the best year," Khodosav said, "We have 30 kids. Last year we had 12 or 14."

Khodosav has hardly had an easy job getting a wrestling team together.

"I started coaching in 1993," Khodosav said, "I was the assistant coach with Don Rugraff. There were not a lot of kids then, but they were dedicated."

However, Rugraff left Clayton in 1998 along with Khodosav.

When Khodosav returned in 2001, the team was in a shambles. Between 1998 and 2002, the wrestling team had a new head coach every single year.

Khodosav became the new assistant coach and worked with Chris Zinc upon returning to Clayton.

After much effort, the team is finally back together.

"I had to ask almost every boy in the school," Khodosav said.

The effort looks like it is paying off.

"We have good freshmen and sophomores with dedication."

Khodosav said, "We have Kevin Johnson, Matt Rolf, Chris Majewski. Since the start of the season, everyone has worked hard. They are all different from the kids from a few years ago."

We have good freshmen and sophomores with dedication... Since the start of the season, everyone has worked hard. They are all different from the kids from a few years ago.

- coach boris khodosav

Freshman Kevin Johnson signed up for wrestling not knowing what to expect.

"Practice was boring at first," Johnson said, "But

after the first tournament, I liked it better. In practice we go over moves and sometimes do some live wrestling."

The team also has older talented wrestlers, such as junior Nick Currey and junior Devin Stine.

"I have wrestled in high school for three years," Stine said, "But before that I wrestled for a year when I was 10 or 11 with Boris."

Stine had noticed the building of the new team over the years.

"When I first started at CHS," Stine said, "We had a 12 person team. Now we have many freshmen. Also, a major change in coaching from Zinc to Coach Boris will help the team immensely."

Khodosav's only regret about this year's turnout is that he wishes he had gotten more football players to wrestle. Experienced wrestler Will Wilson is injured, and Chidi Oteh is currently unable to wrestle, but both may make it for the end of the season.

CHS athletes continue training in offseason

mikegregory

It is quite clear that athletes practice rigorously during the sports season, but during this period they are required to attend practice. So what to they do during the offseason, when there is no official practice?

"I usually train for about five hours a week in the offseason," junior Laura Tetri said.

Tetri, a field hockey player, said that she does not have a specific training regimen to follow during the winter and spring seasons. She does assign specific periods of the year for certain kinds of training.

"In the winter I work out at the Center," Tetri said. "And

I have recently started swimming and climbing on the wall in the Center too."

Other student-athletes, such as junior Nick Stolz, a football player, have a much simpler training schedule, even without a set plan from the coach.

"I usually workout and practice skills for lacrosse," Stolz said.

Participating in a spring sport as well as a fall sport proves to be a very popular way of staying in shape.

"In the spring I play soccer and in the winter I play indoor soccer," Tetri said.

There is no clear division of students who exercise together or alone.

"Normally I workout alone, but I have gone

swimming with Nicole Laux." Tetri said.

However, when students workout together it is usually to play a game.

"I get a game together and play lacrosse with some other guys," Stolz said.

There is an apparent time change in the amount of hours put into practice in between the seasons.

"I practice for two and a half hours a day, five days a week during the season," junior Katie Magraw said. "But in the offseason I only practice when I can."

Cross country coach Charles Collis gives his athletes a training program to follow year round.

"It is a combination of runs at four different



mazi razani

Senior Jeff Waldman works out using the bench press in the center. Waldman joins many other athletes from CHS who work out in the Center during the offseason.

paces," Collis said. "Each pace targets a particular system in a particular way. Each pace is different for each runner, and it is determined by the race time."

But as to whether or not a training program is better, Collis prefers a program.

"Although any exercise is okay, following a program that was developed by a person with experience is ideal," Collis said.

Whether they follow a program or just take it day by day, the students of CHS train year round for the next season.

In a new direction

The boys' basketball team has a new look under the leadership of head coach Michael Knight. After two tough losses, the team got its first win and hopes to improve its record as they settle in to all the changes

jackmclellan

Sometimes, you just need a win. That is the position the Clayton boys' basketball team found themselves in, three games into the season, playing Roosevelt. The team had dropped its first two games of the young season to Fort Zumwalt South and Riverview Gardens. As the boys laced up their shoes, they all knew what they had to do. And they did it. The Hounds came out firing and never looked back. When the final buzzer sounded, Clayton walked away with their first win, beating Roosevelt by 37 points.

"The big win really helped boost our confidence," senior Charlie Grady said. "We will use it in our future games."

Grady was the leading scorer in the contest, with 20 points, followed by Cameron Hicks with 18.

With the effort against Roosevelt, Clayton started to build some momentum and energy that they did not have in the first two games. The slow start can be blamed on a lot of factors, including the success that the football team had this year. The team did not get some of its key players, including starter Jamil Thomas and reserves Jairus Byrd and Jared Neely until it was almost too late.

"We only got the football players for two days [before our first game]," Grady said. "They didn't know the plays, and we hadn't learned to play as a team yet."

There are also a lot of new elements to this year's team, most notably, a new head coach.

Taking over for Mike Potsou this year is Coach Michael Knight. Knight served as assistant coach under Potsou until Potsou decided to pursue another coaching opportunity after last year's season. Coach Knight brought in a new offensive system, dramatically different from the system utilized last year.

"Coach Knight runs a motion offense," Grady said. "It allows players to be more creative and free."

Under Potsou, the Hounds ran an offense known as "40 series." In these plays, every player had a specific spot to be at a specific time, and the whole thing was very choreographed. Knight's motion takes the team in a very different direction, with a very free-flowing offense.

When a coach makes a drastic change, there is always the chance that the team will not accept that coach's system. This was not a problem with the Hounds.

"The guys like [Knight]," Grady said. "We bought into his system."

And it seems like that system is the perfect one for this group of players. One of the greatest attributes of the team is the outstanding athleticism that the players possess. Newcomers Byrd, Neely and Andrew O'Neal are all great athletes that can shine in the motion offense. Neely, a sophomore, is the first-year varsity player with the most impact on the team, and his skills shine in an offense that allows him to work freely.

Knight's seamless entry was due in part to his familiarity with the returning players, especially the seniors. The seniors on this year's team



jamie sachar

Senior David Martin shoots during the Dec. 7 win against Maplewood. Martin's presence inside will be crucial to the Hound's success this season.

"We only got the football players for two days [before our first game]. They didn't know the plays and we hadn't learned to play as a team yet."
-senior charlie grady

have really stepped forward to offer a leadership role to the other players. They set the tone of play and an example for the younger players who will fill their shoes. The team will need those younger players, because four out of the five starters are leaving after this year. Grady, Thomas, David Martin and Matt Pennington are all returning seniors, with Hicks being the only junior in a starting role. All five of the players are returning from last year's team. Grady is in his fourth year of varsity competition.

The team has lost several key components of their team last year, especially point guard Philip Crawford, but the expectations are still very high.

"We expect to win districts," Grady said. This will prove to be difficult with Westminster moving into Clayton's district.

"They have a real tough team," Grady said. Westminster is ranked fourth among small schools by the Post-Distpatch.

Among the team's other goals is beating Ladue and advancing in the state tournament.

As of now, Clayton is unranked, but they are sitting on the bubble of the top 10. They have the talent to break that bubble and excel this season. The slow start does not have anyone worried. It takes some time to adjust to so many new things, but there is little doubt that this talented group will do just that.

"We are 1-2, but we are starting to come together," Grady said.

And when they do, watch out. They will come crashing out of that bubble.



jamie sachar

St. Louis legend Wally Lundt, who started the water polo program in St. Louis in the 1960s, has returned to Clayton to coach the boys' swim team. "Wally was the best coach in St. Louis when I played for him," said Rick Bliss, 1975 Clayton graduate.

meghanbliss

From 1957 to 1990 Walter, commonly referred to as Wally, Lundt was a familiar face to CHS students as well as alumni. He was a teacher, coach and the man responsible for bringing water polo to St. Louis. This year Lundt is back at CHS once again.

"I worked at Clayton from 1957-1990," Lundt said. "I coached swimming and water polo and taught swimming as a physical education teacher. I retired in 1990, but I worked part time and continued coaching for three more years. Clayton was a great place to work. There were great kids and, most of the time, good swimmers. I put in three more years of coaching after I retired, and then I decided it was time to move on."

Lundt coached swimming for 32 years as well as water polo. More notably, however, Lundt began the water polo team at Clayton.

"I started water polo in St. Louis in the 1960s," Lundt said. "I had played water polo and wanted to have some activity for swimmers to do out of season. Clayton was receptive of the idea and we started water polo for high school with just three teams, Ladue, University City and Clayton."

Rick Bliss, a 1975 CHS graduate played water polo for Lundt his freshman, sophomore, junior and senior years. Bliss swam for Lundt these years as well.

"Wally was the best coach in St. Louis when I played for him," Bliss said. "He started teaching people

water polo skills when they were in grade school through the summer recreation program. As such, he more or less developed his own farm team feeder system. By the time we got to high school, we were more skilled and had a better concept of the game than many of our opponents. Wally's love for the game is infectious."

The water polo teams Lundt coached had more wins than losses every season until 1987 and they were particularly potent in the early '60s and '70s.

In addition to CHS having a powerful water polo team years after the program was started, the swim teams were also strong.

"We had some mighty good teams back in the '60s, '70s and '80s," Lundt said. "Almost all the records that still

Long time coach comes out of retirement to coach swim team

stand were made by team members that I coached then."

After leaving CHS after his retirement, Lundt moved to coaching at Lafayette.

"I coached at Lafayette for 12 years, through last year, and started the water polo program there in 1991," Lundt said. "I also worked as the assistant coach for their girls' and boys' swim teams. I actually took over the boys' team the last three years."

Lundt compared his experiences at Lafayette to past years at CHS, the years when there was power within the swimming and water polo teams.

"Lafayette had an awful lot of good swimmers," Lundt said. "My experience there compared very well to the years when I had

good swimmers here at Clayton. I was involved with three girls' and four boys' state championships at Lafayette."

This year, Lundt has decided to return to CHS to coach the boys' swim team.

"I sort of retired from Lafayette because I had trained a new water polo coach to take my place," Lundt said. "I like to have something to do in the winter time and when I heard Clayton was looking for a swim coach I went and talked to Mr. Grawer who said he'd love to have me. I work at the Shaw Park pool in the summers and I knew some of the swimming kids before I came."

Last year, the boys' swimming team had two coaches, Dave Kohmetscher and Melissa Fadler. This year, Lundt is the only coach.

"I like Wally," junior and third-year swimmer Steven Garrett said. "Last year we had two coaches and this year we only have one, but Wally is cool and he teaches us the mechanics of swimming and overall he helps the team."

Bliss remembers Lundt in a similar manner.

"As a swim coach," Bliss said,

"Wally presented a serious balance between working hard and having fun, never taking it too seriously. It was a privilege and an honor to play for him."

Lundt has always enjoyed coaching, no matter the wins or losses his team earns.

"Coaching is the thing I do," Lundt said. "I've always liked working with swimmers and polo players. They are usually hard working, intelligent and dedicated."

This year, Lundt hopes to have a successful season, despite the rough start.

"We lost to Parkway West in our first meet, but we had a lot of time improvement and that made me happy," Lundt said. "We had two freshmen who got second place in their events which was nice. There were some exciting races. I wasn't pleased with the score, but I was pleased about the way the guys reacted to the meet."

Similar improvements in times occurred during the Affton meet as well. Despite the loss, Lundt is proud of what the team was able to accomplish.

"The meet against Affton was

pretty close," Lundt said. "We got all but three first places. We had really good times in events that we entered swimmers. The problem is that we don't have enough other swimmers to help us get more points from our second or third place finishes. I'm still pleased with the improvements the team has made so far. They've really dropped their times and Affton was a lot stronger this year than they have been in the past. They picked up more swimmers than they've had in the past."

Despite lack of depth, Lundt hopes the team will be competitive with some schools this season.

"I was just looking through some of the records and U. City, Oakville and Affton seem to be the big rivals Clayton has," Lundt said. "There were close meets in the past that could have gone either way so we're hoping we can be very competitive this year and win those meets. We can't be very competitive yet against big schools like Parkway West."

No matter the records, this season is sure to be an exciting one for the Greyhounds and Lundt will be partly to thank for that.

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

The Globe is self-funded for all publishing costs and offers advertising to all school-appropriate businesses. Ads range in size from business card to full-page; prices vary. Please contact our office for more information.

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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Be brave, face reality

I've been a coward for too long. I've not faced facts. It is time for this to end. I've been trying to figure out what to write for my first column, but everything I've come up with preaches things that I can't claim to do.

All of my stories seem to have common messages: be brave and face reality. How can I honestly tell someone to be brave and face reality if I myself don't? The thing is I can't, but at the same time I find that my mind keeps coming back to these two points. I've got to stop stalling and 'put my money where my mouth is'; I will attempt to be brave and face reality.

For a long time now I've struggled with facing the fact that my life isn't normal. All I'd ever wanted was to be normal, but I now realize that I never will be. My father was abusive.

For the longest time he had me afraid of my own shadow. I was scared to talk in class. I felt stupid and worthless. I felt unworthy of love. He would make me feel crazy. He would lie and say anything mean that popped into his head. I hated him. Still, I seemed to want his approval, his love.

I've had trouble really sharing my feelings about how he made me feel because I felt stupid for letting him scare me so much. I didn't think anyone would understand and I'm not sure I really wanted to understand. It was easier to be a coward and ignore reality.

Because I was so unhappy around him, I began to do more and more living inside my head. I invented some of the greatest fairy tales when his yelling and meanness was worst. These fantasies were an escape. I understand why people develop multiple personalities- as an escape. Anyway, the point is I developed these stories because I wasn't brave and didn't want to think about what was going on.

I escaped until this September when my fa-

ther died. When my uncle called to say that my father passed away, I thought I would be happy. To my amazement I cried. For days I felt like something was missing, something that had never really been there. I didn't know what was wrong with me. Why would I cry for this man who didn't love me, who I thought I hated? Anyway, after a week I dismissed the whole thing and completely blocked him from my mind.

Then, a few weeks later, I went to visit one of my favorite teachers. She advised me to share what I felt, to get it out in the open. She told me that I needed to face what had happened or it would come back to haunt me when I least expected it. She was right. It has.

A few weeks ago, I broke down. I became a holy terror. I screamed and cried for a long time about a haircut I had gotten, but the fact was I wasn't crying about the haircut. I was crying because I felt so lost. I missed this man who had made my life miserable. I wondered why I had been so unworthy of his love.

After this breakdown, I attempted to write a letter to my father hoping that this would get some of my feelings out in the open. I couldn't do it. I didn't want to face the facts. I wasn't brave enough.

As I've gained distance from this event I've realized that it is now time to face what has happened. So, instead of writing a letter to my father, I am writing a column to all of you who do not face reality. To all of you who live inside your head. I am writing to the cowards.

I refuse to hide any longer within myself. I am smart. I am a good person. I am worthy of love. I refuse to continue to allow him to rule my life, to make me into the cowering girl I once was. I am brave. I will face reality. This is my attempt to make myself live up to the standards that I encourage others to live up to.



cori lefkowitz

Reflections on a State Championship

The start of preseason in early August marked the beginning of a historic year: a "Cinderella" year, as it has been called by some. The last two years have been nothing less than tragic. In 2002, within a span of two weeks, we coped with the deaths of two of our players' fathers, immediately followed by a semifinal loss ending our season. The next year, an "anonymous" phone call questioned the eligibility of one of the greatest players in the history of our school. The result: the forfeiture of all nine games he participated in, giving us a final record of 1-9 for the regular season, and, more importantly, no playoff berth.

This year, however, we were determined to avenge last year's seniors' season by showing everyone what a 900-student public school football team was capable of. Determination was the only word in our vocabularies from week one to week 18. You could tell from looking at any of the seniors that they would rather be carried off the field before giving in to defeat. This determination, which was passed along into every one of our players, put us all on the same page. We all shared a common goal. This goal was to be the first team in Clayton High School history to appear in a Missouri State Football Championship game. It was going to take a unique group of players to make that possible.

Eighteen weeks usually builds respect and friendship between teammates. For us, it did more. It made us a family. The adversity from the previous two years just made us closer and stronger; the locker room became our second home. Whether it was driving over after school, or waking up bright and early on a Saturday or Sunday, we never got sick of seeing the same guys day in and day out. We talked, we laughed, we slept and we sang in that locker room.

At times there were arguments and even fights, but no different than any other family. It's funny how just one person overhearing an argument can fix it. All it took was a "Spooky wiggle" or Will switching the radio to Country and singing along to relieve all tension and to bring everyone to the floor with laughter. It was a special group of kids in that locker room. The guys in there just seemed to grow on each other.

For the seniors, it would be our last year. Some of us had been in the program since freshman year and two transferred from other schools. The team elected three captains at the beginning of the season, but each one of us contributed to making everyone better. Everyone on the team was close. The seniors were a family within a family. We had to make our last season count.

That's precisely what we did. Practice and games became routine, until playoffs rolled around. The final game of the regular season was our biggest challenge all year. We were playing Ladue for the playoff berth. A close game early on finished with a blowout, ending in the same fashion as last year. There was an overwhelming

feeling as we stormed the field when the clock hit zero. The next day we got right back into it, back to the daily routine of practice until game day when a feeling of excitement and nervousness swirled around. A close quarterfinal game was followed by another blowout in the semifinals.

Finally, it was the moment of truth: the State Championship at the Edward Jones Dome. I can distinctly remember the worst 20 minutes of my life all season. It was the 20 minutes after getting dressed and waiting to take the field. The coaches said nothing and left us to talk among ourselves, or sit quietly in anticipation. Then, it was time.

Running out on that field was a unique feeling. I was a part of the first Clayton team to touch that field in full pads and compete for something that we had dreamed of since our freshman year. The game carried on until regular play ended. More history would be made. We not only played in the first State Championship game in Clayton history, but it would be the first overtime to be played in all of Missouri State Championship Football history. It felt like I was in a movie theater, except that I never paid for admission and I was short a box of popcorn.

In overtime, Webb City matched our touchdown and was now one point down. They elected to go for two, which made it a do or die final play. Three seconds into the play, our guys swarmed the Webb City running back and the ball popped loose, clinching our victory. A sea of white jerseys erupted onto the field as the ball fell to the turf.

I remember running onto the field and giving Jeff Waldman a hug as tears of joy rolled down our faces with complete disregard for the sweat and stench that we were now drenched in. People always say how they want their dreams to come true. Well, for us it did. This was no fictional story or predictable movie. This was reality. We made a list of goals at the beginning of the year, with number 10 stating, "Do it in the Dome." It was time to cross it off; there was nothing left to accomplish. We were done.

The only feeling one would expect to have would be utter joy. But for me, it was sadness. It was all over. No more football. No more joking around in the locker room. No more weekly dinners with the guys. Now, all that's left is passing them in the hallways everyday and nodding or just giving a friendly "hello." I'm going to miss the locker room. I'm going to miss the horrible dancing and singing to the radio, everyone thinking they're Usher. I'm going to miss Nixon's classic one-line innuendo, and I'm going to miss Horrel's tongue twisters. I'm going to miss Musick's screaming, encouraging words and nicknames.

But most of all, I'm going to miss every last one of those players that put on a Clayton jersey for those 18 weeks and put every last ounce of energy into becoming the Missouri Class 4A State Football Champions.



mozzi zorn



courtesy of aclu.com

Junior Brad Mathewson, of Webb City, displays one of the t-shirts that school officials said could be considered "offensive."

School should not deny free expression to student

Webb City's suspension of a student over the wearing of gay rights t-shirts violates the first amendment.

As one of the first student-run newspapers in Missouri to establish our own freedom of the press policy, members of the Globe strongly support and advocate students' rights to freedom of speech. Recently, in Webb City, Missouri, those rights were violated. Brad Mathewson, 16, an openly gay student at Webb City high school was told twice to either turn his shirt inside out, or go home and change.

One of Mathewson's shirts was a Gay Straight Alliance shirt from his previous school that said "make a difference." The shirt also had a pink triangle on it. The other was a gay pride shirt.

Mathewson was disciplined twice in October and was later suspended after school officials refused to meet with his mother without the Mathewsons' attorney present.

Both of the shirts were deemed violations of the school's dress code on the basis of being distracting. The principal also mentioned that the shirt might offend other students. The school has never deemed anti-gay stickers or t-shirts at the school a violation of the dress code, or any other school rule for that matter. Anti-gay political messages on clothing and bumper stickers are common in the hallways at Webb City, and the administration has never questioned whether or not students will be offended by those messages.

The administration has its own political agenda that it is forcing upon its students. By allowing only certain messages to be displayed, students become subject to censorship and bias. It is the same kind of censorship that was seen during the civil rights movement of the 1960s.

In 1969, the Supreme Court made a ruling in the case of Tinker v. Des Moines that students have a constitutional right to free speech. Mathewson is now taking legal action against Webb City's school district on the basis of this case.

Mathewson never abused his right to freedom of speech, and his clothes never violated the school's dress code. All he tried to do was express a viewpoint that was different from the majority in Webb City. Teachers should have encouraged him, and given him a pat on the back for his bravery.

It is very difficult for a student to say they support tolerance of gay, lesbian, bisexual, and transgender people in a community that tries to say otherwise. Mathewson has consistently done a great thing for standing up for what he believes in, and not being afraid. By refusing to be pushed around by a biased administration, he sends an even more powerful message.

It is because of other students like Mathewson that we publish our newspaper without censorship, that we form clubs like Young Democrats, Gay Straight Alliance, Young Republicans and we have debates in classes like current issues where our diversity of opinions is appreciated. Because at CHS we value our freedom of speech and freedom of expression, we hope the federal courts will also show the same appreciation for those inalienable rights.

staffeditorial

agree 88%
disagree 12%

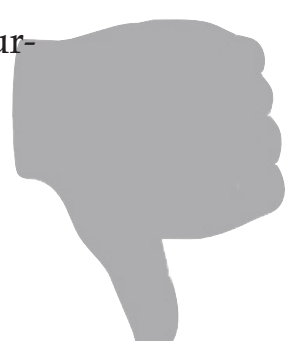
Thumbs Up



- 60 degrees in December
- finals before winter break
- Clayton hockey
- 8 Crazy Nights
- Final Four in STL
- DECA poker tournament

Thumbs Down

- NHL lock-out
- Mon. and Tues. classes during finals week
- "Blade 3"
- non-stop Christmas music
- end-of-semester projects
- January 4



Note from the editors:

There were several errors in the November issue of the Globe, in addition to the typical spelling and grammar errors. The percentages for the staff-ed were incorrect: they should have read 55 percent on the first staff-ed and 45 percent on the second staff-ed. The big picture on page 7 was taken by Javier Groisman, not Rachel Kodner. Sally Mengel was not credited with the photographs she took. Kelly Moffitt had her name misspelled on her cartoon. The column on page 15 was written by Caroline Bleeke, not Michelle Bleeke.

Any further errors should be reported to the Globe office in the cottage. The phone number is 854-6668 or e-mail us at Globe@clayton.k12.mo.us.

In response to The Integrated decision



rachel kodner

Observations on Dec. 2

One student's perspective on the Board's decision.

In the recent math controversy, it is unjustified to name heroes and villains.

Everyone involved did what they believed was best: parents strove to give their children the best possible learning experience; school board members made the decision they believed was correct; teachers fought to protect a curriculum they felt was beneficial.

In an ideal situation, there would be no winners or losers either. Unfortunately, in this scenario, that was not the case.

At the Dec. 1 school board meeting, the administration decided, without even taking a formal board vote, that the parents were justified in their argument that Clayton High School had to have an alternative math class for students who would, under normal circumstances, be taking Integrated Math.

In one simple and decisive statement, the Clayton School Board informed its teachers they were the losers.

The tears shed by teachers at the meeting were not the tears of sore losers. They were the tears of people who felt they had been cheated.

Although parents may have attempted to do all they could to make teachers included in their discussions, those attempts obviously failed.

As a student at Clayton High School, I can feel the tension in my classrooms. In all my years at Clayton, I can never remember teacher morale being so low. I do not have a problem that parents disliked the Integrated Math program and wanted to change it.

I do, however, have a problem with the way the situation was handled. Though I was not part of the process, the faces of my teachers prove, at least to me, that something went wrong.

I have never had aspirations to be a teacher. However, I have always admired the people who are willing to endure the stress of handling unruly students and mountains of papers for small sums of money. I come from a long line of teachers, and I know how important the job is.

The next generation of America depends on teachers to prepare them for their adult life. Clayton must treat their teachers well.

CHS is lucky in that it has the resources to offer teachers relatively high salaries and a legacy of quality education. Teachers are often drawn to Clayton because of its high standard of excellence.

If Clayton wishes to remain one of the best public schools in Missouri, it must work hard to maintain that standard of excellence.

No matter what people want to believe, the teachers, not the curriculum, set that standard.

By forcing teachers to teach a curriculum they believe is unnecessary, Clayton is sending the message that it does not matter what teachers think.

When teachers feel under appreciated and believe they have an antagonistic relationship with the school board that should be supporting them, they will not teach to the best of their ability.

The parents who sent the letter to the math department did so because they wanted their children to get what they believed would be a better education.

What they failed to realize was that such a divisive act would only make the situation worse: teachers are so upset they cannot offer students a positive learning environment.

It seemed that in every classroom, the same discussions were held on Dec. 2. Instead of teaching trig identities and algebraic factoring, math teachers expressed their frustration and discontentment at the way they were treated by Clayton.

Foreign language teachers abandoned grammar lessons and adjective endings to lecture on the values of teacher appreciation. English teachers were too upset by the goings on to conference papers.

Clayton must realize that this is not a math problem; this is a teacher problem. And when something is a teacher problem, it immediately becomes a student problem as well.

At this time next year, there will be a new math curriculum for students and parents who want to take advantage of it. But I do not believe the new course will make Clayton High School a better place, or that students will be

better prepared.

If anything, students will come out of this controversy with the belief that it is all right for parents to dictate curriculum and that the only purpose of teachers is to do exactly what every parent wants, regardless of their own opinions and beliefs.

I do not want to make the impression that this sort of problem only occurs at Clayton. It occurs at other public high schools in this country as well. It is only natural for parents to want what is best for their children.

Students do better in school when their parents are involved in their education. However, there is a point when parents cross the line. I believe that in this particular situation, that line was crossed.

Only time will tell if this issue caused permanent damage. However, rumors are floating around Clayton High School that next year an early retirement plan will be offered for teachers.

Unfortunately, I believe that any eligible teacher at Clayton would be justified in taking it.

The teachers that do end up leaving, however, will not be the teachers who are willing to mechanically do whatever they are told, or who will roll over and accept what the school board demands.

The teachers that will be lost will be the ones who are passionate and who want a voice in what their curriculum is; the ones who make Clayton the place of excellence that it is.

In the future, parents, teachers, and school board members should make greater efforts to reconcile their differences.

Instead of making obvious winners and losers, attempts should be made to come to a consensus that all sides can agree with. Obviously, this optimistic reconciliation will not always be possible.

However, if every decision made ends up upsetting teachers as much as this one did, this district will face much greater problems than an unpopular math curriculum.

Letter to the Editor: I see no upside for the teachers or students

Between rock and hard place, opinions ignored, the math department can only ask "how did this happen?"

As a member of the mathematics department as well as the district mathematics committee, I have been watching with interest the struggle over the Integrated Mathematics program over the last several months. This struggle has come to a head due to the Board of Education's decision prior to the Dec. 1 B.O.E. meeting to mandate that the high school offer a track of "traditional" mathematics to run parallel to the current integrated courses.

I can no longer sit by silently and watch without comment as the work of my colleagues and myself is torn apart.

First, it must be repeated that the choice of the Integrated Mathematics curriculum represents three-plus years of thoughtful deliberation and research followed by five years of continuous development with the underlying goal to find and implement the best possible mathematics curriculum for the students at Clayton High School. This work was not and is not currently an easy task; it takes many hours and great teamwork to assure the best for our students. The B.O.E.'s recent decision causes me to question if our hard work has been worth the effort.

The history of the implementation of the Integrated Curriculum is as follows. Approximately six years ago, after researching the available choices, we presented the B.O.E. with our plan to implement the new curriculum. Because the new curriculum was different the B.O.E. and the teachers agreed that a plan needed to be in place to adequately evaluate the new program.

"I can no longer sit by silently and watch without comment as the work of my colleagues and myself is torn apart."

"The B.O.E. obviously feels they are qualified to disregard our professional judgement and ignore the curricular review process."

Curriculum.

A second scenario is that the integrated students perform better. In this scenario, I can see the math faculty being accused by this group of parents or the B.O.E. of selling the traditional curriculum short and causing this discrepancy. Board Of Education member Dr. Brad Bernstein confirmed this potential with his comment that he would not want his kids in the traditional curriculum because it is a curriculum the teachers do not want to teach, implying that we are unprofessional enough to sacrifice students in order to make a point.

After much thought and deliberation, we as the math faculty have chosen and justified a curriculum that we are confident is the best currently available. The B.O.E. obviously feels they are qualified to disregard our professional judgement and ignore the curricular review process.

Community members need to be aware that a precedent has been set that a small group of vocal parents can elicit B.O.E.

Who knows what next? Parents need voice their opinions. If you have questions about the current mathematics curriculum, please contact me or any mathematics professional at the high school.

After development of an evaluation plan, the B.O.E. voted to approve the new curriculum. In the following years, every aspect of the implementation and evaluation plan was

followed and every goal met.

In recent years, meeting these goals has not been enough for some of the current B.O.E. members. Evaluation has become a moving target. We have been asked to do one thing only to be told it is not enough when we have accomplished each task. Apparently nothing was truly enough.

This year the difficulties intensified. A small group of freshman parents concerned about the curriculum approached the high school about perceived problems with the curriculum. Not satisfied with our answers to their questions, this group began to lobby the B.O.E. for action.

The group had a meeting to rally parent support for their cause. They sent a letter to parents announcing the meeting. The body of this letter implied that the district had received copies of the letter and were given the opportunity to attend the proposed meeting. This is false; no teachers were invited to this meeting.

The only reason that we even saw the letter was that a concerned parent sent us a copy with some questions. The letter and the subsequent presentation were filled with misinformation with the sole purpose of frightening parents into action. After reading this letter and reviewing a copy of the presentation, I am not surprised that parents became concerned. In an effort to calm fears, we as a mathematics department sent a letter to parents addressing many of the issues.

In the past month, the core group of concerned freshman parents has called for the B.O.E. to offer them a choice of an alternate traditional curriculum. They claim to be our clients who pay the bills and therefore should have their demands met. It is important to note that we as a faculty value parent input and involvement. The objection I have in this case is that this group is using twisted statistics and misinformation to serve their agenda without regard to potential ramifications.

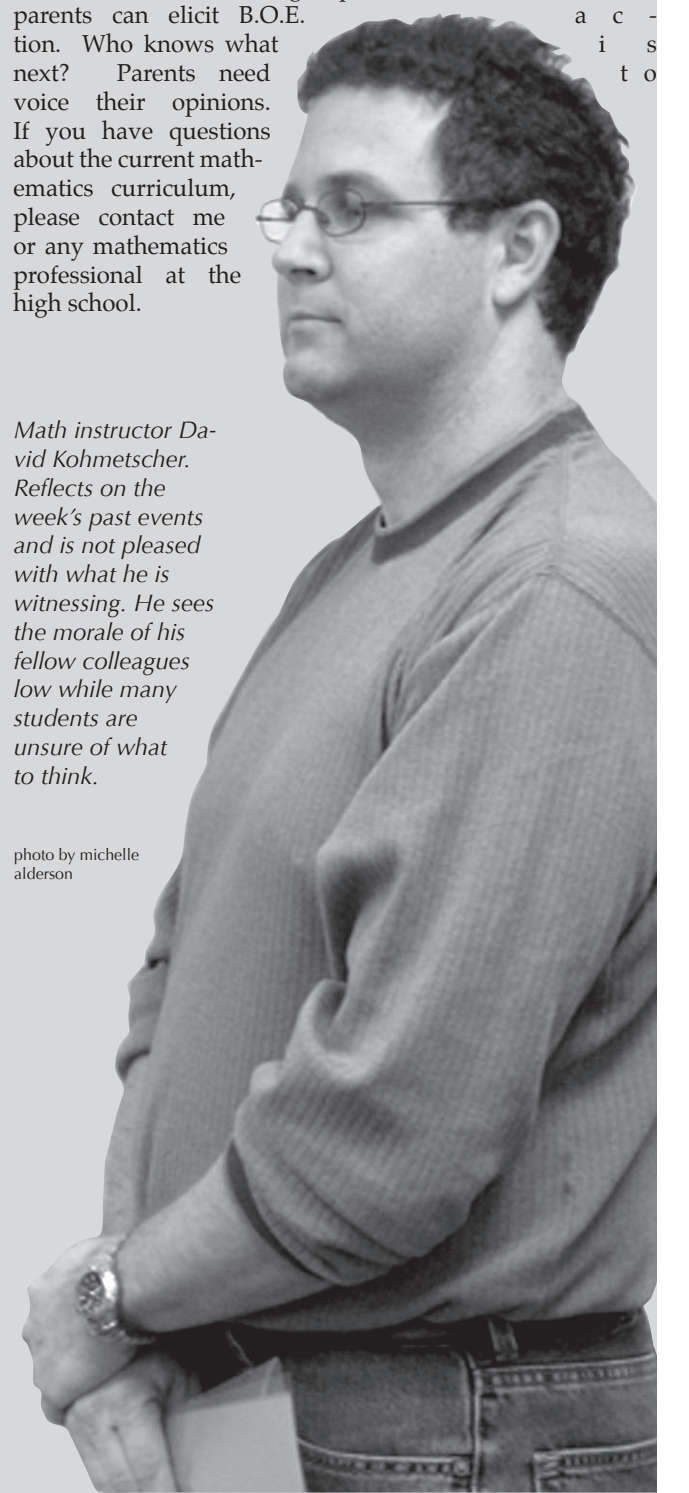
These parents and the B.O.E. assume we can offer this choice without any impact on the current curricula at CHS. We as a faculty are being asked to research and pick a new curriculum, a process that previously took as much as three years, in a matter of six months.

When and how is this going to happen? Our mathematics faculty is already spread paper-thin implementing the current programs at CHS. We are not a large school with limitless resources; to the contrary we are a small school in the middle of a budget crisis.

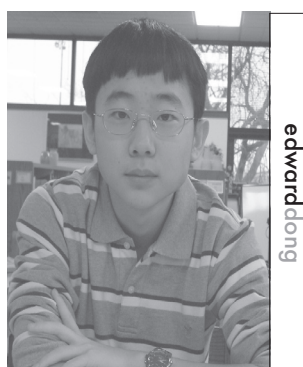
We already have too few people doing too many things. When the B.O.E. chose to take the path of least resistance by

Math instructor David Kohmetscher. Reflects on the week's past events and is not pleased with what he is witnessing. He sees the morale of his fellow colleagues low while many students are unsure of what to think.

photo by michelle alderson

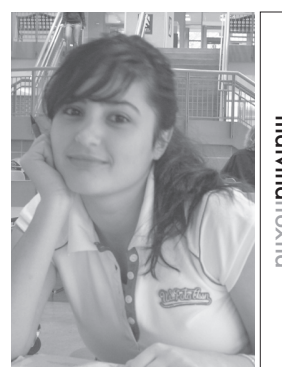


What do YOU think?



edward long

"I could care less because it's not like the Integrated program is gone, so it doesn't affect much"



malindi oxna

"It doesn't affect the students who are already in Integrated Math, only the incoming Freshmen, and Integrated is not gone, we just have more choices."



lauren freiberg

"Thank God! Integrated is the reason why I need a tutor for ACT math."

"Stay positive"

Stay positive. I've been hearing that phrase my whole life. I heard it when I was six and I had just thrown up all over myself on the car ride to the Grand Canyon. And then again when I was 12 and I had broken my arm for the fourth time. And even last summer as I went six days without a shower and stood in the pouring rain cooking dinner.

There's only so much positivity a girl can take, and I had reached my limit. My summer started with a trip to Washington where my group from Camp Thunderbird planned to backpack up huge mountains like Rainier. This trip has been something people in my family have been doing for years, and it's the biggest and most talked about adventure that camp has to offer.

When I started I didn't see it as anything else but an opportunity to spend time with my friends and climb a few mountains. I never anticipated the work that came with the trip.

My counselors put more emphasis on getting stuff done rather than having fun. And of course when everyone began to get down they brought out that magical phrase, *Stay Positive*. (I later learned that next to the phrase *stay hydrated*; stay positive was their favorite.) Gosh, that phrase annoyed me. Who cares if the glass is half empty or half full?



katharine weiss

After hearing that cheery phrase for the hundredth time, I decided to take the whole idea of being positive into my own hands and making up what was later referred to as, "The Positivity Song". The song consists of basically one word, positivity and then at the end a quiet verse where I say "Positivity, that is me."

Catchy right? You may be thinking, wow what a stupid song and I agree. It was totally stupid, but my counselors loved it. I'm not quite sure if they picked up on the sarcastic tone that went with the song.

But then I still couldn't help but notice that the trip just wasn't happening like I wanted it to. The two cliques that had formed last summer were having trouble meshing.

Despite liking my song, the counselors hated almost everything else I did and I felt as if I was working more than I was actually having fun. And then there was Allie. Allie's always been more of a sister than a friend. We love each other to death, but we tend to fight more than cats and dogs.

We also come to each other when the going gets tough. A great support system right? Wrong. Sure, it's great talking to a friend and telling them your problems, but when you're already loaded down with your own issues, more problems can just make the hole you're stuck in even deeper. Not realizing the error of our ways, we both confided in each other for the first half of the summer. That brought our positive rating to about a zero.

And then that horrible rainy night came. It was the day before our trip in which we planned to climb up to a magnificent site called Blue Glacier, 7965 feet above sea level. The trip was supposed to be one of the best parts of the whole summer, but the day before as we all huddled around a small stove trying to keep warm, drenched in rain and mud, even "The Positivity Song" couldn't raise our spirits.

And then the next day as we set out to leave, things just weren't much better. As all the campers stood around the trailhead waiting to start our 6-mile hike to the first campsite, Allie and I stood by ourselves in tears. It was all just too much. The rain, the counselors, the fact that I got a lemon Luna bar rather than a chocolate chip Cliff Bar.

But as we both stood there feeling sorry for ourselves we heard this weird wheezy sound. Both Allie and I turned to face this old, very large man sitting on top of a truck. Surrounded by a few friends, he was laughing so hard he was about to pop! It was infectious. He made both of us burst into laughter though neither of us quite knew what we were laughing about.

And then Allie and I began making up an elaborate story with the old man as the star. I'm not quite sure when we got to the campsite because we were so wrapped up in our story. That was the last time I shed a tear on our trip. It took three days for us to reach the top of that mountain. When we did the view was breathtaking.

But when I think of the trip, the first thing that pops into my mind is not the awesome view or even the amount of switchbacks we had to climb to reach the top - it's the jolly old man on the truck.

Sometimes you need something, anything, to distract you so you can realize that your concerns - the rain, the food, the struggle to put one foot in front of another - are petty and small.

This time that distraction came in the form of a jolly old, man. I wonder who or what it will be next.

Flipside of statistics provokes thought

Statistics- the long lists of numbers created by specialists with drab hair and even worse clothes. The result of a life's devotion to an office of sterility, data tables, and the ability to find the mean, mode, and median of all sets of numbers. This is what I have become, although I guess we are all statistics in some way.

You could be one of the 75 percent of people who try to lick their elbow after reading it's impossible, or you could be part of the 25 percent who are sensible and go on with their day. We are all classified as statistics, whether we know it or not, and most of them never really affect our lives, they are just numbers to throw around in news broadcasts.

But the minute you flip from one side of a statistic to the other, your life changes forever. It could be in a small way, like becoming

one of the 6 percent in the population who understand the tax code. It's those statistics that split the world 50/50 that you really feel when you cross over. Specifically statistics dealing with divorce.

For 14 years I have been part of the 50 percent of the population who supposedly lead the perfect life: Two parents; married. Two cars, one house, a good income, the whole shebang, except for the two and ¼ kids. According to a fact sheet full of printed numbers, I was an all-American child, ok, teenager, living the American dream. And then came the divorce to "ruin my life."

At least that's what should have happened, according to melodramatic actors in virtually unknown movies. But is that what happened to me, or to anyone for that matter?

In the first second after I was told how my life, and my parents' lives were going to change, I said, "I'm not surprised." I had seen the distance between them, and not too long ago had confided to a friend that a divorce would make my life so much easier. No more pins and needles to walk on, thinking I was the one causing the silence.

Shockingly, this was the one instance in my life where the world didn't revolve around me, and it wasn't my problem. In truth, I was surprised. In that second I realized that divorce



kelly one

By the numbers

DIVORCE

Total Divorces (1997): 1,163,000

50 percent of first marriages end in divorce

43 percent likelihood that new marriages will end in divorce

10 percent of the population is divorced

wouldn't just wipe away the problems and give me a happy family; it would wipe away my family and life as I had known it.

Those that heard about the sudden decision were shocked, and said over and over that they couldn't believe it was happening. I heard the words of condolence, the words of anger, the words of disbelief, the words of revenge and the words of hate for my situation. Out of all those words, the ones filled with hate towards my situation helped the least.

Even though I am still in the thick of things, looking back I shake my head and realize that divorce doesn't have to be the synonym of "fight" or "death," as many seem to think. Would it be so bad if the stigma of failure and hardship attached to divorce was removed, and it was just another word, like "scissors" or "bob-sled"?

Divortium, the Latin word for divorce, can be translated two ways. I add this tidbit of knowledge partially because I am a Latin student, and partially because it fits what I have learned perfectly. The first translation is "the divorce of a woman," giving the idea that it is the woman's fault that the marriage must end. So many times I have heard, "It's not your fault, dear. I just can't believe what (insert either parent's name here) is putting you through." Numerous studies have been done, with enormous pools of data. No one can prove or place blame from a scientific perspective, and no one should be able to from outside life. But we do.

In extreme cases, divorce today is a battle

to the teeth, going to court over frequent flier miles rather than the custody of the kids. People may feel like victims, and lose who they really are in this battle. For some it is not a battle to the death, as some courtroom reality TV shows seem to say, but a battle to not die, to move on, to live the life they want. Staying in a marriage may seem like the proper thing to do for the kids, but I have learned that while parents chose to give up part of their old life when they had kids, they shouldn't have to give up themselves. By staying in a marriage only for someone else, my parents have lost and might have continued to lose some of the best years of their lives.

As a child I am supposed to be angry my parents are doing this to me, angry they couldn't just wait till I left for college, angry they have been living a lie. But I am not, and the more I think, the less angry I become. I choose to take the second definition of divorce's root, of "a fork in the road." It's a splitting point for my life in many different areas. Starting high school for one, but also just being a teenager, bordering between child and adult. But most of all it's a dividing point for my family. We are splitting up physically in where we all live, but I have two roads to choose from to decide how I rebound from this situation. I can view myself as having no control, with this great injustice done upon me. Or I can learn what I can from it, grab life by the horns and say "YEEHAW!" I am at a fork in the road, and I choose to go down the "right" path, no matter where it takes me.



chris tennill

Captains Michael Goldsticker, Jeff Waldman and Jaius Byrd celebrate at pep rally that was held in honor of their championship victory against Webb City.

All teams deserve athletic support, not just football

After Clayton's stunning victory over Webb City in the final football game for state, the overwhelming emotion was, rightfully, elation. Months of hard practice, tense games and most of all dedication by both players and coaches had finally paid off in the ultimate victory. To celebrate, an all school pep rally was held the next Monday.

Each player was individually presented with a medal, the band played, and speeches were made by important persons ranging from the superintendent and the president of the school board to the principal and an alderman. There was a general mood of pride and well-deserved success. However, one nagging question arises. Would the same assembly have been called, would the same speeches have been made, and would the band still have played had, say, the soccer team won state?

The answer, unfortunately, is almost certainly no. The last time someone won a state tournament, in tennis, an assembly was called, but it was after school. At first glance, this may not seem like much of a distinction, but there is a major difference between an assembly which goes so far as to take time away from the normal school day and which nearly everyone attends as opposed to an assembly that occurs at a time when the majority of students are going home and which very few people attend. The fact is that few people care about tennis, soccer, or, for that matter, any sport other than football. For an obvious example of this, one has only to

go to the games hardly anyone shows up for a volleyball game or even a basketball game, but football games, if not packed, certainly draw a sizeable number of spectators.

One is tempted to ask why. After all, the basketball team practices just as hard as the football team and basketball is hardly a less popular sport. The answer is, sadly, that that's just the way it is. Football has been the most important high school sport for decades in some places, particularly in the South, leading to near fanatic devotion to the team. It is then no surprise that a state football victory draws huge amounts of attention.

It is time for this to change. Too long have the majority of sports including such popular ones as field hockey, soccer, volleyball, and basketball been ignored. While the attention paid to the football team is deserved and even more understandable after last year's fiasco, it is too exclusive. We need to pay more attention to other sports we need to go to their games, we need to notice their victories, and we need to remember that there is more than one extremely talented athlete at CHS.

In the wake of a huge victory, we need to recall that there are other, smaller ones as well. Other teams have beaten Ladue. Other individuals and teams have risen into the semifinals and finals of their sports. We should celebrate the achievements of our football team but at the same time not ignore the accomplishments of others.



rebecca wall

Clayton needs more political diversity

Students at Clayton love to say they value diversity, and usually their actions stand behind this claim: consider the massive walk-out last spring which protested the possible ending of the Voluntary Transfer Program. Everyone should be proud whenever they take a stand for an issue they believe in, and I think most progressive-minded people would consider diversity an important aspect of education. However, sometimes it becomes easy to forget there are other types of diversity besides race.

The atmosphere at CHS was extremely politically charged in the month or so prior to the presidential election, and the magnitude only increased as the election neared. All over the building there were signs of the political involvement and alignment of students: anti-Bush bumper stickers on cars, anti-Bush pins, and occasional anti-Bush shirts. There was not, however, a lot of noticeable pro-Bush propaganda anywhere.

Of course, that isn't at all surprising when one considers several things. One, it is undeniable that major trends in youth culture are liberal and progressive. Two, I think that Clayton students are fairly attuned to world events and not afraid to question traditional power structure. However, it would be wrong to discount certain undercurrents in the school.

Clayton High School is not a good environment to be a conservative in. Republicans are generalized as evangelical, racist, homophobes bent on enforcing their will across the globe. Most students do not hesitate to conjecture about the overall intelligence of anyone holding conservative views; I have even heard my close friends say things such as, "Oh, I don't like so-and-so, he/she is a Republican." As a result of this, some friends, al-

beit very few, I know to be Republicans are afraid to speak out. Organizations such as the Young Republicans have helped to gain the political minority a voice, but some students still feel voiceless faced against an onslaught of haranguing Democrats.

What does this all have to do with diversity? I would assert that there are many types of diversity: racial diversity, socio-economic diversity, religious diversity, and most importantly, diversity of thought. In my opinion, that is why we need to have the other types of diversity in order to obtain a strong education: if people of differing backgrounds are brought together different ideas and experiences will come with them. However, CHS students have proven themselves as a whole to be a little less than tolerant when it comes to differences in political opinion.

I am not a Republican. I sympathize with the Democratic legions and agree with the arguments as to why President Bush should not have been re-elected. This is not a column written in support of the Republican platform by any means. But, perhaps, as a student body, we should try to be a little more accepting of people whose politics don't align with ours. Like most people, I tend to have problems debating tactfully when the topic is one I feel particularly strongly about. However, if we don't create an environment where people with the unpopular opinion feel as though they have a voice, diversity doesn't mean anything.



rebecca wall

As a student body we should try to be a little more accepting of people whose politics don't align with ours.

- rebecca wall

Despite stars, 'Closer' alienates viewers

sophiaagapova

My suspicion that Oprah will plug any movie just to have actors on her show whose appearance will raise her ratings has become somewhat stronger after seeing director Mike Nichols' "Closer."

With all the hype the movie has received and the millions of dollars that have been pumped into advertising it, I came to the theater expecting it to be at least halfway decent. Well, it was halfway decent, but let's just say that it required almost as much suspension of disbelief as something from the fantasy genre.

Based on a play by Patrick Marber, "Closer" follows four characters in the span of four years, starting with the coincidental meeting of Alice (Natalie Portman), a stripper from New York, and Dan (Jude Law), a journalist who writes obituaries for a living.

The movie attempts, somewhat unsuccessfully, to show the brutal side of love and questions the importance of truth.

After the two characters are acquainted, the viewers are taken a few years into the future, to the studio of a photographer. Dan is being photographed by

Anna (Julia Roberts) for his book based on the life of Alice, whom he is currently dating. During the photo session, Dan quickly falls in love with Anna and they kiss.

At this point in the movie, one of its major flaws rears its ugly head: the uninspired performance of Roberts makes the viewer question Dan's actions.

The fourth character, Larry (Clive Owen), is introduced when Dan plays a practical joke on Anna by posing as her in an online chat room. It doesn't exactly help the plot of the movie that Dan's motives are entirely unclear. After a sexually explicit chat, Larry agrees to meet who he thinks is Anna at a place Dan knows she will be. At the meeting place, Larry finds Anna and begins talking to her by bringing up a few things from the chat that would be incredibly inappropriate coming from a complete stranger.

The movie takes a turn for the worse, logic wise, when Anna and Larry go for a walk and eventually get married a few years later. Who wouldn't be flattered by perverted comments made by a stranger?

Meanwhile, Dan is still in love with Anna and after a nice dose

of "lurking" outside her window, she falls in love with him and all hell breaks loose. Basically, the rest of the movie consists of the two men fighting over Anna, partner switching and general relationship chaos. Roberts' acting, however, leaves Anna without a real personality and makes the conflict between the two men unrealistic, leaving viewers thinking that Dan should have just stuck with Alice.

Although Roberts was the reason many people came to see the film (even I wanted to see her try a serious role), it was the performance of Portman that made me stay. Her portrayal of Alice was not only memorable, but also one of the only redeeming qualities of "Closer." I was intrigued by her character, but once again, even that was almost ruined by the lack of logic in the ending of the movie.

The performances by Owen and Law were above average, but the flaws of the movie seemed to almost counteract their acting.

When I left the movie theater, nothing from the movie really stayed in my mind. I wasn't busy contemplating the idea of truth, as I'm sure the director had intended.

Instead, I tried to rid my head

of images from the movie because I could in no way relate to any of the characters. This is what happens when a play is turned into a movie and not enough adjustments are made.

Because of the nature of a play—the limited set options and limited budget, the emotions and actions of characters must be exaggerated in order to make it more effective; viewers expect this. But because of the realistic way that life is portrayed in movies, audiences expect the characters to be as realistic as the sets and too much exaggeration makes it hard to relate to the film.

This was precisely the problem with "Closer." The dialogue, the actions of the characters and even the events the director chose to show, made the movie seem entirely unrealistic. Maybe I just haven't had enough experience with this kind of stuff but it seems to me that very



Jude Law and Julia Roberts portray two of four characters' romantic lives in "Closer."

rarely does someone refuse to sign divorce papers unless their partner agrees to have sex with them one more time...in their office.

The biggest thing about "Closer", apart from the bad logic, that really angered me was how I felt like someone was trying to trick me into thinking it was a good movie. It was pretty, in terms of set design and actors; it was about relationships and "deep" emotions; it had some witty dialogue and it included the very "artsy" cinematic technique of skipping large amounts

of time without telling the viewer.

Without any real substance though, the aforementioned just made the movie worse, like it was trying to hide its mediocrity behind the success of the actors and the set design. And I don't know why it was titled "Closer." They should have gone with something a bit more appropriate like "Wife Swap, Just for the Hell of it."

Rating:



Benjamin Gates (Cage), Riley Poole (Bartha) and Abigail Chase (Kruger) carefully examine the Declaration of Independence after stealing it from the National Archives.

'National Treasure' sparkles

rebekahslodounik

X marks the spot. And the spot should be in a seat at the movie theater, watching "National Treasure." That's right, "National Treasure," the newest movie starring Academy Award winner Nicolas Cage, is a national treasure.

Benjamin Franklin Gates (Nicolas Cage) has spent his whole life in pursuit of a legend that has been passed down in his family for generations since the Revolutionary War: a treasure so great, so incredible that the founding fathers hid it in order to prevent one man from having it.

Sure, historians and scholars (not to mention CHS history teachers) might scoff and grumble that our founding forefathers would never in a million years have done such a thing, but let's forget their opinions for a moment and examine the basic facts of the movie.

First, Nicolas Cage. Need any more be said? With his handsome profile and acting abilities, he is definitely part of the gold that makes "National Treasure" likable. His character is the average good guy who attempts to save humanity, but in order to do so he must play the bad guy character. Very few actors could create a credible, but also unique good guy caught in a bad situation: Cage is one of them.

Finding a clue of the legend leads Benjamin Gates to another clue, which suggests that there is an invisible map on the back of the Declaration of Independence. To thwart his partner, Ian Howe (Sean Bean), who betrayed him, Gates must steal the Declaration of Independence before he does. To aid him in this amazing feat is a geeky, yet endearing sidekick, Riley Poole (Justin Bartha).

The beautiful Diane Kruger, who previously played Helen of Sparta in last year's "Troy," is Abigail Chase, a document specialist who works

at the National Archives, which houses the Declaration of Independence that Gates must steal. She gets caught in Gates' scheme, becomes involved in uncovering the mystery and, of course, is the love interest in this film.

The villain, Ian Howe, is convincingly evil and menacing. Viewers might recognize him from "Goldeneye" (in which he played the bad guy as well) and from the "Lord of the Rings."

The scriptwriters' efforts to make "National Treasure" credible are what help the movie to shine. Accurate American history, particularly of the Revolutionary War, is interwoven throughout the script as clues leading to the treasure. In one scene, the characters visit Washington, D.C. and Boston and review historical names such as the Continental Congress and the Liberty Bell.

The most notable aspect of "National Treasure" is the action and adventure. And with producer Jerry Bruckheimer ("Pirates of the Caribbean"), that is exactly what the audience should expect: to be on the edge of their seats several times. His fast-paced fighting scenes and special effects positively contribute to the film, making it more suspenseful.

Though the movie satisfyingly wrapped up within the last 15 minutes, the ending might be a little too convenient. The middle of the movie was at times lengthy, but the beginning and the end more than made up for it.

Overall, viewers should see "National Treasure" if they want to review their American history (while having fun) but don't want to sit in a classroom to do it.

However, after the movie, I wondered: can the Declaration of Independence really be stolen?

Rating:



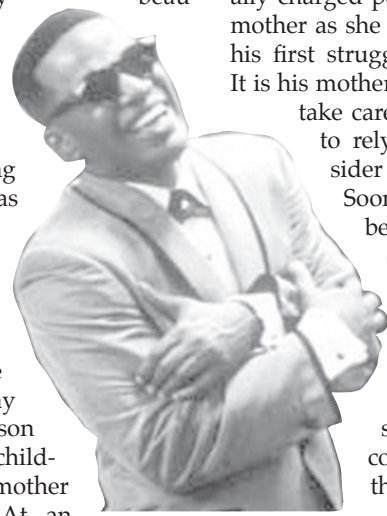
'Ray' captures late artist's craft, style

rylandort

From the low points of his heroin addiction to the development of an extraordinary musical sound, the movie "Ray" beautifully chronicles the life of the late Ray Charles.

Jamie Foxx gives a stunning performance as Charles and truly brings the character and his struggles to life.

Born in the Deep South, Ray Charles Robinson lives a poor childhood with his mother and brother. At an early age his vision begins to fail and a new life begins, one filled with hardship. After the unfortunate incident of his brother's death, Ray feels responsible; this responsibility will haunt him



courtesy of www.movies.go.com

for life. Yet through all of these troubles, music emerges as an outlet, and Ray begins to learn how to play the piano.

Sharon Warren gives an emotionally charged performance as Ray's mother as she guides him through his first struggles with blindness. It is his mother that teaches him to take care of himself and not to rely on others or consider himself disabled.

Soon his music career begins and he takes over from there.

The script gives Charles no breaks and never puts him on a pedestal, yet his genius is still overwhelmingly conveyed throughout the movie.

The musical side of this picture is simply astounding, showing Ray's development from a cover artist into a world-renowned musician with his own, very new, very distinct style. This is the key theme in the movie.

Despite the heroin addiction and numerous romantic affairs, the movie focuses on Ray finding his own sound and voice in both music and life. The soundtrack of the movie truly represents the sound and musical career of Ray Charles.

As for the cast behind Foxx, most seem not to be up to par with Foxx's performance. Also, the screenplay seems somewhat stagnant and runs out of energy by the end of the film. Yet overall the excellence of Foxx's and a few others' performances largely overrule this downfall.

Despite the length of this movie, it is well worth all 152 minutes and gives one a perspective into the life of an amazing man. The only let down of the movie is the quick jump through his later life at the end. Yet overall this movie is a must for all.

Rating:



Sushi gains popularity among students

rachaelcohen

You love it, hate it or haven't tried it yet. Sushi—it's the new catch of the local dining scene.

Between local grocery stores and restaurants, there's no shortage of places to go to buy sushi (pronounced SUE-SHE). SanSai Japanese Grill, a new "fast-casual" restaurant in downtown Clayton offers sushi, salad, salmon, shrimp and more.

"People see SanSai as something new, and it's got a flair to it," manager Matt Ascheman said. "There's a little excitement and danger to what you're eating. St. Louis is a great community for trying something new. St. Louis people are looking for the best."

Grocery stores like Schnucks and Wild Oats offer packaged sushi. Wild Oats offers sushi by the Nikko Enterprise Corporation. One of their promotional flyers explains the origins of sushi:

"Centuries ago the Japanese discovered that vinegar would keep cooked rice from spoiling. Many believe that 'su,' which means vinegar, is the origin of the word 'sushi.' Since then it has evolved into a Jap-

anese culinary tradition adopted by many nationalities. Sushi is considered by many to be an art form.

Sushi is the ultimate three-dimensional visual art. You can taste it, smell it and look at it."

The Nikko Enterprise Corporation flyer also explains the difference between the three basic forms of sushi: Maki (pronounced MA-KEY), Nigiri (pronounced NI-JEER-Y) and Sashimi (pronounced SA-SHE-ME).

"Maki is a roll that is cut in six bite-sized pieces, or served in an ice cream cone style hand roll. Another form is the sliver of fish on a bed of rice known as Nigiri, which

is open-faced, and hand-formed into bite-sized pieces. Sashimi is Grade A fish slices without rice, served with extra ginger and wasabi."

Sushi is popular with some CHS students.

"I like eating raw meat, even if it's fish," senior Daniel Kordonow said. "I especially like spicy sushi."

Senior Anastasia Strots also likes the raw fish idea.

"Sushi is awesome," Strots said. "Who can not like sushi? Sushi rocks!"

Despite its rising popularity, sushi is not for everyone.

"I don't really like that much fish, and it smells really bad," sophomore Mimi Litman said.

The idea of eating raw fish and Nori (seaweed) is repulsive to some people. But that's fine—it just leaves more sushi for the rest of us.

Tapas bar adds authentic Spanish flair to U-City Loop

katherinesher

At the trendy tapas bar Mirasol located in the University City Loop, brings a Spanish flair to the Midwest. Bright colors adorn the walls accented with cast-iron pieces that help characterize the mood of Mirasol. Knowledgeable waiters and a freedom to eat more than one thing add to the fun of Mirasol.

For those unfamiliar with a tapas style restaurant, tapas are little entrees that are brought at different times. Tapas can include salad, soup and hot and cold entrees. Sharing with friends and family is allowed, and so is eating off the plate your tapa is served on.



katherine sher

One Saturday, my friends and I, tired of our normal pizza night, I was in for a great meal. After I

ventured into the Loop. Before we left, my mom suggested Mirasol, so we followed her advice. Located directly across the street from the Pageant, lighted parking was readily available.

Upon entering Mirasol, I knew

explained the menu to my friends and what exactly a tapas bar was, we decided on some tapas. For the table, we ordered the Honduran Ceviche, Queso Fundido and Tacos de Camarones (shrimp). Anna then ordered a classic salad for herself, and I ordered a bowl of the soup of the day. The soup, a beef broth with black beans, chicken and chorizo (spicy sausage), arrived first. Everyone dug in, and we ended up ordering another bowl. The soup arrived hot and garnished with cilantro. The ceviche arrived next. I am not a big fan of ceviche, which is a Spanish/Mexican dish of raw fish seasoned with different juices and spices, but even I liked this

one. The Honduran Ceviche came with tuna seasoned with lime juice and ginger and was served in a coconut shell. Queso Fundido is a hot cheese and beef dish where you make your own tacos. They used a goat cheese that adds a different flavor. I loved it, but not everyone else agreed. Finally, we got our shrimp tacos. They were, well, shrimp tacos in a fresh corn tortilla served with salsa verde (green salsa) and pico de gallo.

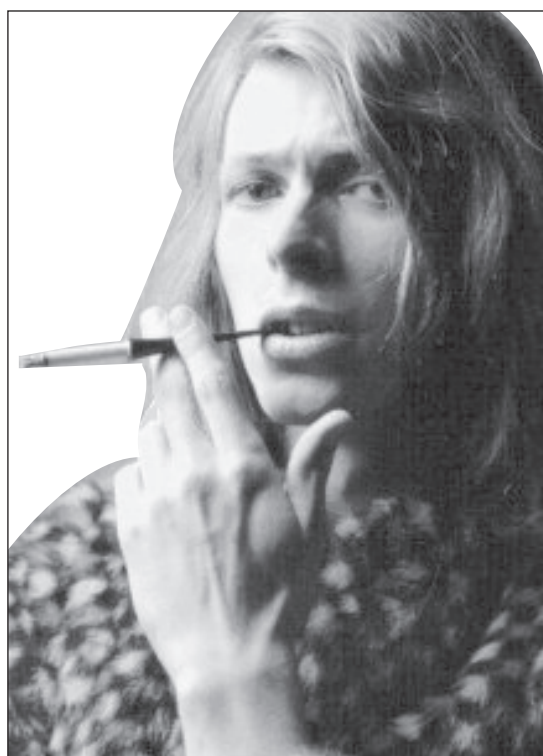
The dishware at Mirasol was very contemporary and the presentation of the food was awesome. My favorite was the ceviche in the coconut shell, but everything looked too good to eat. The waiters

were very nice, constantly offering more food and drinks. For the table, we ordered one soup, one salad, three entrees and three desserts, all for \$77 with tip. The one problem with a tapas bar is that portions are small and you might get carried away with the ordering. That is exactly what happened to us. For the wiser restaurant goer, Mirasol is a must visit restaurant close by that offers authentic Spanish food in a unique style and atmosphere.

For more information/reservations call: 314-721-6909.

Rating:





Who is David Bowie?

By Sam Bakken, Senior Arts Editor

It seems like a lot of teenagers know who David Bowie is. Meaning that they can probably recognize his face and maybe identify a song or two ("Oh yeah, he did 'Ground control to Major Tom,' right?"). But few are aware of the profound impact his music has had on all types of modern music.

Throughout the 70s, Bowie continually stretched the boundaries of rock music, morphing from gender-bending glam rock, to blue-eyed soul, to disco, to experimental electronic rock. He stands as one of the most influential musicians alive today.

I could enthusiastically recommend at least seven essential David Bowie albums that should be heard in their entirety by every serious rock fan. But this is the age of the iPod, and it seems like most people have ceased to appreciate the album as a cohesive, self-contained art form. So, for your downloading pleasure, I have assembled a list of 10 must-hear Bowie songs, in chronological order. It's the tip of the iceberg, yes. But there's a whole lot more where it came from.

1 "Changes" (3:33) (from "Hunky Dory," 1971)- Everyone knows "Space Oddity," so we'll start here. Actually, everyone's probably familiar with "Ch-ch-ch-changes" as well, but it's a better song, and Bowie's most enduring anthem. It's the prime document of his short-lived down-to-earth singer/songwriter phase and sounds timeless, thanks too its smart trad-pop arrangement. Bowie's vocal performance, however, is what pushes this one up to the stratosphere; he sings his kaleidoscopic poetry with breathtaking assurance.

3 "Panic In Detroit" (4:26) (from "Aladdin Sane," 1973)- By far Bowie's best all-out hard rock song, Tribal congas, massive guitars, and moaning female back-up singers provide the foundation for Bowie's surrealistic journey across the United States.



5 "TVC15" (5:31) (from "Station To Station," 1976)- Bowie was so coked-out during the sessions for 1976's "Station To Station" album that he can barely recall making it. So naturally, the album's antiseptic paranoia can be frustrating at times. But "TVC15" represents everything good about Bowie's "thin white duke" phase. Over an addictive, robotic soul groove, a distressed Bowie tells the story of how his girlfriend gets eaten by his TV. I know!

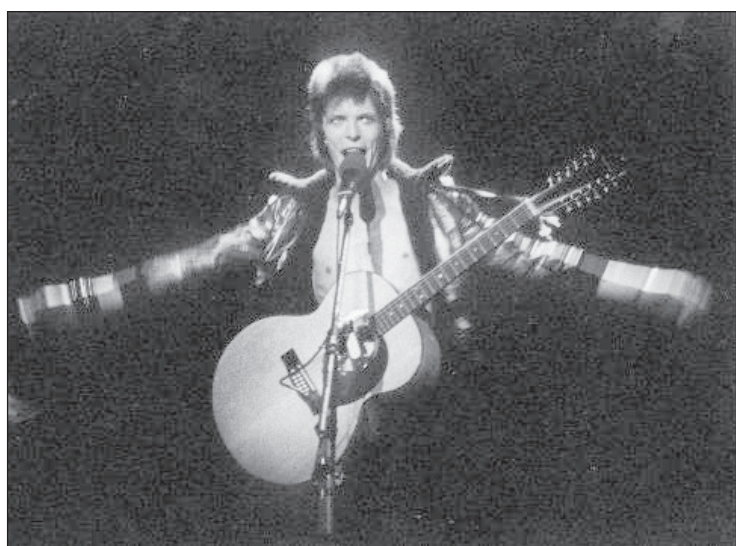
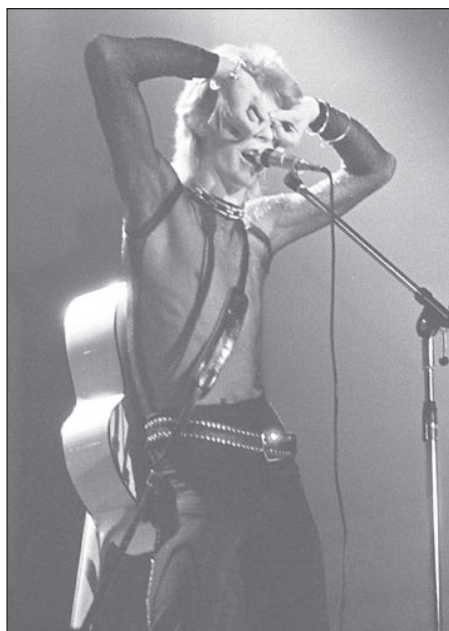
6 "Sound and Vision" (3:03) (from "Low," 1977)- Listen to those drums. The sound of those electronically-treated drums dominated popular music throughout the following decade, but they never, NEVER sounded this cool again. Bowie reinvents himself once again as anti-social techno freak, with dazzling results.

7 "Subterraneans" (5:39) (from "Low")- Representing the ambient instrumental side of Bowie's late-70s music, "Subterraneans" is all humming bass, fluttering synths, and wordless vocals that create an atmosphere of wonderful tension.

8 "Heroes" (6:08) (from "Heroes," 1978)- Bowie's other great, enduring anthem, "Heroes" simply must be heard in its entirety, as opposed to the chopped-in-half 3-minute radio edit. Over a wall of swooning guitars, Bowie sings from the point of view of a man separated from his lover by the Berlin Wall. As the song progresses, he builds from a mumble to a desperate scream. If this song doesn't profoundly affect you, you're probably dead.

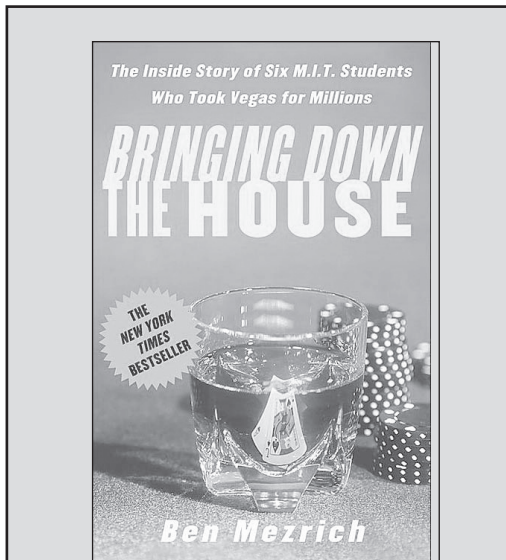
9 "Fantastic Voyage" (2:54) (from "Lodger," 1979)- Enter Bowie the globetrotting philosopher, who croons this gorgeous piano ballad with operatic conviction, culminating in one massive note held for ten seconds.

10 "Ashes to Ashes" (4:27) (from "Scary Monsters and Super Creeps," 1980)- Bowie resurrects his most famous character, Major Tom with a latin groove and casts him as a delusional junkie. Thought the lyrics are somewhat disturbing, the



2 "Soul Love" (3:34) (from "The Rise and Fall of Ziggy Stardust and the Spiders From Mars," 1972)- Enter glam-Bowie: an androgynous alien sent to Earth to inject rock and roll with bug-eyed theatricality. The best song from his legendary (albeit overrated) "Ziggy Stardust" album, "Soul Love" is a wistful 50s-style ballad that captures the thrill of being in love: "Love descends on those defenseless/ Idiot love will spark the fusion."

4 "Fame" (4:16) (From "Young Americans," 1975)- Some time in 1975, Bowie was heard to shout these words: "Hello! My name is David Bowie and I'm gonna FUNK YOU UP!!!" Or at least he probably said something to that effect. Bowie going all blue-eyed soul wasn't entirely convincing, but on "Fame," (co-written by John Lennon) he made you believe.



Mezrich glamorizes poker world

marinregory

It was evident on Saturday, December 4 how much card playing has taken over CHS. Hundreds of kids sat down to play in an enormous poker tournament. With "Bringing Down the House," card players at CHS can indulge their interest in a healthier hobby: reading.

Ben Mezrich's "Bringing Down the House" is the fascinating story of MIT students who join together to make millions off casinos around the country playing black jack. They use a technique called card counting, which is not actually cheating. The students taught themselves how to track cards in the deck so that it is close to impossible to lose.

Their setup is elaborate. They have different roles each person is responsible for. A few people will be responsible for counting cards until a deck gets "hot." At that time they signal to the big spenders, who sit down at the table with monstrous bets, winning tons of money.

The author, Ben Mezrich, is a Harvard grad and aspiring novelist. This is his first trial in nonfiction. His writing is fast-paced, perfect for the high stakes gambling he is writing about. He begins the book by introducing his main informant of this group, Kevin Lewis, as a mysterious genius from MIT. As the novel progresses, Mezrich drives us into the eerie culture of kids with too much brains, money, and time.

"You know my generation, coke and girls," Kevin says while he assumes the persona of a young, wealthy businessman.

It is clearly evident that Mezrich is a novelist. The true story is masterfully constructed. Short chapters from his days of interviewing the actual characters inject a dose of reality to the unbelievable storyline. These interruptions are necessary to remind the readers that this story is actually true.

This book is well worth reading, not only for aspiring poker players, but for anyone who enjoys a story full of action. Mezrich delivers us into another world, one with lots of money, girls, alcohol, and cards.



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U2 trademarks evident in new CD

ivannayang

At the 2001 Grammy Awards, U2 made a bold statement. They wanted to be the best rock and roll band in the world again. With "How to Dismantle an Atomic Bomb," U2 returns to the sweeping pop melodies that proved such a hit with their last effort, "All That You Can't Leave Behind." However, the world has changed since their previous release, and this politically active band reacts with typical aplomb. Still, the trademarks of this album are vigorous rock numbers intermixed with slower ballads of love, loss and peace.

Opening with an energetic and catchy single, "Vertigo" has the rockers singing Spanish to rouse its audience. Undoubtedly, listeners will probably have been exposed to "Vertigo" in the Apple iPod ads, saturating Bono in colors of purple, orange and yellow. However, this opener is missing the depth of "Beautiful Day." The mini vignettes depicted in the lyrics are jumbled and lack the unifying theme that sends out a concrete statement.

A more notable track is "City of Blinding Light", a tribute to Paris, where Bono's refrain "oh you look so beautiful tonight" is an infectious line that is sure to rouse the very last row of the arena when U2 tours. The next number, "All Because of You" starts with one piercing guitar shot. Then, a com-

plex guitar pattern erupts into rock, showcasing The Edge's amplifying riffs. The song again invites movement to the words "All because of you/All because of you...I am." "Miracle Drug," "Original of the Species" and "One Step Closer" are slower, more thought-provoking melodies that



speak of AIDS, a topic dear to Bono's heart, celebrity, and faith. U2 proves to be a band that isn't afraid of mocking itself in the lyrics of "Original of the Species": "Some things you shouldn't get too good at/Like smiling, crying and celebrity." "One Step Closer" is a more atmospheric number, surprisingly hopeful despite the heavy intonations in the background.

In "Sometimes Can't Make it Alone," U2 walks a fine line between sentimentality and achieving a truly moving song, steered in the

right direction by the highly personalized words of Bono. "Sometimes" was written as a tribute to Bob Hewson, Bono's father, and played at his funeral. The Edge's lulling strains accompany the words: "And it's you when I look in the mirror/ And it's you when I don't pick up the phone/Sometimes you can't make it alone."

Slowly, the music builds to a cathartic release when The Edge's electric guitar and Bono's voice blends together as he asks "Can you hear me when I sing" and answers "You're the reason I sing."

The album ends with the part spiritual part politically charged "Yahweh", the Judeo-Christian name for God. More joyful than despairing, "Yahweh" is a fitting conclusion to this album asking "Take this heart/ and make it brave."

Much like "All That You Can't Behind", "How to Dismantle an Atomic Bomb" harkens back to classic U2 and less to the experimental "Acting Baby", "Pop", and "Zooropa" Of the '90s. Critics have accused U2 of catering more to the whims of its audience, than trying to push the frontiers of rock-and-roll. However, listeners should be contented to enjoying the still relevant music of a better-than-most band than to expect anything more groundbreaking from the already prolific Irish quartet.



God poses as food critic on web

God is a picky eater. It's true, not only has God warned us not to eat certain foods, God has even said that God hates these foods. Recently I started doing some research and I came across three very interesting websites about God's dietary habits.

The first of which is <http://www.godhateshrimp.com>. It is the basis for a non-profit religious group who truly cared about the teachings of the Bible.

They take time out of their busy days to picket restaurants such as Popeye's, Long John Silver's, and Red Lobster. They truly believe that God hates shrimp, and that "shrimp is an abomination." Their campaign slogan, "Pinch the tail, suck the head, and BURN IN HELL!" sends a very strong message.

They boycotts against restaurants that serve shrimp. The group also goes all over the country handing out literature, making stickers, t-shirts, and even refrigerator magnets, with their slogan.

The group's goal is to forewarn those who give into temptation and eat popcorn shrimp. At first this all seemed a little farfetched to me, although they do have some evidence that God literally hates shrimp. But look at these quotes from the bible, somewhere along the line shrimp must have really gotten on God's bad side.

Leviticus 1:9-12 says:

These shall ye eat of all that are in the waters: whatsoever hath fins and scales in the waters, in the seas, and in the rivers, them shall ye eat.
10 And all that have not fins and scales in the seas, and in the rivers, of all that move in the waters, and of any living thing which is in the waters, they shall be an abomination unto you:
11 They shall be even an abomination unto you; ye shall not eat of their flesh, but ye shall have their carcasses in abomination.
12 Whatsoever hath no fins nor scales in the waters, that shall be an abomination unto you.

Deuteronomy 14:9-10 says

These ye shall eat of all that are in the waters: all that have fins and scales shall ye eat:
10 And whatsoever hath not fins and scales ye may not eat; it is unclean unto you.

Is it really worth spending eternity in hell so that I can have some shrimp? I guess not.

Suddenly I started to worry. What other foods might have gotten God really angry along the way? I then stumbled along <http://www.godhatesfigs.com>.

No, it isn't a typo, and it isn't a joke...figs are an abomi-



nation! Turns out Jesus had some issues with a couple of fig trees during his time. Essentially, he found some fig trees that didn't have any figs and cursed them. There are also some comparisons in the New Testament between figs and evil, although I'm not sure I ever came across these before.

Anyway, figs are pure evil. According to these people who speak on behalf of God, "Eat a fig, go to hell!" and "God promises terrible vengeance for fig eaters."

I was now feeling a little overwhelmed, I had a lot of stuff to watch out for. Next I came upon <http://www.godhatesbacon.com>. Apparently God is using the internet to become quite the culinary critic.

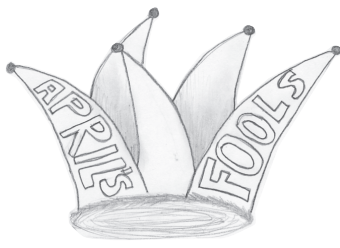
The Old Testament does say not to eat any pig product, because it isn't clean, but I guess I just missed the part where God started hating bacon.

Most likely some pig was like:

"Hey, God, you owe me five bucks."
"No, I don't."
"Well, then you're skeet."
"If you call me skeet one more time, I will curse you for all eternity."
"SKEEEEEET!"

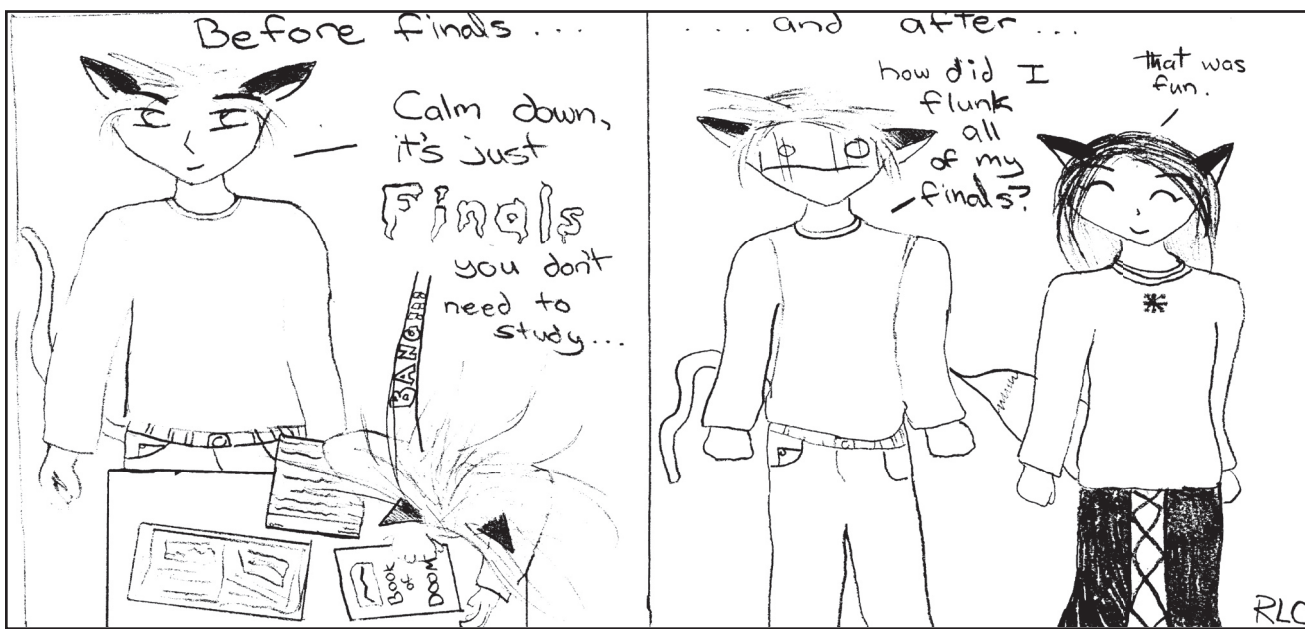
That is why God most likely really hates bacon. I have to wonder, why couldn't God hate peas or celery? Now every time I want to make a bacon, fig, and shrimp sandwich, I have to worry about burning in hell.

I am just glad that God doesn't hate humor columnists... <http://www.godhateshumorcolumnists.com>

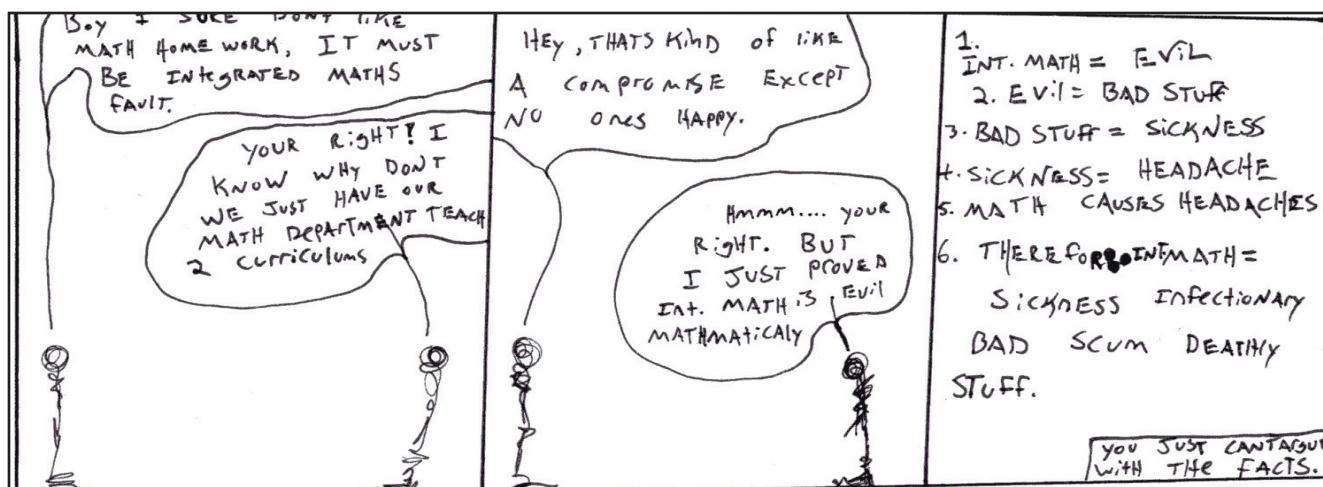


by Sam April
"That was almost funny."

Foxfire by Rachael Cohen



A Little Sketchy by Tristan Hummel



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Being cool an elusive goal

Today, when I was watching VH1's *The Coolest Years of my Life: Geeks*, I took the time to reflect. I guess, that's what happens when you are in high school. You really see how stupid and uncool you really were way back when. The problem is; you really did think you rocked at the time.

It's the beginning of third grade, when the cool are separated from the rest. Coincidentally, we had to take orthodontic and optical tests, the same year. Surprise! I tested positive for both freak eyesight and really bad teeth. I mean it, I had really bad cases of both.

I remember getting prescribed with glasses and I know I must have lied on my eye test. I got the glasses that had, literally, no prescription. I also picked out the biggest, roundest, and pinkest glasses in the shop. Because, of course, pink was and still is my favorite color. I tried them on the other day, and they still come down over my cheekbones. Imagine a third grader with glasses that size! Wow, I must have looked like Harry Potter, but worse.

My glasses got a lot better over the years. Except when I started doing harder things, like gym. As a basis, let's say I was below par at P.E. in elementary school. I don't remember if I even had tennis shoes back then. So, anyway, I was always the one to get hit. Guess where. My face. I have had at least 12 lenses repaired over the course of my life. Sadly, at first, I always refused to believe my glasses were actually broken. Yes, I was the girl with the broken lens in my school picture. Maybe that's why I wear contacts now; I was scarred with years of bad glasses photos.

Luckily, I got out of the broken glasses motif and went on to the overcharged prescription mode. My friends still say when they try on my glasses, on the off-chance that I wear them, that they get headaches and go dizzy. Maybe I got that from my dad who has the next-to-blind eyeglass prescription.

Where I got my teeth disfigurement, is still a mystery. Maybe it was all those years sucking my thumb or chewing like someone with a dislocated jaw. My teeth are all

well and good now, after five years of paying my dues with a gross retainer.

I still remember that retainer. It was black with a rose on it. The makings of a punk rocker? No, only a gawky girl with a retainer that looked like a bat. The sad thing is, I thought people would actually look at the bottom of my retainer and go, "Oh look! It's a rose! How cool!" Sadly, that is not the case. The retainer had the opposite effect of my hopes. "Gross, it still has food in it!" was the ultimatum.

What is even worse is that I actually started to like wearing my retainer. I thought I looked so cute with it on. I remember actually being told I could wear my retainer only at night. Yet, I kept on wearing it to school. I even made up excuses for wearing it. Try this one: "Mom, I just want to get my teeth corrected sooner, so I can get off my retainer." Sound desperate enough?

Third grade was also the year that fashion started to matter. I mean, in the sense, that they were no longer tools for gaining the wrath of your mom for jumping in the mud in your new dress. Let's just say I had a deficiency in this area too. For starters, I went through a phase of not brushing my hair. I really wouldn't let a brush near my head. I was so stubborn that if my mom even tried, I would throw a temper tantrum and throw the brush across the room. I actually think I broke a lamp that way.

The second phase I went through was the Barbie make-up collection. You know, that incredibly gaudy, mega bright, cheapo lipstick/eye shadow thing stemming from Barbie doll collections. That was me, definitely. I was all over the nail polish that got on my face and hands that would not come off without bleach. I would also wear my gorgeous lipstick that was neon yellow and like super glue. A beautiful sight, I tell you.

Now in my freshman year, I look back on some incredibly horrible fashion sense and I think to myself, what if in another six years I look back at myself and wonder about my brightly colored shoes or ornate earrings? What if I look back on how cool I thought was and gasp in despair? I guess the only cure is to not take myself too seriously. Oh well, becoming a teenage supermodel was only a small dream really.



by Kelly Moffitt (still modeling her glasses from third grade)



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Christmas traditions are for everyone

In a world where Christmas traditions have little connection to Christianity itself, religious minorities no longer feel alienated during the holiday season.

rachelharris

Peculiarly, as a Jew, I like Christmas. I love when it's just getting cold enough so the tip of your nose freezes and your cheeks become rosy as soon as you step outside the door to build a snowman. I love it when there is the lingering scent of potpourri in the living room. I love it when everyone's stocking up on Swiss Miss hot chocolate mix with tree shaped marshmallows to drink on those unpredictable snow days. I should really feel out of place, but it's oddly comforting to be surrounded by all these Christmas-related traditions.

I grew up with Christmas stuff all around me. At my elementary school, I was one of maybe five Jewish kids. Everyone always asked me what I wanted from my parents for Christmas. I never thought twice about the question. I always gave them a simple answer, never really going into the details of my wish list. I could have responded with, "I don't celebrate Christmas thank you, but I would like a new computer for Hanukkah," but I didn't.

In the third grade, the teachers had us make 'holiday' cards for our out-of-town family which they then mailed to them for us. At first there were at least six different colors of construction paper set out on the craft table, but the red and green disappeared earliest. I sat down with my red and green pieces of construction paper and started making a card for my grandma. I noticed that all the kids around me were drawing Christmas trees and candy canes on their cards, so what did I do? I drew Christmas trees and candy canes on my card to too.

Not much has changed since then besides a few people attempting to be politically correct by asking me what I would like for the 'holidays'. I don't mind seeing an endless array of commercials announcing a huge sale just in time for Christmas, and I don't mind receiving Christmas-themed cookies from my neighbors. It strangely doesn't bother me.

It's hard to have a negative attitude about something that you have grown up with, become so used to, and actually enjoy participating in. Deep down, I know I should focus more on the more Jewish aspects of this time of year, but what is really the point? Christmas is everywhere around us, so why not just go with it. Right?

One would think that kids growing up in such a 'diverse' place as Clayton would not allow things like this to happen. We are so aware of the other people around us, but we do let it happen despite the open and welcoming environment that we claim to have grown up in. The candy-grams that are exchanged around winter break are red and green and students swap gifts as part of secret Santa programs. We make a conscious effort to make this time of year equal for people of all religions, but who are we really kidding?

I feel somewhat guilty liking a holiday that's not even my own. Is it so wrong? Maybe I find a decorated tree appealing not because of its religious affiliation but simply because of the way it glows when the strings of lights are lit. Maybe I enjoy sipping hot chocolate in front of the fire after an intense day of sledding because it warms me from the inside out. And maybe I kind of take pleasure in going to packed malls not just because everything is on sale but because I know I am

spending my hard-earned money on people that I really love. Isn't that what the holidays are all about anyway?

It seems things will never change. Maybe we should just face it, red and green look good together. A house glowing with Christmas lights and outlined with a fresh layer of powdery white snow is gorgeous. And everyone loves getting a

present or two...no matter what the card says or what color the wrapping paper is.

I should really feel out of place, but it's oddly comforting to be surrounded by all these Christmas-related traditions.

-staff reporter rachel harris

Commercialization of Christmas destroys true value

As Christmas becomes less and less about the celebration of the birth of Christ, it becomes just another American indulgence which exemplifies society's social barriers.

shataraford

I am concerned with the direction of Christmas. Those who don't celebrate Christ's birthday do the same traditions as those who do. People who actually celebrate this day as the birth of Christ must have difficulty staying focused on that significance, with the crowded malls, office parties, eggnog and the newest toys for kids clouding their vision.

I observe so

much cynicism at this time of year. Many adults dread the "holidays" because of family issues and stresses that seem to become more prominent.

The stress on having a picture-perfect "White Christmas" style festival is a set-up for disappointment; and kids are so focused on getting presents that they hardly have time to enjoy the more important pleasures of the season like family, meals and celebration.

It is a fact that Christmas was not always this way; modern societies are far removed from our ancient connections to Nature; yet we still retain customs derived from the agricultural calendars of our ancestors, the Pagans. It may be shocking to find that many of the customs still associated with Christmas today are, in fact, derived from ancient pagan traditions.

The winter observance of holidays such as Chanukah and Kwanzaa are partly influenced by the overwhelming emphasis on Christmas, and in America, it has become common in recent years to give a more even representation of these holidays alongside the more popular one: Christmas. Yet the religious significance of the season seems amazingly absent much of the time. And those "holiday" symbols are quite secular

in nature—the trees, mistletoe, holly, a fat old man in a red suit, reindeer... do such symbols really relate to the birth of Christ?

Not only am I frustrated because I feel that the real meaning of Christmas has disappeared—I see many other problems as well. For instance, few people realize that Christmas produces more income inequality than any

other time of year. Wal-Mart is the largest Christmas merchant in America, which is a problem within itself. Two main reasons why Christmas mathematically worsens

income inequality are: concentrated profits, which means people could trade wealth at Christmas in the form of gifts, but the profits amass to the few: specifically, retail stores... and not all retail stores, either.

Profits go to a few large stores like Wal-Mart, and Target. The other reason Christmas causes inequality is the business cycle. What happens is that almost no big businesses fail during recessions, because they have more money and resources from Christmas sales to stay afloat. However, small businesses don't—they fail by the hundreds of thousands during recessions, and sprout by the hundreds of thousands during recoveries.

A Boom and Bust cycle on a yearly basis is also created by Christmas. This occurs due to heightened Christmas spending, which causes retail stores to make 50 percent of their profits in the last three months

The stress on having a picture-perfect "White Christmas" style festival is a set-up for disappointment; and kids are so focused on getting presents that they hardly have time to enjoy the more important pleasures of the season like family, meals and celebration.

-forum editor shataraford

of the year. This produces a sales drought in January and February, as well as weakens the rest of the year. As expected, small business failures mirror this seasonal trend, adding to the nation's income inequality.

Jesus Christ was an advocate of the poor; a myriad of texts tell of his scorn for the rich and greedy. As well as Saint Nicholas, the bishop who secretly gave anonymous gifts to the poor. The insensitive commercialization of Christmas today makes a charade of both Christian history and belief.

I think it is very necessary that the true meaning of Christmas is evaluated. If Christmas is to be celebrated, celebrate it for the right reasons. Christmas is not for the gifts, the decorations, and the food. Those are small parts of the day—but it is not at all what Christmas was meant to be. If the celebration of Christmas is not to commemorate the birth of Christ, call the celebration something else or even better, try celebrating Winter Solstice.

The Winter Solstice celebrates the time when the sun reaches its greatest distance south of the equator. The occasion kicks off winter for those north of the equator and summer for those south of it. The winter solstice started various myths and traditions in the old world, some of which evolved into holiday celebrations we now know.

In England, the druids held rituals at Stonehenge, a prehistoric collection of mysterious monolithic boulders that still works as an astronomical calendar, marking the dawn of both winter and summer. All throughout Europe, people deprived of heat and natural light prepared for the solstice by burning Yule logs to ensure the return of the sun.

Likewise in Iran, to observe Yalda, on the longest nights of the year, people burned fires to help the sun fight against the darkness. In China, they celebrate Ju Dong in which they have elaborate banquets.

The inhabitants of ancient Egypt commemorated the passing of Osiris, the god of the dead, into the netherworld on December 21. The Greeks sacrificed a goat to the god Dionysus.

Christmas is so closely associated to the Winter solstice due to the Romans, who had celebrated the birth of numerous pagan gods during Saturnalia, a weeklong festival around the time of the winter solstice.

Early leaders of the Christian church in Western Europe, eager to establish a holiday marking the nativity of Jesus, selected December 25, in part because the residents of the Roman Empire were accustomed to celebrating deity birthdays in late December.



Christmas and the environment

38,000 miles of ribbon are thrown away each holiday season. That's enough to tie a bow around the planet.

Americans send out more than two billion holiday cards each year. Laid end to end, they would more than circle the Earth.

What can you do to help?

When wrapping presents use alternatives to commercial rapping: comics, old maps, deflated mylar balloons, kids' artwork.

Instead of sending cards through the mail, send e-greetings from sites like www.hallmark.com or www.bluemountain.com