



newsbriefs

Online Grade Book

All parents who missed the Online Grade Book training session Feb. 22 must come to the CHS main office to register for a user ID and password. Once registered, parents will receive instruction in using Powerschool. All parents will need to bring a picture ID to register.

DECA Awards

The following students placed in their respective divisions Feb. 10: **Polly Jewett**, Marketing Management; **Laura Johnson**, Vehicles and Petroleum; **Jeff Waldman and Ashley Roeder**, Travel and Tourism Management; **Erica Jantho**, Creative Marketing; **Martisse Hill**, Full Service Restaurant Management; **Micah Miller**, Quick Service Restaurant Management; **Jimmy Whitely, Ethan Oetter and Michael Goldsticker**, Civic Consciousness; **Katie Holt and Becky Bollinger**, Public Relations; **Jessie Gillam and Joe Melliere**, Entrepreneurship Written.

Spring Sports

Spring sports commence Monday, Feb. 28 after school. All students interested in participating need to pick up their eligibility card at the Athletic Office before they can practice.

Volunteers Needed

The Clayton Community Challenge, scheduled for Mar. 4 from 3 p.m. to 1 a.m., will have volunteers sign-up all this week. Additionally, the Community Service Club will sponsor a bake-sale Mar. 4, proceeds goings to Gilda's Fund for Cancer Patients. Please bring money!

She Did It Again

Journalism adviser Nancy J. Freeman has been named Missouri Journalism Teacher of the Year by the Missouri Interscholastic Press Association (MIPA). She will be honored at the State Journalism Awards Day at the University of Missouri-Columbia on April 22. Other state journalism awards will e given that day as well.

Stiff policy entails detentions: Much to students' dismay, overdue library books now mean lunch detentions.



staff photo

To make book returns more convenient, the library installed a book drop-box in the Commons.

kellymoffitt

Punishment for reading? This is the first thought that pops into someone's head as they receive a call home about an overdue library book. Many have noticed changes about the library this past year; announcements on the intercom, overdue notices in the hallways. Yet, no one knows what has happened.

Last fall, a new plan was put into action to reign in all of those books that are overdue, back to the CHS library. The only reason students don't know about it is because the plan has worked so very well.

"When I got here there was no policy or procedure for overdue library books," library media specialist

Lucinda Menkhous said. "Kids were keeping things for up to two or three years!"

Now there is a full policy for overdue procedure. Since there are no fines for overdue library books, now there is some incentive to get books in on time.

"Once a month we put up a flyer which is easily accessible in the commons and in the hallways," Menkhous said. "We also send a notice to the English teacher to give to the student."

The next step is a second overdue notice which comes when a book is four to six weeks overdue.

"The library assistant and/or librarian will call the student's parent and ask for their help in getting materials returned and/or paid for," the proce-

dures states. "When a student receives a third overdue notice, the librarian will call the student to the library or visit the student's class."

Evidently these tactics alone have been working wonders.

"In January we only had to call 48 parents and then we only had to talk to 20 students," Menkhous said. "That is a definite improvement."

However, if these tactics do not work there are the last resorts. After about eight to ten weeks of the book being overdue the student is issued a detention. If he or she returns the book within 48 hours, the detention will be waived. If not, the student will have to serve a lunch detention

Those who do not serve the lunch

Library, 4

Can we replace him?

After 36 years as an educator, David Skillman announces his retirement.

micahfredman

Many members of the Clayton community were shocked by the Feb. 10 announcement that Principal Dave Skillman would be retiring at the conclusion of the current school year.

"I knew that I would be here probably four or five years because of the point in my career that I'm in," Skillman said. "I had originally thought it would be five years in my own mind, but it's sort of a family decision too. My wife has now been retired for two years, and I've been in education for 36 years. So it's been a long time."

In his 36 years, Skillman has worked in nearly every position that education offers.

"I've been a principal at three different schools, two high schools and one middle school, and I've been an assistant principal at a high school," Skillman said. "I've been a high school counselor at North County Tech and West County Tech. I taught English, Social Studies, Math and P.E. at the high school level. I worked at high schools in Detroit and at a 'storefront alternative school' in Sarasota Florida, and I also taught at an American school in Germany at an army education center."

With all the experiences he has had and the knowledge that he has gathered, in the future Skillman hopes to share what he has learned.

"I would like to teach at the university level a little bit and possibly do some other work related to education," Skillman said. "I've been lucky. I've done a lot of different things. I'd like to share that with people. I think I would probably be most helpful to others who want to be administrators. I also have quite a bit of counseling background, so those would probably be my strong suits."

In his four years at Clayton, Skillman has made deep connections with the district. In comparison to other schools that he has worked at, he found Clayton to be "very different."

"I think Clayton High School is a unique place with unique demands," Skillman said. "There is an intensity about Clayton High School for students and for faculty that's different from the high schools I've been at before. Even in a short time of four years a place like Clayton really draws you

in. You become very involved and immersed in it."

Skillman also cherished his chance to build relationships with the staff and build the staff itself.

"I've enjoyed a lot of things, but this is a wonderful faculty - some wonderful professionals, but also some wonderful personalities," Skillman said. "I've really enjoyed getting to know them. Also along with that, we've hired 40 percent of the staff in the last four or five years, and it's really a pleasure to be part of hiring new staff. It's probably the most important thing that a principal gets involved in."

The staff has also enjoyed its time and relationship with Skillman over the past four years.

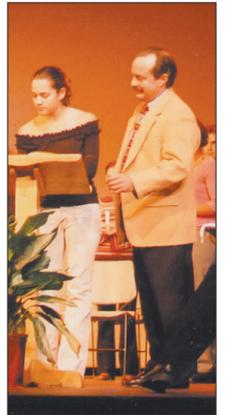
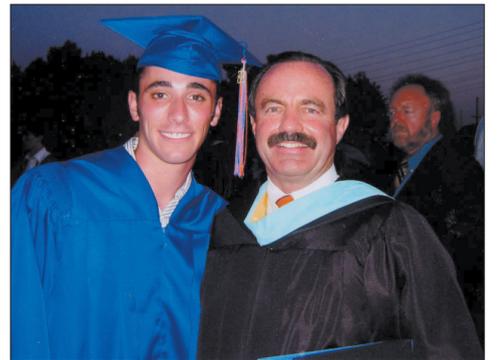
"Skillman has a lot of close relationships with individuals in this school," Academic Director Josh Meyers said. "He has been instrumental in bringing up a new generation of teacher leaders. He gave me an opportunity to be a teacher leader. He has been very influential to a lot of us in a lot of different ways and that's going to be sorely missed."

Many teachers were shocked to hear that Skillman was retiring, but after considering the point at his career that he is in, they were more understanding. Now the feelings of shock have been replaced by sadness to see him go.

"I think a lot of teachers are upset that he's leaving because he has been a real behind the scenes power player in doing a lot of things for this high school, and he is someone that is certainly highly respected and valued," Meyers said. "So anytime that you have a major change like this there is going to be concerns. We had a little fiasco a few years ago that we certainly don't want to repeat, and there is not an enormous pool of candidates right now, of course that list will probably grow, but anytime there's change, there's going to be stress. So right now it's mostly just fear of the unknown."

Even two weeks after announcing his retirement, Skillman can already feel the impact.

"It's already been emotional just thinking about it," Skillman said. "Those big events like graduation and prom - probably graduation for me personally will be the most emotional because I've been officiating as prin-



photos courtesy of mr. david skillman

cipal at graduations for 20 years, so this will be the last year that I do it which is kind of sad. Maybe I'll finally graduate or something."

Although Skillman will soon say goodbye, he hopes to stay involved with the district. With the news of his retirement, the district has speedily begun the search process for his replacement.

Head of Human Resources for the district, Sharon Wilkinson, is leading the search process.

"My responsibility is to organize and coordinate the search process for the district," Wilkinson said. "That includes the manner in which we communicate advertisement decisions, the way we communicate to prospective candidates, the kinds of information we send to prospec-

tive candidates about the position, doing focus group sessions with our parents, our staff and our students and designing a profile that we'll use for our applicant screening and for our interviews. It's everything that becomes involved in trying to do a thoughtful, serious and organized search."

Wilkinson wasted no time beginning the difficult task.

"We've begun aggressively," Wilkinson said. "We've prepared an ad which will be in the Feb. 23 issue of 'Education Week,' a national publication that reaches individuals in education across the country. I have met with the high school administrative team and leadership team to have focus group conversations. I have

Skillman, 7

Although he has only been at Clayton for four years, Principal David Skillman's experience as an educator spans 36 years. "I've been lucky," Skillman said. "I've done a lot of different things. I'd like to share that with people."

Survey reveals teen sex habits

carolinebleeke

The recent release of a variety of survey results regarding health and risk behaviors of Clayton students has brought to light some important truths. The results of survey questions prove that teenage sex is occurring within the social scenes of both Clayton High School and Wydown Middle School.

In the spring of 2004, surveys adapted from the Centers for Disease Control's Youth Risk Behavior survey were administered to juniors and seniors at CHS by health teacher Doris Smith and to seventh graders at WMS by health teacher Jill Warner.

The surveys were taken completely anonymously in an attempt to convince students to be honest when answering the questions.

"We do the survey by Scantron so there is literally no way anyone could possibly figure out whose survey it is," Smith said. "We do the surveys in small groups, and we ask the teachers to emphasize to really be honest. We have the principal come over the Intercom asking students to please, please be honest. We really do everything we can."

Obviously, there is no way to ensure that the results from the surveys are completely correct. However, the fact that many of the

results from the 2004 survey are similar to the results of the same survey taken in 2002 imply that the results are reasonably correct.

"Over a two-year period when you see that the numbers are about the same, you can tell the results are probably accurate," Smith said. "I think if people were not being honest we'd have more of a discrepancy. When you compare them to national numbers, we're not too far out of line."

One of the questions asked of the freshmen was whether or not they had had sexual intercourse. In 2004, 13 percent answered yes. In 2002, the result had also been 13 percent.

The 2002 and 2004 results were also similar for the question of how many juniors had had sexual intercourse: in 2002, 32 percent answered yes, and in 2004, 36 percent answered yes.

These numbers show that the number of Clayton juniors who have had sex is below the national average of high school students who have had sex. According to Smith, the national average has been about 50 percent for the past few years.

Assistant Clinical Professor at St. Louis' Washington University School of Medicine, Department of OB/GYN Bruce Bryan believes that Clayton's lower average is primar-

ily a product of demographics and the socioeconomic makeup of Clayton students; however, he stresses that despite this, sex does occur among teens of all backgrounds.

"Sometimes the smartest kids from the brightest families don't have the best judgment about some things, and I think that's something that needs to be promoted," Bryan said.

"I've had teen patients in my office: I'm remembering one young woman in particular, who was obviously very bright, headed off to Harvard, but she picked up an STD along the way and obviously didn't show such great judgment."

Sex, 6

insidescoop

global.....2
local.....4
life.....6
people.....10
in-focus.....12
sports.....13
forum.....16
arts.....20
hootenanny.....23
rear end.....24

Remembering the Holocaust

nhs.needham.k12.ma.us

Local women remember and reflect on their experiences as girls in Poland, in the Lodz ghetto and in the Auschwitz death camp. So many years after the war, the women use their memories to guide and influence adolescents.

annalishumway

Last month on a gray winter day in Auschwitz, Poland, many presidents and heads of state gave tribute to the 60th anniversary of the Holocaust. Many people around the world watched the survivors, and Holocaust survivors in St. Louis helped students understand history through their experiences. Even more importantly, they taught of the prejudice and hatred that spawned the Holocaust.

Maria Szapszewicz, now a St. Louis resident, was born in Lodz, Poland. As she grew up, the Nazi ideology that changed Poland began to emerge. At the age of 16 she found herself within the gates of Auschwitz with her mother fighting daily for life. Maria's father and brother both died in the struggle.

As a young child Szapszewicz quickly learned that she and her family were unwanted citizens of Poland. She remembers the signs in shops and parks.

"It was hard being a Jew," she said. "I was terribly discriminated against as a young child. When you went into restaurants or public places, there were signs that said, 'Dogs and Jews not allowed.' You had park benches that said 'Not for Jews.' As a child I learned I was second class to others."

Another St. Louis resident, Marylou Ruhe, was a teenager growing up in Lodz, Poland in 1939. Like Szapszewicz she attended an all-girls private school with a Jewish majority. There she learned to be tolerant of others, a lesson many others forgot.

"There was a lot of anti-Semitism but I never really experienced it," Ruhe said. "I had many non-Jewish friends. It was well known that Jews were disliked, but it did not affect me at the time. There were some signs on fences and posts that said 'Go away, Jews' and other statements."

Both women are now amazed at the anti-Semitism that existed in Poland as the Jewish population was a part of the culture.

"Lodz was the second largest city in Poland, with a population of about 700,000 and over 250,000 Jews," Ruhe said. "It was an industrial city with large textile factories. My mom's family owned one. The Jews were very active in commerce, film and industry. Jews had been in Poland since the thir-

teenth century. Our culture added to the growth of commerce and other activities in Poland."

Other parts of Europe also experienced growing anti-Semitic views towards Jews. As a young girl, Szapszewicz had no way to prepare for Adolf Hitler's slaughter of 6 million Jews in Europe.

"I took French lessons, and I had to walk a few streets," Szapszewicz said. "There were some little boys chasing us and beating us up because we were Jews, and there were all kinds of anti-Semitic outbreaks."

Ruhe remembers hearing of Jewish persecution in Poland's neighboring country to the west, Germany. Like others in her nation, Ruhe never honestly believed that the war would arrive at her doorstep.

"We had heard of Hitler for a few years before the troops invaded Poland on Sept. 1, 1939. It was a terrible shock and a tragic time," Ruhe said.

Ruhe and Szapszewicz's families were both relocated with the rest of the Jewish population to a small part of the city known as the Lodz ghetto.

"It was terrible," Ruhe said. "We were behind barbed wires. There were German soldiers in the watchtowers surrounding the ghetto. There was no way to get out. Life became very difficult. We were completely isolated from the rest of the city and world."

With such a large population in a small area, many Jews quickly became subject to diseases like typhoid fever, dysentery and tuberculosis.

"We were very crowded and contagious diseases started to make people sick. Hundreds died daily," Ruhe said. "My mother died in the ghetto. We were able to bury her in the ghetto cemetery."

There was also the starvation. We had enough water, but there was not enough food to maintain human lives. I was always hungry."

Slowly the selection started to

take place to remove those who would not support the German war cause.

"There were a number of selections," Ruhe said. "A sign would be



posted for a date where everyone in the building would go down to the courtyard and wait for the German soldiers to inspect us. The sick and elderly went first. We had no clue where they were being taken. It wasn't until much, much later that we learned about the camps."

After some time, the German soldiers took all the Jewish residents out of the buildings, street by street. Eventually the ghettos were destroyed as the Jews were deported to concentration camps in cattle cars with terrible conditions.

"We were taken to a railroad loading station and were loaded on the cattle cars," Ruhe said. "We had no idea where we were going. The train moved slowly. Once a day one person per car was allowed to leave and get a bucket of water. We had no food unless we brought it. It was so crowded. There was hardly a place to sit down. We were on the train for three days and nights."

The trains were greeted by German soldiers on the platform. Soon afterward the prisoners were separated.

"After reaching Auschwitz the men and the women were separat-

ed," Ruhe said. "It was the last time I saw my beloved father. I was able to say goodbye for a few minutes. I was then separated with the young women who were healthy. We later learned that the elderly, sick and young women with small kids were sent to the gas chambers."

Unlike other Jews, Ruhe was not in Auschwitz long

conditions.

"It was so cold during the winter," Ruhe said. "There were two girls to a bunk and we would cover ourselves with the remaining straw. The winter of 1944 to 1945 was the coldest in a century."

Without a family Ruhe soon became part of a substitute family of six young women. The young women gave each other support and hope.

"We formed a little family because we were all on our own," Ruhe said. "We helped each other. We were always together watching out for each other. The group helped encourage each other. I was not a practicing Jew. I just hoped I would meet my beloved father again."

Unlike Ruhe, Szapszewicz had her mother with her. She owes her survival to her mother who helped her through the constant pain.

"After the war I weighed 56 pounds and my mother was 46 pounds," Szapszewicz said. "She was in a hospital for seven years recovering. It was truly a miracle we made it out together."

Ruhe and her fellow Jewish friends heard cannon fire and planes overhead before their liberation. They were not allowed to leave the camps because a portion of the bullet factory was damaged.

"We knew the front was close," Ruhe said. "The railroad was bombed to keep the Germans from their supplies but it also separated us from our food shipment. That is when the real starvation began."

Ruhe was liberated on April 14, 1945. When she awoke, the noise of cannons and planes was gone. As they waited at roll call, the German commander began to wave a white flag. Minutes later the armored tanks broke through the barbed fences of the camp.

"It is very difficult to describe that feeling," Ruhe said. "It was impossible to realize that we weren't prisoners anymore. One moment we were slaves, and the next we were free people. All of us had different reactions. I couldn't believe what had just happened."

After liberation, Ruhe walked

the streets of Salzwedel to be free from the girls she had spent 24 hours a day with for many months. In the windows there were white sheets and towels fluttering in the breeze as a sign of surrender.

"At that point all I wanted was to be alone," Ruhe said. "I walked out of the gates of the camp where I had been prisoner for so long. I walked the empty and silent streets of the town of Salzwedel. It was so pretty. The trees were in bloom. No one was on the street. It seemed like a plague had hit the little town and wiped out the population. I then realized it was the best day of my life. I later recognized also that I would never see my nearest and dearest father again."

After Ruhe's walk, she returned to the camp and was transported to Hanover, Germany. The United Nations quickly established a displaced persons camp where they were given food and used clothes from the United States.

"We had no paperwork or belongings," Ruhe said. "I was in the camp for four years. I was married there to my husband who was the leader of the camp. We could go back to Poland, but it was under Communist regime. We were there until President Truman allowed refugees to come to the United States."

After a year, they were examined by doctors and received the necessary paperwork to emigrate. Ruhe and her husband went on the American troop ship Marine Juniper and arrived in Boston.

"The name of the ship was very proper because we had a very stormy voyage," Ruhe said. "After arriving in Boston, we traveled to St. Louis because some of my husband's family lived here."

Currently both women volunteer at the St. Louis Holocaust Museum and give presentations to middle schools, high schools and universities. They both teach how hatred and prejudice can destroy others.

"I hope that a tragedy like the Holocaust will never happen again," Ruhe said. "I try to teach tolerance and help children remember that they are all the same. Not everyone looks the same but we are all the same in the heart. The children are the ones who can make a better world if they learn from past mistakes."

After the war I weighed 56 pounds and my mother was 46 pounds. She was in the hospital for seven years recovering. It was truly a miracle we made it out

A timeline of the Holocaust from 1933 to 1945

1933 - The Nazi Party takes power as the Weimar Republic's president appoints Adolf Hitler as head of the government.

1935 - The first of the Nuremberg Laws, which were the basis for the persecution of Jews and others, is passed.

1939 - Germany attacks and conquers Poland using the Blitzkrieg lightning war, starting World War II.

1940 - The Lodz ghetto, in which both Ruhe and Szapszewicz lived, is sealed.

1942 - The German "Final Solution" - the genocide of Jews in the death camps - is enacted

1945 - The Allies march across Europe, liberating concentration camps and defeating the Germans.

Speech rights ignored

mikegregory

While people around the world fight for the right to have a free voice and be free of government oppression, a recent survey reveals that American teenagers today have a far different view on First Amendment rights.

The 2004 study, which was sponsored by the John S. and James L. Knight Foundation and conducted by researchers at the University of Connecticut, showed that more than a third of all high school students surveyed believe the First Amendment "goes too far" in guaranteeing freedom of speech and freedom of the press. The study surveyed 112,000 students, 7,889 teachers and 327 principals in 544 American schools.

"As a government teacher and a citizen, I find it extremely disturbing how student views have changed from the '60s to today in regards to the importance of the First Amendment," history teacher Josh Meyers said.

The results of the study indicated that 73 percent of the students surveyed take their First Amendment rights for granted or are unsure how they feel about them, 74 percent believe burning the flag is illegal and 36 percent think newspapers should need government approval. (For complete results of the study, go to firstamendmentfuture.org)

However, Meyers thinks that if polled, Clayton students would have better results.

"I think that if you were to poll Clayton students, the results would show that they would tend to have a deeper appreciation of the First Amendment and the rights that it guarantees than students nationwide," Meyers said.

Meyers believes Clayton students would respond differently because of the discussions

teachers have with their students.

"We spend a great deal of time talking about how the First Amendment applies to students, not just ordinary citizens," Meyers said. "We talk about everything from the legality of school dress codes to protesting on school grounds."

The recent study indicated that students who had taken media-related classes or classes that focused on the First Amendment were more likely to be supportive of the rights guaranteed.

Journalism is one of the most affected fields when it comes to the First Amendment. Unlike most schools, the Clayton School Board gives a lot of freedom to its student journalism programs, with a policy that grants editors the right to make content decisions for their publications.

"I think that this level of trust indicates that the school board looks at us, or attempts to look at us, as maturing adults," Globe senior managing editor Michelle Alderson said.

The survey showed a strong link between the lack of education about the First Amendment and the indifference of students.

"Schools don't do enough to teach the First Amendment," Linda Putney, executive director of the Journalism Education Association, said in the report. "This all comes at a time when there is decreasing passion for much of anything, and you have to be passionate about the First Amendment."

The Clayton School District offers many ways of getting students introduced to aspects of the government, including the First Amendment. The American Government class, which all students are required to take, is one such class.

"I try to get the students to understand how these freedoms affect their lives," American Government teacher Mark Bayles said.



photomontage by rachel kodner

Are these acts of speech protected by the First Amendment?

Total of 70 students participated in survey

The Globe writes a well-researched story that is extremely critical of the principal.	A group of students is protesting the war in Iraq and burns an American flag.	Two boys yell, "There's a bomb!" in the student theater. They were kidding, but people panic.	The KKK organizes a march through the streets of downtown Clayton.
Yes - 98.6% No - 1.4%	Yes - 74.3% No - 25.7%	Yes - 18.6% No - 81.4%	Yes - 70.0% No - 30.0%
Protected	Protected	Not protected	Protected

give me meaningful opportunities
I'll build my future
just watch me

Visit Days

Monday, February 21, 10:00 am to 2:00 pm

Saturday, March 12, 10:00 am to 2:00 pm

Schaumburg Campus, 1400 N. Roosevelt Blvd.

Chicago Campus, 430 S. Michigan Ave.

To register, call 1-877-APPLY RU

or visit www.roosevelt.edu/visitdays.

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Skillman retires, aggressive search for successor begins

continued from page 1

done a mailing to parents to invite them to join in focus group sessions. We have the position posted on our website and we're really starting the networking of asking people to think about people that we might contact."

Although nearly every member of the community - students, parents, staff and administration - will have an opportunity to be involved, Wilkinson is joined by Superintendent Don Senti, Assistant Superintendent Mary Jo Libenstein and Skillman as the leaders of the search process.

"I will help in the process where it's appropriate," Skillman said. "I won't be making the selection, but I will be helping to get the input from the students, teachers and community, and I will definitely help to orient candidates in a final selection. So if somebody just wanted to call me to find out more about the high school, I would definitely help with that."

Wilkinson knows that the search will be hard.

"Any time we do an administrative search it's difficult because we want to find the best candidate," Wilkinson said. "When I say difficult, it's not something that can't be done, but I think we need to be sure that we do a very thoughtful search so that we find the best candidate for the district."

Finding the best candidate requires that the candidate possess qualities that the search team deems necessary for the job.

"We want someone who is really committed to all students achieving at high standards," Wilkinson said. "We want someone who has a broad understanding of high school curriculum, structure, and assessment, someone who really will work with and be an effective communicator with everybody within the school

community, someone who has high professional standards and someone who will continue our tradition of educational excellence."

Meyers and the leadership council developed their own list of qualities that they are looking for in the new principal.

"We want someone with a vision for where he or she wants to take this school who at the same time allows for teacher autonomy and empowers teachers to do what they need to do in the classroom," Meyers said. "So it's kind of

a balancing act between vision and teacher autonomy and independence. We talked about someone who is accessible and visible. We talked about someone who hopefully isn't at the end of their career

because we don't want to have to go through this again in the next two or three years, but obviously that's tempered by us getting the most qualified person we possibly can."

With this same daunting process just four years in the past, it seems like too short a time to begin the cycle again; however, Wilkinson and others do not doubt that the effort put in to the process is well worth the contribution Skillman has made.

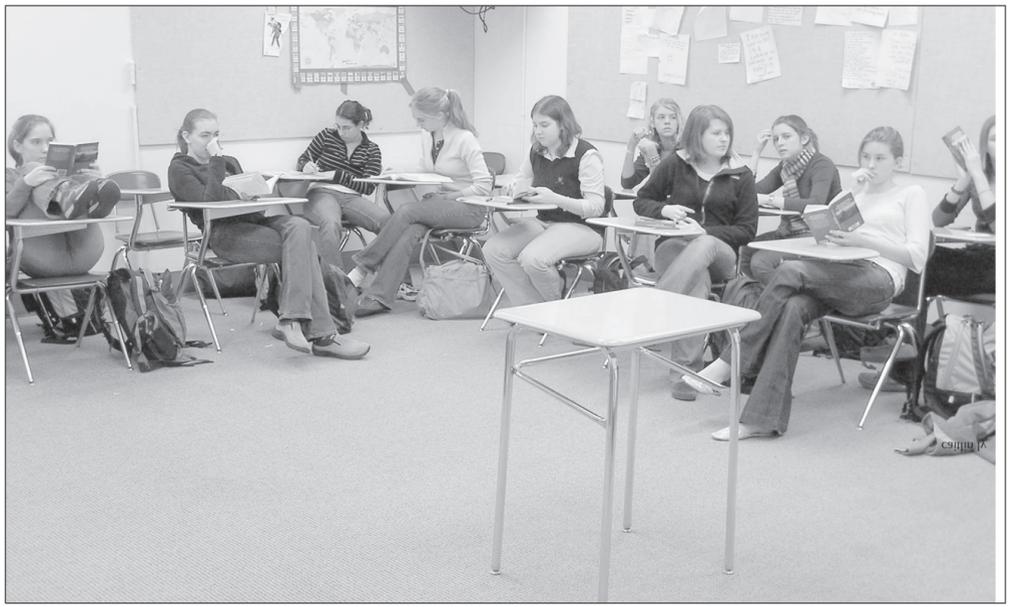
"I think that it's been four short years having Mr. Skillman here and he has just made an incredible contribution to the district," Wilkinson said. "We are all very sorry to see him leave because of the work he has done. Replacing him will be difficult because he has in four years made his own legacy here at the high school."

Skillman is grateful as well. "Thank you for all that I've learned," Skillman said. "I think Clayton High School should be very proud and never let go of that pride. I have been very lucky to have all the different experiences that I've had, and I have very positive feelings about my whole career. I don't know that everybody can say that, but I can."



courtesy of dave skillman

Skillman and the mascot drive over to award the coveted Golden Greyhound during Homecoming weekend. Skillman has actively been involved in the CHS traditions.



caitlin ly

English teacher Susan Teson's Honors American Literature class, boasting 21 girls and 2 boys. "Ironically much of the literature is about men," Grady said. "There seem to be so many contradictions."

Where have all the boys gone? Teachers wonder why females outnumber males in Honors English by a 2:1 ratio.

rachaelcohen

The numbers of males compared to the number of females in honors and AP English at Clayton High School hovers right around one boy for every two girls in Honors. This trend observed at CHS is of national proportions, suggesting that at least some of the roots of this problem lie in our modern culture.

"Over the years we've noticed the difference in the numbers of girls and the numbers of boys in Honors English," AP English teacher James Lockhart said. "There's a significant achievement gap between the girls and the boys that begins in elementary school."

Elementary school may be when boys are turned off from English.

"Mr. Lockhart says that guys are turned off from reading at an early age because in kindergarten you read books about sharing and caring and stuff and not about war," senior Andy Griesbaum said.

Since the situation does not improve in middle school, Wydown has increased the number of male English teachers to give more boys English role models.

"A literature class at the high school level is about analyzing literature through a scholarly view," Honors English teacher Susan Teson said. "Up until high school the main method of analyzing literature is through feelings and emotional response."

The "explore your feelings" approach may also have an effect on the number of males in Honors English. Boys seem to be more comfortable analyzing the literature before exploring their emotional response to it.

The styles of literature taught in the Honors English track also favor fiction over non-fiction.

"I think boys are interested in history and concrete facts," English Department Chair Emily Grady said. "Boys tend to like non-fiction versus fiction."

This may be one reason why more males are not in the

Honors track.

"Ironically much of the literature is about men," Grady said. "There seem to be so many contradictions."

Perhaps more girls are ready to start the Honors English track right when they enter high school. The numbers of girls and boys in the Honors track increases dramatically junior year, when many students test into the Honors track.

"We don't have certain spots to fill," Grady said. "If we need three honors classes, we will have them."

Another factor may be that many of the CHS English teachers are female.

"There has not been any real difference in the English," Griesbaum said. "It's all the same type of analysis and writing, but their teaching styles and senses of humor are different. It's fun for a change to have Mr. Lockhart; he jokes about guy stuff."

The humor changes depending on the gender of the teacher, and the way the teacher makes relationships with the students, but the teacher's style does not change based on the gender of the majority of the class.

"Last year one-third of my 42 Honors English students were males," Teson said. "The male presence in the classroom is essential for the conversation about the literature. There's a different dynamic added to the classroom with the male presence. If it were reversed, I would miss the female element. Balance is the key, to have a class that represents different views."

Despite this trend, there are males who enter the Honors track in ninth grade and finish it out with AP English senior year.

"Why shouldn't I take AP English?" senior Antu Xie said. "Any one of my reasons would suffice. One, there's a matter of arrogance; I am able to handle the workload. I do enjoy English. It doesn't seem to be special in any way."

"The male presence in the classroom is essential for the conversation about the literature. There's a different dynamic added to the classroom with the male presence."

- english teacher susan teson

CLAYTON COMMUNITY THEATRE

The Real Thing

Directed by Milton Zoth
October 1,2,3 8,9,10 15,16,17

Picasso
at the Lapin Agile

Directed by Michael Jokerst
March 4,5,6 11,12,13 18,19,20

Oh, Dad, Poor, Dad.
Mamma's Hung You
in the Closet
and
I'm Feeling So Sad!

Directed by Sam Hack
July 15,16,17 22,23,24 29,30,31

CCT Membership

The Clayton Community Theatre season runs from September 1st to August 31st and is renewable annually. In addition to tickets for each production, all members receive mailings, program recognition, and priority notification for upcoming shows and events.

Single Member	\$ 40.	includes 1 ticket per show
Friend	\$ 75.	includes 2 tickets per show
Patron	\$ 150.	includes 4 tickets per show
Benefactor	\$ 300.	includes 8 tickets per show
Partner	\$ 500.	includes 12 tickets per show
	\$1,000.	includes 18 tickets per show

Name _____
Address _____ Zip _____
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I would like to join/renew at the _____ level.

I am interested in participating as a volunteer.

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Mail to: Clayton Community Theatre #1 Mark Twain Circle Clayton, MO 63105
For info call 314.854.6646 or cct@placeseveryone.org

Clayton Community Theatre is a not-for-profit organization. Member of the Clayton Chamber of Commerce.
Member of the American Association of Community Theatre.

Library continues overdue book policy

continued from page 1

detention don't get off easily either. After the book is 12 to 14 weeks overdue, the matter is referred to the principal.

"A few kids have gotten mad over this," Menkhous said. "For the most part, they're stunned."

There's also nothing to worry about if someone's name is on the list that shouldn't be.

"If a kid sees a mistake, come

tell us; it's sometimes on the shelf," Menkhous said. "You guys can talk to us you know."

Refunds will also be paid for books thought to be lost, paid for but then found.

To make it easier to drop off books and for a new study, a new book drop has been temporarily placed in the commons. This was thought up by Lauren DeRigne for one college class's project.

Currently, there are 246 books overdue. Students who have them out can bring them to the library or put them in the designated bin in the commons. And remember if an overdue problem comes up, the point is just to keep you informed and to keep the books on the shelf.

"The point is not to give detention or to make life hard for the recipient," Menkhous said. "It is simply to get the books back."



A Time for Change!
Vote April 5th for

Omri Praiss

for Clayton School Board

Who is Omri Praiss?

- Married to Julie for 17 years
- Three children: Aaron (8th grade Wydown); Zachary (5th grade Glenridge); and Lauren (Family Center)
- Resident of Clayton for 10 years
- Graduated from University of Michigan; B.S./M.S. in Aerospace Engineering (1985/1986)
- Graduated from Washington University; J.D. (1993)
- Attorney at Husch & Eppenberger (law firm in Clayton) for 10 years

Omri Praiss has a vision:

In the coming years, the School Board, collectively and in partnership with the community, teachers, and administration, will develop a long-term plan to ensure

that Clayton Schools will maintain their standards of excellence, while exercising sound fiscal management of the District's resources.

Omri Praiss believes that:

- The School Board's primary responsibility is to ensure the quality of teaching and learning in Clayton Schools.
- The School Board has to strive to develop a renewed spirit of trust and partnership with Clayton teachers.
- The School Board has to remain committed to ensuring diversity in Clayton Schools.
- The School Board has to develop a long-term plan to address the fiscal challenges that confront the Clayton School District.

Please contact **Omri Praiss** at (314) 862-7464 or **praissfamily@sbcglobal.net** with any questions, or if you would like a copy of a more detailed "position statement."

OMRI PRAISS
FOR CLAYTON SCHOOL BOARD

Paid for by the Committee to Elect Omri Praiss
Pam Reznick, Treasurer

Symphony finances need retuning

Musicians on strike fill Powell Hall with a deafening silence.

melaniegoldstein

Most students take their financial situation for granted since their parents have jobs. However, the musicians of the second oldest orchestra in the nation, The Saint Louis Symphony Orchestra, are on strike. Currently, members of the renowned orchestra are facing difficulties due to a recent work-stoppage. In addition to not receiving their normal salaries, the musicians' health insurance has also been cancelled.

The problem is that management and the orchestra members have not been able to reach an agreement on musicians' salaries. Management proposed a pay cut that the musicians rejected on Jan. 3. Their position is that the Symphony cannot afford to pay salaries the musicians are requesting and still remain financially sound. The musicians, who took a significant pay cut four years ago, when the orchestra faced severe financial problems, point to the large amount of funds raised in the past three years to support the Symphony, and the significantly higher salaries offered by comparable orchestras around the country.

Barbara Orland, an oboist in the Symphony for 27 years believes that the musicians are participating in lockout is to keep the quality of the Symphony up.

"If our pay scale declines, there are many people who might leave the orchestra," Orland said. "In fact, many of our members are already auditioning elsewhere. People don't realize, but so much of the sound of our orchestra comes after people have been playing together for a long time. If 20 new people are put into the orchestra, the sound will suffer."

The musicians of the St. Louis Symphony are being affected in multiple ways by this lock out. Many, including the Kasica, Meyers and Lehr/Ramos families, have both spouses in the orchestra and are not receiving a salary or health care benefits at this time.

"Not only don't we have a paycheck, but we aren't doing our job. We want to provide classical music to the general public," Angie Smart, a violinist and member for 6 and a half years said.

Orland says the lock out has completely af-

ected her life.

"Everything is so much more stressful and depressing and the strike is on my mind all the time," Orland said. "I worry about the Symphony's future."

Even cellist James Czynewski, who has only been in the Symphony since the beginning of this season, is affected by the lock out.

"Being in the Symphony was basically my life before now, and now that part of my life has been taken away," Czynewski said.

Catherine Lehr, a cellist and member for 30 years, sheds some light on the situation.

"The strike has forced us to do different things, some bad, many of which, good. Now we are organizing our own concerts, which has been a lot of fun. However, my family isn't going out anymore. We spend more time at home, but we also get to see much more of our son."

In addition to the Symphony musicians, many young aspiring musicians have been affected as well.

CHS senior Edward Dong is a violinist in the St. Louis Symphony Youth Orchestra and student of Manuel Ramos, another symphony musician.

"The biggest way the strike has affected me is the issue of where the Youth Orchestra rehearses," Dong said. "We have to move around and we never know where we will be practicing next. Also, my teacher and I talk a lot about his unemployment and the strike in general."

Freshman John McAfee, a cellist and student of Symphony member, Ken Kulosa misses the concerts because of the strike.

"Two or three now have been pretty big," McAfee said. "Going to symphony concerts is one of the few ways to listen to classical music. The entire situation is very worrisome and stressful."

It is a mutual feeling among the four Symphony musicians and aspiring musicians interviewed that the Symphony should resume work.

"We need to be on stage performing to keep the quality of this orchestra preserved," Smart said.

"I hope this will end really soon and that the musicians get their end of the bargain," Dong



staff photo

said.

"I would just really like to go back to work," Lehr said.

Discussions on Feb. 16 may help both sides reach a compromise.

"A mediation is scheduled with a federal mediator and we are all very optimistic," Orland said.

Meanwhile, the musicians are keeping busy.

"It is very important to keep the caliber of our musicians as high as it can be," Smart said. "We are still performing chamber music and orchestral benefit concerts all around town. The chamber music is elevating our playing and can be extremely challenging."

"I practice of course, and teach," Lehr said. "Now because of the lock out I have more time to spend with my students. I am coaching several young people's chamber music groups and have participated in many of the concerts recently."

The musicians agree the St. Louis community has been extremely generous over the past weeks.

"I think the community has been really supportive," Orland said. "Everyone who loves the Symphony wants the same thing the musicians

do."

However, there is much the community can still do.

"One of the best ways to voice your opinion is to write letters to the executive director of the Symphony and to the St. Louis Post-Dispatch, Smart said. "These letters can also be posted on the musician's and Symphony's websites."

McAfee urges everyone to contribute.

Lehr adds that interested patrons should write to the board and management as well.

Symphony members will be performing many community concerts in the near future. On Feb. 25, soloists from the Symphony will be playing a concert at the Webster University Community Music School, and on Feb. 27, musicians will be performing at various African American churches as part of Black History Month.

"Hopefully people will come hear us," said Lehr, "so that the St. Louis community doesn't forget what classical music is about."

*Please Note: This article represents only the views of the musicians. Several efforts were made to speak with Symphony management but no response was given.

Symphony members are currently in a strike about their salaries.

The music once present in Powell Hall is now void. Musicians continue to provide music to the area by organizing their own concerts.

One World Family assists children affected with AIDS

katerothbaum

In 1991, Kirkwood resident, Debbie Gaines's oldest daughter, Elizabeth, traveled to South Africa to participate in a foreign exchange program. While there, she was moved by the situation and all of the children that needed help. She was touched by the people of South Africa. Thirteen years later, Gaines is the founder of a not-for-profit organization in the St. Louis Area that helps people in South Africa.

"One World Family is an organization dedicated to improving the quality of life of South African children that are impacted daily by AIDS," Gaines said.

The organization was started by Gaines with help from her family and close friends.

"We started out small, and we're growing slowly," Gaines said. "The Board of Directors is still small, and we all have other full time jobs, so we are doing this on our own free time. We had to get state and national government approval, which all went smoothly, and now we're all working to help."

Gaines has a special connection to South Africa. In 1998, her daugh-

ter went back to South Africa and married a South African man, later having a child. The Gaines family now has a grandson that serves as a link between the two nations. This is also where the name of the organization came from.

"[My grandson] Funi crosses both continents," Gaines said. "We wanted to show people that we are all one big family, we have to help out."

Funi's South African grandmother has started a similar organization in South Africa, whose goal is to aid the same communities as One World Family.

Before the organization was started in 2003, people involved traveled to the South African communities that it would be benefiting.

"In January 2003 a group of us went to visit so that we could see for ourselves what it was like," Gaines said. "We knew we needed the experience to help us understand the facts. It was just surreal, we were all aware of what we were going to see, but until you are there, it is just so hard to comprehend."

One World Family is focusing on helping four communities spe-



courtesy of one world family

One World Family helps South African citizens like this young girl who is now 19. She has raised her five younger siblings for the past few years since her parents died from AIDS.

cifically.

"We're working with two urban communities, KwaMashu and the Township of Clermont, and two rural, KwaXimba and KwaMaphumulo," Gaines said. "There is just so much poverty. There is poverty here in the U.S. as well, but it's a different kind over there. In the United States, the government takes care of orphaned children, there is funding for them. In South Africa, you're on your own."

Not only are the children on their own, but often they are raising entire families as a result of deaths due to AIDS. It's an entirely different world across the Atlantic Ocean.

"Over there, they're living like people lived here 200 years ago," Gaines said. "The people are living in huts with no furniture and no water. They roll out mats to sleep on. There is one pit in the center of the hut for a fire, and that's how they stay warm. They're struggling for food every day. The poverty is just overwhelming."

More recently, on top of all the other hardships,

the people of South Africa have been struggling with an AIDS epidemic.

"One World Family's goal is to help all children affected by AIDS in any way," Gaines said. "It's important for people here, in the US, to be aware of the problem in South Africa. AIDS is in epidemic proportions."

And the disease isn't going to simply confine itself to South Africa.

"Younger generations have to be aware of the epidemic, it's a crisis for all ages," Gaines said.

One World Family is trying to get the word out about what they are doing.

"We've spoken at Kirkwood High School, and we want to get to other high schools in the area to make sure that kids are aware of what is happening," Gaines said. "They have to know that it does affect us, even here in the U.S."

The organization is doing their best to get the word around. "We had our first fundraiser last June, and we have gone around to different companies," Gaines said. "In 2004, we raised \$32,000."

In South Africa, a child is orphaned by AIDS every 14 seconds. One World Family is trying to help those children to have a better life. Donations can be sent to: One World Family, P.O. Box 220006, Kirkwood, MO 63122. 100 percent of donations received are given to the many South African families and communities in need.

Students learn about government close up

stephengreenberg

It is rare that a student is able to learn about a topic in school and be able to see it close-up. From Jan. 16-22, 26 students were able to go on an educational trip to Washington D.C. The trip was organized by Close Up, a not for profit organization, that has brought thousands of students to D.C.

Students went on the trip for several reasons.

"I wanted to learn more about the government," sophomore Mike Humphreys said. "I also wanted to see Washington D.C."

The trip included many planned activities for the students.

"Students were able to attend lectures, seminars, discussions and activities," history teacher Josh Meyers said. "We also held debates and traveled all over the city. We visited memorials, studied sites and went on tours of the capital."

Sophomore Charlie Klein attended the trip.

"I enjoyed learning about about how government works and touring the Supreme Court building," Klein said. "It was cool to see things from the inside. Also, I enjoyed activities like debates and simply talking politics. I was able to hear other people's points of view and hear their reasons behind their choice of political affiliation and arguments."

This trip was different from the usual Close Up trips.

"Normally we meet people from the House of Representatives and sometimes Senators speak to us," Meyers said. "This year there was a huge focus on the inauguration."

The inauguration was a unique experience.

"It took three hours to get through security," Meyers said. "We saw George Bush in a limo.

We also saw thousands of protesters. It was beautiful to see people use freedom of speech to express discontent with the government, regardless of whether you are a Republican or a Democrat."

Other students also enjoyed seeing the protesters.

"The most interesting protester I saw was a guy who dressed up as one of the Abu Ghraib prisoner that got tortured," Klein said.

Humphreys also enjoyed the inauguration and the protests.

"The parade was really cool,"

Humphreys said. "It was neat seeing all the cops, the motorcade and different marchers. The protesters were interesting to see because every one has the right to express their view and it was great to be able to experience it."

Meyers feels an aspect of the trip could be improved for next year.

"The trip is pretty expensive," Meyers said. "We have not had to in the past, but we can provide students with opportunities for fundraising."

Students enjoyed the trip.

"I was very satisfied with the trip," Klein said. "It was very well organized."

Humphreys agrees with Kline. "Close-Up was an awesome trip," Humphreys said. "Everybody had a great time. We were able to have fun and learn at the same time."

There are distinct reasons for putting together the trip.

"The trip is important because it allows students to gain greater understanding on how democracy works from an insiders perspective," Meyers said.

Despite large costs, both students and teachers enjoyed the Close Up trip.

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Study prompts teen sex talks

In January of 2004, CHS and WMS health teachers conducted a behavioral risk survey for students. The recently released results have been the topic of discussions regarding teen sex, a prevalent issue in Clayton.

Survey reveals teen sex habits, from 1

Smith was not surprised by the number of sexually active teens in Clayton.

"I've been doing this for a long time, and over a period of time the numbers have remained the same," Smith said. "So I can't say I found [the results] particularly surprising; plus, I talk with kids about this stuff all the time."

However, Smith understands that not everyone is as accurately informed as she is.

"I think other people find the results surprising," Smith said. "When you look at the media, or watch any television show about teenagers, they put in the most shocking things, and so you would think that every teenager in America is having sex. These surveys prove that clearly they are not. I don't know if I would find that surprising, but I know some people would."

The eighth graders at WMS whom Smith teaches about sex are among those who find the results surprising.

"When we do the eighth grade sexuality unit, I'll ask the kids how many of them think 10 percent [of high school students have sex], how many think 20 percent, and the vast majority of them think that 90 percent of high schoolers have sex," Smith said.

Smith believes that, consequently, the surveys can provide valuable information to students, especially eighth graders.

"These surveys provide good information for parents and really good information for teenagers," Smith said. "When you think of peer pressure, I think a lot of peer pressure is that idea that everybody else is doing something and I'm not. It's not somebody going, 'Come on, come on, you've got to try this,' as much as that feeling that there's something going on that everyone else is involved in and I'm not, you know, what's wrong with me? It's really important that eighth graders know they'll be in really good company here [at CHS] if they choose not to be sexually active."

Bryan agrees that peer pressure is often the driving force behind teen sex.

"[One of the biggest influences] is classic peer pressure," Bryan said. "Teens feel that if they're going to be grown-up they have to have sex, and they're going to still be kids if they're afraid."

An anonymous senior girl also believes that oftentimes peer pressure drives teenagers, especially teenage girls, to participate in sexual intercourse.

The senior girl had her first kiss when she was 15, during August of her sophomore year. That January, she had sexual intercourse for the first time. Her active sex life has continued, and she claims to have had at least nine partners since then.

"I think a lot of girls feel pressured, like there were a lot of times I felt really pressured to [have sex]," the senior girl said. "I kind of felt that for a guy to like me, I had to do it."

An anonymous senior boy, who began having sexual intercourse with his girlfriend after going out for about six months, believes that often boys don't take sex as seriously as girls.

"For me, [having sex] wasn't a very hard decision," the senior boy said. "It was a lot bigger decision for [my girlfriend] than it was for me. I think in general it's a bigger decision for the girl. It was probably a bigger deal to [my girlfriend's friends] than it was to my friends."

Bryan feels that in addition to peer pressure, the media also contributes to the frequency of teen sex.

"In the media you see people jumping into bed together all the time, but you don't see them lined up in front of an abortion clinic or with STDs," Bryan said. "The media sells sex as fun and carefree without talking about the responsibility aspect or the fact that things can go wrong."

Bryan stresses to his patients the responsibility associated with sexual intercourse.

"I try to promote idea of responsibility along with the sex, so that if you're going to choose to be sexually active you need to choose to be responsible," Bryan said. "It's not something that you want your parents to come in and clean up after you, like if you get an STD or if you get pregnant or if you're emotionally damaged from the whole thing. Sexual activity really is an adult behavior, so along with it comes responsibility; so when someone makes a choice to be sexually active or not to be they need to look at all the consequences, good and bad."

Bryan understands that although he can teach teens about the consequences of sexual activity, he cannot make their decisions for them.



abbie minton

"I think [educating] is much better than telling an 18-year-old, 'No you really shouldn't have sex,' because I really don't feel that way," Bryan said. "I think that people need to make their own decisions, but when they make them they need to know that they have to exercise responsibility and that there are consequences."

Two of the greatest consequences of sex are pregnancy and sexually transmitted diseases. According to Smith, one of the biggest questions facing the Clayton School District regarding teen sex is how to teach students about those consequences.

"When you look at national studies, there's always the question of whether or not teaching kids about sexuality makes them more likely to become sexually active," Smith said. "What studies have shown is that kids who have had sexuality education that teaches abstinence only, and that there are no other choices, tend to become sexually active about six months later than their peers who were taught that although abstinence is the best choice there are other things you need to know once you are ready [for sexual intercourse]. So, on the one hand, sexual activity is delayed by about six months. On the other hand, the students who are taught abstinence only are much less likely to use any kind of contraception or protection against STDs."

Clayton currently teaches students about contraception and protection. Consequently, sexually active teens in Clayton know that pregnancy

and STDs are a concern.

"At first I never really thought about STDs or anything," the anonymous senior girl said. "But then as I started becoming more sexually active, I realized, you know, this is something that could really happen."

The senior boy also took safety seriously when participating in sexual intercourse.

"Being safe was important to both of us," the senior boy said. "We discussed safe sex a lot. We used a condom, and we went to Planned Parenthood after a few times."

According to the anonymous senior girl, her experience with unprotected sex was one that she would rather not repeat.

"I was terrified—I was so scared," the senior said. "I was just like, 'oh my God.' I can't even tell you the feeling a girl experiences when she has to wait three weeks to find out [if she is pregnant]...I ended up purchasing a test because I couldn't wait."

The survey results also show that Clayton's sexual education program is making students more aware of contraception. Of the freshmen surveyed in 2004, 65 percent of the students who reported being sexually active claimed to have used condoms most or all of the time. Of the juniors, 76 percent used condoms.

Although the high usage of protection in Clayton can help reduce pregnancy and the spread of STDs, sex is clearly still a concern, according to Smith.

"I do think sex is a problem at Clayton," Smith said. "I don't think it's necessarily our biggest problem. As a health teacher, when I teach about unhealthy relationships and sexuality I know those things happen. And though there aren't huge numbers, it's still a concern."

One of the growing concerns facing not only CHS students but also teen-

agers across the country is the issue of oral sex.

The Clayton surveys revealed that 24 percent of 2004 freshmen and 52 percent of 2004 juniors reported having participated in oral sex.

Bryan attributes these high percentages to the fact that teens today do not consider oral sex to be as serious as sexual intercourse.

"I think that the seriousness of oral sex is a generational thing," Bryan said. "I think for your parents' generation, absolutely yes, oral sex probably would be considered even more intimate than sexual intercourse. But I think maybe President Clinton started something [with his affair with Monica Lewinsky], and I think that for [the current generation of teenagers] oral sex is not a commitment; it's not as intimate."

Although oral sex cannot cause pregnancy and can only cause certain STD's, such as herpes, there are other harms associated with the practice.

"I would bet there are girls in Clayton who have decided kind of on the spur of the moment that oral sex would be a fun thing to do, I'm going to do this, or so-and-so is doing this so I'm going to, and then have regretted it later," Bryan said. "I think that probably one of the larger dangers [of oral sex] is the psychological aspect, where teens just already have [had oral sex] and they don't feel good about themselves."

The anonymous senior girl agrees that regret is a big part of being sexually active, as she learned from her first experience with oral sex during October of her sophomore year.

"The first time I gave oral sex, I cried," the senior said. "I cried the day after. It's just something really valuable that you don't really think

about. You may sleep with x number of guys, and you might not always remember them, but you will always remember the first time."

According to the senior, her first time was spur-of-the-moment.

"I don't remember very much," the senior said. "I guess we were kissing and I guess he just—I kind of, I'd never done it; I was curious, I guess I just...I don't think any of us really brought it up—it was actions more, one thing led to another."

Looking back, she regrets becoming sexually active at such a young age.

"I regret it because I was such an innocent girl," the senior said. "I wish I had waited until I was out of high school and I wish I had been in love. Every day I think about it, I just kick myself and get mad at myself because I wasn't thinking, and because I just did it on some guy I didn't care about. I wish I had thought about it first."

The senior believes other teens should carefully consider the consequences of their actions before becoming sexually active.

"If you're a teenage girl, I know it may seem cool to lose your virginity or do this because a guy wants you to," the senior said. "But really, you should look in your heart and see what you really think, because down the road, it's not going to matter what your friend thought or what they did. All you're going to remember is what you did, and you don't want that to be something you regret."

Bryan echoes these sentiments, but understands that feelings about sex have changed drastically over time.

"Life is long, and from my perspective as an adult, there doesn't seem to be to be a big rush [to become sexually active]," Bryan said. "People evolve into these things. However, I know that's the more traditional way to go, and I think people's ideas [about sex] are generational and are certainly changing."

The generational changes regarding sentiments about sex are mirrored perhaps most shockingly in the sexual behavior of 2004 seventh graders at Wydown Middle School.

Although many of the Clayton survey results did not surprise Smith, she was not expecting the results of the questions regarding sex among seventh graders. According to the survey, 10 percent of seventh graders in 2004 had participated in sexual intercourse. Seventy-six percent knew what oral sex is and 11 percent had participated in oral sex.

"[The results are] just so surprising—I guess disturbing is the word I would use—and disappointing," Smith said. "Seventh graders are so not ready, and they just are so young and are so much more like children than they are like adults."

Warner also found the results surprisingly high.

"I think as an adult and especially as a health teacher, I am concerned with students making healthy choices," Warner said. "I was concerned when I saw that there were seventh graders having sexual intercourse."

The results were particularly surprising because Clayton had never had seventh grade sexuality statistics before.

"This is the first time we have surveyed the seventh grade students regarding sexual intercourse and oral sex," Warner said. "Therefore I don't have any comparison data. Currently, national surveys have not asked seventh graders about sex or oral sex either; Clayton is on the forefront in this area. We feel it is important to understand the reality of teen's decisions so that we can design curriculum that better reinforces how to help them choose healthy decisions."

The results prompted such questions as whether or not seventh graders should receive a more extensive sexuality unit.

"We always have to balance when the most appropriate time is and what the most appropriate kind of education is for sexuality," Smith said. "We have the big unit in eighth grade that is really heavy duty. Do we move that unit to seventh grade and have 90 percent of the seventh graders thinking, 'I'm not ready for this?' I guess we just have to do the best job we can. And we need all of the caring adults in each child's world to help them make good decisions."

Smith feels that it is too big of a generalization to lay the blame for sexually active teens on parents.

"I know some parents who are very relaxed with their kids and I think, 'Why won't you take a stand?'" Smith said. "And I know some parents who are very much on the other end. And I know some parents who are right where I think I would be if I were a parent of a teenager."

Warner agrees that ultimately no one can be blamed for teens' actions except teens themselves.

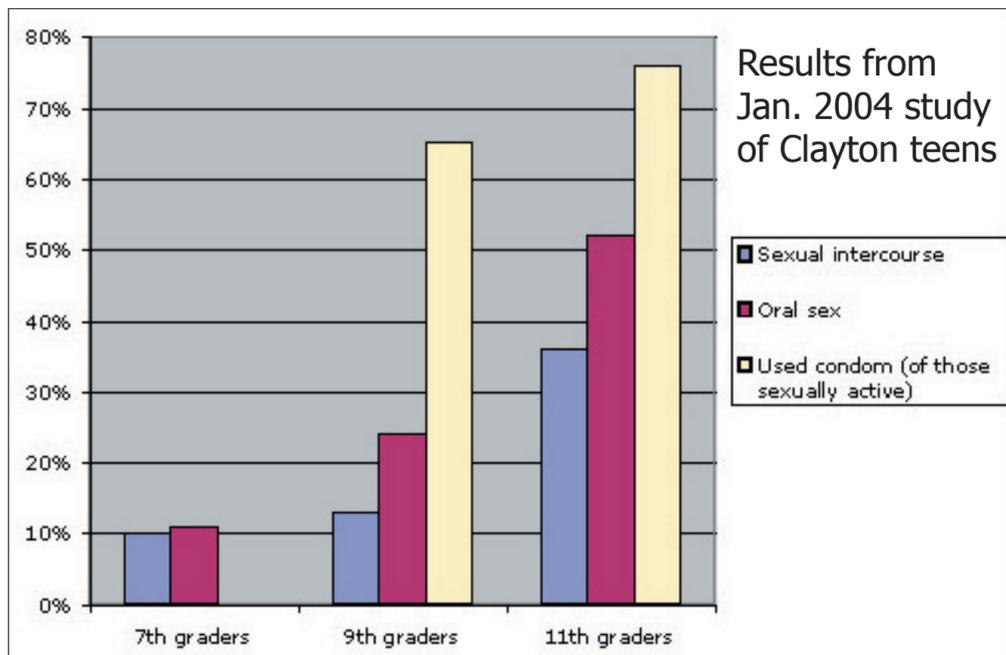
"I think it is important to remember that education provides students with the knowledge necessary to make healthy decisions, but ultimately it is up to the individual student to decide how to use that knowledge," Warner said.

"In the media you see people jumping into bed together all the time, but you don't see them lined up in front of an abortion clinic or with STDs."

-ob/gyn bruce bryan

"I think it is important to remember that education provides students with the knowledge necessary to make healthy decisions, but ultimately it is up to the individual to decide how to use that knowledge."

-wms health teacher jill warner



SAT IIs provide edge in the road to college admission

amybrooks

By the spring of their junior year, many students are feeling the pressure – SATs, ACTs, why would students want to take another test? Well, in the extremely competitive race to get into the perfect college, every edge may help, which is why some students turn to the SAT II.

"I chose to take the SAT IIs because one of my prospective colleges required the test, and some of the others strongly recommended them," senior Yun Que said.

The SAT IIs, or subject tests, are hour-long multiple-choice tests usually taken in the spring of a student's junior year to help students showcase their individual strong points. There are 20 tests in all, ranging from U.S. History to Modern Hebrew to Korean.

Senior Ningning Ma took four SAT IIs: math level 2, chemistry, Chinese, and writing (which is no longer offered due to the essay section on the SAT). She says they probably gave her an edge in the college admissions process.

Counselor Claire Dickerson agrees. She says the SAT II helps students give colleges more information about their talents and abilities.

"The process is very similar to touching an elephant – if you're a blind philosopher touching an elephant, every time you touch the elephant in a different place you get new information," Dickerson said. "In the same way it's up to the student to provide as much information as possible because most of the time the college never gets to meet them so all they go on is what is given to them."

Besides looking good on a resume if students do well, some colleges require certain SAT II tests.

"Harvard, for example, requires three SAT IIs of the student's choice," Dickerson said. "It varies from school to school."

Scoring well on certain SAT IIs may also allow students to place out of some first-year classes, similar to AP exams. But Dickerson says students should be wary of taking too many tests if they feel they cannot do well on them. That's because the College Board, which administers both the SAT and the SAT II, will send both sets of scores to any college to which you request either one be sent, so a low score can't just be "buried."

Even though many juniors already feel overwhelmed by standardized tests, tons of prep time may not be necessary for students to succeed on the SAT II.

"I didn't really prepare as much for the SAT II as I did for the SATs and ACTs," Que said. "However, when I took the tests, I felt the level of information was basically the same as the other standardized tests because I chose the ones I was most knowledgeable about."

"CHS prepares students extremely well for the tests – they prepare every day by going to class," Dickerson said.

Ma agrees, although she also used other methods of studying.

"I studied for math and writing," Ma said. "For chemistry I also got books from the library and used those to study. And of course for Chinese I didn't have to do anything."

Dickerson also advises reading the informational brochure, which can be found in the counseling office, to know what to expect before taking the SAT IIs.

In addition, researching the requirements of each individual college is essential to be well-informed about whether or not taking the SAT IIs is necessary.

"I took the SAT IIs to keep my options open, but I ended up not even applying to the school which had required the SAT IIs," Que said.

Ma recommends taking the test as soon as possible after you've completed the class so the information is fresh in your mind.

Dickerson suggests that a positive attitude toward any test is often the best study guide.

"Students should go in and put forth their best effort, do the best they can, and then put it aside," Dickerson said.

"The process (of admissions) is very similar to touching an elephant – if you're a blind philosopher every time you touch the elephant in a different place you get new information."

-counselor claire dickerson

Staying Motivated

Students share tips for continued success when motivation is lacking.

sarajohnson-cardona

Motivation: the condition of being motivated; a motivating force, stimulus or influence. At this time of year motivation to continue doing work seems to be something that many students lack. Lagging motivation is an obstacle that everyone must face at some point or another during his or her high school career.

Junior Jocelyn Wagman said she goes through motivation cycles. "First quarter I am really motivated," Wagman said. "Then I am not as much second quarter, then third quarter I am and then I am not fourth quarter."

Although members of all grades face difficulties staying motivated, second semester seniors definitely seem to be having the most problems. Senior Patrick Cohn said he just doesn't stay motivated.

"I do what I have to get by," Cohn said. "I keep doing some work because I don't want college to be a big surprise with all the work."

Senior Becky Bollinger has similar sentiments.

"I think second semester of senior year, I am less motivated than I ever have been before," Bollinger said. "I have worked so hard for the last three and a half years, and now I am ready for a break, and I am ready to move on. Colleges are going to decide whether they are going to take me or not without these grades. Although they could change their minds once they get them, it is not likely."

It makes sense that seniors would be losing motivation because many of them have been accepted into college, one of the prime motivating factors for their classes.

"The number one thing that keeps me motivated is that I want to get good grades so I can go to a good college," Wagman said.

Seniors feel that they no longer have the pressure of college, thus it is harder to stay motivated.

Senior Claire Saffitz said she definitely had more pressure last year which helped motivate her.

"Now it is getting harder to maintain the same level of work ethic without the same amount of pressure," Saffitz said.

Senior Benjamin Staver seems to sum up most seniors feelings: "I don't want to work anymore. I know I should."

French teacher Marilyn Morrison thinks that the seniors in her classes are still fairly motivated.

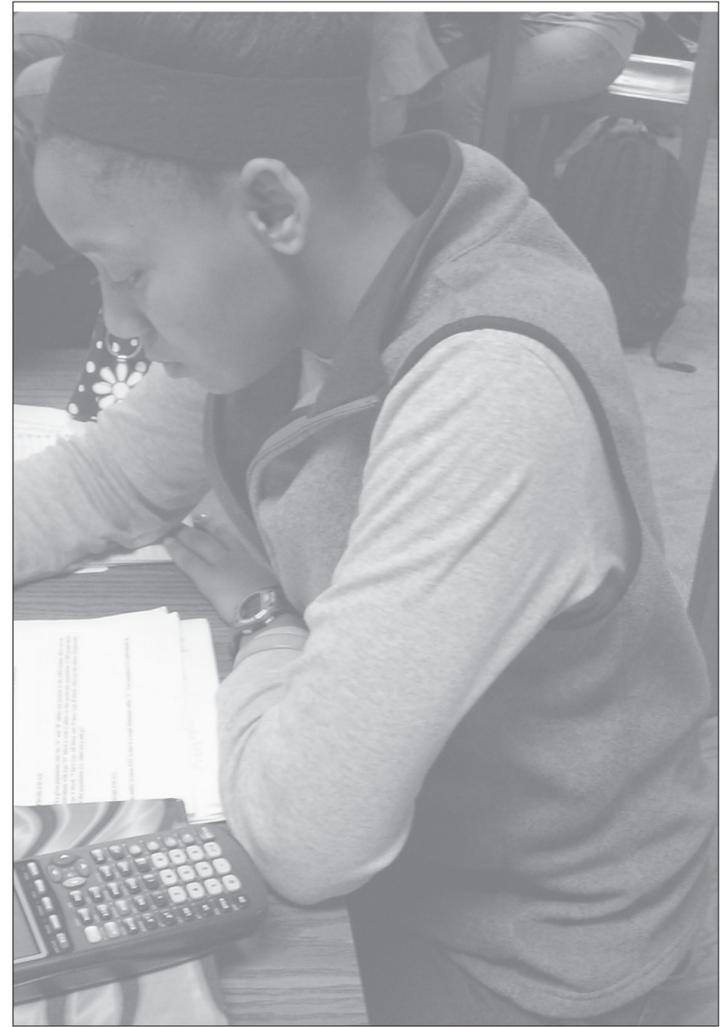
"I think the kids in AP classes are still working hard to prepare for the AP, but after the AP we can really have fun," Morrison said.

On the other hand, science teacher Sally Lazaroff sees a large difference in seniors' motivation second semester.

"It seems that seniors feel entitled to have a relaxed atmosphere," Lazaroff said. "There is no question there is a difference in their motivation. It seems like a tradition, and it seems like there is also peer pressure for seniors not to do work."

Despite the difficulties in keeping her motivation strong, Wagman tries to live up to what she sees as a good opportunity.

"I think it would be really weird to go to class and not know what was going on," Wagman said. "It is a privilege to go to Clayton, and to not take advantage of that is not smart at all."



rachael kodner

Sophomore Laura Hoffner also has a way of keeping herself motivated. "I want to maintain my good GPA," Hoffner said. "Overall, I like school, and the classes I attend I want to do well in."

Morrison speaks of how she believes students achieve genuine motivation and provides some hope for those who haven't yet found their motivation.

"The more you enjoy leaning the more motivation you have to learn," Morrison said. "Arriving at the point in your life when learning is fun happens at different ages and for different reasons. A lot of students start out being motivated because of pressure from their parents but somewhere along the way noticed they liked it. For others it hasn't happened yet. Maybe for them it will happen when they go to college, or when they are working and realize they are interested in

what they are doing and really need to learn the material."

Some seniors are able to find a way to stay motivated despite the odds.

"I think it is just an inner motivation that I have," Saffitz said. "I just don't want to disappoint myself, my teachers or anyone else. I don't have any tricks or tools to motivate me. I just think it is a personality trait."

Staver, although he is not always motivated, finds a way to get by.

"Every now and then I just kind of get it together and

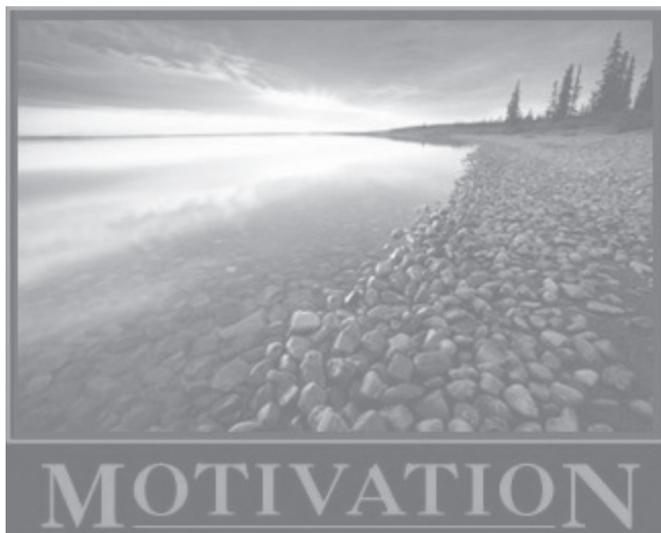
do a lot," Staver said.

Bollinger never allows herself to get too far behind.

"I think I am really hard on myself because I feel that I always have to do my best," Bollinger said. "My parents have also been very supportive and encouraging so that also helps."

Motivation can be hard to come by, especially for second semester seniors who are ready to let loose and just have fun. However, Clayton is full of examples of seniors and those in other grades who are hanging in there, and finding their "inner motivation."

Senior Brittany Lipsey studies for math. At this time of year, many students, especially seniors, lose motivation to complete schoolwork.



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Open Opportunities



photo courtesy of lizzi weiss

Although expensive, outward bound and immersion programs offer worthwhile and life-changing summer opportunities for students. The options are numerous, and with some research, students can find a program suited to their interests.

fengshuangstanne

Summer is just over the horizon, and students are trying to find the best ways to spend it.

Many students have already decided on going to summer school or a family vacation, but there are emerging, albeit expensive, programs for teenagers. They run from multi-city European tours, to bus trips across the United States, to living with a family in Malaysia to learning rock climbing in Colorado.

Two years ago, Senior Lizzi Weiss, did a 30-day backpacking trip in Alaska with the National Outdoor Leadership School (better known as NOLS, www.nols.edu), which included learning things such as hiking on tundra, how to identify the birds, flowers, wildlife and plants of the North Country and how to keep warm and dry. Students also learn how to read a map and to navigate off trail and scan the horizon for grizzly bears, black bears, moose, wolves and Dall sheep.

NOLS is widely known as the best adventure program and as one of the most expensive.

"NOLS is the most hardcore outdoors program," Weiss said. "They teach you real technical skills. It was one of the greatest and most challenging experiences I've had. If you have

the money, NOLS is the best."

NOLS's age minimum is 14. The cost is around \$2,000 to \$5,000, depending on location and duration. However, the cost adds up even higher with the addition of expensive equipment and other types of supplies. Courses vary from backpacking in the Himalayas in India to sea kayaking in Australia. Other locations include New Zealand, Patagonia (Argentina) and the whole West coast strip of North America.

However, destinations to Europe, Africa and Asia are not offered by this program.

Outward Bound, (www.outward-bound.com), which offers wilderness education programs, is another popular youth outdoor program dealing with "more teamwork and emotions," according to Weiss.

Outward Bound offers a broader selection of courses than

NOLS. They include packages specifically designed for family, women, "Troubled Teens" and adults. The preferable minimum age is 12, and the courses provide a taste of activities like sailing, skiing, snowboarding, rafting, rock climbing, canoeing, mountaineering and dog sledding. The cost of each course is anywhere from \$500 to \$8,000 depending on time length.

"NOLS is the most hardcore outdoors program. They teach you real technical skills. It was one of the greatest and most challenging experiences I've had."

-senior lizzi weiss

The Road Less Traveled (<http://www.theroadless-traveled.com/>) offers specifically cultural exchanges for high school students. Teenagers between ages 14 and 18 years old travel to countries in South America for 16 to 24 days. The trips cost \$2,000, and students will become familiar with the local community and the language. There are also other activities, for instance sea kayaking, hiking and sailing depending on the location the student chooses.

What exactly does community service involve? Community Service is working for the community of your residence for good cause. Type of work varies, but might include helping to build a much-needed school, tutoring students, collaborating on construction projects or saving endangered life.

According to sophomore Mariel Fontaine, this type of community service is really worthwhile.

"In Australia, we spent an afternoon in a boarding school and orphanage with kindergartners," Fontaine said. "It was an arts and crafts day, so we did projects like painting and pottery stuff, it was really neat. I thought it was extremely cool."

EIL, Experiment International Living, (<http://www.experiment.org/>) a branch of World Learning, also offers language-focused trips to countries such as France, Spain and Costa Rica as well as community service-oriented programs. The organization offers various destinations all over the world. The courses last three to five weeks, and fees run between \$3,000 and \$5,000.

Another group that offers teenagers an im-



caitlin ly

mersion of cultural exchange and community service is International Seminar Series, (<http://www.study-serve.org/>). The program is a 27-day trip to Paris. The program costs \$6,000 that includes everything but lunch and spending money. For the entire month, students explore every aspect of contemporary French culture through direct participation (community service); other time is devoted to visiting places and French language training.

Financial aid is available for all the above programs, and applications are posted on their website.

Most students say they find out about these programs through friends, but two web sites that list many summer travel opportunities for teenagers are www.goabroad.com and www.petersons.com/summerop. In addition, the counseling office provides over 30 programs with contact information and a brief description of each.

Above: Junior Chelsea Denlow researches summer programs in an Overland catalog. Trips range from within the U.S. to places as exotic as Thailand.

Top: Senior Lizzi Weiss poses at the base of a mountain while backpacking in Alaska last summer. Weiss was part of a 30-day trip sponsored by the National Outdoor Leadership School (NOLS).

With planning, summer jobs provide money, experience

katewaterbury

Sleeping late, summer camps, time with friends. As the winter months seem to drag on, many students keep their spirits up by looking towards the summer months, dreaming of the free time they will enjoy. However, for older students hoping to get a job over the summer, it is also time to start the job-search process.

"Usually kids start working at around 16 years-old," business Teacher Marci Boland said. "Most companies won't hire kids younger than that for legal reasons. For some companies you have to be 18. Younger kids do things like yard work and babysitting to get used to working."

Junior Chelsea Denlow started working with Clayton Parks and Recreation in early January. She currently is a scorekeeper for the first through eighth grade basketball league.

"I knew I needed a job," Den-

low said. "When a friend asked me if I wanted to get a job scorekeeping with her I decided to do it. It seemed much easier with a friend to motivate you."

Often students assume they will work during the summer, but do not do the planning necessary to find a job.

"Spring break is a great time to start organizing your summer and looking for jobs," Boland said. "If you want to be a camp counselor, for example, most camps are established at that time. If you wait until you are off for summer break, that is way too late. Most college students have filled all the jobs by that time."

When looking for a job, Boland recommends following one's interests, instead of simply getting a generic job.

"The first thing the student can do when considering a summer job is to think about what they like to do and what interests them," Boland said. "The best jobs combine

interests and hobbies. You are usually the most knowledgeable about the things that interest you. Once you narrow down your interests, start

contacting people where you love to spend your free time. For example, if you love science, contact the science center or magic house to see if they need summer help."

Senior Riche Rodemyer found a job through a friend's parents.

"My friend's dad is the presi-

dent of a company," Rodemyer said. "They needed help with manual labor in their warehouse and I filled out an application."

"Spring break is a great time to start organizing your summer and looking for jobs. If you wait until you are off for summer break, that is way too late. Most college students have filled all the jobs by that time."

-business teacher marci boland

Denlow found that her interest in soccer helps make her job more interesting. "Right now I'm not actually refereeing or scorekeeping for soccer, because its basketball season," Denlow said. "But I will be refereeing in the fall, and that was one of my main motivations for ap-

plying."

The application process is often nerve-wracking for students, and includes lots of different components.

"When I applied, I had to go to a bunch of meetings and fill out an application," Denlow said. "I also had to show them a passport and driver's license as identification, but for a scorekeeping job there was no interview required."

Rodemyer is happy with his job despite the time commitment it entails.

"Of course with my job I have less free time," Rodemyer said. "I usually work for about three hours after school, three days a week during the week, and then I work on Saturdays. Luckily, if I need to change my schedule, they are flexible. Having less free time is worth it because I have extra pocket cash to save for the future and spend with my friends."

Denlow has found that working within Clayton makes it much

easier to balance school, extracurriculars and the demands of a job.

"Because all of the scorekeepers and referees are high school students, the hours are really flexible and laid-back," Denlow said. "Once a week you get an email with your schedule for the week, and you usually end up with about five hours. It's convenient because you can swap and change things around if you have a conflict. They understand that we are students and take that into consideration."

So, as summer quickly approaches, Boland recommends that students consider a summer job. If taken seriously, Boland stresses that a job can have a large variety of benefits.

"By having a job over the summer, or at any time, students can learn leadership, organizational skills and hopefully money management," Boland said. "Also, a job just keeps students busy and in a routine instead of just sitting at home all summer."

New schools offer fresh starts

Moving out of St. Louis forces some students to appreciate the small, close-knit Clayton community. While making a fresh start can have its appeal, many students miss the familiarity and comfort of CHS.

sophiaagapova

Most Clayton students have probably at least once thought or said something like "St. Louis is so boring," "There is nothing to do in Clayton" or "I hate school." Although to some this may create the impression that students who attend CHS aren't grateful for what they have or maybe don't care about school, let's face it, the grass is always greener on the other side. When change does actually become a reality and they are forced to leave Clayton, however, students realize that moving is much more than just a change of scenery.

Junior Rebecca Hui is one of the many former Clayton students who have had to experience moving firsthand. Hui moved over the summer to Wayne, Pennsylvania, a suburb of Philadelphia.

"My new school is similar to Clayton in the number of students, but the district is a lot bigger so the community is not as closely-knit," Hui said.

Sophomore Sasha Drozdova also moved this past summer.

"I moved to Palo Alto, California," Drozdova said. "My school is twice as big as Clayton and not as rich."

In contrast, sophomore Alison Spasser moved to Augusta, Georgia and attends a school with around 140 students. Because of the size of Spasser's new school, it differs from Clayton in many ways.

"My school is much, much, smaller than CHS," Spasser said. "Because of the size, there's an honor code. We don't lock our lockers; we just assume that no one will take anything."

One of the main differences Drozdova has had to deal with, however, is not related to the size of the school, but the academics.

"The hardest thing to get used to at my new school was the different schedule," Drozdova

said. "It was also tough to get used to being in a chemistry class with kids who have already taken biology."

Another difference Drozdova noticed is the dedication of the counseling staff.

"The counselors at CHS are more flexible when it comes to schedules and they are more willing to work with their students' individual needs," Drozdova said.

Hui hasn't had to deal with as many drastic differences at her new school.

"One teacher actually moved here from Ladue a couple of years ago, so that was pretty interesting," Hui said. "He thought that the school districts were similar also."

Differences also exist between the students and community of Clayton and the schools Hui and Spasser now attend.

"The students are more open to talking to one another at my new school," Spasser said. "It's like one big clique instead of separate ones."

Hui, however, doesn't see such clear social differences.

"My mom is convinced that people in Clayton are nicer than people here," Hui said. "I don't really know though."

Because of the difference in size of Spasser and Drozdova's new schools, they had different experiences in regard to making new friends and fitting in.

"For me, the hardest thing about moving was finding myself in the midst of a huge number of kids who I don't know," Drozdova said. "I miss knowing the majority of kids that I go to school with."

For Spasser, making friends was easier.

"The first day the school ambassador came to talk to me; she and I ended up becoming friends," Spasser said. "Everyone here was very accepting because in a small school having a new student is a big deal."

Despite the positive aspects of their new

schools and lifestyles, Hui, Spasser and Drozdova all miss Clayton, but for different reasons.

"I miss my friends the most," Drozdova said. "I also miss the architecture of the school and the fact that it was located right next to downtown."

"I really miss all of the people at Clayton," Hui said.

Spasser too misses her old friends but also the privileges that she no longer has at her new school.

"I miss the freedoms that Clayton provided, including open campus and having the Center of Clayton nearby," Spasser said.

A challenge that Hui has had to face, along with adjusting to the new school, was trying to keep in touch with her friends from CHS.

"I still keep in touch with my good friends, but it's hard when everyone's so busy," Hui said. "We used to have a calling schedule set up where I would call a friend on a certain day of the week and they would call me on another one, but now we just kind of call each other when we get the chance."

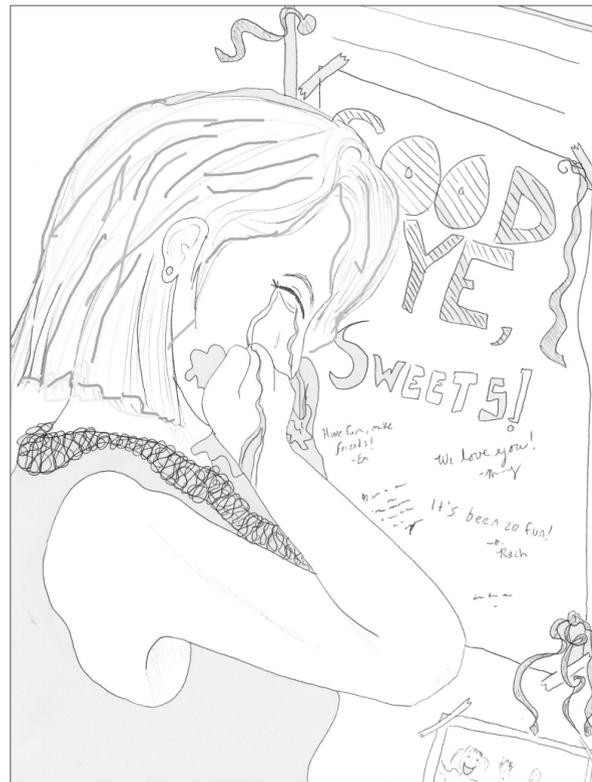
Spasser has also stayed in contact with her friends.

"Mostly I keep in touch through instant messaging and e-mail, but occasionally I'll talk on the phone," Spasser said. "Mostly though, it just seems easier to communicate through the Internet."

Despite the negative aspects of moving, Drozdova has come to appreciate her new school as much as Clayton.

"I can't choose which is better between Clayton and my new school," Drozdova said. "I really miss my friends but I also have new friends here and I cannot possibly choose between my Clayton friends and my Palo Alto friends."

Because she has only been at her new school for less than one semester, Spasser, is not quite as comfortable as Drozdova.



michelle aldersen

"I don't totally feel settled yet. I don't feel as comfortable getting around the school, and I'm just not used to the area yet," Spasser said.

Hui, at this point in the school year, feels that she has adapted well to her new school.

"It's been hard to adjust to the new school system, but for the most part, I'm doing well," Hui said.

Drozdova is able to sum up her feelings about moving, both negative and positive, in one sentence.

"It was nice to start off with a clean slate at a new school, where there are so many people to befriend and be in relationships with," Drozdova said, "but at the same time, I miss knowing almost everyone at my school."

Students set goals, plan for future

kellylane

What do you want to be when you grow up? A question that all children have heard at least 1,000 times. When they are two, they want to be firemen, but by the time they are two and a half, they have decided that President of the United States is a better idea. Then high school comes, and suddenly it is time to start thinking more seriously about the future.

Freshman Grace Thompson has had many different ideas about

path in mind for her future, also dealing with communication, but in a slightly different way.

"My dream job would be to be involved in the fashion industry, marketing a fashion line," Holt said. "I like contacting the media to promote a product and letting people know about it. This semester I am in a sports marketing class, learning how to market your team, and I like that too."

By being enrolled in a marketing class, Katie was eligible to be part of DECA, which she has taken full advantage of.

"It is a king over my life, but in a good way," Holt said. "It is entirely outside of school and there are definitely stressful times when I have meetings every single day after school, but the opportunities make it worth it. We were in lots of newspapers, and Ms. Boland and I were on the radio."

One of DECA's projects this year were the bracelets in honor of Jason Brightfield, with all proceeds to be donated to Barnes Jewish Hospital, where he was treated. The students learned many public relations skills by promoting these bracelets through various advertisements, but they were also able to take place in the DECA tournament, qualifying for state.

"The DECA competition is ranked in basically two parts,"



staff photo

Junior Katie Holt joins juniors Stefanie Glynias and Erica Jantho in the sale of the "For a Bright Future" bracelets for their DECA project.

Holt said. "The project that I am working on with Becky Bollinger, which is a 30-page paper, is graded out of 70 points for the paper itself, and 30 points are given for our presentation of it. This is what we did at districts, when we presented our papers to judges and answered any questions they had."

Now Holt will spend time making revisions before the paper reaches state level. The composition isn't just about qualifying for nationals. Holt looks at it as a beneficial way to start training for a job she is really interested in pursuing.

Micah Miller, like Holt, is also a junior enrolled in CHS' marketing program, using the information he learns in class to fuel his dream.

"I would like to be a doctor," Miller said. "I have several specific ideas, either a plastic surgeon or an OB/GYN. People whom I know and am close to who are doctors really enjoy their jobs, so that got me interested. I also like to serve people, and being a doctor is one of the best forms of service."

Miller is taking all of the science classes that he can: Honors Biology this year, and AP Bio next year. The business classes also are part of his master plan in order to open his own practice.

"Business classes really focus on people skills," Miller said. "That is one of the important aspects of be-

ing a doctor."

Miller's training doesn't just end when the last bell of the day rings. He is already planning for Senior Experience next year, trying to get an internship with a practice.

"I would like to be an intern for Elan Simctes," Miller said. "He is a family friend, and one of the people who has inspired me. He is an OB/GYN and would offer the perfect way to receive some on-the-job training. I also volunteer at Barnes when I am not working my other jobs over the summer."

Senior Lauren Katz has traveled the road that Miller, Thompson and Holt are on now. She feels that she has sorted out what her ultimate goals are, and how she wants her life to be structured.

"My ultimate goal would be to be producing documentaries about different people's lives," Katz said. "I was always interested when I watched documentaries on TV and was curious about how they were made. When I got to high school, I signed up for the broadcast news class and worked from there."

Katz is involved in film both in and outside of school. She has produced a documentary outside of class about the making of the fall play. When thinking of what colleges to apply to, Katz focused on those with strong broadcast programs, such as Boston University, University of Miami, and American. From there she doesn't know where she will go.

"I would like to work in news at some point," Katz said. "Field reporting is something I am interested in, geared towards politics."

These students are ahead of the game, taking steps to ensure they reach their goals. But above all, they agree that they really want to be involved in jobs that will interest and excite them everyday.

"I like being able to capture people's emotions in a way that everyone can see," Katz said. "They see what I see behind the lens, but they see it through their own eyes as opposed to on paper. I really want my life to be about trying new things."

Outdoor gear serves fashion over function

rachelharris

Over the past 50 years, the outdoor industry has grown tremendously. Trail usage has skyrocketed along with gear sales at stores such as REI and the Alpine Shop. Due to the increasing interest in the outdoors, these stores have become increasingly popular with everyone from the Everest climber to the yoga mom.

"I see outdoor brands as popular with students because students simply spend more time outside than most adults - walking to class, hanging out in the quad, going to sporting events," Patagonia Mid-West Sales Representative Tim Bantle said. "In all of these

applications, outdoor gear serves as function."

Teenagers especially are beginning to use outdoor gear as a fashion statement as well as for functional purposes in the wilderness.

"The gear works regardless of the environment," English teacher Matt Balossi said.

It's hard not to notice packs of students wearing fleeces with Roo-packs slung over their shoulders.

"It's ironic how in a place like St. Louis, you have people walking around in heavy duty gear," Balossi said. "There isn't much opportunity to use such technical gear here, yet it still sells, and people still wear it. It's funny to see people walking around wearing hiking boots and keeping their keys on carabiners."

While some may think it is a little odd for people to have this type of gear in their possession others simply don't care. Sophomore Kate Lipstein owns her own gear and uses it pretty regularly.

"I definitely don't think it's necessary, but it's not unnecessary either," Lipstein said. "I think that they can buy the things they want

to. It might be a little ridiculous, but it's what they want to wear, so it's really up to them in the end."

Senior Lizi Weiss, who buys her gear primarily for function had similar thoughts as Lipstein.

"Most people in St. Louis don't really camp," Weiss said. "But it's their choice."

Like Lipstein and Weiss, Bantle owns his own gear, but has a whole different perspective on the outdoor gear craze. He thinks that Americans on some level identify with the rugged qualities of the wilderness and tend to like to buy clothes that express that notion.

"The outdoor industry provides a good portion of the function-driven clothing people buy

to wear on trips and vacations and for everyday use too," Bantle said. "I do think as that the idea of wilderness has a profound affect on the psyche. As Americans, we identify strongly with wild, beautiful places - just look at all the car commercials that use

pristine places as a backdrop to try and sell their things."

Trends come, and trends go. It is difficult to predict what the next one will be. Bantle finds it interesting to see where these trends originated from and finding out where they will go.

"I'm fascinated by trends," Bantle said. "At Patagonia, we live by the idea that we are doing business like we intend to be around 100 years from now. That means that we look for organic growth based on sound principles like environmentalism and staying true to your roots."

Alpine Shop Sales Associate Christa Divarmo witnesses these same trends taking place on a daily basis at her place of work.

"I'm all for these trends," Divarmo said. "They look cool and are functional. It's really the best of both worlds."



staff photo

Sophomore Ryan Dubro models his North Face fleece. Fleeces are among the most popular outdoor gear worn at Clayton.



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The Baby Boom

Teachers with babies work to balance school and parenting.

meghanbliss

In recent months, the families of many Clayton teachers have grown with the addition of a new baby to the family.

In general, the CHS faculty, students and teachers themselves seem to have responded well to the subsequent absences of teachers.

Samuel Harned, history teacher and father of five, took five paternity days following the birth of his son, Joseph Patrick in January.

"I took my paternity days and it was nice being at home with the baby for those five days," Harned said. "The first time I came back there had been a few sub problems, but not the second time. And I'm getting an okay amount of sleep so my teaching doesn't seem to be affected."

Freshman Jillian Smith agreed with Harned and said that his teaching has been only minimally affected.

"Mr. Harned already took off his five paternity days, I think they should give him more time to be home with his baby," Smith said. "We have a student teacher right now so it's hard to really say if his teaching has been affected, but it seems like his teaching has only been affected a little bit. It took him a little longer to grade our tests, but it could be worse."

Before having his daughter, physics and biology teacher Gabe de la Paz hoped his teaching would not be affected by his lack of sleep.

"I personally think I'll do my best teaching on four hours of sleep," de la Paz said.

After the birth of his daughter, Katherine, this was not the case and de la Paz missed three days of school but encountered no problems in his classes once he returned.

Counselor Lara Veon had her daughter, Eliana, over the summer and missed little school as a result.

"I had Eliana over the summer, so I only missed a few days of new student registration," Veon said. "Now time management is a struggle and it is hard to leave her every day."

Other teachers, including SSD teacher Shari Hollander and math teacher Fatema Alibhai, have missed longer periods of school, thereby affecting their ability to teach.

"My pregnancy really didn't affect my teaching that much since the hardest part of the pregnancy occurred during the summer," Hollander said. "Right now, my teaching is affected since I will be gone until April."

Hollander has been out of school since winter break. Her daughter, Faith, was born on Jan. 6.

Alibhai had her daughter, Aliza, in December, but has been out of school since October due to complications. Retired math teacher Betty Lindsley has taken over Alibhai's classes until Alibhai returns.

"Having a sub has been okay," freshman student in Alibhai's class Laura Bliss said. "I don't feel like I'm learning as much as I could be, but at least I'm still learning. Ms. Lindsley used to be a teacher so she knows what she's doing. Plus,

she's been our teacher for so long she doesn't even seem like a sub anymore."

The few complications that have arisen at school as a result of pregnancies and recent births may seem like a blessing, but most teachers are even more thankful that no complications have occurred at home and that all seem to openly accept the new arrival.

"My sons are eagerly anticipating the time when their mom will be too busy for them," de la Paz said. "Just kidding. They are excited about Katherine's arrival. Max, my younger son, wanted to name her Erin after his favorite teacher at day care and he swears he'll be potty trained soon."

Freshmen English teacher Michele Ferber is expecting her second child over the summer. Ferber's daughter, Natalie, seems as excited as de la Paz's children about her mom's pregnancy and her soon to be little brother, Paul.

"Currently, Natalie talks to Paul in utero," Ferber said. "She tells him she loves him and to 'come out soon' and 'be nice.' Then she kisses my belly. It may be a different story when the baby is actually here, but she seems excited now."

Veon noted some minor complications, but nothing that couldn't be worked out.

"I gained fifty pounds," Veon said. "Yikes! Luckily, I only have a few left to lose to get back to my pre-preggie weight."

Hollander's only complication resulted from a doctor's minor slip up.

"Faith was a planned C-section, the only thing that threw us for a loop was the doctor getting to the hospital late," Hollander said.

All family members CHS faculty and students have been accepting and accommodating of the new arrivals at the homes of CHS teachers. Good luck to these teachers and their families in the future.

"Having a sub has been okay...Ms. Lindsley used to be a teacher so she knows what she's doing. Plus, she's been our teacher for so long she doesn't even seem like a sub anymore."

- freshman Laura Bliss

"My sons are eagerly anticipating the time when their mom will be too busy for them. Just kidding. They are excited about Katherine's arrival."

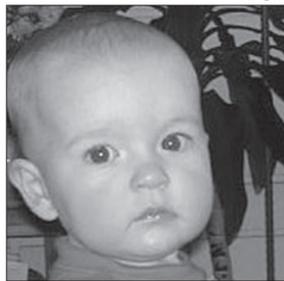
- teacher Gabe de la Paz

Seven CHS faculty members have had babies in the past nine months and three more are expecting children before the start of the next school year.



Name: Katherine Tsai de la Paz
Child of: Gabriel de la Paz
Birth date: February 7, 2005
Weight: 6 pounds, 1 ounce
Length: 20 inches

Name: Abigail Amani Hoelscher
Child of: Paul Hoelscher
Birth date: January 19, 2005
Weight: 7 pounds, 13 ounces
Length: 19.5 inches



Name: Eliana "Ellie" Veon
Child of: Lara Veon
Birth date: June 12, 2004
Weight: 8 pounds, 5 ounces
Length: 21.5 inches

Name: Carter David
Child of: Jeff David
Birth date: June 22, 2004
Weight: 10 pounds, 4 ounces
Length: 23 inches



Name: Aliza Alibhai
Child of: Fatema Alibhai
Birth date: December 31, 2004
Weight: 6 pounds
Length: 19 inches

Name: Faith Susan Hollander
Child of: Shari Hollander
Birth date: January 6, 2005
Weight: 7 pounds
Length: 21 inches



Name: Joseph Patrick Harned
Child of: Samuel Harned
Birth date: January 20, 2004
Weight: 7 pounds
Length: 21 inches

all photos courtesy CHS teachers

Teachers Expecting Babies



Matt Bolassi
Baby due May 18, 2005



Cathleen Fogarty
Baby due July 5, 2005



Michele Ferber
Baby due June 8, 2005

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Diverging Paths

CHS teachers abandon athletic careers for classrooms

gilahoffman
katieweiss

She was Illinois' top female athlete in the '80s and he was ranked third best swimmer in the world, but they left their lives of glory and fame to pursue careers as teachers.

English teacher Michele Ferber at one point in her life lit herself on fire and dove off a 30-foot platform into a pool of water. Now she stands at a podium speaking to her students about the Christian allegory in "The Lord of the Flies" and the racial barriers in "Ellen Foster."

Math teacher Dave Kohmetscher spent his early years training with some of the best swimmers in the world. Now he's training students on the techniques of drawing 3-D prisms and analyzing graphs.

Ferber started in athletics as a child performing cartwheels and somersaults in front of her family. As her love for the sport progressed, she enrolled in gymnastics and later found herself standing 90 feet above the ground, preparing to dive into 12 feet of water.

"I guess you could say that diving is a natural progression out of gymnastics," Ferber said.

By age 15 she was already deep into diving and on the way to receiving a full scholarship to the University of Illinois. She was named an All-American as a collegiate diver and set records in both Missouri and Illinois.

When Ferber was 23 years old, she went to the Olympic trials and missed her chance at competing in the 1988 summer Olympics in Seoul by a half point. That's when she decided to change course.

"It was not worth the effort to invest another four years in diving," Ferber said. "I had missed my chance."

After college, Ferber took some time off to think about what she wanted to do with her life and traveled to Europe to perform in spectacular diving shows.



abbie minton

English teacher and CHS alumna Michelle Ferber (pictured right diving in high school) travelled to Europe after college to perform in diving shows. "We had the same insurance as fighter pilots, the highest bracket of insurance, because of the risks," Ferber said.



photo courtesy of michele ferber

"Diving is a small community, and it was a great way for me to meet great people from all over the country. Also, I liked that it was an independent sport."
- english teacher michelle ferber

"The shows consisted of Olympic style diving, a comedy show, fire diving from 30 feet, clown diving and finally the high dive from 90 feet," Ferber said. "We had the same insurance as fighter pilots, the highest bracket of insurance, because of the risks."

For the fire dive, Ferber wore a jogging suit that was soaked in water. When she was announced, she would climb the 30-foot ladder, figure out which way the wind was blowing, and take a striker to the gasoline-soaked cape that she wore.

"I would play with the cape and flap it around until either the flame started to fizzle or I got what we called a 'hot leg,'" Ferber said. "A hot leg happened when a microscopic hole formed in the jogging suit and gas would drip into it catching your skin on fire. This was never fun, but there was a pool of water in which to extinguish the flame." The high diving was the highlight of the show. It was from 90 feet, three times the height of the third platform at Clayton Shaw Park, into a tank 12 feet deep.

"I was frightened every time I did the high dive," Ferber said. "If I weren't, then I would have something to worry about. It was something to fear and respect."

Besides enjoying the awards and the fun, she held a deep passion for diving and all of the benefits that came with it.

"Diving is a small community, and it was a great way for me to meet great people from all over the country," Ferber said. "Also, I liked that it was an independent sport. Ultimately, it's up to you; you decide how you finish, and you do not need to rely on other team members."

Kohmetscher also found his passion in water. Kohmetscher's career in swimming got started out of necessity.

"My brother decided on swimming, and because my parents didn't want to drive all over town I came along with him to practice," Kohmetscher said.

His parents' inability to drive him places led him into a career that would ultimately pay for college and lead him to exotic places all over the world.

"I was considered an average swimmer up until my junior and senior year in high school," Kohmetscher said. "But then senior year I gained the title as fastest high school sprinter."

Kohmetscher pursued his love of swimming at Ohio State where he won a scholarship. There he blew out his shoulder and took off a year of swimming to recuperate.

"I didn't think I would ever go back to swimming in college after my injury, but then one day I went to see my brother swim, and I was inspired to go back," Kohmetscher said.

After his injury, Kohmetscher came back stronger than ever. He gained the title of All American and moved from Ohio State to Iowa to finish college, where he won third place at the NCAA and became a big time champion.

Kohmetscher competed in the Olympic trials three times. He came his closest to getting into the Olympics in 1988 when he placed third best swimmer in the world; unfortunately, the top two swimmers were also American.

"I guess you could say I was well known in the swimming community, but mostly I was known for being one of the shortest sprinters in swimming," Kohmetscher said. "Most swimmers are between the heights of 6 feet, 4 inches and 6 feet, 6 inches, and I am only 6 feet, 1 inch."

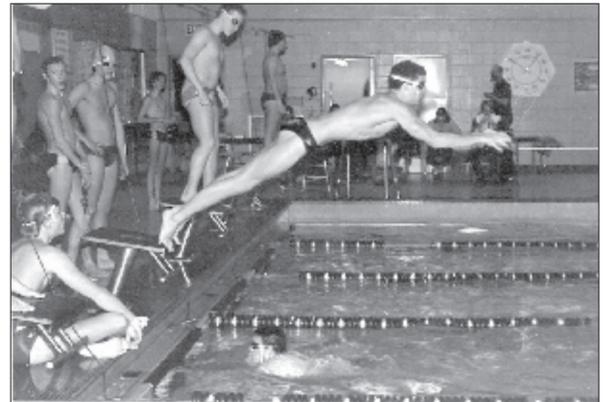


photo courtesy of dave kohmetscher



abbie minton

Math teacher Dave Kohmetscher was considered a world-class swimmer during his high school athletic career. Though he no longer swam competitively, he continued his swimming legacy by coaching the CHS swimming and water polo teams for 12 years.

Both Ferber and Kohmetscher try to stay involved with their respective sports. Although their professional sports careers are over, they still find ways to apply their knowledge of swimming and diving to the CHS community.

Ferber has coached the diving team at CHS for eight years. Although she is not the one in the pool, she enjoys being on the other side of the sport. She has begun thinking about getting her young daughter involved in diving. Her 2-year-old daughter, Natalie, stood next to her mother at every diving practice last year. During that year, Ferber took a year off from teaching but still continued to coach.

"Natalie loves the water and being held upside down," Ferber said. "If she ever expresses an interest in diving, I will be happy to enroll her in classes because diving is such a fun sport with great coordination benefits. Hopefully she won't follow her father's aspirations for her to play basketball because I would love for her to dive."

After a career of coaching at Cornell and Iowa Universities, Kohmetscher graced CHS with his talent by coaching the CHS swimming and water polo team for 12 years before taking time off to spend time with his two children.

One would think that these two people who gave up a possible life of fame and fortune for teaching would regret it. However, neither Ferber nor Kohmetscher do.

"I was considered an average swimmer up until my junior and senior years in high school. But then, senior year, I gained the title as fastest high school sprinter."
- math teacher dave kohmetscher

Clayton family navigates around leukemia, remains optimistic

krystalbell

About 4,600 new cases of chronic myelogenous leukemia are diagnosed each year in the United States.

For junior Amber Engh, the disease struck particularly close to home. Her father, Allied College president Jeffrey Engh, was diagnosed with chronic myelogenous leukemia for the first time in 1997 and then again this past October after nearly eight years of remission.

The disease, sometimes called CML, causes a person's bone marrow to create too many white blood cells. The white blood cells can still function normally, but their concentration in a person's blood becomes too high.

CML is caused by a genetic dis-

order. However, unlike most genetic disorders, CML is acquired, not inherited.

Patients with CML have a chromosome, named by scientists the Philadelphia chromosome, that is

"[My dad's leukemia] has brought me closer to him. We're so lucky and fortunate to still have him. I have so much respect for him."
- junior amber engh

shorter than it is in healthy people. Scientists are still unsure as to what causes the genetic disorder.

Typically, CML occurs in adults; only 2.6 percent of the cases of

CML each year occur in children below 19-years-old. The likelihood of contracting the disease increases as a person gets older.

Jeffrey Engh saw the first signs of this potentially-fatal disease while participating in a marathon.

"I was running a marathon, and then I started to get really tired and my feet were turning blue and purple," Engh said.

His doctor knew right away that he had CML.

The symptoms he had before he was diagnosed included fatigue, bruising easily and shortness of breath. Now, he continues to experience shortness of breath and also suffers from a low immune system. Other common symptoms of CML include excessive sweating, weight loss, paleness, inability to tolerate warm temperatures and a loss of well being.

When Engh was first diagnosed, he was put on kidney dialysis. Now, however, he is on chemo-

therapy. Engh also takes Gleevec, a new drug that has been showing strong results. Engh is one of the first people to be on Gleevec since the drug has just become available.

"Gleevec is a drug that helps prevent a reaction in the body that triggers an increase in the number of blast cells which are part of your white blood cells," Engh said.

Engh is also involved with some research studies on the medication.

Although he is a very active and social person, Jeffrey Engh sometimes can't go out in public. The chemotherapy weakens his immune system, and he has to avoid being exposed to illnesses.

In November of last year, Jeffrey and Amber had a bowlathon to help raise money for the leukemia and lymphoma society.

Jeffrey Engh has also organized other fund-raisers, including bake sales, garage sales and even selling teddy bears to reach his goal. Engh's original goal was to raise

\$2,000, but he ended up raising even more.

Engh refuses to give in to the disease since he is a workaholic and is very stubborn. He tries to live as normal a life as possible even though he has to keep track of his blood count on a regular basis. He even took a trip to Europe while he was feeling better.

One of the hardest things that Engh has to face is other people's misconceptions.

"People always say I should look sicker," Engh said. "The people closest to you try to baby you."

Having a disease doesn't only affect the patient, but also the people around him.

Amber Engh is very involved with choir. At times Engh's illness caused him to miss things that were important to him, such as his daughter's choir concerts.

"He doesn't let it affect me, but when he's down, I worry more, and I try to help him out," Amber Engh

said. "This has brought me closer to my dad. We're so lucky and fortunate to still have him. I have so much respect for him."

Amber Engh had special advice for other students who face similar problems.

"Stay positive and live normal, that's my advice to people going through the same situation," Amber Engh said.

Despite the hardship associated with his battle with leukemia, Jeffrey Engh has kept a positive attitude.

"We can honestly say we're better people," Engh said. "[You have to] be grateful for what you have."

Despite his optimism, Engh admits that the possibility of dying always exists.

"You have to adjust to the change...never live in the fear of dying," Engh said. "Unless you're in it, you don't know what your strengths are. You learn to enjoy every moment you have."



A Time for Change!
Vote April 5th for

Omri Praiss

for Clayton School Board

Who is Omri Praiss?

- Married to Julie for 17 years
- Three children: Aaron (8th grade Wydown); Zachary (5th grade Glenridge); and Lauren (Family Center)
- Resident of Clayton for 10 years
- Graduated from University of Michigan; B.S./M.S. in Aerospace Engineering (1985/1986)
- Graduated from Washington University; J.D. (1993)
- Attorney at Husch & Eppenberger (law firm in Clayton) for 10 years

Omri Praiss has a vision:

In the coming years, the School Board, collectively and in partnership with the community, teachers, and administration, will develop a long-term plan to ensure

that Clayton Schools will maintain their standards of excellence, while exercising sound fiscal management of the District's resources.

Omri Praiss believes that:

- The School Board's primary responsibility is to ensure the quality of teaching and learning in Clayton Schools.
- The School Board has to strive to develop a renewed spirit of trust and partnership with Clayton teachers.
- The School Board has to remain committed to ensuring diversity in Clayton Schools.
- The School Board has to develop a long-term plan to address the fiscal challenges that confront the Clayton School District.

Please contact **Omri Praiss** at (314) 862-7464 or praisfamily@sbcglobal.net with any questions, or if you would like a copy of a more detailed "position statement."

OMRI PRAISS is eligible for Clayton School Board. Paid for by the Committee to Elect Omri Praiss Pam Reznick, Treasurer



CLARE TAYLOR

7751 Carondelet, Suite 110
Clayton, MO 63105
314 - 862 - 4492
314 - 276 - 7852 cell

Forming your ideology

Instead of blindly following the religion of their parents, many CHS students have done much research into the religion or lack thereof that they chose to follow. They have formed their own beliefs about their religion and how it best suits their lifestyle, in the end making the ideologies stronger and more valuable.

corielefkowith

Identity, individuality, self. Throughout life, people try to figure out who they really are. Religion can both help and frustrate people in this search for their identity.

Religion can offer people an ordered set of beliefs. For some, it can help instill morals and values.

Junior Donna Iken is Jewish and a strong believer in all the teachings of Judaism.

"For me, religion is really important," Iken said. "It is kind of a way of life. My life sort of revolves around it. [The teachings of Judaism] have become integrated. Like, I don't wear shorts or tight clothes partly because of my religion, but also because I just don't feel that it is appropriate."

Others also feel that their religion has become very integrated into their identity, affecting many of their thoughts and opinions. A recent survey of 100 CHS students from all four classes revealed that 14 percent of students felt that their religion influenced most of their decisions.

Freshman Sara Rangwala is Muslim and has been greatly influenced by her religion.

"My religion has affected a lot of my views," Rangwala said. "I know a lot about current events and the struggle between the Muslims because of my religion. Also, my religion says that I'm not supposed to date. My parents aren't that religious, and I think that they would understand if I wanted to date. But I also don't want to date

even though I could."

Religion can also create a support system for those who need help.

When struggling through sophomore year, senior Sarah Shumway found refuge in her Mormon church.

"It is nice to go to church where people believe the same things that I do," Shumway said. "I had a hard time sophomore year, but my friends at church helped me out. I have a lot of close friends at church, and I depended on their friendship when things were hard."

For many, a support system and a community are big parts of why they follow a certain religion. Because of their religious community, people feel that there will always be someone there to help them.

"Community is a really big deal," Iken said. "One person had a baby, and the family came to town to help. They thought they would need someone to help out with the chores, but someone from the community always came by and dropped off food. There is a sense of community. Religion definitely unites people."

Although religion can unite people, it can also divide people. Some students go against the religion of their parents because they realize that they don't have the same beliefs.

Senior Brian Lewis became agnostic after realizing that he didn't share his parents' Catholic beliefs.

"When I was in eighth grade, I realized that the only reason I was Christian was because my mom

told me that I was," Lewis said. "When I began questioning my own motives for being Christian, I tried vehemently to find truth in Christianity. I read the entire Bible and discussed the religion and reasons for be-

ing Christian with many people. I began realizing that there really wasn't any reason to be Christian instead of Jewish or Muslim except for my upbringing, which hardly was evidence enough for me devoting my life to any cause."

However, some students have chosen to stick with the religion of their parents because of the answers their religion has provided for them.

"My church gives answers to questions that people search for," Shumway said. "[My church] gives comfort. It tells us that families will be together forever. When my mom had a premature baby, it was sad, but because we believed that family will be together forever, we were comforted. My church gives us a purpose and we believe we have answers. It has helped me a lot in my teen years."

While struggling through adolescence, people begin to realize what their religious beliefs are and begin to form their own ideas about which they want to follow.

"Sixteen, 17 and 18 are the ages when students need to start to figure out their own philosophies of life," Psychology teacher David Aiello said. "It is the time when they start figuring out their religious ideas. [They] are going to look for a religion their beliefs fit."

However, deciding which religion to follow can be difficult because there are so many different religions to choose from. For some people, it can be complicated deciding which religion fits them best.

Junior Jessie Kissinger is agnostic but searching for what she believes.

"I'm not exactly sure what I believe," Kissinger said. "I'm searching for what I believe. I am agnostic. I was a nominal Christian, but in eighth grade, when we studied religion, I realized that I didn't necessarily believe what my religion said. I realized all of the similarities between the religions, and it made me think that maybe one isn't right but that all had components that were good. I also realized that most had the same morals and some form of God."

There are many students who can't find a religion that fits them best. Of the students surveyed, the greatest number of students claiming to be agnostic, atheist or in search of a religious identity are in the freshman class. Twenty-one percent of the freshman surveyed

said they were agnostic, atheist or no religion. Only 19.2 percent of the sophomores, 19 percent of the juniors and 15 percent of the seniors surveyed said they were agnostic, atheist or no religion. Some believe that the amount of information available about each religion has caused more students to realize that they don't have to stick to all of the teachings of their religion.

"There is a movement of kids becoming agnostic and fewer definite Christians or Jews," Kissinger said. "People are more aware of what [religions] are out there. There is also modern science, evolution. There are more options. We are educated in this way where we learn about all these religions. We are educated in so many ways that we can pick which religion works."

Some people feel that it is really important that students try many different denominations of their religion as well as many different religions. Aiello was baptized a Lutheran but now practices at an Episcopal church in Webster.

"I think it is really important for teens to shop around," Aiello said. "They have to find the best fit. For me, it was relatively easy because I grew up with a strong ground in Lutheran, but my minister, parents, and teachers all said that you needed to feel comfortable with what you followed."

Some students feel very comfortable with the religion they have chosen to follow and like to discuss their religion with others.

"One thing I like about Clayton is that it is very open and free," Shumway said. "When I tell people I am Mormon, they are curious and interested about my religion. It is fun to talk about [my religion] because I am one of the very few Mormons at our school."

A lot of students seem to feel that discussing religion is important. They like to discuss all of the religious possibilities open to them. 65 percent of the students surveyed said that they at least occasionally like to discuss their religion with other students.

"I enjoy [discussing] with people their religious convictions because I want to wake people up to new possibilities," Lewis said.

Some discussions have influenced people's opinions about other denominations of their religion.

"In my high school Sunday school class, we looked at all Christian denominations," Aiello said. "We went to a Catholic, Methodist and [other denominational churches] to meet with high school groups. I grew up with an appre-

ciation of all Protestant denominations."

One organization, Beliefnet, has recognized the number of religions available to people and their desire for help in their search for their religious identity.

Beliefnet, www.belief.net, is trying to "provide information and inspiration" so that people can find a faith that fits their beliefs and traditions. Beliefnet has created a "Belief-O-Matic". The "Belief-O-Matic" is a test that can help a person find the religion which best fits his or her beliefs, values and traditions.

A few students at CHS took the test. Some got back results that they had expected.

Iken's test results showed her beliefs most closely aligned to Reform Judaism, Orthodox Judaism and Islam.

"I'm not really surprised that I got Judaism as my top two," Iken said. "I'm a little surprised that I got [Islam] though."

Others did not get back the results that they were expecting.

Rangwala's test results showed her beliefs to be most closely related to Liberal Quaker, Reform Judaism and Baha'i Faith.

"This isn't what I expected my results to be," Rangwala said. "I'm not surprised though. The thing is that Islam's view of society is in some ways the same view as the Quakers. Both societies value peace. Also, Judaism and Islam are really similar. They're really all the same traditions with different roots. In [Islam], we accept Jesus and Moses, too, but they just aren't as important as prophets as they are in other religions."

Some were amused and surprised by their test results realizing that their beliefs may fit more than one religion. They also felt that in some respects the test was accurate.

Brian Lewis was very interested when the test showed him to be a Theravada Buddhist.

"I took the [test] and it labeled me as a Theravada Buddhist, which is obviously inaccurate," Lewis said. "Then I noticed that there is no choice of agnostic. I [then] took a look at what they wrote about Theravada Buddhists, and [Theravada Buddhist] matches up fairly consistently with agnosticism. I would say it is an accurate test in that respect."

Some students weren't sure what to expect and also didn't feel that the test was all that accurate.

Kissinger's test results were Unitarian Universalism, Liberal Quaker and Mainline to Christian Protestant.

"Unitarian is similar to agnostic," Kissinger said. "I just feel that for a lot of the questions it is too hard to fit everyone's beliefs into seven options. It may be accurate for some but not for all because you end up checking things you only sort of believe."

The test can serve as a guide in finding a religion; however, some people believe that life will reveal the religion they are supposed to follow.

"[Beliefnet] is a good way to check out what others believe," Kissinger said. "You shouldn't worry about finding [a religion]. Some formidable event will happen and you will find what you believe in."

Whether people know what their religious identity is or are still waiting for that formidable event to happen, religion plays a big part in the development of identity.

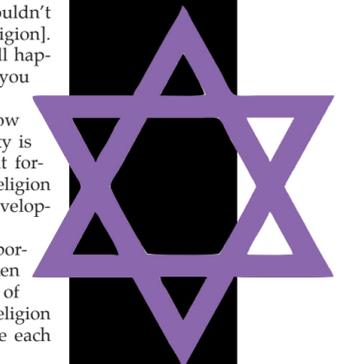
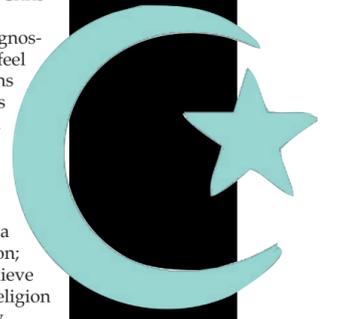
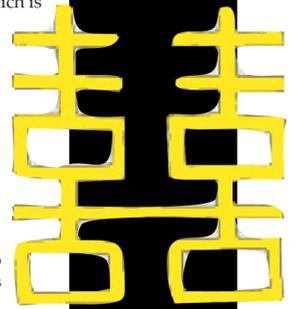
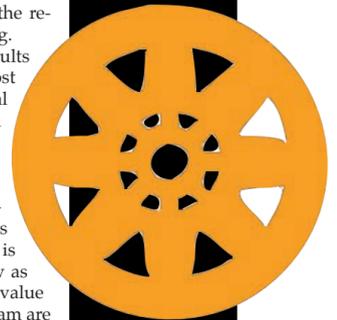
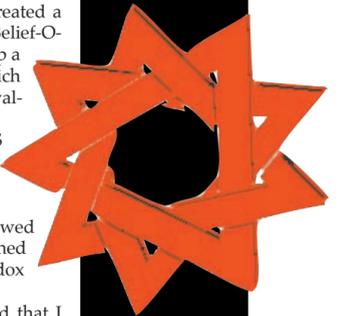
"Religion plays an important role in our lives," Iken said. "Even the absence of religion plays a big role. Religion is a personal thing that we each have to find."

"I realized all of the similarities between the religions, and it made me think that maybe one isn't right but that all had at least components that were good."

- junior jessie kissinger



Top: The Saint Louis LDS Temple is a Mormon temple located off of highway 40. The temple was built in 1997. Below: Located off of Clayton Road, the Ethical Society Temple is the place of worship for Ethical Humanists. Below: A Catholic church in Prague, Czechoslovakia. Right: A synagogue in Budapest, Hungary. (staff photos)





Basketball on the rebound

mathorn

Despite going through a tough stretch of games from late December to early January in which they lost four in a row and saw their record fall to a season-high three games under .500 at 4-7, the varsity Greyhounds appear to have found their identity under first-year head coach Michael Knight.

After the final loss during that four-game stretch, a 14-point blow-out at the hands of Wellston, the Greyhounds have won eight out of their last 12 games to give the squad a boost of confidence heading into the final regular season game against a Hancock team that is 9-1 in conference play and 10-11 overall.

"These last few games have been much better," sophomore Jared Neely said. "We feel like we can compete in any game now."

Along with Neely who is averaging close to 10 points a game in his first full year as a varsity player, Clayton sports three other players who average double-digit points per game led by senior Charlie Grady at close to 15 a game.

"Those three (Martin, Grady, and Cameron Hicks) are what get us all going, not only do they score, but they get everybody else involved as well," Neely said.

Martin recognizes how important it is to have diversity even among the high scorers.

"It's nice to have some good outside shooters who can score," senior David Martin said. "It helps the inside men do their jobs."

During this hot stretch these four big scorers, along with a supporting cast that includes defensive whiz Jairus Byrd and big man Jamil Thomas, Clayton has managed to rack up five double-digit wins, including huge victories against rivals Ladue and Affton.

"Those types of wins are nice," Grady said. "It means everybody is doing their job."

With the comfort level between the new coach and the players rising and the increase in confidence put together by a string of impressive victories, Knight believes his team is coming together.

"The team is starting to come around," Knight said. "It just took a little while to get used to the new system and with a lot of key players playing football, it made it hard to learn as a team which is very important when learning a new system. When you play a schedule like we have, this learning process can take even longer, but we will be more prepared for districts having played in this league."

The schedule that Knight refers to includes three teams from the Suburban East Conference with winning records (Berkeley, Jennings and Wellston), not to mention 14 games against opponents with winning records. This should only prepare this talented group for the long road ahead.

"We believe we can do it, but we still have a long way to go," Hicks said.



Above: Sophomore forward Patrick Farris and senior defenseman Tom Janney fight for the puck during a 3-2 loss to Webster on February 4.

Below: Senior Zach Barron skates towards the puck against Webster. Barron has been versatile for the Hounds this year, playing offense and defense.

Hockey checked

The hockey team's hopes of winning the Wickenheiser Cup were crushed after CHS lost their series with Mehlville in a sudden death triple overtime tiebreaker.

maxshapiro

This year's Clayton Greyhounds hockey team had a chance to do something that a Clayton hockey team hasn't done in a long time. Win a series in postseason play.

The Greyhounds were seeded second in the Wickenheiser Cup, which is the second tier playoffs of hockey in the St. Louis area.

"I'm kind of glad we are in the Wickenheiser Cup," junior captain Ben Root said. "It gives us a better chance to win the championship."

If the Greyhounds were placed in the Challenge Cup, they could have to play a hockey powerhouse like CBC or Oakville, and their chances of winning would be slim.

To win the Wickenheiser the Greyhounds would have had to beat John Burroughs in the finals, a team that they were 0-2 against in the regular season.

"John Burroughs is a good team," Root said. "But when we played them we were missing some of our best players."

Clayton lost to Burroughs 5-3 earlier in the season and then suffered a 2-1 loss a month later.

"Both games were extremely close," senior Maxwell Ryan said. "I think that if we play them again we can win. It's just a matter of fundamentals and not making the stupid mistake."

Ryan has been magnificent in his senior year at Clayton, posting a 2.00 goals against average and three shutouts. His save percentage is also above 90 percent.

"Maxwell has been great for us in goal," Root said. "Without him, our record would not be as good as

it is."

The team has had to deal with the absence of some of their best players this season. Senior Zach Barron plays on the St. Louis Junior Blues team and has missed several games due to his obligation to them. Freshman Max Barron plays on the AAA Junior Blues team with senior Tom Janney and they also have missed games.

Max Barron has provided a much needed spark as a freshman this year and is the team's leading scorer.

"Max has really made a great contribution to the team," senior co-captain Martin Gregory said. "He's very quick and talented and can score from anywhere on the ice."

Max isn't the only great Barron on the team though. Older brother Zach is the backbone of the Greyhound defense and has a powerful slap shot.

The Greyhounds took one step closer to the cup with big 7-2 and 10-2 victories over Affton.

"We played really well," Root said. "We were just in the zone."

The Hounds put in seven goals for the fourth time this year as Affton goalies Brantly Berra and James Marik attempted to figure out the complex Clayton offense.

"It was a great game," junior Daniel Limbert said. "The team played great, and the fans really got into the head of the Affton goalie. Some good old fashioned heckling."

Hockey games have been well attended all year, but the fans really showed their support during this game.



rachel kodner

"I really wanted to see them win the cup," senior Jamil Thomas said. "To have both the football and hockey team win championships in the same year would have been awesome."

The team took another step forward on Saturday, Feb. 19 against Mehlville. The Hounds won 11-0.

But two nights later, the season came to a crashing halt. In the rematch with Mehlville, the Hounds

lost 2-1. Immediately following that game, they played a 10 minute tiebreaker period to decide which team would move on to the semifinals. The Hounds eventually lost the tiebreaker in the third overtime period.

"This loss will hurt for a long time," Ryan said. "To work so hard for so long and have it all come to an end in triple overtime makes this loss especially hard."

Amidst scholarship offers, Oregon a clear choice

Varsity football senior captain Jairus Byrd awaits the arrival of CHS's other signing athletes on Signing Day, Feb. 2. Byrd will be playing at the University of Oregon come fall. "They love football at Oregon," Byrd said. "But there is also a calm and liberal college atmosphere."



javier groisman

joshgoldstein

Good is a relative word. Good high school athletes aren't necessarily good college athletes. And good college athletes do not always become good professional athletes. But CHS senior standout quarterback/defensive back Jairus Byrd is not just good, he's great.

"Only one percent of all high school athletes will earn a Division-I scholarship," head football coach Mike Musick said. "In high school football, the odds of getting a scholarship are roughly ten thousand to one. That gives you an idea of how gifted an athlete Jairus is. Plus, he's our only football player in my 20 years of coaching at Clayton to get a Division-IA football scholarship."

Senior running back Jimmy Whitely was similarly awed by Byrd's ability.

"I feel so lucky to have played with Jairus," Whitely said. "He's an unbelievable athlete. He's so quick and explosive and can do so many things well on the football field. He's also a terrific leader and a very smart player.

He's the kind of player that makes all of his teammates better."

Byrd, who led the Hounds to the Class 4 Missouri State Championship and earned Class 4 Player of the Year honors, had many suitors from the college ranks. He visited Arizona State, Louisville, Colorado St. and Oregon and also received offers from Illinois and California.

All of those schools sent coach representatives to CHS to meet with Byrd and track his recruiting process. The Illinois and Louisville head coaches even came to Clayton to talk to Byrd. But after hundreds of letters, phone calls, coach meetings and four official visits, Byrd decided that he wanted to be a Duck.

"Oregon was the right choice for me," Byrd said. "It really stood out. The coaching staff was great and they've been there a long time, so that brings a sense of stability to their program, and their facilities are state-of-the-art."

While Byrd has professional aspirations, he is also realistic about his future.

"As difficult as it is to be a college athlete, I know it will be even more difficult to be a professional athlete," Byrd said. "Playing professional football would be a dream come true for me, but I also have other interests. I want to study business in college and Oregon has one of the best business schools in the country. Even if I do play professional football, I know that I will still be involved in business."

Byrd, who also plays basketball and baseball, chose to focus on football in college.

"I have been around football my entire life," Byrd said. "I may try to play baseball for a team that [Nike founder] Phil Knight owns in Oregon, but my first priority will definitely be football. Right now I am just dedicated to being the best football player I can be."

Frequently on college campuses, football players are treated like royalty, but Byrd will not let the attention get to his head.

"They love football at Oregon," Byrd said. "There is also a calm and liberal college atmosphere. Football Byrd, 14

passingshots



joshgoldstein

Miracle on Ice inspirational 25 years later

When Jewish children spin their dreidels during Chanukah, the letters read "Nes Gadol Haya Sham," Hebrew for "A great miracle happened there," referring to Israel. But in Israel, and post-1980 Lake Placid, New York, the dreidels read "Nes Gadol Haya Poe," "A great miracle happened here."

Lake Placid was the sight of the biggest upset in sports history, the Miracle on Ice. The American defeat of the mighty Soviets in the semifinals of the 1980 Winter Olympics was both miraculous and inspirational. February 22 marked the twenty-fifth anniversary of the Miracle on Ice, an anniversary I celebrated by watching the game replayed on ESPN.

When Al Michaels asked the country, "Do you believe in miracles?" in the final seconds of the United States' improbable 4-3 victory, I was reminded of the awesome power of sports. The 1980 United States hockey team united the country and gave hope to all underdogs who have been told that achieving their dream is impossible.

These lessons, however, are hard to come by in today's sports world. The negative stories far outweigh the positives. The NHL season is over without ever beginning. The NBA has been shaken by a horrific brawl that led commissioner David Stern to reexamine the league's alcohol sales policies. Major League Baseball, after ignoring a growing steroid problem for over a decade, has been forced to face the harsh reality that some of its biggest stars are cheaters.

The Olympics, which were once a symbol of athletic purity, are now overwhelmed by doping scandals and IOC corruption. Even the amateur ranks have been overrun with controversy. College sports programs have been hit with numerous recruiting violations and accusations of preferential treatment for athletes.

No more are the stories about the beauty of sports. No more are the stories about hard work, dedication, teamwork and sportsmanship.

Instead troubling headlines are all too common. Headlines about the infiltration of crime, drugs and violence into the sports world. Headlines about "disrespectful" \$40 million contracts and offensive touchdown dances.

Our sports role models are being everything but role models. Maybe they need to watch their kids play Pop Warner and Pee Wee and Little League, where having fun was more important than winning. Maybe they need to head over to their local gym, where retirees emulate their childhood heroes: copying Jerry West's set shots and Bill Russell's defense. Maybe they just need to do what I did to find an inspiring sports story, pop in a video of the 1980 Olympic hockey games.

The 24 men that compromised the U.S. team represented sports in its purest form. While some of them went on to play professional hockey, they will always be remembered for their roles on the Olympic team.

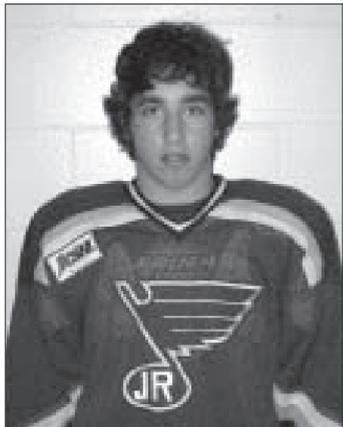
As individuals they were top-level college players from a country that had little appreciation for their sport. As a team they beat the previously invincible Soviet Union, who had beaten a group of NHL All-Stars, and rallied the entire country around their achievements.

The "Miracle" team worked extremely hard, but not for money or fame or glory. They worked because they loved the game, they loved their teammates and they loved their country. And that hard work continues to inspire us today.

Select teams help athletes hone skills



Tom Janney



Zach Barron



Max Barron

maxwellryan

Athletes at CHS not only focus on playing sports for school but also for select teams or competition on their own. These student athletes play their sports outside of school for a variety of reasons.

"I play select hockey because it is much more competitive," senior Zach Barron said. "My team travels out of town to play many games, thus allowing us to be seen by scouts for better teams and colleges. The competition I get to play against also helps raise my skill level and makes me an overall better hockey player."

Others play because there is no other option for the sport in which they are interested.

"Squash is not offered at CHS," senior Ethan Oetter said. "I have to play outside of school if I want to compete at all."

When these athletes began playing these sports, many high school sports were not on their minds.

"I was not even thinking about playing high school hockey," senior Tom Janney said. "When I began playing, I just played for fun. When I began to get older and began playing on better teams, I realized that competitive hockey would allow me to progress in hockey more than high school."

Oetter echoed those sentiments about not having long-range plans when he first started playing squash.

"I just started playing squash at my local club," Oetter said. "I participated in a camp when I was young and really enjoyed the game. It is very well suited for me because I am small and quick and I am able to use my fitness to be very competitive."

Senior Emily Fowler Cornfeld

started to play competitive softball so that she could get improve her game. "I was starting to improve my game and thought the best way to continue improving would be to try out for a select team," Fowler-Cornfeld said.

Many of the students at CHS who participate in these select sports have had much success within their sports.

"I was part of the team which won the 2004 USA hockey Junior B championship," Barron said. "We defeated the Capital Thunder (Sacramento California), New Jersey Rockets, Minnesota Ice Hawks (Rochester, Minnesota) and the Peoria Mustangs on route to the gold metal."

Oetter is ranked third in the country in the latest United States Squash Racquets Association final 2003-2004 under 19 Junior Rankings and will play for Yale next year. Fowler-Corn-

feld's team won the under 18 girls' fast-pitch softball national championship.

"My team made it to the final game of the under 14 national championship," freshman Max Barron said. "We lost to Colorado in the final game, but it was still an experience that I will never forget."

When discussing the idea of squash being a high school sport, Oetter believes that it could be possible.

"There has been a push as of lately to create a high school league," Oetter said. "Many of the pros from the area would like to see a league formed and I believe that it could happen."

Oetter said there are enough courts in the area to be able to hold the events and enough kids who would participate.

"I believe that part of the reason that a league is not being formed is because some of the powers behind the squash world want to keep it behind country club walls and not open the game up to everyone else," Oetter said.

As these students at CHS continue their athletic careers, many believe that their participation in sports outside of school helped them reach the level they are at now.

Female Athlete of the Month

Megan Wilkes



If there is one CHS athlete who has broken ground this year, it is sophomore Megan Wilkes. CHS' sole female wrestler, Wilkes broke boundaries and beat some boys too.

Wilkes began wrestling at Park City High School, in Park City, Utah when she and her friend decided to try wrestling as freshmen. Although her friend quit, Wilkes finished her season before moving to St. Louis.

Wilkes was the only female wrestler in Utah during her freshman year, so she was used to being the exception. However, she was apprehensive about starting her season at Clayton this year.

"I was worried that the guys would look down on me," Wilkes said. "Boris was very supportive of me and excited about having me on the team, and the guys were nice."

Wilkes was unable to wrestle with the varsity squad due to the transfer rule, but had a successful JV season.

"I had three wins," Wilkes said, "I beat two boys and one girl."

Wilkes did not find beating a boy any different than beating a girl.

"It was exciting," Wilkes said, "But not really more exciting than beating a girl."

A competitive dancer, Wilkes has found wrestling to be just as exhilarating, as dancing.

Wilkes attributes much of her success this season to the coaching staff.

"At my old school, I didn't get as much attention at practice" Wilkes said, "Boris is really intense. He knows what he's talking about and gives everyone personal attention."

In the whole season, Wilkes only recalls encountering one problem.

"Chaminade wouldn't wrestle girls," Wilkes said. Her small problems were definitely outweighed by the support she received.

"After I wrestled, everyone in the stadium would stand up and cheer for me, even if they weren't watching," Wilkes said.

CHS assistant wrestling coach, Brian Schroeder has a high opinion of Wilkes.

"She is a good wrestler," Schroeder said, "And she has an excellent work ethic. We treated her like she was one of the other guys and there were never any issues."

Wilkes plans to return to wrestling next year to compete at the varsity level.

Male Athlete of the Month

Devin Stine heads to state

jackmcclellan

It's been a long journey for Devin Stine. Hours, weeks, years of hard work and dedication have all been leading up to this moment. The first step onto the mat is a familiar one, but at the same time it is a new experience. It no longer feels like a first step, because it is not. This step is the closing of his odyssey and he can feel the extra weight of it, as he reaches out to shake hands. And then it starts. The hard work, the dedication... the pain all come flowing back into him now. And he is down. He is pinned. It is over.

One of 16 in his weight class, Stine traveled to Columbia, MO to wrestle for the title of state champion. And he was one of 15 who lost. In fact, he lost twice. A lose can hurt, and nobody knows that like Stine, who as a freshman went 7-21 on Clayton's varsity squad, but there is no shame in this loss. Instead there is pride. Because nothing, especially not one day or two loses, can take away the accomplishment and growth of Stine's three years as a Clayton varsity wrestler.

Stine started wrestling as a fourth grader, but then was on hiatus from the sport until he entered high school and his passion was rekindled. He was immediately put on the varsity team. It was in this freshman season that Stine learned what it took to become a real varsity wrestler. And he learned it through losing.

"The best way to get better is to lose to someone better than you," said Stine. "I didn't have a good time, but it helped me overall."

To say that season helped him is an understatement. Stine improved drastically over the season and his next, leading into this, his junior, season. Symbolic of his turn around, Stine entered the State tournament with a record of 20-8, nearly 180 degrees from where he started.

And now that is how most of his opponents

end up, turned around and lying on their backs. They certainly did at the Kirkwood Invitational, where Stine took home a gold medal, at a tournament hosted by University City, where Stine was rewarded for going undefeated or tournaments at John Burroughs and Webster Groves, where he took second and third respectively.

Stine's long journey did not come without a price. Everyday after school, in a small room with pads all around him...

Practice. Sweat hits the mat, along with teammates turned opponents. Captain of the team, Stine sees it as his place to display the type of work ethic that is needed to compete at the top levels.

"I set an example of what a varsity wrestler should be," Stine said. "I work hard."

You can count on Stine for that much. And you can count on him to put it succinctly and humbly as well. To hear him say that he "works hard" is to hear a less grounded athlete say that he is the hardest worker since Lance Armstrong took to the French Mountains.

The most important thing about Stine's improvement, however, is not his work ethic, or his wins, or even his losses. The most important thing is that he is not done. He sees areas of improvement in all areas of his sport; on the mat, on his back, and on the sidelines.

"I could probably be a better role model," Stine said. And he would also like to make it back to State to average those two loses.

This is one athlete who is not all talk. He has the drive to make the changes that he needs. A key aspect of this drive is pride and respect, for both himself and the sport.

"There are a lot of things in my life that I am pretty good at, but wrestling I am more than 'pretty



good," Stine said. "I enjoy it. It sucks to lose, but it is really fun winning."

All signs point to Stine having a lot more fun in the future. Because if he has shown anything in the past, it is that with each passing season, he becomes stronger, more focused and dedicated, and more of his opponents become disoriented and tired and weak. And even though one journey may have ended when he took his step onto the mat to wrestle in the state tournament, now a new journey begins. A journey to get back, to step proudly back to where he was once defeated, and to improve. He will be back, you can count on him for that much.

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Girls' basketball flies into districts

Sophomores have been key contributors to the success of the Lady Hounds

benweixlmann

Feb. 17 marked the end of the regular season for the Lady Greyhounds' varsity basketball team. The Lady Hounds ended with a winning record, 14-11 at the end of the regular season.

The Greyhounds' went into the month of February with quality wins over Brentwood and Maplewood.

"We've had a good season so far," Head Coach Barry Ford said. "But hopefully we can go on a streak and win some games in districts."

Sophomore guard Barissa Ford is a lock for first-team All-Conference honors for the second straight season.

"Barissa really stepped up this season and contributed a huge amount offensively and defensively to our team," sophomore guard Stacey Lawrence said.

Ford averaged nearly 20 points a game, including multiple 25-plus point contests. Defensively, Ford was among St. Louis area leaders in steals, averaging over six takeaways per game.

Senior Mary Valli, a key inside presence and the second-leading scorer and rebounder for the Hounds', suffered a season-ending injury, causing the Hounds' to look for other players to pick up the load.

Senior Lily Kurland scored 16 points in the Maplewood game, sophomore Adira Weixlmann scored 19 in a win over Brentwood and several other sources chipped in.

"Our team came together very well and accomplished something we had wanted to do since the beginning of the year, complete a winning season. Now that we have done that, our goal is to win districts," Weixlmann said.

Senior Brittany Davis and sophomore Linda Morris played a variety of key roles in the Hounds' success this season.

Davis, a high-flying guard contributed 4.2 rebounds and two steals per game to help the defense. Morris led the team in rebounds with 6.2 each game and was third on the team with 2.5 steals per game.

With the Hounds' hitting a four-game winning streak in February, the squad is showing the passion and heart to compete well in districts.

"We've got the talent to beat some good teams; everyone just has to play together," Ford said.

A majority of the team is returning next year, so if this season has any implications for next year, another winning season should be in the works come December of 2005.



rachel kodner



rachel kodner



rachel kodner

Far left: Sophomore forward Barissa Ford drives in for a layup against Affton. Clayton won the game 65-30. Ford came one assist short of a triple-double. She had 14 points, 10 steals, but only 9 assists. Ford also shot 50 percent from the field.

Left: Sophomore Adira Weixlmann dribbles the ball up the floor. Weixlmann has been a great contributor to the Lady Hounds this year and has shown maturity as a sophomore.

Below: Ford keeps an Affton player from scoring. Although Ford is known more for her offense, she is still a good defender. Ford is the Hounds' leading scorer this year and is probably the team's most valuable player.

Wrestling team full of freshmen; bright future to come



jamie sachar

jackmcclellan

The season over, the state champion decided. For Clayton's wrestling team, it has been a year of hardship, a year to forget, for some. Certainly moments that some would rather not relive. But to count this season as a failure and forget it would be a grave injustice.

This season will be remembered for its place in Clayton wrestling as the first small step towards the type of wrestling program that is now within the Greyhounds' grasp.

"Some schools have a varsity team and two JVs," junior captain Devin Stine said. "And everyone competing for the same spots."

Clayton simply does not have the wrestlers to compete with the larger schools. The reason is twofold: they do not have the competition and talent of big schools and also they cannot field as many wrestlers at meets. This hurts the team because when one school cannot present a wrestler at a certain weight class, the other school is given a victory.

Clayton avoided some of those problems with a huge class of freshmen this year, giving the team a pretty full roster, but very few returning varsity wrestlers.

This had its own repercussions, however, because of the lack of experience.

"Most of the team is freshmen," junior Jesse Kornblum said. "They haven't had much experience."

But with these freshmen rests the hopes of Clayton wrestling, and it is up to them to build on the hard work of the upper-classmen, such as captains Stine, junior Max Groswald and senior Ezra Reed.

"We need to work on strength and skill," Kornblum said. "Once we get more experience, we will rock the mat. It's a given"

One of the main reasons that so many freshmen went out to wrestle this year is heavy recruiting by the team and Coach Boris Khodosov. Anyone who has seen the posters hanging around school or has ever been approached by the Russian from the I.S.S. room because he fits in the perfect weight class knows just how much the team wants new players, and it is working.

"We are getting a lot of new blood," Kornblum said.

The three captains of the team must work extremely hard with so many new players. They must be an example, and also teach the basics that many of the freshmen and other first time wrestlers may

not know.

Stine has a lot of experience as a wrestler on high school's top level, as do Groswald and Reed. Their leadership this season was extremely important because as Reed leaves and Groswald and Stine prepare for their last season, new leaders must emerge.

"I am a pretty good leader," Stine said. "I know what it takes to be a varsity wrestler."

In the four matches versus Affton, Trinity, Berkeley and Brentwood, both Stine and Groswald posted impressive 4-0 records. Unfortunately, that was not enough against Affton, Trinity or Berkeley, as the Hounds lost all three meets.

The bright spot of the season, however, was the last match against Brentwood, where the team posted a 57-24 win.

This was not a rebuilding year for Clayton. It was a groundbreaking year. Construction is soon to follow, and when this year's group of freshmen gain the experience that they surely will, Clayton will have built a competitive wrestling team. So next time someone tells you that you would make a great 150-pound wrestler, you should give it some thought. You might just break in on the ground floor.

Richard E. Greenberg
Attorney at Law

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If you'll be 18 on April 5th you can vote in this School Board election, provided that you register by March 9th. You don't have to be 18 on the day you register and Ms. Caruso, in the CHS Attendance Office, has the necessary forms.

Please tell me what's on your mind and vote for me on April 5th!

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alex ferguson
tristen hummel

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nathaniel markman, bus. man.
stephen greenberg, bus. man.

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

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 1/2 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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The Globe is distributed to students each month of the school year. However, as it is also a student-funded production, we offer mailing subscriptions for \$20 dollars/year. We find this particularly useful for parents, for no amount of begging or friendly reminders can compel a high schooler to remember to bring home a copy.

Being Mormon at CHS

One student learns from religious diversity.

I'll be the first to admit that my lifestyle can hardly be duplicated by many other high school students. I wake up at the crack of dawn to attend a religious class from 6:15 to 7:00. I attend church services three hours a week and I have siblings from the Family Center all the way to Clayton High School. My family also has the biggest car around (it used to be a passenger shuttle at the St. Louis International Airport). I also remember doing a statistics project when I surveyed people about the number of first cousins they have. I realized that my number was more than two standard deviations above the Clayton student's mean (with over 70 first cousins, we often have to rent conference centers for our reunions). Being a Mormon is not just a religion for me; it has been my way of life for 18 years.



sarah hummel

People have often asked me what it has been like growing up in a place like Clayton where people do not share the same values and lifestyle that I have. I will say that it has not always been easy, but I have learned a lot.

In fact, whenever I reflect on my high school career here, I remember a children's story about several blind men and an elephant. One man felt the tail and thought of the creature as a thin rope. Another man felt the elephant's skin and perceived it to be a wall. The last one felt the leg and thought it to be a strong tree. All of them were wrong; yet they were each correct in their own way.

Obviously, like one of the blind men in the story, my background has strongly influenced the way I perceive and interpret the world around me. My religion teaches the principle of abstaining from alcohol, coffee, tea or drugs and the importance of maintaining a healthy lifestyle. I have been taught to study the Bible and other scriptures in the same manner that I would approach any school class (yes, the "Bible as in Literature" unit sophomore year was a breeze!) I have also learned of the paramount importance of family, not just my siblings, but also appreciating my heritage. Ever since I can remember, stories about my pioneer ancestors crossing the plains or my

grandfather's account at D-Day have all been important facets of my childhood. Appreciating my immediate family and heritage is part of what defines me and sharpens my focus on how I want to live my life.

Considering the values I hold, my ideas have sometimes contradicted some peers' way of thinking. However, this has been an enriching experience, as I have grown to understand their different perceptions too.

And like the blind men combining their viewpoints to see the elephant, I have expanded my view of the world. I have gradually come to appreciate my experience of attending a high school with religious, ethnic, social and political ideologies different from my own. Although I might not always agree with someone during a discussion, I have tried to emulate a sponge: absorbing, soaking and learning from different opinions and perspectives.

I remember attending different Bat Mitzvahs and being impressed with the dedication and preparation needed to put on such an incredible event. In many ways I could relate with my peers. I have also had to spend considerable time in my church preparing for several coming of age events and working for religious awards that take effort and dedication to receive. But it was a great experience for me seeing my peers doing a similar undertaking that I also have had to work hard to accomplish.

Next year, I'll be attending Brigham Young University in Provo, Utah, the hotbed of Mormon culture. Obviously, my school environment will be relatively homogeneous, overwhelmingly conservative and 95 percent of those being members of my faith. Although I am excited, I will not forget my experience at Clayton. In some ways, I'll miss the diversity present here. I'll miss the lively discussions and alternative viewpoints that my peers have defended. It will be a new experience for me as I have never been with such an abundance of Mormons.

But essentially, I think Clayton has been somewhat of a microcosm of the real world, in terms of a wide range of outlooks. By trying to understand their perspectives, I've been able to look at the world through multiple lenses. And in the end, I have been able to hold on to my values, while getting a clearer picture of what the overall elephant truly looks like.

You have the right to...



rachel kodner

Every so often, it seems, a new report comes out proclaiming students' and young people's ignorance of basic knowledge of American history and the U.S. Constitution. The most recent National Assessment of Educational

staffeditorial

progress, called by some the nation's report card, found that three-quarters of students could not name which part of government creates and passes laws (it is Congress) and that over half of U.S. twelfth-graders thought that Germany, Italy, or Japan was one of America's allies in World War II (the correct answer of the countries listed was the Soviet Union).

Another survey found that over half of high school students thought that Civil War general Ulysses S. Grant was the general in the American Revolution (it was George Washington) and that 40 percent couldn't place the Civil War in the correct 50 year time frame (it took place from 1861 to 1865). In contrast, 98 percent of students correctly identified rapper Snoop Dogg and 99 percent correctly identified cartoon TV stars Beavis and Butthead.

The latest such report is a two-year, \$1 million survey by the John S. and James L. Foundation, which is devoted

agree 100%

disagree 0%

to promoting journalism and the free press.

The survey shows that 73 percent of American high school students either take

for granted the First Amendment to the Constitution or don't know enough to answer the question.

Worse, when read the exact text of the First Amendment ("Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the government for a redress of grievances"), 35 percent of high school students said that the First Amendment goes "too far" in guaranteeing rights. Another 21 percent replied that they didn't know enough to answer the question.

That ignorance was demonstrated in other areas. Half of the survey's students incorrectly said that the government can censor indecent material on the Internet; a whopping 75 percent incorrectly said that burning the American flag in protest is illegal.

Furthermore, as many as 17 percent of students disagreed with the statement that "People should be allowed to express unpopular opinions," compared with just three percent of teachers and one percent of principals disagreeing. Just 51 percent of students, barely more than half, said that newspapers should be allowed to publish freely without government approval of stories.

These statistics are even more disturbing than those detailing the ignorance of history. As a society we are based on the principles of freedom of speech and press, not on the identity of a general.

On the other hand, the good news: the more students participate in media-related and journalistic activities, the more likely they are to respect and appreciate the rights of the First Amendment. Over twice as many students who had "high activity" in student journalism thought that burning the American flag should be protected by the First Amendment right to free speech as those that had "no activity" (39 percent to 15 percent). Students who had taken four classes related to journalism or the First Amendment were significantly more likely to believe that people should be allowed to express unpopular opinions as those that had taken no such classes (87 percent to 69 percent). And students who worked for their student newspaper were more likely to support a free press than those that didn't (61 percent to 50 percent).

Here at Clayton we are particularly lucky. The district's policy regarding student publications dramatically encourages and supports the freedom of the press, as shown by the Let Freedom Ring award Clayton High School won two years running. At a time when student journalism opportunities grow smaller than they should be — 26 percent of schools across America have no student newspaper, and of those schools that have dropped their newspapers in the past five years, 59 percent have no student media whatsoever — Clayton High School offers four different types of journalism and literary opportunities: newspaper (Globe), yearbook (Clamo), television (KCHS), and literary magazine (the Works).

The awards each of these has won over the years is a testament to the dedication and work of those on each staff. At a time when ignorance of the First Amendment is worse than it should be — and at a time when controversial issues wrack the Clayton community — we at the Globe are grateful for the freedom of the press we have and proud to be able to use it.

Corrections from January issue

Lance, not Neil or Neal, Armstrong made the popular LiveStrong bracelets (Page 1, *Fighting for a bright future.*)

Ms. Lewis' Eighth Hour First-Aid classes were in charge of the tsunami-grams, not the Fellowship of Christian Athletes. (Page 18.)

Ali McKeown is a junior, not a sophomore. (Page 15)

Missing a best friend

The inevitable absence of a sister leaves one student nostalgic.

I have always assumed my sister, Sarah would be there to "borrow" my clothes and I her earrings. For the past 16 years we have been definitely more like twins rather than an older and younger sister because we are 363 days apart. We have both helped lead the other during different situations although I have been more like her shadow.

We have always sung "Sisters" at talent shows or rest homes together. When we were both able to carry the tune, we were taught the song and would wear matching dresses. On Jan. 26, we had our last hurrah on the stage singing "our" song. Although we have grown out of our matching dresses stage, we continue to use the same actions we developed about nine years ago. Practically engraved in our minds are the words: "Those who have seen us, know that nothing can come between us." It has never been a landmark part of the song for me because I have never experienced her absence for long periods of time. We have traveled the world together as we have sought new experiences in Lima, Beijing, Paris, London or Victor, Idaho.

“
For the first time in my life, I will stand by myself — unshadowed by her presence. My room will be half empty in both spirit and space.”

Next year 1300 miles of flat lands will divide us as Sarah starts her freshman year at BYU and I at my senior year at CHS. Although I have thought of graduating early, I am now excited for both of our new adventures. As we separate paths, we will be able to discover other parts of ourselves. Our paths can always intersect to discover what the other is learning and experiencing.

I have imitated her actions over the years, such as our love of "Pride and Prejudice" by Jane Austen. Together we have spent countless hours re-watching the six-hour movie at wee hours of the morning and attending the Jane Austen Museum in England. She has also led me to my love of journalism; as a freshman, I decided join the Globe newspaper staff. I thought I would only do it for a year, but three years later I am still here. We play music together, she the piano, and me the violin. Without her direction, I would not be the person I am today. I am grateful to her for paving a great path to follow.

I have not always followed the same path that she has. As young children we played tennis together, but as I started my freshman year

I wanted to be different and play something no one in my family had done before. In eighth grade, I played field hockey, so it seemed to be a logical choice for me to play in the fall. I hated it. I sometimes would watch the tennis balls from across the field and wish I was in a tennis skirt rather than my stuffy goalie equipment. I shed my goalie pads the following year and completed both my sophomore and junior seasons as defense despite a knee injury. Slowly I learned to like field hockey more, but I sometimes still wished I had played tennis after running three parks as a team. We both started in piano, but she was too good, and so I started the violin—something different that was my own.

Taking the road less traveled by Sarah was sometimes more difficult, but I am glad I decided to be different. I am glad I didn't follow too closely.

She doesn't boss, probe, or direct, but has simply, quietly led me over a wonderful terrain. Without her guidance next year, I wonder how I will change. For the first time in my life I will stand by myself—unshadowed by her presence. My room will be half empty in both spirit and space. For 16 years she has been my roommate, alarm clock, co-local editor, work-out buddy, accompanist, shopping critic, but most of all, best friend.



annalisse hummel

Letter to the editor

Dear Globe Editors and Staff,
Upon picking up the January issue of "The Globe", we were surprised and excited. "The Globe" always is informative and has a group of very talented writers and staff. Yet, my mood about this January issue quickly changed when I came upon the Tsunami-gram article on page 18, in the "forum" section.

We appreciate the views shared by writer Rachel Harris. Still, she has been misinformed about the Tsunami-grams. We would like to take this moment to point some of them out, as creators of the tsunami-grams.

First of all, after hearing about the disaster and devastation brought on by the Tsunami, Ms. Lewis' eighth hour first-aid class were worried and willing to do anything to help. The article claimed that the "execution was shaky." This is a belief not founded on fact. We spent a good two days learning about the tsunami and those affected. We also learned the

best ways to help. After several discussions, everyone in the class voted that selling tsunami-grams would be a way to get students involved since the idea had worked so well on other occasions. As you can see, the tsunami-grams were made after well thought out planning.

Second, signs made to notify people of the sale for tsunami-grams were not made with the intention of degrading someone. What "lets make waves" refers to, is that we should make a difference in the relief-effort.

There are other misconceptions in the section below labeled "What do you think?" Merideth Rollen is quoted as saying, "Don't some of the proceeds go toward the material they used to make tsunami-grams?" This is not true in the slightest and we would like to take a moment to clear this up. The materials for the tsunami-grams were paid for out of the pocket of Ms. Lewis, the foreman of this fundraiser.

Another point in editing and writing of this section is that, conspicuously, three out of the four people interviewed were seniors. We are surprised at this because, normally, "The Globe" has a wide variety of opinions. It makes us wonder, how much thought and time were put into this article as a whole.

In conclusion; the tsunami-grams were a well thought out and executed fundraiser. We have raised much, and we will all stand behind our desire to help people who need it more than ourselves. We are saddened that something this positive and helpful towards tsunami victims has to be bashed in "The Globe." We, involved in the making of tsunami grams hope that next time a more informative and correct article will be written.

Sincerely,

Ms. Lewis' Eighth Hour First-Aid Classes

Child and mother - roles reversed

Difficult experiences help students realize and understand how much they care.

When "supermom" was stoppable

The strength of one student was put to the test.

My mom has had ankle problems for as long as I can remember. Eleven years ago she had to have surgery on her ankle. After intensive rehabilitation she was fine for a long time.

Just more than a year ago my mother's ankle problems began to return. Her ankle went out from under her three times in a short time period.

She had to be taken care of each time and was unable to walk or help around the house for a variety of weeks.

Because of the recurring problems, my mother visited an ankle doctor. She was given options on how to treat her ankle.

The option with the best possible results was surgery. It also had the most risks and recovery time.

She had to wait to have the surgery until right before the week of Thanksgiving because of her long list of commitments.

She had surgery shortly after I left for school. Because of mistakes at the hospital, she had to be there for hours.

She was fine but it was frightening not to know how she was. I was glad it was over, but I soon learned this was simply the beginning of the process.

My mom could not bear weight on her legs for weeks. The many

weeks were extremely difficult for my family. My mom needed help to everything.

My dad and I had to pick up all her household duties. My mom was stuck sitting in bed or on the couch. It was draining for her to even get to the bathroom.

It was weird to see a usually leading figure so debilitated.

I love my mom and see her as a powerful person, but she was for a long time weak and unable to function normally.

I had trouble dealing with this idea because I had never seen my mom so incapable of completing basic tasks.

My dad had to drive my sister



dakin cross

time sparse, but it was also emotionally draining to see someone you love helpless.

I found out that everyone, no matter how wonderful, has a limit to his or her abilities.

Gradually my mom became able to do more and more as she was able to crutch around and then walk.

After what felt like eternity, she was able to walk again and she resumed her household work and eventually her job.

I was glad that the difficult experience had concluded. I had thought that I would not be able to handle the extra responsibilities and the immense strain.

I was wrong. I managed to find a way through and I am stronger because of it.

I did not only learn about myself. I also learned that my mom was not the unstoppable superhero that I thought her to be.

I found out that everyone, no matter how wonderful, has a limit to his or her abilities. And people can have rough periods of time in which they are even more limited.

The great challenge is to find the strength to help someone who normally helps you when they are in dire need of assistance.

Attack on the heart:

What do you do when someone you love is in danger?

"Rebekah, I'm going to call 911. Something may be wrong with my heart."

These words, uttered quietly by my mom at 10:42 p.m. one Tuesday, almost made my heart stop, from fear.

I quickly jumped out of bed and rushed into my mom's room. She was talking to a 911 technician on the phone, describing her symptoms.

"I'm not sure what it is, I'm having some chest pains. It happened a few days ago, and then everything was fine. When it started happening again just now, I got concerned and thought maybe I should call."

She hung up the phone and went downstairs to wait for the ambulance.

I grabbed random pieces of clothing and slipped them on, and then rushed downstairs. My fourteen-year-old sister came down right after me.

Mom was sitting in a chair by the door and had turned the porch light on. She seemed anxious and scared, but in a strange way, calm.

The EMTs arrived and promptly took my mom's vitals and examined her.

Everything seemed fine medically, but they urged her to ride in the ambulance to the closest hospital. She listened to them and then told them that she would drive herself, that she wasn't having chest pains at that time, and that she wanted to go to a different hospital.

I stared at her incredulously and slowly approached the dining room, where she and the EMTs were sitting. My sister hung back.

"Mom, I think you should go in the ambulance. Please," I said.

She said "No," and strongly and firmly and politely proceeded to tell the EMTs, "Thank you for coming."

After they left, we all got into the car, and drove to the hospital.

I tried to convince her to let me drive, but she refused. On the way there, I kept looking across

me to see how she was doing.

Her face seemed strained but she continued driving.

We arrived at the emergency room, and she got out while I parked the car with my sister.

We rushed into the emergency room.

My mom was already being seen by a nurse. I sat down with my sister and waited.

My mom was then taken into another hospital room where a nurse drew blood from her and hooked her up to an EKG machine and a blood pressure cuff.

My sister and I were sitting in chairs next to the bed. My mom looked so helpless in the hospital bed. Medical equipment surrounded her. In the background, "City of Angels" was playing on the TV. I could smell the distinct, nauseating hospital odor.

My mom was not having any immediate chest pains, but the doctor wanted to keep her overnight to keep her under surveillance and run some tests.

It was now 2:00 a.m. I drove my sister home amid shock and fear.

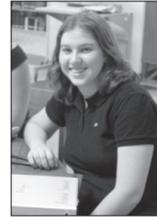
It was one of the scariest times of my life. My mom is the only parent I have. With only one parent, I wondered what would happen to my sister and me if something horrible occurred. Who would take care of us? Where would we live?

As selfish and as horrible as these thoughts are, I sometimes think them. I always wonder what would happen if...if...

My mother called first thing the next morning to give us an update on her condition. Everything was

fine, but she was going to take a stress test just in case. I brought her tennis shoes to her before school and that same day after school, I picked her up from the hospital and drove home.

I later told her how frightening the event was. She understood. I was again reminded to treasure our time together and to not take things for granted.



rebekah hodounik

It was one of the scariest times of my life. My mom is the only parent I have. Who would take care of us? Where would we live?

Searching for just one unhappy ending

Every time I'm inspired to write an article, I hope to uncover wrongs and conspiracies, give the tranquil waters of normalcy a stir, perhaps even a whirlpool.

Nevertheless, as the stories come to a close, I just can't seem to do it. There always has to be a damn happy ending.

Last year I wrote an article called "Defining Diversity." In the commons students rarely sit with people who aren't of their race or social class, but it's all okay because we walked out of school to show how much we value diversity.

In another article, I addressed the achievement gap. There's a giant gap between the achievement of white and black students, but once again, in the end,

I pointed out that we shouldn't worry because administrators are "working hard" to close the gap.

And most recently, I addressed teacher, administrator, and community reactions to the decision to offer an alternative math program.

Teachers signed a petition in protest of the administration's actions, and they are afraid to reveal their true emotions for fear of losing their jobs, but it's nothing to worry about - we have a "strong foundation" here at Clayton.

In each and every attempt, I've failed in my goal - there's always that glimmer of hope, possibility, and resolution - why can't I get away from it? Maybe it's because I'm too kind, too naive. I have too much faith in this world. My favorite line of poetry is "I Dwell in Possibility."

But I really ought to be careful - because hope, and hap-

piness, and beauty are sacred things - you can't just sit on a street corner shoving them into people's faces, they are much too powerful.

I think I may have found true beauty once, maybe even twice, but it comes and goes before you even register the feeling.

It's like a roller coaster, the emotion, it builds and builds until gravity - the world's suffocation - pauses it instantaneously at its climax, for if it were to continue it would surely send everything in the world crashing to pieces.

From the climax, it barrels into the innermost depths of you - places you didn't even know existed - where it explodes like a firework in your core, radiating to every inch and hair of your body - you cringe to hold it in, but it's gone.

I could tell you I found true beauty in a sunset. I could tell you I found it reading *The Scarlet Letter* or Emily Dickinson.

I could tell you I found it in a field of sunflowers in Spain, in the CHS art room, at my piano, at synagogue with my family, at the Western Wall in Israel, or in nostalgia of basketball games with my brother and the red brick house of my childhood.



michal fedron

Sunny days bring sanity, clarity, freedom



shantara ford

It was 70 degrees the day before President's Day. Warm sunny days out of season always make me happy.

It reminds me of a place I wish to be six months from now. A place with endless sunshine and the Pacific so close I can taste it.

I looked out of my window and I saw kids riding bikes, an old man walking his dog and across the street, a boy with a cage.

I laced up my tennis shoes, put on my favorite t-shirt and went for a run.

With every step I took, I felt more liberated as I got further and further away from home.

The sun felt good beaming down on me. I became more pleased with myself after every street I passed.

A woman in a red convertible drove by.

I ran towards home.

The closer I got to my street, the slower I ran... attempting to stay in the sun for a little longer.

I was in front of the boy's house.

The cage now contained a little green bird fluttering its wings with extreme force, beating itself against the metal walls.

I opened the tiny door and the green bird rushed past me.

She flew west, towards the sun; as I slowly walked the opposite direction, into my house.

Student searches for self with a little help from friends

To be, or not to be - that is the question. - William Shakespeare

All men who repeat a line of Shakespeare are William Shakespeare. - Jorge Luis Borges

Who am I? Shakespeare, I guess. Or maybe not.

Quotation, n: The act of repeating erroneously the words of another. - Ambrose Bierce, American humorist

Or maybe so: Misquotation is, in fact, the pride and privilege of the learned. - Hesketh Pearson, *Common Misquotations*, (1934)

So who am I?

My one regret in life is that I'm not somebody else. - Woody Allen

Know thyself? If I knew myself, I'd run away. - Johann Wolfgang von Goethe

I'm not sure I know: I believe that it's impossible for another per-



jacob katz

son to fully know me, and if I can't explain myself to others, how can I do the same to myself?

It's not only the most difficult thing to know one's self, but the most inconvenient. - Josh Billings, American humorist

A better question might be, What am I?

I have great faith in fools - self-confidence, my friends call it. - Edgar Allan Poe

No, not that, I hope. - Me

I often quote myself. It adds spice to my conversation. - George Bernard Shaw

There's a massive difference between foolishness and ignorance.

I know nothing except the fact of my ignorance. - Socrates

But I'm not that ignorant: I get to go to lots of overseas places, like Canada. - Britney Spears

Internal attributes, in my opin-

ion, are probably the most defining characteristics. Finding those internal attributes, however, takes self-knowledge - which can be deceptive.

When you're as great as I am, it's hard to be humble. - Muhammad Ali

Humility is an overrated virtue, I think - if you don't know you're good, you might as well not be.

If I only had a little humility, I'd be perfect. - Ted Turner, media mogul

Still, arrogance - as opposed to self-confidence - can only lead to pitfalls.

Always acknowledge a fault. This will throw those in authority off their guard and give you an opportunity to commit more. - Mark Twain

Perfection isn't attainable, surely, but sometimes I don't think I would want to be perfect, even if it was. It's not natural.

I have never seen a greater monster or miracle than myself. - Michel de Montaigne

Monster, yes. The hunter-gatherers didn't live in a utopian la-la land. Life was nasty, brutish, and short.

The belief in a supernatural source of evil is not necessary, men alone are quite capable of every wickedness. - Joseph Conrad

But miracle as well. Each person should be a miracle to his or herself; just the idea that from the rocks and chemicals of early Earth came life and consciousness is, to me, astounding.

The optimist thinks this is the best of all possible worlds. The pessimist fears it is true. - Robert Oppenheimer

If that's the case, I think I'm both. Or maybe I look out the window when the sky is gray:

I am an optimist. But I'm an optimist who takes his raincoat. - Harold Wilson, former Prime Minister of Britain

But back to who I am. How individual am I (or anyone else), really?

All of us take pride and pleasure

in the fact that we are unique, but I'm afraid that when all is said and done the police are right: it all comes down to fingerprints. - David Sedaris, American writer

A gesture is more individual than an individual. - Milan Kundera, Czech writer

And can we really be defined?

Trying to define yourself is like trying to bite your own teeth. - Alan W. Watts, American philosopher

Still, maybe that's just a witty saying.

A witty saying proves nothing. - Voltaire

Voltaire's irony, of course, is intended. So is mine. Full circle, and back to Shakespeare:

All he did was string together a lot of old, well-known quotations. - H.L. Mencken

Like me, right?

Life itself is a quotation. - Jorge Luis Borges

I hate quotation. Tell me what you know. - Ralph Waldo Emerson

Pope needs to face truth about preventing spread of AIDS

In an ever advancing world, it is hard to keep up to date with new technologies. It is even harder to assimilate into new technologies if the old technology is well known. I can see this with my grandparents, my parents, and even myself. Sometimes I wonder if the institutions set up all over the world have the same problem.

It is quite easy to see that one of the biggest institutions is the church. The church does not only affect its members but it affects everyone. Through the people it touches, through the organizations it funds, and through the forming of certain morals in our world.

Maybe it is because I'm a liberal Methodist, or maybe it's just because of the way I have been brought up, no matter what I've always thought the church (no matter which denomination) responsible for greeting problems on our doorsteps and helping to explain and prevent future problems.

This is why the Vatican's reaffirmation that condoms should not be condoned as effective ways of protection against HIV/AIDS shocked me in a deep way.

The decision was made on January 22. Although the Pope was appealing to the Roman Catholic Church for AIDS victims relief, he refused to be drawn into the heated debate whether the Catholic Church should condone the use of condoms.

I thought that the decision would be a united "yes" in favor of condoning the use of condoms.

"Condoms are the only contraceptive method proven to reduce the risk of all sexually transmitted infections (STD's), including HIV. They can be used as a dual-purpose method, both for prevention of pregnancy and protection against STD's," a fact sheet on contraceptives on the World Health organization's web site reads. Only 3 to 12 percent of women get pregnant using this method of contraception.

"Laboratory studies have found that viruses (including HIV) do not pass through intact latex condoms even when devices are stretched or stressed," The WHO's web site continues.

The question is: why would the Catholic Church not listen even to the most prominent health organization in the world when it comes to a decision that involves something so important as preventing disease?

The Catholic Church has always condemned fornication and artificial birth control. For some time now the Catholic Church has only taught ab-

stinence.

"Because there's a second element in the fight against AIDS and that is the campaign against fornication. The sixth commandment says it clearly: do not fornicate. It's not a negative position. We are doing it to defend life," said Mexican Cardinal Barragan, who heads the The Pontifical Council for Health.

If this is the case, then why not listen to the fifth commandment; "Thou shalt not kill." Even though the Catholic Church views that artificial birth control violates this commandment one must face the truth; more people die from STDS from not using contraception than to using it.

As of December 2000, 774,467 cases of AIDS have been reported in the United States alone. In Sub-Saharan Africa, 30 million people were living with HIV/AIDS by early 2003. Ten million young people (aged 15-24) and almost 3 million children under 15 are living with HIV. An estimated 2.4 million Africans died in 2002. It would seem that HIV/AIDS does kill, and could be prevented with condoms.

There is even dissent about this decision in the Catholic Church. Recently, Spain's Catholic bishops have said for the first time that condoms could be used as part of the global effort to prevent the spread of HIV. They were quickly scolded by The Pontifical Council for Health.

"The use of prophylactics is unacceptable even as a solution to the problem of AIDS, because the objective is the fight against fornication," Barragan said.

Unfortunately for Cardinal Barragan, The Pope, and The Catholic Church people still have sex out of wedlock. Therefore, STDS will still be spread. It seems that the Catholic Church believes that doing something "sinful" could never justify preventing something bad. Even if, in doing, the "sin" could bring good.

After hearing one of the world's most powerful organizations say that condoms should not be used, I finally understand why so many people have become infected with STD's, especially HIV/AIDS; the sixth leading cause of death among young men and women. Maybe if we all join together, despite politics, race, religion, and personal opinion, we'll be able to face the facts and fight one of the most widespread epidemics of all time.

It's not all about the name

I'm not a writer, I'm simply the photo editor of the paper, but an anonymous tip insisted that I write another article, so I'm back for more - this time with a complicated question that will be on my mind for the rest of the school year. "What's in a name?"

As I prepare to embark for college next fall, I've yet to commit to any school. I applied to eight schools, and choosing just one won't be easy. Weighing my options has my head spinning. Is it wrong to choose a college by name recognition and the prestige that comes with it? Or should I be looking out for my best interests and what the college has to offer. My obvious and initial reaction is to pick the school that's right for me, one with a strong film program (I want to major in film) and one that caters to my needs, but would I be happy there? My dad tells me it's stupid to pick a school on name recognition alone, and he's right. But my acceptance to the University of Colorado-Boulder was one of the happiest days of my life.

Here's my situation: The eight schools I applied to are all over the place in terms of difficulty and type. Some are easy-to-get-into art schools, and others are strict academic schools. Each of them offers a film program. How am I going to go about selecting just one? If I want to edit motion picture films for a career, it would be in my best interest to find a college/university in New York, Chicago, or California to make connections in the business. But is that necessarily the best place for me? What are the important factors to consider in my decision?

The University of Colorado looks promising, but I need to keep in mind that CU also has a large student population; the class sizes are large and thus I wouldn't get as much individual attention as I would at a small art school. It's a fact that freshman at CU Boulder don't always get the classes they choose. So why waste

a year at CU when I can get started right away at, say, Columbia College Chicago, (an amazing art school on the Golden Mile)? But where's the prestige in saying I got into CCC? It's an easy school to get into, so I can't be proud on those terms alone.

I applied to New York University, and I'll hear from them in April. If I get into NYU, choosing a school will become a nonexistent issue.

NYU is where I want to go to school. I've made up my mind. It has everything I could want from a college, but getting into NYU is looking iffy at best, so I have to consider other options for now. What about Emerson? Jay Leno went to Emerson! Or what about Ithaca? Ithaca is "gorges." Do I want to go to Savannah College of Art & Design? My visit to their campus led to the discovery of several confederate flags around the town and in gift shops. As pretty as the town was, with the hanging moss from the trees, and the historical town squares, what's in Savannah Georgia for me? Savannah may be too conservative for me.

Should I choose my safety school, Webster? It has an amazing film program, I could live at home instead of sharing a cramped dorm room with a stranger, and I would have a job waiting for me. I wouldn't be a broke college student. Living at home could take the financial burden off my parents.

Sounds like a lot of positives. But where's the prestige in telling everyone I go to Webster? Would I be missing the "college experience" if I stayed home? The appeal of going away, at times, outweighs the advantages of staying in

town. I'll take into account population, how strong the school's

film program is, if they offer softball, maybe name recognition, and most importantly, the Jewish population of the school. So many factors will go into my decision. But how do I decide what's best for me? A wiser me would say, don't worry about what others think - do what makes you happy. But on the other hand, listening to advice and trying to please people has benefited me in the past.

This is a life-changing decision that can't be taken lightly, but if I make the wrong decision, I could always transfer out the following year.



rachaelkodner



photo illustration by Rachel Kodner

Senior Rachel Kodner studies the choices she has to make about which college to attend.



kellyno fifth

Down Syndrome teaches about life

Having a cousin with Down Syndrome is an experience unlike any other.

My cousin, Eva, was born with the genetic disorder in 1992. Eva and her family have overcome looming obstacles time and again to enable her to have the best, fullest life possible. Eva faces daily challenges with skills that I take completely for granted, oral communication and certain fine motor skills among them.

My aunt and uncle have been incredibly strong and supportive of Eva; I can't imagine anyone who could care for her better than they have. Many of the health problems and complications of DS have affected Eva, and they have always been well informed and determined to do what's best for my cousin, even if it means going that extra mile. Anything is worth it if it can benefit Eva.

It is not always easy for me to interpret Eva's feelings, and it can be frustrating to try to figure out what she is trying to say to me; I've wished many times to be able to get inside her head. But moments that are miraculous and joyfully overwhelming occur often, as Eva pushes her limits to learn, grow, and develop. Her speech is constantly developing and improving, and every time I get to see her I note a new word she uses or how well she pronounces something. And even if she can't speak as well as some people, Eva's amazing hugs say more than any words ever could.

Two summers ago Eva attended a seven-week special-needs sleep away camp. We were all so proud that she went to the camp (which was in New York) for that long! Some kids that don't even have DS aren't ready to leave their families at her age. That summer, my family received a letter from Eva, written with the help of her counselors. The best part of that letter, though, was the photograph that came with it; it showed Eva and some other campers, all with huge smiles on their faces.

From telling each other made-up secrets to playing her favorite games with our other cousins, I love being with Eva. Interacting with her brings out the best in everyone around her. Every moment spent with her is living proof that no matter what comes my way in life, no matter what kinds of obstacles I will have to face, I have to do the best I can and push myself to the limit; only then will I succeed, as Eva has.



novalambert

The Longest Journey

It's a long road between Integrated Math and BC Calculus, but (on most days) the trip is worth it.

Mathematics has always been my nemesis. Yet, every year, I find myself signing up for the course which I know will cause me endless frustration and lost sleep from studying and worry before exams. Yet, through my struggles with factoring, vectors, and integrals, I have learned valuable lessons in both my academic and personal life: don't panic over small setbacks and believe that perseverance and hard work will eventually bring rewards.

After completing Integrated I my freshman year, I decided that I was ready for a challenge. The next fall, I enrolled in Honors Algebra/Trigonometry, unaware of the difficult year ahead of me. The first month of class was a rude awakening and a reminder that I would need to work twice as hard as my classmates in order to be on pace for homework and tests.

Late nights accompanied my schoolwork as I struggled to understand the concepts that seemed to come so easily to everyone else. I remember going to bed at 11:30 most evenings, decidedly regretting my choice of jumping to a new math track. I was miserable and felt utterly defeated. Then, after receiving a D and a C on my first two tests, I found that my extra studying had finally begun paying off when I earned an A- on my chapter three test. Of course, my story did not end happily ever after with a miracle at Lourdes type of awakening. Still, when the time came to sign up for the next year's classes, I made the choice to stay in the honors track.

Honors Pre-Calculus presented another surprise for me, this time, not an unpleasant one. I found that with my study habits formed the year before, I could confidently navigate my way through the chapters. Suddenly, I felt as if I had made the right choice after all, and made the bold decision to take AP Calculus BC, the most advanced math class offered at CHS, my senior year.

Sometimes, I feel a sort of déjà vu when I recall this year. My endeavors in Calculus parallels the struggles I experienced two years ago. I have worked harder than ever before, although sometimes it feels as though I will never keep up with all the formulas and methods needed to make sense of this new mathematic universe. I again sometimes wonder if I made the right decision to take this path "less traveled," despite knowing the difficulties that awaited me. Still, I receive the same feeling of accomplishment as I did two years ago whenever I receive a desired grade, or when I finally arrive at the solution to a problem. At those moments, I am secure in the fact that my efforts have been vindicated.

People are sometimes surprised when they learn of my unique sequence of math classes. They assume that I must have fallen in love with the subject after switching classes my sophomore year or discovered a talent always inherent in me. However, I know that I will never be the type of person to relish solving an equation or find pleasure in deriving proofs.

Yet, despite my occasional exclamations to the contrary, I can't say that I hate math. After spending so much time and effort on something, can one really denounce that which has already become a part of one's identity? For me, the answer is no. Whether or not I will seek to continue my mathematics career in college, I know that an indelible part of my high school experience will remain rooted in numbers and symbols, a language both difficult and profound.



budylouman



Thumbs Up

- 70 degrees in February
- TEAMS
- Spring Sports

Thumbs Down

- Empty soda machines
- Spring training
- NHL



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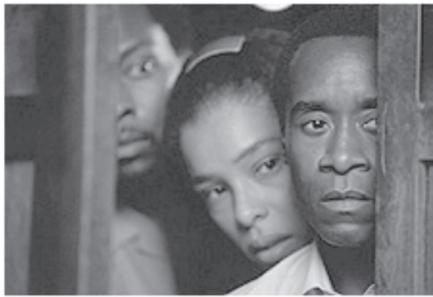
2 GLOBES 4

The year's best in movies and music, as voted by the Globe staff

BEST Drama

Nominees:

- ◆The Aviator
- ◆Finding Neverland
- ◆Hotel Rwanda
- ◆Kill Bill Vol 2
- ◆Ray



★Winner: Hotel Rwanda★

BEST Comedy

Nominees:

- ◆Anchorman
- ◆Eternal Sunshine of the Spotless Mind
- ◆Garden State
- ◆Napoleon Dynamite
- ◆Sideways



★Winner: Garden State★

BEST Actor

Nominees:

- ◆Kevin Bacon (The Woodsman)
- ◆Jim Carrey (Eternal Sunshine of the Spotless Mind)
- ◆Johnny Depp (Finding Neverland)
- ◆Jamie Foxx (Ray)



★Winner: Jamie Foxx★

BEST Actress

Nominees:

- ◆Cate Blanchett (The Aviator)
- ◆Natalie Portman (Garden State)
- ◆Hilary Swank (Million Dollar Baby)
- ◆Uma Thurman (Kill Bill Vol 2)
- ◆Kate Winslet (Eternal Sunshine of the Spotless Mind)



★Winner: Natalie Portman★

WORST Film

Nominees:

- ◆Catwoman
- ◆Confessions of a Teenage Drama Queen
- ◆Elektra
- ◆Garfield
- ◆Taxi

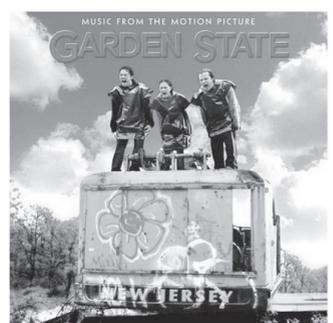


★Winner (Loser?): Confessions of a Teenage Drama Queen★

BEST Soundtrack

Nominees:

- ◆The Chorus
- ◆Garden State
- ◆The Life Aquatic with Steve Zissou
- ◆Princess Diaries 2
- ◆Ray

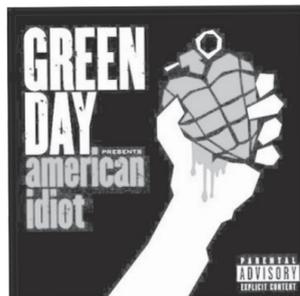


★Winner: Garden State★

BEST Album

Nominees:

- ◆Green Day- 'American Idiot'
- ◆Maroon 5- 'Songs About Jane'
- ◆Modest Mouse- 'Good News For People Who Love Bad News'
- ◆Kanye West- 'The College Dropout'



★Winner: Green Day- 'American Idiot'★

BEST Song

Nominees:

- ◆Green Day- "Boulevard of Broken Dreams"
- ◆Lil' Jon & the Eastside Boys- "Let's Go!"
- ◆Maroon 5- "This Love"
- ◆Britney Spears- "Toxic"
- ◆Usher- "Yeah!"



★Winner: Green Day- "Boulevard of Broken Dreams"★

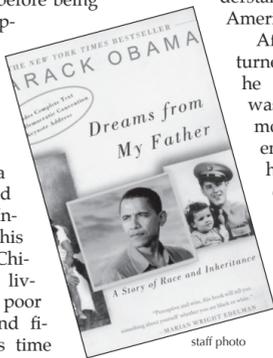
Obama's memoir breaks barriers

rebecca katz

The child of a Kenyan father and a white American mother, Barack Obama first rose to national prominence with the delivery of a stirring keynote speech at the Democratic National Convention last summer. A rising political star, Obama had served for seven years on the Illinois state senate before being elected Illinois' representative to the U.S. Senate last fall.

"Dreams from My Father" is a memoir following Obama from his childhood in Hawaii and Indonesia through his years working in Chicago to improve living conditions in poor neighborhoods and finally through his time spent in Kenya, where he met his extended family and found out the truth about his father's past. The book also documents Obama's quest to understand the deep racial tensions that still divide our society.

"Dreams from My Father" was originally published soon after Obama's graduation from Harvard Law School in 1995 (due to his recent upswing in popularity, it was



staff photo

re-published last year). Obama had received a moderate amount of publicity after becoming the first African-American editor of the Harvard Law Review and was approached by several publishers. The result was a thought-provoking, detailed book chronicling Obama's childhood, young adulthood and his search to understand racial divisions in America.

After his father returned to Kenya when he was two, Obama was raised by his white mother and grandparents. Struggling with his racial identity and dwelling on contradictory images of his father, Obama turned at times to drugs and to student activism. After graduating from college he moved to the South Side of Chicago where he worked with neighborhood churches to prevent crime and improve standards of living. Eventually he spent time in Kenya where he was dismayed to learn, in a bitter irony, that although there was little racial tension there, each of the 400 tribes that inhabited Kenya had their own stereotypes of all the others.

"Dreams from My Father" is

eloquently written. Each page asks another unanswerable question; each chapter opens another door revealing the intricacies of lower-middle class life and the experiences and attitudes that give birth to anger and racial tension.

Occasionally the writing is weighed down by overly lengthy description. Nevertheless, the clear depictions of scenes from Indonesia to Hawaii to Kenya give a welcome background to the internal struggles apparent throughout the book.

If "Dreams from My Father" has a major fault, it is that it focuses too heavily on Obama's father and the Kenyan side of the family. Of course, given the fact that blacks are the minority in America, this side of Obama is crucial and deeply interesting when he attempts to figure out his identity. However, Obama's mother and her relatives are barely mentioned beyond the first few chapters of the book. This gives a considerable imbalance when it comes to understanding much of his background.

Nevertheless, the book is a necessary read—crucial for those who wish to understand the man who may become one of the most important political figures of the 21st century.



Glimpse of college life insightful

martin gregory

As CHS students shuffle towards the end of their high school career, the future, particularly college, begins to demand more thought. Many students wonder what it will be like. Will I make new friends? Will it be too hard? Will I keep in touch with my old friends?

Tom Wolfe attempts to answer these questions and more in his latest novel, *I Am Charlotte Simmons*. He devised the monumental task of trying to give his readers a realistic glimpse of what college is like in the 2000s. He was moderately successful at this task.



courtesy of www.amazon.com

The plot centers around Charlotte Simmons, a girl who lives a very isolated life in the mountains of North Carolina. She is an outstanding student who is accepted at one of the finest universities in the country, the fictional Dupont University.

Wolfe describes Dupont as a mixture of Ivy League schools

and Duke. They have an incredible basketball team with a tough coach. They have an elaborate system in place to make sure the athletes don't fail classes, and it sometimes borders on the illegal. The academic prestige is unmatched in the country. Good grades lead to high powered jobs before graduation, or acceptance of Rhodes scholarships.

The other main characters in the story are an editor of the school newspaper, a rich frat boy who has the university at his fingertips, and the only white starter on the basketball team. Wolfe does a masterful job of using these characters to explore different areas of modern college life.

Wolfe picked an excellent main character to present the college world to us. Charlotte is ignorant of what college life is really like. She is just as surprised by the questionable morals as the older readers

will surely be.

However, that is the major flaw with *Charlotte Simmons*. It reads like an old man introducing his old friends to a modern young person's life. Tom Wolfe is not by any means a conservative old man. His previous works were very controversial, including his best work, *The Electric Kool-Aid Acid Test*, about the psychedelic drug culture in the 1960s.

Wolfe is clearly not as connected with today's youth. He is an excellent writer. He can clearly convey what the characters feel when they're drunk, and the emotions they feel after heart-breaking grades. But he does not connect with today's youth as he did in the past.

Despite Wolfe's failed attempt to be hip once again, *I Am Charlotte Simmons* is an excellent story. As usual, Wolfe weaves an irresistible plot involving all the main characters climaxing in an incredible outcome. There are enough hilarious episodes, nail-biting escapades and teetering on the edge of embarrassment to keep the reader interested all the way through the 676 pages.



Ribbon exhibit appeals to teens

kate waterbury

Striking primary colors and unique, modern mediums make the St. Louis Art Museum's newest exhibition captivating for all ages.

The exhibit, called "Currents 93," features four independent pieces tied together through their theme of communication between individuals. Each piece also reflects an important part of Neuenschwander's Brazilian heritage.

"Love Lettering," the video portion of the exhibit, catches visitors' eyes as they enter the room using bright colors and meditative rhythm. In the piece, fish carry tiny words and phrases attached to their tails that would normally be found in love letters, such as "angel" and "love." As the fish swim, they bring the words together to form phrases and then separate them again. The result is a constantly changing love letter that captivates viewers in the emotions of two lovers.

Neuenschwander's most subtle work included in "Currents 93" are the *Zé Carioca* comic books. The parrot, a Walt Disney creation, was created in 1942 as a caricature of the Brazilian culture. Neuenschwander felt that the stereotypes showcased

in the comics represented Brazilian culture incorrectly. So in creating this piece for the exhibit, Neuenschwander filled in speech balloons and painted over the comics using the original background color. The viewer can then use the color and shape of the speech balloons to determine the mood of the scene, and then create his or her own interpretation of the scene based upon his or her own experiences.

This section of the exhibit sparks some frustration, and requires time, thought and creativity to fully appreciate. However, when visitors enter the next room they encounter "I Wish Your Wish", the piece that draws the most attention. Covering half of the room, "I Wish Your Wish" is made up of thousands of colored bracelets, each with a wish printed on it.

Neuenschwander's inspiration for "I Wish Your Wish" came from a tradition practiced during pilgrimage to the church of Nossa Senhora do Bonfim in São Salvador, where visitors tie three knots in a ribbon which they then tie to their wrists. When the ribbon falls off, the tradition says that the person's wishes will come true.



courtesy of st. louis art museum

Neuenschwander uses wishes combined from her travels in Europe, South America and local wishes from students at the Cathedral Basilica School, Crossroads, and Performing Arts High School. Neuenschwander collected the wishes in four different languages—English, French, Spanish, and Portuguese, and includes wishes as simple as "I wish for good grades" to wishes as deep as "I wish for peace."

Each wish is printed on a colorful ribbon and inserted into tiny holes in panels on the walls so that the ribbons cascade down in a sea of color. Visitors are welcome to take a ribbon as their own wish, and many visitors spend the majority of their time at the exhibit taking in its simple beauty.

Overall, the exhibit was very moving and captivating. The one weakness of "Currents 93" is the flow of the room. Although the exhibits all convey a similar feeling to visitors, I found it hard to move from one piece to the next. And at times the small room became very crowded and it was hard to appreciate the full effect of the pieces.

"Currents 93" is a free exhibit, and will be at the St. Louis Art Museum through March 20. The colorful pieces and variety of mediums make Neuenschwander's exhibit one of the most creative and "youth-friendly" exhibits offered at the Art Museum.



Melting Pot delicious, fun

hyrum shumway

Looking for a special celebration experience with family and/or friends? It's time to "dip" into the Melting Pot. Remember, however, to save a couple of hours and some extra cash for the experience—it's a savory feast and event all rolled into one. After the last dessert course of a ying-yang of chocolate fondue, I couldn't believe we had been sitting at our table for three hours. I felt like I had been literally transported to another heavenly gastronomic world.

The service was wonderful, attentive and fast. Our waitress Colleen explained this new experience of having a pot in the middle of the table that through the meal was filled with cheese, then hot oil, then chocolate. As I gazed at the menu, I became a little confused at the many versions of how to put the meal together—trying to decide between four different kinds of cheeses or which sauce would go best with the seafood. The choice of nine different chocolate fondues was an especially difficult choice.

For our appetizer we had the Traditional Swiss Cheese Fondue. This fondue was a blend of white wine, garlic, swiss cheese, Kirsch Wasser (which is a German cherry brandy), nutmeg and pepper all mixed in front of our eyes. After much anticipation Colleen finished stirring and prodding the cheese. Then she set out two plates; one was full with celery, carrots, apples and cauliflower, the other with assorted types of bread such as rye, pumpernickel and baguette pieces. We all had different colored fondue forks to use. She then explained how to pick up either a veggie, fruit or bread piece and twist it in the cheese and then it eat right off the fork. For my first victim I stabbed an apple then dipped it into the cheese. The apple and cheese swirled around in my eager mouth, and I thought this must be the best restaurant ever. Fifteen minutes later I had tried every combination with the cheese and concluded that the pumpernickel, carrots and apples were the best.

Next came the salad with a choice of three different varieties: a Mushroom salad, a Chef's salad and a California salad. I went with the California salad, which was a mix of romaine lettuce, roma tomatoes and walnuts, as well as buttermilk bleu cheese. It was then topped with a honey mustard type sauce. I would recommend this above the others, unless you really enjoy mushrooms.

The entrée was probably the easiest choice for us. We decided on the Coq au Vin which was a combination of vegetable bouillon, red wine, garlic and mushrooms. As Colleen made the fondue, she explained to us that it was important keep raw meat off our plates and to make sure to cook seafood for at least a minute and the red meat at least two minutes. After she made the broth she brought out again two platters

both full with raw meat. One was full of seafood such as lobster, scallops, shrimp, salmon and tuna. The other was filled with potstickers, teriyaki sirloin, chicken breast, beef tenderloin and pork filet. She then brought out different sauces such as spicy cocktail, mesquite barbeque, teriyaki glaze, ginger plum, lemon pepper and garlic dijon butter. As I tried every meat with their different sauce I especially liked the teriyaki tenderloin with the teriyaki glaze and the scallops with the garlic dijon butter.

After an hour of cooking the meat and dipping into the assorted sauces we were ready for our chocolate. Colleen came over and told us the nine different choices such as Amaretto Meltdown, Bailey's Irish Cream Dream and Flaming Turtle, as well as Yin and Yang. After fifteen minutes of us all trying to convince the others to our choice we decided on the Yin and Yang, except we substituted the white and dark chocolate for milk and dark chocolate. As Colleen brought in the masterpiece of the night with a perfect yin and yang symbol imbedded in it we marveled at it, then we began to sample. The first thing I tried was a strawberry with chocolate and it was amazing. You can always buy chocolate dipped strawberries at your local chocolate store, but I bet

none of you have had a fresh strawberry with warm chocolate on it. As I dipped my strawberry into the chocolate a sugary glee overcame me and began to feed. After I tried the strawberry, I sampled a marshmallow then a brownie. They were all amazing. I don't know how to explain my pleasure for those fifteen minutes or so eating chocolate with assorted cakes and fruits. I also don't know how to rank one above the other because they were all amazing. As the chocolate fondue slowly dissipated, my heart did too. I felt that if the chocolate went my soul would too. I wished it was everlasting.

But everything has an end and the check soon came. The price was extremely steep and turned out to be about fifty dollars a person, definitely the most expensive restaurant I have ever been to. The memory though was unforgettable and as I am typing this, I remember that day, a Saturday night when my mom, my friend, and my friend's mom all went to the Melting Pot and enjoyed one of the best meals we would ever have. Would I recommend the Melting Pot: yes. Would I recommend saving before you go: yes. The Melting Pot gave me time to sit back and enjoy my food and the people around the table. If you are looking for exceptional food, amazing service and a quiet place to talk without caring a bit how much you spend, then the Melting Pot is your place.



Restaurant stirs up crazy flavors

cori elfkovich
sarah shumway

As customers walk in, a gigantic pair of chopsticks looms ahead. A spicy and tangy aroma fills the air and flames flare up sporadically behind the glass.

Welcome to Stir Crazy.

Located right by the Creve Coeur AMC Theater, Stir Crazy offers a variety of Asian cuisine including original (non-alcoholic) drinks, rice and noodle dishes, salads, entrees, and desserts. If you are looking for a restaurant outside the Clayton bubble, this place is for you.

Regarding drinks, there is anything from Cola products to teas and fruit drinks. We tried the mango spritzer, a fresh twist on an everyday Sprite product.

For an entrée, the sesame chicken plate was a good choice. Artfully designed with a combination of brown rice and chicken, the dish had a tangy sesame taste and was slightly spicy. Most entrees offer a choice of either white or brown rice. If noodles seem more appealing, the Kung Fu Pao Noodles would be a good choice. The kung fu sauce especially flavors this dish with chicken, red peppers, carrots, peanuts, and scallions and lo mien noodles. Other choices include daily fresh fish specials and stir-fry.

Doesn't sound good yet? Feeling adventurous? If nothing on the menu strikes your fancy, Stir Crazy allows customers to design their own dish instead. This choice is perfect for those with dietary restrictions or the notoriously picky eaters. We took this option and after choosing between five different kinds of rice and noodles with either calamari, shrimp, and beef, or vegetarian, we were ready to go. The waiter handed us a wok, the pan that was soon going to hold our feast-to-be. We strolled up to the front of the restaurant and joined the line in front. An array

of 20 toppings soon met our eyes: green beans, baby corn, bamboo shoots, peppers, carrots and water chestnuts. Our job was to fill up our wok with as many toppings as it could possibly hold. When our wok was filled to capacity, we chose between 12 different sauces: classic Chinese, teriyaki, sweet and sour and peanut, and we added as many as we liked into a small cup beside our wok. We mixed

and matched sauces to create the perfect taste.

Now, for the last step. We simply handed our wok to a masterful chef behind the glass and watched as he tossed our food in the air with all the ingredients. We had to be careful though; the flames flared up sporadically. As he handed our wok back, we now had our custom creation in our hands.

After drinks, appetizers, and a main dish, our stomachs could not have possibly taken any more. But with one glance at the dessert menu, we knew that we weren't finished yet. We found that the best way to end a meal was a light mango sherbet. As we finished this delectable dish, our dining experience was complete. A more filling dessert would be the banana wontons, a popular choice with bananas and white chocolate inside the wonton.

Considering the attentive service, pleasant decor and quantity of food, we felt that the prices were reasonable. The quiet environment with the serene fireplace makes it ideal for a pre-Peppers or pre-Homecoming meal or simply a casual get-together with friends and family. Most dishes ranged from \$8-\$12 but with appetizers, drinks, and desserts, the price can become steep. If you don't want to wait, make sure to get there 4:30-5:00 in time for dinner, especially on a Friday or Saturday night. It certainly fills up quickly, especially since reservations are not accepted.



staff photo

Boogie away from 'Boogeyman'

rachelharris

What's with the stream of bad horror movies over the past few months? Between "White Noise", "Hide and Seek", and now the latest, "Boogeyman" (directed by Stephen Kay), something's got to give. I was hoping that this one might make me cower in the corner like a baby, but unfortunately, it did no such thing.

"7th Heaven's" Barry Watson plays a magazine editor, Tim Jensen, who is plagued by a terrible memory from his childhood of his father being viciously pulled into the closet before his very eyes by an unknown force, never to be seen again. This is the first of many problems. Although Watson plays the extremely stressed, neurotic, and deranged Jensen quite well, watching him running around trying to get away from the creature brings back searing memories from his days on "7th Heaven". I kept expecting his preacher dad to bust in at any moment, give Jensen a hug, and make everything okay; of course all with uplifting music playing in the background.

With the cheesy sitcom memories aside, Jensen struggles to deal with his fears of the big, bad Boogeyman from childhood, well into adulthood. Fifteen years later, he even goes to the lengths of storing all his clothing on a rack in the middle of the room, having a clear glass refrigerator door, and removing the doors from all the doorways and cabinets in his house.

Jensen pauses before going into any semi-dark place, especially closets. This is shown in the beginning of the movie relentlessly, over and over again until you can't stand it anymore. The guy is scarred from something that happened in his

past. We get it; enough with the dark closet scenes.

While spending a long weekend to meeting his girlfriend Jess' parents (Tory Mussett), Jensen receives a call that his mother has passed away, conveniently right after having a terrifying nightmare with her in it. To provide closure to his childhood fears, Jensen decides to return to the house his father disappeared from. Here in lies the second problem. A person so preoccupied with a petrifying event of their youth would not go back to the place



courtesy of sony pictures.com/movies/boogeyman

where it happened so easily. It just doesn't make any sense.

Unfortunately, when Jensen does go back, the being senses his return and begins targeting him, his friends, his family, and everyone he loves as it did when Jensen was a child. With the help of childhood friend Kate (Emily Deschanel), Jensen attempts to conquer his fears of closets.

This is where the third problem comes in. We are never quite sure why the creature is going so vehemently after Jensen and the people directly around him. It would be nice to be given hints to why this is occurring rather than kept guessing blindly.

Another problem is that Kate appears out of nowhere. She goes to Jensen's mother's funeral, un-

derstandably, but then is riding her horse past Jensen's house, falls off, hits her head, and needs ice? Aw, how cute. Please, give me a break.

Towards the end of the movie, viewers are given a face to attach the mysterious disappearances to. We finally see the Boogeyman. What a mistake. It looks like a computer animation mistake. If the directors are going to show its face, they should at least go with something they know scares people.

Finally, Franny (Skye McCole Bartusiak), the little girl that helps Jensen confront the Boogeyman once and for all is a completely predictable character. Why does it seem like there has to be a weird kid in all the horror films lately? Totally unnecessary.

The only areas in which this film halfheartedly succeeds in is its good use of camera angles and the awesome setting in New Zealand. The scenery is beautiful and spooky and some of the shots are scary solely on their own.

There is little blood and gore, yet viewers will without a doubt will be tempted to cover their eyes on more than one occasion. Although these little jumpy moments will make you twitch in your seat, they are painfully set up. These flashes of suspense are so well planned out and predictable that the joy of being completely caught off guard is taken away all together.

"Boogeyman" is a great movie for anyone looking to be scared a little bit. Go right ahead and spend around six dollars to see this flick, along with another three for snacks, but don't expect to walk out of the theater a changed person, or even a full one.



Disastrous casting mars operatic musical

michellealderson

Despite the its melodious previews, Schumacher's cinematic rendition of Andrew Lloyd Weber's "The Phantom of the Opera" falls way out of tune.

The art direction is magnificent; combined with some well-chosen cinematography, "The Phantom" represents a visual thrill ride through France's theatrical world. Impressive costuming and choreography add to the film's appeal; ultimately, "The Phantom" is a work of romantic art.

And Gerald Butler is hands-down the most attractive Phantom I have ever seen, even without the mask.

Set in a nineteenth century French opera house, "The Phantom" is the story of a talented chorus girl, Christine Daae (Emmy Rossum), who catches the eye and heart of the theater's "Ghost" (Butler), a reclusive musical genius who lives in a labyrinth beneath the opera house. In between exhorting a monthly salary from the opera's owner and terrorizing the house's Prima Donna, the "Ghost," or "Phantom" of the opera tutors Daae, hypnotizing her "musically" into chanting eerie vocalises. Most of the film revolves around the series of murders and intrigues that result as the Phantom conspires not only to elevate Christine's theatrical status, but to make her fall in love with him.

Schumacher admirably adapts the intricate plot to fit in a mere two and a half hours. True to his identity as an action-flick director, he squeezes in one mildly entertaining—if somewhat melodramatic—swordfight to the plot. The movie version features an original song, "Learn to be Lonely," sung in duet by Christine and her sweetheart Raoul (Patrick Wilson).

Musically, "The Phantom" has its moments: Carolotta, played by Minnie Driver but mercifully voiced by coloratura Margaret Preece, satisfies the

comic element of the play as a hard-to-please Prima Donna; her groveling employers, André and Firmin (Simon Callow and Ciran Hinds), play it up charmingly in the entertaining "Sing Prima Donna Once More" number. "Masquerade" does not disappoint either visually or musically. The featured orchestra is everything is could have been.

Unfortunately, the charm ends there. Casting is a disaster—naturally, no one expects performances tantamount to Michael Crawford and Sarah Brightman's Broadway showstopper, but one would think the production could afford actors with musical backgrounds.

Calling Emmy Rossum (Christine) a soprano is a stretch, just as assigning Gerald Butler the Phantom's tenor role disregards human physics. Rossum's untrained, paper-thin pipes are simply not up to Christine's

range—it is only through some serious orchestral back-up that she gets through "Think of Me," and even then, the song's climactic cadence has to be reduced to a few legato couplets.

Butler has no resonance, no range, and no dynamics. His acting ability is also questionable, although it pales in light of his flagrant song-shouting. He butchers "The Music of the Night" in between his weak falsetto and raucous belting (the song is supposed to be seductive); he screeches worse than Michael Bolton in his duet, "The Phantom of the Opera."

Because the majority of the film's dialogue is rendered through song, such discord is unforgivable. Although it is worth seeing simply for its visually artistic charm, viewers are advised to bring earplugs.



French film 'Chorus' not the middle c prep school movie

annalishumway

Most boarding school films follow the same plot. In the beginning, the students hate the teacher until their respect is won in a profound way. Unlike other movies, the French film, "The Chorus" does not follow the same overdone path as "Mona Lisa Smile" or "Mr. Holland's Opus."

"The Chorus" takes place in post-War France in 1949 when a new smiling and determined supervisor, Clement Mathieu (Gerard Jugnot) arrives to a dark and ominous school, "Fond De L'Etang," which translates as rock bottom. The school name completely describes the troubled and delinquent young men that Mathieu will introduce to the power of music.

After Mathieu sees the principal, Rachin (Francois Berleand) and other teachers punish the boys severely for small infractions ac-

The filming of "The Chorus" took place in the countryside and adds to the simple plot. The gloomy school echoes the lost souls inside.

"The Chorus" is a debut for the director, Christophe Barratier. Barratier aided in the composing of the memorable music that has become a bestseller around the world. Barratier also co-wrote the film that reflects his early childhood. Barratier as a young child was very lonely until he became involved with music and had extraordinary teachers. The film certainly would not be that same without the wide spread talents, original techniques and Barratier's reflections of his life. He has truly earned a spot among the best foreign contemporary directors.

The cast of "The Chorus" contains no familiar faces. Like their inexperienced director, all the children have never acted before. The young children certainly rise to the challenge.

The flawless ending of "The Chorus" closes as one of the devilish boys with the angel face, Pierre Morhange (Jean-Baptiste Maunier), is visited 50 years later by one of his old classmates,

named Pepinot. Pepinot gives him Mathieu's old journal from the school. As Morhange reads the journal, he recognizes the large impact his teacher had on his life as a present day world-renowned conductor.

The plot of "The Chorus" is simple, but beautifully harmonizes the relationship between a teacher and students. Before entering the school Mathieu believed that he was worthless as a failed musician, but learns that his calling in life was to show kindness to the boys and help them see the people they can become.

"The Chorus" is unadorned with special effects or widely recognized actors, but helped me to remember teachers who have impacted my life. It is a reminder of the powerful impact music can play in any school or life—especially in a dreary, gloomy, post-WWII boarding school. The redemptive power of kindness and goodness in a teacher is beautifully crafted into a movie one will not soon forget.



CLAYTON CLASSICS PRESENTS: 'Elizabeth: Queen of Biopics

michaelgregory

Some movies are all about plot, and others are all about character. The latter is typically more difficult to pull off because it calls for more complex characters, and any inconsistencies or formulaic changes stick out like a sore thumb. But when a film like that comes out and does it well, the feeling is glorious. "Elizabeth" is such a film.

It is so refreshing to go to a movie and not just be completely involved with the story, but watch a cast of terrific actors do what they do best: act. Anyone can dress up in the costume and say the lines just as the director tells them to, but it takes a highly skilled actor to be able to not just imitate, but become the character.

In "Elizabeth," the actors are able to fully embody the characters they portray, making the whole film seem like a virtual reality game. It's as if you are standing next to the characters and just watching what goes on; you forget that you're in 2005 and watching this film on a TV screen. Unfortunately, actors who can pull this are in short supply in Hollywood, but when they all come together to make the same movie, well, that's reason enough right there to go to Blockbuster and see this film.

With fires flickering in the background and dramatic music, the film gives a short background of England's state of turmoil: King Henry VIII is dead, and England is violently divided between Catholics and Protestants. His successor, Mary Tudor (Kathy Burke), is a staunch Catholic without an heir and whose only successor is her half-sister, Elizabeth (Cate Blanchett), a Protestant.

Though Mary jails Elizabeth, she does not sign her death warrant. After Mary dies, Elizabeth is left with a crumbling empire and many people who would like nothing better than to see her dead. Among her allies are Sir William Cecil (Richard Attenborough), her advisor who pressures her to marry and produce an heir to ensure her security and Sir Francis Walsingham (Geoffrey Rush), another advisor whose purpose is to protect her and to find out and traitors. Also a close ally is Robert Dudley (Joseph Fiennes), her lover. Most prominent of her enemies is the Duke of Norfolk (Christopher Eccleston), who with his allies plots to overthrow Elizabeth.

Thus the story unfolds of a young woman who must balance her guidance and find a way to defeat her enemies, while trying to rebuild the English empire, which both France and Spain are eying hungrily.

This is a relentlessly powerful film. Both brutal and beautiful, it is one of the best films of 1998. The cinematography is very dark and gloomy; even the few shots of any cheerfulness are covered by darkness. One of the film's best qualities is the effective use of the camera. In order to emphasize the expression of a character, or what's happening to a character, the camera

starts on top of the head and moves down the face as the head seems to move up to meet the camera. This emphasizes the drama of the character. The director uses a lot of bird's eye views, which gives the viewer a sense of "too many things to keep track of," which is exactly what Elizabeth must have felt, having many people telling her how to do things in dramatically different ways.

But what carries the film is the acting. Joseph Fiennes is excellent, much better than the Hollywood-invented version of William Shakespeare. He is always watching Elizabeth with such an unblinking romantic stare that is simply mesmerizing. Christopher Eccleston is positively chilling with his quiet, yet forceful voice. His portrayal of the Duke of Norfolk not only makes him a believable villain, but creates as much fear as hatred. Geoffrey Rush is superb as the ghostly figure who at first creates a cloud of doubt that only Geoffrey Rush can make. Not many people can get fear-induced adrenaline pumping through the veins without becoming loud or overly dramatic. This is one of the many reasons why Geoffrey Rush is not only the perfect choice for Sir Francis Walsingham, but one of cinema's finest.

But this is Blanchett's show. Cate Blanchett is one of the greatest actresses of all time, period. She came out of virtually nowhere and became an overnight sensation, winning an Oscar nomination (which she lost to Gwyneth Paltrow for her role in "Shakespeare in Love"), even though that Blanchett was much better). The viewer can watch Blanchett grow from an innocent young woman who appears to be in her own little world, to one who is begging for her life to her older sister and who is then thrown into a whirlwind of all countless stresses; pressure from the threat of invasion from France and Spain and living in constant danger of being murdered just to name a few. When she's stressed out, she really is stressed out!

"Elizabeth" is a violent, brutal film. The film's opening minutes are some of the most shocking and horrific images ever seen. People are being scalped and burned at the stake. The viewer will want to cringe and crawl into a little

hole, away from the screams and pleading of the three Protestant "heretics" that are doomed to a death so horrible that one hopes to not ever have to endure, not even in their worst nightmares. But at the same time, the viewer will not be able to take their eyes off the screen. Not only does it set up the amount of danger Elizabeth is in, but it also gives valuable insight into the madness of England at the time of her rise to power. Fortunately the violence is sparse; most of it is just images after it has already taken place.

Despite being a gut-wrenching drama, this film has some humor in it, mostly provided by the Duke d'Anjou (the deliciously funny Vincent Cassel), one of Elizabeth suitors. Not only is he conceited, but he has the worst jokes and he thinks they're funny (his servants' laughter actually sounds fake!). He is a boyish fellow who lusts after his aunt (Fanny Ardant), who treats him like her son and her lover at the same time. Meanwhile, Blanchett manages to keep a rock-hard straight face, and speaks in a monotone that is perfectly insulted, while he makes himself right at home in her castle. One of the funniest scenes in the film is when Elizabeth gives the Duke d'Anjou a customary ring of friendship, right in the middle of when he and a group of people are having sex! He comes out wondering what the problem is, and Elizabeth's stone-cold face and monotone is both greatly infuriated and suppressing immense laughter at the same time.

Perhaps the film's only flaw is that at times the script seems too formal for normal conversation. Take this for example: When Elizabeth is arrested in the beginning, Sir Robert Dudley tells her, "Remember who you are, do not be afraid of them." Perhaps a more in-depth study on the viewer's part is needed, but did they really speak in clichés like that back then?

But this is all beside the point. The viewer will be too wrapped up in the involving plot and splendidly acted characters to be worrying about trivial matters such as these, especially if they're quite uncommon. With terrific performances and a great director, "Elizabeth" will rule them all.



courtesy of www.leschoristes-lefilm.com

ording to the harsh school policy, he decides to teach the boys to sing. The boys are quickly responsive to Mathieu's new treatment, and begin to transform into happy young men—less disruptive to the school environment.

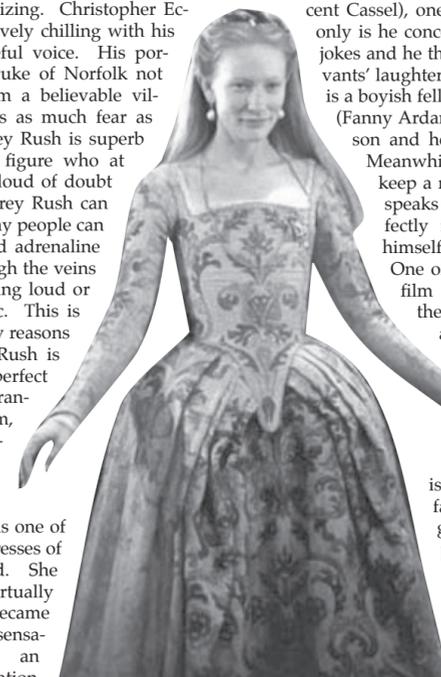
As the film develops, the "tough" boys begin to reveal the kindness inside of each of them that they have learned to conceal during their trials of war and at the school.

Mathieu also begins to have a rebirth in his interest in music as he composes by candlelight new songs for the boys to sing. The film is worth seeing if to only hear the beautiful, pure and hopeful voices of the boys as they perform Mathieu's music. The boys' hope for the future grows as they sing.

As the boys begin to lighten the lifeless school with music and childlike behavior, money for supplies is stolen from the headmaster. The choir is quickly banned, but the boys with Mathieu continue to practice in their dormitory—illustrating that music cannot be squelched and new hope cannot fade.



courtesy of http://phantomthemovie.com



courtesy of http://elizabeth-themovie.com

Former editor lives life in 'Tico Time'

Has your life been a little less upbeat than usual? Do things seem quiet in the halls? Has your general quality of life decreased in recent weeks? You're not alone and there is a good reason. You miss me.

I am not in Clayton any more, I'm not in St. Louis, Missouri, or even the USA. My current residence is Barrio El Recreo Marisqueria Los Girasoles 75 mts. al norte de casa melon m/der Turrialba Turrialba Cartago. If that didn't make any sense, don't worry, because I am not 100 percent sure where I am either. The best explanation I have heard is that I am somewhere in Costa Rica AKA Ticolandia.

It is absolutely amazing how happy this place is, and how life is so "tranquilo," laid back. Costa Ricans AKA Ticos live on something that they call "hora tico," tico time. Essentially if a Tico tells you to meet them at 4 p.m. in the city, you don't get there until about 4:30 or 4:45. So what do the Ticos do during that half hour or 45 minutes?

They have no military here, so I doubt they are trying to take over the world. I am already confused and disoriented on a regular basis, so it can't be that either. No one knows for sure, but some of the other gringos and I have come up with these explanations.

I personally believe they are looking for the net that goes with the ping-pong table. A few nights ago, I went to the gym here in pickaplace, Costa Rica. There I ran into a group of freshman who were playing an intense game of ping-pong for hours. I also noticed that the game started with only one paddle, the other fellow was using his shoe. Now if it took them about an hour normal time to find the other paddle, one hour normal time multiplied by Tico time equals three years five months 26 days and two minutes. Now imagine how much time they would have to be looking for that net? That must be the answer.

Although another person with the foreign exchange program told me she knew for a fact that they all went to acting classes during the unknown Tico Time.

The Ticos love to watch TV, even more than we gringos do. The only problem is the acting is unbearable. In an effort to improve the general quality of life in Costa Rica, Ticos now have access to programs such as Pokemon and Yugioh. While at the time this seemed like a viable so- lution, the dubbed voices completely ruined the effect you want from oddly shaped and obscure Japanese monster people.

All of the above would explain why the Ticos might have a network of underground acting classes, so that in due time they can take over the TV industry.

When TV fails, the Ticos turn to American music as a solution to the boredom. There are two channels here that show nothing but music videos day and night.

Although that only made the Ticos go more loco, as the only videos the stations could afford were those of J. Lo (big butt, little talent), Avril Lavigne (HxC and currently residing in the suburbs), and a group called the Insiderz who recently released a CD called Skalleluia, nothing more really needs to be said about that one. Perhaps the Ticos are just looking for a few voice lessons, some spikey hair and a few electric guitars.

The people in the foreign exchange program told us that the Ticos always use that time to go and fart. Seriously, it would make perfect sense. The name of the program is AFS...Arroz y Frijoles Siempre (Rice and Beans Always). Every meal consists of rice and beans, and they have



Tico Carlos watches TV in his home, completely bamboozled by the lack of talent and quality.

to do some serious farting eventually. It would also make sense, since the food is something all the Ticos have in common.

Even if it doesn't have anything to do with farting, there is a very good possibility that they Ticos use Hora Tico for something regarding the food. The food is so good here that one of the gringos decoded AFS and realized it has the same initials as Another Fat Student. If all of us come here, eat just as much as the Ticos and leave fat, how is it that the Ticos are all so healthy all the time? They must all go to underground Weight Watchers meetings during that half hour or 45 minutes and receive emergency liposuction on a regular basis. That would seem like the only viable explanation for the incredible mass consumption of all the "comida rica," rich food.

Well, there is one thing for sure, these Ticos are up to something, and I am going to get to the bottom of it if it is the last thing that I do. Oh and by the way, I am well aware of the fact that I am no longer a student at Clayton High School anymore...but I love the Globe, and I feel sorry for my fanbase.

Knot and Loopy, a tragedy

joanna firestone

In fair Verona where we lay our scene,
Two winkywam lovers, starcrossed teens,
Accidentally fall in love with each other
One's enemy is the other's brother
From rival families, within the town,
One butter side up, and one butter side down.

The boy's name is Loopy, and the girl's is Knot
And forbidden from each other, their love is fought

Then Knot's cousin, Ponenge, chopped down all the trees
Of Loopy's dear brother, Double McMee,
So Double McMee's trees were quickly avenged,
When Loopy went poop on the lawn of Ponenge.

Then Loopy was banished away from Verona,
And only got letters from Father Ramona,
Then Father Ramona thought up a think,
A plan which would help the two lovers link,

Knot would be given a vile oh so yuckit,
That everyone would think she had kicked the bucket,
And Loopy could return and Knot would awaken
And together, they'd marry and eat wedding caken.

But the plan did not turn out exactly this way
And for Loopy and Knot, twas a most tragic day

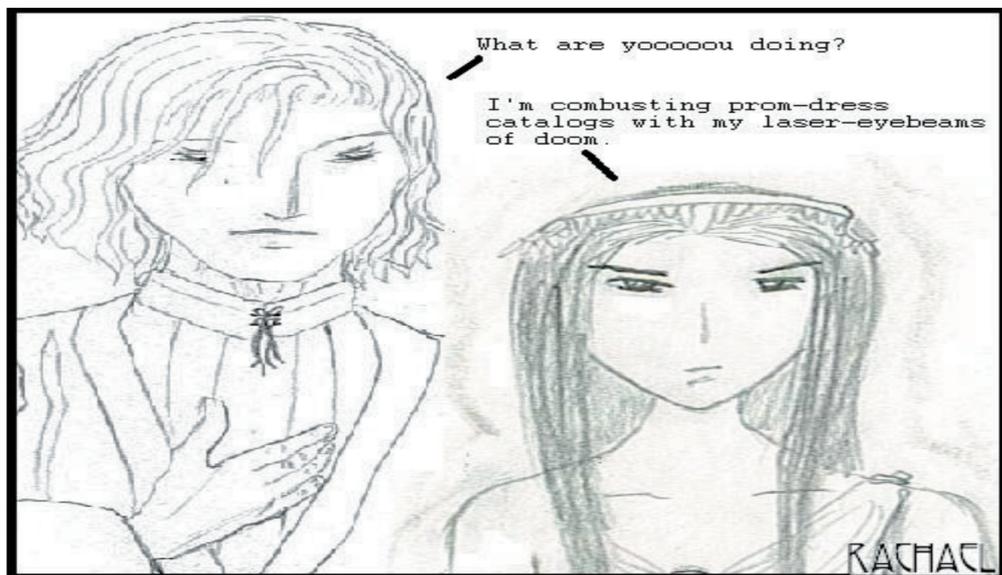
Knot drank the vile, and Loopy came back,
Only to see his poor Knot all werslat
He cried and he wanted to die then and there,
How could he live without Knot's love and care
Loopy fetched poison, he drank the whole cup,
He could live no longer all butter side up.

Then, Knot awoke from her vile sleep,
And saw Loopy was dead, so she started to weep.
She screamed and she took out his sharp daliwa-tart,
And she plunged it right into her winkywam heart-heart.

A little sketchy by Tristan Hummel



Pre-Prom by Rachael Cohen



Malls and painful pointy-toed shoes

A replacement editor attempts her first humor column.

corilefkowith

Aaaaaaaahhhhhhhhhhhhh It is 10:44 at night and I've just gotten back from tennis but instead of being able to jump in the shower and go to bed, I have to attempt to write a humor column to fill up some of the space on my page. The only problem is... I'm not funny!?!

I mean, yeah sure, I can make people laugh but most of the time I do it by accident. Like I try to sit down and miss my chair. Or I just ramble on and on until people begin to laugh at how stupid I sound. I just wish I could somehow control when I was funny. Like right now I really wish I could think of something to write about that would make everyone laugh. Instead of that though, I'm rambling on like Faulkner and all you are reading is a big, long sentence that is extremely boring.

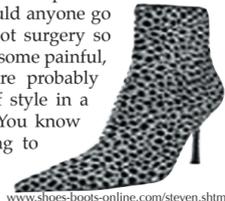
Anyhow...All right. I've thought of two potential topics.

One is the fact that malls have become such a big hangout spot. When getting together with friends and someone asks, "What should we do this weekend?," the most common response is, "Oh, I don't know. Maybe we could like hang out at the mall and just like walk around or something?." Oh and not only are malls like a place to hang out, they are also tourist attractions. There is a mall called Mall USA that is, supposedly, a major tourist attraction. People literally travel to (whatever city that mall is in) just to see it. It supposedly has like an amusement park in it or something. Sometimes I wonder if our country spends more money on building malls than it does on education and such. I bet you it does. How pathetic. Maybe the U.S.'s

symbol shouldn't be the eagle. Maybe it should be a mall.

Anyway...My second idea for a humor column was about pointy toed shoes. I'm sorry, but those shoes are one of the stupidest fashions of all time. Really, what were the fashion designers thinking? They look like witch's shoes. Plus they make your feet like three inches longer, and I'm sorry my feet are big enough. That and those dang shoes are soooooo uncomfortable. They cram your toes together. All those little piggies squished together all day long...OUCH!! All you girls who wear those shoes...WHAT ARE YOU THINKING!?! Oh and get this...Some women are actually having foot surgery so that they can wear those shoes! Okay, I've heard some pretty stupid things, but this tops a lot of them. Why would anyone go through painful foot surgery so that they can wear some painful, ugly shoes that are probably going to go out of style in a couple of years? You know what? I'm sticking to my tennis shoes.

All right...It's now 11:12 and I've vented and rambled and I'm going to go try and figure out who else I can ask to write an article for the Hootenanny. I think I need someone to buy a really big ad so that all I need to do for my page is change the date. That would make it real simple. Change the date. Place the full page ad. Put the page in the "final" folder. Easy. No more wondering at 11 o' clock at night if I'm going to have a single comic or story for my darn page!!! Aaaaaaaahhhhhhhhh! Sam, come back!! Please?



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Outback SKY

By Caroline Bleeke

In the Australian Outback, the sky is enormous. When you tilt your head back and see nothing but unchanging blue, unbroken by clouds, you understand how people get lost in it. You appreciate the stories of Kansas settlers who would lock themselves in trunks and cellars to escape the vast openness. Granted, the sky is beautiful. But as humans we don't like to be reminded of how tiny we are.

When I traveled to Australia last summer, my guides were sky-fiends. Every morning we would wake up before the dew melted to see the sun rise. And every night we would stand out under the empty sky and watch the sun disappear into the horizon.

You would think that the sun would be able to paint beautiful sunsets and sunrises on such a huge canvas. But in reality, the Australian sky is uninterested in pinks and reds and oranges. It prefers blue, and stays blue as long as it can, before fading into indigo, and eventually black.

Clouds make for the most colorful skies, and there are no clouds in the Outback. So a small rainbow on the horizon line is all the color you will see.

Still, if you had been in my tour group, you would have learned to appreciate each tiny nuance from day to day. You would have been able to count each stripe of color from the dry red soil to the blue, savoring the rareness of purple and green. I learned to distinguish the faintest shades from one another.

My guides ensured that I would always remember the Australian sky. I can still close my eyes and bring back the stinging brightness of it, how the blue was glaringly sharp. Australia is painfully beautiful.

Sometimes the pain wasn't worth the reward. I would be out of bed and dressed before I was even awake, going through my morning routine in that special haze that can only come from sleep-deprivation. One morning I forgot to wear layers, and I was stuck shivering in a long-sleeved t-shirt, watching my breath billow out of me in white clouds, straining my eyes for beauty that just wasn't there.

Some days I wanted to shrink the sky, to pull it in towards me until it was a canopy that I could reach up and touch. Some days I wanted to buy a paint set filled with every color in the world and paint that blue sky until all the blue was covered up.

Sometimes the sky made me lonely and homesick, but Australia is not a place where sadness can survive. After the sun rose and the fog of sleepiness rolled away, I would feel better. I would realize that there isn't enough time in one life to paint the entire sky.

So when my bedroom phone would ring with a 5 a.m. wake-up call, I would force my head to abandon reason and ignore the fact that it was pitch-black outside. I would stand in the frosty Australian dawn and let my eyes drown in blue. And one morning, it was worth it.

We began our last day in the town of Alice Springs in darkness, driving away from the town in a cold bus, kept awake only by the jolting road. We drove and drove until all we could see were the shadowy outlines of small desert trees and bushes. Then we stood in silence as the bus drove away, leaving us alone with the black sky. But we couldn't complain. In the distance, a red and orange hot air balloon was filling and inflating, and soon we were crawling into the basket and rising away from the ground, into the sky. We rose with the sun. Suddenly the sky was no longer too far away to touch.

All around me, the sky was lightening. It was impossible to be afraid of falling out of the basket. I felt as though I could step into the sky and just hang there in suspension.

That morning, I met the sky, and it didn't matter that after our balloon landed it was distant and empty again.

Once you truly meet someone, things are never the same between the two of you. You become connected through memory.

In St. Louis, the sky is tiny. It's full of tall buildings and birds. Sunsets in St. Louis are filled with color, like Impressionist oil paintings. Our sky is beautiful.

But sometimes I want to peel away the houses and skyscrapers until there is only dry grass. Sometimes I want to crack open the sky until all the clouds and colors disappear and there is nothing left but blue.

