



Math department prepares course, races time



Math instructors Annie Etling (left) and Stacy Felps (right) at Felps' desk in the math office. The need for a new math course by the next scholastic year imposes tight deadlines upon the department.

dakinsloss

The recent administrative decision to add a non-honors traditional track into the math curriculum is presenting a lot of extra work for Clayton math teachers. If the course is to be offered next year the teachers must complete much difficult preparation in a very limited amount of time. The challenge began with the creation of a course description for the program of studies and will continue to include more daunting charges for teachers that are pressed for time.

"I have some concerns about it detracting from the amount of time we need to do our regular work and that we will not be giving full effort to anything because we will be spread so thinly," Math Department Chair Stacy Felps said.

There are many immediate tasks that must be finished if the course is to exist in the upcoming school year.

"We have some deadlines that come up very quickly in terms of

choosing materials and getting the list of self-study items ready for students who enroll in the course," Felps said.

There is a time-consuming and tedious procedure for creating a curriculum and starting a new class. "Educating parents, students, teachers and counselors about the differences between tracks is a large undertaking," Felps said. "That is going to occur in many different forms such as letters, conferences and meetings. Figuring out how to make all that happen in a very short period of time is necessary because at this point all the registration stuff for next year happens in January and February and we have got a lot of immediate deadlines to meet and not a lot of time to work."

While the process is occurring, teachers involved are careful that it is not a detriment to their current students.

"At the same time we must work with the kids that we usually work with and make sure not to cheat

them of the time that we should give them," Felps said.

A major portion of the work is finding what textbook will be used. Felps has already contacted numerous publishers and accumulated a large collection of possible textbooks.

Once a book is selected enrolled students must be provided with a list of information to learn before next year.

"We must create a list of topics that integrated students need to study in order to move into the new course," Felps said.

After completing the nearing aforementioned deadlines there is still much to do. "Whenever you starting teaching a new course, you have to write your own tests, choose which problems sets are good to assign and choose what other materials to supplement into the course," Math Teacher Mike Rust said. "Whenever you teach a new text book you have to make

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newsbriefs

Indoor Soccer Night

On Feb. 11 the Impact Team will be hosting an indoor soccer night at the SoccerDome from 8 to 11 p.m. Eight teams of ten students will compete for the championship. See Mr. Aiello or Impact Team members for more details.

Blood Drive

STUGO plans to organize a blood drive on Feb. 11 during regular school hours. Sign-ups will be Jan. 26 and Jan. 27 in the Commons; to be eligible, donors must be at least 17 years of age and not less than 110 pounds.

Peppers Prom

Girls ask guys Jan. 29 for Peppers Prom. The theme this year is "Havana Nights." Peppers is an informal event and does not require prom dresses or tuxedos. The following seniors have been nominated for Peppers King:

- Jarius Byrd
- James Whitley
- Jeff Waldman
- Chidi Oteh
- Caleb Haydon
- Charlie Grady

Arts Fair Sign-up

The Steering Committee will be visiting English classes on Feb. 9-10 to sign up volunteers for the SSD Fine Arts Fair scheduled for Apr. 9. Students may sign up to be buddies or, if they participate in a club, organize a craft room.

Works and Globe

Both the Works and the Globe are Crown Finalists this year; the Works is one of 30 literary magazines to receive this award and the Globe is one of 51 newspapers. Additionally, the December news brief about the Works failed to mention editor Rena Hoffman editor-in-chief of the publication, without whom a Best in Show would not have been possible.

Fighting for a bright future

CHS alumnus Jason Brightfield thought he just had bad headaches before he found out about the brain tumor. Now in chemotherapy, he works to rebuild his lifestyle.

annashumway

CHS's new fashion trend of silicone bracelets was made popular by Neal Armstrong this past summer. Recently, junior, Katy Holt and DECA have helped create blue "For a Bright Future" bracelets in honor of 2000 CHS alumni, Jason Brightfield, who has been battling brain cancer.

Brightfield finished his major in Journalism at Mizzou and started to have constant headaches due to a tumor. Headaches were caused by the tumor—placing pressure on the delicate brain tissue around it. Symptoms of a tumor include seizures, speech problems, impaired vision, weakness in parts of body or problems of understanding.

"My tumor is thought to have been growing for about eight months before detection," Brightfield said. "Luckily it was caught at an early stage. During my MRIs, there was no evidence that it had spread. If it had, it would have been on my spine. I was lucky that it stayed contained in my brain."

Brightfield and his family were surprised to hear about Jason's tumor because there was no family history.

"I have no family history of brain cancer," Brightfield said. "It can happen to anyone. I have been healthy my entire life."

Although the tumor was found a few days before graduation, Brightfield and his family were able to enjoy the celebrations. A week later Brightfield had surgery.

"My parents were with me when I found out about the tumor," Brightfield said. "We were all shook up and upset. We had to start thinking of the next step to solve the problem. We didn't know it was cancer until later. We tried to stay focused on celebrating



Above: Brightfield (center) shows off the bracelets DECA designed to fund-raise for brain cancer research. DECA members (from left to right) sponsor Bennett Sweet, senior Becky Bollinger, junior Katie Holt and sponsor Marci Boland surround him. Each bracelet is inscribed with the message "For a Bright Future." Below: the new bracelet.

my college graduation. We were able to put it out of our minds for a few days."

"You don't know how to react to the shock of a tumor or cancer," friend Matt Gross said. "I never thought this would happen."

Brain Tumors are formed when cell growth is not controlled, this causes a lump or tumor to form. Brightfield formed a malignant tumor called medulloblastoma. These tumors are formed from poorly developed cells at a very early stage. They develop in the cerebellum but may spread to other parts of the brain or to the spinal cord, usually through the fluid surrounding the brain and the spinal cord.

"My type of brain tumor was medulloblastoma. It is more common in children for 4 to 12," Brightfield said. "It is re-

ally rare in adults. At Barnes and another hospital I went to in Boston, they may only see four to five cases of it a year."

After the surgery to remove the tumor, Jason traveled to Boston's, Dana Farer Cancer Center, for a second opinion.

"We went to Boston for a second opinion after the surgery," Brightfield said. "We ultimately decided to do treatments in St. Louis because it would be the same in both places and we wanted to stay in our own home if possible."

After the surgery to remove the tumor, Brightfield started radiation daily. Radiation helps slow the growth or shrink tumors. It can affect both normal and tumor cells but after a while healthy cells began to repair and the tumor shrinks as

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A-program reduces unexcused absences

michellealderson

Few doubt the utility of CHS's new A-program now that this semester's statistics are out: together, the returning junior and senior classes accumulated almost 2 thousand fewer unexcused absences than the year before.

Skipping merits greater disciplinary action under the A-program. Formerly, students would receive one lunch detention for each day of missed class. Now, punishment is dolled out by the hour.

"It's one skip, one lunch detention—usually that way for the first five skips," assistant principal Mike Musick said. "But after the fifth, you are in the A-program and a letter goes home."

Students in the program must

spend 23 minutes in the LOBBY each day and spend every single free period in study hall. Additionally, students in the A-program lose access to the Center.

"Juniors and seniors could take a really big hit because they might have only five or six classes and they would lose all their free periods," Musick said.

But upperclassmen have been most positively affected by the program, at least in the first semester.

"Second semester if where we'll really see how effective the program is," Musick said.

So why the change? Last year, chronic skippers were not responding to their punishments and the administration had trouble keeping up with its charges.

"We would double, triple, even

	03-04 (90 days)		04-05 (79 days)	
9th grade (07)	855	9th grade (08)	810	
10th grade (06)	1811	10th grade (07)	757	
11th grade (05)	1805	11th grade (06)	744	
12th grade (04)	1881	12th grade (05)	1220	
Total	6352	Total	3531	

quadruple the numbers of lunch detentions students would have, and that could be cumbersome—when you got to students who skipped chronically, that program got difficult to manage," Musick said.

Students were secure in the knowledge that they could skip an entire day of class and only receive one lunch detention. Now, a day of unexcused absences merits enough

strikes to land a skipping student in study hall for three weeks.

"If you skip a day, the expectation is that you'll be in the A-program when you get back," Musick said.

Although next semester may mean an increase in unexcused absences by seniors, the administration is hopeful for the program's future.

Although the 2004-2005 first semester is 11 days shorter than the prior year, unexcused absences are only two-thirds what they used to be.

Community helps in wake of tsunami's destruction

corilefkowith

For many, life will never be the same. On Dec. 26, a gigantic tsunami devastated regions of Asia and East Africa. A magnitude 9.0 earthquake off the coast of Northern Sumatra, Indonesia, triggered the massive tsunami. These enormous waves hit South and Southeast Asia, as well as Somalia, Tanzania, and Kenya in East Africa. The death toll is over 150,000, and some expect this number to double because of disease. The devastation is incredible, making people feel a sense of disbelief.

"It was so foreign to our present reality, I literally couldn't believe what was happening," Jim Wagstaff, Asia Pacific and Japan Dell Director of Advanced Systems, said. "It was like something out of a movie, but it was real and powerful. After the tsunami had hit, [I had] a sense that we are so small compared to the gigantic forces of nature that can wreak havoc on our existence."

Many people have also lost everything in the tsunami and are in desperate need of help. Some are receiving help from their governments.

"[In Penang, Malaysia], the dead have been identified and buried, unlike in Thailand, Indonesia, India, Sri Lanka, etc," Wagstaff said. "The main focus now is cleaning up Gurney Drive and restoring the farmland on the west side of the island. Due to the salt water covering the crops, government subsidies have been proposed to see the farmers through this period."

However, some governments need help with the relief effort in their countries, so many people around the world have donated to the relief effort.

"There was almost a competition between countries about who gives the most aid," Current Events teacher Maggie Sullivan said. "The U.S. originally pledged something like \$35 million, but then England or France pledged around \$40 million. Then another European country pledged \$50 million, and then another country pledged even more until the U.S. committed to giving a total of \$350 million."

The Australian government has donated the most, \$765 million dollars. So far the United States government has committed \$350 million to the relief effort in Asia. The United States Agency for International Development, USAID, is in charge of the United States' donation to the relief effort. USAID is providing water, food and shelter to people in the affected areas. USAID's main focus is getting clean water to the affected regions because of the health risk that dirty water poses.

"The lack of clean water and cleanliness can cause diseases to spread," Sullivan said. "Unsanitary water, water that has carried dead human and animal bodies, can easily spread diseases. Getting clean water to the affected areas is a big issue."

USAID is also giving money to other organizations working to provide emergency relief assistance. Some money has gone to organizations, such as the Mercy Corps International, who are helping rebuild destroyed communities. Many other charity organizations are working alongside USAID. These organizations have also been receiving funding from the American people.

One local charity organization, which is working hard to help in the relief effort in Sri Lanka, is the Sri Lanka Association.

The Sri Lanka Association was founded in 1980 by a few Sri Lankans who had immigrated to the St. Louis area. At first it was merely a place for the Sri Lankans in the St. Louis area to come and socialize, but in 1983 the Association also became a registered non-profit organization. The Sri Lanka Association is now working as a charitable organization to help Sri Lankans affected by the tsunami.

"We are collecting money and medical supplies," Sri Lanka Association President Chandra Gamlath said. "We have sent a small amount of money to Sri Lanka immediately after

the disaster. Our main goal is to help Sri Lankan tsunami victims in their rebuilding efforts."

So far the organization has been successful in their attempt to raise money.

"We are quite successful I could say," Gamlath said. "So far we have collected about \$25,000."

Some people feel that individual donations to the relief effort are important because the rebuilding process will cost more than the amount that the countries have pledged.

"The damage is so serious that it is going to cost a lot more than what is pledged now to rebuild," Gamlath said.

Many people around Clayton also think that more money will be needed to help the devastated regions rebuild. The CHS Counseling Department has started collecting donations to help in the relief effort.

"This is a world disaster of huge proportions such as the world hasn't seen in decades," Counselor Lara Veon said. "The amount of lives lost, the number of children without parents, and the fact that aid was slow to come in, especially from the U.S., to help in this disaster, struck me and the counseling department as an effort that we could donate to. It would be a chance to do something good for people that don't have much."

The Counseling Department is placing collection bins in buildings throughout the school district. The money collected will go to UNICEF.

"I looked at the usaid.gov page, which has a list of U.S.-approved donation organizations, and I chose UNICEF," Veon said. "UNICEF is a world-wide organization and I felt safe that the funds we raised would get to the tsunami victims without infiltrating to various groups that would misuse the funds."

The Counseling Department's relief effort is mostly for the employees because the department feels that the students will create a relief effort of their own. At CHS and Wydown students have indeed started their own relief efforts.

At the high school, the Community Service Club is designing a bake sale and shirt sale to raise money for the tsunami relief effort.

"We are doing a bake sale to help in the tsunami relief effort," senior Sara Johnson-Cardona said. "The profits will go to an organization working to help in tsunami relief, but right now we aren't exactly sure where the funds will go. We are thinking about donating to the Sri Lanka Association. We are also designing a new Community Service shirt and the profits from that sale will also go to the relief effort. I feel that it is very important that we help because this is such a huge disaster."

Wydown's Community Service Club and Student Government have also been gathering money for the relief effort.

"The first day back from winter break, we had our Student Council and our Community Service Club members start researching various groups to donate to," Wydown Principal Mary Ann Goldberg said. "We chose Save the Children. The relief effort has become a school-wide effort. Parents have been writing checks to Save the Children. The other day we had a kid come in with \$50 from their savings account. We also had another student who brought in \$150 from his savings account."

So far the Wydown relief effort has been successful. "At lunch we have been gathering money for the people in the tsunami," Wydown student Kevin Brockmann said. "So far we have about \$950 and we are trying to get \$1000."

Many people have been rushing to help in the relief effort. Whether or not students donate to the relief efforts going on around their school, people feel that it is important that everyone gets involved.

"Even a nickel helps; it adds up," Veon said. "I encourage everyone to get involved; you can even just put in your change from gas money. Or you can go to a Coinstar and UNICEF has a button where you can donate some of your change. You can donate through UNICEF and get a tax receipt. I encour-



courtesy of www.usaid.gov

age everyone to take advantage of all venues."

Although many people are helping and donating now, some fear that the concern won't last as long as the need.

"It is my biggest fear that four to five months down the road, we will have forgotten about it," Goldberg said. "It isn't a one shot thing. From what I've heard it will take between five and 10 years for the places to recover. We have to continue our conversations about this disaster."

This memory of this disaster will stay with some people for the rest of their lives.

"The tsunami has really made me see how fragile and precious life is," Wagstaff said. "It has reminded me that we are not guaranteed even our next breath, so we have to make every moment count. For me personally, it could have been so much worse. I actually had reservations for the Christmas and New Year holidays in a hotel on Phi Phi Island in Thailand that was completely wiped out and in which 500 people died. I can't help but think if I hadn't changed my mind about going to Thailand, I could have been one of those 500."

Statistics and picture were taken from the USAID web page.

If you would like to help in the relief effort, you can contribute to one of the relief efforts going on through the Clayton School District. Or if you would like to contribute directly to a charity, but don't know which one, you can find a list of charities approved by the government at <http://www.usaid.gov>. This web page will allow you to go check out each charities web page. Be sure to check on how much of your money is going to the disaster and how big a percent is going to the organization's administration.

An Indonesian boy watches as soldiers at an air force base in Sumatra, Indonesia help in the humanitarian efforts aiding survivors of the recent tsunamis. A 9.0-magnitude earthquake of the western coast of Indonesia triggered the massive waves, which killed at least 150,000 people.

Bush nominates Cabinet replacements for second term

shataraford



Samuel W. Bodman, to be Secretary of Energy, replacing Spencer Abraham. Deputy Secretary of the U.S. Treasury Department since 2001. Formerly President and Chief Operating Officer of Fidelity Investments. (photo from commerce.gov)

Michael O. Leavitt, to be Secretary of Health and Human Services, replacing Tommy Thompson. Since 2003 the Administrator of the Environmental Protection Agency. Also serves on the Homeland Security Advisory Council. (photo from media.utah.edu)



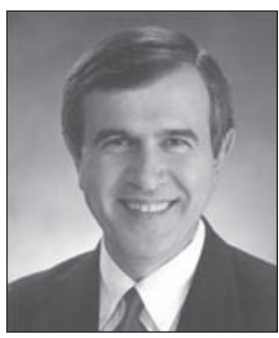
Alberto R. Gonzales, to be Attorney General, replacing John Ashcroft. When Bush was sworn in as President in 2001, he appointed Gonzales White House Counsel. Gonzales is the highest-placed Hispanic ever in the U.S. Government. (photo from lasculturas.com)

Jim Nicholson, to be Secretary of Veterans Affairs, replacing Anthony Joseph Principi. Since 2001, he has served as US Ambassador to the Vatican. Up to that time, he served as Chairman of the Republican National Committee. (photo from state.gov)



Carlos M. Gutierrez, to be Secretary of Commerce, replacing Donald Louis Evans. Former Chairman of the Board and CEO of the Kellogg Company. Gutierrez was born in Havana, Cuba, the son of a pineapple plantation owner. (photo from colgate.ca)

Condoleezza Rice, to be Secretary of State, replacing Colin Powell. Former United States National Security Adviser to President George W. Bush. Former Director on the National Security Council and Provost of Stanford University. (photo from isen.com)



Mike Johanns, to be Secretary of Agriculture, replacing Ann Margaret Veneman. Formerly was governor of Nebraska, and resigned on inauguration day. Past chair of the Governors' Ethanol Coalition. (photo from nndb.com)

Margaret Spellings, to be Secretary of Education, replacing Roderick R. Paige, was previously a Domestic Policy Adviser to Bush. She was one of the main writers of the 2001 No Child Left Behind Act. (photo from whitehouse.gov)



A wide variety of AP history

CHS offers six AP history classes to appeal to all students.

rebekahslodounik

In the sophomore year, CHS students are faced with deciding which classes to take for junior year. Students must also decide to take either a regular history course, or an AP history class. CHS offers six AP history courses: AP American, AP European, AP Human Geography, AP Macroeconomics, AP Psychology, and AP World. AP Psychology and AP Human Geography are semester courses. The other three are full year classes.

An AP history course is different than a regular history course.

"An AP history course allows a person to explore history in depth," AP American and AP European history teacher and department chair Sam Harned said.

"AP histories are at the college level," AP American history teacher and social studies district coordinator Bill Mendelsohn said. "Students are challenged and it helps prepare them for college."

Students who enroll in an AP history course are expected to contribute both time and active participation.

"Expect 40 minutes to one hour's worth of work a night," Mendelsohn said. "Other history classes don't have as much work."

Distinct differences exist between the three main AP history courses, AP American, AP European and AP World.

"AP American really helps you to understand modern America and what has made America what it is today," Harned said. "AP Europe has dramatic stories, incredible events and amazing personalities such as the French Revolution, World War I and Martin Luther."

Students in AP World learn about global patterns and interactions between different societies and civilizations.

"It is more challenging to focus on events happening around the world as opposed to focusing on one country or one region," history teacher Donna Rogers-Beard said.

The oldest AP history, AP American, is traditionally the most popular.

"I know the most popular class is AP US because more universities accept AP US," Rodgers-Beard said. "If you get a four or a five on the test, then the credit will be accepted."

Senior Alex Fennell took AP European in her junior year and is now enrolled in AP World.

"I wasn't interested in American history and I loved European history," Fennell said. "I found World War I and the Congress of Vienna interesting. I chose AP World to put European history into context."

Like Fennell, junior Whitney Bruce had her own reasons for choosing to take AP American history over the other courses.

"I wanted to take a class like collaborative, which I took last year," Bruce said. "I knew I was taking American Literature and I wanted my history to tie into it."

Fennell's experience in AP European was a positive one.

"AP Euro was one of the best classes I've ever taken at Clayton," Fen-

nell said. "I worked hard, but I learned a ton."

Both Bruce and Fennell are able to handle the workload.

"I make flashcards, use the AP US Princeton Review book and I study with others," Bruce said. "When we get essays before a test, I outline them."

"Both AP Euro and AP World are manageable if you spread out the work," Fennell said.

In May, students enrolled in AP history are expected to take the AP history examinations.

"I'm nervous about the AP US exam, but I know that I'll be prepared in Mr. Harned's class. I feel like I'm in good hands," Bruce said.

There are multiple benefits of taking an AP history course.

"Some of the advantages of taking an AP history are obvious, such as receiving college credit, which is no small thing," Harned said. "With the reading and tests, a student gets used to college type work."

"Students gain writing skills by taking an AP history," Rogers-Beard said. "They learn how to respond in an organized, analytical way to an essay test."

Due to the writing of the AP classes, students become better prepared for later academic experiences.

"Now I know what kind of material will be presented to me in college," Bruce said.

Besides gaining awareness of college academics, students also enrich their knowledge of the world around them.

"Students also say they understand the news a lot better with world history because the global new is often on the Middle East, Asia and Africa," Rogers-Beard said.

Both teachers and students offer similar advice when determining which AP history to enroll in.

"Choose which region you are most interested in because all of the teachers are amazing and the classes are awesome," Fennell said.

"Choosing which AP history class to take is strictly an individual choice. It might also be scheduling conflicts or differences between teaching styles," Rogers-Beard said. "Come in and talk



Bill Mendelsohn animately teaches his AP United States history class. United States history is one of the three full length AP history classes. The full length classes are very rigorous and are dependent upon a self-motivated student. Many students who take the courses truly love history as well.

to the teachers teaching the course about what's covered and how it's taught."

Students should also consider whether or not they have a true passion for history.

"Students have got to have an interest in the topic and specialty course," Harned said. "It is challenging to take an AP course for purely transcript reasons if you don't like history."

All three history teachers agree that though the AP history classes are very different, they are equally challenging.

"One is not superior or inferior to another," Rogers-Beard said.

Harned agrees with Rodgers-Beard.

"All three are rigorous, academic and difficult. If a student is looking for a soft one, then he is not going to find it," Harned said.

All the teachers love their subject and do a fine job teaching it. Go with your interest, Mendelsohn said.

No matter which AP history a student chooses, he or she is guaranteed a unique and challenging academic experience.

"I'm so pleased that we offer so many AP history courses. It shows the academic rigor we have at CHS. A powerhouse of the student body is needed to keep that number of AP courses going in a relatively small school," Rogers-Beard said. "It says a lot about the commitment of the school district to academic excellence to support multiple AP courses and also shows the interest the students have in their world and the world around them."

Math department copes with mandatory changes

Math, 1

the course your own; that will be happening throughout the year as we are teaching it."

Even before the course is introduced a summer program will be created to teach enrolled students the essential mathematics that they have not yet learned but need to know in order to take the course.

"We were told that we will be offering a summer course to fill in the gaps between middle school mathematics and the new course," Math Curriculum Chair Barb Dobbert said. "We have to write a curriculum for both the summer program and next year. After that, we have to teach it."

Other upcoming tasks are required by the state.

"Eventually every course that we teach has to be written up for the state," Felps said. "We have to write performance assessments for the state and learning standards the way that the state needs them to be."

Teachers cannot predict what enrollment will be like and that makes it difficult to move forward.

"We have no idea what to expect for enrollment next year," Felps said. That is one of the problems that we face when planning budget, scheduling and faculty distribution. We will know in two months at the end of February."

Once such information is available, the process will become more realistic and organized.

"Once we know some decisions will have to be made regarding staffing and the number of sections of each course offered,"

Rust said. "We will also have to purchase the appropriate materials for the new course."

Without that information, proceeding is risky.

"If there is one section of students in the new course that will be very different from having two sections of the course," Felps said.

As the teachers work to create the curriculum they have to find ways to stop their concerns from being real problems.

"A possible concern of the future is that students that switch tracks will have significant gaps in learning because the curriculums do not match in sequence," Dobbert said.

Dobbert is not alone in her fears.

"Another concern that we face is that we are going to be trying to teach more courses with possibly the same number of people, and if that happens, people may become the only teacher of a course and not have somebody to share that course with," Rust said.

Having teachers that specialize in one class or that are the only staff member teaching a particular class would be harmful to the quality of mathematics education at Clayton High School.

"Currently I think that one of our greatest strengths in the math department is when we talk about student work, class topics and approaches," Dobbert said. We will probably lose the ability to bounce ideas off of one another as courses are added."

More jobs the department faces include designing the sequence that the new track will follow.

"The retired sequence prior to integrated was geometry, then advanced algebra, next functions and trigonometry and finally calculus and discrete topics for seniors," Felps said. "Students under the old course finished with a precalculus course. We are trying to figure out what the sequence is going to look like and the intent is to create an outline very quickly. A lot of that has to do with looking at textbooks and seeing what is the strongest thing that we can offer other than integrated math. We know that the first course

in the sequence is going to be geometry and it is very likely that the next topic will be advanced algebra. Beyond that the final two years will offer the pieces of math that we think the students need."

Despite the teachers' hard work to create a new curriculum, they are still strongly opposed to it.

"The math departments at the middle school and high school levels do not recommend the new course," Dobbert said. "It is unanimously opposed by middle school and high school Clayton math teachers."

The course will simply be another option not a replacement course.

"Students will be recommended for integrated math, and if students want to enroll in the new sequence, it will require a parental override," Felps said.

The teachers are in strong support of the integrated curriculum.

"The integrated curriculum fits nicely for the K-12 sequence and at the middle school some students enter math extensions in preparation for honors geometry as a freshman; however the majority of students receive a full mathematics education by being in the integrated program," Dobbert said.

Each year integrated builds on concepts relating to the real world, this allows a more complete understanding of mathematics according to Dobbert. Felps agrees.

"All the topics are organized in a coherent manner in the integrated curriculum," Felps said.

Teachers have quite different opinions of the new curriculum.

"The new curriculum will be an artificial and separated package that is all the geometry concepts put together," Felps said.

"Without exceptional teacher effort, they will not make sense in relation to the real world."

Rust is of the same mind.

"The biggest difference will be a lack of real world application problems," Rust said. "When you teach out of a traditional textbook students often ask 'Why are we doing this?' and 'When will we ever use this?' The integrated books do a very good job of finding real world applications that eliminate such questions."

The teachers want integrated mathematics to seem more appealing in the future.

"We are looking at finding a way to allow a student to go through the integrated curriculum and receive calculus knowledge," Felps said.

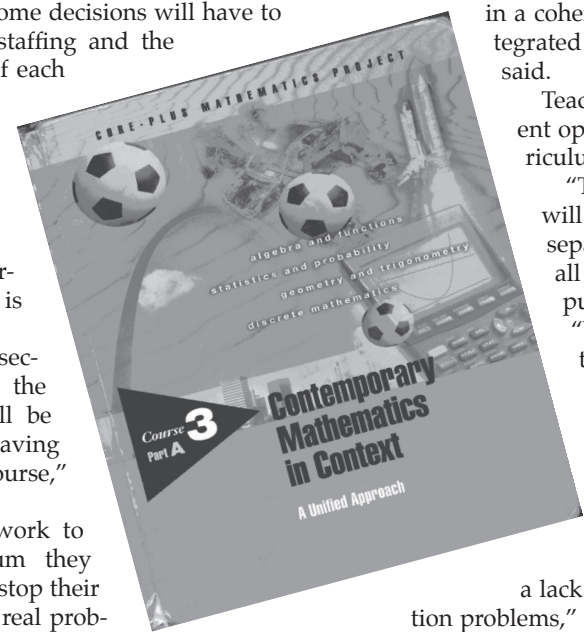
As they move forward in a search for a new curriculum they also move forward leaving their negative responses to the board decision behind.

"We are no longer angry or frustrated but simply sad," Felps said. "We feel sad for the students switching from integrated to the new program because they will have less math than is recommended and less than they would have had if they had completed Integrated IV. We feel sad for the students in all of our other classes that are not getting all the time and attention that they deserve. We also feel sad for ourselves because our work seemed unvalued."

Rust shares a similar gloomy sentiment.

"We have put more than eight years of work into the integrated curriculum and is disappointing to see the Board of Education choose a different option," Rust said. "It is especially difficult when you know that the decisions being made are not best for the kids."

Teachers who already have enough on their plates will have another heavy load to carry because of the board's recent decision. Everyone in the math office will be working hard to meet the parents' demands.



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Symphonic band prepares for upcoming trip

sophiaagrapova

This year many students will get the chance to enhance their educational experience at CHS by going on one of a number of trips to various locations around the world. A symphonic band trip has recently been added to the list of trips that includes the Close Up trip to Washington, D.C. and a trip to Spain.

"There have not been any good mediums for judging and critiquing bands in the St. Louis area for quite some time," Symphonic Band Director Charles Blackmore said. "What I wanted is for someone to work with the band to help them improve, but the St. Louis area does not provide this."

Blackmore and Concert Band Director Kim Shelley discussed the idea of going on a trip this year and agreed that it would be a positive learning experience for students.

"We decided that it was time to take the band on the road and give the students the chance to work with a well-known band director or clinician for an opportunity to improve," Blackmore said.

Blackmore found just what the band was looking for in Chicago.

"We were able to set up a trip which will give us a chance to play at a high school in Chicago at a fine arts fair," Blackmore said. "There is going to be a joint concert with the other school's band and a clinic with the director from Northwestern University."

The trip is scheduled for March 17-19. Students will depart early in the morning.

"We will arrive in Chicago and the same afternoon will have the clinic session," Blackmore said. "The next day we will perform with the York High School band. That evening we will eat dinner and we have tickets for the Blue Man group show."

On March 19, the students will have free time in the morning in downtown Chicago and they will return to Clayton in the afternoon.

The total cost for the trip, including transportation is \$400 per student, but students can offset the cost with fundraising.

"Students are selling TJ's Pizza to help raise money for the trip," Blackmore said.

Although the trip is strictly voluntary, it is very popular.

"Forty-seven students, half of the symphonic band, have signed up," Blackmore said.

One of these students is sophomore Christine

Ford.

"Honestly, I'm looking forward most to the free time in Chicago," Ford said. "Playing there will be cool too, but we can play in band here."

Junior Mark Goldman is also looking forward to having time to explore Chicago.

"I'm most excited about just hanging around Chicago, it will be a lot of fun," Goldman said.

For Ford, the long bus ride is not a negative aspect of the trip.

"I'm not dreading the ride too much," Ford said. "As long as I have my Walkman and a book, I'll be fine."

Overall, Ford is very optimistic about the trip to Chicago.

"The trip gives us a chance to play in public and having to prepare pieces will help improve the band," Ford said.

Goldman however, is a bit less optimistic.

"Ideally, we would do well and get recognition and then possibly get more funding for the music program. But for the band itself it will just be fun and possibly motivating."

Blackmore, however, has a more positive outlook.

"It could be really cool," Blackmore said. "We have a really fun and great group of people go-



jameschar

Junior Julie Shore, and seniors Joe Mellier and Carl Kramer practice diligently for the upcoming band trip.

ing. I think there is a lot to be gained. It's time for people outside to hear Clayton musicians."

128GB hard drive, slow service

hyrumshumway

From handling all kinds of student and teacher work from English papers, grading programs, to History iMovie projects, the high school server often performs at turtle slow speeds, and even crashes on occasion.

Even though this high performance server which was purchased in 2003 has a G4 processor with two 128GB hard-drives trying to deal with so many users at the same time can present problems. Many of these problems come from the users.

"One of the main problems is that kids have too many music files on iTunes and it slows down the server dramatically," Computer Specialist. David Hoffman said.

It's not only songs that mess up the server though. Kids need to know strategies to help it run for the betterment of everyone.

"When kids have their iMovie projects running on the server, it ties up the server," Media and Technology Director Marci Pieper said. "Kids definitely need to run those type of large files on the hard-drive."

Feng Shuang Stammé thinks the server is mostly friendly to her.

"The server usually works for me but it is sometimes inconsistent," Stammé said. "I like how I can access my documents from all the computers when it is up."

Not all have the luck; for freshman Annie Rodgers it doesn't work very well.

"I can't ever seem to be able to log in," Rodgers said.

Log-in problems though can be corrected easily. "If you're having problems logging in, you can

contact a media specialist and they can correct your problems," Technology Specialist Cathleen Fogarty said.

For some they are not really affected by the server and use it rarely.

"I use the server occasionally," senior Laura Johnson said. "I like how you can access documents from any computer. I wish it was faster though."

Senior Emily-Fowler Cornfeld agrees.

"I don't use the server very often. I really only use the computer for the internet," senior Emily-Fowler Cornfeld said.

Many feel that the server is convenient because its files are easily opened.

"I don't really the computers as much as I did at Wydown. But, I like how you can access documents from any computer under your name," freshman Dan Waterbury said.

Still some feel that the server needs major work, and a small percentage of students still are locked out of the system.

"I still am unable to login. It gets really annoying because I have to use a flash drive to transport my data. I would really like to use the server, but I can't," freshman John McAfee said.

There are many though who feel that the server is everything they would like it to be and more.

"I really like the server and the system. I love how you can access documents from any computer using your personal name and password, and if the server isn't working you can almost always login for that computer only," junior Mary Morris said.

If students log into that computer only though and don't back it up, there are certain risks they are taking.

"If you are working off a computer while not

connected to the server and if you leave that computer without saving it to a disk anyone is able to access your files and tamper with them," District Director of Technology Ron Carr said. "The best thing to do is to work with one of the three technology specialists in order to create a password for your files."

There are many ways in which students can keep their files from getting lost or destroyed.

"One extremely important part about computers is that you must backup everything on other computers or on disks," Technical Services Manager Phyllis Meadows said. "But, even if both your original and backup is lost, you can still possibly retrieve the file if you talk to a technology specialist within the day of the problem."

Also Carr reminds us of what the computers should be used for and why they are here.

"People should really be using the computers for schoolwork," Carr said. "The limit for each students account is 100 MB and that should be enough."

Students should also remember that if the computer is acting up be sure to tell someone so the problem is fixed and so your neighbor doesn't have to deal with it as well.

"If there are any problems with computers please be sure to talk to a teacher so that they can to a technology specialist so that the problem can be fixed," Carr said.

To help the server and help us all people should not download music or listen to internet radio, work on iMovie using the server, or use the server to download movies or movie clips. People should remember to backup files and talk to teachers if the computers aren't working well so that everyone can use the computers for a long time to come.



sarahshumway

Freshman Kyle Owings works in the library.

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

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Math and its many options

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rachaelcohen

Honors Geometry... Honors Algebra and Trigonometry... Honors Pre-Calculus... what class comes next? The Honors Mathematics track at CHS feeds into all three, but each has its own unique strengths and challenges.

Calculus is college-level mathematics. "Students who take calculus are talented mathematicians, and are often academically talented in many areas," AB Calculus teacher Stacy Felps said. "They frequently have an intense interest in math or science, and are driven by the pace and rigor. Mathematics is often their first love, but sometimes students are equally strong in other subject areas as well."

Unlike such subjects as Geometry and Algebra, colleges are not necessarily looking for AB or BC Calculus on a transcript.

"I believe that colleges expect students to take courses that cause them to work to the best of their ability, which is the same that we as your CHS teachers expect from you," Felps said.

"We hope that all students are studying mathematics at a level that is neither too easy nor too difficult. The course should provide a level of challenge that requires deep thinking without defeat."

Taking calculus in high school can help prepare students for the classes they will take in college.

"I think students who want to pursue mathematics or science careers may have some advantages if they take AP calculus," BC Calculus teacher Curtis James said.

The added bonus of taking AP Calculus in high school is the possibility of earning college credit on the AP exams in May.

"Students who are successful on the Calculus AP exams are able to earn one or two semesters of college credit," Felps said. "For some, this earns them advanced standing. Others are able to start further into the calculus sequence. And some completely satisfy the mathematics requirement for their majors. In any case, work in these classes is much like work at the university, except that we have much more class discussion rather than the straight lecture which is common in university calculus courses."

Calculus class for high school is divided into two parts, AB and BC. BC is perceived by some students to be harder than AB because the class covers more subjects than AB, and is therefore faster-paced.

"In Calculus AB, we complete 1-plus semesters of college calculus," Felps said. "In Calculus BC, they complete 2-plus semesters of college calculus. For this reason, in BC they must work much faster. We often refer to BC as the 'express train'. Students are expected to pick up on each new concept quickly without requiring extensive practice. Although 'calculus is calculus,' in AB, we are able to spend more time on individual topics, take more time for practice, and sometimes study topics in more depth."

"BC Calculus covers more calculus topics," James said. "Essentially, BC Calculus is equivalent to semesters 1 and 2 of Calculus at a university. AB Calculus covers Calculus 1 and a few topics from Calculus 2. This causes a major difference in the amount of time spent on a

topic. For instance, one of the major applications of Calculus is using it to compute related rates. AB may spend a week on this topic, where BC may spend two days, maybe three at most. Some people assume that this means that BC is more difficult than AB, which is not true. The AB students may sometimes find that they are working more difficult problems than BC simply due to having the extra time."

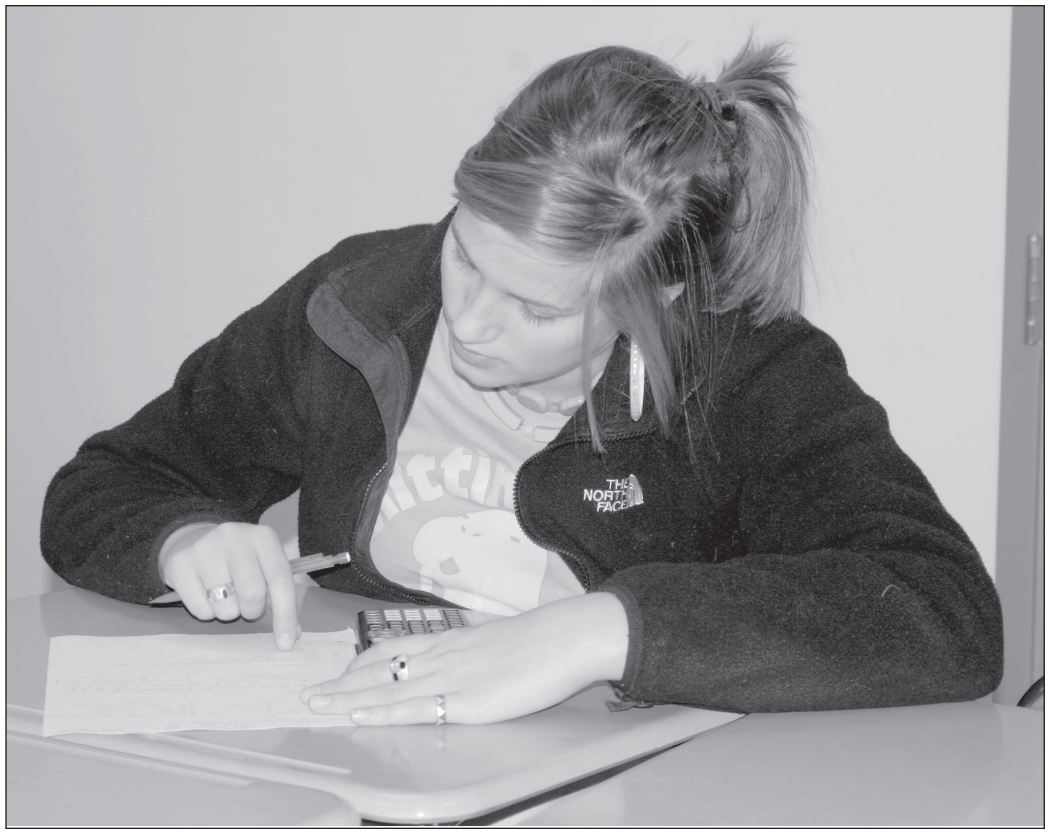
"I'm taking AB next year, and I'm going in the track," junior Davi Reznick said. "BC was just kinda crazy."

Contrary to what many students think, BC is not necessarily harder than AB.

"I'm doing BC because Ms. Etling recommended it," junior Max Altman said. "Math is my best class, so I don't see that it will be a problem for me. It wasn't really an option for me not to take BC, but I heard it wasn't that bad."

"As the teacher of BC Calculus for the past five years, I sometimes observe students falling in to the trap that 'BC Calculus is harder than AB and so colleges won't accept me without BC,'" James said. "I truly do not believe that this is the case. If you are pushing yourself academically your senior year and taking two or three other AP courses, no university official in his right mind would overlook you because you took AB Calc. versus BC Calc. If they did, you might not really want to go there, in my opinion."

It is up to the Honors Pre-Calculus teachers to individually conference with their students



rachelkodner

Lisa Garrett does her work in AB calculus. "We hope that all students are studying mathematics at a level that is neither too easy nor too difficult," Felps said. "The course should provide a level of challenge that requires deep thinking without defeat."

to advise and recommend an appropriate course based on the student's strengths and talents. Success in previous math classes and potential course load for the next year are also factors.

"I'm taking AP Statistics," junior Micah Miller said. "I decided it would be better for me. I'm looking to do something in science, and if I really do need calculus for my major, I can pick it up in college. Also, I'm going to take other AP classes next year, and this fits into my schedule."

The pre-requisite for AB and BC Calculus is honors Pre-Calculus. This means that students on the Integrated track will not have the opportunity to take calculus in high school.

"I also observe that students in the Integrated Classes worry that they will not have the opportunity to take an AP Calculus class at all," James said. "For those students, my advice is not to worry. I didn't have the opportunity to take AP Calculus at my high school—it wasn't offered. I think that my mathematics skills haven't suffered because of this. I would put my math skills up against any other student in this school, well, except Evan Sadler, maybe..."

Power School, mixed reaction

michellealderson

PowerSchool, the new grading system made by Apple that went online for teachers at CHS for the first semester of this school year, is opening for parents in the second semester. Parents can now check their students' grades, attendance records, and other information through the Internet.

PowerSchool is touted as a new tool for increased interaction between students, teachers, and parents.

"I think it will be an additional layer of communication," technology specialist Cathleen Fogarty said. "It will be helpful for teachers and parents and be one more place to go."

"It can be a great tool for parents to know their kids' grades," Spanish teacher Stephanie Martin said. "I hope it wouldn't take away from a face-to-face conversation. My biggest hope is that parents' first reaction is to go to students, to go to their kids, and talk about their grades — before confrontation. It's important, I think, for teachers to give progress reports to students first so that they can check if there are any mistakes. But I hope and expect it to facilitate communication."

One way that PowerSchool increases interaction is by simplifying the means of communication.

"In the past, if a parent wanted to request grades or other information, he or she would have to talk to a counselor, who would go through a teacher, who would email the parent or call the parent to get grades, say, once a week," Fogarty said. "Now, a parent can go online, check a little box that says 'Once a week,' and get the same information automatically."

"There are real positive sides to the information we can access without having to call, without having to bother secretaries, without having to get every parent's work phone number, and so on," Martin said. "There are lots of good things that go along with PowerSchool." "Our feedback is positive," Fogarty said. "Teachers are really starting to like it, and what feedback we've had from parents is good as well."

One concern is the way PowerSchool was put in place.

"PowerSchool is fine, but I wish I would have had a little more training before we started using it in the fall," Martin said. "In general, it's a work in progress, but it should end well."

"Anytime you install a new software program there is a learning curve and there will be problems," Fogarty said. "But the previous system was simply a nightmare. It had a learning curve of, literally, a couple of years. PowerSchool's learning curve is a couple of months."

"From the standpoint of a grade book, it's not as user-friendly as other programs, I don't think," Martin said. "There are extra steps in certain areas, such as in inputting grades. But I haven't had too many difficulties — just little things that go along with getting used to it."

Currently, only parents can access grades online, and a newsletter that went out to parents recently urged parents not to give their passwords to their children. For privacy reasons, parents can only get their user ID and login password by coming in to the CHS main office during school hours with a photo ID.

"We're just starting out," Fogarty said. "Last semester was the first semester that we had PowerSchool, this semester we're putting parents online, and there is a possibility in the future of students being able to check their grades online as well."

Community Challenge makes revisions

katewaterbury

Teamwork. Cooperation. Sleep Deprivation. Each year, the Clayton Community Challenge dares its participants to combine these three things during a night-long series of physically straining activities.

This year, the Community Challenge has been making some significant changes in the event. Most notably, the Challenge, which will take place on March 4, will no longer last until 7:30 a.m. Instead, participants will leave arrive at 4:30 p.m., and leave by 1:30 a.m. on March 5.

Junior Jenn Pierce is the volunteer coordinator for this year's Community Challenge and has participated in past years.

"In the last few years we've just gotten lots of complaints about how long it gets," Pierce said. "Of course there were some people who liked it, but we got the feeling that having it last all night made it too much of a commitment. It kind of messed up your whole weekend because you would have to sleep all day afterwards to recover."

However, Pierce stresses that the change in time is not necessarily permanent.

"We're just testing out the shorter night this year," Pierce said. "If it doesn't end up working, or doesn't end up making much of a difference, we plan on going back to the old schedule next year."

For some, the change in time takes some of the fun out of the Challenge. Freshman Maggie Minton, who participated in the Challenge as an eighth grader, chose not to form a team this year.

"If you're going to stay up that late and do all those activities, you might as well stay up all night," Minton said. "The time change really doesn't make that much of a difference because you'll end up just as tired, and you'll still lose all of Saturday trying to catch up on sleep."

Bonnie Theising, a Clayton parent and co-chair of the team participation committee, is one of the many individuals in charge of recruiting teams for the Challenge.

"I basically organize all of the team signups for all three levels — the elementary, middle school, and high school teams," Theising said.

Sternberg expects to have a similar number of teams as last year.

"Last year I think there were 42 teams, with 10 people on each team,"

Theising said. "At the moment, we have 36 teams I think, but the elementary teams are still signing up. In the end, I think we're expecting about the same numbers as last year, even with the time change."

Despite multiple deadline extensions, there are still very few high school teams signed up for the Challenge.

"Usually we have five or so teams sign

up," Pierce said. "This year there are only two, possibly three. I think part of it has to do with the seniors who graduated last year. They had a team last year called the 'Aren't You Glad We're Graduating So Someone Else Can Win? Team.' They had been competing for a long time and always won, so lots of high school teams signed up as a rivalry against them. Since they graduated, we lost a few teams that would normally go up against them."

In order to ensure that the Community Challenge runs smoothly, coordinators depend on high school volunteers.

"This year we are going to combine sign up times for the Arts Fair and the Community Challenge," Pierce said. "Usually for the Arts Fair, STUGO members go into English classes to get volunteers and explain the requirements and everything. This year, we're going to talk about both events at the same time. That way we can make sure that everyone has the opportunity to volunteer, and that everyone knows where and when to sign up."

Those interested in volunteering can also sign up by contacting either Pierce or Anne Wliding, who is organizing the high school teams this year.

As the Community Challenge quickly approaches, planning committee members hope this year's event will be a night of fun and teamwork — showcasing Clayton's teamwork and unity once again.

"At the moment we have 36 teams but the elementary teams are still signing up. In the end I think we're expecting about the same numbers as last year."

- parent Bonnie Theising

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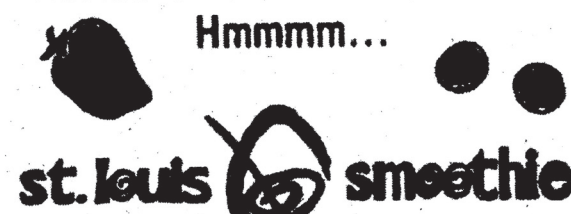
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Teacher shortages in math, science lead to efforts to recruit potential teachers

Low teacher status and pay, more students taking math, and other career options are cited as reasons for the shortage. Two-thirds of current teachers will be retiring in the next decade as the baby boom generation ages.

sarahshumway

Preparing a lesson plan about the Calvin Cycle or the Pythagorean Theorem is not a profession that enough students desire to pursue. Due to this new trend, Missouri suffers from a serious shortage of math and science teachers, particularly in the rural areas.

In Missouri state alone, less than 150 secondary mathematics teachers graduate from certified teaching programs. Yet the number of job openings for mathematics teachers exceeds 400 each year.

On the national level, approximately 33 percent of grade 7-12 mathematics teachers have neither a major nor a minor in mathematics. These teachers, however, are responsible for teaching a quarter of the students who are taking math classes.

"When the economy was doing better four to five years ago, many students who had a strong mathematics background decided to major in computer science," University of Missouri - St. Louis Math Educator Richard Frielander said. "The number who were interested in pursuing teaching careers correspondingly dropped. Given that jobs in the computer science field

were so plentiful and lucrative, mathematics teaching was hit particularly hard."

To make the situation worse, approximately two-thirds of the teaching force will be retiring in the next decade.

"The vast number of teachers who were born in the baby boom era are reaching the point where they could retire now with full retirement benefits, which typically happens after 30 or so years of teaching," Frielander said. "In the field of mathematics [education], the past five years have seen a lot of veteran teachers retiring while there have not been enough new teachers at the same time to replace them."

Mathematics Educator Robert Reys at the University of Missouri-Columbia also offers another reason for the decline in the number of math and science teachers.

"More students are taking mathematics classes in high school in the U.S.," Reys said. "This increased demand is caused by a growing population of high school students, coupled with an increase in the number of mathematics courses required for graduation and for entrance into college. This requirement has encouraged more students to take

more mathematics courses in high school, thus increasing the demand for these teachers."

However, many professionals believe that the societal attitude towards teachers must change.

"[Teaching] is a hard job because many teachers do not believe that they are highly esteemed by society," Math Educator at Wake Forest University Leah P. McCoy said. "They feel unappreciated because the teaching profession is not respected in American culture. It is a hard job because teachers are not paid on a level commensurate with other professionals. Low teachers' pay is often cited as a major issue with dedicated teachers who need to support a family."

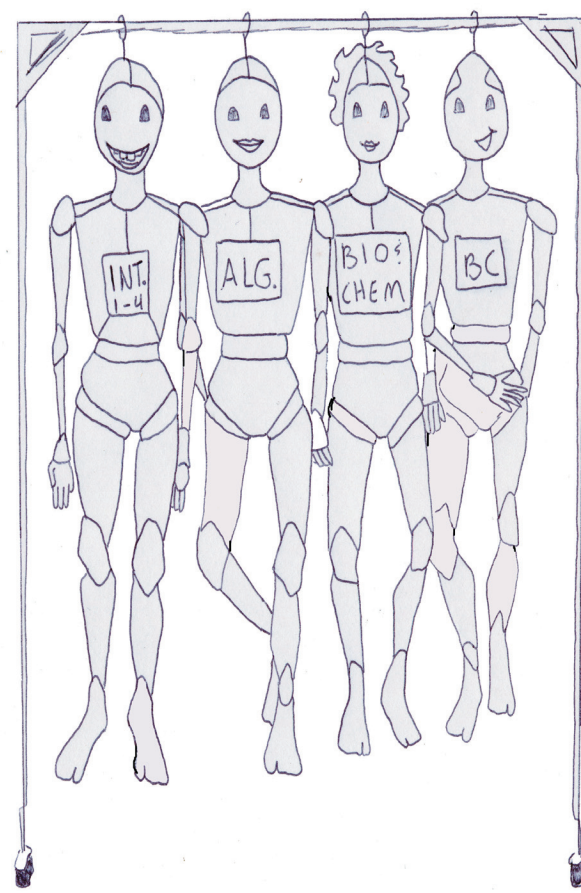
Obviously, a record number of math teachers will have to be hired for the next decade to replace those that are retiring.

Plans and strategies are being set to recruit and retain math and science teachers on a state and national level, with a particular focus on high school and college students.

"When we asked preservice mathematics students why they decided to become teachers, most of them reported that they chose a career in mathematics education because of a teacher that they had in junior or senior high school," Reys said. "However, our experience is that high school mathematics teachers are more likely to encourage their brightest students to go into engineering or science than they are to promote mathematics teaching as a career, perhaps because other fields provide monetary rewards. We have prepared a brochure highlighting some facts



- Okay, so they always speak in monotone and the BC prototype has two right feet, but the smiles don't budge, you won't need to worry about tenure, and each one is programmed to never actually finish its Masters. How about it?...No, if you want to solve the teacher shortage, you're going to need more than one set.



michelle alderson

High school mathematics teachers are more likely to encourage their brightest students to go into engineering or science than they are to promote mathematics teaching as a career.

- math educator robert reys

about mathematics teaching in Missouri and encouraging the teachers to talk with their students about a teaching career."

Other efforts have been made to reach out to college students with a strong background in mathematics.

"We worked with the [University of Missouri] registrar's office to identify college students who had a strong mathematics record based on their ACT subscores and who had not yet declared an academic major," Reys said. "A letter, along with a copy

of a brochure explaining the math teacher shortage, was sent to these students."

Other strategies are being used to recruit science and math teachers from other universities in Missouri.

"We have plenty of people who are certified to teach, but few who stay into teaching," Math Educator Christine Benson at Northwest Missouri State said.

"Reasons for the shortage include pay, but mostly it is because of the working conditions and lack of respect. We are honest with pre-service teachers about what is out

there and give them suggestions about how to deal with the climate. We have just changed our secondary education program to allow for more time in the public school classrooms before student teaching to deal with classroom management. We also are using grant money to provide instruction and support in-service teachers."

The University of Missouri-St. Louis is using similar strategies to increase the number of mathematics teachers.

"In our program, the number of students we have certified to be high school mathematics teachers has dropped from around 15-20 per year in the early to mid-1990 to around eight to ten per year currently," Frielander said. "To address this problem, we have dropped the general education block from the list of requirements that they must fulfill to get certified in ninth to twelfth grade mathematics, such as biology, American History and Political Science. For undergraduates, we have relaxed some of our department requirements and made it easier for students to get a B.A. in mathematics along with a B.S. education in mathematics."

Subjects Struggling Under Missouri Teacher Shortage:

- technology
- special education
- family and consumer science
- reading
- vocal music
- foreign language
- mathematics
- marketing
- speech / theatre
- industrial science

Rising gas prices force students, staff to change lifestyle

fengshuangstamme

In St. Louis, the fluctuating gasoline prices recently reached an all-time high, getting closer to \$2 per gallon every time it swings up. Although local consumers have encountered some skyrocketing oil prices in the past year, compared to oil prices in states like California and New York, the Midwest seems to be better off.

Despite what some consumers may think, gas station owners do not have much control over the oil price increase.

"The oil company gets different prices at different oil markets," Amoco Service Station Owner Dennis Woodard said. "It depends where oil companies buy their oil from. Recently, their oil suppliers have increased the oil price per barrel."

Another service station owner blames the increase on oil taxes.

"I think when there is more tax on oil, plus the increased use of heating oil in winter, the gasoline price is going to rise," B.P. Service Station Owner Pat McNamara said.

High gasoline prices affect almost everyone, but those who regularly drive longer distance seem to be the most affected. Director of Tech and Media Marci Pieper lives in Troy, Missouri, 65 miles from Clayton.

"It usually takes me about one hour and half to get to school in the morning," Pieper said. "I used to drive a bigger car, but we had to change our lifestyle to become more economical, I now drive a Jeep Cherokee. You don't really think about it until you sit down and figure out the cost. It is really pretty shocking when you see the numbers."

It is also frustrating for English Teacher Deana Tennill, who lives in St. Peters and whose

husband works in the district but has a different schedule.

"My husband works at the Administration building, but we have a day care situation, so he drives a truck while mine is a more economic car," Tennill said. "We park at the same place, but pay double the amount of the price for gas. All my driving is necessary, but I feel guilty when I see teachers who ride their bikes to school."

CHS has a large number of students who drive, although it seems some are not as affected by the high price of gas.

"It doesn't really affect me, because my mom pays for my gas," sophomore Tess Shapiro said. "But if I had to pay for it, I would drive a lot less."

Junior Justin Williams isn't really concerned about the gas price.

"It doesn't really bother me; I just spend whatever I need to spend," Williams said. "I have lot money in my bank account, so I don't worry about it."

While gas prices do not seem to affect some CHS students directly, one student sees beyond the immediate problem.

"Although I do not drive, high gas prices affect me," sophomore Ben Avi Berkowitz said. "Industries that sell products pay more for shipping due to increase gasoline cost. So they hike

A sign at a local gas station reflects the recent surge in gas prices. "I used to drive a bigger car," Director of Tech and Media Marci Pieper said. "But we had to change our lifestyle to become more economical."

up the prices on their products to still make a profit."

No one really knows what will happen to the gasoline industry in the near future. It all seems to be out of gas station owners' control.

"I am just in the same boat as everyone else; I have no idea what the gas price would even be for next week," Woodard said.

Economic analysts say that the inconsistency of oil prices is due to increase in consumer demand and the unreliability of oil suppliers. The conflict in the Middle East, where we get most of the oil, is the reason the gas prices fluctuate so dramatically. Although the U.S. economy seems to be slowly getting back on its feet, the Bush Administration still has to work on stabilizing oil prices. For now, everyone can only hope the price will not keep on climbing at the rate it is rising now. At this rate, gas prices may go over \$2 per gallon in the Midwest in the near future.

New Gmail service builds Google's growing empire

jamiegoodfellow

Many CHS students have probably heard of Gmail, a new and increasingly popular e-mail service offered by Google.com. Currently in a testing period, Gmail is free, yet is available only through an invitation.

Gmail offers 1000 megabytes, or one gigabyte of storage space (more than a blank CD), so old emails do not need to be deleted frequently.

Some CHS students use Gmail as an alternative to other free e-mail services. Senior John Morse was invited to use Gmail by someone he played a game called Counterstrike with.

"I originally heard about it on tech TV like two years ago," Morse said, "Back then it was a very insider sort of thing. A year ago, I got an invite."

Morse has been using the service ever since. "Gmail has a huge amount of storage," Morse said, "You just flag what's important and you can keep everything. If you e-mail homework to yourself, you never have to worry about running out of

space."

But how does the invite system work?

"After two or three weeks of active account," Morse said. "A window pops up in your inbox that allows you to invite a few people."

Senior Jacob Rothbaum has used Gmail for some time as well.

"I was invited by my sister," Rothbaum said. "I just like having the name 'Gmail' in my address. Also, I like the connection with Google because I think Google is cool."

Morse said that despite Gmail's advantages, it has a few flaws. "There are banner ads on the side of your inbox based on the content of your e-mail," Morse said.

Google itself describes the ads as unobtrusive, and they don't seem to bother Rothbaum.

"I don't even notice the ads," Rothbaum said. "As Gmail is still in testing phase, it is unknown when the service will be available to the general public. If it does become available, it is unknown what the cost will be, but according to many CHS students, a free Gmail account is a great option for online communication."

"You just flag what's important and you can keep everything. If you e-mail homework to yourself, you never have to worry about running out of space."

- senior john morse

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Brightfield supported by Clayton Community

Brightfield, from page 1

dead cells are broken off.

"My daily life was more impacted when I had radiation every day," Brightfield said. "I was very sick and the side effects were not under control. I lost weight. I was always tired and nauseous. I was still able to work the front desk at the Center part-time. I really do not remember the summer because I was asleep most of the time and would wake up for meals."

After seven months of treatment, Jason is almost finished with his chemotherapy.

"I had treatment all summer, and I am still receiving it," Brightfield said. "I had external radiation daily, Monday to Friday for six weeks. The radiation took place in my spine and head. In August I was in remission then started chemotherapy. I go to chemo every three to six weeks and get a new round. I have finished four rounds and have two more to go."

Chemotherapy is very difficult on the human body because it kills good cells as well as cancer cells. When cancer cells are killed, the tumor can shrink or be eliminated.

"The chemo goes into your veins and kills all your cells," Brightfield said. "It is hard on your body because it needs to replace your red and white cells. The white blood cells help your immune system and fend off the flu or a cough. The red blood cells control your energy level. I have tolerated the treatment very well and will be finished next month."

Many Clayton teachers were surprised about the news of Brightfield's cancer.

"Nancy Freeman was the first one who told me," Business Teacher Marci Boland said. "I felt like I had been punched in the stomach. He is a bright kid with a very promising future. How could that be taken away?"

English teacher Nick Otten had Brightfield as a student in Creative Writing his senior year.

"I was saddened to hear about his condition, but the fact didn't sink in until I saw him at the Clayton Community Center wearing his baseball cap over his bald head," Otten said.

Brightfield had support from his family to keep his positive attitude. As a small community, Clayton residents were quickly notified about Jason.

"My family and friends have been very supportive," Brightfield said. "I am doing well because they have helped me have a positive attitude. During my first surgery I received a lot of letters, cards and e-mails from people from high school, elementary school teachers and others. The Clayton community really rallied together to support me. I have had many ups and downs. Cancer treatment is a long process. My parents have helped me a lot and I am living back at home."

Although it has taken much time to heal, Jason is beginning to live a more regular life.



"I am doing much better and I am able to have both a full and part time job," Brightfield said. "Chemo is more conducive to a natural life. I am trying to keep a normal sense of life by working. Cancer has helped me appreciate the little things like friends and how supportive they are."

Brightfield's friends have kept a positive attitude like Jason and tried to keep his life as active as possible. During treatments doctors recommend staying active but trying to conserve energy as well. It can be as long as six months before a patient's energy level becomes normal.

"I try to take him out as much as I can," friend Matt Gross said. "It is necessary to be positive through the whole process. It has been important to always be there for him. I call him



rachel kodner

Top: Jason Brightfield and friends band together to raise funds for the BJC cancer fund.

Bottom: Brightfield listens as Boland explains details of the CHS fundraiser.

a few times a day to let him know I am there for him."

Many cancer patients lose their hair during treatments due to the high radiation beams about two weeks into treatment. If the hair loss temporary, hair re-growth will start after two to three months after treatment.

"During radiation I started to lose my hair," Brightfield said. "I wore a hat for a few months but I am over it now. I knew it would happen, but when it started it was a little shocking and really gross. The doctors told me that it would be less emotional if I got a short haircut."

Boland taught Brightfield in Marketing and Seminars in American Business and interacted with him as a class officer.

"He was active in DECA and even made it to the National DECA competition," Boland said. "I was the DECA sponsor and the activi-

ties director. I worked very closely with him as a class officer and then also as a member of DECA. He was a very bright student. He took school very seriously and loved learning."

Boland's interest in Brightfield did not end from her phone calls during the summer. Before treatments began, Boland invited Brightfield and former students to a dinner at her home where they discussed the treatments.

"I knew he was having a hard time and I felt helpless," Boland said. "I wanted to help him some way. I became very close to a whole group of students from the class of 2000. I really value these friendships that have developed over the years. Jason started his career at Clayton as one of my students and now I count him as one of my friends."

After school started this fall, Boland and Holt decided to sell silicone bracelets to honor Brightfield and raise money for the charity of his choice.

"I knew that Clayton needed to do something for Jason," Boland said. "He was Mr. Clayton when he was at CHS, and now he needed us. Katie Holt and I came up with the idea of the bracelets. We wanted the money to go to Jason if he wanted, but he wanted it to go to the Barnes Jewish Cancer Foundation. That's the way Jason is though."

At first Jason was reluctant to accept the attention, but after a little time he warmed up to the idea.

"At first I wasn't sure if I wanted all the attention but now I am very honored that the class was willing to do this for me," Brightfield said. "The money will go to the Barnes Jewish Hospital Foundation. I have had all my treatment done there for the past few months. I hope the money can help research and patient care."

Although sales have just begun, about 100 bracelets have been sold. Letters and an order form have also been written to alumni in the past few years.

"DECA events deal with giving back to the community. This project was just perfect to honor Jason and allow Katie to lead a project. Many people are buying a bracelet and donating \$10 or \$20. It has been really neat to see the Clayton community to rally together to support Jason."

The printing on the bracelets have given a different meaning for each person. Holt, who mainly organized the project, believes it is important to live life to the fullest.

"The message means that everyone should be happy and be grateful for learning and other things they have. You can't take anything for granted because you never know what tomorrow will bring."

The bracelets also symbolize the idea of moving forward from trials and not looking back, reinforcing the circular motif.

"The bracelets say For a bright future," Brightfield said. "I like that they say a part of my name but not directly. It's a message of moving forward with my life. I need to move forward too."

After-school sports rejected for credits

krystalbell

Time may be money, but sports are not gym credits. Although playing a sport requires time, commitment and physical activity, it will not satisfy the graduation requirement for P.E. at CHS.

"The graduation requirement in health and physical education is one and a half units," counselor Steve Urbach said. "These courses are usually scheduled on alternate days and are designed to increase student development of proper wellness habits through participation in various physical activities."

During ninth and tenth grade, students need to complete four-quarter credits. The course required during ninth grade is Choosing Wellness and Personal Fitness. Sophomores must take Healthy Decisions For Survival. The remaining two quarters of required credit to be completed during ninth and tenth grade are Swimming and Community First Aid and one of the available Team and Individual Electives.

Juniors and seniors may choose from a variety of courses within the Team and Individual Electives. They may also choose from a variety of Independent Study courses that meet on a non-traditional basis.

"I think some of the reasons why playing a sport doesn't count as a gym credit is because it would be hard to keep track of when someone's playing, or if they are present to practices," Urbach said.

Some students wonder why their participation in sports does not count for their physical education credit.

"We can't give credits out just because you play a sport since the Department of Secondary Education says we can't," Associate Principle Mike Musick said.

The Department of Secondary Education states that schools can't give gym credits for extra-curricular activities.

"The only schools in Missouri that don't have to follow those guidelines are private schools," Musick said.

While athletes do not get any credits, team managers can at times receive academic credit for their work.

"Managers of sports can get credits but they count as elective credits not gym credits," Coach Joe Gamlin said.

Many students disagree with the Department of Secondary of Education decision.

"I think that sports should count as a gym credit, because many times a sport is more physically demanding than swimming or another gym class," freshman Marta Toczyłowski said.

Senior Devin Bailey thinks offering P.E credit for sports would have a hidden benefit.

"I believe sports should be counted as gym credits because it would force students to get involved in sports and extra-curricular activities," Bailey said.

New finals schedule a hit

navakantor

Lighter suitcases and lighter spirits accompanied CHS students this past winter break.

Until this year, finals week at CHS took place in January, after winter vacation. This year CHS implemented a new schedule: students took their finals before the break and ended the semester in December. Students and teachers found both pros and cons to the new scheduling.

Many students felt that the benefits outweighed the costs of ending the semester in December.

"I loved having finals before break," sophomore Carly Eisenberg said. "It's better than waiting until after break because it allowed me to have a fresh start when I came back to school."

Eisenberg also feels that the earlier finals helped her academically. "When you have finals before break, the information is already in your head, which helped a lot of people do better on the tests," Eisenberg said. "You don't have to spend your entire vacation stressing about studying, either."

Freshman Eelicia Wartman felt well prepared for her finals. "If it was my choice, I would definitely keep them before break," Wartman said. "It was so amazing not to have to study or do any homework during my vacation, but the week before exams was really hard because all the teachers were rushing and giving us huge tests and projects."

Junior Mark Goldman felt that learning new material a few days before finals was beneficial to his studying.

"We were all complaining at the time that our studying was cut short," Goldman said. "I had tests close to finals, but it didn't hurt me because I was still studying material that I would need for the exam."

Spanish teacher Teresa Schafer feels that her finals went well. "This year it was a really smooth process and it was well handled," Schafer said. "I had no major mishaps with my classes."

Schafer did not feel that the change in scheduling affected the structure of her classes.

"If you plan carefully, you should be on schedule," Schafer said. "I was starting to make my tests a month before finals week."

However, some students didn't think the transition to the new schedule was so easy.

"I felt like some of my study time was limited because the teachers were crunched," junior Liz Bowen said. "We were still learning new material two days before finals, and there wasn't much time to ask questions about it."

One problem that staff found with having finals before winter break was that when the first semester ends in December, the second semester is much longer than the first.

"I think the teachers had to go through a big adjustment," English teacher John Ryan said. "For some classes, about a month's work that is normally for the first semester had to be pushed back to second semester."

According to Ryan, another disadvantage of the new schedule is that it disturbs semester-long classes. Since the new first semester is significantly shorter than the second semester, it interferes with some classes' curriculums.

"I think that it would be worth coming back to school a little earlier in the summer if it meant the semesters would be balanced," Ryan said.

"From my perspective, coming back earlier in the summer is hard," Wartman said. "I only have a few days after I get back from camp before school starts again."

As stressful as finals were for the students, coordinating them was an organizational nightmare for some administrators.

"One of my responsibilities this year is to plan the exam schedules,"



Senior Jeff Samet concentrates in AP Calculus AB class. Students enjoyed the extended Winter Break with no homework, projects, or studying.

Learning Center Director Dee Blassie said. "My task was very hard and time-consuming; just making sure there were enough chairs in each room was stressful. Things had to be changed and reorganized countless times."

According to Blassie, the decision to take finals before break was not made in a rush.

"We went through many discussions over the course of about two weeks," Blassie said. "Anything that's new takes a while to get used to. The teachers did have to reorganize and restructure some of their classes, but there are also benefits for them, like having a longer period of time to grade their students' finals. Mainly, everyone seems to love it [the new schedule]."

Blassie took care in trying to keep everyone happy during finals week. "I tried to grant teachers' requests as often as I possibly could," said Blassie. "I really tried to keep teachers' classes close together so that they could answer their students' questions even if they weren't proctoring their test."

Based on this year's success, Blassie thinks that CHS will continue to test before winter break in the future. She says that a few minor things still need to be worked out, but the benefits are able to balance the negatives.

"Our top priority is setting our students up for success," Blassie said. "Sometimes you need to take a risk to reap great rewards."

New food pyramid to reflect new research

shataraford

The United States Department of Health and Human Services and the United States Department of Agriculture announced revisions on Jan. 12 to the food guide pyramid and Dietary Guidelines for Americans 2005 were put into effect. Federal law requires a review every five years of the dietary guideline that form the basis of federal food programs, nutrition education programs, and Presidential fitness initiatives for the nation.

The new guide reflects a call for more whole grains instead of refined ones, and urges people to substitute whole fruits and vegetables for juices, limits salt to one level teaspoon per day and exercise 30 to 90 minutes a day. These new guidelines lay the groundwork for a new food pyramid, to be released in the spring. The USDA also called on Americans to exercise more.

An advisory committee found that many people are leading sedentary lifestyles and choosing their food poorly. The announcement marks the first revision to the Agriculture Department's pyramid in 12 years, at a time when about 65% of Americans are overweight or obese. Researchers say many are eating more calories than they need and still aren't getting enough nutrition.

"I have actually been expecting most of these changes to come," said 9th grade healthy decisions

"The old [food] pyramid was flawed. For the past ten years so much health research has gone on. We just didn't know as much 12 years ago."

-health teacher doris smith

teacher, Doris Smith, who had the overwhelming 85 page guideline revision stacked in front of her. "These changes are necessary. Calories are really what you need to look at, not carbs, or eating patterns such as eating at night. These changes will actually help someone lose weight."

The government is also encouraging Americans to slash their calorie intake along with the increased exercise routine. The recommendation is that adults do 60 minutes of moderate to vigorous physical activity most days to prevent weight gain and 60 to 90 minutes of daily physical activity to sustain weight loss. They call for a minimum of 30 minutes a day to reduce the risk of chronic disease, while the earlier guidelines recommended only 30

minutes.

The suggestion for heightened physical activity concerns adults who already have trouble exercising for 30 minutes a day.

"It does seem to be a bit daunting to adults but if you want to lose weight, this is the pattern you should follow," Smith said.

The USDA also recommends keeping trans fat, which can clog the arteries, as low as possible. Trans fat can be found in cakes, cookies, potatochips and corn chips. The government said to keep saturated fats at less than 10 percent of a person's caloric intake, or 20 grams in a 2,000 calorie diet. Ideas for cutting down on saturated fat include choosing low-fat cheddar cheese, extra-lean ground beef and low-fat milk instead of regular versions of those foods.

But there are "good fats" out there. "Good fats" can be found in fish — and in some vegetable, oils and nuts — and the guidelines say eating 8 ounces of fish each week may reduce the risk of dying from heart disease.

People are also encouraged to eat, for a 2,000 calorie daily diet, 4 1/2 cups of fruits and vegetables and three cups of fat-free or low-fat milk or a similar milk product.

Changes from 3 specific diet plans, to twelve specific diet plans, also shows up in the 2005 food guide. They are designed to fit people of different ages, sexes and sizes. The daily diets range from a 1,000 calorie plan for youth, to a 3,200 calorie plan for an athlete.

The government also eliminated the concept of a "serving size" description after popular requests of common household measurements

Dietary Recommendations from the USDA

WEIGHT MANAGEMENT

- Balance calories consumed with those expended
- To prevent gradual weight gain, over time, slowly decrease calories consumed and increase exercise

PHYSICAL ACTIVITY

- To reduce the risk of chronic diseases, exercise at least 30 minutes at moderate intensity most days of the week.
- To prevent weight gain, increase exercise intensity, up to 60 minutes per day
- If trying to lose weight, increase exercise to up to 90 minutes per day

FOOD

- Eat 2 cups of fruit and 2.5 cups of vegetables per day (based on a 2,000 calorie diet).
- Eat at least 3 ounces of whole grain products per day, with at least half of all grains consumed from whole grains.
- Consume 3 cups of fat-free or low-fat milk (or equivalent milk products) per day.

FATS

- Fewer than 10 percent of calories should come from saturated fats.
- Total fat intake should be between 20 percent to 35 percent of calories, with most coming from polyunsaturated and monounsaturated fats like those found in fish, nuts and vegetable oils.
- When eating meat or poultry, look for lean or low-fat options.

CARBOHYDRATES

- Eat fiber-rich fruit, vegetables and whole grains.
- Choose food and beverages with few added sugars.

SODIUM

- Eat no more than 1 teaspoon of salt (2,300 milligrams of sodium) per day.

ALCOHOL

- Women should drink no more than one alcoholic beverage per day; for men, no more than two.

such as cups and ounces. In coming months, the Food and Drug Administration is planning to unveil revisions to the nutrition facts panel on food packages to make it easier for consumers to use.

"It's hard to deal with the serving size concept. A more straightforward approach will be better for consumers," Smith said.

While these changes were essential, Smith now has a new obstacle. She must find a way to incorporate the new guideline into her lesson plan.

"With the food pyramid gone, I have to find a simpler way to convey this information to students. The pyramid was being taught all the way down to children in first grade," Smith said.

For Smith's Healthy Decisions students, she will have discussions with them taking the old pyramid and introducing the new guideline.

Although this will be a bit complicated in the beginning, Smith is glad to have the new guideline available.

"The old pyramid was pretty much flawed," Smith said. "For the past ten years so much health research has gone on. We just didn't know as much 12 years ago."

Despite illness, students attend school, putting others at risk

kellymoffitt

In a season where becoming sick is as common as shaking someone's hand, the question is: how sick is too sick to come to school? The Clayton High School Student Planner doesn't say much on the lines of illness but, there are still some signs to watch for.

"This time of year we get a lot of sore throats, fevers, and coughs that just don't stop," School Nurse, Dede Coughlin said.

Evidently, the cough and sore throat are worse than we give them credit for.

"Colds are the worst because they are bothersome and you can't do much," Coughlin said. "They pass fast through the air and through touching things."

The Guidelines for Student illness at CHS say, "A cough following a cold is not necessarily contagious. Coughs have a tendency to be somewhat prolonged. Barring any other symptoms, the child can be sent to school. Exception to this is a productive cough or croup."

Still some coughs are more serious than others.

"When you have really bad cold, you can't concentrate," Coughlin said. "So if you are so sick you can't concentrate, don't come to school."

It is also important to remember that a cough spreads the radius of three feet, so it is courteous to cover your mouth while coughing.

Even though colds are troublesome, students still come to school. In such cases there are things to do to keep feeling well as the day goes on. Even more importantly, students should take certain precautions to prevent spreading their illness.

"The biggest, hugest thing you can do to prevent spreading colds is washing your hands," Coughlin said. "That way you get rid of all those germs that were on your hands spreading to everything you touch."

Coughlin said that a good hand washing constitutes taking at least 15-20 seconds with water and soap. It is also good to keep hydrated by drinking lots of water. In most cases, it will make a cough feel better too.

It is also important for students to listen to their parents when they get sick. They usually have some wisdom concerning these issues.

"We accept parents telling us their kid is sick," Principal David Skillman said.

Students should also listen to their bodies when they're sick. "You are probably not going to get better in two periods," Coughlin said. "In the meantime you are putting others at risk for sickness."

Other sicknesses that are common this time of year are influenza, commonly called the flu, and fevers.

"Students with a fever over 100 degrees will be dismissed from school. Students may be readmitted to the classroom if there has been no fever preceding 24 hours without the aid of fever-reducing medication," the Guidelines for Student Illness states.

"The reason the [24 hours before readmission]



is in there is because if you check the thermometer and its say 99 degrees you come to school," Coughlin said. "The problem is that during the day temperatures rise to over 100 degrees."

Some symptoms of the flu are: a fever exceeding 102 degrees, severe body aches, lasting long periods of time, decreased appetite and respiratory symptoms such as hacking cough.

"The flu comes out of nowhere and you can't cure it that fast," Coughlin said. "It's very contagious and I'd send someone home if they had it."

This year it is especially important for people to stay home if they have the flu because of the shortage of the flu vaccines. Allowing the body that cares for you all the time to have a rest is simply the best choice at times.

When all these viruses are flying around, people need to remember how to protect themselves from harm.

First of all, there is the thing that everyone says is important but few actually do get-enough sleep.

"Lack of sleep," Coughlin said. "Stress from school, looking good for colleges and sports; they all keep you from sleeping. Its scary how little you guys get."

Dr. Skillman agrees.

"Stress, lack of sleep, healthy eating habits and dressing right all contribute to staying healthy," Skillman said. "It's the little things, like eating breakfast that keep you healthy."

And students aren't the only ones at risk.

"Teachers are as bad as kids," Coughlin said. "They don't want subs to confuse the class. They try to do the best and the most that they can, like kids."

Teachers need to follow these guidelines too. When it comes to sickness, sometimes coming to school is just not the right thing to do. If you feel like school is pushing it than just don't come. You probably won't get much from the day anyway. In the words of about.com, "Do unto others as you would others do unto you, If you don't want to get sick from someone else, don't go to school and get others sick."

The definition of migraines--

Migraine can cause more than discomfort for some, the Globe investigates causes and symptoms of these severe headaches.

they actually get the headache," Prensky said. "Some people have visual warnings, like flashing lights or lines of lights, but not everyone. Some people feel weak or even go numb. Others experience a loss of speech or vision."

Although causes of migraines are unknown, there are things that increase a person's chance of getting migraines.

"Eighty percent of people diagnosed with migraines have a close family member who also gets the headaches," Prensky said. "There is definitely a hereditary component."

Staenberg sees a hereditary component in her own case.

"My mom gets migraines too, like me," Staenberg said.

In addition to being a problem in those with a family history, age is also a factor.

"The percentage of people who get migraines goes up with age," Prensky said. "In six-to-seven year-olds, only about three or four percent have migraines. The numbers climb until someone reaches adult life, when it begins to steady or decrease. In late teens, the numbers reach close to 15 percent."

"Hormones have an influence too," Prensky said. "Before puberty, migraines are usually a disease of boys, but after, it shifts and becomes 2:1, female to male."

Staenberg began getting the headaches in eighth grade and has had them ever since. Exactly how the hormones affect migraines we don't know, but they do."

These severe headaches can be extremely uncomfortable, but there are things to help the pain and discomfort.

The easiest thing to do to end migraines is to figure out what causes them. Some people know what triggers one for them, maybe it's a certain food: chocolate, smoke, spices, diet sodas," Prensky said. "If a person knows this, they can just avoid the trigger."

Only a minority of people know what causes their headaches, however. For those who don't, there are other solutions.

"With someone who is getting migraines, usually their doctor will suggest a few over-the-counter medicines, like Tylenol, Advil or Excedrin," Prensky said.

"I take Advil when I get migraines, it helps with the pain," Staenberg said.

CHS Nurse Dede Coughlin sees students with migraines regularly.

"Lots of kids will come to me with a headache and say 'I have a migraine,' but I only have 19 with diagnoses from a pediatrician or neurologist," Coughlin said. "Most of them just take ibuprofen when they get a headache."

"If none of those work, then a doctor can prescribe other medicines for the patient to try," Prensky said. "No matter what pain reliever someone takes, sooner is always better. Take the meds when you start to feel the headache."

These solutions work best for those who get migraines no more than a couple of times each month. "If someone is getting more than three or four headaches per month, doctors will usually try to start treating the patient with daily meds to reduce the amount of headaches, though not always pain meds," Prensky said. "These medicines work on chemicals in the brain, and are often anticonvulsants, or antidepressants."

Although migraines may be painful, there are not many health risks associated with them.

"A lot of people who get migraines also tend to get carsick or seasick, or just get nauseous easily," Prensky said. "Sometimes, if a person with migraines gets a concussion, then they will develop neurological problems or temporary vision loss."

For the majority of people, migraines are just a discomfort.



katerothman

Dr. Arthur Prensky, Professor of Neurology Emeritus at Washington University School of Medicine, defines a common migraine as a very severe headache. The simple definition does not sound so extreme. Then he explains the symptoms associated with a migraine.

"To be considered a migraine, a person must have a very severe

headache and either nausea and vomiting, or a sensitivity to light and/or sound," Prensky said. And those are only some of the symptoms.

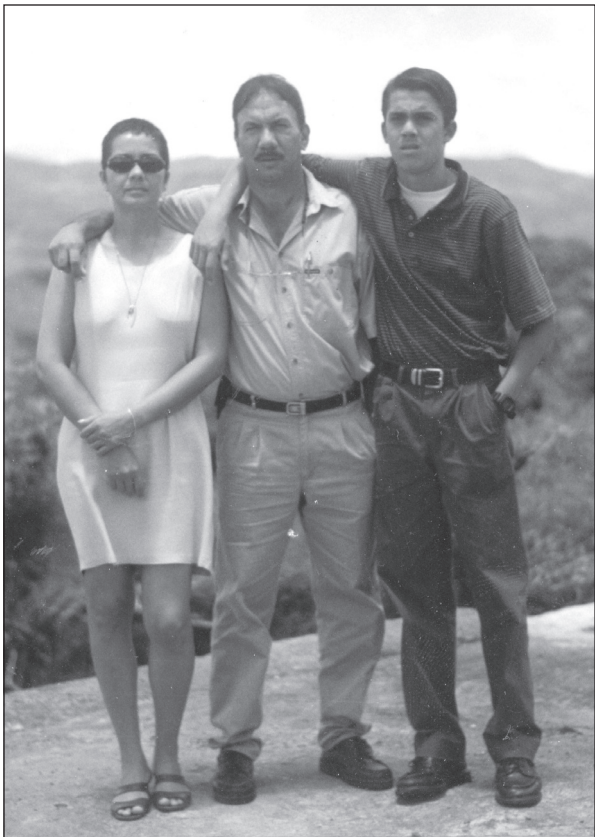
Sophomore Hannah Staenberg gets migraine headaches about once a month.

"I get nauseous and dizzy when I get a migraine," Staenberg said.

"Some people have visual signs of their migraines come on before



photos courtesy of sam april



The Brenes-Ortega family poses together in the Costa Rican province of Cartago. The family will be hosting CHS senior Sam April for six months during his upcoming exchange program.

"I got to talk to my host family for about half an hour and they seem really nice," April said. "Their house is next to a volcano and close to a beautiful beach." April will spend the second half of his senior year improving his Spanish and learning about new cultures.

Student to go to South America

Senior Sam April prepares to spend second semester in the village of Turrialba in Costa Rica, where he will be participating in a student exchange program.

joshgoldstein

While most second semester seniors spend their last months of school dodging attendance officers, planning their spring break trips and hunting for summer jobs, senior Sam April is pursuing something drastically different. He is forging the second semester of his senior year in order to travel to Costa Rica for six months.

"Ever since middle school I have wanted to participate in a foreign exchange program," April said. "In Wydown, my family hosted a student from Israel for a week. After seeing what an interesting experience it was for him and for my family, I knew that I wanted to experience a foreign exchange program for myself."

The road to Costa Rica was not an easy one for April, though.

"My first choice was Venezuela, but I couldn't go there," April said. "All of the foreign exchange trips were cancelled because of the political problems there."

After his Venezuela plans fell through, April settled on Costa Rica.

"Costa Rica is an extremely cool place," April said. "They haven't had the death penalty for over a century, they don't have a military and they are an incredibly peaceful and hospitable people. It's also the only Latin American country that has all of the technology and resources and thriving economy that we do."

Despite the warnings of his friends, April is not at all concerned about traveling to Costa Rica.

"It is amazing the misconceptions that people have about Costa Rica," April said. "Costa Rica has one of the lowest crime rates in the world and the highest literacy rate in the world."

Preparing for his trip was more of a challenge than April anticipated. In addition to several medical forms, April had

to fill out a 40 page application to gain admittance into the foreign exchange program. He also has to get Hepatitis A and B shots and take malaria pills before departing for Costa Rica.

Although April will be in Costa Rica during graduation, he is earning his diploma from CHS.

"The only credit that I needed to graduate was an English one," April said. "I have fulfilled all of the other graduation requirements. I'm taking an independent study English class with Mr. Ryan in order to get my last credit."

While April has to sacrifice his last semester of high school in Clayton, he is looking forward to experiencing a different culture.

"I am really excited to learn about Costa Rican culture," April said. "I also hope to meet new people, improve my Spanish and gain a better understanding of the world."

April has only been studying Spanish for a couple of years and did not even complete Spanish II, but he looks at the language barrier as a challenge, not a problem.

"My Spanish has improved a lot in the past year, but I am somewhat self-taught," April said. "I have done a lot to teach myself the language. I read the Spanish II and Spanish III books on my own. I also watch the Spanish channel on television."

April has already been able to communicate with his host family over the telephone and is looking forward to living with them for six months.

"I got to talk to my host family for about half an hour," April said. "They seem really nice. They live in a small town called Turrialba in the province of Cartago. Their house is next to a volcano and is close to a beautiful beach."

April is taking an "Hakuna Matada" approach to his trip and is only having positive thoughts.

"I think this will be a life-changing experience for me," April said. "There is a Costa Rican saying: 'pura vida.' It means 'pure life.' That's what I want to experience while I'm there."

April is searching for something other than a good experience, however, in Costa Rica.

"I hope to find a cure for senioritis in the Costa Rican jungle," April said. "It would be a very appropriate way to finish my high school career."

"I think [this trip] will be a life-changing experience for me. There is a Costa Rican saying: 'pura vida.' It means 'pure life.' That's what I want to experience while I'm there."

-senior sam april

Expanding Horizons

CHS staff member takes leave to play footy in Australia

stephengreenberg

When most people at CHS think about Australia, the first things that come to mind are Ugg boots, the Outback Steakhouse, the Crocodile Hunter, Boomerangs and unique animals. How-

ever, former Student Activities Assistant Chris Carroll thinks of a sport that few people in the US have heard of: Australian rules football, known to Australians as "footy."

"I had buddies from college who were trying to convince me to play Australian Rules football with them," Carroll said. "I resisted them, however, and did not play at first. Later on, I was coaching a softball game at CHS and one of the parents of one of my players asked me to come play Australian rules football. It was a coincidence that both

people I knew were recruiting me to play. As a result, I decided to try it and went to Forest Park and practiced with a team called the St. Louis Blues. My friends who had originally recruited

me played for the team."

Peer pressure was not the only reason Carroll decided to play.

"I was very into athletics growing up and played many sports in high school and basketball in college," Carroll said. "I did not want to

play old man's basketball, and indoor soccer does not cut it. I was looking to keep playing athletics and enjoyed being in a semi-competitive atmosphere."

Carroll also found the game very interesting.

"Australian Rules Football is a mix between soccer, basketball and rugby," Carroll said. "There are four goal posts and the object is to kick it through the middle hole. The field is twice the length of a football field."

As Carroll became more interested, he made a commitment to Australian Rules Football.

"The St. Louis Blues, are the only team in St. Louis," Carroll said. "There are around fifty teams in the country. We are in a midwest

league and games are played every other weekend. Once a month we usually have to drive to cities such as Cincinnati, Louisville, Atlanta and Chicago. We also have had to fly to several cities. Each team nominates a player to try out for the US National team in Los Angeles."

Playing Australian Rules Football in St. Louis was not enough for Carroll.

"I made the national team," Carroll said. "We played two games. One was against the Canadian national team, and the other game was against a group of Australian pros that were willing to come over and play us. We won both games. Also, the second part of being on the All-star team is being able to represent the US in the International Cup which is held in Melbourne, Australia."

Senior Dan Kandy, whose brother is on Carroll's local team, has seen him play and agrees that he is All-Star caliber.

"He's pretty good," Kandy said. "Carroll is fairly big for a football player, very tall and has heft to him. Besides strength, Carroll has a good instinct for the game. For example, Carroll knows how to go in for a ball, pace himself and when to keep the ball or pass it."

However, Carroll decided not to wait till the World Cup to go to Australia.

"I was recruited from my success for the US national team and given free room, board, meals, limited expenses but no real pay to train with a team in Australia, the Essendon Bom-



www.bluesfooty.com

bers, in their offseason. It is a fully professional team in a suburb outside of Melbourne," Carroll said. "Australian rules football is comparable to the NFL. There are indoor domes, 100,000 seat stadiums, and players make anywhere from the equivalent to \$50,000 to \$1 million at the professional level."

Carroll will not play at the top level, "The players at the professional level have been playing their whole life and I have only been playing a few years," Carroll said. "As a result, my chances of making the professional league are very slim. I will probably play for one of Essendon's semi-professional developmental teams."

Kandy agrees with Carroll. "Carroll does not have a realistic shot," Kandy said. "There are only about 18 teams and 20 players on a team and there could be less than that. There are kids out there who have been playing since they were two years old. Carroll has a lot of natural talent but lacks experience. Carol will end up playing in a developmental league, the UFL, or a 'B' team for the Bombers. Maybe in a few years Carroll will be a reserve for a pro team, but him actually playing a role on a pro team is highly unlikely."

After the Australian rules football season ends Carroll will have a reunion with some old teammates in Melbourne.

"My teammate's will join me for the International Cup," Carroll said. "There are over 20 nations involved in the cup. This is a very big event for our international team."

Carroll is not sure at this point how long he plans to live in Australia.

"I am living in Australia for at least a season," Carroll said. "Whether I stay or not after that depends on how much I play, improve and whether I continue to enjoy playing Australian rules football."

Regardless of whether or not Carroll makes it to the big time, it will be a great experience and will allow him to get back to playing competitive sports.

Former CHS Student Activities Assistant Chris Carroll poses with his Australian Rules Football team, the St. Louis Blues. Carroll, who played for the U.S. national team, was recruited to play in Australia.

"I was recruited from my success for the U.S. national team and given free room, board, meals, limited experience but no real pay to train with a team in Australia, the Essendon Bombers, in their offseason," Carroll said. "[The Bombers] are a fully professional team in a suburb outside of Melbourne."

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Playing with Brains



Neurobiologist Jeff Lichtman, who has been in the field of neurobiology for 30 years, continues to make exciting new finds about the intricacies of the human brain.

Former Wash. U neurobiologist anticipates accepting new challenges as a Harvard professor and researcher.

kellylane

Everyone knows that an old dog can't be taught new tricks. Scientists all over the world, especially Neurobiologists like Professor of Harvard, Jeff Lichtman, can back this up. No, he doesn't spend his days actually trying to teach old dogs, but he will be teaching some of the brightest minds in America. In his spare time, before his first Harvard classes begin, he is a researcher, delving into the mysteries of the neurons and synapses in our brains. However, before he was a Bostonian working at one of the most famous universities in the world, Lichtman was a neurobiologist working at St. Louis' own world renowned, Washington University.

"Wash U is a great medical university, one of the very best in the country," Lichtman said. "It was a great place and I enjoyed being there, but I had been there a long time. Harvard presented a very exciting offer, to help build a new center for brain studies and sciences. I will one of the founding fathers, so I took a chance."

The chance of a lifetime for many. Harvard didn't get its reputation as an Ivy League school for no reason. For students who go there, the professors are impressive and figures to look up to. However, not only students can learn something from their professors.

"There are a lot of really famous people here," Lichtman said. "They are people that I had read about, and when I looked at the books on my shelf, the professors here wrote them. I see them walking around; they are real people."

One of the reasons that Lichtman jumped at the chance for this position was the new Brain Center into which Harvard will be putting millions of dollars. There will be at least 10 faculty members with their own labs, and the labs will include about 10 people each. Overall there will be a research team of more than 100 people.

"The new center will be used to educate, but it is also a vision university, that moves the frontiers of knowledge toward new areas," Lichtman said. "Neurobiology is one of the great frontiers left for humans to study."

Even with the great research offer, plus the opportunity to teach young minds, Lichtman had apprehension about giving up his life in St. Louis. By its name, Harvard gives the air of a legacy of excellence, and its façade gives of the feeling of history. Only a very few know what it is really like to be a part of the Harvard community.

"I had the same vision of Harvard that you probably do, that it would be filled with very smart, and very arrogant people," Lichtman said. "It is really not like that at all; it is a surprisingly easygoing place. The other professors leave you alone, they just let things happen. Each lab is independent of the others, and there isn't too much bickering."

While Lichtman will not be starting to teach until the spring, as he is currently working on research, he already knows what knowledge he wants to impart to his students. Lichtman is a neurobiologist, which is a

scientist who studies how the nervous system works. The class he will be teaching, however, is called microscopy. From its title it is easy to guess that the class has something to do with microscopes, but according to Lichtman, it is so much more than that.

"It delves into how technology has changed," Lichtman said. "When I say microscope, you probably think of a little contraption sitting on a table that you put your eye up to. A modern microscope can cost a million dollars, and is full of lasers, sensors, and other fancy gadgets. All so that we can look at the tiniest pieces of life."

Teaching the best can be a very daunting task, and each Harvard professor teaches in his or her own way. Lichtman will be no exception.

"I have a very strong belief that a good teacher teaches in a way that the students learn the material so well that they ace the test," Lichtman said. "Everyone should get a good score in my class. I teach in a way that I hope everyone can understand. There are some classes that students feel successful in if they get a 20 percent. Some courses are designed to weed out anyone but the brilliant. That's not teaching, that's selecting."

But before his teaching career begins, in fact, since even before his daughter was born 15 years ago, Lichtman has been one of the pioneers in the research aspect of Neurobiology.

"We use genetically modified mice, where we take a gene from a jelly fish, a fluorescent protein, and implant this gene in a mouse's brain," Lichtman said. "This is the part of a jellyfish that makes them glow, and we have mutated this gene so that we have mice here with Technicolor glow in the dark brains. We do this so that we can watch the cells in the brain make connections, using various light up colors of green, cyan, red and yellow to help us."

Mixing species to find out how human brains work. Only in the world of Neurobiology could such a thing exist. While the process sounds complicated, Lichtman has a way to make it all understandable.

"We study the mouse's brain making connections by doing fancy things," Lichtman said. Before using GFP, or Green Fluorescent Proteins, the world's scientists were forced to guess at what was taking place in a brain. They were left in the dark as to how neurons connect with synapses and affect a human's day-to-day life.

"Now that we can actually see into a glowing brain, you see it develop before your very eyes," Lichtman said. "It gives you a way of watching, which is a tremendous tool."

The mice themselves are not harmed by this process. In fact, there are hundreds of laboratories around the world with these mice present. For each lab, there are hundreds of healthy mice being fed every day.

"The mice have nothing wrong with them," Lichtman said. "They have no idea that they have his glow in the dark feature added to them."

The point of this gene modification is simple. Lichtman and other scientists don't take samples from the mice, they simply watch.

"We are not trying to cure a disease," Lichtman said. "We are just trying to see how a brain develops."

In the 30 years since Lichtman has been involved in the field, the knowledge scientists have gathered about how the brain works has grown exponentially. They now have discovered contradictions to what the general populace may think.

"Nerve cells, called neurons, are connected at synapses, which is the circuitry of the brain," Lichtman said. "When you are young, each nerve cell makes a connection with many different synapses. As you get older, many of the connections stop and fade away. This was surprising because it is the opposite of what most people think, that when you are babies, you don't know anything, and as you get older, you get smarter, by adding brain circuits."

"If you look at a child versus an adult, the child has lots of ideas and they learn really easily," Lichtman said. "They even do things that aren't sensible. As the child gets older, they have fewer crazy ideas, like sticking a fork in a socket, and they no longer have imaginary friends. They lose this, but they become very good at what they do."

In other words, as people age, they focus their attention on a few specific areas, but lose out on other parts of life.

"People think that you choose to do things by making your brains do them," Lichtman said. "Really, we may choose to do things by getting rid of other opportunities. You start out with possibilities, and as you do things and go through life, you trim out connections in your brain."

While the scientific theory of connections in the brain may be hard to imagine, with Lichtman's teaching and a relation to life, it is possible that the concepts of neurobiology are understandable to everyone.

"When people learn a piece of music, they really learn to not make mistakes. When you finally memorize a piece of music perfectly, what you have really done is eliminated all the wrong notes from your circuitry. It feels like elimination in your brain."

Elimination often has a connotation of missing out on something, or losing part of life. That is not the case.

"You can't teach an old dog new tricks. Just look at some elderly people you know. They are very set in their ways, but the few things they are left with, they are very good at. This is called wisdom."

Over 50 years, scientists have gone from guessing games to actually being able to see into the brains of many different animals. In fact, GFP has now been commercialized, and green glowing fish are available some places on the Internet.

"When I started, in my wildest dreams I never thought we would be using jellyfish genes in mice," Lichtman said. "It was inconceivable."

Lichtman is a member of a field of science that humans have found no end to.

"We are dealing with a kind of evolution that Darwin never dreamed of," Lichtman said. "We are genetically mixing animals to have value on humans' lives."

"Harvard is a vision university that moves the frontiers of knowledge toward new areas. Neurobiology is one of the great frontiers left for humans to study."

-neurobiologist jeff lichtman

"People think that we choose to do things by making our brains do them. Really, we choose to do things by getting rid of other opportunities. You start out with possibilities and as you go through life, you trim out connections in your brain."

-neurobiologist jeff lichtman

English teacher balances school, family, hobbies

racheldickens

John Ryan teaches Honors English 1, Creative Writing and American Literature. In his spare time, he writes poetry and prose, watches movies, and hangs out with his family and friends.

However, he also enjoys participating in less common activities outside of school. For example, Ryan plays the guitar and goes to concerts on a regular basis, which displays his profound love for music.

Because he is very close to his family, Ryan enjoys doing things with them on the weekends and on weeknights. Ryan has two daughters in elementary school, with whom he likes to watch movies and do art projects.

Ryan referred to his motivation to become a teacher as "cliché, but true."

"When I was deciding what [career] path I wanted to follow, I chose teaching because I love encouraging young people to take interest in learning," Ryan said. "It gives me a rush to know that I have the ability to get my students excited about literature."

Ryan grew up in St. Louis, and attended high school at St. Louis University High School. He received his undergraduate degree from University of Missouri-Columbia, majoring in English and Spanish. Ryan received his teaching certificate from Washington University and his Masters in Fine Arts from University of Missouri-St. Louis.

After he graduated from college, Ryan took an interest in English as a second language.

"I taught ESL for two years," Ryan said. "But, unlike school programs, I dealt mainly with adults. It was very rewarding to teach people about American culture and to see how they compared it to their native cultures."

Ryan believes that he brings something unique to his classes and sets a specific environment for the classroom, depending on the students in it and the course content.

"I think that when there is a relaxed, yet engaged environment, learning takes place," Ryan said. "I get serious when I need to be, or when it counts. I also like to dramatize, or act out the literature I'm teaching. It helps students get interested in the piece."

In addition to teaching, Ryan also sponsors the Community Service Club at CHS. The club participates in monthly community service projects and also tries to improve the school.

Ryan expresses his interest in community service by relating it to his high school experience.

"At SLUH, the school slogan was 'men for others,' so I suppose I've always been encouraged to give to my community," Ryan said. "Helping others, or helping with anything in general, makes me feel really good."

This month, members of the community service club are hosting a bake sale at CHS, and will volunteer at the Clayton Family Center's annual "Messy Play" event.

For more information regarding the Community Service Club, please visit the bulletin board outside the English office, or contact Ryan or fellow English teacher Emily Harris.




photos courtesy of john ryan

English teacher John Ryan plays with his 4-year-old daughter Rosalie's hair while his 6-year-old daughter Irene looks on. Ryan has learned how to balance his family life with teaching, his other passion.

"When I was deciding what career path I wanted to follow, I chose teaching because I love encouraging young people to take an interest in learning," Ryan said. "It gives me a rush to know that I have the ability to get my students excited about literature."



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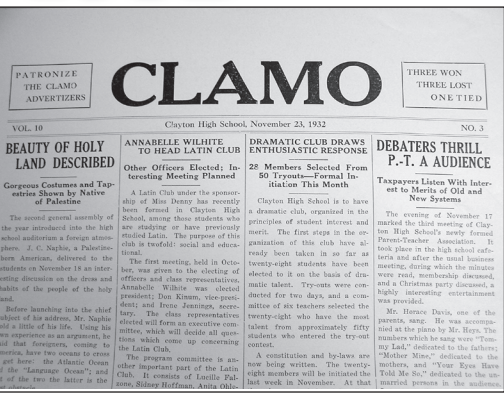
Ann Hamilton
Executive Director

THE Evolution of CHS

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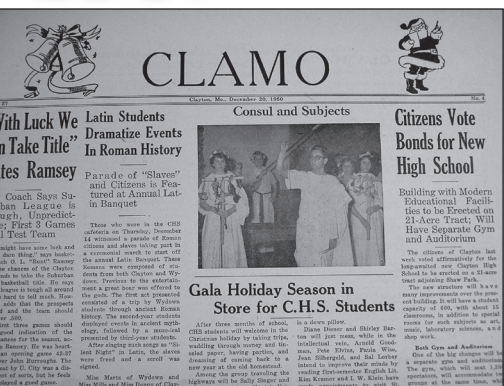
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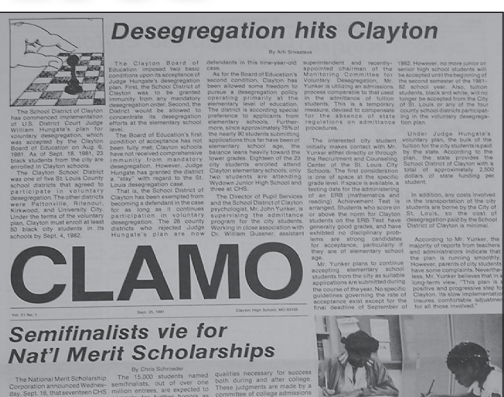
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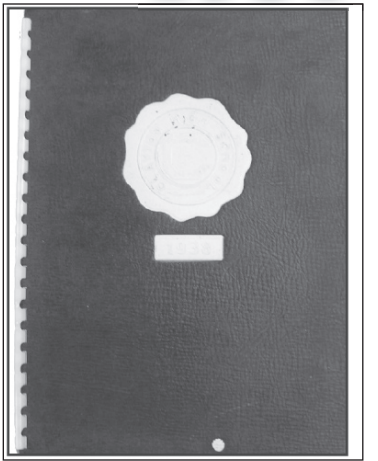
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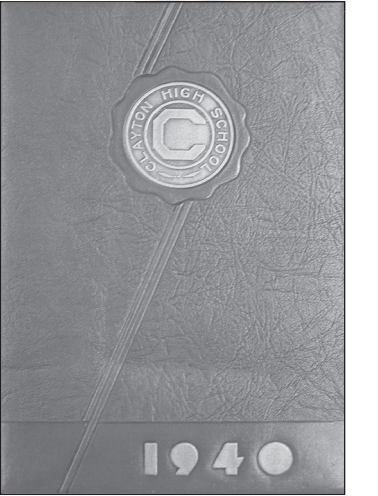
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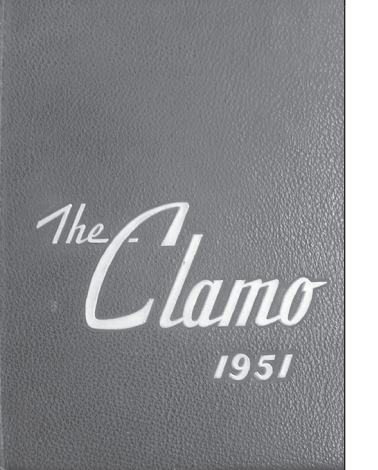
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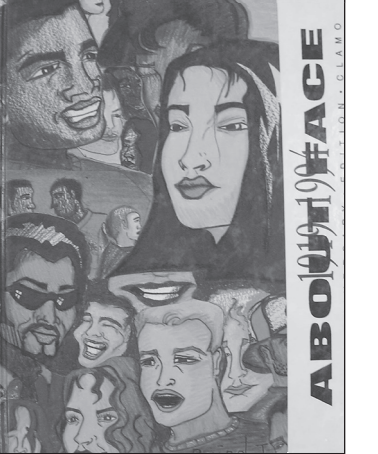
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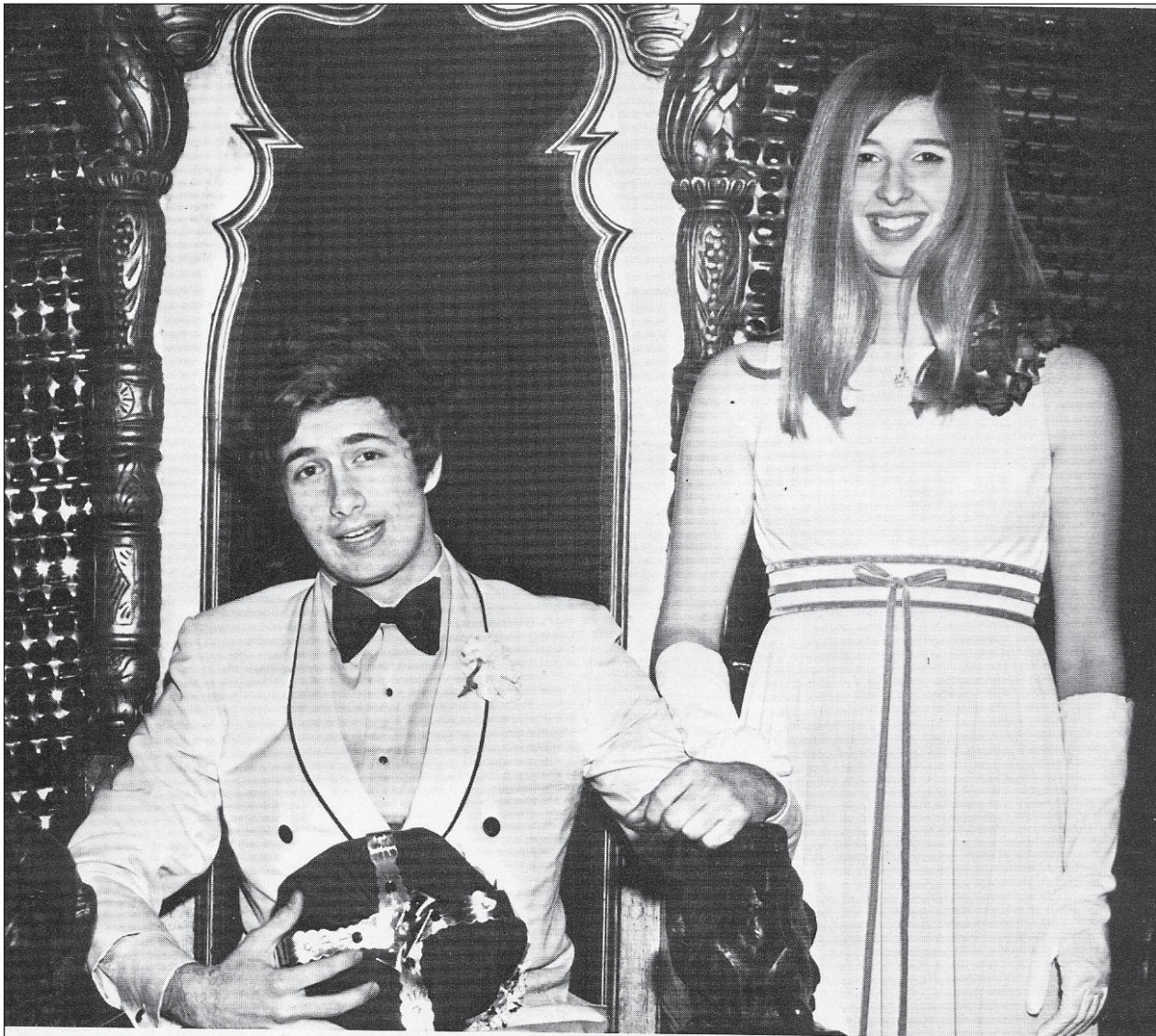
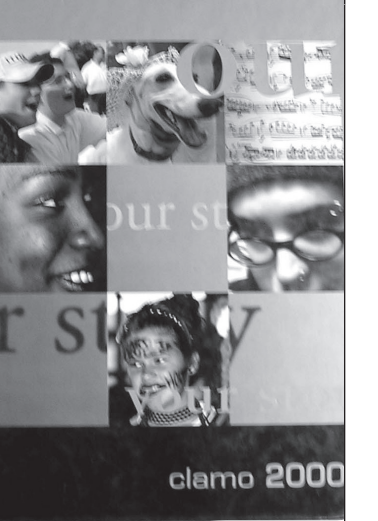
1963



1994



2000



Above: 1970 graduate Fred Firestone sits in his throne as Pepper's Prom king along with his escort Susie Birenbaum. Firestone was also senior class president.

Below: Janet Weinberg, also from the class of 1970, was voted most spirited as well as most talkative.



michafredman

Not many people remember a Clayton High School that was not at 1 Mark Twain Circle. This is not the case for 1946 graduate Jean Appleman.

"When I went to Clayton, it was on the corner of Jackson and Maryland avenue," Appleman said. "I lived a half a block east of there, and that was in University City, so my parents paid tuition for me to go."

Although Clayton has grown since those days, one of its greatest attractions was and still is its relatively small size for a public high school.

"I liked when we went from regular hours to modules because then we would have whole blocks of time where we didn't have to show up for school."

-1970 graduate Janet Weinberg

"One of the reasons I wanted to go was because it was a small school," Appleman said. "That was one of the things I liked about it. It was only three years at that point - ninth grade was at Wydown."

Fred Firestone, father of 2000 graduate Ben Firestone and current senior Joanna Firestone, graduated in 1970. He felt that the small and comforting environment of Clayton was very beneficial.

"When I was there we had less than 200 kids in our class," Firestone said. "The fact that it was so small gave kids an opportunity to get involved in different activities and sports, and you didn't have to be tremendously proficient to get involved. I think high school is a training ground to see yourself in

a positive light. If you can do that, it carries over into your adult life. I think that is what it afforded a lot of kid because it was so small and there were so many activities and sports programs."

Another and perhaps the greatest feature of Clayton is the teachers. Clayton teachers have made the school what it is since its beginning. Janet Weinberg, who graduated the same year as Firestone, found that the teachers were one of Clayton's strongest points.

"I've come to feel that any subject could be interesting if you have the right teacher," Weinberg said. "I credit the fact that I liked my classes to the may good teachers that Clayton had."

One of Weinberg's and Firestone's classmates, Linda Kannipel, mother of 2003 graduate Mia Kannipel, felt that she really connected with many of her teachers.

"The thing I like about Clayton was that it was more of a family and community type of school," Kannipel said. "I felt really comfortable there. The teachers were more than just teachers. I got to be very good friends with a lot of them."

Firestone felt that the teachers were superb as well. "The teachers each bring this passion for what they do," Firestone said. "I see it now through my kids more than I did as a student. You see it as a parent and the impact it has on your kids."

Firestone's daughter Joanna has had a slightly unique experience going to the same school her father did a generation ago.

"I didn't think it was that special," Firestone said. "He'd wear his varsity letter jacket and sing that damn song - he'd sing it throughout the house. One time he wore blue tights for school spirit, and that embarrassed me."

Weinberg found yet another aspect of CHS appealing.

"I liked when we went from regular hours to modules because then we would have whole blocks of time where we didn't have to show up for school," Weinberg said. "I was particularly fond of after-school activities."

One of Kannipel's favorite parts of high school was the physical education program.

"One of my favorite classes was P.E.," Kannipel said. "I was really good at P.E."

As with every high school experience, there were also things that these alumnae did not like.

"I didn't dislike that many things, but one thing that bothered me were the cliques," Weinberg said. "Even though I was able to move through them, I didn't really like the feeling that some people were cool and some people weren't cool."

There were other aspects of Clayton that Appleman didn't like.

"I didn't like my American History class," Appleman said. "I don't want to get personal, but I didn't like how history was taught - it was a lot of memorizing dates and names. I probably didn't like gym either. It was cold and wet in the locker room, and I'm not an athlete. I went home for lunch most days so I can't really speak for the food."

Kannipel was and still is concerned about the false impression that Clayton is an accurate microcosm for the rest of the world.

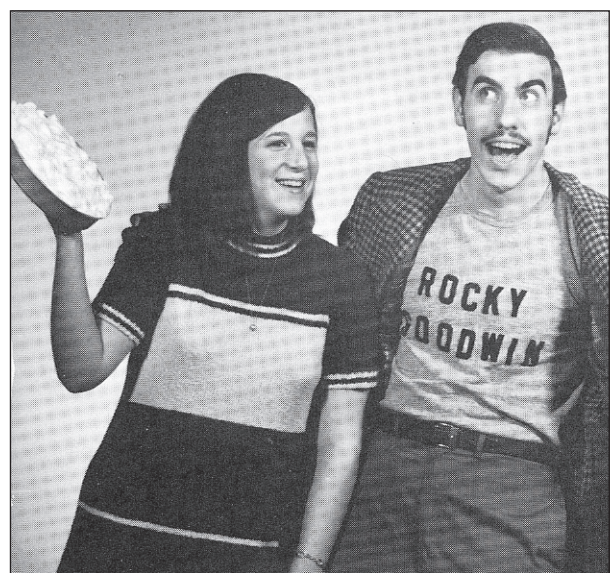
"You are really raised in a bubble," Kannipel said. "You don't see a lot of diversity, especially socioeconomic diversity. I think that kids think that that is how the real world is, but that is so not the real world."

Reflecting on their high school experiences, these alumnae have some advice for current students.

"The thing that I would really emphasize is that people should stay away from cigarettes, drugs and alcohol," Appleman said. "I feel very strongly about that. I just think that if students are interested in going on to college they really have to focus on the academics."

Kannipel had more advice.

"Try as many different things as you can," Kannipel said. "Anybody that wants to play a sport or participate in an activity can do it. Don't be afraid to take advice and make the most of it because it really shapes how you adjust and adapt to other things in your future."



1970 graduate Linda Kannipel received the senior superlative of class clown along with John Goodman. Kannipel continues to pride herself on her witt and humor.



Left: the Richmond Heights city hall. Right: the Clayton city hall.

nate litz

Clayton and Richmond Heights continue to discuss the possibility of a merger between the two cities. Although the idea is still only theoretical, proponents and opponents have already begun to formulate opinions.

carolinebleeke

Ever since Mayor Ben Uchitelle of Clayton and Mayor Betty Humphrey of Richmond Heights began considering the possibility of a merger between the two cities, residents have been subject to a wide variety of rumors.

When such a drastic change is considered, there are bound to be strong opinions on the matter. However, untrue rumors make it difficult for residents to take a strong stance as proponents or opponents of the proposition.

It is very important for residents to be informed on the issue since, although the mayors of both cities instigated the discussions regarding the possible merger, residents will make the final decision on the occurrence of such a change.

"It will be the people of Clayton, not me, that ultimately decide whether or not this merger will take place," Uchitelle said.

Over the past few months, the cities of Clayton and Richmond Heights have been holding public Board Meetings, during which residents can gather information and ask questions about the possibility of a merger.

Clayton resident Steve Bailey has taken advantage of these meetings and finds them very informative.

"Having attended the meeting on Jan. 11, I feel much better informed," Bailey said. "I think people who question where we are headed with [this merger] should go to a meeting and listen to the Board as they work through the issues."

Richmond Heights city council member Camille Greenwald agrees that residents need to participate more.

"Most importantly we need the residents of both cities to become involved in the process," Greenwald said. "I would like to see more discussion and study."

The City of Clayton will hold a meeting on Feb. 22, on which date the Board of Aldermen will vote on whether or not to pursue a study on the merger of combining the two cities or one or more essential services, such as police and fire department.

The City of Richmond Heights will be holding a similar meeting on Jan. 25, and both cities would have to vote in favor of the study in order for it to pass.

The study would be run by residents and elected officials from both Clayton and Richmond Heights. According to Richmond Heights city council member Tim Gallagher, the study would research all aspects of the merger, looking at possible positives and negatives.

"If both the Richmond Heights city council and the Clayton Board of Aldermen decide to go forward, a joint committee would be formed to study the issue of municipal consolidation," Gallagher said. "This would include looking into issues such as the police and fire departments, building departments, public works, governmental structure, population, tax base, etc."

According to Clayton City Manager Michael Schoedel, if such a study is approved, it would probably last about two years, after which time another vote would be held. Residents would then vote for or against the merger based on the results of the study.

Until the study is performed, the merger will be only a theoretical possibility. Consequently, proponents and opponents are not sure what definite positives and negatives would be.

Uchitelle, however, believes that Clayton could potentially reap many benefits by joining with Richmond Heights.

"Clayton would be a much stronger city financially," Uchitelle said. "There would be a greater selection of services and there would be greater choice in housing."

Bailey agrees that greater housing diversity in Clayton would be a definite strength of the proposed merger.

"We must ask ourselves if a ring community of 16,000 people with median home prices nearing \$550,000 can survive the pressures of the next few decades, and whether there might be some benefit to adding both the upscale Richmond Heights homes as well as the more modest Richmond Heights homes to our housing stock so that more entry-level housing consumers can afford to come to the city [of Clayton]," Bailey said.

While some Clayton residents see more affordable housing as a benefit, others, like Clayton resident Peggy Bowe (geppy13@swbell.net), enjoy Clayton's reputation as an upscale area. Bowe fears that by merging with Richmond Heights, Clayton would lose some of the characteristics that distinguish it from other cities in the area.

"If we merge, Clayton will not only lose its reputation as a small, tight-knit, upscale community, it will lose its appeal and uniqueness," Bowe said.

Schoedel agrees that maintaining the distinguishing aspects of both communities after merging is a potential challenge.

"Clayton is very unique," Schoedel said. "We have our own identity and Richmond Heights has theirs. How do we each maintain those identities without losing them?"

Clayton residents are not the only people with this fear.

"Some people in Richmond Heights believe we should keep our own identity as a city, rather than be part of Clayton," Richmond Heights city council member Connie Williams said.

According to Humphrey, loss of identity isn't the only fear Richmond Heights residents have.

"A few residents have voiced concern that our revenues are stronger than Clayton's and that we might be contributing more, financially, to a joint city than Clayton," Humphrey said. "My response is, 'Let's determine if that is true through the study.'"

A variety of other fears have also arisen during discussions of a possible merger.

One of Bowe's greatest fears, a fear voiced by many other Clayton residents as well, is that a merge of the two cities may lead to a merging of school districts, which might potentially decrease the property value of houses in Clayton.

"With voluntary transfer ending in the not-so-distant future, there is no question merging with another school district will be considered," Bowe said. "If a school merger occurs, then we will compromise our property values."

Bailey, however, believes that a school merger is very unlikely.

"The City of Clayton and the Clayton School District are separate legal entities subject to separate statutory and regulatory schemes," Bailey said. "Richmond Heights residents are subject to four different school districts."

It is a virtual impossibility that any merger would occur or even be countenanced by these four entities."

Uchitelle stressed that the proposed study would only cover a merger between cities or services, not schools. According to Uchitelle, a more justifiable fear among Clayton residents is that people will have more difficulty in reaching public officials, such as members of the Board of Aldermen and the city manager.

Bowe echoed this belief.

"Services may become impersonal and full of bureaucracy," Bowe said.

Schoedel agrees that one large city, as opposed to two small ones, would naturally have less ability to connect with residents at a personal level.

"Bigger is not necessarily better," Schoedel said.

However, there are certain benefits to having a larger city.

"Clayton could become even more important and significant in the region," Uchitelle said. "We would have a greater voice in local and regional politics."

Uchitelle and Humphrey believe that a merge between Clayton and Richmond Heights could set a precedent for other cities in the fragmented St. Louis area.

"The eyes of several St. Louis County municipalities are watching this process," Humphrey said. "If it proves to be successful, other mergers are likely to follow. People are beginning to realize the value of cooperation and are looking ahead and planning for the future."

Schoedel agrees.

"The merger could help stabilize the inner-ring suburbs," Schoedel said. "Clayton and Richmond Heights could be catalysts for the region."

Gallagher agrees that stabilization of the region would be very beneficial for both Clayton and Richmond Heights.

"In my opinion, the fragmentation of governmental bodies in the inner ring suburbs makes it difficult for inner ring suburbs to compete for jobs, residents and desirable amenities in the greater metropolitan area," Gallagher said.

Obviously, in discussions of the potential merger there are a wide variety of opinions. According to Uchitelle, most residents have accepted differing sides open-mindedly.

"Some Clayton residents don't like the idea of a merger because they are happy with the way Clayton is now," Uchitelle said. "Some people in Richmond Heights don't like the idea because Richmond Heights is on a real upswing and they don't want to have to share their revenues. However, most people I've talked to have an open mind and are willing to discuss the possibilities."

Bailey has approached the merger discussions in such an open way.

"It seems to me that what is resisted most is any change," Bailey said. "While I do not welcome change, I do not resist it if competent evidence convinces me that change will benefit the community in which I reside."

Gallagher believes that even if the merger does not take place, the discussions it has fueled will be important for the long-term futures of both cities.

"I would say that we would be harmed if we don't [discuss a potential merger] now, because it may be another 25 or 50 years before the political climate is such that people are willing to study consolidation again," Gallagher said.

“It will be the people of Clayton, not me, that ultimately decide whether or not this merger will take place.”

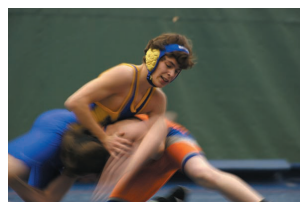
-clayton mayor ben uchitelle

“The eyes of several St. Louis County municipalities are watching this process. If it proves to be successful, other mergers are likely to follow.”

-richmond heights mayor betty humphrey

Steps to a merger...

1. Board of Aldermen hearing in Clayton, City Council hearing in Richmond Heights: vote on study about changes a merger would bring.
2. If study passes, committee made up of residents and elected officials from both cities would look into positives and negatives of such a merger.
3. After study ends, both cities would hold elections, during which residents would vote on whether or not to merge Clayton and Richmond Heights. Both cities must vote in favor in order for the merger to pass.



Lady Hounds elevate, penetrate, dominate

michellealderson

Never ask Brittany Davis whether or not she "scores a lot of points."

The topic is a rather sensitive one for the senior basketball player, largely because the one-word response would be "no." But such an answer seriously underrates what she does for her team—what, in essence, the team is all about.

"Offense sells tickets; defense wins games," Davis said. "You want the offense, go to Barissa—you want the defense, you go to me, to Linda. We want the ball; we want to get it to someone who scores."

Barissa and Linda. The former, sophomore Barissa Ford, statistically composes one half of the Lady Hounds' offense; she shoots and she scores and no team can effectively defend against her fast breaks. Her team loves her, newspapers love to write about her - she was recently named St. Louis Post-Dispatch Athlete of the Week.

Sophomore Linda Morris is a post—tall, thin, flexible. She has the height for rebounds and the agility to execute a press; most right-handed guards have to go through her before they even get across the halfcourt stripe.

Back to Davis—and the reason why she's sensitive. Davis is a team player. She wants to win and she passes the ball likewise. She has spirit. She's barely in the top half of her team as far as playing time goes, but she's third in steals. Ask her a question about any of her teammates—she knows their stats. She might even have an anecdote to go with it. People like Davis are the heartbeat of every athletic team.

So why, she asks, is everyone so hung up on the stats? "No, no, no. Don't get the wrong idea—I love Barissa," Davis said. "She's very humble, she gives credit where credit is due—she's not got a big head or anything."

Right, then. No one blames Barissa for averaging 20 points a game. What is bothersome is that spectators tend to forget about senior center Mary Valli, who scored 13 against Kennedy, or about junior guard Kelly Ostapowicz, who hopped off the bench in the middle of a tournament to score 14 points. She also nabbed four steals.

Junior guard Leah Squires humiliated Ladue, Principia and NJROTC in the same tournament by running away with the three-point scoring contest.

"Once she [Squires] lights up, it's over," Davis said. All right, so they're all good. They have to be—Clayton might have a no cut policy, but a guard who cannot run a 6:30 mile or a post-player that cannot run one in 7:30 will not receive a uniform.

"He [Ford] is really strict about that," Valli said. But what sets Clayton apart is that every one of these mile-running players actually gets to play.

"There are 12 girls on the team, and for everyone to get in the game is really good," Valli said. "Some teams just have a starting five."

"Everyone has played in just about every game unless they were sick," assistant coach Beth Blackwell said. "Wellston has seven or eight girls and they're 10-1—we probably have more players than most of the teams we play. I would say it's unusual that we get as many girls as we have in every game."

This abundance of players has posed a significant challenge for head coach Barry Ford.

"In basketball, a coach has seven or eight players that play the whole game unless they're winning by a large number or losing really bad, then they'll let everyone play—but me,

I'm trying to play 10 girls pretty much the whole game, and then the other two when I can, which is different from most schools," Ford said. "So far this season, we've only had one girl who hasn't played in a game—and that's only been one time."

Some do not understand the significance of this action. For a coach in a competitive league, it is very tempting to simply play the same few players, thus avoiding the risks of an inconsistent sub. Ford, however, has an abnormally flexible roster.

"[Starting] depends on how we played in previous games," Davis said. "There are three starters—Barissa, Valli, and Lily [Kurland], and the other two spots are up for grabs."

Seniors posts Valli and Kurland start every game, as does Barissa, for obvious reasons. Barissa and Valli score a lot, and Kurland is a force in the paint.

"Lily's pretty scary," Morris said. "On offense, she can get the ball in the hoop. It's hard to get over or around her because she's tough."

The remaining spots are generally for guards. Excluding Barissa, there are six: Squires, Ostapowicz, Davis, sophomore Stacy Lawrence, sophomore Adira Weixlmann and junior Whitney Bruce.

According to Blackwell, the remaining starters are selected based on what the coaches know about the opposing team and how they react to certain players.

"He [Ford] may want a three-point shooter, so he'll put in Adira," Davis said. "He may want 'bigger,' so he'll put in Linda."

Lawrence stands at just over five feet but plays a big game.

"She's so short but she's so high and she can just jump in the air and shoot the ball—it's harder to block," Valli said. "If you're going to go up strong like that, you're going to get the foul."

Fouls mean free throws. Lawrence could do them in her sleep. She comes close to Valli in terms of points.

"There is no 'slow' for Stacy—there's just fast and faster," Davis said. "Once she gets more focused and calmed down, I can see her having just as much impact as Barissa does."

But Lawrence is not the only shooter off the bench. There's Squires, Bruce, Ostapowicz and Weixlmann.

"Coach puts them in when we need points," Morris explained.

Points can be a problem. "Most of the games we've lost were because the shots wouldn't fall," Ford said.

Blackwell concurred; especially earlier in the season, the girls' shots were inconsistent—on one game and gone the next. But according to Ford, most of the guards have become significantly more reliable. For instance Ostapowicz enjoyed a break-out tournament game, scoring 14 points, but then surpassed her mark Jan. 18 with another 15.

"She's coming around like I knew she could—she's starting to be more consistent," Ford said.

Also coming around are Bruce and Weixlmann. "Whitney is our 'two point specialist'—she can shoot from anywhere," Davis said. "She's that spark off the bench and you just know she'll bring energy to the floor."

Weixlmann specializes in three pointers, but she also



rachel kodner

Senior Brittany Davis fights for position in the post against NJROTC. Davis is best known for her defensive game, especially for her ability to procure rebounds and steals. "You want the offense, you go to Barissa—you want the defense, go to me," Davis said.

serves, like Davis, as a duel post/guard when needed.

In the end the Lady Hounds' biggest challenge is bringing their entire game together, especially after halftime. Lapses in concentration have cost them games before.

"I guess we need to focus more—at halftime, we think we've won," Morris said.

Third quarter seems to always be the slumping period for Ford's team—shots go astray, plays crumble, turnovers proliferate. It's something that Ford has been working with.

"I'm addressing it by trying to do something different," Ford said, "like I'll use the boys' locker room, which is closer to or bench, and it's worked—it's a shorter walk; if we use ours, we have to go all the way across the gym, past the other team's fans, past the other team, and by the time we get up there, it's time to come back down again."

In recent games the Hounds showed encouraging improvement in the bottom end of the game.

"Against Orchard Farm, we actually increased our lead instead of letting them catch up," senior post Emily Fowler-Cornfeld said. "We're definitely trying to improve our third quarter slump."

"Once we put together an entire game, like what we did with Ladue and Kennedy, we will be a force to be reckoned with," Davis said.

The Lady Hounds are currently 10-7 as the Globe goes to press, already three wins ahead of last year's record, still with a half dozen games to go in the regular season.

passingshots



joshgoldstein

"The Play" defines an athletic career

My sports career started when I was five. I competed in an intense league at the Soccerdome. When my mom arrived at my first game, she asked my coach how I was doing.

"Josh has two goals," he replied. "One for each team."

Needless to say, my career began inauspiciously. That was all about to change, though. I soon matured into a stellar athlete and by first grade was dominating the Clayton Parks and Recreation baseball league.

The first and second grade baseball competition was tough. The co-ed, ten-strike, parent-pitch league gave me an opportunity to hone my skills and increase my confidence. It was in this environment that I made what has since become known in many Clayton households as "The Play." I remember "The Play" like it was yesterday. In fact, it is just about the only thing I remember at all from first grade.

I was playing shortstop with my Clayton jersey tucked tightly into my pulled-up Umbro shorts. Nobody out. Runners on first and second. Most likely, it was a close game, but we didn't keep score in first grade.

The underhand pitch came in from the firing father. I think it was a breaking ball that did not break. The mammoth second-grader drilled the ball over the pitcher's head, thinking gapper all the way.

But with a Jordanesque, gravity-defying leap, I extended my Rawlings Jose Canseco glove and stabbed the white flash out of the air. Instead of celebrating my highlight-reel catch, I alertly stepped on the second base bag, which was deserted by the over-eager runner.

Pushing off the bag, I saw the runner from first base racing towards me obliviously, her ponytail waving in the wind. I swiftly tagged her, flipped the ball to the pitcher and jogged off the field with my head down. An unassisted triple play! All in a day's work for a star like me, or so I thought.

Despite my business-like approach, an unassisted triple play is an extremely rare feat. It has happened only 12 times in Major League Baseball history. As I realized that "The Play" would not be easily replicated and I would probably live the rest of my life without making another one, I wondered if this achievement would turn out to be the defining moment in my life. After all, what could I do to top this?

The infamous Bill Wambsgans was thrust into a similar situation when he registered an unassisted triple play in the 1920 World Series. Reflecting on his career, he sadly exclaimed, "I played in the league for 13 years and the only thing anybody remembers is that I once made an unassisted triple play." I felt Bill's pain as few others could.

Unfortunately, "The Play" would ultimately prove to overshadow my other athletic achievements. Reaching your athletic peak in first grade is not conducive to the mental growth of a child.

I tried to put it behind me and move on, but I always seemed to be dragged down by the weight of expectations, great expectations. Even after winning State in tennis last year, I was not able to top "The Play." Minutes after coming off the court my father asked me, "How do you think that compares with your unassisted triple play?"

Although my career has been downhill since "The Play," this is better than most people's athletic highlights. I just wish I could have made "Sportscenter."

Hockey stars miss school games to play select



rachel kodner

Kevin Smith handles the puck during a 3-2 victory over MICDS. The Hounds have amassed a 9-6-2 record on the season.

jackmcclellan

The silence in the stands is palpable. With time running out, number 11 Evan Albanese skates down the boards. Clayton is down by one, and this is their last chance. Albanese cuts into the middle, and slides the puck across the crease, where Clayton star Zach Barron is waiting to punch in the tying goal. But the puck crosses the goal-mouth untouched. Where is Barron? He is nowhere to be seen. He is not even in the rink. A look over to the Clayton bench shows an unusually depleted squad. Barron's little brother Max? Gone. Top defenseman Tom Janney? He's not there either. Where are the stars for the Greyhounds when the team needs them most?

For the most part, they are playing for selective competitive teams, such as Tom Janney's team, the AAA Amateur Blues.

"When I miss (Clayton games), I am at out-of-town tournaments," Janney said.

The Amateur Blues, who are in the midget major level, are a step below college hockey. It is one of only two teams of its type in the area.

"There is not enough talent in St. Louis," Janney said. "Basically, there are two teams you can play on at the top level."

For players who are looking to play at the next level, being noticed by scouts is the main priority. And unfortunately, the scouts for colleges do not pay attention to high school games.

"High school is fun, but it's not enough for college scouts," Janney said.

The system works for the players skilled enough, and lucky enough, to play at the highest level, but it severely hurts the high school programs, and also the student-athletes who only have a chance to play representing their school.

"I think that the system is disappointing for high school hockey, because you don't get the best players playing the games," goaltender Maxwell Ryan said. "But it is good for St. Louis hockey in general, because more players are getting noticed."

couple of forms for them too. He asked kids if their parents would coach and then the parents stepped up."

The team responded outstandingly to the additional offseason training.

"It was extra time to play," junior Jennifer Pierce said. "We can't have [offseason] practices so it was an opportunity to play together."

Other girls echoed Pierce's remarks.

"It's going to help us improve for the spring," senior Emily Luten said. "The more touches you have the more you'll be in shape for the season. It will help everybody."

Hoelscher agreed about the conditioning.

"I think it is great that girls have started to take the offseason more

seriously in the soccer program," Hoelscher said. "Anytime they can get together and knock the balls around, they are more likely to come into the season in cardio condition and with a better sense of the game."

The second league allows the girls to play against themselves in a place a little closer to home, the Center of Clayton.

"Soccer is fun," junior Gracie Mayer said. "The Wednesday night games allow us to play against each other in a fun environment."

The Center league includes Wednesday night games against girls from other grades.

"The teams are Freshmen, Sophomores, Juniors and Seniors," Bollinger said.

Playing against girls in other

katherinesher

Keeping in shape for the next season is a goal for all CHS athletes. Filling the Center's workout rooms as well as gyms, training athletes are always trying to have the edge over their competitors. One team in particular has brought a new meaning to offseason training. The CHS girls' soccer team has organized and participated in two offseason leagues.

"We have talked about it for a few years but no one had done anything," senior Libby Bollinger said. "I went online and called the Soccerdome to find out information about the league."

The first league was played at the Soccerdome. There was a lot of interest from the girls.

"There were so many people who signed up," Bollinger said. "We even had to turn some down."

This was not a mandatory league.

"This is purely a voluntary recreational opportunity for any girls (CHS athletes in the soccer program or any of their friends) to play soccer in the offseason," soccer coach Paul Hoelscher said.

No practices were held and games were Sunday mornings. Parents were then asked to coach the girls. All of this was done in order to stay within the limits of the Missouri High School Athletic Association's (MSHAA) guidelines for offseason training.

"Mr. Hoelscher submitted the money to the Soccerdome," Bollinger said. "He signed off on a

Male Athlete of the Month David Martin



maxwellryan

Senior center David Martin is making a name for himself on the court this year for the boys' basketball team. Martin has improved all facets of his game and currently is fourth in blocked shots with 1.81 a game, fifth in rebounds with 7.3 a game and fourth in points with 11.4 in the Suburban East Conference.

"David has really picked up his game this season," senior shooting guard Charlie Grady said. "Without him our team would not be able to compete as we have this season."

The biggest contribution Martin brings to the hounds is his inside presence on the court.

"Down low he is a monster," senior forward Jamil Thomas said. "He helps the team out so many ways in the low post. He's able to make lots of shots and pick up points, rebound to allow the possession to continue and when on defense he makes a good amount of blocks which allow us get back on offense."

Martin's biggest game of the season came against MICDS. He scored 25 points on 11 of 20 shooting, collected 12 rebounds and had two blocked shots.

"David was spectacular in the MICDS game," Grady said. "He played as though he was a man on a mission. His play allowed us to get a big win against a good team."

After finishing up his senior year, Martin will bring his monster game to Middlebury College in Vermont where he will play for the Panthers.

Female Athlete of the Month Mary Valli



jackmclellan

Senior leadership. Every team needs it, but not every team has it. It is something that can separate the contenders from the pretenders, and something that any coach would give his shiny silver whistle for. Mary Valli provides that senior leadership for Clayton High School's Lady Hounds, and because of that, she is our female athlete for January.

"I encourage the other girls," said Valli. "They all look up to me as a leader."

Valli sites her best-on-the-court attributes as her ability to rebound and score. She is the second leading scorer on the team with 93 total points on the season, and the leading rebounder, with a whopping 92 off the glass. From her position as the power forward, she has the ability to do it all.

With the help of leading scorer Barissa Ford, who is scoring 19.9 points per game, and the rest of the Hounds starters, all of whom are stand-outs on the team, Valli is motivating the other girls, freshman and senior alike. Valli's leadership is one of the things that has helped the Hounds leap out of the gates quickly this year, with a record of 10-6.

"Being a senior, you have to step up to make the younger girls notice you," said Valli.

And along with the other captain, and last month's female athlete, Lily Kurland, Valli has definitely been noticed.

One of the most important things that Valli has helped realize is a strong sense of friendship, even family, on the team.

"We have been working together ever since Coach Ford came," said Valli. "We have been together and we know each other. Like sisters."

Valli and her "sisters" are looking to continue their hot start and make this a season to remember. And with Valli at the lead, the rebounds will keep coming, the baskets will keep dropping, and the ball will keep bouncing the Lady Hounds' way. Senior leadership, four years in the making, is paying dividends. And rumor has it, Coach Ford got Valli's leadership and he still has that whistle.

Boys' basketball shoots toward .500 record

benweixlmann

With head coach Michael Knight in his first year at the helm of the varsity boys' basketball program, the Hounds have amassed a 7-8 record. However, Knight's motion offense has led CHS to key wins over John Burroughs, ranked ninth in small schools, and perennial powerhouse MICDS.

The graduating class of last year left many gaps on the offense. Under the leadership of Senior guard and forward Charlie Grady and Senior center David Martin, the offensive pieces have been put together. Senior Jamil Thomas, junior Cameron Hicks and sophomore Jared Neely round out a starting five that

is sure to provide more great moments this year. Grady leads the squad with 15.6 points per game, while Martin joins Grady as the other Hound averaging double figures. Neely and Hicks combine to score 17 a game, creating a very fluid team game.



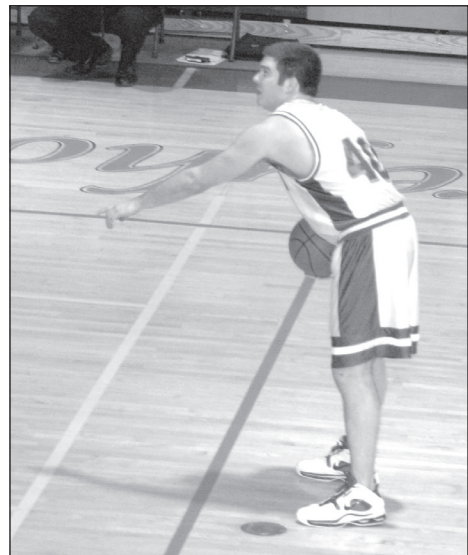
Senior David Martin goes up for a shot against Whitfield. The Hounds won the game 68-54 against last seasons coach Mike

such as Grady or Hicks. The record is not a good reflection of the team's ability, but they will have to earn every win from here on out.

The Hounds face a tough road ahead, playing Westminster on the road and Jennings. Both teams are ranked in the top five in small schools.

The main addition for the Hounds' this season is how deep the team is. Senior Matt Pennington, junior Andrew O'Neal and senior Jairus Byrd see plenty of action and contribute quality minutes to the squad. Pennington provides a quick threat on offense and defense, to the tune of almost one steal and assist per contest. O'Neal, a rangy guard, can shoot the ball very well and is a good defender. Byrd is the Hounds' spark plug on defense. Often, Byrd will guard the opposition's best player to shut him down.

Make sure to come watch this explosive bunch as the second half of the season gets un-



javier groisman

Senior four-year starter Charlie Grady has paced the Greyhounds in scoring this season. In the Suburban East Conference, Grady who plays guard and forward for the Hounds is fourth in scoring, averaging 16.1 points per game, first in three pointers averaging two per game, seventh in free throw percentage at 70.3%, 11th in rebounds with 4.3 per game.

Wrestlers pin opponents toward improved record

mathorn

Despite having a losing record early on, the wrestling team has been making small strides under new head coach Boris Khodosov. Although Clayton has been defeated by tough opponents Affton, Trinity, and Berkeley, and some defeats in tournaments, there is still hope to salvage this season and the future seasons.

With the exception of a strong group of upperclassmen led by juniors Devin Stine and Max Groswald, who have both posted perfect 3-0 records during the regular season, this Greyhounds team is still very young and inexperienced which is what gives Coach Khodosov hope.

"I believe as we gain experience, we will begin to win more games," Khodosov said.

With a roster of 16 wrestlers, only three of whom are juniors or seniors, leaving 13 freshmen and sophomores who have yet to fully grasp the system and the techniques needed to be successful wrestlers.

"I think once we take hold of the moves and techniques of wrestling, we will be a good team," sopho-

more Seth Richardson said.

Stine thinks part of the problem is a lack of understanding about what the sport demands.

"A lot of people don't realize how much practice and motivation it takes to be a good wrestler" junior Devin Stine said.

As if having inexperienced wrestlers is not hard enough, Clayton has to play in a very competitive Suburban East Conference, where the top two teams, Affton, and Berkeley have combined to go 8-2, while each has outscored their opponents by at least 50 points. They have also had to play other powerhouses such as Fort Zumwalt South who won the St. Charles West Invitational. And coming soon for the Greyhounds is Brentwood, which has also posted a winning margin.

"It's very tough to have a young team and to play tough opponents," sophomore Gabe Rischall said.

"I truly believe we have a championship team," Khodosov said.

Hopefully as the young guys get more experience, those small goals of winning a match can turn into larger goals.



janie sachar



janie sachar

Above: Junior Devin Stine wrestles against Burroughs in a losing effort. Left: Sophomore Gabe Rischall wrestles a Burroughs opponent, losing as well.



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Predictions bring disappointments

Sometimes getting too involved in predicting sports results leads to gloomy weekends and sense of lost hope.

maxshapiro

After the National Football League's wild-card games were played on Jan. 8 and 9, I made my predictions for the divisional and conference championships. And later on in the week I had the ultimate Super Bowl match-up in my mind.

Super Bowl XXXIX would consist of the Colts of Indianapolis beating the Vikings of Minnesota in the highest scoring Super Bowl ever.

In the AFC divisional round I had the Jets over the Steelers and the Colts over the Patriots. And then next week the Colts would smash the Jets in the RCA dome. And play in Jacksonville for Super Bowl XXXIX two weeks later.

Well, if anyone watched the two AFC games played this weekend. They'd know I had a rough weekend.

Prediction #1: Jets over Steelers
On Jan. 15 the Jets went without scoring an offensive touchdown, but still found themselves in position to win the game.

The Jets got a late first-half punt return touchdown from Santana Moss and late in the third quarter an 86-yard interception return touchdown from Reggie Tongue.

Even after a fourth quarter touchdown and field goal from Pittsburgh the game was tied up at 17-17.

The Jets had the ball on the Pittsburgh 26 with the clock under two minutes. It would be a 43-yard field goal for kicker Doug Brien. A chip shot. He had made a 42-yard field goal earlier.

My hopes were extremely high. If Brien kicked this field goal, my upset would be complete, but the kicker ruined my hopes.

He missed the 43-yarder off the post. Yes, off the post. I couldn't believe it, the horrible sound of the goal post. Boing. Thud. Thunk. Whatever the noise was, it was not pleasant.

The Steelers now had the ball and my upset was deteriorating. But wait, hope again. Big Ben Roethlisberger throws an interception. Yes, back into field goal range. It's a 47-yard field goal as time expires. Surely he can't miss two in a row, I think to myself. I mean he is an NFL kicker.

But no, the "professional" kicker proceeded to miss another. This one wasn't even close. I didn't think it was possible to be that big of a choke artist. The Steelers eventually won the game in overtime, with a field goal.

Prediction #2: Vikings win in Philadelphia.

Vikings quarterback Daunte Culpepper and the Vikings' offense just looked so good in their wild-card victory over the Green Bay Packers.

I thought it was certain that they would beat the Eagles the next week. The Eagles lost their last two games going into the playoffs and they were playing without their star wide receiver, Terrell Owens. Owens had been the backbone of that team all season.

Without Owens their leading receiver was their running back, for God's sake. The Eagles also have a poor history in the playoffs. This led me to believe they were ripe for picking.

Prediction two turned out to be worse than prediction one. The Eagles handed it to the Vikings. I watched in anguish as I saw one of my Super Bowl teams get beat 27-14.

I was in awe as I saw Culpepper throw two costly interceptions and only see the best receiver in the NFL catch three passes for a total of 51 yards.

It just couldn't be. The Vikings controlled the clock better than the Eagles, but just made costly mistakes in the end.

It had been a bad weekend so far. Two predictions that went down under and my friends were upset about the Rams loss.

Personally, I could give a hoot about the "Lams." I've been a faithful fan of my boys' in Indianapolis since the 1998 season, the year Peyton Manning came into the league.

I loved the way Peyton controlled the team in college and even though he finished off his first NFL season with a 3-13 record and 71.2 QB rating,

I knew good things were to come from Peyton. The next year he reversed the Colts' record to 13-3 and gave them a playoff birth, but fell short in the playoffs.

The Colts with Peyton Manning have always fallen short of their Super Bowl goals. Whether it was last year with the heartbreaking loss in the Conference Championship game to the Patriots, where the referees let the Patriot cornerbacks mug the Colts receivers or

whether it was the 41-0 pounding the Jets gave the year before.

For some reason I thought that this year was different. Peyton easily beat Dan Marino's single-season TD record with 49 and he didn't even play the last game. The Colts finished 12-4 after a couple of early season losses, and a meaningless last game of the season loss to the Broncos.

In the Wild Card round of the AFC playoffs the Colts OBLITERATED the Broncos. Peyton threw for four touchdowns and over 450 yards.

It was definitely their year. But in the way, was the New England Patriots. A team that Peyton had never beaten away from home before. And they were playing in New England.

This didn't discourage me. I knew Peyton could do it. They lost by a field goal earlier in the year, and it was just because another kicker ruined the game at the end by, yes, missing a 47-yard field goal. I'll get back to that 47-yard field goal missed by Colts kicker, Mike Vanderhank later.

The Patriots defensive backs were beat up going into the divisional round and I looked for Peyton to pick apart the Patriots secondary.

I check the weather forecast earlier that day. They predicted it'd be cold and clear. Good weather for the Colts considering they play in a dome.

All great signs were leading up to the game. The Patriots Pro-Bowl line backer Richard Seymour would be inactive for the game.

Yes," I screamed. "Super Bowl here we come."

I turned the game on at 3:30. It was snowing. No, not snowing. Blizzarding. The weather report

was wrong, of course. The worst weather for the Colts is anything that comes from the sky and is not sunlight.

I knew it was over from there. Final score, 20-3. Patriots win.

The Colts played like "dogs," as Peyton would say. Complete "dogs."

The dropped several passes, had a running back that couldn't hit a hole, and didn't throw the long ball one time.

I still had hope at halftime when the Patriots were only leading 6-3. But the hope dwindled away as Teddy Bruschi recovered two fumbles from the Colts receivers and Corey Dillon proceeded to run like he stole something.

Just a bad weekend. I had disgruntled friends, broken predictions, and a broken heart.

Every year I get my hopes up for the Patriots to knock them away.

Out of all that happened that weekend. I learned how much I hate NFL kickers.

The Jets kicker, enough said about him. He just blew it. The Minnesota kicker, is about 68 years old and can't kick a field goal over 38 and 1/2 yards. This caused the Vikings to go for it on fourth down several times where they just could have kicked a field goal, if they're kicker was good.

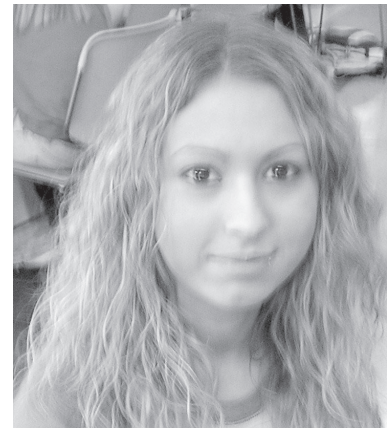
But most of all, I hate Mike Vanderjagt. That field goal he missed in the opening game against the Patriots caused the Colts to lose home field advantage and play in the snow. Therefore causing the Colts to lose and make me look like an idiot. I'm pretty good with predictions usually.

Next week, San Francisco 49er's and rookie QB Alex Smith beat the Cleveland Browns in Super Bowl XL.



The Patriots are going to win because they play in the harder conference and the Eagles might not have Terrell Owens.

--junior max altman



The Patriots are going to win because Tom Brady is a better quarterback than Donovan McNabb.

--sophomore ali mckeown

Student athletes pursue the opportunity for college play



Senior Michael Goldsticker runs a sweep during the state championship game against Webb City. Earlier in the game, Goldsticker scored on a 35-yard touchdown pass from Jaius Byrd. He plans to play football for Amherst.

mazirazani

Some people feel that school is a stressful part of their everyday lives, but imagine trying to balance schoolwork with athletics. Not only try balancing the two at once, try being the top in each of these categories. This is an elite crowd known as scholar-athletes. Clayton has been known for being strong academically, but has less of a reputation for athletic prowess, so when scholarships are brought up, or even the opportunity to play at all in college, it's big news for the athlete and the school.

The process of becoming a college athlete is often a long and occasionally tedious one. Exchanging of letters, e-mails and phone calls with coaches and universities is not a rare entity. For senior football player Michael Goldsticker, it began in his sophomore year.

"Amherst contacted me my junior year with a letter that they were interested, so I sent my profile with height and weight and all that information," Goldsticker said. "That summer, I took an unofficial visit to see what their facilities were like and stayed in contact with them afterwards. Later on I sent some of my junior game film, but they don't usually decide just from that. It wasn't until I sent footage from the MICS game and the state game that they wanted me to play up there."

David Martin, a senior on the basketball Hounds, followed in the same suit as Goldsticker. He initiated contact with the school and sent game film also. Martin will be playing for the Middlebury basketball team next year.

"I contacted Middlebury and sent them some game film of myself," Martin said. "I was accepted to the school and to the basketball team, but not on a scholarship. I had already been looking at Middlebury and basketball just helped with my admission to a school I wanted to go to."

Senior tennis star Josh Goldstein wanted a school with

strong academics and athletics. He found a perfect match in Cornell University, where he was recruited to play tennis and was also admitted into the school.

"They sent me an impersonal letter that they initially send to a lot of people with national rankings," Goldstein said. "I followed up because I had already been interested in going to the school."

Being last year's state tennis champion and competing in national tournaments, Goldstein had the qualifications to play at the next level.

"I sent a film in to the tennis coach, and by that time, my national ranking was rising, so the coach became interested," Goldstein said. "When I visited the school, he took me around the campus and athletic facilities."

Associate principal and head football coach Dr. Michael Musick is familiar with the recruiting process for college athletes.

"Typically, college athletic programs don't have the budget to scout nationwide so they depend on the coaches to inform them of any outstanding players that they would possibly be interested in," Musick said. "For the colleges, it's generally cheaper to fund an in-state player rather than an out-of-state player. For instance, it would be cheaper whether it was Mizzou or Southeast Missouri State than for an out-of-state athlete. Maintaining communication with the school is very important. If you show interest, they'll show interest back."

With strong academics at a public high school, Clayton often becomes used to the term scholar-athlete anytime a better-than-average athlete emerges. Being the case for these three athletes, academics is often first priority, which often increases the chances of playing at the next level. Rather than applying to a highly-competitive public university, where less emphasis is placed on academics, these scholar-athletes have found a way to participate in sports at the next level while still pursuing a top education.

Small swim team struggles as it takes on larger teams

martingregory

Many CHS teams have been enjoying enormous success, but the boys' swim team is struggling.

The season started with a lot of potential. The team features an outstanding coach, Wally Lundt. Lundt has been involved with swimming for 60 years. He is an official Olympic referee. The swim team had a full squad and were looking to be very competitive with area rivals this year.

"I was very hopeful at the beginning of the season," junior Tony Russell said. "A lot of people were improving their times."

However, as the season wore on people began to drop out for a variety of reasons. The swim team lost a number of swimmers to TEAMS, a math and science competition that takes place in February.

"It is really unfortunate that many of my teammates are inconsistent in their commitment," Russell said.

The lack of players has left the team in a tough situation. All of the other teams they compete

against are much larger. There are many meets where they can't even compete in.

"It's unfortunate that we are losing to teams like Rockwood Summit and Pattonville that we normally beat," Russell said.

CHS swimmers often have to swim in back to back races because there are so few people. There are some events that they simply do not compete in because each swimmer is only allowed to compete in four races. In that case, the opposing team swims only for a time trial.

"We do not have enough swimmers for the relay," senior Stephen Greenberg said.

The season has not been without its bright spots. The team has found a potential star in freshman Alex Philips. He was having an outstanding season until he was declared ineligible. Philips moved into the district from Ohio. He is not currently living in the district, but is paying tuition.

"He is in a similar situation in which Jaius Byrd was last year," Greenberg said. "He will be a force in the next few years."

Many think he will be a state contender in the years to come.

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

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.



The remains of a small town in asia after the December 26th tsunami disaster. courtesy of USA.gov

America helps in wake of disaster

Are we doing enough in the relief effort?

staff editorial

On December 26, 2004, the Indian Ocean took for a turn for the worst and generated the deadliest natural disaster in history. A tsunami at a magnitude of 9.0 has claimed at least 226,000 lives and even more are expected to perish.

Now America can only step back and wonder, What next? What is our country's responsibility?

The United States has an excellent record of helping out other nations in terms of disaster relief. Private citizens are also willing to open their checkbooks and give generous amounts.

That is the way it should be. America is not under any obligation to contribute to relief funds, except a moral one. However, we are all part of a global community and it is unrealistic to believe that our country can isolate ourselves from everyone else.

Our country has spent billions of dollars towards the war in Iraq but perhaps the tsunami was a wake up call to us that there are needs elsewhere, Sudan, Korea, and Latin America included. And being the superpower that we are, our position naturally gives us the responsibility to help abroad.

But as we give our funds, we should frame our involvement accordingly. Instead of simply funneling 350 million to the scene, we should have personal contact. Sending relief workers and other people skilled in the rebuilding efforts puts a human face on our donations far more than a faceless bag of money.

This situation is also different because of recent political events. If President Bush can seize the opportunity, this disaster could boost American relations in the international scene.

For example, America's relationship with the Muslim world is at an all time low.

Indonesia, one of the countries most devastated by the disaster, is home to the world's largest Muslim population. Propaganda unleashing Anti-American sentiment has overwhelmed this nation and others for decades.

If Muslims witness first hand our citizens giving relief, perhaps the hatred towards us will lessen. Hopefully, Muslims will be more apt at believing what they see rather than the anti-American rhetoric they have heard all their lives. Pacifying anti-American sentiment worldwide will be significant in winning the war on terror; giving aid in Indonesia and other needy Muslim nations can be the first step. Obviously, as we contribute to the relief effort, we must bear in mind that we do not have the resources to financially aid every issue and crisis abroad.

However, one of the greatest contributions we can give to the world is our government model.

We can show that democracy, and government accountability to the people it governs is truly America's greatest heritage. But these countries will ultimately have to give it to themselves. Tyranny is rampant throughout the world but our ideals of liberty and government can resonate through.

As we fund relief, we can also demonstrate that freedom and democracy are just as important as roads, shelter, and food. Perhaps there is hope amid the ruins.

agree 98%
disagree 2%

Sending relief workers and other people skilled in the rebuilding efforts puts a human face on our donations far more than a faceless bag of money.

Palestine picks new leader poorly

The recent election of Mahmoud Abbas raises concern

For the first time in eight years, Palestinian elections have occurred.

They went smoothly, resulting in the election of Mahmoud Abbas, a man long viewed as a rare Palestinian moderate.

Since the election, hopes have risen that Abbas will root out corruption within the Palestinian Authority and will, most importantly, finally lead the Palestinians into peace with Israel.

Corruption in the Palestinian Authority has long been a concern among ordinary Palestinians and if Abbas has any political sense, he will at least go a long way towards eliminating it.

However, in the second, fairly more desperate hope – that Abbas will achieve some sort of peace with Israel – there seems little reason, despite the aura of optimism surrounding him, to believe that Abbas will reach that goal.

The main problem lies in the root causes of the Israeli-Palestinian conflict and the barriers in the way of its long awaited resolution.

The fact is that the Palestinians have never – never – accepted the idea that the state of Israel has a right to exist, and this stubborn resolution has prevented the fulfillment of every single potential peace deal since 1947.

The issue is not “settlements” or “the occupation” – there were no settlements and no occupation before 1967, and yet Israel was twice attacked before then, with the explicit goal of its utter destruction.

Or to put it in the words delightfully proclaimed by Arabs in surrounding countries before both wars, the aim was to “drive the Jews into the sea”.

That doesn't really leave much room for compromise.

For peace to occur, Palestinians need to make a fundamental shift in their mindset.

They need to accept that Israel is not going to go away, and that their goal must necessarily be limited to a Palestinian state in the West Bank and Gaza Strip. (The fact that this limitation was not accepted by Palestinians was most clearly demonstrated when that very object was offered to them, and flatly refused, in 2000.)

Just as importantly, there has to be an outright rejection of terrorism as a means to achieve their ends.

To cause these changes, the Palestinians need a strong leader to stand up to the terrorists in their

midst and to finally get across to them that it is in their own best interest to make peace with Israel.

Unfortunately, Mahmoud Abbas has shown himself unable or unwilling (or both) to do this.

His weakness was apparent when he allowed himself to be hoisted onto the shoulders of terrorists, and again when he referred to Israel as “the Zionist enemy” (long an epithet used by those who oppose the very existence of Israel).

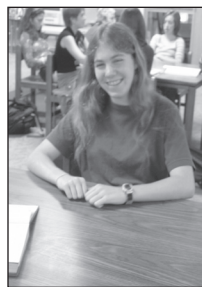
Perhaps these were only campaign gimmicks, used to help him win the election.

Perhaps he will turn more moderate once he gets used to holding the reins of power (in the manner of Ariel Sharon).

But the fact is that these possibilities are irrelevant.

Palestinians do not need someone else to lie to them and to convince them to sacrifice their children in the macabre pursuit of a futile goal.

They need a leader strong enough and willing enough to stand up and finally tell them the truth. Abbas, unfortunately, has already proven that he will not.



rebeckakatz

Events in the Israel/Palestine conflict

Oct. 29, 1956

Suez Campaign. In retaliation for a series of escalating border raids as well as the closure of the straits of Tiran and Suez canal to Israeli shipping, and to prevent Egyptian use of newly acquired Soviet arms in a war, Israel invades the Sinai peninsula and occupies it for several months, with French and British collaboration.

May 1964

6-day war. Israel destroys the Egyptian air force on the ground, conquers and occupies Sinai and Gaza, then conquers the West Bank from Jordan, and Golan Heights from Syria. UN resolution 242 called for Israeli withdrawal, establishment of peace.

May 30, 2002

NA Chairman Arafat, under pressure for reform, signs the 2002: PNA Basic Law that was passed several years ago by the PLC.

Letters to the editor

Dear Editor,

I am forever indebted to the tax payers of Clayton, the Board of Education, the administration, and most importantly, the teachers for providing me an alternative to the memorize-and-recite, diploma factory mindset of many schools. I was taught that thinking critically about life and asking the big questions were valuable pursuits, before new policies began to show a previously unknown distrust in teachers' abilities to determine the curriculum.

Perhaps, that is why the recent events at Clayton High School concerning the Integrated Math program disgust me, to put it mildly and decorously. When the teachers are not allowed to think critically about their curriculum, how can we expect the students to examine situations that arise in their own lives?

To be honest, I was not enrolled in Integrated, and I know that while the math department swears by it, students swear it. Maybe change is needed. Change can be good, but in this situation, I believe the way it was administered is the beginning of an unfortunate, detrimental trend.

Allow me to explain.

It is certainly the case that parental contributions are vital, and the goals of these parents are noble. But it seems as if Dr. Senti and the BOE have made this decision while relying exclusively on the parents' frequent assumptions and unfounded presumptuousness. When Clayton relegates the teachers to simply the implementers of the curriculum, we lose sight of what we claim is our focus: the students.

There are few teachers more interested in what they teach, more concerned about the future of their school, and more devoted to their students than the teachers of Clayton High School.

To ask the math department to implement a fourth track is laughable. To expect the other math curriculum to not be impacted by this decision is as absurd as the numbers that these parents used were misrepresented.

It is quite easy to come to false conclusions by breaking the “rules” of math: my freshman math teacher gave us the simple equation A=B, and by doing some simple substitution, factoring, and division of ‘A-B’ left us with the false equality of 1=2.

After our initial bewilderment, the math genius of the class pointed out that while you can normally divide both sides by the same expression, in this specific situation you can not divide both sides by ‘A-B’ because it is equivalent to zero. And dividing an expression by zero—as the graduates of the Integrated Program can tell you because they have actually been exposed to calculus unlike the kids on the “traditional” track—can be equal to one, zero, infinity, or the sine of 27, among other things.

When you look at raw data and the conclusions made by the parents, you'll see that they broke more than a few of the “rules” of math. And we are going to allow these people to determine our math curriculum? Where do we sign up my brother to attend Ladue?

Although it may seem easier, more efficient, more cost-effective, and perhaps even more pragmatic to throw the teachers by the wayside, that attitude won't allow my brother to graduate Clayton High School in 12 years with an equivalent education to the one I received there. It seems as if the Clayton School District is moving in the wrong direction.

Sincerely,

Lee Johnson '04

JohnsonL@wabash.edu

Dear Editors,

Because we value classroom time so highly, as administrators we are constantly struggling with when the school should reflect and celebrate students' success.

During my tenure at CHS we have only had two state champion teams – one in 1985, in tennis and the 2004 football team. To be honest I can't remember if we had an assembly for the 1985 team, but I question your data. Since 1985, we have had two after school assemblies.

The first was for a 2nd place tennis team and one for a semi-final football team. Neither team won the State Championship. I also question your statement that if the soccer team won the state championship we would not have a similar assembly. This is totally incorrect.

We have often discussed in our Administrative team about how/ when to do assemblies if team (s) win championships. Unfortunately the teams we discussed did not make it.

In addition, we have often discussed having assemblies like the one for the football team for teams that finish second or third. However, we have decided to save the classroom time.

Next time you prepare an editorial about athletics or athletic policy, I would hope you would seek out Mr. Grawer or one of the Administrators to obtain the facts leading to your conclusions.

Thank you,

Dr. Michael Musick

Media inflates danger in visiting Israel

It was a usual Thursday at lunch. We sat around the table in the Commons discussing our plans for the upcoming winter break. Most said that they were planning to stay home, sleep late and watch TV.

My plan was to travel halfway across the world to Israel. When the word 'Israel' popped out of my mouth and onto the table there were laughs and gasps. "You're not serious...you gotta be crazy!" was the cackling response.

But I was serious. I was spending my winter break in a place that obviously was more than foreign to most of my friends at CHS.

One friend was certain that I was going to get shot. Then others chimed in and agreed. Someone even bet \$20 that I was going to get shot. I had no qualms about going to Israel, but, to be honest, I was annoyed that my friends were making sport of my fate.

I told them that the chances of me being in a car accident with a 16-year-old driver is far greater than the likelihood of me being killed by a terrorist.

After watching "Manchurian Candidate," a

few episodes of "Everybody Loves Raymond," "Shark Tales" and using up my iPod batteries, we finally landed in Tel Aviv.

When the jetlag passed, we explored the country from the mountainous desert in the south, to the shopping filled city of Tel Aviv, to the beautiful artist colony of Safed and the Bahai Temple in the northern city of Haifa.

It seemed that Israel was the number one destination for tourists this winter break. Besides another Clayton family on our flight, I ran into friends and relatives from the States everywhere I went.

The hotels were packed with loads of tourists, including Christians spending their holiday in the Holy Land. Even Natalie Portman feels that it is safe enough to spend the year studying at Hebrew University in Jerusalem, the same school my sister is attending.

People in the United States are used to seeing violent footage on CNN and other national news programs that show only one view of what goes on in Israel. These images portray Israel as a country under siege, where no one is safe.

Nothing could be further from the truth. If my 84-year-old great aunt can ride the bus, go to



gila hoffman



dana ken



jenny schall



lauren katz

What do YOU think? Is Israel safer than it appears in the media?

"I've been to Israel. The media blows the conflict out of proportion. There is a lot of other stuff going on."

"My sister went to Israel and it was safe enough for me to go next year."

"My parents went to Israel two years ago and had a great time because they didn't worry about what the media says."



gila hoffman

Although the Middle East is a violent place, people who have visited Israel say that it is much safer than the media portrays it to be.

the store and take an evening walk in her neighborhood, anyone can carry on his or her daily life without fear.

I spent an afternoon with an Israeli friend whom I know from summer camp. We walked on the pedestrian mall on Ben Yehuda Street in downtown Jerusalem and had dinner at an outdoor café. Every restaurant in Israel has a security guard at its front door and the larger stores have guards that inspect purses and backpacks.

One of the most significant factors that has cut down the number of terrorist incidents in Israel is the building of the Security Fence. Ninety-five percent of the fence is a chain link fence system. The remainder is a concrete wall that protects Israeli motorists from snipers that shoot from taller buildings down onto Israel's main highway.

What you don't hear about on CNN is that before the fence was constructed, a terrorist could set out on foot from his home, with a bomb strapped to his body, and blow up Israelis that lived less than a mile away.

Since the fence has been put up, not a single suicide bomber has been able to enter Israel from the Gaza Strip.

During the 34 months from the beginning of the violence in September 2000 until the construction of the first segment of the security fence at the end of July 2003, West Bank-based

terrorists carried out 73 attacks which killed 293 Israelis and wounded 1,950 people. From August 2003 to the end of June 2004, only three attacks were successful.

While most Israelis are convinced that the fence is necessary, the Palestinian view of the fence is completely different. Palestinian farmers are very upset because the fence has caused many problems for them.

The Israeli government has worked to compensate farmers for the inconvenience but the situation isn't perfect. School children who would usually walk 20 minutes to get to school have to take extensive detours to get to school because they have to cross the fence at designated areas.

Although these inconveniences are major for the Palestinians, the amount of lives saved because of the fence is much more significant.

One thing I know for sure is that Israelis hope for the day when there will be peace with their Arab neighbors. There will be no need for the security fence and the extensive security measures. Until that day comes, Israel, like any other country, has the right to defend itself.

When I returned to the States, in one piece, I was looking forward to collecting my \$20. Although to this date I have not collected on my bet, no sum of money is necessary to convince me that it is safe to travel to Israel.

Anti-Semitic symbol troubling

I've never seen anyone wear a Nazi swastika (except in movies and history text books). It's not common apparel, for celebrities or for normal working-class citizens. When celebrities don't wear common apparel, it's expected that occasionally the outfit is tasteful - but the 'get up' Prince Harry dressed in really set the bar for what not to wear. On Jan. 13th he attended a costume party in Nazi attire. More specifically, the infamous Nazi swastika was clearly visible on the sleeve of his jacket.



rachel kocher

My personal feelings on this issue can best be expressed as offended and angered that ignorance has allowed the past to resurface. What kind of upbringing did this kid have, anyway? Is his education so narrow that he didn't

realize the audacity of his decision? Or did he do it for the attention? This is personally offensive to me as a Jew, and to my people, who were labeled with yellow stars in 1933, and kicked around by German Nazis who saw themselves as "racially superior." We were murdered by the millions, not because we were guilty of a crime, but because we were Jewish. Adolph Hitler lacked tolerance, started a following, and made history.

My personal opinion is that this was no accident. Acting oblivious to the harm he caused, Prince Harry's statement suggests he didn't know it would offend anyone. His brother, Prince William, who seems to have a little more sense, also attended the costume party, but did nothing to stop his brother. Although it may have been a costume, wearing a symbol of mass genocide implies that Harry supports the death of 6

million innocent people.

To repent for his fashion mistake, Prince Harry's father asked him to accompany the British Delegation in their trip to Auschwitz for the 60th anniversary of the concentration camp's liberation. Harry agreed to attend, but who is going to want him there now? The same person who sported the Nazi symbol now goes to a landmark concentration camp? For now, an apology will have to suffice, but there is really nothing he can do to repent for his actions. We all know now how he really feels.

As a member of the royal family who has attended some of the best schools the United Kingdom has to offer, Prince Harry should have known better. It's clear, though, he wanted to make a statement, because Prince Harry is no stranger to being a royal celebrity and being in the public eye. I don't want to assume his motives, but was there any doubt in his mind that this costume would be seen and talked about for a long time to come?

Although he is not an elected official, he's somewhat of a political figure, and political figures tend to be very influential in society. There is so much anti-Semitism in the world today that people don't realize how massive it is. Anti-Semites are like termites - all they need is a leader, and they'll come swarming out of the woodwork. A high-powered figure like Prince Harry could indirectly influence these people and send us further back into the past.

We live in a media-oriented society where it isn't abnormal for teenagers, especially young teenagers, to imitate their favorite celebrities. What about all the teenage girls who adore Prince Harry? When they see their favorite hunk wearing a symbol of oppression on his sleeve, it sends a strong message. It is very possible some might support him. We can only hope for strong opposition.

Fashion outcast embraces unique sense of style

With so many Clayton students up to date in the latest fads, one preaches individuality.

Let's get one thing straight: I'm no fashion plate. Comfort and price are my priorities, with style lingering a distant third. However, from my perch on the edge of fashion, I've had a somewhat different view of passing trends.

Unfortunately, I have not been completely immune to many of them. Today I cannot stand the idea of tapered legs, but I clearly remember a time when I couldn't stand the idea of flares, boot legs, or anything of the sort, but loved my tapered legs jeans immensely.

The summer before I entered sixth grade, I eagerly awaited back to school shopping to get some new clothes for my big middle school debut.

But at every store I was shocked to find pair upon pair of new, strange pants I had never seen before that dragged on the floor and curved crazily all over the place. They looked like something straight out of my parents' high school photos.

I was in no way ready to part with my tapered leg jeans, except for one pair of flares my mom convinced me to buy. But soon I was wearing my one pair of flares nearly every day because tapered legs were suddenly considered taboo and flares were hot.

My "personal" style had gone from one end of the spectrum to the other within a few days. If this was the case, how personal can fashion and style really be?

As teens, we are supposed to be developing our own sense of style. However, I feel more malleable than ever. A few months ago, I still thought leg warmers were dated and ugly - but now, they're retro and hip. Of course, I shouldn't have expected anything less. I'm even eyeing those off-the-shoulder sweater and tank top combos.

Who knows what will be next? Now I laugh at the passé outfits sported by numerous people in my '90s math book, but in a

year or two I may be thinking, "I wonder where she got that hot Pythagoras shirt? It's simply divine."

Besides the fact that trends are generally wasteful because they "force" teens to constantly buy new products, they give teens the false idea that they have personal style when most do not.

The traditional argument for not having school uniforms is that fashion is a form of self-expression, when really it is a form of self-expression by the designers and executives behind the country's hottest stores, magazines, and TV shows, laughing all the way to the bank.

I'm not saying that I would in any way wear a pleated plaid skirt - I still like dressing freely - but I wish people would stop speaking of fashion as something so individual when really, for most of us, it's something completely the opposite - something so commercialized and identical that it can hardly be called self-expression.

Even people who don't wear what could be considered the traditional style of the minute have their own conformist styles - just look at Seventeen magazine.

You can be boho, wild (although I am still puzzled as to how someone could be either of those things and still read Seventeen and shop at Abercrombie), classic, or girly (if anyone would really classify themselves any of those ways), and still look just like the millions of other people who pigeonhole themselves the same way.

Clearly, conformity has several faces, but really, they're all relatively identical. The bottom line is that, while truly individual fashion statements are scarce, and there's absolutely nothing wrong with enjoying the latest fad, the consumer should remember that it really is just a manufactured craze before assuming their fashion is original. Because we all know what happens when someone assumes.



amy brooks

"In a year or two I may be thinking, 'I wonder where she got that hot Pythagoras shirt? It's simply divine.'"

- amy brooks

YOUR reaction to Prince Harry's actions



nicole salvato

"I think it was widely inappropriate--very irresponsible for someone of his prestige. He represents an entire country."

claire saffitz

"I had higher expectations from someone of his stature."

nicole salvato



claire saffitz

Tsunami-grams well-intentioned, offensive

Tsunami-grams insensitive to destruction in S. Asia

The tsunamis that struck the coasts of several countries in southern Asia and East Africa were truly devastating. The death toll kept rising from day to day, from 50,000, to 80,000, to over 160,000. We as Americans and as human beings naturally feel pity towards those who were caught in the path of nature's fury. We also have an obligation as one of the richest nations in the world to aid those in need.

At CHS, tsunami-grams were sold to help raise money for those affected by the natural disaster. It's a great idea to get Clayton students involved in raising money to help such a good cause, yet the execution was a shaky.

Throughout the school year, other types of grams for holidays such as Thanksgiving and Valentine's Day are sold. While giving and receiving greetings with candy is great, sending tsunami-grams to each completely opposite. Thanksgiving and Valentine's Day are joyful occasions that we can all celebrate together, with friends and family alike. It's inappropriate to be sending candy to one-another to raise money for dying people. The sentiments are great, but there are more dignified and less degrading ways to do so.

The signs advertising the sale of the tsunami-grams were what were most unsettling. I am still wondering how multi-tasking and Peppers Prom have anything at all to do with the tsunamis. The most degrading sign read, "let's make waves" and a "splash". These people have gone

through enough and the last thing they need is more water. As young-adults, we are absorbed in our own routines and daily frustrations, but those personal things do not need to make their way into the effort to aid tsunami victims.

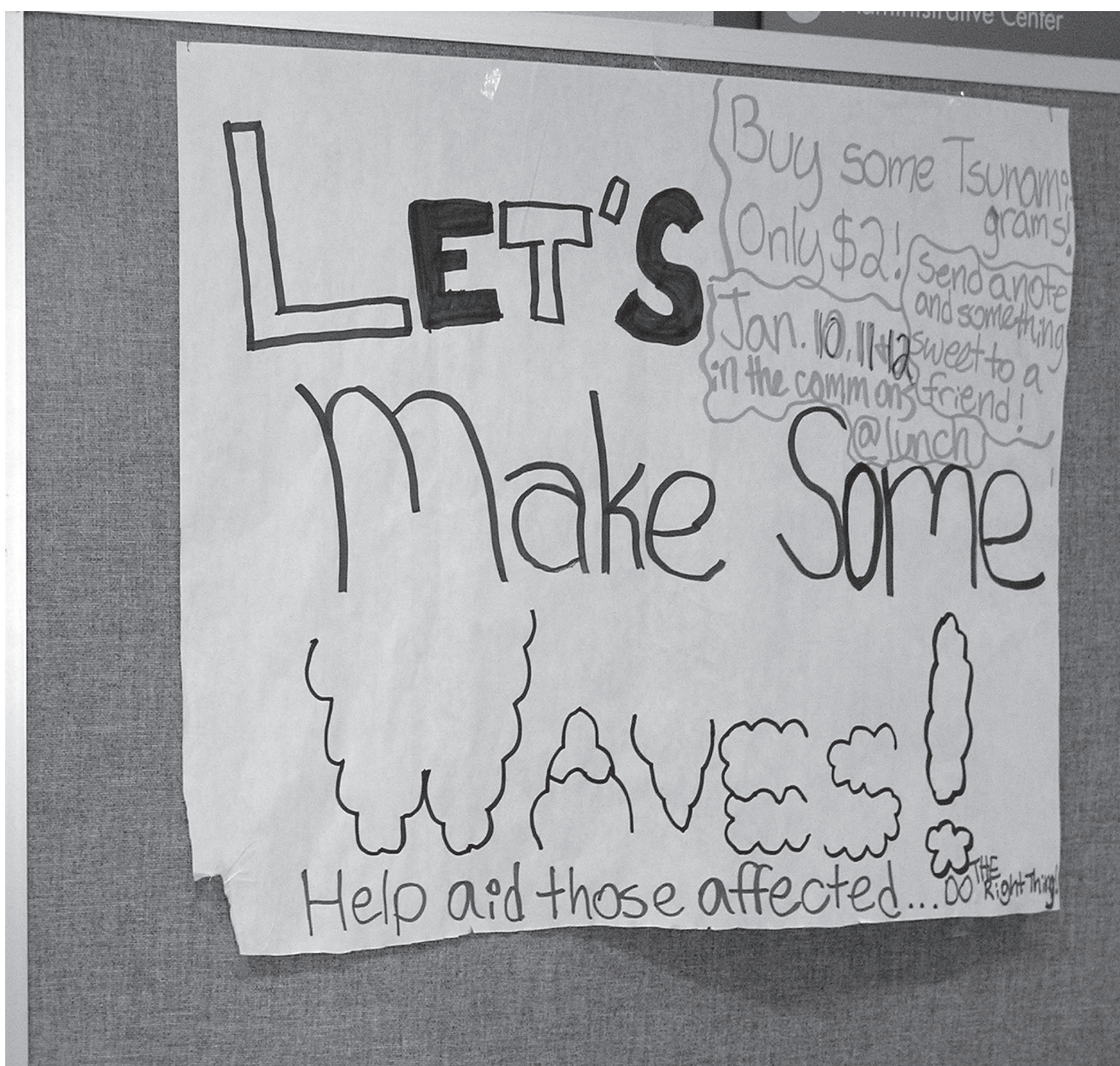
I agree it's tough to get teenagers to really care about what's going on around them. Between "Rock the Vote" on MTV and the great importance this elections candidates put on the new voters, it's obvious that teenagers have a huge impact on our world. Getting us to make the impact is the key. But is sending candy to each other really the best way to get us to care? We shouldn't have to be tempted by sugar help out a virtuous cause.

One does not have to send candy to another to raise money for a relief effort. The "For A Bright Future" and other slogan bracelets are just one way to make money to show your support for a cause without having to stoop to the level of exchanging sweets. The Tsunami Relief donation jar in the counseling department is also a wonderful way to contribute to the effort.

Clayton is such a politically aware place that we should have been able to come up with a more sensitive way to help contribute to the tsunami relief effort. There are so many other ways to go about the situation in a less demeaning way. The idea of wanting to raise money is awesome. You can never do enough for situations like these, but something got lost in the thought-process of what should be done to help.



rochelleharris



A poster for the FCA Tsunami-grams.

shatara ford

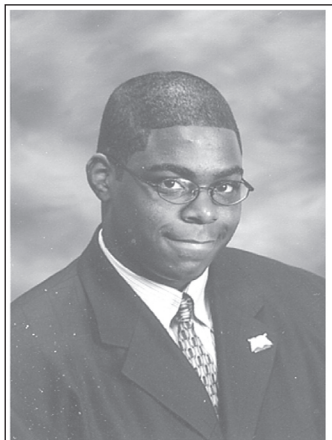
What do YOU think?

Students sound-off on Tsunami-grams



ruthsinger

I don't like the signs. "Let's make a wave"? What is that? Those people *died* from the wave.



morris hill

I think the FCA shouldn't be charged for a poor choice of words. They are working for a good cause.



drewrowith

I think they're a very good idea. It shows support for what has happened. I just don't think enough people know about them.



meridethrollan

I think they need to find a big box, label it DONATE and let people put money in it. Don't some of the proceeds go towards the material they used to make the tsunami-grams?

A positive attitude brightens up life in the face of hardships

There was no question that hardship would be the topic for my first personal column. However, when I began writing this article I was on one side of the spectrum. I've found this theme even more meaningful than I expected, for, in a matter of days, my feelings on the issue have changed. I understood what I had been writing against. Because of my recent insight in both areas, I decided to include my findings on the two. I hope it will help you, regardless of where you fall. I know that writing this article has helped me.

Coping With the Hardships of Those Around You

It seems like everyone else's problems become our own in high school. In addition to extracurricular activities, managing school and preparing for college, it is at this point in our lives that we are burdened with everything from understanding financial situations to having friends attempting suicide. Around the Globe, occurrences like the Tsunami and the War on Terror are tearing us apart. How, with these problems and hardships pinning us down, can we learn to lead normal lives? I was asking myself this question a few days ago, after being bombarded with awful news. The troubles of others seem to hurt just as much as our own. I suppose they hit us directly because we can now understand them. How did this happen?

A moment ago, we were naive preschoolers with not a real care in the universe. In just more than a decade, our world has changed. Burdens come with understanding. As much as we might like to go back to that carefree lifestyle for a few days, it is obvious the advantages of our maturity more than make up for the difficult times before.

Pondering this, I came up with a concept. It is important to be selfish...once in a while. This undoubtedly sounds absurd but when everything is building, I have learned to take a moment and sort things out. I make sure I am all right and not overwhelmed. If I'm not all right at that moment, I have to force myself to think about what my individual needs are.

Sometimes it is so easy to get so caught up in life I forget

myself. I have learned that coping with the hardships ahead will only be achievable when I am taken care of first.

Then there are friends. My "concept" is based on the fact that friends tell you lots of things. Sometimes it is hard to handle everything going on and to understand why you should be burdened with this knowledge. In order to be there for them you have to be in one piece and you won't make it if you don't concentrate, at least a little, on yourself.

Coping With Your Own Hardships

I know the inevitable hardships and heartbreaks in high school probably make us better people. Sometimes, however, it isn't so easy. There are times when we all are so devastated there is nothing that seems to make us happy. As a matter of fact, we feel like we will never know when we will be all right. Maybe we don't see "the silver lining."

It's remarkable just what a difference good friends can make, having people to go to in the inescapable times when things really aren't okay. Although it is easy to underestimate friends and forget kindness in times when you don't want to believe kindness exists, you shouldn't. It is most definitely the "little" things that make a BIG difference. The problem is that especially when you are hurting a bit more than usual, it is easy to let a little bad fortune get in your way.

I guess we have the choice everyday, to let the negative comments affect us, or to say, "That isn't true and I know it." It is difficult just to tell yourself that the others are insecure, and I can't let that get the better of me. To laugh at it all is even more challenging. Probably, someone is having a day or week

just like yours to provoke their negativity. In those times when everything seems so hopeless, just look around you. To put my own twist on a metaphor, hope is in the eyes of the beholder. It might just make you smile when you realize how lucky you are.



melaniegoldstein

"In those times when everything seems hopeless, just look around you. It just might make you smile."

- freshman Melanie Goldstein

Halloween costume drive rewarding

In September I often saw "school supply drives." Students were encouraged to donate pencils, paper and markers for children who can not afford them. In December I often donated gifts during the winter holidays to children in need. I dropped spare change in the Salvation Army jars held by volunteers outside of the grocery stores.

All year round I donated cans of food to boy scouts and contests in school. Although each of these donations is significant, they all seemed generic and impersonal to me. They were repeated every year by many people, over and over.

I wanted to help people in need as well; however, I also wanted to do something original. Last year before Halloween I went to Party City to help my younger brother find a costume for him to wear. I noticed that even the simplest and cheapest costumes cost well over \$10. For parents who have two or three or more children, the total price of Halloween costumes could get fairly expensive. Obviously, one solution is a homemade costume; however, I know that as a kid I, along with others, preferred the type of costume that came pre-made.

I decided that I would start a costume drive. My friend, Allyson helped me. Together, we printed flyers and distributed them to Glenridge, Meramec and Captain Elementary schools. The flyers asked for families to donate used Halloween costumes that they no longer needed.

Each school was equipped with a "drop box" for families to deliver their costumes. Within a few weeks Allyson and I had collected 75 costumes. That following summer we washed the costumes. Then we ironed them, and we stitched any holes. Next, we hung the

costumes up on hangers with plastic bags to cover them.

We donated the costumes to the Matthews-Dickey's, a youth club in St. Louis City. We were unable to see the children in their costumes this year because we donated the costumes in the summer, long before they actually wore them.

However, as we laid all the costumes on tables in the club many children looked interested and the administrator thanked us for our donations. It felt very rewarding to me to watch the children look at their costumes.

I remembered years of trick-or-treating. Although collecting candy was fun, one of the best parts was seeing all of the decorative costumes.

In elementary school I would plan my costume for months before the 31st of October. Every night during the week before Halloween I would dress up in my costume for that year. I was glad that the children who received the costumes that were donated could enjoy Halloween as much as I did.

This year, Allyson and I extended our effort by sending a flyer to Wydown students as well. We even received free publicity in The "Suburban Journal" when they wrote an article about our efforts. This additional advertisement brought people from outside of Clayton to donate costumes.

This summer we will have more costumes to wash, stitch and hang. Our plan is to donate to multiple places. Last year Allyson and I felt full of accomplishment when we donated the costumes. It is much more personal than dropping pencils in a box or a few coins in a red tin.



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Developing Tomorrow's Opportunities

Hotel Rwanda' eloquently offers unsettling truth

carolineblee

"Hotel Rwanda," directed by Terry George, is not a movie you want to believe. It is a movie you want to watch with the assurance that nothing like it could ever happen in real life.

Unfortunately, "Hotel Rwanda" is based on a true story. It documents the life of Paul Rusesabagina, a hotel manager in Kigali, Rwanda, during the 1994 genocide of the Tutsi tribe by Hutu rebels. The film tells of the horror he endured and the miracles he performed.

In the beginning of the film, Rusesabagina is forced to watch as his perfect life deteriorates. As Hutu rebels move into his neighborhood, he sees his children terrorized and his neighbors murdered. He flees with his family and surviving neighbors to the Milles Collines, the fancy Kigali hotel he manages.

Rusesabagina is forced to use all his quick thinking and charm to keep his loved ones alive.

As the situation quickly worsens, Rusesabagina continues to be optimistic and certain that the UN and European troops will keep him safe. But he soon discovers that he cannot depend on whites to rescue him and his people.

Rusesabagina watches helplessly as more and more refugees pour into his hotel, looking for safety and reassurance. The only way he can keep them alive is by refusing to accept the inevitability of death.

On numerous occasions, Rusesabagina escapes almost certain death. His everlasting hope in the face of such atrocity makes him a true hero.

Don Cheadle gives a wrenching performance as Rusesabagina, both elegant and passionate. He brings the soft-spoken hotel manager to life, full of intensity and yet down-to-earth.

Sophie Okonedo, who plays Rusesabagina's wife Tatiana, also gives a stunning performance, alternating between helpless vulnerability and amazing bravery.

The magic of "Hotel Rwanda" is the story and the characters. It is a tale that people cannot help but be moved by. Rusesabagina and his family are captivating and haunting.

But this film is not just a good story. It is truly a well-crafted movie.

George uses a variety of techniques to evoke the emotions of his viewers.

Almost-constant suspense keeps viewers on the edges of their seats throughout the film. The effect is an emotionally draining and yet utterly captivating movie.

The film contains unsettling images and numerous corpses but tones down the blood and gore. This keeps the rating at PG-13 and prevents the important story from being lost in violence. Still, the dialogue and plotline make the movie just as disturbing as many R-rated films.

Despite the seriousness of the film, George intersperses humorous moments throughout the movie to help relieve some of the horror. These interludes help viewers connect with the characters and relax, if only for a minute.

Music also provides some escape from the disturbing plot. Several scenes include African music, often sung by children. The sweet songs add to the sadness of the film, reminding viewers that many of the victims were children, but also show the beautiful side of Africa. The characters often release emotions through dance, and these scenes are carefully filmed to accentuate the graceful motions.

The music and dancing bring culture back into the devastated setting of the film and help transport viewers into Rwanda, Africa.

George made his movie into a gorgeously-crafted work of art. But like all true art, "Hotel Rwanda" is not simply a source of entertainment. It is also criticism of a society that turned its back on its human family in Africa.

"Hotel Rwanda" came in the wake of the tsunami disaster in Asia. The timing was obviously unintentional. But the film and the tsunamis raise crucial questions regarding the meaning of "tragedy."

Ever since the devastation caused by the tsunamis made frontline news, it has been internationally regarded as a full-scale disaster. Countries have poured millions of dollars into aid for victims.

One of the reasons for the wave of generosity that followed the tsunamis was that the situation was not just Asia's problem. Thousands of tourists, from Australia to Sweden, died as well.

The death toll for the tsunami crisis stands at over 160,000. It will probably be impossible to ever determine how many people were really lost. No one could disagree that what happened this December was a tragedy on a horrific scale.

But the death toll in the Rwandan genocide was nearly one million. The number of lost lives is nearly unfathomable.

The crisis in Asia was caused by a natural disaster, by powers outside human reach. We could not have stopped the waves.

In Rwanda, one million people were killed by other people. The world watched as rebels murdered tribal enemies. People are much easier to



courtesy of www.rottentomatoes.com

stop than tidal waves.

And yet we did not use our armies and resources to stop the killing. The Rwandan genocide was complicated: much more complicated than the tsunamis. In Asia, there were no heroes and villains. It was just the human family against nature. In Rwanda, there were two different sides and two different points of view.

People found it much more difficult to help, so, as a character in "Hotel Rwanda" says, they said "Oh, my God, this is terrible," and then went right on eating their dinners. While a genocide raged on in Africa, people around the world turned their faces away.

The film blames racism for the world's indifference to the genocide. The Hutus and Tutsis were tribes with savage-sounding names from a country that few could place in Africa. The world had little stake in their troubles.

Africa is infamous for being a hotbed of disaster. It is a continent that deserves all of our attention. Yet the world consistently and conveniently looks the other way when things go wrong there. "Hotel Rwanda" shows the conse-

quences of such inaction.

"Hotel Rwanda" is a plea to anyone who watches it. It is a testament to a horrendous tragedy that unfolded only a decade ago. It shows the ends people will go to in order to save the people they love.

Those who need help should not have to beg and plead for aid, as Rusesabagina and the Rwandan victims did. In Rwanda, the victims were helpless. They should not have been.

"Hotel Rwanda" will make you angry. But anger is beneficial when put to a good cause. The film tells a story that needs to be told, and serves as an example of the sort of devastation that can occur when the world doesn't take responsibility and do something to help.

"Hotel Rwanda" might make you cry. It is a movie of hopelessness and helplessness. But at the same time, it is a movie about hope and the power that every person has to change the world.



'The Aviator' flies high

ivannayang

Driven by his desire for aviation, famed for his relationships with beautiful women and haunted by an obsession with germs, Howard Hughes was a man whose public persona loomed larger than life. In director Martin Scorsese's epic, "The Aviator," Leonardo DiCaprio gives a performance that is both nuanced and dynamic, reminding viewers of Hughes' glory days before his descent into madness.

The film opens in a darkened room, with a young Hughes being sponge bathed by his mother, who is asking him to spell the word "quarantine." With each letter that Hughes recites, the fear of germs and disease is being driven deeper and deeper into his psyche.

However, as the film transitions to the set of "Hell's Angels" where an energetic Hughes is at the helm of the production, there is no sign of mental decline. Rather, Hughes is only compulsive about the planes in the famous air fight scene. His tribulations are almost comical. For example, Hughes realizes that the reason the airplanes seems to fly so slow is because there is no stationary object behind them to give an objectified sense of their speed. Thus begins months of halted production in order to wait for clouds in the Californian desert.

Hughes' success in "Hell's Angels," the most expensive film produced at the time, leads him to become acquainted with Katherine Hepburn. The legendary film starlet is played by a magnificent Cate Blanchett, who nails the eccentric attitude and distinctive movements of Hepburn.

Additionally, Hughes' love for airplanes continues, and he decides to buy out TWA, the rival airline of Pan-Am, headed by Juan Tripp (Alec Baldwin). The two engage in verbal sparring that is cloaked in the pretense of friendly rivalry. Meanwhile, Hughes' long hours spent pouring over business deals has taken a toll on Hepburn, and she leaves him for Spencer Tracy. Though his reaction to



courtesy of www.rottentomatoes.com

Hepburn's departure is dramatic, Hughes quickly moves on to his next relationship with Ava Gardner (Kate Beckinsale).

While managing TWA, Hughes is also busy building airplanes for the Army, and he decides to test the first model himself. The result is a crash into a Beverly Hills house. The scene of the plane skidding onto the red tiles of the Spanish styled house is both harrowing and deafening. Hughes barely escapes with his life, suffering burns and injuries to a large part of his body.

After the crash, Hughes' disturbed consciousness shows up with more evidence, as he is pushed to the brink by the public smearing of his image, courtesy of Juan Tripp and his henchman in Congress (Alan Alda). Although Hughes defends himself to a decisive victory in the hearings, his life will not have a happy ending as his illness returns after a brief respite.

Besides Blanchett's brilliant turn as Hepburn, the star pairing is between Scorsese and DiCaprio. The two previously collaborated in "The Gangs of New York," but this effort eclipses the previous film. Scorsese paints a picture of a deeply flawed but driven man without edging into sentimentality while DiCaprio shows his true acting range, especially in the later parts of the movie with Hughes' breakdown.

However, some scenes from Hughes' later life are disturbing, as is the scene after his airplane crash in which he is badly burned. Discretion is advised for younger viewers as well as those adverse to the sight of blood. Both accessible to casual filmgoers and to people interested in Hughes' life, "The Aviator" delivers an intelligent blockbuster guaranteed of awards success.



Anderson's 'Life Aquatic' barely stays afloat

sambakken

Love or hate his work, Wes Anderson is one of the most original filmmakers working today. His previous three films as co-writer/director, "Bottle Rocket," "Rushmore" and "The Royal Tenenbaums" have all become cult classics on the basis of their endearingly quirky characters and Anderson's distinctly stylized direction.

Anderson's latest comedy, "The Life Aquatic With Steve Zissou," has the unenviable task of following up the director's near-immaculate track record to date.

In the new film, Bill Murray stars as renowned oceanographer Steve Zissou (modeled after Jacques Cousteau) who sails the seas of the world with his crew, Team Zissou, making educational documentaries. When his best friend Esteban (Seymour Cassel) is killed by a rare jaguar shark, Zissou controversially vows revenge on the culprit.

In his perilous pursuit of the shark, Zissou is joined, in addition to the rest of Team Zissou, by pregnant journalist Jane Winslett-Richardson (Cate Blanchett) who is writing a feature on the oceanographer, a man named Ned Plimpton (Owen Wilson) who "may or may not" be his son, and Zissou's estranged wife Eleanor (Anjelica Huston).

Along the way, the crew encounters financial problems, Zissou's arch-rival the "half-gay" oceanographer Alistair Hennessy (Jeff Goldblum), and a group of kidnapping pirates. By the film's grand conclusion, Zissou has learned many important things about himself and life in general.

"The Life Aquatic" is Anderson's most aesthetically pleasing film yet. That's saying a lot, considering how beautifully and meticulously photographed "Rushmore" and "The Royal Tenenbaums" were. In direct contrast to the warm, earthy tones of "Tenenbaums," "The Life Aquatic" has a deep blue cast, punctuated by the red stocking caps of the uniforms of Team Zissou. The film is full of gorgeous panoramic shots of the open Mediterranean and tropical coastline.

Adding to the film's visual allure



courtesy of www.rottentomatoes.com

are a host of fantastic sea creatures created by animator Henry Selick ("The Nightmare Before Christmas") using stop-motion.

As in Anderson's other films, music plays an essential role in establishing the atmosphere of "The Life Aquatic." In fact, one of the film's major attractions is its soundtrack, which consists mostly of Seu Jorge's solo acoustic renditions of David Bowie songs translated into Portuguese. In an ingenious twist, Jorge, as Team Zissou member Pele dos Santos, actually performs these songs on screen, in the background of many scenes.

"The Life Aquatic" also continues the Anderson tradition of enhancing the mood with classic rock and pop songs. In one particularly memorable sequence, Zissou engages in a daring gunfight with pirates to The Stooges' "Search and Destroy."

It's also worth mentioning that "The Life Aquatic" is Anderson's most action-filled movie yet; Zissou's gunfight would make Charleton Heston proud.

For all its surface beauty, however, "The Life Aquatic" fails to be a truly compelling cinematic experience. The problem is that the characters in the film are either so unlikable or so quirky that it's im-

possible for the audience to make an emotional connection with them. Murray plays Zissou with a cold, smug, deadpan that just screams "pretentious," as does Huston.

Goldblum plays Zissou's rival Hennessy the same way; he reacts unreasonably calmly when he is shot and his entire crew is murdered by pirates.

As for the members of Team Zissou, most are devoid of personality, except for Klaus Daimler (Willem Dafoe), an unbearably annoying German ship hand.

In the end, only Owen Wilson's warm, down-to-earth performance as probably-Zissou's-son Ned is truly likable.

Cate Blanchett's journalist is perhaps the most unlikable character of all; on more than one occasion, she drinks alcohol while pregnant.

In the past, Anderson has excelled at creating insular worlds and inhabiting them with endearingly offbeat characters. With "The Life Aquatic," he seems to have gone off the deep end with regards to the second part of the formula. Hopefully, he can find his way back to the surface.



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'In Good Company' puts entertaining twist on common boy meets girl plotline

meghanbliss

"In Good Company," written and directed by Paul Weitz, appears to be a typical romantic comedy. However, thankfully, it is more than that. While there are certainly elements of the cookie cutter romantic comedy, the addition of the corporate element to the story is an enjoyable, much needed change to the generic, often overdone plot line.

As far as the love interest aspect of the story is concerned, boy, Carter Duryea played by Topher Grace, meets girl, Alex Foreman played by Scarlett Johansson. Boy sees girl a couple times, and then asks girl out. Unfortunately, the story complicates here. Boy is a blooming new corporate worker for a large, expanding international company and he has recently been sent to take over the advertising management at a top sports magazine owned by the company. Sounds simple, but he kicks his girlfriend's dad, Dan Foreman played by Dennis Quaid, out of his beloved position. So now, boy is dating girl, boy is dad's boss and dad doesn't know about his daughter's new love interest.

As the story begins, the family and business relations of Dan Foreman develop. He and his wife are pregnant with their third child and have two daughters, Alex, 18,



courtesy of www.movies.com

Topher Grace, Scarlett Johansson and Dennis Quaid all star in their newest movie, "In Good Company," a romantic comedy.

nancy test in the kitchen trashcan. At work, Dan is a respected businessman who attempts to run an honest business, and is loved by his coworkers, many of whom he hired personally. The characters at the office add a dose of comedy themselves. The stereotypical office workers are present, but do not fail at being truly funny and even

In a similar fashion, Carter's relationships are also developed and a parallel plot structure is pulled off successfully with Alex as the overlapping element that brings the two stories together. Unfortunately for Carter, his life isn't as pleasing as Dan's. He and his wife of seven months, Kimberly, played by Selma Blair, are having problems and he is successful in his company only because he is fresh out of business school and was able to memorize all the commonly used tricks that lead to material success. Clearly, Carter is the business man, who's also quite comical, and Dan is the family man—they are polar opposites in the office and at home. Grace's acting, like Quaid's, is wonderful as he, too, seems to fit the role he's in perfectly. He adapts to the young, nervous businessman role perfectly while still managing to pull off a realistic change by the end.

Once the two men begin working together, their jobs as well as their separate interests in Alex bring the parallel stories together as one. After the essentials of the plot have been established, the majority of the emphasis is put on com-

edy. Comical scenes are interjected throughout the rest of the story, leading to bursts of laughter from the audience. No rolling laughter is ever prompted, although the comedy is truly humorous.

The ending of the story is satisfactory, but not superb. There are several loose ends that are not ironed out. The only relationship that truly seems resolved adequately is the relationship between Dan and Carter. Dan seems to have slapped, or rather punched, Carter into shape, and thankfully, it isn't terribly cheesy. Alex's relationship with her father undergoes minimal reconstruction; her relationship with her dad's boss put an obvious dent in it when he discovered the relationship. And finally, Alex's relationship with Carter is left for viewer interpretation.

The interesting twist on the typical love triangle and romantic comedy is refreshing and pulled off successfully. Acting and directing were excellent and essential considering the commonality of the plot.

Rating:



courtesy of www.movies.com

and Jana, 16. There are brief comical moments as Dan tries to figure out which one of his daughters is pregnant after finding a preg-

somewhat original. Quaid fits the role perfectly. He looks the part and his acting makes even unlikely moments seem real.

French film provides authentic glimpse of WWI

A love story and mystery novel are combined into "A Very Long Engagement," a foreign film starring Audrey Tautou, star of "Amelie."

sarahjohnson-cardona

"A Very Long Engagement," directed by Jean-Pierre Jeunet, is the perfect title for this brutal yet compelling French film about the seemingly perfect romance between two lovers, Manech (Gaspard Ulliel) and Mathilde (Audrey Tautou), indefinitely put on hold when Manech is called on to fight in World War I. Gaspard Ulliel's acting is very good; he doesn't have that many lines but he creates the perfect Manech. Manech is a young man who is about to turn twenty years old. He is a good looking, lovable character. As the movie develops, the audience sees how much Manech loves Mathilde, and also witnesses not only Manech's physical but also emotional strength in light of his hard circumstances. Audrey Tautou, the star of "Amelie", yet again performs beautifully as a young woman who contracted polio as a girl. She is very intelligent and her refusal to give up hope for her love is admirable and touching.

The film does an extraordinary job of portraying the violence and

utter cruelty of the war. Throughout the film, men are shot at while going to the bathroom, as well as when they are surrendering and pleading for help. At times the extreme violence is hard to take, especially in light of current events.

The film is interesting because it shows two stories at once. On one hand it shows the story of a war—the French fighting against the Germans to preserve their ideals—while on the other hand Mathilde is desperately trying to find Manech. Mathilde's intuition and heart tell her that despite numerous testaments to his death, Manech is still alive. She follows her heart and gathers all the clues she can in an attempt to find Manech. The search captivates the audience, who is constantly wondering whether Manech is really alive or dead.

This leads to another aspect which makes the film attention-grabbing. Throughout the movie, the audience travels with Mathilde in her voyage to discover if Manech is actually alive, discovering clues along with her. This permits the audience to draw its own conclusions on the fate of Manech. Further

evidence sometimes changes these conclusions, and the audience again tries to make sense of the clues on their own. During the film, the audience is presented with pieces of the picture eventually leading to the answer of Manech's situation. What makes the movie unique is that sometimes the picture that the audience is shown is the wrong picture, leading them on the wrong path. Other times, the information given is irrelevant until much later in the film, when its connection is realized. In this way, the film successfully emulates a mystery novel and completely engages the audience.

The special effects in the movie are well used and create a very believable war scene. There is an interesting variety of black and white and colored scenes. The use of blood seems authentic and thus impacts the audience. There are also numerous dead bodies shown throughout the film that also create quite an impact, especially when the camera focuses on their faces and eyes. An example of this is when a blind man is shown in the movie and only the whites of his

eyes are visible. The acting adds to the credibility of the war, because the pain in the soldiers faces and in their voices is unmistakable.

Overall I would give the film 4 globes because it gives the audience an authentic picture of World War I and the hardships that not only the soldiers but also those at home had to face. In addition the film provides a French perspective to the war, and is made more interesting because of its effort to emulate a mystery novel.

Rating:



courtesy of www.movies.com

Mathilde (Audrey Tautou) waits for her love, Manech, (Gaspard Ulliel) to return from World War I despite doubts he is still alive.

Horror film fails in its attempt to frighten audience



courtesy of www.movies.com

rebecca wall

There have been a few good horror movies in the last few years. Two particularly come to mind: "The Others," released in 2001, and "The Ring," released in 2002. "The Others" effectively utilizes lighting and sound effects to create a chilling movie without many overtly scary images, while the infamous image of a girl crawling out of a television with her hair in her face in "The Ring" still causes people to shriek over two years after its release.

When I first saw the advertisements for "White Noise," I thought there was every indication that it would follow in the same vein as "The Others" and "The Ring." However, this prediction turned out to be overwhelmingly wrong.

"White Noise" follows the trials of a successful architect, Jonathan Rivers, played by Michael Keaton, after the mysterious disappearance and death of his wife. Jonathan is trying to get over his loss when an odd man (Ian McNiece) follows him, and then informs Jonathan that his dead wife is contacting him through the static in television and cell phones. Jonathan eagerly pursues contacting his wife. Unfortunately, he does not tread carefully, and manages to antagonize some angry static-dwelling demons. These evil beings somehow come out of the televisions and attack living people, and now, Jonathan is on their bad side.

Jonathan, from this point on, essentially tries to do four difficult tasks simultaneously: talk more to his dead wife (if you have even tried to speak with the deceased, you know, this is pretty tough), help other people contact the dead, protect people who are in danger of being anni-

hilated by the evil static things, and evade the evil static things himself.

If that description was somewhat confusing or vague, it accurately portrays the film. "White Noise," a movie with an interesting premise, is sabotaged by poor exposition and explanation. I often felt completely at a loss as to what was going on, or why things were happening. Perhaps the filmmakers were trying to make me empathize with overwhelmed and confused Jonathan by making me also feel overwhelmed and confused; if this is the case, they failed. Instead of being drawn into the calamities facing Jonathan I ended up being completely emotionally detached.

However, in the end, there is only one important thing to consider about "White Noise": was it

"White Noise," a movie with an interesting premise, is sabotaged by poor exposition and explanation.

scary? After all, it is a horror film. While there is an occasional frightening moment, overall I did not get scared. The shock of hearing a sudden sound or seeing a sudden person/unidentifiable blurry object jump out at you wears off after a while, and it becomes easy to predict when such an event will occur. The makers of "White Noise" should be cut a little slack though; it can't be easy to make the white static as scary as, say, Samara. After all, it looks like snow.

Overall, "White Noise" fails as a horror film. After seeing it, I wasn't scared of my television, phone, or radio. I didn't hide every time I heard static, either. "White Noise" is a marginally entertaining mediocre film, which is neither compelling or frightening.

Rating:



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CAPTURE THE MOMENT: PULITZER PRIZE PHOTOGRAPHS



Brian Lanker, "Moment of Life," 1972



Joe Rosenthal, "Old Glory goes up on Mount Suribachi," 1945



Bob Jackson, Jack Ruby shoots Lee Harvey Oswald, 1963



Paul Vathis, "Two Men With A Problem" (John F. Kennedy and Dwight D. Eisenhower), 1962

amybrooks

A child so thin every one of its ribs could be seen poking out from its skin, a vulture patiently waiting nearby for its next meal. Lee Harvey Oswald's bemused face as Jack Ruby fires his notorious shot. A little girl, clothes burned off by napalm during the Vietnam War, screaming with agony. These images have one thing in common; they have all won the prestigious Pulitzer Prize in photography.

Named for St. Louis Post-Dispatch founder Joseph Pulitzer, the exhibit, "Capture the Moment: The Pulitzer Prize Photographs," is making its first appearance in St. Louis. The exhibit is displayed in the library of Maryville University in west St. Louis County now through March 19. Admission is free.

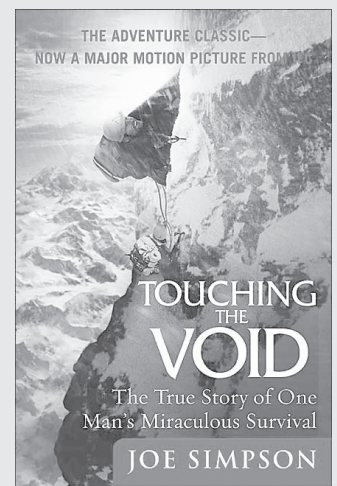
While the exhibit may not be "enjoyable" in the traditional sense of the word, it offers a unique look at events previously only studied in history books. Each picture, published between 1942 and 2004, comes with a small description of the event just in case that history reading never got finished. Also adding depth to the pictures, the summary includes quotes from the photographer about where he or she was and how he or she was feeling when the shutter snapped at just the right moment.

But it's the pictures themselves that provide an intense glance into some of the most memorable and notorious historical events. It's

true: a picture is worth a thousand words. The emotions and movements in these split-second slices of the past tell a story of their own. The anguished face of a college student kneeling beside the blood-soaked victim of the infamous Kent State shootings says more than any amount of words could capture. Four soldiers, three of whom would die days later, raising the American flag on a mound of rubble at Iwo Jima during World War II, inspires far more patriotism than any politician's speech.

The exhibit is organized well, and although it was crowded on opening weekend, there wasn't much wait between pictures because they are placed strategically, and chronologically, which is also helpful. The lighting is a bit dim for reading, but the effect only makes the pictures stand out more. Overall, it takes about an hour and a half to go through the exhibit and read all the corresponding summaries.

Deep within the exhibit, a cell phone rings, snapping me out of my daze. I realize that I am not deep within the current picture I am studying, but instead just looking at it with awe years after it was taken. The exhibit forces one to examine history as something more than a boring textbook, but something tangible from which meaning and learning can be derived. For this reason, "Capture the Moment: The Pulitzer Prize Photographs," is a great way to begin the new year by looking back.



Adventure book makes for difficult climb

katharineweiss

The book "Touching the Void" has many elements to it, some of which contain fear and excitement while others are dull and technical. The book, written by Joe Simpson, has also been made into a motion picture, and tells the story of two men out to face their most challenging climb yet, a 21,000-foot peak in the Andes.

Both Joe Simpson and Simon Yates, the two climbers, are well known veterans in the climbing community. They both end up reaching the summit successfully and it isn't until the climb down that Simpson slips and breaks his leg. Somehow the men are able to combine their climbing knowledge and lower Simpson almost completely off the mountain. That is, until Yates accidentally lowers Simpson off an ice ledge where he hangs over a crevice hundreds of feet in the air. This puts Simpson and Yates in a tough situation. As a raging storm occurs, Yates is forced to make a tough decision. He can either cut the rope or wait to be slowly pulled down into the crevice himself.

Joe Simpson is the author of many books including, "The Beckoning Silence" and "Dark Shadows Falling," and has received numerous awards for his writing including the Boardman Tasker Prize in 1988. "Touching the Void," has many levels to it. On one level it's a great story that provides both views of the climbers and even some pictures of the amazing sights, but beyond that, the book is fairly plain and at times even as boring as my grandma's dinner parties. Simpson uses too many technical terms that bore and confuse those who are unfamiliar with climbers' lingo. The story also has an abundant amount of gory details to describe the frostbitten hands of Yates and worst of all the leg Simpson breaks. Simpson's writing sometimes falls short of what you might expect from a high school student asked to write about his or her summer vacation.

But despite all that, the book still embodies the care and love that the two men show for each other. The book is a heartfelt and inspiring tale that will lead most people out the door ready to climb their own mountain. One of the best parts of the book is the moment that the two men share together as they realize that they have just climbed the mountain successfully. And if you do happen to be a climber those technical terms that may bore the average reader they might enhance the quality of the book.

Next time Simpson should stick to climbing and leave writing to the professionals.

Rent the DVD. You get the same heartfelt story with a fast-forward feature.

'Brotherhood of the Wolf' - a Clayton classic



michaelgregory

Many films have been bogged down by too many plot elements. It is incredibly difficult to keep them all straight, but this one does it, and does it well. Deception, seduction, secret societies, romance between an overly suave hero and a hard-to-get woman, Indian myths and magic, creepy prostitutes, big scary monsters, and of course, a whole lot of kung fu fighting. What a load!

The time is just before the French Revolution, and in a small province, a series of grisly murders of women and children have taken place. The survivors describe the perpetrator as a large, wolf-like beast with long, razor sharp fangs. Many have tried, and failed, to destroy it. Therefore the king sends two men, a suave taxidermist (Samuel LeBihan) and his Indian "Blood Brother" Mani (Mark Dacascos) to kill it and bring it to the king. However, there is more to the monster than meets the eye. A wide range of creepy and suspicious characters rise and the view-

ers become entangled into a web of mystery and deception instead of the old "See the murders and hunt the monster" storyline like of the B-movie monster flicks of the '50's. The "nothing-is-what-it-seems" mood sounds unoriginal, but it is the minor details and the atmosphere with a complex plot that the movie closely follows makes it anything but.

The film excels on all levels. The kung-fu is great, even if it seems like it doesn't fit with the setting (but who cares?). The story is perfect: suspense, plenty of plot twists, and a rather humorous romantic subplot. The acting is top-notch, especially by the ever so increasingly creepy Jean-François de Morangias (Vincent Cassel) and the ultra-mysterious Sylvia (Monica Bellucci). And, the three leads are great as well.

But the film's real charm is the directing. French director Christopher Gans creates a dark and gloomy atmosphere that is just teeming with mystery and gloom. The pieces of slow-motion action

and soundless splashes and violence fit perfectly in the film and add a break in what could have been routine editing. The dark tint of the imagery and the seedy undertones make it feel like a cult flick. The use of single-person shots and the perfect camera angles add to the flair and uniqueness of the film. Narration fills in the blanks between the film sequences and gives us a solid background at the beginning of the movie without being boring or too detailed.

The movie runs at a time of 2 hours, 22 minutes, but it moves so consistently

that it doesn't seem all that long. True, looking back after seeing the film, it's almost overwhelming how much content is packed into this movie, but it's all great. "Brotherhood of the Wolf" is one of those movies that makes anything seem plausible, and the many plot twists come at such a rapid-fire pace that the viewer won't have time to consider their believability (nor will they care). The characters always seem to be hiding something, and that's what makes this movie so much fun. These kinds of characters are hard to play; they can't be too dramatic, or else this would either turn into a cheesy B-movie popcorn flick that's only on at two in the morning. They have to be direct enough to get the viewer's mind turning, but subtle enough to create a little doubt, so the viewer can enjoy the movie without having to think everything out.

Far from the run-of-the-mill monster movie that Hollywood makes, "Brotherhood of the Wolf" delivers on all levels. It's among

the top three foreign films next to the hilarious soccer comedy "Bend it Like Beckham" from Britain, and the Chinese "Crouching Tiger, Hidden Dragon."

(In French with English Subtitles)



On April 5th vote to re-elect
Lilly Canel-Katz
to the Clayton School Board

Clayton schools do a good job for our students, but we do have worries. Reductions in our income mean that we'll have to make some hard budget decisions, making sure that they don't harm our students' educations and that we can keep the best teachers in our schools.

As a school board member concerned with the needs of all students I stood up for Conferenced English when it was threatened. I support our excellent AP program and will continue to work to see that the Learning Center has sufficient resources.

If you'll be 18 on April 5th you can vote in this School Board election, provided that you register by March 26th. You don't have to be 18 on the day you register and Ms. Canuso, in the CTIS Attendance Office, has the necessary forms.

Please tell me what's on your mind and vote for me on April 5th!

Lilly Canel-Katz
Email: lilly@canelkatz.org
Telephone: (314) 363-7239

Paid for by the Committee to Re-Elect Lilly Canel-Katz, Wendy Bell, Treasurer

It's legal to carry a gun in Texas

CHS student Karianne Jones shares stories from Killgore Kilgore.

In Eastern Texas, people often struggle to find viable forms of entertainment. Making fun of the liberals and threatening them with twin revolvers is always a common activity. Although such wreckless violence is generally frowned upon in more urban areas, a small town in East Texas decided they enjoyed hunting libs so much they would change the name of their town to Kilgore Texas.

"In Texas it is legal to carry a gun," said Karianne Jones, a student at Clayton High School and a proud Kilgorean.

Kilgore is a town of about 12,000 people. It is 99.9% Christian Baptists Conservatives and .1% endangered species. In a small town like Kilgore, everybody knows everyone, and gossip is common. This is why everyone in Kilgore knew the Dicks family.

The Dicks were a family that lived

on the outskirts of town. The father was always seen on the porch in a white beater, boxers, mechanic clothes, and a leather hat over his eyes on his wooden front porch.

"Father Dick always had a Shiner Boch beer in his hand," said Jones. "That is the Texas beer."

When speaking to Jones about the different people who lived in Kilgore, she told me of a long forgotten romance

with a boy named Lon Roberts. It wasn't uncommon to see Lon or his brother Tristan wearing cowboy boots, cowboy pants, cowboy spurs on his cowboy boots, and a good ole fashion cowboy rodeo hat. Culture was very important in Kilgore, and if you didn't have a fabulous outfit, well then I reckon you were just stoopid!

Kilgoreians are always striving to

find new and exciting things to do, and events to plan in the town. Of course they don't just ride horses and drink beer all day...that's just a stereotype.

"I burned barbies in a trash burning pit, with some westerners on their ranch," said Jones. The high school football games were a very important part of Kilgore, if you didn't go, you weren't a true Kilgorean, everyone goes, and it is a huge deal.

Now don't get me wrong, I have the utmost respect for the traditions and culture that is Kilgore Texas. I have no



<http://txdepot.railfan.net/Kilgore.html>

Kilgore attractions

- WAL-MART
- WHATABURGER!
- The Backporch (Hush Puppies and Beans, "the best Hush Puppies ever!")
- The Lighting of the Oil Derricks
- The Christmas Parade

Slang: a second language

"A Dog and Pony Show"

Meaning: over the top



teresa schuster

spanish teacher

"We were told not to put on 'a dog and pony show' when one of the administrators come in to watch our class. We weren't supposed to go overboard. Now, instead of saying 'a dog and pony show', I said 'a donkey and pony show'. It doesn't work very well when you say the wrong word. The sayings are the hardest thing to learn when learning a new language."

"Hecka"

Meaning: heck

"I've made up some of my own words to replace 'heck'. I like to say 'hecka' and 'hecki'. Some of my friends call them kelly-isms."

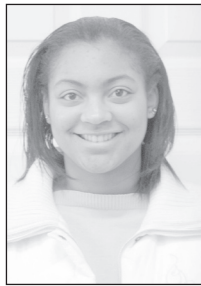


kelly slavin

freshman

"The 4-1-1"

Meaning: the information



charmaine washington

senior

"You know the 'saying' the '4-1-1'? Well, Mr. Otten said the '4-11'."

"Boo-ya-ka-shaw"

Meaning: Booya

"I have this 'Juice Slang'. It combines Hebrew and English. Instead of 'booya', I say 'boo-ya-ka-shaw'. It sounds more Hebrew."



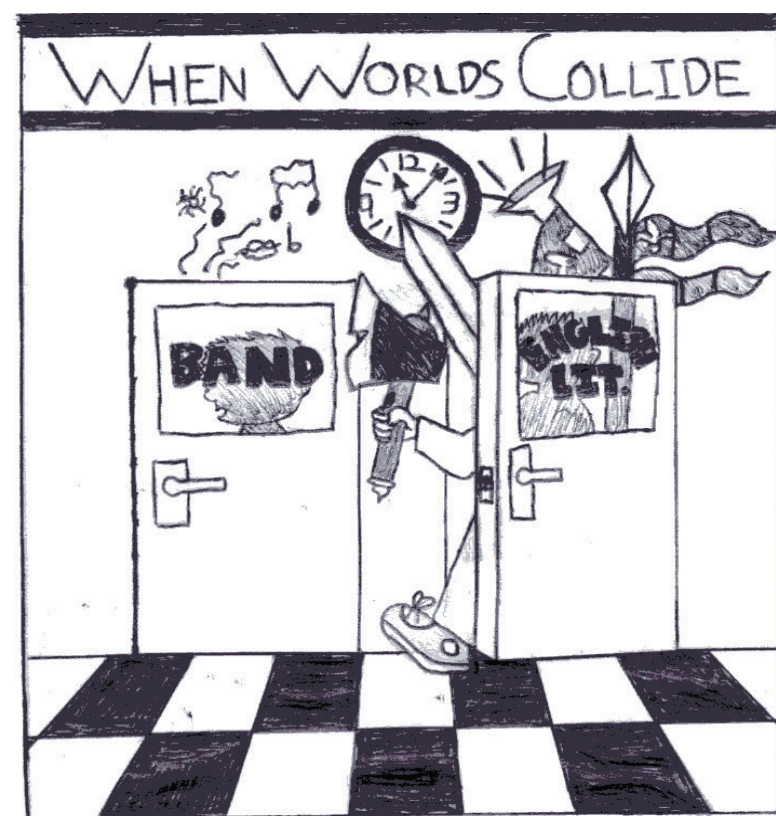
emily schilmeister

senior

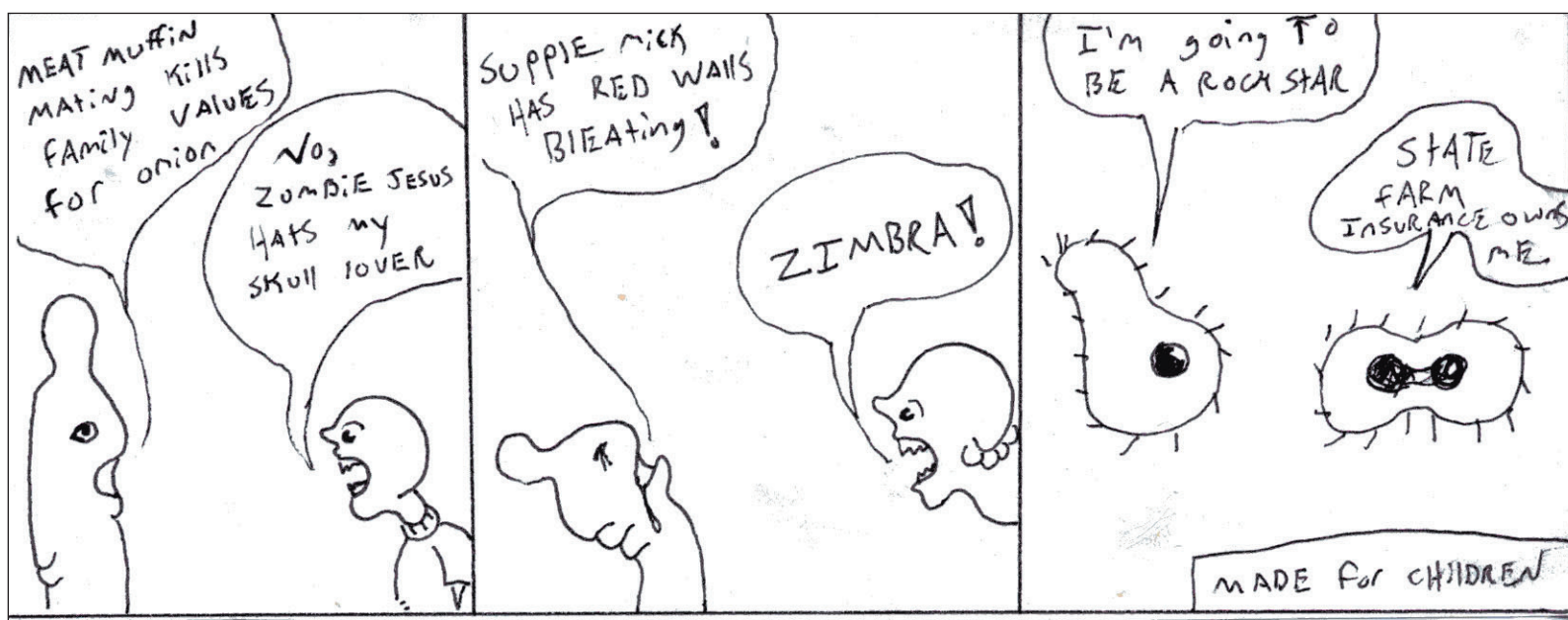
Pre-Peppers Dance by rachael cohen



Status quo by alex ferguson



Avant Garde by tristan hummel

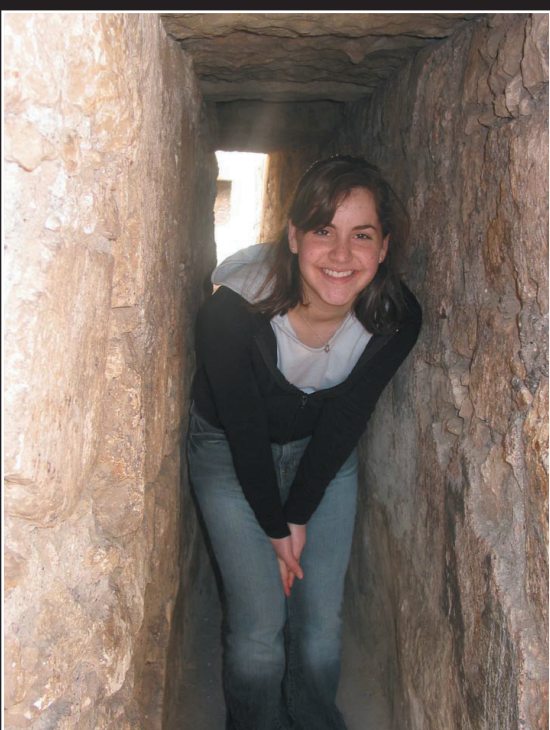
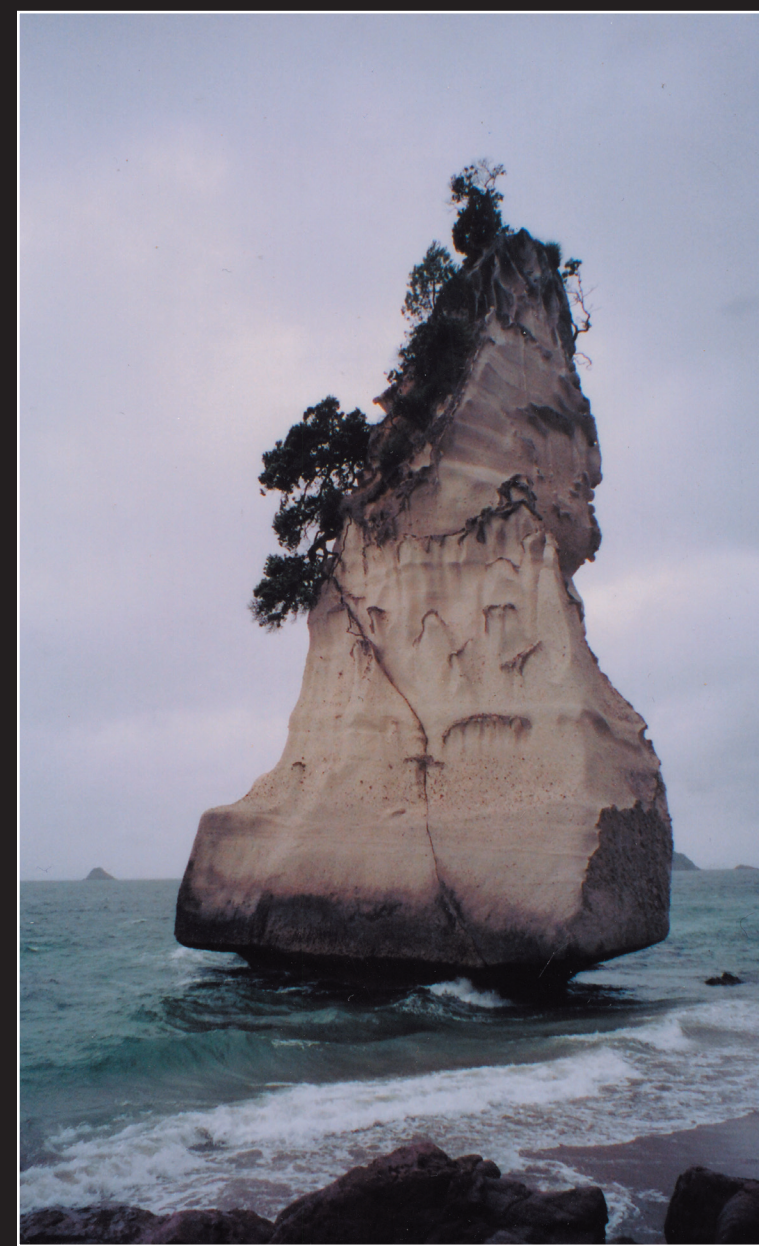


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Journeys



Above left: Freshman Gila Hoffmann spent winterbreak with her family in Israel. Top Left: Islam's and Judaism's holiest sites - the Dome of the Rock and the Western Wall. Below counterclockwise: Hoffmann poses in the tunnels underneath the Western Wall. A camel in norther Israel. A troop of the Israeli defence force near city hall in Jerusalem. An old man paints yarmulkas at Yad Vashem - life line for the old. Above Right: Brothers Jamie and Jonathan Goodfellow spent winterbreak with their family in New Zealand. Top: A rock on the west coast of the southern island in Foulwind. Below: On the southern island at Arthur's pass. Below: Wellington is the capital city of New Zealand located on the southern tip of the north island.

Fear Freedom

By Micah Fredman

I never got along with the ocean. My mother tells me that I loved it as a baby, but I'm convinced it was just a combination of her own infatuation with it and her inability to comprehend my non-verbal expressions. I never was very good at expressing myself.

I see myself standing at the water's edge on our annual family trips to Miami Beach. Everyone else's highlight of the vacation was when we all gathered in the water to jump waves - go figure - and there I am wondering if I'll be able to make it past ankle deep. My brother, just two years my elder, has no such fear. No foe, not even the mighty ocean stood a chance against him. After an eternity - five to seven minutes - of inching at snail's pace into the water, I have reached the others.

To put it lightly, I am a slave in this oceanic hell.

I am small and lost in its mighty magnitude. Its hills too high to see passed and its valleys so low that I am swallowed up and hidden. It is endless. No matter how much strength I exert, it does not give in. I sink slowly to the bottom. I am alone in the darkness. It suffocates me and muffles the sound of my screams.

Ten years later, the tides and tides have changed. I have grown to 6' 4", put on a good 100 pounds and I think I have a chance. After the volleyball game where my brother yells out timber as I - the tree - come crashing, diving to the ground for the ball, we decide to go into the ocean to cool off. Farther and farther out to see, I take on the ocean, take on the waves. How good it feels to voluntarily step into that which we fear most. I float freely over its towering crescents. As it bubbles and foams and crashes onto itself, I dive under. It is quiet. Coming up, I do not open my eyes. I listen for the crash, I let the water ripple over my head. I am free.

I am small and inconsequential in its glorious greatness. I don't care to see over its mountainous waves, I find solace in the loneliness of its dips. I know there are forces here greater than my own. I love to lose. It rocks me, this cradle, to its depths. I hear the beautiful silence - how powerful it is to be silent.



Senior Micah Fredman (age 4) and brother Zach Fredman (age 7) at a beach on Lake Michigan in South Haven.