

Drinking and Driving--p. 10

1 Mark Twain Circle

March 2005



Clayton, MO 63105

AP Artists at CHS--p. 20

Vol. 76, Issue 7

Arts Fair celebrates disco

rebeccawall

The annual Arts Fair will be held on April 7 at CHS. This year's theme is "Celebrate Good Times, C'mon!" The theme is very broad and incorporates many different events that are occasions to celebrate, such as snow days, Halloween and birthdays.

Senior Arts Fair chair of activities Barrie Nussbaum described a few of the activities, which will be a part of the Arts Fair this year.

"In the Valentine's Day Room we make valentines, and in the Cinco de Mayo Room we are decorating maracas," Nussbaum said.

Other activities will include the Birthday Room, where participants will make a goody bag and play games to win toys for them, and the Christmas Room, where participants will make and decorate ornaments.

Activities were chosen by the steering committee, which Brainstormed ideas and then voted. Planning for the Arts Fair has been going on since last fall. Sophomore Babe Liberman assisted in the plan-

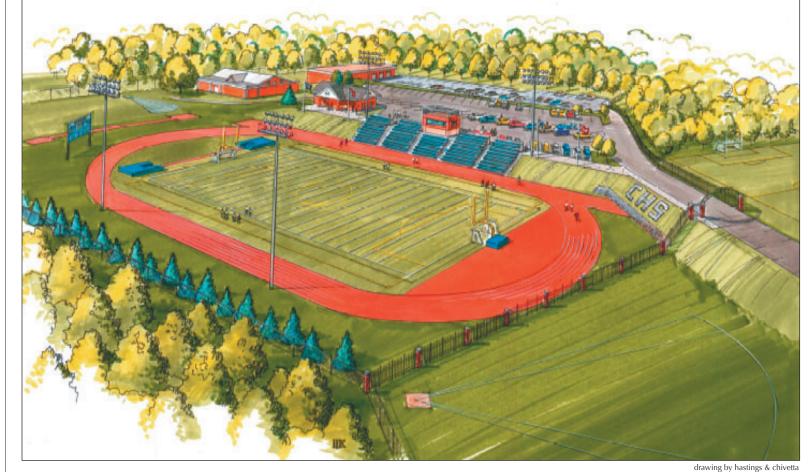
ning. "Some ideas for the theme were time periods, decades, and the alphabet, but we chose 'Celebrate' because it had a lot of good projects to go along with it," Liberman said.

Sub-committees did additional planning for Activities, Decorations, and volunteers, among other things.

"As chair of the activities committee, we made a list of holidays, and then made up crafts to correspond to each one," Nussbaum said. "Then we went though tons of catalogues and ordered the supplies for each room. As of right now we have had a few orders come in, and are still waiting for more."

The steering committee met on March 12 to prepare the crafts for each room.

"The majority of the work was done on March 12 for the activities," Liberman said. The Arts Fair looks to be shap-



Friends of Clayton Athletes envisioned the Gay Field renovations as shown in this drawing. The construction can begin once \$1.6 million is raised; so far the organization has raised \$1 million.

Construction awaits funding

Only \$600,000 are needed before Friends of Clayton Athletes begin the Gay Field development project. With construction imminent, Fall 2005 may see vast improvements.

dakinsloss

The Gay Field renovation project is well under way. No construction has occurred, but fund-raising is going quite well according to Friends of Clayton Athletes co-chairman Frank Hackman.

"We have raised approximately half of the estimated money required for the \$2.5 million plan," Hackman said.

The plan has not been greatly altered as fund-raising progressed.

"There has been no significant change in the plan," Hackman said. "The one thing that has been added is pretty minor. There will be a donor plaza with bricks with names on them for each donor that gives more than \$1000. We have about 10,000 fliers with the information on them that are in the process of being mailed out.'

The Friends of Clayton Athletes have also

"Our second targeted group is the members of sports teams," Hackman said. "This includes soccer players, field hockey players, football players, baseball players and various other sports participants that the flat field will benefit."

The fund-raising is also targeted towards previous CHS athletes.

"We will also have a program targeted towards the alumni," Hackman said. "We will be continuing to target them based on their high school affiliations. We will be continuing to talk to people like soccer alumni, lacrosse alumni, football alumni and field-hockey alumni."

The fourth and final group is perhaps the most important.

"We will keep making efforts to meet with our fourth targeted group, which is people or corporations that are potential large donors that can make a substantial contribution," Hackman said

Chivetta Architecture Inc. and there is now a contract between them and the Clayton School District," Hackman said.

The contract is great for Clayton financially. The Friends of Clayton Athletes are providing funding and the contract is set up on a pay as you go basis so that there are no risks for the district.

Hackman's short-term vision includes much work but requires board approval along the way as well as sufficient funds.

"Ideally, we will raise enough money to be able to do everything quickly," Hackman said. "Realistically, I think, we will have enough money to do the track, the artificial turf, the lights and the sound system, which are the components of Phase One. Then we should be able to come back in Phase Two and do the expanded road way, expanded parking and make improvements to the stadium and seating."

Hackman believes that all of this will hap pen in the very near future.

newsbriefs

Editors Named

The Globe recently selected new head editors for the 2005-06 school year. Junior Caroline Bleeke will serve as editor in chief, while juniors Meghan Bliss, Annalise Shumway, Rebekah Slodounik and Kate Waterbury will serve as senior managing editors.

Benefit Concert

TRI-M officials Edward Dong and Nathaniel Markmen have organized an American Cancer Society Benefit Concert for Sunday, Apr. 24. The concert will include performances by the CHS band, orchestra and choir. Additionally, junior sensation Josephine Pang will sing and play guitar.

Junior Conferences All juniors who have not yet scheduled a parent/student conference with their guidance counselor need to do so immediately. The rendez-vous is intended to brief students on the college selection process: tests, applications and recommendations.

Upcoming Tests

ACT testing will take place on Saturday, Apr. 9 and Saturday, Jun. 11; SAT testing will be on Saturday, May 7 and Saturday, Jun. 4. All college-bound students are encouraged to take at least one of these tests. The week of Apr. 12-15 will consist of standardized MAP testing, upon which Clayton's Annual Yearly Progress (AYP) is based, in accordance with No Child Left Behind.

ing up well. In addition to being the only Special Olympics event held in any St. Louis High School, the vast majority of students participate.

Nussbaum thinks the Arts Fair is an important community event.

"Eighty percent of the school participates in it," Nussbaum said. "Also, it is a lot of fun."

been following a fund-raising plan targeting four main groups in their attempts.

"The first group is families who currently have students enrolled in Clayton," Hackman said. "We are asking people in individual schools to purchase a brick or make a similar size donation."

A more specific portion of the current students is also a targeted group.

There have already been large contributions. Michael Staenberg of THF Realty made a substantial financial donation to the efforts and agreed to serve as honorary fund-raising chair.

The Friends of Clayton Athletes are pleased with the fund-raising success. There has also been extensive planning for the upcoming construction.

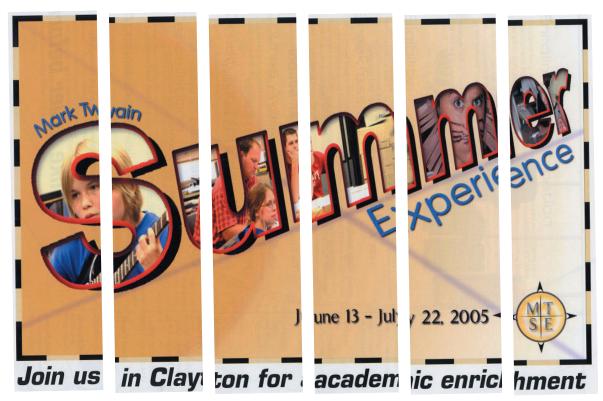
"We have set up a contract with Hastings &

"We are optimistic but I think we are in a position that we can go out for bid in late spring with the idea that we can start Phase One in the summer and that it is ready for the 2005-06 school year," Hackman said.

In fall 2005 the project's effects will be seen. Hackman predicts positive effects on students,

Construction, 4

Districts put aside differences, save money



The Mark Twain Summer Experience will collaborate with Ladue's Academic Summer School in an effort to save teacher resources and district funds.

katherinesher

The School District of Clayton and the School District of Ladue have devised a way to cut costs for their districts' budgets by working together. Beginning this summer, Ladue and Clayton will have a combined summer school experience for all students eligible to attend either Clayton High School or Ladue Horton Watkins High School

Discussions began between Clayton Superintendent Don Senti and Ladue Superintendent David

Benson earlier this year, in hopes of ties for Ladue students. finding ways to help both districts cut costs.

"I was talking to Vic Frankel about the budget and ways to save money," Senti said. "I also knew David Benson from his previous job, so I talked to him."

A merging of the Mark Twain Summer Experience and Ladue Academic Summer School was one suggestion. The combined summer school plan would allow CHS students to attend a summer school class at Ladue High School without cost, and offer the same opportuni-

"Students can take courses at either Ladue or Clayton," Director of Student Services for the Clayton School District Don Rugraff said. "Its a two-fold program. It allows the districts to save money as well as offer enriching classes for the students.

The program was made official when the Mark Twain Summer Experience brochure went out in late Feb. While the Mark Twain Summer Experience only has a little box to explain the merger, the Ladue Academic Summer School packet includes a page explaining the merger to its students.

Initial administrative reactions to the program are the same for both districts

"I'm really excited for this to happen," Rugraff said.

Judy Bachman, Direct of Community Services for the Ladue School District, agreed.

"Everyone's been really positive about the program," Bachman said. "As luck turned out, the summer school dates for each school were the same. Class time was the only difference.'

The program is still in the early stages of development. The districts are collaborating on a pilot program using the middle school drama class this summer. The program involves two three-week sessions with each session creating a production to be performed at each location

"Ladue will hold the first three weeks of the program," Rugraff said. "Then it will move over to Clayton for the final three weeks."

"Middle school drama is the hope for the future," Bachman said. "Ladue will staff the program during our three weeks, and Clayton will staff the program during their three weeks. Hopefully, down the road, this could start the line for shared productions during the school year."

Another collaboration for this summer includes the Driver's Education program.

"The Driver's Ed. program will combine this summer," Rugraff said. "The class will take place at Ladue High School but be offered to both Clayton and Ladue students. The class will still be fee based."

"Previously, Ladue's Driver's Ed. had been free to residents in Ladue," Bachman said. "Because of the budget, Driver's Ed. was easy to cut. There will be two cars, one from Ladue, the other from Clayton, and three teachers to accommodate more students. This is the first year [in Ladue] Drivers Ed. will be fee based."

Concerns with the current programs are also reasons for merging. In Clayton, the issue of size and number of classes probes to be one of the biggest concerns.

"If the summer school program continues to grow and expand, we might run out of room," Rugraff said. "Currently the Mark Twain Summer Experience is held at Wydown Middle School, which puts limitations and restraints on the types of classes that are offered, especially the sciences. It is possible that in the future all high school programs could be held at Ladue and all middle school programs at Wydown."

Another Clayton concern is what is happening right now with the summer school program.

"We don't really have a big concern for the program in the future," Rugraff said. "Right now it's just the organization and communication. We will work and tweak through some things."

Ladue, similarly, has had previous problems with their summer school program.

"Cost was one of the concerns," Bachman said. "There was low enrollment in some classes. We couldn't offer a lot of fine and practical arts because there was no staff to teach those courses.

Collaboration, 4

Arts Fair

Buddy Training Day for the annual Arts Fair will be Tuesday, Apr. 5; the actual Arts Fair is scheduled for Apr. 7. This year's Arts Fair theme is "Celebrate Good Times, C'mon!"

Prom

Junior/Senior Prom is scheduled for the evening of Apr. 16 and After-Prom will follow into the following morning. Prom will be located at the Radisson in downtown St. Louis whereas After-Prom will be in the CHS Commons.

> For more briefs, see inside sections.

insidescoop global.....2 local.....3 life.....6 people......8 in-focus......10 sports......11 forum.....14 arts.....16 hootenanny.....18 rear end.....20

2 global globe march 2005

Students' alternative views on politics defy the norm

From collectivist socialism to libertarian objectivism, some students' political views are well out of the mainstream.

ivannayang

Radical politics. For some, the words conjure up images of violent protest, flag burning, and vocal dissent. However, a new generation of voters at CHS has taken the path less traveled by exploring other options beside the traditional two-party system.

Senior Alex Fennel first encountered alternative political views via the classroom.

"I first became aware of socialism in ninthgrade when Lenin, Marx, and revolutionary Russia were first introduced," Fennel said. "The idea really interested me because there is so much social inequality in the world—socialism offers a solution to the problem."

Other students have found their ideals at the other end of the political spectrum. An adherent of Ayn Rand and identifying with the author's objectivist philosophy, senior Evan Sadler takes a distinctive view of both politics and human nature.

"Rand's philosophy is centered around radical self-interest," Sadler said. "Man's own mind is the basis for his survival and he must form his own moral code. People should actively work for self-improvement with no obligations to others."

However, Sadler qualifies his statement by defining the boundaries of radical self-interest.

"Although objectivism stresses the importance of developing behaviors for self-sufficiency, it also states that one cannot pursue one's own interests at the expense of others," Sadler said.

Despite their non-traditional political views, both Sadler and Fennel think they are able to say what's on their mind during classroom discussion due to their out-spoken personalities.

"The reactions I've gotten when I voice my opinions have depended on the audience," Sadler said. "Some people are unreceptive to opposing views and would rather hurl insults than formulate a rational argument, but because I'm outspoken, I don't let those people stop me."

Fennel also finds affirmation in her personal beliefs. "I know what I believe is right and accurate,

and I've found that in most situations, people are pretty respectful," Fennel said.

While freedom of speech and the right to determine one's own political views is widely upheld at CHS, around the world imprisonment is still standard for political dissidents. Amnesty International is one organization that actively lobbies governments to free prisoners of conscience.

"Amnesty International works at a grassroots level to liberate political prisoners," CHS Amnesty International sponsor and history teacher Janet Curry said. "Public consciousness keeps governments in check and the letters that we send are nonpartisan."

Curry herself is a veteran of political participation.

"I grew up in Washington DC surrounded by lots of media outlets," Curry said. "My generation's motto was 'if you're not part of the solution, you're part of the problem.""

The Vietnam War was also a watershed event for both Curry's political and social activism.

"The Vietnam War woke the United States up to the realities of life around the world," Curry said. "Problems occur when we're not aware of



Senior Alex Fennel studies for her AP World History class. Fennel first encountered in her ninth grade history class the socialist views that she now holds.

global crisis or decide that people in this or that part of the world don't matter."

Curry has mixed feelings about the political and social atmosphere of CHS.

"I think that Clayton is a conducive environment in which to teach and learn," Curry said. "However, there is such a heavy emphasis placed on one's immediate circle of friends and family that it often prohibits the development of a national or international view of current events."

Fennel and Sadler have echoed Curry's sentiments of rejecting popular forms of government to find their own brand of politics. At the same time, they still plan to participate in America's democratic tradition: elections.

"I reject the two-party system because there's little chance that there will be real social change," said Fennel. "However, I'll absolutely vote in the elections because I don't want the system to control my decisions, and I do hope that some change will occur."

Having participated in the last elections, Sadler chose the candidate who best matched his personal criteria of being fiscally conservative and socially liberal.

"I voted for Kerry because I'm opposed to Bush's placement of religion in education," Sadler said. "Still, there are aspects of each party that I do and don't like."

Ultimately, the task of deciding one's political views lies in being informed both about what's out there and on current events that may dictate the political atmosphere.

"Our leaders are the ones out there making the policies and laws," Curry said. "Still, it's the citizens who bear the efforts of choosing the leaders and actualizing those goals."

Sex education bill introduced to eliminate requirement that schools teach about benefits of birth control

Current statute on the books requires school health and sex ed classes to teach about the benefits of both abstinence and birth control. The bill would in effect let individual school districts decide whether or not to teach about contraceptives. Clayton's current sex ed policy, called comprehensive or "abstinence plus" education, will probably not be affected.

amybrooks

Because moral issues are such a driving force on the political scene, the proposal of a new abstinence-only sexual education bill for the state's public schools was bound to show up some time. The bill, which was

introduced by Rep. Cynthia Davis R-O'Fallon, aims to eliminate a statute that requires sexual education classes to teach about the benefits and consequences of various forms of birth control in addition to teaching about abstinence. The bill is part of a growing national debate over which method is best: teaching just abstinence or teaching about both abstinence and birth control.

A new nationwide trend focusing on morality, coupled with Republican control of Congress both in Missouri and Washington, D.C., means much could get accomplished in the area of moral issues and their affect on sexual education offerings. For example, on the national level, President Bush asked Congress for increased funding of abstinence-only sex ed programs, and to currently qualify for federal money, programs have to mention the

failure rates of contraceptives if they are mentioned at all. Also, in November 2004, Congress earmarked \$168 million in federal funding for abstinence-only programs.

Current Missouri law contains six basic requirements that sexual edu-

cation programs must meet, the first of which states that abstinence must be presented as "the preferred choice of behavior in relations to all sexual activity." And last month, Missouri Governor Matt Blunt said he supports local school boards being able to make their own decisions, which is just what the bill suggests.

> The bill wouldn't make teaching about contraceptives illegal; it would just eliminate the requirement that says they have to be taught – allowing local communities to make their own decisions on the matter.

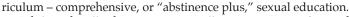
> "If we let the local school districts teach kids how to read, reading kids can figure out how to buy condoms and read the directions on their own," Davis said.

> However, according to Health Curriculum Coordinator Doris Smith, National Statistics show that a comprehensive approach is best.

"The statistics show that students who have abstinence-only sexual education have sex an average of six months later than stuebensive approach however many of these

dents who have the comprehensive approach, however, many of these students are then having sex with no protection against pregnancy and STDs, so really, it doesn't seem like an advantage," Smith said.

Even if the bill passes, don't expect a drastic change in Clayton's cur-



"Philosophically there are some really strong reasons for teaching the comprehensive method," Smith said. "We have never believed that we are educating our students just to be 16, 17 or 18-year-old people, we're giving students the skills and knowledge they will need for the rest of their lives as well. Tenth grade is the last formal sexual education students will ever have, so we're giving them what they need for life, not just what they need as a tenth grader. We don't look at kids and go, well, they're not a chemist so they don't need to know chemistry – the same idea applies to sexual education."

Smith also says that all decisions are made after carefully consulting the parents and the community.

"We do parent reviews and surveys of our curriculum, and they like the comprehensive program, which is important to us because we want the parents to agree with what is taught," Smith said.

Smith also points to a national survey done by National Public Radio, the Kaiser Family Foundation and Harvard University about various topics regarding sex. Of parents surveyed, 94 percent said that they thought it was "appropriate to discuss methods of birth control and pregnancy prevention" in sexual education classes.

Although the national tide may be changing, Clayton appears to be sticking to its current philosophy.

"Our curriculum is a reflection of what the community wants and what our educators feel is the best for our kids," Smith said.

Survey about sex ed conducted by the Kaiser Family Foundation, Harvard University, and NPR

Percent of parents who thought that the following topics were appropriate for sex education classes:

• STDs	99%
• Birth control	94%
• How to use and where to get contraceptives	86%
• Abortion	85%
• Homosexuality and sexual orientation	73%



Our curriculum is a reflection of what the community wants and what our educators feel is best for our kids.

- health teacher doris smith

globe march 2005

loca



BOE race heats up

After a few years of controversy over the deseg program, integrated math and the budget crisis, Clayton residents will go to the polls in April to determine the district's future Board of Education members.

rebeccawall

With the school board elections rapidly approaching, the political climate is heating up in Clayton. The election, which will be held April 5, will be extremely significant in determining the future of Clayton schools. With six candidates competing for three spots the district could be strongly affected by the results.

The candidates are Rashda (Sonny) Buttar, Steve Singer, Omri Praiss, Lilly Canel-Katz, Gordon Radford, and Richard Winter. Steve Singer and Lilly Canel-Katz are the only incumbents running for reelection.

Each candidate offers different opinions and ideas about the issues facing the school district, the directions the school district should be taking and why they should be elected.

According to the PTO Council's Voter's Guide, which includes interviews of Buttar, Singer, Praiss, and Canel-Katz, all candidates stressed the importance of meeting financial constraints, yet continuing to maintain a high quality education. The issue of financial planning is especially important, considering the dramatic reduction in funding for the VST program

Praiss believes that he is qualified to be a member of the school board for several differing reasons.

"With three children transitioning to CHS, Wydown, and Glenridge this coming fall, I have a unique perception and appreciation of issues facing schools at every level," Praiss said.

Praiss also cites his experience as an attorney and engineer as an asset.

"These provide me with the analytical skills to serve as an effective member," Praiss said.

Buttar believes that she will contribute to the school district if elected as well.

"My contribution: be prepared and informed, critically evaluate information presented to the Board, respectfully debate options, seek to build consensus, and build long term commitment," Buttar said.

Singer, one of two incumbents running for reelection, cites previous school board experience as one of the reasons he should be reelected, in addition to having a strong business background.

"Over the last three years, I have demonstrated the leadership necessary to bring these various team members together in a more successful working relationship," Singer said.

Canel-Katz offers several reasons why she should be elected. Like Singer, she has previous board experience. She also feels that she is financially capable.

"I will make prudent financially judgment backed up by detailed study of the numbers," Canel-Katz said.

Each of the four candidates featured in the voter's guide shared similar opinions about the financial status of the district.

"The district's budget has been stabilized for the short term," Buttar said. "Hard work remains to address future budget needs without jeopardizing continued district excellence."

Her comment was representative of the comments of the other candidates

Canel-Katz shared a similar sentiment: "The district is facing major financial challenges."

The candidates share differing views on the VST program. Buttar and Singer both state that the VST program is in the financial best interest of the school district.

"Based upon current information, the program is the best financial interest of the District and provides a socio-economic and racial diversity that it otherwise lacks," Buttar said.

Canel-Katz disagrees.

"It costs just under \$14,000 to educate a child in the district." Catwo children, the cost might not be that high, but the point is if you add a lot of children the cost does end up being \$14,000 per child. I don't think it conserves money to do that when the state is only giving \$7,000 per child."

Canel-Katz did, however, vote to allow the VST students already in the district to continue attending until they graduate.

All candidates represented in the voting guide stressed the importance of maintaining diversity in the Clayton School district.

"Giving our children the opportunity to learn in diverse student body teacher tolerance, respect, and prepares children for a live in the global world economy," Praiss said. "The district should always remain committed to maintaining and valuing having a diverse student body.

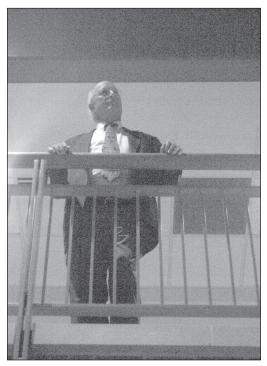
Praiss is considering some alternatives to the VST program that could impact the district's future.

"I have two ideas," Praiss said. "First, I support the creation of a privately funded 'Diversity Scholarship Program.' Based on funding from local businesses and residents, this program could provide an opportunity for students of diverse background to attend Clavton schools. Second, the board recently discussed the possibility of permitting students from Ladue to take classes at CHS. Instead, I recommend developing a program with University City whereby children from University City High School would be permitted to take certain classes at CHS."

In light of the recent controversy surrounding the BOE decision to offer an alternative math course to Integrated Math, the role of the board in policy issues and daily operation is another important issue.

Singer said that most advice on daily operations comes from senior administrators, and committees composed of teachers and parents should develop the curriculum. nel-Katz said. "If you add one or He stressed that the school board





should respond to the concerns of its constituents.

'The board is always open to feedback from parents and the general community," Singer said.

Top - BOE Candidate Omri Praiss speaks to a group of Clayton residents about his views on the district direction. Along side him from left to right are Sonny Buttar, Steve Singer and Lily Canel-Katz. Both Singer and Canel-Katz are returning for a second election.

Left - Superintendent Don Senti looks over the commons railing to listen to the hopeful candidates. These past few years have been difficult for the district. Senti hopes new or returning BOE members are up for the challenge.

However, Caneltant that board members stay close Katz favors a more aggressive approach to board intervention in policy issues.

"The board has the ultimate responsibility for educating our students," Canel-Katz said. "It fulfills that responsibility by enacting policies, monitoring the results, and acting when necessary and appropriate. For

rachel kodner example, when more

than 40 percent of CHS students were using tutors, Kumon, etc, I led the successful move for a traditional mathematics option." Buttar believes that it is impor-

to the guiding principles of the district. "My decisions will be based on my analysis of the data, using inde-

pendent, critical judgment, and my participation in, and considering of, critical discussion at the Board table," Buttar said.

Praiss thinks that longer term policy issues should be the board's priority.

'To effectively fulfill this task, the Board should not micro-manage issues relating to the daily operation of the district," Praiss said.

With each candidate vying to be elected, the election results will have a major impact on the Clayton School district.

Race dialogue hopes to break cycle of oppression

micahfredman

The world is run by cycles. The earth cycles endlessly around the sun, the body cycles food into energy and the eat, sleep and wake of life often seems a monotonous cycle as well. However, not all cycles are beneficial in nature. There are destructive cycles as well. One such cycle is the cycle of oppression.

In the past two years, art teacher Russell Vanecek, along with Principal Dave Skillman and retired administrator for the St. Louis Public Schools Billie Mayo, has been working to improve race relations at Clayton – to examine and end the cycle of oppression.

"It's learned, it's passed on, then people participate in it," Vanecek said. "It goes on and on."

Vanecek serves as the project facilitator and is an integral part of the group.

"We talk about the issue of race and race relations and how they effect the achievement of African American students," Vanecek said. "We then discuss what that means in terms of what the school can do. We talk about the students, what their needs are, what they're up against, how it affects them, how do race and racism show up in the school and what can we do about that."

Science Department Chair Mike Howe was one of the teachers who participated in the discussions this year.

"I saw the goal as two-fold - the achievement gap and racial relations," Howe said. "The first step in solving the problem was communication, working towards better dialogue. Our school has better dialogue than most places, but there is still evidence of segregation mostly because of comfort level and communication. We tend to hang with whomever we are comfortable. You walk through the commons, and you see that there is not a perfect blend of races; there are pockets.

Senior Charmaine Washington participated in the discussions as well.

"I think the goal of the program is to get all the students in the school talking to each other and recognizing what some of the issues surrounding race relations are," Washington said.

Both Howe and Washington feel that these types of discussions are important.

"I think that a problem in America today is the widening gap in achievement, measured in socio-economic terms," Howe said. "There's a widening gap between the haves and have nots. We need to work to become a more heterogeneous society."

On a more personal level, Howe has wit-

nessed that each and every student has potential so he's searching for ways to bring that potential to light.

"In the '80s in Kirkwood I was involved in a program called peer teaching, a drug and alcohol prevention program," Howe said. "To prepare for it, we had a weekend retreat with adults and students spending time developing the activities, working on lesson plans and developing trust within the group. At that retreat, I learned that a lot of my preconceived ideas about certain types of students were often far from the truth. I learned that people that I would classify as your typical burn out and drug using kids actually had a lot to offer although on the surface it might not look that way. This experience reminded me of that. It gives us a chance to see each other in a different way, which often helps us to be able to work better together towards the goal of academic and societal success."

With such a taboo topic for discussion, the group spent much time building trust and safety with each other.

"We first do some group activities to get people to be open and honest," Vanecek said. "We set up some ground rules about how we will work with each other. We create some safety and honesty with everybody that's participating, and then we talk about listening skills. With this particular topic there seems to be a large number of social and emotional issues that are attached to it so people want to have some sort of safety to be able to be honest. We set up ways in which we can have dialogue and listen to each other too."

Vanecek realizes that the task is not an easy one.

"Part of what we are putting out is that there has been a lot of damage done by the cycle of oppression and by racism," Vanecek said. "That damage needs to be healed. People need to have time to talk about the effects on their lives, so we talk about what it has meant to the students, how they have been hurt by it and what they need to look at and feel in order to have a personal transformation."

Washington feels that her group successfully built a great sense of trust.

"The first group that I was in was all juniors, and we intimately talked about how we felt," Washington said. "It was really honest, and there was a lot of trust in the group."

Participants found many of the discussion to be interesting.

"I think the most interesting thing was when we talked about different examples of oppression at Clayton," junior Amy Hill said. "I learned about the cycle of oppression and that it comes



caroline bleeke

a lot from the history of what has happened in this country. I also was unaware that some African Americans feel like they should have an advantage in getting into college or getting hired because of their subjugation in the past. I left understanding a lot about why African Americans feel they're oppressed."

Washington got a lot out of the conversations as well.

"I learned to look at other people's points of view and to look at what other people who may not be experiencing the same thing as myself have to say," Washington said. "I learned to take a step back and analyze situations."

Although Howe has been working with these kinds of discussions throughout his career, he was still intrigued by the conversations that they had.

"I think one of the most memorable conversations – it's not life changing exactly, but it's a matter of perspective - was about shampoo," Howe said. "We were talking about hair care products and with all the varieties of shampoos that are out there, for the African American population, one of the students was commenting was that there's usually just one kind of shampoo, and it's on the shelf in a little brown bottle. It's just a little example of how commercialism and society evidences exclusion."

For Vanecek, who has participated in racerelated discussion for many years, the conversations are more of a reminder than a learning experience.

"The thing that I am reminded about is the impact of racism still," Vanecek said. "It's not as blatant as it once was years ago, but it's more insidious now."

Vanecek feels that the program was a success

"There are significant changes in the relationships between the students themselves and between the students and the adults," Vanecek said. "Because the African American students were in this safe environment to openly talk about race, they feel much more supported and much better understood, so they're relationships are much stronger with the people that have participated. They feel like they have people that are supporting them."

Others felt that the program was successful to a certain extent.

"I think it is successful, but I don't know how it's going to be taken back to the high school afterwards," Washington said.

Howe agreed.

"I think it was a good experience, but is that enough? No," Howe said.

Currently Vanecek is working with Skillman and other administrators to increase the effects of the program throughout the high school and the community.

"The last time we met, we invited everyone back and had a goal setting meeting to decide what needs to happen," Vanecek said. "We want to start an organization that carries on these issues, so right now we are designing that organization. I've met with the administrators, and Mr. Skillman and I are drafting proposals about what the organization can be and how the students can be involved. Our hope is that it will not be just a one time workshop, but sort of an ongoing thing. The other schools are interested, so we are working with staff across the district to get it going."

The race relations workshop allowed students of different races to discuss society's prejudice. The two-day workshop was successful, but administrators believe it will not be enough to stop discrimination.



Organization helps those who cannot help themselves

Community Alternatives seeks to give assistance to the homeless

with mental illnesses.

katerothman

It is easy to get lost in the so-called "bubble" of Clayton, easy to forget about those who are less fortunate. It is easy to forget that just a short distance away, there are people struggling to live what most of us consider to be a normal life and take for granted.

Community Alternatives seeks to change this. It is a community mental health agency that was started in 1995 by clinical psychologist Gary Morse that works with homeless people that have mental illnesses.

"We find people with mental illnesses who are living in shelters or on the streets," Assistant Program Manager Janice Thorup said. "Community Alternatives is committed to caring for people with mental health disorders and other illnesses, providing a safety net for the most vul-

"

nerable and disabled, especially those who are forgotten and overlooked."

Once the workers at Community Alternatives finds people who need their help, they work to engage them in trusting relationships. This makes them more willing to see a psychiatrist and accept medication to help themselves.

Sometimes, this process can be time consuming.

"Often, those with mental illnesses are alienated from the community to the extent that they do not seek help and are suspicious of those that try to help them," Thorup said.

Those involved with Community Alternatives do not let this discourage them.

"We're slow respectful and very successful," Thorup said.

Since its start, Community Alternatives has changed a lot.

"We have grown and shrunk," Thorup said. "At the start, a number of founders and people on the initial board of directors put up their own money, and volunteered their time. We are now a nonprofit, but until last May we were a Limited

Liability Corporation. Last May we incorporated with a nonprofit agency called Community Ties, and became a not-for-profit organization or agency".

Gary Morse remains the Executive Director, and makes up the executive management committee, along with social worker Barb Zawier, Laura McCallister, and Thorup. Within the agency, there are teams of people

who work together. "Teams are composed of people with various

clinical specialties, psychiatrist, nurse, mental health specialist, substance abuse specialist, occupational therapist, and an administrative assistant," Thorup said, explaining how the agency works.

One team is skilled at finding what is called the "hidden" homeless, the homeless who are often overlooked by service providers. Two more teams are

responsible

for providing

intensive and

comprehen-

as well as sub-

stance abuse

on

Community Alternatives is committed to caring for people with mental health disorders and their illnesses, providing a safety net for the most vulnerable and disabled, especially those who are forgotten and disabled.

-asst. program manager janice thorup

disorders and other mental illnesses. An additional team helps find housing for those in need and yet another team provides intensive family therapy to families referred by the juvenile court.

Community Alternatives has accomplished a great deal for those it helps since it was started in 1995.

"Our goal is to reduce suffering and awaken what is good and positive in our clients, recognizing and reflecting their worth, potential, dignity and sacredness," Thorup said. "The help we give lasts as long as the client needs it." The help given truly changes the lives of their clients.

"Many of those we have helped were sleeping in cardboard boxes and under bridges when we began working with them," Thorup said. "Many were estranged from families and had no source of income. Many had physical health problems. Most had no one to care about them. Now, many are living in their own apartments, and have gotten insurance that covers health needs. Most are taking medication regularly, and have reduced, if not stopped the use of harmful substances. Many have been reunited with family, and made friends at least with other clients."

The ultimate goal for Community Alternatives is to end chronic homelessness. Currently, there is an estimated 15 thousand people homeless each year in the St. Louis area. Sixty-two percent of these people have a mental illness, 77 percent have a substance abuse disorder and 54 percent are dually diagnosed, meaning they have both a mental illness and a substance abuse disorder.

sive services "Without significant outreach, [these people] will not come in for help, they will not find to people with severe menhousing and they will not access primary health care," Thorup said. "Without the kind of help tal illnesses and substance [Community Alternatives] gives, gains are often abuse probshort-lived."

It is easy to help the agency help those in lems. Another team focuses need.

"Right now, we're hoping to get people to helping buy tickets to our Trivia Night Fundraiser," Thothose affected rup said. byHIV/AIDS,

The Trivia Night will be held April 2 at the Center of Clayton. All of the money raised will be shared by Community Alternatives and the National Alliance for the Mentally Ill. Questions about Trivia Night can be answered by Bonnie, at 772-8801, extension 276.

"We're also planning a big garage sale," Thorup said. "We would welcome donations of nice stuff; this is sort of a high-end garage sale." Volunteers could also be used for this cause on April 9, 11, and 13. Anyone interested should call Bonnie as well. Financial contributions are welcome too. They can be sent to Community Alternatives, 3738 Chateau, St. Louis MO, 63110.



Homelessness under the Arch

- Approximately 15,000 people are homeless in St. Louis
- 62 percent of the 15,000 have mental illnesses

- 77 percent of the homeless population has a substance abuse disorder.

- 54 percent are doubly diagnosed with mental illnesses and substance abuse disorder.

- Many homeless will not go for help and are often shunned by or are unresponsive to service agencies

Partnership with Ladue for summer school

Collaboration, from page 1

ongoing conversations and discussions to come up with more high school programs could academic and enriching processbe held at Ladue and all middle es for students of both districts,"

Construction, from page 1

parents and the entire commu-

nity. "I don't see any negative impacts of this project," Hackman

good for the school district, for the students and for community members that

Fundraising for Gay Field continues

cause

they

n e e d

to be

re-

paired

a n d

t h e

man said.

events such as soc-



school programs at Wydown."

Another Clayton concern is with the summer school program.

"We don't really have a big concern for the program in the future," Rugraff said. "Right now it's just the organization and communication. We will work and tweak through some things."

summer school program.

"Cost was one of the conclasses. We couldn't offer a lot of fine and practical arts because there was no staff to teach those courses."

meant the cancellation of some begin until April 4. summer school courses.

just made sense to combine the library]." summer schools."

plentiful.

HOURS

Mon.-Sat. 10AM-7:30PM

Sunday 12-5 PM

Next Appt. Date

"We will continue to have trict save money.

Rugraff said. "We have talked about the possibility of a student what is happening right now from Clayton, during the school year, being allowed to go to Ladue to take a class that we don't offer. The same is true for Ladue students coming to Clayton."

Bachman echoed this Rugraff's thought.

"Hopefully we can start planning for next year's courses earlier then we started this year," Ladue, similarly, has had Bachman said. "We can see how previous problems with their we might combine and complement each other. We would like to make more availability to the cerns," Bachman said. "There classes that are either recovery was low enrollment in some credit or classes that students couldn't take during the year."

Registration for the Mark Twain Summer Experience has already begun. Registration for Ladue's budget crisis also Ladue summer school does not

'Ladue students sign up for "Because of the budget, the summer school with their coun-ACT and SAT prep courses selors," Bachman said. "Clayton will not be taught," Bachman students wishing to enter the Lasaid. "Clayton has those [ACT, due summer school will have to SAT, fine/practical arts] so it sign up through Marci Pieper [in

As the summer approaches, Clayton and Ladue share many preparations are under high hopes for the future. These way. Both Clayton and Ladue plans for the future appear hope to call the program a success and a way to help each dis-

Acrylic Nails

Silk Wraps

Day

Walk-Ins Welcome

____ / _

Manicure

1___

Month

said. "Beyond a shadow of a doubt, it is good for the students, it is good for the community and it is good for the neighborhood because we will be good neighbors as always. Of course there are plans in place if a problem were to occur concerning the neighborhood."

Athletic Director Rich Grawer also has thoughts about the impact of the field.

"An artificial grass field with lights will greatly enhance our athletic program in a number of ways," Grawer said. "First, we will h a v e

> (We will be able to host district events that we otherwise couldn't host or would not be allowed to host because of the poor condition of our fields.

all Clay-

able to

NAIL SPA

6648 Clayton Rd.

Richmond Heights, MO 63117

(314) 645-7111

Sculpture Nails Gel Nails

ton athletes not just the high school students. The parks and recreation youth programs will be able to use it, club teams like lacrosse will be able to use it and it will be available for adults too."

Hackman has a similar perspective about the new fields that are being built.

Acrylic Overlay

Year

Fiberglass

Pedicure

Time

"I definitely believe that this is

participate in the parks and recreation program," Hackman said. "The project will provide better quality and more usable fields for playing and practicing sports. It will be easier for parents to see their children play and the games will be more enjoyable for students. Lastly we will be losing two fields at Shaw Park be-

athletics director rich grawer

cer and football."

Grawer also recognizes the financial effects that the plan has upon maintenance of the athletic fields.

"The field can't be destroyed," Grawer said. "We are currently very limited. When it rains the fields at Gay turn into mud. We spend a great deal of money to maintain

our fields. We have to buy fertilizer of our fields," Grawer said. "We new artificial fields with lights will and grass seed and pay for general maintenance. That will not be be able to replace needed with the new fields." them and also allow for nighttime

The Gay Field Master Plan, under the direction of Friends of Clayton Athletics. "The

project will provide better quality for those playing and practicing sports," Frank Hack-

Friends of Clayton Athletes

Outdoor Fields Master Plan - Gay Field

The facilities will also provide a better experience for spectators.

"We think that it will significantly improve the community enjoyment of Clayton high school athletics," Hackman said.

The new fields will impact our ability to play major games.

"We will be able to host district events that we otherwise couldn't host or would not be allowed to host because of the poor condition

could play district soccer games and quarterfinal and semifinal football games on our home fields instead of renting fields at Washington University.'

courtesy of Hastings and Chivetta

Both Hackman and Grawer are looking forward to the addition to Clayton.

"We currently have the finest indoor facilities in the area at the Center of Clayton and now we will also have one of the finest outdoor facilities for our athletes," Grawer said. "That is who it is really about, the kids."

A Time for Change!

Omri Praiss

Vote April 5th for

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

Omri Praiss believes that:

• The School Board's primary responsibility is to ensure the quality of teaching and learning in Clavton Schools.

- The School Board has to strive to develop a renewed spirit of trust and partnership with Clayton teachers.
- The School Board has to remain committed to ensuring diversity in Clayton Schools.
- The School Board has to develop a long-term plan to address the fiscal challenges that confront the Clayton School District.

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



for Clayton School Board Who is Omri Praiss? **Professional Nall Care for Ladies & Gentlemen** Married to Julie for 17 years Three children: Aaron (8th grade Wydown); Zachary (5th grade Glenridge); and Lauren (Family Center) Resident of Clayton for 10 years Graduated from University of Michigan; B.S./M.S. in Aerospace Engineering (1985/1986) Graduated from Washington University; J.D. (1993) Attorney at Husch & Eppenberger (law firm in Clayton) for 10 years

Omri Praiss has a vision:

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

a safe a n d playa b l e field that can be used 24/7.

Also, this will become avail-

Academic competition taken to a new level

TEAMS provides intense, rewarding challenge for students.

sophiaagapova

Walking down the physics hallway on the third floor, the large collection of trophies can't help but be noticed as students pass by. It is a proud display of Clayton students' success in TEAMS in over a decade of competition.

TEAMS is an acronym for Tests in Engineering Aptitude, Mathematics and Science. It is a science contest held once a year in which a team of eight students completes a two-part test. TEAMS is a very unique contest that differs in many ways from the traditional individual competitions.

"One of the unique things about TEAMS is that eight people get to work together, physics teacher and TEAMS coach Rex Rice said. "There are no individual products and no specific person's name goes on any part of the test."

"I really enjoyed the

challenge and I liked

working as a team. It

was harder than any

other academic competi-

has made me think more

tion l've been in. But it

about engineering and

science in general.

- sophomore avital ludomirsky

The test consists of two 90-minute sections, the first multiple choice and the second free response. There are a wide variety of questions based on engineering oriented topics ranging from nuclear fission to environmentally friendly building design.

Another aspect of the competition that sets it apart from others is the fact that it is open resource.

"Students are free to use any written reference material," Rice said.

In order to participate in TEAMS, sophomores must first be chosen or recommended by either their freshman physics or chemistry teacher.'

"Basically freshman teachers look at honors freshman physics performance and come up with a list of students who might be good," Rice said. "The list of students is submitted to chemistry teachers, who then rate students basted on multiple criteria. From the rating I try to choose 16 students.'

When junior Laura Tetri, who participated in TEAMS on a Varsity team this year, was selected to do TEAMS during her sophomore year, there was no question in her mind whether or not she would participate.

"I knew a lot of upperclassmen who said that I should definitely do TEAMS because it was fun, so I decided to do it," Tetri said.

This year, however, instead of choosing 16 sophomores, Rice created three teams of eight. "This year is an anomaly with three teams," Rice said. "This is not the norm for the future,

it's just a one time thing.' Apart from the three sophomore teams that competed at the Junior Varsity level, there were also two teams of juniors and two teams of se-

niors competing at the Varsity level. Since 1993, Clayton students have been participating in the competition and with good results. Teams from CHS have placed first in the nation in their division a total of six times since the first year students from Clayton have participated in the competition. And even when teams

from Clayton have not gotten to the number one spot, they have performed well. "We've had at least one

team in the top ten every year since the first," Rice said. Clayton students par-

ticipated in the competition for the first time in 1993 when Rice first heard about TEAMS.

"A science teacher at another school made me aware of it, and shortly after the local organizer sent out a flyer," Rice said. "The competition looked intriguing so I picked eight kids to participate."

That year, the team placed second in the nation and Rice decided to continue participation in

the event. This year, the TEAMS competition was held on Feb 18 at Saint Louis Community College at

Florissant Valley. "This year the competition was pretty stiff,"

Rice said. "There was a four way tie for first place overall, and five tie breakers."

Tetri felt that the test was harder than the previous vear.

"The test was a lot harder this year," Tetri said. "There were more physics questions on the test which was hard because no one on my team had taken AP physics yet."

Sophomore Avital Ludomirsky, who participated in the TEAMS competition for the first

time this year on a JV team, also found the test to be challenging.

The test was very difficult," Ludomirsky said. "Though I enjoyed it, my team didn't do all that well."

In the end, the CHS Varsity A team took home the trophy for first place overall. In Clayton's division Varsity A, B, D and C took the top four spots. The JV A team got third place, while JV B placed fourth. The JV C team did not place.

The awards received by the teams, however were only for local competition. Based on their scores

on the multiple choice tests, students will know whether or not their teams qualified for nationals by March 28. The free response part of the test will be graded for those teams that qualify for nations, and the results will be revealed about a month later.

Now that the competition itself is over, both the students and Rice have had time to reflect upon their participation in TEAMS.

"I really enjoyed the challenge and I liked working with a team," Ludomirsky said. "TEAMS was harder than any academic competition that I have ever competed in.'

For Tetri, participation in the competition has been very beneficial. "I learned a lot of helpful stuff that I wouldn't have known otherwise," Tetri said. "Participation in TEAMS taught me applications of science and math outside of school."

Rice agrees that the competition is a very positive learning experience for students.

"It gives students the opportunity to put together math, science and writing skills," Rice said. "Success in the competition, particularly the second part, is indicative of combining those skills well.'

Also, Rice believes that TEAMS is a good way for students to be introduced to topics of engineering and possible careers in the field.

"The competition gives students a sense of



courtesv of rex rice

A TEAMS JV team looks up from their work. "The competition gives students a sense of the kind of problem solving involved in the engineering field," Rice said. "Some students are encouraged by this, while others have the complete opposite reaction."

> the kind of problem solving involved in the engineering field," Rice said. "Some students are encouraged by this, while others have the complete opposite reaction."

TEAMS has helped open Ludomirsky's eyes to opportunities in science and engineering.

"It has definitely made me think more about engineering and the sciences in general," Ludomirsky said. "Also, it has made me more interested in new topics."

For Tetri, the competition did not really reveal any potential career paths, but it did reinforce her interest in science.

"I've always known I've wanted to do something in science and this was another science related activity," Tetri said.

For the 56 students who participated in TEAMS this year, the contest was a way to apply what they have learned in science, math and English classes to solve challenging problems. The contest also helped students explore their interest in science and engineering and cooperate with other students to complete the test.

Clayton's continued success at TEAMS proves to be a good sign regarding the quality of he education that students receive at CHS.

"I think the success in the competition is an indication of the overall strength of the school program," Rice said. "Students can apply math and science and articulate their ideas.

Clayton Community Challenge heavily planned, successful

"Before the challenge began, we had to fill bags with snacks for the _____ not as tired the next day."

teams when they arrived," Golden said. "We also had to make snack bags In order for the challenge to happen, many local stores donated money

The annual Clayton Community Challenge was on March 4 this year. Due to survey results, the challenge was changed from an all night event, to ending at 1 a.m. This year there were 32 teams from all five Clayton schools

Although CHS only contributed three teams, many high school students volunteered.

Sophomore Allyson Golden volunteered from 3 to 8:30 pm.



The FCA poses for a picture before embarking on the evening's activities.



STUFF HAPPENS. Wrong time...

Wrong place... Wrong person...

And you're pregnant. There's Hope Clinic for Women. If you're considering an abortion, we're the right place with the right professionals at a time when you need compassion, care and understanding.

Give us a call, or visit Hope Clinic online at hopeclinic.com



1602 21st Street Granite City, Illinois 10 minutes from St. Louis for the elementary school kids when they left. That was a problem because the juices kept leaking."

At 4 p.m. when the teams arrived they were cheering and excited. "The elementary kids ran inside," sophomore

Adira Weixlmann said. "They were cheering on

the tables and shouting their teams' names."

Although the majority of the challenge participants were from the Elemementry schools, some high school students still had fun.

"I did the community challenge even though there weren't very many high school teams," sophomore Alyssa Hartel said. "There were a lot of little kids running around."

Throughout the evening, each team had a variety of activities planned, including relay races in the lap pool, rock climbing in the center, and a karate instructor.

Besides activities, students had fun during dinner, the 10:30 p.m. snack and the midnight dance.

"We had to set the tables with the food and silverware for dinner for the kids," Golden said.

This year the food was at the tables ready for team member when they arrived.

"In other years, there has been a buffet style

dinner," Golden said. "This year dinner was much more organized because the food was ready for the teams when they arrived."

Other changes were made to the challenge as well. Due to last year's survey results, and discussion from the planning committee, the challenge ended at 1 pm.

"I am glad the challenge ended at 1 this year," Weixlmann said. "I was

Solon Gershman R \mathbf{O}



Lynnsie Balk Kantor, e-Pro, GRI Solon Gershman Inc., Realtors #7 North Bemiston Clayton, MO 63105 314.889.0610 Lynnsie@Lynnsie.com CHS Grad - Class of 1979

Check out my website at Lynnsie.com and view all St. Louis MLS listings!

"Harnessing the power of the Internet to get your house sold fast!" and food. Juniors Mary Morris and Elise Chudacoff were in charge of fundraising for the challenge.

"I picked up popcorn that the Galleria donated for the snack," Golden

said. "The popcorn came in two huge trash bags, and it weighed a lot more than I thought, I thought it might not be able to fit in the car."

Schnucks and Walmart gave other donations. The planning committee bought food from these stores and others.

"The van was filled with food," Weixlmann said. "We bought about 70 liters of soda."

The amount of soda and food was necessary because there were more than 400 participants.

"I think everyone looked like they were having a good time," Golden said. "I would have liked to do the challenge this year, but I felt that I was too old. It was mainly just elementary and middle school kids."

The high school teams participated in many of the same events as the younger students, however they competed against other high school teams.

"When the activity schedule was made, teams that were similar in age were matched up to compete against each other," Weixlmann said.

The activity schedule, and food preparation were not the only parts of planning the community challenge.

"We had planning team meetings every other week," Weixlmann said. "I was really busy working on planning all the food."

In the end, however, the Community Challenge was a success. "I had fun because I was with all my friends," Hartel said.



I think everyone looked like they were having a good time. I would have liked to do the challenge this year but I felt too old. It was mainly just elementary and middle school kids. - Sophomore Allyson Golden

Ongoing cheating problem causes concern among faculty

Recent nationwide polls show a marked increase in cheating patterns among high school students. CHS faculty suspect that constant pressure to succeed combined with unclear expectations are to blame for the pattern and have worked to clarify their definitions of plagiarism and cheating.

katewaterbury rebekahslodounik

It's the end of fourth period, and suddenly you realize that you haven't even started the science homework due sixth period. Looking over the assignment, you realize you have no idea what the teacher is asking, and ask a friend to see their completed assignment to help you understand. Cheating?

As defined by the CHS Student Planner, plagiarism is "taking ideas or writings knowingly from another and presenting them as one's own." But cheating encompasses more than simply plagiarism, and is not directly defined in the planner. A recent survey conducted by Rutger's University revealed that nearly 75 percent of all high school students have admitted to some form of cheating. A similar survey of CHS students, reported that roughly 62 percent of students have had experience with cheating or plagiarizing.

"It's often hard to get a firm baseline on subjects like cheating," Associate Principal Michael Musick said. "As a part of CHS surveys, we include several questions about cheating and plagiarizing, although it is sometimes hard to ensure students' honesty. Nevertheless, the CHS data on cheating remains relatively close to the national average each year."

Musick stresses the importance of maintaining one's own morals.

"When students choose to cheat or plagiarize, they measure the consequences against the 'benefits' of the action," Musick said. "Is the benefit of a little extra time or relaxation worth the consequence? We understand that CHS students in particular are under stress. Students have eight classes a day in a very competitive atmosphere, and they sometimes look for an easier way out. However, cheating in

any form is not acceptable. Integrity should be the hallmark of a student's persona

insight into why students might feel compelled to cheat.

"Parents and teachers and college pressure is the main reason that students end up cheating," Brinkman said. "Clayton students a lot of the time end up taking on more than is physically possible, and the students end up cheating to save time when that happens. There is also a general apathy about cheating. People don't feel like the

busywork is worth their time, so they cheat and copy just to get it done so that they can move on to other things. For a lot of students at CHS, cheating doesn't matter as long as they end up with the grade they want."

Freshman Emily Anderson finds cheating on homework is much more frequent than cheating on tests.

"Honestly, when I came to the high school, I expected to see a lot of cheating on tests," Anderson said. "But I've only actually seen people cheat on tests maybe three times this year. On the other hand, I end up seeing people copying homework almost everyday. It's just about the busywork; people don't feel like they should devote their time to it."

English teacher Deana Tennill acknowledges the pressure that her students face and tries to be sympathetic to their needs.

"I would rather have students come to me and tell me that they couldn't complete the assignment for whatever reason than have them cheat," Tennill said. "If they talk to me, I can help them with the problem, whether it is a lack of understanding or a time crunch. If they cheat, then they learn nothing, except how to cheat."

Currently at CHS, students feel that getting away with cheating is relatively easy.

"There are cases on tests when different classes with the same test give

answers

to each

other,"

Brinkman

said. "For

example,

a class at

the begin-

ning

the

will

to

(Honestly, when I came to the high school, I expected to see a lot of cheating on tests. But I've only actually seen people cheat on tests maybe three times this year.

-freshman emily anderson

effectively enforce any rules against cheating until the school as a whole agrees on a definition of cheating.

"Teachers were showing increasing concern about cheating among students," Musick said. "In response, we set up a Respect and Responsibility Committee to create discussion for teachers regarding cheating among other issues. The first thing we did was set up a dialogue to try to cheating define and plagiarism. It turned out that, as a faculty, we all had varying views on what constitutes cheating. students When hear so many different interpretations, teachers are sending mixed signals. A consistent message needs to be expressed to

students." Meyers was the chair of the Respect and Responsibility Committee for five years, until it was ended at CHS last year.

"The Respect and Responsibility Committee's main goal was to look at areas the faculty identified that dealt with respect at CHS and needed to be looked at more closely," Meyers said. "We spent two years looking at plagiarism closely. We brainstormed ideas on how to deal with cheating, such as creating an honor code. After much discussion, we ultimately decided that plagiarism and cheating would be best dealt with at a department or classroom level."

Meyers himself acknowledges the fine line between cheating and collaborative learning.

"There is no real short or simple

year. What I tell my students is that the punishment for such action is much more extreme in college. "

Currently, CHS has a loosely followed policy on cheating.

"Ideally, teachers should handle a student's first offense on their own, which they do," Musick said. "However, these offenses should also be reported to one of the principals. We have a database that keeps track of all students, and each time they are caught cheating, it is supposed to be recorded in order to detect any patterns or problems."

Under the current system, the school's database would keep track of a student's record over all four years in all classes. If any pattern emerges, the principals would be able to respond.

done so they can relax or leave," Brinkman said. "The subs aren't as good at catching and handling cheating. I think this is a big problem."

Tennill has developed ways to avoid cheating by changing the requirements of her assignments.

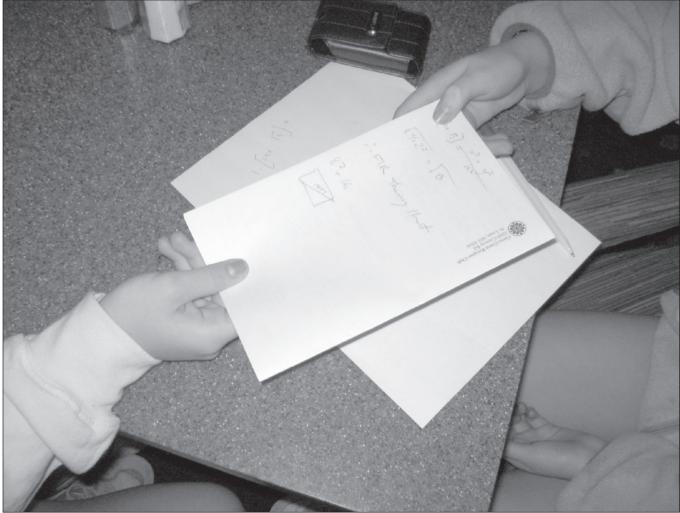
"I used to find many cases of plagiarism in writing," Tennill said. "I'm trying to tailor my writing assignments now so that plagiarism is not an attractive alternative. What I find more now is plagiarism of ideas; people would rather get ideas about literature from Sparknotes than really think about the literature on their own.

When students do create their own ideas, Tennill sees a marked difference in quality.

by the numbers

of students nationwide admitted to plagiarizing from the Internet





A recent survey conducted by Rutger's University revealed that 75 percent of high school students have admitted to some sort of

cheating, showing a noticeable increase in cheating trends. "People don't feel like the busy work is worth their time," junior Erik

Brinkman said. "So they cheating and copy just to get it done so they can move on to other things."

Students can, and need to, find another way." Aca demic Director

cheating.

cheating."

"The main causes of cheating

are pressure, a result of the highly

academic environment at CHS, and

ignorance," Meyers said. "As far

as pressure goes, both parents and

teachers can contribute to cheating

without realizing it: the parents,

by putting pressure on their kids,

and the teachers by not being clear

on their definition of cheating. For

parents, there is a fine line between

editing their child's work and writ-

ing the paper for them, and it's too

easy for parents to end up aiding in

Junior Erik Brinkman provides

that because it's not to the earlier class' Josh Meyers notes two reasons for benefit; it would bring down the curve.'

> Anderson notices much more cheating at the high school than she did in middle school.

"I saw a lot less cheating at Wydown than I do at the high school," Anderson said. "Once people get to the high school they think they are smarter, and think they can get away with it easier than they could at Wydown. Also, at Wydown there is a lot less freedom and free time, so its easier to be sneaky and get away with it in high school."

Musick feels that it is difficult to

of answer to define cheating. Personday ally, I define cheating as when a student tries to pass work off as his give own, and it is not his own," Meyers answers said. "There is a fine line between later classes. I helping a fellow classmate or givdon't uning him or her the answers. Study groups and working together on derstand homework is a good collaborative way to learn, but when one student is doing the work for another student, and there is no learning going on, that's when the line has been crossed."

> Tennill also notices this fine line between helping and cheating.

"I know that it is sometimes difficult for students to differentiate between helping friends and giving them the answers," Tennill said. "But I believe that if a person uses someone else's words or ideas without acknowledging the source, that is cheating. Unless you created it, you can't claim it as your own. This is something I talk about extensively at the beginning of the

"That is where the system falls short," Musick said. "Very few instances of cheating and plagiarism are actually reported to the principals."

In a poll conducted by U.S. News and World Reports, 90 percent of students said that they believe cheaters are 'either never caught of have never been appropriately disciplined.' Clayton students feel that, in most cases, teachers are able to only adequately handle the problem of cheating.

"As a whole, I think teachers are just okay at handling cheating," Brinkman said. "They catch some cases, but then again I am aware of rampant cases of cheating where nothing is done,"

Brinkman finds that the problem of plagiarizing and cheating increases dramatically when a teacher is absent from class.

"Students cheat a lot when substitute teachers are in class because they want to get the assignments

"It is especially disappointing to see students plagiarize because I've always thought of Clayton students as independent thinkers," Tennill said. "I'd like to see students rely on their own insight rather than try to look to some 'expert' opinion. In fact, when students do think on their own, I find that I learn something from them. That is one of the real joys of teaching."

Overall, Musick trusts that students can make the correct decision by trusting their instincts.

"Students often lack the sophistication and maturity to distinguish between right and wrong when the answer is not always clear," Musick said. "They often see choices as black and white, and easily fall into patterns of cheating, not realizing the repercussions. Each time a student cheats, he or she is chipping away at his or her own morals. I make it simple for students. Inside, if it feels wrong, even a little wrong, then it's probably wrong."

of students admitted that at least once during the past school year they had engaged in "serious cheating"

of students admitted that they believe their teachers sometimes choose to ignore students who are cheating

http://staffweb.peoriaud.k12



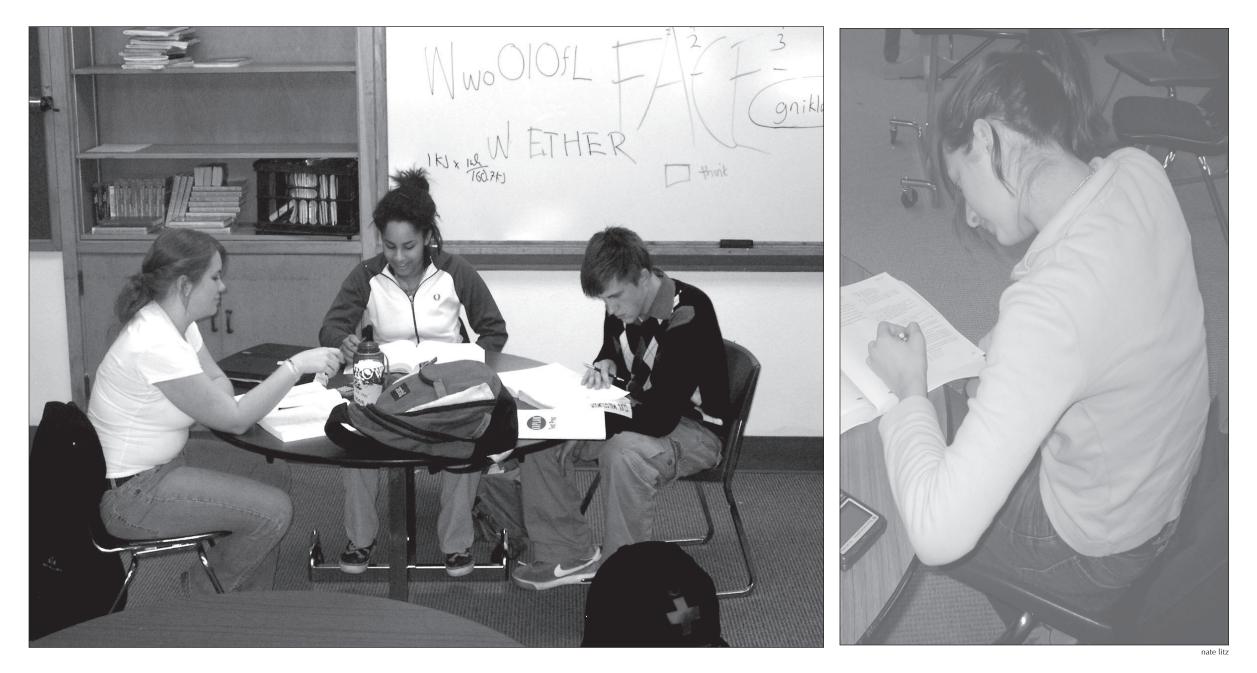


Lilly's experience – three years on the School Board and 16 years as a Clayton parent – will help her meet her goals:

- Flexible curriculum to meet the needs of all students
- Hiring and keeping the best teachers
- Maintaining the quality of education in times of financial difficulty

www.canelkatz.org





College prep classes rise in popularity

CHS students find benefits in advanced preparations.

fengshuangstamme

The SAT and the ACT, arguably the most influential tests for the nation's college-bound students, have sent some students and their families into scholastic shell shock. The scope of the material tested and the time restraints can be intimidating to the most stamina driven student. Many CHS students, mostly juniors and seniors, are taking or have taken some sort of SAT/ACT prep class.

SAT's elusive and once glitteringly perfect 1,600 score, comprised of 800 verbal and 800 mathematics points, has morphed into a 2,400teaches from 3:30 p.m. to 6:30 p.m., sometimes until 7 p.m.

On the first day of the class, students take a real ACT test (from the past) to get a baseline score. Then in the middle of the session, students perform another test to observe their progress. At the end of the seven-week session, the last test will determine the student's overall improvement.

However, if the test score does not improve, Kaplan offers students the chance to retake the course. Kaplan's package also include its own 751-page practice book; more homework practice is also available online.

In a normal class, Wolff goes over all four main subjects on the actual test: English, math, reading, and science reasoning.

"[The class provides] more practice for students to get used to the testing format, and little tricks (strategies) that increase students' success on the test," Wolff said.

A basic Kaplan ACT class runs \$709.

online courses. A classroom fee is \$899 and online is \$399.

Princeton Review is another well-known college prep company. The Princeton Review says it is so confident of its coaching methods that it "guarantees" students that their scores on the new SAT will be at least 200 points higher than their practice scores; however, review of the fine print reveals that this is not a money-back guarantee. Students merely have the right to continue attending practice

courses until their scores improve.

SAT Surprisingly, prep classes are more expensive than ACT prep classes. According to Princeton Review learning center Director Forrest Roberts, this difference has to do with the difference between the two tests including material.

The classroom fee is \$899, and one will be available at CHS, Monday through Friday from August 1-18. Depending on the number of hours and the number of subjects covered. For those who are looking for a more focused and customized experience, private lessons cost anywhere from \$2,700 to \$5,400.

For those looking for a more reasonably priced experience, the Princeton Review offers three types of online courses: the live online at

> \$699, the online for \$399, and the express online for \$99

The Live Online is a complete preparation course with live instruction. Students receive the package with 20-30 hours of multimedia lessons, four full-length SAT practice tests, eight real-time online sessions with an

Top left: Juniors Sarah Murphy. Sarah Tisdale, and Clay Malcolmson study during an ACT tutoring session. Top right: Junior Nicole Laux concentrates on working out an ACT problem. Programs such as afterschool ACT tutoring promise results for those willing to work hard for testing succesful.

point "mother of all tests."

Originally known in the 1930s as the Scholastic Aptitude Test, the current letters SAT now actually do not stand for anything; yet, when it comes to the difference between a student receiving a thick or thin envelope from a prospective college, those three letters and the scores behind them often stand for everything.

Not surprisingly, plenty of people are in the business of helping students achieve higher scores, from tutors to companies like Kaplan and Princeton Review, which are best known for classroom test-prep courses but have had significant revenue growth from their one-on-one tutoring packages over the past year.

Kaplan (www.kaptest.com), which has been in business for the past 65 years, offers ACT prep classes here at CHS. Every Wednesday after school in Room 102, Instructor Tani Wolff

many students think it is worth the price.

"I think its helpful," junior Nicole Laux said. "I've learned a lot. Like how the test works and how to solve problems faster."

Kaplan also offers private tutoring for students that prefer the one-on-one learning environment. Depending on the number of hours and the range of subjects covered in each session, the cost is anywhere from \$1, 899 to \$2, 699

Online courses are also available, but students do not receive the traditional method of face-to-face teaching. Compared with the other two alternatives, the online course is cheaper, only \$299.

For SAT prep classes, Kaplan charges between \$2199 and \$3399. Of course, classroom and online courses are cheaper, but offer less individual help. This is especially the case for

"The SAT class runs longer, it has a completely different test, completely different materials," Rob-

erts said. "We also guarantee a 200-point score increase over any previous test, where for the ACT we guarantee a three-point increase. It also has to do with the different resources for each class."

According to the Princeton Review website, it offers "SAT Total Prep, with 35 hours of classroom instruction, including four practice tests." The maximum class size is 12 students and they will all be prepping for the New SAT. It provides 11 practice tests for the SAT; also extra lessons are available online, free for students' access at any time.

sources for each class.

guarantee a three-point

We also guarantee a

200-point score increase

over any previous test,

where for the ACT we

increase. I has to do

with the different re-

director forrest roberts

instructor, and 24/7 help via text chat.

The regular online course is a designed for self-directed learners. Everything is the same as the

live online except for the lack of eight real-time sessions with an instructor. The Express Online is briefest of the three, offering only two to three hours of lessons, and two full-length practice tests.

For ACT prep through Princeton Review, private, classroom and online methods are also available. Private tutoring costs around \$1,000 to \$3,600 depending on what kind of tutor is desired. Classroom instruction is \$599, \$100 cheaper than what Kaplan is offering. Also for the Live Online course, the price is \$599 online at \$299 and the Express Online is \$79.

Baby-sitting provides experience, convenience for students

shataraford

The benefit of having a good baby sitter and a good relationship with that baby sitter is nearly price-

less, many parents say. And several CHS students are cashing in on that idea. Students are finding that babysitting can be just time as consuming and

rewarding as an established parttime job.

me.

senior katy reed

Senior Sally Mengel, who baby-sits Monday through Friday from 3:30 to 8 would agree. " There are a lot of benefits. No taxes, a more flexible schedule, and no real boss to deal with. You can pretty much decide how to watch the kids

Senior Katy Reed, who

vourself."

((This job is good for me

because I'm thinking

about doing something

in education when I'm

older so this will be a

regularly baby-sits every Tuesday from 4-10 experiences many of the same benefits. "I also love kids," Reed says. "This job is good for

I'm thinking about doing something in education when I'm older so this will be a valuable experience for valuable experience for me." Reed

me because

and Mengel both have certain routines they go through with

the kids they baby-sit. "Every day during 8th

hour I go and pick up the girls from Meramec elementary school and we go have a snack, and go somewhere nice, like a café or the park." Mengel said.

who baby-sits Reed, younger children, often gives baths,

makes dinner and has a bedtime story. Students find that a routine is good because it leaves room for ample homework time.

Junior Lexi Wirthlin, who baby-sits twice a week, enjoys that part the most. "We first watch Rescue heroes, I get them ready for bed then we read. It gives me plenty of time to get my homework done before I go home.'

Most of the time, students work in their neighborhood. This is especially convenient if there are already established relationships with the younger children on the block. Mengel, Reed, and Wirthlin all work with kids who live on their street

"The kids I watch lie next door and I find that convenient because the parents already know me pretty well and are comfortable with leaving their children with me.'

Mengel received her most recent job through the request of her neighbor but has had many others in her neighborhood. Mengel enjoys this because it brings consistency and fits into her busy schedule. "Since I moved here in 8th grade, I have had at least one job every weekend."

Even though baby-sitting has its laid back schedule and tax-free salaries, students also find some disadvantages to the job.

"There will be times when I get no calls, and I make no money." Reed said. Although sports were a conflict for a part-time job, Junior Andrew O'Neil saw that baby-sitting wasn't frequent enough for him to just depend on that. "I do Summerquest when school's out and right now I'm a scorekeeper for basketball on the weekends.

Wirthlin who previously worked at Dry Ice in the St. Louis Galleria, enjoys baby-sitting a lot more but sees other disadvantages with being a sitter. "Sometimes it will be during the weekends and the job will go on too late for me to go out after." Wirthlin said. Mengel sees the same problem. "There are times when I want to do something else, but I already have this obligation which can put a strain on my social life.

Senior Caleb Haydon began baby-sitting in 8th grade through referrals from his mother.

The strain on his social life isn't as big of an obstacle as male stereotypes are.

"All of my jobs get taken away by high school girls. Which is bad because I need money." Haydon said.

Haydon the enjoys range free of the fridge and lots of television time but feels that he does not get many opportunities to do that. "I think that there is a lot of gender dis-

crimination going on. I don't think parents trust boys, which really hurts business." O'Neil agrees with Haydon. "I think the stereotypes do exist. I only baby-sit boys, and no parents with girls have ever called me."

Haydon baby-sits mostly for boys as well. "I like doing that because we can play video games, and sports like basketball."

Haydon and O'Neil deal with the gender issue in different ways. "I just try to be myself and they realize I'm a responsible person." O'Neil Said. "I just try to get the word out and hopefully, parents will call.

I think there is a lot of gender discrimination going on. I don't think really hurts business.



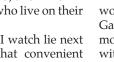
All of the

Reed hopes to continue sitting in college and thanks the Child Development class for getting her interested.

Haydon in the meantime will continue his campaign for gender equality in baby-sitting. He hopes that anyone looking for a capable male to watch their kids will give him a call in the near future.

parents trust boys, which

junior andrew o'neil



people globe march 2005

Teachers as coaches

CHS students and staff share the ups and downs of mixing academics and athletics.

meghanbliss

A majority of CHS students participate in sports, many of them sports associated with CHS. The large numbers of CHS sports teams require a coach or coaches, some of whom are also CHS teachers. The number of teachers who choose to coach is small, a clear minority in comparison to the majority of students who opt to participate as well.

Varsity girls' and boys' soccer coach, Paul Hoelscher, believes one of the reasons for the small number of teacher coaches comes from the time commitment necessary to pursue both teaching and coaching.

"It is very difficult to devote time to both of these pursuits," Hoelscher said. "Most teachers at Clayton don't coach, and if they do, they participate recreationally. Most people don't realize the time that goes into effectively coaching young athletes."

Despite the necessary time commitment, many coaches, including English teacher and diving coach Michele Ferber, find coaching student athletes rewarding and enjoy the relationships they build with their athletes.

"I always feel a close bond with my athletes that I can't develop in the classroom," Ferber said. "Two hours a day versus 46 minutes makes a huge difference.'

Some students and teachers are able to develop stronger relationships with coaches and athletes than others because they interact either while playing or coaching a sport and in the classroom.

Cross country coach and science teacher Chuck Collis often has the experience of teaching and coaching some student athletes.

"Being a student's teacher and coach doesn't change the relationship much, but both the athlete and coach get to know each other in new way," Collis said. "They get to experience each other's personalities in a new context.'

Junior Lexi Wirthlin is one of Collis' students. Wirthlin ran cross country this year and has been doing so since her freshman year. The relationships Wirthlin developed with Collis and assistant cross country coach Annie Etling were beneficial when Wirthlin began taking classes from both Collis and Etling this year.

"I think having Miss Etling and Mr. Collis as coaches helped me when school started because I had the advantage of knowing them before they were my teachers," Wirthlin said. "At first I was like, 'This is going to be weird, having them as teachers and coaches,' but after a while I was glad to have them as my teachers because it was nice to already know them."

Senior and varsity soccer player Caleb Haydon had a similar experience when he learned Hoelscher would be his teacher.

"I think having Mr. Hoelscher as a coach helped me before class started," Haydon said. "It was a little weird the first time I walked into class, but it was definitely nice to have already had a relationship with him."

Unlike Haydon and Wirthlin who knew their teachers as coaches before having them in class, freshman Lisa Ast knew her swimming coach, physics teacher Rob Laux, as a teacher before she began swimming for him.

"I think knowing Mr. Laux before swimming started helped me because he knew me and what I was like," Ast said. "It was also nice because I didn't have to meet someone new and worry about if I would like them or not."

Having a dual teacher to student and coach to athlete relationship can cause some problems, although they are generally mild and easily handled. Etling noted the importance, and sometimes challenge, of not favoring athletes in the classroom.

"This year, I had a relationship with the students from cross coun-

try prior to having them in class," Etling said. "It was nice already having knowledge of their personalities. I sometimes feel more of a connection to students I coach since I have more exposure to them. As a result, the class may feel a sense of favoritism because I know the athletes in a different light and the class may have the perception that I have more of an interest in the athletes. I have to be very careful about being aware of treating athletes as I would any other student and holding them to the same standards."

Baseball coach and science teacher Craig Sucher viewed the overlapping roles in a different light than Etling.

"Being a student's teacher and coach affects our relationship very little, but a little," Sucher said. "I am very sensitive to perceived inequity in the minds of other students, so if anything, I find myself being sterner with students that I've had as athletes."

Hoelscher described his situation in the same way as Sucher.

"Sometimes kids may get fa-

vored by certain coaches that have them in class," Hoelscher said. "I'd like to say I am harder on my athletes because I expect more out of them. I know them well, and I know their abilities, and they probably have less room to slack off academically when they have me as a teacher because I never want them to be perceived as someone who is favored for their status on the team."

Additionally, Sucher finds that having a student in class and as an athlete is an opportunity to push student athletes to find the same enjoyment in school that they find in athletics.

"I see only advantages to having a student in class and on my team," Sucher said. "It happens often that a student athlete I've coached distinguishes himself as motivated, energetic and focused; basically displaying all the attributes of being a good learner, and I'll have the same student athlete in class and will not see the same approach. This is an amazing teaching moment. I'll ask the student athlete to reflect on why the work ethic is apparent in athletics but not in the classroom, and invariably if not reluctantly, the answer is that sports are more fun."

While Sucher finds the answer predictable, the student athlete rarely recognizes the connection.

"The obvious follow-up is that being a hard-working, motivated, focused person can not be selective in high school or in life," Sucher said. "The true value of athletics is providing an opportunity for young people to explore their personal potential everyday. This certainly should happen in the classroom everyday as well, but some students and student athletes have lost their will to fight against years of frustration and failure. I am a successful educator when I can help student athletes transfer their work ethic and character to all phases of their life."



Junior Lexi Wirthlin gets help from science teacher Chuck Collis. Collis is also Wirthlin's cross country coach. "Being a student's teacher and coach doesn't change the relationship much, but both the athlete and coach get to know each other in a new way," Collis said. "They get to experience each other's personalities in a new context."

> Many athletes see similar advantages to having their coaches for teachers just as the teachers do.

> "There are some advantages because you know them better and before everyone else does; I guess everyone gets to know them as a teacher by the end of the year but when they are your coach too you have already started a relationship," Wirthlin said. "Another advantage is that you can ask questions about their class during practice."

> Haydon agreed with Wirthlin regarding the advantages but also noted disadvantages.

> "The advantages are that I already knew [Hoelscher] and it is easy to talk to him and confront him about things," Haydon said. "A disadvantage is that I always see him as a coach and not as I teacher; I guess you could say I have a sort of bias."

> Despite the fact that many students enjoy having their teachers as coaches and vice versa, junior Laura Tetri is unsure of whether or not she would enjoy such a combination.

> "Having a coach for a teacher would allow them to see both sides of you as a student and as an athlete," Tetri said. "Sometimes that can be really bad because they might lose respect for you on the field or in the classroom. Also, having a teacher as a coach would mean spending a lot of time with them throughout the day. I guess it could be nice if you had a teacher as a coach first though, because then you would be relaxed around them the first time you had them in class."

> Generally, however, both student athletes and teacher coaches enjoy working with each other in class and on the field. Normally, it is a winning combination.

"I usually enjoy the teacher and coach role the most," Collis said.

Mock trial team optimistic about approaching state competition

rebeccawall

year. After a 2-1 loss to University City, a 3-0 win over Washington and a 2-1 win over MICDS, mock trial's next challenge is the state competition, which begins April 1.

Over the past few years, Clayton has established itthe national competition in Orlando, Florida.

The team has been preparing for the competition attorney. self as a mock trial powerhouse in Missouri. They were for several weeks. They must prepare both sides of the The CHS mock trial team has high hopes for this last year's state champions and placed twenty-third in case and do so by rehearsing and holding scrimmages ted volunteers to the mock trial program and have

"[Wetmore] and his wife, Karen, are very commit-

This year's case, called O'Toole vs. Commando Corporation, is a personal injury case.

The plaintiff, Bobby O'Toole, lost an eye playing paintball with some co-workers. O'Toole sued the Commando Corporation, which is the company that owns the paintball park at which O'Toole was injured.

Mock trial will be acting out the case. The club could be described as a mixture between law and theatrics.

"There is an element of dramatics," sponsor Mark Bayles said. "However, mock trial is very similar to a real case."

Senior varsity captain Michael Goldsticker is optimistic about the team's chances.

"Our goal is to win state this year," Goldsticker said. "We have a strong program with good coaches.'

This year's mock trial team has a strong mix of students new to varsity mock trial as

well as experienced returning students. The captains are Goldsticker, senior Dan Kandy and senior Alex Fennel.

(Our goal is to win state this year. We have a strong program with good coaches. michael goldsticke

against other schools.

"Mock trial is a two-round competition, so every entrant team will do both sides," Bayles said.

The mock trial team is aided by adults with professional experience in law. The coaches for the mock trial team, Michael Wetmore and Alan Goldstein, have been instrumental to its success.

Wetmore works for the law firm Husch and Eppenburger in Clayton, while Goldstein works downtown at Goldstein and Price. In addition, Bayles is also an been for years," Bayles said.

Sophomore Hannah Longmore is new to the varsity mock trial team this year. As a witness who faces cross examination during the competition, Longmore had to adjust when making the switch from JV to varsity.

"Basically, it is a lot more intense on varsity than on JV," Longmore said.

While CHS mock trial has found success in recent years, they will still face stiff competition. Their biggest threat is Pattonville, which has a very strong program.

However, with the momentum from last year's state victory and a strong team this year, the CHS mock trial team is likely to be a top contender for the state championship.



Demonstrated Leadership!

- Proven Record of Making a Difference for Clayton Schools
- Commitment to Clayton and its Schools
- Management and Educational Experience



first two years in our new home on Olive Blvd. after moving from Clayton Rd. We are still searching for those Clayton families we lost who loved our fresh baked bread.

OLIVE BLVD

Olivette Great Harvest Formerly on Clayton Rd 9449 Olive Blvd. Olivette, MO 63132

TWO BLOCKS WEST OF DIELMAN RD



JOINING THE MILITARY Senior girl to attend West Point Military Academy

kellylane

The U.S. Army has a place for everyone. They have air traffic control specialists and infantrymen, parachute riggers and Euphonium players. It is an Army of One, filled with people from all over the United States, uniting to serve their country.

Soon CHS will be sending off one of their own students to the Army, one out of a school of over 900. She will be going to West Point Military Academy, the prestigious military college that many seek to enter and are refused. Senior Michelle Alderson was accepted.

"I had to do back flips for nine months," Alderson said. "It is very competitive."

Alderson had the most trouble becoming medically qualified. Although she was diagnosed with RAD (reactive airway disease) at the age of 12, Alderson was never affected by it and became an extremely active teenager. Despite having never had an asthma attack, Alderson still had RAD on her medical record, disqualifying her from the Armed Services.

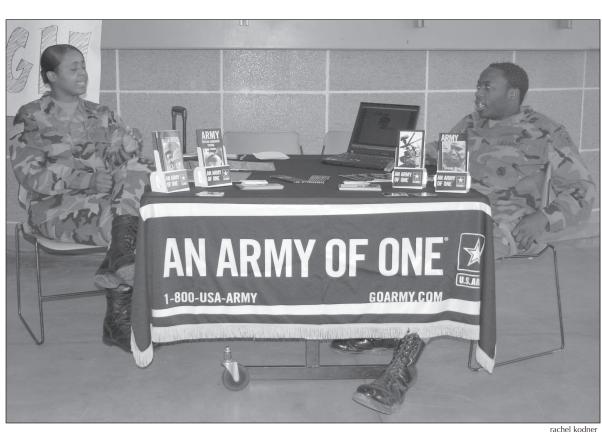
"I had to get various references to prove I didn't have asthma," Alderson said. "Coaches and physicians wrote letters to vouch that I have participated in athletic activities. West Point made me work so hard, I was intrigued."

While it seems that West Point was tough on Alderson, the Army is actually very committed to getting young people to join its forces. One such program is ROTC, which has been adopted by the Army, Navy and Marines. The idea is simple; the service will pay for school, and in turn students owe them four years of service as an officer.

In order to be an officer, students must have a degree, which is why the ROTC program is a win-win situation. The Army trains the officers they need, and the soon-to-be officers don't have to pay for a college education.

Eighty percent of colleges have some kind of ROTC program, including the Ivy Leagues, such as Harvard and Yale.

"It doesn't make a difference what you get your de-



Two army recruiters in the CHS Commons. As college tuition continues to rise, army recruiters provide special programs, like ROTC, that help pay for students' college education in return for army service. "It doesn't make a difference what you get your degree in," CHS army recruiter SFC Boyd said. "You can get a degree for the outside world through the army if you don't want to pay for it."

gree in," CHS army recruiter SFC Boyd said. "You can get a degree for the outside world through the army if you don't want to pay for it."

Boyd joined the army full time right out of high school. Later, he had the opportunity to obtain a degree in business administration from the University of Maryland.

Fellow recruiter, SS Parish, joined the reserves as a junior because he thought it would provide exciting experiences. As a senior, he wanted to see other places beyond St. Louis, so he joined the army full time.

Through the army, Parish was able to obtain degrees in psychology and music from the University of Hawaii and Kansas State. He joined the army to see be a better person."

the world, and that is what he has done.

"I spent five years in Hawaii for free," Parish said. "We went to Australia, Japan, Alaska, Germany, France and Iceland. In Australia we worked one day, and were there for 22 [days]. I had a ball."

The point of these travels around the world is to have shared experiences as soldiers. However, back home there seems to be a difference and division between the ROTC program and West Point.

"In the ROTC program, you have a life," Parish said. "At West Point, they control the things you do. They are looking for the upper echelon of a human being."

Alderson first looked at West Point because of the free college education, but as she dug deeper, the military aspect drew her in.

"Teamwork is a big thing at West Point," Alderson said. "There is a sense of camaraderie. You look out for the people around you."

Although Alderson is still a civilian, starting June 27 she will report for a six-week training session. Military training occurs during the summer, with classes during the regular school year.

As recruiters, it is Boyd's and Parish's job to get students to join the army. Achieving this, however, isn't their ultimate goal.

"We don't want everyone to join the army," SS Parish said. "We just want you to do something. I know what it is like to still be at home. There are more [places] in the world than St. Louis."

Boyd urges people to ask questions and to know that everything you see on television isn't accurate.

"They don't just put a gun in your hand," Boyd said. "There are lots of jobs and lots of options."

With the majority of colleges participating in the ROTC program and a wide range of jobs available, the army is hoping to recruit the younger generations as the costs of a college education keep increasing.

As for Alderson, who isn't sure what she will major in, college isn't what joining the Army is fully about.

"It will be challenging in every way," Alderson said. "I think that aspects of being in the Army will help me

Teachers prepare to run St. Louis Marathon

Teachers Balossi, Etling, Strahan and Helbling outline the strict exercise regimens required to complete the



marathon, which will be held on April 10.

sarajohnson-cardona

Teachers at CHS seem to have very little time for themselves between all the clubs they sponsor, grading papers and their families. However, some faculty members still find time to exercise and do things for themselves.

English teacher Matt Balossi, math teacher Anne Etling, yearbook director Christine Strahan and English teacher Kristine Helbling are all finding time for themselves and have decided to train for and run the St. Louis Marathon, which will take place on April 10.

All the participants' reasons for deciding to run the marathon are similar, but each teacher has his or her own unique perspective. Balossi is the only one who has decided to run the full marathon, which is a total of 26.2 miles

"I just kind of decided on a whim," Balossi said. "An old friend from high school and I just decided to do it together. It was much easier to decide once I had someone to train with."

A friend also encouraged Strahan to decide to run the half marathon race, which is just over 13 miles.

"One of my friends in Kansas City was interested in running the marathon and mentioned it to me," Strahan said. "I had been looking for something fun and challenging to do to get in shape that is different from the usual thing, so I decided to do it."

Etling decided to run her first half marathon.

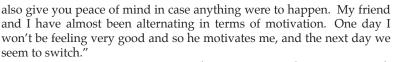
"I've always wanted to do some type of marathon or triathlon," Etling said. "Having a goal makes it easier to motivate myself to train and stay healthy."

Helbling agrees.

"I have gotten out of shape, and I needed some type of tangible destination," Helbling said. "I needed a goal to get back into shape. Running is also a stress reliever for me."

The training that each runner is following is similar but everyone goes about it a little differently. Since Balossi is doing the full marathon, he must train the hardest.

"I train on the weekend for the long runs with my friend," Balossi said. "It makes it easier to have someone to help keep pace with, talk to and to



For Balossi, running alone is much more difficult than running with other people.

"One time I did 15 miles on my own, and it was awful," Balossi said. "My pace was a lot slower, and it was just not an enjoyable experience."

Balossi has developed a strict training program to prepare for the marathon.

"I am following a five-day-a-week program," Balossi said. "I run on Tuesday, Wednesday, Thursday, Saturday and Sunday. I don't miss the training very often, but if I do I don't miss more than one. This is okay because even if I miss one I am still running four times a week."

> For Balossi, the biggest deal is practicing with long runs on the weekend.

> "During the weekend, the length varies from eight to 20 miles," Balossi said. "On Mondays I

do either a long brisk walk or climb. On Fridays I usually do some type of workout as well. I definitely have to be flexible with training. I switch the days according to when I have time. In total, it is an 18 week program."

Besides following a strict exercise program, Balossi must also plan what he eats as he trains.

"During our long runs we eat basically yogurt and honey that comes mixed together in a pack," Balossi said. "It looks basically like goo. You tear open the pack and squeeze it out. It is like energy gel. We eat one of these packs about every 40 minutes to an hour.'

Etling explained the program that she and Stra-

han are following.

"Mrs. Strahan and I are doing a 12-week training program," Etling said. "Mondays and Fridays are rest days and Tuesdays, Thursdays and Sundays are average running days. Saturday is a long running day, and Wednesday is a cross training day. On Wednesdays we go swimming, biking or lift weights."

Helbing also has a training plan.

"I am running four days a week," Helbling said. "During the week I do shorter runs from two to five miles and then a longer run on the weekend

Math teacher Anne Etling and yearbook director Christine Strahan complete an eight-mile practice race. The practice race, intended to prepare them for the 13 miles they will be running in the St. Louis Marathon, is part of a training program that Etling and Strahan designed for themselves. "Mrs. Strahan and I are doing a 12-week training program," Etling said. "Mondays and Fridays are rest days and Tuesdays, Thursdays and Sundays are average running days. Saturday is a long running day, and Wednesday is a cross training day. On Wednesdays we go swimming, biking or lift weights."

of about seven miles. Sometimes after school I run home to get my dog, then run back to school and run with him. I either run in the Center [of Clayton] or outside, depending on the weather. I started doing this about 10 weeks ago."

Strahan said the training for the race gets easier as it goes on, the longer she does it ..

"Once you get in shape for the first five miles, the rest gets easier," Strahan said.

The teachers would love to have some support on the day of the race.

"The marathon is on April 10, and we would love to have people there to cheer us on," Etling said.

The Community Service Club is working at a water booth for the runners. Students who would like more information about the marathon can talk to English teachers John Ryan and Emily Harris, senior Leslie Hopfinger, or sophomore Molly DuBro.



((I've always wanted to do some type of marathon or triathlon. Having a goal makes it easier to motivate myself to train and stay healthy. - math teacher anne etling

in focus globe march 2005

THE KEY: ACCESSIBILY

At 3:10 on Friday, the parking lots at CHS are almost empty except for a few stray cars. The weekend officially begins. Students head off to be with friends, attend movies, shop or even sleep. According to an annual district survey, some choose a more risky exploit—drinking and driving.

One of the most alarming statistics in the 2004 survey was the number of CHS students who had driven with an intoxicated driver in the past 30 days. CHS has 16 percent higher statistics than the national level for driving with an intoxicated driver and 14 percent higher than the state level.

"Students feel invincible," health teacher Doris Smith said. "I know CHS students intellectually know how dangerous it is, but they don't really think bad things will happen to them."

In a small community, students feel safe drinking and driving. Students do not feel it is as dangerous to get in their cars and drive a few blocks as it is to get on a highway and drive for miles.

"Clayton is such a small place, we think 'oh, we're only going two blocks," senior Jill Jones* said. "Also students think that their parents will just buy them a new car if they get in an accident. Students take advantage of it."

Many parents in Clayton do not condemn drinking, but they hope their child will choose not to drive if intoxicated.

"I hope students are smart enough to not drink and drive," parent Holly Connelly said. "I hope parents have an open enough relationship with their child that he or she can call home and say 'I have been drinking. Can you pick me up?' I have this understanding with my child with no questions asked. It is better than risking drinking and driving."

Teenagers over-represent themselves in drinking and driving accidents around the country. People from 16 to 24 compose 28 percent of all alcohol related accident victims but only make up 14 percent of the population. Luckily, deaths associated with these accidents has dropped 27 percent in the last 15 years.

"We're inexperienced drivers, and we believe we're slightly immortal. Many of us have a high tolerance for alcohol after 4 consecutive years of drinking and...summers we can hardly remember," senior Emily Smithy said. "It seems reasonable that students would be involved in crashes. When we're older, we'll be more tolerant to al-

'cool' to emulate those traits. So many places don't card minors. A lot of them are downtown or in U-City. It's also not that hard to asked him to get out of the car," swipe a parent's liquor."

Siblings are also common suppliers.

"I get my alcohol from my older siblings," Ben Hargadon said. "I have to ask them to buy it and pay. If my parents found out, they'd be really disappointed, but it's a way to escape and get away from what's going on in your life. There's nothing else to do."

Increasingly few students need o look to elders for alcohol; rather, they have mastered the tricks of buying it themselves.

"Alcohol is easy to get," senior John Lindbergh said. "You walk into any grocery store and just get it. If you act cocky, like you buy it all the time, they don't say jack to vou."

The accessibility of alcohol only serves to fuel underage drinking.

"Most students drink because we aren't allowed to do it," Jones said. "It's a rush. You have to find a place where you won't get caught. You have to dodge your parents, avoid phone calls and lie to them the next day. Clayton students have more money to spend and turn to more expensive forms of entertainment."

Some parents believe drinking s a part of the learning process, albeit illegal.

"Students drink because it is an act of growing up," Connelly said. "It's a forbidden fruit that students want to experience. I don't agree with it, but I assume it's happening."

Like parents, students believe drinking is a way to grow up and act like an adult.

"Teenagers have to learn for themselves," Lindbergh said. "Our parents tell us what's right and wrong, but it doesn't do much. A parent can't compete with the classmates and media who tell us it's a cool thing to do. Everyone pretends that they like to drink. It's a way to fit in, especially in Clayton."

CHS's new drinking policy for school events was successful during Peppers. The new policy threatens culpable students with mandatory parental escorts to all after school events. Few students wanted to take the administration up on the offer.

"The last dance was one of tenure at CHS due to the lack of it again.

bad boy or girl," Gibbs said. "It's given such as reciting the ABC's (with a little twist—starting at B and ending at Q.)

"A cop pulled him over and Jones said "He couldn't walk straight or articulate what was wrong with him."

All drivers under the influence are taken to the St. Louis County police department and given a Breathalyzer test that determines the amount of alcohol in a person's blood.

"The cop took him to the station and gave him a Breathalyzer test and called my parents," Jones said. "He was picked up, but he was a second semester senior so there wasn't much they could do. He wasn't allowed to drive until the summer and my parents stressed their disappointment."

Although DWIs are socially embarrassing, some believe they make good incentive not to drink and drive.

"My brother thought the DWI was the best thing that happened to him," Jones said. "Otherwise he probably would have continued to drink and drive. Something even worse might have happened later. Every time I'm in the car with someone who is drunk, I think about my brother."

Many students have had their own similar experiences with drinking and driving.

"The first time I drove drunk was between sophomore and junior year," Lindbergh said. "I had just gotten my license and I had a fairly nice car. It was about 3:30 a.m., and I was out way past curfew. I kind of wanted to get home. I didn't see a stop sign, and there was a cop sitting right by it. I was pulled over, and I reeked of alcohol. When I rolled down my window, he could totally smell it. He had me walk in a straight line and I puked. I got in a lot of trouble, but the worst of it was that I felt stupid. My parents were incredibly disappointed."

After being caught, Lindbergh decided to not drink and drive again.

"I don't think I've ever done anything so stupid before," Lindbergh said. "You don't realize how much you've drank until you do something stupid. I just think how lucky I was that no one was hurt. You don't realize how much your reactions and sight are affected until you drive home and don't stop at a sign."

Many students are never the best we have had during my caught but still resolve never to do

"People want to be known as a of the road. Easy commands are alized that I should not drink and ness from the underage drinking drive. I really believe that my fun crowd. The cost of alcohol bought should not affect others."

> CHS health classes have tried to identify drinking and driving as a serious social problem. On Apr. 28, students will attend an assembly for Mothers Against Drunk Driving.

> "We spend a lot of time discussing all of the dangers of drinking, including driving," Smith said. "The freshmen watch a film called 'Dying High: Teens in the E.R,' where one guy talks about having driven drunk and killing his two best friends and going to jail. Students tell me it's powerful. With sophomores, our resource officer, Officer Hegger, comes into class to work with the students." Although resources have been made to impact student's weekend decisions, they are not sufficient to counteract peer pressure and the enticement of alcohol. Until students learn from experience, the Clayton police will continue to confiscate hundreds of dollars of alcohol a year and Budweiser will continue to get brisk busi-

however will never truly equal the possible cost in lost lives and ruined futures.

UTSAS¹ Why Students Drink and Drive

BY ANNALISE SHUMWAY

cohol and weed and be better drivers."

Although alcohol impairs human motor skills without exception, some students feel confident that their driving ability can take them home safely.

"It's not that hard to drive drunk," junior Allie Johnson said. "I'm always in control of the car. I'm a really good drunk driver."

Others recognize the dangers of drinking and driving.

"It's really hard when a drunk driver is driving because the radio can't be on," junior Stephanie Taylor said. "Everyone in the car needs to tell the driver if they need to turn left a little or whatever. It's really hard."

Throughout the years, CHS students have had their share of driving accidents or DWIs. Fortunately, Clayton has had no fatal incidents.

"For as much as CHS students drink, we are so lucky no one has died," junior Peter Gibbs said. "It really is amazing. As sad as it is, I think someone will need to die, and then students will recognize the issues."

Some parents believe that drinking and driving will never stop because it has become so accepted over the years by the Clayton community.

"I don't think drinking or drinking/driving will ever stop in Clayton," Connelly said. "It is what kids do. As a community, we need better communication to address it."

Some students don't lack money—be it from parents or jobs—and alcohol becomes a large part of their budget.

"Some of us have nothing better to spend our money on but alcohol and weed," Gibbs said. "It's really easy to get it."

Many students admit to swiping alcohol from parents and siblings or shoulder tapping, which is asking random people at a store to buy them alcohol in proxy. Recent statistics reflect the accessibility of alcohol: last year's juniors report that 58 percent had partaken in the last 30 days. The reported number in 2002 was 68 percent. The national and state averages are 45 and 49 percent, respectively.

drinking," associate principal Mike Musick said.

Instead of being drunk at school events like Peppers, some students decided to come just a I almost hit another car. I then relittle tipsy, which seems to get under the radar.

"I don't come to dances or school events drunk," Hargadon said. "I am really careful about it. I just have a little buzz."

Many students continue to feel that they will not be involved in a drinking and driving accident despite reports on the news about kids their age dying from them. Although drinking has become accepted, laws allowing underage drinking will not be reversed anytime soon. Some students have lost their licenses from DWIs.

"When I was a freshman and my brother was a senior, he got a DWI near the end of his senior year," Jones "This was said. my first encounter with drinking and driving."

Students are usually caught when they forget to put on headlights, have their windows down in inclement weather, or swerve between lanes, which are typical indicators of drunk driving.

"My brother was on his way home from his girlfriend's house when he was plugging in his phone in the charger, and he stopped at a sign too long," Jones said

After students are pulled over, they are given a test on the side

"Once I was driving home drunk in the summer and I went the wrong way on Wydown," Taylor said. "I was able to change but



Baseball page 12



page 17

football soccer swimming hockey softball track tennis lacrosse x-country basketball water-polo

Lacrosse nets dominant wins



Above: Senior forward Jamie Goodfellow shoots on senior Matt Levy in practice. Goodfellow, who is one of the team's key offensive contributors this season, registered three goals and six assists in the Hazelwood Central preseason tournament. **Right:** In his third season on varsity, senior defenseman Riche Rodemyer has emerged as an experienced leader this year.

jackmcclellan

Look out. The landscape of Clayton lacrosse is changing. With more and more participation, and more and more dedication, the Hounds are garnering more and more recognition.

Increasingly across the nation, lacrosse is no longer looked at as "that back east sport." And nowhere has that change been seen more than on the campus, or more accurately the playing fields, of Clayton High School.

"People aren't just looking at it as that 'one sport," senior captain Matt Levy said. "It's becoming bigger."

Maybe the understatement of the young year. With kids signing up and strapping on their pads as early as eighth grade, there is a steady flow of new players.

And with players such as the three captains, Levy, junior Carter Sapp and senior Anthony Johnson, who have already made the transition from middle school "lacrosse player" to high school varsity lacrosse player, the team has the leadership it needs to mold the new players into the next genera-

tion.

"When you start in eighth grade, you don't really know what is going on," junior Max Altman said. "But you work hard with the rest of the team, and by the time you are a junior or a senior, you have learned so much about the game."

Ten years ago, the average student at Clayton probably thought that lacrosse was a brand of shirt with an alligator on it, much less played the sport. And if they did, well too bad, because there was no team.

Eight years ago, however, some pioneer of athletics, possibly a transfer from New Hampshire, started the team. How silly they must have looked to the student body. Little sticks with nets attached. Go play baseball or something. At least wear the net on your hand like a real midwestern boy.

Five years ago, lacrosse had carved itself a niche in the ecosystem that is Clayton High. No, it did not have many players, and while those players were individually talented, Clayton did not boast much of a squad. Five years ago, however, may have been the turning point.

Now. The present. 2005, and it's lacrosse, lacrosse, la-



rachel kodner

crosse. A group of seniors, the same kids who were in the eighth grade just 5 years ago, are now the leaders of a lacrosse team.

"It went from being good individual players to having a good, well rounded team," Levy said.

Want witnesses? Just ask Kirkwood, Rock Bridge or Fox. 5-3, 7-1, 6-0 respectively. These scores come from a recent tournament that the Hounds played in.

They rolled their way through into the finals, only to be stopped there in a close contest by Hazelwood Central, 5-4. But that's okay. Heads up, Greyhounds. Three years ago, could we even pronounce Hazelwood? And now, a lead at halftime. Up a goal going into the fourth quarter.

"We played well that weekend," Altman said. "I never like to lose, but I don't think it makes the tournament a failure." Outscoring your opponents 22-9 is no failure.

And this is just the beginning. Just the beginning of the beginning. High hopes spring eternal in this spring lacrosse season.

"We are real good," Levy said. "We have a lot of experience, we know what the game is about now, and we aren't going to bunk it up."

Altman, second verse.

"Our team is really strong this year," Altman said. "We lost a lot of seniors last year, but everyone is stepping up, and we are going to be just as good."

But really, maybe this change thing has gone to far. There is one thing that will never change about Clayton lacrosse, at least we should hope not. It will always be fun and laid back, and the captain will never shy away from saying "bunk" in his auotes.

"The atmosphere, the people who play, it is just fun to be around," Levy said. "As a captain, part of my job is to keep the lacrosse 'traditions' going on."

Because no matter how far Clayton lacrosse has come, it is nothing without its roots. And it, like any other sport, is nothing without fun.

And Clayton doesn't seem to be at risk of losing that, at least not yet. There will be a lot more victories, goals, big hits and celebrations before it comes to that.

passingshots



Graduation requirements for the class of '05

As graduation is fast approaching, I am beginning to realize how little knowledge I actually have.

No, I'm not referring to mind-numbing mathematical equations or obscure poetic rhyme schemes. I'm talking about sports.

Every time I turn on ESPN I am reminded of an event that I have not attended or a move that I have not mastered. Admittedly, the sports world can be overwhelming.

That is why I have comprised a list of essentials. Before a sports fan can graduate from ESPNU, they must...

Go to the World Series, Final Four, Masters and Super Bowl.

Kiss the Stanley Cup.

Get into a fight with a Cubs fan, Red Wings fan or Seahawks fan.

Throw an elbow in the paint, a vicious uppercut or a high and tight fastball.

Sing "Take Me Out to the Ballgame" at Wrigley Field, sit on top of the Green Monster or kayak in McCovey Cove.

Hit the streaker, the cut-off man or the perfect crosscourt forehand.

Eat a Bests Kosher with onions at Busch, strawberries and cream at Wimbledon or a Pointasaurus Pizza.

Own a Joe McEwing jersey.

Come up with your own really cool home run call ("Slam-a-lama-ding-dong" is taken).

Star in a Sportscenter commercial.

"Bull Durham," See "The Sandlot" and "Major League."

Seniors hope to drive golf team towards state



maxshapiro

tice.

son.

wait

"I

Elbert said.

"This is our

"FORE!" A familiar sound heard in the past from the Clayton golf team, but not this year. The Greyhounds have a solid varsity roster that could compete for state.

This year's golf season looks to be promising as many of Clayton's top golfers return for this spring season

The team is led by seniors Tom Janney, Patrick Cohn and Maxwell Ryan. They are three of the top varsity players on this years the team.

"We're going to do extremely well this year," senior Maxwell Ryan said. "Tom and Pat are great golfers and the rest of the team will contribute also.'

The rest of the varsity team will be filled out with seniors Brian Belsky and Brad Smith, junior Sam Golembieski, freshman Peter Glik and sophomore Morgan Deutsch. The two other

Senior Brian Belsky drives the ball during prac-

spots are up for grabs between four other solid players.

"It's going to be hard to get one of those final two spots," junior Michael Musick said. "I'm going to have to play my best golf to make the varsity team."

The team is led by coaches Joe Gamlin and Officer Dan Heggart, the school police officer.

"I really like the coaches," junior Brandon Favia said. "They really help you out a lot with your golf game and teach you the basics."

Favia is one of many newcomers to the golf team this year that will play on the JV team.

The JV team plays mostly at Triple A Golf Course and practices at the driving range while the varsity squad has the benefit of playing at Gateway National Golf Course, which also serves as the team's home course.

Gateway prepares the varsity squad for the hard courses they will have to play throughout the year.

"Gateway has helped me become a better golfer," Ryan said.

team and made it to state last year.

"State last year was great as an individual," Ryan said. "But it would be better to go as a team."

The Greyhounds would have to deal with a tough MICDS team that resides in their division this year. MICDS won state last year and didn't graduate a single golfer from their team.

"We have five or six golfers that can shoot really low on our team," Musick said. "The team will definitely have to be playing their best to beat them [MICDS]."

MICDS is just one of several competitors that Clayton will have to deal with this year. Even though Clayton is deemed one of the top teams in their division, no match is considered easy.

"We are going to have to play flawless golf this year," Ryan said. "One tiny mistake can ruin any good golf round. Our team needs to be focused the whole year. Start to finish."

Clayton opens up their season on April 4. They will be playing in the Seckman Tournament, and with a strong group of seniors leading Ryan is one of the top golfers on this year's the way, hope to post a successful season.

Memorize every line of "Cool Runnings" and recite each with a Jamaican accent.

Be able to do a Harry Caray, Jack Buck or Howard Cosell impersonation.

Name the complete rosters of every Cardinals baseball playoff team since the year of your birth, including 1987.

Have a favorite Yogi Berra saying.

Be able to explain the Princeton offense, the West Coast offense or the O.J. Simpson criminal defense.

Sustain a sports-related "injury" and tell everyone you know about it.

Read "The Boys of Summer," "Friday Night Lights" or the Sports Illustrated Swimsuit Issue.

Have a favorite baseball card.

Still have your Pogs, yoyos and Razor scooter.

Execute the pick-and-roll, the hit-and-run or the Flying V.

Drive a hole-in-one, a onetimer or a pitch the opposite way.

Challenge your best friend to an eating contest, an arm wrestling match or a distance spitting competition.

Replace a broken television or put a hole in a wall following a particularly heartbreaking loss.

Take down a goalpost, cheer with a soccer hooligan or serve time in a penalty box.

Drink Gatorade, eat Wheaties, wag your tongue and still be nothing like Mike.

Wear your lucky boxers and sweat-stained Cardinals hat with pride.

While these tasks are formidable, any true sports fan will understand the significance of each guideline. It is unreasonable, however, to assume that one person can fulfill all of these requirements entirely on their own.

Speaking of which: Does anyone have an extra ticket to the Final Four?

Girls' soccer team prepared to kick competition

maxwellryan

The girls' varsity soccer team is looking forward to what they hope will be a very successful season.

"We will be very competitive this season," senior Lisa Elbert said. "We have many girls that have been practicing hard, playing for many years and believe that this could be the best season that we have been a part of at CHS."

The Hounds feature a strong returning core of players from a team that achieved a 9-9-1 record and also some new faces, including four freshmen: Abbie Minton, Emily Anderson, Leigh Katz and Sonya Gierado.

"This season's team has a good combination of old and new faces," senior Ruth Singer said. "We have girls returning who should be able to help with veteran leadership and some very talented new girls who will help push the rest of the team to get better."

There are many games during the Lady Hounds for the second the season which stick out in many of the girls' minds.

"I am really excited about the Ladue game," senior Emily Luten said. "We have been playing against these same girls for three years now, so it should be extremely competitive."

Others are excited We will be very comabout one petitive this season...this specific part of the seacould be the best season that we have been a can't for part of at CHS. districts,"

-senior lisa elbert

last chance to achieve something special. I be- are excited to watch this team. This lieve we have the talent to make year the Hounds will be playing that opportunity a possibility and hopefully start a postseason winning streak."

year in a row will be Alex Johnson. Johnson, a sophomore, made the team as a freshman and quickly became a starter.

"She can single-handedly take over a game and completely dominate.

She has a great combination of speed, moves and the ability to find teammates and the net, making her a great asset on our team."

As the girls' soccer team starts to get back into game shape, many around the school

some of their games at more accessible times

"We will be playing some games One of the greatest strengths of at Concordia field under the lights



Goalie Rebecca Wall blocks a shot during practice. The Lady Hounds are hopeful that they will have a strong season.

on a couple Friday and Saturday nights," Singer said. "These times will allow many more people to attend our games. Instead of always being after school when other kids are playing sports, we now have a

couple night games which the team will be extremely pumped up for." Heading into what many think will be a strong season, the Lady Hounds hope they are up to the

task of surpassing these goals.

"Alex is incredible," Luten said.

Cardinals back in action

matthorn

Just four months and three weeks removed from the painful sweep at the hands of the Boston Red Sox in the World Series, the Cardinals are back in action after many winter changes.

Edgar Renteria and Mike Matheny, who were signed by the Boston Red Sox and San Francisco Giants respectively, have won a combined four gold gloves. Other key losses include Woody Williams, who was a 14-game winner last year, and key bullpen members Kiko Calero and Steve Kline, not to mention second baseman Tony Womack, who hit over .300 last year.

The spring also brings some new faces. Suiting up for the Cardinals next season will be 17-game winner Mark Mulder who was acquired for Calero, as well as David Eckstein and Mark Grudzielanek to shore up the middle infield.

"I think we have a better team this year just because we added an ace to our rotation in Mulder," sophomore fan Bob Maylack said. "He gives us that ace that we haven't had in a long time."

While some students are drooling over the possibility of having a constant Cy Young threat at the top of the rotation for years to come, some students are worried about losses at other positions.

"The Cardinals will be good, but not as good as last year because we lost both Renteria and Matheny, plus two of our best bullpen members," sophomore Dan Stamborski said.

But despite losing key members, the Cardinals still have the Three-Headed Monster of Edmonds, Rolen, and Pujols, who all finished in the Top 10 in the MVP voting a year ago along with most of last year's staff that helped to win a league-high 105 games.

"That is why I am not worried about the key losses from last year because we still have a great core of players lef over," sophomore Jonah Murov said.

Besides seeing which newcomer will perform the best this spring, another player has caught the eyes of Cardinal Nation. Former phenom starting pitcher Rick Ankiel announced that he is giving up pitching in order to move to the outfield. The former 11-game winner in 2000 has suffered from elbow and control problems since that amazing rookie year.

"I am disappointed because I thought he could still be a great pitcher, but the move isn't all too bad because Rick is a great athlete and a very good hitter for a pitcher," Maylack said.

Ankiel has hit a combined .286 between the minors and majors and has been used as a pinch runner in the past.

Less than a month remains until the season opener against division rival Houston, whom St. Louis knocked out of the playoffs in order to reach the Series. It will be a spring to see the newcomers and hopefully to erase all memory from that painful defeat in the World Series and to focus on another run to the top.



Above: First baseman Chris Peck throws across field during practice.

Near right: Shortstop Jairus Byrd leaps to catch a fly.

Far right: Third baseman Chas Salembier fields a ball as the team gets ready to head into a new season. The team is optmistic about the team's chances despite last year's disappointing season.

Strong pitching, big bats breed hope in Hounds

Following a disappointing season, the baseball Hounds are placing their faith in their strong pitching staff and big hitters.

mazirazani

Senior Myles McDonnell grips the bat tightly. He stares deeply into the eyes of the pitcher, with the bat swinging back and forth. He has played this game enough to know what is coming next. The fastball, inside. He gets ready...

"Myles is a prolific hitter," senior starting pitcher Tim Nielsen said. "His glove has enough endowment to support a small university."

Myles will be joined by four strong senior players and two strong sophomores that made the cut.

Pitchers Tim Brown and Tim Nielsen are the two expected aces on the squad this year.

"There's complete dominance when Nielsen's on the mound," McDonnell said. "He can beat anybody."

Nielsen posted a dominating 76 strikeouts last year with only 13 walks, putting him among the pitching leaders of the area with a 5.95 strikeout to walk ratio.

Clayton's other star pitcher, senior Tim Brown, also posted great numbers last year and will be contributing to not only pitching this year, but also hitting.

"Tim's a good pitcher, a good outfielder, and a solid hitter," Nielsen said. "He's just a wellrounded player all together."

Brown was also an area leader with an ERA

of 1.07 and a strikeout to walk ratio of 10.10 with 60 strikeouts and six walks, placing him third overall in the area in that category.

Joining McDonnell on the offensive side of the ball will be senior outfielder Andy Griesbaum and senior third baseman Chaz Salambier.

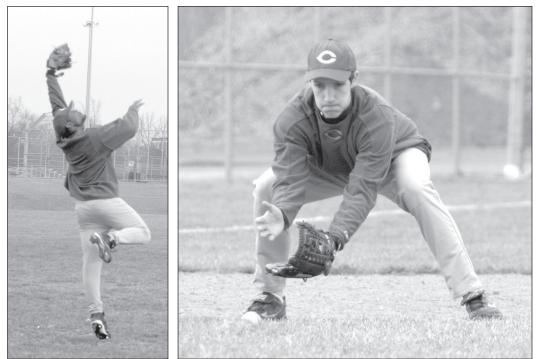
"Chaz is a fundamentally sound baseball player," Griesbaum said. "He's got good range, good defense and solid presence at bat."

The varsity team will be adding some new blood this year to the roster with two sophomores making the cut. Second baseman Zach Miller and outfielder Charlie Matthews will be getting an early start on the varsity team this year.

"They're both good athletes and will be good additions," McDonnell said. "With good work ethic compiled with senior leadership, they should be phenoms like ourselves one day." (McDonnell and Nielsen)

The baseball Greyhounds will be looking to overcome a disappointing record last year. Though the numbers weren't what they had hoped last season, they will be led by a dominating pitching rotation and solid batting, not only by the senior leaders, but also the contributions of a several talented sophomore players.

Look for the Hounds to start their season off strong against Gateway Tech. on March 22 at 4 p.m.



give me new perspectives



Open Houses

Sunday, April 10, 1:00 pm to 3:30 pm Schaumburg Campus, 1400 N. Roosevelt Blvd.

Sunday, April 17, 1:00 pm to 3:30 pm Chicago Campus, 430 S. Michigan Ave.

To register, call 1-877-APPLY RU or visit www.roosevelt.edu/openhouse.



CHICAGO · SCHAUMBURG · ONLINE www.roosevelt.edu The Sunday of championship week in NCAA Men's basketball has to be one of the best days of the year for an avid college basketball fan. My eyes were glued to the television set on Sunday March 13, as I watched basketball game after basketball game in anticipation of the NCAA Selection Show at 5 p.m.

This year my eyes were graced with a great game in the Big 12 Championship. Texas Tech lost in a heartbreaker to Oklahoma State. A three-point shot at the end by Texas Tech came up just wide, but the Red Raiders were happy just one hour later when they were put into the field of 65 as the six seed in the Albuquerque division. The Red Raiders were just one of several teams on Selection Sunday that had its prayers answered or its hopes crushed on this nerve wrecking day for fans and players around the country.

The field of 65 teams is picked by a committee of NCAA officials that critique teams on such things as: RPI, strength of schedule, conference record, performance in conference tournament and road victories.

The committee uses these criteria to place the deserving teams. There are 31 conferences in Division I basketball; thus, 31 teams are given automatic bids by winning their conference tournament.

The only exception is the Ivy League, which doesn't have a conference tournament. The team with the best overall conference record is automatically in the tournament.

With 31 spots taken by conference winners the NCAA committee is put into a tough position to pick the remaining 34 "at-large" choices.

In the past I have scrutinized the committee on several occasions for their decisions, but this year I am almost in total agreement with them.

I differ on three occasions.

The committee gave an at-large bid to a porous Northern Iowa team coming out of the Missouri Valley conference. The committee is always keen on teams doing well in their conference tournament. Northern Iowa did exactly the opposite, losing in the quarterfinals to Southwest Missouri State. A team that struggled to finish over .500 in a conference that is not strong

at all.

Northern Iowa finished off the season with a conference record of 11-7, with bad losses at Evansville and at Bradley. Northern Iowa's only good wins were against Southern Illinois at home and against Iowa State earlier in the year when Iowa State was on a huge losing streak.

Instead of giving Northern Iowa a bid the committee should have looked at Notre Dame. Notre Dame was a team that played in a much harder Big East conference and finished the season with a 9-7 conference record. Although Notre Dame also faltered early in its conference tournament, it had many more significant victories than Northern Iowa, including key wins over Villanova, West Virginia, Connecticut, Boston College and Georgetown. That is five quality wins that do not even count the close games they played on the road at Syracuse and Pittsburgh.

Notre Dame's resume was much stronger than Northern Iowa's and it should not have been denied a chance to play in the Big Dance.

The other thing I disagree with the committee on is its coddling of the Duke Blue Devils. I'm sick and tired of Duke having the easy road to the Final Four. Duke was given a one seed in the Austin bracket and has very little competition to deal with. The only threat is the two seed, Kentucky, who is having scoring problems and should lose second round.

Third-seeded Oklahoma, who bowed out in the semifinals of their conference tournament to Texas Tech and doesn't have a deep bench.

The toughest team that Duke might have to face is Syracuse. Fresh off a Big East title, the Syracuse Orangemen are hot, but they also have a tough first round match-up against the Vermont Catamounts who are in the tournament for the third straight year.

The Catamounts could give Syracuse trouble with a great player in Tyler Coppenwrath, who averaged over 25 points a game for his team. At one point in the season Vermont went on a 15game win streak and was playing great basketball. If Vermont plays like it did in the mid-season, they could beat the powerhouse from the Big East.

And if Syracuse falls, Duke is left with no challenges and is almost certain for another Fi-

And finally, the worst decision of all, Iowa in the tournament over the Terapins of Maryland. Yes, I'm "hating" on the state of Iowa, but only one team from that state deserved to be in the tournament and that is Iowa State. Iowa has no

business being in this tournament. It had a bunch of big wins earlier in the year, but that was with its star Pierre Pierce. He was kicked off the team at mid-season due to legal issues. And after he left the team simply fell apart. It lost to Michigan, Ohio State, Purdue and Northwestern and finished 7-9 in the Big Ten, a weaker large conference this year.

Maryland finished 7-9 in the Atlantic Coast Conference, arguably the best conference in college basketball with powerhouses North Carolina, Wake Forest and Duke.

Yes, Maryland did drop its last I see Washington losing three games of the season and went in the Sweet 16 to a solid out first round its Georgia Tech team that conference tournais tournament-ready and ment, but it had two huge wins over playing great basketball. a number one seed in Duke, played North Carolina ex-

nal Four appearance.

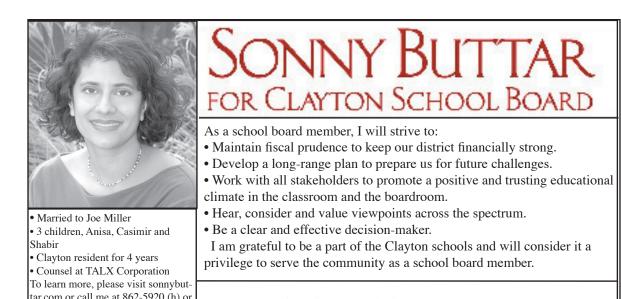
tremely close and had a big win over Georgia Tech when it was ranked.

This is the biggest snub of the tournament. I hope the Iowa teams get smashed. I expect them both to lose first round.

As for my major upsets of the tournament, I see Washington losing in the Sweet 16 to a solid Georgia Tech team that is tournament-ready and is currently playing great basketball. Also, I see Kentucky going out second round to a Cincinnati team that has power inside with Jason Maxiell.

This tournament should be no different from any tournament played in the past, full of upsets, buzzer beaters and great overall play at the collegiate level.

St. Louis has the pleasure of hosting the Final Four this year, and I can't wait to go. The tournament will be held at The Edward Jones Dome and should draw great attention to the city and its surroundings.



Swim team dives into season fueled by young talent

martingregory

The girls' swimming season is full of potential. There are many reasons to hope for an improvement on last season's success.

"Our main goal is always to have the best times," senior Jamie Grasse said.

This year the team has plenty of new talent to do that. There are three excellent freshmen who have joined the team this year. The new stars

Male Athlete of the Month

sports

globe march 2005

Matt Levy

hyramshumway

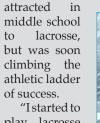
Lacrosse, a new sport that has come to St. Louis in the past decade, has transformed the way many kids view spring sports. It is not only baseball, and girls' soccer season anymore. This club sport has attracted many players even though they must pay to play. An exceptional athlete who was attracted by the physically rigorous and fast sport is Matt Levy. For his incredible goalie skills, Levy has been recognized as one of the top goalies in St. Louis.

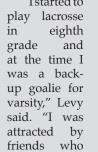
"Matt is a good leader and is a great goal tender," senior Anthony Johnson said. "He definitely keeps people motivated."

Anthony is not alone in paying compliments to Levy.

"Matt has a lot or experience and also has a lot of respect from the other players on the field," junior Carter Sapp said.

Levy was







talked me into doing it, and besides it's fun to hit people with sticks and make big saves."

In just a year Matt had improved greatly.

"During my freshman year I was starting goalie for varsity and have continued playing this position for the past three years," Levy said.

Even Levy can have a hard time with the sport though.

"It's sometimes hard to keep your mind on the game the whole game," Levy said. "Sometimes it can be difficult to motivate team members especially if we are losing."

Levy has high plans for the sport and will play in college.

"I will be attending Roger Williams in Rhode Island on an academic scholarship," Levy said "I am trying to play division III lacrosse as well."

With a great player like Levy mining the nets this season should be a great success for lacrosse team.

Female Athlete of the Month

Ruth Singer



will help ease the loss of the many talented seniors from last year's team.

"We lost lots of good swimmers last year," junior Paige Romer said. "One of the challenges this year will be adjusting to the new faces on the team.

The team is led by Grasse, an excellent swimmer who began at a very young age. While no one has been named captain yet, she looks to be a promising candidate. Science teacher Rob Laux coaches the team with Molly Dugan.

Last year was full of highlights and disappointments. One of the bright spots was when the team qualified for state in the 200 meter free relay.

"We stopped the conference final for five minutes because we were celebrating," Grasse said.

One of the disappointments was missing qualifying for state in the 100 meter breast stroke by 0.2 seconds.

The swimmers practice hard everyday after school. They begin with a warm-up of 10, 100 meter swims. They end up swimming anywhere from 3,000 to 5,000 yards in an afternoon.

Another star of the team is sophomore Keely Brooks. Brooks is a very versatile athlete. She is the team's only diver, and is very talented. She is looking to compete for state in the future. In fact, Brooks was on the state relay team last year.

Aside from being a fantastic diver, Brooks also swims with the team.

"She never practices, but she is the fastest on the team in the 50 meter relay," Romer said.

The main goals for the team this year are to make state in more events, particularly the 200 and 400 relays. There is certainly no question that they have the talent they need to do that.



The girls' swimming team practices their crawl as they get ready for their first meet.

jamiegoodfellow

Senior Ruth Singer is now in her third season of varsity soccer at CHS. Through her stay at Clayton High, she has watched the soccer program evolve and has grown into one of its star players.

"I've been playing soccer since I could walk," Singer said. "I always played Clayton Parks and Recreational Soccer, and I always played on the boys teams."

Singer's skills at the center midfield position stand out to her teammates, and her leadership qualities do too.

"Ruth has an intensity no other player can match," junior Erica Jantho said. "She always gives 110 percent and is one of the most intimidating players on the team. During games and practice she is always

working hard even when we are tired or frustrated. By seeing Ruth hustle, the rest of the team is motivated to keep their heads in the game."

Singer worked hard in the offseason to achieve during the season.

"I kicked a ball around a lot," Singer said. "I also worked on conditioning."

However,

Singer's commitment goes far beyond her own conditioning and practice. This year's Clayton indoor league was built partially on Singer's idea.

"We did a Clayton indoor league on Sunday nights this winter," Singer said. "A couple other girls and I wanted to get people involved in the program."

Singer's vision of the team was changed by her experiences through her four years of CHS soccer. Singer practiced with the varsity team for four days as a freshman and remembered the seniors as being mean.

"My sophomore year was a bit better," Singer said. "My junior year felt like we were all a big family, but our record was only around .500."

Although Singer likes the idea of a team with a sense of "togetherness," she also envisions a winning team.

"I want to leave Clayton a more competitive program than when I came," Singer said. "I want people to see Clayton on the schedule and know that it will be a good game."



globestaff 04-05 editors

micah fredman, editor in chief michelle alderson, managing josh goldstein, managing sam april, hootenanny sam bakken, arts caroline bleeke, people meghan bliss, life shatara ford, forum martin gregory, forum isaac katz, global cori lefkowith, hootenanny sarah shumway, local maxwell ryan, sports max shapiro, sports annalise shumway, local sarah shumway, local rebekah slodounik, arts kate waterbury, life ivanna yang, life

copy editors

sophia agapova amy brooks jamie goodfellow rachel harris rebecca katz katherine sher mazi razani

reporters

krystall bell rachel dickens melanie goldstein michael gregory mia harlan gila hoffman matthew horn sara johnson-cardona nava kantor kelly lane jack mcclellan kelly moffitt rvland ort kate rothman hyrum shumway dakin sloss fengshuang stamme hillary stuckey rebecca wall katharine weiss ben weixlmann

photographers

rachel kodner, editor javier groisman nathan litz caitlin ly abbie minton jamie sachar

graphic artists

erin blumer rachael cohen alex ferguson tristen hummel

nancy freeman, adviser nathaniel markman, bus. man. stephen greenberg, bus. man.

There's got to be more to life than your looks

One student's experience with body image helps her discover what really matters.

they wanted to be like this model or that superstar since they thought those celebrities were perfect. I have always told myself that I could never be that dream. When I look in

the mirror, I've always seen myself, not some unrealistic image.

I have never been perfect and I never will be. I'm not the perfect size nor height so I'm not considered that image. I tried to convince myself that I could never be that image but underneath I could never seem to give it up.

I wanted to believe that being perfect didn't matter, but every time someone said something to me that

ing the same thing my friends wanted, to be perfect.

It hurt me sometimes to be talked about. It was like people didn't understand me so sometimes I felt left out. I felt as if the world didn't want to accept me because I was different than what our culture advertises.

My cousin is a model and sometimes I go with him to his agency. I went one day and walked in the room and people stared at me like I was an outsider.

"The plus size room is over there," said the director.

I tried to blow off what he said but inside I was hurting. At first I was embarrassed but then I was angry at myself for being me. After a few days I tried to bury this event but little echoes of his voice remained. It faded rather quickly because I know he didn't mean any harm but after hearing so many negative remarks everything hurts.

The overall effect of teasing is an unbearable amount of insecurity. Every time I would walk in a room, I thought everyone was looking at me

All my life I've heard girls talk about how in a judgmental way. Even affected my relationships with other people, especially boys.

> I've learned that no matter how much you like someone that person doesn't have to like



you. I've had so many crushes on boys that I thought wouldn't notice me.

I really liked this boy. He was perfect for me. He could dress, he was smart and he had talent. The only thing that was wrong was that he would never notice me. At least that was what I thought.

I was afraid even to be around him or talk to him. Then one day I was with my friends, and he started to flirt with me. I started to re-

remarked on how I looked, I went back to want- alize that I have less confidence than perhaps I should.

I used to think that I was the only person hurt by this false image but I'm not. I've heard other people talk about how they let their insecurities take over them too.

After all no one is truly perfect. We all have bought in to these images that make us doubt ourselves rather than us being able to appreciate who we really are.

I don't understand the fact that people create perfect, but false, images for a world filled with wars, suicide and murders. I look around and see chaos. And I don't understand how physical beauty is going to make the world a better place.

So many people say that it is not how you look that counts but it's who you are inside that matters. A lot of people say that, but none of us believe it.

We all want to fit that perfect image but guess what. An image is an image, it's not what's right or wrong. The universal image is one image and when everyone is the same the room for diversity fades away.

Driving brings freedom, but at what cost?

driver's licenses. Those seemingly unimportant plastic cards represent freedom, freedom to go where they want, when they want, with whomever they want. With that small rectangular object, one is released from all the chains of childhood. With it, life is good...I guess.

On the day of the driving test, my

One of the most exciting things to happen to the low number will alarm me yet make me



a large number of sophomores is getting their smile at my complete lack of budgeting skills. But I will eventually get my

license despite my many qualms. I will join the pack of new drivers, eager to get on the roads and wreak havoc on the world while inside the confines of a car. Driving alone for the first time with windows rolled down all the way and music blasting will be memorable,

Capital punishment cruel, unusual

staffeditorial

The United States Supreme Court took a small, but significant step towards abolishing the death penalty by declaring the execution of minors to be "cruel and unusual punishment." While this case forced the nation's highest court to reexamine the humanity of capital punishment, the United States needs to completely re-

agree 96%

disagree 4%

examine and abolish its use of the death penalty.

Since 1977 the United States has executed 944 prisoners. An additional 3,400 prisoners are currently on death row as of Jan. 1. The U.S. joins China, Iran and Vietnam, a group of notorious human rights violators, as the world's leading executioners. The death penalty exists in 38 of the 50 states.

The U.S. needs to join the list of 118 countries that have abolished the use of the death penalty in law or practice.

No one has the right to take a life. The death penalty is the most inhumane form of punishment. Furthermore, it does not serve as a deterrent to criminals and is statistically racist.

A study conducted for the United Nations between 1998 and 2002 concluded, "It is not prudent to accept the hypothesis that capital punishment deters murder to a marginally greater extent than does the threat and application of the supposedly lesser punishment of life imprisonment."

The death penalty is also not color blind. Since 1976 34 percent of executed persons were black. On the contrary, in 81 percent of cases in which the death penalty was imposed, the victim or victims involved in the case were white.

In addition, the use of the death penalty maintains the possibility that an innocent person will be executed by the

state. Since 1973 118 prisoners have been removed from death row after evidence emerged of their innocence, including five people in 2004.

The death penalty has failed in every way. It does not serve as a deterrent, it is biased against black defendants, especially those who have white victims, and

it puts the United States side-by-side with some of the world's worst human rights violators.

The death penalty is not just "cruel and unusual punishment" for minors, it is cruel and unusual for everyone. And while it may be a source of comfort for families of murder victims, it is at the top of a slippery slope.

Trading one life for another is inherently wrong, but even when we disregard the moral argument, we must accept the flawed and racist results that the death penalty has produced.

But really, in all of our hearts and minds, the death penalty boils down to one question: How do we explain to future generations that killing is wrong and not be hypocritical?

Thumbs Up

-1 quarter left, Seniors -Spring Break -Discount AP's - Martha Stewart -Final Four

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."

Clayton High School Globe (314) 854-6668 Fax: 854-6794 globe@clayton.k12.mo.us

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.

friend says I will be nervous. A million thoughts will be swimming through my head, making me question my abilities. A man with a clipboard will

call my name and I will flinch at the awkward sound of it. I will open the car door and slip into the seat as carefully as possible, wanting to disappear from view. I will slam the door behind me and the locks will lock automatically, shutting me inside. I will go through all the controls in the car and then be asked to start it. As I turn the key in the ignition, I will forget everything.

As I drive, I will let my mind wonder. The wind will blow in my open window and through my hair as I think of all the money I will need to support my newfound freedom. Gas, the inevitable ticket, carwashes. It will all add up. I will try to mentally locate all the money I have, and



yet the excitement of driving will eventually lose its sparkle. I will fall into the monotonous routine as is so common among my peers. I will drive to friends' houses on the weekends.

I will drive home.

I will drive to and from school. I will drive to and from sports practice. I will repeat. I will drive. Everywhere I go, I will drive.

Even if my destination is within a reasonable walking distance, I will drive simply because I can. The idea of driving myself seems so foreign yet so enticing.

I have promised myself hundreds of times that I will go to the coolest places. Places where not many people have been or know about. Now I'm sitting here. All I have to do is find those places.

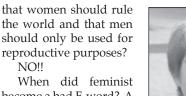
Thumbs Down

- -3rd quarter grades
- -Powerschool
- -High gas prices
- -Lack of parking spaces
- -1 quarter left

Is feminism the new F-word?

One student wonders when feminists became bad.

You're a feminist? You mean mentioned that she was thinking of back. "Anyway, I would rather vou're one of those man-hating running. women who believe



should only be used for reproductive purposes? NO!!

When did feminist become a bad F-word? A name that women didn't want to be called? When did women stop wanting to identify themselves as feminists?

The first time I became aware of the negative connotation of the word "feminist" was last year when I attended the National Youth Leadership Forum.

It was the second day at the forum, and we were in our morning group meetings.

Our group was discussing who would be the president of our group for our national crisis simulation.

We all decided that anyone who wanted to be president needed to come to the afternoon meeting with a very short speech as to why we should elect him or her. Then we would all vote.

So my two roommates and I went back to our room to get ready for our trip to the U.S. capitol when one of my roommates, Elizabeth,

"That's a great idea," I said. "I'll definitely vote for you."

"Ökay," Elizabeth said. "I'll run then, but you have to help me think of what to say. Will you vote for me too, Mary?" Elizabeth questioned. 'You know, I don't

know," Mary responded.

My jaw fell open. Why wouldn't Mary vote for Elizabeth? Elizabeth seemed nice and we both knew more about her than any of the other people in our group. I couldn't contain my surprise and curiosity so I asked, "Why wouldn't you vote for Elizabeth?"

"Well...I mean...We'll just have to see who else is running," Mary stuttered. "Anyway, you probably won't win, Elizabeth."

Won't win? Why wouldn't she win? She seemed to me to have as good a chance as anyone else.

"Why wouldn't she win?" I demanded. I'd become slightly angered by Mary's lack of confidence in Elizabeth.

"Well, I doubt any of the guys would vote for her," Mary shot

have a guy be the president." She would rather have a guy

president? WHAT?!?

"Wait," I said. "You're telling me you don't think Elizabeth will be a good president for our simulation because she is a girl?'

"Yes," Mary stated. "Plus, no guy will listen to her because he'll think she is a FemiNazi because she ran."

FemiNazi!!!!

"Maybe Mary's right. I definitely wouldn't want our group to think I'm a feminist," Elizabeth said.

"WHAT!" I exploded, my face turning red.

'You are both smart, strong girls, so why wouldn't you want to be called a feminist?"

They looked at me in horror. I almost turned to look in the mirror to see if I had grown horns.

"Are you a feminist?" Mary questioned.

I almost wanted to laugh and say that I wasn't. Their looks were so strange.

Why wouldn't I be a feminist? What was wrong with being a feminist?

"Yeah," I said staring Mary straight in the eye. "Why?" Mary's eyes became real wide

and she stared at me with surprise. "You're a feminist!" she said with surprise in her voice.

Mary and Elizabeth turned to look at each other.

"Do you like guys?" Elizabeth asked in a tentative voice.

What? What does liking guys have to do with being a feminist? "Yeah," I said confused. "Why

wouldn't I like guys?" "Well, any girl who calls herself

a feminist hates..." Mary trailed off

"Hates guys," I said. I was confused. What did they

think feminist meant? "I'm a feminist," I said. "I think that women should have equal rights to men and that women should be able to do everything that men are allowed to do. Nowhere in the definition of feminism does it say 'man-hating woman'."

My head was spinning. What was going on? FemiNazi! Manhating woman! WHAT! "If you don't hate men, I would advise you not to call yourself a feminist," Mary said. "People may get the wrong impression.'

The wrong impression of what? When did feminist become a bad name to be called?

"Yeah, I don't think I'm going to run for president," Elizabeth said.

"It would be awful to have all the guys call me a FemiNazi."

FemiNazi? I sat down hard on the bed. What is going on?

It really wasn't until two weeks later, when I was playing tennis with a male friend, that I finally understood our conversation and why the girls were so afraid of considering themselves feminists.

'Women are equal to men, and I think that if a woman wants to fight in the war or run for president she should do so," I stated.

"What," my friend said. "Are you like a feminist or something?"

He began to laugh as if he had made a funny joke.

I laughed nervously and thought what do I say?

"Yeah," I said nervously. "Actually, I am a feminist."

He stopped laughing instantly. "You're a FemiNazi?" he said.

He turned around and continued laughing.

FemiNazi?

I'm being compared to Nazis because I believe that women and men are equals.

I stopped staring at his retreating back and turned to the drinking fountain.

When did feminist become the bad F-word no woman should want to be called?

TiVo gives great TV, visions of life as it should be

The proudest moment may have occurred just a month ago when I set up TIVO all by myself and shed my reputation for being electronically impaired.

I impressed not only myself, but also my entire family. It took me two hours of reading directions, four hours of downloading and one week of stressing about why my television was not working with this high tech digital recorder/ player. But in the end, I was able to bring my family into the

world of TIVO heaven. Or is it hell? TIVO, like any electronic gadget, is alluring because it offers so many benefits.

No commercials, a guide that tells you when all your favorite shows are on, and a digital recorder that is nearly idiotproof.

What the TIVO makers don't tell you is that it may forever change the way you live your life.

Before TIVO I found myself watching around two hours of television a night. Now I watch five. My family tells me I'm addicted and

I wanted to be able to fast-foward through math class and go straight to lunch or to fast foward basketball practice to get to the scrimmage.

they are likely planning an intervention. They should just be thankful that I don't out them on their own TIVO addiction.

My mom would tell you that she reads

more then she watches television. That's probably true.

She reads more then anyone I know but ever since we got TIVO I've found her watching more and more Law and Order.

Then there's my sister who at the beginning referred to TIVO as "a waste of time and money". But now she spends at least an hour a day fast forwarding through commercials and watching the daytime television that I TIVO for myself.

My family has been infected by the TIVO bug, but to be honest, TIVO has affected me the most.

Even before TIVO, I watched an uncommon amount of television; some would even say an unhealthy amount.

Now with TIVO I have doubled my couch potato time. But it has changed me in ways that I could never have anticipated.

One of the greatest things about TIVO is its ability to fast forward through commercials. Unfortunately this feature also takes away your patience.

After a week of fast forwarding I found myself searching desperately

for a remote to control my own life. I wanted to be able to fast-forward through math class and go straight to lunch or to fast forward basketball practice to get to the

scrimmage. And when I realized that no amount of wishing would speed up time, I was left bitter and resentful.

TIVO also contains a feature that

man has been trying to figure out since the beginning of time, how to predict the future.

With one click of a button you can read the schedule for any channel for every day that week.

Being able to read about all the shows that were going to be on television made it harder for me to embrace the rest of life's uncertainties.

I began to long for the security that the TIVO gave me with television for the rest of the things in my life.

I wanted to be able to see whether I would have a pop quiz at school that day or whether I would like my family's dinner that night.

And then there is the button that seems to have captured the heart of everyone in my family, the pause button.

It lets you stop what ever you're watching and then catch up with what you have missed.

At first I embraced this feature. It let me stop the show I was watching to get a snack and take a bathroom break when ever I felt it necessary. But just like the fast-forward button, it took away my sense of reality.

As much as I tried to pause my Saturday night, time kept moving at the same rate, and Monday morning came around just like it always does. After a month of having TIVO, I have finally come to the conclusion that it is not just some fancy VCR or just one more cable box. TIVO is a way of life, one that is both enticing and ultimately empty.

Learning to see what you have

A student learns to not take her parents for granted.

"Don't it always seem to go that you don't know what you've got 'til it's gone." I don't think that anyone really fully understands what Joni Mitchell meant by this.

I know that I was completely unsure of it's meaning. But when I experienced one of the most challenging events in my life, the meaning hit home.

It was the summer after seventh grade, and I was at my

favorite place in the world, Camp Ramah in Wisconsin. My closest friends, whom I call my second family, surrounded me. It was Friday afternoon, and the Sabbath was approaching.

We were all preparing for the most exciting weekend of the summer, Visitors Weekend.

heard the sad news. "As you all know, our visitors left last night in the midst

goose bumps covered my body, tears filled my eyes when I

of a very serious storm," Rabbi Soloff, the head of the camp began to say. "Michelle's family was in a very serious accident," he paused.

"Her mother was in serious condition when she was transported to a nearby hospital. Her sisters and father had just a few scratches."

I knew what was coming next.

"Her mom died last night after suffering from severe injuries. Michelle's cabin is together right now, and Michelle was taken to the hospital early this morning where she was told of the news."

I can't imagine how Michelle felt as she drove to the hospital.

I was depressed I was imagining what Michelle's life was probably like before. And then I realized that that was all going to change for her. She was never going to see her mom again. She wouldn't be there for a bedtime kiss, her first day of high school or her wedding.

Just take the hit...

Reflections and confessions from a second semester senior.

Before I get into an undoubtedly sincere and insightful discussion concerning adolescent morals (if we have any, mind you), I have a series of confessions to make to several CHS teachers. Bygones...but that's besides the point. Here is my assignment for readers: what do all these instances have in common?

I once cried in class the week after some distant cousin died to divert attention from the fact I hadn't completed a worksheet.

I did my vocabulary assignments in the Stuber Gym locker room every morning because it was the one place I knew no one would walk in on me.

When I didn't have my math homework done, and it was being checked, I erased the numbers next to a pervious night's problems and wrote in the day's assignment numbers so that it looked like I had something done. You kind of have to be in honors to get this one.

In one science class, I didn't have a lab done by the beginning of the class period. I worked on it during class and then "spilled" the pile up front so I could slip mine in.

I used the same IRA more than once, in more than one class.

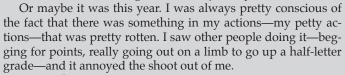
michelle

I played sick when your essay was due and watched DVDs all day, alternately typing a couple pages here and there and devouring unhealthy amounts of Edy's ice-cream.

There's more, but space constrains me. I was not particularly innovative, so we can safely assume that nothing I did was ever more clever than what I've described here. Now, class, what do you notice about each one?

In all said instances, I lied or committed some form of fraud to scrape a couple of extra points. Sold out for half a percentage point. Way to flipping go, Michelle.

My sense of self-preservation originates from elementary school. I lied to divert discipline from myself to the unfortunate person next to me. Somehow, that one stuck to me through high school like toilet paper stuck on a shoe. I didn't get it off until junior year.



Since when can an F on a test be negated by drawing a colorful EC poster? What was it we would say...oh, right: I deserve it. I'm trying so hard. I'm genetically predisposed to not understand geometry-it's been proven, just call my mom and she'll tell you.

Blah blah blah blah blah...

Did I really do that? Uh-huh. And then some. I'm not sure how to feel about it. Regret, shame...anger? I'm doing my best to atone.

I'll never have the courage to approach the seven or eight instructors here who I've bullshooted and tell them how I exploited their regard for me. How I lied to get an H or to keep an A from being an A-. I'll just say this for all of them, for all of you: if you ever thought of me as being a good kid, you were just doing what I wanted you to do. Sorry.

Does that cut it? Is 'sorry' enough? Is it?! I'm trying something new for a change. I'm getting the grades I should have gotten since freshman year. I think my new motto is "no excuse, sir.

Right. I'm not exactly speaking for the entire school—I'm in the God-help-me-if-I-don'tget-an-A club. Or I was. I got my first B+ in Chemistry last semester. Thought it was some kind of mistake. But for all those who have the slightest lick of comprehension of my situation, I have the following challenge: take the hit.

Just take the hit. These halls are like agar for what I like to call "dishonorable behavior"cutting corners and the like. Just because you can get away with it doesn't mean you should. You might never grow out of the habit.

So take the hit. Lose the damn 10 points. Get a B on your unit test, but earn it. Your F's should mean more to you than all the extra-credit in the world because you deserve them. Don't wanna get bad grades? Fine. Earn the good ones.

Don't look directly at me: I'm not exactly role-model quality. A lot of my freshman habits still carry over to today—I miss assignments and blow tests on account of my own negligence. I guess, ideally, you wouldn't want to do that. But I let my wrist get slapped for it, too. Hey, no excuse, right?

It stings a little. So much for the 4.5 I got freshman year. but I gotta say, there's more than just a little pride to be had in adhering to a personal code.

So maybe that's it—pride.

I am too proud to lie anymore.

I am proud, therefore I do not lie (anymore).

Whatever... Just take the hit





I listened to the sounds of blow dryers, and I smelled make-up and fresh-sprayed perfume in the air. Girls were deciding what to

wear and trying on each other's clothes.

Spirits were high when the parents arrived.

I visited with my family all weekend and was sad when they left. The skies had turned black, the winds picked up and a terrible storm blew through camp.

For Michelle, one of my friends, the weekend ended without a goodbye from her mom; the camp staff had hurried them out because of the severity of the approaching storm. Although she did not receive that one last kiss from her mom, she returned to her cabin to find a note on her bed.

"Michelle, I love you so much. Enjoy the rest of your summer. Love, Mom."

That night was rough for Michelle. She warned her cabin mates that she was worried about her parents and younger sisters who were driving back to their home in Minnesota in the storm.

The next morning was the usual Monday morning at Camp Ramah. My cabin woke up from the long weekend.

We hurried out the door in our pajamas with our hair in messy ponytails and our retainers still in our mouths.

But at breakfast when announcements were made and we were told to go straight to our meeting place, I knew something peculiar was happening. And when I saw the camp director and his assistant, the social workers and all of the staff, my heart began to race.

My friends and I looked around and discovered that Cabin 26 was missing. As my heartbeat continued to increase and

My friends who knew her mom told stories all day of how she was always there for her children and was involved in so many community activities.

Watching Michelle go through

things

this made me I just wish that I could think about a lot of relate to my parents in a way that I could relate I know that sometimes I may to my parents in a way be rude to my parthat I would not regret ents. I often take down the line.

them for granted. I assume that my parents will always be there for

me, even if I might be rude or disrespectful.

As a teenager, I know that it is natural to want to separate myself from my parents. Maybe that's why I find myself giving them a hard time.

But I also love my parents very much, and I need them. I just wish that I could relate to my parents in a way that I would not regret further down the line. The fact that horrible tragedies can happen at any moment is difficult to accept. This is something that I know I will have to work on for a while.

The things they've done for a grade



"In high school; my teacher had this midnight deadline. If you could get the assignment in his mailbox by midnight, you were fine. Sure enough, I was the one slipping papers into his mailbox at 12:04."

"I never knew that there were ways to get good grades besides the usual study, follow the rubric and do what the teacher told you to do."



Zero tolerance leaves no room for common sense

))

While surfing the web a few days ago, I came across a

site, ZeroIntelligence.net, that collects and publicizes cases of - there is no other word for it - school district idiocy.

In a small town in New Jersey, a middle school student was suspended after the discovery of a model rocket engine in his locker. (According to school of-

ficials, the engine was a "fire hazard.")

In Ohio, five students faced charges in juvenile court for participation in a food fight.

In a Kansas high school, three students were suspended for up to three days for throwing snowballs.

In a small town in southeastern Missouri, a 6-year-old was susher friend – appar-

ently it "looked like

these cases seem extreme, they reflect an ongoexisted since the awful events at Colum-1999

tolerance policies were passed by school districts across the country. They effectively stated that if a weapon was found in the possession of a student, disciplinary action would be taken, no matter the circumstances.

ways meant suspension or expulsion – occasionally the student was

pended for giving a bag of dirt to also arrested (although this was generally out of the control of the schools)

The main problem with the zerotolerance approach is that it leaves no room for common sense.

If a student accidentally brought, say, a pocketknife to school, they could easily face the same punishment as one who brought a gun for the purposes of intimidation or even murder.

The zero-tolerance policy was often extended to other areas such as drugs or alcohol.

Judging by the cases above, it seems to have spread, at least in practice, if not in written policy, to all areas of student behavior.

Although generally not an issue in Clayton, a harsh policy does exist. Official policy states:

"Any student who brings or possesses a weapon . . . on school property . . . will be suspended from school for at least one calendar year or expelled . . ."

There is only one small caveat, which reads: "The suspension or expulsion may be modified on a hol, the policy states: "The poscase-by-case ba-

mendation by the

superintendent to

the Board of Edu-

One of the ma-

jor problems with

this policy is the

vagueness of the

definition given in

Although the

the official policy includes such ob-

vious items as firearms and switch-

blade knives, also included is " . .

. any instrument or device used or

designed to be used to threaten or

word "weapon."

cation."

sis upon recom-The fact that severe punishment is required and that a student can be expelled upon the first offense poses dangers.

> Anyone found in violation of this regulation will be subject to suspension and/or expulsion from school . . ."

assault, whether for attack or de-

fense" as is "any object designed

to look like or imitate a device as

In reference to drugs and alco-

session,

purchase,

distribu-

tion, use or

transfer of

controlled

substances,

including

alcohol.

on school

premises is

not permit-

ted.

described [above]."

The fact that severe punishment changed.

is required and that a student can be expelled upon the first weapon, drug, or alcohol offense poses dan-

It restricts the freedom of students by giving ample space for the lack of common sense.

In other words, if a teacher or administrator somehow lost their rational judgment (although not likely, this is possible - one need only refer to the case of Principal Turner from a few years back) or felt vindictive (if a certain student had been a source of constant annoyance, it would be easy to let anger go too far) they would have little trouble in suspending or expelling a student for a minor or accidental offense.

Fundamentally, students need to be aware of the risks of this policy, and if at possible, it needs to be



marijuana." Although

ing problem that has bine High School in

In response to

the murders, zero-

Disciplinary action almost al-

js MBS. As Air and Daft Punk have demonstrated over the past decade, if you give two French guys a bunch of synthesizers, they will make beautiful music. M83, the duo of Anthony Gonzalez and Nicolas Fromageau, are further proof of this correlation. In contrast to Air's futuristic lounge lullabies and Daft Punk's club-ready electro-funk, M83 use layers of synths and distorted electronics to create ethereal soundscapes.

by sam bakken

Anthony Gonzalez and Nicolas Fromageau, both of whom hail from Antibes, France, started collaborating as M83 in 2000, releasing their selftitled debut album in 2001

on the Gooom label. That record is now out of print and is very difficult to find.

It wasn't until the 2003 release of "Dead Cities, Red Seas & Lost Ghosts" that M83 began to attract serious attention. The keyword for the sound of the album is "texture." Throughout the album's 12 tracks, the duo carefully juxtapose layer upon layer of synthesizers that blend and clash into huge walls of melody and noise. Add to that the mech-

occasional guitar strum, and sporadic, breathy vocals, and you have a decent idea of how the record sounds.

The most remarkable thing about the album, however, is its humanity. Though the album is almost entirely synthetic in structure, it has potent emotional resonance.

On the sublime "Run Into Flowers," waves of humming synths approximate the feeling of being buoyed over a field of yellow and red wildflowers at 500 miles per hour by a digital breeze.

This is the kind of music that accompanies the ascent into heaven.

Another highlight is "On a White Lake, Near a Green Mountain," which inverts the endorphinreleasing rush of "Run Into Flowers" into a solemn



disintegrating into pure reverb.

"Dead Cities. . ." is 12 tracks of pure beauti-

ful electronic texture, best heard in one sittiing.

Gonzalez (left) and Fromageau in the studio

anized pulse of delicately sampled drums, the Fromageau departed to pursue other projects, leaving Anthony Gonzalez to carry on alone under the name of M83.

The first album by M83 as a solo artist, "Before the Dawn Heals Us," was released this January to uniformly glowing reviews and expanded commercial success.

"Before the Dawn Heals Us" is slightly more subdued and less noisy than "Dead Cities. . ." and while synthesizers still dominate, the sonic palette is more organic this time around, making frequent use of live drums and piano. Most im-

> instrumental. All

of

Cit-

tour,

an acclaimed

world

'Before Dawn conventionalsounding and slightly interesting

nearly-silent pulse for the verses. Gonzalez softly sings surrealistic lyrics (penned by his brother, Yann) in a charming French accent: "Out of the flames/ A piece of brain in your hair/ The wheels are melting/ A ghost is screaming your name." Before you even have a chance to comprehend the lyrics, Gonzalez slams back into the soaring chorus.

The showstopper of the album, however, is "Farewell/Goodbye," a majestic, unabashedly romantic ballad featuring alternating male and female vocals. Over the course of the song's fiveand-a-half minutes, more and more layers are added: ambient, buttery synthesizers, booming bass, brilliantly restrained live drums. Over this dreamy atmosphere, vocalists Lisa Papineau and Ben sigh goofy lovers' promises to each other like "I'll write my love on more than a thousand weeping willows." In any other setting, these lyrics might be vomit-inducing, but here they are absolutely perfect. "Farewell/Goodbye" is melodramatic in the best sense of the word.

The downside of "Before the Dawn Heals Us" is that, in places M83 seems to be treading water, particularly throughout the album's relatively lackluster second half.

Instrumentals like "Lower Your Eyelids to Die With the Sun" and "Fields, Shorelines, and Hunters" are duller incarnations of the sound of "Dead Cities. . ." Perhaps M83 lost some of their edge with the departure of Fromageau.

These gripes aside, "Before the Dawn Heals Us" is highly reccomended to those unwilling

to dive head-first into the alien atmosphere of "Dead Cities. . . ." However, why you wouldn't want to do that is beyond my comprehension.

"Dead Cities, Red Seas & Lost Ghosts"-



rachaelcohen

"Isn't something missing? Isn't someone missing me?" Amy Lee sings in "Missing," but "Anywhere But Home" leaves nothing missing for fans or controversies.

"Anywhere But Home" is the band's second full-length release following the 2003, six-time platinum debut album, "Fallen." "Anywhere But Home" is a CD of a live concert from spring 2004 in Paris, and also includes

the previously un-released track, "Missing." It is also a DVD. The DVD "Anywhere But Home" has the live concert footage of the band performing all of the tracks from "Fallen" except "Hello," and adds three new

songs including a cover of Korn's "Thoughtless," which has sparked controversy. True to the original song, Lee sings the f-word several times. However, "Anywhere But Home" does not carry a parental advisory warning. If it did, Wal-Mart would not be selling it and a family from Maryland would not be suing Wal-Mart for selling a CD with "obscene lyrics."

"Anywhere But Home" is the recording of a live concert. Accordingly, this CD does not sound exactly like "Fallen," Evanescence's debut. "Anywhere But Home" is rougher, and the guitar chords more exposed, but Lee's voice is the biggest difference.

On "Fallen" her siren song rings clear and true. On "Anywhere But Home," it's actually painful to listen to her sing the first four songs, her voice sounds so strained. By the fifth song, "Thoughtless," Lee's voice sounds full again. But listen to the tracks knowing that Lee was truly singing, without prerecorded guide vocals, and without the aid of voice-altering technology some artists use to make their concerts sound just like their CDs.

The DVD includes all four Evanescence music videos: "Going Under," "Bring Me To Life," "My Immortal," and "Everybody's Fool," an amazing collection.

The extras section of the DVD feature selections from the Aug. 13, 2004 concert at the UMB Bank Pavilion—the second to last concert of piano petals for Lee.

Also included is hilarious footage of Lee's boyfriend, Shaun Morgan of Seether, poorly singing Lee's parts of "Bring Me To Life", and footage of Lee and Morgan sabotaging each other's sets at the last concert in Little Rock-Evanescence barges onto Seether's set wearing gorilla suits and Morgan appears on Lee's set in one of her dresses.



Evanescence vocalist Amy Lee lets out her siren song.

The only disappointment of the entire package is the filming of the actual concert. Too many times the camera pans out over the Parisian fans instead of focusing up-close on the band. Also, the concert footage should not be watched by anyone who easily gets motion-sickness. The concert is pieced together from cameras at different locations and angles. A still, close-up shot of the band is almost never presented. The style of all of the camera work is jerky, not smooth, which would be fine if the shots did not change every two seconds. Nevertheless, the concert is intoxicatingly enchanting and Lee's vocals are absolutely breathtaking.

The key timing of the release of "Anywhere But Home" came at the end of the relentless two-year "Fallen" tour to help fans stave-off their appetite for new Evanescence material. The band is already working on material for their second album, which is already anticipated among fans. If you're still starved for Evanescence, get a copy of "Fallen," "Daredevil: The Album," or "Elektra: The Album", which has the song "Breathe no more," also found on "Anywhere But Home." Listen for Evanescence on the big screen in the upcoming film, "The Lion, The Witch, and The Wardrobe," set to be released Christmas 2005.

This CD/DVD is a "must-get" for any Evanescence fan, especially ones who missed seeing the band on tour.

portantly of all, the new album features vocals and lyrics on the majority of its tracks, whereas "Dead Cities. . " was virtually

these qualities make the Heals Us" a more less

83. DeadCities, edSeas&LostGhosts

meditation,

evoking feelings of both unfamiliarity and wonder.

"On a White Lake, Near a Green Mountain" is followed by "Noise," one of the most disorienting pieces of music I've ever heard. Countless layers of blurry synths and delayed/distorted guitars accumulate exponentially over a slowmotion drum beat for three minutes, eventually

follow-up to "Dead Cities. . . ." All said, however, "Dead Cities" set the bar ridiculously high; "Before the Dawn Heals Us" is still a very good album.

The best tracks on the new album, surprisingly, are those with vocals. The fabulous single "Don't Save Us From the Flames" starts out as an explosive space-punk song worthy of early My Bloody Valentine, then abruptly cuts to a

Hungry? Thai the knot at Thai Pizza

*melanie*goldstein

My family decided to try a new restaurant one tiring weeknight. None of us had the energy to cook and we love Thai food, so we were excited to try the new Thai Pizza Company in the nearby University City Loop. Located nearby trendy 609 and Ben and Jerry's, the Thai Pizza Company is a small, quaint restaurant with only a few tables and one waiter. The atmosphere is very casual and friendly. The restaurant is open daily;

several days until midnight. It is a perfect place to eat a quick meal for lunch or dinner and/or pick up a meal to eat on the go or bring home.

A taste of a dish at the Thai Pizza Company could delight anyone. The Thai Pizza Company is one of the only Thai restaurants in the St. Louis area that offers Thai pizza. If you haven't tried this interesting type of pizza; I assure you it is

worth the trip. The combination of flavors and ingredients is unusual but works in a wonderfully delicious way.

When we ordered from the Thai Pizza Company the first time (it has become a family favorite), my family chose a Thai must, Pad Thai with rice noodles, green onion, bean sprouts, tofu, ground peanut and egg; Thom Yum Goong Pizza, a delicious pizza with peppers, seafood and interesting spices; and a curry dish.

The Thai Pizza Company also offers a "stir crazy" section on the menu that allows you to customize a Thai noodle dish. You can choose sauces with varying spiciness (consider trying one star on the spice scale before venturing too far on their scale of five), vegetables and meats in your dish and type of noodle.

The menu also includes many more authentic Thai dishes including curries, salads, soups and popular Thai appetizers. Additionally, they

offer noodle bowls like BBQ rib noodle, laad nar noodle and sukhothai noodle.

The Thai pasta dishes include green curry pasta, red curry pasta, peanut sauce pasta and others. As you would expect, the Thai Pizza Company has an extensive list of Thai pizzas such as curry, pad thai and chicken satay pizzas. There are also plenty of vegetarian options

The presentation at the Thai Pizza Company

is more than adequate, and their portions are plenty large to share. The dishes range in price from \$5.95 to \$6.95. If you are looking for an affordable, fast, great meal, try the Thai Pizza Company on the east end of the University City Loop. It's guaranteed to fill your utmost Thai food cravings.



"Before the Dawn Heals Us"-6969696

the "Fallen" tour.

Weren't at the concert, or don't remember? Look for the drummer setting his drumsticks on fire and the stage hand who fixes the stuck

666666

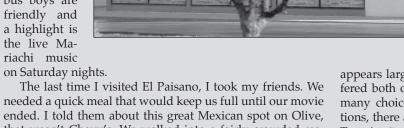
Mexican favorite keeps it authentic

katherinesher

Containing some of the best Mexican food in St. Louis, El Paisano, located in Olivette, offers authentic Mexican food at a relatively cheap price. No reservations are needed at my favorite hole-in-the-wall spot St. Louis has to offer.

Upon entrance into El Paisano, a faint resemblance of the old Ponderosa that used to be there comes through. But upon closer examination, El Paisano has the feeling of a small Mexican restaurant in a huge building. There is plenty of seating, including

large round for tables large parties to enjoy. In all the times I've there, been there has never been a wait. El Paisano is a reliable spot for a quick, good meal. The waiters and bus boys are friendly and a highlight is the live Mariachi music on Saturday nights.



ended. I told them about this great Mexican spot on Olive, that wasn't Chevy's. We walked into a fairly crowded restaurant and were seated immediately. Chips and salsa were brought to our table soon after. Scanning the menu, we found what we wanted, quesadillas and tacos for them and chicken fajitas for me.

The food arrived to the table rather quickly, but not after we had a refill on chips. The quesadillas were huge, served with sour cream, guacamole, and pico de gallo. The tacos came out wrapped in foil to conserve heat. These were also served with the above condiments but also rice and beans. My fajitas came piping hot with flour tortillas, beans, rice, and all the sauces you could dream of.

The quesadillas were pretty standard for what they are, cheese and tortillas. It was as good a quesadilla that I could make in my kitchen, but the tortilla was fresh and didn't taste like cardboard. The tacos were soft, served with beef. These, too, were pretty standard. You could find ones just like them in every other Mexican restaurant in town. I wasn't too impressed. Now to the fajitas. Containing fresh onions, green peppers, tomatoes, and chicken, these were some of the best fajitas I have had in St. Louis. Served at just the right temperature on an iron skillet, everything was seasoned to perfection. They didn't need to be made into tacos with beans, rice, and guacamole. They were good just the way they were. All the same, the homemade guacamole, pico de gallo, Mexican rice, and refried beans were amazing with the fajitas inside



a fresh flour tortilla. Other than my mom's Mexican rice, this was the best that I have eaten in St Louis. Portions were filling large, everyone.

El Paisano can be a little tricky to those not used to authentic Mexican food The menu

appears largely in Spanish, but English explanations are offered both on the menu and by the staff. Also, there are so many choices. From taco, enchilada and burrito combinations, there are also traditional Mexican foods like Steak a la Tampiquña and Chilequiles. The hardest part is figuring out what to order.

Service was excellent, despite a busy night. Our waitress made sure that we had everything that we needed and kept our drinks full. When we couldn't decide what to order, she gave us space and time so that we could figure it out. The staff is also very friendly to those wanting to practice their Spanish.

Had it not been for my fajitas, the three of us could have gotten out of there for around \$30 including tip. Prices are relatively cheap, quesadillas for \$3, three tacos for \$4, and a huge order of fajitas for \$10.95. The bottom line to El Paisano is that for not a lot of money, you can receive a good Mexican meal just outside of the Clayton bubble.



arts globe march 2005



Renovated Moolah theater new, trendy hangout for teens

stephengreenberg Recently, an abandoned architectural gem was turned into a playground for St. Louisans and SLU students. This gem is the Moolah Temple. The Moolah is located in the Grand Center area on Lindell and is part of and borders the Coronado development. The Moolah and Coronado development serve multiple purposes: off campus housing for SLU students, a bowling alley and a movie theater. The Moolah also has a parking garage and parking on the street is available but I recommend the garage where someone watches your car and which is only \$2 when you also go to a

saw was "Be Cool," and the only reason I did not walk out on the movie was the cool set up of the Moolah theater.

The Moolah theater is a dying breed; a single movie theater, very large and comfortable. It features leather couches and tables in the front of the theater. If you want a couch, I recommend getting there very early. The back of the theater offers conventional stadium seating, plus a third group of seats at an upstairs balcony, which is where I sat. I enjoyed the view from the balcony and the sound was good throughout the theater. The screen is very large compared to other theaters. An interesting dome in the



theaters which offer multiple movies but the Moolah has а chance due its unique

illumi-

aspects. I enjoyed the Moolah even



Two Hollywood icons, Audrey Hepburn and Oprah Winfrey, are members of an elite club of actresses who star in classic films.

'Breakfast at Tiffany's' remains timeless

racheldickens

I'll admit, there are movies that make me cry. There are also those that make me laugh, smile, frown and those that inspire me. Although many films I've seen cause me to have one, or maybe even two of these reactions, very few put me through an emotional rollercoaster of happiness, disappointment, thrill and anticipation. "Breakfast at Tiffany's," a timeless classic, is one of those films.

Released in 1961, "Breakfast at Tiffany's" focuses on Holly Golightly (played by Audrey Hepburn), a classic New York City girl: wild and exciting.

Holly lives by herself in a wellfurnished and comfortable apartment. It is clear from Holly's early interactions that she lives a very comfortable lifestyle. However, her new neighbor, a writer named Paul Varjak (played by George Peppard), sees through Holly's vibrant exterior and instead discovers a sad and lonely woman. As the two become closer friends, Paul learns more and more about Holly's life, personal experiences and emotions, and vise-versa. After a certain point, Paul begins to fall in love with Holly.

After Holly continues to make negative, life-altering decisions, however, Paul isn't able to stand on the sidelines while she ruins her

"Breakfast at Tiffany's," directed by Blake Edwards, is an excellent adaptation of a novel of the same name by Truman Capote. However, the movie does take some liberties in altering characteristics of certain characters. For example, George Peppard's character, Paul Varjak, was gay in the novel. It's easy to assume that the reason this was changed was to fit "suitable," standards for the mid- 20th century.

The film's stunning, yet classic



costumes also enhance its overall effect on viewers. One memorable costume is that of Hepburn's Holly Golightly, when she is standing in front of the jewelry store, Tiffany's. In this scene, Hepburn wears an elegant, floor-length black dress, multiple strands of pearls, and her hair in an intricate up-do. All of this, along with the coffee cup Hepburn holds in her hand, have become a symbol for the actual movie.

As for the performances, Au-

drey Hepburn is incredible, which is to be expected from such a reputable performer. Playing arguably her most complex character, Hepburn is enchanting in her portrayal of a young woman who looks happy but isn't under the surface.

The movie itself is full of memorable and entrancing scenes. An example of this is the opening scene, which shows Hepburn singing her version of "Moon River," a classic song written by Henry Mancini and Johnny Mercer. The

courtesy of www.images.art.com

finale is equally poignant and is also accompanied by the mesmerizing scoring of Mancini. Comic relief is also a large role in the film, and comes mainly from Holly and Paul's neighbor, played by the legendary Mickey Rooney.

Whenever I'm feeling down, or lacking in confidence for one reason or another, watching "Breakfast at Tiffany's" is sure to put me in a better mood.



un. There are eight lanes. The bowling alley was only half full on a Friday night which was puzzling. Also, I am uncertain if the lanes are regulation size as they seem small. The alley also has a bar with some finger food that looked less than appealing. The bowling alley also features big screen televisions to watch sports, some video game machines, pool tables and a ping-pong table. Everyone seemed to be having fun at the alleys.

The bowling alley looks like

movie or bowling.

The movie theater is unique. Outside the movie theater is an upscale bar which looked interesting for the 21 plus crowd. Adults are allowed to bring their drinks into the theater. The prices are a little more than the cost for seeing a movie at the local AMC: \$8 and \$6 for students. The extra money is well spent. The movie I

though the prices were high and dealing with paying for parking. It is amazing how the developers turned an abandoned building into a work of art and kept the historic look of the Moolah. My major criticism is that the Moolah lacks a nice restaurant and there is no place around the Moolah to go for dinner except a mediocre Joe Boccardi's. If you do not like Italian food, have dinner before you go to the Moolah as there are no other options besides fast food.

I enjoyed my evening at the Moolah but am in no rush to go back. I recommend this place to Clayton students but it is rare to find a high school student for this mostly over 21 crowd.

66666

'Color Purple' tugs at heart strings, true to novel

navakantor

"The Color Purple" is a roller coaster of emotion. This heartwrenching movie, which portrays a young woman's trials and triumphs as an abused daughter and wife, has the moving story, the timeless acting and the unforgettable direction expected of a classic film.

Based on the novel by Alice Walker, "The Color Purple" is set in the deep south in the early 20th century. The movie opens with Celie (played by Whoopi Goldberg), a young, impoverished black girl, and her sister, Nettie (Akosua Busia), playing in a field of purple flowers. Celie is noticeably pregnant; we find out later that her child's father is her own father. After the baby is born and taken away from Celie, her abusive and incestuous father gives her to the violent

Albert (Danny Glover), who treats her as a servant. At this point in her life, Celie's only source of love and comfort is Nettie. Albert denies her even this by forbidding any contact between the sisters. But Celie's life changes when Shug Avery (Margaret Avery) arrives to stay with the family. Shug is a performer from Memphis who also happens to be Albert's mistress. Celie and Shug form an unlikely but strong friendship that reminds Celie that there is still love in the world.

Celie finds another friend in Sofia (Oprah Winfrey), the bold, talkative wife of one of Albert's sons. Unfortunately, Sofia's pride and bold spirit get her into trouble with a white woman in town, landing her in jail. Heartened by her friendships, Celie begins to look through her husband's belongings and makes a momentous discovhad thought was dead. Her discovery spurs her to take her life into her own hands and to stop letting herself be pushed around, and she heads out to make a new life for herself.

Steven Spielberg's direction of The Color Purple" is masterful. This is considered to be his first serious film (as it doesn't involve aliens or sharks). Using then unknown actors in the film, he succeeds in giving the viewer an accurate understanding of the original novel, an acute portrayal of the characters' trials and tribulations and a breathtaking visual journey. Whoopi Goldberg and Oprah Winfrey both made their screen-acting debuts with the film, which was nominated for a total of eleven Oscars (including Best Picture) in

ery: she finds droves of letters sent 1985. This is the most solemn role from her sister Nettie, who Celie I have even seen Goldberg portray, and she fills it with outstandingly understated emotion. Winfrey is exceptional as the loquacious Sofia; she truly shows the dramatic metamorphosis of Sofia's character during her time in jail. The performances of Danny Glover and Margaret Avery are also noteworthy.

> Gorgeous North Carolinian and Kenyan scenery, smooth cinematography and the soundtrack composed by Quincy Jones, are the perfect backdrop for the alternately melancholy and joyous moods of the film.

> With sensitivity to our society's issues and amazing acting and directing, this modern classic is the ultimate must-see.



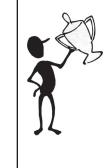


8001 Forsyth Clayton, MO 63105 314-863-7330 Open 7 a.m. - 2:30 p.m.



Your Real Estate Resource REAL Information REAL Services REAL Answers Free Market Analysis Confidential Consultations

Heidi BK Sloss, GRI Relocation Specialist HSLOSS@HEIDISLOSS.COM Serving the St. Louis Central Corridor



ARE YOU AS SMART AS YOU THINK YOU ARE?

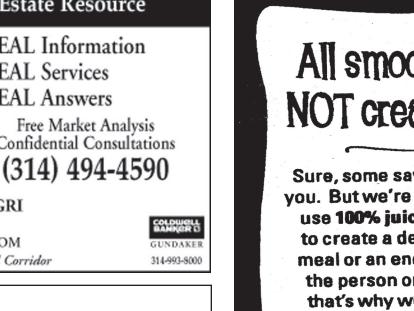
Challenge the best minds in the game of **TRIVIA** Saturday, April 2, 2005 at the Center of Clayton. Doors open at 7:30. Play begins at 8:00.

Bring your own food or buy soda and snacks there.

Cost is \$12.50 a person—or \$100 for a table of 8.

Money raised will benefit the homeless mentally ill.

Call Bonnie @ 314-772-8801 x 276 Or email CAtrivianight@yahoo.com



st. louis

9914 Clayton = 432.7009

All smoothies are NOT created equal-Sure, some say they're good for you. But we're the only ones who use 100% juice and 100% fruit to create a deliciously healthy meal or an energized snack for the person on the go. Maybe that's why we've been voted "Best Smoothies" in the RFT Restaurant Poll from 1998-2001. Hmmm...

18 hootenanny Searching for a new principal

Dr. Senti searches across the country for CHS's next principal.

carolinebleeke

Ever since CHS principal Dave Skillman voiced his plans to retire at the end of the 2005 school year, Superintendent Don Senti has been leading a full-scale search effort for a replacement.

"We've decided to make our search national," Senti said. "No stone will be left unturned. No one is too good for Clayton High School."

Although Senti's enthusiasm is laudable, some Clayton critics believe he has gone too far.

"You should see the characters this guy has interviewed!" Clayton resident Joe Schmo said. "It's an insult to the high-quality standards of the Clayton district."

One of those "characters" is former attorney general John Ashcroft.

Since losing his powerful political position, Ashcroft has been on the job market.

At one point the governor of Missouri, Ashcroft is eager to make a comeback in St. Louis.

CHS's long-suffering Republican minority was thrilled by the prospect of having Ashcroft as its principal. The Young Republicans club threw a celebratory party in science teacher Gabe De La Paz's room upon hearing news of the Senti-Ashcroft interview.

"We're just so excited," a Young Republicans spokesperson said. "Conservatives are so misunderstood at CHS. If Ashcroft were to become our principal we'd finally have a voice!"

Members of the Young Democrats club were unavailable for comment, saying they feared Ashcroft was tapping their phone lines.

The English department was less subtle. They apparently threatened to boycott the school if Ashcroft was hired.

Some disturbed freshmen reported hearing

several anonymous English teachers muttering "rather shocking obscenities" under their breaths.

Senti claimed to have been honored that Ashcroft expressed interest in the CHS principal position. However, he admitted to having been slightly nervous during the interview.

"Ashcroft is just such a controversial figure," Senti said. "We wouldn't want trouble."

Senti remained ambiguous as to what "trouble" he was worried about. Clayton will probably never find out.

Ultimately Ashcroft turned down Senti's job offer; apparently he felt that the neighboring suburb of Ladue offered a more welcoming atmosphere.

Although Ashcroft's departure left Clayton's conservatives in mourning (members of the Young Republicans club and several science teachers were seen wearing black armbands), it was probably all for the best.

Senti had little trouble finding his next prospective candidate. Reportedly, Kurt Warner was "willing to do anything" to be CHS's next principal.

Currently a free agent for the New York Giants and aware of his continued popularity in St. Louis, Warner was ecstatic at the prospect of being principal of the state champion Greyhound football team. Football coach Mike Musick was equally excited.

"What a great addition to the CHS community!" Musick said. "What a great opportunity for our football program!"

An anonymous CHS sumo wrestler did not share the same enthusi-

asm.

"It's just so unfair," the sumo wrestler said. "CHS doesn't even have a sumo wrestling team! Sumo wrestling is just so more deserving of prestige than football. Think: how football players do you know that would be secure enough to go to games, weighing 400 and 500 pounds, in a loin cloth? Warner would never understand."

There was apparently some slight controversy regarding hiring Warner, as he insisted on having his office set up on Gay Field so he could be as close to the football team as possible.

As athletic coordinator Rich Grawer was not supportive of the idea, Senti was struggling with the question of where to put Warner if he were to become principal.

Fortunately for Senti, the negotiations were cut short. Warner was given a better offer by the Arizona Cardinals.

'They offered me more money," Warner said. "What can I say? I have my future to think about."

Senti was unwilling to match the salary proposed by the Cardinals and abandoned his quest to hire the former Rams star.

Musick was unavailable for comment

After the failure with Warner, Senti flew to New York, claiming to be taking a short vacation.

However, inside sources revealed that he was actually conducting another interview of a prospective principal candidate.

Martha Stewart, who was recently released from prison following a stock scam, was apparently interested in the position. Currently under house arrest, Stewart

unable to travel to CHS for the interview and had to meet with Senti at her New York estate.

According to Senti, Stewart had some monumental changes in mind for CHS.

"She was not pleased with the cafeteria," Senti said. "As I was describing it to her, a rather frightened look came over her face."

Apparently, Stewart proposed a remodeling plan with a budget that had so many zeros the math department had to be called in.

"Even I was baffled," math teacher Curtis James said. "I had to ask Evan Sadler for help eventually. Boy that hurt."

Despite Senti's anxiety regarding a possible transformation of the Commons, CHS' home economics teacher has "never been so happy."

"Martha has been my idol since before I baked my first soufflé!" she said. "Perhaps my home economics classes will finally be placed on the required curriculum for CHS students. And maybe Martha will sign a spatula for me!'

Not everyone shared such happiness. Stewart reportedly proposed transforming the Subway in the Center of Clayton into a Martha Stewart Gift Shop, selling such hot items as her new book, "101 Ways to Decorate a Jail Cell." John Doe, a sandwich-maker at Subway, was brought to tears by Stewart's proposal.

"Where is a guy like me going to get another job?" Doe said. "Working the Subway down here in the Center is my true calling. This is my home! This is where I belong!"

Doe can dry his eyes. Senti decided that hiring Stewart would not be in the best interest of the Clayton community.

Senti is reportedly "exhausted" from his job interviewing and is taking a break. According to his press secretary, Senti has decided to expand the search to the "international arena."

Eggs, money and music

Again, hola from Costa Rica. I'd like to start out by saving you 300 colones or 35 cents on postage. I have already been informed that it is a little sad I am still sending in articles to the rag at my old high school, but what can I say? Everybody knows I would take a bullet for the Globe...in the foot maybe or my pinky finger on my left hand.

With that said, I have also had an address change. I am now 150 metros al norte del correo en Calle Vieja Turrialba, Cartago, Costa Rica, so good luck finding me after you have been thoroughly upset by the quality of this column.

With all of that said, I don't have any ideas for this column, so I have decided to try something new. Instead of making little jokes here and there about the same topic for grins, giggles and smacks across the face, I am going to try doing sit-down comedy. Unlike stand-up comedy, this involves me sitting on

bag chair with my laptop as I listen to Reggae Ton. The process will be a lot like stand-up comedy although I will include a lot of jokes that involve seeing me or hearing my voice, and that will tick you off because you can't see me. I will give you an example:



Wow, look at that guy who just by Sam April walked by! What a goofy hat. Some "That was almost funny."

people think it's funny when I make this expression and move my hands like this. Oh wow, listen to that guy laugh. This will also be the part where everyone except you

stops reading; my advice to you would be to get cable or at least a library card.

So here are some of my rambling observations.

In Costa Rica it is customary to throw eggs at someone on their birthday, generally however many eggs for however many years. Now to me that just seems like a waste of eggs; I think there are definitely better things that could be thrown at me next week. When it is like 100 degrees here, I could easily come home a scrambled dude, put me on a plate with some rice and beans and call me Gallo Pinto. On the other hand, I will be a scrambled dude old enough to buy beer, porn, cigars, get into clubs, get drafted, and vote so take that you hard boiled Gringo minors (note to editor this line will be omitted in the edition sent to my mom and grandma).

In all seriousness though why not throw something else? I happen to like the eggs and Gallo Pinto here. Try throwing the chickens themselves (there are plenty of them walking around the streets). You could also throw contraband, although you would have to be careful here because contra band in Spanish means people against the band and you would have to specify which band, like Spice Girls or Hanson, and specify specific contra bands such as mmmbop.

There is this guy here who drives around in his truck talking into a microphone that is connected to huge 25- or 30-inch speakers tied with rope to the top of his truck. He goes all over the town yelling at people to buy stuff and you can hear him a kilometer a way, (yes, I said kilometer, metric system rules). Back to the guy, the man could be king of the west side and all of south Saint Louis. He would obviously have the biggest most ghetto fabulous bling bling stereo around, and he can tick off everyone without even trying. I can even see him forming a really hardcore gang of angry latino salesmen.

I love ATMs. Every time I go the ATM, it asks me how much money I want, and it never gives me that look like "c'mon man, I

ain't got that much." It's like an electronic sugar daddy. I go and put in my Visa and say give me 5,000 colones, and it



Big, bad, bobbing buoys terrorize

kellymoffitt

headed man with an axe; these are all rational fears. Fears any normal

kid would have and any normal adult, for that matter. But have you ever heard of those big, red and green, half-submerged, bobbing, tipping, splashing, floating pillars of death? Just as I thought, no.

Like I said, normal kids have normal fears. But did I ever say I was normal?

So I admit, the big, red and green, half-submerged, bobbing, tipping, splashing, floating pillars of death, are what I am deathly afraid of. They are called, dun duh dun, buoys! Ohhh I get chills just thinking about those things, so let me tell you a story.

Once upon a time, a very long time ago, there was a princess. Her name was Kellyithia Moffitta of Santa Louisa. She was born unto a family of loving boat people who rode in their boat, the M & M, up and down the Mississippi.

I would like to tell you that she was a sea-faring young maid but in truth, she was cursed by the evil buoy monster. The monster just sat in the water, and stared her down. She may have been fifty feet away from one, but their power still overtook her. She was very afraid. Although she was gorgeous, I might add.

Once in every generation there would be one of these boat people affected with the 'fraidy-cat disease. The parents of Kellyithia tried as hard as they might but naught would come of it. Whatever they did, Kellyithia would still not get in the water. Some say that what cursed her so was the day she was taken out in the storm (ehem daddy the fearless), at age three. She must have seen the buoy, they say, but whatever did happen; she was cursed for life.

Luckily for Kellyithia, as she grew older, little by little she became more at ease with the water. And I am sure, that by the time she was eight she may have gotten in it without being pushed by her "evil" cousins. Then her fairy godmother came and saved her--not.

So maybe I am not, this gorgeous princess but, I am the girl who is afraid of buoys. I can remember so many instances in my life when confronted by one that I would have wished for anything not to have this ridiculous fear of them.

vww.artofthesea.com

was

There was one time when I was about 8, and I was just about to get over Spiders, the dark, mom's frozen Jello surprise, a mad raving two my fear when we went boating on a crisp fall day. We stopped over by a seemingly safe sand bar, with people laughing and playing Frisbee and

having a jolly old time.

Maybe I would have had a good time too, if not for what was about to happen next. I was looking off the back of the boat, just about to dip my foot in, when suddenly something huge and orange just popped out of the water.

The slimy, orange sherbert push-pop buoy just grazed my foot and I screamed bloody murder. Heck, I even think the coast guard rode over to check things out!

Trust me, never again have I attempted to jump in anywhere without looking to see what might be lurking in the muddy water of the Mississippi.

Another time when I was about 13, my family and I were on our annual trip to Table Rock Lake. I would classify the buoys down there being a yellow terror alert just because they aren't metal and big. They're still pretty scary, though.

My "friend" challenged me that if I would row out on my tube and touched the buoy under water, I would get her special stash of candy. And we all know that special stashes of candy are a mighty tempting offer.

So, I did it. Or rather, tried. I got within two feet and I could have sworn I felt like I was being pulled downwards by the vortex of the buoy. In the end it was just my friend pulling on me for a joke, but my terror set me back a bit

Yet, now I am an older, wiser person, someone esteemed for her 15 years of boating service. I have learned, oh yes, have I learned, that those buoys can't get me anymore.

For now, I am equipped with a full-fledged slolem ski with skull and cross bones painted on its neon yellow flank. Properly titled Revolt, I "take on" those buoys!

Of course, pretend not to notice when I quickly scamper back inside the boat, after a ski run that got just a little bit too close to one of those buoys. Because, you know, I'm not the least bit scared of those big, red and green, half-submerged, bobbing, tipping, splashing, floating pillars of death. Not one tiny bit.

doesn't even hesitate to say okay and muchas gracias. Then I walk away and I'm like yeah, 5,000 colones, then reality hits and I realize I only got about 10 bucks. Darn exchange rates. I was feeling so good. Dear President Bush, I think we should make the Costa Rican colone equal to the dollar so that I can be rollin' like a G. Thank you, sincerely a proud American who just took 5000 colones out of the ATM.

So the other day someone told me that KISS, as in the band, stood for Kings In Ser-

vice of Satan. Apparently, if I play their record backwards I can hear them sending me subliminal messages to worship the devil. To me that seems a little silly, because I like Kiss the band and kiss the sexy people and I don't worship the devil at all. People kiss here a lot and I don't think it has anything to do with the devil, it's just the fact that they both were in the park at the same time and felt like a PDA.

That also made me wonder about the modern-day businessman and how he gets away with calling his Palm Pilot a Public Display of Affection. The people at that company should have definitely come up with a better name for their device.

Reggae Ton is a very popular genre of music in Latin and Central America. I had never really heard it before, but I have to respect the guys who came up with it.

"Hey, let's make a new genre of music."

"Yes, and it will have a ton of reggae."

www.puravidahotel.com

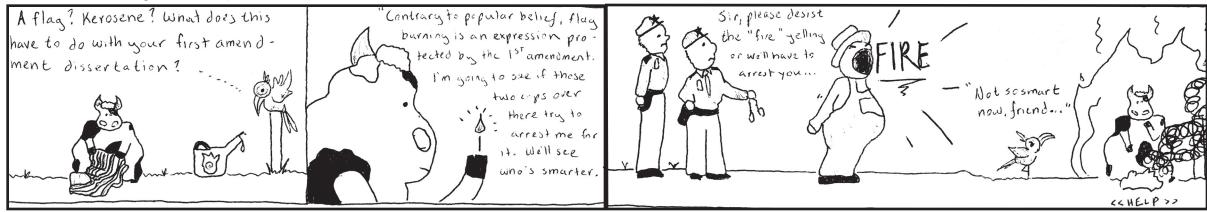
"We will call it ton of reggae...or in Spanish reggae ton." "WOW!"

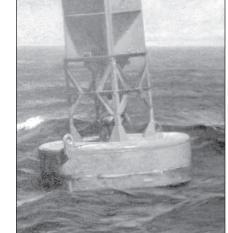
The conversation definitely went something like that.

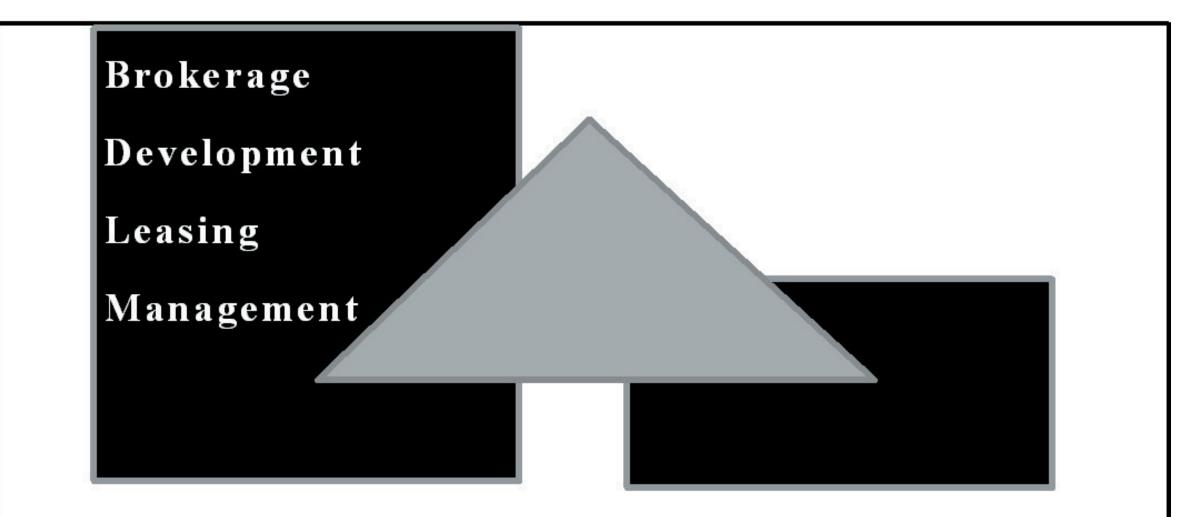
If you are still reading this right now, you are wondering when does sit-down comedy end. For most people it ended four or five paragraphs ago because those people are no longer sitting down, they stood up and walked away. You should now go back to the beginning and read this April's Fools again until you get to the part where you see me stand up or until you get back to the end, and then read the next line.

You silly fool you can't see me stand up; you can't see me at all. This is sit-down comedy. APRIL'S FOOLS!

Freedom of Speech by Michelle Alderson

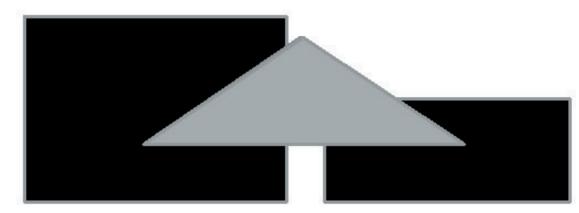






We are proud to support the Clayton

Greyhounds



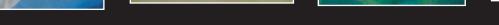
THF Realty

2127 Innerbelt Business Center Drive Suite 200 St. Louis, Missouri 63114 314.429.0900 ph 314.429.0999 fax

Developing Tomorrow's Opportunities

20 rear end globe march 2005





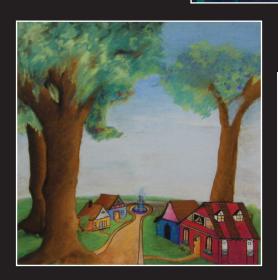






Top left: The five watercolor paintings were done by senior Tristan Hummel. Hummel's concentration is mostly semi-human figures like the ones featured above. Hummel was not deeply interested in art until his sophomore year when he realized that he could draw. Top right: The five drawings done in a variety of media including scratchboard,

tempera, acrylic and oil pastel were done by senior Micah Fredman. Fredman's concentration is a series of large colorful chalk drawings of various interesting faces - in his work he experiments with color and emotion. Middle across: These five pieces were done by senior Rei Kato. Kato's concentration is flowers done in a variety of media such as pastel, chalk, watercolor and colored pencil. Bottom left: The three sculptures were done by senior Shannon Dybvig. Dybvig is the only AP art student in the 3D Art Studio class. All the other students are in the 2D Studio class. Dybvig works with a variety of materials in her sculptures. Bottom right: The five landscapes were done by senior Juliana Schafer. Schafer's concentration is landscapes and in her series she uses a variety of media. For the AP art portfolio, students are required to submit a total of 24 pieces. Twelve of these pieces are in the breadth category where students uses a variety of media and subject matter. The other 12 pieces are in the category of concentration. For the concentration pieces students pick a theme or some point of connection between the pieces. For most students AP Art is a strenuous two year course.



v figure v landscape of portrait



cupied and when I'm frustrated or angry it helps me -Rei Kato

tant because it keeps me oc-

