



Arts Fair celebrates disco

rebecca wall

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 planning.

"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 through 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."

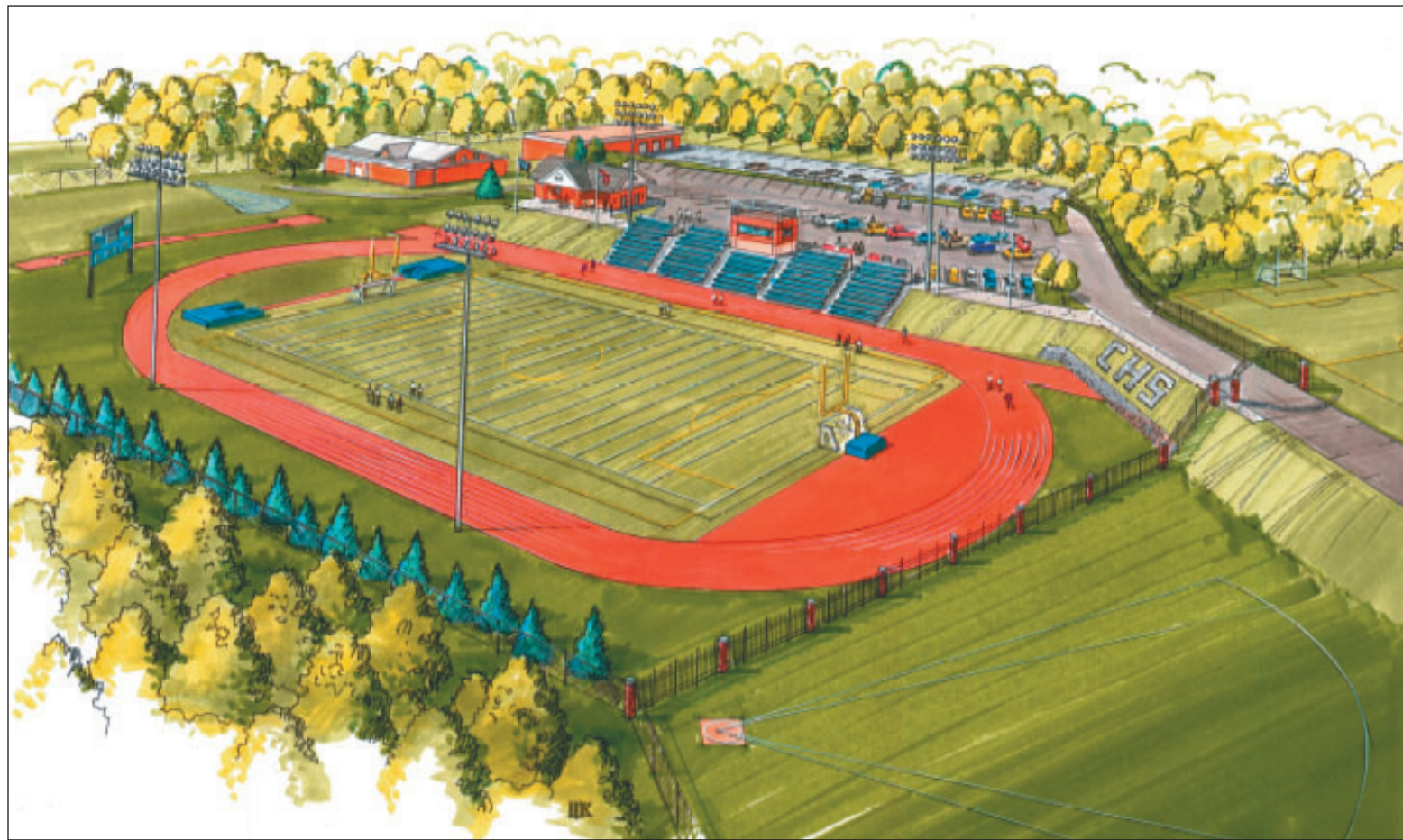
The steering committee met on March 12 to prepare the crafts for each room.

"The majority of the work was done on March 12 for the activities," Liberman said.

The Arts Fair looks to be shaping 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."



drawing by hastings & chivetta

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 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.

"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.

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 &

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 happen in the very near future.

"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

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.

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.

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 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-

ties for Ladue students.

"Students can take courses at either Ladue or Clayton," Director of Student Services for the Clayton School District Don Rugraff said. "It's 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

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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 ninth-grade 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.

"Our curriculum is a reflection of what the community wants and what our educators feel is best for our kids."
- health teacher doris smith

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 students 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-

riculum - comprehensive, or "abstinence plus," sexual education.

"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.

www.dmsalon.com

DOMINIC MICHAEL SALON

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%

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.

rebecca wall

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 Prais, 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, Prais, 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.

Prais 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," Prais said.

Prais 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," Prais 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 financial 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," Canel-Katz said. "If you add one or

two 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," Prais said. "The district should always remain committed to maintaining and valuing having a diverse student body."

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

"I have two ideas," Prais 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 Clayton 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.

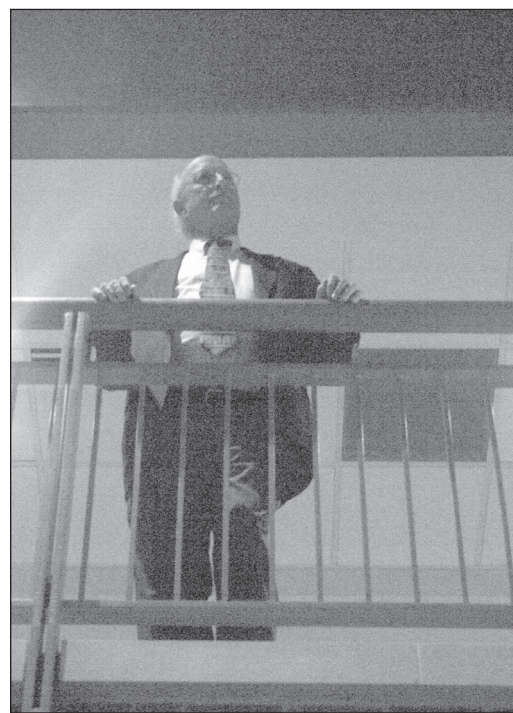
Singer said that most advice on daily operations comes from senior administrators, and committees composed of teachers and parents should develop the curriculum. He stressed that the school board



rachel kodner

Top - BOE Candidate Omri Prais 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.



rachel kodner

However, Canel-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 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-

tant that board members stay close to the guiding principles of the district.

"My decisions will be based on my analysis of the data, using independent, critical judgment, and my participation in, and considering of, critical discussion at the Board table," Buttar said.

Prais 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," Prais 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

michah fredman

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 bleeker

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 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 race-related 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 vulnerable 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 comprehensive services to people with severe mental illnesses and substance abuse problems. Another team focuses on helping those affected by HIV/AIDS, as well as substance abuse disorders and

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

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.

"Without significant outreach, [these people] will not come in for help, they will not find housing and they will not access primary health care," Thorup said. "Without the kind of help [Community Alternatives] gives, gains are often short-lived."

It is easy to help the agency help those in need.

"Right now, we're hoping to get people to buy tickets to our Trivia Night Fundraiser," Thorup said.

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

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."

Ladue's budget crisis also meant the cancellation of some summer school courses.

"Because of the budget, the ACT and SAT prep courses will not be taught," Bachman said. "Clayton has those [ACT, SAT, fine/practical arts] so it just made sense to combine the summer schools."

Clayton and Ladue share high hopes for the future. These plans for the future appear plentiful.

"We will continue to have

ongoing conversations and discussions to come up with more academic and enriching processes for students of both districts," Rugraff said. "We have talked about the possibility of a student 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 than we started this year," Bachman said. "We can see how we might combine and complement each other. We would like to make more availability to the classes that are either recovery credit or classes that students couldn't take during the year."

Registration for the Mark Twain Summer Experience has already begun. Registration for Ladue summer school does not begin until April 4.

"Ladue students sign up for summer school with their counselors," Bachman said. "Clayton students wishing to enter the Ladue summer school will have to sign up through Marci Pieper [in the library]."

As the summer approaches, many preparations are under way. Both Clayton and Ladue hope to call the program a success and a way to help each district save money.

Fundraising for Gay Field continues

Construction, from page 1

parents and the entire community.

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

have a safe and playable field that can be used 24/7. Also, this will become available to all Clayton 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.

"I definitely believe that this is

good for the school district, for the students and for community members that 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 because they need to be repaired and the new artificial fields with lights will be able to replace them and also allow for nighttime events such as soccer 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

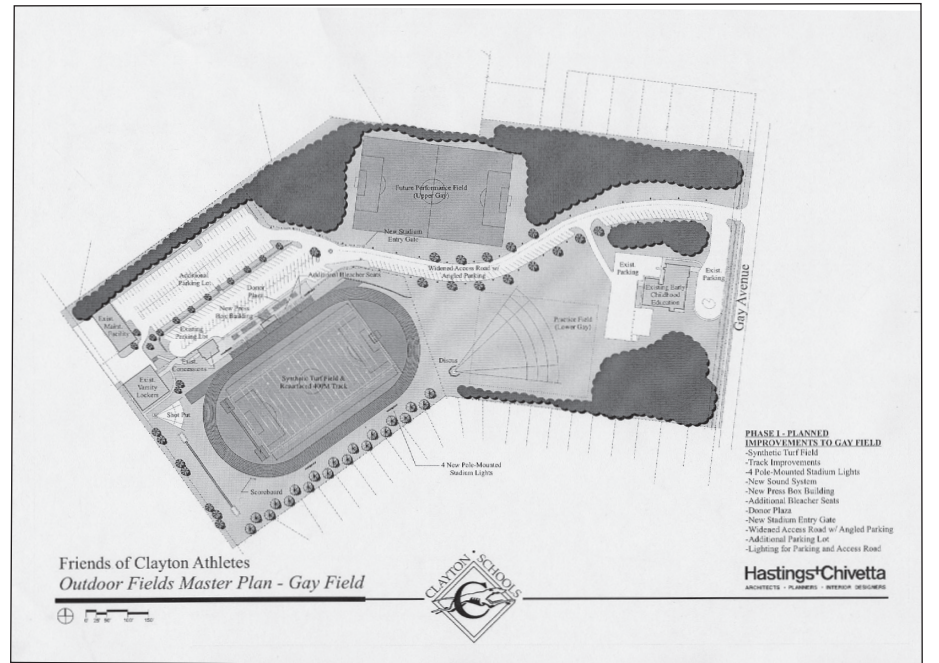
our fields. We have to buy fertilizer and grass seed and pay for general maintenance. That will not be needed with the new fields."

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



courtesy of Hastings and Chivetta

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 Hackman said.



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- 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 Prais has a vision:
In the coming years, the School Board, collectively and in partnership with the community, teachers, and administration, will develop a long-term plan to ensure that Clayton Schools will maintain their standards of excellence, while exercising sound fiscal management of the District's resources.

Omri Prais believes that:

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

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

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

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."

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 based 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 seniors 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 participated 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 year.

"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 nationals, 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



courtesy 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 the 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

miaharlan

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.



annalise shumway

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

"Before the challenge began, we had to fill bags with snacks for the teams when they arrived," Golden said. "We also had to make snack bags 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 Weixmann said. "They were cheering on the tables and shouting their teams' names."

Although the majority of the challenge participants were from the Elementery 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," Weixmann said. "I was

not as tired the next day."

In order for the challenge to happen, many local stores donated money 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," Weixmann 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," Weixmann 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," Weixmann 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

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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 Rutgers 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. Students can, and need to, find another way."

Academic Director Josh Meyers notes two reasons for 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 writing the paper for them, and it's too easy for parents to end up aiding in cheating."

Junior Erik Brinkman provides

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 beginning of the day will give answers to later classes. I don't understand that because it's not to the earlier class 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 it's easier to be sneaky and get away with it in high school."

Musick feels that it is difficult to

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 define cheating and plagiarism. It turned out that, as a faculty, we all had varying views on what constitutes cheating. When students 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.

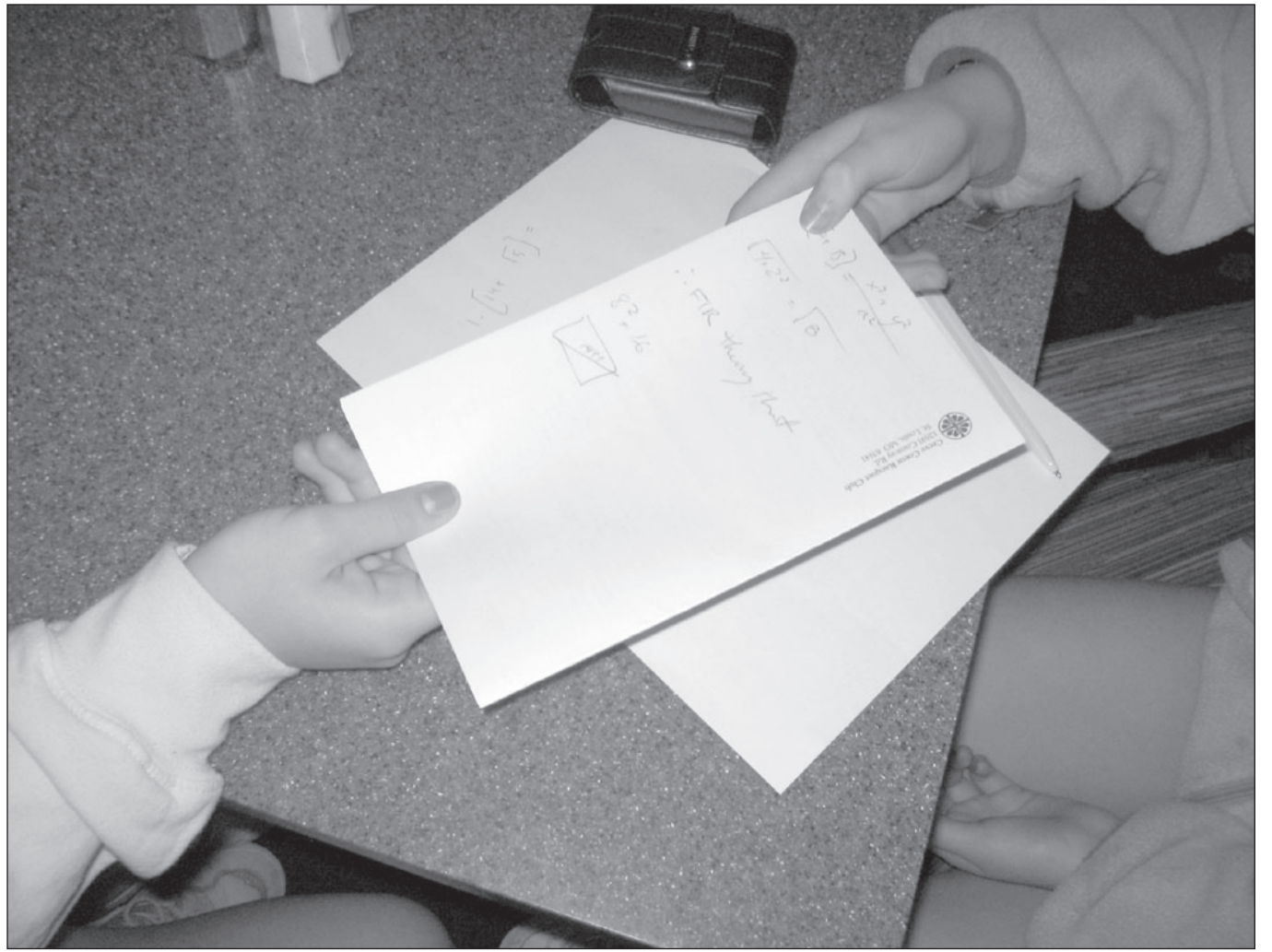
"The Respect and Responsibility Committee's main goal was to look at areas the faculty identified that dealt with respect at CHS and needed to be looked at more closely," Meyers said. "We spent two years looking at plagiarism closely. We brainstormed ideas on how to deal with cheating, such as creating 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 answer to define cheating. Personally, I define cheating as when a student tries to pass work off as his own, and it is not his own," Meyers said. "There is a fine line between helping a fellow classmate or giving him or her the answers. Study groups and working together on 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



cori lefkowith

A recent survey conducted by Rutgers 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."

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.

"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 or 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

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.

"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."

by the numbers

54%
of students nationwide admitted to plagiarizing from the Internet

74%
of students admitted that at least once during the past school year they had engaged in "serious cheating"

47%
of students admitted that they believe their teachers sometimes choose to ignore students who are cheating

http://staffweb.peoriaud.k12

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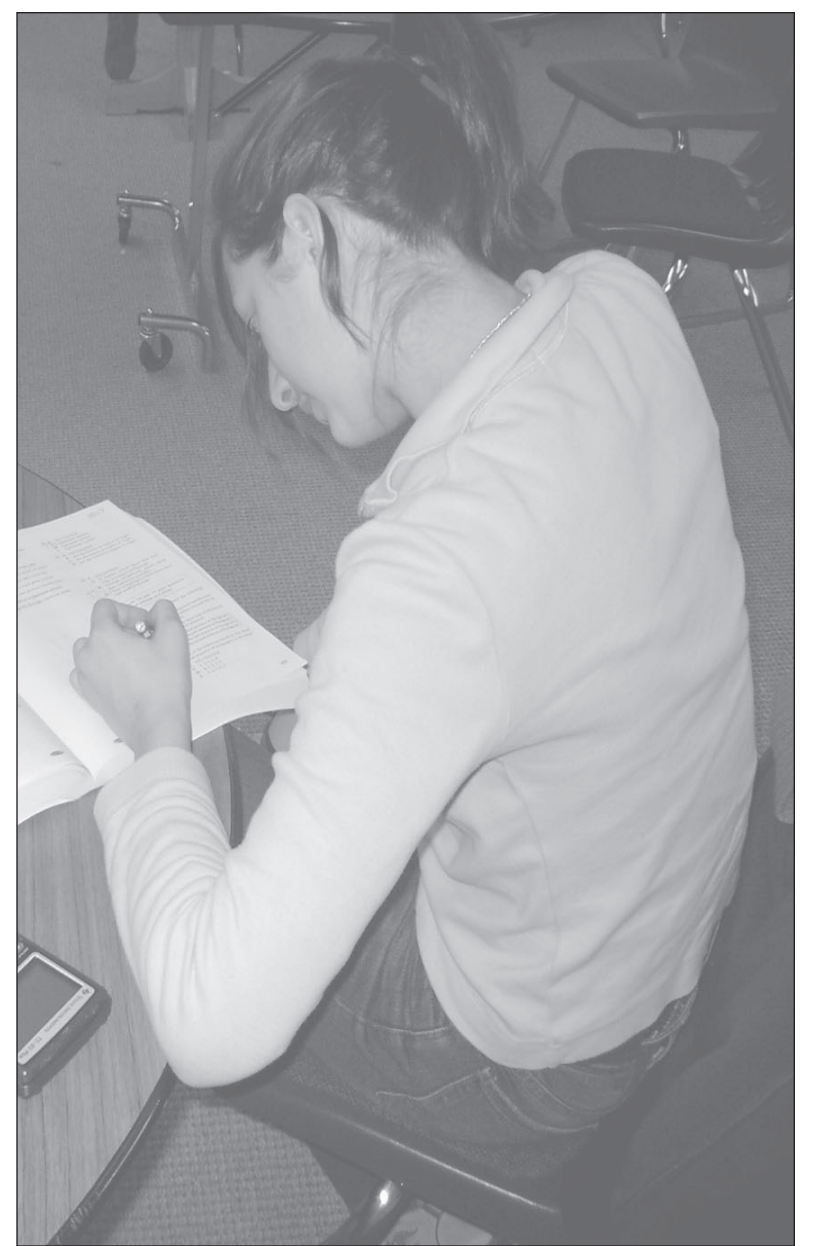
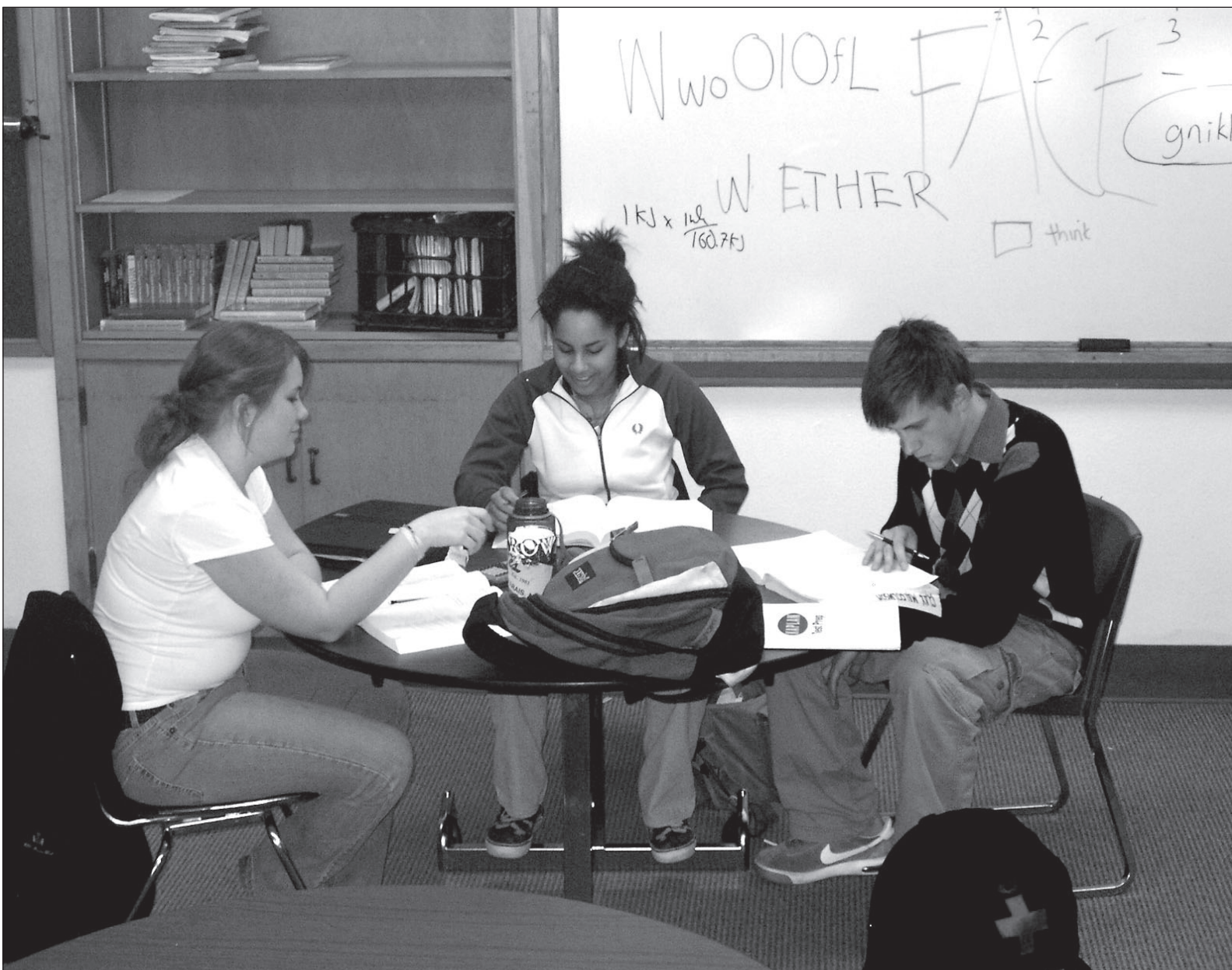
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College prep classes rise in popularity

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 2,400-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

teaches 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, but 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

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.

Surprisingly, SAT 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 SAT class runs longer, it has a completely different test, completely different materials," Roberts 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.

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

- director forrest roberts

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 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.

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 successful.

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 priceless, many parents say. And several CHS students are cashing in on that idea. Students are finding that baby-sitting can be just as time consuming and rewarding as an established part-time job.

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

yourself."

Senior Katy Reed, who 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 me because

"This job is good for me because I'm thinking about doing something in education when I'm older so this will be a valuable experience for me."

- senior kathy reed

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

Reed 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.

Reed, who baby-sits 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 enjoys the free range 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 discrimination 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 parents trust boys, which really hurts business."

- junior andrew o'neil

All of the students agree however, that sitting is more laid back and in some ways more beneficial than a part-time job.

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.

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 favored 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."



caitlin ly

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

rebecca wall

The CHS mock trial team has high hopes for this 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.

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."

Over the past few years, Clayton has established itself as a mock trial powerhouse in Missouri. They were last year's state champions and placed twenty-third in the national competition in Orlando, Florida.

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.

The team has been preparing for the competition for several weeks. They must prepare both sides of the case and do so by rehearsing and holding scrimmages 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 Eppemburger in Clayton, while Goldstein works downtown at Goldstein and Price. In addition, Bayles is also an

attorney.

"[Wetmore] and his wife, Karen, are very committed volunteers to the mock trial program and have 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.

"Our goal is to win state this year. We have a strong program with good coaches."
-senior michael goldsticker

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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.

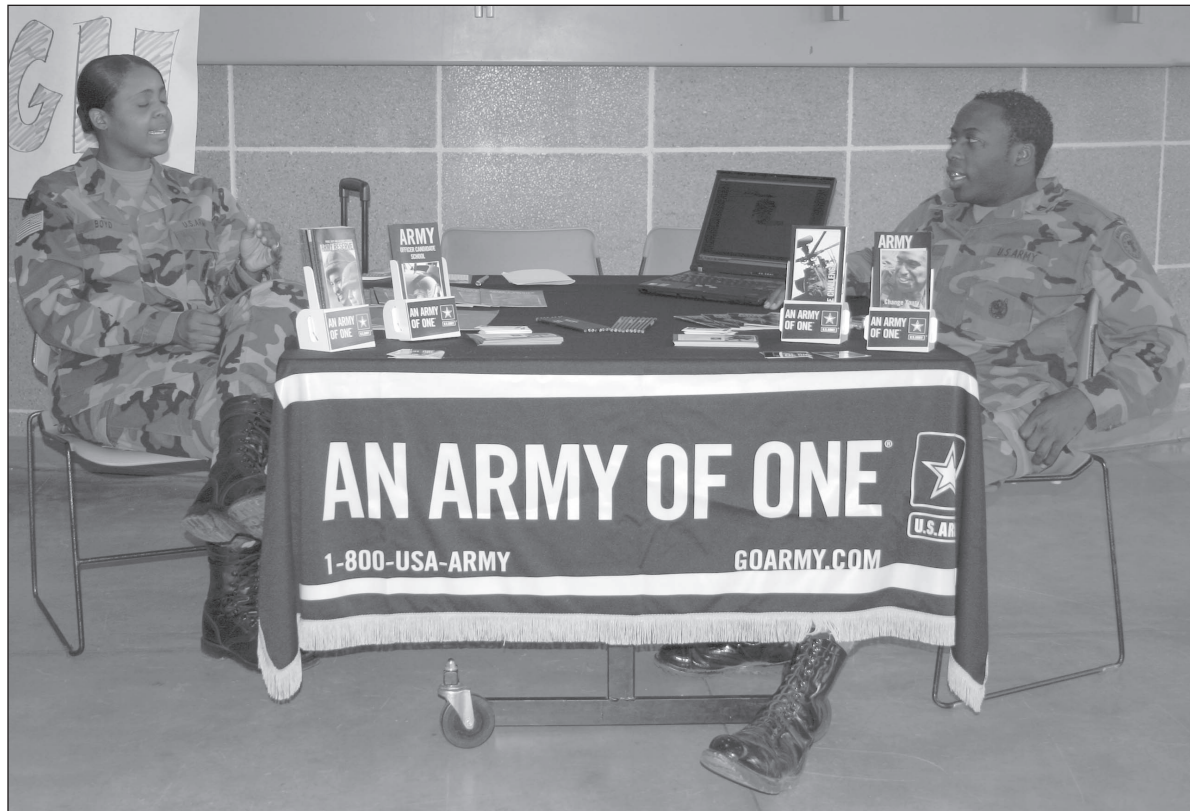
"I had to get various references to prove I didn't have asthma," Alderson said. "Coaches and physicians wrote letters to vouch that I have participated in athletic activities. West Point made me work so hard, I was intrigued."

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-



rachel kodner

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

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 be a better person."

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

also give you peace of mind in case anything were to happen. My friend and I have almost been alternating in terms of motivation. One day I won't be feeling very good and so he motivates me, and the next day we seem to switch."

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 Strahan 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."

Helbling 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



jamie sachar

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.



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THE KEY: ACCESSIBLY

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 alcohol 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.

"People want to be known as a bad boy or girl," Gibbs said. "It's '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 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 to 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 you."

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 is 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 the best we have had during my tenure at CHS due to the lack of drinking," associate principal Mike Musick said.

Instead of being drunk at school events like Peppers, some students decided to come just a little 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 said. "This was 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

of the road. Easy commands are given such as reciting the ABC's (with a little twist—starting at B and ending at Q.)

"A cop pulled him over and asked him to get out of the car," 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 drunk 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 caught but still resolve never to do it again.

"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 I almost hit another car. I then re-

alized that I should not drink and drive. I really believe that my fun 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-

ness from the underage drinking crowd. The cost of alcohol bought however will never truly equal the possible cost in lost lives and ruined futures. ■

KEY

to

DISASTER

Why Students Drink and Drive

BY ANNALISE SHUMWAY





Lacrosse nets dominant wins



rachel kodner

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.



rachel kodner

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 quotes.

"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



joshgoldstein

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 ESPN, 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 crosscut forehead.

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.

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

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, yos and Razor scooter.

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

Drive a hole-in-one, a one-timer 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?

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 generation.

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-

Seniors hope to drive golf team towards state



javier groisman

maxshapiro

"FORE!" A familiar sound heard in the past of 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 year's 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

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.

Ryan is one of the top golfers on this year's

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 will 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 the way, hope to post a successful season.

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 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 about one specific part of the season.

"I can't wait for districts," Elbert said. "This is our last chance to achieve something special. I believe we have the talent to make that opportunity a possibility and hopefully start a postseason winning streak."

One of the greatest strengths of

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

"Alex is incredible," Luten said. "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

are excited to watch this team. This year the Hounds will be playing some of their games at more accessible times.

"We will be playing some games at Concordia field under the lights



nathan litz

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.

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. Suiing 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 left 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.



photos by rachel kodner

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 Salambier fields a ball as the team gets ready to head into a new season. The team is optimistic 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 well-rounded 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.



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Breaking down the basketball brackets

maxshapiro

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 15-game 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-

nal Four appearance.

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 three games of the season and went out first round its conference tournament, but it had two huge wins over a number one seed in Duke, played North Carolina extremely 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.

I see Washington losing in the Sweet 16 to a solid Georgia Tech team that is tournament-ready and playing great basketball.

Male Athlete of the Month

Matt Levy

hryamshumway

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

Levy was attracted in middle school to lacrosse, but was soon climbing the athletic ladder of success.

"I started to play lacrosse in eighth grade and at the time I was a back-up goalie for varsity," Levy said. "I was attracted by friends who 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.



	<h2>SONNY BUTTAR</h2> <h3>FOR CLAYTON SCHOOL BOARD</h3>
	<p>As a school board member, I will strive to:</p> <ul style="list-style-type: none"> • Maintain fiscal prudence to keep our district financially strong. • Develop a long-range plan to prepare us for future challenges. • Work with all stakeholders to promote a positive and trusting educational climate in the classroom and the boardroom. • Hear, consider and value viewpoints across the spectrum. • Be a clear and effective decision-maker. <p>I am grateful to be a part of the Clayton schools and will consider it a privilege to serve the community as a school board member.</p>
<ul style="list-style-type: none"> • Married to Joe Miller • 3 children, Anisa, Casimir and Shabir • Clayton resident for 4 years • Counsel at TALX Corporation <p>To learn more, please visit sonnybuttar.com or call me at 862-5920 (h) or 440-9306 (c).</p>	<p>Paid for by Sonny Buttar for School Board, Bob Newmark, Treasurer</p>

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 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.



nathan litz

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

Female Athlete of the Month

Ruth Singer

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 off-season 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.

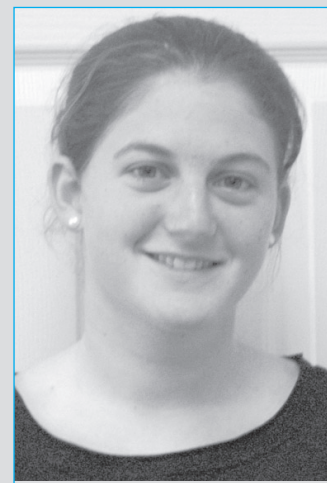
"We did a Clayton indoor league on Sunday nights this winter," Singer said. "A couple other girls and I wanted to get people involved in the program."

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."



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Tickets are not for sale at the door!!

Who is M83?

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 self-titled 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 mechanized pulse of delicately sampled drums, the 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 endorphin-releasing rush of "Run Into Flowers" into a solemn 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 slow-motion drum beat for three minutes, eventually

disintegrating into pure reverberation.

"Dead Cities . . ." is 12 tracks of pure beautiful electronic texture, best heard in one sitting.

It's one of the best albums of the new millennium thus far and, hopefully, a harbinger of things to come in the world of electronic and pop music.

After the release of "Dead Cities . . ." and an acclaimed world tour, 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 importantly of all, the new album features vocals and lyrics on the majority of its tracks, whereas "Dead Cities . . ." was virtually instrumental.

All these qualities make "Before the Dawn Heals Us" a more conventional-sounding and slightly less interesting 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

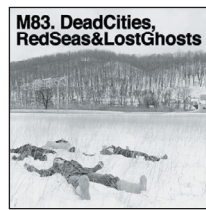
nearly-silent pulse for the verses. Gonzalez softly sings surrealistic lyrics (penned by his brother, Yann) in a charming French accent: "Out of the flames/ A piece of brain in your hair/ The wheels are melting/ A ghost is screaming your name." Before you even have a chance to comprehend the lyrics, 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 five-and-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 recommended 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"



"Before the Dawn Heals Us"



Gonzalez (left) and Fromageau in the studio



Gonzalez live in France, 2001

Hungry? Thai the knot at Thai Pizza Co.

melaniegoldstein

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.



staff photo

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.



CD/DVD gets fans close to Evanescence

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 unreleased 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 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

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.



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 seat-

ing, including large round tables for large parties to enjoy. In all the times I've been there, 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.

The last time I visited El Paisano, I took my friends. We needed a quick meal that would keep us full until our movie 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 large, filling 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 Tampiquana 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.



Clayton Classics

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 well-furnished 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 vice-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 life.

"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



courtesy of www.images.art.com

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

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.



'Color Purple' tugs at heart strings, true to novel

navakantor

"The Color Purple" is a roller coaster of emotion. This heart-wrenching 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 discov-

ery: she finds droves of letters sent from her sister Nettie, who Celie had 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

1985. This is the most solemn role 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.



staff photo

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

ceiling of

the theater

is illuminat-

ed and worth

seeing. I am

still not sure

whether a

one movie

theater can

be success-

ful compet-

ing against

theaters

which offer

multiple

movies but

the Moolah

has a

chance due

to its unique



staff photo

movie or bowling.

The bowling alley looks like fun. 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 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

aspects.

I enjoyed the Moolah even 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.



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"I'm inspired by people - the shapes I see in their faces and eyes - the way that people look so different but in reality they're made up of the same things. Art is basically just a word that is given to self expression - there are so many different forms of art, and it's just important for everyone to find their own way."

-Tristan Hummel



figure

color
shape
texture
contrast
rhythm
balance
release
free



emotion



"I'm inspired by colorful things like flowers. Since I have flowers in my hair a lot of times, I figured I'd use flowers as my concentration. Art is important because it keeps me occupied and when I'm frustrated or angry it helps me."

-Rei Kato



concentration



figure

landscape
portrait
flower



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 use 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.