

News Briefs

Artists Extrordinaire

Congratulations to Stefanie Glynias, Maggie Minton, Chela Colvin, Nick Stolz, Katy Brockman, Sarah Murphy, Ryan Powell, Alison Quick and Katie Scrivner who all had works accepted into the Young Artists Showcase for their excellent work in photography. For drawing/painting: Kerri Blumer, Alex Heil-Chapdelaine, Mimi Litman, Jensen Smith, Adira Weixlmann, Lexi Wirthlin and Linda Morris.

Juniors Becca Levy and Ping Visuthisakchai were accepted into the University City Photo Show. Ping received an Honorable Mention in the Youth Black and White category.

Attention Thespians!

Senior Angelina Impellizzeri will be performing in *Soothsaying: A Rappin Julius Caesar*, written by CHS alum Andrew Neiman, on June 18th at 6:30 p.m. as part of the Shakespeare Festival in Forest Park.

Graduation Speakers

Seniors Leah Squires, Elad Gross and Anya Fischer have been chosen to speak at this year's graduation ceremony on May 31 at the Washington University Fieldhouse. Seniors had to speak in the auditorium in the presence of teachers, who judged the speakers and decided who would speak.

Chemistry Olympiad

Twenty students placed or received an honorable mention at this year's Chemistry Olympiad. In the regular division Paul Orland, Yue Pang, Michal Hyrc, Kerri Blumer, Whitt Downey, Clayton Von Dras, Ka-Chuan Suen and Dakin Sloss. And in the Advanced Division: Bob McGibbon, Yi-Peng Huang, Jim An, Ji Soo Min, Andrew Bassett, Zoe Liberman, Kyu-Sang Eah, Rebecca Katz, John Buse, Jesse Calvert and Jack Altman all won awards.

Excellence in Math

Congratulations to freshmen Mack Su, Yiliu Zhang, Carol Iskiwitch, Aaron Praiss, Lisa Tang and Dan Halverson for their individual performances at the math competition held in March.

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Globe

May 2006 Volume 77, Issue 10 **CLAYTON HIGH SCHOOL** | Mark Twain Circle Clayton, MO. 63105

Grawer steps down after 14 years at CHS

BY AMY BROOKS

For CHS sports fans, Athletic Director Rich Grawer is as much of a fixture at games as orange and blue. But this tradition is about to come to an end. After 14 years at CHS, Grawer is retiring at the end of this school year.

Grawer has enjoyed his time at CHS, but he felt the time was right to retire.

"I just got up one morning and said 'that's it,' which is what most of my peers said would happen,"

Grawer said. "I've been involved in education – including teaching, coaching and administration – for 41 years, and it just feels like the right time. I also have 13 grandchildren and will have three more by the end of the summer, so I want to spend more time with them."

In addition to spending time with his family, Grawer will be keeping himself very busy with a variety of other activities, including teaching a class in Fontbonne's Sport Management program this fall; working part time at Ameri-

time, a company that helps teachers plan for their retirement; and continuing to run several summer basketball camps and clinics.

Grawer's career has been a long and successful one, including coaching, teaching and being Athletic Director at St. Louis University High School, DeSmet, University of Missouri and St. Louis University.

Varsity boys' golf coach Joseph Gamlin has known Grawer for decades.

"We've known each other since the '70s," Gamlin said. "He was

coaching basketball at DeSmet and I was coaching at Maplewood Richmond-Heights, and we played a close quarter-final game that he won and his team ended up winning the state championship. He had several great teams and won a number of championships."

Gamlin's respect for Grawer continued to grow as Grawer coached the St. Louis University Billikens mens' basketball team.

"He really turned that program around," Gamlin said. "Before he started coaching there they were go-

ing to cut out basketball altogether, but he turned the team around and they decided to keep it."

After all those years, Gamlin will be sad to see Grawer go.

"He was the kind of Athletic Director who would support you and expect you to do a quality job, and I really appreciate that," Gamlin said. "I didn't always agree with every decision he made but I have a lot of respect for him and I think he did a good job. I wish him good

GRAWER, 5

School rallies around cause

BY CAROLINE BLEEKE

The CHS community is currently dealing with two painful diagnoses: sophomore Brian Lipsey with leukemia and principal Louise Losos with breast cancer. In response, CHS has organized various cancer fundraisers in support.

On Friday, May 10, the CHS Quad was the sight of an unusual event: seven teachers and one student had their heads shaved while hundreds of other students, faculty and staff looked on.

In the week leading up to May 10, 27 teachers put their names on jars set up in the Commons. The premise was that whichever teacher had the most money in their jar by the end of the week would shave their head for cancer awareness. Ultimately, the fundraiser brought in \$5,056.99.

History teacher Paul Hoelscher, who is one of Lipsey's teachers, was the primary organizer of the event, which was originally designed to raise money for leukemia.

"We talked about ways to do something here at school that would get our sophomores to think about the issue and try to do something where they felt like they could be a positive contribution," Hoelscher said. "Then when Dr. Losos let people know her situation with breast cancer, it made sense to do some sort of over-arching cancer awareness. Our hope was that it would give teachers just an opportunity in sort of a fun, silly way to open up conversations about this serious topic."

Hoelscher was not surprised by

the positive response to the fundraiser.

"I think when given an opportunity to do something positive and constructive, the kids and parents in the community have always stepped up," Hoelscher said.

Seeing students become involved in the project was most memorable for Hoelscher.

"The best part for me was having the sophomores that I have in class feel as if they can contribute something positive in a negative situation," Hoelscher said. "Students at 15, 16 years old felt kind of helpless: what can I do, I can't cure cancer. So to see individual kids just feel like they can do something positive for a fellow student was a personal highlight for me."

Academic director Josh Meyers, the winning teacher, had exactly \$4,163.02 in his jar. For Meyers, the fund-raiser had personal significance.

"My wife's father died from lymphoma cancer when she was 11, and that obviously impacted her deeply, and cancer is something that has always been on my mind, ever since I've known her," Meyers said. "In addition, my aunt is a breast cancer survivor, so when I saw this opportunity I really, really wanted to do everything I could to raise money."

Meyers originally encouraged his students to donate to his jar by setting monetary goals and letting students drop a minor quiz grade if those goals were met. Meyers also promised to shave his head no mat-

SUPPORT, 4



ACADEMIC DIRECTOR JOSH Meyers has his head shaved by history teacher and fundraiser organizer Paul Hoelscher. Meyers had personal reasons for putting his hair on the chopping block. Both Meyers' aunt and wife's father had bouts with cancer which greatly affected his decision to participate in the fundraiser.

Losos faces devastating cancer diagnosis with hope

Despite having to go through nearly nine months of tough treatment, Principal Louise Losos looks towards the long road she must travel to recovery with optimism.



PRINCIPAL LOUISE LOSOS works intently at her desk. Losos was unfortunately diagnosed with an aggressive case of breast cancer in late April. "It came completely out of left field," Losos said. The diagnosis was particularly devastating because statistically, Losos was at a very low risk for breast cancer.

BY CAROLINE BLEEKE

According to the American Cancer Society, an American woman is diagnosed with breast cancer every three minutes. But Principal Louise Losos never thought it would be her.

THE DIAGNOSIS

During the afternoon of Wednesday, April 26, Losos got a call from her doctor. The results from her biopsy were back. The lump she had felt several days earlier was a malignant tumor: she had breast cancer.

"I got the phone call here [at CHS], and I was stunned and numb," Losos said. "I had to finish the school day, so I sort of had to pull myself together because I learned about it at around 1 p.m. I really didn't start crying until later when I had to tell my parents and close friends."

The diagnosis was particularly shocking because Losos was statistically at low risk for breast cancer.

"I've become very knowledge-

able very quickly—the wonders of the Internet—and if you look at the risk factors, the only one I really have is that I'm female," Losos said.

Most cases of breast cancer occur in women over 50. Having a close family member, such as mother or sister, with the disease can also increase risk. Losos is 38 years old and has no family history of breast cancer.

"It came completely out of left field," Losos said. "I'm young; I'm healthy; I've never had a surgery in my life. I don't smoke; I don't drink very much; I've never used illegal drugs, nothing that would be bad for my health."

Unfortunately, Losos is now faced with stage two, grade three breast cancer, an aggressive case that has already spread to her lymph nodes.

THE TREATMENT

Losos began chemotherapy during the week of May 8, just two weeks after being diagnosed. She plans to continue chemotherapy

throughout the summer, undergo a surgery early next fall, have more chemotherapy, and then have radiation treatment in the winter. Another surgery may follow.

"I've got a good nine months of slogging it out," Losos said. "I fully believe that in the end I will be just fine, but it's the cure that scares me. It's the unknown."

Still, Losos is comforted by the high success rates of breast cancer treatment.

"If you're going to get a cancer, breast cancer is the one to get because the research on it and the success rates are just phenomenal," Losos said. "Now I don't recommend getting it, but of the cancers right now it strikes me that it's one of the most curable. Some cancers are treatable but not curable, but this is both."

Losos is also reassured by the progress made in breast cancer treatment over the past decade.

"The advances in medicine have been phenomenal," Losos said. "The treatment I will get has ad-

LOSOS, 4



PRESIDENT GEORGE W. Bush is joined by Congressional leaders as he signs a \$70 billion tax cut legislation at the White House on Wednesday, May 17, 2006. Tax cuts are the one thing about which Bush has been able to agree with Congress.

Chuck Kennedy/KRT

☛ MADDIE HARNED

Just as celebrities like Madonna, Mick Jagger, Bob Dylan and Britney Spears have before, President George W. Bush recently graced the cover of Rolling Stone magazine. While usually such exposure only boosts a person's star power, this cover was an exception. The headline reads "George Bush, Worst president in history?" However, this unfavorable exposure is only part of a flood of bad publicity criticizing the Bush administration.

Adding insult to injury, President Bush's approval ratings have dropped to a lowly 33 percent, according to the Washington Post on May 15. The only other presidents with such low approval ratings were Richard Nixon, Jimmy Carter and Harry Truman.

With such an unusually low approval rating it is no wonder that historians, political scientists, American citizens and immigrants are all taking notice to the flaws as well as strengths of the Bush administration.

ENERGY PRICES

As George Bush's approval ratings have dropped to an all-time low, gas prices have soared to an all-time high. In an attempt to boost supplies on the market ahead of the summer vacation driving season, Bush is temporarily halting shipments to the national strategic petroleum reserve. He is also taking steps to relax environmental standards on certain fuels. Additionally, he is launching an inquiry into possible overcharging by the powerful oil companies, whose record earnings and colossal pay increases to executives and other highly ranked officials have only added to public anger and animosity. Some believe that a gas price raise of such magnitude has had a significant toll of the President's popularity.

"I don't think there's anything he could do that would have an effect in the next six months, which is what the American people really want," Washington University Political Science professor James Davis said. "The high gas prices have most definitely had an effect on Bush's low popularity because it is hitting people where it hurts, their wallet, and they are looking for someone to blame."

President Bush has been the receiver of most of the animosity and blame about the high gas prices and a quick fix to the problem is unlikely.

"The only thing I could think of would be to pressure Congress to lower fuel taxes," CHS History teacher Mark Bayles said. "The amount of taxes, federal and state, but federal specifically on a gallon of gas or a gallon of diesel would probably be higher than most people realize. That would be up to Congress and not the president."

While gas prices continue to increase, alternatives like corn oil to gasoline and diesel fuel have been gaining popularity and publicity as more and more aggravated drivers say no to the gas station pump.

THE WAR IN IRAQ

What most believe to be the largest reason for President George Bush's dwindling popularity is the controversial war in Iraq, which

is in its third year, currently has racked up a death toll of 2,664 and 17,983 wounded American soldiers.

Statistics such as those have left some up in arms and led many to conclude that the war in Iraq has taken a heavy toll of Bush's popularity.

"I absolutely think that the war in Iraq has dragged on and raised questions about his judgment and his ability to lead," Davis said. "With his reduced popularity he has less influence in the Congress than he's ever had. Now I think he's regarded as a loser and Republican congressmen in their campaigns this year are trying to distance themselves from him. 'He's not my president, don't blame me,' is what they're basically saying.

People are running scared." For history teacher Paul Hoelscher, Bush's war in Iraq has raised other concerns.

"In my opinion, the war in Iraq in whole, even though we haven't had an attack at home, has only encouraged anti-American sentiment throughout much of the world, especially fundamentalist Islamic countries," Hoelscher said. "I think most of the world saw Afghanistan as a justifiable attack based on the Taliban government sponsoring Al Qaeda and direct links between Al Qaeda and Sept. 11. Iraq seemed to be a bit of a stretch so I think internationally we've lost some respect over the war in Iraq. Iraq is the second most country for fundamentalist Muslims, and many people are looking at this as a place that has now become more chaotic with U.S. presence. I think you always have to consider the amount of money being spent on foreign policy and to me Iraq has a dubious at best final outcome given the amount of money being spent there as opposed to money being spent on healthcare, homelessness or education."

On March 19, 2003 the invasion of Iraq, coined "Operation Iraqi Freedom" by the Bush administration, began as the United States and Britain supplied 98 percent of the invading forces. The cause for such action was the Iraq disarmament crisis, when U.S. President George W. Bush demanded a complete end to alleged Iraqi production and use of weapons of mass destruction and that Iraq comply with United Nations Resolutions requiring UN inspectors complete access to areas the inspectors believed might have weapon production facilities.

President Bush and British Prime Minister Tony Blair met in Portugal on March 15 and 16, 2003, for what they declared an emergency summit, after which Bush declared that diplomacy had failed to force Iraq to comply with U.N. Resolution inspection requirements, and stated his objective to use the military to force Iraq to disarm in compliance with the threat of what Bush called serious consequences.

Those serious consequences would be proven to the world when three days later the United States and British armed forces invaded Iraq.

History teacher Mark Bayles believed that the cause of the war in Iraq was rooted deeper than only the Iraq disarmament crisis.

"I think the events of 9/11 inextricably led to [the war in Iraq],"

Under attack

President Bush has been receiving increasing criticism about his war strategies in Iraq, the rising gas prices in America and his new immigration policy.

Bayles said. "It's not a coincidence that since 9/11 we haven't had any other terrorist activity on domestic soil and the stated strategy of taking it to the terrorists as part of the global war on terrorism as opposed to fighting that battle on the United States' soil."

Since the beginning of Operation Iraqi Freedom, controversy has plagued it. As well, unbridled patriotism and those who see themselves as supporters of America have battled anti-war protesters and those who see the war as a huge mistake on the home front.

"I think the effect the war in Iraq has had on George Bush's presidency is really yet to be determined," Hoelscher said. "I think he's staked not only the re-election of 2004 but his entire political career on that decision to go to war in Iraq and to fight the war on terrorism post-9/11. In the long run if the Middle East is a more peaceful place and Iraq is a more viable democracy in the next two to four years then I think most of what he would have done in his stated intentions would be considered positive."

Some political observers have opted to take the good with the bad when analyzing the war in Iraq. Bayles believes the national security reform post Sept. 11, which includes the war in Iraq, has been one of President Bush's greatest accomplishments during his term in office.

"If you make your big goal to have no further terrorist attacks on American soil, and it hasn't happened, then obviously you get to write that off as a success," Bayles said. "By the same token if it does happen, then I think there's probably no way to escape saying that would be a huge failure."

POPULARITY FALLS

In polls conducted as recently as May 15, 2006 by ABC/Washington Post, a minute 33 percent of Americans believe that President Bush can manage the government effectively, a massive decrease from the 79 percent of people who believed he could manage the government effectively in Oct. 2001. Some think Bush missed an opportunity for

success by not properly handling Sept. 11's aftermath.

"Bush made several key mistakes with the war in Iraq beginning with the fact that he had an opportunity following 9/11 that he didn't grasp, which was an opportunity to really solidify support for the long-term, both domestically and internationally among allies and would-be allies," Washington University Political Science professor Randall Calvert said.

Calvert also faults the Bush administration's war in Iraq for obstructing other policies.

"It interferes with any other possible use of force overseas because so much of the military is tied up in Iraq," Calvert said. "It's interfered with the readiness and quality of the armed forces generally because the use that they've been put to in Iraq, especially the reserves and National Guard. Bush's handling of the war in Iraq questions his leadership abilities and judgment."

Among many of the questions on the April 30 USA Today/Gallup poll on George Bush's presidency was "Is President George Bush honest and trustworthy?" Fifty-six percent did not believe so. As well, 58 percent said he did not share their values, 61 percent said he did not care about the needs of people like them and 62 percent said he could not manage the government effectively. Such low approval ratings have left many historians, political scientists and American citizens alike questioning President Bush's leadership skills.

"I think George Bush's leadership skills are not very strong," Davis said. "Just look at the Congress. He got them to do things Congress likes to do, which is cut taxes. He has a very hard time getting people to do things that don't seem to be in their interest, and the essence of leadership is getting people to do things that they don't particularly want to do. That's not strong leadership."

However, like most politicians President Bush rarely acts without the assistance of his advisors, which in the eyes of some give him less credibility and creativity as a leader.

"He takes a fair amount of advice from the people around him, so I think his leadership style is one in which he has attempted to surround himself with people that he trusts," Hoelscher said. "He thinks the role of the president is someone to instill confidence and consistency, probably someone who is not supposed to do a lot of creative thinking. I think he models himself and sees himself as being a Ronald Reagan figure in a sense of speaking to people in a way to instill confidence on what he's trying to do on a larger scale."

Just as George Bush's presidency has had catastrophic lows to elevating highs, some say his leadership skills have gone through ups and downs also.

"I think his leadership skills have varied throughout his presidency. They have been very, very high from what we saw immediately after 9/11 to not terribly impressive on some domestic issues like social security reform and now it's probably too soon to tell but also immigration reform," Bayles said.

Others turn to comparing former presidents leadership skills with those of President Bush's.

"I think Bush likens himself a Teddy Roosevelt," Hoelscher said. "I think he sees the Roosevelt sense of America's destiny in the world and America's responsibility in the world. I think he tries to be like Reagan by speaking to the common man and using plain language to try to connect with people. I don't think he has Reagan's communication skills, but I think he attempts to be that way."

IMMIGRATION REFORM

Currently one of the most discussed topics in politics is the issue of immigration reform. However, the issue of what to do about illegal immigrants is as old as the United States itself. The quandary of how to match willing workers with farmers and other employers is also far from new. Arguments brought up by very left-wing politicians have pressed for amnesty for all illegal immigrants, allowing them the same rights as legal citizens. Another possibility for the immigration issue is the idea of closing the U.S. and Mexican border, usually favored by very right-wing politicians.

President Bush asked Congress in a State of the Union address to "reform our immigration laws so they reflect our values and benefit our economy." Bush proposed a temporary-worker program to give foreign workers employment when no American workers are found to fill the jobs.

Some consider President Bush's guest worker program an attempt to strike at center ground.

"He's clearly trying to walk a middle course with the immigration issue between admitting lots of temporary workers on one hand and controlling immigration on the other hand," Calvert said. "He had to do this politically because his own supporters are divided so much by this issue."

Some are not as in favor of President Bush's handling of the immigration reform and suggest alternatives.

"The immigration calls back the issue of his poor leadership," Davis

said. "He wanted a guest worker program, which I think would be popular with a lot of interest in Texas. His options are pretty slim because he's not going to be able to assemble a winning coalition of what he wants. Congress seems to be unable to find an opinion on the immigration issue and all of the sudden individual states may begin to start taking action by passing laws."

Others say that there is a medium there where the United States can hire enough workers to produce enough of what is needed to be produced without unduly hurting American labor, but where exactly to set that balance is proving difficult to determine.

"At one extreme you could sort of regularize everybody who's in the United States, say we're a nation of immigrants and we always have been and likely always will be and the United States has been inviting people into the country although our laws, our official policies are to the contrary and that it's not fair to penalize people for basically coming in when we've invited them in," Bayles said.

NEARING THE END

Reasoning about why President Bush's approval ratings are so low has become common fodder in the media and with only two years left in office many are beginning to ponder about a post George W. Bush America.

"I think when George Bush's presidency is nearing an end we will still have troops in Iraq, we will still be in extremely high debt, we will be paying up to four dollars per gallon for gas, the number of insured Americans with healthcare will have dropped and both social security and Medicare will be closer to their crisis points," Davis said.

Others simply look forward to what will come with the 2008 elections.

"It will be very interesting to see the situation in Iraq during the 2008 elections," Hoelscher said. "With Rumsfeld and a lot of his advisors still in their positions I don't see them changing course. I think the 2008 election could be a national vote on Iraq if a democratic candidate, or even a Republican candidate came out against the war."

"It's tempting to say that it will be a referendum on whether or not to continue the policies that we see in place assuming that somebody runs on a platform of continuing the Bush policies on the big issues like national security, the global war on terrorism and economic policies we'd have a straight up or down vote on that state by state by state," Bayles said.

Still with two years remaining in office, President George Bush's approval ratings seem to not be able to get any worse, but in the world of politics the only thing that can be certain is uncertainty.

A possible spike in approval ratings could happen, but most say unless a major event happens that is unlikely. As hostility and bitterness builds towards the Bush administration most agree that if President Bush's public image does not take a turn for the better the rest of his term could mean an unsure time for America. ☛

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Losos struggles with challenges of breast cancer

LOSOS, I

vanced so much from the treatment people got 10 years ago."

THE IMPACT

From countless medical appointments to life-style changes, Losos has begun to feel the effects of her illness.

"It's already impacted my life," Losos said. "It puts things in perspective. I know that's cliché, but it really forces me, at least for the short term, to re-evaluate what's important, who's important. Sometimes when I'm faced with some of the daily stresses of the job, I take a step back and say, 'You know what, big picture, let's have a reality check.'"

In terms of her physical condition, Losos rarely feels sick. Most of the pain is emotional.

"I've lost control of my life in a way," Losos said. "Usually when you call doctors you can say, 'Oh, that time doesn't work,' or 'Oh, let's do it a different day,' but now I can't do that. So some of the control is gone, and that's frustrating and a little unnerving."

Though dealing with breast cancer is draining and frightening, Losos has found comfort in the widespread network of women affected by breast cancer.

"One of the things that I knew would occur, but it still has amazed me because it's occurred even more than I thought, is the number of people—especially women but not entirely—who have a friend, a sister, an aunt, a cousin, a niece, who have survived breast cancer, and all of them offering to share their stories," Losos said.

Still, it is hard for Losos to accept that she is now a part of that network.

"You will find a rare female who doesn't know someone or is more than one or two degrees removed, but now it's me, and that's different," Losos said. "The Komen Race for the Cure is June 10, and my former secretary at Parkway West and

a different friend are trying to put together a team for me, and that's a little bit like, 'Wow, now I'm one of them. Now my close friends have someone who is a close friend who has breast cancer.' So it sort of changes who you are. And at the same time my life is more important than hair and more important than a breast and I know that, but that doesn't mean that knowing that I am likely to lose my hair in a few weeks doesn't frighten me."

THE SUPPORT

The overwhelming support Losos has received since her diagnosis has helped ease her pain and fear.

"I have a tremendous network here in town," Losos said. "This is such a small community, such a small town, and it's wonderful. I could have someone bring me dinner every day till Christmas and not have the same person do it twice. It really is amazing."

Although she told close friends and family about her cancer the day of her diagnosis, Losos chose to tell CHS faculty a week later and the students a week after that. During that time, school was a haven for her away from the worries of breast cancer.

"Coming to work has actually been the easiest part of my day," Losos said. "I knew for a week before the faculty knew, and I don't think they could tell, and that was important to me, partly because I needed to figure some things out before."

Since revealing her diagnosis, Losos has gotten much support from the CHS community. Breast cancer survivors have been especially helpful.

"It's not that I don't get overwhelmed at times, but I also see all the women around me who have survived this," Losos said. "People in this building who [have had breast cancer] I never knew about have now come forward and said, 'I'm 5 years,' 'I'm 10 years,' 'I'm 15 years.' I had a colleague who was Stage 4 who is now in her fifteenth



Sarah Powers

ALTHOUGH PRINCIPAL LOUISE Losos is battling breast cancer, she still remains dedicated to her job. Losos is optimistic and gets great comfort from the support of the Clayton community. "I appreciate all the good will and all the good wishes from everyone," Losos said. "Even if I don't say it enough, it means the world to me. It sort of warms the cockles of one's heart. It's the notes that sometimes make me cry. How much people care is amazing. And I hope I can show how much I care about all of you as much as you all have shown me."

year."

Losos is deeply grateful to the Clayton community for their support.

"I appreciate all the good will and all the good wishes from everyone," Losos said. "Even if I don't say it enough, it means the world to me. How much people care is amazing. And I hope I can show how much I care about all of you as much as you all have shown me."

THE ACCEPTANCE

"It's been an emotional rollercoaster," Losos said. "Some days it's great; some days it's harder. But that's normal."

As she faces several months of treatment, Losos is remaining optimistic.

"I believe in the concept of a positive attitude, of will," Losos

said. "I have seen people who have been diagnosed and told they have three months to live who have lived five years, on more than one occasion. There are people who have an incredible strength of character who have a real desire to live. I've also seen people who have been diagnosed and died who also had that, but I do think there's an element that believing you're going to beat it, believing you will get better, helps you. So I have two choices: I can become depressed and despair, or I can decide that I can beat this and come out the other end, and I believe that I will."

Losos believes that as principal, she has an obligation to remain calm.

"My boss at Parkway West, who is my mentor—she's amazing—described leadership or being a principal as being an unhurried presence, that when people look at you

they need to feel that you're in control," Losos said. "I don't mean that I'm controlling students' actions, I mean that if I'm worried, it will make other people worried; if I am stressed, it will raise the stress of people around me. [Staying calm] is part of the position and part of the role."

Losos is also maintaining a positive attitude for her friends and family.

"There are too many people around me who love me and care about me to give up," Losos said. "And the more you do it for others you start doing it for yourself. The more I am brave so that the people I care about don't worry so much or see me as brave, the more I believe it, and the more I say it, the more I believe it."

Losos' relationships have given her strength.

"I've read about military units,

and they say individuals alone often aren't heroes or don't have courage, but courage a lot of times comes from not wanting to let your buddy down, that you go because you're trying to support your friend, your comrade," Losos said. "I don't want to let my friends down, I don't want to let my family down, so I'm going to do this."

Losos hopes to make the best of her situation.

"It won't be easy, and it won't be fun, and it's certainly not something I want to do, but I'll get through it to the other side, and I will grow as a person as a result," Losos said. "I will be changed. I don't know how but I can't believe you'd go through this and not somehow be altered by the experience. Hopefully it will make me a better person in some way. I've certainly learned more about myself over the course of these days." ☺

Heads shaved for cancer

In a bid to raise funds for cancer research, many teachers offered to shave their heads if students donated the most money to their respective collection jars. Further efforts, including the organization of a CHS team for the Komen Race for the Cure, are being planned.

SUPPORT, I

ter what if the classes raised a certain amount of money. However, his students went far beyond what he expected in terms of fundraising.

"I did give them a few incentives and motivation, but it really just kind of snowballed," Meyers said. "Day after day, more and more donations came in."

When two corporations offered to match funds, Meyers' students brought even more money.

"I told my kids every dollar you raise is going to be worth three dollars now, and they just went nuts with it," Meyers said.

Meyers' classes raised over \$1,000, which, when matched by corporate sponsors, totaled more than 80 percent of all money earned. The experience was memorable for Meyers.

"[The best part was] the genuine feel-good notion that we raised money for a good cause, and the fact that students got a taste of the importance of civic awareness," Meyers said. "A second side note would be seeing how much joy my kids got in making fun of me for getting my head shaved in the middle of the quad. They got a big kick out of that."

Counselor Lara Veon was one of the six teachers that did not win the fundraising contest but decided to have their heads shaved anyway. Along with Hoelscher, Veon was a driving force in the organization of the cancer fundraiser.

"I'm Brian's counselor so it was important to me to help," Veon said. "We started with [supporting Lipsy] and shortly thereafter we

heard about Dr. Losos and decided as a faculty we wanted to do something. [When Hoelscher suggested a head-shaving fundraiser], my response back was it was a great idea. I was more than happy to do it to raise funds and then donate to Locks of Love. And I was kind of getting tired of my hair anyway, so it was all very timely."

Like Meyers, Veon enjoyed the experience.

"I loved seeing two or three hundred kids out in the Quad supporting the effort and getting excited about it, and I felt that it was kind of a building community piece on both the student and teacher level," Veon said.

Veon is unsure about whether or not the fundraiser will become a CHS tradition.

"I don't know, I guess it could be," Veon said. "It would be nice to take the success of this event and use it as a benchmark for next year."

Although the head-shaving campaign is over, cancer support projects are still continuing. Learning Center director Dee Blassie and senior Sarah Murphy are organizing a team for the Komen St. Louis Race for the Cure. Although this is the eighth year St. Louis has sponsored the breast cancer fundraiser, Clayton has never before organized a team.

Blassie originally decided to organize the team for Losos, but later named her group the "School District of Clayton" team since there are other people in the district who have also been touched by the disease.

"I just thought, 'What can I do?'" Blassie said. "Several people

approached me about organizing a team, so I said, 'Why not?'"

This is Blassie's first time organizing a Komen team, and she has enjoyed the experience.

"I'm so excited because the responses have been so overwhelming," Blassie said. "All these people are coming together, which is just wonderful."

Sixteen people have already volunteered to participate on the School District of Clayton team, and Blassie hopes for more.

"We have three buses, and our goal is to fill all three," Blassie said. "I would be so happy if we did that."

Blassie will be aided in that goal by the fact that Clayton will be sharing buses with the Parkway School District, where Losos previously worked. Parkway is also organizing a Komen team, so Blassie invited them to merge with Clayton so that Losos would not have to split her time between the two groups.

For Blassie, who spent several years working in the Parkway district, the merge is very exciting.

"Parkway and Clayton will be collaborating together," Blassie said. "We'll be riding and walking together."

The Clayton team has already raised \$700, exceeding Blassie's expectations. She has no monetary goals for this year.

"Any amount of money we can raise will be our baseline for next year," Blassie said.

Anyone that wants to join the School District of Clayton team can contact Blassie or Murphy or register online at www.komenstlouis.org by May 22. ☺



Laura Tetri

COUNSELOR LARAVEON holds her ponytail high. Veon didn't shave her head completely but did have a significant amount of her hair cut off in support of cancer victims and to raise money for the Leukemia and Lymphoma Society's search for a cure. Veon was one of several CHS faculty who agreed to participate in the fundraiser.

Despite nostalgia, new stadium wins fans

NAVIA KANTOR

"Go crazy, folks" - it's finally here! The brand-new Busch Stadium is up and running and the start of the baseball season has more and more Cardinals fans saying, "Take me out to the ballgame!"

People all around St. Louis are buzzing with news about the aesthetics, facilities, disappointments and surprises of the Cardinals' new home, and the students and teachers of CHS are no exception.

Senior Micah Miller didn't have much trouble getting tickets to opening night.

"Our tickets were given to my family," Miller said. "Otherwise, they would have been really hard to get. I saw people outside who were willing to pay \$200 and more per ticket."

Math teacher Chris Moody was also lucky in obtaining tickets, which are in high demand as everyone yearns for a glimpse inside the stadium.

"I've been to two games so far," Moody said. "We hold partial season tickets. They were very hard to come by. We wanted a 10-game package, but they were sold out within the first 20 minutes. We were lucky because Mr. Peck got to order our tickets before sales opened to the public."

Science teacher Doug Verby, who typically attends 25 to 30 games each season, had no trouble finding tickets.

"Even when I don't have them, it's easy to find tickets from scalpers," Verby said.

Speculations as to what the new stadium would look like were innumerable. Expectations varied, but Moody wanted a stadium with an old-world feel.

"I wanted the new stadium to feel like it was from the era of the 1930s and 1940s," Moody said. "I didn't want it to be as industrial as some modern stadiums. They've done a good job with the feel of the stadium, and they worked hard to make it as fan-friendly as possible."

Miller assumed the stadium would look like the ballparks that he has visited in other cities.

"The ones in Baltimore and San Francisco have that retro look," Miller said. "But retro has been done already; maybe the Cardinals could have come up with something a little more innovative."

Some are happy with the appearance of the stadium; Verby, for instance, claims that he enjoys it.

"There are a few things that need to be taken care of, like the left field seats and the ballpark village, but I understand that it is a work in progress," Verby said. "It definitely met my expectation of having a great-looking new ballpark with the St. Louis skyline in the outfield."

Sophomore Sarah Zimmerman's expectations were satisfied as well.

"I expected the new stadium to be an upgrade from the old one, and definitely more modern," Zimmerman said. "It turned out to be a definite upgrade in facilities; it's really commercialized."

But according to Moody, the stadium is a bit too industrialized.

"It was almost theme-park like," Moody said. "The aesthetics could have been better; there was a ton of advertising, and the signs were a little intrusive. But the sight lines were great. I was up in the very last row near first base and I felt nearer than I would have in the old stadium, for sure."

Miller thought it was amazing to see how different the new Busch Stadium is from the old one.

"It was really nice to see downtown from my seat," Miller said. "The sight lines were overall pretty good. I haven't heard any complaints, besides the foul poles being in the way. But I think they're trying to solve that problem."

The new ballpark offers a variety of entertainment in addition to the actual baseball games.

"I went to the Memphis-Springfield exhibit and loved it," Verby said. "But the concession lines are slower, and they need to do more to acknowledge the history of the team. But I think the view of the skyline is awesome."

One of Zimmerman's favorite amenities of the new stadium was air-conditioning.

"The part where we got our food was air-conditioned!" Zimmerman said. "We had really good seats, and everything was beautiful."

Despite mainly positive reactions to the new ballpark, many St. Louisans are upset that the old stadium is no longer around.

"I'm somewhat upset that it's gone," Miller said. "I had a lot of good memories there. It's exciting to have a beautiful new stadium, and it's clear that a lot of time went into it, but I don't think it was necessary to build a new one."

Verby agrees that the old stadium was still usable, but even so appreciates the new one.

"I think we could have gotten at least 10 more years out of the old stadium, but the team put up a lot of money for the park," Verby said. "I miss the fact that it was the stadium I grew up with, but I really enjoy the new ballpark. I'm glad to have a true ballpark as opposed to a multi-purpose stadium."

Zimmerman remains nostalgic for the old Busch Stadium.

"I really liked the old one," Zimmerman said. "It was homey."

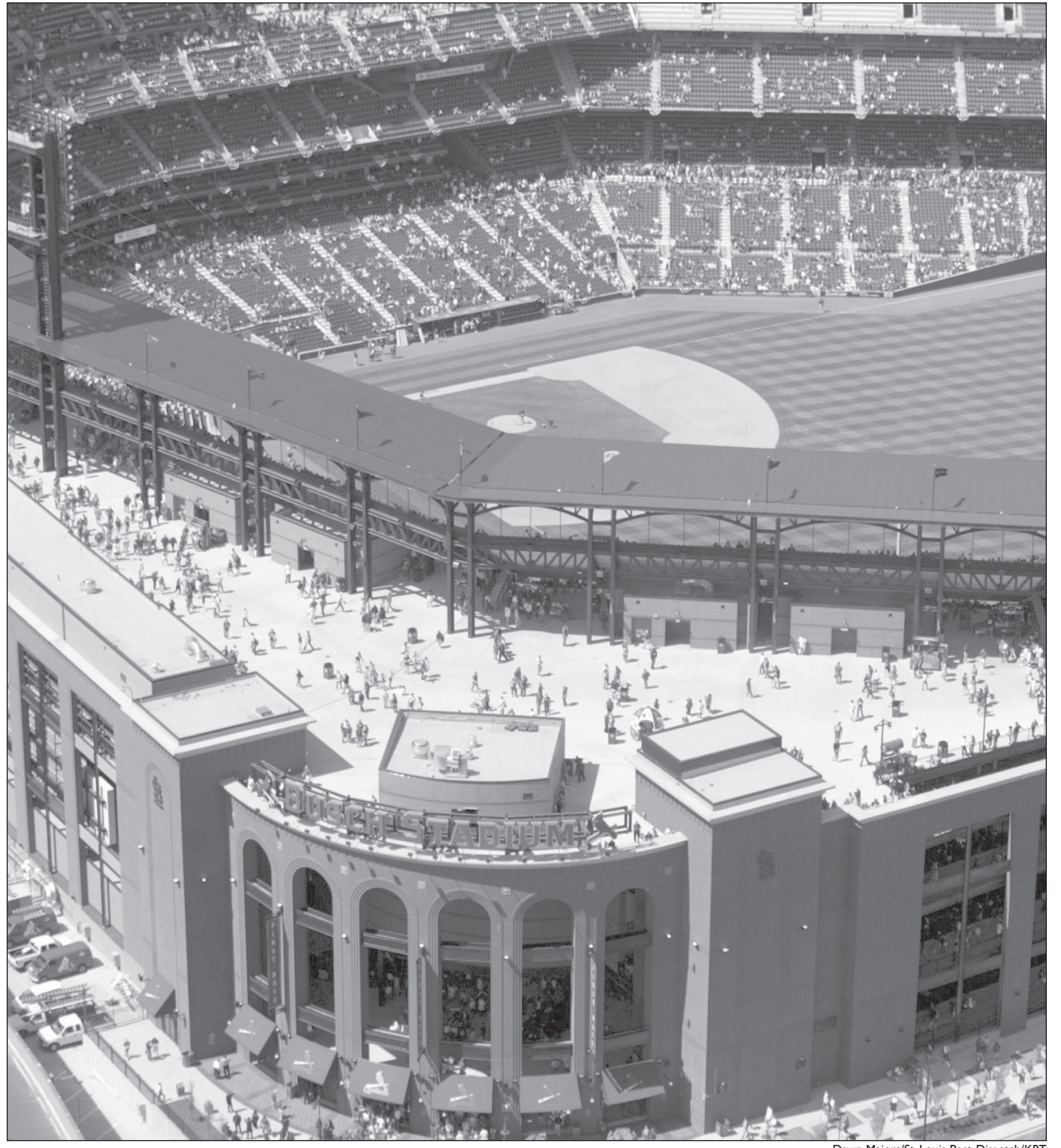
Moody will miss a more practical aspect of the old ballpark as well.

"I missed the ramps," Moody said. "We had to take a lot of stairs, which is not as efficient."

Though the old stadium has been torn down, an iconic piece of it is still on display in the new one.

It was really nice to see downtown from my seat. The sight lines were overall pretty good.

senior
MICAH MILLER



Dawn Majors/St. Louis Post-Dispatch/KRT

"I really liked the huge, old-fashioned, hand-operated scoreboard with the retired numbers from center field," Verby said. "It's nice that they actually put that scoreboard inside the new stadium by the main entrance."

But for some, good food is the only stipulation for a stadium.

"They still have the kosher hot dogs, so I would have to say no, I don't miss anything specific from the old stadium," Zimmerman said.

Despite doubts about the necessity of building the new stadium, Miller, Zimmerman, Moody, and Verby are all optimistic about the prospects of the Cardinals this season.

"I always have high hopes for the Cardinals!" Miller said. "They've gotten off to a great start this year. David Eckstein really makes things

happen on the field, and Pujols is just an all-around amazing athlete."

Verby is partial to Molina, Rolen, Isringhausen, and especially Pujols. Zimmerman is confident that the team will succeed this season.

"They better go far, with the new stadium and everything," Zimmerman said.

The new Busch Stadium will likely prove to be a successful venue for the discerning St. Louis baseball fan. But Moody and Zimmerman both said that they would have supported the Cardinals regardless of the stadium in which they played.

"The fact that there's a new stadium won't really affect the number of games I go to," Zimmerman said. "I just like baseball. I'll go to see the Cardinals wherever they play." ☺

ST. LOUIS CARDINALS fans pour into the new Busch Stadium hours before the home opener against the Milwaukee Brewers. The Cardinals defeated the Brewers, 6-4, in St. Louis, Mo., on Monday, April 10, 2006.

Café Manhattan will move to bigger location

MIA HARLAN

For many years, Café Manhattan has been a popular lunch and dinner spot for people in Clayton. The restaurant is known for its 1950s themed decorations, including a juke box, Coca-Cola posters, and red plastic booth, as well as its diner style food. However, Café Manhattan is also known to be too small and crowded.

About a year ago, the owners decided to fix this flaw when they planned to move to a new building. Next week, Café Manhattan will be shifting to a new location only two doors down from its current spot, but it will have nearly 30 more seats, bigger booths for large parties, a cleaner restaurant and new cooking equipment.

"The main reason we are changing locations is for more seating,"

busboy Mike Dreher said. "We had people complain that the space right now is too small, so this way we will have a bigger restaurant to accommodate more people."

Size is not the only reason why the restaurant is moving, however. "The building we are in right now is old and if we didn't move, it would need to be gutted within the next year," Dreher said. "The new place will be nicer and cleaner.

Where we are moving has never been a restaurant before and that will make it better. Also with the new place the kitchen will be bigger, it will be more cook-friendly and we will have it open so people can see in."

Although the restaurant is moving, they plan to keep their image the same.

"We will still have the '50s theme, and we will hang up the same post-

ers that are in the old restaurant," Dreher said. "The menu will be a little different. We are adding a cobb salad and a patty melt, and we are taking off some foods that no one ever ordered. We are also putting out a lot of candy everywhere and we will have many new toppings for ice cream to attract younger kids."

The new space should increase business for Café Manhattan be-

cause it will accommodate more people and because current customers will be interested in the new restaurant.

"I think we are going to have a lot of people come when we first open because they will be curious to see the new restaurant," Dreher said. "So far no one has complained about the move, but everyone who comes in asks about it. They are all really curious." ☺



Jamie Sachar

ATHLETIC DIRECTOR RICH Grawer plans on retiring after the completion of 14 years at CHS. In all, Grawer has spent 41 years teaching, coaching and serving as director of many high school and college athletic programs. He influenced the recent renovation of Gay Field but is most proud of the state in which he leaves the athletic program. "I'm glad that our program is well respected—due mainly to the coaches and the kids," Grawer said. "It's good to know that I'm leaving our program in good shape."

Athletic director retires after successful career

GRAWER, I

luck and hope he has more time to spend with his grandkids."

Meanwhile, the search for Grawer's replacement is underway. Grawer said he will spend time working with his replacements to help make the transition as smooth as possible. According to Grawer, a great athletic director is someone who devotes lots of time and energy to the job.

"You have to be willing to spend time and be able to do multiple tasks at the same time while also handling all types of people — administrators, parents, kids and coaches," Grawer said. "I will spend some time working here at Clayton with the new Athletic Administration to help them (the Athletic Director and Assistant Athletic Director) with a smooth transition to the new regime. There will be a lot of questions for me, since I have had 14 years of running, administering, and doing things in a certain manner here at Clayton. The new staff will need some help and guidance and I will be willing to supply that."

Even though the administration plans to hire two people to take Grawer's spot, Varsity girls' soccer coach Paul Hoelscher is uncertain that Grawer's replacements will match his devotion to CHS sports.

"They will hire two people and I doubt both of them will be able to put in the hours that he does," Hoelscher said.

CHS Principal Dr. Louise Losos adds that the new Athletic Director and Assistant Athletic Director will have to understand the unique CHS attitude towards sports.

"Our first and most important task is to ensure that the new Athletic Director understands the Clayton philosophy and believes in it and that they buy into what that means, including our focus on participation and sportsmanship," Losos said. "After that, it becomes a question of experience and opportunity."

As for Grawer, he says he is going to miss the CHS atmosphere but is proud of the program he is leaving behind.

"I'll miss the total experience — the philosophy, the atmosphere, the culture and most of all the people,"

Grawer said. "But I'm glad that our program is well respected — due mainly to the coaches and the kids. It's good to know that I'm leaving our program in good shape."

Varsity boys' soccer coach Matt Balossi echoes the sentiment of many CHS students and coaches who will miss Grawer.

"Losing Coach Grawer is tough because he is a great mentor and his expertise in the athletic department and the relationships that he has built are irreplaceable," Balossi said. "However, I am happy for him to enjoy retirement and to spend more time with his family."

Losos agrees that Grawer will be missed by many.

"Coach Grawer is the walking embodiment of Clayton athletics," Losos said. "He exemplifies all that you would want in an Athletic Director; he is approachable by coaches as well as students. He is involved and supportive. He is organized and structured. Coach Grawer is always a sounding board and a support to all who ask. Clayton High School is losing a big piece of who we are when Coach Grawer walks out that door." ☺

Rocketry teams take flight to national championships

PHILLIP LEVINE

For years, hundreds of kids ranging from middle school to high school age have traveled to Washington D.C. for a chance to show off the best rocket. With a chance for a massive prize, teams from all over the country have flocked to the competition.

This year, the top 100 teams in the nation were selected after regional competitions from over 700 teams in 48 states to compete for a share of a prize pool of over \$60,000. With the checks made out directly to the competitors, the monetary enticement is hard to resist.

The competition is to create a rocket that travels exactly 800 feet in the air, 150 feet higher than the Arch, and returns safely to the ground with its payload of one fresh egg, in exactly 45 seconds. For every foot away from 800 feet and second from 45 seconds, teams receive points. Just as in golf, it is best to have the lowest score.

Four teams from Clayton competed this year and out of the teams from Missouri, two Clayton teams won the chance to go to nationals. A junior team consisting of Jack Altman, Jim An, Yipeng Huang, Bob McGibbon, Zoe Liberman, Alex Neil and Alex Heil-Chapdelaine qualified. The other is a team of seniors who also qualified for nationals last year. The team includes Eric Brinkman, Steven Garrett, Chris Strong, Max Altman and Steve Golembieski. Chris Peck is going in place of Steve Golembieski because of state tennis competition interference.

"We work on it very hard but sometimes it doesn't work out," senior Steve Garrett said. "We tried to take a more scientific attack this year but at the competition it is just mostly luck. The engines don't work the same way every time, and the parachutes don't take the same



THE CHS ROCKETRY Club watches one of their rockets blast off on its way to 800 feet

Courtesy of Nathan Peck

amount of time to descend on every launch. It can go extremely well or it can go terrible. We will probably go out to nationals again and get beat by a bunch of middle school girls. You get one chance and that is it. It's a crapshoot on how well we will do. Hopefully we'll have some luck that day."

Although a lot of luck is involved, there is still a definitely a degree of skill involved. The teams meet frequently to discuss the best ways to build the rocket and have multiple practice launches. Most students find out about the contest during their year in AP Chemistry with Nathan Peck. He is the sponsor for the teams and travels out to Washington D.C.

"I decided to do it because my brother did it last year and Peck talked to us about it in AP Chem," junior Jack Altman said. "He had a good time so I decided to try it. It has been pretty fun, and it will be cool to go to D.C."

In addition to the hundreds of students who go, many VIPs, including senators, the head of NASA, aerospace company owners and aerospace engineers, also attend the event.

"It's basically a giant nerdfest," Peck said. "CNN covers it every year. It is the biggest rocketry contest in the United States and probably the world. We get to see jets fly over and some high-powered launches. All of the guys that I take just laugh at the other people there, with their precise geek wrist-watches set to the exact time of the man in charge. I expect to win but the luck of the rockets could take us either way."

The national competition is scheduled for May 20 at Manassas, Virginia. The two teams from Clayton both hope they will take the grand prize of \$15,000 of the \$60,000 overall prize pool.

Readers' Theater team gives winning performances with great stories, inspiring coach

SARA RANGWALA

The debate trophy case in the bottom hallway has recently gained a new addition: a 3rd place at the state level in Readers' Theater.

Not many people know CHS has a team or what Readers Theater even is. Readers Theatre is similar to a play except for actors are required to use a script in a binder and read from it. There are no costumes allowed, only uniforms. And each group may only use cubes, ladders or stools. No other props are allowed.

"It's pretty much like a play except you have a script to read from," freshman Dylan Cockson said.

Freshman Jessica Shen, also on the Readers' Theater team this year, disagreed and thought it was a bit harder.

"You have to work more to get the image you want people to see," Shen said.

This year the team chose to perform "The Man in the Well" by Ira Sher.

"The story is that there is a



THE READERS'THEATER team pose for a group photo after a well-deserved victory in a state competition

bunch of kids and a man in a well," said Shen. "They find him and leave him. I wasn't expecting it to be funny or sad."

Sophomore Claire Wong has been on the team for two years.

"You can take funny pieces, sad, poetry; people have taken children's books," she said. "Anything

that's worth doing you can perform." Last year the Readers Theater group took a Cat woman comic book and turned it into a script.

As freshmen, this was Cockson and Shen's first Readers' Theater tournament. But they were confident.

"I knew we were going to do

well," Cockson said. "We were so crisp and clean on our performance."

It seemed as if this confidence just grew after they sat in on some other performances.

Wong went and sat in on a performance given by Carl Junction. They had a nine member cast to

Clayton's twenty-one.

"The groups with more people usually get further," Wong said. "The groups with more people are also harder to co-ordinate, but if you can perfect it, it's much more powerful."

Cockson also watched other teams.

"We saw one Readers' Theater," Cockson said. "They did a story about Rudyard Kipling. Our piece was more mature."

Shen felt encouraged by the experienced team as well.

"Dr. Smith and everybody were very confident and everybody it was a very good story and a good meaning," Shen said.

The CHS team received third place after being in a three-way tie for first at state.

Wong credits their success to their coach Dr. Smith.

"Last year the judge at districts said, 'Whoever directed this piece is [a] creative genius,'" Wong said.

"If you don't think you are good, you are certainly going to get better. Our coach, Dr. Smith, is very good. He always explains if you have any questions," Cockson said.

All three encourage others to try Readers' Theater next year.

"It was always really fun, there were always jokes and all and we became a really tight group," Shen said.

Seniors receive enriching experience

ANYA VEREMAKIS

Childhood play revolves around make-believe, and some CHS seniors received a chance to revisit a more sophisticated form of pretend with Senior Experience, May 15-19.

"Senior Experience" is offered to all students for a week during the last month of their senior year.

Students who sign up for Senior Experience must find people to shadow at his or her places of employment for that week, during which the student is excused from all classes.

"Taking the week off is valuable because it is a good chance to learn about different occupations before going to college," senior Whitney Bruce said.

The number of students participating in Senior Experience each year ranges from 50 to 100 senior students. This year the careers students are shadowing range from a job at Universal Studios in California, to shadowing a job at Wydown

Middle School.

"I'm going to Wydown to shadow a special education teacher there," Bruce said. "I'm not sure whether I am interested in pursuing a career in journalism or special education, so hopefully this will help me to decide. I don't think it will

completely make the decision for me, but it will help me to better understand what a special education teacher goes through on a day-to-day basis."

Aside from helping students choose between possible career options, Senior Experience can serve as a good opportunity if nothing else.

"I'm shadowing a couple different reporters at the Post-Dispatch," senior Jocelyn Wagman said. "I haven't been seriously thinking about majoring in journalism, but I like writing and my dad used to work for the Post-Dispatch so he

arranged for me to shadow some of his friends there. I think the experience is really valuable because at this point most seniors are not doing anything at school so it is a good chance to get out and learn about something new and valuable."

However, some students were reluctant to try the experience for academic reasons.

"I didn't want to have to miss a week of school and then come back and take finals," senior Max Altman said. "I would rather take that week to prepare and study for finals rather than shadow someone."

The week seems to be a productive one, whether seniors are participating in Senior Experience or not.

"I was going to shadow someone at one of the elementary schools because I like little kids," senior Chris Peck said. "But then I decided to take that week to focus on school instead, so I decided against Senior Experience."

For some seniors the value of doing something new and testing out a possible career idea seems to outweigh these academic setbacks. The week proved to be a great opportunity for many CHS seniors deciding about their next steps in life outside CHS.



SENIOR MEGHAN BLISS helps third grader Maya Lucas-Clark with her schoolwork in Cheryl Martin's third grade class at Meramec Elementary for Senior Experience.

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Chemistry students neutralize competition at local contest

by GILA HOFFMAN

Even weeks before the American Chemistry Society (ACS) competition, you can find dozens of CHS chemistry students huddled together in a classroom on the third floor, studying new concepts of chemistry that they would find on the competition test.

The ACS holds a chemistry competition for local high schools annually. With participants from schools in the metropolitan St. Louis area and western Illinois, CHS students shone among the award winners at the competition. This year, in the regular division, Clayton held nine of the top 15 spots, and, in the advanced division, 11 out of the top 15.

In the advanced division, students in Nathan Peck's AP Chemistry class were allowed to take the test in lieu of a final.

"Last year, my teacher said that it might be a good idea to take it, and I did well so I decided to take it again this year," junior Zoe Liberman said. "Besides, Mr. Peck made us take it."

Junior Jack Altman was also required to take the test. In the regular division, students were not required to take it, but teachers highly encouraged them to do so.

"Mr. Howe asked me to take the test, and I also thought it would be a good idea to learn more about chemistry," sophomore Jillian Smith said.

Sophomore Michal Hyrc participated not only because of an extra credit opportunity from chemistry teacher Brad Krone, but also because he felt that he could do well because of his excellence in chemistry.

To prepare for the test, science teacher Mike Howe held several study sessions for students competing in the regular division.

"The test is given early in the year, so we haven't dealt with much of the content on the test yet," Howe said. "However, we

have covered all of the basic concepts, so we have five to six study sessions where I present new content."

The new content presented was most of the material that the class was going to learn second semester, such as material concerning equilibrium expressions, acids and bases.

Most students attended these study sessions and felt that they adequately prepared them for the test.

"Mr. Howe's study sessions really helped me for the test," Smith said. "But there were some things that I wouldn't understand. I would look those up in the Problem Solver or in our chemistry textbook."

Hyrc also attended Howe's study sessions.

When the students completed the test, most students were not sure if they would place.

"I thought I did O.K. and I didn't expect to place or anything," Hyrc said. "The multiple choice wasn't too bad, but the tie breaker question was really bad because we had no idea how to do it."

Liberman also thought she did well, but she didn't know how she would end up doing overall.

"It is hard to tell how you do because you don't know how everyone else did," Liberman said. "It's not just about your individual score, but also your score in comparison to everyone else's."

For junior Yue Pang, it was much more difficult to take the test, even though she was fully prepared. Pang was already entered in the districts tournament for debate, which was the same day as the ACS test.

"I randomly got out early from debate so I had time to take it," Pang said. "I took it on four and a half hours of sleep. I finished and went outside to sleep. I was really surprised that I did so well."

Pang received third place and won \$75.



CHS CHEMISTRY STUDENTS take majority of awards at this year's local American Chemical Society competition. Honorees take home cash prizes and plaques at the annual awards ceremony at Kemoll's Restaurant in downtown St. Louis.

"I didn't think I had placed at all because I wasn't really on top of things and wasn't thinking very well," Pang said. "I was answering questions without ever checking my work."

Both Liberman and Altman got honorable mentions in the advanced division.

"I won \$22.50 - I can't really remember, it was either \$20 or \$25," Altman said.

In the regular division, Hyrc placed fourth and Smith was only a few questions short of receiving an honorable mention.

Most years, CHS ends up placing students in a majority of the top spots.

"Several years ago, there was a teacher

named Frank Quiring whose students did very well," Howe said. "He was a legend in chemistry teaching in St. Louis and after he retired, Clayton didn't do as well. Teachers didn't push it as much. In the last five years, since Mr. Peck came, we have been doing very well."

Besides the cash prizes and giving a good name to CHS, the ACS test benefits students in many other ways as well.

"Taking the test helped me prepare for the chemistry final, and it was fun to sit at the awards ceremony with my friends, knowing the Clayton got 11 out of the top 15 places," Altman said.

For Smith, the test was an opportunity to have fun.

"It was a lot of fun," Smith said. "It wasn't as much stress as a school test. It didn't really matter how you did. You could just do your best and see what happens."

From the outcome of the test, it is apparent that CHS knows how to balance the equation for success. Once again, Clayton has triumphed.

"We have been doing so well because we have capable students, a well developed chemistry curriculum and teachers who care," Howe said. ☺



JUNIORS MARJORIE MUNSON, Andrew Davidson, Rosie Pandolfo, and senior Lexi Wirthlin participate in Maria Roman's social issues class. Of all the languages offered in the CHS foreign language curriculum, Spanish has the largest enrollment.

Spanish to remain dominant language course

by UGOCHI ONYEMA

Many classes at CHS have an even distribution of students, but the language arts department seems to have the majority of students in Spanish classes. Department Chair and German teacher Glenn Cody has an explanation for this.

"The situation that we are facing is that Spanish is taught in the elementary schools through grade six," Cody said, "so that lowers the amount of students in other classes. Spanish will always be the larger language because of that."

Some students agree that Spanish is a very popular language to study.

"I don't have a lot of friends who take Spanish, but I think that Spanish and French are the most popular languages to take," freshman Abby Williams, who takes Spanish, said.

"There are a lot of students in classes because Spanish is an easier language to take," sophomore Sidney Newsome, who takes French, said.

Next year will mark the twelfth year that Spanish has been taught in the elementary schools. Cody wants to change the imbalance of enrollment by increasing the number of language choices in sixth grade, the grade in which students are required to take Spanish. Newsome agrees that this action could affect the balance among the language classes.

"If we knew that there were more languages other than Spanish

in elementary and middle school, then more people would take languages other than Spanish," said Newsome.

Another question raised concerns students who take more than one language class. If more people took more than one language class, would there be more of a balance between languages? Cody doesn't think so.

"It is a small handful of kids who take more than one language, so it doesn't affect the enrollment at all," Cody said.

Some students plan on taking more than one language to reap the future benefits. This is the case for freshman Nichole Burton, who currently takes German.

"I am going to take more than one language because knowing just one language will get me to only one place," Burton said.

Other students do not see the need in taking more than one language. "I would be difficult to take more than another language in addition to my other classes and Spanish is easier to take because I know a lot more of it," Williams said.

"I've already taken two years of

French", Newsome said, "There's no point in changing languages."

According to Cody, forty-five students will be switching languages for seventh grade next year. He also believes this is a typical enrollment. All of the foreign languages that are offered at the high school are also offered at Wydown. However, because of the large popularity of the Spanish language at CHS, there are many different classes offered at each grade level.

"Normally, there is just one type of class per level, though in French with the older students, they have a choice of two," Cody said, "but in Spanish there are advanced and Advanced Honors classes offered to freshmen."

Although there has been a small decrease in the enrollment of Spanish classes, the enrollment is now holding steady.

Cody does not see the enrollment decreasing significantly any time soon. "I think that as this country realizes that there is a large number of people who speak Spanish, the interest in the Spanish language will increase," Cody said. "And I think that's a good thing." ☺

foreign language department head
GLENN CODY

people who speak Spanish, the interest in the Spanish language will increase," Cody said. "And I think that's a good thing." ☺

Shortened AP Euro curriculum allows time for other classes

Starting next year, the condensing of the AP European History course to one semester will give students free time to pursue other classes. While the workload will be more intense for students enrolled, teachers are confident that the lesson content will not be compromised.

by ADRIENNE STORMO

As Clayton students find themselves somewhere between AP testing and finals, stress levels are reaching new highs. Now imagine the stress students would feel if they only had half the time to prepare for these important exams.

Next year, AP European History is being taught as a single semester class, instead of a two-semester class as it has been for the past few years. AP Euro teacher Sam Harned hopes this change will give students more time to pursue other classes.

"This change opens a semester for the required government class or other electives students want to take," Harned said.

Sophomore Clayton Von Dras, who will be taking AP Euro next year, said he would not have signed up for the class if it were a full year.

"There are other things I want to do, and I don't have time for a two-semester class," Von Dras said. "Even though I really want to take the class because the most interesting wars in history have taken place in Europe, I wouldn't have been able to fit it in my schedule if it were a full year class."

Senior Paige Stansen took AP Euro last year and is worried about fitting all of the material into one semester.

"I don't really think they can cram it all into one semester," Stansen said. "They'll probably have to cut some of middle-ages and the modern stuff."

However, Harned says that none of the information has to be omitted.

"Because of the ninth and tenth grade world history classes, they will already have some of the information, such as the French Revolution," Harned said.

Harned said there will be more work and more lectures, but he

believes he is capable of fitting everything into one semester, and he said the students will still be able to succeed in the class and on the AP exam.

In fact, a few years earlier, AP Euro was consistently taught as a single semester class. Clayton students then still got almost the same numbers of fours and fives on the AP Euro exam as they do now, and that was when second semester was shorter than it is now. Also, hopefully in a couple of years the AP exams week will move to late May, giving students even more preparation time.

Von Dras isn't worried about the AP or the work level, and thinks the change is an excellent idea. Stansen, on the other hand, wonders if she would have been able to tackle the workload.

"I would have still taken the one semester class because I really like European history," said Stansen, "but it would have made me think that I really couldn't handle

the work."

Although the majority of other schools still teach AP Euro as a year-long course, Harned is confident that Clayton students will be able to excel just like they always have in the past.

"You have to be ready to work really hard for that one semester," Harned said. "Also, you have to really enjoy European history, or it won't be a pleasant time."

If the AP Euro students next year can still succeed and learn all of the information in just one semester, the class will most likely be kept shortened for years to come.

"If we like the [AP Euro] class as one semester next year, we'll probably keep it like that. If not, we can change it back to a year."

With hard work and the right attitude, AP Euro can remain a one-semester class, giving students more time to pursue the many other interesting classes offered at CHS. ☺

history teacher
SAM HARNED

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CHS alum comes back as author

by CHELA COLVIN

A teacher never knows if there might be a budding artist lurking in the back of the room.

CHS Class of '82 alumna Amanda Boyden is the brains behind the new novel "Pretty Little Dirty." Boyden's pretty little dirty description of the '80s experience for two suburban friends, Lisa and Celeste, captures the high school and young adult years of the two. The Globe caught up with Boyden to find out about Boyden's life, before and after her debut novel.

GLOBE: What was your inspiration behind the novel? Were you dreaming up this novel since your own days in high school?

BOYDEN: Three primary elements influenced me: a Sally Mann photograph, "The Great Gatsby" and a book of Greek mythology. They coalesced into what turned out to be the inspiration for "Pretty Little Dirty." I'd always been interested in taking a classic tale and replanting it in a contemporary time period. I thought the myth of Cupid and Psyche might lend itself to a reinterpretation.

GLOBE: What obstacles did you face when developing and publishing the novel?

BOYDEN: The biggest obstacle for any new writer these days is the first major hurdle: finding an agent. Once that's accomplished, the rest is easier. My agent, Rob McQuilkin, is fantastic. The publishing, mar-

keting, and promotion of "Pretty Little Dirty" all happened once Vintage/Random House bought the book.

GLOBE: Was writing the novel some kind of refuge for you, a haven for your opinions or secrets?

BOYDEN: Writing is certainly a very solitary act, and there's no guarantee that something you're working on, most often for years, will ever see the light of day. That said, I think all fiction authors still hope that what we have to say through a novel will touch others, will make sense, tap into a larger consciousness.

GLOBE: What was your experience at Clayton High like? Did you enjoy your high school years?

BOYDEN: My high school days at Clayton were by no means perfect, but they certainly weren't terrible. I ran track, loved English and art, danced in all the school plays, had quite a few friends. High school can be a really rough place. I think I was lucky to be at Clayton. I'll admit to having been a very good student. I studied a lot and earned great grades. Still, I think 16 people in my class still managed to outrank me! But Clayton High School gives its students a wonderful gift: an excellent education.

GLOBE: What does writing mean to you? Has writing always been a key element in your life?

BOYDEN: Writing takes priority. I've pursued all sorts of different things over the year - working as a professional trapeze artist and con-

ortionist are among a few of them, - but writing is the only through-thread, the only pursuit I've always maintained.

GLOBE: What led you to try all those different types of jobs? Which were your favorites and why?

BOYDEN: I'm an adrenaline junky, to be honest. Circus afforded me many opportunities to get my fix. Anything related to liberal arts or visual arts usually floats my boat as well.

GLOBE: Is there anything in your adult life that inspired "Pretty Little Dirty"?

BOYDEN: It's not autobiographical, if that's the question, but I'd be lying if I said I didn't know anything about the punk scene in California. And I did attend the Kansas City Art Institute after Washington University, but most of what's contained in the novel is pure fiction.

GLOBE: Is life any different for you and those around you, due to the novel?

BOYDEN: My husband's also a novelist, so our lives have only become busier lately. Book-related events will have had us traveling for the greater portion of the year. We're in Toronto at the moment. After St. Louis, we're off to Australia, Quebec, Spain, Newfoundland, British Columbia, France, Germany, and Italy.

Some mornings when I wake up it's hard to know where I am. Still, we're really lucky to have the opportunity to see so much of the world. ☺



ABOVE: AMANDA BOYDEN tells the students of Emily Grady's 8th hour about life as an author. Left: Boyden's new book, "Pretty Little Dirty," is based on a classic tale.

Sophomore says "Ciao" to CHS

Sophomore Chiara Corbetta prepares to move to Italy for the year.



SOPHOMORES CHIARA CORBETTA, Leigh Katz and Sarah Zimmerman eat lunch together in Italy. Corbetta says that one of the hardest parts about moving is leaving her close friends behind.

by HYRUM SHUMWAY

While many students spend summer break studying for the ACT, taking summer courses or going on trips, sophomore Chiara Corbetta is transporting her life to Italy with a family move.

Although Corbetta is not really in the groove to move, she thinks her Italian will definitely improve when she immerses herself in the country, even though she is already fluent.

Chiara will also get to understand the Italian culture of her ancestors.

"I was born in Everona, Italy but I have lived in the United States ever since," Corbetta said. "I am not really excited to leave my life here. I will definitely miss my school, community, house and friends."

Adjusting to life in a foreign country will be difficult.

"Spending so much time in Clayton, you get really attached to all the people in the community," Corbetta said. "In Italy I have to start over and make those relationships again."

The move will be especially hard on the many friends Corbetta has made over the years.

"Chiara and I have been really good friends since third grade," sophomore Sarah Zimmerman said. "My best friend will be gone so that will have a big impact on me, and everyone loves Chiara so there will be a big hole in our group."

The absence will be noticed in many ways because of Corbetta's numerous ties to the school.

"A hole will also be noticed in all of Chiara's classes and her

extra-curricular activities like STUGO, Mock Trial and sports," Zimmerman said. "Chiara has always been really fun and is always nice to everyone whether she knows them or not. I hope Chiara does well in Italy but I definitely don't want her to leave by any means."

STUGO was helped greatly as Corbetta was a driving force for good throughout the year.

"Her personality is really great," STUGO President senior Jen Pierce said. "She brings up everyone's mood. Whenever we have a project Chiara always volunteers and does a good job helping others get excited. Her enthusiasm is contagious. There is not a single person from STUGO who will not miss her and feel her absence even if they were not the best of friends."

While the move may be hard for Corbetta, friends and the school, her dad's new job is promising and the area is beautiful.

"I am moving to Chieti and it is two hours away from Rome," Corbetta said. "My dad will be in charge of the neurology department at the University of Chieti. I went to visit the town about two years ago and it is really close to the ocean and to the mountains and it is very pretty."

In addition to a new job for Corbetta's dad, her extended family also lives in Italy.

"Part of the reason we are moving is because all of my relatives live in Italy," Corbetta said. "My grandparents live up north five hours or so away."

Corbetta is interested in welcoming new cuisine, meeting new people and understanding the culture, especially the youth culture.

"I am really looking forward

to the food, especially pasta—my favorite is penne pasta with pesto sauce," Corbetta said. "I also hope to meet new people and I am interested in the culture. I wonder how kids my age act and how the schools are different."

In Italy the school will have a more primary focus on the social sciences like languages and classic history.

"The classes that I have taken here do count in the Italian school," Corbetta said. "Since I took Latin here I am qualified for the Latin class in Italy, but since I have never taken Italian I will have to take a test to get into the Italian class in Italy. I think that science and math are going to be easier in Italy but classics like history and Italian will be harder. I think it will be a struggle at first to read, write and speak Italian."

The move might be short lived.

"I might be coming back for senior year, but it depends on how the year goes," Corbetta said. "I will probably come back for winter break, but for now the move is just for a year to see how the family adjusts to Italy."

Corbetta is also taking the ACT this summer, one of the last English exams she may see for a while.

"I will take the ACT this summer before I leave," Corbetta said. "I am kind of scared that I will forget English when I move," Corbetta said. "I also am anxious about keeping up with the native speakers. It is going to be a really different. I am excited and sad at the same time. I think it will be funny if I came back with an Italian accent." ☺

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First generation immigrants: struggles and triumphs

by TIAN QU

ANGER AND HUMILIATION

These are the two terms CHS sophomore Hae Lee* uses when referring to her Korean parents even though her father Jin Lee* is a respectable Korean Air Force Lieutenant Colonel.

"I am embarrassed because my mother is shy when it comes to speaking English and my dad's pronunciations are bad," Lee said. "I bet people think my parents are uneducated because they can't speak English well, and that makes me so angry. When they talk with my teacher, I get nervous because I don't want the teachers to think my parents are different. I sometimes get so sad because of that, and that sadness becomes anger and I get angry at my parents."

Lee and her family came to St. Louis on Nov. 7, 2004. Although she is grateful for the opportunities her parents have created for her and her sister in America, such as a better education, Lee reluctantly admits that she still can't help but feel embarrassed for her parents because of their language obstacles, especially when they are speaking in public.

"When we are in the mall, I wonder why they are speaking so loudly," Lee said. "I want them to stop talking so much. I want to tell them 'everyone's looking at you, they are staring at you.' Stop talking so loudly! I don't want everyone to stare at them, to stare at me."

MARTYR

This is a term that would describe Ling Dai*, a Chinese mother whose son is currently a student at CHS.

During her three years in America, Dai has worked as a housewife, baby-sitter, and a waitress. A mere passerby could never have guessed that this inconspicuous Chinese woman majored in engineering in college and was a revered university teacher when she was in China.

Knowing that her B-4 visa would restrict her job opportunities along with her language obstacles, Dai bit her lips and chose the road to America for her family and her son's future, leaving behind nearly everything she had in China just to start a new life in America.

"I faced many difficulties when I came here. I couldn't speak English and had trouble communicating with other people," Dai said. "The hardest thing about being a first generation immigrant is that it is very hard for us to create a good environment for our children. We have to pick a good neighborhood and school for them."

Like Dai, CHS sophomore Westly Wang*'s mother Julia Zhang* is also a first generation immigrant to America who came here two years before Wang and his father. Also like Dai, Zhang's objectives were focused on building a better life for her family, especially for her son by offering him better education and the American lifestyle. While she worked at Washington University in St. Louis as a Chinese researcher, Zhang was isolated in a foreign land speaking the strange, broken English without any relatives by her side to whom she could turn.

Although the two are not aware of their similarities, Zhang and Dai are bound together by the hardships they've endured in America for a common goal: to help create a vast amount of opportunity for their families and to set a good foundation for their progeny in the new society.

DIFFERENT

"I love the openness of American culture, "

Salim Rangwala, who came to St. Louis in 1980s said. "You can talk about almost everything. Americans are probably one of the most open people around. They accept different cultures because this country is built on different immigrants. That's what I like so much about it. I didn't really have any difficulties because I was aware of the culture here, but I was shocked by the lack of people, lack of density (in America). I come from Calcutta in India, which was almost like New York. St. Louis was, at the time at least, dead. There were no people around, only cars."

Rangwala is comfortable with the American culture despite the different settings he recognized. However, for some other parents who are first generation immigrants to America, feeling "different" is one of the things they've witnessed on their journey to the American way of life.

"When I first time came here, it was not easy to communicate with Americans," Jin Lee said. "The most difficult problem is the language problem."

While for Lee, whose limited English restricted his ability to express himself in the society, others like Pramila Badhri, whose son is Vikram Chakravarthy, a sophomore at CHS, has found other difficulties.

"Friendship. Trust does not come so easily for them as for me," Badhri said. "The lifestyle is still sometimes very hard especially when you have any emergencies and you don't have any family. You might have a lot of friends here, but you might not have enough of them to trust your family with. So if there's an emergency, it's just me and my husband. I guess it's because we moved a little later. If you're 15 or 16, you grow up with a lot of friends and you are friends for a lot of years. Close friends."

Although parents such as Lee and Badhri felt somewhat "out of place" in America, many fought their awkward stances in the society courageously by taking initiatives to help themselves adapt to the culture.

"It takes a while for people to know you," Badhri said. "Although we are educated, when they look at you, they don't consider that as an important factor. They just look at you and assume 'Oh, ok, she may not know enough.' But once you start talking and show people that you have enough knowledge, they start to communicate better with you and accept you."

In small ways, disproving her assumed cultural ignorance was exactly what Badhri did. By meeting with new neighbors, Badhri always made a point to know who her neighbors were by voluntarily introducing herself to them and making conversations to make herself feel comfortable.

When her son was little, Badhri also met with the teachers to get used to American schools and people while making sure that he was safe and content in the environment. Moreover, Badhri also attended gatherings such as picnics or baseball games her husband's company hosted to get used to the American lifestyle.

Others such as Lee watched TV and movies in English to help lessen his language barrier while his wife attended community college to learn English. Additionally, Noriko Tomatsu, a Japanese aristocrat who came to America in 1995 mainly because of her husband's new job, also came to flee the traditional Japanese lifestyle where social classes are extremely distinct and accentuated. Although she did not face many difficulties after her arrival, Tomatsu did help herself blending in with the new settings as she started a small catering business.

"Most things I do are just being a good translator," Dai's son Bao Chen* said. "Some times my parents cannot understand what they are hear-

ing or they cannot express themselves to other Americans. I help them out [by translating]."

Besides their own cultural struggles, many immigrant parents are grateful for some external help they are able to receive, especially help from their family.

"My son and I have very good communication," Dai said. "We understand each other very well."

PRIDE

Although many of the parents have slowly adapted to the American customs and have adopted aspects of the American lifestyle, none of them have forgotten their national origins. Being first generation immigrants, they have all kept pride in their unique cultures.

"I think every culture has something good to contribute, which is another reason why I wanted to come to America for the vibrancy of different cultures, there are aspects of our culture I value very much and would like to preserve for my kids," Rangwala said. "My kids are going to grow up, all I can do is lead them by examples, live culturally as I've lived in India and have them see what I'm doing. If they appreciate it, they might follow, but I leave it up to them."

In order to maintain her culture, Badhri keeps on following her traditional Hinduism beliefs and goes to their temple regularly. Her family celebrates homeland festivals with friends from the same culture.

She also tries to speak the Indian language around her kids. Because the Indian culture is what she grew up with, Badhri preserves her culture to share with her heritage and a big part of who she is with her children.

"Why [do we preserve our culture]?" Dai asked. "Because my family is Chinese. But I don't make my son go along with the traditions because he needs to blend in with the American society as much as possible. I'm sure he will not forget who he is."

Although Rangwala believes that his young sons are almost "too American" because they are not very conscious of their culture, his daughter Sarah simultaneously follows the American culture and the Indian culture.

"What's so wonderful about my daughter is she embraces both cultures and doesn't think about them as different, which is very interesting and I'm learning more and more as she grows up," Rangwala said. "I'm so proud that she has the 'Indian-ness' in her besides her American-ness. She dresses in the [Indian] culture, and as far as religious concerns, the way she talks at home and the music she listens to, nobody has told her that. And that's how I would like my other kids to be because they are not different and they are all Americans."

ADMIRATION



Photo courtesy of Sara Rangwala

"Sometimes I just want to go in front of people who are talking to my parents and yell 'Hey! You! Why don't you go to Korea and try to have a conversation with them? Do you think you'll understand everything perfectly? Stop staring at them!'" Hae Lee said. "I know that my parents are just the same as any other American parents, it's just that they are not good in speaking English. It's true that I get embarrassed sometimes, but I'm very proud of my parents. I know that they are doing their best!"

Like Lee, Chen also admits that his parents embarrass him from time to time because of things they do that might be typical in China but not in America.

However, they are still his parents and Chen respects them nevertheless.

"As human, I'm sure every one of us can be embarrassing and annoying at times," Chen said. "They are my parents, my friends, and I love them."

Because his parents have a different perspective on life than the local people in St. Louis and that they've lived through harder times than he has, Chakravarthy is happy to have immigrant parents because he is able to learn different points of view from them.

"I admire their work ethic, strict discipline, and that they're still able to follow their religion," Chakravarthy said. "They are able to show their true colors even though they're forced into a society where there are so many distractions and they overcome all the changes, and keep the things they grew up with. I think it's pretty phenomenal."

Though Yang Zhou admires his mother's courage and spirits and Jin Lee is appreciative for all the sacrifices her parents made for her welfare, there is still a long journey their parents have to complete to obtain their final victory in America, to see their families' happiness and to claim the ideal life they came here for.

"Our lives in America has just started," Dai said. "We have a lot to look forward to." ☺

*Name changed to protect anonymity.

Community strives to build bridges across ethnicities

by QING ZHANG

Topeka, Kansas, May 17, 1954. The United States Supreme Court headed by Earl Warren handed down a 9-0 decision that declared equal opportunity in education for a segregated America.

Now, 50 years from the landmark Brown v. Board of Education case, America's cities and their schools are still confronted by the challenge of ethnic diversity.

Whereas the landmark decision outlined a future endowed with promises of equality for African American children, the rapid globalization of the 21st century presents new issues focused on an increasingly diverse, culturally and ethnically, student body.

"We have about 125 ethnicities represented in St. Louis," Pamela A. De Voe, Community Connections Manager of the St. Louis International Institute, said. "Besides an immigrant population that is in the thousands, we have a great deal of refugees fleeing from civil wars and persecutions in Sub-Saharan Africa and the Middle East."

Indeed, St. Louis has its share of a foreign-born population of about 20,000, but the magnitude of the number may reveal itself as a shock to most residents.

"Most people just didn't know St. Louis is that diverse," De Voe said.

De Voe thinks "despite the diversity, people are spread out so much and so unevenly that their ethnic identities are not always recognized."

"In suburbs especially, you may never know how diverse the

neighborhood is," she said. "I hardly see my neighbors and even if I do, I cannot tell their ethnicities because Americans are so mixed anyway."

"And in a tight-knit community like Clayton," De Voe added, "people tend to interact mostly with their family, church, and those who go to the same school as their children and sometimes they just don't see beyond that, since diversity is not a day-to-day matter that needs their full and immediate attention."

Nevertheless, the substantial increase in racial and ethnic multiplicity raises questions among the faculty and students of CHS. In the past year, two organizations, Students United for Racial Equality (SURE), and International Student Association (ISA), have been established in response to the exigency of diversity awareness.

"I think that the people in CHS are aware of the diversity," SURE sponsor Russell Vanecek said. "But it is hard to take the first initiative to embrace such diversity, it takes a lot of effort and motivation."

CHS administration has taken actions, such as the admission of out of district African American students, in order to create a diverse academic environment with equal opportunities for all. But these



International Institute SAINT LOUIS

physical recruitments met but half the diversity challenge.

"In classes, teachers may try to mix it up a little, but it is not enough," Vanecek said. "What we need is a school culture and homogeneity."

In fact, it is apparent that most foreign students are more at ease congregating together than they may be with American students.

"I hang out with my friends in ELL most of the time," freshman and current ISA member, Zeina Hossayrami said. "I feel more comfortable around them."

The common experience as a foreigner attributes to the unfortunate fact that people do not know what to talk about and what not to around a new ethnicity. The polite but sacred distance held between varying cultures begs the question, what happened to the celebration of diversity?

"It is a different culture here in America," De Voe said. "Even if the immigrants come and live for some

years, there is still a gap. It is the way people communicate. Different cultures talk about different things. I was in Taiwan for a time and people are always asking me how much I make, what do I do; and it may just be a curiosity but in the U.S., we don't want to talk about things like that. And in Poland, for example, people like to talk about religion and politics and they like to get excited and passionate about it, whereas in the U.S., people are afraid that such talks will divide them."

As the lack of intercultural understanding alienates the population and leads different ethnicities to retreat into their respective circles, the need and responsibility to truly promote diversity awareness becomes even more urgent.

"Our ideas, then, are to help different students to come together, build a bridge, or a relationship between them and foster that relationship," Vanecek said.

Guided by its mission to build a diverse and aware learning environment that sustains support for students' achievement in all areas at CHS, SURE has organized several ongoing activities to relate students from different backgrounds.

"We are trying to work with club sponsors in the school, especially

some organizations that maybe more exclusive," Vanecek said. "Also, we are offering help to clubs that may want to raise awareness about diversity, like right now, we are facilitating the film club in its showing of the movie 'Crash.'"

Similarly, ISA, though still in its infancy, had also coordinated activities in the interest of ethnic diversity.

"We have a picnic coming up that involves native foods from different countries and we hold an annual Thanksgiving dinner for ELL families in the district," Hossayrami said. "Besides these, we have an extracurricular division that helps international students participate in various clubs in CHS and a community service division that lets students interact with the society through service."

While CHS students and staff are trying to cultivate intercultural relationships among fellow school members, De Voe summarized the International Institute's role in

promoting diversity in St. Louis.

"In two months we will hold our annual Festival of the Nations where representatives from every ethnicity in St. Louis will gather. They will bring along their visual cultures of songs, dances and arts in celebration of the multitude of ethnic heritages," De Voe said. "And we have been committed to providing English lessons and advice regarding cultural transitions as long as the Institute has been established."

The main factor to diversity awareness, however, must lie with the willingness to become involved and welcome different cultural identities.

"On Grand Boulevard, Delmar and Olive Street, you can see the different cultures, the different stores and different decorations. On Weidman Road near Queeny Park, for example, there is a beautiful Islamic Mosque, a Hindu temple and a Gandhi Center. On Kirkwood north of highway 44, there is a global food center and quite a variety of people," De Voe said. "But you will never know unless you are willing to step out one's comfort zone to learn and embrace, and it's not easy."

Though the task may seem overwhelming, Vanecek, like De Voe and many others who had become increasingly conscious of the necessity to promote diversity, concluded his dedication, "I am planning on it, and I'm committed to making it happen."

Also, anyone interested in volunteering at the Festival of Nations is welcome to contact Kate Howell at the International Institute via 314-773-9090, extension 189. ☺

Nothing compares to Cottage

The building that houses the Harvard Crimson newspaper is set off from the rest of the campus on a side street filled with tiny bookstores and tall houses that look like they date back to the Revolutionary War. Inside, the Crimson building is amazing: the computers are the newest models, the offices are spacious, the students look like professional journalists. There is even a huge, rumbling printing press in the basement.

When I visited the building during Harvard's prospective student weekend, I was appropriately awestruck. But although I should have been ecstatic with the thought that I could be working at one of those sleek computers next year, I couldn't help but feel sad.

It's almost impossible for me

to imagine writing articles and editing pages and designing layouts for any newspaper other than the Globe. I can't picture working somewhere other than the Cottage.

Keeping It In PERSPECTIVE



CAROLINE BLEEKE

The Globe office is a single, medium-sized room. There are no separate offices for reporters and copyeditors and editors-in-chief. There is a heater that keeps things uncomfortably hot in the winter and a noisy air conditioner that maintains frigid conditions in the spring.

During deadline week, all the editors squeeze around the edges of the room to work on the relatively new iMac models set up on mismatched tables. If you have design questions, there is always someone next to you.

The computers we use do not

have thin screens, and sometimes they are annoyingly slow. When the server crashes the day before we send the paper to the printer, we have to grit our teeth and stare at the humming monitors and frozen screens. But ranting about the shortcomings of technology is part of the newspaper experience.

For me, deadline will always mean fighting over whether to watch "Gilmore Girls" or the Cardinals' game, carefully eating Chex Mix at the computers so no crumbs drop into the keyboard, filling the fridge with boxes of Diet Dr. Pepper and apple juice, listening to country mixes on iTunes.

It will mean cooking dinner in the Home Economics room next door and eating with plastic silverware. More than anything, it will mean staring at layouts on InDesign until it's 10 at night, and my car is the last one left in the parking lot, and I have to drive home in the dark with all the streetlights flashing red.

But I love late deadline nights.



Staff Photos
ABOVE: BLEEKE POSES of the cottage, home of the Globe office, with this year's four senior managing editors. Left: The "head editors" joke with advisor Nancy Freeman. The Globe will leave many fun memories with Bleeke, along with other editors.

I love being the last eyes on the paper, even if I find out when the issue comes back from press that I missed a huge spelling error on the front page. I love being able to forget about everything except my designs, focusing completely on which colors look best together and what headlines to use.

During deadline, I pour everything I have into 24 or 28 pages. When the newest issue comes out, I fill my backpack and car with pa-

pers, read every story, obsess over all the mistakes I let slip in. Then, in a few days, the last copies have disappeared from the Commons, people have stopped reading the Globe in classes and in the library, and the cycle starts all over again.

But I never think twice about spending so much time and energy on a publication that gets thrown away after a few days. The process of creating makes it worth it. The Globe is so much more than the sto-

ries and layouts that get published.

Thinking about joining a new staff, having to start over, working my way through the ranks again, is frightening. Although next year I'll be in a big building with quality climate control and every technological advantage imaginable, it's scary that none of the people I became a journalist with will be there.

Even if the Harvard Crimson is one of the best college papers in the country, it's not the Globe. ☺

Trips to homeless shelter enlightening, fulfilling

...Annalise Shumway

Dark stillness. Lamp posts light the road with a dim gaze. Sunday at 5:30 A.M. There are no runners this morning jogging around the monotonous Lake Forest circle. I slightly stretch to reach my cell phone, a make-shift alarm clock. The tune of a serenade is silenced and I listen for the sounds of my family members who might have been wakened. But I only hear the hum of the air conditioning. As my feet slowly hit the floor, my torso slowly becomes vertical, unwilling to leave the dream world and warmth of my covers.

My feet begin searching the floor for my slippers, made of alpaca fur. I bought them in Peru from an old woman with few teeth for just 30 soles. In Peru I experienced pov-

erty at its very worst—starving children selling yellowed postcards of Matchu Pichu or asking me if they could polish my flip flops and weaseling their fingers in my patched jeans. I tried to serve the people by painting their schoolhouse with lead paint, building two greenhouses—complete with mud bricks—and taught the people about baby care and sanitation. However, I did not need to go to Peru to experience poverty at its core, it was always in my own backyard, ignored.

6:10 Accelerating to 65 mph, I coast down Highway 40 and enter the heart of the city. Deserted buildings surround me and a chill goes through my spine as I press the lock button again. Quickly we enter the projects where the homeless shelter is located. From the outside

of the building, I can smell the pancakes and sausage. The breakfast is the same each week—same food, same volunteers, but the homeless persons change from time to time because they can only stay there up to three months.

As the food is prepared, trivial matters to some are discussed—prom, summer plans or a new car. As the time draws closer to 7:00, serving spoons are distributed. Within minutes of the announcement that breakfast is served, children quickly

race ahead of their mothers in line and crowd

around George*, another volunteer who distributes pancakes and bacon in plentiful stacks as my eyes search the crowd for a familiar face from previous visits.

India*, the sweet five year old girl, waves and puts two thumbs up to greet me. I guess it has been a good week. Her brother Jerome* is behind her and gives me a nod—pointing to a table he wants to sit at. Within the group of mothers, I see Maria* dressed for church.

Despite her condition, she always dresses meticulously with her hair braided and swirled around in a fashionable style. As I sit down to talk to the family, Maria* begins to tell me of her struggles with her new job—getting

there on time, her worries about the kids and her desires to have a real home.

As I reflect on Maria's situation, I tell her that she might not have a physical home, but she is making a home for her children—keeping their routine of doing homework, and even going to church. More than anything, I admire Maria's ability to keep her life balanced. Although none of the families have a physical home to call their own, they each make a home within themselves and the homeless shelter.

At the breakfast, some of the families are still in their pajamas while others are dressed for church. A group of the young mothers always sit at the back table on the left and call each other a family. Some of them do not have a high school

diploma or know how to get one, but they have hope for the future yet cling on to past memories. One woman on St. Patrick's Day told me about her childhood in Chicago and her love to see the green river. She also told me I was sheltered for never seeing the river green, maybe I am. Each of the women in the shelter had found their sense of community and self as they left abusive homes or other circumstances.

As I prepare to leave, India* gives me a hug and makes me a promise that I will come back.

As I return home, the beauty of my neighborhood stands in stark contrast to the city development and it is easy to forget the troubles downtown. I was just lucky to explore them—on the surface. ☺

Making our MARK...



...Meghan Bliss
...Annalise Shumway
...Rebekah Slodounik
...Kate Waterbury

Country music evokes comforting memories

...Meghan Bliss

The prospect of writing one last column for the Globe as a staff member was far more daunting than one might expect. I've been on staff for three years and managed to become a Senior Managing Editor after acting as Life Section Editor my junior year and a staff reporter my sophomore year and writing stories is a natural task having written 30 something stories. Yet, something about this final column was different.

Writing about myself has never been one of my favorite pastimes, I prefer organizing and presenting a nonbiased account on something, anything other than myself. (I think I'd rather write about Green Eggs and Ham or Piggly Wiggly than myself to be honest, at least then I'd be able to use clever rhymes.)

And, more than that, I didn't want to be the author of one of those columns – you know the type, sentimental senior columns... over my years at Clayton I've learned x, y and z or in the future I hope to be doing a, b and/or – I like to think that's not my style. So in thinking of what to write about, I chose country music.

I was first exposed to country music in Kindergarten. I went to Reed School in the Ladue School District (it was ONLY for Kindergarten) and my class performed a song and dance routine to the Electric Slide and Trisha Yearwood's She's in Love with the Boy.

I'd actually forgotten about the performance until I heard the song on 93.7 The Bull two months ago. I was sitting in my room working on, what else, physics homework, and listening to the radio when the song came on. I stopped working and listened to the song and knew all the words, something which confused me at the time. However, upon recalling my kindergarten performance it made much more sense, I'd had what I later described as a "major kindergarten flashback." Over the next two weeks I heard the song half a dozen more times and continued to sing along and each time it played I was reminded of my days in kindergarten, and not just the performance but also my friends Paige and Sara, the special kindergarten playground and my teacher's insistence that my mom wasn't in fact pregnant with my youngest sister Claire but rather had a watermelon growing in her stomach.

In middle school, I was reacquainted with country music by Emily Schmutz. Her dad drove me to school each morning, she rode shotgun and tuned the radio to 93.7 or 92.3, whichever was playing music during our drive. At first I simply tolerated the music but had no love for it, but slowly, the music grew on me. After a few months I even hoped to hear John Michael Montgomery's

song Little Girl on the radio during the drive to school.

Middle school was also crammed with Bar and Bat Mitzvah parties, our first school dances and cast parties following theater productions. DJs were undoubtedly present at these varying events and a pop version of the traditional country Cotton Eyed Joe played without fail at each.

By the start of high school I was no longer part of the common crowd who claimed to hate country music, though I didn't fully embrace it. I knew the words to Goodbye Earl (though then again so did everyone so that's not a very good example) and actually enjoyed the song (and not just because it was comical which was everyone else's reason for liking it) and my appreciation for country music slowly grew.

I spent my summers at Camp Miniwanca and in small towns across the Northeastern United States where the only music to be found on a radio was country. At first this was strange to me, I had always thought of country music as a Southern phenomenon, but then I reasoned to myself that it was simply a small town phenomenon. It turns out I was wrong.

Last summer while at camp I received a letter from Becca Hui which contained a country mix CD and realized, once again, that I was wrong – country music was not a small town phenomenon. Becca, after all, was not from a small town (unless of course you consider St. Louis or Philadelphia to be small towns).

And, it wasn't until recently that I realized why country music was abundant in places I wouldn't expect...because it was familiar.

Although many claim to be annoyed by this or that about country music, there is undeniably something familiar about all of the songs, something welcoming and comforting that everyone can appreciate.

Love for country music is about more than the music, it is about the memories and comfort that go with it. I can think of a country song to go with many occasions and I associate varying songs with specific memories. Reasons like that are why so many people like country music.

To my surprise, Big and Rich's Save a Horse Ride a Cowboy followed the pop version of Cotton Eyed Joe that was o-so-popular in middle school were played at my senior prom. Now Cotton Eyed Joe will bring back two memories – middle school and senior prom – and Save a Horse will be a pleasant reminder of senior prom and the growing number of people who no longer deny their love for country music and can recognize the familiarity of a simple genre of music. ☺

Thanks for memories, CHS

...Rebekah Slodounik

When I walked into CHS on the first day of high school freshman year, I walked into the building not knowing anyone. I had just moved to St. Louis earlier that August.

I did not know a single face in the sea of faces I encountered in the hallway and among my classes. Aside from the strange faces, the building was huge and strange. From new class to new class, all the faces were different.

I had a hard enough time trying to find all of my assigned classrooms, but it was even more difficult to clear a pathway between students during the time in between classes.

I remember sitting in class and thinking that I had four years to go in those first days of school freshman year. It was not a comforting thought at the time.

In fact, I couldn't comprehend spending four years at CHS. Everything was too new, too strange, too unlike my old school. I wanted to start high school with friends I had known since kindergarten, not with these new classmates.

It wasn't that I didn't like CHS. I think I did from the very beginning. I liked the challenging academic environment and varied subject matter. It was just that everything was too new. I had been catapulted into a foreign environment and all I wanted to do was to go back to my old home.

The hallways seemed huge and the students even bigger, at least in terms of volume and confidence. I felt like I was the smallest person in the room. That feeling stayed with me

through at least the first semester.

But gradually, very gradually, the feeling of being the smallest person receded. I joined the basketball team, which helped me meet and make friends. I will be forever grateful to the friendly basketball guard and honors physics classmate who asked me if I wanted to eat lunch with her. Students I sat next to in class became more than acquaintances, but actually friends.

I finished freshman year almost fully acclimated. Sophomore year was easier than freshman year, and junior year was easier than my sophomore year.

And then, it was senior year.

As I walk into CHS now, I am greeted by familiar faces either waving to me or saying hello. I know the campus front and back and I can easily navigate through the hallway passing period.

Four years later, the day has come. I am about to leave Clayton High School.

At the very beginning of this school year, I couldn't imagine leaving CHS. Now, I can. The hallways seem a little smaller; the classrooms seem to be more closed in.

These years at Clayton High School have been absolutely amazing. I have had more opportunities at CHS than I ever would have had if I hadn't moved.

Thank you, CHS. Thank you classmates, but most especially, thank you teachers. Thank you for the four years I've had to grow and become the person I am right now. I am ready to leave Clayton High School, but only because of the great effect the school has had on me. ☺

What you see is what you get

...Kate Waterbury

Hanging on the window in the Commons is an 18 inch replica of both my past and future: my senior person, a CHS tradition.

A lot more of my heart went into that construction paper than I expected.

On May 12 – Senior Sendoff – my hand shook a little as I handed my completed senior person to Mrs. Hellwig in the Counseling Office, careful not to knock off the laces of my paper running shoes.

A month before, the second the office announced that senior people were available to pick up and decorate, I ran to the Counseling Department; I was ready, it felt like the first of many CHS traditions that would escort me out of high school.

The very first night, I spent hours perfecting the lettering on the black sweatshirt made from construction paper, designed to perfectly imitate my own black "University of Chicago" sweatshirt. Maroon lettering was outlined by white, and taped together to look unified and avoid ripping.

At the end of the night, my two-dimensional self was wearing blue jeans with the black sweatshirt – I had given up on the shoes, but I was stuck. My construction paper self looked nothing like the others I had seen over the years or had imagined as my own; it was much too sparse.

I thought and sketched for another hour before giving up, but everything I considered for the future seemed out of place and foreign.

I put it aside, and it gathered dust in the dining room for nearly two weeks. Every once and a while when I came home from school or a run, I would pace and look at it for a minute, unable to come up with any satisfying concept of my future.

So my future remained sparse, and I went on with the chaos of everyday life, studying for APs – physics especially – and running when I needed a break, My familiar everyday

activities planned my days for me and defined me as a high school student.

The night before Senior Sendoff – one of the last days I would spend in the halls of Clayton High School – I forced myself to sit down and add something to my cardboard cut-out of myself. I tried to make it seem less important, reasoning that it was only cardboard and didn't really represent my entire future.

With a few suggestions from friends and a lot of brainstorming and crumpled drafts, I dove into a new version of myself.

A dozen discarded sketches of running shoes later (my fantastic artistic ability apparently does not extend to footwear), I had given up on foreseeing the future and perfection. Instead, I added an iPod and printed running shoes to my right hand and the infamous Giancoli Physics book to my left as a joke.

My finished person looked busy and complete, just as I had hoped. But instead of representing my future, it involved aspects of my past as well – favorite memories of high school that have defined me as an individual for four years.

Now my cardboard self hangs among dozens of other college people in the Commons. I was surprised and happy to see the personal and past touches added to all the other people: flowing skirts for the fashion gurus of our grade, microphones for those who loved singing and theater.

Hardly any of the paper people represent concrete plans for the future. In a sense, college is a new start, but not in the sense most of us had expected.

I'll try new things during my first few months in college while I find my niche with new friends, but I'll still love running and music, and dread the occasional physics test. Who I am in high school will serve as the springboard for who I will be as an adult, without it I am simply a sparse sweatshirt without personality or interest. ☺

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The Globe student newspaper exists primarily to inform, entertain, and represent the student body at CHS to the best of its ability.
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Changes to US immigration policies long due, necessary

If there ever was a time when immigration catastrophes could be ignored, now is not the time. As if Congress isn't already jammed with long-overdue conflicts to settle, the borders are closing in on them.

Illegal aliens, as they have come to be called, are finally at the top of the American ladder. The illegal immigrants' issues are towering over a split Senate Judiciary Committee and President Bush. Among those important topics of focus is securing the borders.

President Bush announced May 15 that he would like to send 6,000 National Guards to man the borders. This action is supposed to help minimize the influx of illegal immigrants.

In the past, these illegal aliens have been able to achieve "guest worker status," which many Americans, including myself, find as a suitable status until legal citizenship can be achieved.

However, the President is making it clear that guest worker program, creates a legal path for foreign workers to enter the United States.

In recent months, even weeks, Mexican immigrants have made themselves visible on many fronts. In large cities across America, such as Los Angeles, Chicago and New York, demonstrations have flooded the streets.

I support these demonstrations; they are perfectly legal and justifiable. It is natural, especially in efforts to sway opinions, notably the politicians', to protest.

Legal amnesty remains at the heart of continuing these protests,

but I think many of them are quite selfish. As the president acknowledged in his address to the nation, "Amnesty would be unfair to those who are here lawfully...and there is a rational middle ground between granting an automatic path to citizenship for illegal immigrants...and mass deportation."

Millions of immigrants go about earning citizenship the legal way it was intended. It would be a huge slap in the face to all citizens if amnesty were to be chosen.

It may seem harsh, whether you are for or against allowing the borders to operate as they now do, but the truth is: It can't go on like this forever. I and so many other Americans, whether sympathetic or not, are fully aware of the dangers involved.

Finally, there seems to be a solution for the moment. Not only will the troops secure the borders, they will also ensure at least a tiny bit of the defense budget is spent in the U.S.

While we are all worried, for different reasons, a few are insisting on the most dramatized measures that this hemisphere has ever known. I'm thrilled that there is at least an attempt to curb the flow of illegal immigrants crossing the borders. I'm most worried about the long-term effects of the influx. Some have insisted upon a kind of Great Wall, which would span across 700 of the 1,952-mile portion of the border most susceptible to illegal aliens. What sense does it make to spend nearly \$5 billion on a mesh and metal barricade? National guards will be much more effective and economical.

With all the new information Americans are being fed about the environment and toll of the Green-

house Effect, I simply worry that our country can't stand 100 million more persons expected to be added to the population (by 2050): a direct cause of the immigration influx. It doesn't take a scholarly environmentalist to figure out what harm more individuals can do to our suffering stretch of territory.

The Center for Immigration Studies insists there are approximately 12 million illegal aliens living in this country today. Many U.S. citizens argue that this number is way too high.

The fact of the matter is, we've got to take on what is happening now. Most lawmakers agree that mass deportation will not be carried out. I think America's citizens should be focusing more on how lawmakers can keep the issue of illegal immigration from expanding.

No matter how one feels about immediate citizenship or the borders, healthcare and relief to those in poverty should be subject of our energies.

Surprisingly, coverage of the issue has exposed the two furthest extremes. The other night on a 10 p.m. broadcast a middle-aged woman declared the usual stereotypes, professing her severe agitation with illegal immigrants, even going as far as accusing them of soaking up the health care benefits she could use herself.

"They get better health care than I do," he said.

I've found this excuse-for-agitation among many passionate and/or opinionated American citizens. The most sickening part of this equation is definitely the mis-education of some citizens.

Most finger-pointers and name-callers haven't the slightest clue how the Medicare, welfare or other assistance systems work, much less know about the borders.



Chela Colvin



IMMIGRANTS PROTEST IN downtown Fort Worth, Texas, walking back and forth from the courthouse to the convention center on Monday, May 1, 2006, in conjunction with a planned national day of economic and work protest and boycott.

Spanish Anthem essential new song

The latest thorn in President Bush's side stems from a very controversial and delicate issue - the growing dilemma of immigration from our southern neighbor.

An estimated 12 million illegal immigrants from Mexico currently reside in our country, and they have begun a nationwide movement for immigrant and workers' rights. No doubt this liberal stance puts our conservative

State Condo-leeza Rice have stated that they have no problem with the anthem in Spanish.

Additionally, it is worth noting that the official motto of the United States, *E Pluribus Unum*, is in Latin.

This is not to say that the decision to recreate the anthem in Spanish was necessarily a wise decision by those who wish faster assimilation into the United States. Adapting popular and near-sacred traditions of mainstream American culture stirs dangerous waters, particularly for a demographic seeking to be identified as more American. Regardless, any restrictions of their ability to say or express what they wish would be a violation of First Amendment rights set down by the founding fathers.

In addition, this is a country struggling with its global image - the image of an exclusionist, gas-guzzling elite. The United States needs to appear an inclusive, free speech-loving nation in order to dilute the fierce anti-American sentiment that is festering in violent patches of the world. Senator Daniel Akaka, of this country ought to learn English. And they ought to learn to sing the national anthem in English." On May 8, Congress passed a resolution stating that the national anthem, the Pledge of Allegiance, and other similar patriotic songs and oral traditions should be spoken or sung in English only. While not officially a law, this is a step in a dangerous direction.

The lunacy of the situation stems from one simple fact: this song should not even be an issue in the first place. Francis Scott Key's war-inspired poem, which was put to music originally written by a British composer, has no official musical arrangement. It is commonly rearranged in rock, country, or rap form. Perhaps the most famous rendition of the national anthem was the gut-wrenching electric guitar solo performed by Jimi Hendrix in 1969.

According to The New York Times, 61 percent of Americans cannot correctly recite the full lyrics of the song.

George Bush's inauguration in 2001 featured Latin pop singer John Secada, who performed *God Bless America* in Spanish, which would now be a clear violation of the aforementioned congressional resolution. At least one author alleges that Bush sang the national anthem in Spanish himself, during his pre-presidential political campaigns. Both First Lady Laura Bush as well as Secretary of State Condoleezza Rice have stated that they have no problem with the anthem in Spanish.

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According to The New York Times, 61 percent of Americans cannot correctly recite the full lyrics of the song.

Staff Editorial



Nuestro Himno an awful idea

In recent weeks, a wave of illegal immigrant fervor has swept across America, culminating in a May Day boycott where immigrants were not supposed to work, shop, or attend school. Frankly, I do not care what these socialists did on May Day, for despite all their rants about how the strike would absolutely shut down America, I noticed no difference. What I do care about, however, is the ridiculous attempt Latino immigrants have made to try to justify their presence in America (they already have two: work and money) and to prove that they are Americans, also known as "Nuestro Himno."

Now I am not saying that the Latinos can't have their song, but they oughtn't try to play it off as the "national anthem." "Nuestro Himno," meaning "our anthem," is a ridiculous R&B (maybe it is hip-hop, I cannot really tell) version of the "Star-Spangled Banner." It deviates from the original in lyrics and melody. I have heard some say that different lyrics were necessary to preserve the "tone" of the national anthem because a strict literal translation was impossible, but the changes are abhorrent. Some of the new lyrics do not even make sense. Take line 4, for instance. In the Francis Scott Key original, the line reads: "O'er the ramparts we watched, were so gallantly streaming!" In the Spanish version, the line is "en el fiero combate en señal de victoria," which means "in the fierce combat as a sign of victory." Right

away, the change in tone and wording should be obvious, but moreover, the song "translators" clearly have not considered the events to which the song is referring. Key wrote that line of the "Star-Spangled Banner" referring to seeing the flag of the United States at Fort McHenry being bombarded by the British in the War of 1812. As night fell, Key could no longer see the flag, even as the battle for Fort McHenry was still raging. Without a doubt, that waving flag was not a sign of victory at that moment. It took me a long time to find a copy of this God-forsaken piece of musical crap, but I did, and listening to it was like stabbing myself in the eardrum with a screwdriver.

The language of America is English. The government and businesses of America conduct themselves in English. English proficiency is even required on the exam to become an American citizen. The recent support of some government services of Latino immigrants by providing Spanish language copies of English documents and signs is absolutely ridiculous. First, it is a waste of government funds to lend a crutch to a habit that helps neither the immigrants themselves, who must learn English anyway if they want to make something of their American Dream, nor the rest of America by wasting tax dollars.



Jim An

Despite what some Latino groups claim, illegal immigrants are a drain on America's government budgets, with each Mexican immigrant using \$55,000 more in services than he has paid in taxes over a lifetime, according to the Center for Immigration Studies, a reasonably moderate organization.

Second, if a Spanish version of the national anthem is deemed acceptable, then it is only right and just that there be a Chinese one as well. And while we're at it, we'd better make German, French, and Icelandic versions too, just to make sure that the national anthem is equally accessible to all. I am obviously being ridiculous, but so is having a Spanish version of the national anthem. It is completely pointless to have a "national" anthem in a language that only a minority, who ought to be able to speak the majority language anyway, can understand.

Finally, the whole idea of "Nuestro Himno" is not even American. Rather, the idea came from British music executive Adam Kidron. This is like when Miller beer tried in 2004 to advertise themselves as running for the office of President of the United States and proceeded to be smacked when it was pointed out that Miller was not even American, but rather had merged with South African Breweries two years ago and was now headquartered in London.

Common sense may not have an official language, but it dictates that America's is English. "Nuestro Himno" does not make sense, is completely unnecessary, and is hardly even American.

"Nuestro Himno" does not make sense, is completely unnecessary and is hardly even American

Thumbs Down

Thumbs Up

- School almost over
- Allergy season over
- Boys tennis team winning district tournament
- New Globe staff
- TV shows over for the season
- Final Exams
- Globe seniors graduating
- 40 degree weather in May

Some material courtesy of American Society of Newspaper Editors/KRT Campus High School Newspaper Service.

Winner of NSPA All-American, MIPA All-Missouri, Quill and Scroll Gallup Award, CSPS Silver Crown

Confessions of a curly girl

My family has three forbidden words: shampoo, blow dry and brush.

There was a time, however, not too long ago when I, along with my entire family, was a victim to those three words. My mom refers to those times as the "dark years." It was a time when frizz and self-doubt ruled my world and dreadlocks reined inevitable.

I have spent years struggling with my curls, and even after I was able to accept them, I still didn't know how to control them. That is until one fateful day in March when my mom went to get a haircut. It was that haircut that changed the way I look at a bottle of hair gel forever.



Katharine Weiss

I come from a long line of curls. Everyone in my family has curls, all the way down to my old dog Roscoe. I, however, have the thickest, tightest curls of them all. For some people it is easy to hide their curls by either putting it up in a ponytail or blow drying. For me there is no escape. I am a victim to those wicked ringlets. Even when I put my hair in braids the curls somehow find a way to pop through.

I would say a good deal of my younger years was spent finding a way to tame my out-of-control hair. When I was little, I had a friend Rebecca who had blonde, perfectly straight hair. I admired that hair. It had so much potential, so much shine, and best of all she could run her fingers through it.

My hair on the other hand was tangled and bushy and attempting to run anything through my hair would just result in an entire day being wasted trying to get my hair untangled enough to get it out.

At a very young age I found myself resenting my hair. When I entered kindergarten, I was the only kid who had curly hair and it made me stand out, which is the last thing I wanted to do in a new school. When I sat in class, I would

dream about becoming a teacher, and I decided that I would only call on the cute, curly haired kids. As I got older, my curly hair posed more and more problems for me.

By the time I got into middle school, I was completely fed up with my "unique" hair. I constantly felt like my curly hair was holding me back. In 8th grade side swept bangs became the new hit trend at school and in Hollywood, and everyone rushed to the hairdresser to get their hair cut in the exact same way as Hillary Duff. I too went to the hairdresser, but all I came back with was slightly shorter and slightly poofier hair.

I was so bored with my hair, I wanted a change, I was tired of having the same old dull hair cut and I was tired of looking in magazines and admiring all the celebrities with stick straight hair. But at the same time I couldn't get myself to straighten my hair. The idea of using chemicals to alter my appearance seemed too extreme and I was worried about feeling fake.

Then one day after many years of struggling to control my hair, my mom read a newspaper article about a hairdresser named Lorraine Massey. Massey was all about curly hair. She didn't just love curls-she worshipped them. And she was out to convert everyone else to a life of curls as well.

The article was all about this woman and her book, "Curly Girl". So of course my mom being a curly girl activist herself went straight out and bought it. She hasn't been the same since.

Once my Mom had read this book, she threw out the Torah and made Lorraine Massey's book her new Bible. I haven't seen my mom that excited since the day my cousin was born.

But while my mom loved the book and everything in it, she had a hard time convincing others of its greatness. The book promoted unorthodox tactics that most people

had trouble understanding. Probably the most outrageous suggestion in the book is the suggestion that no one needs to use shampoo. My mom of course after reading this went into all the bathrooms of the house chucking the shampoos. The idea behind this theory is that shampoo isn't what cleans hair it's the friction of your fingers against your scalp that cleans your hair so all you need to wash your hair is conditioner and fingers.

When my mom brought this idea to me, I wasn't put off; I wasn't even grossed out; in fact, I was relieved. All these years I had thought there had been something off with shampoo. What's the point of putting something in your hair that makes your hair feel gross and then washing it out and putting something new in? And to be completely honest, I had given up on shampoo.

How- ever no s h a m - p o o was just the first step to becoming a true curly girl. In order to be a true curly girl, you had to have the right haircut. Massey stressed the importance of cutting every curly haired clients hair dry and curl by curl. That's right, curl by curl. So with a thick head of hair like mine, you can imagine the hours it would take to get something as simple as a trim. My mom however didn't doubt one word of it. That's why my dad knew that getting her a haircut by Massey herself would be the perfect birthday gift. Now I'm not going to be as crass to tell you how much that haircut cost our family. I will tell you this, I'm pretty sure that hair cut is the reason we never got a hot tub.

Massey's salon, however, was all the way up in New York lucky for me, I was able to convince my mother of the benefits of me tagging along for the trip claiming it would be beneficial for my inner curl.

When I stepped into the Salon, I was amazed at what I saw. Tons of curly haired women having a great time. I even began to get pumped to see the original curly girl cut my mother's hair.

When she began the haircut, I was amazed with the delicacy with which Massey treated my mom's curls. She treated the curls as if each one was special and perfect in its own way. I was glued to my seat. Two and a half hours later, I begged my grandma to take me shopping, before I pulled my own "special" curls out of my head.

After about two hours of shopping I returned to the saloon and was presented with the final product. I was speechless, and I am almost never speechless. My mom l o o k e d great; all those years of blow drying didn't do my mom's hair justice. My mom at the age of 50 looked like she was 40. Her hair looked gorgeous. Of course my mom's hair never looked that great again. But that was to be expected.

After that day I too became a curly girl convert and began to treat each one of my curls with the love and care it deserves.

Ok, maybe not each curl-I do have a life and I am definitely not eccentric enough to talk to my curls, at least not yet. However it was my mom's haircut and Lorraine's books that finally pushed me into a life of curly hair tolerance, acceptance and love. I am a curly girl and proud of it. ☺



ABOVE: CRAIG ELEMENTARY school in the Parkway School district, where Brooks spent several years and made many friends, some of whom she tried to reunite with many years later, to minimal success.

Attempt to revisit past leads to many questions, disappointment

Perhaps I am an anomaly, but I haven't gotten molested because of my Facebook account. I haven't gotten kicked out of college either. Instead, Facebook has allowed me to reflect on the person I could have become and the friendships I have lost.

In second grade, I unhappily moved from Glenridge Elementary to Craig Elementary in the Parkway school district. But I soon

made some great friends and I was actually sad to move back to Clayton three years later. Of course, I said I would stay in touch with these people with whom I spent several years of my childhood, but when a 9-year-old makes a promise, the results are often dubious. I didn't stay in touch with any of them for more than a year or so after I left.

I just recently found my pink Mickey and Minnie autograph book that everyone signed with carefully scrawled cursive when I left. Inside, one of my friends wrote "Amy and Celia forever." I know that was just a 9-year old who believed that, but I still wish it had come true. By middle school we were all in different places, I guess.

But now, Facebook shows me what exactly those different places are. Some of my childhood friends seem untouched by time almost a decade later, while others seem completely different. One of my friends now has pink hair, while another has a pierced lip. Another one of my friends was a huge tomboy (I remember when she tried to cut all the hair off her arms with safety scissors to make it grow back thicker and darker), and now she has styled, long hair with highlights. Some of them have boyfriends, but when I last saw them boys had cooties.

I wonder how I would be different today if I had stayed at Craig, which of these paths I would have taken, how it would have changed

me, or if it would have really changed me at all. And with this wondering, the memories coming flooding back.

Unfortunately, these memories only serve to remind me of the deep loss of connection with my old friends. I have these great memories of my elementary school days, but the people on the other end of the computer seem so distant that I cannot possibly relive them. I don't

know what I was expecting when I started talking to these people out of the blue after so long, but I was hoping we would share old memories and remember the old times like a near-10-year reunion of sorts.

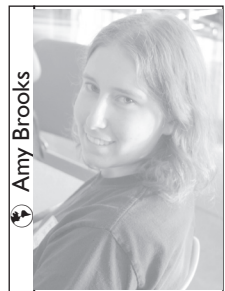
But there doesn't seem to be much to say. Too much time has passed, or we feel we are too different, which is a shame because we are still very similar. We are all going through the stress of junior year, and many of my old friends love Green Day or Monty Python or share other interests with me. So, how is it that all I can say to my best friends for three years of my life is "wow, it's been a really long time, how are you..." before the conversation dribbles off into awkward silence? I'm not even saying it I'm writing it on a cold, impersonal

website. I'll never really know why that is, just that something has changed.

One of my best friends and I used to play with these cute clay figurines she made. I still have one today,

a faded purple star. One day, our favorite character, a puffin named Ernie, accidentally rolled into the sewer drain. We managed to get the cover off, but after that all we could do was look at poor little Ernie sitting at the bottom in a pile of mud. So, my friend made a new Ernie. But he wasn't quite as cute as the original.

The same can be said for my old best friends. I tried to recover the friendship, but after all these years, it will never be the same. ☹



Amy Brooks

Passing the torch: reflections as class of 2006 prepares to depart

Scraps of paper rise up from the tables' scratched surfaces, left there in the rush to escape. Chairs are violently thrown against walls. Darkness invades every corner of the room while the half-closed blinds allow in the only source of illumination, the only entity allowing the eyes to decipher anything.

The bags are lifted, the straps are slipped on, and the feet move automatically to the door as the others had done with greater haste. The room is abandoned and the door closes.

Suddenly, the feet stop and rotate to the door and the hand tries to turn the cold knob, but to no avail. It is done. The door is locked and closed forever.

The last test taken.
The last word written.
The last equation solved.
The last walk out the door.

I have gone to senior nights for several sports this year, most recently the girls' lacrosse and soccer nights. I even had the humbling opportunity to help announce for the girls' lacrosse team for their special moment. I have gone to and participated in many athletic events this year, from football to basketball to baseball.

This year has been different from past years. This year has been a year of learning and teaching.

There are some exceptions, of course, most

significantly the boys' tennis team, which has absolutely dominated its competition this year. But for the most part, when the class of 2006 is looked upon in retrospect, it will be seen as a year of rebuilding.

The girls' basketball team will be returning almost their entire team next year, with only two seniors leaving.

The boys' baseball team starts two seniors. The girls' lacrosse team will lose six to graduation.

Next year Clayton is poised to accomplish so much. Even the junior TEAMS team (for all you science kids) seems to show some promise.

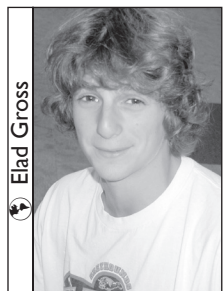
But where would these underclassmen be without this year's seniors?

Sure, they would have gotten by, but what they have learned from the class of 2006 will do more than help them get by. It will give them wings to fly.

The seniors have given the students of Clayton High School a wide range from which to learn. Some underclassmen, are awed by the hard workers, the students with the impressive GPAs, the ones who spend hours alone on a playing field to get better.

Others look to the more laidback upperclassmen, wishing for their own time of well-deserved relaxation and

Respect. From this wide range of mentors will come a combination of ability and desire that will bring a tremendous success to CHS.



Ehad Gross

Senior feels prepared to face new challenges and experiences

As graduation day draws closer, there is not a single day when my mind does not think, "I can't wait for Iowa!" Partly from relief that I got into my top-choice school and partly from the excitement of going to college, the possibilities are undeniably endless.

But I have to remember that my four years at the University of Iowa are going to be dramatically different from my four years at CHS. Not just in the ways that any college is different from any high school, but in ways that I often forget.

My biggest concern is being able

to hold my head above water in a huge new school that's a five-hour drive from St. Louis. For one thing, Iowa is much larger than CHS.

Iowa has about 20,000 undergrads, while CHS has less than a thousand students. I worry that I'll be just another one of the masses, someone who has to fight to stay on top of everything. This concern applies to many aspects of going to college, from making friends to balancing a social life and study time. At a university this big, one might expect that all classes are huge lectures with hundreds of people in

them. To my surprise and relief, this is not the case. Most classes are much smaller.

The real question is: am I prepared for it? I can confidently say yes, and I have a lot to back it up. For example, when I was a freshman I was afraid to go and get help from a teacher outside of class.

But it's been years since then, and for most of that time I have gone in for help countless times. Being able to advocate for myself is very important, and going to school in Clayton helped me learn how to do that.

Although there are some things about my experience at Clayton that I have been unhappy about, I still openly express my gratitude for all that Clayton has done for me,

some directly from school, other things that are only loosely associated with it. Nevertheless, I would not have had the same experiences had I gone to a different school.

So now that I've all but advertised Clayton to people who already have ties with it, let me explain further what I meant in the last paragraph. First of all, I have to say that growing up in general is hard.

There are going to be hardships that everyone has to go through, but it is our experiences that shape our lives. We learn from everything that happens to us, and what we do about it. We learn how to cope with obstacles that lie in our path, and by doing this, we grow up into adults. We learn to believe in the

things that we do, whatever they are. And we know how to stick to them when things get tough. But we also learn what it feels like to be proven wrong. This is the key to life: we have to have the strength to believe in what we think is right, but also the courage to see where we went wrong.

From a personal perspective, one example is the political atmosphere at Clayton High School, or at least what I have experienced of it. Frequently, national politics are discussed in classes and outside of them.

I used to consider myself a liberal Republican, but after many long, in-depth discussions I have drifted towards the other side of the political spectrum. It took a while

because I was sticking to what I believed in, but I was also willing to see things another way.

This is key to success not just in college, but in life beyond as well. There are over six billion people on this planet, and though we couldn't possibly know each one of them, there are enough people ensure that we will meet a variety of people, each with their own beliefs and personalities. And whether we like it or not, we are going to have to learn to get along with people who we don't share the same beliefs. If not, our possibilities in life are very limited.

So, do I feel prepared for college? Absolutely. Am I scared of what lies ahead? Not at all. Okay, maybe a little. ☺



Michael Gregory

Painful, difficult injury and recovery inspire life lessons

In the last week or two, I have heard the same questions over and over again.

What did you do? How did you do it? How long do you have to stay in the wheelchair? How do you go to the bathroom?

I have decided to answer all these questions and more for everybody in the school all at the same time, just to clear up anyone's itching interests. On May 9, at 7:45 p.m. I broke my leg in four places.

I was riding a razor scooter that my family owns and that I had not used in five years. I went outside to catch up with my mom who was walking the dog and I thought it would be fun to take the scooter for a spin. I found her quickly and then we returned home, but as we neared the house, we let the dog off the leash and I attempted to race him home.

I used my left foot to push hard on the ground and I acquired more and more speed until I was going quite rapidly. As I turned off the sidewalk into the driveway the scooter hit a bump and flew out from under me. My right foot, no longer in contact with the scooter, slammed into the concrete of the



Dakin Sloss

driveway.

I heard a harsh crack as my ankle twisted 90 degrees. I looked down my leg to see a disturbing sight. My ankle had not only twisted, the leg bone that connects to it was pushing out against the skin as if it were going to break through. It was by far the most disgusting thing I had seen in my life and I was really scared that I would never be able to walk again.

Moments later I realized that I was in a great deal of pain and I called back to my mom who was a little behind me. I told her 'my bone popped out of my leg' and she promptly called for an ambulance. About five minutes later a police officer arrived and then after another five minutes of intense pain an ambulance arrived. The medics and police officer all asked lots of questions before beginning to help me.

Finally they began to address my ankle and decided to wrap it so it was supported and could not move. Then they placed me on a gurney and moved me into the ambulance. By this point my dad and sister had gotten home and they came into the ambulance to say hi to me. Meanwhile, the medics were hooking me up to an IV to give

me pain medication. Soon enough they had injected five milligrams of morphine into my arm so that the pain would not be so bad.

We then drove to the hospital, but I do not remember much because they continued to give me more and more morphine so that I would not feel the pain, which was unbearable. We arrived by 8:30 and they took me to a room to wait for the emergency doctor.

He came pretty quickly because I was a serious case with a dislocated and possibly fractured ankle. He did not want to call the orthopedic specialist for surgery, because he believed he could reset the bone and fix the dislocation by hand. He tried that twice and even though I was heavily sedated I felt more pain than I ever had in my life as he tried to crack the ankle back in place. I screamed as loud as I could in tremendous pain both times that he did it.

Afterwards the ankle was only partially put back in place and he did not think he could get it back completely. He called the surgeon specialist to come in and they x-rayed my foot to see if there were fractures also. They decided that I would have to have a surgery to put the ankle back in place and that I would have to be fully sedated. This meant waiting six hours until it was safe to give me anesthesia.

I slept at the hospital until 3:30 in the morning, when they put me under and performed the operation. My ankle was relocated with two pins and I was given a cast to

allow the four fractures in my leg to heal. I remained in the hospital until 6:30 on Wednesday so that my reaction to the morphine and anesthesia could be monitored. At the hospital it was miserable, since I had no crutches or wheelchair and I had to just sit in the bed the entire time.

I then spent Thursday until Sunday at my house moving from the couch, to the bathroom, to the bed. I struggled with everything.

No position was comfortable and I had to keep my leg elevated above my head on a giant stack of pillows. I only slept, read, ate and

watched television. I still cannot do much more because the cast is so heavy and huge. I am limited in all movement and to go anywhere outside my house I need a wheelchair.

It isn't even easy inside of my house as I crutch feebly.

It is the simple things that I never really appreciated before that I miss now. One month ago I was able to stand up, walk to the bathroom and then return without any problem. Now that is a huge challenge and takes a great deal of effort.

Walking anywhere to do even the most remedial task requires all of my focus and energy. I have to use crutches in the house and wheel through the school. I need help to open doors, get my things from my locker, use the elevator, pick up my pencil, scratch my toe

or do anything else that requires leg movement. Also, I cannot play tennis anymore.

I don't know how long exactly I will be stuck like this, but I know estimates. I have gone to the doctor again and I got a smaller cast, but with it come the risk of more injuries. In class I was sitting in my wheelchair and it tipped forward and I landed for a brief moment on my leg. It hurt a bunch and I had to leave class to go to the nurse. This could have caused huge damage and I have to worry about whether I injured myself again.

In another five weeks I will get sort of walking boot if I didn't harm myself to bad. However, that isn't definite and even if I start relearning to walk in mid-June, it will take me a month or two to finish physical rehabilitation. Since I must spend so much time healing I won't be able to run until school starts next year.

I wish I could go back and be more careful, so that I wouldn't have to face this dilemma. I think I will always understand more now that our health is a delicate thing and we must be sure to maintain it, because being injured is really awful. I will always remember how fragile the human body is and I will appreciate the small things that now seem so special to me.

Also, I will avoid scooters. ☹



Students weigh in on American political issues

Liberal vs. conservative: a necessary fight?

Don't get me wrong, seeing my peers actually get excited about political topics is not something I frown upon. But is it acceptable for students to be sitting at a lunch table, throwing words at each other like 'damn liberals' or 'down with conservatives'? Is that what the political aspect of my generation will be known for?

I hope not. A few weeks ago, I was sitting in the library with a few people I often sit and talk with about various topics. Suddenly, the topic turned to the War in Iraq. The discussion became very angry and at the peak of passionate opinions one discussion member shouted out, "I'm gonna kill Bush!"

The sad part was that no one saw anything wrong with this outburst, or at least they didn't say anything to refute it. However, I left the table stunned and confused as to why someone would wish death on the president, no matter his policies, and why no one really thought the outburst was a big deal. Since when is it ever considered acceptable to want to kill someone? Since when has being initiated into the circle of true Democrats involved daily denunciations of the president?

For a while, I was perplexed over these questions. However, as I looked back on my own actions and those of others around me, when it comes to politics we are all pretty ignorant.

This ignorance is what pushes angry outbursts at the president, or for that matter, at each other. Here at Clayton High, I know many students who have accused others of being bad people just because of their political stances.

They push words pliable words around like 'liberal' and 'conservative' to show that their accusations are justified, just by CHS's own connotation of the words. I wonder if people realize how stupid they sound when they say things about how conservatives just want to go to war and spend taxpayer money.

Do they not even realize that the word 'liberal,' in itself, is only a political ideology and does not have tailored policies that go along with it, as the Democratic Party does? Does anyone realize that a Democratic president can send a country into a later unwanted war as well as a Republican president can? Just read about Lyndon B. Johnson.

Before we declare ourselves mightily 'liberal' or 'conservative,' we must look at the facts. We must inform ourselves and actually take an interest in learning about different parties' policies before voting in elections.

In a recent poll from Middle Tennessee State University, about 72 percent of voters wrongly named Kerry as the last election's candidate who supported legislation to give impoverished people tax breaks that would lend a hand in buying health insurance from private companies.

In the same poll, 32 percent of Bush supporters said that they supported income tax cuts only given for individuals earning less than \$200,000 a year. This is something Bush opposes ardently.

This discrepancy can probably be allotted to the stereotype that only Democrats give money to the humanitarian orders of this planet and Republicans do not. This is why we, as students, must become

aware of facts.

I will be the first to admit I know very little about political parties and government affairs. I will also be the first to admit that I used to be really biased against Republicans. Heck, I went to John Kerry's Rally here for the 2004 election and didn't realize that he wasn't Bob Kerrey until I got home after the rally. I simply wanted Kerry to win because he was a Democrat and I'd been influenced by the mostly Democratic environment around me to think that Democrats were the only good candidates.

Yet, as I look at the world around me I don't understand why we, even if we know nothing about the topic, must be one side or the other. I do not understand why we always have to choose between being a Democrat or a Republican when it comes to choosing a political stance. I don't understand why, upon first meeting someone, we have to ask if they are liberal or not.

Personally, I have come to think that the only way we can continue this country's success is by taking the best from worlds of both Republican and Democrat. After all, living by stereotypes has never actually gotten Americans anywhere but going backwards. ☹

Remember the meaning of memorial day

What will you be doing on Memorial Day? Attending the opening day at the pool? Having a picnic? Watching the Indianapolis 500? Simply making a mental note that summer has arrived?

If you are like most Americans, you will certainly not be giving any thought to the day's original meaning. You will unthinkingly discard its deeper purpose - to honor and remember America's fallen soldiers - in a rush to fulfill its more recent "traditions."

I can clearly recall the most meaningful Memorial Day of my life. It was not an American holiday, and I was not in St. Louis. It was an Israeli Memorial Day, Yom Hazikaron, and I was seven years old and living in Jerusalem. In Israel, the day is marked by solemn ceremonies of remembrance, and, most strikingly, the piercing wail of air raid sirens.

The sirens go off twice, once in the evening (Yom Hazikaron follows the pattern of all Jewish holidays, and lasts from sundown to sundown) and then again the next morning. When the sirens begin, everything - absolutely everything - stops. Wherever they are, people stand in place, with heads bowed - in school, while shopping, when walking down the street. Cars pull to the roadside and their occupants get out to stand as well. The entire coun-

try is enveloped in two minutes of silence and remembrance.

I recall, as a child, as being deeply struck by the scene. It was representative of the country's attitude as a whole, an attitude of recognition and profound gratitude for those who had fought and died for its freedom and independence.

It is precisely such an attitude which is sorely lacking in America today. For the most part, we do not much think of those who perished for our country and our safety and our values. We may occasionally drop half-hearted tributes to our soldiers, or slap "Support Our Troops" stickers on our cars. But on a deeper level, we expend very little energy or thought on the issue. At no time is this more apparent than on Memorial Day, supposedly the day on which we think and remember, but more often the one on which we swim, or watch sports on TV, or have a barbecue.

Perhaps the problem is a certain distance from our armed forces, particularly in areas like Clayton. Very few of us are even acquainted with a member of the military; fewer still know one who was lost in the course of duty. Such a disconnect makes it much harder to relate to the realities of sacrifice.

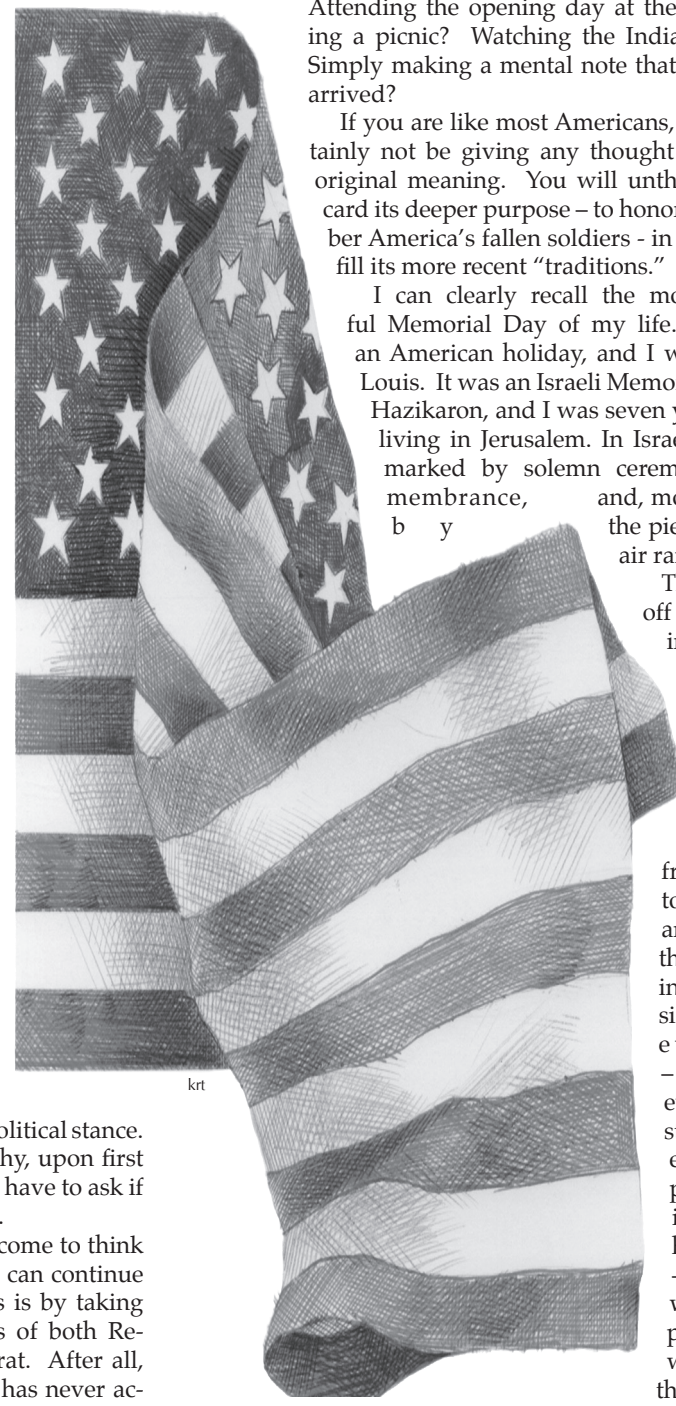
But it is for precisely this reason that Memorial Day is all the more important. It puts the focus on a national level and marks out a set time to remember and to thank, making such actions easier to achieve and allowing them to have a deeper impact.

Thus the current disregard for Memorial Day's true purpose is all the more tragic. The day has such potential; if it were properly approached and respected, the dead would not lie without thanks and forgotten by so many - and the living would not be guilty of apathy and ungratefulness.

Perhaps this year, on Memorial Day, we could abandon the sports and the barbecues, and wait one more day to go to the pool; perhaps this year, we could show respect for the solemnity of the day, and take a few moments to pause, and to thank, and to remember. ☹



Kelly Moffitt



Rebecca Katz

Analyzing President Bush's approach to conflict in Pakistan using the golden rule

It seems that since kindergarten the golden rule has been hammered into my system. In Life Skills at Glenridge, Ms. Martin often alluded to it. "Do unto others as what you want done to yourself." Sadly enough the country which has been so quick to preach this hasn't been doing it themselves.

In January 2006, U.S. planes flew over Northern Pakistan and fired missiles in a village. The United States claimed that the CIA has had received 'intelligence' that Osama Bin Laden's close advisor, Ayman al-Zawahiri would be there. Eighteen Pakistanis were killed in the air strike, none of which surprisingly were al-Zawahiri. I was India at the time and the even was all over the papers for at least a week. Shocked and disappointed in the U.S. government, I emailed some friends with a BBC link to the story. When I came back, one of my friends told me that immediately after reading my email, she

had searched CNN but couldn't find anything. She finally did, after searching on Google, but only on British web sites.

We all know, and have known that the United States has used countries to its advantage. However, this exploitation by the United States on Pakistan made me think more about it because this event affected me personally, as my mother is from Pakistan. I'm disappointed in myself to think that this attack on Pakistan is what it took to make me think more deeply about the U.S. foreign policy. I feel that only when the United States is personally affected will it see what it is doing.

For example, imagine that Britain launched missiles the United States claiming that they had gotten information that someone on the British Top Twenty list was going to be there. Then, imagine that this attack, that takes place without the permission of the United States, kills about 20 Americans. Finally,

after all this, imagine that it turns out all to be just a mistake. This 'wanted man' wasn't actually at this site of the attack. I can assure you that the United States and Britain would be far from allies after that. Of course Pakistan can't afford to differ with the United States, so nothing is really stopping the United States from taking advantage of its allies.

What bothers me is how easily President Bush put his counterpart, General Musharraf, in this compromising position. During the tense transfer of the U.S. ports from the British companies to the Dubai Ports World, the President of the DPW decided to give up the deal to save Bush from a precarious position in which he would have to make difficult decisions. You would think that Bush would

learn something and possibly even return this courtesy to his other contemporaries. You would be horribly wrong.

Musharraf is already criticized and losing support, as is Bush, for assisting the United States in the "war on terror." Considering Pakistan is an Islamic country, one could see how many Pakistanis would be against aiding a war against many Muslims. But Musharraf has kept his stand supporting Bush's obsession with ridding the world of terrorists. However, instead of acknowledging all Musharraf is going through to support him, Bush just takes advantage of Musharraf's stance to attack Pakistan.

The United States obviously didn't consider any of this. No, weeding out the infinite number of terrorists is the U.S.'s top priority;

no matter that they are taking thousands of lives while trying to complete this impossible task. When will they realize that, 'But we're killing terrorists' won't justify their actions anymore? Bush has often noted that it goes without saying civilian lives are often taken in a war. But the United States isn't in a war against Pakistan. They are supposed to be the allies of the U.S., if anything, in this ambiguous war.

This obviously isn't the first time that the United States has acted so rashly. But what saddened and scared me the most was nobody really seemed to care. It's not that Americans don't see what the United States is doing. There are many that do, but their attitude is just being ignorant, because they are now immune to the United States actions.

The common response I got when I retold this atrocity was, "Well, it's the United States, what do you expect?!" No emotion, no shock, nothing whatsoever. Since

when did that become an excuse?? It's almost a given that many of us have lost all faith in the United States government and its "war on terror". But it's worse that its failures have caused many to become used to its unjust actions when we should be outraged and demand to see a government with some morals.

We are the future of the America and the world. That is cliché, but it is also true. If we accept tragedies and unwarranted actions like this to be norm now, imagine what we will grow up to be like.

The one thing that is keeping me optimistic, is knowing that Bush, his administration and hopefully, his principles will be gone in two years. I'm hoping that the new presidency will have been inspired by the importance of the Golden Rule. But when I look around and see people who aren't really affected by all the unjust actions committed by the United States that hope fades. ☹



Sara Ranjwala



Coping with Consequences

Unplanned pregnancies force teen mothers to make sacrifices and combat stereotypes.

ANNALISE SHUMWAY

"Just when you think your life is perfect, it changes," Wanda Jones* said. "I was a good student, basketball and track captain. I never thought that I was going to get pregnant. I was the ultimate tomboy. What tomboy thinks they will get pregnant? I guess I had to come to terms with my feminine self pretty fast."

FIRST REACTIONS

Each year roughly one million teenage women become pregnant this is 10 percent of girls aged 15-19. Jones became pregnant the summer before her senior year and recently gave birth to a baby girl named Nala.* Jones used a home pregnancy kit to see if she was pregnant.

Home pregnancy tests are sensitive enough to detect a pregnancy as early as one week after fertilization. False positive result can be attained from the uses of marijuana, aspirin, hormones, birth control pills, methadone, tranquilizers, soap or the presence of protein in the urine sample.

"I was so surprised," Jones said. "It wasn't the first time I had used one, but it is always embarrassing to ask for one. After I did the test, I stared at it the pink X for a long time. It was just so final looking at it, either I had an X or I didn't."

Martha Hughes*, now 20, was 17 when she became pregnant. Like Jones she also became pregnant before her senior year.

"I cried because I had twins in my tummy," Hughes said. "I was not ready to be a parent. I did not know what to do. I think I just cried out of nervousness."

Sara Wheeler* was just 14 when she became pregnant with her baby girl, Laura.*

"I was so calm," Wheeler said. "I really have no idea why. I should have been scared s*****. I don't know how I knew I was pregnant, but I just felt different."

Symptoms of pregnancy include a missed period, sore, tender or swollen breasts, fatigue, mood swings or the need to urinate more often.

SUPPORT

Some new mothers receive emotional or financial support from their parents. Although the first weeks and months are difficult, each of the girls has slowly attained

success and eventually confidence. Both Wheeler and Hughes received help from the Teen Pregnancy clinic at Barnes-Jewish Hospital. After giving birth to their babies, they were both asked to volunteer to help the new teen mothers waiting to give birth. As teenagers they went through the clinic together and now are pregnant again.

"Success is slow," Wheeler said. "Each day was a success. One day I would get a paper and laundry done during her nap. That was a success and maybe a miracle. It was hard at first, and I will never deny it, but I have learned. I never would have been able to get through the first day if the clinic had not taught me how to change a diaper or breast feed."

Although the teen pregnancy clinic has been pivotal as both Wheeler and Hughes prepared to have children, the announcement to their parents was more painful.

"My mom was a pregnant teen, so she was understanding but told me frankly about both the difficult and beautiful moments," Hughes said. "However, when my dad figured out that I was pregnant, he disowned me. Before the pregnancy, he was really active in my life except for sending child support. He never called me ever. Now we have no contact. My sons call my step-dad Grandpa. I am grateful one birth parent was supportive all the way through."

Other parents have difficulty coping with the realization that they will soon be grandparents.

"Both of my parents had a cow," Jones said. "It really hurt them because they thought that they had taught me better. It was really difficult for my dad. He would not talk to me about it. The day before I gave birth to my girl, he touched my stomach. It was hard because I needed his support and words of assurance."

Despite the difficulties of telling her parents, Jones thought her friends would be more supportive.

"When I told my best friend, she acted excited for me," Jones said. "She said wanted to throw me a baby shower, but I soon found out that she was telling rumors about me and my boyfriend. I know high school drama is bad, but this was unreal. It was backstabbing at its worst."

FINANCES

Many young women are reluc-

tant to rely on public assistance, but about 80 percent of unmarried teen mothers receive welfare at some point, according to the National Campaign to Prevent Teen Pregnancy.

In 2001, the monthly cash payment to families receiving Temporary Assistance to Needy Families averaged \$288 for one child and \$362 for two children.

"I refused help from the government after the birth of my baby," Hughes said. "I used Medicaid to help with medical bills only. Maybe it was pride, but I needed to face up to my actions. Everyone thought I would be a high school dropout and never succeed in life. I want to prove them wrong. No one will tell me that I did not support her. My boyfriend and I both work hard, really hard."

Wheeler's parents absorbed most of the initial bills in preparation of the birth but slowly lessened their financial help.

"I got help with medical bills from the government," Wheeler said. "My parents bought the first diapers, car seat, baby formula and bottles. It is expensive to buy everything for one child, but having two is enormously expensive. I have worked ever since the babies were born, but I saved much of the money the first year. People my age are buying cars, and I am thinking about paying for clothes and preschool."

ABORTION

In 2002, 425,000 babies were born to teenage mothers. That represents a 30 percent decline since 1991 - a drop that reflects lower rates for all births. Experts also attribute it to less teenage sex and more contraception.

Despite greater acceptance in some circles, these young mothers find that the scarlet letter still exists. In their case, the A stands for adolescent pregnancy.

"It was embarrassing sometimes to be out in public," Jones said. "People would always look at my stomach in the grocery store or the movies. Once I was sitting in a park waiting for my boyfriend and women made a rude mark about pregnant teenagers. She was looking directly in my eyes. It was very discouraging. People are accepting of abortions, but they could not accept that I had lived up to my consequences."

Although four in 10 teen preg-

nancies are terminated by abortion (excluding ones ending in miscarriages), the number of abortions and teen pregnancies has dramatically dropped since 1980.

"I decided not to get an abortion because I did not believe in killing an innocent fetus," Jones said. "I was the one who had sex. She never did anything to me. When I held her for the first time and she looked into my eyes, I was so grateful that I made that decision. She is so precious. My boyfriend is two years older than me. He wanted me to get an abortion because he was so scared. I just told him, 'Be a man. Be a man. Face the consequences.' He has."

Hughes' boyfriend allowed her to make the decision about what she wanted to do with the babies.

"I have never really been against abortions, but taking two lives would have been really difficult for me," Hughes said. "I couldn't kill precious little babies. I made the mistake to lie down. There was no reason to take it out on them. I had to live with my actions. I like my sleep, and I wouldn't have been able to live with myself. I was lucky to have a boyfriend who supported me in my decision."

EDUCATION

Getting an education has been difficult for many single parents due to financial or time obstacles, but the teens have also learned to receive a domestic education.

Jones decided not to return to high school for her senior year because she could not face her peers' comments.

"I did not go back to school for my senior year, but I earned my GED in February," Jones said. "I did not want everyone to know that I was pregnant. I remember that there was a pregnant senior when I was a freshman and she was not treated with respect. I could not deal with that."

After getting her GED, Jones made plans for her future despite the messages she received from the media. "I really want to be a nurse," Jones said. "I refuse to think that I can't succeed because I have a baby. I don't know why there is a misconception about that. I know I am smart and can do anything. I know everyone says that, but I feel that I will be aided as I try to improve myself."

Hughes graduated from Meda P. Washington, a middle and high

school for pregnant teenagers.

"The school was really understanding if you had to go to appointments or your baby was sick," Hughes said. "I am going to Forest Park now and am preparing to enter the Barnes-Jewish hospital nursing program. Every time I want to drop out of school, I just look at my boys. They are my motivation. My family expected me to drop out of school because they had when they had been young mothers. I wanted to break that cycle. I want my babies to go to college and have nice things."

Although Meda P. was supposed to be a safe haven for the girls, Hughes was discouraged about the treatment the younger girls received.

"There was a really young girl at the school who had been raped," Hughes said. "She was about 12, and the girls would always try to fight her. No one came to her baby shower except for me and my Mom. I really felt bad for her because her mom was really controlling and would not let her have an abortion. It was like the world was against her, and it wasn't even her fault."

At the hospital, teens are educated about a variety of topics related to the family. Babies and the mothers themselves are at risk for school failure, poverty, and physical or mental illness.

Babies born to teenagers are also at risk for neglect and abuse because their young mothers are uncertain about their roles and may be frustrated by the constant demands of caretaking.

"Sometimes teens have behav-

ioral or nutritional issues," Director of Obstetrics at Barnes-Jewish Hospital Gilad Gross said. "So we need to teach them about domestic violence and being healthy. After the baby is born, they are taught about sex and contraception. Education does not end after [giving] birth."

The guidance that Wheeler received helped keep her confidence after the birth.

"I learned a lot about being a new mother in the months prior to my baby's birth," Wheeler said. "I really was not nervous when I brought them home. I felt so confident doing everything. I am lucky that I now have the chance to help other pregnant teens."

SUCCESS

Although Hughes was nervous about having twins, she now feels confident that not only she will succeed but also she will also make a difference, changing the stereotypes of pregnant teens.

"After many young girls have a baby, they feel as if their life has ended, but it's what you make of it," Hughes said. "It's so easy to get discouraged. I needed to recognize that I made a decision to have sex. My boyfriend and I are the only ones who can deal with it. The world may be prejudiced against me but my getting a good education can help prove that I am not worthless. When I pick up my babies from pre-school, I am so grateful that they are in my life." ☺

*Names have been changed to protect anonymity.

PREGNANT TEENS HAVE A HIGHER RISK OF:

- Premature labor and/or delivery (going into labor before the baby is fully developed)
- Anemia (low iron levels in the blood)
- Preeclampsia (swelling, high blood pressure and protein in the urine)
- Having a baby with a low birth weight (less than five and a half pounds)

PREECLAMPSIA SYMPTOMS INCLUDE:

- Swelling of the hands or face when rising in the morning
- Quick weight gain (more than two pounds per week)
- Headaches
- Having less urine when going to the bathroom
- High blood pressure
- Changes in eyesight (flashing lights in the eyes)
- Pain in the lower belly

Recreation



Seniors

Some seniors choose alternatives to attending college

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Athletes of the Month

Six athletes are awarded for their spring success

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"Mission: Impossible III"

A review of this action movie starring Tom Cruise

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Debate arises over opposing visions for future role of deaf community

Some members of the deaf community believe oral education methods like those taught at the Central Institute for the Deaf are beneficial because they allow deaf people to potentially interact with hearing people in normal conversations, while others criticize this approach because it signals a loss of cohesion and acceptance within the deaf community.

JEREMY BLEEKE

To many in the hearing population, being deaf means one thing: sign language. But within the deaf population, a raging cultural clash of opinions exists between those who think that being deaf should mean exclusive participation in the deaf community using American Sign Language and those that believe deaf children should be taught how to understand English and be able to effectively communicate using it.

St. Louis is one of the leading cities for oral deaf instruction in the nation. It is home to three separate centers devoted to teaching deaf children to speak: the Central Institute for the Deaf (CID), The Moog Center for Deaf Education and St. Joseph Institute for the Deaf.

Oral Education

CID, located in the Central West End, is probably the most well-known of the three schools, for several reasons including its affiliation with the Washington University School of Medicine, which involves a research program, and the fact that it has been around for such a long time. After its founding in 1914, it has gathered national acclaim and attracts people from around the country and even from around the world with a student this year from the island of Mauritius off the coast of Africa.

CID's mission is to "serve people with hearing loss worldwide, so that they can communicate effectively and live to their fullest potential." It represents the ideal that deaf people should easily be able to listen to and talk with normal hearing people.

Robin Feder has been with CID for 32 years and is now the director. She believes that while learning to listen and talk when you are deaf is difficult, the benefits outweigh the challenges.

"The advantage of learning to talk, being able to lip read, and to listen is that you can fully participate in the hearing society," Feder said. "There are more children who learn to sign across the country. You can teach them in bigger

classes; it's easier, it's less expensive to teach them that way. But it's not nearly as practical in terms of being part of the rest of the world. It's not easy to have an interpreter with you at all times."

Although students at CID are not taught how to sign, some go on to learn ASL and are then able to provide a link between the hearing community and the deaf community that signs.

"A parent told me a story about his daughter, who went here, who had many other deaf friends who aren't able to talk," Feder said. "And when they go to a restaurant this woman signs with her friends, because she learned to sign after she left here, gets their order and speaks it to the waitress. The waitress says the specials, she listens and lip reads, then signs it back to her friends. So our students will often be able to function in the hearing world and then learn enough signing to speak with their friends."

CID works with kids from infancy until they are able to talk and listen, with the maximum age of 12. Children are taught in classes based on ability, not by age level, so graduation will often see a wide range of ages. Feder says that one of her favorite parts of the job is the send-off after their time at CID.

"I enjoy seeing the progress that the children make," Feder said. "My favorite time is graduation because every year the children who are going to be graduating that year, going to regular schools, give a speech. This year we have eight children, ranging in age from 5 to 12, who will be giving speeches."

Most CID students, who are almost all severely to profoundly hearing impaired, came to the school knowing little to no English. After leaving CID the students are mainstreamed into regular elementary and middle schools where they are able to interact with normal hearing children.

Teaching deaf children to speak and listen is no easy task. The teacher-to-student ratio at CID is about 1:4, although often there are only one or two students with a teacher. All students wear hearing aids or cochlear implants. Loaner hearing aids are provided by the



courtesy of the Central Institute for the Deaf

ABOVE: A STUDENT at the Central Institute for the Deaf (CID) reads to himself. Left: CID students have a story read to them. CID represents the philosophy that deaf people should be able to listen and talk with hearing people easily in normal conversations. However, some people within the deaf community are opposed to this idea because they believe it destroys the unity of the deaf community.

school when the students' are being repaired, and the school will also 'map' a cochlear implant for a child which basically means they get it programmed for the child's specific needs. However these do not allow the student to hear the same way that a normal hearing person

would, especially with a cochlear implant, which converts sound to computer impulses.

They also rely on lip reading and associating certain words with how the mouth moves. This means that they cannot just pick up the language from exposure to it like a

hearing baby would. It is imperative, especially at a very young age, that the child would be able to see the person's mouth moving.

"If you're talking to a baby and the baby's lying on the floor, you

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Colleges provide summer science experiences

YIPENG HUANG

Working alongside post-docs and graduate students in a biology laboratory may not seem like a typical summer pursuit. Nonetheless, this summer, as many as six students from CHS will work in biology laboratories at Washington University conducting research in subjects such as the development of fruit fly eyes, the structure of inner ears of small animals, or the cardiovascular capacity of exercising mice.

Science teacher Mike Howe has been helping interested students find research opportunities and meet with professors at laboratories at Washington University. The one-on-one research projects last the entire summer break and expose students to high-level experimenting techniques.

"This is year three that I've been setting up this program," Howe said. "This year the enthusiasm on behalf of the students is almost more than I can handle."

Last year just one student was enrolled. This year there are six students committed, two of them already with firm placements with

professors.

Senior Cong Yu was the student that was enrolled in the program the previous summer and worked in the field of gastroenterology, which concerns the study of digestive diseases.

"Compared to the school year, it's very relaxed," Yu said. "My hours in the lab were from nine to five. Take-home work was minimal. There are some articles you have to read on your own to get the background information, but you get to read them while you wait for the lab data to come in."

Students enrolled in the program get hands-on experience with many of the lab techniques they learn in biology courses in school. The program compensates for the lack of research experience students can get within school.

"I've been concerned for some years because Parkway South High School, where I taught previously, and here at Clayton, we do a good job with teaching content, but we don't do enough long-term research projects with our students," Howe said.

Some high schools offer a long-term research class as part of

the science curriculum. Students would sign up as sophomores and begin with background and literature research the first year and in their junior years do the actual research. Finally, as seniors, they present their projects at science fairs and other arenas such as the Junior Science and Humanities Symposium.

"The problem with such a research class is that it takes three years out of the schedule," Howe said. "So instead of a class, I tried to offer something over the summer for students interested in doing research."

The program that Howe has created is similar to the Students and Teachers as Research Scientists (STARS) program offered by Pfizer Inc. and Solutia Inc., which is held at Washington University, St. Louis University and University of Missouri St. Louis. This year four students from CHS will attend STARS in addition to the six working with Howe.

"The STARS program accepts about forty students from the area and offers tours around university laboratories on top of lab work," said junior Rebecca Rivard, who is

attending STARS this summer.

To be able to participate in the Washington University program coordinated by Howe, students needed to contact him as early as March or April. While the program requires no tuition, the research that students are expected to conduct is very involved and requires the devotion of the whole summer.

"The professor told me that it'll probably take me a while to get used to life inside the laboratory," junior Zoe Liberman, who has already found a professor to work with, said. "But from what I gather from first visiting the lab, the people there seem pretty welcoming and laid-back."

Matching students to professors is a long search process that includes finding willing professors and also involves several interviews between the student and the professor.

"Most of the professors typically do not work with high school students," Howe said. "Having high school students in a university lab is somewhat of a stretch. That's why it's a challenge to find professors willing to take the program. Nonetheless, I think there is grow-

ing interest. There is a doctor willing to establish a database of interested professors at Washington University and that would help with matching students for future summers."

For the most part, both students and professors have positive experiences with the summer program. Yu's work over the previous summer went well and he and his professor cooperated well into the semester.

"After the students are matched up, my goal would be to see the students finish the project and present the project," Howe said. "In addition to that students also get to network with researchers and make connections that might help the students a few years from now. The ultimate goal would be to get young students involved in research. I'd like to see more of our students move in that direction."

Yu encourages motivated students to look into enrolling. "If you are really interested in science, this summer program is a great opportunity to know more about long-term research, Yu said. "The people you work with make sure that you learn a lot." ☺

End-of-the-year events

Senior Finals Schedule:

Tuesday, May 23:

- History (8:20-9:50)
- World Languages (10:20-11:50)
- Practical Arts (12:20-1:50)

Wednesday, May 24:

- Math (8:20-9:50)
- English (10:20-11:50)
- Fine Arts (12:20-1:50)

Thursday, May 25

- Science (8:20-9:50)
- Physical Ed. (10:20-11:50)

Underclassmen Finals Schedule:

Friday, May 26:

- English (8:20-9:50)
- Science (10:20-11:50)
- Practical Arts (12:20-1:50)

Tuesday, May 30:

- History (8:20-9:50)
- World Languages (10:20-11:50)
- Fine Arts (12:20-1:50)

Wednesday, May 31:

- Math (8:20-9:50)
- Physical Ed. (10:20-11:50)

Graduation Information

•Free PTO-sponsored BBQ lunch on Wednesday, May 31 at 11:00 am in the Commons, right after graduation practice.

•Graduation at 7:00 p.m. on May 31 at the Washington University Field House

Summer School

•Clayton Summer School: June 12 - July 7, morning sessions from 8:00-11:10 am, afternoon sessions from 12:00-3:10 p.m.

•Ladue Summer School: June 12 - July 30 or July 3 - July 21

•Drivers Education: \$350 for Clayton residents, classroom instruction 5:30-7:30 p.m. Monday and Wednesday in room 125 Session 1: June 5 - June 21 (already full), Session 2: July 3 - July 19, Session 3: July 31 - Aug. 8

Sports Updates

•Boys' tennis victorious at district tournament: senior Joey Nicolazzi won in singles and sophomore Jon Pang and senior Max Shapiro won the doubles competition.

•Freshman, JV and Varsity cheerleading tryouts will be held May 24-26 at 4:00 p.m. in the Commons. Pick up a packet in the activities office as soon as possible.

Komen St. Louis Race for the Cure

Join the CHS Team in support of Dr. Losos, other victims of breast cancer and the search for a cure. See Mrs. Blasiac or Sarah Murphy for registration information. Pick up your race t-shirt, bib number and back signs between 8 am and 3 p.m. on June 2 in the CHS Learning Center. Additionally, students don't need to worry about parking Downtown because the Clayton School District will have its own bus.

Straight-A Cardinals Tickets

Students who are eligible for two Cardinals baseball tickets because they maintained a 3.7 grade point average over first semester of this year can pick up their ticket vouchers in the main office from Ms. Peyton. Don't forget, these vouchers need to be redeemed by June 15.

Controversy in deaf community

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would get on the floor at the baby's eye level so that you could talk to them," Feder said.

Still other challenges loom for deaf children trying to learn English. Lauren Lichtenfeld, a CHS alumnus from the class of 2000, got her masters degree in deaf education and now works at CID. She says that teaching English to her students is much like teaching a foreign language, where each part of speech has to be taught, instead of having it come naturally.

"If you go into any elementary school, they are teaching them language arts, which is reading and

all that. They're not teaching them syntax," Lichtenfeld said. "We have lessons on when to use 'I am,' when to use 'she is.' Simple things that we just learn because

we're hearing pronouns, they don't. They need specific instruction on syntax: how our language is made up."

Feder echoed these thoughts. "Our time is spent teaching the children to talk, so it's not so much teaching lip reading as it is teaching the language, and learning all the words in the English language," Feder said. "The children have to be taught every word and they need to be taught pronouns and how to say 'on the table' as opposed to 'under the table' as opposed to 'next to the table.'"

But time at CID is not spent just teaching how to talk and how to listen and comprehend. At the primary to middle school age level, students are also being instructed in subject matter. According to Lichtenfeld, the morning is spent improving reading, which would include phonics, comprehension and vocabulary. There is also language literature, which includes poetry and plays; then speech and language, where students improve articulation of sounds and auditory training. The afternoon is spent more like a normal hearing school, with lessons in math, science, so-

cial studies and writing.

CID requires all instructors to have Masters degrees in deaf education.

"We really care," Lichtenfeld said. "I don't think anyone could be here for very long if they didn't. I think everyone here is very intense and if you don't really love it, then you leave."

The Deaf Community and ASL

Yet there is a large portion of the deaf community that does not believe that places like CID should teach deaf children how to speak like normal hearing people. They believe that being deaf is not a condition that should

be fixed, but that the deaf should be proud to be deaf and proud of their culture. These people communicate using American Sign Language and have a strong, tight and vibrant community.

Candace Atkins, a student at St. Louis Community College-Florissant Valley, is a hearing person who is taking classes to learn ASL and has also worked in several deaf theatre productions. She feels strongly about ASL because it embodies many of the fundamental principles that she has encountered as an actor.

"I had always wanted to get certified in sign," Atkins said. "I see sign as such a beautiful visual language that really incorporates everything that an actor should have. It's expressive, you're using your entire body and you're telling a story. And Lisa Betzler, who is one of my professors, always says if I don't see a picture in your signing you're not signing American Sign Language."

In deaf theatre there are deaf actors acting out the story on stage, while an actor like Atkins shadows them and says the lines for members of the audience who are of normal hearing. She found that despite being a hearing person she is able to interact and connect with deaf casts.

"In the second show that I did this year, 'The Fantasticks,' I was basically mirroring movements, and I worked very closely with the deaf cast," Atkins said. "They were teaching me sign because they were incorporating hearing people signing with the deaf individuals as well as interacting with each other. There was a lot of teamwork, a lot of cooperation between both sets of casts, so we really became one cast."

The Greater St. Louis Association for the Deaf (GSLAD) is a very strong force in the deaf community. According to Atkins, they sponsor deaf awareness nights at Cardinal games, they have Six Flags Day and they also hold workshops.

"University of Missouri St. Louis just had their 21st annual storytellers' convention where they bring in storytellers from all over the world," Atkins said. "GSLAD had their own section last week of just deaf storytellers because there are a lot of stories that are told throughout the deaf community that are solely for deaf individuals relating their own experiences, their own childhood. There are just so many different activities that are going on within St. Louis that unless you are really aware of it, like you know someone in the deaf community or you are in the deaf community, you're probably completely clueless that this goes on."

The Controversy

Nothing sums up the clash of ideas between signing and oral better than the recent controversy at Gallaudet liberal arts college in Washington, D.C.—the only deaf college in the country. There is much disagreement over the newly elected president of the college, Jane Fernandes, whom many do not consider to be "deaf enough," as reported by the Associated Press in the St. Louis Post Dispatch. Fernandes is deaf but can understand and speak English. As stated in the article, Fernandes does not see herself as being the "perfect deaf person," whom she describes as "born deaf to deaf parents, learns ASL at home, attends deaf schools, marries a deaf person and has deaf children." Many of the faculty at the college hold this view and do not see Fernandes as embodying the spirit of the institution.

"She does not truly represent our deaf community," Gallaudet professor Lynn E. Jacobowitz said. Many people who use ASL in St.



CHILDREN PLAY TOGETHER at the Central Institute for the Deaf. The CID, a school for deaf children in St. Louis, helps children learn to speak through oral education, a practice that has met strong opposition from parts of the deaf community.

Louis do not see people who have been trained to be oral as part of their deaf community; this is not the case for everyone, although there are many who hold this view.

"There are a large number of people in the deaf community who are strictly opposed to cochlear

implantation because they feel that part of their language, and they do have their own language, American sign language, which is different than English—is being taken away from the deaf individual," Atkins said. "They do not believe that being deaf is a disability."

Atkins continues to point out that there are some who are in the middle. "There are some people in the deaf community... that have had deaf children and they have allowed their child to be implanted with a cochlear," Atkins said.

"I know lots of people from camp, and just different groups," Iken said. "I'll be with friends."

Unlike some of her CHS classmate's schedules next year, Iken will have a full workload every day. "Classes go from 8:30 in the morning to 10 at night," Iken said. "There is a lunch and dinner break, but classes are all day. Tuesday afternoon is time set aside for volunteer work. There are also different tours and trips that I will be able to go on while I'm there."

The workload does not bother Iken however, who is looking forward to next year.

"[They] have also taught their children to sign because regardless of the fact that they have a cochlear implant, they are still deaf and they will always be deaf, and they will never hear as a hearing individual will."

Feder believes that being able to speak and understand English is much more practical for participation in everyday life and life in the global community. "[Most] proponents for sign language feel as if there is nothing wrong with living in your own community of just deaf people."

CID director ROBIN FEDER

as if there is nothing wrong with living in your own community of just deaf people," Feder said. "And while on the one hand I can understand how that might be comfortable for them, the truth is that the community is small and the world is large."

St. Louis residents Ruth and Darin Sorrell are both normal hearing people, but their son was born deaf. They decided to have him learn to speak and hear with a cochlear im-

plant. He attends the Moog Center in Town and Country where he receives oral education. Ruth Sorrell said that the main factor in her decision to have him become an oral child was that it would make learning to read easier.

"When I was first looking into various communication methods that deaf children have available to them, I was concerned that if he can't talk it will be very difficult for him to learn how to read," Sorrell said. "And I was concerned that I wanted him to be a literate child, and I was concerned that I wanted him to be able to go to college and learn how to do something more sophisticated with his life and that he wouldn't be able to do so if he couldn't read. And that was the driving reason behind making him an oral child: because I wanted to give him a leg up in reading."

Feder says that the popularity of signing versus oral language has been shifting and is not yet quite settled.

"It is like a pendulum," Feder said. "There are times when there has been more oral education taught and times when the pendulum has swung back; right now the pendulum is more towards oral because of technology, but there is still a huge controversy in the field." ☺

CHS student prepares for year abroad before starting college

KATE ROTHMAN

Come August, when many CHS graduates are preparing to travel to colleges and universities all over the United States, senior Donna Iken will be getting ready to spend a year in Israel attending Midreshet Harova, Advanced Torah Academy for Women.

Iken has chosen to defer her acceptance to Washington University for a year, instead enrolling in Midreshet Harova, studying Judaism.

She will be there for one year, leaving St. Louis on Aug. 29. Though it will be a long time, Iken

is excited for the year abroad.

"I've known for a while that I wanted to go to Israel to study for a year," Iken said. "I know people who have done these types of programs before, and I knew that they would be good for me."

Just as she had to fill out applications for different colleges that she was applying to, Iken also had to apply to the several schools in Israel that she was interested in attending.

"The application process was pretty similar to the process for colleges," Iken said. "I filled out different applications, and interviewed. I had to get letters of recommenda-

tion from my teachers, everything. That was in December, when all my college stuff had to be done too."

Although there are no other students from St. Louis attending Midreshet Harova next year, there will be 75 students entering with Iken, from all over the world.

"There will be people there with me from all over Europe and the US, as well as South Africa and Australia," Iken said. "Pretty much everyone is the same age, the year between high school and college."

Though there will be no other St. Louisians at Midreshet Harova, Iken knows a number of other students that will be there.

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Teen beauty habit poses health threat

by MEREDITH MCCAY

Everyone knows tanning causes skin cancer. The problem is that everyone has also seen the beautiful tan models and movie stars in magazines and ads. It is hard to think about skin cancer, when the only thing people are thinking about is how to look just a little more like the movie stars, mimicking their clothes, their hair, and now their skin.

First of all, the fact is that there is only one type of 'safe' tan.

"Well, a spray on tan is really the only type of safe tan there is," said Doctor Alicyn Robb.

Although tanning in both tanning beds and out in the sun is dangerous, tanning beds are more dangerous because they are worse for your skin.

"Tanning is horrible for your skin whether you do it in the sun or in a tanning bed," Robb said. "But tanning beds use one type of concentrated light ray which is worse than the sun, which at least has vitamin D."

Vitamin D helps to fight against certain rare childhood diseases, but according to Dr. Bruce Robb, vitamin D is not good enough to counterbalance the dangerous effects of sun.

The probability of getting a sunburn goes up with each time a person gets a serious burn (red and peeling) and significantly up if the sunburn blisters. But Dr. Alicyn Robb made sure to point out that even if someone tans and does not sunburn, he is still at risk of getting skin cancer.

According to Cassandra Richards, in the magazine "Infectious Diseases in Children," the risk of getting melanoma (one type of skin cancer) is determined by several factors. The risk of getting melanoma goes up in people with fair skin, people with blonde or red hair and light eyes, people who get freckles, have a history of sunburns, have melanocytic nevi (suspicious looking moles), have a family or personal history of melanoma, or have DNA disorders or immunosuppression (when the immune system is weakened).

"There are many different types of skin cancer," said Bruce Robb. "There are Squamous and Basal cancers, which generally stay in one spot, and are cancers of the skin itself. Melanoma is a different type of cancer."

According to Dr. Bruce Robb, melanoma is a cancer of the skin pigment, which are the particles that make color for your skin. This means that the pigment cells are actually producing the cancer. Melanoma is much more serious than Squamous or Basal, because it is known to spread to areas greater than where it originated. Melanoma is sometimes related to sun exposure, but can also be caused by bad luck or genes. Melanoma is becoming more and more common, with 300 to 400 new cases per year, according to Richards.

Skin cancer is also fairly easy to identify.

"It usually starts with a strange looking patch of skin," said Dr. Alicyn Robb. "Usually you will have an abnormal-looking mole or freckles."

Richards also introduces the A-B-C-D of moles in her article: A for asymmetry, B for border irregularity, C for color variegation (this is within the mole) and D for diameter. If a mole starts to look like this, a dermatologist should check it out immediately.

When someone gets skin cancer and it is melanoma, if it is caught too late it can kill a person. If melanoma is detected earlier it has to be cut out, and the person has to start undergoing cancer treatments such as chemotherapy immediately.

Since Squamous and Basal cancers generally do not spread or kill people, they can seem less damaging, but they too can be serious. When Squamous or Basal cancer is detected, it has to be cut out, and leaves a large scar.

"When cancer is cut out, it leaves a big scar," Alicyn Robb said. "It can be very disfiguring if you have it on your face and you have a part of your face cut off. If you have it on your head you can potentially lose an ear, or even the tip of your nose."

But cancer is easy to prevent.

"When you go on a sunny vacation, wear lots of sunscreen," Dr. Alicyn Robb said. "Consider wearing a hat, but don't go out between 10 and noon, when it is the hottest. And base tans are silly. Don't get a base tan. They are just as damaging as a regular tan and really do nothing to protect you from the sun. Also if you have lots of freckles or moles, and/or red hair, you should go to a dermatologist once every year for a 'face check.'"



LISA EINSTEIN IS one of many students at CHS who is currently undergoing orthodontic treatment. Braces such as hers are a popular but expensive way to straighten teeth and fix over- or under-bites.

Braces popular at CHS

by ADRIENNE STORMO

As you walk down the halls of CHS, try to notice the smiles of the people around you.

Some students have crooked teeth, others have naturally aligned teeth, but many have or have had braces to help straighten out their smiles.

Braces can be both a curse and a blessing to those who have had them. Braces hurt, they lead to a restricted diet, and, to parents, braces can be a blow to the pocket book.

Yet the end result – a beautiful, straighter smile – is often well worth the suffering.

Junior Eli Fredman had braces for three years in middle school.

"The best thing was the end result," Fredman said. "I loved being able to see my teeth straight for the first time."

Sophomore Alex Hutchinson just recently got her braces over spring break. Her teeth are still not

showing much change from when she first had her braces put on, but Hutchinson is optimistic.

"I can't wait to get them off and finally have straight teeth for my senior photo," Hutchinson said.

Besides just straightening teeth, braces are used to fix overbites.

Improper teeth alignment can lead to more serious dental problems, trouble chewing foods, and can even cause breathing problems like snoring.

Stu-
dents,
however,
are usually more concerned with their appearance and smile when they get braces.

"When I first got my braces off," Fredman said, "everyone kept saying how great my smile looked."

Oftentimes, along with braces, orthodontic patients get rubber bands, and later retainers.

Both have been known to cause pain or problems with speaking clearly.

Worst of all for many patients,

however, is the inability to eat some of their favorite foods.

"I couldn't have caramel, which was horrible," Fredman said.

Hutchinson agrees, saying she missed being able to eat apples.

"Soft foods are still my best friends when I get my braces tightened," Hutchinson said.

Also, some people hate the look of braces, like Fredman who said his braces made him self-conscious. Hutchinson disagrees.

"I think my braces look cool," Hutchinson said. "I also like getting to change the color of my rubber bands."

While braces may be good or bad for the teens wearing them, parents of these teens are being forced to pay for them.

On average, U.S. teens' braces cost \$5000 for two years, not including x-rays and frequent check-ups. Luckily, some health care plans help cover these costs.

"I really appreciated my parents paying for my braces because I really wanted to have straight teeth," said Hutchinson. "I was glad they loved me enough to do this for me. And I would get them for my kids in a heartbeat."

Good or bad, painful or cool, a miracle or a waste of money: braces and the beautiful smiles they produce have become a standard in modern culture.

Skin Cancer Facts

- In the United States, about one out of three new cases of cancer is skin cancer
- 40-50% of Americans who live to the age of 65 have skin cancer at least once
- Treatment for skin cancer includes a wide array of techniques including surgery, electrodesiccation, laser therapy, grafting, radiation, topical chemotherapy and cryosurgery



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MEGHAN BLISS
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SENIORS LOUNGE IN the wrestling room on Senior Send-Off day. Similar to past years, this year there have been high numbers of absences among seniors. They feel skipping should be tolerated because they will graduate soon.

Senioritis runs rampant among upperclassmen

CALEAH BOYKIN

"It's almost over," senior Brianna Brinkley said. "I'm not going to class all next week." It's not just Brinkley who has suddenly felt that classes are no longer important, about 70 percent of the senior class will start to have spotty attendance the last part of May.

"I'm supposed to be in class right now," senior Ada Samuel said, in the middle of fourth period, "but I just don't feel like it."

Teachers have noticed the problem for many years.

"Seniors get really busy this time of year," Spanish teacher Beverly Harrington said. "So in order to get their work done, they skip my class."

Senioritis has become a problem in the past few years. Just knowing they are in the home stretch calms

seniors' nerves, relaxing them so much that they don't want to do any work.

"I think senioritis is an unavoidable excuse," social studies teacher Josh Meyers said. "Senioritis has existed ever since there have been seniors; however, I think it's a real problem because it makes it difficult for the underclassman and the teachers to have a productive end of the school year. I understand it exists, and it's so m e t h i n g r e a l, b u t i t s h o u l d n o t b e u s e d a s a n e x c u s e t o g e t i n t h e w a y o f s t u d e n t l e a r n i n g."

Senioritis is for retired citizens." Forensics teacher Heather Jacus thinks students shortchange themselves by using this excuse to check out early.

"I think that people should work hard to the end," Jacus said. "I think it's a reflection of who you are and your character if you can stay focused until the end, so it shouldn't exist."

Clayton students are known for their ambition and pushing themselves to achieve, this reputation seems to fall apart for many of them at the end of the senior year when they succumb to senioritis just as so many of their peers from other schools do.

Some members of the campus supervision team question the existence of the "disease."

"As a student I never had senioritis," campus intern Rolando Merriweather said. "As a teacher I have heard of it several times. I know senioritis is not a true thing. It's only about trying to grow up too fast, trying to finish too soon. When a student comes up to me and says he or she has senioritis, I say how can you have senioritis when you haven't finished your life. Senioritis is for retired citizens."

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"It's contagious," senior Brandon Burton said.

Students discover heroes among friends, family, and celebrities

LIZA SCHMIDT

With college visits, SAT/ACT scores and other plans for the future on their minds, CHS students battle with decisions about their future. A role model, or hero, who they can look to for guidance can be incredibly useful to help give direction.

Sophomore Emily Anderson's role model is someone who completed the tumultuous high school years of decision recently.

"My hero is my sister, Lindsay," Anderson said. "She didn't follow the expected path of a graduating senior, and instead of going to college got immediately involved in real estate, but she was still able to be successful. I really admire her for that, and it showed me that there are other possibilities for after high school."

Junior Samantha Markovitz and sophomore Max Arpadi also look up to members of their families.

"My dad is my hero, because he is so outgoing and kind and really cares about his family," Markovitz said.

"I'd have to say my grandpa," Arpadi said. "He was a Jew (well, he still is), was born in Berlin and survived Nazi Germany. He fled to the United States where, I would say he lived the American dream. He started his own business and became very successful. His perseverance is inspiring."

Celebrities are another group that CHS students look up to.

"J.K. Rowling is my hero because she created Harry Potter, a huge international success, from notes on a café napkin," Sophomore Chiara Corbetta said. "She wasn't even famous then, she just made it all come together. And, without Harry Potter, I would die."

Freshman Diane Martin agrees. "I love J.K. Rowling," Martin said. "But, I'd have to say that Olivia, from Law and Order is my hero, because she's such a strong woman who deals with a lot of hard situations. Also I just love that show."

Junior Jack Altman, however, found his hero much closer to home.

"I would definitely say Kirkwood's Mark Zalewski because he looks like a Greek god and is awesome at water polo," Altman said. "He is an amazing athlete, and is really smart too! He's going to Princeton."

Some CHS students; however, have not yet to find their role models.

"I don't have a hero," sophomore Laura Bliss said. "Because to me a hero is someone who does something really amazing and significant that helps others in a big way. I still haven't really met anyone like that yet."



photo courtesy of www.thesnitch.co.uk



photo courtesy of Samantha Markovitz

TOP: J.K. ROWLING is a hero to several CHS students. Below: Similar to other CHS students, Samantha Markovitz looks to her parents for guidance.



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Music: does it actually make you smarter?

The "Mozart Effect" is an unproven theory states that children who listen to music will be smarter. Although some believe in the theory, many just categorize it as an urban legend.

WENNY DONG

For some determined families, Mozart in suburbia is akin to daily vitamin supplements.

For those seeking ivy-leagues and full scholarships, the "Mozart effect" has undeniable appeal as another way to enhance natural intelligence. However, as an unproved theory, this idea of improving cognitive ability via classical music might as well as join the other characters of urban legend.

The Mozart effect first emerged in a scholarly article in 1993 by three researchers who reported that compared to subjects who sat quietly or listened to guided relaxation directions, those who listened to Mozart's music had increased spatial abilities. Some of the benefits experienced included improved ability to recognize three dimensions in two-dimensional drawing, solving geometry problems and visualizing abstractions.

"The popular media quickly seized upon this story, and in typical fashion, misrepresented the actual research and findings," psychology teacher David Aiello said. "The 'advantage' gained from listening to Mozart was very brief, 10 to 15 minutes post-listening, and was not universally observed."

Nonetheless, the concept was out of the box and caught on quickly with the public, the implied significance being that sustained exposure to Mozart would have remarkable effects on children.

"Hospitals started handing out Baby Mozart CDs to new mothers, and a whole new subfield of commerce was created," Aiello said.

The controversial experiment generated subsequent studies in attempts to find either supporting or contradictory evidence. Yet ultimately, these efforts to recreate the experimental results were unsuccessful and researchers developed alternative explanations.

"I've heard how some parents claim that music makes their children smarter," Junior Ann Selvadurai said. "But I don't think playing an instrument enhances your mental abilities. Personally, I don't think playing the clarinet has any effect on my English grade, for example. However, I do enjoy playing music, and it's a good way to relax. Sometimes, practicing makes me motivated to do other things and it's a nice break from studying."

Like Selvadurai, some researchers doubt a direct relationship between music and intelligence. Mostly, they feel that music acts as a stimulant for the brain, activating and enhancing thought. "Some scientists produced the hypothesis that music was simply an upbeat 'primer' that caused an enhanced sense of arousal, thus allowing the subject to do better thinking," Aiello said. "Another study found that there was a 'Schubert effect' with similar results. In other words, those who preferred Mozart did better when primed with Mozart and those who preferred Schubert did likewise. The popular claim that listening to Mozart's music will increase your intellectual abilities is a bunch of bunk."

While investigations on the relationship between keyboard lessons, voice lessons, or drama lessons and performance on standardized intelligence tests have yielded some positive correlation, there are numerous other factors.

"There are so many confounding variables that affect cognitive performance," Aiello said. "Music lessons are a continuation of schooling beyond the traditional school day and music encourages development because of its abstract nature. No sweeping conclusions should be drawn because music lessons can help the already developing brain for a variety of reasons. However, is it the music, or is it some other variable like the fact that they are developing a mental and physical discipline and habit of the mind?"

Unfortunately for parents who banked their hopes on the wonders



STUDENTS IN BAND class at CHS would seemingly have an advantage over others if the "Mozart Effect" really does work. However, most people believe that music does not necessarily affect students' learning.

of Mozart, there is no direct proof linking music to better academic performance. Nonetheless, it is true that the human brain has more plasticity in the earlier years when neural networks are still forming. As a result, learning anything that is physiologically possible is "easier" at an earlier age.

"We learned in psychology class that while neural connections form at a slower rate with age, experience is sometimes equally important," Selvadurai said. "Experiences like

practicing music and focusing your attention contribute to your ability to sit and concentrate. But also, the same drive that makes people play music is often times also applied to schoolwork."

Aiello reflects a similar opinion especially as he has introduced his oldest daughter, Sarah, to various instruments and other musical interests.

"I believe she is developing some of those self-discipline habits and curiosity that can't help but en-

hance her intellectual development and lead to even more success in school and with learning in general. We have tried to not push her too hard, but have given her opportunities to participate in music lessons because she is interested. I think kids can be turned off of any activity if their parents push them too hard, but parents can also step too far back and miss opportunities. It is a very difficult judgement call to make, parents do the best they can in their own circumstances." ☺

Students finalize unique summer plans

From travelling across America to attending university workshops, several students have planned distinct activities for the summer. Through the executions of such arrangements, students hope to acquire matchless experiences and knowledge.



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photo courtesy of www.pbskids.org

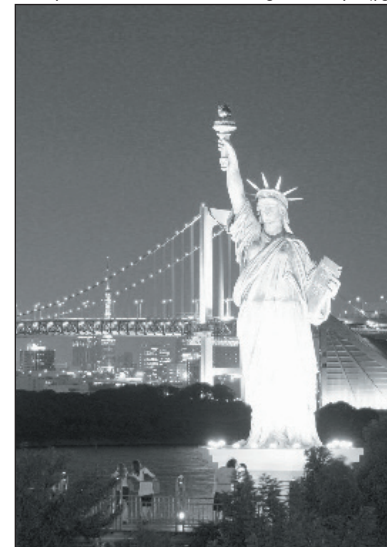


photo courtesy of www.iaes.com

ABOVE: KENYON COLLEGE offers a writing program that student Andrew Davidson will partake in this summer. Below right and left: The Little Rock Nine controversy took place in Little Rock, Arkansas a city where students from Cultural Leadership will visit this summer. They will also travel to New York City.

RACHEL DICKENS

With the summer months approaching at an inconceivably rapid pace, many CHS students are preparing to embark on a myriad of summer excursions.

Many students, contrary to popular summer activities, such as attending a sleepover camp or traveling to temperate locales, have chosen to engage in academically and morally enriching activity during their vacations.

Junior Andrew Davidson, who has previously attended the prestigious Interlochen Arts Camp in Michigan, chose to widen his portfolio of summer endeavors, and thus enrolled in Kenyon College's Young Writers Workshop, which he will attend this coming summer.

"I've been interested in the Kenyon Young Writers Workshop for a few years now," Davidson said. "I've always had other summer activities that have interfered with it until now though, so this will be my first year participating."

Davidson chose to attend the Writers Workshop for a variety of reasons.

"I chose to participate in the Workshop because I've always had a tremendous interest in writing, and it's something I'd like to pursue in college," Davidson said. "I was also drawn to the program initially because I'm very interested in Kenyon, and it's a good idea to visit before deciding to apply."

In addition to Kenyon's appeal as a school, Davidson is also thrilled to become acquainted with the institution's prestigious English department.

"Kenyon is renowned for its tremendous faculty, specifically its English and Creative Writing departments," Davidson said. "I'm really excited to meet and learn from such dedicated professors. I think that my writing will improve and I will have a good understanding of what college will be like by living on a campus and learning from professors."

Unlike Davidson, who plans to deepen himself academically over the summer, Juniors Laura Goldsticker and Allyson Golden have arranged to spend three weeks this summer traveling to different parts of the country as part of Cultural Leadership, an organization that breaks down the barriers of both racism and anti-Semitism by bringing Jewish and African-American teens together in an enriching environment.

On their trip they will listen to nearly 100 speakers. The goal of the three week trip is to turn into racism eradicators and changed agents.

"I've been a part of Cultural Leadership since the middle of this school year," Goldsticker said. "As a Jewish teen, and also because I've always been interested in the uniqueness and lifestyles of communities unlike my own, I felt that it would be a very good experience to collaborate with individuals of different backgrounds."

Golden expresses her interest in the travel aspect of the trip.

"Aside from learning about other cultures, we'll be traveling to places I've never visited before," Golden said. "I'm especially excited to see New York City, Washington DC, and possibly New Orleans. I think the best parts about the

trip will be listening to all the speakers, visiting a lot of the historical sites and bonding with the other students."

Although Cultural Leadership will be visiting the aforementioned cosmopolitan cities, they will also explore less-known areas of the country.

They are visiting these cities because they were the location for historical events including slavery and segregation.

"In addition to the northern cities that we're traveling to, we will also visit Alabama and Tennessee," Goldsticker said. "Being in more rural areas will be unique and interesting, seeing as most of us haven't traveled extensively to like sections of the country."

Goldsticker plans on gaining historical knowledge and a deeper understanding about racism in general from visiting these cities.

"In the southern cities I think we will be seeing old slavery plantations are places that were very segregated before the civil rights movement," Goldsticker said. "It will be a great experience. I will end up with a deep understanding of slavery, racial segregation and the horror that went along with it."

From visiting schools, to traveling the country with a youth leadership organization, CHS students are sure to experience some of the most formative summer vacations of their lives thus far. ☺



Courtesy of culturalleadership.com

Junior Laura Goldsticker and a friend she made during the Cultural Leadership Program.

Athletes^{of the}Month

Olivia Hayes Girls' Soccer

REBECCA WALL

Varsity girls soccer coach Paul Hoelscher knew that Olivia Hayes was the real deal years ago. Hoelscher was holding a soccer camp at Wydown that Hayes and eight boys attended.

"It was obvious that the boys were intimidated by Olivia," Hoelscher said. "Towards the end of the camp we had a shooting session, and none of the boys would play goal when Olivia was shooting because they were afraid they would get hurt."

This camp gave evidence of Hayes' potential as a soccer player. However, while quaint anecdotes are somewhat cute, cute does not describe Hayes' contributions to the soccer team this season: rather, try exemplary, or astounding.

Hayes has played club soccer for seven years.

"Club has always been a huge part of my life and time as well," Hayes said. "I have grown so much as a player and learned a lot from the coaches and players through club."

Hayes, whose magnitude of talent has been compared to Alex Johnson, entered to a very different situation than Johnson did two years ago.

Being one of five freshmen, Hayes' transition from miscellaneous freshman to varsity soccer player was smoothed by being with other people her age. However, the older girls also made her feel welcome.

"All of the girls are so nice," Hayes said. "They go out of their way to help you and include you."

Hoelscher has been helpful as well. "He has been really great as a coach," Hayes said. "He knows what I need to work on and always helps us get focused and prepared to play."



Hayes, who plays forward, is well suited to her position because of her natural quickness and nose for the goal. She was the team's leading scorer, with over twenty goals.

However, junior captain Alex Johnson feels that Hayes has been making a huge impact that extends beyond her goals. Hayes' presence on the field has stimulated the offense as a whole, improving the competitiveness of the team.

"Olivia is very good at setting up other players," Johnson said. "She has helped bring our offense up to a new level."

Hayes finds many highpoints in her freshman season. Games such as two victories against rival Ladue and a tie against power MICDS proved something important to Hayes.

"We proved to ourselves that we could play anyone," Hayes said.

However, early success with not suffice for Hayes and Johnson. Hayes has no interest in peaking as a freshman. Fortunately, Johnson is optimistic about Hayes' future in the program.

"She is going to continue to create a lot of offense, and scare the pants off of the teams we play," Johnson said. "I'm so excited to play another year with her."

Joe Nicolazzi Tennis

KADDY SHER

For the past few years, the varsity boys' tennis team has been a force to be reckoned with. Josh Goldstein, 2005 graduate, won back-to-back state singles titles, and senior Max Shapiro and sophomore Jon Pang were runners up in the doubles draw. However the boys' team has yet to accomplish an even bigger feat: the team championship, finishing third last year. Senior Joe Nicolazzi hopes to change that later on this month.

"We're probably the favorite to win state," Nicolazzi said. "If we do win state, it will be really special because no public school has ever won it in the team event. We have a tough road ahead, so I don't want to get ahead of myself. The talent on our team is phenomenal. Whenever you have three players [Pang, Shapiro and Nicolazzi] that play high level tournaments outside of high school your team is going to be good. Our whole team is deep, a lot of players have improved a lot from previous years. [Senior] Steve Golembieski, [junior] Bohan Li and Pang have improved a lot."

So far this season, the Hounds are undefeated in match play as well as the District champions. Nicolazzi has qualified for state in the singles draw, with a win over John Burroughs Teddy Finn in the Districts final. However, to make it to the state tournament, the Hounds will have to beat foe MICDS in Sectionals.

Although this is Nicolazzi's first year on the team, he has been playing tennis for a while.

"I've been playing tennis for about nine years," Nicolazzi said. "I plan to go the University of New Mexico next year on scholarship. Then I'll probably try and play some pro tennis tournaments but probably



won't be that successful."

Nicolazzi has played in numerous tournaments, besides high school duel matches.

"My biggest accomplishment in tennis was probably getting top ten in the Midwest Open," Nicolazzi said. "It was a 128 size draw with a lot of good players from throughout the nation and I had to win six really tough matches."

Right now, Nicolazzi is focusing his energy on another tournament: the state championship.

"Winning team state is my ultimate goal," Nicolazzi said. "Winning it individually is nice, but I think it would be a lot more special winning it as a team and celebrating our victory with the team. I don't have any predictions for the state finals. I try not to underestimate anyone. There's going to be a lot of good players at state. I try not to look ahead in the draw."

Nicolazzi, however, is not one to take on all of the glory.

"I would just like to give a lot of the credit for the success of our team to everybody," Nicolazzi said. "Everybody contributed to our success as a team. We wouldn't be where we are now if it wasn't for all the guys on the team."

Zach Miller Baseball

JACK MCCLELLAN

Zach Miller, this month's athlete of the month, loves baseball so much that he just cannot keep the game on the diamond. Miller can be seen practicing his swing in the halls, stealing (bases most the time), and throwing everything in reach (including markers).

"I have grown up with the game," Miller said. "It's not just about athletic ability, you have to be a student of the game to succeed."

Well, Miller must be a student of the game then, because succeed is what he has done this season. He is batting a whopping .441, with 26 RBIs, and his hitting isn't even his best quality.

"My running and my defense are my strengths," Miller said.

He has 29 stolen bases overall, to lead the team and has committed only one error.

Miller not only helps out at the plate and in the field. He is also one of the teams leading pitchers.

"I enjoy pitching," Miller said. "It's fun to go out there and play catch with the catcher."

In ten appearances, Miller has a record of 3-1 and a team leading earned run average of 2.07.

Miller has been an important part of a fairly successful 2006 Greyhound team. The Hounds finished the season 14-10, their final loss coming to a strong St. Charles



team in districts.

"I was happy with the season," Miller said. "At times we could have played better, but overall it was good."

If there is one thing Miller can improve on, it is his leadership role. Just a junior this year, Miller will almost certainly be called upon next year to be a leader on the team.

"I can definitely improve my leadership," Miller said. "I play hard but I also goof around sometimes."

That may be reaching to find a flaw, however. It is hard to nitpick a player who is fourth in the Suburban East in batting average, fourth in runs batted in, second in runs scored and in stolen bases, and top ten in several other offensive categories.

Numbers like that speak for themselves, and are the reasons that Miller is this month's athlete of the month. And even though this season has come to a close, Miller can look forward to similar success in the future.

Barissa Ford Track

BEN WEIXLMANN

She's known for her skills on the hardwood, but every spring she unveils her talents on the track. Barissa Ford had great success in track her first two years, and is showing no signs of slowing down.

Ford, a short-distance specialist, has been incredibly consistent this year. She ran a season-low 58.8-second 400 meters at the Berkeley dual meet, and has run sub-1 minute quarter-miles on several other occasions.

"Barissa has been a driving force in our success in the relays this season," junior Ashley Crawford said. "She comes out every day whether it be a practice or meet and competes at an elite level."

Ford participates in three events: 4x200, 4x400, and 400-meter races.

"My best events are definitely the relays," Ford said. "I enjoy them more because you run as a team. It is really exciting knowing that when you try your hardest, you are not only benefitting yourself, but you are benefitting your entire team as well."

Ford, although humble and quiet, brings an unassuming leadership to the team.

"She really helps people with their techniques and is always wanting to have everyone make the most of their potential," Crawford said. "She's a great asset to the team."

Luckily for the Greyhounds' track squad, Ford will be back next year ready to



win a state title.

"It's been a while since Clayton has won a state title in track, and I hope we can do that during my time at Clayton," Ford said.

Ford sites such runners as Ashley Campbell and Crawford that really boosted her talents.

"It was great having a good batch of talent to run with this year," Ford said. "We were able to compete relatively well."

Although no Clayton girls made it to state this year, there are bright hopes with Ford leading the charge.

As a three-year fixture on the girls' varsity track team, Ford hopes to perform at a quality level for one more year.

"There is nothing I would rather do than to end up my Clayton sports career on a high note," Ford said.

With the help of Ford, the girls' track team looks to be in for a fantastic season next spring.

Nick Stolz Lacrosse

RACHEL HARRIS

Senior Nick Stolz will be missed when he departs for college.

Since his freshman year, Stolz has been an unstoppable force on the CHS Boys' Lacrosse team.

"Nick is very passionate about lacrosse," junior Bob Maylack said. "He cares a lot about winning. He is an amazing player who provides an offensive boost with his skill and determination."

Stolz was a key player in the team's success this year. In a heated game versus Rockwood Summit toward the end of the team's season, Stolz made the winning goal in overtime.

"Going into the game, there was ice running through his veins," Maylack said. "He got out there, played the game, and took the shot to save the season."

Stolz places great emphasis on success of the team, but finds that he enjoys simply spending time with the guys just as much.

"I really enjoy the sport," Stolz said. "All the guys are great and we had a ton of

fun together, especially this year."

The entire team regards Stolz as a mentor. His status as captain of the varsity team allowed him to really take a leadership role and show his younger teammates how the game is played.

"He is a great player on and off the field," Maylack said. "He is a pleasure to play with. I feel very fortunate to be able to know such a person."

Stolz will miss a lot about playing lacrosse for CHS. He particularly enjoyed seeing the freshmen come to take the spots of the departing players.

"I am really going to miss the guys that I played with for a while," Stolz said. "Even though we got new coaches this year, I will miss them as well as the coaches I knew for so many years."

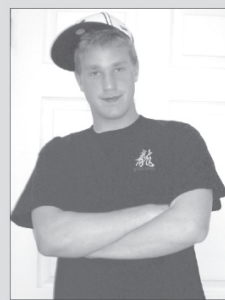
The team will be sad to see Stolz graduate.

"I will be very sad to see him go," Maylack said. "I can't believe I won't have the honor of stepping onto the field with Nick again. He was a great captain, great player, and was an honor to play with."



SENIOR NICK STOLZ charges towards the goal during a recent lacrosse game.

From the Back Field



JACK MCCLELLAN

Times, they are a changin'

It is 2:30 a.m., and I am still at the keyboard. Sitting. Waiting. Trying to decide what to write this column about. Unfortunately, all I know at this point is that it needs to be about sports at Clayton High School. Let's break down the subjects.

Sports. So general. Sport encompasses my grandpa playing badminton and Michael Vick playing football and everything in between. Every person on the planet has heard of the World Series and the World Cup. So there is some pressure there, to find something meaningful in the "wide world of sports," but that's not the real reason I am still just sitting here.

High School. Seeing as you know just as much as me about the comings and goings of professional sports, I decided when I first started writing this column to focus on high school. JV soccer teams and such. High school is ending now and that is strange, but my columns ending too. So what's the problem?

I guess "senioritis" might be to blame. I haven't really hit the streets in search of a story this time. But blaming laziness would be too easy. I have other issues.

I think that I am trying to be too perfect. I am trying to think of something that would fuse the two ideas of sports and high school together seamlessly so that they explain each other. I think I am trying that because, right now, I need explanations of both myself.

Like I said, high school is ending. Almost over. Finito. For me, that is a really strange feeling. Its not bad or good, but it is unbelievable. I don't have the feelings that I think I should. I may be acting a bit melodramatic, but our world changes on May 31.

So how can sports fix that? Can sports make sense of this? Let's try an analogy: It's the fourth quarter. It's the final lap. It's the third period. Is there an overtime?

Maybe this is hard because sports is changing for me right now too. Tennis, win or lose, is going to be over soon, and with it possibly the end of my days as an "athlete." Sure, I will always play sports, but never again will I be on a team all year round. I have been on sports teams my whole life, so I have no idea what that is going to be like.

I am starting to wish I had done the leg work and found some feel good story. Oh well.

So here's where we stand: These two huge forces in my life are both ending. Well, not really ending (as they say, you may graduate, but you'll be in high school for the rest of your life). But changing significantly. High school to college. Athlete to fan.

I am not the first to suggest that life and sports can often run parallel courses. True story: the DBQ on the AP European History test was about what sports says about culture in Europe some time long ago. This is no coincidence.

I am thinking the transformations that I am going through in life and in sports in the upcoming months will help each other along. Just as I know that sports will always be a part of my life, I can look back over my high school experience and know that the things that I learned there will always be with me. Just as I know that college is the next great adventure in my life, I can be happy to move forward with basketball and football at my new school. I can look back at how awesome it was to win a State Championship in football, and how it brought the school together so well, and I can imagine how awesome it would be to win a NCAA championship. And hey, the thought of the NCAA championship makes it easier to leave behind the state title.

Just as the season always starts anew, leaving high school is not the end; it is the beginning (how cliché). This summer is my preseason, and it all kicks off again in the fall. This next time around, some of us won't be Greyhounds anymore, but we will be Badgers or Wildcats or Lions. Same game, just playing for a new team.

Well, at least I tried to make some sense of it. It is a crazy world out there. Barry Bonds is passing Babe Ruth, and Jack McClellan is graduating from high school. I swear I didn't use any performance enhancers.

So, as one school year ends and another approaches, keep a few things in mind: keep your eye on the ball, don't pick up your dribble, and always be willing to play the next game.

Sports dreams become reality for select few

Some CHS seniors come closer to reaching childhood dreams of becoming professional athletes as they take sports to the next level and prepare to play collegiately.

MICHAEL ROOT

Ask any little boy or girl what they want to be when they grow up, and if they don't say 'fireman' or 'teacher', the answer will be 'professional sports player.'

However, the reality is that very few kids will grow up and actually play at higher levels in college, and even fewer are able to become professionals.

This year there are a number of senior student-athletes who are planning to compete at the next athletic level at the college they will be attending next year.

As student-athletes, these students often chose the school first and sports followed at a close second. Senior Carter Sapp, who will be attending Pepperdine University next year, is planning on playing lacrosse next year over football.

"I chose the school first and since they don't have a football team I am going to play lacrosse instead," Sapp said.

Although many students choose their school first and sports second, others find that because of scholarships, they can get into better schools because of their athletics.

Regardless of how they choose their school, for these students college life will be a different experience than for the normal student since they have the added commitment of a college sport, while still being expected to compete in the classroom.

"Soccer will be more like a part-time job in college with a huge time commitment," senior Andrew O'Neal said.

O'Neal will be attending Southern Methodist University, a Division-I school, where he will be competing for a walk-on spot on the soccer team.



Whitney Bruce



Patrick Farris



Mary Von der Heydt

CLOCKWISE FROM LEFT: Senior Carter Sapp throws one of his last passes on the Greyhound field. Senior Andrew O'Neal kicks off in one of his last games at CHS. Senior Jocelyn Wagman on the tennis court for one of the last times. These three seniors will be heading off to play their respective sports at different colleges in the fall.

For some, the time commitment forces them to change their habits and may even enhance their work in the classroom.

"I actually get better grades when playing a sport because I really manage my time better," senior Jocelyn Wagman said.

Wagman will be attending Johns Hopkins University next year and

is still deciding on whether to play soccer or tennis.

When trying to play a collegiate sport, students rely on their previous experiences in high school to transform them into a player capable of competing at the next level, with many accolades pointed towards their coaches.

"Playing high school soccer, I

really grew as a player when I was a junior and senior," O'Neal said. "And the coaches had a lot to do with how I grew."

Besides the coaches, the high school atmosphere made sports all that much more enjoyable.

"High school sports were one of the best things for me," Wagman said, "And I think they will make

the college atmosphere a lot more fun too."

With any transition between athletic levels, players often find themselves going quickly from the top of the totem pole to the bottom, but that is a situation that they must deal with.

"I just hope to make the team, and eventually make it to being

able to play by the time I am a sophomore or junior," O'Neal said.

Because these students will be the 'rookies,' there may be extra perks for these athletes.

"I will be surrounded by players who are more passionate and love the game, which will definitely help me," Sapp said.

Being an athlete in college creates a different college experience, but may help with the drastic transition between high school and college.

"Since I will be playing soccer, I will be living and hanging out with other soccer players and athletes," O'Neal said.

In the end, playing a sport is an activity that students often grow up loving, and the love that these students have for their sport drives them to compete at the next level.

"Soccer is something I am extremely passionate about and I will always love to compete in it," O'Neal said.

Sports also create team unity that many people love to be a part of.

"I just want to enjoy the game and have the camaraderie of being on a team with other players and friends," Sapp said.

Even if competing isn't the objective, just playing is worth the commitment and extreme effort.

"I've always played sports and I can't imagine not playing them anymore," Wagman said.

In every group of athletes, there are a few that are able to go even farther and play professionally or semi-professionally, and for these and other student-athletes, playing in college is one more step to possibly reaching that ultimate level, but for most, playing and enjoying the game is more important than reaching any level. ☺

Senior athletes finish up last season of sports at CHS

REBEKAH SLODOUNIK

For most seniors, this spring sports season is the last chance they will have to play sports competitively for a school since few students continue playing a sport for a college team.

Senior Anya Fisher played varsity field hockey and currently plays varsity lacrosse.

Fisher does not plan to play lacrosse or field hockey on a college sports team.

"Even though I'm not going to play in college, I would like to start a club or play just for fun," Fisher said.

Fisher will miss playing field hockey and lacrosse competitively.

"I'll miss that feeling, when your mind is not anywhere except on the game and on the ball," Fisher said. "Playing sports was such a relief because I could just focus on the game and relieve my stress. It's therapy. For some, playing sports is stressful, but not for me. It is fun and provides an escape."

Fisher will also miss several other aspects of playing field hockey and lacrosse.

"I'll miss having my family and friends supporting me," Fisher said. "I'll miss the connection I had

with players on the field, and the adrenaline and excitement to go back into the game that I felt."

Aside from missing the sport, seniors will miss being a member of a team.

Senior Chris Strong will miss the camaraderie of the lacrosse team.

"I'll miss having practice everyday with my friends and the whole team family feel," Strong said.

Senior Paige Romer will also miss the companionship and spirit among her swimming teammates.

"I will definitely miss being a senior and being able to organize some of the things we did as a team this season," Romer said. "Because we were such an intense spirit team, I'll miss the spirit of it as well."

Unlike Fisher and Strong, Romer will continue her sport in college.

"I'm going to be swimming at American University," Romer said. "They are a Division I school in the Patriot League and mainly focus on scholar-athletes which means it is not as intense. One of the focuses at American is taking athletes and making them faster in terms of using the proper technique."

The skills Strong has learned while playing lacrosse will aid him in the future.

"From the team atmosphere

I've learned to rely on others to accomplish the goal of winning the game," Strong said. "It's not just a one person game, but you have to work together with your teammates. This skill, of working with others, can transfer over to college, too."

Romer has also learned important lessons through swimming.

"I think what I've learned most is what it means to work hard even when you don't seem to be reaching your goal," Romer said. "I've also learned what it means to be fast because you can be fast in a certain event, but the term 'fast' is all relative. I think every swimmer has to learn this."

Because it is their last season playing sports at CHS, seniors look back on the season with fond memories. Senior Steve Golembieski, who plays varsity tennis, remembers the success of the tennis team.

"My favorite memories are coming in third place at state last year, beating MICDS this year and winning the Tournament of Champions," Golembieski said.

Romer recalls her favorite memories over her swimming years.

"I remember sophomore year when we threw water balloons and squirted water guns at our coaches



SENIOR ANYA FISHER (right) at a recent lacrosse game. Fisher is participating in her last year of high-school sports, and although she is not playing in college, she still wants to play for fun.

at the end of the season," Romer said. "And our cake icing fights on the pool decks."

The end of the season can approach seniors suddenly.

"On the first day of the conference meet it hit me all of a sudden that it was the last time," Romer said.

Unlike Romer, Golembieski started considering that he was in his last tennis season early in the

spring.

"Right before the tennis season started I was thinking about how it was the last season," Golembieski said.

Most seniors feel a pang of nostalgia at some point during their final sports season at CHS.

"At the beginning of districts, I thought, if we lose this game, then that's it, I don't play again," Fisher said. "It sounds cliché, but I looked

up at the clouds and told myself to enjoy the moment. I know I'll have that in different ways in the future, but it won't be quite the same."

In the last game of the season, against Ladue, Strong realized that his season was almost over.

"I've been playing for five years and now it's over," Strong said. "For the last five years I've had the same teammates, the same coaches, the same routine." ☺

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CHS alums fulfill athletic dreams at college level

Student-athletes seek new adventures and encounter challenges along the way.

☛ KATE WATERBURY

For many CHS athletes, senior year is bittersweet, marking their last year on an organized team.

But for a few dedicated graduates presented with the opportunity, college athletics have provided an added challenge and reward.

Boston University freshman Cori Lefkowitz graduated from CHS in 2005, and is currently playing tennis at the Division III level.

Lefkowitz began playing tennis as a toddler with her mother.

"I didn't start playing tournaments and playing competitive tennis until I was ten," Lefkowitz said. "But at that point I had been on the courts since I was three. My mom always said that I didn't like Barbies as a kid, so taking me out and playing tennis was more fun."

Although Cornell freshman Josh Goldstein's favorite sport as a kid was baseball, he also began playing tennis at a young age.

"I started playing tennis when I was five or six on vacations," Goldstein said. "My Grandpa played a lot and when he and my dad would play together, I would go with them and be a ball boy. My favorite sport was still baseball then, so I used to bring my baseball glove and use it to ball boy and my Grandpa would hit me fly balls every so often."

Eventually, Goldstein fell in love with tennis and began competing at the age of ten.

"I started taking tennis seriously when I was ten," Goldstein said. "That's when I started playing multiple times a week and competing in tournaments. I ended up liking tennis a lot more than baseball because I was a part of the action on every point and I had a lot more control on the outcome in tennis."

Amherst College freshman Michael Goldsticker, who also graduated in 2005, began playing football in eighth grade, and played for the Greyhounds throughout high school.

"Clayton doesn't have a football program before high school, so I went to Kirkwood to start playing," Goldsticker said. "When I got to Clayton it gave me a real edge because I was one of only three or four who had ever played before. The coaches at CHS put me as a linebacker; by the end of the season I was playing all three levels."

THE COLLEGE PROCESS

Goldstein, like many high school athletes, couldn't imagine giving up tennis when he got to college.

"I am such a competitive person and I invested so much time into tennis that I couldn't imagine going back to playing recreationally once I got to college," Goldstein said. "I knew that I wanted to go to an academically strong school as well, so I began by narrowing my college options down based on whether or not I could play for that school's team and whether or not it was a good school academically."

Knowing that she wanted to

continue to play in college, Lefkowitz began her college search early, seeking out possible matches.

"I started looking a lot earlier than typical high school kids because I knew that I wanted to play tennis," Lefkowitz said. "I started looking at academic programs I liked at schools with good tennis programs and I sent them a bunch of letters to let them know that I was interested. Then, after the junior college meeting, I sent more letters out to schools that my counselor suggested, and BU was on that list."

Goldsticker took a similarly proactive approach.

"[The summer] my junior year I toured all the Ivy League [colleges] and Amherst," Goldsticker said. "After that I decided that I wanted to devote my time to other things as well besides just football – mock trial, a semester abroad – things like that. So I settled on a Division III school, which gave me a balance of strong academics with my sport."

The choice of divisions was an important step in his college process.

"I don't plan to play after college, so Division I wasn't a good fit," Goldsticker said. "I considered Division II, but it turns out that those schools tend to be limited academically and financially as far as scholarships, so Division III seemed like the best fit for me."

Goldsticker, however, opted to go to a Division I school.

"I knew that I wanted to play for a Division I school," Goldsticker said. "When I looked at D-3 schools, I knew that I did not want to go to a school where I could come in as a freshman and be one of the best players. I want to improve and raise my game and the only way to do that is to compete against better players than you in practice and in matches."

In order to combine academics with Division I competition, Goldsticker explored other Ivy League schools before choosing Cornell.

"I looked at almost all of the Ivies, but I was most interested in Cornell," Goldsticker said. "The coach was a great guy and the team seemed very tightly knit and also very competitive. I loved the school, so it was actually a pretty easy choice for me by the time the Early Decision deadline rolled around."

When finally choosing Amherst, the spirit and atmosphere made a large impact on Goldsticker.

"I always loved the spirit that came out at Clayton for Clayton-Ladue games in high school," Goldsticker said. "The Amherst-Williams rivalry is just like that, except on a much larger scale. The game ends the season every year and is nationally televised even though it is Division III; it's just a lot of spirit that was attractive to me."

THE TRANSITION

During a time that is often difficult for high school graduates, CHS

athletes found their new team helpful in easing the transition from high school to college.

"Tennis made coming to college really easy for me," Lefkowitz said. "I came to a bunch of recruiting weekends during the second semester of my senior year, and while I was there I met a ton of girls who played tennis. When I got here in the fall I already had a ton of friends from those weekends who helped me academically, socially, and on the courts."

The support of Lefkowitz's new team extended beyond the courts as well.

"They knew which classes to take, where to find things, which teachers I wanted or didn't want, all of that small stuff," Lefkowitz said. "Also, if I ever need help on homework or a project or something, I have older friends who understand the stuff and help me academically."

Goldsticker found a similar situation on his team, which he finds both good and bad.

"As soon as you get here, you already have a network of people with similar interests and schedules," Goldsticker said. "Of my eight closest friends, seven of us play football and spend basically all of our time together. At times I criticize that, because it's a lot harder to reach out and meet new people, but it definitely gave me a sense of security when I got here."

Goldsticker finds that his college team is limited to a certain personality type, which affects the social scene.

"I'm different than most of the other football players around me because I'm more academic," Goldsticker said. "To be honest, there are a lot of meatheads with different values, but they are all good people, even though I might not normally hang around them. In that sense, I just add a different aspect to the team structure."

The start of college for athletes offers another challenge: adjusting to a higher level of play.

"There's no question that the athletic jump was huge from high school to college," Goldsticker said. "I assumed I would play defensive back because of my size, but I was switched to linebacker at the beginning of the season. I am only 185 pounds – most college linebackers are in the mid-200s, so I am definitely on the smaller side. But I am faster than most, so it gave me a different kind of edge."

Goldsticker also found the shift in talent and competition surprising at first.

"I am definitely not the star of the Cornell tennis team," Goldsticker said. "I played the entire year in the doubles lineup and played off and on in the singles lineup. I think that I had a respectable year for a freshman, but I would have liked to do a lot better. It is definitely a wake-up call when you are used to being one of the best players in the state and then are competing against older, more experienced, more talented,

all-around better players. I played No. 1 at Clayton all four years and then got put in a situation where I was maybe the sixth or seventh best singles player; it has been amazingly helpful, but hard to get used to."

For Lefkowitz, the athletic transition was somewhat easier.

"In tennis, unlike a lot of other sports, the national rankings are a lot more helpful and important than the team rankings," Lefkowitz said. "When I got to school, I already had a really good idea of how I ranked, and I've maintained that ranking for the most part; I've been really happy with how I've played this year."

According to Goldsticker, college teams are much more strategic.

"The entire mentality of practice and the team is a lot different in college," Goldsticker said. "In high school it's all about getting time to play and improve at practice; that's very different in college. For about every hour of practice we have on the field, we have about two hours of meetings and strategy. The game is a lot more mental."

Lefkowitz agrees, noting that an often-individualized sport such as tennis is very team-oriented in college.

"In high school individual rankings matter more than the team and you can do your own thing; in college, the whole team suffers if you don't play well. Also, on athletic scholarships the coaches basically own you – you practice and play everyday; it doesn't matter if you're stressed or tired – you play anyway."

Goldsticker found that watching older players helped him get a feel for the new competition and make plans for the next few years.

"As I traveled I was put on special teams and got a lot of good exposure," Goldsticker said. "At this point my goal is to be starting by my junior year, and to have a lot of playing time. I know that realistically I will not be playing competitive football after college, so it is most important to me to get as much playing time as possible while I have the opportunity."

LESSONS LEARNED

Both Lefkowitz and Goldsticker feel that dedication to the sport is the key to succeeding in college sports.

"I think it's really important for high school athletes to ask them-



AMHERST COLLEGE FRESHMAN Michael Goldsticker tackles a member of the opposing team in a football game. Goldsticker weighed athletics and academics equally in his college selection process. The converted linebacker has benefited from the social networks that have developed in the team.

selves how much they like the sport," Lefkowitz said. "If you really love it, playing for a top college will be the best thing you ever do. If you don't love it enough to balance the stress of playing with academics and your social life, then you'll be in big trouble."

Goldsticker agrees, adding that athletics should not be the sole basis of an athlete's college decision.

"You to make sure that athletics are a big part of your college process and that you get all the opportunities you want, but it shouldn't be all of your life unless you plan to play division one and make that your career," Goldsticker said. "If you decide to play division three, or even to not play varsity at all and play intramural instead, there are still a ton of opportunities to keep a sport in your life, playing for a college doesn't have to be the deciding factor."

Once at college, Goldsticker warns that modesty and open-mindedness are important qualities to maintain.

"Be prepared to not be a starter like you were in high school," Goldsticker said. "We've already had about ten guys quit because they expected to have the same type of fame that they had in high school, and they get frustrated when they don't see any playing time at all."

Goldsticker echoes Goldsticker's observations.

"An astounding number of college athletes quit at some point during their four years," Goldsticker said. "To play college sports, you have to be willing to give everything you have to your team for several hours a day, every day, for the entire year, or else you will not be contributing to the team and it will not be a positive experience for you. I have only played college tennis for one year, and already it has been one of the most meaningful, rewarding, and exciting experiences of my life."

However, Goldsticker still appreciates his high school experience with Clayton tennis.

"No matter where I go and what I do, part of me will always belong to the CHS tennis team," Goldsticker said. "I would kill to be there with those guys right now, training for a state championship, but I know they'll take home the title without me. I'm proud to have been a part of that."

Goldsticker is proud of his athletic achievements so far.

He would recommend the experience to any devoted high school athlete.

"College students who dedicate themselves to a sport make up a privileged group," Goldsticker said. "There aren't a lot of people who can say that they played in college, and it's an honor you will remember forever." ☺

Clayton golf tees off at state competition, learns valuable lessons

☛ MAX SHAPIRO

The 2006 Clayton golf season came to an end May 16 in Bolivar, Mo. This year's state tournament was held in Bolivar at Silo Ridge Golf Course.

Clayton was able to send two golfers to the state tournament, senior Daniel Limbert and sophomore Peter Glik.

Limbert qualified by shooting an 83 at districts, while Glik qualified with an 81. Limbert barely made state as the cut was 83. The team finished fifth in districts behind powerhouses MICDS and Priory. MICDS would go on to win the state team championship for the third year in a row.

Limbert and Glik could not duplicate their impressive district performance at state. Limbert opened with a first round of 104 putting him in last place and Glik shot a 97 on day one putting him near the bottom.

"It really disappointed me to start off on a bad note like that," Limbert said.

Limbert would rebound to shoot a 92 on the second day of competition and Glik would follow up with another 97. Both players finished well off first place.

"I'm really glad that I came back and played so well in round two," Limbert said. "The course was difficult. The greens were small and I had trouble with my short irons."

It's extremely rare to here those words out of Limbert, a first year varsity golfer, who has played fantastic all season at the top spot for the Greyhounds.

Limbert and Glik are two players out of top

six on varsity. Seniors Sam Golembieski, Michael Musick, junior Kevin Smith, and freshman Tim Smith rounded out the top six.

The team was led by head coach Joe Gamlin and assistant coach Dan Hegger. Gamlin is greatly admired by the team as he preaches following the rules and fair play.

"Joe Gamlin will make you a man of integrity," Musick said.

Musick who played at the two position for most of the season fell short at districts with three other Greyhound golfers.

"It was disappointing not to qualify for state in my final season," Musick said. "We had a great season though. I'll miss being a Greyhound golfer."

Musick and Limbert tied the top two players from MICDS in their dual match at Gateway National Golf Course. Gateway is the home course for the Greyhounds and they enjoy playing there.

"Gateway is a really tough course," Golembieski said. "But it really prepares the team to play at other hard courses throughout the duration of the season."

This was the case in the match against Lutheran South that took place at Forest Park Golf course.

"They were talking smack to us earlier at the Affton scramble," Limbert said. "We just went out there and flat out played them. It was the match of the year for us."

Although the season will not be remembered by medals at the state tournament, the team was still able to hold their own and come up with another successful season. ☺



SENIOR DANIEL LIMBERT lines up a shot. Limbert was one of two CHS golfers to qualify for the state golf tournament this year, held at Silo Ridge Golf Course in Bolivar, Missouri.

Who is Nick Drake?

■ **Quien es Nick Drake?** ■ **Qui est Nick Drake?** ■ **Wer ist Nick Drake?** ■ **Wie is Nick Drake?**

📍 **JACOB BLUMENFELD**

It was a cold winter morning of last year. My father was driving me to school, and I was shuddering beside him in the front seat, my feet cold, my math homework unfinished, and my mood determinedly sour. As we drifted through the traffic down Brentwood Boulevard, he put in the "Garden State" sound track, and on came the song, "One Of These Things First." In front of a fluid, relaxed rhythm, a

gentle, carefree voice sang of kettles, signposts, whistles and clocks. I thought nothing of it, and had no idea how much that voice would strike me later.

Though I didn't know it then, the singer was an obscure British folk singer by the name of Nick Drake.

"When you first saw Nick, you'd have this impression of incredible elegance," classmate Paul Wheeler said. "I mean, he had this kind of way of looking very elegant

and very poised. And then when you got closer you'd find in fact that the jacket was all crumpled, and the jeans didn't quite fit. So there was this kind of combination between being very elegant on first impression, but then rather rough and ready when you were closer to him."

On the morning of November 25, 1974, Nick was found in his bedroom, lying dead across the mattress. He was 26.

The cause of this untimely tragedy is known, but the motive behind it is not. Drake overdosed on a drug called Tryptizol, an early, and slightly primitive version of an antidepressant. The coroner listed the death as a suicide, but Nick's friends and relatives dispute this. Drake had struggled with severe clinical depression for most of his life, and had been taking antidepressants for years. Those who knew him claim that, though he was depressed, Nick did not believe in suicide. One friend attributes him to saying, "No, [suicide] is too cowardly, and besides, I don't have the courage."

Upon learning of this, I immediately felt more intrigued by the gentle plinking of his guitar. I was also on antidepressants at the time, albeit a much more modern version. Having struggled with depression in recent years, it was easy for me to feel a connection with Drake.

In the midst of his depression, Drake, like myself, was able to find solace in his guitar.

Nick had legs like poles, a fragile body, and shoulder-length hair. Photographs show eyes that are thoughtful and reserved, seeming to indicate a mind in two places at once. Drake possessed a gentle smile, a kind, if rather shy manner, and a powerfully silent presence. He was influenced heavily by folk artists such as Bob Dylan and Phil Ochs.

While a student at Cambridge University, he performed occasionally at local pubs and coffeehouses. It was at one of these performances that he was discovered and introduced to producer Joe Boyd, who signed him to a three-album contract with Island Records. In 1969, his first album, "Five Leaves Left," was released. A year later, Drake followed with "Bryter Layter." Both were received to critical praise, but sold very poorly.

"I don't think he wanted to be a star, and I don't honestly think he was the least interested in money," his mother, Molly said. "But I think he had this feeling that he'd got something to say, to the people of his own generation. He desperately wanted to communicate with them, feeling that he could make them

happier... and he didn't feel that he did that. I think he had rejected the world. Nothing made him happy."

Nick's depression made it increasingly difficult for him to write songs.

"I can't think of words," he lamented. "I feel no emotion about anything. I don't want to laugh or cry. I'm numb-dead inside."

In October 1971, Drake entered the studio to record his final album. It was done in only two recording sessions, both of which beginning at midnight. He performed with only a sound engineer present, playing into the wall, bent over his guitar, almost whispering into the microphone. The entire album consisted of only 11 songs, totaling a mere 28 minutes. All of it, with the exception of a brief piano lick on the title track, is unaccompanied. He turned it in to the front office the next morning, and from that point on, turned his back on professional music.

"Nick was determined to make a record that was very stark," coproducer and audio engineer John Wood said, "that would have all the texture and cotton wall and sort of tinsel, that had been on the other two, pulled away. So it was only just him."

That album was titled "Pink Moon." Like his other albums, it did not sell, and he returned home to seek another career. He was prescribed antidepressants and died a mysterious death two years later.

But this is not entirely a story of despair and tragedy. Decades after his passing, Drake has earned a massive cult following. Much of Nick's posthumous fame was due to a 2000 commercial for Volkswagen's Cabrio convertible. It featured several young people driving through serene country roads, under a picturesque full moon. In the background, his placid, soothing voice croons, "I saw it written and I saw it say / Pink Moon is on its way."

Drake's music has also appeared a Nike commercial. His songs have been featured in the soundtracks of numerous films, including "The Royal Tenenbaums," "Serendipity," "Fever Pitch," and "Garden State."

Drake has been featured in a radio documentary by BBC, a film documentary, and a biography. Drake has been listed as a "major influence" by many artists, including Norah Jones, R.E.M. guitarist Peter Dinklage, and Jack Johnson, who reportedly "digs Nick." Last year, Rolling Stone magazine listed all three of his albums among their "500 Greatest Albums of All Time."

However, some consider this excessive posthumous fame to be both inappropriate and decades

late, claiming he sold out without even knowing it. One fan mocked the usage of "Pink Moon" in the VW commercial by re-recording the song with his own lyrics: "Saw it written and so it said / You're 'gonna buy a Volkswagen." The same fan later listed the "corporation" involved as "Nike© Drake," in protest of the commercialization of Drake's art.

But the general consensus is that late is better than never.

"Nick is dead, and those of us who are left to protect and promote his memory and his music are faced with the almost impossible task of knowing how he would have wanted this done," Nick's sister, the actress Gabrielle Drake said. "But if there's one thing of which I am sure, it is that he wanted to communicate through his music. He wanted it heard. Thousands more people in the U.S. have become aware of Nick Drake's music... I think that Nick would have not only approved of his music being used but also been quietly pleased and quite amused."

In light of this unusual turn of events, some fans consider the lyrics to his song, "Fruit Tree," to be eerily prophetic: "Fame is but a fruit tree / So very unsound. / It can never flourish / 'Till its stock is in the ground. / So men of fame / Can never find a way / 'Till time has flown / Far from their dying day."

"Pink Moon" is a minimalist masterpiece that demonstrates immense complexity for one guitar. The second track, "Place to Be" is perhaps the most beautiful musical composition I've ever heard. The guitar is ethereal, sparse and precise, while his vocals are autumnal, lyrical and haunting. It is the kind of stuff that music connoisseurs search for—a diamond in the rough.

Drake's simple gravestone is in a churchyard in Tanworth-In-Arden, England—his hometown. It bears a line from the song, "From the Morning," the final song from his final album: "And now we rise / and we are everywhere." The song was one of his mother's favorites.

To some, Nick Drake was only a young boy with above average talent and romanticized lyrics who died while engulfed in youthful angst. To others, he was a delicate soul, an underappreciated musical genius ahead of his time. Perhaps he will forever remain an enigma.

To me, Nick will remain a rare shooting star soaring briefly over an English countryside—a quiet voice heard only once in a pink moon. In his own words: "A soul with no footprint / a rose with no thorns." 🌸

Sounding Off



Rebecca Wall

In many ways it is hard to believe that this is my last column of the year. While I have enjoyed writing "Sounding Off" during the last months, the column, admittedly, ended up nothing like I'd envisioned it.

Originally, I had imagined "Sounding Off" as being an avant-garde signpost. Readers would look to me as one looks at a map: it would guide them to the loftiest heights of music. Pioneering. Ethereal. Such adjectives would not begin to describe the essential wisdom of my column.

However, with the exception of one month, where I talked about the radio show "Juxtaposition" on 88.1 KDHX, "Sounding Off" has mainly been an exercise in self-indulgence: it has consisted of flattering personal anecdotes that, if stretched and contorted enough, can take upon some semblance of universal meaning.

I think that a major part of the disconnect between how I envisioned "Sounding Off" and how it materialized lies within myself. To temper that offputtingly egocentric statement, I add this qualifier: "Sounding Off" ended totally different than it began because I, the writer, changed.

Frankly, I feel totally inept and unqualified to examine, let alone isolate any dramatic transformations that occurred during my junior year. While "Sounding Off" may have not ended up as a purist's music column, its changes do not tell some sort of "coming of age" fable, either. However, within the limited context of my personal connections with music and how they have shifted since I began junior year, I feel that light can be shed on why "Sounding Off" changed over the long and laborious year.

One year ago, when I, at the suggestion of my advisor, decided to write a standing arts column, "indie" was in. Boutique-ish, arty fashion and "unknown" music were all the rage. Amongst the proliferation of new and sassy, yet alluring bands that accompanied the indie frenzy, I was on fertile ground to think about and bring forth new and legitimately unknown artists.

However, when indie began to wane and the 80s returned to fashion, music ceased to be an ubiquitous topic of conversation. I have never lost my interest in music, and spend basically all of my money on it (at least anyone who looks at me can tell that little of this money goes to creating clothing ensembles). However, I no longer had an urge to discuss music all of the time.

In addition, the nature of junior year played a large role in the personalization of "Sounding Off." Anxiety and pressure about college, a beast which had been gnawing at the door, so to speak, for years, broke down any and all barriers. I found myself spending an inhumane amount of time worrying about college.

With these fears came a lot of introspection. Questions such as "Could I get into this school?" were, I quickly found, code for "Do I have ample intrinsic value as a human being?" As sad and empty as that might sound, I can only say knowing that sort of thinking was fundamentally flawed did little to diminish its presence.

So, it really isn't too surprising that, as the year went on, it became harder and harder to think about music objectively, and easier to look at it in terms of how it affected me. Maybe this is sort of deplorable, a kind of histrionics.

Virginia Woolf wrote in "Mrs. Dalloway" that "human beings have no lasting emotion, only whims and vanities." Looking back after what I have written not only today, but in the last four months, I wonder if "Sounding Off" reflects this.

On the other hand, Woolf was a little crazy. Whether or not "Sounding Off" has accomplished what I originally intended does not seem as important as how much I've enjoyed writing it. Maybe it isn't too vain to think some people enjoyed reading it, too. 🌸

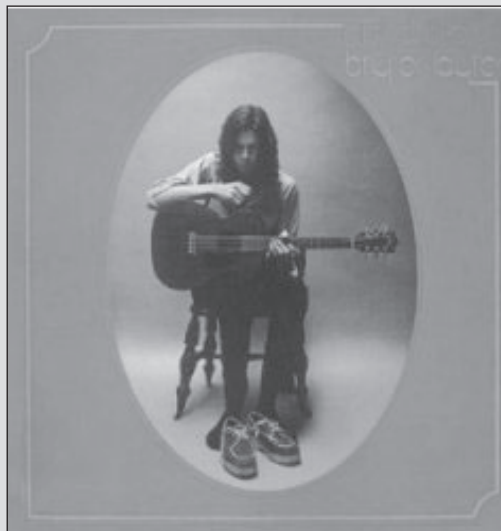
Drake's Albums



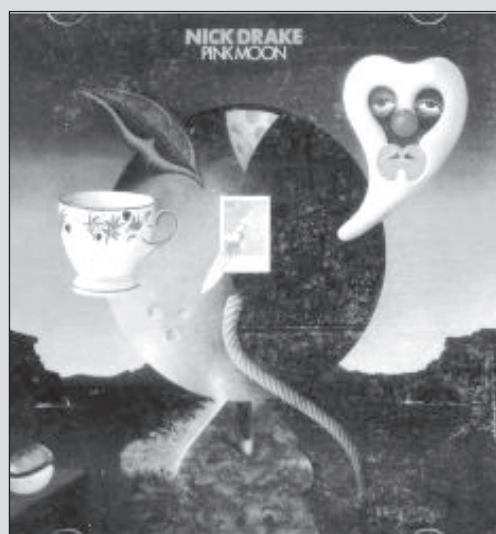
1)

DRAKE'S FIRST ALBUM was released in 1968. The title, "Five Leaves Left," refers to the warning message found near the back of a package of cigarette papers. Drake recorded this album while still a student at Cambridge.

2)



"BRYTER LAYTER," DRAKE'S second album, was well received by critics when it was released in 1970. Like his first effort, Drake's sophomore album has a certain brooding melancholy, encouraging a certain mystique surrounding Drake.



3)

HIS FINAL ALBUM, released two years before his early death in 1974 is perhaps the most well known. The song "Pink Moon" has been used in recent advertising campaigns, exposing Drake's music to a large audience.

Old guitar legend, quirky pop singer collaborate

📍 **RHIANNON JONES**

Who knew that an old guitar legend and quirky pop singer could get together and make such a great album?

Quite frankly, I didn't. When I went to buy this album, I was skeptical at best. I didn't want it. I haven't liked modern country since after the Dixie Chicks, and "All The Roadrunning" had been listed as a country album. And although I have thoroughly enjoyed Mark Knopfler's band Dire Straits, I didn't like the sound of him correlating with the likes of any country star. I admit I thought the album was going to be one of those flops that celebrities make with one another, stooping lower than an ant's toenails to pick up a paycheck.

I can't tell you how wrong I was. From the moment the opener "Beachcombing" started I knew that it was going to be an instant classic. No, you will not here it circulating on the radio. But for those of us that wait around anticipating the next great rock-with-a-little-country-fusion album, this is huge.

Mark Knopfler was the lead singer and guitarist in the renowned band Dire Straits. Emmylou Harris is a critically acclaimed country singer. For the past seven years they have been making this album, finding a couple hours here and there to record the 10 songs Knopfler wrote, as well as the two Harris wrote.

Did I mention that I don't like modern country music? May I also mention, with unequalled delight, that this album doesn't even sound like this mutated and generic Tim McGraw and Shania Twain slop that country fans love right now? The closest Knopfler and Harris get to those annoying twanging guitars and fiddles are in "Red Staggerwing" where a fiddle plays with admittedly shameless Nashville roots.

However, the great chorus featuring a tandem of both the gravelly, deep and edgy voice of Knopfler and the smooth, pure and direct voice of Harris washes away any prejudices I may have felt.

I feel as though we are in the midst of a peri-

od of one-hit wonder bands. It's rare these days when you find an album where you enjoy every song. But "All The Roadrunning" seems to deliver smooth and catchy songs almost too easily. Many of the songs take on a slightly bluesy feel, especially the easygoing "I Dug Up A Diamond," where Knopfler's deep and edgy voice provides a great contrast to the professional soprano of Harris. This song is a bit on the slow side, but the music picks up immediately after with the fast-paced "This Is Us". I like how the two singers sing back and forth on this one. But when they started harmonizing halfway through the song, I was really very pleased.

Many of the songs are somewhat dark. Knopfler has always written depressing lyrics, but Harris' sweet voice is thankfully able to straighten these out so that many of the songs just sound sad. "Rollin' On" for example, is quite melancholy, with the lyrics, "I'll go soft shoe when it rains / I'll go shuffle through the aches and pains". The album also features a tribute to 9/11 in the song, "If This Is Goodbye," yet this is another sad song: "You were the one made me feel I could fly / And I love you whatever is waiting for me / If this is goodbye."

They aren't all so grim. One of the gentler songs on the album, also one of two written by Harris, "Love and Happiness," is a tender goodwill piece, from one friend to another. It's slow and passive, yet it reveals a slightly more vulnerable side of tough-guy Knopfler, which is an interesting dimension to the album.

I would have to give this album a very high rating. But whom is it recommended to? When should you be playing it? First of all, any fan of Emmylou Harris or Mark Knopfler should be tuning in. I think anyone with an open appreciation for a good album would like it. It actually reminds me of long road trips in the dark over really flat states.

If you like listening to music in the car, you'll love it. But it's also fun for sharing with a few friends, as well as a good piece to just relax to. There aren't complicated melodies; it's easy to listen to. I believe anyone could enjoy it. 🌸



courtesy of Mark Knopfler



courtesy of the Dixie Chicks

ABOVE: MARK KNOPFLER plays the guitar, an activity at which he excels. Being a professional musician, Knopfler is pleasant to listen to, according to this reporter.

BELOW: the Dixie Chicks are among the nation's most popular country musicians, despite alienating almost all of their fanbase by bashing President George W. Bush. Fortunately, Americans are forgiving by nature, and forgave their egregious transgression.

Classic punk band Wire releases three CDs, legendary trilogy

While less known than punk luminaries such as the Sex Pistols and The Clash, Wire represents the best of the genre.

by MATT MUSLIN

The English punk scene in the late 1970s gave birth to a new genre and some of the best music ever. Ironically, only a few of the hundreds of bands of this legendary scene are at all widely known. The Clash and The Sex Pistols are the only two bands that everyone really remembers, which is truly a shame since bands like Wire created music that (in my opinion) far surpassed the total recorded output of both those two bands combined. But good news is afoot!

Finally, for the first time ever, Wire has decided to release their legendary punk trilogy: "Pink Flag", "Chairs Missing" and "154" in the USA. That is a total win right there.

Wire was really the odd-band-out in the scene; they really didn't follow the aesthetics of being snotty, bratty, loud, obnoxious and political as most punk bands were. If all the 70's punk bands had thrown a party, Wire would have been the dudes in the corner, discussing algorithms and Jo Baer paintings. Wire did not want to be rebels or punks, really. They just wanted to innovate.

By the time of punk, British art schools were one of the main outlets for Britain's punk contemporaries, and Wire had roots in the art school tradition. At Watford Art College in 1976, guitarists Colin Newman and George Gill formed Overload with audiovisual technician Bruce Gilbert (also on guitar). Subsequently, the three recruited bassist Graham Lewis and drummer Robert Goto-bed (no, really, that's his name: go-tobed). Wire was created.

Soon, the band started doing concerts in London. A gig at the Roxy in early 1977 proved auspicious. Wire met EMI's Mike Thorne, who was recording groups for a live punk album, *The Roxy*, London WC2. Thorne included two Wire tracks and was then instrumental in bringing the band to EMI in September. The band's monumental first album, "Pink Flag" would be released by December.

"Pink Flag" is, without a doubt, the strangest and most enigmatically twanged record of the punk revolution. It certainly does NOT sound like any other punk record from its time. It sounds like the equivalent of hearing the Ramones if they had gone to art school. You see, punk musicians sought out to take away



LEFT: IN THIS early promotional photograph from the late 1970s, Wire already exhibits what will become its trademark fusion of hardcore punk and progressive, electrified rock. Right: from top to bottom are the album covers for "Pink Flag," "Chairs Missing," and "154" respectively.

all the orchestras and bells that had cluttered rock at the time (bands like Yes and Pink Floyd) bring it to its danceable roots. Wire took that concept a few steps further and stripped the very essence of rock and roll to the bones. They took minimalist art (You know, like the pictures of squares and circles you see in the art museum), and combined it with punk rock.

The singer Colin Newman is probably one of the coolest sounding singers ever. He has a very high (but low adult toned) voice; he displays an acerbic wit and balances the occasional lyrical abstraction and then belts out lyrics with his voice always drenched in bile. It can really put a shiver in your spine when he does give out one of his great outcries. Colin is at his roughest on "Pink Flag."

Very few of the songs follow traditional verse/chorus structures -- if one or two riffs sufficed, no more were added; if a musical hook or lyric didn't need to be repeated, it wasn't. The record contracts 21 songs into 35 minutes, even with that, it seems every song has its own mission to succeed.

Right from the beginning of the

album, you know you're not listening to another punk record (gosh!). The first song, "Reuters" initially comes off as AC/DC gone punk, but then Colin's tortured vocals come in. The 3-minute song uses the same drumbeat and guitar riff over and over, yet it never gets old. The songs seems to be about riots and the apocalypse, noting the brutal violence in the streets as though the singer was acting out the role as news reporter on the scene, lurching along to the climactic finale when he, shouts "Looting! Burning!" and then holds out the lone syllable of "rape" over and over descending chords, which grind to a halt over chanting voices. It's all the bombast, tension, and release of a 20-minute prog opus in just three minutes (Like Pink Floyd's "Echoes").

We expect the whole album to be heavy, but to underscore that this isn't a predictable album, the next song, "Field Day For the Sundays", rages to a close in just 28 seconds. It's kind of like a rock poem that starts, stops, starts, stops, starts and almost finally goes underway, then just stops.

The next tune "Three Girl Rhum-

ba" is the album's most hummable tune, and a fan favorite. In one minute and forty seconds they go over math and packages of abstract-ness. In my opinion, "Lowdown" should be the one that would be named the "tango" of the album.

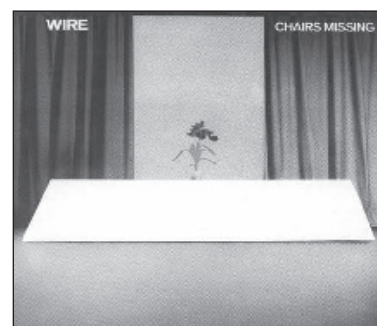
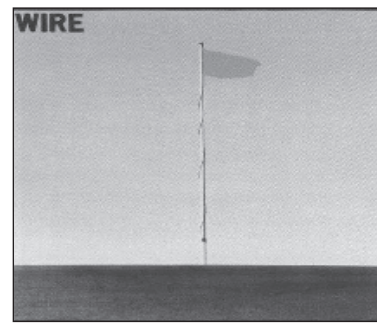
"Ex-lion Tamer" sounds like a tune The Clash threw out into the garbage and Wire picked up, reshaped and placed back on the album.

"Strange," meanwhile, makes the mistake of sticking around, only to be eaten by spacey amp noise and quivering ambience-- a taste of things to come.

"Pink Flag" still remains a fresh, invigorating listen today: a fascinating, highly inventive rethinking of punk rock and its freedom to make up your own rules. A masterpiece.

Their next album, "Chairs Missing" marked a change in sound, where Wire did almost an 180 degree turn just at the time the British punk revolution had ended (whereas in America it would be another year until it would start), and Post-punk was the new thing.

Wire added many new items to re-evaluate their sound. Producer Mike Thorne's synth adds a Brian



morphs into a pop song without a chorus. The lyrics do too, (going from goth to pop!): "I feel empty/I feel dark/I remark/I am mesmerized/By my own beat/Like a heartbeat." Wow, it's like Trent Reznor (of Nine Inch Nails) morphs into Ashlee Simpson at the last minute.

"Chairs Missing" is certainly another classic. But, things get weirder.

Wire's third album, "154" (Named after how many concerts they did at that point) pushed the sound of "Chairs Missing" even further. The moved further into the avant-garde and synthy soundscapes, the bile-soaked punk of Pink Flag seemed nowhere to be found.

The synths take a greater role in this album, almost greater than the guitars. Almost. The addition of new vocalist Graham Lewis adds a more post-punk sound to the album, and he is almost the opposite of singer Colin Newman, as Graham sounds a lot more like the singer of Joy Division or err... Bono.

If "Chairs Missing" was a transitional album between punk and post-punk, "154" is squarely in the latter camp, devoting itself to experimental soundscapes that can sound cold and forbidding at times. However, the best tracks retain their humanity thanks to the arrangements' smooth, seamless blend of electronic and guitar textures and the beauty of the group's melodies. "The 15th" and "Blessed State" are great examples of this.

But it's the incredibly strangely titled "Map Ref. 41°N 93°W" that wins the title of BEST SONG ON THE WHOLE FRIGGIN ALBUM! A delightful song about mapping and geography, phased guitars whirl in the background which gives the impression of more melodies than one. The chorus is so huge that Wire sounds like Yes.

Despite the incredible highs, though, "154" is also the least consistent of Wire's first three albums, and a few of its experiments don't work out.

They quit a year after "154", claiming to have run out of ideas. However, their albums have become even more relevant than they were. I could say that without Wire, we would not have Radiohead, Coldplay (sadly), and we may not have had R.E.M.

Yes, Wire's influence truly is immortal. ☺

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CHS band's CD well received

by DAKIN SLOSS

The five-song demo by "The Shuffle" has become immensely popular at Clayton High School. Over 200 copies have already been sold.

Each of the songs offer different pieces with vocalist David Redick, drummer Jack Altman, lead guitarist Zach Wexelman and bass player Aaron Cannon. The first clear strength of the album is the superb recording quality. The band spent a great deal of time, effort, and money creating a technically flawless recording and it is apparent when listening. David Redick delivers a variety of harmonies that have been synchronized together and the sound quality is excellent across the board.

This is the band's first demo, but their music is that of experienced musicians, easily enthralling listeners in lulls of lyrics and rolling rhythm. The disc opens with the song "Mrs. Jenkins." In the song, Redick sings of the past, however the lyrics are difficult to piece together to find a whole message. Redick writes most of the lyrics himself and the words seem to flow well, but they do not contain a clear central meaning, which is true of many of their songs.

The song focuses mostly on Redick's voice with drums and guitars taking a secondary place. Near the end the song takes a turn for the instrumental as Redick chants "I don't know if I'm going home." We hear Altman pounding the drums more distinctly and Wexelman repeats a catchy chord, almost playfully. The song itself is playful and thrills listeners, while they remain in a laid back mood.

Then "Turn Out the Lights" begins. The pace is slower but more powerful. Redick's voice singing the title phrase seems to float perfectly with the beat of the drums and the bass. The song twists and turns, up and down, but remains



FRONTMAN DAVID REDICK sings at a Shuffle rehearsal. The Shuffle will be performing with several other CHS bands, including Gig Machine, in early June.

interesting for all six minutes. There are many points when the music nearly stops and then builds again to a climax. First Wexelman gently, cautiously strums the strings. Next Cannon adds a rhythm with the bass. Shortly afterwards, Altman beats the drums. Finally Redick begins singing and the climax is reached as all four elements work to create a musical masterpiece.

The album's third song "Castaway," is perhaps the best. The song begins with strong guitar, drums and bass that control the song. Redick's voice is different in the song, more suppressed allowing others to shine.

The drums set an irresistible background rhythm along with the bass, but Wexelman steps up on the guitar. He performs a variety of short and repeated catchy chords that leave listeners humming long after the song is over. The song is

definitely the most upbeat of the demo.

"Rainy Sunday" slows it down and brings us back to the world of smooth and subtle instruments. Altman's drumming is showcased alongside Redick's singing during the song. The song seems sad, yet hopeful as Redick says "Uh Oh" and then jubilantly declares "With me on a rainy Sunday morning."

The final song is titled "Ascension" and describes a battle. Redick's voice once again is the dominant force in the song, but as usual the separate elements of the band are perfectly woven together. The lyrics strength mixes perfectly with each part. The creation of such a beautiful and interconnected pattern like that of "Ascension" is the band's true triumph.

Hopefully "The Shuffle" will release a new and equally stunning CD soon. ☺

'Friends with Money' puts creative spin on camaraderie

CHELA COLVIN

Nicole Holofcener has done it again. The screenwriter/director has composed a brilliant tale of modern wonder women in her latest film, "Friends with Money". Making its debut in April 2006, it has since attracted a broad spectrum of viewers and criticisms. The film's intricate female characters make this Comedy/Drama what it turns out to be: A blast!

Starring old and new familiar faces, "Friends with Money" is exactly what it intends to be, a delicious story of close-knit women living diverse, yet similar lifestyles in posh Los Angeles.

Olivia (Jennifer Aniston) is the focus of an amazing plot. She unlike her friends (hence the title, "Friends with Money") is not a fabulously wealthy middle-aged woman.

Instead Olivia is a pot-smoking house cleaner with little in the way of romance. Her friends

Christine, Jane and Franny seem to be complete opposites at first glance. Christine (Catherine Keener) is a middle-aged wife, mother and screenwriter fighting against an inevitable divorce.

Her routine quarrels with an insensitive spouse/working partner leaves her mentally drained and seeking advice from Jane and her husband Aaron (Simon McBurney). Jane (Frances McDormand) is the most outspoken of the group.

She undergoes a rapidly emerging mid-life crisis, despite her obvious wealth, loving marriage to maybe-straight husband Aaron, and success as a contemporary clothing designer. Franny (Joan Cusack) is a model of the modern stereotype of privileged women, which sets her furthest apart from Christine, Jane and Olivia especially.

Since marriage Franny has adopted many of

her husband's (Matt Germann) opinions and way of life, causing her to question her friendship with Olivia. While Franny begins to slowly dissolve ties with Olivia, Christine and Jane hold on to her for dear life. They huddle around Olivia and encourage her to let go of her heart-breaking past (with a married man), in the midst of their own breakdowns.

The film weaves many subtle threads, only making the unpredictable events more logical. The plot is smart and concise, with highlighted details throughout, but never monotonous. Holofcener's "Friends with Money" closely resembles European film with a literal beginning, middle and end, but is developed entirely on related yet scattered glimpses of its invented characters.

No traditional moral, initiative or single climax, just good humor and wonderfully fresh drama.

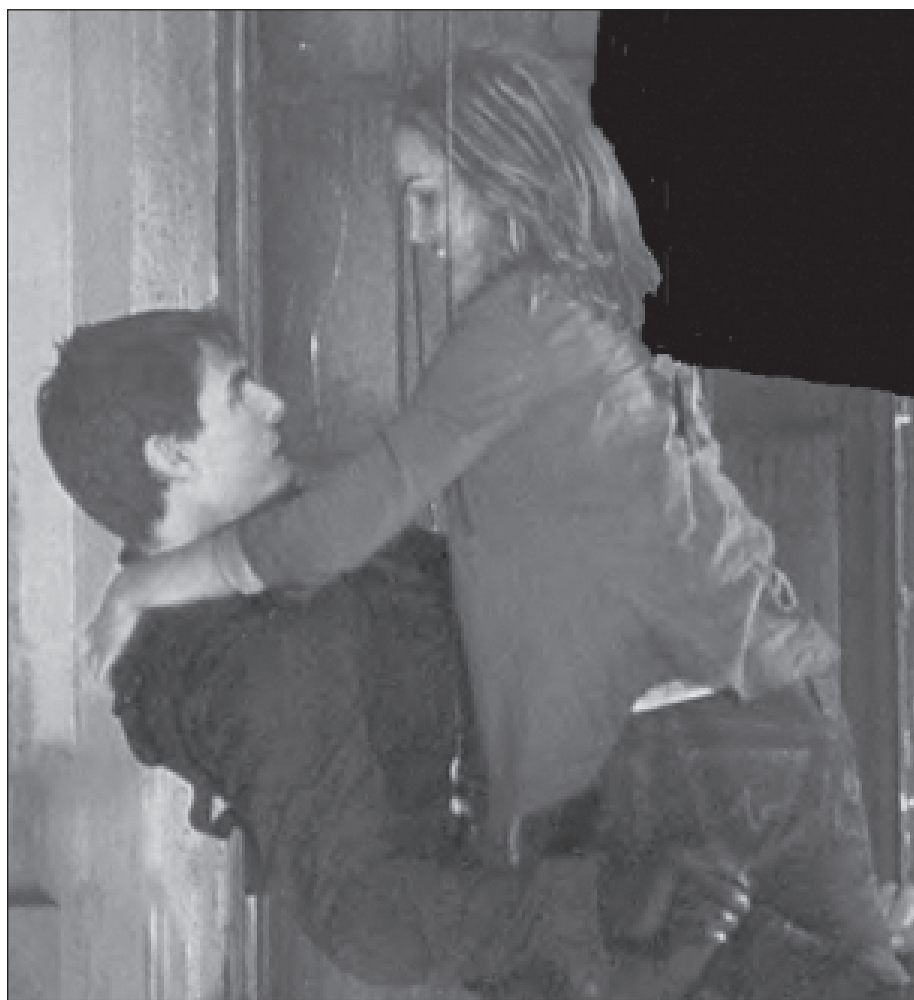


FRANCES MCDORMAND AND Jennifer Aniston play unlikely friends who are facing a variety of crises in "Friends with Money."



photo courtesy of www.missionimpossible.com

LEFT: TOM CRUISE lifts co-star Keri Russell into his arms for a passionate embrace. Above: As a secret agent, it is Cruise's duty to assume the identity of various personas.



'Mission Impossible 3' delivers trepidation, suspense, fun

JON IGELNIK

With movies like "Mission Impossible", where it is a highly anticipated sequel of an already famous series, we tend to give them somewhat of a head start.

We come into movies like The "Matrix Reloaded", "Spiderman 2" or "Star Wars Episode 1", and have something on our minds like "well, the first one was good, I bet this one will be too." This, as I find people discovering more and more, is not always true.

We come out of the theater thinking things like "what the hell was the point of that 30 minute dance rave in The Matrix Reloaded?"

Now this is not always what happens, sometimes, sequels are as good or better than the first installment; Luckily, "Mission Impossible 3" was one of those movies that did

not disappoint.

"MI:3" once again follows our super spy hero Ethan Hunt (Tom Cruise) as he fights to save his girlfriend Julia (Michelle Monaghan) from the clutches of a vicious arms dealer named Owen Davian (Philip Seymour Hoffman).

The movie, directed and co-written by J.J. Abrams who also created the shows Lost and Alias, starts off in with a rush of suspense as Ethan is tied up and sitting across from Julia who is also tied up, with Davian telling Ethan that he has planted an explosive charge in Ethan's head.

He then proceeds to hold a gun to Julia's head, and ask Ethan where the "Rabbits Foot" is.

Davian gives Ethan ten seconds to tell him, but he cannot, and the scene ends with the sound of a gun firing and a scream. Pretty good start huh?

With the end of this scene, we are sent back in time, to before anything has happened, and Ethan and Julia are having a party at their house.

Ethan, while still secretly working for the government, has stopped field duty and became a special agent trainer, to stay safe for his girlfriend, who doesn't even know what he really does.

At this party, Ethan is contacted by his former field commander, who gives him an invitation to go on a search and rescue mission for a former trainee of his named Lindsay Farris (Keri Russell) who has been captured by Davian.

Ethan accepts, although I won't tell you exactly what happens next, I can say that from that point on, expect some serious action.

"MI:3" is a crazy, action packed, suspenseful film that will keep you

on the edge of your seat until the very last second. To complement the great action in "Mission Impossible", we get top grade special effects; with explosions, airplanes and the occasional base jumping from buildings looking better and more realistic than ever before.

With good performances by Tom Cruise, and especially Phillip Seymour Hoffman, as well as many others like Ving Rhames and Laurence Fishburne, you won't be disappointed by the acting, something I think is a big plus for an action movie.

"Mission Impossible 3" met and surpassed my expectations, and it is definitely worth the five bucks to go see it, so if you like non-stop action, a compelling plot, and even a few laughs here and there, check out "Mission Impossible 3" while you still can.

'Stick It' proves sophomoric yet entertaining

ABBY EISENBERG

"Stick It" is a movie that does a superior job of accurately portraying the close-knit, fierce, and intense world that is gymnastics.

Haley (Missy Peregrym) is your stereotypical rebel: she does dangerous stunts on her bike, wears baggy clothes, and makes fart jokes with her guy-only group of friends.

After crashing into a bay-window of someone's house, Haley finds her self in court, where her two resentful, divorced parents seem to not know or more likely not care about what to do with her

Haley is sentenced to stay at a gymnastics training facility led by Burt Vickerman (Jeff Bridges), contrary to her wishes.

This movie is a predictable, stereotypical "Bring It On" wannabe that lacks plot development, depth and maturity...However, it is one of my guilty pleasures.

She is received by the other gymnasts with a certain underlying cattiness that soon comes out full speed. All of the girls resent her for walking out on "worlds," thus snatching the chance of a medal from the other girls on her team.

Despite her mysterious walk-out Haley is obviously the most naturally talented girl at the prestigious school.

But what she has in natural talent, she most certainly lacks in discipline and acceptance of Vickerman's authority position. Vickerman lets her play this devil-may-care game until he finally tells her to go.

With a pitiful, "I have nowhere else to go," line, Haley is running, flipping, and cart wheeling right along with the rest of the girls. While training for a coming competition, Haley stays true to her stereotype, loosening up the girls as well as Vickerman, and even bringing in her foul friends to corrupt the squad.

Finally, the day of the competition arrives, and Haley is once again reminded of the conven-

tionality and condescendence she once was in the center of. She remains unforgiven for walking out on her team.

But, with a cheesy rebellion of the skinny little gymnasts, she finally finds a way to "stick it" to the conformity and snobiness that the judges, coaches, and parents expect from these misrepresented athletes.

After a psychedelic opening sequence with Panjabi MC blaring in the background, one definitely wouldn't expect to see a balance beam within the next 20 minutes of the movie.

That is, however, where the suspense ends. This movie is a predictable, stereotypical "Bring It On" wannabe that lacks plot development, depth, and maturity.

Despite all that, I find myself wanting to head to the theater to see it again or possibly even buy it when it is released on DVD.

What makes this movie so great is its honesty. Anyone who has been a competitive gymnast at any point in their lives knows that this movie is the truth.

A bit exaggerated at points, yes, but not unbelievable. Peregrym plays the girl with the attitude quite well, and she is really fun to watch interact with her skinny, goody-goody counterparts who would much rather try new makeup than skateboard with her and her pals. Also, the gymnastics that the girls do are showcased very interestingly in a way that keep viewers amazed and interested.

"Stick It" will definitely not be nominated for the Academy Awards. It may not even make much money at the box office, and won't ever be on the same level as "Bring It On" with which "Stick It" shares producers. However, it is my guilty pleasure, and it will remain so once it is occupying the special place on my DVD shelf.



MISSY PEREGRYM AND her gymnastics "teammates" portray sassy athletes in "Stick It."



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Best 5 places 5 minutes away from CHS to get lunch

LEAH EBY

Wild Oats – Wild Oats, located at 8823 Ladue Rd, has a variety of earth-friendly, organic foods and drinks. Sushi, make-your-own salad, and smoothies are some of my favorite choices; the Organic Sunrise smoothie being favorite. Wild Oats also houses a soup bar and deli, while hot lunch options are offered as well. Because of the organic foods, prices are a bit higher than usual, but it is worth it. A sandwich and drink would cost you about \$7 to \$8, while sushi and a smoothie would cost near \$10.



The Best of Everything – The Best of Everything really is the best. Located at 8135 Maryland Avenue, they serve all sorts of sandwiches and wraps (my all-time favorite is the Veggie Sandwich for about \$6) – and cook the most amazing cookies. The Reese's Peanut Butter Cup cookie is delicious, but if you are not in the mood for peanut butter, the plain chocolate chip is quite tasty as well. However, these cookies are extremely oily!



Subway – Quick and convenient, Subway, located in the Center of Clayton, just makes my Top 5 list. With a selection of meats, cheeses, veggies, and sauces to pile on your favorite bread, Subway is filling and made to order. If you aren't very hungry come lunch time, the six-inch sub contains the same great taste, yet a smaller portion of it. Also available are wraps and salads. This sub sandwich locale offers sides such as cookies, chips, and a variety of drinks, and is relatively inexpensive. A twelve-inch sub, drink, and cookie costs around \$9, yet with a six-inch sub, this costs only \$6.



Straub's – This mini grocery store, open since 1901, offers a wide selection of lunch foods, such as dips – the spinach dip (about \$4 for ½ pound) is my favorite – pre-made sandwiches, fruits, veggies, and dairy products. Located at 8282 Forsyth Blvd., the bakery section is stocked full of all sorts of treats, including muffins, cheesecake, and cookies. The make-your-own sandwich or salad counter and the soup bar are both fairly new additions to Straub's. A sandwich and drink might cost about \$8, but if you add in dessert, your total would be about \$11. Although it is a bit pricey, the food is great and the walk to and from school is enjoyable on a nice day!



St. Louis Bread Company – Who in St. Louis hasn't been to Bread Co.? No one, right? Well, even if you've been a million times, it is worth it to go again. The prices are inexpensive and the variety of foods can prevent you from ordering the same thing every time. Sandwiches, soups, salads, and a delicious bakery section make St. Louis Bread Co. one of the most popular restaurants in St. Louis. If you're in the mood for a light salad, the Asian Sesame Chicken Salad (about \$5) is delish! Also, you can get a bagel bread-sliced, which makes it all the more fun to eat!



'Elder' another big fantasy hit for Paolini

KATIE SMITH

"Eldest" another big hit for young fantasy novelist

A power hungry mage-king; a blacksmith, forced to fight for his true love; evil creatures with birdlike beaks and onyx-black eyes; a young man with magical powers and a dragon for a partner: for fantasy fans like me, these things draw a reader to "Eldest," the amazing sequel to "Eragon" and second novel in the "Inheritance" trilogy by Christopher Paolini.

Being a sequel, it's best to read "Eragon," the first book in the trilogy, before reading Eldest; however, for those who can't (or won't), here's a brief summary of the first novel.

Eragon, a young man raised by his uncle Garrow and cousin Roran, finds a sapphire-blue stone in the wilderness near his home. The stone turns out to be an egg—a dragon egg, in fact. The egg hatches a few days later; and Eragon, after talking to an old storyteller named Brom, names the dragon Saphira.

However, disaster strikes soon after, as evil creatures known as Ra'zac attack Garrow's home.

This attack launches Eragon and Saphira on an adventure that leads them all across Alagaësia: from Carvahall, in the north, to Farthen Dûr, to the south. The book climaxes with a vicious struggle between King Galbatorix's forces and the Varden, a resistance group working to overthrow Galbatorix and return the Riders to power in Alagaësia.

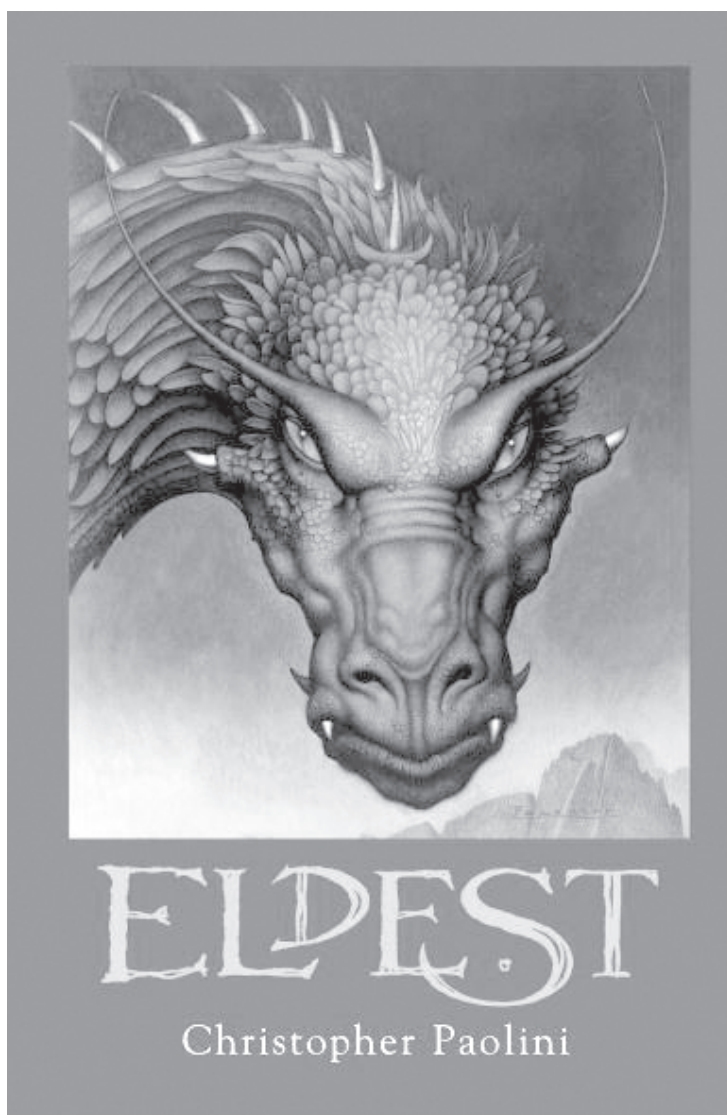
"Eldest" picks up where "Eragon" left off, following Eragon as he travels to the lands of the Elves for his training as a Rider,

er, to prepare for the final battle against Galbatorix. During this time, Eragon gets caught up in political disputes; Dwarven blood feuds; and, the scourge of all teenage boys, hormones.

Eragon must not only learn how to be a Rider, but also how to be a man. He discovers that war won't leave him alone any longer; he must step up to the challenge, or be cut down. He also makes many discoveries about his friends' and himself. Meanwhile, Roran also suffers many trials, as he must fight to protect his town from the Ra'zac, and rescue his fiancée, Katrina.

As far as fantasy books go, Eldest and the Inheritance trilogy rank right up with The Lord of the Rings. In order to make understanding the Elvish, Dwarvish, ancient and Urgan languages easier, Paolini has included a pronunciation guide and glossary at the end of Eldest.

The setting that Paolini has created in his books, Alagaësia, is as fresh and interesting as the characters that inhabit it. Critics have highly praised the books, and Eragon was ranked number one on the New York



Times Bestseller List.

Paolini was born in Southern California on November 17, 1983. Now 21 years old (he started writing "Eragon" when he graduated from high school at 15, after being home schooled his whole life), Paolini knows what teenage boys have to go through, and his experiences shine through the words when he describes the confusion Eragon feels concerning Arya, an Elvish princess and Eragon's main love interest.

Overall, I would highly recommend Paolini's writing to anyone who is looking for a good fantasy fiction series. The only problem with "Eldest" is that it leaves us, with baited breath, waiting for the finale of the "Inheritance" trilogy. ☺

'Bedford Diaries' offers one more example of raunchy entertainment

UGOCHI ONYEMA

Sex. Drama. Love. These are three engaging elements to "good television, along with action and witty humor. "The Bedford Diaries" is a new series on the WB, and it only has the first three elements. It stars some newcomers to the small screen, like Victoria Cartagena, as well as some veterans, like former Gilmore Girls star Milo Ventimiglia.

Before the series premiere, the show was already causing controversy with its inappropriate scenes. Because of this, the WB showed an uncensored version online before the premiere and an edited version during the premiere. I think that it didn't make much more of a difference, considering that the type of things that they cut out are broadcast on networks such as MTV, anyway.

When I first tuned into the pilot, I was optimistic. However, after about 15 minutes into the pilot, I was bored senseless. There are so many things that are wrong with The Bedford Diaries. First of all, like most of the other shows on the WB, this show is basically a drama targeted at teenagers. I feel that this is an insult to our age demographic, because not everyone is attracted to all things relating to sex and other clichés.

"The Bedford Diaries" is set at a liberal

arts school in New York. The plot centers around six students of a special sexuality seminar, of all classes. I believe that the producers of the show saw this as the quintessential setting for a teenage drama. I also think that they were wrong in doing so. I would have rather watch "The OC" or "One Tree Hill", and I hate those programs.

Sitting through an hour of this show was quite a task. A lot of the plot is uninspired while still being fairly unique. I've certainly never heard of a sexuality seminar. The acting on the show is mediocre, and I was very put off by the opening scene: one of the main characters Owen Gregory, waking up next to an older student, realizing that he was late for class. She begged him to come back, but he refused. A little while later, he walked past a nude model posing for an art class. He stopped walking and she winked at him. The poor acting and portrayal was really disappointing. To be quite honest, it was really boring and kind of immature looking.

What it all comes down to is what your taste in entertainment is. If you consider watching people talk about nothing other than sex and other teenage topics entertainment, then this is the show for you. However, if you actually have any sense in you, you will avoid this show. That is exactly what I did after watching the pilot. ☹

If you consider watching people talk about nothing other than sex and other teenage topics entertainment, then this is the show for you. However, if you actually have any sense in you, you will avoid this show.

Culpeppers offers reliable service and pleasant atmosphere

I've moved four times in 17 years. I was born in Olivette, lived in unincorporated St. Louis County (Ballwin) until I was seven and then moved to Clayton, where I am on my second house.

I have lived everywhere, and experienced most every facet of life in St. Louis.

One thing I have taken with me from each house is my favorite restaurants that I began going to at their western locations. For instance, when my family heard that Mike Duffy's was opening another location behind the Esquire on Clayton Road, we jumped for joy.

We had been visiting their other location on Clayton Road at Highway 141 location for as long as I can remember, and now there was going to be one inside the bubble. To this day, some of my favorite places aren't inside the bubble. The one restaurant that comes close to being inside the bubble is Culpeppers, with their original location in the Central West End. Very rarely, however, do I eat there, often times traveling to their location in Kirkwood or Creve Coeur.

Culpeppers is a bar and grill that went

under an extensive menu makeover in the last few years. Burgers, sandwiches and salads are staples to their menu, but daily specials such as all you can eat fried chicken place Culpepper's in a class above a local bar.

Most recently, I have been to the location in Creve Coeur at 12316 Olive Street Road just west of Olive and 270. This location has added a brand new banquet room and has completely made over the dining area as well as the bar. Smoking and non-smoking sections are on opposite sides of the restaurant if you are bothered by smoke.

After hanging out with the future coeditor-in-chief of the Globe around dinnertime, we were throwing around different places to go eat. It was then that I realized that she had never even heard of Culpeppers.

We were in Olivette at the time, and I made the decision to introduce her to my favorite place for chicken wings in St. Louis.

The food at Culpeppers is bar food but there is something about it that places it on our reliable list. When my family visits Culpeppers, our order is simple: five



CULPEPPERS ON OLIVE offers a relaxed atmosphere and a wide assortment of American favorites.

orders of chicken wings (my brother is on a 4200 calorie diet) and two house salads. However, Rachel and I ordered two orders

of wings and a couple of drinks, while my friend Sam had the bacon cheeseburger.

The food was served hot and relatively

quickly despite it being a Saturday night. The wings were served with a side of ranch or blue cheese dressing, which is always needed to curb the spiciness of the sauce. I assume Sam's burger was good, because it was gone within seconds. The wings were spicy enough to leave your lips numb at the end of the meal, but it was all in good taste.

Service is always good, with plenty of waiters to refill drink glasses and bring more napkins.

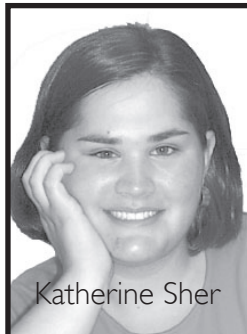
One thing that I like about the Creve Coeur location over any other location is the amount of seating. There is a huge dining area, separate bar as well as outdoor seating.

The Central West End location is good for outdoor seating, but is crowded inside during the winter. The Kirkwood location has two levels, but it is always crowded, as most restaurants on the main drag in Kirkwood are.

The greatest thing about Culpeppers is that it is reliable. Every time I go there, I know I will have a good meal, that doesn't take that long to get.

However, depending on the location, that wait can sometimes reach upwards of an hour. The wait is well worth it. ☺

OUTSIDE
the
BUBBLE



Katherine Sher

Staff Photo

Genius coach brings team success

PERCY OLSEN

It's dusk, Friday afternoon, and the Purple Dragons are about to pull off something wonderful. The opposing Red Rainbows know it, the umpire knows it, heck, the entire sold out crowd of 28 knows it.

Coach Greg McGregor looks on as he watches his son, Bobby, call a time-out in the batter's box. He knows that pinch-hitting a pitcher in any situation is normally "tee-ball suicide," but at this point in the game, any hit will do.

With the bases loaded, two outs, and a three-run deficit, Bobby's table has been set. Add on to that the fact that he's already 0-2 in the hole, it wouldn't be that bad if Bobby made some contact on this swing.

Coach McGregor wipes the sweat off his cap, and opens up his Hello Kitty notebook he "borrowed" from his daughter. He looks at the notes. Bobby has been hitting .678 this year, and an unimaginable .823 with batters in scoring position.

There should be no way in H-E-Double Hockey Sticks that Bobby is going to strike out at this at-bat, at this time, at this place. And yet, there he is, 0-2 in the hole, about to take his third stab at victory. Bobby takes his cut.

It's a beauty of a swing, and Bobby knows it. He flips his bat; he's just won the game.

Unfortunately, fate is on the other side of the field, and the ball inexplicably pops straight up, making for an easy play over at third. Game over, man. Game over.

But why is Coach McGregor smiling? He's just lost the game, maybe even a seed in the playoffs

in the incredibly competitive Happy League. Still smiling, he stands up, and shouts across the field, in a voice so booming that the gods themselves stir from their sleep.

"SABOTAGE!"
Coach McGregor picks up the recently caught baseball, and reveals to the umpire that there are holes in it, indicating to him that it may, in fact, not be a baseball. Instead, all signs point to it being a wiffle ball. The umpire borrows McGregor's cell phone to "talk to his manager."

After a conversation that can only be described as terse, the umpire disqualifies the Red Rainbows from the game, awarding the victory to the Purple Dragons. Joe Nightingale, coach of the Red Rainbows, throws his hat on the floor, and proceeds to stomp on it with passion and viscosity.

His plan has been foiled, and his team won't play into June this year. He should have known better than to tangle with the Genius of Little League himself, Greg McGregor.

"Oh my, yes, the wiffle ball incident. I've pulled that off many a time in my years," Coach McGregor said. "I'll share a secret with you, but you have to promise not to share it with anyone. You just have to stuff the ball with frozen Alfredo sauce, I know a guy who can get me some, real cheap. Anyways, that sauce is white, just like the ball, and nobody can see the holes in it. Hahahahaha! Check and mate, my friend!"

Greg McGregor then descended into what can only be described as maniacal laughter...of a genius!

Coach Greg McGregor's genius has captivated the Little League World. He tamed the HL last year, going 3-0, and was named *Sports*

Illustrated's "Sportsman of the Year." The nation is awestruck by McGregor's unrivaled spunk, his unbending determination, his ability to take advantage of every loophole and inattentive umpire. I had to meet him. And after emptying my piggy bank and riding in the back of a truck filled with mules for seven days, I was at his front step.

Coach McGregor is a stunning beast of a man. He stands 5 feet 8 inches tall, with a grizzly five o'clock shadow and a belly as squishy and bulbous as a summer ham. He constantly enjoys drinking his favorite beverage, Vodka.

When the local police men try to tell him about the town's public drunkenness rules, he just walks on, raising himself above the mere mortals that also dwell in his town.

Even as he is being handcuffed against the pavement for his third DUI, McGregor is constantly thinking, and drinking using his alcohol as a means to enhance his understanding of tee ball. What a genius.

Once again, the Purple Dragons are leading the HL, with a 2-0-0 record, 2 game winning streak, and a 1.000 winning percentage.

"Haha, two wins, yes I know," McGregor said. "If I was to literally whip them at every practice, I don't think we'd get better results...of course, the number of fielding mistakes would probably be cut down by around 1 percent...right now I only use paddles and belt buckles....Do you know any good whip stores?"

Unfortunately, not all is good in Coach McGregor's neighborhood. Last year's "Comeback Player of the Year," Alex Frasier, is in the midst of a self-described "poopy slump," with no signs of "becom-

ing awesome" emerging.

When Coach McGregor saw Alex weigh in at 75 pounds in spring training, he instantly took action, banning Alex from all forms of chocolaty goodness and hiring Alex a new coach, Fabio.

Unfortunately, not even Fabio could save Frasier.

"Mister Frasier does not have a lot of ahm strength, and he really needs to work on his cawves," Fabio said. "I told him to cahm bahck when he could bench press more than a weempy 80 pounds, yah?"

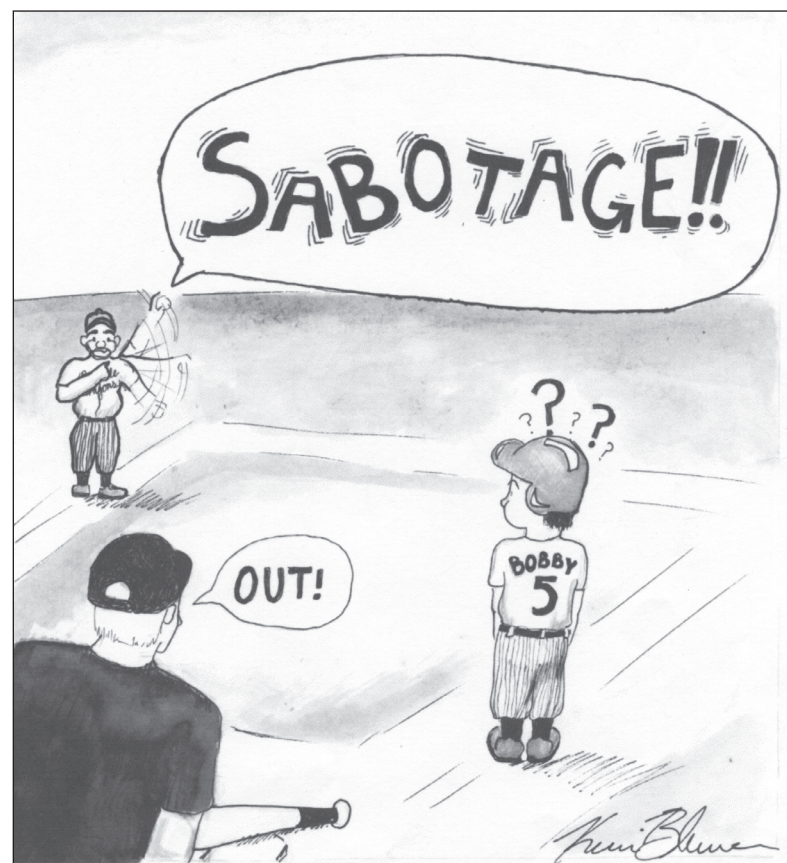
This is not the only problem that young Alex Frasier is dealing with. Newsweek has recently released a story that accuses the great Greg McGregor of injecting steroids into his unknowing players last season, passing them off as "cootie vaccinations."

When I asked McGregor about the allegations, he did not answer. I continued to wave my copy of the story in his face for quite some time, repeatedly asking him "Eh? Eh? Eh?" He then told me to keep my mouth shut and threatened me with syringes filled with "apple juice." Of course, I ran to my couch fort.

Coach McGregor coaxed me back, offering me some "friendship apple juice." It worked.

"I don't think we'll have to worry about Alex Frasier anymore," McGregor said. "Right now, he's in the 'Failure Hole,' but I have a feeling that he's going to graduate into the 'Holding Steady Box' soon. I'm sure he misses his food and family and stuff. I'll poke a few air holes in it I guess...How do you like the apple juice?"

It's syrupy and empowering. Like my hopes for Alex Frasier,



who I am sure is on the road to recovery, and his mom could not agree more.

"Oh, we just love Awex and his wittle games. I've never been to one, no, Bobby McGregor's dad says that we have a "negative influence" on his swings. I just want my lil' Awex to do the best he can!" Barbara Frasier said. "One day, when he's in the show, I hope he remembers who gave him his first ball and bat. It was Coach McGregor, but he lives right next door to us, and maybe if Alex visits him, we might be able to see him through the window as he goes from the living room to the kitchen. That would just be divine."

Coach McGregor is going to have to keep the Frasier's away a little longer, as tomorrow is the

championship game. Coach McGregor is pulling out all the stops, corking all of his team's aluminum bats and pre-spitting every ball into the wee hours of the night.

"I love the night before the big game, there's always so much to do," Coach McGregor said. "I think my genius really shines in these moments of pressure, I mean, I still have 5 more balls to magnetize and I haven't even started to put all the bats through the wash. I have a long night ahead of me."

The long night of a genius. Genius on, sweet genius. Genius on.

As for me, I won't be able to go to tomorrow's game, I don't feel so hot. I think all this apple juice is making me go through reverse puberty. ☹

Disturbing things may happen while ordering tacos

KELLY MOFFITT

The past few years of my life, I have started to become more and more anxious about the whole college process. There's the whole application thing, the whole getting in thing, the whole independence thing, the whole money thing, and you know, the whole classes thing. But surprisingly, this plethora of worries is not what had been getting me into turmoil of anxiety.

What *really* had been scaring me was the prospect of getting hit on at random places by even more random guys.

But I have surpassed this fear because I have experienced, first hand, the come-on of the most random guy I can possibly think of: the Taco Bell drive-thru man.

And no, this is not a metaphorical stab at immigration legislation.

Here is the story of the foresaid Taco Bell Come on Extraordinaire:

On May 5, my friends and I decided to celebrate Cinco de Mayo the right way. So, we piled into my hot red Volvo station wagon and we headed down the road to the little cantina we fondly call Taco

Bell. It seemed like a pretty normal day at the drive-thru: we drove up, had a moment of indecision over the menu, and then I rolled down my window to order. But then disaster struck.

The quasi-omniscient speaker box voice inquired, "Welcome to Taco Bell, can I take your order?"

Without thinking, I perkily responded, "Happy Cinco de Mayo!"

I wasn't expecting the guy to know Spanish or anything.

But, was I wrong to think that the order taker guy might want a little audience communication? Was I wrong to think that he might want to add a little spice to his regular, *frumpy*, car order-ers? Was I wrong to think that, working at a restaurant that sells Mexican food, he might know that it was Mexican liberation day? Was I wrong to think that, being someone who works in America on a holiday that is celebrated here more than anywhere else, he might know that it was Cinco de Mayo?

Yes, I was wrong. Way wrong. The voice, in a somewhat lighter tone, crackled through the speaker:

"You're single tomorrow?"

My friends immediately burst into a fit of giggles but I was seriously perplexed.

"No, I said 'Happy Cinco de Mayo.'" I articulated, in monosyllables, into the speaker.

As if my attempts at becoming clear would actually work.

"Oh! You wanna know if I'm single tomorrow...Yeah, I'm single tomorrow," the speaker crooned.

"NO! I said, 'Happy-,' I attempted.

"I'm single today baby!" he exclaimed.

I have one single question: How does one respond to this?

All I can say is that I had absolutely nothing, I repeat, nothing to say in response to this scenario.

So, in my completely eloquent prose I uttered, "Erm...Okay could we have a number eight with a coke, a number seven with a diet coke, and a cheese quesadilla?"

Suave, Kelly, very suave.

I would like to say that that was the end of our conversation and someone else was waiting at the pickup window to deliver our food. Yet, I can't because that would be

lying.

I drove up to the window, and there, standing at the window was the most awesome sight I had ever seen. But not in a good way.

My friends and I conferred later and we all agreed, that we thought the come-on man would be some tall, debonair man with bulging biceps and a great sense of humor.

Once again, we were wrong. Way wrong.

The man who held out our bags was an old man, possible in his forties, with ratty hair and had no bulging biceps anywhere. In fact, I don't think he'd ever had a bulging bicep anywhere.

What is even worse is that he attempted to joust up a response to his come-on: "So, if I'm single tomorrow and you're single tomorrow-?"

I thrust the money at him and exclaimed with a hint of latent anger: "I was trying to say Happy Cinco de Mayo!"

"Oh. Sure," he, rather unenthusiastically implied.

At that point, I literally put the pedal to the metal and drove away. The most horrible part about



SOPHOMORE KELLY MOFFITT screams as she remembers her past troubles at the drive thru window.

this was I could tell he didn't believe me about the whole 'Happy Cinco de Mayo' thing. But, Taco Bell Come On man, if you're anywhere out there, I swear that I said 'Happy Cinco de Mayo.'

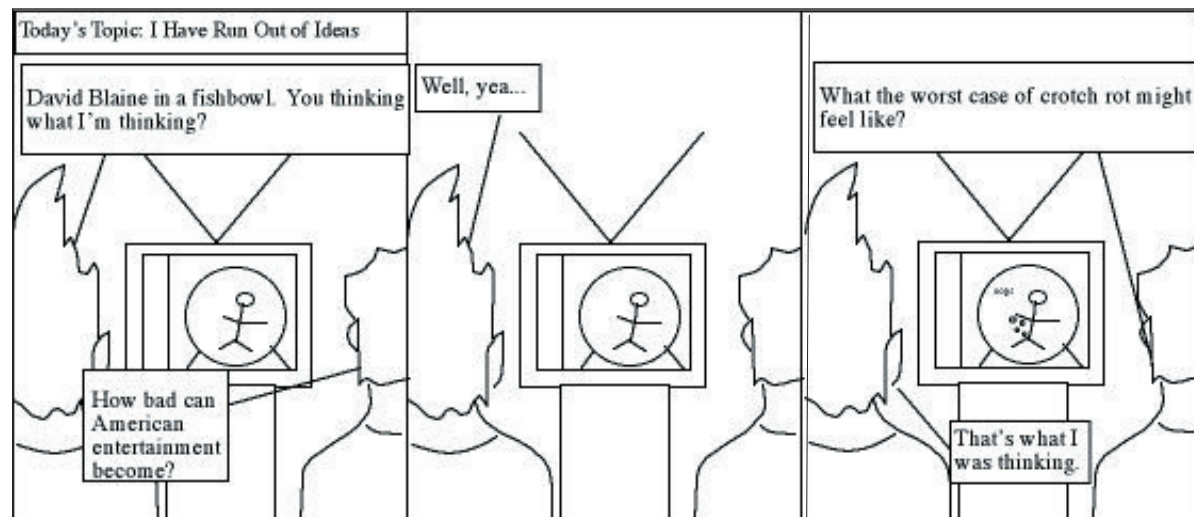
That is where a happy taco bell ordering at the drive thru person gets you. You can be assured that I

will never, ever, ever again be that perky at a drive-thru.

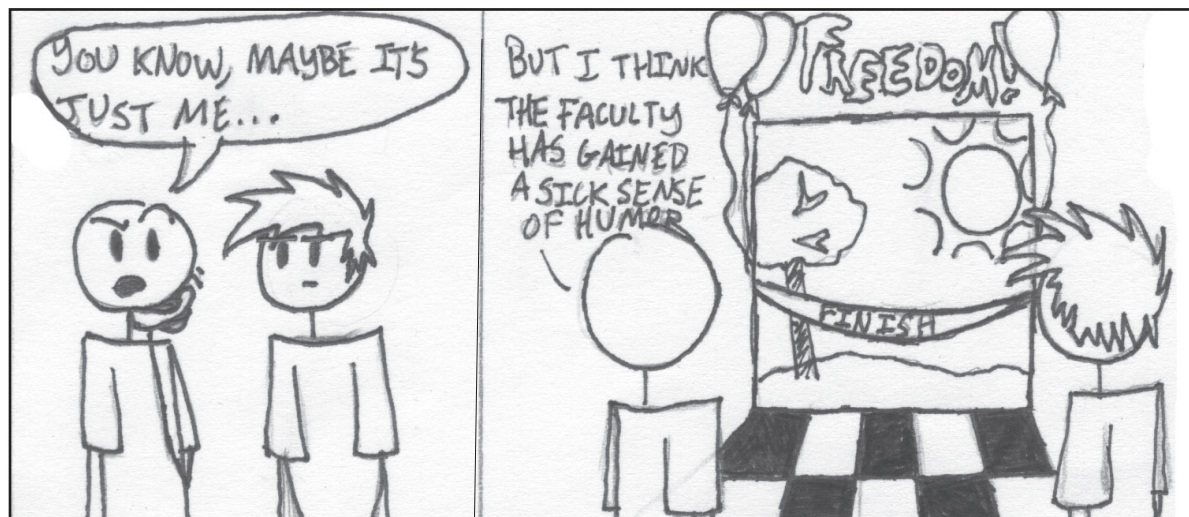
So, all you college-going seniors at CHS, don't get all so worked up about the whole college pick-up scene.

It can't be any worse than getting hit on at the Taco Bell drive-thru. ☹

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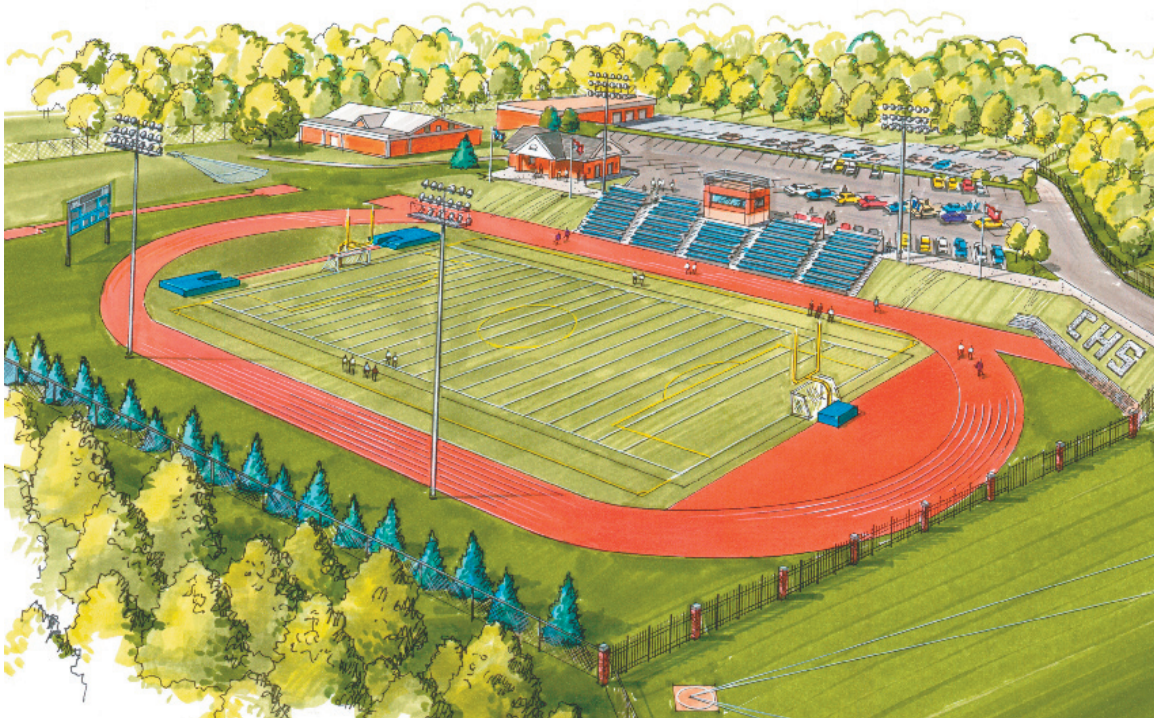
A GALA NIGHT AT THE CAPPIES



photos courtesy of Kelley Ryan

CLOCKWISE FROM LEFT: senior Angelina Impellizzeri on the stage during the Cappies Gala and Awards Ceremony, which was held on Sunday, May 7, at the Blanche Touhill Performing Arts Center. CHS was nominated for a total of 16 awards and won a total of 5, including Best Musical for "Into the Woods," Best Female Vocalist won by Nisrine Omri for "Into the Woods" and Best Comic Actress won by Emily Goldstein for "Into the Woods." Much of the award-winning cast of "Into the Woods" poses on the stage. Junior David Redick and senior Brandon Burton before the awards ceremony. Seniors Julie Shore and Leah Squires pose with their invitations to the gala. Drama teacher Kelley Ryan poses with an award. Ryan and senior Cherish Varley smile for the camera before the event. Senior Lexi Wirthlin and freshman Susie Wirthlin, before the awards ceremony began.

fields for the future



This exciting project is nearly complete! To the many people who have contributed time and money to make this dream a reality, THANK YOU VERY MUCH! Nearly 300 families have made gifts of all sizes. Your generosity will continue to mean so much for the children who will play, practice and compete in this amazing facility.

Although the field is nearly complete, there is still time to order your commemorative brick in Donor Plaza. Wouldn't it be wonderful to honor your son and daughter with a permanent expression of your affection? Or perhaps your family would like to honor a special teacher or coach who had profound impact.

Questions? Call Scott Waldman 314-727-0957 or visit Friends of Clayton Athletics on the web - www.claytonathletics.org.

Contributions can also be charged to your favorite credit card.

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Fields of the Future Campaign

Commemorative Brick (one brick) - \$1,000 or more donation
Please fill in your desired text (18 characters per line, 3 line maximum)

Line 1 _____

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Line 3 _____

Please make the check for your tax-deductible donation payable to "The Friends of Clayton Athletics" and mail to: Commemorative Brick Program, The Friends of Clayton Athletics, #2 Mark Twain Circle, Clayton, MO 63105.



The *Fields for the Future* commemorative brick program is a unique opportunity to leave a legacy for yourself, a family member or someone with CHS ties. You can reserve a personalized brick with your gift of \$1,000 or more. The bricks will be proudly displayed at the new Donor Plaza at Gay Field.

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