WHERE CHS **IS HEADED:**

> National changes in the past decade have introduced new factors into the Clayton educational mentality.

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Students succeed in DECA internationals

Jonathan Shumway

It's the last round in the international competition of DECA, and two CHS students are in the top 10 in their division, with one contestant being number

Marci Boland teaches Marketing Research at CHS, and created a CHS chapter of DECA, an international organization promoting marketing skills, because of its connection to the classroom.

"The students were able to compete in the areas that they were studying in class," Boland said.

Just this year, two seniors advanced to the annual world competition in Anaheim, California. Senior Dylan Cockson advanced to the top 10 in the world for Food Marketing. Senior Mack Su was first in the world in Marketing Management. Su first took a marketing class as a sophomore.

"I was encouraged by Marci Boland to join DECA," Su said. "I participated in Marketing Management for three years, so I had the experience. This contributed to my success.'

Out of the 25 categories for DECA, Cockson chose Food Marketing.

"I wanted to exploit a niche that no one was doing," Cockson said.

In DECA, the participants are given a problem or question, in which they are given 10 minutes to prepare a 10-minute presentation. From the beginning of Su's career he progressed in areas that allowed

him to rank well. "Working on my role-playing skills and learning to adapt to different situations helped enable me to get where I am," Su said.

Su's success is also largely attributed

"Marci Boland is one of the best marketing advisers and teachers," Su said. "She played a large part in how I achieved what I did.'

Boland gives credit to the hard work that both Mack Su and Dylan Cockson did to accomplish what they have.

"They have studied old tests, performance indicators, and practiced role plays," Boland said. "It is challenging. It takes serious preparation and planning, but the kids love the competition."

Su's success will be combined with

"I want to use my marketing skills with my scientific interest," Su said.

Cockson has learned lifelong skills

"I have learned how to become a better communicator," Cockson said. "Since there is not much time to prepare a presentation, it has made me think on my feet. When I advanced to internationals, I was shocked and really happy."

DECA has helped students to develop specific skills.

"DECA gives true life experiences for students," Boland said. "It provides ways to network and interact with kids and business people from around the country."

Boland said she was truly amazed. "When they both reached the top

20 and the made it to finals I told them anything else is just icing on the cake," Boland said. "Then they both made it to the top 10, and I was amazed."

Both Su and Cockson encourage CHS students to participate in DECA.

"You may not be interested in DECA now, but if you try DECA, you will see how much fun it is," Su said. ③



The winners Mack Su and Dylan Cockson celebrate with teacher Marci Boland.

Strip-search pivotal in defining rights of student and school

After a psychologically devastating strip-search, Savana Redding has brought her case before the Supreme Court. The decision could have huge effects on campus life.

Jackie Leong

Six years ago, 13-year-old Savana Redding was taken into

a room, accompanied with the school nurse and another female school official, stripped down to her underwear, and searched. The context? Suspected of hiding prescription-strength ibuprofen against her Arizona middle school's zero-drug policy. The outcome? No contraband found.

However, the consequences are still being felt. On April 21, the Supreme Court heard the resulting case. Redding, now 19, claims that she suffered emotional trauma and stomach ulcers, and had to transfer schools. Though she is only seeking monetary damages, it has been almost unanimously agreed that the case decision, which will be released in June, could greatly affect life on campus.

The big question: Was the search justified or not?

"If you say 'right', you're going to see a lot more strip searches," said American Government teacher Mark Bayles. "If you say 'wrong', schools become aware they could be sued, and they'll be more careful."

Being more careful isn't necessarily better, added Bayles, in the case that there is a legitimate threat that a school refuses to investigate in

fear of costly lawsuits. Redding's mother, whom the school had not notified before the strip-search, nor during the two-hour period in which Redding had been detained outside the principal's office, called the school, upset, the next morning. The principal allegedly assured her that it didn't matter because nothing was found. On behalf of her child, April Redding then sued on the premise that her daughter's fourth amendment rights were violated. The fourth amendment guards against unreasonable

Before this current case, the Supreme Court had defined students' rights under the Fourth Amendment in 1985. The case New Jersey v. T.L.O. involved a girl who had been caught smoking in a bathroom; upon searching her purse, not only cigarettes were found, but also marijuana and rolling papers. The girl sued claiming her rights had been violated and that the search had been therefore unconstitutional. Her eventual Supreme Court case drew a ruling that claimed students were under the protection of the Fourth Amendment against unreasonable searches; however, in the given case, there was a valid reason to search the student's purse given the school's obligation to keep other students safe, and the fact that the student had been recently caught with

Since then, this is the first case that again concerns the Fourth Amendment and a specifically targeted student. However, this decision goes one step further in the fact that it concerns a much more person-

In the Redding case, the school said that at a dance earlier New Superintendent, 3 that year, a group of children, including Redding, had been

'unusually rowdy' and had smelled of alcohol. Redding had also been suspected of supplying alcohol at a party she had hosted in her home. None of this, however, had been officially proven. On the record, Redding was an honor-roll student with no prior drug charges against her.

> The information that school officials acted upon is considered hearsay; one classmate with a pill pointed at Redding's best friend, who produced more pills and in turn pointed the finger at Redding. Though no drugs were ever found on Redding's person, there was a known plan that a group of students had been arranging to take the oills during lunchtime. Moreover, there was a recent near fatality concerning a fellow student who had taken such a pill.

"I'm not sure if there was enough evidence for this one," said Wydown Middle School principal Mary Ann Goldberg. "That

'hearsay twice' thing is not enough to do that [strip-search] to someone. If I had irrefutable eyewitness testimony from a number of children, then I would have the parent come up and help us, go through the problem together."

Goldberg says that the most she's asked for her students to do is to pull their pockets inside out and empty them. She says she refuses to go beyond, and that means no patting down or strip

Technically, Redding was never completely "strip" searched due to the fact that she was never forced to remove her underwear. However, the fact remains that she was indeed strip-searched, and without a parent notified beforehand, nor present at the time of the search. However, according to the transcript of the actual hearing, Safford Unified School District v.

Redding, a distinction during the case was made, concerning the difference between strip searches and bodily cavity searches, where Matthew Wright (the lawyer on behalf of the school district) argued that cavity searches would not be allowed- but only because he feared that school officials did not have the medical authority to do so.

"People do hide things in very private places," Bayles said. "How extensive a search are you going to let the authorities conduct?" He observed that things are indeed found during such searches.

In a further argument in the transcript, Adam Wolf, a lawyer representing Redding, asserted that since nothing was found, the search was unreasonable. He said that searches can be divided into two types: the first being a "basic" search for a "non dangerous article" (which he did not define), and the second type of search, which would involve a strip search for a dangerous item, such

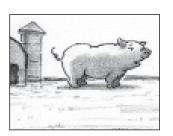
The Supreme Court justices, however, asked how one could distinguish where the item was hidden, or what the item was, without already having found it in a basic search. Would this then warrant a strip-search if

the safety of others were involved?

Strip-search, 8



Activities Director Eric Hamylak leaving CHS



Swine flu spreading internationally



Girls' soccer District **Champions**



Senior send-off after a memorable year



Blassie retiring after eight years at CHS



Summer fashion coming in season



AP Art students show unique talents

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Superintendent Don Senti is preparing to retire in 2010 after 15 years in district. The district has hired a search group to begin the process of hiring his replacement.

District begins search for new superintendent

The Clayton School District is in the midst of an intense search for a new superintendent.

Dr. Don Senti, the district's superintendent, announced on July 3, 2008, that he would retire in 2010, weeks shy of his 64th birthday.

Senti will have served in the Clayton School District for 15 years. Senti said he decided to retire after having realized his age through a random occurrence. "I was driving down

Highway 40 and I was pulled over and got a ticket," Senti said. "The officer told me I was 63 and I said 'no, I'm not," and he told me to do the math. I realized that I approached 65 [retirement age] and that it would be a good time to announce my retirement. I also wanted to give the School Board two years so that they'd have plenty of time to establish a process for replacing me."

The process of hiring a superintendent includes a nation-wide search organized by a firm, but also includes various focus groups consisting of teachers and administrators who will voice their input. Although Senti will not be a part of the actual decision-making process, he is familiar with the hiring process and

is helping the district set up the method for hiring.

Board of Education President Omri Praiss expressed his gratitude for Senti providing a two-year hiring period in a school district-issued press release.

"The Board is extremely grateful to Don for providing the District with two full school years to find

the School District of Clayton's next leader," We plan to conduct a Praiss. "We plan to national search. Part conduct a national search. Part of that of that search process search process will involve gathering input will involve gatherfrom our stakeholding input from our ers in order to understand what qualities stakeholders in order this community wants to understand what in their next superintendent. According to qualities this commuthe district website, the school board has nity wants in their next unanimously selected the search firm of Hazard, Young, Attea and Associates (HYA) to conduct a

Omri Praiss B.O.E. President

superintendent.

a new superintendent. HYA has earned a national reputation representing hundreds of school districts, with a primary emphasis on smaller, high-quality suburban

nationwide search for

CHS Principal Louise Losos is also part of the selection process for the new

Local institutes receive grant for cutting-edge energy research

Editor in Training

A year ago, 260 organizations applied for a national energy grant. Only 46 were picked. Each selected institution will be receiving \$2-5 million a year for five years. President Obama announced the organizations receiving the grants on April 28, 2009 at the annual meeting of the National Academy of Sci-

Of these 46, two are in the St. Louis area. Washington University received a \$20 million grant, and the Donald Danforth Plant Science Center received \$15 million.

Energy is one of the great difficulties that has introduced itself during the 21st century. In an effort to hasten the scientific research needed for a more energy efficient nation, the U.S. Department of Energy Office of Science will invest \$777 million in Energy Frontier Research Centers (EFRCs) over the

Both the Danforth Center and Washington University will be focusing on breakthrough energy research, but each will be focusing on different things.

"The Danforth Center and our center are complementary," Dewey Holten, Professor of Chemistry at Washington University, said. "They go after different aspects of the problem."

The main objective for the Danforth Center is, "to generate the fundamental knowledge required to increase the efficiency of photosynthesis and production of energy-rich molecules in plants."

Washington University will be focusing on photosynthesis as well, but their research is much more fundamental. Their main objective is, "to understand the basic scientific principles that underpin the efficient functioning of the natural photosynthetic antenna system as a basis for man-made systems to convert sunlight into fuels.'

Washington University's grant was organized by Bob Blankenship, Professor of Biology and Chemistry at Washington University, and he will be the director of the center. The associate director is Holten.

"The idea was to bring together a large team of investigators," Holten said. "To have a center whose central theme was natural and artificial light harvesting systems, based upon what

they harvest the light energy."

The money will not only enable the center to do more thorough research, but it also brings together many people and organizations to collaborate.

"All 46 of the centers are multi-investigators," Research Associate Professor at Washington University Christine Kirmaier said. "It's not just one person or two people or just one university. The money's being spread around. These were all meant to be large collaborative things."

The grant will hopefully enable Washington University to make a difference and contribute to the nation's growing needs

"This particular grant was to make an impact on the nation's energy needs, trying new fundamental research on solar energy based on what natural photosynthetic systems do,"

Although Washington University is focusing on the fundamentals of photosynthesis, their goals remain extremely complicated and advanced.

"One of the themes is how big of a collection of molecules do you need to have to make it an efficient collector of light using photosynthetic organisms," Holten said. "So one of the goals there is: can we make it more efficient, or do we really need as many molecules that are in a natural photosynthetic

This goal then leads to another thesis of their proposal. If they are able to make a more efficient light collector, then they must be able to understand photosynthesis in greater detail.

"A second of the themes is to structurally characterize photosynthetic complexes in more detail to learn more about their organization and how they're put together to be able to tailor the natural systems," Holten said.

The final goal for the EFRC is to build an artificial photosynthetic system.

"The third theme is to learn how to build artificial photosynthetic systems from the bottom up," Holten said. "These systems can then be used for light harvesting, gathering light energy, and then funneling it to specific places.'

This research will then enable the investigators to harvest

.News.

"For example, attaching it to a surface, like in a solar cell, so people can use that energy to produce electricity," Holten

The research the EFRC at Washington University will be doing is extremely new to all of the investigators. They don't know where their research will take them and what they will

"Research is never a straight line," Kirmaier said. "Often times the more interesting things you learn are completely unexpected, just come at you out of the blue."

Because of Washington University's big leap into new scientific research, it has put itself into a place of great importance. "Washington University has poised itself to play an impor-

tant role in bioenergetics and bio-fuels," Holten said. Not only will the research make Washington University a center of energy research, but it will affect all of St. Louis as well. The Donald Danforth Plant Science Center and Washington University have both become vital centers of energy re-

of energy research. "These two centers are being given a lot of money and a lot of resources," Holten said. "There are a lot of investigators here that will be working on this, and it brings in connections with a lot of universities and investigators to make St. Louis a center in energy research."

search. This will enable St. Louis as a whole to become a center

The new focus on energy research throughout the world has brought science back into the spotlight. According to Kirmaier, new science and technology research will bring the focus back

"This is a really exciting time in science," Kirmaier said. "Obama is really committed to science. It's really fun because science has been neglected for a long time. You see people going into business and really not science for the last 20 years. So hopefully this will help change things because technology is what's going to be needed to save the world.'

"It's not simply science," Holten said. "It's the focus on energy. Younger people should be thinking about careers in science, thinking about careers working on energy, which is important for our national needs and the world in general."

Total DOE funding for energy research (2009-2014): \$777 million

Amount of money given to Wash.U: \$20 million

Amount given to Danforth Plant Science Center: \$15 million

Hamylak leaving CHS for Northeast, family connections

Ken Zheng

It's 8 pm. Most of the staff has gone, yet Student Activities Director Eric Hamylak still works at his desk.

Hamylak is leaving CHS to go back to his family. He will be splitting time between his parents' house in Connecticut and his brother's house in Massachusetts.

After graduating from Saint Louis University, Hamylak repeatedly considered moving back to the Northeast since that is where he is originally from and most of his family lives there.

"I like the Northeast, but then I got a job at Clayton," Hamylak said. "It's a great district and I love my job. But at the same time, family comes first and it's just time for me to move back and build up those relationships again. It'll be tough to leave. CHS is a fun place to work."

Hamylak started working at CHS about six years ago as campus supervisor, and then became Assistant Activities Supervisor for about two years. He has held his current position as Student Activities Director for two years now.

Hamylak oversees activities such as Homecoming, Orientation, Prom, Arts Fair, Assemblies and all the dances.

"It changes year to year," Hamylak said.

"There's generally quite a few of them." Once Hamylak moves back to the northeast, he plans on helping out with his dad's photography business.

"I'll help a bit and might even take it in a different direction," Hamylak said. "I have also joked around though I'm still slightly serious about starting an event-planning business. My extended family lives around the Boston area, and I'd love to spend some more time around there. So I'm taking the steps to get closer to Boston. There's no particular reason for me to leave. Nothing against Clayton, nothing particular during this year."

Hamylak feels that they longer he stays, the harder it is to move



Eric Hamylak is leaving his position as Activities Director to be closer to his family in the Northeast.

...family comes first and

it's just time for me to

move back and build

up those relationships

Eric Hamylak

Activities Director

"I want to get settled there and luckily right now I'm not committed to a girl or anything," Hamylak said. "It'll be tough to leave. Many of my good friends are

> Hamylak also coaches JV girls' soccer and co-sponsors StuGo. He also sponsors C-Club and CHS Club.

> "It's definitely a big time commitment," Hamylak said. "It's impossible to find my true work hours. I guess a typical day is about 7 a.m. to around 8 at night. There have been a number of times when the second-shift maintenance crew has said goodnight to me. I generally can't get the paperwork and the behind-the-scenes work done during the school day because lots of other things sidetrack me. I often get lots more done after school hours."

Hamylak will be hard to replace because he has built relations with many stores that CHS buys from on a regular basis.

> "I know people at Parties and Props among many other places," he said. "I know where to buy stuff, like Party City. For when I'm shopping for the concession stand food, I know Sam's Club like the back of my hand. I know the hours they're open and the aisles that they're in."

There currently is no Assistant Activities Supervisor.

"When they promoted me, they eliminated my old job and gave me a new title," Hamylak said. "I don't think many students see the secretarial side of the things I do like bill deposits and club sponsor paychecks. It's going to be tough for whoever comes in, but I'll just be a phone call away. I know there's a bunch of staff that have been a part of activities. So I think the responsibility will be more spread out. I took on most of it by myself, that's just part of who I am. I enjoy doing it and I'll miss it."

Principal Louise Losos is sad that Hamylak will be leaving.

"I'm happy for him as he's returning to be close to his family, but he will be hard to replace," Losos said. "We will be hiring a new Activities Director. Mr. Hamylak had some additional duties unassociated with that for which we will be looking for new sponsors. He has done an amazing job; he has raised the bar, I am certain the students will miss his support. He was born to be an activities director and he will be missed." (

CHS media plans new online format

We must readjust our

in the direction that is

going to be most use-

ful for our students in

Christine Stricker

Broadcast News teacher

their future.

curriculum to move

Next year, the CHS media classes will be putting in a combined effort to launch a website for news delivery to students and staff alike. Both the Globe and GNN are aiming to create a convergent website that will have both written and video

Globe Adviser Nancy Freeman thinks it is a good thing for a paper to look for ways to branch out and find other ways to

"First of all, that seems to be the trend nationwide," Freeman said. "Print newspapers are failing. I think we're at a point in our development where we're going to see a lot more technology-driven news delivery. I think it's a skill that's important for anybody continuing in journalism to learn.'

Freeman also thinks that there are many advantages to news delivered through the Internet.

"I think it's exciting to do many more breaking news kind of things that we can't do now," Freeman said. "This year, when CHS had issues with the notes scrawled in the bathrooms and the computer thefts, both happened shortly after we had an issue that came out."

Therefore, it took three weeks before any of that news could be published by the Globe, a monthly paper.

That's not really news anymore," Freeman said. "We're really doing a sort of reaction story at that point. With a webpage we're hoping to regulate on a regular basis, we're hoping to do a lot more coverage of breaking news. We would also be able to get many more of the freshman and JV teams that

we normally don't cover onto the website. So I think it's a skill people need to learn and a broader canvas for covering all types of stories we don't cover at this moment."

The Broadcast News Class that brings GNN to CHS is already doing text copies of every story they air. This scripted version, like KSDK also does, will be put on the website along with streaming the video. The website would also ideally have many more slideshows and other types of interac-

Both Freeman and Christine Stricker are photojournalism teachers. Stricker also teaches Yearbook and Broadcast News.

When a photographer goes out to shoot events, they take anywhere between 10 and 100 photos, few of which are selected due to the space constraints.

We can now take the best of their photos and create a slideshow that would show the best of their photography," Freeman said. "I think there will be a much bigger venue for the photographers."

The website would ideally supplement the current media. Nearly everything published currently would also be online, but not vice versa. There will be places for people to comment on stories and there will also be interactive quizzes to give feedback and also submit online letters to the editor.

"I'm hoping the online paper will make things much more of a public forum than they are now which I think is pretty exciting," Freeman said. "Our goal is to put something new on the website every day. We're going to be working on it over the summer, and we hope that it will be out by the very first issue and that we can start putting things on it immediately."

For next year, the organization of both broadcast news and print news will stay the same.

"If this goes well, we're thinking of making an online class, kind of like how photojournalism works for both yearbook and newspaper," Freeman said. "We would have an online class that would pull things from both Globe and GNN. They would be the class that would produce it. The program next year is a pilot program. We're trying to determine if we need to have that be its own separate entity yet. In the future it might be a separate class since it's difficult to assign grades when students in the class are doing different things.'

Stricker hopes to get approval for an online journalism class

"I have so much respect for the original news medium of newspaper," Stricker said. "I personally absorb and get a more thorough understanding of the news from the newspaper rather than online. However, millions of people get their news online and as the popularity of reading the newspaper or watching the nightly news on TV decline, we must readjust our curriculum to move in the direction that is going to be most useful for our students in their future. With fewer TV and newspaper jobs and more online news jobs, we need to prepare our students for the utmost success. Many news outlets hire backpack reporters, or people who can do everything: write, shoot photos or video, and work online. We need to train our students to be prepared for that.'

The broadcast news class is currently experimenting with how they want to show video stories.

"Right now we are trying to write abbreviated script versions of our stories," Stricker said. "I like how that worked out. You can check it out at www.clayton.k12.mo.us/gnn. But if the Globe and GNN do a story on the same topic, perhaps we could combine those in a web feature package. We still have lots of questions to answer. Next year we'll probably call our site the beta version, meaning it's the version that is still being tested and adjusted. Then when we can start our online news course, and if it passes the board of education vote, we can adjust our curriculum to fit the convergence news model. After a trip to the new Journalism school at Mizzou, we got really excited about convergence. It's definitely where journalism is headed, and Mizzou really has a great program that we'd like

Next year's Globe Co-Editor-in-Chief Nina Oberman went to a workshop at Webster University about newspapers' changing to a web-based format.

"It really got me excited about the possibilities of online journalism," Oberman said. "It will allow us to update so much more frequently with relevant information, which is a huge disadvantage with the Globe right now because we only put an

> issue out once a month. Now, if there were another threat written, we wouldn't have to wait for weeks to do a follow-up type story. We can get the information online where it is accessible to students immediately. I think it will allow for more coverage of sports and specific games, which is something the Globe is lacking a lot in right now. The website will also be cool because people in both the school and the community will be able to blog about stories."

> There are some essentials that Stricker knows a school-sponsored online paper should have.

> To make a student news website viable, it needs to be accessible, user-friendly, and current, Stricker said. It needs to be easy to

get to, easy to navigate, and updated daily. If the readers know how to get to it but find that it's not being updated daily, they will be less likely to go back to it again. This will pose a challenge for us since the Globe is accustomed to a monthly schedule and GNN to a weekly schedule. It will take a lot of effort and scheduling, but it can be done. I think having web-only

Sophomore Justin Elliot signed up to be part of the managing team for the website next year. He is also a Globe reporter and an editor-in-training.

video features is definitely a good idea.

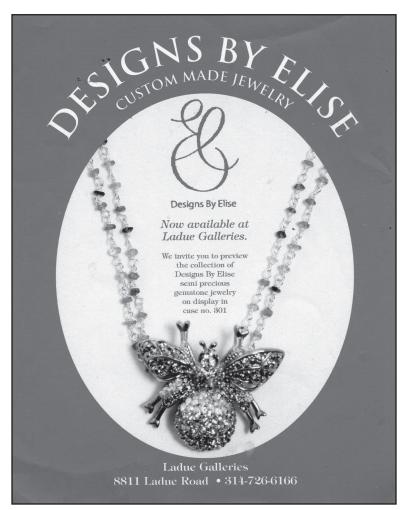
"As soon as I heard about the transition to the website I knew I wanted to be involved," Elliot said. "The skills required to create and maintain a website are much more practical than those involved with designing a newspaper page. I am sure that I will be able apply the skills I learn from the website in many situations in life in the future. I think that it is great that we are transitioning to a website. It is important that the journalism curriculum at Clayton is in tune with society and is teaching students how to develop a medium that will actually be around when we get into the career market."

Stricker believes that CLAMO will stay a traditional year-

However, we are hoping to add multimedia features, such as a video yearbook made by our own students and perhaps some web features like an online scrapbook, Stricker said. So far the video yearbook has not sold well here in the past. We need to brainstorm a video yearbook model that will be attractive to CHS students. Video yearbook is also a class we are hoping to add in 2010-11.

Overall Freeman is very optimistic about next year's

"We're really excited about this addition," Freeman said. 'We're hoping that people will go and look and we want to make it as inviting as we can so that there's new information for people to access."



Missouri legislature bans teens from texting while driving

Martha Burke

As texting has swept the country it has begun to affect our nation's drivers, too. On May 15 Missouri legislators officially passed a law banning anyone under the age of 21 from texting while driving. This law also applies in Illinois.

The bill proposed by Sen. Ryan McKenna was altered and now applies to those under the age of 21. It previously applied

In a survey conducted by AAA, 46 percent of 1,000 teens ages 16 to 17 admitted to texting while driving. AAA also found that the risk of car accidents increased by 50 percent for those texting while driving.

In a poll conducted by Harris Interactive, 89 percent of Americans said they would support a law against texting while driving outlawed. In another survey 91 percent of Americans believed that people texting while driving are as dangerous as those drinking while driving.

Missouri won't be the first state to ban texting while driving; Illinois already bans cell phone use for those under the age

"Personally, I would be inclined to cite an individual that is

observed texting and driving in a manner that is causing a safety hazard," Clayton police officer John Zlatic said. "Individuals that are involved in motor vehicle accidents in which it can be proven that they were engaged in texting will also be cited."

The problem in texting comes from taking your attention away from the road, which, according to Zlatic, is a factor in "Most automobile accidents are caused because of inatten-

tion, i.e. using a cell phone, applying makeup, spilling a drink, or being distracted by children," Zlatic said. So what can teenagers do in a nation where texting is so commonplace that there is even a National Texting Champion-

ship? Zlatic said that teens should get off the road if they need

"Glancing away from the roadway is a dangerous practice and could result in a reduced response to changing driving situation," Zlatic said. "Cell phones can be distracting and police

officers urge drivers to pull over in order to make their calls," Zlatic also recommends hand-held devices to keep eyes on the road. "Cell phones can be installed to be hands-free, thus relieving the driver from removing his/her hands from the wheel and his/her eyes from the road," Zlatic said.

The law will go into effect on Aug. 28, 2009. ③



Clayton schools look for new superintendent

and not just relax.

Superintendent of

Clayton Schools

Don Senti

New Superintendent, 1

The process began with several days of meetings with students, parents, staff and community members in late April and early May. A survey was distributed to those participating in the focus groups and to all Clayton parents and staff.

The focus groups, public meetings and survey results, combined with individual interviews with Board of Education members, will provide HYA with the information needed to develop a Leadership Profile of Clayton's next superintendent.

Once approved by the Board of Education, the Leadership Profile will be used to identify and evaluate potential candidates. HYA will conduct a closed search, which means that the names of applicants and finalists will remain confidential throughout the search process.

The website says: "A closed process is routinely used in school districts across the country to fill high-profile superintendent positions. The confidentiality maintained in the process allows a search firm to encourage and recruit candidates who might not have applied if their interest was made public. The tentative search calendar calls for the Board of Education to announce its finalist before the end of 2009."

"I participated in one of the focus groups organized by the search firm," Losos said. "This is the first time for me. The superintendent is the only hire for a school board. Every other hire is made by the Superintendent or his designees, so it's incredibly important. They are trying to get input from as many different constituencies as possible in order to find the best match for the school district."

Specifically regarding the high school,

Losos is searching for a wise superinten-

"Personally, I would like [to hire] someone I can learn from," Losos said. For the high school, I want someone who can acknowledge our strengths, and work with us to become even better. His or her focus, direction, vision will greatly affect what we [the high school] do and how we do it. It's the most important hire that is made."

Although Senti served in the Parkway Our district is for School district for six sure the best in the years before he came to Clayton, he said state of Missouri and that he was initially drawn to Clayton one of the top in the because of the close country, we need to community feel. "I was superinstrive to get better

tendent of Parkway before I came here," Senti said. "I was more of a public relations person there, but here, I work directly with the parents, the students and the teachers. I had 22,000 students

at Parkway and I had more employees there than students here at Clayton. I was attracted by the quality of the Clayton schools and the kids and parents who are part of it. I just really loved the small town atmosphere of smaller school district.'

Senti was also drawn to Clayton because of the high expectations both students and teachers promulgated.

"When I came here people said that the parents at Clayton were going to be pushy and that everyone expects a lot of the schools," Senti said. "I said

'that's great, that's wonderful!' Since I've been here, the high expectations and the quality of education has not gone away. Many of our kids could have gone to private schools, but they're here. We have over 60 kids who pay tuition to go to a public school district, \$10,000 a year for elementary and \$15,000 a year for middle school and high school. That is the type of reputation we have, and need

to keep. Senti has been involved in various large projects within the district, including extending the VTS (Voluntary Transfer Student) program, having a student publications policy added to the official district policy and the addition of the Center of Clayton to the high school.

"In terms of things that happened after I was here, I was really involved in the addition of the Center of Clayton and really getting that started," Senti said. "Plus the Fine Arts wing,

the music rooms and the new Commons at the high school that was part of that bond issue. I'm very proud of it."

It is believed by most that Senti contributed significantly to improving Clayton. Losos talked about the VTS

"I think one of Senti's lasting marks will be in the championing of the VTS program for Clayton and all of St. Louis," Losos said. "He has been at the forefront throughout, believing in the students, believing in [Clayton's] underlying philosophy."

Omri said in the press release that Senti was crucial in improving the school district as a whole.

"For the past 13 years, Don has consistently worked to solidify Clayton's reputation as one of the top school districts in both Missouri and the U.S. Throughout his tenure, he has played a critical role in developing new programs and recruiting many of the District's key administrators, principals and teachers," Praiss continued. "At the same time, Don has tirelessly served the School District of Clayton and its community with great commitment."

After Senti retires, he plans to con-

tinue working in education. "I will continue my work in some capacity of education," Senti said. "I have an elderly mother who lives on Clayton Rd. so I can't go too far. I'll be working in educational pursuits in the areamaybe with the University. I'll be doing searches for other superintendents for other places."

He even offered a compliment for The Globe.

"You guys do a great job on The Globe and you guys are one of the examples of the Clayton District," Senti said. "You deserve all the awards you get, so keep up the good work."

Although the new superintendent won't be selected until November 2010, Senti has advice for his successor.

"If I could tell my successor anything it would be to not rest on our laurels," Senti said.

"Our district is for sure the best in the state of Missouri and one of the top in the country, we need to strive to get better and not just relax. One of the worst philosophies to have is 'If it's not broke, don't fix it.' Always continue to look for ways to improve." (?

Lyrics for school song chosen

Go Clayton Greyhounds we're

We'll all join together to cheer

When we hit game time we will

So stand CHS, stand and cheer

the team that's tried and true.

the CHS orange and blue

Caroline Stamp

For as long as anybody can remember, Clayton has used "On Wisconsin" as its school song. Even though it was played at every football game, most students and parents didn't know it was Clayton's school song and just looked at it as another song the band played. With 2009 being the 100th year

Lyrics:

be victorious

with us.

Hounds!

of Clayton and the class of 2010 being the 100th graduating class, it was finally time to get a school song that we could call our

At the end of last year, the music department held a contest for students to write a new school song. Sophomore Cooper Minnis

was chosen as the winner with his song "Greyhound Pride."

"I thought our school needed to be represented by an original song," Minnis said. "Especially since we are approaching the 100th graduation."

Once the school had a new song, the music department decided to hold another contest for students to compose lyrics to the new song. The lyrics of freshmen Lauren Hill and Isabella Jacobs were chosen.

"In choir class one day we were told to write lyrics just for fun," Hill said. "But then we just thought we should submit it, too."

The new school song is played at

every home football game as the team runs out of the locker rooms. Now the song has lyrics the school can sing

'We worked on the song for about two days," Hill said. "The words just started coming to us as we were listening to the song.'

Many other high school and college songs represent the school and what it is all about. The new lyrics do the same for Clayton.

"We want the lyrics to portray a school that is confident in its students and a team that has fun and wins," Hill said.

writing the winning lyrics was a cash prize of \$200. Hill and Jacobs split the money. Both hope students

The prize for

will learn the lyrics and sing at games. "I think it will be cool to have a

song students can sing and always remember it," Hill said. "Just like the elementary school songs." Now that the winners are chosen

and the song is official, Minnis, Hill, and Jacobs will always be known as the ones who wrote the school song.

"It feels really good to know our lyrics will be there forever." Hill said. "It's more of an honor than anything."

The song will be played at football games, the homecoming parade, and

some of the home basketball games. "Hopefully the song will stay for another 100 years," Minnis said. ③



CHS takes precautions as H1N1 virus spreads

Chelsea Cousins Editor in Training

The 2009 outbreak of the Influenza A (H1N1) virus, also known as the swine flu, has been recognized as a global epidemic. Although the source of the virus is unknown, more and more cases are being discovered across the United States.

The illness is affecting people all over the world and has infiltrated Missouri, too. Clayton High School is taking serious precautions.

"It's important for people to educate themselves on this pandemic because I feel students need to know what's going on in the world around them and how it may affect them personally," senior Alana Miles said.

Some students at Clayton High School are not concerned about the danger of contracting the flu. However, other students are wary.

"People who have no idea about the swine flu might not be as worried about it as others," junior David Goss said.

It is obvious that different students show different levels of concern with the swine flu, however, a majority of them feel

"I think students should take the time out to inform themselves on the H1N1 virus because it's a prevalent issue and you could learn ways of preventing it," junior Jennifer Golden said.

The swine flu is defined in many ways.

"Basically, this particular flu is a virus," school nurse Sharon Parker said, "which is a variant of the Influenza A virus."

In a newsletter that was sent home at the beginning of the month, principal Louise Losos also carefully explained the circumstances that follow this recent outbreak of the swine flu. She also explained that "our current situation does not warrant school closure.'

"There is a chance, however, that if swine flu rates increase, there will be a good enough reason to close school," Miles

There is a very thin line between traces of the swine flu in other parts of the U.S. and the chances of the virus hitting Missouri. At this point, Clayton's best course of action is to follow the schools student illness policy, which states that children with a temperature of 100 F or greater should be kept

"If the swine flu virus made it all the way to Missouri it would be dangerous to have school," Goss added, "but the chances of Clayton shutting down the school for a period of time is very low."

Word of actions being carried out throughout the district with regard to the virus have manifested gradually and at this

point more and more people are speaking up.

"I am aware that the Clayton School District has a plan," Parker said, "I believe at one point there was the idea of teachers teaching online, but now I don't think there is any chance of administrators closing the school."

As of now, CHS is planning to follow the Center for Disease Control's current recommendation that if a confirmed case of the H1N1 flu is reported in a school, we will close that school until further notice.

"Personally, I think that schools should only be closed if a significant group of people had or showed symptoms of the swine flu," Golden said, "because closing school earlier will mess up a lot of things and at this point, students just want to get school over with."

Despite this major pandemic, our school administrators understand that this renovation may be challenging for Clayton families and ask that we plan ahead just in case. Many students aren't aware of the affects that people are dealing with.

"In the long run, I think school would only be closed if a huge number of students got the flu," Parker said, "or if too many teachers got it and there weren't enough subs to go

Although the H1N1 virus is one of the top new stories of today, students feel that this virus also pertains to them as a student body. There is no doubt that students should be aware of what kind of illness they are dealing with.

"Even though the swine flu is being recognized globally, it is also being carefully monitored at school," Miles said, "and I think students should realize that this virus is harmful to everyone and affects everyone."

While it is clear that this Influenza A virus is a potentially dangerous virus to develop, students seem to be alert.

"A common result of the swine flu is death and I think that people should know what all they're putting on the line of not getting checked out," Golden said.

Our school nurse pitches in for a heads up.

"Common symptoms that students may start to feel may be a high fever, body ache, runny nose, coughs, and even some headaches," Parker said.

There are also many precautions that can be taken to keep our peers healthy. At CHS, students voice what they feel should

"I feel that people who think they show symptoms of the H1N1 virus should go get checked up and be very hygienic," Miles said, "that way they can help ensure that they don't

Additional symptoms of the H1N1 virus include a fever, sore throat, chills and often fatigue.

"I suggest that people wash their hands a lot," Goss said,

Swine flu 389, 1 death 3 deaths A total of 65 deaths worldwide are now confirmed. Hawaii Confirmed, number of cases 23 D.C. **Mexico 2,446** 60 deaths **World totals** • 33 countries have officially Norway 2 reported 6,497 cases to the Sweden 2 **U.K.** 71 World Health Organization Finland 2 **Ireland 1** Denmark 1 France 14 **Germany 12** Poland 1> Canada Switz. 1 Portugal 1 **Netherlands 3** Austria 1 U.S. Cuba 1 Japan 4 El Salvador 4 Mexico S. Korea 3 Italy 9 Panama 29 **Israel 7 Hong Kong 1** Spain 100 Guatemala Colombia 7 **Thailand 2** Costa Rica 8 China 3 1 death Source: U.S. Centers for Disease Control Argentina 1 and Prevention; NOTE: Numbers as World Health **New Zealand 7** of 7 a.m. CET, May 14 Organization, AP © 2009 MCT

"and make sure you don't start showing any of the symptoms that may result in the swine flu."

Dr. Losos also insists that students should refrain from touching their eyes, nose, or mouth due to the simple fact that germs may spread easier that way. It is up to our Clayton community to ensure that this issue doesn't spread further.

"If you're that sick then you shouldn't be coming to school anyway because no one wants to be around your germs," Golden said, "especially because of the virus that's going

Stingray exhibit at Zoo interactive, fun

Grace Cohen

Friendly and cute usually aren't words attributed to stingrays, but not Exhibits," a San Diego based corporaso at the new exhibit at the Saint Louis Zoo. "Stingrays at Caribbean Cove" is a temporary exhibit open through Sept. 30 that lets people interact with the

There are 28 cownose rays and seven southern stingrays gliding in the 17,000gallon warm saltwater pool. Before entering visitors must wash their hands to make sure no foreign substance contaminate the rays environment. The educators around the pool explain how to properly pet the rays, "Place your palm flat down in the water and be patient; let the stingrays do the work."

The stingrays at Caribbean Cove have their stingers clipped, similar to how humans have their nails clipped. They can't bite because their teeth are up inside their mouth, making it a completely safe environment for zoo visitors. Educators around the pool warn the visitors "caution you may be splashed."

According to the St. Louis Zoo website, "Cownose rays and southern stingrays are related to sharks and skates. They have a flat body, long pointed fins and a long whip-like tail. Stingrays are known for their stinger, but they are actually very docile creatures."

Zoo visitors may get a chance to feed them, depending on the time of day. The

pool is 20 inches deep and provides an easy way to feed, touch and be touched by the stingrays.

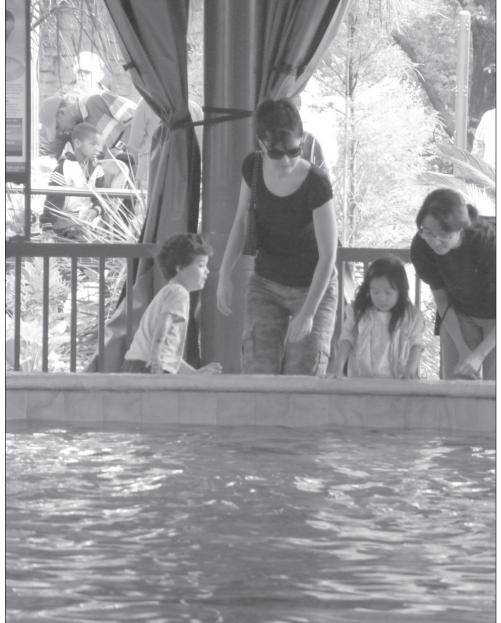
The exhibit comes from "Living tion that puts together and ma hands-on exhibits for zoos, museums and aquariums. Care for the stingrays is overseen by a full time supervisor from

In addition to providing St. Louis Zoo visitors a chance to see and interact with stingrays, the exhibit is meant to raise awareness of the dangers facing

The St. Louis Zoo website states that, "Though the cownose rays and southern stingrays are not currently endangered in the wild, other species of stingrays are. Stingrays and other ocean animals are often accidentally caught during commercial fishing for other fish. It's important that consumers purchase seafood from suppliers that farm or fish in ways that will ensure the long-term health of the world's oceans, rivers and lakes."

"Stingrays at Caribbean Cove" is located between Lakeside Cafe and The Living World. Admission is \$1.50 for Zoo Friends members and \$3 for the general public. Children under two are free and admission is free the first hour the Zoo is open. Food for feeding the

This is one summer activity where shades aren't required to enjoy some



Kids interact with stingrays at the St. Louis Zoo's new exhibit, "Stingrays at Caribbean Cove".

EPA recognizes significance of global warming

Preeti Viswanathan

The Environmental Protection Agency (EPA) made an official statement last month that greenhouse gases are a definite factor contributing to climate change, and that global warming is in fact occurring. They have declared carbon dioxide and five other greenhouse gases as endangering public welfare.

While extremely fundamental, this statement is a m for progress in environmental protection, and the Obama administration is the first to support this statement. During the Bush administration, the EPA never officially acknowledged global warming as a true and dangerous phenomenon.

Under the Clean Air Act, this formal declaration allows the EPA the authority to regulate greenhouse gas and toxic chemicals emissions. For instance, cars might be required to be more fuel-efficient and the level of carbon dioxide emissions in industrial plants might be restricted. However, Congress can write its own climate legislation that could either bolster the actions the EPA wants to take or overrule them.

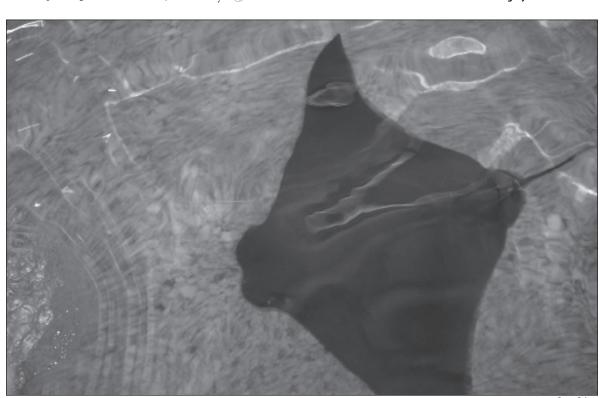
For environmental activists, the statement is a relief. The United States has recently been criticized by other industrial nations for not complying with measures that would reduce the amount of air pollutants.

However, transportation companies and other manufacturers who emit pollutants are worried that regulations might cost jobs and money, especially because of the recession.

While this means positive changes could ensue on the environmental front, other sectors could be harmed if Congress agrees with prospective EPA regulations. Critics say that the EPA's decisions could impact the entire economy negatively with inflated energy prices and job losses in those industries.

EPA administrator Lisa Jackson said in a public statement that, "This finding confirms that greenhouse gas pollution is a serious problem now and for future generations. Fortunately, it follows President Obama's call for a low-carbon economy and strong leadership in Congress on clean energy and climate

While the details of the possible regulations are unspecific, the regulations will aim to delay and reduce the impact of global warming.



Heather*Japan Yonex / Izod Lacoste Gloster / Butterfly



Gabrielle*New York Lindsey*New York



Shannon * New York Alfred Angelo / Your Prom / Teen / Cosmo / WWD

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Auditions — Saturday 11:30

Stingrays at the new exhibit, "Stingrays at Caribbean Cove", swim freely.

New FDA ruling allows those 17 and over to buy OTC 'Plan B' pill

Noah Eby

Last month, the Food and Drug Administration said that it will allow 17-year-olds to buy the Plan B "morning after" pill over the counter. The April 22 decision was in compliance with a federal judge's ruling that Bush administration officials had put politics over science in their decision to restrict the pill.

In his March ruling, U.S. District Judge Edward Korman criticized the agency under the Bush administration. He ordered the FDA to give 17-year-olds access to the pill and evaluate whether their other age restrictions should remain in

"These political considerations, delays, and implausible justifications for decision-making are not the only evidence of a lack of good faith and reasoned decision-making," Korman said in his ruling.

The Plan B emergency contraceptive contains high doses of birth control drugs and can reduce a woman's chance of pregnancy by 89 percent if taken within 72 hours after unprotected sex. The drug does not interfere with an established

CHS health teacher Melissa Hobick said that the pill is not to be taken lightly.

"It is not like taking something easy like an Advil, it can be very hard on a body - emotionally and physically - to take," Hobick said. "There are usually side effects that can last for many days after taking the pill. This is a serious drug."

Hobick, who supports the FDA's decision, has had several experiences with students using the morning after pill. She said that the pill can comfort women, but that this could lead to reckless sex if taken advantage of.

"If something were to go wrong, then it can give some the peace of mind of knowing there is one more step, but at the

same time it is not something that should become a regular experience just because someone is having sex," Hobick said. "People need to realize [that] if you are having sex, then you better be ready for the consequences of your actions."

The FDA's decision has received a mixed reaction from the nation. Contraception and women's rights advocates have endorsed the agency's decision. Cecile Richards is president of the Planned Parenthood Federation of America.

"[The FDA's announcement] is a strong statement to American women that their health comes before politics," Richards told "The New York Times."

Proponents also argued that the pill should be made available because it is a safe and effective way of preventing an unplanned pregnancy, which could reduce the number of abor-

Still, anti-abortion activists claim that the drug is comparable to an abortion pill because it can prevent a fertilized egg from attaching to the uterus. However, recent research suggests that this is possible but unlikely.

Conservatives also criticized the ruling, calling it a blow to parental supervision of teens.

Parents should be furious at the FDA's complete disregard of parental rights and the safety of minors," said Wendy Wright, president of Concerned Women for America.

Opponents also pointed out that the availability of Plan B could reduce the consequences of unprotected sex and encourage promiscuity. Hobick said that she hopes this is not

"I hope teenagers know this is the last line of defense and should only be used in extreme emergencies," Hobick said.

Though the FDA has agreed to comply with Korman's decision, the FDA said that the drug will not be available to 17-year-olds OTC until Plan B's manufacturer submits and receives approval of an appropriate application. ③



Caroline Stam, Math teacher Kurt Kleinberg's Integrated Math III class prepares for finals during first hour May 22. Data has shown similar test results between the integrated math curriculum and the traditional courses.

Integrated Math holds up under scrutiny

Despite some students' perceptions, students in both Integrated Math and traditional math curriculum score similarly on tests.

The research we

looked into supported

the fact that the inte-

grated system is ben-

eficial. In traditional

sequences, you're just

memorizing and not

learning the why and

Dave Kohmetscher

Math Dep't Chair

how.

Mary Blackwell

Since its introduction into CHS during the 2001-2002 school year, the integrated math program has provided a unique learning experience and stirred up controversy.

One complaint of some CHS students on the integrated track is a lack of preparation for standardized testing.

"It helps you a lot for the first 30 questions of the ACT, but after that you don't know what's going on," junior Zach

The integrated curriculum gives students a taste of different areas of math such as trigonometry, geometry, and algebra each year, covering more challenging material in each subsequent

"You spiral over the content year after year," Integrated Math IV teacher David Kohmetscher said. "You wrap back around and dig deeper, learning more de-

tails and harder problems." The integrated program centers around the idea that mathematical concepts are more easily remembered when applied through problem solving. But for students such as junior Rebecca Swarm, this method of learning is not conducive to test taking.

"I had trouble on the math sections of the standardized tests because in the IM courses, rules and equations are not strictly memorized as much as they are used in the context of solving real world like problems, where as the ACT and SAT just give you numbers," Swarm said. "So it is like using math in two different contexts."

However, the integrated math system was created in order to avoid the mindless memorization that may be more beneficial for test taking. "The research we looked into supported

the fact that the integrated system is beneficial," Kohmetscher said. "In traditional sequences, you're just memorizing and not learning the why and how."

In addition to learning from a more contextual basis, integrated students are regularly assigned standardized test practice worksheets (STPs).

"STPs in theory help prepare for standardized tests because they force you to remember old problems and equations in the same context that you will be asked to use those skills on standardized tests," Swarm said. "But in reality, most students don't even look at the STPs until about two nights before they

But the intent of integrated teachers in assigning STPs is more to keep various math skills sharp as opposed to preparing for standardized tests, although they are designed with test preparation in mind. STPs are given senior year as well, which proves their purpose as a tool to jog the memory rather than an aid for testing.

"We don't have any significant evidence to support that text scores are lower in the integrated program," Kohmetscher said. "All the data we've collected here indicates that we've seen similar test scores in both tracks."

The average ACT math score for CHS students in Integrated Math IV as seniors was 23 while the average score on the math section of the ACT for students in the pre-calculus/ discrete math program was 24 in the class of 2009. Similarly for the class of 2008, both students in the integrated program and students on the pre-calculus/discrete track scored a 24.

Despite suspicions of integrated students, their math curriculum is similar enough to the standard course to receive

"When you compare content, the coverage is just in a different order," Kohmetscher said. "It's pretty much the same between the two but the honors program is going to have more covered."

> Which math track a student has chosen is only one of the factors involved in standardized test-taking results.

> "I know people in the integrated system that have done poorly on standardized tests, but I also know people who have done really well," Swarm said. "I think that it is just like any other test; some people do well and some do poorly."

The math department has attempted to address the problem of inconsistencies in math programs by specifically addressing the issue of standardized testing in relation to the integrated math program.

'We purposefully reorganized both sequences to make sure we had covered everything," Kohmetscher said. "The last time we looked at the requirements, the only thing we saw that we hadn't covered was conic sections.

And rarely if ever is the conic section seen on the ACT." Students have found various levels of success in this unique

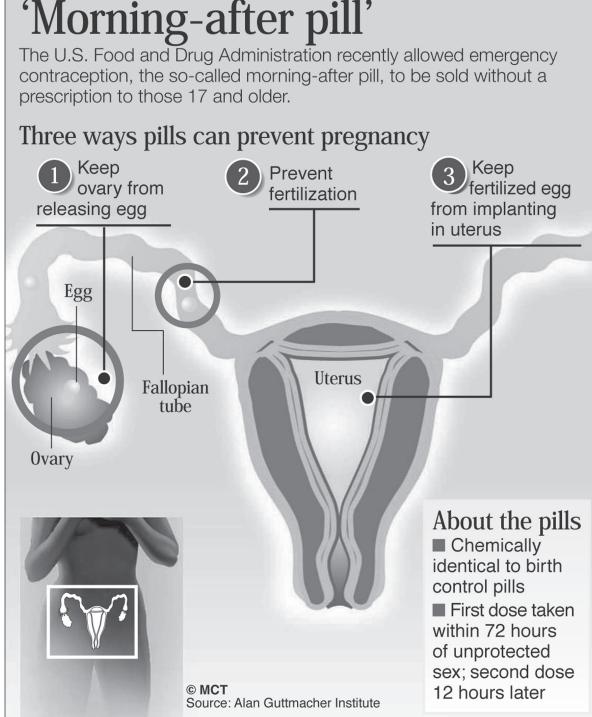
math curriculum. "When I got to this point, it was too late to change back,"

junior Sam Blumenfeld

said. "But if I could do it over, I would go in the regular

Although integrated math does not offer honors, as the traditional track does, students are able to enter the integrated system at different levels.

"Overall my experience with the IM program has been pretty positive," Swarm said. "For standardized test purposes, however, it has been very beneficial to have been place in integrated math two as a freshman." (







...A changing

A changing school...



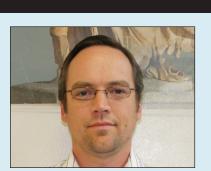
It does seem like we are hiring younger, less experienced teachers, and hiring less veteran Clayton. Please keep in mind that this is not a teachers--I was one of them! But we are no

Academic Director, Social Studies Teacher



in a "Clayton education". Art Department numbers have dropped significantly for next gered subject.

Art Teacher



Ever since the construction to build the center and the extension of the school, it has physically changed the school, but it has also changed the psychology of the school; it's of the school community. We've become a big school.

John Ryan English Teacher



Teachers must decide if we will act as professionals or hourly union laborers. We must demand of students, parents, and administrators full support for the excellent work that we do.

Debra Wiens Social Studies Teacher



teachers who want to capstone their career in slam against young, energetic, inexperienced longer cherry-picking the "Teacher of the Year" from all of our surrounding districts.

Joshua Meyers



The arts have long had a foundational place

year and we need to understand why. While I know the problem is much larger than the art program, it affects music, theater, and practical arts as well. I am very worried that in the press to test and to sort students and to reduce costs the arts have become an endan-

Kate Dolan



strators and classroom teachers who were leaders also," Aiello said. "They were visionary, established in their field, and heavily recruited. At the same time, Clayton was a destination district. People left their current positions to come to Clayton. They brought with them the ideas and energy that kept Clayton a leader in changed the interactions of various members the public school world."

Debra Wiens, also a social studies teacher at the high school, has been in the district for 26 years and was teaching at Wydown in the early '90s when she wanted to start a family.

Jeremy Bleeke

tent or sequence.

A New Face

There is a widely held perception among members of the Clay-

ton faculty that the 1990s represented a

"golden era" in the history of the district.

Indeed, veteran teachers describe a time

when the district was flush with cash and

had resources to spare, when teachers

flourished under almost absolute freedom

in the classroom, when statewide testing

"The morale among the teachers was

high," said Marci Boland, a CHS business

teacher with 21 years of experience in the

district. "Teachers retired from here: they

did not leave to go to a different district.

I remember when teachers could take a

sabbatical every seven years to go out and

learn new trends, refresh themselves and

become better teachers. It was a fabulous

David Aiello, a social studies teacher

at CHS who has taught at the high school

for 24 years, remembers a time when

Clayton "used to be easily recognized as

Central Office and building level admin-

"Significant efforts were made to hire

the leader in the St. Louis region.

"Clayton held my job for three years during which time I had two children, Wiens said. "Clayton also asked if I would work toward a doctorate—at district expense. I am deeply grateful for that gesture of confidence in my teaching ability and for such kindness to my family. That was the old away of doing business in Clayton. In those days there was trust.'

Since then, the district has had to deal with several major changes and upheavals. The state stopped full reimbursement of the Voluntary Student Transfer program around 2000, cutting funds by about 50 percent, which prompted a major budget reevaluation. In addition to the VST cuts, the district has also had to deal with increasing health insurance and heating costs, as well as a reduction in its invest-

"[A] change that I see since I was hired s the tightening of the proverbial belt," CHS Academic Director and social studies teacher Joshua Meyers said. "Clayton has gone through several rounds of budget cuts, and while teacher pay is still top notch...many teachers lament the loss

very dear by those who have been around whole lot of credence in it. Now, as part facilitated data-driven approach.

a school will receive. Many teachers lament had taken a cavalier the loss of things like attitude toward statesabbaticals, a professessment Program sional development (MAP) testing, the district had to start taking it seriously af- held very dearly by

Weaving the threads of our

FUTURE

As national pressures to quantify success collide with individual teachers' visions,

CHS works to shape its academic philosophy amidst changes in funding,

standardized testing, and leadership.

change has been in around a while. Joshua Meyers "There were key Central Office de-

aid. "Our school board members also the educational literature to focus more business model, something which was radically different from how this district

district leadership.

Administrators, teachers, students, and community members must decide, in ight of recent trends in national educaion, what Clayton stands for as a district. and how it will move forward in the mod-

Testing, Testing, Testing

nglish teacher Sherri Steininger's Copinion of NCLB is representative of what many teachers at the high

aid. "This idea that the more data we ave, the better we can teach is only true o a certain extent. When we already have nough data, time is better spent devisteach what we already know we need to teach, rather than generating more and

Band teacher Kim Shelley was more

"It's stupidity at its highest location," Shelley said. "The government intervenion did not back up schools that need the ppropriate funds for the 'No Child Left Behind' bull. School accountability has so many variables that "tests" do not exactly measure how well a school is doing."

Principal Louise Losos acknowledges that it has had a significant effect on be more kid-centered than really wanting CHS, and on the educational community

Child Left Behind, so I was never a principal without it," Losos said. "Having said data, that is the direction it plans to go. nat, I would say it has affected what we Jan Keenoy, a member of the Central Of-

of No Child Left Behind, and part of a A second major event was the passage federal mandate, we are more focused on and we didn't have the capability techof the federal education bill No Child the testing. It shouldn't be the focus of nology-wise to collect data like we do Left Behind. NCLB requires annual year- what we do, but we can't ignore it either, now," Keenoy said. "At the press of a butprogress (AYP) on standardized tests as the way we tried to ignore MAP when it ton we can disaggregate, we can see how

> is a debate raised by teach- the data recent years—whether or not the district should process to a data-driven those who have been model. English teacher Sue Teson believes that well. this Central Office goal

is in some ways "soul-Academic Director robbing." "They want everything

be measurable, and I don't are like that," Teson said. "I think that the humanities are harder to quantify, and that's what they want us to do. And that is the message more and more from on high: that we have to start proving that what we teach is valuable and practical."

"I still have a lot of academic freedom, vet I feel like we constantly have to prove and justify to everybody what we are doing," Schafer said. "We are doing things because we have to do them, rather than teaching for the art of teaching.'

Math teacher Katelyn Eustis worries that increased testing may be taking the emphasis away from students and placing it more and more on teachers. "I think we are continuously going

back and forth between teacher-centered Eustis said. "I think with a lot of the standardized testing, there is more of an in- gling get the additional fluence on teachers teaching rather than students learning. I know Clayton has a cus said. "The environgood philosophy of students learning and discovering things for themselves. But it is also hard to continue this with more standardized tests."

Superintendent Don Senti, however, believes that data-driven decision-making is in the best interest of the student body. "When I first came here a long time ago we had some teachers that felt like you either had to be child-centered or data-driven," Senti said. "So that if you change was long overdo a lot of this testing, some people due thought, teachers thought, that's awfulall they care about is data. But you can't to understand what makes that child tick

nology to more easily analyze large sets of we will not lose the little bit of momentum that has been gained.

of things like sabbaticals, a professional in during the early 90s, in general we did and a former elementary school teacher development opportunity that was held it because we had to but we didn't put a in the district, supports the technology-

> we used to not be able to do that so we didn't, so a lot of what we did as teachers is you just taught your head off, and you assumed that everyone was learning. NCLB's effect on Clayton We really didn't have anyway to collect all

The Upside

Atration, some teachers believe that it has had positive effects on the school as

come out of it," Marci Pieper, assistant a positive.' principal and former CHS teacher, said. "It does mean that school districts have to be accountable for every student that's in here, and the interventions that are put in place for struggling students are really

along with Meyers and Learning Center director Dee Blassie, has worked to ensure ystem academically. She has put systems into place to ensure that preventing a student from failing is a coordinated effort

amongst support staff and teachers. "[Teachers] will always go the extra mile to guide, support, and set each student up for success," Blassie said. "They will all do whatever it takes to reach each and every student.

This commitment, coupled with in-"We have put formal

steps in place to help to all be recordable, all has created in the learn ing center and the teach- I don't think education er action plans for these and the human animal students are making a difference. The staff and administrators are very

Sue Teson English Teacher

and come back, and opinion, CHS has not had a buildingwide approach to the students and teachures," Aiello said. "We are struggling to change that, but I believe (and hope) that the way they work in a classroom."

Although Meyers agrees that increased do as a school. When MAP testing came fice professional development department support for struggling students is a posi- in Rockwood for 26 years before that, be-

Professional Learning Communities

> While Meyers understands the potential power behind Clayton's new professional development model, called Professional Learning Communities – a movement that has been sweeping the nation – he has some concerns. PLCs classes (all sophomore history teachers, for example) who meet during late-start days to discuss how their respective students have been performing in different areas. The idea is that increased collaboration will lead to better teaching practices.

'The idea of a PLC is for a group of dermine the Clayton Whereas before our teachers who work with the same basic way of doing things, group of kids to look at the kids' work if there is such a thing, and analyze the data and the test scores because it becomes a Students were doing and also just the work generally - not just little more homogscores," Senti said. "So they work more in enous, and a little more teams with their colleagues than going to in step with other dis-"There are some good things that have district-wide meetings. And I think that's tricts in the area," Jen-

address the needs of stu-

balance valuing content mastery with

pedagogical expertise and student sup-

port," Meyers said. "We need to better

teach to the top and the bottom, and

ensure the kids in the middle get their

due as well. It shouldn't be 'either/or,'

it should be 'both/and."

Meyers, however, worries that this new focus has limited teachers' ability to emphasis on teacher continue their own personal learning by eliminating "content-specific Professional

His is a sentiment shared by many. When she first came to the district, English teacher Jennifer Sellenriek was struck by the high quality of PD choices that

"We had an impressive professional development program at the time, Sellenriek said. "I remember sitting in the CHS library working with Georgia Heard, a poet and educator, and thinking, 'I want to work in a district that values poetry and writing like this!'...The PLC model values the work of teachers and insists that we tie our PD work to our classroom. That's good practice, of course. creased coordination, has prompted a I think we've lost sight, though, of the valchange that is clearly visible to science ue of shared experiences – like the work I did with Georgia Heard years ago."

However, Crews, a member of the professional development department along with Keenoy believes that this old model doesn't provide as significant an effect on classroom perfor-

mance as the new one. "Speaking professional development where you'd go to a one-day workshop

research has really showed that ongoing a bigger impact on practice, which is going to have bigger impact on students and Dave Jenkins, an English teacher in Clayton for the past three years, and a teacher

which Clayton has been mov-

looking at how students perform on com-

mon problems or prompts, teachers can

ompare their students to others and then

well, what are you doing," Losos said.

learn, you assess the stu-

dents, and then use the

numbers to see whether

the students learned the

material or not," Teson

said. "That sounds great

assess their own methods.

.InDepth.

based on data, and to build curriculum backwards - start with the end in mind, determine what you want students to learn, create an assessment that will measure that, and then develop your curriculum based on those end goals," Jenkins

With a faculty as talented as Clayton's, Jenkins believes that utilizing the strengths of other teachers is a productive way to improve individual practice.

"I think there are a lot of really good teachers, a lot of really good minds in our department, and to not use that strength

lieves that the move-We need to be able on what makes Clayton

evidence of things, well and getting into the greatest colleges. Marci Pieper

Assistant Principal

increasing

made this model of PD more attractive describes how the old model was referred what they learned at workshops into the classroom, but where the benefits of the

workshop could not easily be assessed. "Now we say we're in a glass box, Keenoy said. "We do something out here in professional development, it goes to the glass box, and we're watching. Are people using it in their classrooms, are kids getting better? And that way we stopped doing the things that weren't making a big

Lee Ann Lyons, director of PD for the made by the administration are to support the staff.

"We believe in the power of teachers, and we believe that professional development is to support them to do better things in their classroom," Lyons said.

Common Assessment

One of the things that teachers work on while in their PLCs is the district-wide goal to develop a method of common assessment across similar school, and across each grade level at the three elementary schools.

Jenkins said that in Rockwood, his course of five years. The goal regarding former district, common finals were alcurricular alignment reads, "By 2013 the written, instructed, and tested curriculum "At Lafavette we were a lot farther will reflect vertical and horizontal alignment of expected learner outcomes across

along in the whole PLC process than we are here at Clayton and so we had already instituted common finals that were manif I taught sophomore English, as I did there and here, every sophomore English teacher gave the exact same final. And to a certain degree we were judged on how our

than before....I would say I definitely perceive that there is much more trickling down from above than I can remember.' Dottie Barbeau, Assistant Superinendent of Teaching and Learning, has been working to diffuse some of those

worries. Although the alignment goal now it's more regimented as far as it needs was generated before Barbeau came to to be down on paper," Pieper said. "Some-Clayton, it is her job to implement it one needs to be able to see it, we need throughout the district. She believes that to be able to prove and have evidence of an aligned curriculum is different from a things, whereas before our evidence was standardized curriculum, and that teachthat the students were doing well and geters should not feel as if they are being hoting into the greatest colleges." Pieper said that when she was a teach-"By having the district alignment er at Clayton, she most valued the flex-

lum can log in and

ability has made an impact.

see what it is that our kids are expected

to know, and how they'll be learning that

Pieper agrees that increased account-

"Curriculum's an important thing, but

ibility and trust that she experienced in

"I drive 60 miles one way to school

every day," Pieper said. "So it takes me

over an hour to get here, and I've been

doing that for 11 years now, and people

go 'why would you do that?' And my

answer while I was in the classroom was

because they let me teach the way that I

know how to teach. And no one comes

in and expects me to do anything other

than what I know is best for kids.... I do

think it's still the case. With No Child

Left Behind, and some of the mandates

that every kid is getting a quality experi-

ence we've had to tighten some things up,

but I think people still are challenged to

figure out what works with kids and to go

ricular alignment will not jeopardize the

freedom that teachers at Clayton expect

anxiety among the teachers," Losos said.

"That fear that no matter what I say, or

how I describe it, that the result is go-

ing to remove their academic freedom. I

truly don't think that that's where we're

"The reasoning behind it is to allow goal, that may be misinterpreted or misteachers to look and say 'my students did understood," Barbeau said. "And it might poorly on this section, yours did really sound like we want to align everything that everyone is doing, and make it more She emphasized, however, that while standardized, and take away the choices of teachers. And that really isn't true. But many math and science classes already have common finals, English and social when you hear this goal to align what

studies assessments would never be comwe're doing, it might feel threatening if you don't fully understand what it is that "We want to have a part of the test be we're aligning, and the reasons behind it,

Still, Teson believes that her subject does not lend itself to Barbeau has been working with a software the sort of analysis emprogram called Build Your Own Curriculum (BYOC) that will be rolled out to the entire district next year. BYOC will be an online document that will replace paper topics, you have the binders that used to hold curricular a goal about what you documents. Each course will have a spe-

> uploaded by teachers. "So if this is Performing Arts, let's say we're going to drop down, and the course might be theater," Barbeau said. "And then you can drill down even farther to the topic which might be something very specific, and then you can start uploading individual class information, your lesson plans, individual learning targets and your assessments, so you can bring it all collectively together in a uniform, very organized way."

or not.... I don't want to Because the program is new, there is in the same way that Ryan teaches it, even still much uncertainty amongst the staff hough Ryan is a wonderful teacher. I am about how exactly it will be used. Even ne, and I have my own way of teaching Losos is on a slightly different page than Huckleberry Finn and doing things."

Pieper acknowledges this concern, "I don't think there was ever an intent but says that common assessments are to put lesson plans online," Losos said. not meant to change the way a course is CHS band teacher and district cooraught – simply how it is assessed. dinator Charles Blackmore has worked 'We have to make sure that there are assured things that students learn," Pieper district-wide Performing Arts curriculum. said. "And the state has said 'You have to He believes that some of the concerns

assure us that everybody will be able to, voiced amongst the staff are simply the by this point in a course, know the folresult of an information deficit. lowing things.' But is there anyone who says you have to teach this one on this day eral knowledge across the district in terms and this one on this day, and you have to of BYOC, because it's primarily been in have everything done by this week? No." the hands of the coordinators and the curriculum committee who have been doing most of the work," Blackmore said. "Next Aligned, not standardized year, Dottie Barbeau is putting a plan in place to roll it out to the whole district so all the faculty will know what exactly is

As teachers develop ways to uniformly assess students, curricu-

going on in the process." lum committees have been working on For his part, Blackmore supports deciding what it is that teachers should teach, and that students should know "This process that we're in now, once They have been working on one of the we're finally up and running, will mean district's four Comprehensive School Imthat you can do your lesson plan on one rovement Plan (CSIP) goals - to align the district-wide curriculum both across the other subject, and it will give us the and between grade levels. ability to look at each other's teaching, The CSIP goals were developed last Blackmore said. "Maybe I'm not doing April at a district-wide convention, and something so well—I'm having a hard are meant to be implemented over the

my classroom arsenal." Like the increased levels of testing that have been evident as a result of NCLB's all disciplines, courses, schools, and supinsistence on total accountability, BYOC will also make it easier for parents to hold This new attitude toward curriculum teachers accountable for what they teach.

So I can look at your lesson plan and it

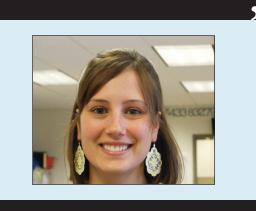
will give me more tools to work with in

"Eventually, once we have information

in from all of our content areas, we can open that up to our community, and put ngly more standardization of how it is a link on our website," Barbeau said. "So a philosophy

It is natural for attitudes and educational philosophies to change over the years with the transition of new building and district administration. If this were not the case, then a district would become stagnant... If one expects immediate success, and it doesn't happen, then the change can be considered negative. With change, it takes time.

Chat Leonard Counselor



I think with a lot of the standardized testing there is more of an influence on teachers teaching rather than students learning. I know Clayton has a good philosophy of students learning and discovering things for themselves. It has been proven that's how students

Katelyn Eustis Math Teacher



The Future

As the government continues to take an active role in education, and as Clayton experiences new shifts in demographics, teaching staff, and educational philosophy, teachers and administrators will have to decide what Clayton stands for and how best to achieve those

"We are at a real crossroads here in the district, in terms of figuring out where we "I think there is a profound disconnect between what central office wants us to focus on, what administration wants to focus on, and the day-to-day realities of being a classroom teacher. I think the pieces are not matching right now."

Aiello would like to see a return to the position of County leader that was once isputably held by the district.

"I have sat through too many meetings and read too many emails/memos that state things like, 'We have studied similar districts and this seems to be the standard practice," Aiello said. "For some reason, we are now aiming to simply stay competitive with these districts. It is a subtle change, but a significant change. Unfortunately, I do not know why this

change has occurred." Ryan believes that the only way to attain a coherent vision for the future is through open and honest communication about where the district is headed.

"I think we as a faculty and perhaps as a community-and I include in that the Board, parents, students to whatever extent they know or care—we need to acknowledge that it's a different place than it was," Ryan said. "And I really believe that we as a community—teachers, administration—we need to have frank discussions about what this school is and what we value. It is a different place." 🖣

I hope for the sake of our students, for our kids and for the kids of our kids, that we really are careful taking these changes. I hope that we don't move towards this model or that mode just because it is the latest buzzword out there, but that we really think with our hearts about the kids and the way we are going to

Teresa Schafer Spanish Teacher

mpact the kids.



At my former school if anything happened, good or bad, I could pretty much predict the consequence, because it was written in stone and consistently applied. And I don't feel that sort of rigidity here.... I'm beginning to see it as a strength as well as a weakness.

Dave Jenkins English Teacher

Cheap Tata Nano

World's cheapest car, Tata Nano, costs \$2,500; it will be launched in Mumbai, India, March 23.

People's car

- Can seat four people
- Easy access due to high seating positions
- Simple dashboard, minimum fittings



Width 5 ft. (1.5 m) Length 10.1 ft. (3.1 m)



Goes on sale in India in April 2009

© 2009 MCT Source: Tata Motors (photos) Graphic: Staff

All sheet-metal body

With crumple zones, intrusion-resistant doors. seat belts

Engine

All-aluminum, two-cylinder, 623 cc, 33 hp multipoint fuel injection petrol engine, rear-mounted; top speed 65 mph (105 kph)

Fuel consumption 50 mi./gal. (20 km/l)

World's Cheapest Car

Is the Tata Nano going to be a success due to the failing economy?

This is going to be the

especially in this tough

Deepesh Rathore

Auto Analyst with Global

largest market seg-

ment in the future,

economic climate.

Jocelyn Lee

At the debut of his company's new car last year, Ratan Tata, the chairman of the Tata group, compared the release of the car to the first landing on the moon. Although probably not quite

that revolutionary, this Indian car, called the Tata Nano, is bound to leave its mark as the world's cheapest car.

The Nano was first introduced in January of last year and was supposed to be released by the fourth quarter of 2008. However, after over six months of production delays, the Tata Group has announced that the Nano will be out in showrooms on April 1 and the first deliveries to customers will begin

The major delays are due in part to a land dispute that occurred at the main production plant in East India, which led to violent political protests. As a result, the Tata Group shut down the plant and has been building

a new factory in the western state of Gujarat, according to The New York Times.

Despite the delays, the Nano has received a huge amount of hype. The Nano has been called "The People's Car" because it will allow a far greater number of people in India to drive. After Tata promised a starting price of 100,000 Indian rupees, or approximately \$2,000, for the car, there has been discussion about how the inexpensive car will affect the auto industry.

"The Nano is a refreshing new way of car manufacturing,

one which targets the bottom of the pyramid," said Deepesh Rathore, an auto analyst with Global Insight, in a New York Times article. "This is going to be the largest market segment in the future, especially in this tough economic climate."

Because of the current economic situation and transportation in India, such a cheap car is expected to have an extremely

> high demand. Most people in India cannot afford to drive a car, and motorcycles are often used as an alternative way to get to work and school. According to a CNN report, the Nano will provide a safer form of transportation than a motorcycle.

However, the Nano is not nearly as safe or as complex as most cars on the market. The engine is a small 624-cc 2-cylinder, and airbags and antilock brakes are not included. On the base model, power brakes and power steering are optional.

Many auto analysts say there will be both a great deal of praise and criticism from customers once the Nano has been released.

"I think it will live up to what they prom-

ised, but it will not live up to what some people may imagine," Indian auto analyst Murad Ali Baig said in a CNN interview. "If some people imagine this will be a golden chariot - no, it won't."

The Tata group has announced that there are plans to sell the Nano in Europe in 2011 and that an American version is being developed as well. The models sold to other countries will be different from the original model sold in India with added conveniences.

Actors express themselves in end-of-year showcase

Katherine Greenberg Editor in Training

This year's Senior Showcase was the cumulation of many years of learning. The seniors in this year's showcase picked scenes that displayed who they have become as actors over the vears. Drama teacher Kelley Ryan directed the showcase, and it was a short play with many scenes.

"This was the tenth year that we have had a showcase," Ryan said. "In the last few years I have been going to the Humana Festival in Louisville to get ideas for the showcase. At the festival the interns put on short plays that are comprised of many scenes that they've picked and that is what we are doing here."

Senior actress Rebecca Singer will be attending Syracuse

University next year and will be studying acting "The showcase is a chance for seniors to perform one last time before we graduate," Singer said. "We do a lot of songs and monologues that feature the seniors but underclassmen are also involved in the group scenes too."

Senior Jasmyne Adams also performed in the three scenes

"This year's production had some really cool aspects to it," Adams said. "In the first scene a strobe light was used and it created a really cool effect. I also really liked how different all of the scenes were, some were light hearted and some were

Senior Mariah Smith has performed in many of the CHS productions in addition to the showcase.

"I played two roles in the showcase," Smith said. "I played a nun in the scene from 'Doubt', and then I played an angry black woman in a short scene so I got to play an interesting pair of roles."

Students spent two weeks rehearsing for their show in their drama class.

"One of my favorite things about this show is that we are so focused on the seniors and their strengths and weaknesses as actors," Ryan said.

Smith found the showcase to be a good last chance to do things she has not been able to do in the past.

With the showcase, we worked on the scenes independently in terms of blocking and interpretation," Smith said. "I really think that showcased all my abilities as a performer. Also, my favorite part of the showcase was performing with Susie Wirthlin because we haven't acted alongside each other since sophomore year, and I think we've both grown a lot since

Ryan describes the camaraderie behind the scenes as a fam-

"We have a real close group of kids," Ryan said. "Some kids have been doing the productions for four years and some have just started, but we have a very nice mix."

Adams got involved in theater to try new things and meet

"One great thing about being in the productions is that I made a lot of friends that I otherwise wouldn't have," Adams said. "It was a relaxed atmosphere with a lot of fun times spent making friends and there is a real sense of pride when you're a part of such a well put together show."

Junior Meredith Redick has seen many CHS productions. "One thing that was different about this year's showcase was the amount of people in the scenes," Redick said. "In previous years the shows have not had as many underclassmen but this year there were a lot of underclassmen in group scenes. It really helped to add more interesting variety to the show."

Smith will be attending college in the fall and is already missing what she will be leaving behind.

"I'm really going to miss Ms. Ryan, we're really close and I've learned a lot from her," Smith said.

Ryan has grown close to many theater members because of the trips that they have taken outside of school.

"I feel very close to many of the seniors because we have spent so much time together," Ryan said. "They have spent time in my office, babysitting, and lots of trips. More than missing their great performances I am going to miss the personal relationships that I have formed with all of them."

Court to weigh in on strip searches

To strip search anyone

cially a middle school

child, or a high school

question the purpose,

Mary Ann Goldberg

Wydown Principal

why it's being done.

child, sometimes I

think you have to

Strip-search, 1

There is a chance that the Supreme Court could simply dismiss the case without giving a clear-cut decision on whether future searches are warranted or not. Because of this possibility, plus the premise of Redding's claims (emotional distress), added to heated public interest on both sides of the case, Bayles believes that the Supreme Court may attempt to rule the 'safe' way by 'sidestepping' the Constitutional issue and instead address the case by qualified immunity grounds

Qualified immunity protects government officials (this includes public-school teachers) from being sued for damages if it can be proven that they did not violate 'clearly established'

law. The qualified immunity doctrine exists for the purpose of allowing government officials to do their established jobs (for example, protecting students) without the fear of being sued for doing so. for any reason, espe-According to the oral transcript of Redding's case, the Supreme Court could rule unclearly by only concentrating on qualified immunity.

Why does Bayles think an unclear ruling is realistic for the Redding case?

"This is a girl who is claiming her life is ruined and is asking for money payment," he said. "People are naturally suspicious of those kinds of nonphysical, potentially exaggerated claims."

Ruling clearly in one direction or the other could potentially let either side exploit their new rights.

"If the Supreme Court decides that schools can't strip search, where do you think everyone will be hiding the contraband?" Bayles said. On the other hand, if the decision went the other way, it could lead to "fishing expeditions" on the slightest bit of suspicion, and abuse. All in all, he said, "It's a give and take." There must be a balance between one person's dignity and the number of students they could affect with something such as handing out pills.

Goldberg, however, sees the decision as a guide only. For instance, if the Supreme Court ruled in favor of the schools, she doubts that it would radically change her guidelines.

We would have a discussion and probably have a policy put in place, similar to how we respond to corporal punishment," Goldberg said. "We choose not to do that. We choose not to follow that [corporal punishment] even though by law it would be permissible for us to do."

Goldberg prefers to focus on the student, making sure that their rights, dignity, and self-esteem aren't skimped on.

"Sometimes, because it's a he-said, she-said, all that hearsay stuff," she said, "part of it is trying to clear that kid of the suspicion, so that all the rumors go away, so that we can safely have the student back with all the other students and say, 'There's nothing here. There's nothing that you need to

worry about." But in a situation that is not just hearsay, what is a school to do? Goldberg's policy does not extend beyond Clayton, and other schools may have radically different approaches to threats- like a strip search. The repercussions of the Supreme Court's final decision could have a larger effect on other U.S. schools, a fact that the public seems to have realized. According to Bayles, there have been numerous

"It's going to have a big application whichever way they go," said Bayles. "The lines are drawn very distinctly.'

amicus briefs submitted both in support of

According to Bayles, there are two questions everyone has agreed upon: Is it reasonable to search students, keeping in mind that the law states that they have fewer rights because of safety concerns? And if so, how extensive can that search be?

Goldberg favors a more methodical method rather than jumping to a strip search. The student's rights are foremost in her policy.

the schools and of Redding.

"I believe in treating people in a dignified way, respecting them," Goldberg said. "To strip search anyone for any reason, especially a middle school child, or a high school child, sometimes I think you have to question the purpose, why it's being done."



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Male athlete of the month: lacrosse senior Terry 'Lethal' Ellis sets career points record

Evan Green

Last season, Terry Ellis tore up the competition with such frenzy that he was dubbed "Lethal", and the nickname has

Ellis netted 41 goals and 34 assists last season, setting the single season school record for points in just his second season playing the sport. Last season, Ellis also set a school record for points in a game with 10 and points in a playoff game with

"My best personal game was definitely when against Rockwood Summit last year when I had 10 points," the two-time first team all-state senior attacker Ellis said.

Last season, the Hounds lost in overtime in the state championship game (Ellis had six points in the game). The most exciting moment of the season actually came in the semifinals, when Ellis scored the game winner in double overtime and the fans rushed to the field to congratulate the team after their come from behind victory over Pembroke Hill.

This season, however, the team finished with a record of nine wins and eight losses (as well as a first round playoff loss to Eureka), but was hampered by injuries.

"The biggest difference between last season and this season for the team is basically that we had a lot of injuries this sea-

With several injuries to key players (including fellow senior attacker Brigham Wheelock), opposing teams were able to focus more on Ellis this season than last season. The interesting thing is, this actually helped the offense

more because it opened the field for essentially a power play while Ellis would be double teamed off to the side.

"With people treating me differently this season, I just sort of stood there at times on offense," Ellis said.

When Ellis was not "just standing there", he compiled 24 goals and 22 assists, good enough for second on the team in points behind first team all-state sophomore attacker Josh Goldstein.

"Lethal really exemplified team leadership," Goldstein said. " I mean he really lead by example and not just talking, and when we really needed goals, he would score."

While Ellis has performed extremely well, he still believes that he has several aspects of his game to fix before continuing on to play college lacrosse.

"I still need to improve on my shooting, my offhand, and I need to get bigger," Ellis said.

While Ellis thinks that he still needs to improve, he has obviously been doing some things right.

"I've done a good job this season of clearing the ball, that's

something that I wanted to improve and did," Ellis said. Before the high school season, Ellis toned his game by playing club lacrosse for St. Louis Samurai, allowing him to come

into the high school season already in shape. The most amazing thing about Ellis' domination the last two years is the fact that he only started playing lacrosse his sophomore year. In those three seasons, Ellis compiled 75 goals and 59 assists, good enough for second all-time in career goals and assists for the Hounds, and first all-time in career

points by a Hound, truly lethal statistics. Even though Ellis has risen to stardom on the lacrosse scene, his personality and overall kindness have never faltered. To sum it up, here is a kid who practices all day, every day at his sport, is kind, talented, and a great leader. That just goes to show what an amazing person Ellis is, and not just in the athlete sense.

To any Greyhound athlete that hopes to be great in the future, just look to Terry Ellis as the prime example, for he is the true definition of Greyhound pride. ③



Senior lacrosse attacker 'Lethal' Terry Ellis fends off a defender in a recent home game. Ellis finished with 46 points on the season.

St. Louis set to host 2009 MLB All Star game at Busch Stadium this summer



The Cardinals faced the Pittsburgh Pirates on Opening Day of 2009 at Busch Stadium. Busch Stadium was opened in 2006, and the Cardinals won the World Series at home that season. Busch Stadium will now host the 2009 MLB All Star Game and Home Run Derby on July 13 and July 14, 2009. This is the first All Star game played in St. Louis since 1966.

Turf Tales

Evan Green

Dawn Androphy

In a city like St. Louis that many normally consider to have an uneventful existence (though not true as evidenced by the recent NCAA Men's and Women's basketball Final Fours that the city has hosted, the NCAA wrestling championships, and the NCAA hockey championships), events such as the upcoming All Star Game can provide a serious boost to the local economy. What used to be an event that only spanned an afternoon has, over time, ballooned into a week long event that will inject tens of millions of dollars into the regional economy.

After an event like the Women's NCAA Final Four which brought in an estimated \$20 million in direct spending according to an estimate by the St. Louis Regional Chamber & Growth Association (RCGA), it should be expected that another sizable athletic event like the All Star Game will also have a substantial impact.

The impact of national events being hosted in St. Louis is not just an ephemeral benefit to the economy. In addition to the direct effect of hotel, cabs, and restaurant costs, there will be a large ripple effect on the local economy that will last longer as those who benefitted spread the wealth by continuing to spend.

St. Louis RCGA Chief Economist Ruth Sergenian is optimistic about the outcome of the upcoming All Star Week being hosted in St. Louis.

"I did an economic impact estimate for the entire All Star Week and its accompanying events and that estimate was a total of \$60 million," Sergenian said. "This includes both the direct and the ripple effects."

Sergenian estimates that the All Star Game will have a greater impact on the economy than the Women's Final Four.

"The All Star Game is the kind of thing where families will be coming in to experience the activities," Sergenian said. "There is going to be, for instance, a free concert in addition to the actual All-Star Game. The Women's Final Four

In the last two years,

completely changed,

not that it could have

gotten much worse.

the entire St. Louis

sports scene has

gets a very dedicated group of people that come to follow it, but it just doesn't match the large audience of the All Star

Local businesses such as J. Buck's Restaurant noticed a considerable effect on their business as well. Manager of J. Buck's Clayton branch Seth Womack credits this boost in customers to the restaurants' sports affiliation.

"We are looked at all across the country as a place for sports fans to go whenever they come to St. Louis," Womack said, "We expect to be getting a lot of sports fans from all across the country."

Womack also noted that downtown restaurants would likely have the greatest boost after his observations during the Women's NCAA Final Four.

"There was absolutely a large effect on our business [in Clayton]," Womack said. "But there was an even greater effect on our downtown location, which is just a few blocks from the Scottrade Center.' Despite the economic motives for

bringing large-scale sporting events to St. Louis, the All Star Game won't just benefit the region economically. Baseball fans in St. Louis are excited about the All Star Game for much different

"I'm really looking forward to the All Star Game," said freshman Andrea Stiffleman. "It's exciting to have such a big event in St. Louis."

The All Star game will be held at Busch Stadium on July 14, 2009 at 7. This will follow the Home Run Derby that is taking place on July 13.

While the final list of the Home Run derby participants has not been officially announced, St. Louis' own Albert Pujols will participate for sure. For a man who routinely hits balls well out of Busch Stadium, the Home Run derby should be no different for the clear cut fan fa-

Hopefully, Pujols can bring home a winner as the late, great Jack Buck would say. In doing so, Pujols would provide a much needed distraction from the current economic downturn to the people of St. Louis. 🚱

St. Louis sports fans: forget the recent troubles, the future is bright

Just two years ago, St. Louis had officially dropped to a predominantly meager sports town in terms of its area teams. Yes, fans always went to Cardinals games, but that was about it.

In the span of those two years, the entire St. Louis sports scene has completely changed (although it could not have gotten much worse), and nothing could signify that change better than the Blues' recent joy ride into the playoffs as a six seed, only months after being last in the Western Conference.

With a revived Blues team came new energy to St. Louis, as the once storied franchise has now came back to where they belonged. That, of course, is playoff hockey; a place where the Blues once held their own for literally a quarter of a century.

Even though the Blues were swept in the first round, the team showed great promise for the future, especially the young stars that consist of Patrick Berglund, David Perron, Brad Boyes, and a new fan favorite, TJ Os-

The young team finished the regular season strong, finishing with the best second half record in the

As the Blues have returned to postseason glory, so did several area colleges. The University of Illinois football team has steadily improved under wonder coach Ron Zook. As well, the

University of Missouri enjoyed an extremely successful two-year run under the guidance of quarterback Chase Daniel and wide receiver Jeremy Maclin.

The Tigers' recent gridiron glory included two straight trips to the Big 12 title game, as well as two consecutive bowl victories.

Luckily, the football Tigers' success carried over to the basketball court as coach Mike Anderson has led the team back from the dead that was created seemingly overnight in terms of how ex-coach Quinn Snyder left the program in disarray.

Coach Anderson's fun to watch run and gun offense has put people back into the seats at Mizzou Arena, and the Tigers even went undefeated at home this season, won the Big 12 tournament, and had an amazing ride in the postseason all the way to the Elite 8.

There is, however, one blemish on the St. Louis rapport. That would be the Rams of course. On one hand, the team did pick second in the draft two years in a row, showing just how poor the team has performed recently.

But even the Rams' fortunes seem to be looking up. Just this past month, the team completed a mildly successful draft, taking the safe and smart pick, drafting offensive tackle Jason Smith out of Baylor University.

While many fans wanted the Rams to be flashy and go for USC's (University of Southern California) quarterback Mark Sanchez or linebacker Rey Maualuga, I actually agree with this pick for the Rams.

In drafting Smith, the team now has a player that will actually hustle on every play and a young man that seems to know that the team comes first, a much better attitude than many professional athletes have exuded in recent years.

And finally, there are our beloved St. Louis Cardinals. The last two years have been below par by our standards, however, fans must remember that this was a rebuild-

ing stage as the team had to learn to move on from fan favorites Jim Edmonds and Scott Rolen.

While I disagree with the team essentially wasting two years of Albert Pujols' prime in order to rebuild, I am happy with where the team is at now

In keeping Ryan Ludwick, reviving Rick Ankiel's career, and allowing Colby Rasmus to prosper in the minors until now, the team has a solid outfield core for the next several seasons. As well, the team has developed strong starting pitching in Adam

> Wainwright and Kyle Lohse while waiting for the dominant Chris Carpenter to return, the team has held itself together.

Even the usually hated bullpen is young and talented, giving fans reasons to excited for in the likes of Jason Motte and Chris Perez, both of whom hopefully can become the closers of the future.

This is a Cardinal team that is built for the present and the future, and that showed in the Cardinals' early season hot streak, when they won nine out of ten games at home.

In summary, the last two years have not exactly been pleasant for St. Louis sports

fans, but the present and future are very

This is exactly how St. Louis should be, as sports dominance has officially returned to a sports crazy town with some of the best sports fans in the country. ③

Female athlete of the month: sophomore lacrosse player Erin Bax

Maddie Bullard Editor in Training

Erin Bax is a driving force on the Clayton High School varsity girls' lacrosse team. It's obvious to anyone watching that Bax's level of play and intensity are a step above the rest.

"Erin works very hard the entire game and brings a lot of positive energy to the field," junior team captain Anna Krane said.

Bax's continuous hard work throughout the season has paid off - she has scored 43 goals on the season, the most of anyone on the team; this is also good enough for ninth in the area. Bax also has seven assists, another top team num-

However, Bax's favorite part of the game is not just scoring. "What I like most about lacrosse is the strategy aspect of it." Bax said.

Krane agrees that Bax is not only valuable as an offensive weapon.

"Her best attribute is probably her intensity on the field," Krane said. "She does not let up and really challenges the opposing teams with her ball handling

"The accomplishment I'm most proud of is stepping up this year after we lost basically our starting line-up from last season," Bax said. Even the older girls on the team have noticed how Bax has stepped up.

"She has really stepped up to fill gaps left by seniors who graduated last year," Krane said. "She has really improved her shooting and has become an offen-

"Erin's stick skills are amazing," Senior team captain Hannah Slodounik



Sophomore senstation Erin Bax drives toward the cage during a recent game against Webster. Bax is ninth on the area leaderboard with 43 goals this season.

said. "But to be a good lacrosse player you need a natural athletic intuition on

Unfortunately, Bax's personal effort has not been enough to pull the team out of a losing streak. The girls lacrosse

team has finished the season with only three wins. Bax still enjoyed the season despite the team's losing record. "This season was surprisingly fun considering we didn't win much," Bax said. "The girls were really fun and I enjoyed playing the games."

She is also looking forward to a stronger season next year.

"I think we have a good foundation to be really successful next year," Bax said. "Now that we've played together for a season, I think we won't need to do much more to improve."

Bax also hopes to beat Ladue next year, and to have a more balanced record. She also has personal goals for her next lacrosse season.

"In the future, I hope to improve my defense because I think that's a really important part of the sport that is ignored a lot," Bax said.

Bax first began playing lacrosse in middle school, and she soon learned to love the fast-paced and skill-centered

"I decided to play lacrosse first in middle school because I thought it would be cool to play a sport that not many people knew much about," Bax said. "I thought it was really fun, so I continued to play in high school." Bax is, and will continue to be, a very valuable asset to the girls' lacrosse team in coming years. She is only a sophomore, and has two more years to play improve even further. Sloudonik sums up how valuable Bax is to the team: "When she's off the field, you know it, and you just want her to get back on, fast."

Slodounik was very impressed by the Bax's performance this year, and looks forward to great things from her in the future. "Her aggressive, but level headed nature is also what helps make her a fantastic player," Slodounik said. "When Abby [Eisenberg] and I talk about her, we usually just conclude with 'Oh my God, she is so amazing!"

Soccer craze hitting America

The "World's Game" has evaded the states until recently and the St. Louis area could get a team within the next couple of years

Tom Evashwick Editor in Training

To the majority of the world, football is not defined by interceptions, touchdowns or fumbles. To the majority of the world, football is defined by yellow cards, goals and saves.

While it is highly unlikely that soccer will ever be known as football in the U.S., it is gaining popularity among the American people.

The recent World Cups, along with the 2008 European Championships, have been credited with raising the American awareness of the sport.

"The 2002 World Cup was what really got me interested in soccer," varsity soccer player and sophomore Christian Wolfgram said. "I didn't really know many of the teams, but I still liked watching it."

The 2006 World Cup was the first time that a soccer event was the most watched event of the year in America. Even the soccer video game series, FIFA, has attracted more soccer fans within the Clayton High community.

"It was actually the video game series that first got me interested in soccer," junior Joe Evers said. "After the game, I started paying attention to the real thing."

More currently, the Champions League, a tournament featuring the top teams in Europe, has been nationally televised. Teams such as Lyon, Real Madrid, Liverpool and Bayern Munich were in the tournament.

"The [semi-final] game between Barcelona and Chelsea was incredible," Wolfgram said. "There was so much intensity between the two teams, and the finish was fantastic."

After being behind for 93 minutes, Barcelona scored a goal in injury time to win on the away goal tiebreaker.

"It's games like those that get me excited about soccer," Evers said, "and I know a lot of students have become fans

Manchester United defeated Arsenal 4-1 on aggregate to advance.

The tournament final between Manchester United and Barcelona will take place on May 27.



in the MLS for the LA Galaxy in 2007, pansion date. more and more soccer games have been

televised nationally each year. The soccer surge around St. Louis was what fueled a bid for our own expansion team in the MLS.

After being chosen as one of the four finalists for a team along with Portland, Vancouver and Ottawa, St. Louis' bid for a team was denied. Portland and Vancouver were awarded teams.

"I was really disappointed that we didn't get a team," Evers said.

St. Louis is expected to submit a bid

for a team in 2012, the next expected ex-

"I am so excited about [the possibility of] getting a team," Wolfgram said. "Everyone knows that we are the best

soccer city in America. We should have a team as soon as possible." The St. Louis Athletica, the Collins-

ville-based team, is one of seven teams playing in the inaugural season of the Women's Professional Soccer.

"I know that haven't been doing so well," Wolfgram said. "But I think it's a step in the right direction towards getting an MLS team."



The Lady Soccer Hounds celebrate their 1-0 distrct win over Rosati-Kain on May 21. Olivis Hayes scored the only goal in the game.

Lady Hounds win districts, 1-0

Christian Thomas

After an up and down season, the girls' varsity soccer Hounds proved themselves by winning the district championship 1-0 against Rosati-Kain May 21.

Assistant coach Erin Castellano said the game was exciting, with co-captain Olivia Hayes scoring the game's sole goal.

"The energy on the field the first half was nervous, certainly," Castellano said. "But we were confident that Paul and Eric had scouted the other team well and that our game plan would be effective once we settled in."

Team co-captain Kate Wheelock was thrilled with the win. "The whole day I had only thought about what it would be like to win and not to lose, so it was exactly what I wanted," Wheelock said.

Castellano said the girls played a great game.

"The plan was to get one first and then lock things down which is exactly what we did," she said.

Head coach Paul Hoelscher credited the team leadership with making the difference, saying that Diane Martin, Lisa and Tracy Einstein, Olivia Hayes and Kate Wheelock had given their all to the program for four years.

"There have been other years when we've deserved to win, but it just didn't work out," Hoelscher said. "They've put in so much time and effort, so they definitely deserve this.'

"We made a lot of changes this year like bringing in a lot of new faces and trying to play a new system," senior forward Olivia Hayes said.

Hayes has been a four-year member of the program and will continue her career at Truman State next season. Recently, Hayes set the career scoring record passing 100 goals in close to 80 games in four years.

"Also, at the beginning of the season we had so many people out. At one point, only half the team was able to fully play," freshman defender Amanda Wagner said. "Recently, everyone has been healthy and we can really see how we play as a team."

The roots of the win began during the off-season. The team worked out frequently after school in order to promote team chemistry and work on individual skills. A large amount of time was spent running in order to get the team in shape and save time at the beginning of the season.

"In my own time, I ran 2 to 3 miles every other day, did 10 minute sprints every three days, and ate healthy," Wagner

On top of physically preparing for the season, Hayes also did her best to mentally prepare.

"Since I am a senior I knew I needed to lead the team this year," Hayes said. "There is a huge gap in the ages of the players as well as varsity experience. I knew I needed to help the younger players get more comfortable and learn new positions."

"I played at a more competitive level which helped prepare me for what is to come," Wagner said. "However, I am still playing with older girls whose skill level is higher than mine." The goals for the remainder of the season.

"It is my last high school season, and I don't want to take

any games for granted," Hayes said. Hayes said she has loved watching the team grow and being

part of a program. "I cherish everything I have learned from my teammates and coaches and I know our team is going to finish strong,"

Wagner said she is proud to be a part of the varsity team. "We are like a family and push each other to get better,"

Wagner said. "We have something that most teams don't, a hunger. A hunger for a win, a goal, or even a 'good-job' from the coach. I am disappointed the season is almost over because it seems like it just started."

The girls' soccer Hounds will play sectionals May 28 at Soccer Park. 🏈







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Sports Globe May 26, 2009

Carpenter returns to bolster Cardinals pitching staff

The question entering the season was how well Chris Carpenter's health would hold up throughout the season and that has already been answered this season.

Only a few weeks into the season, former Cy Young winner Chris Carpenter went on the disabled list with a strained left ribcage muscle.

This injury is not the type of injury that many felt would keep Carpenter sidelined. Many felt that he would be sidelined but for an elbow or shoulder related injury due to his previous inju-

"Carpenter keeps getting hurt so I wasn't too surprised when he did, and I don't think anybody else was really surprised," junior Erin Murray said. "He will come back, and he will be amazing, but sadly he will probably get hurt again."

While Chris Carpenter was hurt, people questioned how the team would respond to his loss. That question was answered by the performance of players like Adam Wainwright and Kyle Lohse.

"I think they responded well to the loss of Chris Carpenter," Murray said. up even though they were expected to do well this season anyway."

Many people expected Carpenter to have trouble with his elbow after receiving Tommy John surgery, known by doctors as ulnar collateral ligament reconstruction on July 24, 2007. However, the temporary loss of the team's ace of the rotation did little to affect the quick start the Cardinals have had this season.

Since Carpenter got hurt on April 15, 2009, the Cardinals have emerged with a better than .500 record and are in contention for the National League Central title. This great start to the season can be attributed to an offense like that of the 2004 Cardinals who reached

The offense can be credited to players like Ryan Ludwick and young players like Colby Rasmus as well as a few others stepping up their game and showing the Cardinals organization and the league what they can do.

Hitting has not been the only strong point of the season. The Cardinals' pitching has also been strong with only small lapses so far in the young season. The Cardinals have the seventh best earned

"Lohse and Wainwright really stepped run average as well as the second most saves in the National League. The pitching will only get better with Carpenter set to return May 20 against the Chicago

> The injury bug has already bitten the Cardinals though with more players going on the disabled list. The players that are taking Chris Carpenter's place on the disabled list are Rick Ankiel, Ryan Ludwick, Jaime Garcia, and Troy Glaus.

Overall, many students feel that the Cardinals' future is looking bright with the only direction they can move being

"Cardinals' fans need to stop being band wagon fans and saying that the Cardinals are horrible just because they are in a rut," Murray said. "They will come back strong once everyone gets off the disabled list and Carpenter's return will show this."

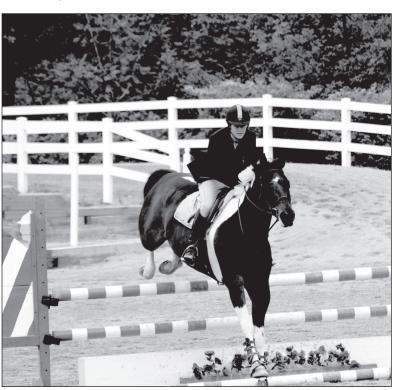
Others feel that they will improve but question whether they will salvage

"I feel the Cardinals will do well but I have no idea how they will do in the long run because of how inconsistent their play is," freshman Will Rosenfeld



Chris Carpenter pitches in the second inning during a home game against the Pittsburgh Pirates on Thursday, April 9, 2009.

Clayton junior defies athletic boundaries, explores horseback riding



Junior Kelly Dufour rides at the Ridgefield Arena. She has been riding for nine years.

ljeoma Onyema

At CHS, most students spike, goal, dive, or slam-dunk. Junior Kelley Dufour, however, jumps. Starting at the age of eight, Dufour is an accomplished horseback rider and continues to advance in the sport.

"It's been a family thing for a while," said Dufour. "But when I first watched my cousin ride, I immediately loved it."

Dufour specializes in English Riding, which features a flat English saddle without the style seen on a Western saddle or that of an Australian Stock Saddle.

This style ranges from classic dressage to horse racing. Dufour specifically participates in the 100 jumpers.

She also rides constantly to prepare "I usually ride five to six times a

week, and I get in between 5 to 12 hours

of horseback riding each week," said Du-She has a horse named Hans, whom

she has had for four years. "The relationship between the horse

and the rider is important because the partnership goes hand in hand," said Dufour. "Both the rider and the horse must be in sync to do well, and to make

a good bond, the rider has to spend a lot of time with the horse to connect."

She's also been riding at the Ridgefield Arena for four sum-

"Moving to a different barn can be hard sometimes because you miss riding with certain people and that really impacts friendships in shows," said Dufour. "Also the trainers focus on different things and

different styles. For example, my new trainer focuses on getting on the details, and that's not what my old trainer worked on the most."

each week.

Junior

Kelly Dufour

Before a horse show, Dufour gets in extra lessons; she also cleans the horse, the equipment, and leaves a day or two before the actual show.

The shows are usually two days long, and like all shows, a lot of goes into it so it can be successful.

"The horse arrives

at the show mid-Friday," said Dufour. "Once I arrive I start doing what is called ride five to six times a schooling, which is week, and I get in beriding while not being judged. I do that tween five to 12 hours for four or five hours. of horseback riding Then I get up early the next day to make sure everything is in order.

> The classes range from beginners, who work on walking and cantering, to 6'6 levels and the experts,

who compete in the Olympics and world-famous grand prix. Dufour is in the junior 3'6 class.Du-

four has won many ribbons and awards.

Her greatest accomplishment was win-

During times of frustration, Dufour I present my horse and looks up to Olympic equestrian B. C. then we start the show Madden for inspiration. according to class." "When I was younger," said Dufour,

ing but exciting.

"I was inspired by the older riders at my barn but as she progressed in my skills, I looked up to her now because she is so skilled and her style is very graceful." Either way, Dufour has an acquired

ning the Medallion last year, which she's

always wanted to do, but her all time

goal is to go to the Medal finals and par-

ticipate in a Grand Prix, which is basi-

cally a show with the highest bars and

the most skilled jumpers. Moreover, she

finds them very alarming and challeng-

still has fears about her performance.

Though a skilled equestrian, Dufour

"I always fear that the horse might get

sick or I don't have all the details in place.

I take horseriding seriously and devote a

lot of time into it, but sometimes, the

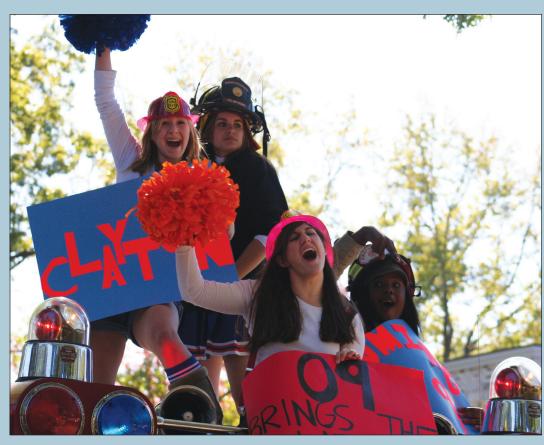
worst case scenarios still occur."

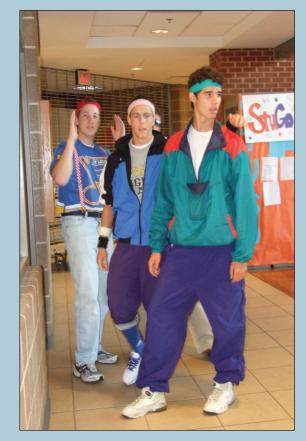
gift with horseriding, one that is not only unique to the Clayton athletic community but to the entire equestrian

The United Nations Education Scientific and Cultural Organization works to preserve areas they consider naturally, geographically and culturally valuable. Through the World Heritage Project a group of people can propose to this organization a location which would be protected from unnecessary building and pollution, and preserved as heritage for posterity. By visiting the website www.svizzera-pesciatina.com, about the Svizzera Pesciatina area in Italy, people can vote to support the inclusion of this uncontaminated area in Tuscany in the list. Simply getting hits on the website from America would certainly help the project. Click on the British flag in the left corner to see the site in English.

Help preserve the Svizzera Pesciatina in Tuscany! Go to www.svizzera-pesciatina.com today! The more often you visit, the more it will help our cause. Sponsored by the Vannucci Family

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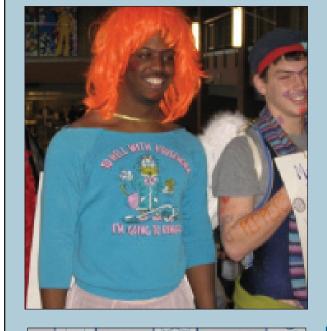














Clockwise from right: Susie Wirthlin dances alongside sophomore lan Miller as Tiger Lily in the CHS production of Peter Pan. Tracy Einstein and a buddy show award-winning smiles at the Arts Fair. The Clayton Greyhounds play a rousing game of football, of which many senior players participated. Alana Miles and junior Maggie Lanter assist each other to score against Whitfield. Adam Banks attempts to sway voters for Peppers King; he succeeded and was crowned during the dance. Kate Wheelock passes the ball to a fellow field hockey player. A group of seniors take time off from school work to celebrate Halloween. The Boys Varsity soccer team celebrate a goal by Ben Hillman. Even in their junior year, the senior girls were able to pump up the pep at the homecoming parade in 2007. Max Freedman, Preston Newell, and Matt Haslam pay homage to the fashions of the 1980s for senior/sophomore dress-up day during homecoming week. Mary Barber easily controls the ball in a one-on-one moment during the Lady Hounds' game against Vashon.









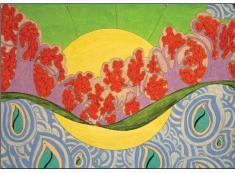




AP ART: Final Portfolios

AP Art students have worked over the course of the school year to produce portfolios that best reflect their unique artistic vision.

page 24



May 26, 2009

Medical mission trips help and educate those in need

Every year, some students and staff at CHS spend part of their summer working in foreign countries taking part in mission trips.

Some go for medical work, while others go for tutoring and helping children. No matter the cause, the CHS family is helping to change lives. In mid June, senior Aaron Praiss will be visiting two remote villages in Honduras.

"I'm going as a volunteer, so I will do pretty much anything they want me to do," Praiss said. "I will most likely work the registration desk, taking people's height and weight, or the pharmacy organizing medicines."

Next year, Praiss will be attending Northwestern, where he plans to work in the medical field.

"I wanted to get a big taste of the medical field," Praiss said. "Every aspect of it, and the ups and downs of being a doctor."

However, Praiss is not the only student at CHS going on a medical mission trip. Freshman David Rhodes will be traveling to Belize this summer through Saint Joseph's Hospital in Lake Saint

"I'm mostly going, not to build a church, but to help the less fortunate," Rhodes said.

Bill Smith, a Saint Louis mission trip organizer and promoter, has been attending the Belize Mission Trip for five years now. He has been on nine mission trips there. He will also be traveling with

"The trip is a three phase trip," Smith said. "One phase is construction, building Catholic churches in the villages."

Smith explained that there were two main reasons for these churches.

One of the reasons was to give the people a place to pray, close by in their village. The second reason was to provide a hurricane shelter. These churches, unlike their houses made out of primarily straw, are made out of concrete blocks.

The second phase of the trip, as Smith described

Smith described the second phase as usually teaching the children about hygiene. The group usually brings the kids soaps and toothpastes to

"They have added a new part to teaching," Smith said. "Now, we can tutor and help kids with their lessons.'

One thing that Smith tries to do is give the children some sort of idea as to what they are and where they are in relation to the world.

Smith explained that the children that live in Belize have no perception as to the magnitude of

"They don't know what the world looks like, even what Belize looks like. So we try to take them maps and globes," Smith described. "They don't know what the human body looks like, things like bone structure, and where the heart is located. We try to take them posters of human bodies and skeletons from doctor's offices, so that we can teach them things that they have no experience with."

And the last phase of the trip is medical.

"If we have actual doctors on the trip, we will set up clinics, but if not, they go to schools," Smith explained. "There, they will give each kid pills that kill off parasites."

Each member of a mission trip hopes to achieve something while they are away.

"I would hope to have a really awesome experience," Praiss said. "I want it to make me more enthusiastic about being in the medical field. When I show up for school, I want to have a passion for what I will be learning."

Although Praiss wants to accomplish something internally, Rhodes is working on the opposite.

"It will give me more of a global perspective." Rhodes said. "I have never helped people while traveling, and it will not only affect me, but the people I help.'

These mission trips impact the lives of students at CHS, as well as the lives of others all around the





TOP: Workers in the Toledo District began the construction of a church in Nov. 2006. ABOVE: Four boys in Belize have just finished church service.



Dee Blassie guides freshman Andrea Hermann in an assignment. Blassie has served as an inspiration to many students during her career ar CHS, helping to motivate and engage them with her optimism and bubbly personality. She announced her retirement this month.

Blassie announces retirement after eight years of teaching at Clayton

In an office bejewled with local, state, and national awards, Dee Blassie rarely pauses to take time for herself. Her single focus is on improving the lives of her students, and she has met tremendous success in her eight years at CHS, which will come to an end with her retirement this spring.

"Mrs. Blassie is one of the few people you find that always smiles," freshman Mahria Jackson said. "She has a bubbly personality. No one can replace her."

Blassie's famous wardrobe, which includes over 500 pairs of shoes and a different bright outfit every day, sets her apart from other teachers. Yet she is unique not only in the way she dresses, but also in her approach to students.

"Mrs. Blassie brought and energy and excitement to everything she did," principal Louise Losos said. "It was always about the kids, about 'setting them up for success.' If a kid needed that extra hand, or that extra push, Mrs. Blassie was

For Jackson, Blassie changed her perspective on CHS.

"When I first came to Clayton, she helped me with the rules," Jackson said. "She said that Clayton doesn't discriminate, that it's a place of opportunity. She said to come to me whenever you have a problem and if I can't help you, I'll go out and find the answer to solve your problem."

Blassie values above all the relationship she builds with her students. She believes that every success story begins with attention, care, and deep compassion.

"Getting to know the student, always greeting them with a smile, figuring out what their strengths are, even going to see them play a sport," Blassie said. "They really like when a teacher goes and watches them, because it means she really cares."

Freshman Dedra Cross especially appreciates her interest. "She tries to get you involved in the school, and she lets you know she's really proud of you when you do get involved,"

Always bringing out the positive, Blassie can rarely be seen

with a frown on her face. Her students thrive on this opti-

"I've never seen her really mad or upset," freshman Kasey Griffin said. "If she's uspet about something, she'll say it, but then she'll say something positive you could do about it."

Blassie's cheerfulness translates into her contact with parents as well. They are an integral part, she says, of the three-part team: the student, teacher, and parent.

"I like calling their parents, and I always try to call about something positive," Blassie said. "If I need to call for something negative, I know I have their support."

During her time at CHS, Blassie has helped to create a subject-specific Learning Center system and established the Teacher Action Plan. While the first guarantees students specific attention in their least strong subjects, the second allows for her to keep tabs on students who are struggling and give them that extra push. As Jackson describes it, she has a "whole booklet of

people" whose grades she checks and re-checks every day. "It's just so great to be able to help people," Blassie said. "I think when I see a struggling student become a rising star, and I see all those habits change, and I see them coming in on their own to get the support they so richly deserve, that to me is the

While she will dearly miss her students, who have been her reason for living for eight years at CHS and 24 years at Parkway, Blassie is looking forward to having the time to spend with her family.

"I feel like I spend more time with my Clayton family than I do with my own family," Blassie said.

Blassie feels lucky as she looks back on the experiences she has shared. This summer and fall, she is hoping to come back to work part-time with the incoming freshman.

"I want to thank everyone for the wonderful memories," Blassie said. "That's something people can't take away from you: the memories that have been created at Clayton High School in the past eight years."

Annual Shakespeare Festival supports and entertains community

With summer and the promise of well-deserved boredom just around the corner, one would need to look no further than St. Louis itself for entertainment. The Shakespeare Festival, particularly, offers an enjoyable and memorable alternative to tedium.

The festival's ninth production is the comedy "The Merry Wives of Windsor", boasting a unique setting and theme: 1920s USA. The production alternates back to a comedy, accordingly after 2008's tragedy "Richard III".

The comedy centers on the character of Falstaff, a knight who travels to Windsor in urgent need of money. Humorously, Falstaff resolves to remedy his situation by courting not one, but two wealthy women. They cleverly foil Falstaff's plans, unleashing a series of pranks, ultimately teaching Falstaff a lesson while learning the importance of forgiveness.

The Shakespeare Festival, located in Forest Park, boasts an extensive, successful history. Founded in 1997, its eight productions have hosted over 340,000 people of all ages and backgrounds, from the St. Louis bi-state region and beyond, including 34 states and 16 countries. Its productions have been honored with 15 Kevin Kline nominations and three Kevin Kline Awards.

Managing Director Marilyn Spirt

acknowledges the complexity and magnitude of putting on such a large pro-

"I would say that parts are definitely a full-year process," Spirt said. "A play has to first be selected by the festival's artistic committee and artistic director and the director of the production itself is selected shortly afterwards. We usually choose a nationally acclaimed director." The "Merry Wives of Windsor"

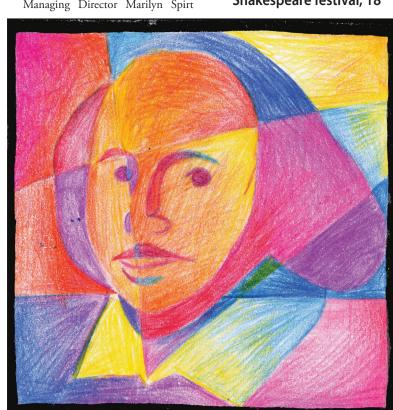
director is Jesse Burger. Burger is the founding artistic director of Red Bull Theater in New York, where he has directed performances such as "Pericles", "The Revenger's Tragedy", "Edward II" and produced the ongoing OBIE Award-Winning "Revelation Reading" series. He also directed "Two Gentlemen of Verona" at Utah Shakespearean Festival last summer and "Richard III" at Denver Theatre Center in January.

Burger not only qualified for his position because of experience, but also because of knowledge.

We prefer to find directors that have both directed Shakespeare plays before and have directed in outdoor theatres. The most important thing is sound in a Shakespearean play, and a director must be familiar with the unique listening experience of outdoor settings."

However, the details of planning the productions span beyond just the direc-

Shakespeare festival, 18



News Briefs

Farewell Celebration for Herr Cody

The farewell celebration for Glenn Cody, German teacher and head of World Languages for the Clayton School District, will be held on May 31, 2009 in the CHS Commons. Tickets for dinner are \$20 for students and \$30 for all others. Everyone is welcome to attend this farewell event.

Informational **Meetings on Food Allergy Policy**

Due to the growing concern over allergic reactions, the district is developing a policy regarding the management of food allergies. Informational meetings have been scheduled to explain the new policy. The final two meetings are scheduled at Meramec Elementary on May 28, 2009 and the Administrative Center on June 2, 2009.

Proposition S to Face Recount

A petition requesting a recount for the School District of Clayton's Bond Issue was filed on May 13 in the St. Louis County Court.

State Solo & Ensemble Festival

Congratulations to

the Choir, Band and Orchestra students who recieved a superior rating at the State Solo and Ensemble Festival: Philip Zhang, Danny Steinberg, Jacob Goldsmith, Jack Holds Sam Oliveri, Christian Wolfgram, Will Hayes, Brian Fleischer, Nina Oberman, Allie Lake, Jeremy Bleeke, Abby Williams, Adam Banks, David Denlow, Katherine Thompson, Jon Matheny, Wolfy Gaidis, Josh Fagin, Jack Holds, Isabella Jacobs, Chi Zeng, Nick Oliveri, John Holland, Ian Miller, Chi Zeng, Meredith Redick, Rebeccah Singer, Elle Jacobs, Henry Myers, Aaron Praiss, Ken Zheng and Elle Jacobs.

LICESTY E

Heifer International aids impoverished families

Meredith Redick

Give a man a cup of milk, and he'll drink milk for a day. Give a man a goat, and next thing you know he's passing out goat kids to all the neighbors.

Heifer International prides itself on this unconventional method of fighting poverty. The charity organization uses goats—and sheep and honeybees and a plethora of other creatures—to forward its goal of creating sustainable communities around the globe.

Heifer International was founded by farmer Dan West in 1944. According to Heifer International's web-site, West was ladling out milk to half-starved children when he famously remarked, "These children don't need a cup, they need a cow."

Since then, Heifer has evolved into a far-reaching humanitarian effort with visible results and a powerful message.

"The vision of Heifer International is a world of communities living together in peace and equitably sharing the resources of a healthy planet," Heifer Village Outreach Coordinator David Prater said.

Heifer is making progress towards this seemingly insurmountable goal.

The organization allows people to donate money that does not buy food or clothing for impoverished people, but something better.

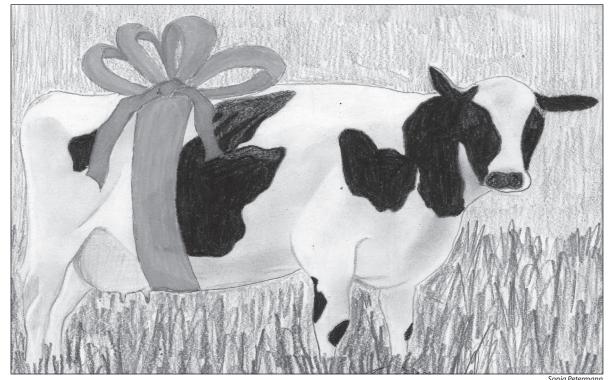
"Since 1944, Heifer has helped 9.2 million families in more than 125 countries move toward greater self-reliance through gifts of livestock and training in environmentally sound agriculture," Prater said. "The impact of each initial gift is multiplied as recipients agree to 'pass on the gift' by giving one or more of their animals' offspring, or the equivalent, to another in need."

This unique practice makes Heifer different from other charities, in that it focuses not only on the immediate needs of the world's impoverished, but their futures as well.

But Heifer is not only for the poor in countries across the globe. In fact, Heifer works in 28 states to alleviate the worst cases of poverty in the US.

"There are Americans who are direct beneficiaries of our project," Prater said. "Poverty does not share the same face in all corners of the world. Many people in the US, including myself, have seen the effects of poverty firsthand, but often we don't recognize it because it is right in our neighborhoods, cities, and towns."

Prater notes that the 'pass on the gift' idea is powerful even outside the realm of Heifer.



Cows like these are donated to impoverished families in over 125 countries to eliminate global hunger and strengthen communities.

"I think this practice has a great amount of validity outside of Heifer and has great application outside of Heifer," Prater said. "Empowering somebody to give something, when that same person previously had nothing, is a powerful way to strengthen communities and human relationships."

Indubitably, Heifer's work has changed millions of lives—both directly and due to the mandatory 'pass on the gift' program

"The clearest example of how Heifer changes lives is a young woman named Beatrice Biira, the subject of a children's book, 'Beatrice's Goat'," Prater said. "Beatrice's family is from Uganda, and her mother was the only living parent. Beatrice's mother could not afford to send Beatrice to school. Beatrice's mother was part of a Heifer project and received a dairy goat. Because of that one animal, Beatrice's mother earned more money than she ever had before. By selling excess milk at a local market, Beatrice's mother made a new living for herself and could afford to send Beatrice to school in Uganda. Today, Beatrice has graduated from a college in the US and is earning

her Master's Degree. And it's because of one goat."

Livestock is only one part of Heifer's holistic approach to fighting poverty. In addition, Heifer addresses the issues—gender equality, HIV/AIDS, and agroecology—that are entwined in the heavy knot of poverty.

"It is imperative that Heifer address these issues in our projects," Prater said. "We address gender equality because women make up a high percentage of the world's rural poor. We work to provide a support network for HIV/AIDS victims, because families are destroyed by that disease. Through agroecology we ensure that the land is used for food production and sustaining lives in communities. It really is much more than just giving a gift of an animal."

With such ambitious goals, Heifer has realized the importance of spreading awareness about the cause.

"In April, Heifer celebrated 'Passing on the Gift' Month," Prater said. "This ambitious global campaign brought together Heifer supporters and communities around the world dedicated to ending hunger and poverty in earth-friendly ways.

Heifer's education programs, like Heifer Village or our Global Education Resource Kit, are part of Heifer's efforts to prepare a new generation of leaders to take on the challenges of extreme hunger and poverty.

The Heifer Village, the construction of which began in 2005 in Little Rock, Arkansas, will be almost a cross between a museum and a playground in which kids can begin to understand the challenges that await for the next generation in solving world hunger and caring for the earth.

Raising consciousness about Heifer comes closer to home, too. Senior Susie Wirthlin participated in a Heifer program in the summer of 2008. The program gave talented theatre students the chance to learn about Heifer and to design performances to raise awareness about the global poverty epidemic.

"We didn't know anything about Heifer when we came, and when we came home we wanted to tell people about it," Wirthlin said.

The program, which included three days in simulated poverty, had a great impact on Wirthlin.

"The big difficulty was, surprisingly, not living in poverty," Wirthlin said. "It was more coming to terms with how selfish we really were. It was really difficult to not feel horrible about ourselves at first. But it doesn't matter because now we know, and we're aware. Their message is just so uplifting."

Indeed, Wirthlin's experience inspired her to donate to Heifer's "Where Most Needed" fund, which puts money towards helping whoever needs it the most.

Heifer's options for donating are numerous. While gifts of a water buffalo, a llama, or a pig are more expensive than the average Christmas gift, donors can send a fluffy flock of chicks to Cameroon for \$20 or a hive of honeybees to Uganda for only \$30.

Prater notes that even small gestures can have an enormous impact—both on the impoverished family and the donor, the giver of the gift.

"I think there are immeasurable ways that Americans benefit from hunger," Prater said. "For one, when people give they are changed. A gift creates a bond between donors and the final recipient. Sometimes it's difficult to think about a \$20 check actually making a dramatic difference in someone's life. But it can, and with Heifer it does. I think once people recognize the power of that gift, they're changed for the better."

Wirthlin is in agreement.

"Remember that you are doing good, and you can't solve all the world's problems at once," Wirthlin said. "Even though it's such a broad problem, the little sacrifices and contributions make a tremendous difference to these people."

Pulse 'Smartpen' earns status as an invaluable educational tool

Nina Oberman

Never miss a word.

The Pulse Smartpen's slogan could not be truer to its function. The latest in educational technology from Livescribe, the pen is an invaluable tool for students and journalists, acting not only as a recorder, but also an organizer.

At first glance, the gadget appears to be a somewhat-larger-than-usual ballpoint pen. Its case, however, holds far more than just ink. The pen is equipped with a tiny camera that digitally stores every word you write on specialized dot paper. You can then easily upload your notes to either a Mac or PC, and share them with friends or classmates.

The pen also holds a microphone that records voice distinctly, syncing the speaker's words directly with the notes you jot down. Later, when you want to hear what someone said about a particular subject, all you need to do is tap on the paper where you wrote a word or two. Their exact words at that moment in time will automatically play back.

The pen has a small OLED display and a USB connector that allows for both uploading and charging. What goes on inside this little aluminum tube is essentially a mystery to me—but it has proved a valuable tool for both studying and interviewing.

As AP (Advanced Placement) tests approached, the amount of information seemed overwhelming and impossible to sort through. However, I was able to search my notes for key terms on the computer, and then go back to those places to review what my teachers said. The spoken word ingrains in our minds so much more permanently than the written one, and re-hear-

ing specific pieces of a lecture helped enormously.

During an interview, there are always certain key quotes that stand out. Rather than going through an entire recording to sort those out, I was able to note them with the Smartpen, and access them later with only a tap. The recording guarantees accuracy and the dot paper ensures accessibility. In the playbacks, background noise is never an issue. Superfluous sounds are canceled out, and I have never had trouble discerning a speaker's words.

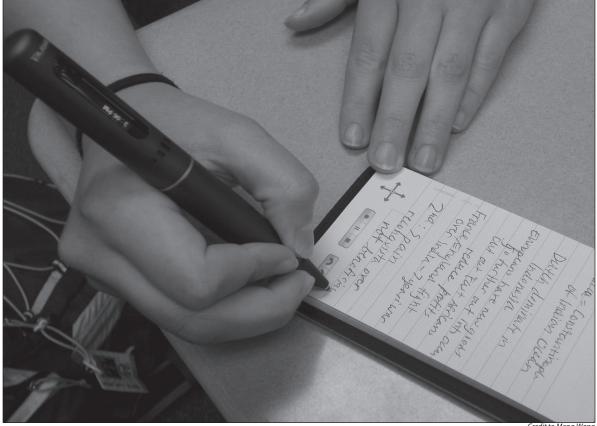
In addition to note taking, the pen also serves as a calculator, a translator, and a musical instrument: you can draw your own piano on the dot paper and play away.

The Smartpen is without a doubt the perfect graduation gift for college-bound seniors—save, perhaps, a laptop. Especially in college courses where the material will be rigorous and the classes sometimes large, having this level of documentation is a tremendous aid. In addition, you can share your notes online with your friends, who may be eternally grateful if they were absent or need extra study materials.

The pen comes with its USB dock, Livescribe desktop software, a starter notebook, a case, and ink cartridge refills. The price is steep, with the 1 GB model costing \$149 and the 2 GB \$199. However, there are discounts available for college students, and from personal experience I would say that it's well worth the cost.

With the Smartpen, taking notes isn't only more efficient; it's also more engaging. Knowing that your notes will be so accessible and thorough drives you to make them as clear as possible.

You never miss a word. 🏈



Junior Nina Oberman uses her Pulse Smartpen. It boasts features such as a microphone, a tiny camera, calculator, and a USB connector.

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Student describes unique life

Bianca Vannucci
Reporter

In many high schools kids come and go relatively unnoticed. Often one hears of a new kid they never see, or finds out someone is in their class whom they had never spoken to before. Sometimes these kids are worth of attention.

To anyone walking into a classroom, Elle Flinn would just be your average teenager. With brown hair, brown eyes, medium height, nothing about Flinn's appearance immediately catches the eye. However, Flinn has one of the most peculiarly unique stories to tell.

Elle Flinn was born on May 13 1994 and she's a junior at CHS. No, this isn't a joke, though someone her age would typically be enrolled in the freshman class.

At the start of second semester her parents' jobs moved the family to Clayton from New Zealand, where she had been partially home-schooled and then enrolled in a public high school.

In fact, Flinn has already graduated from the thirteen grades of schooling required in New Zealand. After having

been home schooled up to the seventh grade she entered into a high school, interacting with people years older than her.

Flinn, although grateful for her years

of home schooling, she has enjoyed her experience in public school.

"I always liked interacting with peo-

ple," Flinn said. "People at Clayton are really friendly."

Even though this is her first experience of school in America, Flinn has also

even though this is her first experience of school in America, Flinn has also spent six months in a school in Japan, making her completely fluent in Japanese, as well as Maori, French, and English.

When hearing of her past many people tend to assume Flinn only focused on schoolwork. This, however, is far from the truth.

"I was intending to be a professional skier on the New Zealand national team, but I didn't have enough access to slopes," Flinn said.

Since her day consisted of extra curricular activities, Flinn also spent time on ballet, and gymnastics, which she eventually gave up to focus on piano.

Flinn laughs when people comment on her variety of interests, or when she hears herself referred as a genius. "I'm not a genius, I just learned the

same things faster," Flinn said.

Despite her modesty, after being around Flinn for a while, little pieces of information make their way out. For example, Harvard not only accepted her in their college as a fourteen year old, but also actually sought her out, and was turned down.

This is because Flinn will be attending the University of Otago upon her return in New Zealand in a few weeks. She is planning to focus on forensics science, a subject she excels in.

Ultimately, Flinn feels that her experience was positive at CHS.

"I've enjoyed my time here but I miss my friends at home," Flinn said.

It's strange to think of how many of those kids that enroll at CHS near the middle of the year could have such interesting life experiences to tell about. Elle Flinn's story should be a lesson to high school students that there is a lot to learn from those around us.

5 Fun Facts About New Zealand

1. Bungee jumping was in vented in New Zealand.

2. New Zealand gained independence from Great Britain in 1907

3. The official languages are English and Te Reo Maori.

4. New Zealand is amongst the top five dairy exporters in the world.

5. New Zealand was the first major nation to have universal suffrage. In 1893 it became legal for all male and female citizens to vote.

Personal finance class proves rewarding for future life

Despite the fact that this required course eats up one class period, testing out could hurt students' futures.

Kara Kratcha Editor in Training

With hectic schedules and a myriad of classes to take in the short four-year high school period, students may attempt to bypass as many unsavory required classes as possible, whether by taking an online course, summer classes, or by testing out. However, in the case of Personal Finance, not sitting the class may not be the best option for students in the long run.

Personal Finance meets every day, is a semester long, and is taught at CHS by Marci Boland. The class is required for all students in order to graduate.

Students can expect to learn about "payroll deductions, taxes, budgeting, insurance, investing, saving, and The Federal Reserve System in Personal Finance, says Boland. These are all major topics that each student is going to need to know to be a productive citizen."

Still, CHS students may consider much of the Finance curriculum common knowledge and would prefer to test out. The class, though, may not be

as simple as it sounds. Junior Melissa Kopp, who is currently enrolled in Boland's class, finds the class informative.

"Some of the things we learn in common knowledge, but a lot of it is not,"

I think that the stu-

dents learn so many

life skills. I wish that

the students would

try to test out of it.

take the class and not

Marci Boland

Business teacher

says Kopp. "A lot of people go through their life thinking they know how to save and invest their money correctly, or how to use a credit card. But a lot of those people end up in debt, and it's because they didn't have certain information, or they weren't as smart as they thought."

Although Personal Finance takes up a valuable class period in the Clayton student's schedule, the benefits of taking the

class far outweigh the costs by addressing real economic problems.

I did hear that the number of students many important life skills," Boland says.

graduating from college not knowing essential budgeting and investing skills was alarming, says Boland. Also the amount of debt that the average person carries on a credit card is absurd. People just do not understand fi-

> nances. Kopp agrees.

"I do think the skills we learn in class will be useful later in life," she says. "I especially am thankful for the information we've learned on how to invest money in many different places. Now I know how to save big bucks over a long period of time."

As for the work load, Boland says that little homework is assigned and that class time is usually given to

complete assignments. "I think that the students learn so "I wish that the students would take the class and not try to test out of it."

Students may disagree with Boland. "I think CHS students could be allowed to test out of personal finance," says Kopp. "But only if they have taken some other sort of finance class."

However, Kopp does believe the class should be a graduation requirement for Clayton students.

"I didn't think so at first, but after completing the class, I realized there was a lot more information to learn about finances," says Kopp. "I'm thankful that I know about them now."

Boland defends her class, calling students to take responsibility for their own financial futures.

"You can go to a good school, study hard and get a great job, but if you do not know how to live within your means or save for retirement how successful are you really going to be?" says Boland. "You cannot bank on Social Security as a means of retirement; you need to become proactive with your investment

Despite the loss of one class period

Juniors Hannah Klein, Evan Green and Alex Kasnetz in their Personal Finance class.

junior or senior year, unless they already have an extensive knowledge of how finances work, students can look forward to a semester of practical information for their future... without testing out of

Summer programs enhance academic and social scenes

Sneha Viswanathan

From the nation's capital to one of the nation's best-known hospitals, CHS students participate in a variety of programs over the summer that cater to their specific interests. Many of these programs help them focus and develop the academic and extracurricular interests of their choice while simultaneously allowing students to travel and sightsee.

"The summer program that I attended was NSLC, the National Student Leadership Conference," said junior Will Schedl. "I definitely think it was worth the cost because of the great people there and the great program. We were in Washington D.C., and I love that city, so that alone was enough. The program was cool too, but the best part of it was D.C. and the awesome people that I still talk to today."

High school summer programs held

at colleges also prepare students for college life and a college schedule. Summer programs also help students narrow down their interests and their plan for

"I'm participating in a summer art program at the Corcoran College of Art and Design in Washington, D.C," said junior Katie Johnson. "It helps us work on portfolio development, so hopefully that'll help me get some knowledge about art school. It'll help me decide whether I really want to go to art school

"It [NSLC] was held at American University, and it definitely helped me get a good feel for college life," Schedl said. "We were on campus just like we took classes at the university and slept in dorms and everything. We got meal cards to get food daily, and I realized that I could not do the laundry even with step-by-step instructions."

Programs inviting students to stay at universities offer the benefit of making friends from all over the country, but often require expensive payments.

"[Some of the] pros are that it didn't conflict with school, obviously, so that was nice, but also I got to see American University with a bunch of kids my age instead of a bunch of kids, some six years older than me, so that gave me a better view of college life as well," Schedl said. "The con was that it was expensive. My parents were willing to pay for it last year, but in this economy, we decided that it would be better not to do it again.

Although NSLC offers a wide variety of course offerings, Schedl said that some courses are far more popular than others. The interest level of courses tends to be unevenly divided.

"My personal opinion, and the opinion of most of the supervisors, was that 'Journalism and Mass Communications,'

the program that I was in, was by far the most fun and interesting," Schedl said. "The people in COM, as we called it, seemed to be more easy-going and fun than the other people in other programs that were going on at the same time as COM, and yet were still dedicated. It was really nice to have a dedicated, but still easy going and interesting group, which is really pretty rare. I haven't done a ton of programs like this one, but I have done one other, and this was, by far, superior. I made a lot of great new friends that I would not have otherwise, and overall I just had a great time."

No matter what the focus of the program is, many programs are competitive and their slots fill quickly. The payoffs of programs depend on individual students' specific experiences and abilities.

"People who do summer programs don't get too lazy over the summer; it keeps you busy and it helps you prepare for college instead of slacking off," Johnson said. "If your portfolio is pretty well developed, it probably won't be as interesting as if you're doing random things and need more focus for your portfolio. We get to work with college art teachers. I applied to a couple of other programs but they were full so I ended up going to Corcoran."

Despite the economic recession and the difficulties it creates for families who cannot afford the costs of traveling, some summer opportunities don't require any payment. Some students gained enjoyment and knowledge from such local

"I participated in the Barnes Jewish Hospital Summer Youth Outreach program," said senior Tianxin Ku. "The most important thing was the exposure I got talking to the doctors and nurses and technicians, basically asking them questions; they could answer anything, and that was pretty cool. Most people had very good knowledge of their jobs and were available to answer my questions."

The availability and convenience of transportation also has a significant effect on students' overall enjoyment of summer programs.

"It [the program] started at 8 a.m. and since I took the Metro Link I had to get up at 7 a.m. every day, so the transportation wasted a lot of time," Ku said. "Another con is that sometimes they don't know who to pair you up with and that's always a bad thing. Sometimes there's a long waiting period to meet with your shadower. It was really fun; I learned a lot but it wasn't like school. It felt more like a profession while shadowing doctors."

Schedl had a more positive experience with transportation. "Cruising around D.C. in a comfy air-conditioned charter bus wasn't terrible either," he said.

A Student Perspective

Defining greatness: Burn out or fade away? Music legends "seal their greatness" in different ways

When people burn out

and die young it is not

nant of their greatness,

an accurate determi-

but rather a lack of

supporting informa-

Schuyler Longmore Editor in Training

Ever since rock and roll has existed, scatterings of the greatest and most popular musicians from every era have lost their lives too young. They have created a pop music prototype for how to burn out and be remembered. They are mourned and remembered for their short careers, but they always, and unfairly, are recognized over those who faded away. Death is tragic, but it's not a surefire indicant of musical greatness.

In the musically opinionated and talent heavy movie "High Fidelity," Jack Black's character, Barry, asks, "Is it in fact unfair to criticize a formerly great artist for his latter day sins? Is it better to burn out or fade away?'

The question is asked to the storeowner and self-proclaimed music snob, Rob (John Cusack) regarding the middle-aged man's intentions of buying Stevie Wonder's album, "I Just

Called to Say I Love You." Barry crudely criticizes the man's poor music taste, then digs deeper into the preceding question.

And so, contextually, Barry is asking whether Wonder's 1970's originality represented by, "Signed, Sealed, Delivered I'm Yours", "Higher Ground", and "Superstition" must be dismissed for Wonder's 1980's pop leanings and sentimental lyrics in songs such as, "I Just Called To Say I Love You." Is Stevie Wonder's legitimacy as an important contribution to modern music compromised by his sell-out reputation? Possibly, but that is not a matter worth discussing. More intriguing is the subsequent question, "Is it better to burn out or to fade away?"

Neil Young first spoke, "It's better to burn out than to fade away," in the 1978 song, "Hey Hey, My My," which spawned the ensuing question. Encompassing all aspects of pop culture, the question most clearly and habitually pertains to music.

A tradition, it would seem, in the music world is the pattern of young talent to explode onto the scene with a new and promising ability to contribute, only to die young and "burn out," leaving sad fans to wonder what they might have made of their careers. The list of those who lived fast and died young is unfortunately long including: Keith Moon, Notorious BIG, Tupac, Buddy Holly, and Bradley Nowell. The doomed "27 Club," includes artists who have died at the age of 27, including Jim Morrison, Brian Jones, Janis Joplin, Jimi Hendrix, and the most true-to-the-question victim: Kurt Cobain.

After achieving great commercial success with Nirvana's first album, "Nevermind" (#19 on Rolling Stone's Top 500 Albums of All Time, and the only album from the 1990's in the top 20), Kurt Cobain found himself paralyzed with the angst and pressure of stardom. Cobain took his own life on April 5, 1994 after dealing with depression and incoherence with the mainstream fans who enjoyed his music, but didn't understand

With tragedy, Cobain sealed his music permanently in time. Most importantly, Cobain restated Neil Young's existential motto in his suicide note saying, "It is better to burn out

Not surprisingly, debilitating drug problems and overdoses caused the majority of these young deaths. So it is fair to say that it's not always the human mind that plans for its own greatness to be sealed away in time. Is it not the sad fate of drug abusers to suffer for their vices? I would argue that when people burn out and die young it is not an accurate determinant of their greatness, but rather a lack of supporting information.

Would these young talents have ended up having the endurances to continue brilliant careers? Some would and some would not. Not to suggest that early death is an easy way to long-standing fame, because it is generally not intended. It is a matter of staying power, and the ability to produce interesting

material time after time.

These musicians do exist. Madonna for example has shown her durability as pop music royalty. In the early 1980's Madonna came out with three studio albums, which to date have sold 5 million, 10 million, and 7 million copies respectively, never achieving less than platinum. Then there were three platinum albums in the 1990's, and three more in the 2000's.

It is rare, but it is possible. Madonna has never failed commercially, but more significantly, she has endured three decades of changing music styles. All across the popular music spectrum musicians have proved their unwavering ability to produce well-received music across multiple decades. These include

Metallica, Elton John, and the Rolling Stones to name a few. The list of one hit wonders and fade away artists is longer and more far ranging than the burn outs and lasting artists, but fading away is not always musical failure. Success is all relative, and it is fitting that artists can't always bridge changes in style

and the music of choice. Many successful disco artist of the 1970's faded out of recognition as the 1980's brought new music styles, and the late 1960's berth protest rock music couldn't sustain itself in the politically weary 1970's "Me" era. We will most likely see the current hip-hop acts of our 2000's fade away in the next decade

as new styles arise and dwarf the previous popular music. Fading out is unavoidable at times, and acceptable in some cases: it is always preferable to early deaths and the reoccurring burnout mentality.

As poignant as these unexpected deaths have been, they must not be used as an accurate deciding factor of greatness. You must strive not to burn out, and not to fade away. Aim rather for extended greatness, and place a catalog of extensive prominence on the world so that you can greater influence and impress those who are truly appreciative of talent. ③



Block scheduling provides a change of pace

Maddy Bullard Editor in Training

A few weeks ago, many students could be found on the Clayton High School campus, lounging around the quad for hours on end or even driving home in the middle of the day to take a long nap. This free time which many students took advantage of was caused by the relatively new end-of-course exams, and the block scheduling that came with them.

This spring, Clayton High School used a new schedule to accommodate End-of-Course exams which were administered this year. These exams counted towards students' semester grades, because they counted as a portion of the final exam grade.

The block schedule meant that instead of having eight class periods per day, there were only four. One day, students attended the four even classes (2, 4, 6, and 8) for about an hour and a half each. Then, the next day, students attended the four odd class periods for the same amount of time. For students with no scheduled lunch on one of the days, lunch was built in to a period in the middle of the day.

Sophomore Sagar Yadama felt that the block scheduling was necessary for the situation.

"The block scheduling was appropriate for the time frame of these exams because the exams themselves usually took longer than 45 minutes," Yadama said. "Thus, if we had not blocked, many people would miss classes to finish the exams anyway."

The new schedule meant that for students with multiple free periods, they had even more free time. However, for students with packed schedules, the days were full of long classes. "The only problem with the block scheduling was that on

one day I would just have one core class whereas on the next day I had a grueling day with all of my hard classes," Yadama said. "So, this blew many schedules out of proportion."

Sophomore Jessica Merrick was also affected by the block

"I thought that block scheduling was good in terms of taking tests," Merrick said. "However the days that I didn't have any tests, I basically didn't do anything all day because I have a lot of free periods; on the odd days I didn't have a classes until

However, block schedules did create a silver lining for stu-

"One of the positive things about block scheduling is that I didn't have to do all my homework in one night, but rather divide it up because I didn't have to turn it in for that specific class the next day." Merrick said.

Principal Louise Losos felt that the new block scheduling this year was a success.

"We managed to complete the testing without disrupting, too much, classes that were not being tested," Losos said. "They had a different type of schedule, but they didn't lose any class

She did recognize the issues with free periods.

"Some students had very long periods without a scheduled class," Losos said. "...Some students had an almost two-hour

These end-of-course exams were administered by the regu-

USI World History

lar classroom teachers, rather than by an outside proctor, as is usually the custom with traditional final exams.

"The relationship between teacher and student is important in these situations; it allowed us to test within the framework of an actual class period," Losos said.

English teacher Jennifer Sellenriek was also satisfied with the outcome of the block scheduling.

"Anytime we make a change to the schedule, there will be an adjustment," Sellenriek said. "It seemed to go all right."

Because of the many areas needing attention, creating these block schedules was not a simple task.

"A great deal of planning went [into it] up front," Losos said. "It was difficult ensuring that we had covered every contingency and that everyone understood the schedule."

After the hard work, Losos was satisfied with the results. "There were glitches, but nothing major," Losos said. "Once

the schedule was distributed, and questions answered, the actual school days went very smoothly."

Sellenriek, however, was disappointed that the tests took up so much time from the classes.

"In classes that students had to take end-of-course exams, students and teachers lost curriculum time," Sellenriek said. "In English, for example, the sophomores took tests during two blocks, that's four class periods, plus they took a field test during an additional class period."

Some teachers, like Sellenriek, probably lost more time to these tests because of the number of exams their students were required to take.

"I had hoped to be able to teach during a block, but I ended up having to test during all of the blocks," Sellenriek said.

Merrick also found that some aspects of the block schedules were confusing or disorganized.

"One of the negative things about block scheduling is how

it was unorganized with my teachers for labs, and figuring out lunch et cetera." Merrick said.

Sellenriek was happy with the amount of time given to the students to finish the exams.

"Actually, my classes took more time than I had anticipated," Sellenriek said. "From what I understood, the state estimated that students would take 50 minutes. My kids used most of the block."

Overall, Sellenriek felt that the end-of-course exams and block scheduling was not too big of a disruption in the year.

"I try to be flexible," Sellenriek said. "I had to move a few assignments around, and I'm a little behind in my conference

schedule. Nothing significant." The decision to administer end-of-course exams in addition to final exams was not one made by the district. In fact, all

high schools in Missouri have taken these exams. "The Missouri Department of Elementary and Secondary Eduction replaced the high school MAP tests with course spe-

cific exams," Losos said. Losos is also confident in the accuracy and validity of these

"The state has put a great deal of time and energy into creating exams that are valid and relevant," Losos said. "Many teachers, including some of our own, helped write or check

Merrick felt that her English test was somewhat of a disappointment.

"I thought the English ones were okay for the most part, my prompts were [not] that good," Merrick said. "I liked how the English tests varied in essays."

The tests will affect CHS students, now and in the future. "[The exams] will count for 20 percent of their final exam grade, and it counts toward Adequate Yearly Progress--part of

No Child Left Behind," Losos said.

In addition to "live" exams, CHS students also "piloted" some exams, meaning that they were test exams for future years and did not count towards a final grade. However, these tests may be used in the future.

"Next year these will be 'live', which means they will count," Losos said. "The state is phasing in the tests. The pilot is used to check questions and determine levels."

However, Merrick found that taking a "live" test was quite different from taking a "pilot."

"The math [exam] didn't make me feel completely obligated to do well on it, just because it was a practice test." Merrick

said. "I didn't like how repetitive math was." Losos also indicated that CHS students will continue to

take these end-of-course exams "for the foreseeable future." Yadama, however, fails to see the significance of these exams, although he wasn't opposed to the block scheduling.

"The EOC exams were not very efficient in grading the curriculum set by the school district because our teachers had to set aside a week to cover the end-of-course exam content," Yadama said. "So, I think that the end-of-course exams were a waste of time because they did not accomplish anything, and the block scheduling with the exams should not be implemented."

Merrick agrees, mostly because she felt that the material covered on the end-of-course exams was not necessarily all cov-

"Most people didn't "prepare" for these exams so I don't think it is fair," Merrick said. "Not only that, but some people aren't good test takers so it might bring down their scores for their finals.'

Although Losos plans to continue using block scheduling in similar situations in the future, she is open to input and

"I am taking feedback from the faculty on the effectiveness of the schedule," Losos said. "I would also love to hear from

Despite Losos's satisfaction with the block scheduling this year, she is opposed to using it on a regular basis during the

"I think there are too many curricular areas that need to see their students every day," Losos said. "Should a creative schedule addressing everyone's needs be created I would be interested."

Yadama and Merrick both agree that the block scheduling is unnecessary for the regular school year.

"The block scheduling should not be implemented full

"I wouldn't support using it on a regular basis." Merrick

For Sellenriek, year-round block scheduling would be an advantage, particularly because of the subject she teaches—

"I taught block at Wydown Middle School," Sellenriek said. "I loved it. Writers need time to dig in. So do readers. Often I feel like we're just getting somewhere, and then the bell rings. With a block schedule, I felt like I could check in with every student, make sure he/she was being challenged and/or supported." (

Seniors pursue alternate post-graduation plans

Ugochi Onyema Senior Managing Editor

As the graduating class of 2009 is well aware, the end of the year has arrived. Now is the time for seniors to venture off on new adventures, but some are going against the traditional post-secondary plan of attending college by heading towards different experiences.

According to college counselor Chat Leonard, one such non-traditional plan is the decision to take a year off school-"There aren't very many students who have alternative plans

to college," Leonard said. "You are going to have a few who take what we call a gap year. A gap year is basically when you take a year off to do something different. First, during the gap year, students participate in different things while going through the college decision process. I advise students to wait until they are admitted in a college to decide to take a gap year. Colleges are usually in favor of that."

The option of taking a gap year isn't as usually as popular as the option to attend college.

"We don't have many students who take a gap year, but I wish more students would consider that option," Leonard said. "It can be a really enriching experience that you can take back to college."

According to senior Eliot Markman, the time he will spend in Israel will be devoted to several activities.

"I am going to Israel on a program called Young Judea Year Course," Markman said. "I will be taking some classes, doing volunteer work, and experiencing Israeli culture."

Markman had a few reasons for deciding to participate in the Young Judea Year Course.

"I decided to spend my gap year in Israel because my older brother did the same program when I was a freshman, before he went to Wash U, and he really liked it," Markman said. "I have the rest of my life to go to school and work. One year off won't make a difference. I also have family in Israel I want to see and as a Jew I feel a connection to Israel."

Leonard believes that the academic momentum would not be lost by embarking in a gap year.

"It depends upon the student," Leonard said. "Sometimes people just need a time out. Sometimes when they get the pressure from parents or peers, they enter the first year of college and fail. If a student says that they need a break, sometimes they have to take it...I have had students who are amazing students, they took a break, and they are still amazing students in college. It can be a good way of clarifying your values and what you want to do. Do I believe in gap years? Absolutely. Double thumbs up." According to Leonard, the devotion to learning is very important to success in college.

"If a student is motivated and disciplined, they will do well in college despite a gap year," Leonard said. "If students can do a gap year, they must be fortunate to have parental supportfinancially and otherwise. None of my students have regretted gap years. I believe that if they are able to do it, and they want to do it, they should go for it."

While Markman isn't entirely sure of the future beyond his upcoming year in Israel, he believes that he can maintain mo-



Senior Eliot Markman plans to travel to Israel after high school.

mentum in his studies.

"I don't know where I'm going, but I'm going to apply to schools," Markman said. "It will probably be tough getting back into the swing of things, but I'm going to be taking a couple of classes in Israel, so hopefully it won't be so bad."

According to Leonard, in addition to the study-abroad alternative to college, there are more practical plans.

"Some students are being trained to go straight to work at institutions like South County Tech. After going to technical schools, students are able to go into the world of work. Of course, their salaries would be higher if they attended a technical college like Ranken, but they will still have the skills. Some students are going to community college...My advice would be to do that for one or two semesters, because going to community college can prolong the time spent in school rather than graduating."

One student, senior Drew Snodgrass, is planning to go to college, but will have a couple non-traditional variables that he will partake in during his tenure at school. Snodgrass decided to join the Reserve Officers' Training Corps (ROTC), and his reasoning is his desire to be involved in the armed forces.

"I wanted to have a career path in the navy or air force," Snodgrass said. "They are paying for four years of school and then I will become an officer in the navy automatically. I had to apply for the scholarship online, and they called me to tell me that I was automatically eligible. I went to the St. Louis ROTC Office, and they gave the scholarship to me right away. I just had to choose a school to use it at. I chose the University of Missisippi because of its Naval ROTC program."

According to Leonard, there are more benefits to joining the various facets of the armed forces than just the financial

"You can earn money for college," Leonard said. "After service has ended, you have a big chunk of money to put toward school. It's also a way of seeing the world and establishing close relationships that you'll have for the rest of your life."

Snodgrass is well aware that while he will experience typical college activities, he has other commitments in addition to those simply offered by the University of Mississippi.

Leonard believes that joining the armed forces in any way is a noble alternative to the traditional transition to college life. "There are absolutely positive aspects to participating in the

armed forces," Leonard said. "The most positive aspect is that you are doing our country an honor by protecting us. We are lucky to have students who are willing to do that." Whether studying abroad, entering the workforce or join-

ing the armed forces, or simply attending college, the graduat-

ing class of 2009 will be facing a huge amount of change. ③

Katherine Greenberg

One of the hardest jobs at Clayton High School is substitute teaching. Even though CHS has many substitute teachers, one is recognized more than some of the others.

Sheila Cohen has been a substitute

teacher for 17 years in various districts. "She's like my school Mama," junior Drew Hall said. "She's so nice to everyone that you don't want to do anything wrong.'

Cohen was a history and social studies teacher for two years and then switched to working as a substitute.

"I come to know all of the kids at the high school," Cohen said. "I only sub at the high school, so because of that I'm able to watch kids grow when I see them come in as freshman to when they graduate."

Cohen said she has three basic rules about substitute teaching.

"You have to enjoy being with kids," Cohen said. "You need to be relaxed and not uptight, and a sub needs to have a sense of humor."

Many students think Cohen has described herself.

"Her smile always brightens my day," senior Patrick Cunningham said. "It's always a nice surprise to walk into a room and see that she's the teacher." Cohen's concern for the students

is only part of what she likes about the

"My favorite thing about being a sub is that every day is new and interesting," Cohen said. "My favorite classes to sub in are history and English because those are the classes that I have taught

There is a fine line between being a relaxed sub and letting kids do whatever they want when the teacher is gone.

"I never act up when she's my sub," junior Jen Maylack said. "She does a good job of keeping the class in order."

Cohen said past experiences help her keep order in the class.

"At another school a student climbed out of a window to get out of class," Cohen said. "It was only the first floor but it was still pretty crazy. I also get a lot of kids that ask to go to the bathroom and never come back.'

Many students appreciate the order that she brings to the classroom.

"My favorite thing about Mrs. Co-



Ms. Cohen, a veteran substitute teacher, helps Wonseok Song as he works on a computer.

hen is that she has much better control over students than other subs do," junior Madeline Docherty said.

Substitute teacher well-known, well-liked

Students can see when a substitute is putting on a show to teach something they do not know much about.

"My biggest pet peeves with substitute teachers is when they try to teach subjects that they know nothing about," junior Arielle Johnson Orange said. "I always have subs that instead of just letting us watch the movie that the teacher leaves for us, talk to us about what is in the movie even though we've been studying that subject and know everything they're telling us."

One thing students are in agreement about is that they like the familiarity that comes with having Cohen as a sub. Students are much more inclined to do their

work and listen to a teacher that they are familiar with than someone they don't "I like that she always lets us go to the

but she makes sure we get our work Cohen will continue to be a substi-

bathroom," Hall said. "She's laid back,

tute teacher for many years because two of her grandchildren are in elementary school and they expect her to be their substitute teacher when they get to the high school.

"I am sad for this graduation because I am going to miss so many of the kids that are graduating," Cohen said. "I am of course happy for them because it is such a milestone but on the other hand I am upset that I am not going to see so many of them anymore." (



The cast of "Star Trek" works hard to live up to the expectations of their fan base

'Star Trek' appeals to die-hard fans and new comers alike

Ellie Bullard

The advertising campaign for the new blockbuster hit Star Trek mainly focused on the universal appeal of the movie. They claimed that the film wasn't just for fans of the original Star Trek series.

I knew that this was a good thing when I told my dad that "I mean, I know who captain Spock is." I have never seen a full Star Trek episode. Unlike my parents, I did not grow up watching the show, and I did not have a good background going into the movie.

However, although I am not the most erudite Star Trek fan on the planet, I was not only able to follow the plot of the movie but was able to enjoy it as well.

The original Star Trek was a T.V. show in the 1960's. The series followed the crew of the starship Enterprise as it patrolled the galaxy on behalf of the Federation, a kind of peace-keeping body in space. The original T.V. show included personalities as Spock and Captain Kirk, who have become deeply integrated into American popular culture. Originally, Spock was played by Leonard Nimroy and Captain Kirk was played by William Shatner. The ever logical, part-Vulcan Spock and the rugged leader Kirk were joined by characters such as Dr. Leonard "Bones" McCoy, the fatalistic doctor, and Montgomery Scott, the eccentric scientist/techie.

Ironically, the actual series only aired for three seasons. After its termination, it spawned a cult following. Numerous movies and companion T.V. shows were made to continue the original series' story of Star Trek.

The new movie, Star Trek, is a prequel to the original series. It follows Kirk and Spock, along with the other various characters, as they meet for the first time on the starship Enterprise. Kirk is cocky, reckless, and quick, still shadowed by the early death of a father he never got to know. Spock, half human and half Vulcan, is torn between a world of emotion and one of uncompromising logic.

Both end up at the Cadet Academy--Kirk from his native Iowa, and Spock after refusing acceptance into a Vulcan Academy. They immediately clash when Kirk beats Spock's "unbeatable" test. At the Academy, we are introduced to other members of the cast, such as the feisty linguist Uhura (who, in the original series, was one of the first black characters on T.V.) and a disoriented doctor "Bones." The characters are thrown together when a distress signal is intercepted from a Vulcan ship. What ensues is a wild ride through space that proves to be exhilarating and visually stunning, a well-acted and thought-out reboot of the original series.

Heartthrob Chris Pine plays James Tiberius Kirk in this new installment of Star Trek, providing a refreshing spunk to Kirk's personality that perhaps is not as evident in the original series. Heroes star Zachary Quinto plays Spock and plays the part perfectly.

The entertaining script and the fastmoving pace of the film will keep any audience engaged. The advertising campaign was right--this movie isn't just for Star Trek fanatics, but for anyone who wants a diverting escape.

Although the movie is just the beginning of the Enterprise's expeditions, it is slightly nostalgic for the original series, especially after Spock and Kirk become

Hopefully this Star Trek movie will be remembered as the revival done right and--with any luck--the Star Trek series will continue to boldly go where no man has gone before. 🏵

'The Soloist' is not the traditional inspirational movie

Maddy Bullard Editor in Training

"The Soloist" was one of those movies you think about after you leave the theater. It's a film that truly makes an impression; it interests and even con-

The film is about Steve Lopez (Robert Downey Jr.), a down-and-out journalist who recently suffered a head injury in a bicycle accident. Still somewhat groggy and disoriented, he meets Nathaniel Ayers (Jamie Foxx), a schizophrenic street musician, by a statue of Beethoven in the park near where he lives.

Lopez is fascinated by this colorful, chattering man, and soon learns that he is a Juilliard alumnus, who originally played the cello. Now Ayers is homeless, living on the streets and playing a violin with two strings.

Jamie Foxx's portrayal of Ayers is incredible. One of the greatest aspects of the film is the flashbacks, showing Ayers's childhood, attachment to music,

and eventual deterioration at Juilliard. Foxx transports the audience into the tortured, frightened, and at moments, deranged mind of this brilliant musi-

Foxx is not the only bright spot in the film; Downey makes the dynamic of begrudging friendship, and eventually compassion and even love, work. He does a perfect interpretation of the cynical journalist, who seems just not to care—and then he surprises immensely by transforming into a compassionate, but conflicted character.

As the film continues, Lopez writes a column about Ayers, and an enchanted reader mails a cello to the newsroom.

Their relationship is strengthened when Lopez brings Ayers the new cello. Lopez, in an attempt to help Ayers get his life together, makes him come to the Lamp neighborhood of LA.

I was truly affected by the portrayal of the homeless, the colors and the music intertwining to create a haunting and almost mournful feeling. The scene was so vivid, and seemed starkly real. Even

though there was no back story to any of these characters, they still pulled at my heartstrings.

Lopez continues to write about him and attempt to help him make a new life for himself.

Eventually, however, Lopez's efforts backfire. His columns bring attention to the homeless neighborhoods of LA, and the mayor creates a new campaign to clean up these areas. When Lopez visits Lamp community again, the police are swarming around, arresting anyone in their way.

Lopez tries to get Ayers an apartment, but Ayers is reminded of his apartment at Juilliard, where he first began to hear voices. The scenes showing Ayers's first schizophrenic episodes are compelling. The combination of tempestuous music, intensely whispering voices and intimate cinematography show his distress and confusion perfectly. For Ayers, the idea of living by himself in an apartment is terrifying.

When Lopez finally feels he can't handle a friendship with Ayers, he gives the musician some papers to sign about his condition. When Ayers sees the word "schizophrenic," he pushes Lopez to the floor, insisting, "I do not have a schizophrenic mind!"

This scene is also powerful and convincing. Downey's fear is palpable, and Foxx shows his versatility, switching the mood from carefree and almost childlike to sinister and alarming in a flash.

Lopez decides not to give up on Ayers after all. He calls Ayers's sister, who has missed Ayers since he left Juilliard after developing paranoid schizophrenia. Lopez and Ayers are reconciled, and the film concludes with a sense of justice.

The film ends with reconciliation, but the ending is not cliché. There is no reassurance that things will get better, that everything will be OK, or that Ayers will be cured of his disease. The only thing that is for certain is that a steadfast friendship has been forged. That's the beauty of this film—for all the complications, all the conflicts and problems, it's still a simple story about the strength of compassion and kindness.



Jamie Foxx and Robert Downey Jr. give stunning performances in "The Soloist."

'17 Again' lacks content and acting, appeases Efron fans only

Reporter

Those eyes! Those lips! That perfectly-

coiffed hair! Omigod, it's Zac Efron! Okay, so maybe I didn't hear exactly that, but I did hear plenty of shrieks when I went to see the movie 17 Again, starring "High-School Musical" alum Zac Efron. Despite its all-star cast, 17 Again falls below the line. With a shaky plot line and several creepy moments,

this film was not one I enjoyed seeing. The movie opens with a scene of the young Mike O'Donnell, played by Efron, shooting hoops without a shirt. Cue the shrieking. Young Mike has it all, even a potential basketball scholarship, but he throws it all away to settle down with his pregnant girlfriend, Scarlett.

Fast forward 20 years into the future, where Mike is suddenly middle-aged, played by Matthew Perry, who is in dire need of his morning espresso. Things have gone down the tubes for Mike, as he is working at a mediocre job, has no relationship with his children, is in a messy divorce with his wife (Leslie Mann), and is living with his geeky, super rich best friend Ned, played by Thomas Lennon. After being passed over for yet another promotion, Mike goes back to his old high school to reminisce about his "glory days." It is here that he meets the school janitor, who can only be described as a combination of Santa Claus and a Sith. Soon enough, Mike tumbles

into a wormhole/river tube, and, behold! He is 17 (again).

After a strangely funny bit where Mike must convince Ned of who he is, complete with a light saber fight, Ned and Mike don't know what to do. At a loss, they decide to enroll Mike in his high school, so he can live the life he

never had. The rest of the film consists of Mike trying to fit in and, at the same time, be a good father to his two children, who go to the same school.

As far as plot lines go, this film was not the best. Riddled with plot holes (wouldn't the kids recognize dear old Dad from old pictures?) and luke-warm emotions, 17 Again can barely stay afloat.

The director seems to have realized this, as he attempts to make up for it by placing Efron front and center, with enough good lighting to make someone forget what it is they are watching.

In addition to the half-baked plot, there are enough cringe-worthy moments to make me want to go hide behind my seat. The dancing scene with Efron and Mann is awkward enough, but the bits just keep coming. Soon, Mike has to fend off girls left and right, all the while playing the champion for abstinence. A

friend pregnant at 17, but who's keeping track, right? The supposedly emotional scene where Mike attempts to get the students to not have sex was so bad that I nearly choked on my popcorn, I was trying so hard not to laugh. But, the final

indignity comes when Mike has to fend

plot is flimsy, and the

ments are almost too

much to bear, but the

cring-worthy mo-

off a surprisingly persistent advance by his own daughter, played by Michelle Trachten-The acting is poor, the berg. Although the film is rated PG-13, that was not enough to deter preteens wanting to see Zac Efron. They were probably scarred for film as a whole is okay. life from the things in this film. In my opinion, this constitutes poor planning on the

> director's part. The acting does not fare better then the plot. Although Efron certainly has star appeal, his acting is a little lacking. He can deliver his happy, easy-going lines without a hitch, but things get messy when it comes to other emotions that don't involve smiling. His "emotional" scenes are not convincing at all. Despite what he is saying, there is just something too calculating behind those blue eyes to make one believe he is really about to cry.

The one bright spot of the film is pre-

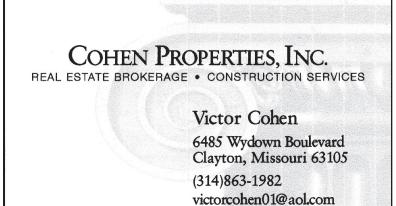
Hilariously geeky, Ned is an internet billionaire, living in a huge house decorated with memorabilia from "Star Wars", "Lord of the Rings", and various comic books. He eats Captain Crunch for breakfast; he sleeps in a cruiser from Star Wars; he speaks Elvish. Thomas Lennon gives a brilliant performance, making me actually look forward to his scenes throughout the movie. If it weren't for Efron, Lennon would completely run away with 17 Again, and we would be all

too happy to oblige. Eventually, Mike realizes that he would have picked the same thing all along, and reunites with his wife. Also, he gets his son on the basketball team, gets his daughter away from her soon-tobe-in-jail boyfriend, and sets up his best friend with the principal of the school. And he builds a better mousetrap. Ah, if

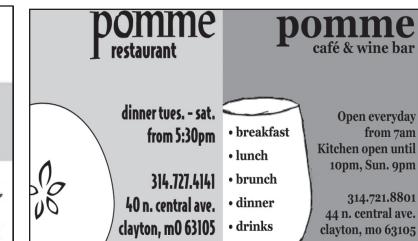
Overall, I give 17 Again three stars out of five. The acting is poor, the plot is flimsy, and the cringe-worthy moments are almost too much to bear, but the film as a whole is okay. Lennon more then makes up for the failings of his fellow actors, and the message is cute enough to work. Normally, I would have given this film a lower rating, but there is a danger factor that comes with critiquing a Zac Efron film. If I value my life, and possibly my sanity, I will not give this movie a bad review. I do, and so my final verdict is a three out of five. Happy?



Zac Efron stars in "17 Again," giving a poor performan that only stays afloat due to his charm and good looks







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cludes a costume designer, set designer, and composer for the music," Spirt said. "We often even have a choreographer because sometimes fight scenes are required for certain plays."

In addition to the director, the rest of the artistic team also demonstrates impeccable qualifications. For instance, Tim Case, set designer, is the head of theatre design and technology at the University of South Dakota while John Wylie, lighting director, is the head of design tech at Webster University. Other members of the team are Sara Jean Tosetti, costume designer, Paul Dennhardt, fight director and Scott Killian, original music.

After the artistic team is assembled, they must attack even more tasks.

"All of this organization, including cost, is put in place by December or January," Spirt said. "Auditions then occur in both St. Louis and New York, with the local cast selected first, depending on the director. The last details come together roughly by April 20, then re-

There's a magic and

community coming

together at the festi-

val, sitting together,

sharing stories, and

Marilyn Spirt

Managing Director

picknicking.

camaraderie about the

hearsals begin starting April 20 and the actors are ready to perform by May 20."

"The set is first constructed in an indoor facility. The design team first meets in St. Louis, and from that meeting they create the general ideas for the set and formulate the cost of the design."

However, Shakespeare Festival has undergone some major changes compared to previous

"We're really lucky this year to have some improvements. This year, the space is going to be hugely different"

These huge changes have resulted from the "Shakespeare Glen Site Improvement Plan". In addition to giving the Festival site a new name: Shakespeare Glen, The Forest Park Advisory Board unanimously approved the plan which enacted improvements such as drains, the Missouri limestone wall with a berm behind it to provide a more level area for

erators, which burn quickly through fuel and to reduce long-term construction and operating costs.

In addition, the hillside is being graded to direct the drainage and increase seating comfort and visibility. The improvements were completed fall 2008.

Spirt supports the improvements and the long term benefits they will have on the Shakespeare Festival.

"The improvements will not only improve the space for the audience but also improve the area permanently for both the festival and the park," Spirt said.

Although the improvements to the festival's location will be beneficial, the play itself truly defines the setting.

"'Merry Wives' is a comedy, which is really just what the city needs," Spirt said. "It's about love and laughter and acceptance, enforcing the acceptance of Falstaff and his wayward ways."

Though the comedy's original setting is England, the artistic team has morphed the production to be locally colorful. "Set in the 1920s in Windsor Mis-

souri, loosely dated around the fourth of July, you can really see some similarities in the set to St. Louis," Spirt said. "There are plenty of references to the city such as the 1904 World's Fair and the Farris wheel."

With a unique theme and setting, "The Merry Wives of Windsor", the vibrancy of the period will certainly be apparent.

"There will be some

1920s period music associated with the festival," Spirt said. "There might even be a

bit of the Charleston.' However, creating a vibrant 1920s atmosphere proved to be difficult with the barsh economic times in the USA.

"The festival was put on a diet, like everyone else," Spirt said. "Budgets were significantly cut and we are now doing things very carefully. We are still doing what is necessary to bring a fabulous festival to the city, but it definitely has no

"With the exception of 'Jeff the Jug-

attraction, features entertainment such as Juggling Jeff, Josh Routh the Fire-Eating Clown, The Kingsbury Ensemble, CO-CAdance, Missouri History Museum performances, strolling performers, and a mini-play that introduces the charac-

Elimination of the festival's frills continued beyond the 'Green Show'.

"We also simplified the set, while last year the set was huge," Spirt said. "Many people, however, have been kind in giving assistance. We were also able to have free actor housing for those actors traveling in from out of state, which was difficult to find. The production truly is a challenge every year, particularly this year, because the festival is free. Next year will be just as challenging."

Regardless of financial troubles, the Shakespeare Festival continues to be vital to the development of te St. Louis com-

"The festival is important on so many levels for the St. Louis community," Spirt said. "No English poet contributed as much as Shakespeare to literature in the western world. Even now, we quote him every day. He is truly in the vernacular of our culture, impacting us civically, educationally, and culturally."

The act of participating in such a communal event is a benefit in itself to

"Having the community come together is great, it really helps the educational playing field," Spirt said. "The festival brings people out away from their TVs and video games, something that is particularly important this year. In many ways the festival brings people back to

Truly, the Shakespeare Festival harvests a distinctive atmosphere that ultimately improves the St. Louis commu-

"There's a magic and camaraderie about the community coming together at the festival, sitting together, sharing stories, and picnicking, Spirt said. "It really enhances the quality of life not only for individuals but for the city itself."

"The Merry Wives of Windsor" is performed at 8 p.m. nightly in Forest Park, May 20 through June 14 (except Tuesdays). The pre-performance 'The Green Show' is presented at 6:30 PM. All shows are free. 🚱

Shakespeare Festival faces challenges, evokes change Shakespeare festival, 13 the stage, and permanent electrical connections. These improvements are aimed to the Green Show' are doing so free of charge," Spirt said. These improvements are aimed to the MCs, all of the people participating in the Green Show' are doing so free of charge," Spirt said.

Bright colors, ruffles, sheer fabrics, and tribal jewelry celebrate the whimsy of summer dress.

With the recent cool, rainy weather, it may seem too soon, but summer is almost here. That means it's time to shed some layers, and add some summer style into your wardrobe. Everything from sheer fabrics to ruffles to destroyed denim is coming into style, and everything from jean jackets to hobo bags are making a major comeback.

Thus far, one of the most popular trends has been ethnic tribal pieces; everything from shoes and shirts, to jewelry and pants -- channeling your inner tribal goddess is key to looking your best this summer.

Many magazines have editorials explaining how to incorporate these styles, such as Bazaars March 2009 editorial "Global

Another great style element the tribal shoes imply is the statement piece. Statement pieces are a very bold trend to try out this summer. Fancy stiletto shoes with beads, feathers, strings, ruffles and daring fabrics all make up the elements of this summer's sexy statement shoe. Although these styles are big with designers this season, a few great knock offs can be found at Bebe or even Bakers Shoes.

"Many tribal inspired pieces go great with gladiator flats and cute shorts (not supper short) for the summer," sophomore Grace Brumley said.

And if anyone should know something about bravery as far as style, it's CHS own Grace Brumley, who had a significant amount of stylish clothing in this year's student run fashion

Other great statement pieces are oversized bangles and large exotic bib necklaces seen in magazine spreads from Teen Vogue to Instyle. The bib necklace is an urban-chic makeover of the ever-so popular choker necklace from the '90s.

"It looks great with really bold colors, but can even be put with a cute black dress on a weekend," junior Chelsea Hesterberg said. "There's even a really cute yellow-stone one from Vera Wang that I like." If you can't grab a Vera Wang bib necklace by summer, buy-

er-friendly places like Forever21 and Urban Outfitters carry very stylish ones as well.

Don't call it a comeback, but Hobo bags, and the jean jacket are back. The hobo bag contains its original bohemian approach, while the jean jacket takes a turn down trendy lane.

Designers have added symmetrical shapes to the jacket, along with shoulder pads for a rock inspired look, or even quarter length bubble sleeves for the city-girl look. Trendy boutiques such as Ziezo in the loop, Paperdolls found downtown on Washington Avenue, or The Time Boutique, also on Washington Avenue.

If you haven't seen a girl walking down the street in baggy jeans with a multiple folded cuff at the end, you must be hiding under a rock. The "boyfriend" jean, made popular by celebrities such as Katie Holmes and Vanessa Hudgens is a major trend.

"The boyfriend jean adds edge to a girly top and ins just plain comfortable," Brumley said. "The boyfriend jean can be worn in countless ways. They look great rolled up at the bottom with strappy sandals and a tank, as well as a loose shirt, tucked in with a belt." Brumley added about her personal favorite this summer.

The Boyfriend jean can be found in stores such as Target, or even places like Dillards and Splash. But in order to make the look more original and natural, professionals suggest an old pair of your mom or dads jeans, maybe even your own folded loosely up to the ankle.

Another Denim trend is the destroyed or ripped skinny jean. This trend has made a comeback with the help of designers like Yves Saint Laurent, and Dolce&Gabbana, but can be found conveniently at stores like Hollister Co., Splash, and Dillards. True Religion, Rich Girl, and Joe Jeans are brands to look for in these stores.

"Distressed jeans are simple and chic at the same time, and look great with booties, a loose tee, and a vest," Brumley said.

Of course summer isn't summer without swim wear. Simple floral patterns on skinny bikinis give a hippy vibe, as well as mix and matched tops and bottoms, which give an urban flare. Both of these styles can be found at H&M for great prices, allowing you to extend your swim wardrobe.

As you fall in love with trends this summer, remember one thing; nothing lasts forever. Try and make your wardrobe stretch into the fall, and maybe even winter months of next year. With the economic crisis, keep in mind many other things you can spend your money on, and buy affordable trends with maybe one splurge on your favorite item. (









also popular this spring.

Top, junior Hannah Klein, middle, freshmen Fatimah Austin, and bottom, junior Kelley Dufour show off their spring wardrobes including florals, chunky necklaces, and bright colors. Left, sophomore Ruthie Polinsky models her metalic, ruffle sandals. Trends such as jeans jackets, boho bags, and tribal apparel are



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J Lifestyle Globe May 26, 2009

CHS Film Festival students have the upper hand

Simone Bernstein

Eighteen films, 50 audience members and six categories. The first film festival at Clayton High School was held on Sunday, May 3, 2009. Twenty films were submitted to the festival and 18 were accepted.

David Hoffman, Instructional Technologist at CHS, created the film festival along with CHS English teacher Katie Storms. Student Director, Nate Townsend, and his assistant, Ryan Shields also worked to establish the film festival.

"The film festival gives students an opportunity to showcase their talent and creativity," senior Krishna Vemulapalli said.

While visiting another high school, Hoffman found the inspiration for this festival.

"I visited a school district in Seattle last year that has an annual festival and knew that it was something we could do in Clayton as well," Hoffman said.

Hoffman created the film festival because he noticed many students were interested in film-making.

"From working with Ms.Chappuis and Mr. Meyers in their Film in American Society class I saw there was a lot of student interest in film-making," Hoffman said.

There six categories in the film festival included animation, dramatic narrative, comedic narrative, music video/art film, documentary and news feature. The judges only received film entries in dramatic narrative, comedic narrative, documentary and music video/art film.

At the festival awards were given out to the best films in each category. The award for overall best in festival, best dramatic narrative, and best comedic narrative went to sophomore Austin Vondras for his films. Other awards were given to junior Jake Leech for his film "Xenophobia", junior Ben Petrofsky



Students, teachers, and parents are awaiting the start of the 2009 Clayton High School Film Festival.

for his film "Vengeance", senior Drew Snodgrass for his film "Lost", senior Elliot O'Dea for his film "Can't Stop" and junior Alexander Grayson and senior Nathan Crall for the film "Personal Target". Honorable mentions went to junior Allie Lake for her film "We Have Problems", junior Nick Van Almsick for his film "Intruder" and junior Orion Wilkinson for his film

"The Needle". "Some of the films were much more sophisticated than I expected," Hoffman said, "I was very impressed with the amount of thoughtfulness and hard work devoted to the making of the films and I also found the variety of work very

Each film was judged by 16 students and teachers.

"I judged all of the films," Storms said, "It seemed like every single student who submitted a film really enjoyed the art of film making. All of the film makers put time into their films, and it showed. I loved the enthusiasm, and I am looking forward to the next festival. I am also excited about showing all of this year's films at the Hi-Pointe Theater this summer."

Junior Allie Lake created the film "We Have Problems," which won an honorable mention.

"I created a music video because for me, music has more of an emotional effect than words alone," Lake said, "I thought that the particular heartfelt Sufjan Stevens folk song I chose, coupled with visual footage, would be a powerful way to convey my message of teen and world problems."

Some students entered the film festival with minimal skills or experience in filmmaking.

"I decided to enter the film festival because I wanted to try out a new creative outlet," Lake said, "I didn't have much experience, and I didn't have a clear idea of what I was going to do, but I just felt like I needed to communicate some sort of message through the medium of film."

Inexperienced students can improve the effects of their film by talking with Hoffman or other students.

"Just be creative and explore the area of film that suits you best," Lake said, "There are no boundaries. However, a lot of the judging is based on special effects and professional-looking cinematography, so inexperienced filmmakers may want to talk to Mr. Hoffman or other students for advice about special effects and movie-editing programs.'

The film festival next year will be held on May 2, 2010. Add the CHS Film Festival to your list of cinematic showcasing CHS students. Soon Cannes and Sundance Film Festival applicants might be competing with the budding and imaginative students in the CHS Film Festival. ③

'Hairspray' is prasied for increasing success on Broadway and at the box office

Taylor Stone

Fused with flamboyant characters, authentic-sounding 1960's pop music, and even a dash of social criticism, "Hairspray" boasts vibrant supremacy over shows lacking that colorful fusion

Sadly, the musical's last performance at The Fabulous Fox Theatre in St. Louis was April 26. "Hairspray" was performed at "The Fox" from April 24 through 26.

The musical was based off of the 1988 film of the same title. Marc Shaiman provided music, while lyrics were provided by both Scott Wittman and Shaiman himself. In 2002, both men received Tony, Grammy, and Drama Desk Awards for their work in "Hairspray". The stage book was written by Mark O'Donnell and Thomas Meehan, who shared the 2002 Tony Award for Best Book of a Musical.

The musical truly possesses an impressive record. In its first year on Broadway, the show earned eight 2002 Tony Award awards out of 13 nominations, including Best Musical and Best Original Score (Music and Lyrics). The musical also was awarded nine 2002 Drama Desk Awards out of 13 nominations as well as awards from various other organizations such as Critics' Choice Theatre Awards, Theatre World Awards, and Evening Standard Awards. The London West End production was nominated for a record-setting eleven Laurence Olivier Awards, winning for Best New Musical and in three other cat-

Though "Hairspray" played its final show on Broadway Jan. 9, it has had lasting success, having enjoyed U.S. national tours and numerous foreign productions. It was also adapted for a 2007 musical film.

The story is set in 1962 Baltimore, Maryland, Tracy Turnblad, a "pleasantly plump" teenager, harbors a love for both her hometown and "The Corny Collins Show", a local TV dance program featuring teenage performers. Longing to be on the show, Tracy goes against the wishes of her shy and plus-sized mother Edna Turnblad and auditions for the show, only to be scrutinized by the thin, blonde show member Amber Von Tussle and the shows' producer Velma Von Tussle, Amber's equally blonde and villainous mother. However, Tracy stands by her

dreams at her school dance when she impresses Corny Collins himself with her hip dance moves and ideas of the integration of blacks and whites in the show. When Tracy is admitted into the show, she becomes a celebrity over night and competes for Miss Baltimore Hairspray with Amber and even catches the attention of Amber's boyfriend, Link Larkin. However, Tracy launches a campaign to integrate the show after seeing the injustice imposed on the African-American performers and must battle to save her dream.

The musical can be accurately described in one simple word— entertaining. The show combined humor, dance numbers, and songs that inspired toe-tapping and humming in the St. Louis audience. The musical truly was an experience rather than a performance, as audience members felt part of Tracy's journey— whether it was a march for civil rights or just a dance number. The atmosphere of the production was highly energetic, much like Tracy's personality, with colorful sets and costumes embodying the overall tone. With a bold characterization and unique plot, the show was composed with humor including 1950s and '60s historical references.

The largest highlight of the entire production was the lead actress, Brooklynn Pulver, who had performed the role of Tracy in several countries such as Japan and China. Pulver showcased impressive vocal talent and bubbly energy in songs such as "Good Morning Baltimore", "Without Love", and "Welcome to the '60s". Pulver seemed to take her role to a new level and demonstrated obvious likeability. Pulver truly established herself as the star, not taking a backseat to other impressive minor characters, holding the weight of the show on her own back.

Another highlight of the show was Drew Davidson, who played the role of Wilbur Turnblad, Tracy's father. Eerily, he sounded almost exactly like Christopher Walken, who portrayed the same character in the film version, which is a compliment indeed.

Another notable performance was that of Lisa Linette, who played Motormouth Maybelle, host of "The Corny Collins' Show" on "Negro Day" and owner of a downtown record shop. Linette easily was the most talented, at least vocally, in the entire show. In songs such as "Big Blonde and Beautiful" and "I Know Where I've Been", Linette displays both immense vocal skill and a distinct addition of depth to her character. Another highlight was Ariel Tyler Page, playing the wicked Velma Von

Tussle. Page was the picture-perfect villain, down to the last evil laugh. With composure similar to 'The Wicked Witch of the West', Page's energy combated that of Tracy Turnblad herself. Page shows her fangs in songs such as "(The Legend of)

One actor who was less than satisfying was Jerry O'Boyle, who played Edna Turnblad. While O'Boyle and Davidson together were hilarious in songs such as "(You're) Timeless to Me", by himself he was not as vivacious as the character of Edna deserved to be. Matthew Ragas, who portrayed Link Larkin, Tracy's love interest, seemed bland compared to the other actors and their dynamic performances. However, Ragas may be unfairly judged, especially because he is doomed to be compared to Zac Efron, who brilliantly played the character in the

As an entity, the cast of "Hairspray" was brilliant. It would be impossible to list every single actor and the extent they contributed to the overall energy of the production. Each minor character added to the vibrancy and enthusiasm of the perfor-

The production itself was exceptional down to the last detail. The scenic design by David Rockwell, costume design by William Ivey Long, and wig and hair design by Paul Huntley ere brilliant. The authentic '60s atmosphere was solely be cause of the bold colors and light designs, as well as the gaudy wigs. Flashing, colorful lights, ridiculously high hairstyles, as well as the beautiful costumes truly made the production a

The true star of the musical was the songs themselves. At the end of the show, when the cast was bowing and audience members stood for a standing novation while they thunderously applauded, Tracy herself, Brooklyn Pulver, instructed everyone to dance along with the final song, "You Can't Stop the Beat". What's remarkable about this moment is that audience members promptly agreed, dancing in their seats and the walkways.

The music and overall production of the show has undeniably created a magical experience for audience members, successfully immersing viewers into another time period and creating a new, active form of entertainment. Truly, the beat of "Hairspray" really can't be stopped. And really, who would



Tracy Turnblad, the "pleasantly plump" teenager, struggles through some of the same issues as many teenagers do today. With her positive attitude, Turnblad takes the stagae and delivers believing nothing and no one can get in her way.

like fruit tarts and lemon bars, and finally one with "drier" baked goods such as bagels and iced cookies.

Ironically, the highlights tended to be the "healthier" menu items. Particularly notable was the potato soup, which had an excellent creamy, chive-y flavor. Though the tagline claimed it had a "touch of pepper" there were no detectable spicy notes in the dish at all. Very rich and filling, its only detraction were the chunks of potato themselves, which were severely overcooked. Instead of providing bite to the dish, they practically melted into the soup itself.

The tuna salad sandwich and accompanying Caeser salad were good and mediocre respectively. To their credit, they both utilized fresh lettuce and tomatoes, however, both were overly sweet (the Caeser from the dressing, and the salad; from the mayonnaise) and neither had any particularly outstanding

Unfortunately, neither dessert lived up to the standards set by the main meal, and in fact; the cheesecake was perhaps the worst item we sampled from the menu. The key lime cheesecake had a sweet if overly soft crust and a serviceable flavor, probably as close as one can get too real "key lime" filling in the landlocked Midwest. However, it was topped with a thick layer of saccharine white and green icing that distracted from the tart flavor. Far worse, words fail to quantify the precise nature of the green goo squirted across the plate as decoration, though the appearance alone was described both as "radioactive-looking" and "reminiscent of alien secretions."

Indeed, the comparisons might well have tasted better: said goo had a sharp, artificial flavor with an oddly oily aftertaste. Between the top layer of icing and the bottom layer of Godknows-what, the pie could only be rendered edible by turning it on its side and mashing it with a fork.

Finally, the cinnamon bun had a good, slightly spicy flavor, and, unlike its sloppier, gooier cousin the Cinnabon, kept its icing under control. Unfortunately, it was also rather stale.

While it had relatively good ambiance and an enjoyable soundtrack playing in the background, on the whole Daddy's was just that: relatively good, and relatively enjoyable. Nothing in particular stood out, and, like the smiling man who represents it, the restaurant proved to be at once pleasant and utterly



The newest hot spot with the meals and treats to prove it

Gabrielle Lachtrup

My Daddy's Cheesecake at 6451 Clayton Road is a warm, inviting sort of place—cheery, family-friendly, filled with all types of sugary goodness—and the franchise won't ever let you forget it.

The head of Daddy, a smiling, mustachioed visage akin to the guy from the Monopoly games, is plastered everywhere, from the food labels to the kitchen equipment to the overhead curtains. He even gets his own bottled water. Where the little man has yet to be printed or sewn, such as the cash register, stickers of him are slapped prominently where customers can see them. Such is the nature of My Daddy's Cheesecakepleasant and innocuous, but also hyper-branded and ultimate-

In its favor, Daddy's has a great menu selection: they offer breakfast, lunch, and nominally dinner. For breakfast there is an entire menu section devoted to omelets, as well as muffins and other heavier carbohydrates. Lunch and dinner offer a whole host of options; everything from turkey honey wraps to grilled Caeser salads to three kinds of soup are offered. The main focus, however, is on the dessert, with three large cases devoted exclusively to them: one for cheesecake, with flavors like Forbidden Fudge, Praline, and Berry Swirl, one for items



The newly built patio of My Daddy's Cheesecake can be viewed by many at 6451 Clayton Road, a new cafe that welcomes all customers.

opinion · personal · staff-ed · letters Forum



Student believes torture is unjust, unnecessary measure

I scream for help but no one responds.

Barely able to breath between my cries for help, my aching rib cage and the involuntary jerks of my body, I think of ways to escape from the wrath of my aggressor.

Not able to get away, I scream again before I give into my aggressors' demands.

I gasp for air and pause one last time to see if my mother will come to save the day, "MERCY!" I screamed. I could no longer take the agony.

For any of you with older siblings, this story may ring all too familiar to your childhood, as it does to mine. Countless times through out my youth, I fell victim to what is commonly known as tickle torture.

Although tickle torture may not be classified as one of Dick Cheney's "enhanced interrogation techniques," it is the only personal experience I have had with torture.

Regardless of its playful nature, tickle torture still seems to be very applicable to the torture argument currently brewing in D.C.

In the news lately there has been a lot of talk about the effectiveness of torture. What a joke.

The things I used to say to my brothers to have them stop tickling me were shameless. I even yelled mercy. The sense of defeat and embarrassment tied with that word after a tickle torture was as if I had surrendered a war. But I was in enough agony to do it.

I can't imagine the things someone actually being tortured would say to have the torture stop. Could someone even have falsely linked Al Qaeda and Saddam Hussein? I don't think that is beyond torture's realm.

The point is that torture can't possibly be as effective as some politicians say that it is. Just try tickling one of your friends and see what they will do for you stop if you don't

The point is that there is no reason to justify torture, especially if it is just going to give us misleading and tainted information.

> However, for those of you who aren't ticklish or still believe that torture is effective, let's look at it from a different angle.

If it is assumed that we lived in a world in which torture is always effective, where under every circumstance and situation it gave reliable information, should we use it?

I say no.

If the U.S. tortures terrorists or dangerous criminals for information, the country is stooping down to the same level our enemies.

Justin Elliot If the U.S. is to show the world the correct

way of doing things, when we torture, we are showing the terrorists that what they are doing is acceptable.

Furthermore, torture is a disgrace to our country. Not only are we just creating more enemies and making our existing enemies hate us more, but also, in the eyes of the rest of the developed world, we look like fools and hypocrites.

And for all of you who think that torture saves lives, if the allegations against Dick Cheney that he ordered torture to be used to procure information linking Al Qaeda and Saddam Hussein are true, then I believe that torture actually caused

Student uses technology to connect with others

A weird phenomenon occurs when I first wake up. Well, after I have hit the snooze button several times, to be more exact. I reach for my phone and check the time. I then proceed to catch up with my friends all around the world, via e-mail, Facebook and other platforms, without even removing my covers.

Of course, to my peers and me this seems completely normal, although even 20 years ago my Blackberry would be the stuff of farfetched science fiction.

With cell phones and computers, we can be in almost constant contact with our friends and get up-to-the-minute information about what they are doing. I know that I sure

of course. Although I am a Facebook aficionado, Twitter has never appealed to me much. If you

do my share of "keeping in

touch." But not during class,

are reading this newspaper, chances are you know what Twitter is. But in the interest of catering to as wide an audience as possible, I will briefly explain it.

Twitter is intersection of cell phone applications, texting, and a social networking website. The explanation posted on Twitter's website is as follows: "Twitter is a service for friends, family, and coworkers to communicate and stay connected through the exchange of quick, frequent answers to one simple question: What are you doing?

Sounds benign, and possibly even fun or helpful, right?

The service works by people texting or posting online status updates, which incidentally are limited to 140 characters each. I don't know about you, but I cannot think of someone who I have the desire to track 24/7.

I have had a Twitter account for a few weeks now, and I have 6 accounts

> that I am "following": two faraway camp friends, one local friend, my favorite local coffee chain, my college, and my sister. I am very privacy-conscious, so I have restricted access to my updates to just the four real people on the above list. This is not to say that I post exceedingly personal updates, or even that I up-

date often. I believe I have "tweeted," as the posting of updates is called, an average of once a week, and my posts are exclusively the product of procrastination and late night randomness.

Before I signed up for Twitter, the act of tweeting seemed like an absurd compulsion for the egocentric. After signing up, I realized it was also a potential timewaster for the bored. What I did not find was advancement in technology of any

The world we live in has grown smaller thanks to technology such as the internet. But I fear that the age of tweeting, if it does in fact infiltrate my generation, will drive individuals further apart. Although constant updates can allow you to hear from an acquaintance on a daily or even hourly basis, reading brief updates does not constitute connecting with someone. Any number of other methods, from making a phone call to writing letters to even video chatting, or, best of all, seeing someone in person, allows you to maintain a bond with someone in a much more meaningful way.

It seems like good timing that as my class is leaving CHS and most of our good friends, we have such easy means to keep in touch like Facebook, texting, and even Twitter. It is not that I discourage the use of them. But I would like to caution my peers. From one technophile to a group of others, do not substitute screen time for real, in-person communication whenever possible. For longdistance friends, you do not have much of a choice. But a nice long phone chat or video chat allows you to more meaningfully connect with a friend, sharing stories and hearing each other's voice, than a daily review of her Facebook page.

So when your alarm clock rings and you reach for your cell phone, I encourage you to join me in a noble and hopefully-not-futile attempt to limit reliance on technology.

CFO's suicide reflects national opinion

Perhaps Willy Loman's death was inevitable. It seems even achieving the American Dream can't save you anymore— not in this economy, anyways.

David B. Kellerman had worked for 16 years at the now government-owned mortgage company Freddie Mac. Over those 16 years, Kellerman had risen from financial adviser and auditor to chief financial officer and acting CFO of the company. The 41-year-old lived in an affluent suburb in northern Virginia with his wife and 5-year-old daughter.

Unfortunately, this year, during which Kellerman became number one at Freddie Mac, isn't the best time to be the chief financial officer of a large company. On April 22, 2009, David B. Kellerman was found in the basement of his home with a rope around his neck, dead.

At the time of his suicide, Kellerman was facing a critical government examination of the \$210 million spent in bonuses at the company, and had even been told by Freddie Mac's human resources officer to take a break from work.

Although no one can be sure if Kellerman's decision to kill himself resulted entirely from the pressures he was

enduring in the office, perhaps Americans should be more reluctant to place all their hopes and criticism at the top of the system.

Nobody can truly withstand the kind of pressure that results from placing a troubled company or coun-

try in the hands of one person— and then being told, "okay, fix it."

We must realize that

compassion is an emotion that is altogether too easy to avoid in times like this. The tragedy of a powerful man seems remote— and almost just. Perhaps, we think, this act is a kind of

twisted justice on one of the men and women who single-handedly destroyed the worldwide economy.

But it *didn't* take a single person to upend the economy, so we cannot expect a single person to bring it to its feet again. This is not to say that executivesfrom acting CFO's of companies to the president of the United States—will not it. With so many common goals, we can play a critical role in both the short-term and long-term recovery of the economy, this economic crisis.

frightening pressure that inevitably accompanies such a role. We need to examine such situations

more carefully before coming to an ultimate judgment upon the people who appear to be in charge. The

but we must all be sympathetic to the

purpose of the \$210 million that Freddie Mac spent in bonuses? To retain over 7,000 employees of the company. The expense of these bonuses compared to those of a certain unmentionable company starting with A and ending with G? A drop

Maddy McMahon in the bucket. Thus, there's a certain amount of relativity and understanding that must be taken into account, especially as we all attempt to move forward. We have to overcome the bitterness of the past, and work for a better and

> We all want to achieve the American Dream, and we all want to actually live no longer afford to point fingers during

sounder economic future.

nearly 4,300 American lives to be lost in the Iraq war. Thus, lets be smart America and not torture. And if you still don't believe me, just get out the old feather duster. ③

Organization uses deceptive promotions to appeal to students for expensive program

I came home from school, dropping the weight of my backpack therapeutically. Thump. I noticed the day's mail, which sat crowded on the tabletop. Nothing was different. My day seemed like a copy of the day before and before and before: wake up, go to school, drop backpack therapeutically while

listening for the anticipated thump. And like each day, wasted

letters addressed to "Miss Hannah Callahan" were left to dust.

However, on this particular day, I flipped through the mail,

dreamily hoping for a love letter or a postcard from some long-

Not quite. Bills...more bills... a brochure from a college I'd never heard of... the military wants YOU... The Congressional Youth Leadership Council. "What," I asked myself. "I'm actu-

ally qualified for something?" The 8½ in × 11 letter gleamed incongruously in the postman's mundane pile of papers. Inside the envelope, I noticed the letter's gilded edges, the script typeface, and the sealed emblem. Snaz-

"Congratulations!" it read. "You have been selected to join the Congressional Youth Leadership Council's academic program in Washington, D.C. It's an honor."

For a moment, I felt special, as if I had been chosen for something exclusive, something important enough to be gilded in a golden border.

However, according to The New York Times recent report, the Council said that 50,000 students attend conferences each year, each convinced by the bold seal and script typeface, feeling – at least for a brief moment – unique.

The Congressional Youth Leadership Council isn't an op-

portunity; it's a scam.

Consequentially, my initial feeling of worth was tarnishednot only by the \$2,300 to \$3,000 for a four-day program- but also the sudden skepticism experienced when I began to notice how many times the word "scholar" and "lifetime advantage"

I've since learned that this is a common story. A student, like myself, will receive the Congressional Youth Leadership Council's letter, despite having an average academic performance. Surprised, the student invariably absorbs the plethora of important-sounding words sealed inside the envelope. Their plan has worked, and the student promises to attend. She feels unique. However, what she doesn't know is that her "exclusive" invitation had nothing to do with her grades.

The Congressional Youth Leadership Council has pulled her name from a database of every student enrolled in suburban schools. The student's just another chance for the Council to make money. Since abandoning its non-profit status, the Congressional Youth Leadership Council has accumulated \$40 million from unsuspecting parents.

The New York Times also reported that "during their parent-free trip, students role-play po-**Hannah Callahan** litical situations, attend workshops, hear speakers and sightsee, and it culminates in a dinner and dance at a local hotel."

> The student's parents thought they were giving her an experience that would get her into college; instead, she sat through presentations any tourist could access in Washington, D.C. Hardly worth the \$3,000.

At least one lawsuit has been filed. According to the New York Times, a New York father is suing the Council because "his 12-year-old daughter attended the conference but ended up watching the swearing-in on television."

In conclusion, scholars, I would encourage you to look carefully at what you've been selected for and to accomplish something real. Step number one: throw your Congressional Youth Leadership Council letter away – in all its empty honor - and watch the flashes of gold lettering gleam before the trash top closes. 🚱

Corrections

In the last issue of the paper in the story about the Ming Dynasty exhibit at the St. Louis Art Museum, Philip Hu was misidentified. He is in fact the associate curator of Asian Art.

Entertainment



American Idol 2009 Finale Winner A... 77,731 views Hihey9989

News & Politics



Jesse Ventura Interview With Hannity ... 378,993 views SaveOurSovereig.

Music



Adam Lambert And KISS Duet American I... 240,273 views Jessica9777 ****

Film & Animation



Kara DioGuardi Stripping on American ... 80.911 views kalivihta

Recent offerings at YoutTube include increasing numbers of TV shows and movies, rather than viewer-made content.

Taking the "You" out of YouTube

service YouTube have used it at least sometimes to get access to copyrighted content.

Such use ranges from watching whole shows or movies to just looking at clips of them, yet the concept is the same: users are viewing material for free that was originally intended to generate revenue.

Clearly, there is a problem here, as it is impossible to stop users from publishing what they want on YouTube without undermining the principle of user-generated content, on which the site is based. While accessing television shows on YouTube is illegal, the

website Hulu, one of YouTube's most prominent competitors,

offers some television shows for free viewing legally. How does it do this? Hulu has made deals with both Fox and NBC allowing it to show some of their shows in

return for some of the advertising revenue generated from the site. If current users of YouTube can get television

content legally on Hulu, they are more likely to leave YouTube in favor of it. On top of the competition problems, You-

Tube has not been producing much money for Google, who recently bought it for \$1 billion. Under pressure from these two causes, YouTube recently

made a deal with the Hollywood studio MGM, as well as other media companies such as Lions Gate, Discovery Communications and National Geographic. Under the terms of these deals, which are similar to those Hulu has made, YouTube shares the revenue generated from ads placed during the movie or televi-Currently, these deals provide only a small selection of

shows and movies; most are old shows such as The Addams Family. However, these current deals are only supposed to be the prelude to more deals to come, expanding the variety.

Although this deal will bring a greater selection of legal

as a commentator on the website digg.com put it, Google [is] taking the You out of YouTube.

This statement is partly correct. Google is allowing what was once meant for user-created video into a place for commercial films as well. However, I feel that it too early to make such a large claim.

YouTube still allows for user-generated content, and as of yet, that content is still the main attraction the website offers. Although adding commercial is a step in the direction of a Non-You -Tube, there is no sign that user content will be com-

pletely banned, similar to Hulu. Also, even if this change does lessen the priority that You-Tube gives to users, the benefits that these deals pro-

vide significantly outweigh the slight trade-off. For one, it solves the legality issue of some videos. With legal alternatives, the need for, and in turn the amount of, copyright-infringing videos will sig-

nificantly lessen. Financially too, this change is beneficial. The availability of movies and television shows will draw more viewers to the site, increasing the demand for advertising, which also increases the possible revenue that can be generated. Also, most movies and televi-

sion shows are longer than the home videos of You-Tube, therefore allowing for more advertising opportunities.

Finally, it also benefits the users of YouTube. Users who enjoy watching films will have more options to choose from. Users who publish material on YouTube will see an increase in web traffic, as more users will be coming to the site, attracted in part by the full, feature-length videos.

Overall, unless more steps are taken which push YouTube's spotlight further toward commercial video producers, adding commercial videos is helpful to both YouTube as well as the user of the service. It is good that YouTube is finding ways to help both itself financially as well as its users with better service.



Globe

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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.

The Globe is self-funded for all publishing costs and offers advertising to all school-appropriate businesses. Ads range in size from business card to full page; prices vary.

Please contact our office for more information. The Globe is distributed to students each month of the school year. We also offer bulk mailing subscriptions for \$20 a year and first-class

subscriptions for \$30 a year. We also remind students that as the Globe is a student publication, all compliments, opinions, complaints, and suggestions are welcomed and should be forwarded to the Globe

-- Your Globe Editors

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Service Winner of MIPA All-Missouri, Quill and Scroll Gallup Award, CSPA Silver Crown Pacemaker winner (2003), NSPA Hall of Fame Member

Student reflects on lasting and postive impact of Clayton

"We will have only 144 weeks together between the time that you enter the classroom on Monday, and the day you cross the stage to receive your Clayton High School

Diploma," proclaimed Mr. Rice in his Faculty Challenge to the freshman class four years ago. "What will you do with those 144 weeks? What are your goals? Where do you want to be when they call your name to cross that stage on graduation day?"

As a meek, shy, and extremely nervous freshman, these words were daunting. At the time, 144 weeks seemed an eternity. High school was about to begin - how could he ask me to imagine the end?

The very next week, I took my first steps as a Clayton High School student. Unaware of what I was to experience, my eyes opened wide as I gawked at the aged, mature upperclassmen that walked through the halls, their heads held tall as if they owned the school.

The reality of being a senior seemed so distant, so foreign, and so scary. Well, here I am - officially a CHS

senior and soon-to-be graduate. Time has passed so quickly, I almost

feel as though I should be staying another year or two. Academically, I know I am completely prepared for college. But emotionally, I think I'm afraid to step outside of my comfort zone that is Clayton. I am

a Clayton Lifetimer. I was born in Clayton and attended Meramec Elementary School

and Wydown Middle School before

Leah Eby

entering CHS. It's true what they say about the "Clayton bubble." Clayton is such a small place that it's easy to quickly feel at home. Well, next year,

> this bubble is going to have to pop. Lately, I've been reflecting on my time here. It's the little, random things that really get to me.

For example, May 18 was my last Monday at CHS. On Thursday, I turned in my Giancoli physics book to Mr. Rice, a book that has rarely

From top clock-

wise: Leah Ebv

with her kinder-

garten teacher

Fifth grade

Susan Fitzgerald;

promotion from

Captain: John Ray,

Dylan Cockson, Jer-

emy Bleeke, Jacob

Goldsmith, Josh

Stern, Sam Ryan,

Adam Whitman;

Fontasha Powell

in first grade at

BELOW RIGHT:

Caroline, Jeremy

And Laura Bleeke

walking to the first

day of school 1998.

Glenridge.

left my side all year. This issue of the Globe is the last issue that will have my name printed in the list of

staff - next year I'll be reading it in my dorm room.

Even something as routine as waking up, driving to the Greyhound entrance parking lot, walking into the Commons, and sitting in Mr. Lockhart's English class as the bell rings at 8:20 will no longer be routine.

So, even though I will be moving away from home and leaving my teachers, peers, friends, and family behind, and starting on a journey that truly is the rest of my life, I am thankful for everything that Clayton has provided me with in order to make the best of my future.

Throughout my years at CHS, I have gained an incredible amount of knowledge. Clayton enables its students to be free thinkers, an attribute that is extremely beneficial. My advice to you is to treat each day as an opportunity to learn, not only about the information in your textbooks, but about your peers, teachers, and the world around you.

Reflecting on the past four years, I ask myself the same questions that Mr. Rice posed on freshman orientation day.

Did I do all that I could with my 144 weeks at CHS? Did I accomplish my goals? When my name is called to cross the stage on May 27 as a graduate of the Class of 2009, will I be satisfied with myself?

Though the answers to these questions were unfathomable four years ago, I believe that CHS has shaped me into a student and citizen of the world that I am proud of, and when my name is called to walk across the stage and receive my diploma, I will have a smile on my face.

One hundred forty-four weeks is a short time. I now challenge you to utilize the resources that are provided for you and make the most of every day, because when it comes time for you to graduate, you'll want to walk across that stage proud of the person you have

Saying 'Goodbye' to Clayton

It is difficult for me to say goodbye to a place that has shaped the last 13 years of my life. The Clayton School District for me represents more than just a place that I came to learn about math and science and history and literature - it is the first place that I learned that I could be an independent learner. a member of an intellectual, social, and free-thinking community.

There are many things that make Clayton a great district, but I will focus on three of them here. There are so

many benefits to be reaped from this place if only students open their eyes to them.

As a member of the newspaper staff all four years of high school, and as someone who is deeply committed to press freedom for all student journalists, I want to first acknowledge Clayton's bold policy on this front.

In many districts, the story we ran this month in the InDepth section would have been censored even before it hit the page. In Clayton, however, students make all final editorial decisions - it is an exhilarating feeling, to know that the administration has that kind of trust in its students.

Credit must go to Don Senti for his strong stance in support of student journalism. Thanks to Senti, a prohibition of prior review and prior restraint is firmly in the books. The year he pushed that measure through, he won the Administrator of the Year award from Missouri Interscholastic Press Association - an accolade much deserved.

The second Clayton strength I wish to highlight is its commitment to the arts. In today's NCLB-driven world, in which students must perform on math and literacy tests, many schools have been fazing out classes in the visual and musical arts. Clayton, however, has

My experiences in elementary school of being able to experiment with clay, paint, etching, and any number of different media, and as a member of Captain's Chorus, truly enhanced my day. My participation in band during middle and high school with one of the most devoted group of teachers I have ever encountered also profoundly impacted my experience. The arts enrich

our lives, and that is a truth that Clayton has striven to uphold and act upon.

Finally, I wish to acknowledge my teachers. Teaching is the profession for which I personally hold the highest regard - it is done not for money, or prestige, but for the sincere devotion to youth, for the courage to invest time and talent into the future of our country. So, as I close this column, I want to thank the teachers that have taught me the following things:

Joan Stiber - for showing me that I

am a learner. Jan Wilson for showing me that I am a reader. Beth McDonald - for showing me that creativity exists inside everyone. Susie Pleimann - for teaching me how to write. Sharon Steinberg - for teaching me how to look to the future. Lawrence Mayer - for teaching me to love music. Kathleen McDonald and Dick Ko-

Jeremy Bleeke blitz - for sharing with me six years worth of unforgettable stories.

Judy Rolens-Leo - for showing me that teachers are students, and students are teachers. Terri Lawrence - for showing me the elegance of numbers. Janet Baldwin - for showing me the power of commitment. Sandra Sermos - for showing me the spirit of the natural world. Sally Lazaroff - for showing me the wonder of the natural world.

Jennifer Sellenriek and Emily Grady - for teaching me to love both poetry and Shakespeare. Dave Jenkins - for showing me the riches of American Literature. James Lockhart - for introducing me to Keats.

Gabriel De La Paz and Kurt Kleinberg – for showing me that (under certain circumstances) math can be fascinating. Mike Howe and Rex Rice - for making me reconsider whether or not I want to go into science.

Donna Rogers-Beard - for teaching me that I am a citizen of more than just the United States. Paul Hoelscher - for helping me to understand the 20th century, and thus the world I live in today. Stephanie Martin, Maria Roman, and Teresa Schafer - for opening my eyes to the wonders of the Spanish-speaking world. Nancy Freeman - for opening my eyes to the wonders of journalism.

You have all changed the way I look at the world. 🌎



Senior cherishes long-standing Clayton philosophy

Wow, CHS. My last Globe column EVER! I admit, my heart is getting heavier with each word I pound out on mv keyboard. I'd like to open this column by first saying thank you, CHS, especially Rhiannon and Mrs. Cohen for following my column religiously and offering me sarcastic feedback (Rhiannon)

a positive forum to express my creativity, rant and share knowledge. The list goes on and on.

As I clean out my locker, say goodbye to teachers and underclassmen I won't see again for awhile and take one final leisurely lunch period sprawling out in the sunny Quad, I can't help

So, how to summarize my last 13 years in the Clayton School District?

Honestly, they are indescribable. Of course certain nostalgic events stand out to me, like the second grade bake sale at Glenridge to save the Rainforest, beating Ladue at football and having Mrs. Rogers-Beard for AP World History. But my times here at Clayton mean more than

just beating Ladue at football (7 years in a row). My times here have been characterized by a certain Clayton "magic"- an attitude that permeates the very atmosphere of Clayton and has become instilled in each and every one of us.

> dergarten, Clayton "magic"

consisted of motivators such as "Be the Best You Can Be!" And at Glenridgethe CLAYMO promise: "I will take care of myself, all of the people around me, and all of the things around me." Even though these catchphrases seemed kind of cheesy at the time, they played into a larger goal of social conscientiousness and responsibility Clayton taught us at an early age. Throughout middle school, and even high school, we grew closer to our peers through Sixth Grade Camp and even decorating the commons for spirit week.

As I head off to Duke University next year, I will never forget this Clayton magic that we have here. Open campus, a student forum in the newspaper and even just dropping by a teacher's office whenever you want are all examples of the magic of which I speak. There exist very few places in the world as racially, religiously and even socially tolerant as

Clayton. I know that some kids can't wait to race free into the "real world" and break loose of high school ties, but I can't help but be a little sad. I can't stop the tears that gather as I'm finally comprehending the fact that I'm leaving this Clayton, the sanctuary that has been a second home to me since I was 6 years old.

In closing, I would like to say that I strongly believe that regardless of various administration changes throughout the districts and even the individual schools themselves, despite petty breathalyzer tests or vounger teachers, the Clayton creed of promoting responsibility, freedom and confidence will always stand, forever spouting seeds of love and joy.

Again, thank you CHS, and good-

Student ponders effects of transition into online newspaper

During the next few years, CHS plans to make a transition from the traditional Globe printed on the newspaper that we have grown to know and love, to a new, hi-tech website. The effect on the students could range from minimal to changing their once-per-month sched-

For some students who are technologically challenged, like myself, not having a solid, tangible newspaper to read about the school news could change their mind

what is officially going on around school as opposed to the many rumors that float around the crowded hallways. Whereas not reading the paper would change how

they get their school news, it would not disrupt their lives completely.

Katie Lefton For other students who just don't feel they have the time to

about whether or not they care about

read the newspaper, but plenty of time to chat their hearts away on Facebook, having the Globe online could open a whole new look at school news for them. If the paper is on the same screen as their friend's messages, then they might feel that reading it would not take up as much time.

For some other kids who simply don't care for reading, or just not reading the newspaper, but instead,

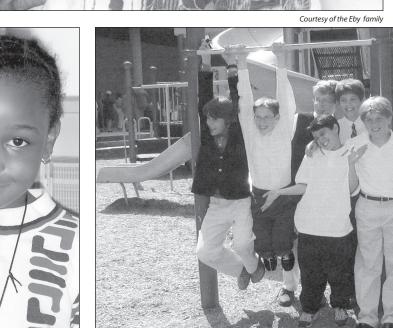
just like to look at the pictures, the new online newspaper would be helpful to them, with more pictures uploaded, and much more color, the Globe would be more entertaining as well as more fun to read, with its 3-D graphics and short

Having the Globe be solely online would make it a little bit harder to access for those without internet, or for people in a car, or even at lunch to read. With the free copies in the commons, people

can grab a copy and go at their leisure, but with the Globe online, that luxury would be gone. At the same time, having the Globe online would save paper, litter, and money for the staff.

Luckily for those technologically challenged the Globe will stay in its classic newspaper form, just not every month. As for those who only have time for news if it's on facebook while watching T.V., the Globe will be on the next tab as well. The new Globe will be ready for all readers to enjoy.





and compliments (Mrs. Cohen). You

guys have provided me with

but realize, wow, I've been taking lots of lasts. Not only at Clayton High School but also in the Clayton School district. Although many people complain that the Clayton philosophy is changing and we're getting less and less freedom, I cannot complain. For me, the Clayton School District has been nothing but nurturing and wonderful these past 13 years.



Starting in Kin-

Globe May 26, 2009



The globe at the front of the school represents the world-class education that has been emblematic of the Clayton School District.

CHS facing conflicting educational philosophies

The graduation of the class of 2009 marks the end of 100 years of education at CHS. As we look to the next 100 years, and as the school moves into a new chapter of its story, we must pause to assess where we are right now as an institution. What is the current direction of education at the high school, and is it heading down a positive path?

As many teachers have acknowledged, change has come to CHS over the past several years. While some of the changes have been the result of districtwide initiatives, others have been schoolspecific, and still others have been combinations of both. As with all change, some has been for the better and some for the worse.

Since Dr. Losos has taken leadership of the school, a significant effort has been made to ensure that no student "falls through the cracks" in terms of academic failure. Working, amongst others, with learning center director Dee Blassie and Academic Director Josh Meyers, Losos has implemented an intervention

system that provides an increased level of lucidity and transparency for all teachers involved with the student. This new system is still in its early stages, and has been met with mixed results as

it gets rolled out, but is commendable nonetheless.

Another change that Losos spearheaded was the requirement that freshmen take full schedules. Met with skepticism, some saw this as an attempt to limit open-campus for new students. However, the open campus policy remained unchanged at all grade levels. As for the full-schedule requirement, parents of students with all As and Bs can choose to opt out for the second semester. On the whole, Losos' attempt to ease the transition from middle school to high school by building an additional study period into the day shows good intentions.

The final Losos initiative to be discussed here – the one that has probably made the most significant difference to the majority of the student body – is the new tardy policy, which lays out specific, uniform, consequences for the entire school population.

Generally supported by the teaching staff because it successfully encourages timely attendance, students lashed out at this policy, claiming that it was overbearing. In the end, though, there is no real case against it seeing as arriving to class on time is not an unrealistic expec-

Critics of the principal amongst the student body would take these last two changes as evidence that Losos is violating a major tenet of what makes Clayton unique – the trust in the student body by the administration to make good decisions without the need for specifically delineated punishment.

While this was much more the policy in pre-Losos days, we must remember that Losos is running a school that is physically and demographically different from that of her predecessors.

The addition of the Center has turned CHS into a large school, for better or for worse. Additionally, the student body has grown by nearly 50 percent since the '90s, from around 600 to now 900 students. Finally, No Child Left Behind has placed new levels of accountability and pressure on administrators and teachers to demonstrate annual yearly progress on standardized tests, so in some ways student achievement is now higher stakes than ever before. In light of these changes, Losos has tightened up discipline, and it would be difficult to argue against changes that really shouldn't affect students who are doing what they are supposed to be doing in

the first place. While the changes already discussed were primarily decisions that Losos has made and implemented, there are other changes being felt at the high school that are the result of district-wide initiatives. These new movements represent nationwide education trends, and Clayton has bought into them as well. There are two

in particular that have had or will have a significant impact on teachers and students throughout the dis-

One of these initiatives is the shift toward Professional Learning Communities (PLCs) as a professional development model. The other is a goal to have curricular learning outcomes consistent by grade level across all elementary schools and between all like-classes in the middle and high school (a horizontal alignment), and coordinated as an organized progression from kindergarten through

early stages, and it is not entirely clear at this time how they will affect the district. The general idea behind Professional Learning Communities is that teachers should be taking ad-

vantage of each other's expertise to continually improve student learning. To meet this goal, teachers of similar classes (so, for example, all English I teachers) would

get together during a late-start day and compare student achievement on similar

One goal of the PLC process is to create a common portion of assessments so that student achievement in each class can be compared, and teachers can see what they need to be working on to im-

This professional development model has essentially replaced the former one, day workshops with experts in the field to continue their own personal learning. The problem with this model in today's educational climate is that the results

cannot easily be tracked and quantified. With PLCs, teachers can collect data showing that one set of students performed better on a certain concept than

parison easier, but it doesn't necessarily offer much in the way of new and different knowledge or practice for teachers. The trend toward acting on "data-based" decision-making is national, and while it may provide teachers with certain benefits and opportunities for collaboration, it has also almost entirely eliminated workshop-based PD-a loss that many teachers regret and consequently a nega-

to align curriculum, using the program Build Your Own Curriculum (BYOC) to facilitate the process. BYOC is an online repository for curriculum that would replace the cumbersome binders that used

Uncertainty and speculation still surround the program because it has not yet been rolled out to the entire district. If used appropriately, BYOC could be a positive change by modernizing an outdated storage system. If used inappropriately, however, BYOC could increase the uniformity and standardization amongst the teaching staff that Clayton has always fought.

BYOC would be appropriate if each teacher could tailor his "page" to fit the individual needs of his class. It would be inappropriate to force all teachers of a certain class or grade level to cohere to one set of curricular documents. It would be appropriate for teachers to pick and choose what they want visible on their page, apart from goals and learning objectives. It would be inappropriate to mandate that all teachers post lesson plans on the website, where anyone could see them and where overbearing parents could encroach even further into the academic lives of both their children

The district is currently at a crossroads in terms of educational philosophy. It must decide whether or not it still stands for teacher autonomy and trust, or whether it needs to demand ac-

countability from every sector of the classroom, and thus threaten the teacher-administration relationship that once made Clayton so

responsible for showing annual yearly progress, but is that really mutually exclusive from a progressive at-

For CHS specifically, recent changes that have prompted concern or skepticism have been driven by district initiatives. Those implemented by internal administrators, while departures from old philosophy, are not necessarily inappropriate for the school and demographics that we are dealing with today.

The trajectory of the school, then, still remains largely in the hands of Central Office, which must decide what it stands for in terms of educational philosophy, and how it will respond to the circumstances of a national educational paradigm shift. Hopefully, while navigating this new territory, our district administrators will not lose sight of what makes us "Clayton." 🕞

Letters to the Editor Article on race stirs controversy

I'm writing this letter to the Editor as an addendum to the article "The State of Race in Clayton" in the Globe dated April 28, 2009.

I want to first appreciate the Globe staff for their hard work and effort to produce such an outstanding newspaper that includes making courageous decisions about content. The easy choice could be to avoid topics like "Race" and all its multifaceted dimensions. The topic of "Race", no matter how it is brought into focus, will stimulate a host of perspectives and emotions. I commend the Globe staff for keeping the topic "up on top of the table"

for examination. I am clarifying a few points raised in the article in particular some of my thinking and statements quoted. There is always a risk in making broad generalizations about any group of people no matter what characteristics define a certain group. People in the U.S. of African heritage, as with any group, can be discussed in monolithic terms as a way to understand their identity and culture. When I used the term "targeted group," which is a term used to define and understand the system of oppression and the nature of its operation in the U.S., I was referring to people in the U.S. of African Heritage.

The effects of the Racism and Classism on this group vary by individual. I did not mean to imply that all African heritage people in the U.S. have been affected in the same way. Each person, family and community has raised their children and in a myriad of ways so some members of the "targeted group" because of Racism come into schools not as well prepared as other racial groups. I apologize for implying all African Heritage folks experience oppression similarly.

The other point in the article that was misleading is that I alone was the person who made some changes to the way in which 8th grade students would make their transition to the high school, particularly in terms of their class schedule. I did not do

It was an institutional decision made by all involved, the principals, counselors, and parents. This pilot initiative was a result of the diligent work of the high school staff on the African American Achievement committee. The details of the decision to make changes were not specifically made by consensus, but in theory there was a shared understanding by the committee. I had no part in implementing the details. I do not claim full credit for this initiative, but only claim the collective credit with my colleagues involved at the time.

Another issue that seems to come to surface in the article is how can we solve the "achievement gap"? A whole new article could be written just about what is meant by the "achievement gap". I won't address that topic in this letter, but would challenge the community to take that on at some point.

One way that it seems to be defined is by standardized test scores. I know that is a reality in the American public school system. I think it is such a limited way to define academic achievement. But if it remains necessary to do so this form of measurement shows without a doubt there is a gap. No matter what the score range and from where the scores are recorded a gap exists between Whites, Asians, Hispanics and Blacks. That alone indicates that the gap needs to be narrowed. This implies to me something has to change with all dimensions of education: Political, Economic, Curricular, Social and Psychological to end "The Gap".

The African American Achievement Committee at the High School has taken this on in a major way by focusing one of our school improvement goals to raise test scores and diminish failures among our African American students. This is a complicated matter and there have been several directions we've taken to meet our goal.

One of the ways that we sought to address this issue is by working with students, teachers and parents. With each group, our focus is on those aspects that will improve academic achievement. We are examining pedagogical practices, curriculum and our relationships.

My focus has been on relationships between students, teachers and parents that includes looking at the assumptions and beliefs we bring to our work from our families, heritage and culture. All three factors are important (pedagogy, curriculum and relationships). I do not take the position nor have I claimed that one part of this work will end the gap in academic achievement. I believe all of them will, over time, contribute to successful academic achievement.

The high school is working on changing all three parts and there has been progress, set backs and reevaluations about what works and adjustments made to continue moving to meet our goal. The high school staff is an incredible group of educators. We've taken on AAA goal with integrity, honesty and certainly not without some conflict. I know we might not all agree on the steps to reach our goal, but we have been willing to try new ideas, challenge each other and assist each other when we get

that can heal the damage we all suffered from Racism. The healing is the foundation of the bridge upon which we learn to transverse our differences and separation in order to create ways that allow all young people access to good benefits and resources to insure their academic success. We must do this together. We have been working together at the high school to do this. We all have a stake in this outcome.

Sincerely, Russell Vanecek,

CHS Racial Dialogue Coordinator and Art Teacher

uplifting op-ed by David Brooks in the New York Times ("The Harlem Miracle," May 8, 2009), commenting on the success of the Harlem Children's Zones charter schools in New York City, which, based on a "no excuses" philosophy, had managed to make progress in closing the white-black achievement gap. Then I read

I wish to respond to the April 28 article on "The

State of Race At Clayton." I had just read a wonderful,

the Globe article, which offered one excuse after another for the I was particularly offended by Mr. Vanacek's comments. It is downright insulting for Mr. Vanecek to argue that the key explanation for the gap is "a structure of racism, in which one group is 'targeted' and one group is the agent of oppression." Mr. Vanecek, how dare you call me a racist and an oppressor! Your chutzpah is beyond belief, especially given the fact that I and others in Clayton have spent a fortune subsidizing

the education of de-seg kids, giving them a Cadillac

education with Clayton reimbursed well below the

\$15,000 per capita expenditures we spend on our

Is there still racism in America? Of course. But Mr. Vanacek seems oblivious to the fact that we just elected a black President, and the previous two Secretaries of State entrusted with the foreign policy and national security of the country were African-American. Sadly, there are some folks who, even if both the President and VP along with the entire Cabinet and the entire U.S. Supreme Court were black, would still be complaining about systemic racism in America.

Regarding the need for more diversity workshops, Don Senti had it right when he said that these are largely irrelevant to the "gap" issue. What might be more relevant are some of the measures used in the Harlem charter schools, but these are probably oo politically incorrect to be adopted in Clayton.

What is really confusing to me is that some of the staff quoted in the article seem to be talking out of both sides of their mouth, on the one hand voicing black student concerns that "we don't want to be treated differently" (i.e., black students want to be held to the same standards as white students), yet out of the other side of their mouth arguing that

we should be giving black students special access to honors courses that they in fact have not earned based on their performance. Which is it? Make up your mind - are we going to have one standard for both whites and blacks as a basis to enter CHS honors, or are we going to cut black students slack in admitting them? Does anyone seriously want to claim that the absence of black students in honors courses at CHS is due to racial discrimination on the part of the staff? Really? If the problem is that black parents are unaware of the "parental request" option, that seems odd given the district's

efforts to make the policy known to all parents. I found it disgraceful when a couple years ago, for the first time in the history of the district, race-based admissions decisions were made as the administration overruled staff recommendations regarding 9th grade honors course placements in order to promote more black participation in honors; then, even though the administration maintained that these students were fully deserving as honors students, special support services were provided for black "overrides" that were not provided for white "overrides."

If the former were so gifted, why the need to hold their hand in honors courses? Who are the racists here, those of us who want to treat white and black students equally or those who have differential standards? In any event, the CHS honors program should not be a laboratory for race relations or a proving ground for late bloomers; black underachievement should be addressed in K-8, not in the high school honors program, where one risks undermining the academic challenge and integrity of the program by admitting unqualified students.

I am sorry if my words offend anyone, but you cannot offend anyone more than calling Clayton taxpayers "racists" and "oppressors." I agree that one of the greatest, most important challenges we face as a society is to improve African-American student achievement. I have repeatedly applauded Don Senti and the district for trying in recent years to focus more on assessment and extra support services for African-Americans in reading and other subjects in the early grades and for acknowledging the reality that for decades we were failing these kids even as many staff were content to claim what a wonderful job we were doing at "diversity." However, if we stand any chance of successfully addressing "the gap," we need to dispense with the bromides expressed in the GLOBE article and rethink both the causes and cures of the problem.

Sincerely, J. Martin Rochester,

Clayton Resident



trict.

senior year (a vertical alignment). These initiatives are both in relatively

work from each class.

in which teachers could attend single-

another set of students. It makes com-

Somewhat related is the district goal

to house curricular documents.

and their children's teachers.

100%

Disagree

unique. Yes, Clayton is

titude in terms of teacher treatment?

My intention has been on how we can build relationships

AP Art students dazzle with unique talent

Student portfolios reflect originality and skill as artists express their unique visions through a variety of mediums



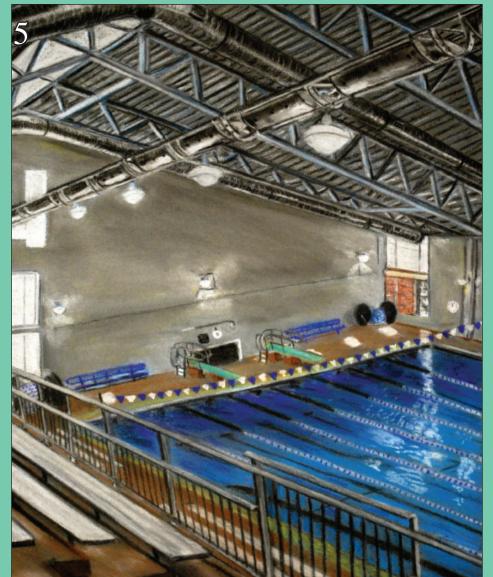


"This year was the first year that we got to choose what we wanted to do. We had a lot of freedom and so I really learned to express myself."

Tom Maxim, Senior







1. Jessica Morse, "Self Portrait" 2. Matt Johnson 3. Sonja Petermann 4. Tom Maxim, "Meramec" 5. Tom Maxim, "Center Pool" 6. Sonja Petermann

