



newsbriefs

**Challenge Changes**

This year's Community Challenge, scheduled for March, will differ from the past years, as it will conclude at 1 a.m. Currently, the organizers are seeking more parent volunteers. Interested parties should contact Kelley Guertzgen at [KGuertzen@stlouisco.com](mailto:KGuertzen@stlouisco.com).

**History Club**

History teacher Sam Harned in conjunction with Jocelyn Wagman and Kate Shoemaker have cleared plans for a History Club with the Student Activities Office. The club will revolve mainly around watching 20th century movies and then discussing their historical context.

**NHS induction**

New members of NHS will be initiated Nov. 23 at 7 p.m. in the Auditorium. A small reception will follow.

**Orchestra**

There will be a concert Dec. 1 followed by this year's TRI-M induction. There is no charge for admission.

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# Math on the line



photo illustration by rachel kodner

## Parents petition against the Integrated Math program in favor of a more traditional curriculum.

annalishumway

As the school district crunches numbers for a new budget, parents are asking for a new curriculum to be added for non-honors students that resembles a traditional math program.

The CHS Math Department began looking at new programs for non-honors students after the results of the 1997 Third International Math and Science Study (TIMSS) showed that seniors were behind in mathematics, leading to a rise of concern that America could lose its technological and economic lead. The National Science Foundation started to fund new math programs to help narrow the gap between the US and other foreign nations.

The math Department began searching for a new curriculum that would better prepare students in math. After much research, they selected the Core Plus Mathematics project (CPMP) as the primary curriculum for non-Honors students.

"The Math Department chose the very best program possible," former Math Chair Betty Lindsley said. "The curriculum helps reasoning, problem solving, making real world applications and develops successful math students. I think there is only a problem educating non-professionals about the program. This would help everyone's understanding of the excellence Core Plus embodies."

After five years of implementation, the Math Department and a group of parents faced the Board of Education on Nov. 17, where the decision was made about an additional track for non-honors students.

"I do not know what the Board will vote, but I feel confident that more freshman parents understand that there are too many learning styles and Core Plus does not cover all of them," parent Martha Borges said. "Our group of parents is not threatening the math department. We are only asking for a choice. We

are the ones who pay for this district. Therefore, we have a right to complain. The department is very closed minded to other options because they are so passionate about Core Plus."

The Math Department has dealt with complaints one-on-one with parents.

"As a group of parents we were given little advice other than to sit in on a class, hire a tutor or be a part of the math committee," Borges said. "We are only asking for an additional class to be offered. We want the parents of freshman and all students to understand and be aware that this teaching method is not good for everyone."

When selecting a Core Plus as the new curriculum, the Math Department was unified in believing that Core Plus has qualities that will prepare students for college.

"The Math Department picked the Core Plus Mathematics Program based on the way our stu-

dents learn best," mathematics coordinator Barb Dobbert said. "The Integrated Math program requires students to perform at a higher level of thinking, communicate their mathematic skills and interpret the information. It prepares students for the real world."

Every five years the curriculum of each department is reviewed. At the last math review, the Core Plus program was introduced and put into place. Some people think it was done too hastily before the community could respond, causing problems now.

"Five years ago I questioned the program when voting to improve the math curriculum framework," Board of Education secretary Brad Bernstein said. "There were significant concerns raised about the Core Plus program and there was not enough time for parental input for such a significant change in the math curriculum. This is a replay of what happened five years ago

in that there is a concern among parents and the math community about if this is the best math curriculum for our students. I believe that there are opportunities for improvement in any math curriculum in either traditional or Core Plus."

The CPMP program, based at Western Michigan University, will continue to improve as more districts report their success or failure with the program.

"Improvement is a continuous process--whether in life, teaching, or the minor goal of curriculum development," CPMP Professional Developmental Coordinator Beth Ritsema said.

After three years of hard work studying CPMP, it is now troublesome to the mathematics department that some people in the community believe that it was a hasty decision.

"It worries me that people think we pulled this curriculum out of

Mathematics, 3

## 'Shizzazz' show choir still in step, keeps rhythm

kellylane

This word was coined by a former student who smeared the words show choir and jazz to form Shizzazz. No matter how you spell it, this word is the epitome of show choir at CHS. Show choirs are often tied to cheesy smiles, showy dance moves and over powerful singing. That is not the case with Shizzazz, as it is actually spelled. Shizzazz has a range of styles, from jazz pieces to musical theatre routines, with a few boys mixed in.

Seeing 16 or 17 teenagers enter school at 7:30 a.m. with energy to start their first class is unthinkable, but not if these 17 kids are in show choir.

"I have to get up early anyways," freshman Cameron Davis said. "But even if I didn't have to wake up early I would still do it. It's just fun. I like to sing and it's the only time I get to sing during the week."

The main power behind this class is choir director Alice Fasman. Shizzazz was started over 10 years ago and has had many different names, but Fasman has made

it what it is today. She knows the secret of getting teenagers from sleeping to singing, no matter what time it is.

"These choirs have become popular in a lot of schools," Fasman said. "I think that many students enjoy singing music from shows and entertaining. We sing, we dance and we have a great time! Sometimes we eat bagels in the morning."

Shizzazz is extremely student oriented and run, with Emily Goldstein as the group's choreographer. Goldstein is involved with many musical theatre groups, such as the Munny Teens. As a junior with two years of experience in Shizzazz, Goldstein still thinks it was the perfect thing to join.

"My favorite part is being choreographer," Goldstein said. "It's fun to make up dances and then teach them to all the others."

Some early classes force students to immediately start thinking at the crack of dawn, but show choir balances work and just plain goofiness.

Dance, 5



michelle alderson

Shizzazz meets every week morning but Wed. "Even if I didn't have to wake up early I would still do it," freshman Davis said. Alice Fasman directs the show choir.

## School Board Decision

November 17

The Board of Education tabled the issue of altering the current Core Plus Mathematics Program. However, as there are clearly at least four Board members in favor of a change, a review of the program is imminent.

The most radical possible outcome of this review would be for the Core Plus program to be completely terminated and a traditional one reinstalled. Alternatively, the review may result in nothing more than simple adjustments in the curriculum regarding classroom management.

The petitioners favored an option that would add a fourth traditional track to the mathematics program. A financial analysis will determine the viability of this plan.

For further information, call Chris Tennill at 854-6015 or check for news at [www.clayton.k12.mo.us](http://www.clayton.k12.mo.us).



The CHS Math Department snatched the front row seats at the Nov. 17 Board of Education meeting. From left to right: Dept. Chair Stacy Felps, Mike Rust, Dave Kohmetscher, Barb Dobbert and Ann Marie Snodgrass await the Board's decision with uncharacteristic gravity.

rachel kodner

# Flu shots shortages leave patients at risk

navakantor

Over 36,000 people die from influenza every year in the U.S. This number will grow even larger this year due to severe lack of vaccinations.

Flu shot production for this coming flu season suffered drastically when one of the two major U.S. vaccine suppliers was shut down just before distribution time. The plant, located in Liverpool, England, was found to have its supply contaminated and unfit for patient use. This cut America's vaccine supply in half. Now, only high-risk, elderly, and chronically ill patients are candidates for receiving the shot.

"This year, only 40 percent of the flu shots we had last year are available to doctors," infectious disease specialist Dr. Suresh Nellore of Des Peres Hospital said. Many doctors this year, including Nellore, had to struggle fiercely for their supply of shots. Doctors had the opportunity to order the vaccinations months ago, and the ones who did so have the best supply currently. But for those doctors who procrastinated just a little too long, the supply is scarce.

"It's really has to do with when you ordered the shots; some doctors are sleepers, and they got whatever was left," Nellore said. "It's first-come, first-served."

For some patients, the flu shot is essential for survival.

"Generally, flu shots are crucial for people over the age of 65 and those who have chronic health problems or are on chemotherapy, which weakens the immune system," Nellore said.

But since the shots are hard to come by this season, some doctors are turning to other methods of fighting the pandemic.

"If the patient is really high risk we put them on anti-viral meds throughout the flu season," Nellore said. "We can also give them the treatment at the onset of flu symptoms."

The problem with that option is that the medicine must be administered no later than two days after the patient begins to see the flu symptoms.

**"This year, only 40 percent of the flu shots we had last year are available to doctors. It's really got to do with when you ordered the shots; first come, first served."**

- Dr. Suresh Nellore

School nurse Carol Flannery has a special concern for the health of the CHS teachers. The district could not obtain flu shots for the teachers this year.

"The only way they could've gotten vaccinated is from their own doctors," Flannery said. "This is the first year in a long time that we haven't been able to give [our teachers] shots."

This could better not only teachers' but students' chances of getting influenza.

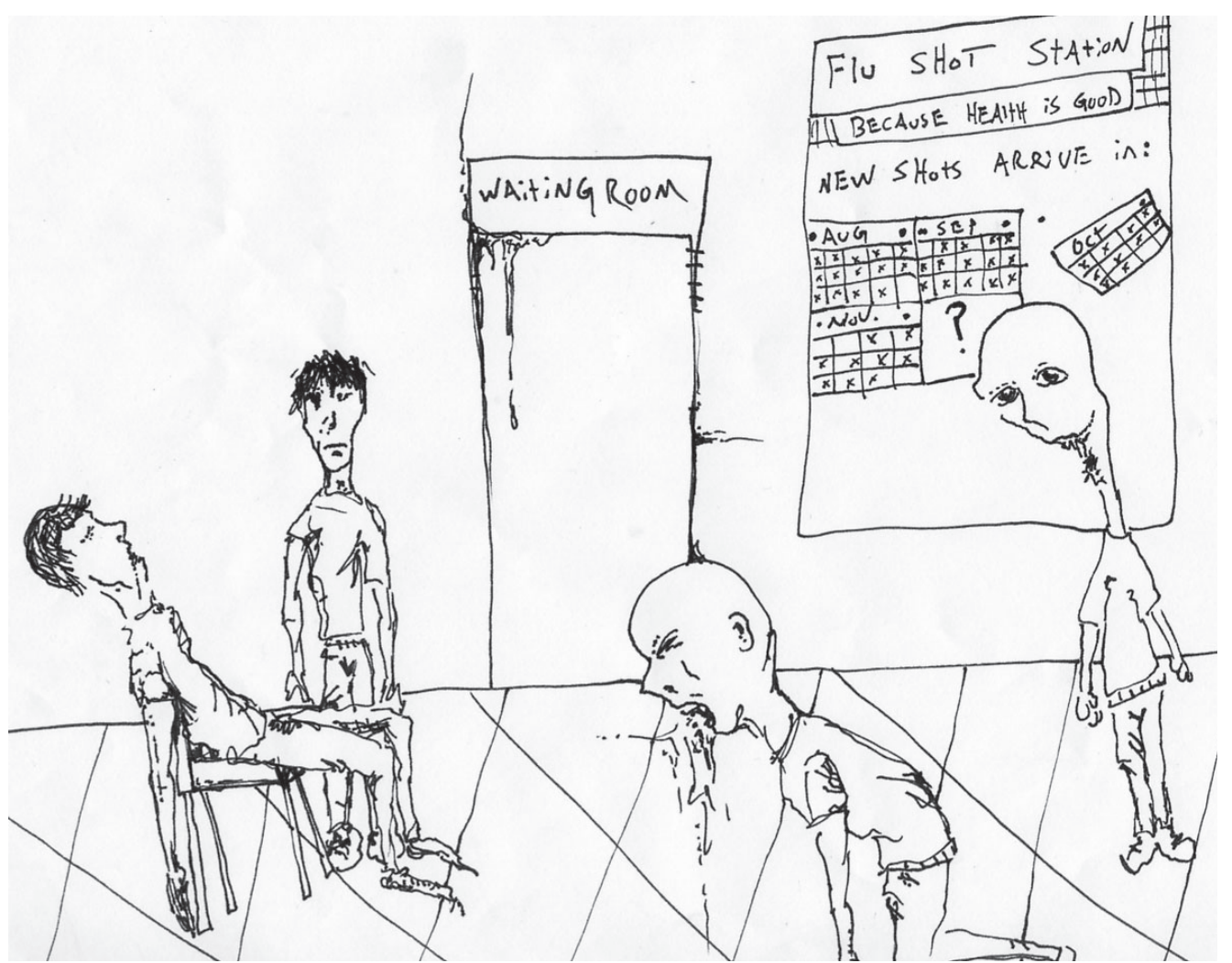
"Usually mostly older people get the flu, but since there are less shots this year, more kids will probably get sick [due to increased exposure]," Flannery said.

To help Clayton teachers avoid getting sick from the flu, an email was sent out advising them to eat and sleep well as well as keep their hands clean.

Even with these healthy habits, though, people who have not been vaccinated are at risk for contracting the disease.

"The virus works by infecting the respiratory mucus membrane and then entering the blood," Nellore said.

It can then enter other parts of the body and



tristan hummel

cause severe organ damage, which can prove to be fatal.

The bottom line: Americans need to be proactive both during this season and when planning next year's vaccine production.

"Extensive handwashing is key to prevent spreading," Nellore said.

Nellore also advises that students should take any symptoms seriously. A student feeling the slightest onset of symptoms such as body ache, fever, cough or chills should absolutely not go to school. Consulting a doctor as soon as possible is a responsible action to take.

Doctors and health officials are already thinking of ways to prevent this year's shot shortage

from recurring.

"In the future, we will encourage companies to produce the vaccines here in the United States," Nellore said. "That way, we can monitor them closely. This year [when we had a plant in Europe] it was hard to detect contaminations. We'll be more proactive next year, for sure."

New types of vaccinations, such as FluMist (a spray that is inhaled through the nose and can only be taken by healthy individuals), will also make next year's supply more substantial.

The take-home message for teenagers: if you're high risk, get vaccinated. If you're healthy, wash your hands and spread the word - not the germs.

# Teachers' political impact on classes controversial

alisonspasser

In light of the recent political events, political tempers were flaring high the day of and the days surrounding the latest elections. It wasn't surprising to see students at CHS with buttons or stickers in support of their favored candidates. Such a display is not uncommon. What can be a shock, however, is the show of support for candidates shown by teachers to students. While some call this inappropriate political bias, others call it a sense of what our nation is all about.

"I think it's morally and ethically irresponsible," junior Zach Smith said. "Teachers should not try to press their views without showing both sides of the issue."

While remaining neutral on the issues is a basic ideal for most teachers, some students believe that teachers showing beliefs is key to understanding our nation's political system and developing personal opinions.

"You have to be knowledgeable about the world around you, especially if you're taking a history class," junior Kelly Pappageorge said. "Teachers know more than you and are wiser. It's not like they're biased, they are just telling you what they believe to be true."

"You would change your tune if you went to a less liberal school," Smith said in response to Pappageorge's comment.

Some students believe while class discussion can benefit from teachers sharing beliefs, teachers should also be able to speak their minds because it's a basic human right.

"Teachers should be allowed to say these things because they're individuals, too," sophomore Marie-Sophie Ritter said. "We have our own ideas. As long as they don't try to change our ideas, I think it's okay for them to state their minds."

With clubs like the Young Democrats and Young Republicans, the staff at CHS have tried to influence students to get involved in the political process, especially with the crucial election earlier this month. Many students draw the line when it comes to teachers showing their own involvement in politics, while other students take a more neutral stance on the topic, saying that showing bias can or cannot be appropriate depending on the discussion or situation.

"I think [teachers displaying their political views] is a good thing if it leads to good discussion," freshman Kelly Lane said. "If the teacher says some demeaning things about the other party, it kind of shuts the class down."

History teacher Joshua Meyers is one of the CHS staff members who believes that teachers should not show their political affiliation by any means.

"I think the most important thing is for teachers to present facts stating both sides of the issue and to let students make those choices and decisions for themselves," Meyers said. "My personal political bias should not impact how I teach in the classroom. What I enjoy doing most in class is representing devil's advocate; no matter which side, I'll argue the other."

The issue of how far teachers can go when discussing their personal political beliefs has been a

n a -

tional topic of interest in recent years.

The question of whether or not a teacher should express political views to stimulate discussion in the classroom walks a very fine line between morality and an interesting class.

Meyers believes that CHS students are at the age where personal opinion forms based on experience, and teachers should never assist with that.

"Students are not drones to be programmed," Meyers said. "They are capable, when given all the information, of making their own decisions."



caitlin ly

History teacher Paul Hoelscher writes notes about the Harlem Renaissance on the board.

# Student reactions to 2004 election results vary

stephengreenberg

This year students had a chance to affect the country by voting in the election. Some Clayton students got to vote for the first time.

"Taking part in the election process gives you an appreciation for the country," senior Anthony Johnson said.

Senior Christina Trujillo was excited about voting for her first time for other reasons.

"I was excited because my mom was voting for Bush so I got to cancel her vote out and vote for Kerry," senior Christina Trujillo said.

The voting process for most Clayton students operated smoothly.

"I went sixth hour in the Center of Clayton and there was no line," senior Whitey Holt said.

Students had specific reasons why they voted for either Bush or Kerry.

"I voted for George Bush," senior Charlie Grady said. "I picked him because he is a stronger leader and I also agree with him on the war in Iraq, and I think he has better plans for the economy."

"I voted for George W. Bush because he is a better leader. I like the positions he stands for," Johnson said. "For example, I agree with him on how to fix Medicare by ending the frivolous lawsuits. Kerry's health plan for everyone is not feasible. I also agree with the war in Iraq because we overthrew a dictator who killed many people, we liberated a nation, saved people's lives and protected smaller countries in the Middle East from Saddam."

"I voted for Kerry because I thought he had similar views to me," senior Brian Belsky said. "However, I only knew the candidates for President, so I picked Democrats for the other positions."

Other people voted for Kerry for different reasons. "I voted for Kerry because I liked his international policies better," Holt said. "I do not like Bush's lack of interest in the Sudan crisis in comparison with his interest in Iraq. I am also against religion playing a big role in politics, and I am for abortion which Kerry supports and Bush opposes."

Johnson has different views about Kerry. "I do not like Kerry because of his indecisiveness," Johnson said. "He does not take a strong stand on anything and he is a flip flop. His radical ideas are ridiculous and he sends negative messages to the troops and does not support them when they are doing the right thing."

Trujillo disagrees. "I support stem cell research and abortion rights," Trujillo said. "Bush does not support any of these issues which is why I voted for Kerry. Lastly, I did not think Bush is a good representative of our country and makes us look ignorant and stupid."

Reaction differed among students to the results. "I was disappointed," Belsky said. "I thought Kerry was the better man for the job, and Bush did not deserve to be President for four more years."

Student reaction to the election results varied. "I really was not devastated at all," Holt said. "I was not very fond of either candidate."

"I was very happy Bush won," Grady said. "John Kerry did not have a constant stand on a lot of important issues."

Johnson is also glad Bush won. "I was relieved Bush won," Johnson said. "Bush not only won the Electoral College; he also won the popular vote."

Students found voting to be extremely important. "I voted because I have the right to vote," Grady said. "As a result, I thought I should use it."

Holt agrees with Grady. "I participated because it was my right as a U.S. citizen and it expresses what I want," he said.

# Do teachers' political opinions belong in the classroom?



I think that it should be kept out of the classroom but if someone asks their opinion, they should be allowed to say it.

- junior Chelsea Denlow



Teachers' politics should be allowed in class as long as they don't grade students unfairly if they disagree with them.

- senior Katelen Fry



It helps discussion to have differing opinions, so to make it more interesting, teachers should put in their point of view.

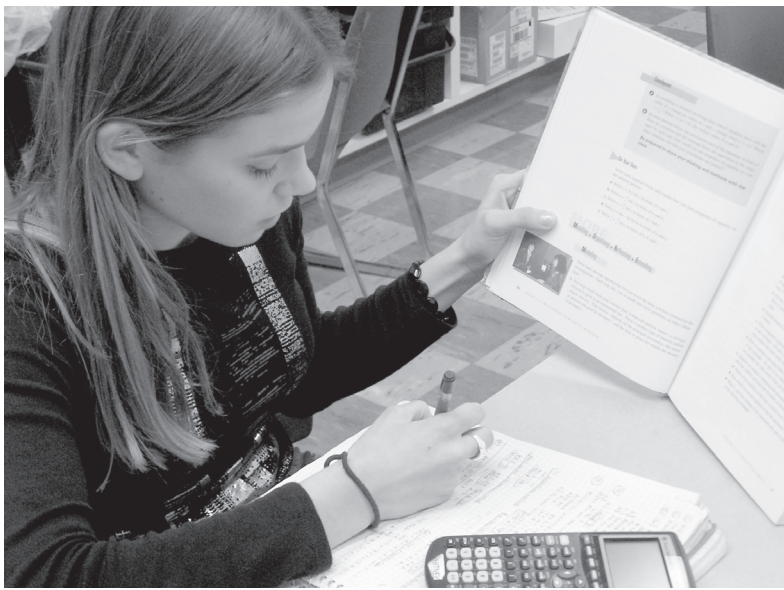
- freshman Bryan Griesbaum

# Select parents say Integrated does not add up



Above—Ms. Shepard teaches her integrated math class during sixth hour. About 65 percent of CHS enrolls in the Integrated math program.

Below—Junior Whitney Bruce studies her Integrated III textbook during a free period.



Mathematics, from 1

understanding and math skill has brought increased student achievement in many schools," Ritsema said. "Of course it is not perfect and math teachers should adapt any curriculum to meet their own students' needs."

The Clayton School district has benefited from the strong emphasis placed on communicating the student's thought process.

"Integrated math has an emphasis on communicating math problem solving," Janna Smith, Director of Professional Development and Assessment said. Sometimes our students don't write enough on their answers, which may cause our scores have been lower. The Math Department is really tried to make an effort to have students write more complete responses and be specific. if this is done, students receive more points."

The ACT scores do not necessarily reflect the same success.

"We have the one of the top 10 MAP scores for schools our size but who cares?" Borges said. "We need to have top ACT scores because that is what really determines a student's future rather than the MAP that no one looks at after high school."

Many parents will go to great lengths for their child to receive a better ACT score therefore making ACT scores consistent at CHS.

"This district has excellent teachers, people and curriculums but parents need to work hard to make sure their kids get what they get," an anonymous parent said.

"Our ACT scores are reflective of the school's curriculum and the work students do outside of school. Even if there are flaws, scores will not reflect it because students and parents in this district will do anything possible for their kids."

Some Clayton parents and students are unconvinced due to the lack of focus on basic material.

"We don't learn algebra," junior Lainey Smith said. "We learn stuff we will never use."

Traditionally, algebra had always been a fundamental part of high school math.

"I was shocked that algebra is not taught until the junior year and it seems that students are not well prepared for college," Marguerite Bliss said. "I am having my daughter Laura learn algebra outside of school with a tutor."

Memorization and core foundations of the ACT are missing from the integrated program due to timing issues that the math department is striving to correct.

"I am very dissatisfied with the program for my daughter," Borges said. "This program does not give her the algebra, memorization and geometry she needs to succeed. It is disappointing to me that I need to hire tutors to teach her algebra so she will succeed later in life and on the ACT."

CPMP is designed to teach the different areas of math together

and gather past knowledge from previous math experiences.

"Algebra is taught all four years in high school," Felps said. "But students really start learning algebra in fourth grade with boxes and squares. In high school it is more formalized."

In class, students work together in groups because the solution of real-world programs often involves teamwork.

"Group work is used in every course taught," Felps said. "When multiple brains think on a common problem, it can be greatly helpful to students. Group work also allows students to kick around ideas together. Ultimately, it is expected for students to be responsible for their own knowledge. We provide times for students to learn in large classroom discussions, small groups, individually with the teacher and alone. There are rarely class periods when students only do group work. The teacher is always orchestrating the class."

The group of parents are worried that a classroom with extensive group work does not provide an environment for all students to learn.

"Not all kids can learn with so much group work," Borges said. "Core Plus has a classroom system in which students cannot ask questions to their teacher unless the designated person does so. If a student does not understand and they cannot ask, then they will continue to be lost."

The math department is confident that students will do well in college math classes after four years of Core Plus. The math department has received one report this year that a graduate called home for old Integrated Math notes.

"Integrated is intended for students to start calculus as university freshman," Felps said. "The honors program is designed for students to complete calculus as a senior in high school. The programs have different timing and pacing. The Integrated students have an extra year of preparation because there is no rush to take calculus in the senior year."

Integrated students are prepared to take calculus at college after a successful completion of Integrated IV.

"Integrated IV is very similar to the pre-calculus topics," Dobbert said. "Students become well prepared for calculus after successful completion of four years of the Integrated Math Program. We do not have 100 percent satisfaction; however, the majority of the students seem satisfied."

The survey showed that, according to students and parents, math knowledge did not increase and math was not made meaningful.

"I wish the math department would re-look at the survey the math committee made," Borges said. "The department is ignoring their data that says that many students are not satisfied with the program but it seems that they just want to gloss over that information. My concern is the children. I don't care about the passion the teachers have for it. These students want to succeed, and some of them can't with the program."

Results from other schools that have implemented the Core Plus program are showing positive results.

"The curriculum is still relatively new; therefore, the long term statistics are still in the making," Felps said. "There are individual school reports, and they are very positive. There are strong results being shown from schools that are comparable to CHS."

Some students disagree. "The math program does not prepare you for the SAT and ACT," Smith said. "I don't feel prepared for college level math. The word problems should be done in elementary schools."

Bliss also worries that the integrated program does not adequately prepare students to be competitive when applying to colleges.

"I have talked to seniors and some of them have taken the ACT four times and they feel unprepared. The Integrated Math Program has not taught students what they need to know to succeed later in life. The bottom line is that the program is too new. So far it has been shown that it is ineffective. Until this is shown, the integrated math program should not be offered as a choice."

Borges echoed Bliss's comment. "Geometry and algebra are im-

portant parts of the ACT and they are not well taught in the book," Borges said. "Our group's main concern is students preparing for college. Everything students do should be preparing them for it by participating in extra-curricular activities, classes, service and getting a good score on the ACT and SAT."

According to the mathematics curriculum committee survey of April 28, 2004, 45 percent of students are receiving outside help to stay in the honors program or fill in gaps as seen by parents.

"I was slightly prepared for the ACT by the integrated program but there were a ton of gaps I had not learned like complex equations," Libby Bollinger said. "I was able to receive outside help where I was taught a lot of math that I was not taught and needed."

Some students believe that there needs to be something between honors and integrated for the middle road students.

"The Integrated Math Program has a good aspect because you know how to use it in daily life but there is a large gap between honors and integrated," senior Sally Mengal said.

"Something in between is needed. The program needs to be developed more."

The integrated program is more creative than the traditional math course. Core Plus has caused problems due to the many applications that the Math Department has incorporated to be large part of the curriculum.

"I do not understand why the honors track can complete the traditional math track while integrated students are given abstract math," Bliss said. "If it is said to be such a great program, then why is it not used across the board?"

The Core Plus curriculum uses technology to promote thinking

and increase problem solving more effectively.

"Students learn the concepts, and then let technology work for them," Dobbert said. "It is very important to understand the concept first though. We use technology to further exploration."

The Integrated program made the math department's lesson plans easier because applications no longer needed to be created. Application to Math learned has always been a part of the CHS math curriculum.

"In the program before Integrated, we were always struggling to invent an application to the math," Felps said. "Students should not just know math but also the application for real-life situations. In the Integrated program we now supplement with traditional materials if needed. We are no longer struggling to find the application."

The Integrated program has been at CHS for five years. Both sides have different views of what the solution should be.

"It seems that students are learning more with the program," Felps said. "Objections to the program should have died down by now."

The new program, if voted upon will offer a middle road for students.

"I do believe that the teachers are committed to the students," Bliss said. "They have very honorable intentions. There is a two-sided approach. It is only fair for the school district to offer the old program for people who don't buy into the integrated math program."

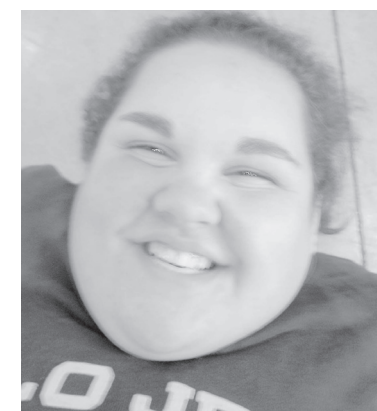
Students who cannot stay with the pace of integrated or are tutoring their peers during class should be allowed another option."

The situation is still up to the School Board, who voted on Nov. 17 to keep the issue on the table until investigations can be made. Hopefully, the resolution will make both the parents a Math Department satisfied.

**I do believe that the parents are committed to the students. They have very honorable intentions. There is a two-sided approach. It is only fair for the school district to offer the old program for people who don't buy into the program.**

-parent marguerite bliss

## Integrated Student Opinions

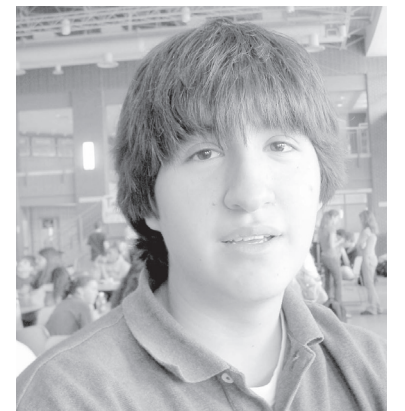


"I am not going to do well on the SAT or ACT because of the program. I am not prepared for college math."

-junior elise chudacoff

"The integrated program is good because it is more in-depth on the subjects taught. I can remember the math longer, rather than for one day."

-senior alan tejada



"I wish integrated did not skip around so much. It would be easier to learn. Its good that we are able to apply the math in daily life."

-junior Alex Webb



# Clayton moving beyond its borders

## District marketing to tuition students, with success

sarahshumway

Clayton High School is not called a "public-private" school for nothing. Recently, the district has set out to market the district to potential tuition students by advertisements and even holding a school open house.

"In the fall of 2002, the Clayton community was saying that we should look at ways to increase our revenue, rather than just look at tax increases," Director of Communications said. "Right now, we are mirroring a model of what private schools do to attract students. This year, we advertised in the Ladue News, St. Louis Parent Magazine, West End World, the inside back page of the Clayton Center program, the St. Louis American and the Jewish Light."

The idea of marketing to tuition students is nothing new. In fact, Clayton had a tuition program that ended when the VST program began in the district, due to concerns that both programs would overcrowd the district. Because of the increased awareness and publicity, the amount of tuition students has greatly increased from seven to 30. About one third of these students enroll at the middle school and the rest enroll at the high school.

"Our best sales pitch is our reputation as a school district," Principal Dave Skillman said. "Our teachers, students, and community also have a great reputation. When families move into the area, they will include CHS with the other local private schools they are looking at."

Tennill agrees.

"In a community survey right before the tax increases, more than 80 percent of the people surveyed said that Clayton schools were as good or even better than the other local private schools."

But besides Clayton's excellent reputation, there are other advantages to enrolling in the district.

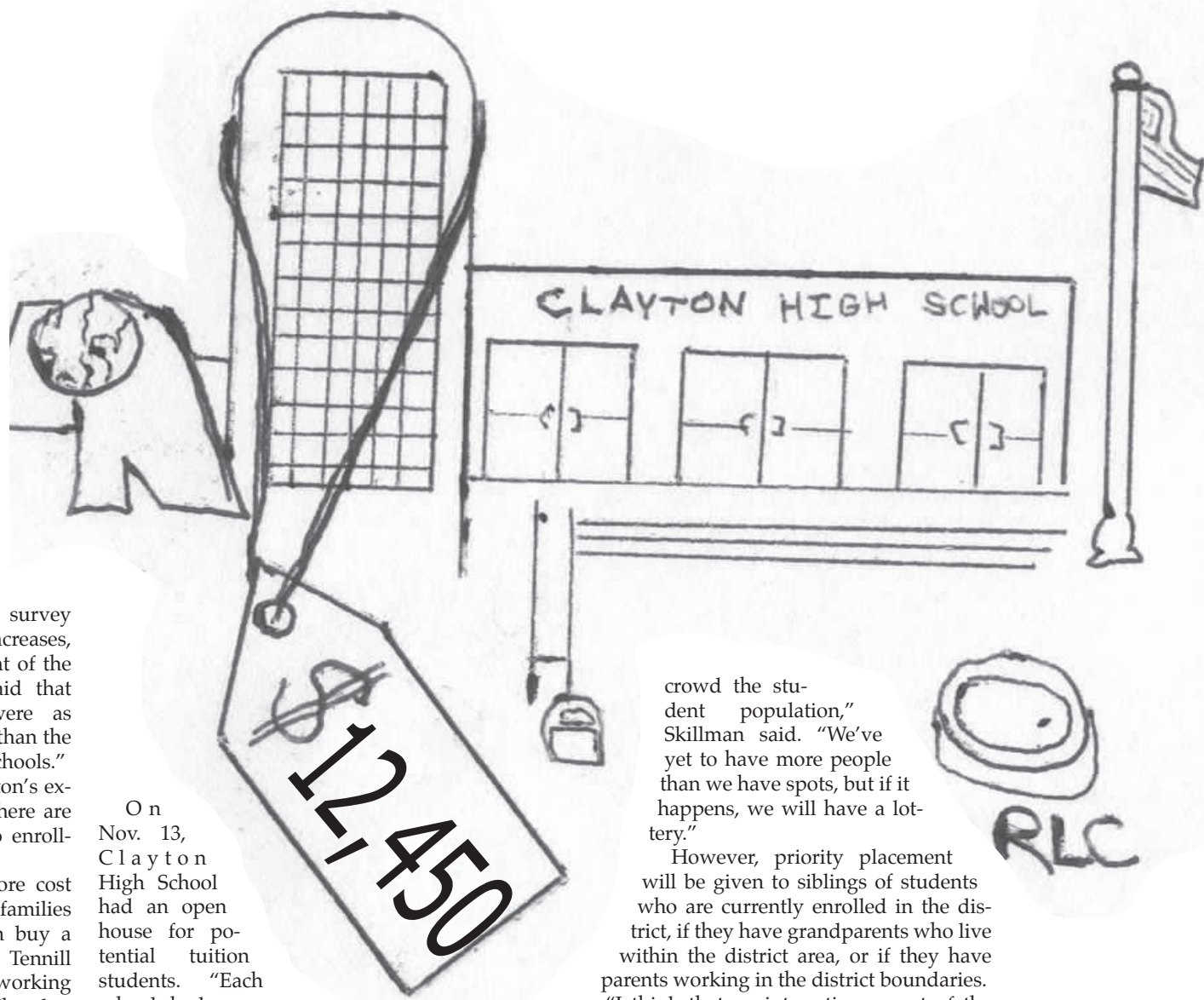
"It would be more cost effective for some families to pay tuition than buy a house in Clayton," Tennill said. "We are also working with the Clayton Chamber of Commerce to use the tuition program as a perk to work in Clayton."

Most of the tuition students come from the Metropolitan St. Louis area, often from other private schools.

"The tuition cost is competitive," Skillman said. "However, many of these parents are already used to paying tuition and know value when they see it. People may be seek out offerings we have, such as music, drama, and conferred English."

"Our best sales pitch is our reputation as a school district. Our teachers, students, and community have a great reputation. When families move into the area, they will include CHS with the other local private schools they are looking at."

principal dave skillman



On Nov. 13, Clayton High School had an open house for potential tuition students. "Each school had a representative group of teachers to answer questions and then we let people tour the school," Skillman said. "We are also letting these prospective students spend a day or so at the high school to make sure they feel comfortable here."

Obviously the district will have a limit on how many tuition students it enrolls, Student spots are made based on the expected student population and class size guidelines.

"We have a limit each year so we won't over-

crowd the student population," Skillman said. "We've yet to have more people than we have spots, but if it happens, we will have a lottery."

However, priority placement will be given to siblings of students who are currently enrolled in the district, if they have grandparents who live within the district area, or if they have parents working in the district boundaries. "I think that an interesting aspect of the tuition program is that we cannot test students coming in like other private schools," Tennill said. "The only thing that keeps us from accepting students would be if they violated the Safety Schools Act, which means they committed a felony or brought a gun to school."

Overall parents just want is best for their children.

"Parents are simply looking for the best match," Skillman said. "Hopefully, we will be able to provide them with that match."

# PTO Beautification Project underway, mixed response

sophiagrappova

At the beginning of this school year a mysterious concrete circle filled with mulch appeared in front of CHS at the main entrance. For awhile, this addition to the school was largely ignored by students and used by some as a source of entertainment, but recently, it has transformed with the addition of a tree.

"The Clayton High School Beautification project surfaced when a group of parents thought the exterior of the school was disheveled and unloved and did not match the inside of the school," PTO member Sally Cohn said.

Since its creation, the goal of the project has been to enhance the exterior of the school and the parents behind it are responsible for both the concrete circle and the recently planted tree at the main entrance to CHS.

"Last year we created a master plan," Cohn said. "We hired landscape architects and made a year long study of the landscape."

After completing the master plan, the CHS Beautification Project really got under way. Although many students may not be aware of it, the group has already redone the concrete plaza in front of the school, removed concrete around CHS to make more room for greenery around the school and has also renovated the globe. A few of the projects may not be very noticeable yet, but the work around the globe will soon be more visible.

"Eventually, once the plants around it mature, the globe will look as though it is supported by greenery," Cohn said.

With the planting of the tree completed, the CHS Beautification Project will make further efforts to improve the exterior of the school.

"The next big expenditure will be planter art of crushed stone near the flag pole," Cohn said. "It will be a combination of greenery, art and architecture."

The Beautification Project is also looking to continue improving the front entrance, to improve the island in front of the school, the property that borders the parking lot and the quadrangle.

"For the quadrangle we're hoping to bring in more trees and possibly artist made furniture, anything to invite people outside on a

sunny day," Cohn said. "Right now it's not a very exciting place, we're hoping to make it the heart of the campus."

Also, the project is planning to utilize some native Missouriian plants to further enhance the exterior of CHS.

"We're looking for environmentally friendly plants that don't require a lot of extra man power or water," Cohn said. "We're going to use a plant palette that can adapt to the St. Louis weather, that can thrive in the fluctuations in temperature."

Although the projects that have been completed may not seem very large scale, they have been quite expensive.

"Each of the projects costs around \$10,000; they have been major investments in the school's architecture," Cohn said. "Parents and the PTO, in terms of finance, have paid thus far for the quite extensive renovations of the property."

In order to continue these expensive renovations, more money is needed.

"We are about to embark on a fundraising campaign with current and former parents and alumni," Cohn said.

The latest, most visible addition to the façade of the school has been noticed by many students, but there are varying opinions about the tree and the project itself among the student body.

Sophomore Christine Ford does not see the tree as a major addition to the school, but is optimistic about the future of the beautification project.

"The tree doesn't really enhance the appearance of the school, but with more additions to the school the exterior could be greatly improved," Ford said. Sophomore Matt Schlessman agrees. "I haven't seen anything beautiful yet, it seems like they haven't started, but it's a great idea," Schlessman said.

Junior Page Stansen however, is at the opposite end of the spectrum on this issue. "The tree just looks out of place. Attempting beautification when there is a budget crisis isn't wise, the money could go to a better cause."

Although there are different opinions about the CHS Beautification Project among the students, and about the addition of the tree more specifically, the Project will continue to renovate and make additions to the exterior of the school with the goal of creating a more beautiful and relaxing environment for the students and staff of CHS.

"The next big project will be planting art of crushed stone near the flag pole. It will be a combination of greenery, art and architecture. We are about to embark on a fundraising campaign with current and former parents and alumni"

- PTO member Sally Cohn

katerothman

For years the Lake Forest Bakery was almost a St. Louis landmark. Last year, its last cake was sold, its last cookie gone, and the loyal customers mourned. Over the summer, hope was restored when red awnings went up over the storefront across the street from the bakery's former location. Rumors began circulating that another sweets shop was going to open, though no one was quite sure of what it was.

Lake Forest Confections opened in September, a different kind of shop for those with a sweet tooth.

"Lake Forest Confections specializes in handmade fine chocolates," Manager Bud Kolbrener said. "We sell jellies, hard candies and most other kinds of candies as well."

The new shop is unlike any other in the St. Louis area.

"We are the only store in St. Louis currently selling the types of old fashioned candy," Kolbrener said. The unfamiliar has turned out to attract many in the area.

"Our most popular items sold have been opera creams and the twin pecan," Kolbrener said. "We have brought them back."

Though good business, the shop has not been drawn many younger customers.

"Most of our customers have been middle-aged to older adults, and they are mostly women," Kolbrener said.

Clayton Resident Debbie Tzinberg has been pleased with the shop.

"I went by when I was out taking a walk and they had some samples out to try," Tzinberg said. "I tried a little white leaf-shaped mint that I was told was made from an old mold. It was a recipe that hasn't been made or sold for a while."

The unique shape of the candies grabs the attention of customers.



abbie minton

An employee sets out to create the perfect mouthwatering creation.

"Everything just looked really good," Tzinberg said. "I didn't have any, but the chocolate all looked great, really pretty."

The shop is still counting on some younger customers. "We're hoping to target more teenagers and young adults during the holiday season and do business with them then" Kolbrener said.

These teens are eager to see the shop too. "I'm sure I'll go in when the holidays get closer," sophomore Mary Von der Heydt said. "chocolate is a really good gift idea for people with a sweet tooth."

Sophomore Amy Richman agrees. "I walk by there all the time," Richman said. "It looks good and it always seems to be crowded when I go by it."


Other spots to satisfy your sweet tooth.

-Fudgery  
1820 Market St. 63103

-General Candy Co.  
4800 Oleatha Ave. 63116

-Kid's Corner Confectionary  
4269 Delmar Blvd. 63108

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# Time for Dinner used for student marketing

sarajohnson-cardona

Are you wondering how to make a difference this holiday season? How about doing it one dinner at a time? Senior Nicole Salvato and senior Sally Mengel came up with this idea for a project they are working on for their marketing research class.

"Our assignment was to design a campaign," Salvato said. "Mrs. Boland was making her meals at this company called Time For Dinner. She was talking to the marketing director of Time For Dinner, Paige Ohligir, about how her students could help her with a marketing campaign. She was telling Paige how Sally and I made it to state last year with another advertising project. Paige was really excited about working with high school students and bringing new ideas to the business. We contacted her the next week." First Salvato and Mengel had to learn about Time For Dinner's goals.

"Time For Dinner is a business that provides an alternative way for busy people to have a wholesome dinner," Mengel said. "They help you make your meals, but you still have control over what you want. You make 12 meals in two hours for four to six people. Then you have a month's worth of dinners that you can just pop in the oven when you are ready to eat."

"The place is really cool," Salvato said. "We even got to make a chocolate pie. It was really good! And the sessions are fun and easy. They have step-by-step instructions and everything set up for you when you come in for your session. You can have

parties if you get eight or more people to go with you too. For parties you get the whole kitchen to yourself. Paige thought that the teachers might like the party idea and have parties with their departments."

"We make main dishes," Ohligir said. "We also offer desserts and all of our customers choose from 19 different dishes each month. The menus switch each month and some menus are tailored for the specific month. For example November and December have special meals because of the holiday season."

After Salvato and Mengel figured out what the company was about and what their market was, they still had a lot of work to do.

"First we had to design a campaign for the company," Salvato said.

"We wanted to get an article in the St. Louis Post-Dispatch and in other local newspapers," Salvato said. "We also thought

it would be easier to get the word out about the company if the community was involved. If you involve the community, it is more likely the business will be noticed and more likely for others to want to try out Time For Dinner. Also, we just knew that since it is holiday time it would be a good idea to help others, especially those who are not for-



Mothers cook at Time for Dinner.

abbie minton

**Time for Dinner is a business that provides an alternative way for busy people to have a wholesome dinner. They help you make your meals but you still have control over what you want.**

junior sally mengel

tunate to have a wholesome dinner once awhile."

Mengel and Salvato worked hard to incorporate the community into their campaign. People are encouraged to make an extra meal for a person in need.

"When someone comes into Time For Dinner to make their meals, they can make an extra meal, free of charge," Mengel said. "This meal would then go to feed people in need of a wholesome dinner."

After Salvato and Mengel came up with the campaign and talked it over with Ohligir, they still had to do some refining to the plan to make it work.

"We had to find an organization that had enough freezer space to store all of the frozen meals," Salvato said. "We discovered Food Outreach, an organization that helps AIDS and HIV patients get the food they need. We worked with them to get a press release out to local ra-

dio stations and newspapers in the Saint Louis area. Then we had to come up with a slogan for our Time for Dinner campaign, which ended up being 'Make a Difference One Dinner at a Time.' Throughout this experience we have learned how to advertise when you are a start up business with a small budget and make a successful campaign." Ohligir has helped them a lot with this.

"Paige has been teaching us

a lot about how to advertise for a small business," Salvato said. "She taught us how to make flyers, ads and a press release."

"Now we are just trying to spread the word of this promotional campaign," Mengel said. "Hopefully people will become interested and help us 'Make a Difference One Dinner at a Time.'"

If you are interested, this holiday season check out the web site [www.TimeForDinner.com](http://www.TimeForDinner.com).

# Model UN provides forum for world issues discussions, research involved

rebeckakatz

Delegates from countries around the globe gather in a room to discuss world issues. They make arguments and pass resolutions. Model United Nations is in session.

Model United Nations brings high school students together from all over St. Louis to discuss problems facing the world today. Each student takes on the role of a country and researches an issue from that country's perspective.

"Before each session the secretariat [the governing body of Model UN in St. Louis] divides up countries among the participating schools," Model UN sponsor Janet Curry said. "Each student researches their country and the given topic related to it and comes up with a resolution detailing a possible solution to that problem."

The students can decide whether they wish to be a part of the Economic and Social Council or the Political and Security Council.

"The Economic and Social Council often discusses issues like the environment or child soldiers," Model UN president Donna Iken said.

In contrast, the Political and Security Council deals with problems relating to violence. The St. Louis Area Model United Nations (SLAMUN) which is made up of students from John Burroughs, Priory, Whitfield, Lutheran, Parkway West, Parkway Central, MICDS, Ladue and Clayton and meets three times per year.

"[The Clayton Model UN club] has meetings coordinated around SLAMUN's sessions," Iken said. "We help prepare for the upcoming sessions."

SLAMUN is organized by a secretariat. "The secretariat plans sessions," Iken said. "It finds a location, chooses the topics to be discussed and works out other organizing details."

It is not easy to be a member of the secretariat - those who wish to join it must submit an extensive application before being admitted. "It is a very select group," Curry said. "Only the leaders of teams are a part of it."

All those who participate in Model UN are required to submit resolutions before each session.

"Each student selects one of the topics issued for that particular meeting," Curry said. "They then research the subject extensively, come up with a creative and workable solution, and submit it to the secretariat."

The secretariat chooses the best resolutions and puts them up for debate in the upcoming meeting. The debates are often heated, but follow a basic format.

"First one person speaks about the pros of the resolution and is followed by a cross-examination," Curry said.

"Then others give the cons of the resolution, followed by another cross-examination. Finally the resolution is put up for a vote."

Students in Curry's World History II class, although not officially part of Model UN, participated in the process.

"We all wrote resolutions and turned them in to the secretariat," sophomore Wenny Dong said. "My resolution was accepted, so I was allowed to go to the meeting."

Curry started taking students to Model UN meetings last year.

"We used class time to research and write resolutions," Curry said. "The result was extraordinary. For students who do not especially like the usual reading and writing components of history class, the Model U.N. conferences became a surprisingly exciting way to bring all of the usual skills alive in a real current event problem-solving, persuasion-based setting. They really came together as a team and their self-confidence dramatically improved. It was the highlight of our year."

Dong was equally enthusiastic about Model UN.

"It was a really interesting experience," Dong said. "Especially in an election year it's important to learn



Model UN conferences are held three times a year. At each conference, students meet to discuss their resolutions, each representing a certain country.

caitlin ly

about world events and foreign policy. It was great to be able to see all sides of an issue and debate it."

Although Model UN currently has about 20 members at CHS, it is always open to more. "Everyone should feel free to join Model UN at any time," Curry said. "It encourages you to think outside the Clayton box. It's a big world out there, and it requires all the creativity and effort available to shape it into a better place."



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## Shizzazz still in step, keeps the rhythm

Shizzazz, 1

"Getting up for a 7:30 a.m. class definitely is work," Fasman said. "But once we're here it's mostly fun. The students are always very talented and creative, sometimes a handful! They make it fun for me."

While the kids in Shizzazz always have a good time, there is a lot of music to be learned, and concerts just waiting to be performed. This group is part of the three choral concerts put on at CHS, but they also perform at the Arts Fair, Senior Swing and other occasional gigs, like the recent ACS benefit for cancer. The group is in the process of debating the possibility of hosting a competing sometime in the future.

This group represents the elite of the musical performers at Clayton, but for the most part, age isn't a factor of getting accepted. Auditions are held every spring for the following year, and anyone can try out, including freshmen. It is rare and a major honor for a freshman to get selected for this choir, but this year Steven Glyn-

ias and Cameron Davis have each completed that feat. Both young men played lead roles in the musical last year at Wydown, "Big River". With the main interest in show choir coming from girls, how do freshman boys fit in?

"I came in halfway through first semester," Davis said. "Everyone was very welcoming, and they treat me and Steven like equals. There's really no separation. They make jokes, but it's all for fun."

The upperclassmen feel no separation between grade levels. In fact, the more men the merrier. "We lack guys a lot," Goldstein said. "Freshman guys tend to get drafted."

All around, Shizzazz seems to be a great way for many to start their days. The kids in this class don't know what could be better than singing "Fly Me to the Moon", a full crowd and a pair of character shoes (for the girls at least). According to the dictionary, the word Shizzazz doesn't exist, but this group is energetic and alive at CHS.

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# Prepared for the real world

## Former students praise CHS for smooth transition into college

gilahoffman

All throughout one's life, a person wonders if what he or she is doing now will be adequate preparation for the next chapter of life. In elementary school people prepare for middle school, in middle school people prepare for high school and, most importantly, in high school people prepare for college.

Many former CHS students feel that Clayton's writing program was central to their preparation for college.

"English classes really helped my essay-writing skills," Northwestern University junior Liza Shore said. "Writing becomes really crucial at college when you can be writing several papers a month."

University of Michigan sophomore Meredith Jones agreed that English program had given her a good foundation for college writing.

"CHS did a pretty good job prepping me for school, when it comes to writing, something you really have to do all of the time in college," University of Michigan sophomore Meredith Jones said. "Lots of people I know struggle with it, but because we wrote so many papers compared to other public high schools, I didn't have a huge

problem adjusting to that kind of homework and analytical thinking."

Barnard junior Naomi Hoffman agreed that all the writing she did in high school really prepared her well for college.

"Some students, in both my Barnard and Columbia classes, couldn't put together an essay if their lives depended on it," Hoffman said.

Shore is majoring in radio, TV and film and is receiving a minor in French.

"My French teacher Mrs. Morrison was one of the best parts of my high school education. Being with the same teacher in such a small class (7-8 students) for three years was incredible and is really the only reason I'm continuing with my French," Shore said. "I also think it's great that CHS is offering film classes. I did some of that with Mr. Mendelsohn and it really helped me learn how to think critically about movies."

According to Shore, it was the little things along with the English program that ultimately prepared her for college.

While high schools can prepare students in some sense, there are areas where it is up to the students themselves to get prepared.

"I think that no high school is going to pre-

pare you for the studying," Jones said.

Jones said she practically never studied for a test in high school, but when it came to college she spent hours making sure she knew the material. In college, teachers do not give you the luxury of study guides and do not go over material with the class. Once the material is taught, you are required to know it.

"I think that [studying] is really something you have to learn on your own," Jones said. "CHS already instilled in me a sense of individual ambition that is absolutely necessary to succeed in college."

While some students feel that CHS has prepared them well, other students feel that something is missing.

"I wish the education had been put into our hands and not theirs [school Board of Education and administration]," DePaul University sophomore Andrew Kraft said.

Shore, Jones and Hoffman all agreed that CHS could not have done anything else to prepare them for college.

"I feel like CHS has a really diverse curriculum which was a great help in the transition to college," Shore said.



Above: Naomi Hoffman and friends take in the sights of New York City. Hoffman attends Barnard College.

Below: Hoffman takes a break from college life to pose for a picture with roommates.



## Early Decision give faster peace of mind

melaniegoldstein

A growing trend for students around the country is to apply either early decision or early action to the colleges of their choice.

"It is the most competitive schools that have early action and early decision. Early decision is binding; you can only apply to one school," College Counselor Claire Dickenson said.

Advantages and disadvantages come with both choices. Athletes are encouraged to apply early in both categories because it helps college coaches to prepare their rosters.

"Either way, it is not a decision you make last minute," Dickenson said. "Thoughtful and careful planning should go into whatever you choose."

Dickenson stressed that students should not have any question in their minds that the school they are applying early action to is the right school for them.

"The best candidate for applying early are students who have done a lot of research about the place and can see themselves there," Dickenson said.

One advantage to early decision is that the entire application process is over and done with before the end of first semester; however, students are bound by their choice if they are accepted.

Michael Goldsticker, Laura Johnson, and Nathaniel Markman are three seniors who are applying early. Goldsticker and Markman chose early decision, Goldsticker to Amherst College and Markman to Washington University. Johnson chose early action to Stanford University.

"I would say it is really great to get in early because you can enjoy your senior year," Goldsticker said. "It can all be very stressful otherwise."

Johnson chose early action because it isn't binding. "Stanford wasn't my first choice so I decided I would get all of my applications in and see where that brought me," Johnson said.

Markman believes Washington University will be the perfect place for him to explore his options.

"My mom is a physician at the Med. School, and I couldn't see myself anywhere else," Markman said. "Wash U. is good in every aspect. I can't go wrong."

Johnson plans to visit the schools she gets into and choose that way.

Goldsticker did the same process almost in reverse, visiting prospective schools before applying to them. This worked better for his purposes of applying early decision.

"I visited the school in the summer, and I also want to play football and it seemed perfect for both," Goldsticker said. "Amherst had the programs I wanted and the classes I wanted. It felt right, and when I talked it over with my parents, we made the decision."

Markman, naturally, has visited Washington University.

Dickenson provides a few tips on applying early. "There are 4,000 college choices out there, and there will be one perfect for you," Dickenson said. "If you can't afford to travel to all of your possible colleges, you can get the idea of the different sizes right here in Missouri. Be sure to begin exploring colleges in the second semester of your junior year."

"If you know in your heart it is the right place, then that is the school for you," Goldsticker said.

# Pursuing an Ivy

## CHS students aim high in their college plans

amybrooks

According to college counselor Claire Dickenson, over 4,000 valedictorians applied to Princeton this year, a number that could have filled the freshman class several times over. Against these staggering figures, how can the large number of CHS students applying to top Ivy League school like Princeton make themselves stand out from the multitudes of others? There seem to be many factors on which prospective students are judged.

"There is no single academic path we expect all students to follow," an e-mail from Harvard's admissions office said. "The strongest applicants take the most rigorous secondary school curricula available to them."

An ideal four-year preparatory program includes four years of English, with extensive practice in writing; four years of math; four years of science: biology, chemistry, physics, and an advanced course in one of these subjects; three years of history, including American and European history; and four years of one foreign language.

But when virtually every student has the same challenging classes and top-notch grades, how does a college choose the lucky few who will be accepted? Grades and classes aren't the only things considered.

"Many factors play into the selection process," Dickenson said. "For example, recent changes in the demographics of the application pool have an impact on the selection process. Colleges are looking for diverse populations which results in a well-rounded freshman class. Colleges are looking for students with a variety of talents and strengths. They often look for students who have a spirit of social responsibility and who have acted on community service interests."

Senior Claire Saffitz is one student counting on her well-rounded and diverse range of activities and interests when applying to Harvard.

"On paper, everyone looks the same, when you get to really elite schools like Harvard, everyone is really competitive," Saffitz said. "I hope my teacher recommendations and my college essay, which I wrote about fly fishing, will help them get to know me better as a person. Also, the interview is important because that person will be your biggest advocate when the admissions board is reviewing your application."



Senior, Adrio, on her athletic skills

Adrio said.

Adrio hopes she'll find a perfect match with Yale's crew team, which has a legacy dating back to 1843.

Whatever makes them stand out from the mob of intelligent candidates, this year, like others, many CHS students are stepping up to the ivy-covered bar, with over a dozen seniors applying to the country's most prestigious schools. Hopefully they'll all be receiving nice thick envelopes in a few months as a reward for all their hard work.

Senior, Adrio, on her athletic skills

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# Hounds find success under 'Friday Night Lights'

Despite the \$3 admission charge, Friday night football games at the old CBC have brought bigger crowds, more excitement, and a successful season for the football Hounds.

katherinesher

The Gay Field renovations are approved and the end of the CHS football season is nearing, which means one thing, a look ahead to next season. Most likely, Clayton will be seeing most, if not all, home games played on Friday nights at Gay Field, instead of the traditional Saturday afternoon games. The change from Saturday to Friday is welcomed by most in the CHS community.

"Friday nights are better than last year's Saturday afternoon games," sophomore Izzy Levitt said. "You're already awake and there is a lot more school spirit because you've been at school all day."

Although Friday night games are liked, they have some disadvantages as well. During Saturday afternoon games, for example, CHS students got in free but parents still had to pay.

"Friday games are more fun, but I don't like the fact that you have to pay to go," senior Ady Christner said.

The release of the film "Friday Night Lights," helps to emphasize high school games on Friday night.

"Friday night has more of a high school feel," spectator Ralph Goldsticker said. "Everyone comes out on Fridays and there are so many other things going on during Saturdays."

Goldsticker has been coming to Clayton foot-

ball games with his wife Helen while their sons attended CHS and while their grandson has been playing these last four years.

"I've never missed one of his games," Goldsticker said.

Friday nights allow some aspects that Saturday afternoons do not.

"Friday games are more of an event than a game," junior Gracie Mayer said. "More people attend because of that so it's a lot more fun for the students."

Senior Peter Reilly agreed.

"There is a more social atmosphere, like an event within an event," Reilly said. "Plus they will be even better having the home field actually be at home."

Friday night games have the most effects on the football team. Even though the visibility is different, players like the feeling of Friday night games.

"Playing under the lights is awesome," senior Jeff Waldman said.

"The Friday games on a whole are better because of the student life involved in the game.

There is always a bigger crowd on Friday nights than Saturday afternoons and the students

don't have to wake up early to go to the game."

Other players echoed Waldman's thoughts. "The aura that surrounds the field is really awesome," junior Kit Szybala said. "It's a lot of fun to play on Friday nights."



The CHS football team receives instructions from Coach Musick before a game. Friday night games will move back to Gay Field next year lights and turf are added.

javier groisman



javier groisman

The CHS football team huddles before a game at the old CBC. Players are excited to return to their Gay Field next year. "There will be an even better atmosphere at Gay Field," senior Jeff Waldman said. "Having a field like that is going to be great for both the team and the fans."

Goldsticker also agreed with the sentiment about Friday night games.

"Friday nights are for high school football like Saturday is for college and Sunday for the NFL," Goldsticker said.

There is one thing that could improve the feeling of Friday night games for most people, having a home field that truly belongs to CHS.

"Having Friday games at Gay will be even better than just regular Friday games," Szybala said. "A lot more fans will come because they know where Gay Field is."

"There will be an even better atmosphere at Gay Field," Waldman said. "I know I plan to come back and see what it's like to play there after I graduate. Having a facility like the one planned is going to be great for both the team and the fans."

With another successful season behind them, the football Hounds are ready to bring Friday night games back to Gay Field, where they hope their success will continue. Fans are also ready to follow the Hounds to a place closer to home.



rachel kodner

Varsity cheerleaders celebrate the Hounds' victory during a sectional game against Holt on Nov. 16. "The aura that surrounds the field is really awesome," junior Kit Szybala said. "It's a lot more fun to play on Friday nights."

## Weekly bowling club combines fun and friendly competition

rebecca wall

The sport of bowling is becoming increasingly popular among CHS students. Bowling club, which students can attend, meets on Tuesday nights at 7 PM at Tropicana Lanes. For \$20 a group or individual can reserve a lane, with a pizza and a pitcher of soda included.

Physics teacher Rex Rice sponsors the club.

"There was a group of seniors last year who discovered the special deal at Tropicana," Rice said. "They decided to have a bowling club and encouraged people to come."

The bowling club emphasizes the fun and social aspects of bowling, although there is often some friendly competition.

Students give various reasons for their interest in bowling.

"I like bowling because it's fun," freshman Jared Hampp said. "All the kids I go there with are my friends so it's a good way to hang out."

Some students enjoy bowling because of the challenge of getting a high score. Junior Michael Musick has bowled a 185.

"One day I hope to be the next Pete Weber," Musick said.

The highest possible score for a game of bowling is 300. In order to bowl a perfect game, the bowler must bowl all strikes. The average score for CHS students is significantly less.

"The average score of the people I bowl with is around 70," sophomore Laura Goldsticker said.



jamie sachar

Sophomore Jensen Smith bowls during a Bowling Club event. Bowling club takes advantage of the Tuesday night special at Tropicana Lanes.

Goldsticker is not bothered by the low scores she and her friends usually receive.

"We're all just starting to bowl this year," Goldsticker said. "We aren't really disappointed because we know that with more practice we can get better. No one is really good when they first start bowling."

Rice has been bowling in leagues

since he was in middle school and bowled through college.

"I guess the reason I like bowling is because it's a very social thing," Rice said. "I can put a lot of effort into getting better, and have fun at the same time."

New players are always welcome at the bowling club. Also, sporadic attendance is not a problem.

## DECA sponsors poker tournament to raise money for ACS

jamiegoodfellow

The upcoming DECA poker tournament has attracted the attention of CHS's many avid poker players. Scheduled for Dec. 4, the event is being held to raise money for the American Cancer Society.

DECA, a club for students interested in business, challenged students to develop an idea for a fundraiser. Seniors Michael Goldsticker, Ethan Oetter and Jimmy Whiteley chose to organize a poker tournament.

"It was all our ideas," Whiteley said. "Poker is very popular, and we knew people would be interested, and that it would be fun."

Oetter also felt the popularity of poker would contribute to the tournament's success.

"We wanted to capitalize on the poker hysteria that has gripped Greyhound Nation," Oetter said.

The trio has been working on planning the tournament since the beginning of the school year.

"It's taken a lot of time," Whiteley said. "And we're hoping for a turnout of at least two or three hundred."

Their responsibilities included reserving the Commons, renting poker equipment, recruiting dealers, publicizing the tournament and talking to Harrah's about how to run the event.

"We even had to confront legal issues," Oetter said. "We couldn't give money as a prize or it would

be considered gambling, which would mean we would need a special license."

The organizers are hoping for parent, teacher and student involvement. Whiteley is excited about the opportunity to play cards with a different group of people than he usually does.

"I think it will be fun for everyone to get to play with the administrators," Whiteley said.

Senior Michael Gross is planning on playing in the tournament for an number of reasons.

"For one, it's a good cause," Gross said. "Also, I like playing poker. I think it's cool how its open to anyone."

For some, however, the prizes are a big incentive. "Tentatively, we're giving a Mini iPod," Oetter said.

"We're also giving a parking spot that says 'Clayton High School Poker Champ,' and Rams tickets."

Goldsticker, Oetter and Whiteley cannot say for sure how much money they are going to raise, but are hoping to be able to contribute to the American Cancer Society.

"Getting the word out to parents who can donate more than \$10 is important," Oetter said. "Also, we'll make money by allowing people to re-buy in at during the tournament."

With a minimum donation of \$10 per player, and a big turnout, the event is looking to be a big success for participants, organizers, and is for a good cause.

**"We even had to confront legal issues. We couldn't give money as a prize or it would be considered gambling, which would mean we would need a special license."**

- senior ethan oetter

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# Alphabet Soup

From F.I.R.E. to Tri-M, CHS's 'alphabet soup' of clubs allows students to tailor clubs to their interests.

rachaelcohen

Are you bored after school and wish you had something to do?

Try joining a club, or two, or three.

Most clubs have their memberships open to all students. Few have selective memberships, such as the CHS Jazz Band, Tri-M Music Honor Society, and National Honor Society. But even with open memberships, some students still choose not to join.

"There are no clubs that interest me anymore," senior Kenny Bradley said. "They [CHS] need to have more clubs that reach out different student interests."

Students sharing the same sentiments have a novel solution: students can create their own clubs. There are many clubs relatively new to CHS: D.O.V. (Discourse on Violence), F.I.R.E. (Feminists into Representative Education), The Young Democrats, The Young Republicans, S.A.D. (Students Against Discrimination), Students Against Landmines, The Japanese Pop Culture Club, and Games (video games).

Inspiration for starting a club can happen anywhere.

"Kelly Pappageorge and I were in Starbucks one night and we started talking about how cool it'd be if CHS had a feminist club," cofounder and copresident of F.I.R.E. Paige Stansen said. "Then we realized we could just start one."

Planner-savvy students may have noticed the "Student Activities" list on page 20. Listed there are annually sponsored clubs and activities, mostly pertaining to sports and the fine arts, and instructions for starting a club.

To start a club at CHS, a student must get an

Activity Information Sheet from Activities Director Santee Nixon, and find at least one teacher-sponsor to sponsor the club. The Information Sheet asks the student to give their club a name, proposed meeting times, club objectives, officers, and teacher-sponsors.

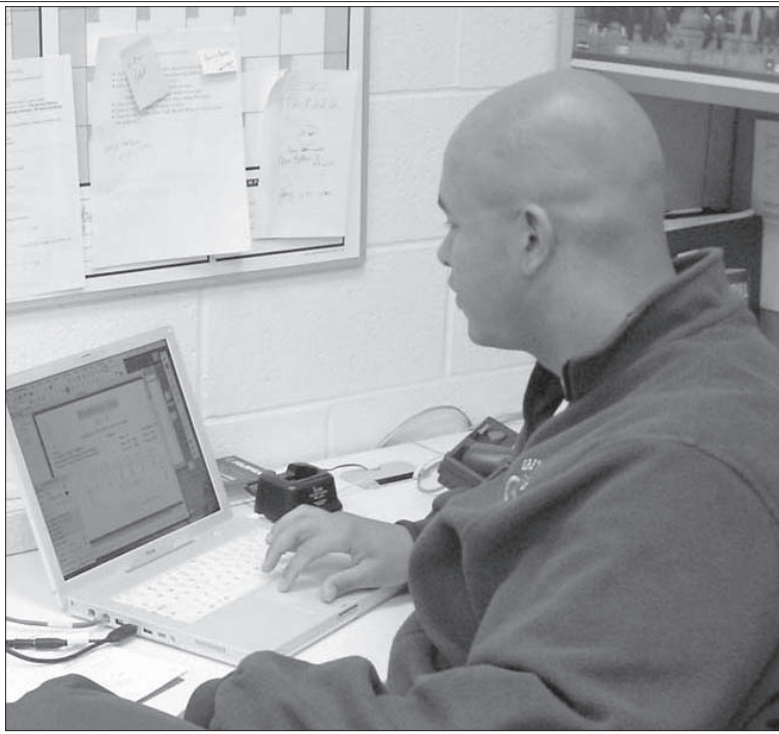
The completed Activity Information Sheet is returned to Mr. Nixon, who then proposes the new club idea to a panel of administrators for approval. Proposed clubs are granted approval the majority of the time.

"Rarely do we [CHS] deny the opportunity for students to organize a club," Nixon said.

In the alphabet soup of new clubs is D.O.V., founded by senior Sze Suen. Discourse on Violence, a social awareness club focused on raising the awareness of domestic violence of both men and women. The club plans to hold fund-raisers later in the year to aid local shelters.

Library Assistant Lauren DeRigne is the founder and sponsor of another new social awareness club.

"The new CHS environmental club, Environmental Avengers, will concentrate on grassroots activism," DeRigne said. "Really, the media doesn't often cover environmental issues, so



Activities director Santee Nixon works in his office. Club applications must be approved by Nixon before the club can be created.

the public is left in the dark about decisions that affect our air, water, and natural places. I think students rely on school and their parents to impassion them on these issues. So this club will concentrate on finding out what's going on with our environment locally and nationally."

Some students just may not have the time to be a member of any CHS clubs. After school clubs, jobs, non-school sponsored extra-curricular activities and homework can be a challenging to balance. But there are benefits to finding the time to finding the time to join or start a club.

"I like gaming and I'm not all that social," Games President Andy Sides said. "I wanted to play (video) games with people and not be so anti-social, which is the point of the club - just a chance to get together with people who have common interests."

# Vending machines aid in nationwide obesity issue

katharineweiss

Obesity. It's the hot topic for news today. In a world where McDonald's rules and 20 to 30 percent of kids are obese or at risk for becoming obese, it's pretty obvious why. Because of these issues, the federal government is passing new bills such as the House Bill 207, requiring every middle and high school to offer thirty minutes of physical activity. But is this enough?

Most districts don't think so and are replacing candy and soda machines with healthier options. But in the Commons, students will notice that CHS's machines are still stocked with high-calorie snacks and drinks.

Companies assume that having candy machines in schools is the best way to make a profit. But recent studies have shown that

schools that replace their candy and soda machines have had a small, if any, loss in profit. In fact, when the Nelson School District in Kentucky replaced their machines, they found the reaction of the students to be very surprising. Not only did they have high sales but also found that the students were very happy with the new change.

Principal Dave Skillman says that in the case of CHS it is all about having snacks available at all hours.

"The school is open from 6 a.m. to 10 a.m., we want to be able to offer food to students outside of the regular day," Skillman said. "The school has had machines forever but we plan on looking at the machines as well as the cafeteria food to decide whether or not to make changes."

Obesity isn't necessarily a huge problem at Clayton but the district hopes to take action to avoid such an issue.

"A person doesn't necessarily get fat from candy machines," school nurse Dede Coughlin said. "But for people who are prone to gain weight, the stuff offered in vending machines is a huge problem. The food in those machines is filled with empty calories and most of it is high in fat and sugar."

CHS students take a different view on the issue.

"If we replaced the machines with Gatorade it would be fine but I like having the candy machines," freshman Liza Schmidt said.

Freshman Shaina Abrams-Kornblum disagrees.

"I don't think the juice machines are much better," Abrams-Kornblum said.

Sophomore Dini Schuman feels the problem concerns cafeteria food in addition to vending machines.

"The items in the cafeteria are worse than the vending machines," Schuman said. "The only good choices are fatty foods."

Besides the idea that candy brings a larger profit than other healthier foods, there's another common misconception concerning food in the Commons. Many students think that candy wakes them up and gives them energy.

"Getting rid of candy machines would be unwise," junior Tony Russell said. "Teachers will end up with students who are barely awake first hour."

In fact getting rid of the candy machines could do just the opposite. It has been found that candy reduces people's energy level and makes it harder for people to concentrate. But can CHS adjust to new and healthier machines?

"A person doesn't necessarily get fat from candy machines. But for people who are prone to gain weight, the stuff offered in vending machines is a huge problem."

- nurse dede coughlin

# Speed bumps hope to slow student drivers

mikegregory

Driving is often the subject of everyday teenage conversation. However, whether or not teen driving is an issue is often debated. Statistics on teen driving have caused much alarm. For one thing, 14 percent of all fatal motor vehicle crashes involve teen drivers, according to DriveHomeSafe.com.

What has CHS done to prevent accidents among teen drivers? The parking lots have new speed bumps that are supposed to slow down drivers.

"We usually have one or two serious accidents a year," associate principal Dr. Mike Musick said. "The accidents are mainly due to

drivers going too fast."

Because the speed bumps are so new, it is too early to tell how effective they are.

"Students are complaining a lot about the speed bumps," Musick said. "We hope that the students change their driving habits in a positive, safer way."

The student body has the most

experience with the revision on the parking lot, and have mixed opinions, such as junior Laura Tetri.

"People don't go quite as fast in the parking lots," Tetri said. "But they are kind of annoying when you're

in a hurry." Others avoid the speed bumps

"The number of students who drive at Clayton is increasing. The more young drivers there are, the more accidents."

- associate principal mike musick

altogether.

"I avoid the speed bumps because that's the easiest way to get by them," said senior Max Cassilly. Speeding drivers aren't the only concern with the parking lots.

"The numbers of students that drive are increasing," said Dr. Musick. "The more young drivers there are, the more accidents."

Due to the additional parking lot behind the cottage, the number of students driving to school has increased. With the already fast speeds of drivers in the parking lots, the speed bumps seem like foreseeable preventative measure to ensure the safety of all the students at CHS.

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# Dealing with depression

Depression is quickly becoming a more identifiable problem and the Globe takes a look at issues surrounding depression including symptoms and local contacts

meghanbliss  
rebekahslodounik

Depression: A psychiatric disorder characterized by an inability to concentrate, insomnia, loss of appetite, absence of pleasure, feelings of extreme sadness, guilt, helplessness and hopelessness and thoughts of death.

For many teens, some of these symptoms describe day-to-day feelings; however, there could be a number of reasons for these feelings. Some causes are genetic, having low self-esteem, and others are caused by daily stress.

Despite all the warning signs, detecting depression in teens can be difficult.

"Symptoms of depression can be masked, especially in adolescents because teenagers can be very conscious of how they are coming across to other teenagers and to their own family,"

Guidance counselor Dr. Ann Barber said. "They do not want to 'appear' to be depressed."

Because of the masked symptoms, knowing who is at risk for depression makes identification easier.

Depression is generally more common in females, and drugs can also add to the risk of depression.

"I think it's important to know that many of the drugs teens use can cause changes in the brain chemistry which can cause the person to struggle with depression issues throughout his/her life - Ecstasy in particular," health teacher Doris Smith said.

School nurse Dede Coughlin also cited sleep deprivation as one cause of depression.

"Sleep deprivation makes people feel more depressed, whether or not they are clinically depressed may be another story, but people feel depressed when they don't get as much sleep," Coughlin said.

School can prompt feelings of depression although school is not the main cause of depression.

"I think school for many children is stressful and there is always going to be some stress," Coughlin said. "Sometimes when people feel overwhelmed and times when things are more pressing than others, children can be somewhat depressed."

Coughlin noted that many students who feel depressed are actually anxious. Anxiety disorder causes feelings similar to depression, but significant differences between the two exist.

Anxiety is excessive fear or distress in situations where most people would have none.

"When people have anxiety disorder they are worried or fearful more than it calls for or they are worried or fearful all of the time and they don't know why," Coughlin said. "Everyone has some anxiety, but people with anxiety disorders don't always have a reason to worry and worry often whether it is necessary or not, and they are often fearful."

Junior Paige Romer knows the effects of anxiety disorder firsthand.

"My anxiety is biological and then compounded by situational stimuli," Romer said. "I have had my anxiety disorder all my life, but when I'm under a lot of pressure it becomes a greater problem. Anxiety affects every part of my life. Before I was diagnosed, there were times I couldn't sleep, I couldn't concentrate, and even times when I felt like I couldn't breathe."

Though symptoms for anxiety and depression are similar, students usually have anxiety

rather than depression. Anxiety disorder is the most common mental illness in America.

"Some people think that depressed children stay at home and don't come to school, but there is literature to suggest that these students are actually anxious as opposed to depressed," Coughlin said.

School increased Romer's symptoms of anxiety disorder.

"School sucks when you have anxiety that is aggravated by people," Romer said. "I use to get so scared of talking in front of classes that I would talk so fast that no one could understand me. It was really bad, and test anxiety is really annoying because you know you know the material better than the test shows you do."

In addition to anxiety, students can experience several types of depression that occur for different reasons.

"Depression can generally be categorized into two categories, situational and biological depression," Coughlin said.

Situational depression occurs based on the circumstances of someone's life at a particular point in time, and biological depression can be of varying degrees and is inherited from ones parents.

Teenage depression can occur in varying degrees, mild, moderate or severe depression.

Unfortunately, the cause of depression is generally unknown.

"We don't know exactly what triggers a clinical depression—if we did, prevention would be so much easier; the best thought right now is a chemical imbalance in the brain that affects the neurotransmitter serotonin which transmits good feelings," Smith said.

There are several options for treatment of clinical depression including medication and psychotherapy.

"There are treatments that for many are very effective; mainly drugs that are called SSRIs that restore the neurotransmitter balance," Smith said. "For some they are treated and it doesn't reoccur for others they have periodic episodes and still others have to be treated for an indefinite time. It's important to remember that depression can be present very differently from one person to another."

Barber suggests another type of treatment, psychotherapy.

"One of the most helpful types of treatment for clinical depression is cognitive behavioral therapy," Barber said. "Cognitive therapy addresses how we think and perceive things, which, in turn, affects how a person behaves and feels. This therapeutic approach can help a depressed person feel better and approach life more positively."

Barber also cited the benefits of medication when used properly.

"According to research at Duke University, the best form of treatment for depression in adolescents is a combination of medication and talk therapy," Barber said. "While medication alone can be helpful, better and more lasting treatment includes the use of therapy as well."

Previous experience with depression makes it, generally, more manageable.

"If a person has been successfully treated for clinical depression with medication and/or therapy, the person has a better chance of knowing when to seek help if he or she becomes depressed again," Barber said.

Friends can also be a source of comfort for

some, but the friends need to be aware of the gravity of the situation.

"The most important thing a friend can do for a friend they suspect is suffering from depression is to listen and be supportive and to recognize when they have gotten in over their heads," Coughlin said. "If the child with problems can identify an adult they feel comfortable talking to then that person, or the friend, can talk to that adult. If there are any mentions of suicide, then the friend needs to share the information with the trusted adult."

A student should approach an adult about a friend's problems even if she is unsure or tentative.

"Sometimes a student who may appear to be depressed thinks others are making a 'big deal' out of nothing," Barber said. "It is better to talk about the concerns than have a student become more and more depressed and possibly suicidal."

Teachers, parents, doctors and adults are some of the best resources for children suffering from depression.

The guidance counselors at CHS are all trained in dealing with depression. Students or parents talk with them to try to help a student through his or her depression. If symptoms continue for six to eight weeks, then more action is taken, usually by seeing a doctor.

There are also local resources for teens including KUTO (Kids Under Twenty One) and Life Crisis.

KUTO representative Elizabeth Makulec noted the importance of taking action when one suspects a friend may suffer from depression.

"Once you've determined the risk for suicide exists, be an open and empathetic listener; hear what the at-risk teen is saying," Makulec said. "Ask specific questions that will give you more information and will help move the conversation forward. Adolescent suicide is a very real youth health risk that can be prevented through greater awareness and education activities. By learning the warning signs, intervention strategies and where to get help, you can save a life."

KUTO provides a hotline teens can call in times of crisis where teen help other teens help themselves.

"KUTO volunteers field calls from troubled young people who need someone who will listen," Makulec said. "KUTO Helpline 'Crisis Workers' work with callers who are struggling with the 'daily hassles' of life and help callers find the strength and hope to cope positively with the pressures and stress they are experiencing. Crisis Workers do not judge callers or give advice."

In the last 12 months, there were 1,169 calls to the KUTO Helpline. Each year the KUTO Helpline receives between 1,150 and 1,200 calls.

Junior Mike Gregory is a KUTO volunteer. "When someone calls I talk to them and get them to trust me," Gregory said. "I help them to



## Symptoms of Depression:

- changes in weight or appetite
- changes in sleeping patterns
- loss of energy
- loss of interest in everyday activities
- inappropriate guilt
- difficulty concentrating
- anti-social behavior
- trouble with self-control
- skipping school as well as school sports or clubs
- recurrent thoughts of death or suicide

information from: American Association for World Health

## Suicide warning Signs:

- acts of self-harm or other risk taking behavior
- overwhelming feelings of hopelessness
- giving away prized or valuable possessions
- sudden recovery after a period of marked and serious depression
- unexplainable anxiety, tension
- boredom of ambivalence
- a recent loss, real or perceived
- the suicide of someone with whom identified

information from: KUTO--Kids Under Twenty-One

**Helpful Information:**  
KUTO--Crisis Helpline is open after 4 p.m. daily, 1-314-644-5886 or 1-888-644-5886; Business Line 1-314-963-7571 Life Crisis-- 1-314-647-4357

## Results of 2004 Clayton Youth Risk Behavior Survey

- 31 percent of freshmen felt a lot of stress in the past 30 days
- 45 percent of juniors felt a lot of stress in the past 30 days
- 85 percent of freshman replied that classes and schoolwork caused them a great deal of stress
- 88 percent of juniors replied that classes and school work caused them a great deal of stress
- 10 percent of freshmen and 10 percent of juniors replied that in the past 12 months, they had seriously considered attempting suicide
- 9 percent of all surveyed students replied that they attempted suicide in the past 12 months

information courtesy Doris Smith

find a way out of their problem."

Gregory said that he finds volunteering to be a rewarding experience, one that he enjoys and is proud to take part in.

"I know I can help people, and it helps me to feel good about myself," Gregory said. "Whenever I'm having a tough time, I remember there are other people who are having a worse time than I am."

With the right actions, students can tackle depression and continue to be successful, looking towards a bright future.

# Stress and homework contribute to sleep deprivation

hyrumshumway

With homework, friends and sports, students at CHS may not be getting enough sleep, at least not as much as their bodies need. Many feel tired throughout the day, and more so as the week continues. Research shows that teenagers need 8-10 hours of sleep every night for a healthy lifestyle, but many CHS students focus on long-term goals and priorities instead of their day-to-day health.

"I think that there is a significant percentage of the population of the school who are overloaded with sports, homework, family responsibilities and extra-curricular activities" history teacher David Aiello said. "I think students also need to prioritize and hopefully one of the top priorities on their list is their

health and many studies show that sleep deprivation is a sure way to poor health. I further speculate why most students at CHS are trying to do so many things. The question is why? I think that students also have to deal with a lot of pressure from teachers, parents and administrators to get into a good college and have a good transcript and resumé. If I were to give any type of advice, I would say to do

less things, but do them better and enjoy them more."

Researchers say that the best way to get the amount of sleep needed to be healthy is to get to know your own body and knowing when to stay up and when to go to bed. "I go to sleep around 10:30 but lie in bed for as much as 3-4 hours," sophomore Dave Redick said. "Then I'll wake up at 6:30 if I get any sleep at all.

When I was a freshman I had a ludicrous homework load, especially in physics and math. This year has been much better and I seem to get my homework done a lot sooner."

A lot of freshmen come to the high school not understanding the pressure that will be placed on them because of sports, homework and other activities. Time is like money; it can be hard to manage, especially for new students that are not accustomed to the workload.

"I get go to bed between 11:00 and 11:30 and wake up at 7:00 or so" freshman Kerri Blumer said. "I think that kids have sleep deprivation because of homework, especially freshmen who are not accustomed to the large homework load. I think sports also take up a large amount of time thus leaving less time for homework. I almost

always feel tired throughout the day and drink a cup of caffeinated tea at about 11:00 during art class so I can make it through the rest of the day."

Each student has to realize what needs to be done on a daily basis and what free time, if any, they have to devote to other pleasures outside of schoolwork.

"I think that if you are sleep deprived, you have an overload in homework or your time management is not efficient," junior Cherish Varley said. "I think a lot of kids aren't sleep deprived though because of homework but are doing other things like instant messaging, sports and watching TV in addition to homework. If you are sleep deprived, you need to give something up."

Some students struggle with

sleep patterns and want to wake up late, but they have to listen to the alarm clock and wake up early.

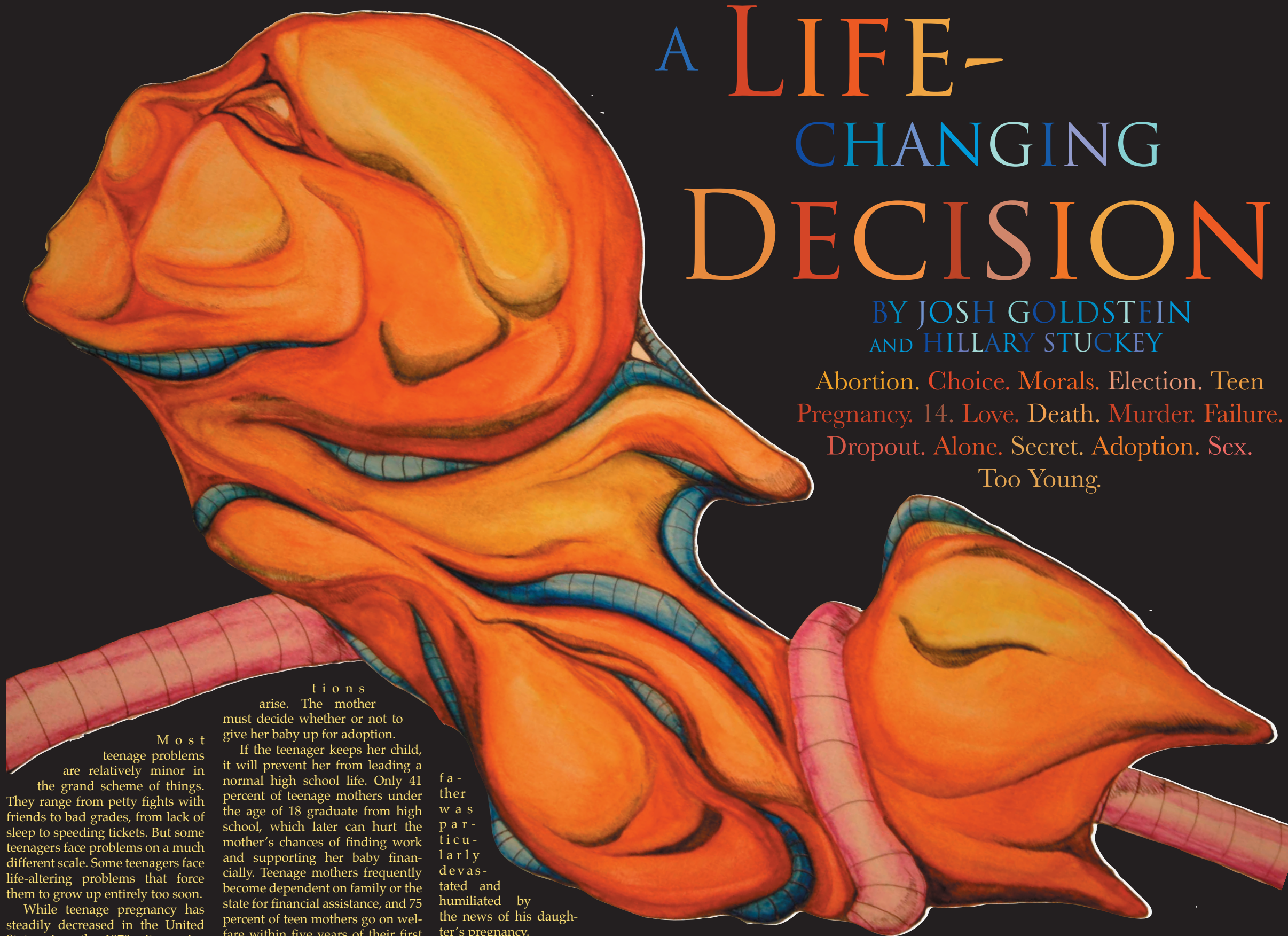
"I usually go to bed sometime between midnight and 1:00 a.m. I usually fall asleep after an hour or so. I then wake up at 7:00," freshman Kevin Johnson said. "I feel really tired throughout the day. I think that kids are sleep deprived because kids like to go to bed late and wake up late, but they have to wake up early for school."

CHS students eventually learn to manage their time—some of them hanging on by a thread as they are overly committed and overloaded. Many thrive on the adrenaline of the overload, but they need to prioritize their schedules so they can have the simple pleasure of having a good nights sleep.

# A LIFE-CHANGING DECISION

BY JOSH GOLDSTEIN  
AND HILLARY STUCKEY

Abortion. Choice. Morals. Election. Teen Pregnancy. 14. Love. Death. Murder. Failure. Dropout. Alone. Secret. Adoption. Sex. Too Young.



Most teenage problems are relatively minor in the grand scheme of things. They range from petty fights with friends to bad grades, from lack of sleep to speeding tickets. But some teenagers face problems on a much different scale. Some teenagers face life-altering problems that force them to grow up entirely too soon.

While teenage pregnancy has steadily decreased in the United States since the 1970s, it remains a serious issue for thousands of Americans each year.

Usually unexpected and shocking to both parents and teenagers alike, a pregnant teenage girl has to confront a number of difficult decisions upon learning of her pregnancy.

Of the 860,000 teenagers who became pregnant in 2002, 425,000 of them decided to give birth to their babies. But giving birth to a baby at such a young age is both risky to the mother and the child. The March of Dimes reported that teenage mothers are more than twice as likely as mothers of 20 years of age and older to give birth prematurely, which can result in health problems for the baby, lasting disabilities and even death.

"The biggest problem for pregnant teens is that they are at a time in their life when they need all of their nutrients," health teacher Doris Smith said. "They are building a healthy body to prepare them for the rest of their lives, and pregnancy puts more of a burden on their body because they have to supply enough nutrients to support both their growth processes and provide for the needs of the baby."

A mother of inadequate pregnancy weight also has an increased risk of giving birth to a low-birth-weight baby and of suffering from anemia and high blood pressure. Once the baby is born, new questions

arise. The mother must decide whether or not to give her baby up for adoption.

If the teenager keeps her child, it will prevent her from leading a normal high school life. Only 41 percent of teenage mothers under the age of 18 graduate from high school, which later can hurt the mother's chances of finding work and supporting her baby financially. Teenage mothers frequently become dependent on family or the state for financial assistance, and 75 percent of teen mothers go on welfare within five years of their first child. A child born to an unmarried teen mother is 10 times more likely than other children to be living in poverty at ages 8 to 12.

Additionally, most children of teen parents do not live with both parents. The National Campaign to Prevent Teen Pregnancy reported in 2002 that only 20 percent of men marry the teen mothers of their children and only 30 percent of married teen mothers remain married to the father of their baby.

Abortion is one alternative for pregnant teens. For both political and religious reasons, abortion has become one of the most intensely debated and polarizing issues in the United States.

"In this past election politics became very personal for a lot of voters," Current Issues teacher Maggie Sullivan said. "More and more people are voting for the candidate who best represents their moral views, and abortion has become one of these central moral positions."

Not only does abortion often create an ethical dilemma for a pregnant woman, it can also create a financial dilemma. Abortions are expensive procedures and often cost thousands of dollars.

Thirty-four years ago Lois Johnson was shocked to see her 15-year-old daughter's stomach getting bigger. The mother was surprised to learn that her daughter was three months pregnant.

"I always saw John [the father] hanging by the fence talking to my daughter but never did I think it would get that far," Johnson said.

The Johnson household was very religious and many members of the family did not believe in premarital sex. The teen's

father was particularly devastated and humiliated by the news of his daughter's pregnancy.

Partially influenced by members of his community, he decided that his daughter needed to marry the father of her baby. At age 16, Lois' daughter was married at city hall.

But the boy's father did not have any local family and could not financially support his wife and baby. He left Lois' daughter after two years in search of his family in California.

Fast forward to 2004. Not much has changed from Johnson's experience thirty-five years ago. According to the Clayton Youth Risk Behavior Survey conducted in February of 2004, 13 percent of last year's freshmen and 36 percent of last year's juniors have had sexual intercourse. Of those who are sexually active, seven freshmen and three juniors reported that they had gotten pregnant before.

An anonymous freshman at Clayton High School discovered that she was pregnant at the age of 14, just as she was graduating from the eighth grade. Her brother and his girlfriend were having a baby and she thought that it would be nice if she and her boyfriend could enjoy one of their own as well. She listened to music that encouraged sex. Her father and mother were not together and each home experienced different problems. Never did she really consider the development of the child and the amount of care involved.

The girl suspected that she was pregnant, but avoided telling her father.

"My father is very protective of me, and I just knew it would hurt him," the freshman said.

As her eating and sleeping habits began to change, the teen was forced to tell her father. Her family was stunned.

"My mother really tried to raise us correctly but sometimes you just slip up," the freshman said.

The freshman struggled to make a decision on whether or not to have the baby.

"I loved the father of my child," she said. "She wanted the baby and I will have this child for him."

Her family was split on the issue. Half of them urged her to keep the baby while the other half encouraged her to abort the baby. Her peers at school also gave her mixed

messages.

The teen first decided to keep the baby as planned, but after about three months of pregnancy, she became overwhelmed by the enormity of her situation. She decided to get an abortion.

The freshman has learned from her difficult experience and decision.

"After all this I have been through I really am going to watch the things I do and how I associate because this will always be a part of my life," she said. "I know that it is something that should not have even occurred."

Three years ago, then Clayton senior Emily Lusk had a drastically different experience. She and her boyfriend [now husband] Jason Young, a fellow CHS senior, became sexually active. Lusk was on the birth control pill, but she got off on her daily use and got pregnant. Eleven weeks after the baby was conceived, Lusk found out that she was pregnant.

"I was shocked," Lusk said. "I knew right away that I would have the baby though. Jason and I had talked about this situation before we started having sex and I told him that I would definitely keep the baby if I got pregnant. The thought never crossed my mind to

get an abortion. I knew that I could not live with the constant knowledge that my baby was not alive. I knew that I would always think about how old the baby would be each day or how my life would be different. My ethical and religious beliefs helped me reach this decision."

While Lusk was confident in her decision to have the baby, the response from her peers at school was mixed.

"My senior year was difficult," Lusk said. "My friends became a little distanced because they thought that I did not want to hang out with them anymore. I stopped going to parties and seeing a lot of my friends socially. It made me feel somewhat abandoned, but many people were also very nice and supportive. Some were sympathetic towards me just because I was pregnant, but others were sincerely great. I was the captain of the Poms squad and was on the team for three years. When I got pregnant, the other members of Poms were incredibly supportive and threw me a baby shower. The transition was not difficult with my teachers. I talked to each of them individually and was very open to answering any of their questions. I actually became closer with some of my teachers after I got pregnant."

Despite the difficulties that Lusk faced during her senior year, she has no regrets about her entire situation.

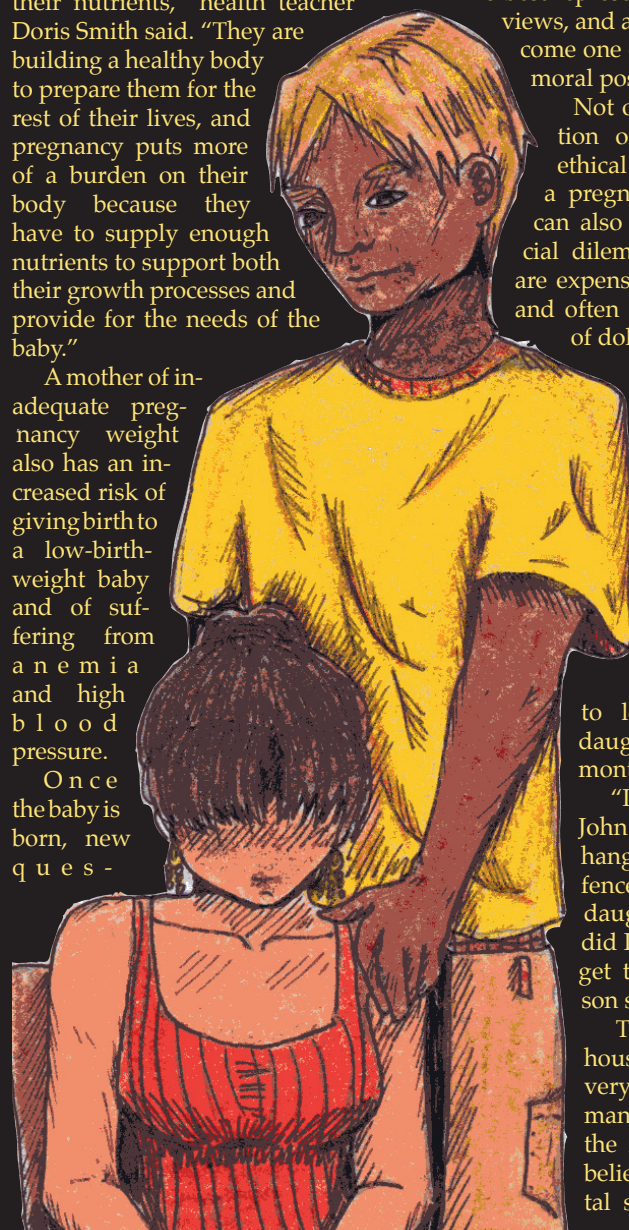
"My life is fabulous," Lusk said. "My daughter, Natalie, is fabulous. She is two and a half years old now. Even though she was born two weeks and one day after my high school graduation, I feel like my life started after she was born. She is my entire life and I cannot imagine my life without her. My life is very busy. Jason and I are both in school and both have jobs, but we both also have family in town and they have all been very supportive. So many people say that being a teen mother won't work, but my life is great."

Lusk learned a lot from her pregnancy.

"There is a stigma attached to teenage pregnancy," Lusk said. "People say that getting pregnant as a teenager is selfish or irresponsible, but I don't consider myself either of those things. I missed an opportunity that other people my age have, to go away to college and find yourself. I gave away my chance to live my life just for me. But there's no shame in being a teen mom and there's no shame in asking others for help. Natalie is my life now and my life is fabulous."

\*Data from National Center for Health Statistics, US Dept. of Health, Alan Guttmacher Institute, and US Center for Disease Control and Prevention

Teen pregnancy in 2000 in the US				
Age	Total Pregnancies	Births	Legal Abortions	Miscarriages
14 or less	19,640	8,519	8,560	2,560
15-17	281,900	157,209	84,720	39,920
18-19	539,910	311,781	150,700	77,430









# We won't back down...

The Democrats are alive-- and kicking



My Dear Young Democrats,  
The third day of November was indeed a sad day. Never in my life had I seen so many disappointed faces in a school setting. I had never received so much support from my peers as I had on that cold, dark Wednesday. This month, I am taking advantage of my Editor status to publish this message to you:

Demos, we have been through caucuses, primaries, and Kerry rallies together. I am awfully impressed with the powerful energy I have witnessed on this campus. I still remember 2000- as an eighth grader posting Gore stickers on binders with Anya Abrams and spending 45 minutes outside of Wydown Middle school after play practice carrying a Gore/Lieberman sign with Ruth Singer on a rainy election night.

Many of us that year felt the energy of that election and when President Bush won, we felt the pain. Many of us told ourselves that we wouldn't let that happen again and in 2004, it would be better.

It was better.  
As President of the CHS Young Democrats, I have had the opportunity to meet so many proactive students dedicated to getting out the vote (10 million new voters this election!) and expressing their political beliefs- whatever those beliefs are. I am so proud of those four juniors who started up "Students for Kerry" and I appreciate their desire for change. They are the ones I will depend on to keep our club strong.

Demos, I have never seen so many students my age involved in politics and I thank you for it. It is our duty to stay informed on current affairs and continue to have a voice. It's corny, but true—we are the future. Since we are the future, we need to take the present in our hands and turn it into what we wish it to be.

Many students, including myself, worked hard for the Democratic Kerry/Edwards ticket. On that fateful Wednesday, many tears were shed and spirits-- broken. This is now a period of growth and preparation. Preparation for four

years from now: four years from now when we will at last rise again. I quote Vice President Lizzy Weiss:

"We survived Nixon, we survived Reagan, we can survive this."  
And we will.

Yes, this is a dark period. The House is Republican: enjoying a majority of 232, an increase of seven over their current membership. In the Senate, we lost a number of seats, including Minority Leader Tom Daschle's seat in South Dakota. In light of it all, this is not the time to become more partisan.

The last thing we need is a more polarized country than we live with now. Take the time to view the election results on the map below. You will see that America is split almost evenly between Red and Blue. We are a house divided, which is a problem. We will accept this loss and respect the opinions of our counterparts.

But there is good news. We now have two fresh faces in the persons of thoughtful newly elected senators, one centrist, Ken Salazar in Colorado and one liberal, Barack Obama in Illinois. I don't know about you, but that Barack Obama is one cool guy. I see him going places in the next decade. More good news is that charismatic and pragmatic moderate Sen. Blanche Lincoln was re-elected in Arkansas giving Democrats some hope in the South.

The work we did made a difference. According to CIRCLE (Center for Information and Research on Civic Learning and Engagement), at least 20.9 million Americans under the age of 30 voted in this election, which is an increase of 4.6 million over 2000. Young people voted at a much higher rate in contested, "battleground" states like Missouri. In the ten most contested states,

youth turnout was 64 percent, up 13 percentage points from 2000. Here's the awesome part: Young people chose the Kerry/Edwards ticket over Bush/Cheney by 54-44, according to national exit polls. They were the only age group to prefer the Democrats.

Just because the election is over, the Young Democrats are not dead. I, for one will continue to work just as hard as before continuing the message of the Democratic Party and I'm positive you will too.

Continue to get teens interested in politics. Continue to join clubs like Students against Landmines and organizations such as Amnesty International to help America change for the better. It's going to be a long four years, but there is a light at the end of the tunnel. We won't give up.

Freshman, I encourage you to become involved as soon as possible and encourage others. You are the next leaders of the Young Democrats during an election season. Make us upper classmen proud. Fill our roles and improve upon them. I will be watching.

Seniors, this was our final election together and I must say it was a good one. It doesn't end here. Don't stop being involved. Become leaders wherever you go and encourage others whenever achievable.

Although it may feel like it, the world has not ended. Our fight has just begun. Help is still on the way. Our time will come. Thank you for all your hard work and passion.

Remember: Stay strong. Do it for Kerry, Carnahan and Gore. I am sure we will never forget what has happened in these past years. The memory of the 2000 election is still burning in my heart.

That Gore/Lieberman sign I held one rainy election night four years ago is hanging on my wall at this very moment. Right next to Kerry/Edwards. Those signs will stay there until our day has arrived.

To the rest of America, I leave you with this final statement:

"We're coming, you're going- and don't let the door hit you on the way out!"

## The REAL Deal



Shatara Ford

## Big Differences Between Youngest Generation and Generation-X

- By six percentage points, under 30 voters were more likely to believe that John Kerry says what he believes,
- By 12 points, under 30 voters were more likely to identify as liberal (and seven points less likely to call themselves conservative),
- By six points, they were less likely to approve of the Bush administration,
- By five points, they were more likely to believe that the Bush administration's tax cuts have been bad for the economy,
- By five points, they were more likely to believe that the "government should do more to solve problems,"
- By 16 percentage points, they were more likely to favor gay marriage,
- By eight percentage points, they were less likely to identify as Protestant but 5 points more likely to categorize themselves as "other Christian,"
- By seven points, they were less likely to live in a household with a gun,
- And under 30 voters were more likely to live in large cities and less likely to live in suburbs (by 6 points and 8 points, Respectively).

Source: CIRCLE (Center for Information and Research on Civic Learning and Engagement)

# Open Mic: Election 2004 is only the beginning

For the past couple of months I have been spending my weekdays going door to door. I have registered new voters. I have talked to what seems like millions of women, many of whom didn't know the first thing about the election process or what it was they were being asked to vote on.

Most people didn't believe that Missouri was a swing state. The Kerry campaign didn't. They pulled most of their ads weeks before the election. But I believed. After all, the people they poll to determine Missouri's status are likely voters.

ACT (America Coming Together), the organization I was volunteering for was targeting unlikely voters and CNN was predicting a record voter turnout on November 2nd... that's what I kept telling myself anyway.

But Bush won in Missouri. My first thought was: "what a waste." I had put hours into this thing, and for nothing.

Not only did Kerry lose in Missouri, he lost the election. My next thought was: "University of Toronto, here I come." I talked to many of my friends and found I wasn't alone in my dream of fleeing to Canada.

But then I remembered something the Eugena Cameron, the 94-year-old woman I drove to the polls, said, "everyone should vote, we haven't always had that right." Ms. Cameron must have become very wise in her 94 years.

Moving to Canada isn't the answer. Now more than ever I have a responsibility to stick around. If all of us give up in the face of adversity, if we run away to Canada or become silent about the issues that matter to us who will stop the president and the overwhelmingly republican congress from making this country and this planet a worse place to live.

It is up to us to save the country from what is promising to be a devastating four years. It's time for us to organize.

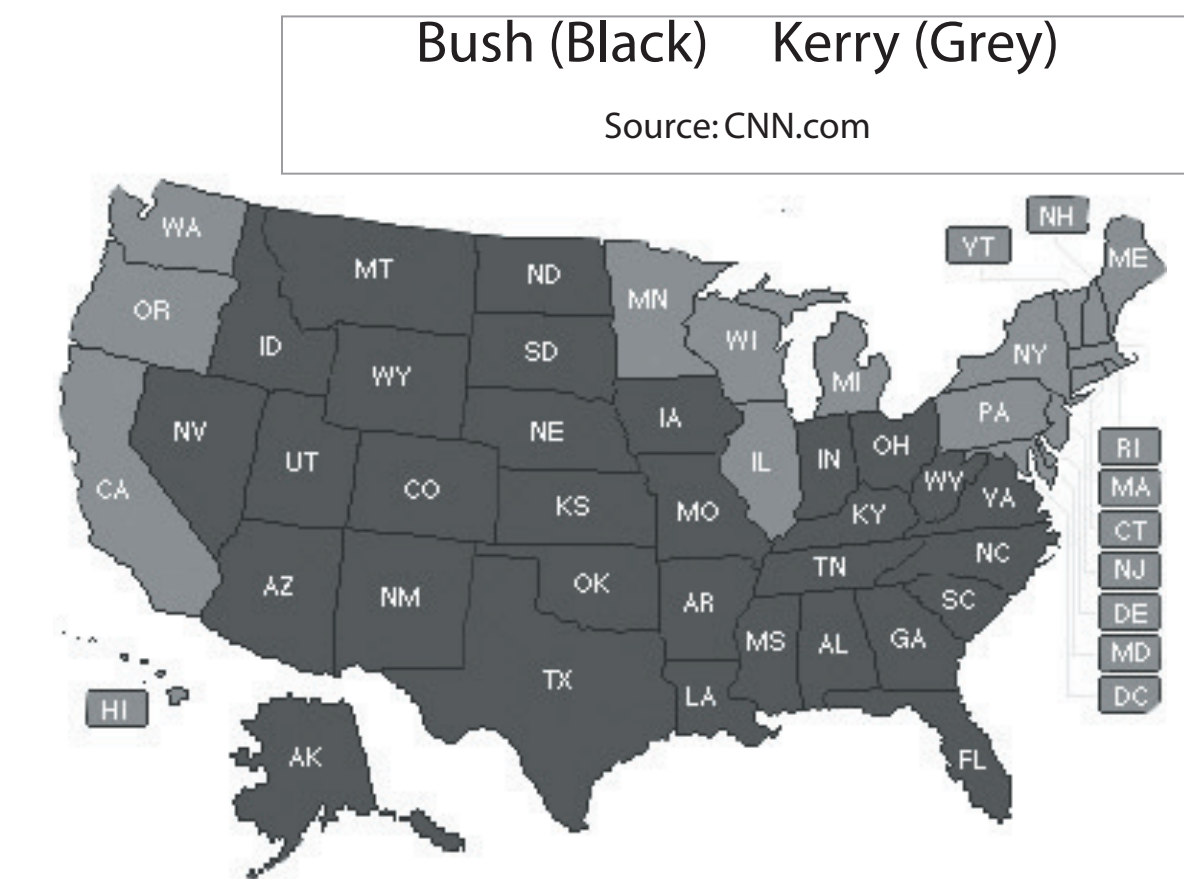
We as democrats, the minority have the responsibility to stand by our country. To work for change. To join activist groups devoted to the values we believe in, or to build our own.

One of my mom's best friends and a die-hard democrat woke up on November 3rd and was crushed by the news of Kerry's loss, but she was able to put things in perspective.

"I came to this country from Nazi Germany in 1939, and I am still grateful every day that I live in a country that values democracy."



elizabethweiss



She was even grateful on November 3rd. I was devastated on November 3rd. But I am proud of my country. I'm not proud of the direction we are headed, but I am still proud.

60% of the voting age population made it to the polls on November 2nd. Not since the 1968 election of Richard Nixon has there been such a turnout.

10 million of the 121 million voters were voting for the first time. Although I wasn't old enough to be one of those new voters I found my own way to participate in democracy, by educating those who were old enough.

So no, I did not waste my time. Kerry may have lost in Missouri, and lost in the United States, but I participated in the election, and I helped many others to do so also.

Howard Dean quoted Martin Luther King Jr. in a letter to Democracy for America, and so will I.

"Our lives begin to end the day we become silent about the things that matter."

This is no time to move to Canada, to become silent about the issues that are important to us.

Now, it is more important than ever for us to become motivated and speak out against the Bush administration. Kerry's loss isn't an end for the democrats... it's just the beginning.

Results from Missouri:

(R) George W. Bush:	1,452,715	- 54%
(D) John F. Kerry:	1,253,879	-46%
(L) Michael Badnarik:	9,792	-0%
(O) Michael Peroutka:	5,344	-0%
(I) Ralph Nader was not on the ballot.		

It's that simple- if Bush was terrible, Kerry was terribly terrible.

- Global editor, Isaac Katz

## Election reflections

Bush was just better

In the wake of George W. Bush's victory in the presidential election pundits and commentators asked themselves what the Democrats did wrong and the Republicans did right. Was it "moral values" that turned voters to Bush? "A clear message"? No and no is the answer - what the Democratic Party really needs to do is simply be scrapped. Destroyed, trashed, done away with, replaced - pick your word, it needs to be gone.



Isaac Katz

Its time is up. Originally formed in the 1820s and 30s by Andrew Jackson from the remnants of Jefferson's Democratic-Republican Party, the Democratic Party was long the party of the South, in favor of states' rights, and against the pro-industry, New England-based Federalist, Whig, and Republican parties. Before the Civil War, the Republican Party opposed slavery; it was not until the Kennedys that the Democrats became the party of civil rights.

The modern Democratic Party, in favor of government influence in the economy, was formed by Franklin Delano Roosevelt's New Deal. Political parties have fallen previously in American history; the 2004 election has shown that the Democrats should join the ranks of the Federalists, the Democratic-Republicans, and the Whigs.

The Democrats, plain and simple, couldn't have asked for a worse opponent than George W. Bush. Bush can barely get a sentence out of his mouth, was famously born on third base thinking he hit a triple, and proved that his intelligence can't be underestimated by telling people not to. The economy today is worse than it was in 2004; he has wasted a surplus and created a huge deficit; Bush has increased spending drastically; American deaths in Iraq are commonplace; bin Laden hasn't been found; and on and on.

All those are easy criticisms to make. Some of the above are deceptive (Bush - or at least his advisors - is smarter than he appears; the recession started before he came into office; September 11, which hurt the economy, was outside of his control; cutting and running in Iraq is not an alternative; and so on) but they're all, on the face of it, hard to argue with.

But the fact of the matter is that Kerry was a worse candidate than Bush. It's that simple - if Bush was terrible, Kerry was terribly terrible. He was nearly incapacitated by as weak as charge as "flip-flop"; he never strongly confronted the scurrilous attacks on his Vietnam war record; he was fond of saying "I have a plan" without having details; and so on.

He was the best of ten (ten!) candidates in the primaries. The Democratic Party can simply no longer field a candidate capable of appealing to voters across the country. That's it, and that's why the party has to be scrapped. So what would replace it? Well, Bush is fiscally liberal (many conservatives don't like him because of his increases in spending) but socially conservative. However, the most popular politicians in the country, and probably a majority of the electorate, is fiscally conservative and socially liberal.

Therefore, John McCain, Arnold Schwarzenegger, Rudy Giuliani, Joe Lieberman, and others should combine to form a new party. (Schwarzenegger, who surprised everybody to be a fully competent governor while mispronouncing the name of his state, can't run for president - yet. Amend-foramold.org wants to change that.)

I guarantee you that either McCain or Giuliani headlining a ticket would beat easily beat either of the potential Republican (Bill Frist, anybody?) or Democratic (Hillary Clinton? The already-a-loser John Edwards?) options for 2008.

# The Aftermath

# I made a choice,

# now all I have to do is live with it

Just as I was fully realizing I had paid \$800 for someone to take the life of a 21-week-old baby, I received a phone call informing me my 92-year-old grandmother had passed away on the same day.



It was the most trying, depressing, lonely, and life changing experience I have ever had. It was a time when I began to question my morals and how far I was willing to go to help a friend. I couldn't tell anyone about either event. I couldn't show I

was weak emotionally and I was forced to live a normal life and do my daily routines as if nothing had happened. I avoided any conflict, never broke down and even today I have yet to cry once for any reason.

I found out my friend was pregnant about a week before the actual abortion. The girl, the guy who was responsible and I all went to get something to eat at White Castles and to talk things through.

In under an hour I found out someone I cared about who was only 15 was pregnant, that rumors were spreading across Clayton High School, and that my friend wanted an abortion. Apparently everyone else knew what they should be doing, they knew what they should do, and I was the only one completely baffled. It was a lot to take in, during such a short period of time.

I had only a few seconds to question all of my ethics. I never paid much attention to the debate over pro-life and pro-choice. I had decided that I believed any abortion for any reason was wrong. At the same time I realized that I had very little room to talk on the issue, being a man and knowing I would never be in the same position as my friend. I finally decided my friends

## Adjusting to someone new

Coping with a loss while getting acquainted with a stranger

I woke up early on Sunday morning, earlier than the typical Sunday. My mom was talking loudly on the phone, and as I opened my eyes I heard the terrible two words: "he died..."

My mom repeated it over and over to her hard-of-hearing dad. It was loud and unmistakable... "he died".

I quickly began to think about the previous day and night. I had gone to bed late, and I vaguely remembered my mom waking me up in the middle of the night. She told me that she and my dad were going to take Willie, our Weimaraner dog, to the hospital.

I was only half awake when she told me she was leaving at 2 a.m. However, when I woke early Sunday morning I could not fall back asleep.

I climbed out of bed and I walked into my mom's room where she had been talking on the phone. I was shaking and my mom quickly told her dad she had to get off the phone.

"What happened?" I asked. "Last night," my mom began. "Willie died." I screamed and cried. I remember repeating "How?...How?"

My mom answered me, "He was sick, Mia. He was very sick."  
Soon my entire family had congregated in my



parents' bedroom. My mom and dad explained what the doctors told them. Willie was a big dog, and his spleen had ruptured. He might have had acute leukemia or a twisted stomach. They weren't sure.

I knew Willie had always been sick. From the time he was young, my parents' had to cook his food... rice and suet because he was allergic to regular dog food. Willie's skin was always dry and red during allergy season. He could not go three months without showing signs of an illness, but it always passed.

Throughout the day my sister and I went through crying sprees. I watched as my dad cleaned up Willie's things: throwing away Willie's bone, wrapping his collar and storing it in a basket and washing his food bowls and putting them on a shelf. My mom kept reminding us how good of a dog he was-- that we were so lucky to have had such a kind, gentle animal. I kept remembering how young he was, only five years old.

That morning as my dad went for his usually run, he did not look the same because Willie was not running alongside him.

My family often met people and before long they would ask, "Oh, aren't you Willie's family?" The entire neighborhood knew Willie because

I soon found out all of that was the easy part. When my friend got her ultrasound, I learned she wasn't 14 weeks as she had told me originally, she was 21 weeks. It was a huge difference, a 21-week-old fetus is very distinguishable, and to abort it costs \$1300, and involves a two-day procedure. Again I quickly made a decision to support my friends.

Originally I was only going to loan them about \$100, now I was giving almost \$800 from my \$6.50/hr. laundromat salary.

I decided that I still had to support them. We waited all night until right before closing for her to go in for what would be a 15-minute procedure that would start the process. Before the procedure there was a meeting with a counselor.

I decided I should talk to the counselor as well, since I was starting to get a little stressed out, and still wasn't entirely sure of how an abortion even worked. The counselor and I had the longest chat, in which she tried to convince me I was doing a good thing.

"It's not living...no matter what any doctors do it couldn't survive, you're doing an amazing thing by helping your friend," the counselor said.

I kept hearing about no matter what any doctor did that a 21-week embryo couldn't be saved, and that it wasn't really living. But I knew that it was breathing, that it had a heartbeat, that it was moving, and I knew it didn't look like a ball of tissue anymore...I knew that it was something real.

Nonetheless I wrote out the check, waited 15 minutes, and then we went to get something to eat.

While we were sitting at Applebee's I got a call on my cell phone from my parents. They told me that my grandma on my mom's side had passed away that day. I knew that she had been very sick and was going to pass away soon. But it was just too much for that day.

They asked me where I was, and I just told a white lie by saying I was just hanging out with some friends. I knew that they wanted me to be home, that my mom needed me that night.

Not seeing my parents for those two days during that time was a decision I wish I never had to make; even so I told them that there was a party and I was going to go to that. It has now been nine months and I have never spoken to my parents about the real reason I couldn't be with them until I wrote this column.

I didn't sleep much that night. I had to get up twice in the middle of the night to give my friend her pills, and then we had to get back to the clinic early in the morning so that they could finish the abortion.

As we walked through the protesters a second time, it was very different.

Not all of the same people were there, and there were new people. They had signs and pictures of aborted fetuses. Now it was too late, and I told them the baby was already aborted. They began treating me differently. They asked me if I would repent to Jesus, and then if I wanted a hug, or if there was anything they could do to help me. I guess it was very obvious that I wished I was anywhere else doing anything different.

This time we only waited for a few hours and everything was done. The rest of my day involved getting ready for my grandma's wake and consoling my mom. Things would only get more difficult as I was asked to be a pall bearer.

A few weeks later our story about an early pregnancy didn't really work out, when I was betrayed by one of my closest friends. I had told one person where I would be going that day and talked to them about how I was feeling. They started the vicious strand of twisted stories that spread through CHS and other friends.

I was being called things like "baby killer," and told what a terrible person I was. But what hurt more than any insult was the people who told me that they were proud of me, the people that said "had done the right thing, that I had done a good thing. Because I knew it wasn't true, and I never wanted that recognition.

When all is said and done, I can say I'm neither proud nor ashamed of what I've done. I was lost in the middle of an impossible situation. If I had to do it over again, I wouldn't change a thing. It's made me a stronger person, a more humane human being. I made a tough decision to help a friend. The trick now is to live with it.

# He is everywhere

## A student's loved one lives on in memory

It is easy to spend your life missing people. My Uncle Joel died when I was eight years old. I have spent half of my life without him, but I still miss him.

As the holidays approach, however, I am reminded to be grateful for the legacy he left behind. Uncle Joel left me an album of photographs in my mind.

I have memories of his Chicago apartment on Lakeshore Drive: standing in front of huge bay windows, looking over Lake Michigan. I remember the elevator that delivered us right to his door, the vault-like entrance, the projector TV..



I can still see myself, jumping on his white bed, playing chase through the rooms, my mom holding her breath as I raced around glass shelves and breakables.

I remember standing in his green marble bathroom, admiring the stone walls and stone soap dispensers. I have memories of sitting in my uncle's lap as he read me stories, watching in

awe at his breakfast table as a TV rose out of its depths.

I haven't been there in eight years, but I remember. We can still visit his other Chicago apartment, across the street from Lincoln Park Zoo, and he is in every corner.

The wraparound windows are full of memories. When it's foggy I remember how we would walk out on the balcony, 42 stories up, and pretend we were in the clouds.

I remember playing chess in the living room when suddenly there was a man on our window: dangling by a rope, washing the glass.

I remember pressing my face against the window in winter, when the glass was like ice, watching as Uncle Joel pointed out skyscrapers, landmarks on the North Side.

His voice is in the balcony's sliding doors, the running water in the faucet, every sound in Chicago.

I love Chicago, as I know my uncle did. But my favorite place in the world is his Michigan beach house. It is a fairy tale home, a place I know by heart and yet still can't quite believe. It is a magic house, made up of pieces of my uncle.

He is in every plank of the wooden stairs I run down to get to the beach. On the sand, I see us: him teaching me how to skip stones, having contests with me until I am good enough to beat him. When I hold smooth stones and send them jumping in ripples toward the horizon, I remember.

I see him when the beach is gray: me in a tiny jean jacket, carrying a frilly red umbrella, holding his hand in the rain.

I see him in the hot sun, wearing sunglasses and a polo shirt, watching from the deck as I arrange rocks into words, writing huge messages in the sand that he can read from above.

I see summers with him, when we all thought he was better, when the cancer deceived us.

He is dead, but he lives in every room of the house. I see his business side when I sit in the tall leather chair at his desk. He is in the shelves of photo albums, in pictures from around the world: in Egypt, on African safaris, visiting Greece.

He is in every closet, in every box of new shoes, in the rows of suits and dress coats, in the unused golf balls piled in corners.

I see him in the lightning rods that adorn the walls and the nautical tapestries. My uncle Joel is part of the dumbwaiter: a miniature elevator built into the wall, the toy that never ceases to entertain.

Most of all he is in the spiral staircase, elegant as he was. He is in the blue-and-white-striped chairs on the deck, where he sat as the audience for the fairytales I would act out.

I can still hear him clapping and whistling as I took my last bow: one year Goldilocks, one year Little Red Riding Hood, always the star.

Uncle Joel is in the Monopoly box in the toy chest, in the tiny silver boat that was our piece, the two of us always the winning team. He is in our sand dune and our garden, in the gravel driveway that hurts your feet when you walk on it barefoot, in every star in the black Michigan sky.

When you stop crying for someone, you realize how alive they still are.



Sophomore, Mia Harlan with new dog, Gus (Top)  
Willie the dog (Bottom)



# Glitter glue, picture books, lessons

## Senior pursues teaching dream at elementary schools

shataraford

She sat eagerly in the miniature chair, surrounded by construction paper, glitter glue and little voices calling her name. "Jenny! Do you like my picture?" a little girl asked. "Yeah! It's pretty," senior Jenny Rischall said.

"I think I wanted to be a teacher off and on throughout my childhood years," Rischall said.

According to Rischall, her desire to become a teacher really took off her sophomore year in Mrs. Smith's health class.

"We got to go to the elementary schools and teach a group of students about a specific system of the body," Rischall said. "My partner and I made up a fun game in order for the students to learn the material. Being up in front of the students and teaching them what I had learned was a great experience."

After having so much fun teaching the elementary class, Rischall began to understand that her love of teaching people new things could become a real profession for her.

"I felt afterwards that I did a good job teaching because I saw the children having fun, and also they were learning the information that I was teaching them," Rischall said.

Rischall's mother, Robin Elrich, is a physical education teacher at Keiser Elementary School. Physical education is also the field Rischall hopes to get involved in as well.

"I have always had such an interest in the human body and how it reacts to activity," Rischall said. "I am an athlete and also a klutz so I have definitely had my fair share of injuries. Every time I go to the doctor or training I love to hear the different terms used and methods of recovery, like what muscles I need to work back up to strength and what things I tore."

Rischall's mother is proud of her daughter's passion. "I love how excited Jenny is about her hopes to become a teacher," Elrich said. "I hope I was a good influence."

Rischall credits her mother with her career choice. However, she also stresses the fact that she discovered teaching on her own.

"My mom had a big influence on my decision, but I found the career on my own because I realized that it is what I am good at and enjoy," Rischall said.

Rischall admires a lot about her mother and hopes to emulate her mother's charisma when she goes out into the real world.

"My parents got divorced when I was in the first grade," Rischall said. "We had to move into a new house and go to a new school. While all of this was going on my mom went back to school to study PE because she didn't like her old work as a graphic designer. As a teacher, I hope to take her determination to never do anything that wasn't done the best

it could possibly could be."

Rischall sees her mother as an example of what a good teacher really is.

"Her craziness in the classroom and her caring attitude make the kids love her," Rischall said.

"I love my job," Elrich said. "The kids are great and I have fun with them."

Rischall is eager to get started in her profession as soon as possible, getting any type of head start that comes her way. "I am constantly helping my mom with small projects that she is doing for the kids, like cutting out a laminated poster or drawing in a body," Rischall said. "Anything to get ahead."

Three times a week, Rischall goes to Meramac Elementary School for Independent Study Child Development. She works with the children like a real student teacher would to get more hands-on experience. These experiences have helped her feel more comfortable working with kids, which makes it easier for her to find ways to help them.

"I work with this one girl who is slower than the other children in the class," Rischall said. "I have noticed a lot of times with kids that are slower you must not let them get frustrated, because then they don't want to do anything. When the other kids were learning how to keyboard if the girl would just use the correct finger to hit the key then I would commend her in doing such a good job."

Rischall wishes to reform the physical education program.

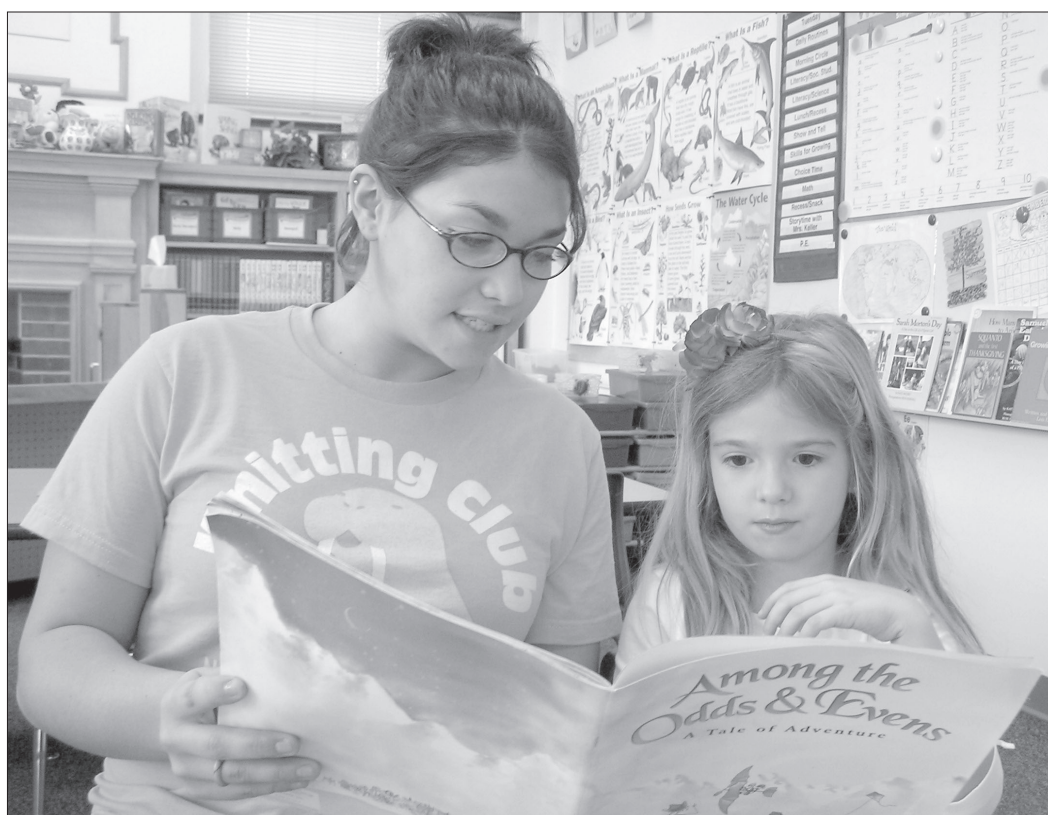
"I know that nowadays PE is becoming more of a class rather than throwing balls at kids and saying to them, 'Go and play,' like it was when I was in elementary school, but it should be different," Rischall said. "I would love to teach at a public school in a physical education program that is advanced in teaching the kids health and the right kind of physical activity."

Rischall's friends and family see the determination in her and support her dreams and goals completely.

"Jenny is a happy and caring person who enjoys being around kids, and I think she would be really good at getting children to be interested in whatever she is teaching," senior and close friend Lindsay Anderson said. "I think a lot of people go a long time with being undecided in their future and if Jenny knows and is excited about her decisions then I think she shouldn't hold back."

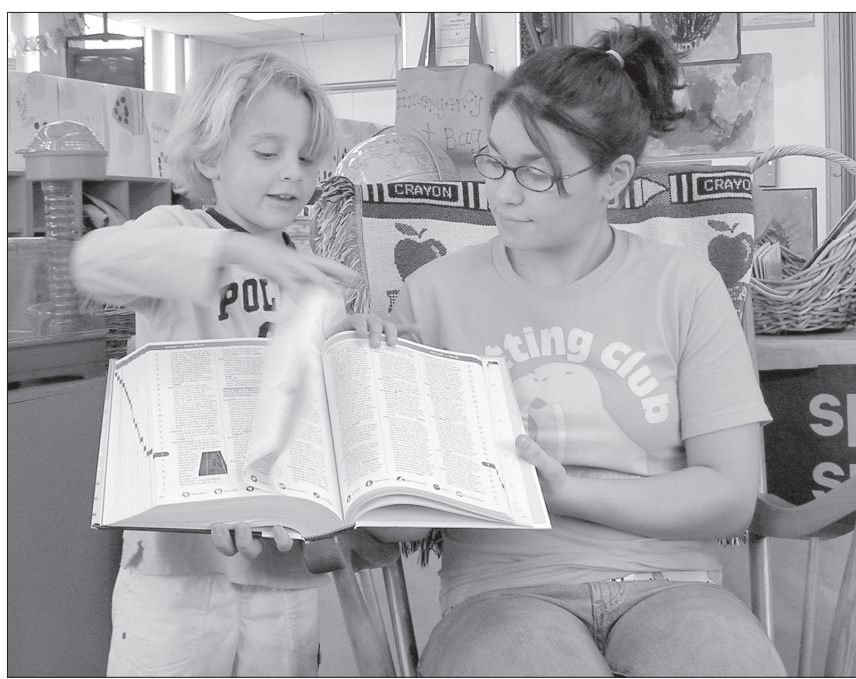
Rischall encourages everyone to find what they want in life and go for it.

"If you know what you really want to do, be passionate about it, but keep an open mind for change," Rischall said. "Try to find hands-on activities to help get a feel for the job. That can really help in figuring out if it's something that you could spend the rest of your life doing and enjoying."



photos courtesy of jenny rischall

Senior Jenny Rischall reads with students at Meramac Elementary School. As part of her Independent Study Child Development class, Rischall goes to the elementary school three times a week and gains hands-on experience as a teacher. "I think I wanted to be a teacher on and off throughout my childhood years," Rischall said.



# CHS teachers work towards goal of tenure

katewaterbury

Teachers at Clayton are constantly encouraging students to look towards the future and set goals. Many find this pressure overwhelming and unfair, but few students realize that teachers are under the same kind of stress. Tenure is a goal many teachers achieve, but not without a great deal of hard work.

"Tenure is the process teachers complete during either their fourth or fifth year teaching in the district," Clayton's Director of Human Resources Sharon Wilkinson said. "It is actually a Missouri state statute that says that after a four- or five-year pro-

bationary teaching period a teacher can apply for 'permanent teacher status.'"

English teacher Susan Teson is one CHS teacher working towards tenure this year.

"I taught at Kirkwood for 12 years before coming to Clayton," Teson said. "Because of my previous experience, the tenure opportunity comes up during the fourth year in the district."

In order to receive tenure, teachers must complete numerous forms of evaluation, by themselves, their students and their fellow staff. The most common form of evaluation is the "client survey," a survey taken

by students in order to assess a teacher's impact on students.

"The process of tenure at Clayton is very intricate," Teson said. "Teachers must be evaluated by their department chair, administrators and students. Part of that evaluation includes having administrators observe classes. The two biggest parts for me are the vita, which is a detailed résumé of my life, both in and out of school, and I also have to evaluate my own teaching practice, noting my own weaknesses and setting goals in order to improve."

After receiving tenure, teachers are granted more privileges in their work.

"The part of tenure that most teachers think about is the job security," Teson said. "At Clayton especially, teachers really have to earn tenure; it is a lot more involved than any requirements I've seen at other districts. If there is a problem with a teacher, it is usually caught long before the tenure year, and taken care of then. Tenure is basically reassurance that you are doing well,

and gives you more freedom to expand your teaching style without worrying about job security."

Wilkinson feels that Clayton's emphasis on tenure makes the process beneficial to teachers.

"The district's decisions to tenure teachers is our recognition of exemplary teaching," Wilkinson said. "The process is taken very seriously, and the importance and seriousness of tenure sets a standard and promotes high quality teaching."

At many schools, tenure is a controversial subject because people feel it allows tenured teachers to stop progressing and setting goals.

"At a lot of schools I've seen, tenure is criticized because some teachers start putting less effort into their job, and the students end up suffering," Teson said. "But at Clayton, tenure is an honor that gives teachers more freedom to experiment, so that they still have ways of improving their style."

Even after tenure, there is an ongoing program meant to keep teachers involved and working.

Head of the art department Chris Vodicka received tenure in 2000, and began reforming the art and photography curriculum during her associate year.

"During my associate year I did a study on how writing can affect the creative process," Vodicka said. "Since then I have been working to apply what I learned from that project to the photography curriculum as well as reforming the photography program to fit the growing technology and the art program as a whole at CHS."

Wilkinson feels that a structured program after the tenure year keeps teachers active in their teaching.

"Tenure at Clayton doesn't mean that teachers can stop setting goals," Wilkinson said. "After the tenure year there is an associate year, and then a career observation review process, where teachers set out a three-year goal plan, and because the program after tenure is so structured, teachers still maintain their professional development."

## 2004-2005 Tenure Teachers

- Dee Blassie  
Learning Center
- Amy Chappuis  
English
- Alice Fasman  
Music
- Paul Hoelscher  
History
- Rob Laux  
Science
- Sally Lazaroff  
Science
- Cy St. Clair  
Foreign Language
- Maggie Sullivan  
History
- Sue Teson  
English

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# Jude Law womanizes, tantalizes in remake

ivannayang

Cad: someone who is morally reprehensible. In "Alfie" directed by Charles Shyer, Jude Law stars as the womanizing chauffeur whose numerous indiscretions finally catch up with him. However, before that awakening comes a wild ride aboard Alfie's Vespa as the title character navigates his way through love and loss in New York City.

We meet Alfie in his less-than-pretentious flat—although the closet is filled with Gucci and Ralph Lauren. Immediately, Alfie's rakish manner is set as he informs the audience that he hardly has to spend time in his place as he frequently stays overnight at the homes of any one of his paramours.

The first of his six pseudo-relationships is with Dorie (Jane Krakowski), a lonely married woman who gets dumped by Alfie when she begins to want something more serious. From his final goodbye to Dorie (although she doesn't know it yet), Alfie drives directly to the home of the only woman he truly cares about, Julie (Marisa Tomei), a single mother who is irresistibly charmed by Alfie. She too demands something more from her often absent boyfriend, but this time, Alfie is not so quick to leave



www.imdb.com

Alfie free to pursue Nikki, in whom he finally thinks he has found his perfect mate.

Nikki (Sienna Miller) is initially all that Alfie desires, sharing his carefree attitudes as well as his penchant for a designer wardrobe. Soon though, Nikki's polished veneer begins to crack as she reveals her bi-polar disorder, showing herself to be "a seriously messed up girl." Like countless other women, Alfie dumps her as eas-

ily as switching his clothes from winter to summer, expressing only a twinge of guilt, more obligatory than heartfelt.

Nevertheless, karma boomerangs back Alfie's way when he is refused to be taken back by one former flame, and passed over for a younger man by another. Soul-searching and walks on the beach follows as Alfie tries to decipher what went wrong in his once extensive love-life. Bittersweet, but surprisingly hopeful, Alfie's final question of "what's it all about" will have viewers hoping that he finds the answer.

More than simply a romantic comedy, this smart remake of the classic film starring Michael Caine delves into the question of what happens when a playboy wakes up and finds that he is no longer interested in promiscuity. In a role that finally takes advantage of his magnetic good-looks, Jude Law is at once both insufferable and sympathetic. The women who love Alfie also stand out, especially Sarandon who delivers a devastating blow to Alfie's ego, and Miller, playing the over-boozed party-girl all too zealously. Although outwardly bold and confident, Alfie harbors a more insecure side that prevent this comedy from containing a happily ever after ending. Sleek and stylish, "Alfie" is as attractive as its namesake.

Rating:

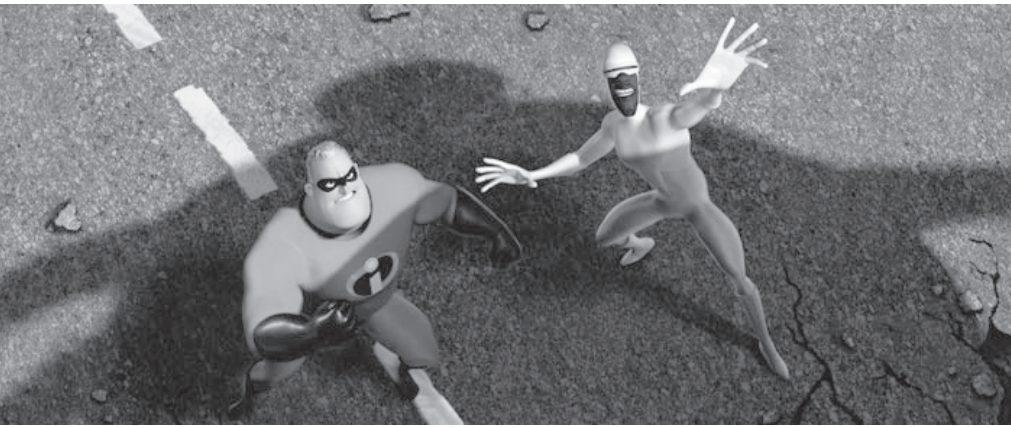


www.imdb.com

as he grows genuinely fond of Julie's son Max, an "irresistible accessory" in his words.

Yet, not even Julie can prevent Alfie's next conquest, a one-night stand with his best-friend's girlfriend, Lonette (Nia Long). Between alcohol, cigarettes, and a game of pool, their fling has consequences that neither bargains for. However, this doesn't stop Alfie from shamelessly moving on to cosmetics mogul Liz (Susan Sarandon), an older woman who has "been around" as much as Alfie has. She too does not hold their relationship to be exclusive, leaving

# 'The Incredibles' fight evil, family-style



www.imdb.com

krystalbell

Who would ever have thought the importance of family would show up in a Disney/Pixar film?

From the Academy Award winning creators of "Toy Story," "Monsters, Inc" and "Finding Nemo," comes "The Incredibles," a hilarious action-packed animated adventure about superheroes, featuring the vocal talents of Craig T. Nelson, Holly Hunter, Samuel L. Jackson, Jason Lee, and Elizabeth Pena.

Bob Parr used to be one of the world's greatest superheroes (known to all as "Mr. Incredible"), saving lives and fighting evil on a daily basis. But now, 15 years later, Bob, his wife and their two kids have retreated to the suburbs to live normal lives. Mr. Incredible and his wife, an ex-hero whose limbs and torso can stretch the length of an Olympic swimming pool, have challenges of taking care of a baby, a son faster than the wind and a middle school daughter who can create a force field.

The characters in this film are wonderful. They were very diverse and interesting. Frozone, friend of The Incredibles, played by Samuel L. Jackson, is a black superhero that can create ice out of water molecules in the air. Another interesting aspect about the characters is that their abilities are very cool. Violet, daughter of Mr. Incredible, played by Elizabeth Pena, can become invisible and can create a force field around anything as big as a Northwest Airline airplane.

The setting of this movie is awesome. Most

of the movie takes place in a big city; the other parts take place in the forest. The setting makes the movie seem more realistic to a certain extent.

The aspect of the whole movie that makes "The Incredibles" seem real are the values of their family. They believed in the importance of family. Throughout the whole movie The Incredibles stuck together all the time even though they had their disagreements.

The movie does have a few problems. The plot wasn't strong enough and some points of the movie was boring. At the beginning of the movie it is very hard to stay awake since not that much action is going on.

Some other things that were not appealing were that the jokes weren't timely and the previews were misleading. The comedy in "The Incredibles" was very dry. When watching the previews the movie seemed to be for all ages but after watching the movie, it did not seem to be appealing to children. In "The Incredibles" there was frequent violence and even a reference to suicide.

Some improvements that could have been added are that there should be better comedy, stronger plot and a more precise preview. Although I had my dislikes, I would still recommend this movie to all ages.

Rating:



Anton Corbijn

# Tom Waits gets real hardcore on 'Real Gone'

sambakken

Whenever I hear Roger Daltrey sing "I hope I die before I get old," I nod my head and smile in agreement. But whenever I listen to Tom Waits, and I take it all back.

For years, Tom Waits has sung with the voice of a 70-year-old bluesman, and now, at 55, he's slowly approaching that rickety old age and making the best music of his life.

Waits' new record, "Real Gone," is the singer/songwriter's rawest album to date, and that's saying something. Here, he takes the clanking percussion, splintered guitar and sandpaper vocals of 1992's "Bone Machine" and 2002's "Blood Money" and amplifies them to a near-cartoonish extreme.

"Real Gone" is Tom Waits stripped down to his primal essence. There is no piano, and much of the percussion is comprised of Waits' own guttural beatboxing.

The unifying element of the album is the playing of Cuban

guitarist Marc Ribot, who last collaborated with Waits on his 1985 masterpiece "Raindogs." Ribot's jagged, latin jazz-flavored riffs and his warm, slightly dirty guitar tone provide the perfect complement to Waits' moans and grunts.

While the sound of "Real Gone" is markedly more extreme than any of his other albums, his songwriting hasn't changed much. Waits' trademark tales of betrayal and loss (the film noir of "Dead and Lovely"), religious imagery (the epic "Sins of the Father"), and surrealistic character sketches (the bizarre "Circus") are all here in fine form.

On the beautifully fractured "Green Grass," Waits laments a lover's departure: "Lay your head where my heart used to be/Hold the earth above me/Lay down in the green grass/Remember when you loved me." Few lyricists can measure up to Waits' poetry.

Another standout is "Hoist that Rag," a gritty rumba sung from the point of view of a soldier at war:

"At night I pray and clean my gun/ The cracked bell rings as the ghost bird sings/And the gods go begging here/So just open fire as you hit the shore/All is fair in love and war." After these chilling words of the verse, Waits launches into the earth-shaking chorus, in which he shouts "Hoist that rag!" repeatedly. It's a simple exclamation that captures the desperation and futility of war. When Ribot launches into a hypnotic guitar solo, it's cemented: this song is one for the ages.

Listening to "Real Gone" is like simultaneously travelling 50 years back in time and 50 years into the future. Primitive sounds unite with radical recording techniques to create a sort of alien blues. At age 55, Tom Waits has made the most hardcore album of the year. He makes getting old look pretty cool.

Rating:



# Classic St. Louis sports bar and grill deserves recognition

katherinesher

Classic bar food with a hint of the changing times characterizes Sportsman's Park, located in the heart of Ladue. This small bar and grill has been a St. Louis County landmark for years, yet has never been properly credited. As a great family restaurant, Sportsman's Park offers a place to sit and watch the big game or just catch up on old times.

Classic sports decor adorns the walls of the tiny Sportsman's Park, with a tribute to the late Jack Buck

along the back wall. Memorabilia from all St. Louis sports teams are present from both past and recent times, including a signed jersey from Kurt Warner after the Super Bowl victory in 1999.

Although classic sports moments define the walls, new age food has been added to the menu, including a special Atkins meal for those following the diet. The menu incorporates something for everyone from soups and salads to hamburgers and chicken strips.

Sportsman's Park is a weekly

stop for my family because the food never gets old. Everyone orders pretty much the same thing, and the portions are huge so someone else can have the leftovers for lunch the next day. My dad and brother love the chicken strip dinner, which comes with fries and a side salad. My mom either gets a burger with fries or the chicken pot pie, which is homemade. I personally love the buffalo chicken wrap which is served with fries as well. All of the food is delivered fast and hot. Salads are served before the meal, and rarely do you have a chance to finish them before your meal comes.

The waiters are very friendly and patient. The only problem with Sportsman's Park is its size. With two rooms, one completely used by

the bar, seating is a problem on game nights, unless you go early or late. The close proximity only adds to the feeling of a family restaurant in the middle of a bar. The bar area can get somewhat smoky, but the back room is usually free from both the smoke and the smell. Prices might seem a little high for bar food, but you usually get two meals out of it.

I love Sportsman's Park, and every time we have a chance to go out to eat, I always advocate for this spot. If you haven't tried Sportsman's Park, then you haven't experienced a true St. Louis landmark.

Rating:



staff photo



# De-evolution: America is soon to become an Amish paradise

As the first semester of my senior year slowly comes to an end, so does a class known as evolution. It takes place during 7<sup>th</sup> hour and is taught by Mr. Collis. Throughout this class, I have learned a great deal about how we became the evolved homo sapiens that we are today.

Supposedly we evolved from apes, or monkeys, or something similar. We became more land oriented and able to better walk on the ground to find food. We could walk more easily by standing upright. Somewhere along the line, we also got smarter than all the other species and developed some advanced communication.

Although this column isn't really about what I have learned about evolution, I have recently begun to witness a new phenomenon that has yet to be explored by scientists: de-evolution. This is the process of a species, in this case Americans becoming less adapt for survival.

Let me give you a "for instance." As Americans we are proud of the fact that we can get in our SUVs and drive three or four blocks to the nearest supermarket to gather all of the food we might want, or even better; venture to the nearest drive thru window and not even have to get off our lazy tuchus to get the food. That's right, the food will simply be prepared for you and handed to you. You can eat it in the exact same sitting position you were in before you had to leave your TV screen, one hand on the wheel and the other in your paper bag trying to find any fries that might have fallen to the bottom of the bag. It's fascinating how humans have evolved so much that we don't even have to move to gather and consume our food. WRONG!

This is an example of de-evolution as stated before. In this process we have drained a sizeable portion of what's left of our dwindling oil supply and poked holes in our ozone layer, which is the only thing protecting us from cancer, two notable disadvantages. We are now more prone to skin cancer and pollution in the air, both things that could kill us not help us survive. Furthermore this is only making us fatter, which could also kill us.

A mammal has two main evolutionary reasons for storing fat. One is for insulation and staying warm in cold climates, although the procedure described above tends to be most common in sunny L.A. and Miami. This could lead to heat stroke, another way we have become less adapt at surviving. The second reason is to prepare for a time when food will not be as readily available; no explanation needed for why this isn't at all applicable.

However, none of the above is really that important because we have

such great medical care, soon we will be able to cure any disease. Also let's face it, as far as reproduction goes, we can do it without even trying sometimes. The American population is still increasing and cities are getting more and more crowded. Isn't it great that there are so many of us. NO!

There are only so many resources on this rock we call Earth for us to deplete, before there is nothing left.

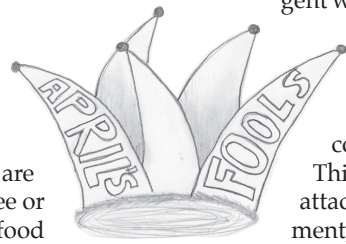
Another reason humans evolved and became more intelligent was to defend ourselves from predators. Although, once you get to the top of the food chain, who do you defend yourself against? In the 1960's, we finally answered that question; communists. We made a bunch of nuclear missiles that could blow up the entire planet numerous times. This way if the Soviet Union tried to eat us, I mean attack us, or ummm...share new ideas about government, we could blow the heck out of the whole planet. If Mutually Assured Destruction isn't a clear sign of evolution, I don't know what is.

So if we are de-evolving and bringing on our own doom, what species will prevail and become the next top dawg? Who is the most evolved species on the planet? Who will be able to survive this massive destruction Americans have brought upon themselves? Will it be the whales, lions, chimpanzees, duckbill platypus? Actually you were all wrong, the correct answer is The Amish.

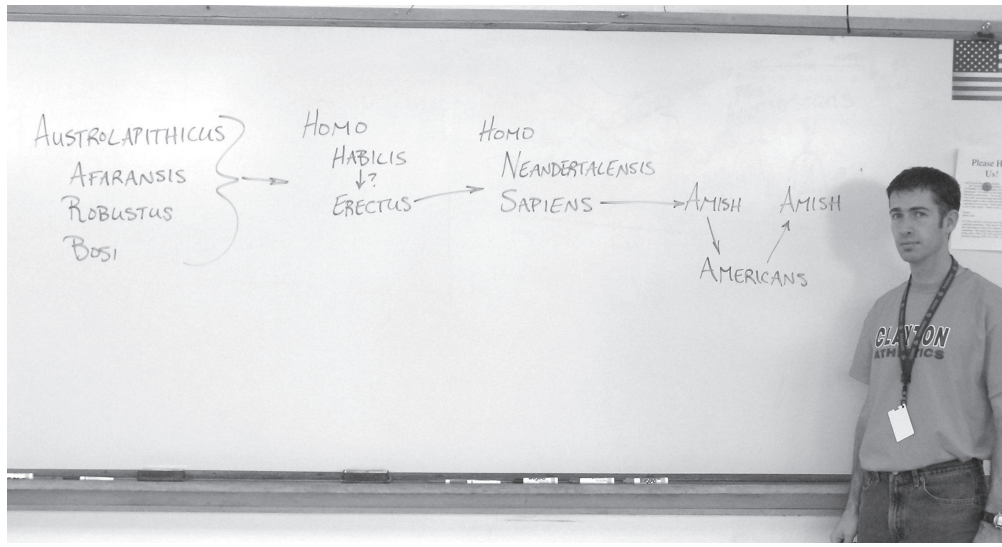
I've got to give those guys some serious props, they really seem to know what they are doing. They stopped to take a look around 400 years ago and made an astonishing discovery: "Hey, we're all happy, everyone is healthy, we have plenty to eat, and there's no violence. Let's keep it this way."

If it's not broken, don't try to fix it. America obviously went the other way and decided we needed to make change. The Amish people get plenty of exercise through hard work. In doing so they also truly earn everything they have. They don't get all their goodies through "legacy." They also put very little emphasis on material possessions and more emphasis on things like family and faith.

I guess the point I am trying to make is that in a couple hundred years, Amish people are going to rule the world.



by Sam April



# Flip flopping

by Kelly Lane and Kelly Moffit



# 'Tis the season to be frightened

Kelly Moffit

'Tis the season to be frightened, fa-la-la-la-la.

It's that time of year again, time for family gatherings as the holidays approach, and it's got some of us shaking in our boots. Teenagers are wondering how to act around incoming relatives, and parents are wondering what to say to their moody teenagers. And I thought this season was supposed to be about peace!

From the first moment I can remember, my family has had a lot of family dinners and gatherings. Also, from the first time I can remember, I have made a fool out of myself before them. Sadly, my family remembers.

How many times have I heard the story about how I wanted to sit in someone's lap at every dinner? How many times have I heard that I spilled things all down my front and onto my mom's lap? It's not good for a clumsy child at holiday times, everyone happens to remember what you've done.

Over the years of mounting embarrassment, I have learned a few lessons about family gatherings. If you follow these short tips, you will be fine when the holiday season comes around this year.

Tip number one: stay away from family valuables when trying to get ahold of those tasty mashed potatoes. I remember one time, in fact it's one of my first memories, when I went to my grandma's for Christmas dinner. At that time I was five. I decided I needed to get the mashed potatoes (my favorite), and I decided to squeeze into the one-foot space between the table and the china cabinet. My dad had specifically told me to stay away from that cabinet because grandma would be really mad if I broke anything in it. So, I did what any five year old does, I went specifically to that corner of the room to get the potatoes.

I was doing fine until my dad scooted his chair out and back. In an attempt to escape death by squishing, I backed right up into the cabinet. At first nothing happened and a collective sigh went up into the air. I was so happy that I hadn't made anything fall, that I jumped up and down, and guess what shook? You got it...the cabinet started shaking uncontrollably. Then it happened...all the china started falling.

Luckily, it wasn't my grandma's best china. Still, her prize glass bell fell out and shattered into a trillion pieces. I'll never forget the fear after that, or the hour hiding under the table refusing to come out. To escape more neck pain from being cramped in small spaces, in hiding, during the stress of the holidays, do not go near the China cabinet. Because if you do, one

way or another, you'll find yourself under the table.

Tip number two: stay away from saying any blessing that involves Barbies; it can end up in a trip to the doctor's office. When I was younger, my dad described my prayers as wild and enthusiastic. This is an understatement...my prayers were like the Home Shopping Network. I went through every toy I owned and probably every toy on the market saying whether I liked it and all the reasons I did or didn't. A good experience for all my cousins wishing to get their hands on the beef brisket.

Well, one time I got so into my blessing about my toys, I was actually sick for two days because my voice went hoarse. What can I say? I really liked my Aladdin Barbie. For all who like toys, a word to the wise, don't say the blessing.

Tip number three: don't bring up any political views on New Year's Eve because you might watch a ball fly at you, not fall in New York. When I was finally old enough to stay up all night waiting for midnight on New Year's Eve, my family had a big party. We made all our favorite foods for dinner and when we eventually sat down to eat, we were all really hungry. Then someone had the brains to bring up politics. You must understand that in my family everyone has a different view on everything. So, we all sat there for two hours going in circles talking about the government. Très boring, for a kid.

So, I went in search of something to do and found a basket chock full of Nerf balls. I started chucking them from behind the banister and, strangely, my family didn't notice for a while. Right as the hour tolled midnight a ball landed in the middle of the New Year's cake. Let's just say that they stopped talking about politics, if only for the fact they were laughing at me. To avoid laughing attacks and painful bruises from target practice, please stay off the topic of politics on New Year's Eve.

The holidays will be as enjoyable as ever with these few tips. So let's review. Keep valuables locked in a fool-proof unbreakable case, no legos in your blessing, and no political statements as you watch the ball drop. Follow these tips and you'll be fine in this family season. And as a basic rule of thumb- No face planting in the pie either.

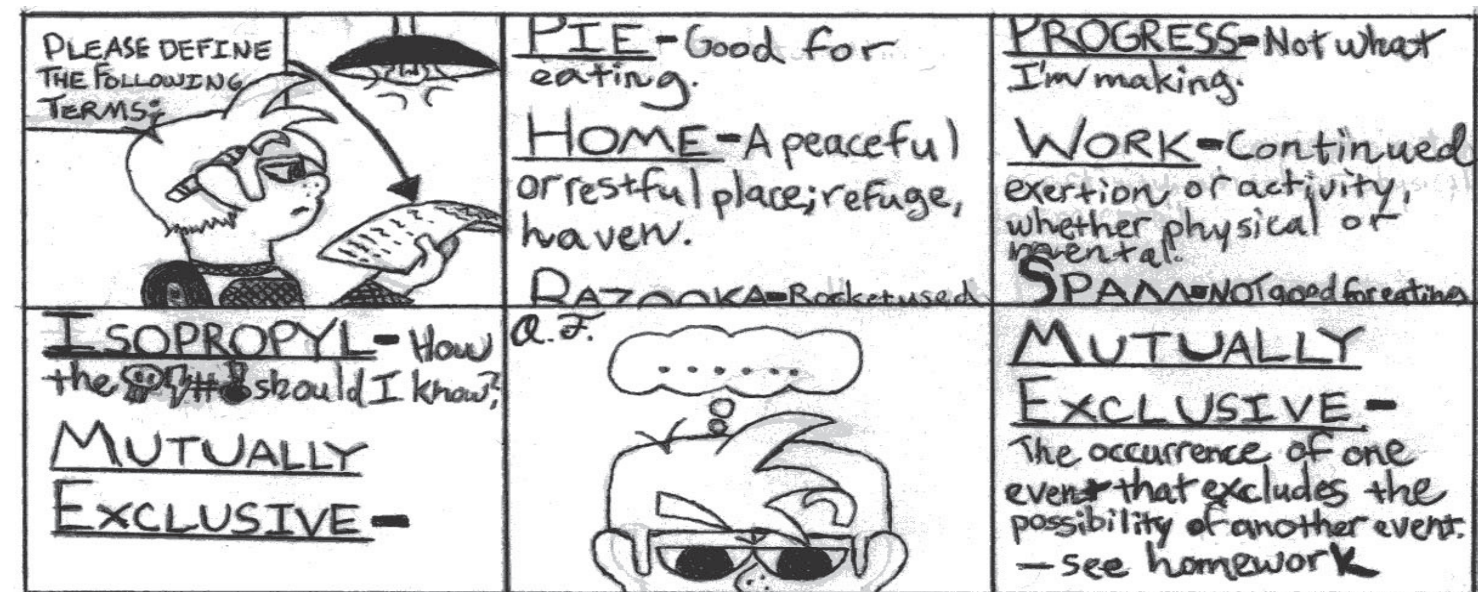
# A little sketchy

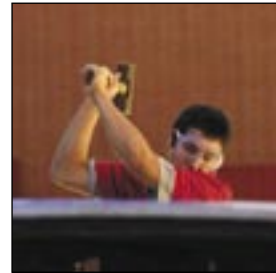
by Tristan Hummel



# Status quo

by Alex Ferguson





# Batters Up



## Republicans, Red Sox...and cars



closer look

**sam** april  
Claytonians bash a lot of things: Republicans, Red Sox, big corporations and now cars. The abuse came in both verbal and physical forms. Students yelled and screamed at the car while beating it severely with a sledge hammer. Although the car has taken no legal actions against the students in question, it is obvious that serious and irreparable damages were inflicted. It is obvious that the car bashing was emotional for everyone involved.

Although no ambulance came to the scene to aid the car, mechanic Billy Bob was there.

"I just got down here, and the kids were causing a ruckus," Billy Bob the mechanic said. "I reckon that car won't be going anywhere

anytime soon. As a matter of fact I reckon that car don't work no more. Shucks."

Billy Bob's analysis of the car turned out to be true, the car was bamboozled.

The car bashing has also brought a number of concerns among other inanimate objects around school. Students have recently been seen stealing water from drinking fountains, breaking pencils, and throwing frisbees across

the quad.

Afterwards many of the students involved in the "incident" went to see the Clayton vs. Ladue football game where officials witnessed another similar beating as Clayton wrought utter destruction upon the Ladue football team. Although MSHAA has no official rule regard-

ing this later particular bashing, the Ladue team is outraged and has filed complaints against the entire Clayton team. Ladue believes that football players from Clayton received "special powers" from bashing the car and is demanding that Clayton's team be declared ineligible.

The car bashing was almost prophetic. It depicted the Clayton vs. Ladue massacre. As a result of all the inexplicable coincidences, the car is now being detained in Guantanamo Bay. The Globe will continue to bring you up to date false intelligence as it becomes readily available at the convenience of the CIA.



Clayton students bash the car to build up excitement for the Clayton vs. Ladue football game. Far Right: Senior Nate Markman shatters the glass on the headlight, and Senior Jeff Waldman cracks the sledge hammer. (Above photo by Jamie Sachar, all others by Rachel Kodner)

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### Picasso at the Lapin Agile

Directed by Michael Jokerst  
March 4,5,6 11,12,13 18,19,20

### Oh, Dad, Poor, Dad. Mamma's Hung You in the Closet and I'm Feeling So Sad!

Directed by Sam Hack  
July 15,16,17 22,23,24 29,30,31

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