

Editing the English program

corilefkowith

Because the Clayton District needs to cut over \$200,000 from its budget next year, the School Board is re-evaluating the cost of some of its hallmark programs, including the much acclaimed Conferenced English Program.

While most typical teachers at Clayton teach five classes a day, the Clayton English teachers teach three classes. Those two other class periods are used for conferences with students. Because each English teacher teaches fewer classes, extra teachers are needed to reach all of the students.

"Our English department is equal in size to that of a high school with almost twice as many students," Language Literacy coordinator James Lockhart said. "This is because our district has been committed to maintaining small class sizes and the Conferenced English Program."

The Conferenced English Program's need for extra teachers does not come without a price. Clayton Board of Education Vice President Lilly Canel-Katz pointed out that the extra teachers needed by the program make it an expensive program.

"Multiply the number of extra teachers by our average per teacher cost, which is well above \$50,000, and you get the cost of the program", Canel-Katz said.

School Board President Vic Frankel said that because of the expense of the Conferenced English Program, the Board needed to study its cost

impact before making decisions for next year's budget.

"The Board is really looking to understand the financial impact of that program as we get ready to plan the budget for next year," Frankel said.

The Board needs to review how the District spends money and Social Studies District Coordinator Bill Mendelsohn said that he thought this was a good thing because the Board would find that the Conferenced English Program was worth the extra expense.

"The Board should be looking at how we spend money. Looking is good because the Board will find that the Conferenced English Program is worth every penny," Mendelsohn said. "Maybe the Board can find a way to deliver the Conferenced English Program in a less expensive way that won't compromise it."

Although the Conferenced English Program is expensive, it is in no immediate threat of being cut because of its importance to the Clayton curriculum.

"Teachers agree that this is the best way to teach," English Department Chair Emily Grady said. "It lets us help students develop and allows us to meet students' personal needs. Writing is very personal and the conference time provides a sincere situation which allows for trust to develop between the teacher and student."

The Conferenced English Program is not only important to the Clayton educational program because it is the best way to teach English, but also because of its importance to teachers in other departments.

"The Conferenced English Program is very beneficial, rarely is any form of teaching better," Mendelsohn said. "The program is beneficial not only because it gives students a leg up, but also because it helps teachers in other programs. Anything that gives students' writing a boost is a good thing."

Canel-Katz also said that the program was

English, 3

English teacher Rebecca Taylor edits a paper by sophomore Nick Currey during a lunch conference.

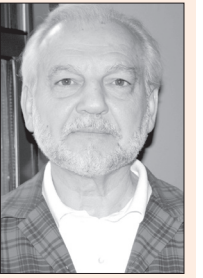


rachel kodner

newsbriefs

An Otten accolade

English instructor Nick Otten was recently awarded the 2004 Emerson Electric Excellence in Teaching Award, a prestigious award that is reserved for the area's top teachers. Otten currently teaches Honors American Literature and Advanced Composition.



National Merit

The Clayton School Board recognized the five Commended Students and 20 Semi-Finalists in this year's senior class on Oct. 20. Commended Students were: Shannon Dybvig, Josh Goldstein, Edward Speckart, Ivanna Yang, and Tim Young. Semi-Finalists were: Berkley Adrio, Michelle Alderson, Sam Bakken, Edward Dong, Micah Fredman, Katelen Fry, Jamie Goodfellow, Andy Griesbaum, Laura Johnson, Isaac Katz, Dan Kordonowy, Mimi Li, Ningning Ma, Ethan Oetter, Yun Que, Evan Sadler, Claire Saffitz, Peter Seligman, Sze-Chuan Suen, and An Tu Xie. Also recognized were Alex Fennell, a National Achievement Semi-Finalist, and Martise Hill, who was referred to colleges and universities.

Election Results 2004

Clayton High School proved to be Democratic as John Kerry won the majority of student votes Oct. 20. Out of the 355 underage voters at CHS, 263 chose Kerry, 49 Bush and 43 a third party candidate. This brings the percentages to 74 percent, 14 percent and 12 percent, respectively. Many thanks to the Social Studies department for organizing this event.

Freeman Recognized

Journalism Adviser Nancy Freeman was given Special Recognition in the 2004 National High School Journalism Teacher Awards competition. From applicants across the nation, Dow Jones selected five Special Recognition advisers, four Distinguished Advisers in addition to the Teacher of the Year. Freeman is in charge of Globe Newspaper and Broadcast Journalism (KCHS). Under her supervision, the Globe won a 2002-03 Pacemaker Award for Journalism Excellence and has earned the Gallup Award the past two years.

Say goodbye to gopher holes

Board decision sets into motion \$2.6 million fund-raising effort

dakinsloss
issackatz

On Sept. 22, the Clayton School Board brought years of hopes, expectations and concerns to an end by voting 5-2 in favor of passing Phase I of a plan to improve Gay Field and other CHS athletic facilities. Three years previously, a plan to replace the school's athletic fields' deteriorating grass with synthetic turf had first been proposed. Only now has the controversial issue been decided and are the plans able to go forward.

"I voted in favor of the plan because I tend to think in long term as to what is best for the district," School Board director Amy Murphy said. "It is my opinion that the improvement of Gay Field is in the best interest of the district."

The total cost of \$2.6 million is to be paid for entirely by outside funds; according to the plan, no taxpayer money will pay for the improvements. Friends of Clayton Athletes, a spin-off group of the Clayton Education Foundation, a parent organization founded 10-15 years ago to accept tax-deductible donations, will raise the funds.

"We are envisioning doing this in phases," Friends of Clayton Athletes co-chairman Frank Hackmann said, "where we would raise the money for the various component parts of the project and when we have to money to do that component part, we do it. Then we would continue our fundraising efforts and do the next part of the project."

The construction will start as soon as the fundraising is finished.

"We will be ready to begin construction by the summer of 2005, with the improved field to be played on by fall 2005 - optimistically," Hackmann said.

"We hope to have the new field - though not necessarily the other improvements - completed by next August," Athletic Director Rich Grawer said. "The construction must start no later than April."



rachel kodner

Tackle or trip? With the field at Gay in its current state, the football Hounds struggle to avoid the latter. "The [Gay Field] plan will provide the safer, higher-quality playing surfaces that can be played on in all types of weather conditions," Friends of Clayton Athletes co-chairman Frank Hackmann said. Hackmann hopes the new field will be playable by fall 2005.

"We were presented a plan that was paid for by others who I believe have the best interest of the district in mind," Murphy said.

"We are putting the finishing touches on the draft fundraising plan," Hackmann said. "We basically will be going out to individuals who we will ask to make large gifts, to some corporations who we will ask to make sizable gifts. We will be going to our alumni, we will be going to the students and parents involved in sports teams, and we will be going to the community at large." One source of funds will be selling naming rights. The Board decided,

"We hope to have the new field completed by next August. The construction must start no later than April."

-athletic director rich grawer

however, that the name of the overall facility, "Gay Field," cannot be changed because of its historical value. Instead, the naming rights to the stands, the scoreboard, the press box, the locker rooms, and other areas can be sold.

One concern that has been raised is that the Friends of Clayton Athletes may raise a large portion of the necessary funds but that the district will be pressured to finance the rest. To assuage those worries, the Board addressed the issue in its Sept. 22 "Statement of Policy Regarding Gay Field Improvements."

commitments of District funds or property will take place until the Board of Education is satisfied that sufficient funds have been obtained to ensure completion of the project without the use of district funds," the policy said.

The first phase of the master plan approved by district calls for a synthetic grass field, additional seating and parking, and a two-lane entry road from Gay Avenue.

"I think the changes to Gay Field will have a positive impact on the Clayton community because student athletes will have a safe,

"No bids for construction or

Gay Field, 4

insidescoop

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Photos courtesy of Sra. Roman



in the news...

The Language Department is organizing a trip to Spain. At least 12 participants are needed, and several have already signed up. The trip will include tours for Madrid, Toledo, Cordoba, Seville, and more. The trip is set for the beginning of June. All interested parties should contact Sras. Roman or Harrington for more information.



Missouri's electoral votes are key in 2004

State has voted with the winner of the presidential election in every election but one since 1900

shataraford

"It's good to be in a part of the world where the cowboy hats outnumber the ties," President George W. Bush said during his most recent visit to Missouri in Poplar Bluff, this recent Labor Day.

Once again, Missouri is a hot battleground state in a presidential election — a "swing state."

"In order to become President, a candidate must win at least 270 of the 538 electoral votes," Justin Gurber of DrivingVotes.com said. "The 20 swing states hold 213 electoral votes so a candidate must win in a significant number of swing states to win the election. As we saw in the 2000 presidential election, Florida, the largest swing state, determined the outcome of the election. Bush won the popular vote in Florida by only 537 votes."

Missouri has gone with the White House winner in all but one election during the last century — every year since 1900, except 1956, Missouri delivered its electoral votes to the next president.

"Missouri has 11 electoral votes," David Park, professor of political science at Washington University said. "Depending on which news organization you listen to, there are approximately 12-20 swing states, so Missouri is considered quite an important state in the election."

Missouri takes pride in the fact that it is an accurate representation of the country as a whole. It has the same percentage of African-Americans as the nation as a whole, the same percentage of union workers as the nation as a whole, the same rural/urban mix as the nation as a whole, and on down the line.

"Kansas City, Columbia, and St. Lou-

is are some of the most hotly contested areas in the state," a Kerry campaign volunteer said.

Missouri is very important, considering that in the 2000 election, just one vote out of 80,000 cast in the northwestern corner of Missouri known as Clay County separated the two parties.

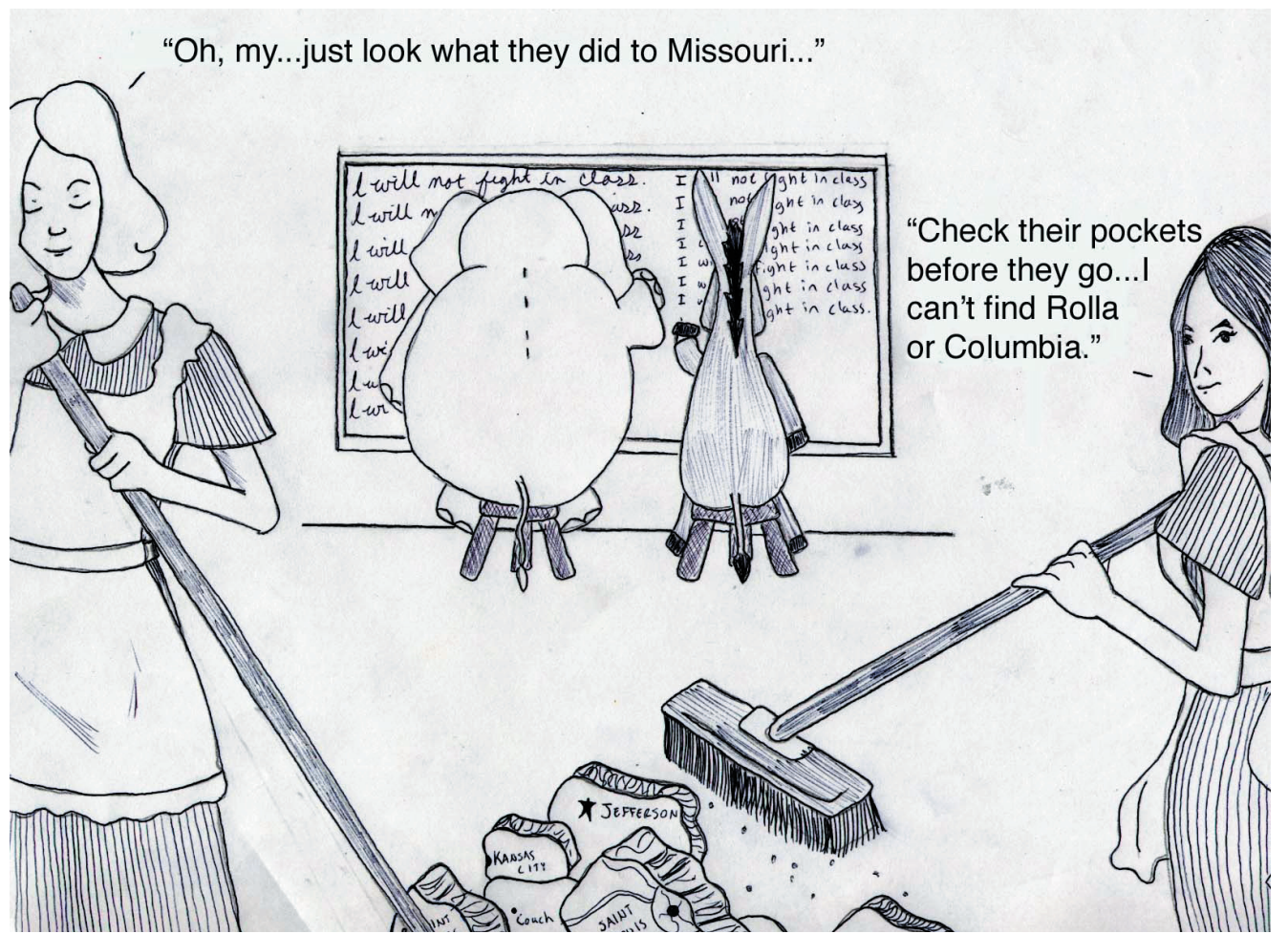
Park feels that St. Louis is most important.

"According to the 2000 Census, there are approximately 4.2 million Missourians of voting age; and approximately, 1 million live in St. Louis county and St. Louis City," he said. "That represents almost 25 percent of Missouri's voting age population."

Many believe that the state is becoming more in favor of the Republicans, now especially since John Kerry has decreased spending for the month. Missouri could be turning over to the GOP, considering that since the 1980s, there have been more people identifying themselves as Republican and conservative. Missouri has two Republican senators; a majority of GOP congressmen and the Republicans have taken over the majority in the General Assembly.

Kerry's campaign — surprisingly — did not include Missouri with the 14 other competitive states where it plans to run its latest round of television advertising, as recently explained in the Kansas City Star. This decision was made just after the Republican Convention, when Kerry and the Democrats were ready to cede Missouri to Bush.

Some Republicans, such as US Senator Jim Talent, are not at all surprised. "John Kerry is rated one of the most liberal members of the Senate, I just don't think Missouri is there," he said. "That may sell in Massachusetts but not



here in the heartland," he said recently in an interview.

"If Democrats believe that Missouri is still a toss-up, you will see Kerry visit Missouri and increase his advertising in the state," Park said, however many feel that such an increase will not be happening.

"He can only win Missouri, I think, if Bush, really, really tanks," said Kenneth Warren, a former pollster for Dick Gephardt and now professor of political science at St. Louis University.

Therefore, if Kerry does not manage to win Missouri in November, it is very likely he will not be taking the rest of the country by storm either.

Park has a different perspective.

"If the election was as close as last time, any swing state could make the difference," he said. "Realistically, either Kerry or Bush could lose Missouri and still win the election. I think the election will come down to Ohio and maybe Florida."

More than anything else at this moment, the candidates need to focus on the hot button issues to grab the attention of Missourians. How Missourians feel about Bush's handling of the war in Iraq, terrorism, health care, and the economy may end up being the factors that help Missouri decide where to cast its 11 electoral votes in the election.

Presidential debates may be critical in this year's election

amybrooks

Hands dripping with sweat, the candidates grip their respective podiums and each manage smiles as the camera pans over their apprehensive faces. In a presidential race this close, everything counts, including the debates — which historically have had little effect on the final election results. And when the first of three debates happens to draw 63 million viewers, more than three times the audience of an episode of "CSI," the stakes are immensely high.

Would viewers side with a friendlier Bush or a more smooth-talking and professional Kerry? In the first debate, which took place on Sept. 30 at the University of Miami,

many believed Bush entered with the upper hand because he was the incumbent, but despite this challenge, Kerry still did well.

"The president is always in a position of advantage going in; however I considered the first debate a tie because Kerry did a better job than Bush but Bush didn't need to win," history teacher Paul Hoelscher said. "I think Kerry will probably gain more votes based on the outcome."

A recent "Newsweek" poll concurs. The poll states that before the first debate Bush had a 49 percent of the nation's vote to Kerry's 43. After the debate, polls showed that Kerry led Bush 47 percent to 45 percent, clearly stealing some of

Bush's precious lead.

However, the vice presidential debate between Vice President Dick Cheney and Sen. John Edwards, which took place on Oct. 5 at Case Western Reserve University in Cleveland, was harder to peg.

"The vice presidential debate is a little tougher to call because it was mostly different interpretations of numbers that are very difficult to validate," Hoelscher said. "It was less about ideas and policies and more a debate over numbers and statistics."

The debates had tremendous potential to change to opinions of the public by giving both candidates bountiful face time.

"The debates will allow people to get to know Kerry better," Hoelscher said. "Bush has been president for so long that they've already made up their mind on him."

Despite both parties hailing their candidates as the winners, the debates are changing the opinions of many students.

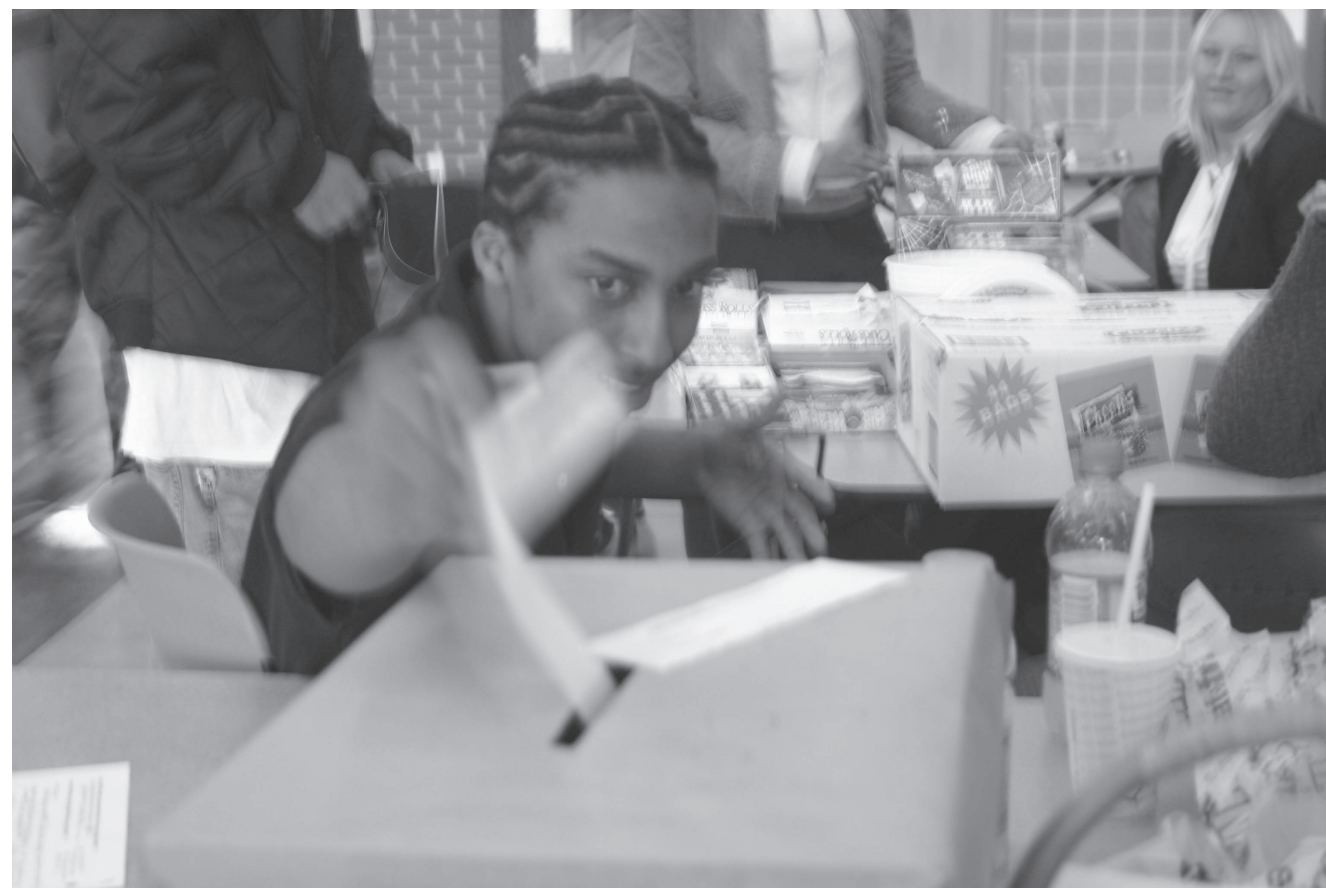
"Kerry was the better debater because he seemed more confident in his answers, and Bush was being immature about Kerry and got very aggravated," sophomore Ann Selvadurai said. Selvadurai said she already considered Kerry as the better candidate and the debate only strengthened her opinion.

Some students even switched parties after watching the candidates spar off. Sophomore Rebecca Blackwell was originally a Bush supporter, but after seeing the first debate, she is undecided. "Bush made a fool out of himself, so now I'm undecided because I don't like either candidate," Blackwell said.

The second debate, a "town hall-style debate" held on Oct. 8, excited many students because it took place at Washington University, with some Clayton students even taking part in rallies or demonstrations held in the "free speech zone" on Washington University's baseball fields. However, after the last debate, which took place on Oct. 13 at Arizona State University, many people became bored of the candidates' typical rhetoric; to some, they seem to repeat the same points over and over.

The debates are over, and most polls now place Kerry in a direct lock with Bush as an effect of a positive debate showing for Kerry. The loyalty of "undecideds" such as Blackwell will continue to be fought for the coming weeks as the Nov. 2 election nears. In an election this close, everything really does count.

As the Globe goes to press, the latest (Oct. 24) Zogby nation-wide poll at www.Zogby.com has President Bush leading John Kerry by a statistically insignificant margin of 48 percent to 46 percent, with four percent undecided and two percent in favor of third-party candidates such as Reform Party candidate Ralph Nader. The margin of error is plus or minus 2.9 percent, thereby negating Bush's two percent lead.



Senior Lavall Brown casts his vote in CHS's mock election. Kerry received 74 percent of students' votes to Bush's 14 percent. The turnout of less than 50 percent of all students reflected the low turnout in recent presidential elections.

Young Republicans provide new perspective

hyrumshumway

In this election year with foreign and national issues at stake, CHS offers two clubs with two different political agendas. In addition to the older Young Democrats Club and the Students For Kerry Club, students can now choose to join the newly formed Young Republicans as well.

The students who founded the club are junior Erica Jantho and seniors Natalie Alderson and Katelyn Fry.

"I think that students should be active and involved in the political process," science teacher Gabe de la Paz said. "Clayton is pretty liberal and students who are conservative sometimes feel isolated in their views. I think it important for conservatives in Clayton to be able to express their views openly without feeling intimidated by others' views."

Alderson agrees with de la Paz's point of view.

"I think it is a good way for conservatives to get together to show all the liberals that some people here in Clayton have conservative views," senior Natalie Alderson said.

"I hope the liberals in Clayton can accept the different views of the Young Republicans, as we respect theirs," senior Katelyn Fry said. "We didn't feel that the conservatives had enough voice. It was almost as if the conservatives were nonexistent."

Fry is not alone in that view.

"I feel that the conservative body of Clayton is not very well represented or respected," Jantho said. "Some kids in Clayton don't understand what it means to be Republican."

The Young Republicans are based on specific principles.

"The Young Republicans was not founded to be close-minded, and we respect liberal views," Jantho said. "The Young Republicans believe that Bush is not doing everything wrong. Bush may not be the best president ever, but we don't think Kerry is the best candidate either."

Through Young Republicans, the founders of the club hope to make the Clayton conservatives more comfortable with their views.

"I hope that the conservatives involved in Young Republicans will realize that they are not alone in their views," Fry said. "I hope that liberal kids in Clayton can be more aware that there is another side."

The Young Republicans Club invites everyone to their meetings, regardless of their political beliefs.

"Our club is not only meant for Republicans at the high school," junior Erica Jantho said. "Anyone who wants to hear about conservative views is welcome. We will respect other people's views even though they might not agree with ours."



Senior Cori Lefkowitz, a Democrat, presents the Republican side of the major problems facing America to freshmen and sophomores. Former congressional candidate Jeff Smith spoke after students presented both sides of the election's issues. Bill Federer (R) and Russ Carnahan (D), candidates for Missouri's third US congressional district, spoke to the juniors and seniors.

From 'Ethan Frome' to 'The Things They Carried'

Due to changes in society and student interest, some books have come and gone in Clayton. Yet some remain timeless.

sarah shumway

Books in the English department can be either a short-lived fad or a long term tradition with students. Some pieces of literature come and go, while others remain high on the list as they ever were.

"Adding on a book to the English curriculum is a process," head of English Department Emily Grady said. "Teachers for a grade level will meet and someone might bring up a book that they would like to teach. But then there are some books that we make sure everyone is taught, like 'Huck Finn.'"

To be added to the English list, books are evaluated on several measures.

"We examine the writing and think about what authors we feel are important to study," Grady said. "These are also books that we feel that students need to have contact with before students go out into the world. We also evaluate student interest because we want a book that kids like. You can tell when students are not reading."

According to English teacher Jim Lockhart, a change in the English curriculum can also reflect our changing society.

"Changes in the English curriculum are often a reflection of being inclusive to lots of different human experiences," Lockhart said. "It's also about how the literary canon is shifting. When I was growing up, I remember every sophomore read 'Ethan Frome,' by Edith Wharton. There are lots of authors we thought were key that are now gone, such as Longfellow and Walter Scott. We've tried to keep a balance between the traditional canon and a representation of contemporary works, including literature that reflects the

experience of minority groups."

The English curriculum has had some recent changes. "1984," by George Orwell, will now be taught to sophomores as part of a unit about propaganda and media awareness. "Ellen Foster" was added five years ago on the freshmen curriculum. "Song of Solomon," by Toni Morrison, was recently switched from 20th century Literature to the American Literature class.

"There are two kinds of books on the English curriculum," Grady said. "Core books are works that we make sure everyone is taught on a grade level, such as 'Huckleberry Finn.' Protected books are works that are only taught in a certain class, such as 'Grapes of Wrath' and 'The Scarlet Letter,' since they are only taught in Honors American Literature."

Each book taught on the English program has literary merit and serves a purpose.

"Freshman and sophomore year are the foundation years for understanding allusions," Grady said. "Freshmen are taught the 'Odyssey' and mythology, and sophomores do 'The Bible as in Literature.' That way, they understand mythological and biblical allusions for later works of study."

Although each book in the English program is valuable to the literary canon, some works are harder to teach than others.

"As I Lay Dying's' use of the stream of consciousness, fragmented narrative, and no chronological order can make the book difficult to teach," Lockhart said. "'The Scarlet Letter' is also hard because of the density and prose of the book. It's also not full of action, being mostly conversation."

"1984" can also pose a challenge for teach-

ers.

"1984" is a work that requires the students' understanding of how Communism affects the human psyche," English teacher Susan Teson said. "The teacher has to lay the framework on the framework of Communism and how it functions. Some parts really drag and hard for students to get through. But it's definitely a book that all students should read."

The English curriculum also strives to find a balance between teacher flexibility and a strong literary foundation for its students.

"The flexibility of the English program here at Clayton was one of the reasons I came here," Teson said. "The teachers have a lot of autonomy in how they run their classroom, and I really

appreciate that."

"We believe that teachers have a right to be free in their curriculum, but there is a foundation here that students need," Grady said. "However, there is flexibility here."



Conferenced English being edited

Conferenced English, page 1 incredibly important to the Clayton curriculum. She said that the loss of the program would affect the school beyond the teaching of English and that there would be great unrest within the community if the Conferenced English Program were cut.

"I think that cutting the program would have negative consequences well beyond our teaching of English," Canel-Katz said. "I think there would be great unhappiness among students, teachers, parents and CHS alumni if the program were cut. Only this morning I was talking to a CHS alumna who is also a current Captain and Wydown parent and who has heard rumors that the program is under re-consideration. She was horrified."

The Conferenced English Program plays a big part not only in the lives of the students and teachers, but also is also one of the reasons to move to Clayton.

"At a party over the summer I mentioned the Conferenced English Program and a friend, who is a realtor in Clayton, said that he sold houses based on the fact that

Clayton has the Conferenced English Program," Grady said. "The Conferenced English program is widely respected throughout the community."

The Conferenced English Program is considered an essential part of the Clayton education teaching students writing skills that will help them throughout their lives.

"I've had students come back and say that their writing skills are superior to those of other students, even at the most selective schools such as Harvard and Yale," Lockhart said.

Many past students agree that the Conferenced English Program has helped them develop writing skills that were not only superior to their peers in college, but also beneficial to them throughout their lives.

"Upon entering the University of Pennsylvania's Wharton School of Business, it was quickly apparent that my language and composition

skills were superior to most of my counterparts," 1984 Clayton graduate Leland Wolf said. "My language, logic, and composition skills continued to serve me well after college."

Present Clayton students also

feel that the Conferenced English Program has been beneficial to their writing.

"I think the Conferenced English Program is beneficial because it teaches us to write multiple drafts and prepares us to write in the real world," senior Lily Kurland said.

Because the Conferenced English Program is so important to the Clayton community it does not seem that the program will be terminated in next year's budget cut, at least not without long deliberation by the School Board.

"Any change to a program that is considered one of the hallmarks of this District would likely generate a great deal of controversy," Frankel said. "However, I can assure you that the Board will consider all of the impacts of any changes that might be made."

Frankel said that the School Board has every intention of maintaining the outstanding education that Clayton offers.

"CHS does an outstanding job preparing students to move on to be successful," Frankel said. "The Board is committed to making sure our students receive a quality education."

Canel-Katz reinforced Frankel's comment and added that she will fight for the continuation of the Conferenced English Program.

"I believe very strongly in the importance of the high school Conferenced English Program and will do everything I can to make sure that it continues," Canel-Katz said.

"CHS does an outstanding job preparing students to move on to be successful. The Board is committed to making sure our students receive a quality education."

Board President Vic Frankel

Architecture offers creative learning

melanie goldstein

Traditionally, math and art were the only classes offered to prospective architects, architectural engineers, interior designers and artists in high school. However at CHS, an architecture class provides these students with a jump-start in the field.

Technology teacher Gregory Kramer instructs the architecture class, open to all grades and skill levels. Students also do not need to be aspiring architects to take the class, or even be exceptionally good at math. Kramer says it's creativity that counts.

"I took it (the architecture class) more for fun," senior Brian Katz said, "I don't plan on majoring in architecture next year in college."

On the other hand, senior Kirsten Oswald plans on majoring in architecture. Oswald says she was considering becoming an architect even before taking the class.

"I was already thinking about it, but the class encouraged me that it was something I wanted to do," Oswald said.

The class is offered for one or two semesters; the second semester differs from the first in that students construct house models. Both semesters cover a wide variety of topics including basic house designs and foundations, floor plan design and evaluations, perspective drawings, elevation drawings, building materials, blueprint readings and mathematical calculations. Students in the class work with Computer Aided Design technology (CADD).

"I like how we get to make house models and use computers in the class," Katz said.

Much of the class is computer based. "MAC OS 10 Computers are used. The

CADD software is similar to any architectural design software used in business and architectural firms around the country," Kramer said.

The class has many projects that include replicating house styles and creating floor plans and circulation routes with requirements.

"We learned about different architects who designed major buildings," Katz said. "I liked learning about Frank Lloyd Wright and his house in Missouri."

After studying Frank Lloyd Wright's Kirkwood house in depth, the class visits the home.

Each student develops a portfolio of work. Many different types of students take the class for different reasons. All the experience and vocabulary are useful in college," Kramer said.

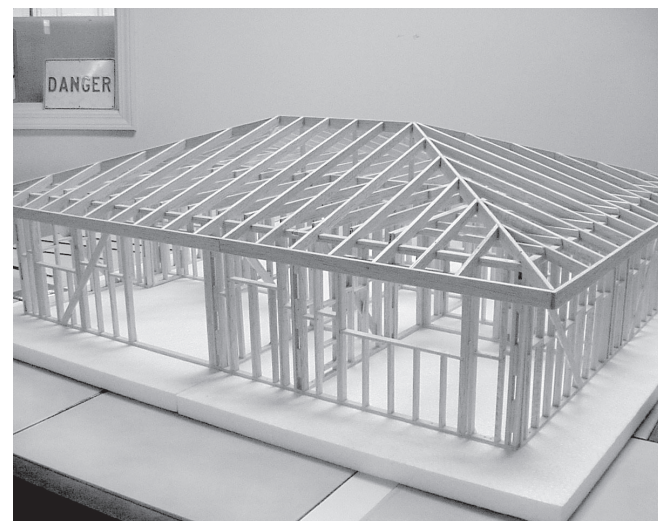
Oswald has really liked the class and Kramer's teaching.

"He's a really great teacher and learning how to use the technology on the computer is really fun and helpful," Oswald said. "I was surprised how much fun you can have doing serious work."

"It has been a great class and has made me curious about architecture," Katz said.

Kramer enjoys working with the many talented students at CHS.

"Some of the aspects I find most fulfilling are the new ideas and concepts students develop and implement in their research and design projects," Kramer said.



Students work on a model, such as this one, second semester.

Tri-M takes community service focus

michael gregory

Every organization has its elite. The sports have their varsity teams, and the scholars have the National Honors Society. But despite the lack of press about the school's music program, it has its famed and somewhat exclusive group. It's called Tri-M, formerly called Modern Music Masters. But the title still fits because it's made up of all three branches of music that the school teaches: band, orchestra and choir.

Tri-M isn't an organization that CHS takes full credit for. This group has its own national history. It belongs to a national organization called the Music Educators National Conference. Each school that offers Tri-M has a charter, which is a document that signifies that its school is a part of that organization. CHS got its charter in 1986, according to Orchestra teacher Julie Miller, who is the head of Tri-M

"Overall it started in 1930," Miller said. "But then it was turned over to the MENC, in 1954."

"We perform in concerts," junior Laura Tetri said. One such concert was the benefit to the American Cancer Society, an event that is gaining recognition.

"It was organized by Nathaniel Markman and me last year, though it was organized this year by the whole group," senior Edward Dong said.

Community service is also a big part of Tri-M. In addition to the benefit, the group holds a canned food drive in December. Both events, which were founded by two students from the class of 2005 last year, are very successful.

"We raised \$1300 last year for the American Cancer Society, and this year we have raised \$1100 so far, but the checks still keep coming in," Dong said. The group is also spreading the Tri-M organization

to other schools. "We go around and help other schools get a charter, like last year we went to Rolla," Dong said. "We also help out in the community in general."

This unique club is rather exclusive. Admission is audition-based and limited to sophomores through seniors, according to Ms. Miller, who also adds that auditions are this month.

Applicants must also get teacher recommendations from their music teachers, and they are strictly confidential from students. Freshman should also take notice to this offer. "We're going to lose a lot of seniors next year," Miller said.

Two of the most dissimilar extra-curricular activities are molded together to form the group of elite musicians from each of the branches of the school's music program. One of CHS's lesser known organizations, Tri-M offers many opportunities for students.

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All Jazzed Up

The Mark Twain Learning Center has taken on some new programs to appeal to a larger variety of students.

sara johnson-cardona

Under the attention of its new director, Dee Blassie, the Mark Twain Learning Center is taking on new programs as well as a new look.

"My goals are to meet each student as an individual and as a whole person, to appreciate strengths and support working through challenges in areas of academics, social life, and character development," Blassie said.

Blassie said the Learning Center serves a variety of students and must adapt its programs accordingly.

"I have three types of kids in the learning center. Kids who are solid A and B students who just want a quiet atmosphere to study where they have easy access to teachers," Blassie said. "I also have some middle of the road C students who want to be in the Learning Center because they know they can get extra help. Then I have some students who are struggling with D's and F's and are desperately in need of help to get back on track to be successful."

One of new programs the Learning Center is offering is geared towards students in honors classes.

"CHS does such a fabulous job in offering so many wonderfully challenging classes for honors students," Blassie said. "However, there are still just a few that need 'something more.' Sometimes, it's a connection from middle school to offer support through the transition to the high school environment. For others, it's assistance in setting up a mentoring and/or shadowing situation to 'beef up' that college application and to stretch the student a bit more. We're just trying to offer a little something more to support all students."

Blassie asked Janet Baldwin, Clayton coordinator of enrichment, to be a part of the Learning Center this year. Baldwin is at the learning center on Tuesdays from 7:45-9:30 a.m. She then goes to teach some other classes, and comes back at noon. Baldwin then stays at the learning center until 2:00 p.m.

"I am working with Janet Baldwin, Gifte Coordinator for the district, to reach all students," Blassie said. "Janet is using her coordinator time differently and is trying to establish a presence in the LC to assist in setting up all students for success."

Senior Dan Kandy is one student who is trying to take advantage of this new addition to the Learning Center by working with Baldwin to find a way to shadow the mayor for a day.

History intern Janet Curry has been working in the Learning Center for the past five years and is impressed by some of the changes.

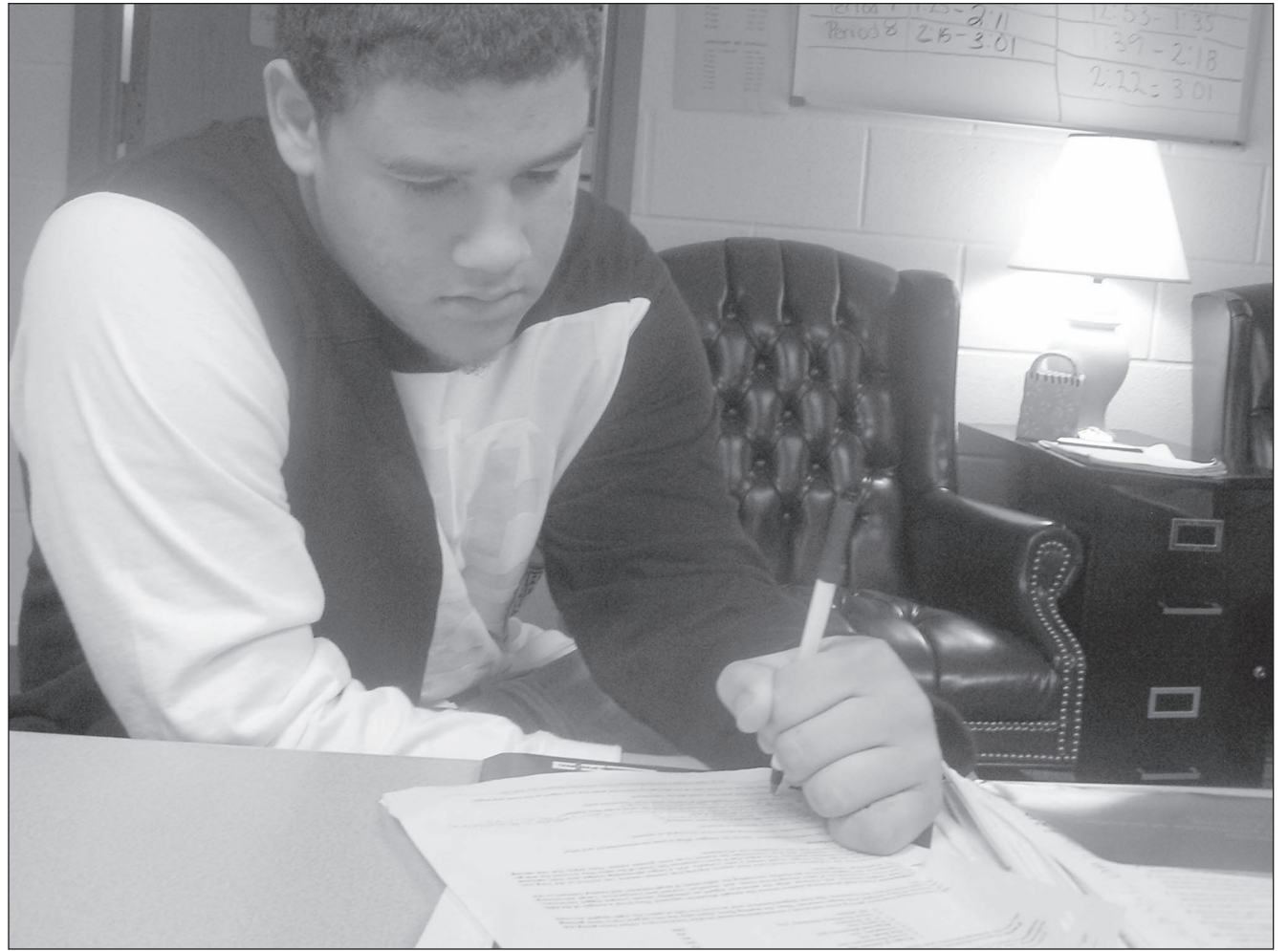
"I see a tremendous difference from this year to last year" Curry said. "Blassie brings to the program so many positive skills in terms of appreciating the whole individual, and of knowing how to open up communication when things are difficult. She knows many possible ways to go in terms of resolving conflicts and she reiterates why we are all here, which is to listen to students and help them become as academically excellent as they can be."

Curry said even the look of both of the rooms is different.

"We tried to create a more college seminar atmosphere in the side room with the large conference table, professional chairs, inspiration and historic posters," Curry said. "In the large room we tried to create a more warm, more idea inspirational kind of space."

The scenery has definitely been "jazzed up". Blassie put in new chairs, her desk is filled with decorations such as cool shoes and lights, and she even made pencils that say "Thumbs up to you from Mrs. Blassie" for the students to use during their time in the Learning Center. There is also a room on the side that Blassie has changed.

"[I wanted] to create a more interesting and inviting environment: the independent room with a more college seminar atmosphere with a beautiful wooden conference table, professional looking chairs and scholarly lighting; the guided room with much more color and fabric to spark



caitlin ly

academic motivation and insight," Blassie said.

English tutor Nicole Martineau thinks this new atmosphere has changed the Learning Center for the better.

"The Learning center has a more academic atmosphere than last year, not that it wasn't academic last year," Martineau said. "Kids feel they can actually come here and study without a lot of distractions."

Blassie has many goals for the future of the learning center. She is working with English teacher John Ryan that sponsor community service club to find a way of using some of the community service club members to possibly mentor in the learning center.

"Mrs. Baldwin and I would like to support students who want to try national contests for scholarships, financial awards, and an impressive entry on the college application," Blassie said. "Reaching out to the community for Learning Center support is another goal I would like to achieve. For example, I shared my vision at the Oasis Awards Ceremony in May. If you know a retired math, science, English, or social studies teacher who would like to give an hour or two

a week at CHS to set students up for success in the Learning Center, please let me know."

Blassie said that this year, the Learning Center is being used by many more students than in years past.

"The LC has 148 students enrolled in classes. We have had over 850 students 'drop in' since the first day of school," Blassie said. "So, as you can see any additional support I can get from the students and community to support all students is my number one goal." Blassie wants to encourage parents to come in and help if they want to.

"I am elated when I see parents coming in the LC to find out how their child can reap great rewards by stopping in for support," Blassie said. "I love when I have the opportunity to introduce them to the great LC team with wonderful teachers...Nicole Martineau (English), Janet Curry (history), Christina Pupillo (math). Because of the budget cuts, their hours were cut and I was not able to have a science specialist full time. Hats off to Mr. Mike Howe, for sharing Mr. Doug Verby, a science teacher, to assist us daily during 2nd period."

Kenneth Sanders studies in the Learning Center. The new director, Dee Blassie, has made new additions to the ambiance of the Center.

Library starts programs to inspire students

Library displays modern books to entice readers for teen week and the book club. Posters and displays in library encourage reading to boost SAT and ACT scores.

rachael cohen

"Look, but don't touch" applies to too many things in life. Thankfully the library is not one of them. Books are frequently displayed in the library to highlight what's going on, and they're not there just to look pretty. The books on display are meant to generate interest and be checked out.

"We try, with our programs and displays," librarian assistant

Lauran DeRigne said, "to inspire students to read for relaxation and enjoyment. Reading is such a great way to eliminate stress and escape from daily tribulations. It's nice to have Independent Reading Assignments in classes; they allow us to introduce students to all kinds of new books that they might not have time to read if they weren't as-

signed, so we appreciate that."

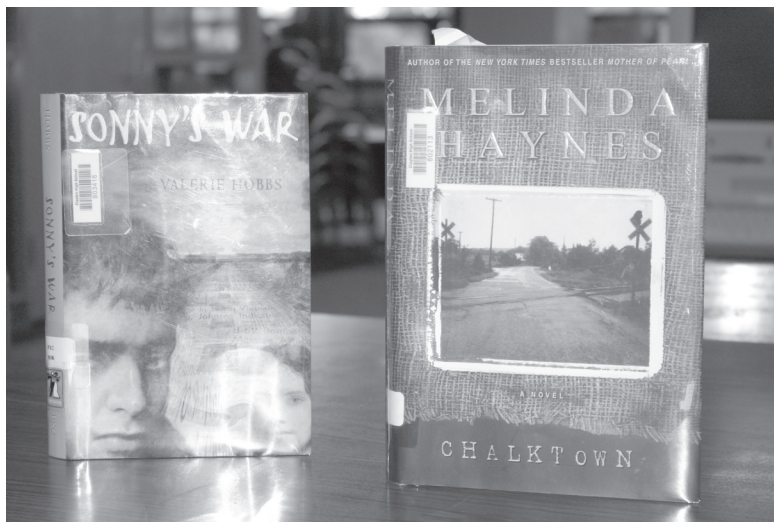
Students may have noticed some books marked with a "CHS MUST READ" tag. According to the tag, these books merit recognition for their unique plots and interesting characters. Check one out!"

This year library is participating in Teen Read Week sponsored by The American Library Association. "According to the American Library Association 28 per cent of seniors never read for fun or on their own time," head librarian Cindy Menkhous said, "Teen Read Week encourages reading for teens. This year's theme spotlights mystery and horror titles."

October's theme was horror books. The library staff chose "Car-

rie" by Stephen King as the book for students to read and participate in discussions.

"I like that they chose a scary book for October," Teen Read Week participant Caleah Boykin said.



annalisse shumway

The library staff has created displays to encourage quality books to be read by students. The books, *Sonny's War* by Valerie Hobbs and *Chalktown* by Melinda Haynes have been chosen have unique plots and interesting character development.

rie" by Stephen King as the book for students to read and participate in discussions.

"I like that they chose a scary book for October," Teen Read Week participant Caleah Boykin said.

In addition to Teen Read Week, Menkhous and the library staff are supporting the Book Club, Gateway Readers, and Read More.

"More than anything," Carol Renner, media center secretary and assistant says, "she [Menkhous] wants kids to read."

The CHS Library Book Club was combined with Teen Read Week for October but will branch out on its own in December. The December Book Club book is "The Pact" by Jodi Picoult, a love story about a boy and a girl who form a suicide pact. The book explores the consequences of the secrets the boy and girl keep from their parents, and even from each other. The final result of the secrets is tragic.

Senior Ivanna Yang was member of Book Club last year. Yang

said, "I liked the opportunity to read a book outside of English class and have discussions."

The CHS library staff welcomes suggestions for future Book Club books. Students interested in joining the Book Club should see the librarians.

The Missouri Library Association sponsors the Read More program. Each year the state librarian picks a book for people all across Missouri to read. The Gateway Readers is a program in which the state nominates 15 books for adolescents to read, and if someone has read at least three of the nominated books, they are able to vote for which book they feel should win the award.

A new program for the library this year is the acquisition of eBooks.

According to the promotional material, "eBooks are electronic versions of printed books. eBooks can be viewed online from any PC connected to the Internet." The new 1,400 eBooks and 3,400 classic titles are available online for students to access from home once they create an eBook account from a school computer at www.netLibrary.org.

"The cost was fifty cents a student, \$450.00," Menkhous said, "and I felt it was an economic way to add 1400 titles to CHS's book collection for three years."

Hopefully, the library's new programs will encourage reading, at CHS.

Gay Field plan ready to roll

from Gay Field, 1

Virtually weather-proof, up-to-date athletic field on which to practice and play," Superintendent Don Senti said. "There is not additional green space in Clayton on which to expand so we must use the fields we have more efficiently."

"The biggest thing that the additions and renovations will do is benefit our students," Hackman said. "The plan will provide the safer, higher-quality playing surfaces that can be played on in all types of weather conditions. We will have more availability of high-quality fields for both game-day events and practice events."

"I think the biggest advantage of the plan," Grawer said, "is that it's for all the students, not just the athletes. School should provide healthy choices, and weekend night football is a healthy environment. Look at what we do with basketball. During the week, JV games are at 4:30 and varsity games are at 6:00 - because we want the kids home to study. On the weekend, JV games are at 5:30 and varsity games are at 7:00 - because we want to keep the kids there."

"Students are number one," Murphy said. "A great number of people have expressed appreciation for the Board's support of the students and athletic facilities and the stewardship of the district property, Gay Field."

School Board Vice-President Lilly Canel-Katz, along with Secretary Brad Bernstein, was one of two that voted against approving the Gay Field master plan.

"Night time practices during the school year are bad for students' academic work and for students' and coaches' families," Canel-Katz said.

Another concern about the approved plan is the effect of adding lights and night time games on the surrounding neighborhoods.

"We have developed guidelines for use of the field to smooth over relations with the community," Senti said.

"We can't rely on the so-called usage guidelines to limit the consequences of lights," Canel-Katz said. "They can be changed easily."

School Board President Vic Frankel has proposed making the guidelines legally binding; as yet, however, they are simply guidelines, and not necessarily set in stone.

The "Guidelines of Evening (Lighted) Use of Gay Field" restrict the use of lights to events sponsored by CHS, the Parks and Recreation board, Fontbonne University, and Missouri State High School Activities Association (MSHSAA) playoff games. Gay Field will be used at night a maximum of seventy times a year: on 30 to 40 of those nights, the lights but not the public address system will be used for practices; on 22 of the remaining nights the field will be used for games with crowds of 100 spectators or less. There will be events drawing large crowds of 500 or more eight nights a year, with Gay Field's lights turned off, at latest, by 10:30 p.m.

"There have been allegations that property values will fall and I simply do not believe that is going to be the case," Murphy said. "I believe that we can be a good neighbor and that is certainly our goal, but we have to be met halfway."

The Gay Field Neighbor Association, a group of residents of the Gay Field community, submitted to the Board a petition of 197 signatures, 118 of those Clayton residents, opposing the renovation of Gay Field because "it will bring light, and increased volume of noise...more traffic, and more trash... and have a negative impact on the quality of life in the neighborhood."

"It is possible that the opponents will take legal action," Senti said, "but, at this point, they have not done so."

"A few people have been very vocally opposed and I deeply respect their concern for their interests and for the things they are concerned about," Murphy said. "We have had reactions both ways - many, many people have come up to me and other board members thanking us for this decision. We have been good stewards historically, and hope to be going forward."

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Teeth whitening safe when done by dentist

With an increasing number of whitening options, the Globe explores which are the safest and most effective.

gila hoffman

Myth: Teeth whiteners harm teeth.

Fact: Teeth whitening are completely safe because the whitening agents do not harm teeth if the procedure is done properly.

One cosmetic procedure that has hit America right in the mouth is teeth whitening. Before this procedure was available the only place where the "perfect smile" could be seen was in magazines. Now that these products are available this "perfect smile" seems to be everywhere. In fact, Americans spend more than \$600 million a year on teeth-whitening products and this number is growing by 15 to 20 percent each year.

Most commonly, if done in the dental office, impressions are made of upper and lower arches and a custom tray is made out of a type of flexible plastic that will carry the whitening agent. It usually takes a couple days to a week to make the tray and the patient takes the whitening agent, which is sometimes called bleach, home with instructions on how to use it.

This procedure usually costs anywhere from \$200 to \$500 in St. Louis but can range up to \$1000 in other cities.

People will receive white teeth in a short period of time, if they are a good candidate for the procedure.

"Most of the time [a good candidate for whitening] is someone who has had age discoloration where the teeth are yellow to brown," Lawrence Hoffman, D.M.D., said. "And it's people who have teeth in these color ranges, yellow to brown, that whiten up the best. People that have bluish gray teeth, like you would have if you had staining from an antibiotic, like tetracycline, don't have much success with it."

Although most of the times discoloration cannot be prevented, some foods could be avoided to slow the process. Avoiding foods such as soy sauce, berries, curry, coffee, red wine, and tea is helpful. Some substitutions for food include apple pie instead of cherry pie, coffee or tea with milk or cream rather than black and grapefruit juice instead of tomato juice. Even though the foods eaten are causes of discoloration one of the dominant causes comes from tobacco, which stains teeth yellow very quickly.

Harm of the pulp, the center of the tooth that contain the arteries, veins and nerves of the tooth, is in almost all cases not going to occur. Only in the most extreme cases will the whitening agents cause harm.

"There are people who become addicted to using whitening agents and what eventually happens is their teeth stop looking white and their teeth start looking gray,"

Hoffman said. "This is a pretty extreme situation, and that's not going to happen often. Anyone who gets their teeth whitened should be doing it at the dental office and the dentist is going to warrant against that."

Other common procedures are over the counter products such as Crest Whitestrips and Crest Night Effects.

These products do not have the American Dental Association's Seal of Acceptance because a dental examination of the teeth is suggested to see if you are a good candidate for whitening.

Dentists have reviewed these products and say that strips work the best out of all over the counter products. With brush on gel, patients get no tray discomfort but will usually receive a bad after taste.

Hoffman said these products are completely unregulated and a lot of the times the percentages are way higher than a patient would want to use because of problems with sensitivity.

"Bleaching or whitening can cause a great deal of sensitivity," Hoffman said. "Usually you would want a 10 percent or at most 15 percent whitening agent and a lot of the whitening agents in over the counter products are a lot more than that because they want you to believe that more is better when it really isn't. Even if you use a smaller percentage you will still get the same results, it will just take a little longer, but the longer it takes the less sensitive your teeth will be."

Some CHS students whiten their teeth or wish to. Freshman Elicia Wartman says she wishes she could, but her parents don't think

Do-It-Yourself Bleaching Products:

Strips— coated with bleaching gel, applied for 30 minutes 2 times a day for 2 weeks. **Downside:** only whitens the front six upper or lower teeth.

Brush-On Whiteners— clear gel that is brushed on teeth, or just one tooth, 2 times a day or overnight for 2 weeks. **Downside:** must keep lips away from teeth for 30 seconds so the gel can dry.

Over-The-Counter Bleaching Kits— bite down on a tray that holds peroxide gel, for 30 minutes, 2 times a day for 2 weeks. **Downside:** the tray is not custom fit, so peroxide may leak and irritate gums.

Dental Bleaching:

Dentist-supervised Bleaching Kits— the dentist creates a custom molded tray allowing more uniform bleaching and less chance of gum irritation. **Downside:** expensive.

Light-assisted Whitening— the dentist applies peroxide gel to teeth, followed by laser light application, which accelerates the bleaching process. This allows for a lower concentration of peroxide to be used, reducing tooth sensitivity. **Downside:** very expensive.

CREDIT: http://www.mcmaster.ca/health/hwc/Newsletters/jan04/tooth_whiteners.htm. McMaster University. January 2004



courtesy gila hoffman

that the procedure is safe.

"My mom thinks that the stuff takes off layers of your teeth and will make my teeth really sensitive, and they will basically fall out when I'm older," Wartman said. "She doesn't think that it's worth it, she would rather have me have my teeth when I'm older than have white teeth now. I think it's really stupid that they won't let me."

Junior Brittany Dennison shared her views after she whitened her teeth.

"I think that it's ok for people to whiten their teeth, but I wouldn't do it again," Dennison said. "The first time I whitened my teeth the enamel on my teeth wore away and my teeth got really sensitive to hot and cold."

Wartman says that plenty of her friends have gotten their teeth whitened and have had really good results.

"From what I have heard I think that whitening is pretty safe and it looks good when people have their teeth white," Wartman said. "I think it sounds safe but I think my parents are trying to be pre cautious."

This process can be completely safe and highly satisfactory, if done properly. It has given patients the chance to whiten teeth as many as seven to ten shades, if done properly.

“There are people who become addicted to using whitening agents, and eventually their teeth stop looking white and their teeth start looking gray.”

lawrence hoffman, D.M.D.

New technology offers variety of vision options

From LASIK surgery to a variety of contact lenses, consumers have more choices than ever for improving vision.

kate rothman

Until recently, someone with bad eyesight could see only one way, with thick glasses perched on their nose. Now, although many people continue choosing to wear glasses, a person can opt to wear contact lenses, or even go so far as to have surgery performed to repair their eyesight.

With today's modern technology, it is possible to change just about any part of the human body. In the past few years, one of the most popular procedures used to alter oneself has been LASIK eye surgery. LASIK (which stands for Laser-Assisted In Situ Keratomileusis), is a procedure that uses an excimer laser to permanently change the shape of the cornea. The goal of the procedure is for the patient to no longer need corrective glasses or contact lenses or to reduce the need for them.

"Although some people believe that after surgery they will no longer need their glasses, most people still benefit from a lighter prescription to help them see even better," said Dr. Daniel Joseph, an ophthalmologist in private practice.

While it is usually necessary for a person considering the procedure to be at least 18 years old, it also depends on what is causing the eye problems and if the parents of a minor want them to have the procedure done.

Once a person undergoes LASIK surgery, the results are obvious. Many people notice a difference in their sight immediately following the procedure and are fully recovered a few days after the surgery.

"I could see great the day after I had it done, and I don't need to wear anything else, although I'm sure I'll need to use reading glasses soon," business teacher Marci Boland said, who had the procedure done seven years ago.

While this might be a dream cure for someone with severe eye problems, LASIK has not been around long enough to know what all the long term consequences are.

"One in 1000 to one in 100 may actually see worse after the procedure, and some people's eyesight may deteriorate after undergoing LASIK surgery," Joseph said.

For some, this information does not change their opinions on the procedure.

"I would definitely consider having it done because my sister did it and is extremely happy with the results, but I know someone else who did it and was fine for four years after, but then lost all that she had gained through it," said Kathy Jay, a Clayton mother.

Joseph said there are some things to consider before deciding if LASIK is the right choice.

"Imagine you wake up in the morning and can't even see the alarm clock next to your bed to turn it off," Joseph said, "These are the people the surgery works best for. These people can now wake up, go out, and drive legally without any other corrective lenses, maybe for the first time."

If you are considering LASIK, be careful when choosing a physician. Look for an ophthalmologist who has done the procedure many times successfully, thus having lots of patients with good results.

"I would want a doctor who would think

about why I should have it, as well as why I shouldn't," Joseph said.

Ask a family doctor to suggest a specialist, call local hospitals or medical centers and ask lots of questions.

While LASIK surgery may be a great choice for some people, it is not for all. Those who decide to pass up the surgery can still have 20/20 vision without glasses. The first contact lens was manufactured in 1887, made of glass, and fit over the entire eye, with hard plastic lenses to cover only the cornea following less than 50 years later, in 1939.

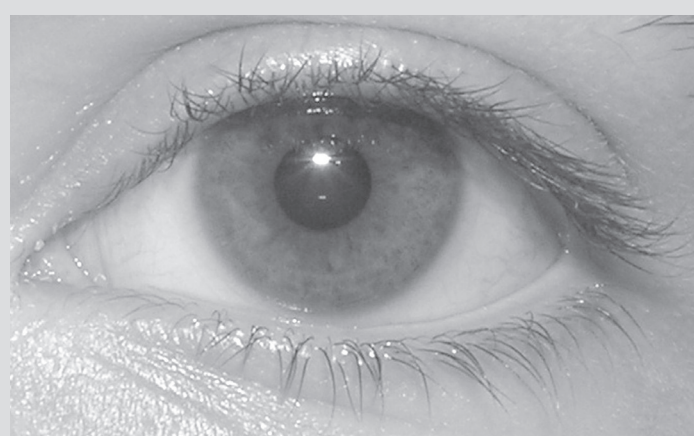
Today, "most of the contacts sold are soft, disposable lenses," said Erica Hoeing-Robinson, Supervisor of the Clayton/Ladue area Crown Optical. "The soft lenses are more comfortable; you can't feel them."

"I've worn soft contacts since eighth grade," sophomore Hannah Longmore said, "They're great, they're really comfortable."

Although contacts have always been popular, recently more and more full time glasses

wearers have been making the switch over, including many teens.

"Fifty percent of the contacts wearers at our store are children



rachel kodner

and teens," Hoeing-Robinson said.

The most popular kinds of contacts are simple, clear lenses, although it is possible to get specialty lenses that change the color of the wearer's eyes.

"The colored contacts are definitely gaining popularity," Hoeing-Robinson said, "and 60 percent of people already wearing contacts consider switching to colored."

In addition to specialty lenses for fashion reasons, there are specialty lenses for medical reasons.

"I have astigmatism," sophomore Lizzie Boulton said, "but companies make special contacts for people with astigmatism, and it's pretty common, so it's easy to get my lenses."

Boulton has been wearing contact lenses since she was in 7th grade.

"The only times I like to wear my glasses now is when I am really tired," said Boulton.

Longmore agreed. "If you don't like glasses, contacts are definitely the way to go," Longmore said.

Owning a pair of glasses is still important, even if they will be worn scarcely.

"It is very important to have a backup pair of glasses, just in case something happens to your contacts," Hoeing-Robinson said.

Something else that is good to look into before buying contacts is whether they can be slept in. While many types marketed today are safe to sleep in, not all are.

"Not all contacts are meant to be worn while sleeping," Hoeing-Robinson said.

Another important detail for someone who wears contact lenses to remember is to never share contacts.

Lenses are made specifically for a certain person, and sharing contacts can transmit diseases and cause eye problems.

As long as these facts are kept in mind, contact lenses are a safe, easy way to maintain 20/20 vision without wearing glasses or having surgery.



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

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Entry to college goes through teachers' door

Teacher recommendations delve deep into students' personality, offer edge in admissions

sarajohnson-cardona

College applications can be a very stressful process; there seems to be so much to do and so little time. As everyone knows there are many components to the college application. Perhaps the component that students have the least control over is teacher recommendation letters.

"Letters of recommendation are very important," college counselor Chat Leonard said. "Most public schools do not need them, but all private schools do. However, for scholarships most public schools do require them. The letters of recommendation are important because they give insight into students' learning style, motivation, and character."

The lack of control over the process does not seem to be an area of much concern for most students.

"I am not nervous because if I had a good enough relationship with the teacher to ask them, then I don't think they would write a bad letter," senior Leslie Hopfinger said.

Writing college recommendations may not seem like a big deal to students, but most teachers take them very seriously. Last year English teacher Sue Teson estimates that she wrote 42 letters of recommendation.

"The letters take about one to three hours per student," Teson said. "It depends on how many different forms a student gives you. The common application is the easiest because you can duplicate your initial response. It takes more time when the student gives you exclusive recommendation forms to fill out." Although recommendations can take a long time Teson says that it is a catch 22.

"I really enjoy helping kids in that way," Teson said, "It is very difficult to say 'no'. I try to arrange my schedule according to all the recommendation letters and I always end up writing a lot of college recs during the winter holiday."

Not all teachers say yes to writing college recommendation letters.

"I have never officially said no, but I have sometime steered students to other teachers that might be more well suited to write their letters," history teacher Sam Harned said. "Maybe I didn't feel like I knew the students that well because I only taught them for a semester. In my experience saying no to students hasn't really been a problem because since students self-select who they want to write the letters, they wouldn't choose me if they had a bad experience or did poorly in my class."

Teson's experience has been a little different.

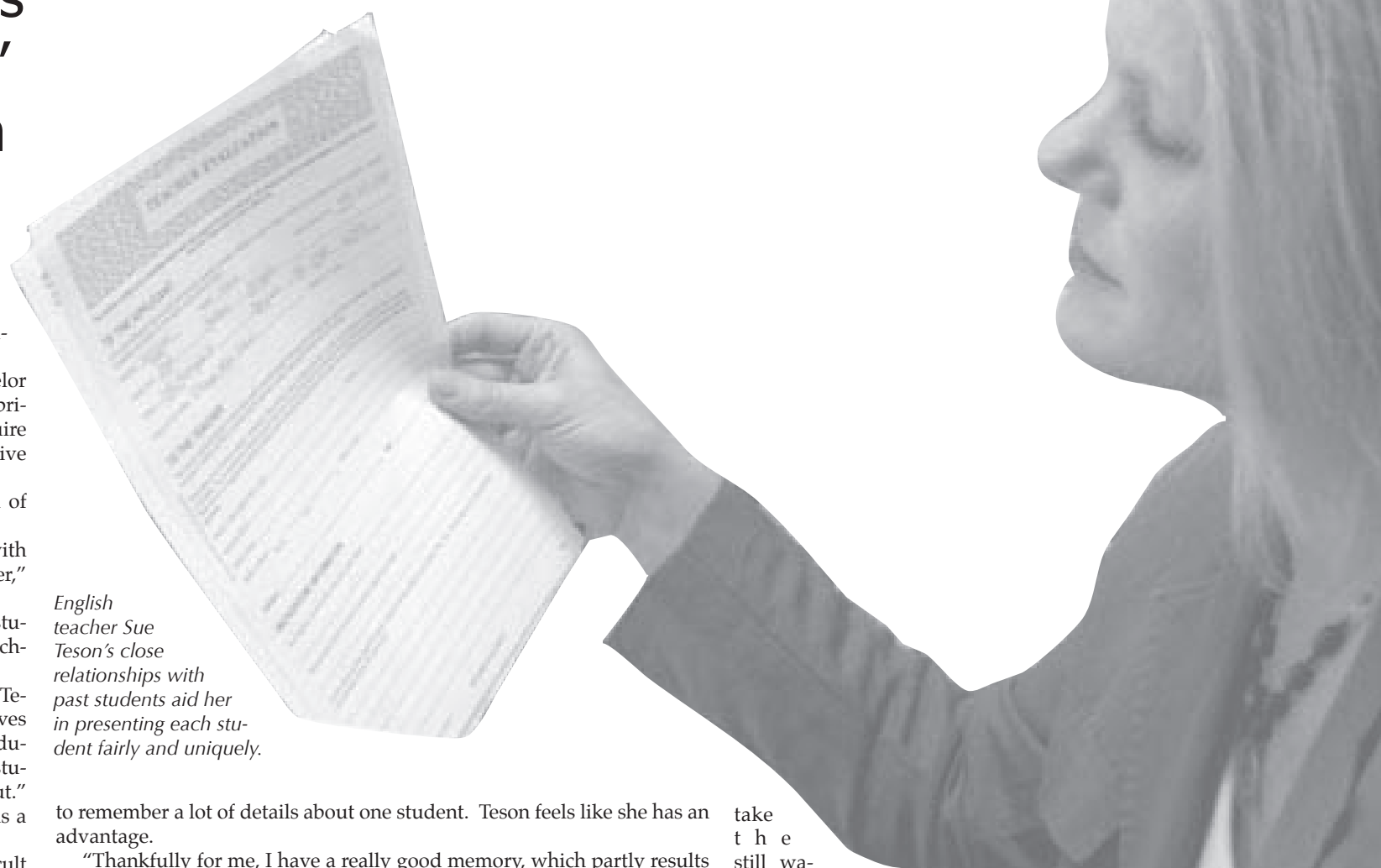
"I have had to say 'no' to students and it was not easy to do," Teson said, "On some occasions I have done it because I have had moral qualms about writing the letters. In one case a student at Kirkwood plagiarized one of his assignments, and so I refused on those grounds. Other times, I try to be very realistic with the load I take, and have said no because I couldn't take any more. Sometimes students have asked me in late December and I have had to say no. My big advice to students would be to start asking teachers early, when students wait till the last minute teachers are less inclined to say yes because they probably already have a big pile stacked up."

For teachers, student recommendation letters seem to be quite a lot of work, but most students think teachers should feel honored to be asked.

"Generally speaking, I choose the teachers that teach my hardest classes and those that I feel would write a good letter," senior Patrick Cohn said.

Hopfinger had a similar response: "I chose teachers who I've known the longest and who I have the closest relationships with."

Students are instructed by counselors to pick junior or senior teachers. It seems since the teachers have so many students it would be hard



English teacher Sue Teson's close relationships with past students aid her in presenting each student fairly and uniquely.

to remember a lot of details about one student. Teson feels like she has an advantage.

"Thankfully for me, I have a really good memory, which partly results from the conference essay," Teson said, "Because of the conference essay I get to know the students really well; very rarely can I not recall details."

The counselors also have to spend many hours of their free time working on letters of recommendation, but they know how important they are to the process.

Leonard agrees that personal time with students allows for the best relationship between the student and staff member.

"I may not see the students every day, but I feel that it is not quantity but quality," Leonard said, "When I see the student it is one on one, and so I feel I really get to know them."

Colleges prefer that students not be allowed to look at the college recommendation letter. This does not seem to bother most students.

"It doesn't bother me at all," Cohn said, "The least amount of work I have to do with this college application the better. I already have to do enough."

Not being able to read the letters does not bother Senior Ady Christner either.

"It doesn't bother me because I trust the teachers I pick," Christner said.

Since students probably won't be able to read the letters, Teson was asked what formula she went about when writing the them.

"I normally have a generic opening, then a personalized specific body, and then a generic closing," Teson said. "I keep track of the schools that my students are applying to so I don't duplicate the same sound of the letters."

Teson explained how the process of writing a recommendation letter varied depending on the student.

"I always choose one crowning academic achievement of the student" Teson said. "If the student is exceptionally dynamic I will talk about that, or if the student is quiet and thoughtful, I will talk about his personality and

take the still waters run deep approach. I have even compared students to characters in literature. For example, I had one student who I thought had the mind of a mathematician but the soul of a poet, and so I compared him to a character of a piece of literature. Everything varies as I observe what the selling points of the students are and what he/she has to offer to a university."

Leonard has a slightly different approach.

"I look for a theme based upon my knowledge of the student, what teachers tells me about the student and what parents have communicated to me both verbally and from the parent brag sheet," Leonard said, "Then based on that information, I find a quote that describes the student. I start my letters with a quote and then the first paragraph tells why that student gets that particular quote. For example one student that I wrote a letter of recommendation for wants to be an architect and so the quote I chose for him was, 'When we build, let us think that we build forever' -Ruskin. After I have picked the quote, I go from there."

Leonard did have a few words of advice for students entering into this process.

"Definitely there should be no negative letters of recommendation so therefore students are able to choose which teacher will write their recommendations," Leonard said. "The teachers they choose don't have to be the teachers of the classes where you earned the highest grade, but it should be a teacher who really knows you well and would be able to positively present you to the college. You should definitely ask the teacher if they would be willing to write your letter of recommendation with enough time for them to be able to write a good and thoughtful letter. You should write a reminder to the teacher before the deadline. Students should make sure they give the teacher all the appropriate forms and stamped and addressed envelopes to their teachers. Students should also make sure that they follow up with a thank you note."

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photo courtesy of jon carlyon

Camp counselors Katy Reed and Ida Samuel rest on the bank with their sixth grade campers after completing a riverbank exploration activity. Despite the almost constant rain, the camp continued with many of its activities.

Despite rain, camp succeeds

racheldickens

Every year, Clayton sixth graders, faculty and high school students look forward to sixth grade camp. An unforgettable experience, sixth grade camp takes place at Sherwood Forest in Lesterville, MO.

Upon their arrival, students are assigned to cabins, all of which have approximately nine campers and two counselors. While at Sherwood Forest, campers and counselors participate in day-time activities, such as cabin challenges, rappelling, arts and crafts and caving, which are instructed by Clayton faculty. Night-time activities include opening and closing bonfires, night hikes and skit night.

Certain activities were new to campers, counselors and teachers this year.

The Tango Tower, a 50-foot structure complete with two climbing walls, poles and ropes, proved to be a favorite among attendees.

"I really enjoyed the Tango Tower this year," senior counselor Dan Jackoway said.

"I tried to make my cabin a place where campers could enjoy themselves without being completely reckless."

-sophomore nick krehmeyer

"It wasn't there when I went to camp, so it was new to me as well as the campers."

Time honored endeavors, such as caving, remained adored by all who participated.

"My favorite activities were probably the bonfires and caving," sixth grader Abby Dulle said. "Going inside an actual cave was really interesting. I really liked exploring

everything inside it."

While Wydown students enjoyed activities and formed new friendships, counselors were primarily focused on creating comfortable and vivacious cabin environments.

"I tried to make my cabin a place where campers could enjoy themselves without being completely reckless," sophomore counselor Nick Krehmeyer said. "It was awesome to see how the kids interacted and became friends with one another in such a short period of time."

CHS students, unlike sixth graders, were able to observe and experience camp for a second time, but this time as counselors rather than campers.

"It was strange to think that a few years ago, I was one of these kids," Krehmeyer said, referring to his campers. "Remembering how much I looked up to my counselors, and then being able to actually become one, made the entire experience much more valuable. I feel really lucky to have gone."

Siblings leaving causes shift in family relations

katewaterbury

For many returning CHS students, the new freshman class is only part of what separates this year from last. Many familiar faces are also missing in the hallways – those of the graduating class, who are now beginning their first year of college. Some students find the transition into the new year harder at home, as they adjust to life without their college-bound siblings.

Junior Nicole Laux's brother Stephen left to attend college in California.

"I don't notice very many changes around school," Laux said. "We never saw each other during the day very much. But at home there is a big difference, it's a lot lonelier when there is no one my age around to relate to."

Things didn't change at school for sophomore Hannah Stenberg, whose sister, Rachael, is beginning her freshman year at the University of Denver.

"The biggest change that has to do with school is carpool," Stenberg said. "My sister used to always take me to school, and now I had to find a carpool to go with every morning."

Sophomore Bob McGibbon also sees the gap left by his brother Joe, who is attending Indiana University.

"My brother and I didn't really interact at all in school," McGibbon said. "When we did see each other we didn't say much. At home, the house is just a lot quieter without him."

There are many changes for siblings, both good and bad. Some are more significant than others, but all remind siblings that someone is missing.

"I was a little used to having him gone because he spent time in Germany," Laux said. "There is a lot of little perks to him being away – like the phone is always for me and I get the car more often. But there are bigger differences that make me miss him a lot too. Now the only other kid is my six year-old sister, and I have to

take on a lot more chores, and he can't take the blame when something goes wrong. Those are the times I really notice he's gone."

"The biggest thing, honestly, is that I don't have to share a bathroom anymore," McGibbon said. "Just in general, my brother brought a lot of activity to the house, and its quieter and a lot more boring with him gone."

Some students began to notice changes months before their siblings left.

"The whole summer seemed a little surreal," Stenberg said. "It was so strange to watch her pack everything up and weird to see her room so empty, but that didn't really sink in until a few days after she left. A few days later, after I first talked to her on the phone, the house seemed even emptier."

With many graduates spreading throughout the country to attend college, distance between siblings offers both long absences and chances for travel.

"My brother went to Pomona in California, which is obviously pretty far away," said Laux. "The distance makes it hard because he can't just come home for a weekend, and we can only see him on longer breaks. At the same time, I have a chance to visit him in California, which would be a fun trip for spring break or something like that."

But even with many reunions planned, students notice differences in their relationships with college-age brothers and sisters.

"I'm planning on visiting my sister a couple times this year, and she's planning on coming home for most of her big breaks," Stenberg said.

"But I can already tell it will be different, just because of the atmosphere, its more like visiting family then spending time with a brother or sister, its not as close. That will take the most time to get used to, just figuring out how we interact when we see each other a lot less often."



photo courtesy of nicole laux

Junior Nicole Laux relaxes with brother Stephen during a vacation trip. Now that Stephen is away at college, the relationship between the two siblings has changed.

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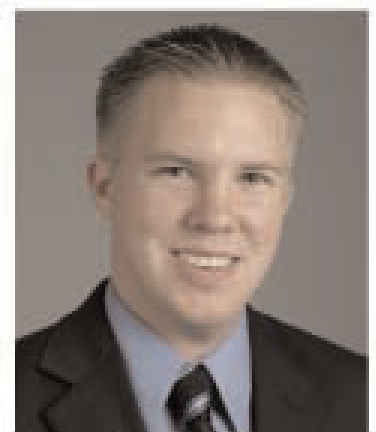
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ask Andy

Stuck between two worlds

Senior struggles to find identity thousands of miles away from Russian homeland

micahfredman

Leaving her extended family, her home, and everything she has known for the first seven years of her life, she boards a plane to America with her mother and father. Senior Anastacia Strots came to St. Louis 11 and a half years ago.

"My dad got an opportunity to study at Wash U. for three months so they paid for our entire family to come," Strots said.

At age seven, the daunting experience of leaving home did not bother Strots. She was excited to see Disneyland.

"I was seven and I really wanted to see Disneyland so I did want to come," Strots said. "I didn't get to see it until I was in seventh grade, but I did get to see Six Flags."

Having had the opportunity to experience two distinct cultures, Strots has noticed some major differences between Russians and

Americans.

"The biggest difference, aside from the fact that Russians look different and have a different language and culture and everything, is the fact there is a different mentality," Strots said.

"It's become really hard to distinguish where is home and where I belong. I am a Russian but I've lived away so long that it's kind of hard in America. It's kind of like I belong in both and I belong in neither."

-senior anastacia strots

"We have had a different history, and our countries have progressed in different ways. A Russian literally thinks in a very different way than an American would. It's less materialistic, less capitalistic. There's less of a mind-set on individualism. There are a lot of things that as a Russian I don't understand when I talk to an American because I was raised to think in a different way. The mind-set is just different. There's pretty much a national way of thinking."

Despite such major differences, Strots found she did not have too hard of a time adjusting.

"People are people," Strots said. "When it comes down to it, people still hang out on the weekends and go to school and hang out with friends. Despite cultural differences, in general people still try to get by, and that doesn't change. Human nature is similar enough that it's been easy to adapt despite a different culture."

Although adapting to a new culture was relatively easy for Strots, she has found difficulty in living so far from her extended family.

"One of the hardest things that I've had to go through is the death of my grandfather," Strots said. "He had cancer and for that entire year, it was pretty much watching him die from [thousands of] miles away. We could call and talk to him, but we couldn't visit him or see him. The distance you gain between people is a very hard thing to bear. No matter how you keep in contact, even if you do have e-mail or telephones, you lose the closeness that you have with certain people. Family is very important to me so it was a very difficult thing for me to go through."

Strots still has cousins in Moscow, a grandmother who lives north of Mongolia and other family in Uzbekistan. She has been back to visit twice.

"The first time I went back was right before my fourth grade year and the second time was two years

ago," Strots said. "I don't feel like Russia is my home anymore but when I go back I get a sense of belonging. It's a very comfortable place for me. It's kind of hard to be without my family, so going back is a very good experience."

With influence both from Russia and America, it has become difficult for Strots to figure out where exactly she fits in.

"It's become really hard to distinguish where is home and where I belong," Strots said. "I am Russian. I think of myself as a Russian, I speak Russian, and I do Russian things, but I've lived away so long that it's kind of hard - it's kind of like I belong in both and I belong in neither - it's like being stuck in between two worlds in very many ways."

Strots visited Russia for about a month a few years ago, but it is a possibility that she may spend longer amounts of time there in the future.

"I've been thinking about maybe spending a year there," Strots said. "Living in Russia is probably not an option because it's a very difficult life there right now. There aren't very many opportunities, and it's not an economically stable country. It's always been a difficult country to live in, so I could live there for a year or two but probably not any more than that."

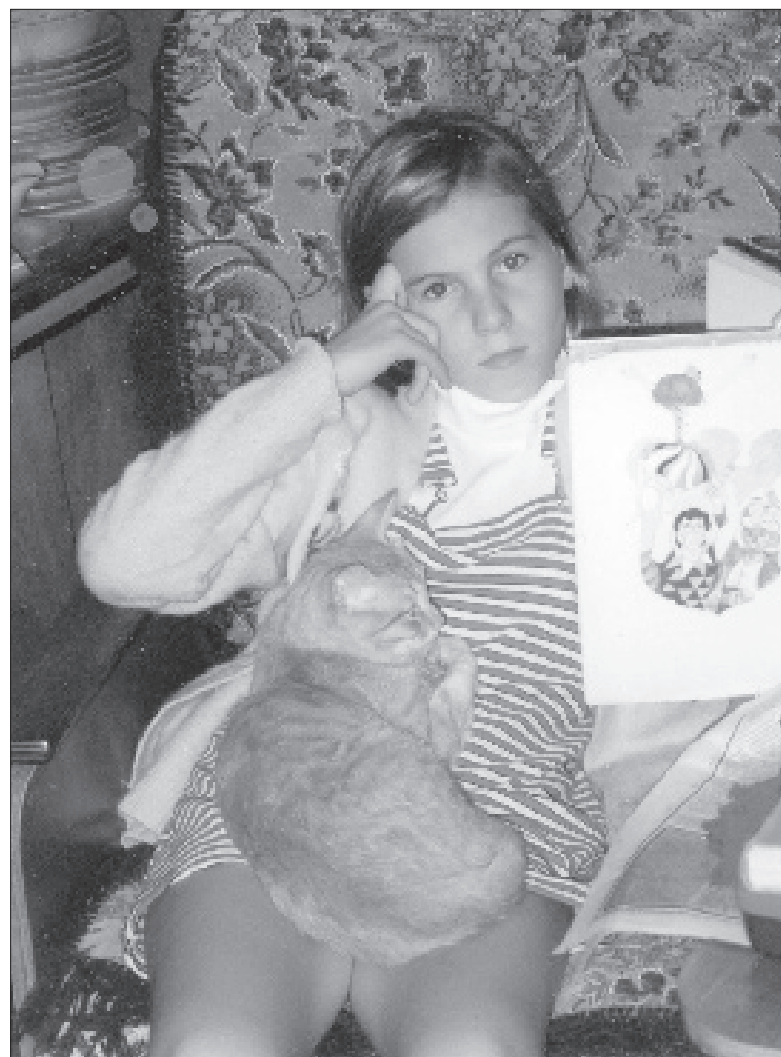


photo courtesy of anastacia strots

Senior Anastacia Strots came to America as a 7-year-old (above) anxious to visit Disneyland. Although she has since then come to love aspects of American culture, it is hard to be so far from Russia, where most of her extended family lives. "The distance you gain between people is a very hard thing to bear. No matter how you keep in contact, you lose the closeness that you have with certain people," Strots said.

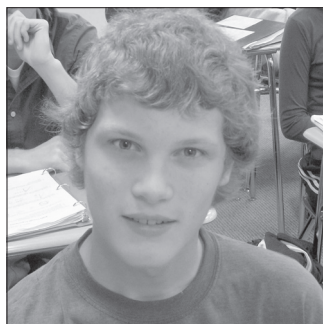


Discovering America

Foreign exchange student adjusts to life at CHS



jamie sachar



Junior Johannes Krude, a foreign exchange student from Aachen, Germany, has had an easy time adjusting to American culture. The hardest part of life at CHS is getting used to the differences in the school system. "In Germany we had classes from 8 a.m. to 1 p.m., with six classes that lasted 45 minutes each, but there is a lot more homework here," Krude said.

sophiaagapova

For many students, the 2004-2005 school year has been filled with new classes, new experiences and new friends, but for junior Johannes Krude, it has been much more than that. Krude, a foreign exchange student from Germany, is spending five months this year at CHS. A typical 17-year-old, Krude enjoys playing chess, pole-vaulting and web design.

After less than two months of attending CHS, Krude has already noticed some differences between his hometown of Aachen, Germany and Clayton.

"Students here use cars a lot more than in Germany," Krude said. "In Germany most people ride their bikes to get around."

Also, Krude has noticed many differences between CHS and his school in Germany.

"There are a lot more computers here," Krude said.

Another difference is that his school in Germany did not have intramural sports; Krude has taken advantage of this new opportunity and is a member of the CHS soccer team. Another new opportunity Krude has had at CHS is being able to choose his classes.

"In Germany, the first time you get to choose your classes is during university," he said.

Krude has also noticed that there is a different teaching style in many subjects at CHS, including his favorite subjects, math and physics.

He has found that classes are more deadline-oriented and faster paced than in Germany.

"In Germany there wasn't such a clear idea of what we were doing everyday and if we didn't finish something, we took as much time as we needed," Krude said.

Another interesting difference between German and American schools is the school system itself.

"In Germany there are three different high schools, one goes up to grade 13 and the other two up to grade 10," Krude said.

In order to even have the chance to attend college, students must be recommended by their teachers to attend the most challenging of the three schools.

Although Krude has found many positive things about CHS during his time here, especially the way he has been welcomed and accepted by other students, Krude has had trouble getting accustomed to a few of the aspects.

"At first it was hard getting used to the fact that at CHS you have to be in class by the bell and there are only four-minute breaks in between classes," Krude said.

In Aachen, teachers often came to class as much as five minutes after the bell and there was a period of five minutes between each class.

Also, Krude has found that the homework load is much heavier here, even though the school day is longer.

"In Germany we had classes from 8 a.m to 1 p.m, with six classes that lasted 45 minutes each, but there is a lot more homework here," Krude said.

In fact, one of the things Krude has found hardest to get used to is having less free time after school. But, unlike many people might expect, Krude does not have very much trouble speaking English and his transition from German to English has been a smooth one.

"Now it's not very hard for me to speak English, but it was little bit hard at first," he said.

Another thing Krude hasn't had much difficulty adjusting to is American culture, including the food.

"American food is popular in Germany, so it's not new," Krude said.

Krude did get to experience some new things however. He visited the Science Center with his host family and hopes to go to the St. Louis Zoo.

"I also went to the Arch with a group of students," Krude said.

This, Krude's first time visiting America, has been full of new experiences and has given him the chance to improve his English skills and to learn about what life in America is like. Although he is not sure whether or not he will return to America sometime in the future, either to attend college or live here, this has been the beginning of an very interesting experience for him.

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'Real Tanzania mud' expands teacher's outlook

Five weeks of volunteering in Africa taught math teacher Anne Etling the value of cultural diversity and affected the way she views her teaching.

katewaterbury

Math teacher Anne Etling's students this summer had a plan for their teacher. They wanted her to experience the real "Tanzania mud."

Etling spent the summer teaching math, physics, and chemistry at Valley View English Medium School in Moshi, Tanzania, as part of the Cross-Cultural Solutions program. The program, which is based in New York, is meant to be an opportunity for community service and cultural education.

"My interest in doing something like this really started in college,"

passports, a visa, and the fee for the actual trip, it was a pretty costly volunteer experience, so part of the time was writing letters to family and friends to help raise money.

Once in Tanzania, Etling immediately noticed differences from life in a wealthy community such as Clayton. Etling found that she must adapt to a very different culture and sense of time in Tanzania.

"Life in Tanzania is much less stressful," Etling said. "At CHS, and in America in general, everything is so fast-paced and people seem more concerned with the 'things to do' as opposed to the people

learning. I could tell that they appreciated that I was there, so they were respectful and accepting. I don't think there were ever any complaints."

Class also didn't consist only of lectures and actual curriculum. Etling and her students took breaks, whether they be for tea, to take a walk, or to talk about issues going on in their country. These outings gave both Etling and her students a chance to learn about each other and the cultures that they came from.

"Seeing the students in their day to day activities helped me learn a lot about them," Etling said. "They loved asking me questions about myself, America, and my students at Clayton as well. One of my most important experiences is also where I learned a lot about my students. After it rained, they took me on a long walk, so that I could experience 'real Tanzania mud' on my shoes. The entire way they sang and told stories. I got to see them in their element, and their excitement as they showed me their country."

Etling felt that the traditional goodbye spoke to the overall culture of the country.

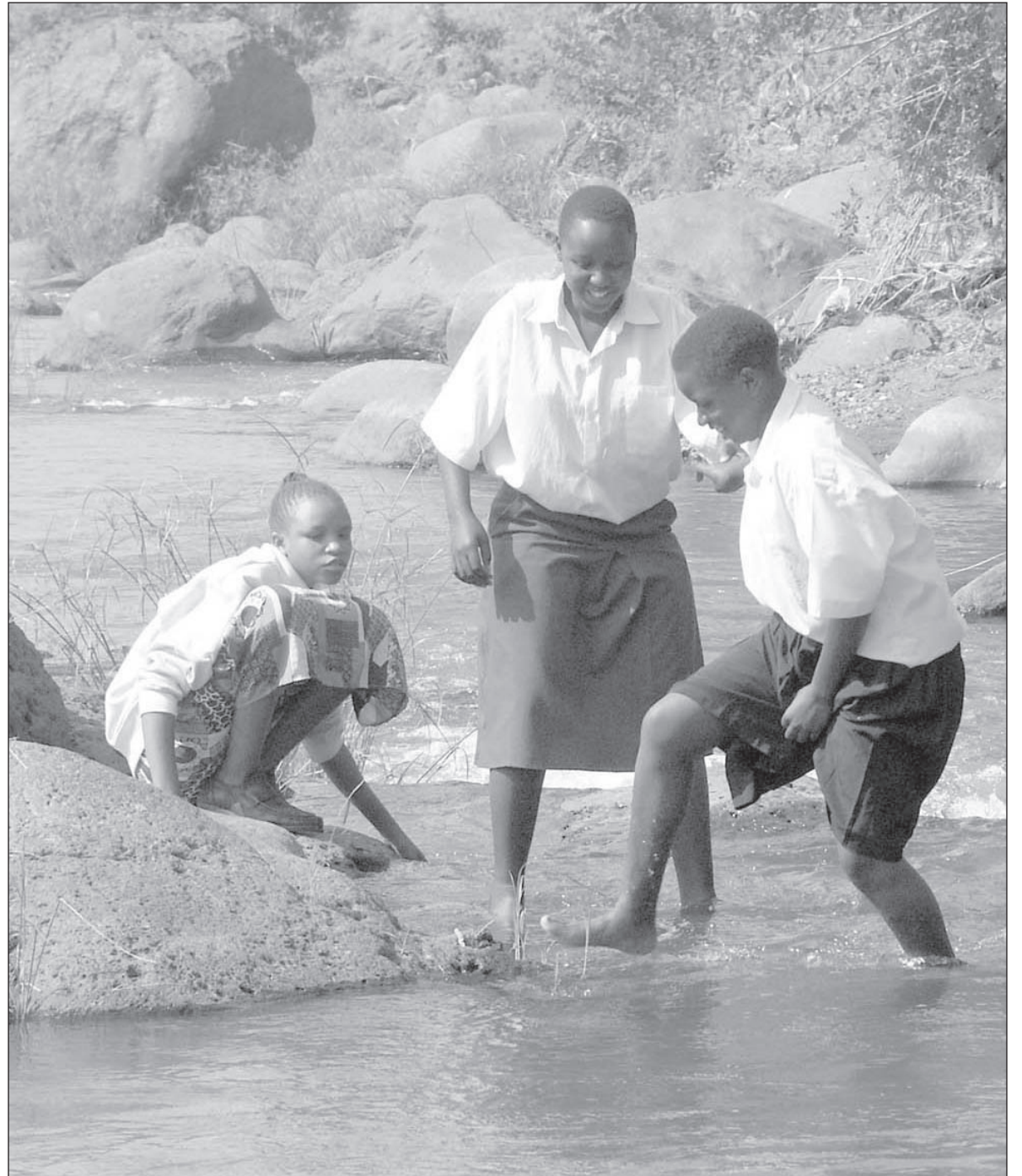
"On my last day, the entire community threw me an elaborate goodbye party that included a lot of their culture," Etling said. "They had younger students singing to me as I walked out, and a student from each class said goodbye to me. Then, they dressed me in a traditional outfit, gave me gifts to bring home to my family, and took me to dinner. The entire day was dedicated to me, and they showed me how appreciated I was."

At the start of the CHS school year, Etling was still learning from her experiences.

"When I came back to Clayton, I felt much more relaxed and content in my surroundings. The culture of Tanzania helps me to not get worked up as much about things that are out of my control. But I now notice more how people here complain about foolish things, and those instances make me think about how happy the people were in Tanzania, living such a simple life."

Etling has maintained contact with the students since her return to Clayton and hopes to give a particularly gifted student the opportunity to visit America.

"After a discussion in class one day about the differences between America and Tanzania, I realized how much they could learn and experience in a different culture and society as I did in Tanzania.



Etling's students play in the river during a break from class. "Seeing the students in day to day activities helped me learn a lot about them and their country," Etling said.



Etling in traditional Tanzanian outfit during a farewell ceremony dedicated to her. "I wasn't allowed to do any work," Etling said. "They treated me like a queen."

Etling said. "I had always wanted to study abroad but never got the chance to. I also felt ignorant about the reality in which other people live. I usually need to get a summer job and I've always been interested in the education process in other countries. A former student of mine in Colorado recommended the program after I showed interest in volunteering abroad. This summer I decided that I couldn't pass up the opportunity any longer."

After deciding to pursue the trip in early March, and choosing Tanzania because of its teaching option, Etling began preparations for the trip.

"I had a total of three months to get ready," Etling said. "When I factored in immunizations, flights,

around them. I had to train myself to be more relaxed and not so rigid in my schedule. They set up a timetable for me so that I knew what I was teaching, but I learned pretty fast that they never follow the timetable. You pretty much teach as long as you want and when you are finished you leave."

Throughout the five weeks that Etling spent in Tanzania, she was amazed that the sincere interest that students gave to both their education and their relationships.

"There were very few resources in my school," Etling said. "If you opened the materials cabinet, you found some chalk and a few pens that didn't work. But the students were so receptive to everything I did; they had a genuine interest in

Frida was one of my students who seemed very mature for her age and took a leadership role in the class in welcoming me, and I would like to invite her to America to experience CHS and my life, so that I can welcome her as she did me."

For Etling, the trip gave her a chance to expand her point of view, and she hopes that others get the same opportunity.

"I learned so much during the five weeks I spent in Tanzania. I had never been out of the U.S. before, and the trip showed me so much about the rest of the world. I waited until I was 26 to see this and most of all it showed me that I want everyone, myself included, to experience more outside of their own world."



Students at Valley View English Medium School taking notes during the day's lesson. Because of limited resources, Etling mainly lectured to her classes.

Ryan finds joy, growth in creative expression

annalishumway

Like an artist without a paintbrush, English teacher John Ryan has learned to express the world around him with paper and pen. Ryan observes the world with a different focus as he writes his own form of art: poetry.

"I started writing serious poetry at age 18 and later in college," Ryan said. "As a junior or senior I realized that poetry was a comfortable mode of expression for me. It took a lot of practice before I reached that point. Before then I wrote mostly garbage."

Poetry can create a bond between the reader and the author--making it a more intimate art form.

"Poetry is a kind of meditation," Ryan said. "It is like a dream because it taps the unconscious parts of the brain. You can sometimes connect to poems more than short stories and novels. Poetry can be used as a full exercise to become more precise and concise in what you mean."

Stages in Ryan's life have changed his poetry to become more serious and mature.

"After becoming married and having kids in the last few years, my perspective and the way I experience the world is different," Ryan said. "My inspirations are now Mark Strand, Elizabeth Bishop and Billy Collins. I have taken different aspects of their work and altered it to my style."

Although there is still an appreciation for unusual elements in Ryan's poetry, it has drastically changed from his earlier writings.

"I have written a poem about taking a walk at twilight with my daughter in her stroller and objects seem to take different forms," Ryan said. "For example, a clump of grass turns out to be a dead bird when I get closer. Later the opposite effect takes place when I mistake a stick in the gutter for a snake."

Although Ryan has not experienced everything he has written about, he continues to stretch his imagination to paint a picture of a world he has never seen.

"One indication of a good writer is to go beyond your feelings and experiences," Ryan said. "I feel I can do that. It is just a part of maturing as a writer. I developed later as a writer although some may become mature at age 17."

Ryan's work has been published in a variety



John Ryan works in his office between classes. "Poetry lends itself to short bursts of creativity," Ryan said. "You get inspired but you only have a short time to work."

of places.

"I have been published in River Styx, Black Buzzard Review, U.S. Latino Review and a Chap Book called 'Elements of Surprise,' which was a collection of seven poems," Ryan said.

Ryan sees success in different ways than other artists. Placing poems in highly competitive or prestigious magazines like the New Yorker or Poetry.

"Success does not always come in money or published works," Ryan said. "A hand written note from an editor encouraging you is success in itself. When you finally get something placed or published, you get a great feeling."

Although trying to publish work in prestigious magazines can be disheartening and time consuming, Ryan continues to share his love of his craft at open mics and art fairs.

"I have attended and performed at open mics where poets can share their works and practice reading to an audience," Ryan said. "One great place is Genesis House and it can get crazy, safely crazy. I performed in a poetry reading at the Schlafly Bottle Works in Maplewood in Art Outside, the alternative Art Fair. I had to alter some of my readings to fit the audience so it was more humorous poetry."

Writing poetry is a delicate art and can only be

written when the author is in the right mind set, combined with new ideas that can be changed under the poet's pen.

"Poetry lends itself to short bursts of creativity," Ryan said. "You get inspired but you only have a short time to work. Normally I try to preserve the initial impulse of the poem by tweaking word choice, adding or cutting lines although I do between three to five drafts."

Finding a perfect word or next line for a poem can take time to discover. Until that point, the idea waits to be molded into a poem.

"I have one poem where I wrote the first line and then two years later I thought of the second line while driving home and seeing a squirrel run across a wire," Ryan said. "It wasn't until later that I knew what the poem would be about. It ended up being a children's poem about an animal and insect circus when people are asleep."

To become better known in the St. Louis area, Ryan enrolled in UMSL's Master of Fine Arts in Creative Writing.

"The other poets were able to evaluate my work and give me comments back," Ryan said. "The experience helped me recognize what was good and work that was junk. As a result of the program, I was invited to read at Duffs because I knew more people in the area."

After Ryan became acquainted with other artists in the area, he was invited to perform at Duffs River Styx Hungry Young Poets Series.

"The first time I got into reading to an audience I realized that I loved audiences," Ryan said. "The audience at Duffs is more captive and literate audience; therefore, my pieces had to be a mix of serious and fun, light hearted pieces of mine."

Ryan has also been featured on KDKH to share his poetry with the public.

"On KDKH's (88.1) literature show I was able to read my poetry and talk about it with other poets," Ryan said. "I have been on it twice."

Unlike other artists, Ryan does not memorize his poetry.

"I almost always read my poems because I think it is more important to continue producing works and get ideas down on paper rather than committing poems to memory."

Although poetry is more difficult to publish than other genres, it allows an artist like Ryan to paint a mural of images with few words.

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PowerSchool is watching

The district has adopted a new technology program. One of the program's key features is that it will enable students, teachers, parents, the Learning Center and the Special School District to access student grades at any time.

carolinebleeke

A high tech administrative program recently adopted by the Clayton School District may soon eliminate the need for paper progress reports and old-fashioned gradebooks, but some controversy surrounds the program.

Last spring, the district decided to adopt PowerSchool, a new technology system that, in addition to many other things, will give parents, teachers, counselors, and administrators the opportunity to check up on how students are doing in school every day through its web-based design.

The online system allows student grades and attendance records to be accessed with a password. The system will be available to CHS parents starting second semester and will eventually be made available to CHS students.

BRINGING POWERSCHOOL TO CLAYTON

Director of Technology for the district, Ron Carr, was instrumental in bringing PowerSchool to Clayton.

"We searched for a student data management system that would provide for its users the most robust, user-friendly system to store and easily retrieve data that would inform our instructional and administrative decisions," Carr said. "We chose PowerSchool, which was in the forefront of the move to provide web-based access to this kind of data by all members of the school community."

In their meeting last March, the School Board voted with five votes in favor of PowerSchool, one against and one abstention.

PowerSchool has been met with mixed reactions from its conception.

Academic director and history teacher Josh Meyers and library and media services director Marci Pieper, both influential in the decision to switch to PowerSchool, believe that the new system will be beneficial to everyone.

According to Meyers, the new system was adopted in order to help students succeed.

"The new system will allow teachers to better serve students," Meyers said. "Teachers in Special School District and the Learning Center, as well as counselors and principals, will all be able to use the available information to help improve student performance."

PowerSchool will allow teachers and counselors to see what students need help with and therefore focus more on specific trouble areas.

Pieper agrees that PowerSchool will allow teachers to better serve students.

"This new system offers a better and more efficient way of looking at student information," Pieper said. "It will be so much easier for teachers to get information about students quickly because that information will be right at their fingertips."

Despite this benefit, Meyers and Pieper realize that many people may consider the new system like Big Brother, allowing parents to constantly be looking over students' shoulders and monitoring their every move. However, both teachers feel that this belief is unjustified.

"This is not a Big Brother thing," Pieper said. "This is an issue of what we can do to help students succeed. I wish people would just look at it from different points of view. This is not meant to be a spy system, or something aimed at hurting students."

Meyers believes that for students who are following the rules and trying their hardest, PowerSchool will do no harm.

"This new policy won't be an issue for students who aren't in trouble for missing assignments or skipping classes," Meyers said. "Philosophically the Big Brother issue could be a concern, but realistically it won't be."

Pieper agreed. "Good students have nothing to fear and struggling students will have the opportunity to get help and support," Pieper said.

Also, as Meyers pointed out, the information available on PowerSchool has always been accessible to parents.

"Parents can find out students' grades right now, without the program with just a phone call or an e-mail," Meyers said. "The new system will just make it a faster process."

STAFF REACTIONS

Many staff members, like science teacher Charles Collis, agree that PowerSchool will make their jobs much faster and more efficient.

"If grades can be accessed online, teachers will be able to communicate necessary information about student grades without going through the trouble of printing paper reports," Collis said. "Our secretarial staff will not have to organize and distribute all these reports. It could wind up saving CHS employees a fair amount of work time."

CHS counselor Claire Dickerson is also in favor of PowerSchool because she feels it will make her work much faster and more efficient, elements especially beneficial for a busy high school counselor.

"Although I wasn't involved in every step of the decision-making process, I am pleased with the new system," Dickerson said. "I was a person who used the 'old' system throughout the day, every day. This system is much improved."

Director of the Learning Center, Dee Blassie, believes that the best aspect of PowerSchool is its ability to show teachers which areas struggling students need help in.

"I love PowerSchool," Blassie said. This helps me set my students up for success in the Learning Center. In just seconds I can look on PowerSchool to see if a student is



missing any assignments or needs support in a certain class."

Math teacher Curtis James is also in favor of PowerSchool.

"I am glad that next semester my students will have the option of 'seeing' their grades on the internet," James said. "I simply don't understand why some teachers would not want to use this technology: it would appear to give parents, students, counselors, and administrators instant access to their grades."

However, James wants to make it clear that although PowerSchool is a great communication tool, it will not take the place of other methods of communication between parents and teachers.

"Does it replace the phone call home to the parents when a student is having difficulties? No, definitely not," James said. "Does it ease a teacher's workload when students, counselors, and parents want a weekly report on missing assignments, up-to-date grades, etc.? Definitely."

Meyers, like many other CHS staff members, believes that PowerSchool will help improve communication between parents and teachers.

"I like the fact that PowerSchool will change the nature of conversations between parents and teachers," Meyers said. "Instead of, 'How is my child doing?', Parents will be able to ask, 'What can we do to help?' The new system will change the nature of the questions."

Although many CHS staff members approve of PowerSchool, the new system has also been met with vocal criticism.

Some staff members, like history teacher Paul Hoelscher, believe that the District made the decision too quickly without enough feedback from people in the Clayton community.

"I think the technology can be very helpful for a teacher, but it seems as if we are implementing new programs and then asking questions and sorting through details as they develop," Hoelscher said. "'Planning backwards' is trendy teacher jargon, but it makes

for pretty poor results with computer technology."

History teacher Sam Harned believes that although PowerSchool has certain advantages, the system also raises deep philosophical questions about CHS and its ultimate goal.

"This system could feed into a gradual frenzy to the point of obsession," Harned said. "Students can become so obsessed with grades that they forget about learning. There are qualities in school that are not meant to be measurable. I hope the computer doesn't get in the way of kids' ability to take care of themselves without people constantly hovering over them."

English teacher Deana Tennill also has many concerns regarding the program.

"I am really concerned about the added emphasis on a 'number' grade," Tennill said. "I think we are already entrenched in a culture that is focused on grades over learning. Most students are more concerned with the grade that they earned on a test rather than the knowledge that they have gained. This is not a criticism of our students, but of a culture that requires that all knowledge and progress in education must eventually be translated into a number and letter grade."

English teacher John Ryan is also afraid that parents and students will abuse the access allowed by PowerSchool.

"Another concern I have is who has access to student grades and how that person interprets that data," Ryan said. "If, for example, a concerned individual (parent, counselor, fellow teacher, etc.) bypasses a teacher and looks up a student's grade, what will that individual do with that data? Draw erroneous conclusions about the student's progress? The teacher's grading policy? The student or teacher him/herself? Maybe not. But right now I'm not sure."

Other teachers feel that although PowerSchool can be very beneficial for some subjects, in some classes grades do not accurately portray a student's success.

"A student's grade is not a reflection of how he/she is doing in class," Tennill said. "Early in the quarter, one missed assignment (even a 20 point assignment) could cause a student who is doing well in class to have a very low grade. For some students who may be struggling anyway, this could be very discouraging. For any student this can cause undue stress, both at school and at home. The fact is that at any time in the quarter, a student's grade can change dramatically. There are times during the school year that I do not give grade reports to my students because I know that (at that moment) the 'number' is misleading. I

find that at those times, it's better to give a narrative assessment or to give reminders of missing work."

STUDENT REACTIONS

Many students are looking forward to the program.

"I don't mind [PowerSchool]," junior Amar Srivastava said. "I actually think it will be better that I can just check my grades online instead of going to talk to my teachers and suffering their wrath."

Senior Emily Fowler-Cornfeld also felt that it would be beneficial for students to know where they stand all the time.

"I like the idea of it," Fowler-Cornfeld said. "Sometimes you ask teachers for your grades and they can't give them to you because they don't have them available or whatever. It will be really nice to be able to see how you're doing all the time."

Some students believe the system could have benefits, but do not believe that they would be particularly affected.

"I think it's a good idea for students who struggle, but for other students it doesn't seem very necessary," senior Edward Speckart said.

Freshman John McAfee agreed. "I guess it's a good idea because students will have the chance to see how they're doing and also see what they need to be doing to get better," McAfee said.

Despite some students' belief that PowerSchool could have a positive effect, other students are opposed to the system.

"I'm not looking forward to it," sophomore Jon Igielnik said. "Grades should be personal. How I'm doing in my other classes is not my teachers' business."

Junior Ya Xiao is concerned that her parents will see her grades in black and white and will not see her progress over time.

"If my grades are at any point low, I like to be able to raise them without my parents knowing they were ever bad," Xiao said. "If my parents only check my grades once a month, it will be harder for them to see improvement."

THOUGHTS FOR THE FUTURE

In response to concerns about PowerSchool, Carr believes that promoting the use of the system to inform all members of the school community is a responsible move by the District.

"[It] is consistent with our overarching goal to maximize student learning and achievement," Carr said. "All of us should become informed and use information to further this goal to the best of our ability. I would not describe parents' efforts to do this as misuse."

Pieper believes that time will solve any issues.

"I think we just need to get through an adjustment period," Pieper said. "Once the program gets launched things will settle down. Pretty soon PowerSchool will just be a normal part of CHS."

Skillman agrees that most concerns are caused because people are unsure of what to expect.

"PowerSchool is something new, and new things always cause a certain amount of anxiety," Skillman said. "It will take time to adjust and get all the bugs worked out, but I believe the technology will be a great help for teachers in the long run."

What do the teachers think about PowerSchool?



"I think it will take a while for everyone to get used to it and fully understand it, but in the long run, it will be more convenient and potentially more thorough than the old system."
-art teacher christina vodicka



"Like any technology, it's great when it works, but it can be a nightmare when it doesn't. I am in favor of the system provided that we get all of the bugs out before implementation."
-german teacher glenn cody



"Making this number available online promotes the idea that the 'number' is most important. I really worry about anything that places grading ahead of learning."
-english teacher deana tennill



"While I've slowly gained an appreciation for many of the positive attributes of the software, I've been disappointed in the rather last-minute and haphazard way in which the teachers have been introduced."
-history teacher david aiello



"I like PowerSchool. The staff needs to be better trained to understand all of its features. The access to progress that it allots both parents and students is a strength."
-history teacher richard horas

Boys' cross country team races towards state finish line

The Golden Shoe Award

An award that is given out weekly to a runner who had an outstanding race performance or contributed to the team in a positive way.

maxshapiro

This years Clayton cross country team has performed extremely well this fall season. The girls' and boys' cross country often doesn't get the respect it is deserved.

The team is one of this fall seasons top Clayton sports teams and has a legitimate chance at making state this year.

"Our varsity boys team has a great chance of making state this year," assistant coach Anne Etling said. "We have a great chance of achieving the second qualifying spot at districts."

The qualifying meet at districts' is at McNair Park on Oct. 30. The top 16 boys and girls go to state and the top two teams also qualify.

This years' team is stacked with great runners, including Dov Salkoff, Jaime Goodfellow, Nick Curry, Evan Sadler and Larry Deloch.

Head coach Chuck Collis and assistant coach Etling have put together a great training program for this years' team.

"Coach Collis has put together an excellent program for

the runners," Etling said. "The workouts consist of practices for low mileage, medium mileage and high mileage groups. The runners have specific running paces on there 5K times. All races are 5K. The training program may focus on long slow runs, fast short runs or hill workouts. It all depends where we are in the season."

This intense but well-designed program has given the boys' team a great chance to succeed and possibly take home a state championship.

"I believe if we run are best, we can make state," sophomore Larry Deloch said. "It doesn't help that our best runner (Dov Salkoff) got injured, but we can pick up his load."

Deloch is a big part of this years team as a sophomore and provides the team with a great sense of humor.

"Our team chemistry is great," Etling said. "All the runners get along great and we have a great addition of freshman this year."

The girls' team is also having a great season. Their top

runners include senior Michelle Alderson and junior Lexi Wirthlin.

"The girls performed really well at the league meet and took home first place," Etling said.

Collis and Etling have a great way of motivating their runners also.

"Each week we give out a golden shoe award," Etling said. "This is a weekly award to an individual who had an outstanding race performance or contributed to the team in some positive way."

The coaches are proud of the effort their runners have put out this year and hope to have many more great seasons.

"We have a lot of strong runners returning, but we could always use more," Etling said.

"There are probably several students not participating in a fall sport who would really enjoy the cross country team. It is a great way to stay healthy and there is no bench in cross country," Etling said.



Senior Liz Schilli gets low to save the ball from hitting the ground against Bayless. The Greyhounds won this game to further improve their record.

Sports Shorts

jackmclellan

JV Water Polo

The junior varsity water polo team is in the midst of a tough season. There is not a lot of experience on the team, but there is a lot of hope for the future. With many players starting younger, the water polo can look forward to those players stepping up on the varsity team in a year or two. Paul Orland, a freshman, has burst on to the scene and shown the exact type of potential that will be an asset on the next level. The team has been battling and improving all year, despite the fact that the team has only one win on the season.

JV Soccer

The JV soccer team is having a successful year. Under the leadership of their two captains, Adam Ezell and Will Summers, and co-captain, Cong Yu, the team has performed well this year. Ezell, a returning junior, and Kyle Mulle, a sophomore, are two of the team's best and most experienced players. This year's team faces challenge unique to recent Clayton junior varsity soccer teams, with two sophomores and four freshmen moving past the JV level to the varsity team. This hasn't seemed to slow the team down, however, and the success of this team is a good sign for the future of Clayton soccer.

JV Football

With the recent success that the Greyhounds have had on the football field, all eyes turn to the junior varsity level to see if the future holds the same success. And while the JV has struggled at times this year, with a record of 2-4, that is no cause for alarm. Team captains Chris Merrill and Devin McMiller, along with Rodney Lyles and Victor Roberson, have shown great potential for the hounds. The team wins came against Affton and Berkeley.

JV Tennis

It's been an exciting season for the JV Clayton tennis squad. With an emphasis on player development, the team has practice and played alongside the girls on the varsity level, even providing players when the varsity team needed some help. One of those players who made the transition from the JV to the varsity level was Erin Blumer. A stand out player on the JV team, Blumer was a doubles specialist who was always ready to step up when needed. Blumer even played in the district tournament with the varsity team, a great achievement because only six players total play in Districts. The season was a successful one for the girls, finishing with a record above .500 and improving their skills the whole way.

JV Field Hockey

The junior varsity field hockey season was a successful one. There was a lot of team chemistry and people got along well. There was a good mix of sophomores and juniors and some seniors. The team had a big win over Parkway West in the Gateway Tournament. This provided a boost for the rest of the season that helped contribute to a good ending to a season. The outstanding players were Kate Waterbury, Hannah Staenberg, and Annalise Shumway. These players are the future of CHS Field Hockey and will provide the varsity team with good players next year.

Volleyball looks to have a strong finish

martingregory

Sophomore Stephanie Lawrence bounces the ball carefully in front of her, focusing her concentration on the next serve. It could be the last serve of the game.

Clayton has been mounting a comeback, but Principia is one point away from winning the game, and match. Lawrence throws the ball up and smacks it as hard as she can. The ball sails toward the other team, but instead of going over the net, it slams into it. Clayton has lost the game.

The loss to Principia characterizes the CHS volleyball season thus far. It has been full of potential, but they never seem to capitalize.

One of the goals coming into the season was to have a winning record. The team is currently two games under .500 with the end of the season approaching. The team faces a lot of tough opponents in the remaining games, but they remain optimistic.

"I am really disappointed about the season so far," senior Lisa Garret said. "However, I still have faith in the team."

While the season has been disappointing so far, the team has a chance to redeem themselves with districts approaching.

CHS plays in a difficult division with a lot of tough private schools.

"Districts will be tough," coach Christine Strahan said. "But hopefully we can compete and play well."

This year two sophomores made the varsity team. Chelsea Smith and Stacey Lawrence are adjusting well to the rigor of varsity volleyball.

"Stacey is amazing," Garret said. "I really admire her flexibility."

Smith suffered an injured arm early in the season but is hoping to return soon.

"Chelsea will be a welcomed boost to our team," Garret said. "She will be a great leader next year."

One of the bright spots in the Greyhounds

season so far has been the Brentwood game. Clayton came back after being down 14 points to win.

This game was a turning point in the season and showed how well the team had been working together.

And for the first time in many years, the volleyball team had returning coaches. The coaches already know the strengths and weaknesses of most of the players. This enabled them to plan effective practices and game strategies to utilize everyone's strengths.

"The coaches are really good people," senior Jenny Rischall said. "They are very approachable, whether it is about volleyball or life."

Some of the other goals coming into the season were to improve communication and hustle.

"We still need to work on communication, but our hustle has improved dramatically," Rischall said. "I think we are in a good position to win some games to finish off the season."

Greyhound football is back in full swing

matthorn

With back to back impressive wins against Jennings and #7 ranked St.Charles West, Clayton looks to have bounced back from a tough loss two weeks ago to #1 ranked MICDS and has given the team momentum heading into this week's game against conference rival Affton. The momentum carried through as Clayton bounced Affton 39-17. In that game Jairus Byrd had two long TD runs. Lavall Brown and BJ Powell also added touchdowns on the ground.

"I thought it was really important to bounce back well from the loss, and we have," sophomore linebacker Matt Pearson said.

"Right now we're on a roll, but we can't get too cocky. We have some tough games ahead," sophomore defensive end Seth Richardson said.

But with players such as Jairus Byrd, who leads the team with 10 touchdowns, Jimmy Whiteley, who averages just under six yards per carry, and Torrey Tate, who leads the team in receptions, the team has shown promise and excitement throughout the season.

"Having big playmakers like Torrey and Jimmy gives me confidence to go out and be myself," senior quarterback Jairus Byrd said.

While these players may get all of the hype, it has been some of the younger players that have transformed this team into an elite power.

"We have a good nucleus of young players," coach Mike Musick said.

"The younger players such as Doug Williams, Cameron Hicks and Brian Minor are what give us hope beyond this season," Musick said.

"I think with the talent we have and the knowledge we gain by playing up with the older kids, will help us down the road," junior Cameron Hicks said.

With an offense led by the big three of Tate, Byrd and Whiteley, and a defense sparked by the return of Chidi Oteh, the players and fans have state championship dreams.

"Our defense is already good, but the return of Chidi makes it a whole lot better," junior

Gene Cerrato said.

"It takes a lot of pressure off the rest of the defense," Cerrato said.

With an explosive offense, devastating defense and the character and coaching on the team led by first year coach Mike Musick, only one question can arise.

What can stop this team from winning it all? "Right now nobody can stop us," Williams



Quarterback Jairus Byrd sprints down the field looking for a touchdown against Soldan. Clayton won the game 42-0.

Having big playmakers like Torrey and Jimmy gives me confidence to go out and be myself.

- senior quarterback Jairus Byrd

rachel kodner

globestaff
04-05

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The Globe student newspaper exists primarily to inform, entertain, and represent the student body at CHS to the best of its ability.

We are a public forum. As is such, we welcome the voices of all. We accept letters to the editor provided they are signed; under very few circumstances will we publish an anonymous letter. Due to space constraints, we reserve the right to edit submitted material.

The Globe is self-funded for all publishing costs and offers advertising to all school-appropriate businesses. Ads range in size from business card to 1/2 page; prices vary. Please contact our office for more information.

We also remind readers that as the Globe is a student publication, all compliments, opinions, complaints, warnings, threats, sabotage attempts, arrest warrants, and libel suits should be forwarded to the Globe Office (see contact info below). Not the Superintendent's.

And with that, we of the Globe staff invite you cordially to enjoy our nationally renowned newspaper. Ciao!

-the Globe editors
"We have issues."

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Religion & Politics

In this election, faith and morals have taken on more weight in America's presidential choice than in years past.

"Most politicians involve God for votes or otherwise. "God seems to be an idea Americans crave nowadays. But where is the appropriate place to draw that necessary line between church and state?"

"Some assert an entirely faith-based politics; others protect a freedom of faith. As for me, coming from a minority faith and a home in which religion is central, I have been taught to treat religion as a guide."

"Religion is a standard that some choose to live by, but let it be a personal standard that affirms the freedom of others to think differently. This is especially important in our politics because our leaders make decisions on the behalf of the people, both minority and majority."



adinaivesgoodman

hand for the establishment clause.

"From this, we know that the founding fathers intended there to be a separation between church and state, religion and politics. There is, however, the issue of individual voters."

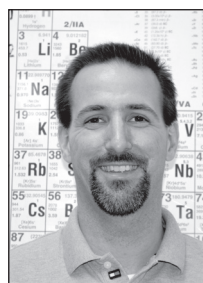
"Although individual voters can base their political opinions on religion, a politician or government policy maker cannot and should not do so since they are making policies, or laws, for the entire nation, some of whom do not have the same religious beliefs."

"Having a policy maker, politician, or political or government leader base political votes on religious ideas is like a theocracy, and the United States is proud of being a diverse democracy and should show it by keeping religion and politics separate, thus respecting the views of the myriad religions that make up this nation."

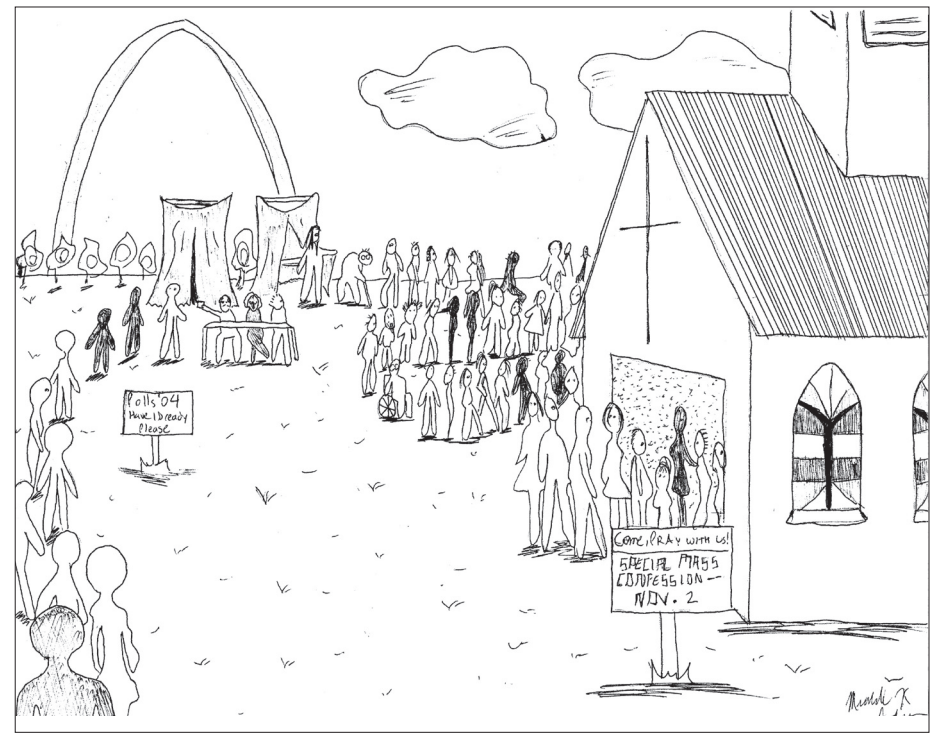


donnaken

Religion will always affect politics as long as morally charged issues are part of a political candidate's platform. Most people do not turn to religion for guidance on issues related to taxes, economics, health care, social security reform, education, and a host of other "non-religious" issues. In contrast, once a political candidate states his/her opinion on morally charged issues such as abortion, homosexual relationships, pornography, separation of church and state, prayer in schools, posting of the 10 commandments in public places, or mentioning "God" in the pledge of allegiance, voters are likely to consult their own moral compass, and their own understanding of who God is, in order to make a decision for or against a candidate. Such decisions almost always reflect one's religious beliefs (or atheistic beliefs). As long as moral issues are part of politics, religion will be involved in the electoral process.



bradkrone



Religious leaders shouldn't impose their political views

Officially, the Catholic Church has not endorsed a presidential candidate. Unofficially, a group of bishops in key swing states have been backing President George W. Bush's reelection campaign by using their power over Roman Catholics, who make up a quarter of the voting population, in an unjustified manner.

Several archbishops, including Raymond Burke of St. Louis and Charles J. Chaput of Colorado, have issued statements over the past few months that have attempted to persuade Catholics to vote Republican.

"Abortion, same-sex marriage, and stem cell research are a part of a handful of non-negotiable issues," Chaput said. "If you vote this way, are you cooperating in evil? And if you know you are cooperating in evil, should you go to confession? The answer is yes."

Burke wrote a similar statement in which he defined abortion, same-sex marriage, and stem cell research as "categorically wrong," but described war and the death penalty as "justifiable under certain circumstances." Burke also overlooked the importance of fighting poverty, helping environment, and protecting Catholic values.

staffeditorial

Burke also does have a responsibility to educate Catholics on the importance of Catholic values. However, he and others have overstepped their responsibilities by prioritizing issues in such a way that leaves many Catholics having to choose between their political and religious beliefs.

There is a reason that the Catholic Church does not endorse political candidates. Since the representatives of the Church interpret laws established in the Bible, they have ample power and control over many Catholics, especially those who attend church regularly. But by focusing their energy on highlighting conservative values and ignoring a large platform, they have choice: vote for Bush



Senator John Kerry, denial nominee, has to separate his Catholic beliefs. On several occasions, Kerry has discussed the responsibility to impose his or her religious beliefs on a citizenry that does not share his same beliefs.

Burke and many of his fellow archbishops have violated this segregation between religion and politics. They have played on the conscience of many Catholics by equating a Kerry vote to "an evil act" and a sin.

All citizens have the right to vote, but no citizen should have to worry about answering to their religious leaders afterwards for exercising that right.

"There are some moral issues upon which we can all agree. For example, people shouldn't kill each other or steal from each other."

"Laws pertaining to those kinds of issues are generated from the idea that human beings have the freedom to live their lives as they see fit so long as they don't infringe upon the rights of others. Those shared beliefs should constitute the laws we make to govern our society."

"However, morals which are generated SOLELY by a religiously held belief have no place in legislation. The church has the right to make its laws and encourage the following of those laws among its members, but at the same time, the Church should remember that not everyone shares their beliefs."

"The Constitution, rightly so, prohibits the Church from legislating religious beliefs to govern our entire society."

"There are some moral issues upon which we can all agree. For example, people shouldn't kill each other or steal from each other. Laws pertaining to those kinds of issues are generated from the idea that human beings have the freedom to live their lives as they see fit so long as they don't infringe upon the rights of others. Those shared beliefs should constitute the laws we make to govern our society."

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"The Constitution, rightly so, prohibits the Church from legislating religious beliefs to govern our entire society. Should religion affect politics?"



davidhoffman

From playgroups to Manitoba

I've always dreaded hearing the words "this is going to be a group project" come from a teacher's mouth. I guess you could say I'm independent or I guess you could call it stubborn, wanting to be able to work around my own schedule rather than that of myself and group members, but no matter how you see it, I've never been one to jump up and down excitedly when a teacher announced that a project would be done in groups. Don't get me wrong, it isn't that I don't like other people; it's just that I'm a busy person and being self-reliant is important, and generally easier, than relying on others.

I'm also immune to group initiative activities. If you place me on a mat with 10 other people and tell me to turn it over while no one else steps off, I'm likely to take the lead and get the task done. Or if you put me on one side of a burning pit of fiery lava and tell me to get to the other side walking on planks of wood and only the planks of wood (God forbid someone should accidentally step off the wood and have their leg burned to a crisp, that would be terrible). I'll likely take the lead there too and get the task done so we can move on to the more important activities. I know most of the tricks and I would much rather spend my time doing something more worthwhile. It's hard to give me an initiative activity that I haven't done before in some shape or form.

What I can't stand most about initiative games is when the facilitator takes my voice away. They can break all of my limbs and force me to rely on my group members (of course they'll carry me across the planks so I don't burn). Even though I am unable to move myself, I can help them to move myself and others across the lava pit by giving instructions using my voice. If I am unable to state my opinion, I get something slightly more than irritated.

In my experience, the most valuable aspect of group work is everyone's opinion, everyone's voice. Working in a group exposes those involved to new opinions, new views on important, or in some cases, unimportant, information.

I've been forced to work in groups since I was little. In preschool they had us play in groups, in fact I was even part of playgroup, a group that met to play every week. In elementary school groups were made to do everything: read books, take birthday snacks to teachers of other classes, go on field

trips. Then in middle school there were groups again. Group projects in history and English classes, and even in most science classes, groups were common place. In high school the group work and group projects craze has died down a bit (thank goodness), but it still exists. Only now, I have a better understanding of the value of group work and the sharing of ideas and opinions with others.



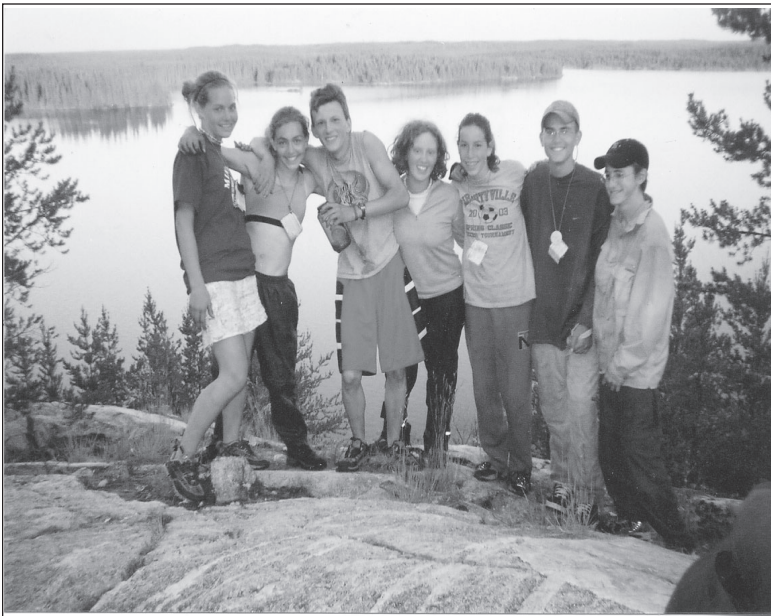
This summer I spent 25 days in Manitoban wilderness canoeing on an Outward Bound (OB) trip. There were 11 people on our trip, three instructors and eight participants. After 21 days the seven remaining participants, one of them myself, were challenged

to travel ahead of our instructors and lead the trip for ourselves. Our group of seven 16-year-olds was presented with a challenge like none we had had before. It took us a day and half to come together and work as a team before we were granted true freedom from our instructors. During the day and half that it took to gain the trust of our instructors, we had to come together as a team. We were given our own group project of sorts.

In this day and a half we called on each other's strengths to pick up slack from other's weaknesses. Physical strength, emotional strength, every possible strength and weakness had to be accounted for, used and covered respectively. Without teamwork and cooperation from everyone in our group, we would have never earned the freedom that we were ultimately granted.

Having to pull together as a team to complete our goal was necessary, but at the same time seemed confusing and against OB philosophy. OB philosophy involves teaching the typical appreciation of the outdoors that one would expect from such an organization.

Their philosophy can be divided into four categories, generally referred to as the four pillars. These pillars, self-reliance, compassion, craftsmanship and physical fitness, were the ideas that drive life on OB trips. If self-reliance, defined by OB as having faith in yourself, doing it yourself, and seeking confidence in yourself, was important enough to be one of the four pillars, but teamwork was what led us to our "victory," why wasn't teamwork a pillar? And, aren't self-reliance and teamwork polar opposites? But these thoughts got buried in my head under feelings of achievement and pride as our group began celebrating our accomplishment.



Junior Meghan Bliss takes a break with others from the Outward Bound Trip

At the time all we could do was celebrate. We were each given a full size Snickers bar as a reward for our hard work. Chocolate was a welcome delicacy after 21 days of powdered cheese, milk and potatoes. We sat inside our tents rejoicing that we had completed the challenge we were presented with, but our joy came mostly from the reward we were given. A Snickers bar was hundreds of times better than beans, veggie burger mix, dehydrated vegetables and macaroni noodles mixed together in something that resembled chili-mac. At that point we had completed our goal, which was all well and good, but the Snickers bar was the only reason I was so thrilled. I didn't understand how great our accomplishment was, and I didn't come to a conclusion about the contradictions between self-reliance and teamwork until the next day.

The next day we were presented with a sort of personal challenge. This was our day to rock climb. After completing one of the easier climbs, I decided to stop rock climbing and use the time to relax and get some much-needed rest. When nearly everyone else was done rock climbing, I was somehow tricked into climbing again, this time on the hardest climb offered.

As if this wasn't bad enough, I agreed to climb at the same time as another girl, Katherine (Tex for short). She was going to be blindfolded, and I was only going to be able to use one arm. Halfway up the rock we reached the most difficult part of the climb. I stood there guiding a blind Tex trying to keep my balance as she cursed and screamed at the rock, constantly threatening to remove her blindfold. I helped her find appropriate places to grip the rock with her feet and hands. I waited at the end of the difficult traverse and

watched as she reached the top. As I watched her climb, I developed a new understanding of the value of teamwork.

Despite the fact that I led Tex, it was up to her to reach the top of the rock; she had to do it on her own, with my help. Our teamwork could only get us so far. Her own self-reliance was what got her to the top of the rock. Sure, if I hadn't been there she would never have made it to the top, at least not without taking off her blindfold, but me being there wasn't enough. She needed to have faith in herself, do it herself, and ultimately have self-confidence. Our teamwork would have gotten us nowhere without her self-reliance.

Ultimately, I learned my lesson. Teamwork is nothing without self-reliance and, in some cases, teamwork gets you nowhere if each member of the team isn't capable of self-reliance. Watching Tex reach the top of the climb as I followed her made me answer my own question.

Sure teamwork is important in many scenarios, but it wasn't a pillar because, ultimately, each task is up to each individual, and self-reliance is something necessary to succeed in a team. No longer did self-reliance and teamwork seem to be polar opposites.

Self-reliance must come before teamwork and ultimately, self-reliance was the pillar because while most tasks can be completed by distinct individuals, it's just that having others around can be helpful, and in some cases even useful.

Don't get me wrong, I would still rather spend my time doing something other than a team initiative game and I certainly won't jump up and down when a teacher says those dreaded words, but I definitely have a greater appreciation for the power of numbers.

Open Mic

Busy work is meaningless

By Jon Brengle

You would think after being at this school for the fourth year, one could get really efficient at getting their work done. I seem to be hopeless. I find myself more often staring at an assignment for an hour, before actually doing it. I remember my Junior year watching science documentaries on Evolution instead of doing my Biology homework. I will get into discussions with my Dad, on economics, marketing, engineering and politics and yet, I have absolutely no motivation to complete any of my homework. In fact, I am writing this article instead of doing two papers that are both late, as well as my math homework.

The obvious diagnosis would be senioritis. I myself joke around with my friends about my apparent laziness, but I know for a fact that laziness is not the reason. When I look at an assignment, I am not trying to acquire the energy to do it; I am logically thinking how completing this assignment will have a purpose in my life. I am one of those people that if you give me the "because I told you so," reason my respect for you will go immediately down the drain. The fact that something has a due date, has absolutely no effect on my motivation to complete the assignment. My motivation comes from pleasing my family, and also thinking about my future. But even that sometimes isn't enough to get me to do the amount of bull that is assigned to me per night.

"I have absolutely no motivation to complete my homework."
-senior jon brengle

What cracks me up are the lectures on the importance of doing your homework that some teachers tend to give. They then assign homework every night and check for completeness. The key word in that last sentence is "completeness." They check to see if the student has the appropriate amount of graphite on the paper, not what the student wrote. They get mad at a student for not putting enough effort to complete a homework assignment, yet they don't even take the time and effort to read what the student actually wrote. I really hate and disrespect hypocrites. I'm sure they have other things to do... so do I.

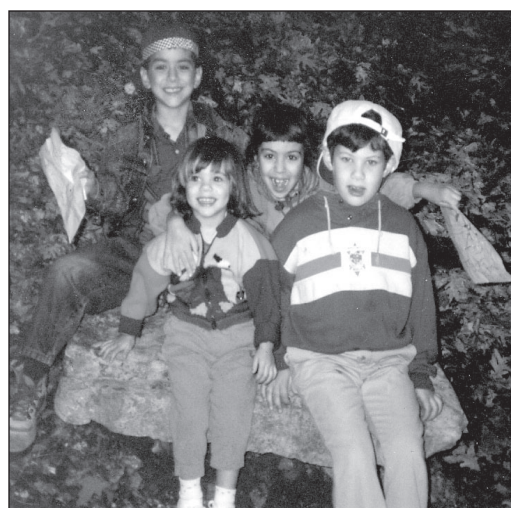
This then brings me to another valid point. Probably half of the class didn't honestly complete their assignment. The students either copied from a friend or peer, or they wrote complete nonsense and still received full credit for the assignment. I have done that plenty of times. My point is that there is a large percentage of the student body that doesn't complete all of the homework assigned that night. Why is it not completed? There are two reasons. Either the subject is absolutely pointless, or the homework is simply too much.

My strength and interest is in math and science. Yet I do the least amount of homework for those classes. The reason is because I don't need 3000 hours of homework to grasp a new concept. In the more "advanced" classes, students are supposedly gifted and bright in these subjects, yet more homework is given on the same thing. If one desires to give that much of homework per night as a graded assignment, then at least have the homework cover more various grounds. We are being taught to memorize.

So as I look and stare at my homework assignment, I try to conceive why a teacher would require me to do this. To attain practice for the test. That makes sense, but the sheer amount of homework is utterly unnecessary. The homework load might be necessary for other students, but not for others. So this raises an issue, which can easily be resolved.

If Clayton really values education, one of the best life lessons is responsibility. One way to teach this valuable asset would be to allow the student to literally pick how much homework is necessary for the student to understand the material. Everyday the teacher would put up practice exercises, and the student could actually pick how much would be appropriate to complete. Yes there would be some students that would do absolutely nothing, but that would reflect on their tests. Also, there are students that do absolutely nothing even when homework is implemented and graded. So why grade homework?

Saying goodbye brings maturity



As a kid, I always heard seemingly wiser people say that you never really know how much you love someone until he or she is gone. Being a kid, this meant nothing to me. No one I loved had ever gone to college or a far-off place for an extended period of time before. I never understood the concept of someone really being gone. The thought of not being able to see them on a regular basis escaped me. The whole idea could not even be absorbed by my childish brain.

I remember Easter at the Romanos. My family didn't celebrate the holiday, but the Romano family had been graciously inviting us to their house to celebrate with them for as long as I could remember. Every year, we would always go over to their house, go on an Easter egg hunt, and have eggs benedict or turkey. It was a tradition.

That morning, I put on my pink dress and sparkly white shoes that Alex Romano had given me as hand-me-downs. She was like an older sister to me and I always did everything she did. I wanted to be exactly like her. If her favorite animals were pigs, my favorite animals were pigs too. If she found a green egg on the hunt, I wanted to find a green egg too. I wanted to be her clone.

I eventually grew out of my I-want-to-be-just-like-Alex phase. Although I still looked up

to her, I started to worship my older brother Josh. I thought he was a god. I wanted to be like him so badly. I wanted to play soccer with him, play video games with him, and stay up late just like him. To try and achieve these things, I stopped wearing dresses, stopped helping with the cooking, and stopped being an easy child for my parents to deal with in general. In my eyes, Josh was everything I wanted to be. Josh was the coolest boy ever.

Well, as one might imagine, my brother did not exactly take a liking to me when I started to barge in on him and his friends while they were over at our house. They would sometimes pile stuff against their door so I wouldn't be able to get in or when it was really bad, pile stuff in front of my door so I wouldn't be able to get out. I was not a very well received little seven-year old girl by a couple of big 10-year old boys. Although my brother and all of his scary, soccer-playing friends were sometimes mean to me, they were my idols nonetheless. I sought to be just like them, no matter what.

I eventually grew out of that phase too and got stuck on my brother's best friend Max Romano. He was never mean to me and always let me sit in his room and watch him and Josh play computer games, although I was strictly forbidden from playing myself. When our two families rented a cabin in Blue Springs, Missouri over a long weekend and I had a bad dream, I woke Max up because I was scared.

The times when I wanted to try on all of Alex's clothes, take shots off Josh in goal, and play guitar with Max are now long gone. They are all off doing more important things like bettering themselves by going to college or working for Americorps.

Alex left first. It didn't affect me as much as I expected it to because I still had Josh and Max. They entered the 12th grade and all my friends thought it was so cool when the god-like seniors would stop and talk to me in the halls between classes and at lunch. But in reality, it was no different than what I was used to. They were always over at my house, one of them helped

me with my English homework one night, and I could not think of a time in my life when I had not known Max.

The school year came to an end and both Josh and Max graduated. We all did our separate things over the summer, but expected to see each other again as soon as we got back. This was not the case. Max was away all summer and came back the day before Josh left for good. I watched Josh walk into the terminal with his monstrous duffel bag trailing behind him. My house is eerie and quiet now. I come home everyday and see his car parked in front of the house. When I walk in the front door, I still expect the TV to be on or music to be blaring from upstairs. But now, every time I walk in, I don't hear anything but silence and when I walk past his room and peer in, it always seems oddly clean.

So with Alex and Josh gone, Max was the only one remaining. We went to lunch once before he left and had a good long talk about school and life and everything in between. He gave me some good advice and I said goodbye to my one remaining idol. My mom always referred to Alex and Max as her foster children because they along with Josh always looked after me, so I always viewed them as my family. Now, all three of the people I looked up to for the majority of my life are gone.

I used to always yell at Josh for not cleaning up the bathroom or for having his music way too loud when I was trying to do my homework. I said that I couldn't wait till he went away for good. I said that life would be so much easier without him there. What I didn't realize was that although he and Max and Alex might have made me mad at times, I really didn't mean what I said. Everyone says things they don't mean, but these words really seemed like I meant them for some reason.

What those seemingly wise people say about not really knowing how much you love someone until they're gone is sadly true. I realize that now that I am a kid who is just a little more grown-up.



Rachael Harris

Thumbs Up



- Cardinals
- Debate in St. Louis
- Halloween Dance
- Registering to vote
- End of quarter
- Red Sox beating Yankees

Thumbs Down



- Cold weather
- PSAT
- Negative Campaigning
- Lack of playoff ticket availability
- Death in Red Sox post-game riot

'Ash Girl' brings new twist to fairy tale

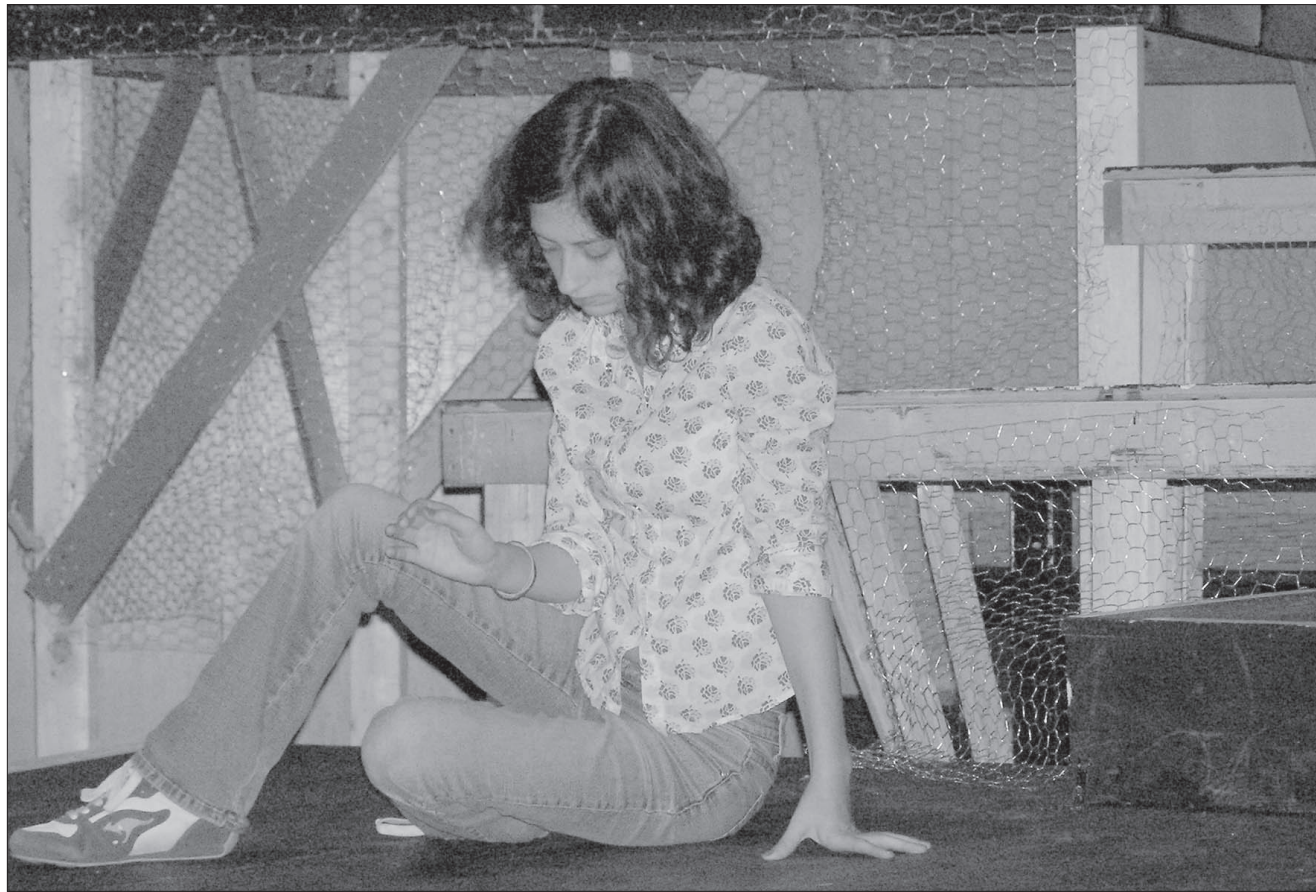
stephengreenberg

Every year during the middle of fall, the drama wing is very noisy due to lines being rehearsed and the sound of drills and hammers being used to build the set for the fall play.

This year's play, "Ash Girl," was written by Timerlake Wertebaker. "Ash Girl" will be performed on Oct 29-30 7p.m. and 31 2 p.m., and Nov 5, 6 7 p.m. and Nov 7 (2:00). The play is a take off on the fairy tale Cinderella.

Drama teacher Kelly Ryan picked this play for distinct reasons.

"I've always loved the role fairy tales play in our culture, like Greek theater or Shakespeare, they are the big stories," Ryan said. "Fairy tales ask the big questions: Life or death and good or evil. On another note, the version is so beautifully written and really examines the traditional role of Cinderella. She is no longer a girl who magically transforms, she must be more proactive in her transformation. She must earn the happy ending. The fairy says to her, 'we can't do this by ourselves Ashgirl, you must help us as well.' I think this is a great message for teenagers to hear. I also think it is so hard to find good coming of age stories for girls. The majority of really good coming of age in literature is boy-focused. This is coming of age and it is good litera-



Adina Talve-Goodman, who plays Cinderella, rehearses a scene for the fall play, "Ash Girl" which will be performed on Oct 29-30 7p.m. and 31 2p.m. and Nov 5, 6 7p.m. and Nov 7 (2:00).

puzzle fits together. How people look together, how their voices sound."

The actors think Ryan did a good job of picking the cast.

"Adina Talve-Goodman is the perfect fit for the main lead Ash Girl," Bakken said.

Adina has a mixed view on her part of Ash Girl.

"I like playing her part because she is a normal girl," Talve-Goodman said. "However Ash Girl is always really sad and I am very happy. I do not really identify with her because I think I have a stronger personality than her and I do not talk to myself."

It was also a unique auditioning process.

"The audition process was neat," Bakken said. "For part of

it we had to improvise on stage, as well as let actors demonstrate their ability to interact with each other."

The actors seem to agree with the results of the casting process.

"The casting went pretty well," senior Daniel Kordonowy, who plays Pride Fly, said. "We were all picked for certain parts and can pull them off pretty well."

There is good chemistry among the actors.

"They are all working very well together," Ryan said. "Especially with the love scenes. They are so well written that the chemistry is right there. I'm lucky, that, the ac-

tors are really willing to be vulnerable and to "fall in love" on stage."

Actors also agree with Ryan's point of view.

"We work well together and the parts Pride and Danger are a duo that complement each other very well," Kordonowy said.

The cast has several distinct strengths.

"There is great energy among the actors," Ryan said. "They all get along very well, and they all see the big picture of the play. Also, everyone is giving their all to the play no matter how big or small their part is. That's what makes a good play; not how good your lead is (though that is important) but how good the smallest part is. It shows the depth of talent."

There are also other strengths.

"We definitely are able to bring out each quality of our characters in the play," Kordonowy said. "Each character has unique talent. Also we can all act and follow instructions. Lastly we have all improved a great deal since auditions."

There are other things the cast has to work on.

"We have to work on getting comfortable in all the scenes," Talve-Goodman said. "We have been dividing it up in parts but now we are going to start practicing the play as a whole."

Rehearsing and building the set is also moving smoothly.

"We're right on schedule," Ryan said. "However, we have to

work on everything. Jeff David is the technical designer so he builds everything and is in charge of lights and props and is building the set. He is fantastic, and I think the set is going to be the best one yet and it is moving on schedule. But as a director, the vision of the play, the staging, the acting, the advertising, if it does not work it is my fault, and I am working on these things."

Technical director Jeff David agrees with Ryan.

"The set building is going well," David said. "We have had a lot of people volunteer and help out from Ms. Ryan's class and are moving ahead of schedule. So far, we have put up 26 platforms and built bridges for the set."

The actors are also happy with the progress.

"Our progress is going pretty well," Kordonowy

said. "We have gotten through

Act 1 which means we have gotten half the work done. We are moving right on schedule. However, some people need to finish memorizing their lines."

Bakken also agrees that there is work to do.

"The play has been going well and we have come a long way," Bakken said. "However, we each need to find our characters."

If the cast in the play keep on rehearsing and working hard this should be a fall play to remember.



courtesy of abbie minton

Junior Melissa Smith, senior Anya Abrams and senior Adina Talve-Goodman rehearse a scene.

ture."

There are mixed views on the selection of "Ash Girl."

"It is a creative way of retelling the Cinderella story," senior Sam Bakken, who plays anger bird in the play, said. "However, parts of the play are kind of silly and corny."

Picking a cast is a very personal process.

"There is a large cast of 21 people," Ryan said. "But there are always really good people for some reason or another who don't get a part. It rarely has to do with the fact that they aren't good. It usually has to do with how the casting

Exhibit shows insightful look into religion

rebekahslodounik

Bright colors and ancient texts come together at the new art exhibit at St. Louis Art Museum, entitled "Painted Prayers: Books of Hours from the Morgan Library."

The exhibit features medieval religious Books of Hours, or prayer. "Painted Prayers: Books of Hours from the Morgan Library," containing 58 examples of Books of Hours, provides a glimpse of what religion in medieval times was like.

The exhibit was chronologically organized; each room centered on a specific section of a Book of Hours, from beginning, middle and end.

The first room focused on calendars, which were placed at the very front of every Book of Hours. Dates of feasts were in the calendar, written in black, with the most important feasts written in red ink. These were called red-letter days, an expressions still used today.

The second room centered a series of lessons of Christ's life. The centerpiece was Cardinal Alessandro Farnese's Book of Hours, the most famous of Italian manuscripts.

The artist, Giulio Clovio, focused on two main scenes, the death of Uriah and King David in prayer. Each page had exquisite color and intricate ornamentation. The next part of the room contained Penitential Psalms written by King David and Litanies, or stories about different saints.

The third room was about the Hours of the Virgin, the center of the Book of Hours. Various Psalms and different hymns and biblical excerpts were in the Hours of the Virgin. It is a handbook for worshippers with intricate illustrations in order to help them pray.

The fourth room contained suffrages, or short prayers to saints and personalized prayer books called accessory texts. In the middle of the room was perhaps the best Book of Hours, called the Crucifixion with Catherine of Cleves, for whom the book was commissioned. It was made up of 156 miniatures with intricate borders resembling macramé and board games. Another Book of Hours contained the arms and motto of Henry VIII. This book was particularly detailed, with the artist's use of per-

spective and landscapes.

The theme of the final room was the Office of the Dead, or the last section in the Book of Hours.

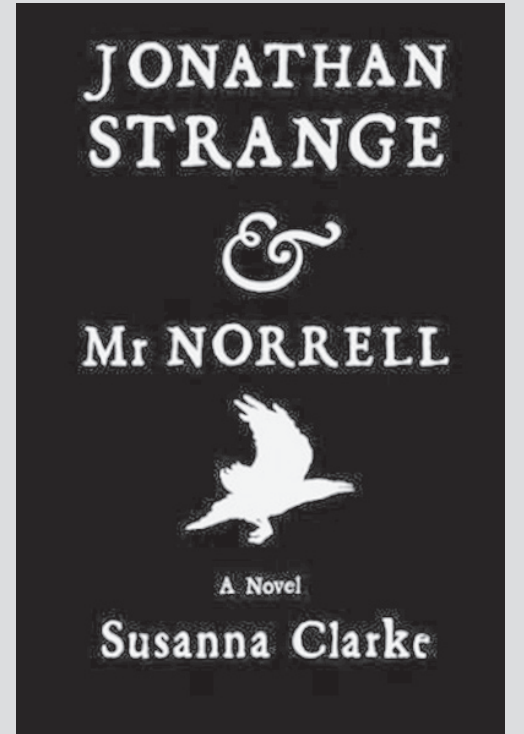
Its purpose was to ensure salvation to believers.

The exhibit also included a display of different paintings used in the Books of Hours along with parchment made from calves, goats and sheep. A brief film discussing the process of making colors, parchment and binding was informative as well as interesting.

With the invention of the printing press, Books of Hours were more available to ordinary citizens, not just the clergy, thus making God more accessible. Between 1250-1500, Books of Hours were the most popular books being printed, more popular than the Bible itself.



courtesy of st. louis art museum



Novel renews fantasy genre

rebeckakatz

For a long time there has been little change in the fantasy genre. New books have almost inevitably contained the same tired stories of kings, dragons, swords, prophecies and magic, with little variation from the plots that have been used for decades. Finally a book has been written that gives a refreshing new view of magic and fantasy.

"Jonathan Strange and Mr. Norrell" by Susanna Clarke is perhaps one of the most unusual books ever written. It describes an alternate Britain during the early nineteenth century that contains two magicians - Jonathan Strange and Gilbert Norrell - who wish to restore magic to the island. On the island, it seems, magic had not been practiced seriously for several centuries.

Norrell is a very secretive man who values books more than his life, while Strange is likable and ambitious. Although initially Norrell acts as Strange's tutor, soon they grow apart and develop a bitter rivalry.

The story is complicated by John Uskglass, otherwise known as the Raven King, who is believed to have reigned in northern England for centuries and to have been the source of all magic that ever existed in Britain.

Uskglass was raised in a magical land called Faerie, the abode of (predictably) the fairies, from whom he learned all his magic. Faerie is also the home of a certain "gentleman with thistle-down hair" who has taken a liking to enchanting humans and effectively ruining their lives.

It happens that one of the people whom he enchants is the wife of Strange. When Strange discovers this, a conflict soon erupts between them that seems likely to determine the future of all magic in Britain.

"Jonathan Strange and Mr. Norrell" is interwoven with the political and military history of Western Europe during and shortly after the time of Napoleon. It provides an insight into the culture and experience of the British around the time of the Napoleonic wars.

The book is also filled with references to magical "history" in Britain since the early Middle Ages. It is very effective in building an imaginary world of magicians based upon books that they wrote and records that they kept. Indeed, it is effective precisely because ancient writings and books are our main sources for our knowledge of actual history today.

Nevertheless, despite its many good qualities, like any book "Jonathan Strange and Mr. Norrell" has its downsides. The main problem is that it is at times dry and hard to get through. However, this is for the most part offset by the unexpected twists and turns of the plot, which mostly come fast enough for the book to be both exciting and enjoyable.

"Jonathan Strange and Mr. Norrell" is published by Bloomsbury and costs \$27.95. Four globes out of five.

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Raunchy satire pulls all the right strings

alison spasser

I went into the theater to see "Team America: World Police" having heard mixed reviews. Some had said that it was so crude that it would be offensive to anybody, while others had said that it was hysterically funny. I also knew that the movie narrowly escaped an NC-17 rating for language, crude humor, and violent images. Overall, I had no clue what to expect. What I did expect, however, was for the movie to poke fun at the presidential candidates, George W. Bush and John Kerry.

But the one thing I expected was nowhere to be found in the new movie from "South Park" creators Trey Parker and Matt Stone. This marionette-featuring film was free of election humor, but what I was about to find out was that this was a good thing.

The movie begins with an introduction to Team America, a group of terrorist-combatting specialists whose job is just like the title explains: to police the world. There's Joe, a former University of Nebraska quarterback with prized leadership skills; Lisa, a psychologist with a knack for the over-dramatic; Sarah, who believes that she has skills in clairvoyance that seem non-existent; Chris, a bad-tempered and rather violent martial-arts expert; and Gary, a Broadway actor that Team America recruits for a special reconnaissance mission.

The humor begins with the first frames; just looking at the plastic marionettes "walk around" shakily is hilarious in itself. The real stuff soon gets underway when we are introduced to Gary, who is performing a Broadway musical entitled "Lease" (a takeoff on "Rent" that really puts the play in its place). He is then recruited by Spott-

swoode, the boss of the team who gives them orders from their Mount Rushmore headquarters. They want Gary to disguise himself as an Arab and use his knack for acting to get information on a potential terrorist plot.

What is funnier than Parker and Stone's portrayal of Osama bin Laden is their portrayal of Kim Jong Il, the main evildoer in the film, whose accent and song complaining of loneliness will have one on the floor laughing in seconds.

Another amusing aspect of the film is the music, written by Parker and Stone themselves. While the main song satirizes the theme music of many action heroes past, there are also witty numbers placed in the most "serious" parts of the film.

Perhaps the funniest song, entitled "Pearl Harbor Sucked And I Miss You," compares missing a girlfriend to the incredible disappointment felt after watching the largely overrated Hollywood blockbuster.

What is particularly winning about this movie is that it pokes fun at both sides of the political spectrum. While the depiction of Team America makes fun of overly-patriotic, flag-toting Americans, the portrayals of numerous liberal Hollywood celebrities make fun of the radical, pacifist side. The movie shows the idiocy in both the left and the right, and even if you are a strong believer in one side or the other, you can still find this movie hilarious.

I came out of the movie surprised that there was no pre-election humor but also slightly relieved. When it seems like every movie, television show, and commercial is all part of a po-

litical agenda leading us into November, Parker and Stone simply make fun of everyone, no strings attached. There is no aim for this movie other than to make people laugh, and that is

not for you.

"Team America: World Police" is a movie that was greatly needed at the peak of the upcoming presidential election. It allows the pub-



courtesy of www.teamamericamovie.com



courtesy of www.teamamericamovie.com

lic to laugh at itself (loudly) before a crucial and uptight competition for our nation's highest office. While not quite as good as "South Park," this film never ceases to make a willing viewer double over with laughter. People of all parties can enjoy and laugh at this controversial film, if, that is, they can get past the giant R under the title of the movie on their ticket stub. If this isn't a problem, then there is no reason why one cannot enjoy this movie.

what is so entertaining about "Team America": it's just plain crude satire at its finest. While extremely funny, "Team America: World Police" is not a movie to see with the family. If you like the extreme, no-holds-barred comedy of "South Park," you will feel right at home when viewing this film. However, a couple of the celebrities parodied, such as Sean Penn, and a few anti-violence organizations have already written letters of protest to Parker and Stone, so if you aren't into crude and sometimes-violent humor as well as lots of cursing, this movie is



'Shark Tales' brings ocean to life

katharine weiss

"It's a Heck of a Movie, Man." Those might be the words that the Jamaican jellyfish from the movie "Shark Tales" would use to describe this lighthearted tale about an underwater friendship.

"Shark Tales," directed by Vicky Jenson and Bibo Bergeron, follows an unlikely friendship that is formed by a shark and a fish in the depths of the ocean. Perhaps it's not the most creative plot, but it's not the plot that keeps all moviegoers glued to their seats. It's the writer's and animators ability to take a cartoon and give it so much life that they actually feel like once they leave the theater you will step into the ocean.

"Shark Tales" combines the classic cartoon structure with catchy lines, pop culture references and sidesplitting jokes and characters. "Shark Tales", which has been described as a more edgy version of Finding Nemo, can also be compared to Shrek because of its adult humor and refer-

ences. With references from films like "The Godfather" to "Scarface", "Shark Tales" could be enjoyed by all ages.

With lovable characters like

as comedy legends in this movie as they play Oscar the mischievous fish and Lennie the innocent shark. But the most interesting aspect was that all the fish not only sounded like the actors who were playing

weger's face. Even Lola the fish played by Angelina Jolie had her famous lips.

Along with catchy lines and phrases, such as, "A lot of white fish can't do it," and great animation, "Shark Tales" has a sound track that will get viewers singing along with the movie the whole time. With songs sung by Christina Aguleria and Missy Elliot it combines old songs, such as "Car Wash" and "Sugar Pie Honey Bunch" with present day music.

The setting of "Shark Tale" is what really catches the viewer's eye. The animators basically take New York City and place it in the center of the ocean. They have everything from a whale wash to "Martha Sturgeons" Flower Shop.

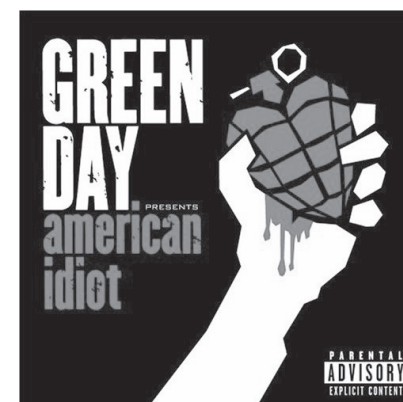
"Shark Tales" will keep you entertained and laugh-



courtesy of www.sharktale.com

ing the whole time. the shrimp, Jamaican jellyfish and whales, you immediately fall in love with the whole cast. Jack Black and Will Smith live up to their titles

them but they also managed even look them. Oscar the fish played by Will Smith, has Smiths eyes, and Angie the fish has Renee Zell-



courtesy of www.allmusic.com

Green Day go all the way

rebecca wall

Those familiar with Green Day will remember earlier albums such as "Dookie" and "Warning" being composed of darkly humorous songs dealing with the alienation of people from modern society along with humorous tracks. On their new album, these themes are still prevalent but emerge in a variety of musical forms which do an excellent job showcasing the enormous talent of the band.

Previously, this talent had semi-slipped out of view behind the typical three-chord punk droning of older songs such as "Brain Stew." While Green Day has always done an outstanding job crafting songs of this nature, they were accurate in the perception that even they were due for artistic growth. Not only does Green Day show that it is an old dog that has the capacity to learn new tricks, but it also manages to include newer-styled songs next to those of their traditional style.

"American Idiot" opens with the radio hit of the same name. This song does not split from the traditional Green Day style, with a sound similar to previous hits such as "Basketcase." The lyrics, "Don't want to be an American Idiot/Don't want a nation under the new mania" leave something to be desired in terms of originality, in an era where every other band seems to be making an identical critique of the Bush administration. This unoriginal political analysis runs throughout the whole album. However, "American Idiot's" saving virtue is the excess of new sounds through which this uninspiring message is delivered.

The first noteworthy song, "Holiday," is one of the best tracks on the album. It is one of the most melodic tracks on "American Idiot," and is similar in feel to punk legends Bad Religion, with minimalist yet harmonious vocals on the chorus. "Boulevard of Broken Dreams," the next track, is also a highlight of the

record, albeit slightly cliché in its angst: "I walk alone/My shadow's the only one that walks behind me." The track's redeeming quality is its effective use of distorted guitar and piano on the verses. This song almost seems like a pop ballad and shows the comfort which Green Day moves from southern California style punk on "Holiday" to mainstream pop-rock.

In contrast to the strength of "Holiday" and "Boulevard of Broken Dreams," "Are We the Waiting," the next track, is a low point on the album. Sounding almost like the Christian rock of POD's "Youth of the Nation," this track drags and never really takes the listener anywhere, seeming to beg for one to push the skip button. "St. Jimmy," the next track, brings back the momentum lost on the previous track, as does the next track, "She's a Rebel," once again returning to Green Day's strength: up-beat, somewhat simplistic music, although this simplistic style is not referred to in a negative way, in songs such as "Minority."

These songs engage the listener through their infectious and frenzied strumming and catchy choruses. Also, Green Day experiments with longer tracks such as "Jesus of Suburbia" and "Homecoming," which each clock in at over nine minutes, but manage to not grow old due to changing keys and time signatures.

All in all, American Idiot is the most artistic of the Green Day albums. By balancing songs which showcase their traditional musical format such as "St. Jimmy," with newer, riskier songs such as "Jesus of Suburbia," Green Day has created an album which will be alluring for its core group of fans, as well as others who may have been turned off in the past by a relative monotony of songs.



Hail another 'Taxi;' this one stinks

navakantor

You'd think that a movie starring Queen Latifah, Jimmy Fallon, Jennifer Esposito, and Gisele Bundchen would soar. This action comedy, however, falls flat on its face.

Latifah plays Belle, an independent and outspoken NYC cabbie with some seriously souped-up wheels. In her first few days of work, Belle meets Officer Washburn (Fallon), who, within the first few hours of their acquaintance, forces Belle to drive him to a crime scene and maims various parts of her beloved car. In the next few scenes, Washburn is fired from the police force for his numerous failures and Belle's driver's license and cab are confiscated, much to her chagrin. The two



courtesy of www.taximovie.com

then find themselves on a wild chase, trying to capture some beautiful Brazilian bank robbers. Belle and Washburn piece together clues and eventually find the culprits.

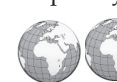
"Taxi's" plot was a huge letdown. It's unclear how such a fumbling and mistaken policeman could suddenly turn into a super sharp detective, able to crack the case in 15 minutes. The transition is illogical. Also, I found the gorgeous, scintillating, mini-skirt-wearing criminals a bit implausible. The movie often interrupted the plot for ridiculous comedic attempts that distract the viewer more than they add to the movie.

The "non-stop action" scenes were more dizzying than exciting, and although some of the cinematography was pleasant to watch, a large part of it moved so fast that it was nauseating. The opening scene, however, was filmed from a thrilling and unusual viewpoint (a cyclist racing maniacally through the streets of New York).

The all-star cast of "Taxi" makes it seem very appealing. Fallon is a familiar face from "Saturday Night Live," rapper-turned-actress Latifah has been involved with wildly popular films such as "Chicago," and Bundchen is currently one of the world's top supermodels. But something in the chemistry between the characters isn't quite right. Fallon's feeble attempt at playing Officer Washburn is totally overshadowed by Latifah's colorful and high-spirited Belle.

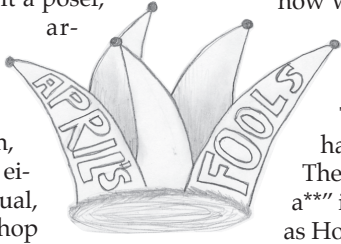
The soundtrack of "Taxi" was generally enjoyable. Almost all of the featured songs were pop. There were also a few oldies thrown in, as well as the usual adrenaline-pumping beats of action movies. Less agreeable was the obvious and frequent use of the green screen and noticeable stunt doubles. These could have been applied to the film in a less apparent way.

All in all, if you're looking for a well-written plot, heart-stopping action sequences, and intricate and vivid characters, "Taxi" is not your best bet. Hail a cab and go elsewhere- "Taxi" is not the place you want to be.



Should I call myself preppie, punk, poser or Sam?

How many punks does it take to screw in a light bulb? One to screw it in, two more to say how punk it is, three more to call it a poser, and four more to declare anarchy in the UK. Or so the joke goes, showing us that in the 21st century where head banging your spiked up purple hair is the norm, and GAP, A&F, or AE make you either a prep, a poser, or a metrosexual, (depending on what section you shop in) you've got to be punk.



by Sam April

CHS is currently in the midst of a "That was almost funny." GAP...OY VAY! That's right, this conglomerate preppie haven is actually manufacturing your b****in' gear.

Being punk also requires an absurdly far left position on the political spectrum. Legalization of marijuana, gay rights and opposing any war for any reason (despite a consistency of violent lyrics). A true punk is also an anarchist, and no matter how well off the nation is finds a way to call the government corrupt, and bash the two-party system.

So now you are wondering, why am I not cool, or how can I be more punk, why do people keep saying I am preppie, why do people keep saying that I am a poser? The simple answer is that without preppies and posers, punks couldn't exist. Everyone would be the same and there would be nothing to rebel against. No matter what you do there will always be something or someone more punk than you.

If you bought all your b****in' gear from a thrift store, played electric guitar in a band, spiked your hair and died it green, learned to skateboard, smashed a mailbox, and burned insects with a magnifying glass, you still haven't bitten the head off an animal. There will always be a new extreme that will make you more of a poser.

Now I would like to applaud the preppies, yes, that's right, I think they have the right idea. They just don't care. Have you ever heard someone say they are more preppie than someone else? These goofy little skirmishes just don't

forced to shop at these places. Conveying poverty and a broken home is essential regardless of how wealthy your Claytonian parents might be. This gives you good cause to be rebellious.

Moving on to accessories. This includes jewelry, fishnets, hair gel, hair dye, and much more. The largest supplier of these "bad a***" items comes from a store known as Hot Topic...so punk dude! But wait Hot Topic is owned by

They give the punks a reason to hate the preppies, it is their fault the punks are outcasts...supposedly.

Could it be that maybe we aren't in a war right now? Maybe as punks, posers, preppies, or anything in between we could be neglecting this great circle of cliques that is a little like nature. We need each other. Without posers, punks have no one to compare themselves to. Without preppies, punks have no reason to rebel. And without punks; preppies would have no one to look down on when they drop a little on the popularity ladder.

Now I must ask myself, where do I fit in. I am an independent. I tend to favor the local SKA scene, I wear whatever clothes my mom buys me, and I don't see myself as very popular on either spectrum. I admit though that for a short time I was kind of punkish. I have a profile on stlpunk.com, and a little Good Charlotte, Avril Lavigne, Ramones, and Screeching Weasels on my MP3 player, but it stops there. The chain on my wallet is not punk at all, I bought it because I kept losing my wallet. The only reason I ever wear black is because it is thinning. The only time I died and spiked my hair was for the Cardinals playoffs, and that is just a way of me being Sam and liking baseball.

As students at CHS I encourage everyone to support and embrace the diversity of our different cliques. They work together to make Clayton a less accepting place where you need to fall in line with a group and surrender your individuality.



HxC!

My pedal shakes as I hit eight on the open lot



Freshman Kelly Moffit prepares to hit the road and maybe a few senior citizens along the way.

kellymoffit

Standing outside Clayton High School at 3:30 p.m. on a Wednesday, may not appear life-threatening but for my first driving lesson I sure felt as if it were. I felt that at any moment I might be swept up into a huge 325 horsepower HUMMER, and be driving down Maryland Ave. at breakneck speed. The teacher would probably be an angry, old, manly-man who would really rather be reading the latest AARP magazine. There might be 20 people in the car jostling me, like in that one Wonder Years episode.

My friends had been less than helpful in reassuring me that driving really wasn't that bad; they even told me they'd stay off the road at all costs.

So maybe my mind got away with me but on that Wednesday it felt like rational thinking. The one other student driver showed up bright-eyed and excited. How could I be so nervous? In what seemed like a matter of seconds our driving instructor showed up, definitely not the AARP reader type. He looked friendly, even helpful, and was probably in his late forties. He walked us over to the 1993 LeSabre and calmly explained the equipment in the car. I could barely concentrate because I was hyperventilating. Suddenly the excitement that the car was not a HUMMER evaporated. It was a 1993 LeSabre for goodness sakes! Look at that rust! And the trunk doesn't open! Great, just great. In a snap back to reality I realized I had missed the whole lecture about which gear I needed to be in to drive. But that didn't matter, I mean look at the state of the car, it might not even get into gear.

My fate was sealed; I would become one of the 5,000 teens who die a year from driving accidents. I obviously hadn't taken into account the fact that there was a brake on the instructor's side of the car. Suddenly I felt eyes upon me and I heard a voice asking me if I would like to drive first. I could see my "driving buddy's" expectant eyes pleading for me to go first. Perfect. I told our driving instructor, Mr. Hamilton, that I would happy to take over the wheel.

It has been said that driving is the modern coming of age. At the rate I was going I would probably wouldn't make it there. As I sat down in the driver's seat I artfully adjusted my seat, rearview mirror, and the wheel. When I say artfully, I mean copying what I had seen in every other car movie. I probably should have been listening when the instructor was talking about which pedal was the accelerator, but I had been thinking of other important things at the time. So I did what all skilled driver's ed students do; I stared expectantly at the driving instructor waiting for a hint on what to do.

After I finally figured out how to put the key in the ignition (who made up that thing anyway?) and got the car in driving mode, I was told that I needed to back up and get out of the parking spot.

Unfortunately that parking spot had to be on the circle where students get picked up and dropped off, my driving instructor politely apologized for not realizing how busy the area was. That was it: one lousy apology and an invitation to take on the driving world. Okay so I shifted into reverse and backed up a few feet, then turned the wheel. I could handle this stuff. But, wait a minute, I wasn't turning the correct way. Hand-over-hand, got it. I made it out! Aha, now it was time for that speed-demon to come out. Okay, I notched it up to about 15 miles an hour and out we went.

Then came the worst. Up in front of me lay a long paved road with big angry yellow lines staring out at me.

You just nudge to the line here, the instructor commented. So I nudged but, a minivan whooshed past me. Somewhere between slamming on the brakes and freaking out, I had missed the be affirmative in your turns talk. So I tried again. Amazingly I made it onto the road and managed to coast down into the parking lot by the Center. The driving instructor decided to torture me some more by not only teaching me how to turn but also teaching me how to tap the brakes instead of stamping on them as if they were on fire. It might sound easy but let me fill you in, for a first time driver it is like teaching a baby algebra.

Soon, my allotted time was almost up. I had learned so much in so little time I felt my brain pounding on the sides of my head demanding more room for expansion. There was still one more trick to learn, unfortunately. That trick happened to be the harsh task of parking in a parking spot. Albeit, on an empty lot but, still a daunting task for a first time driver.

In the wise words of Bob Edwards, "When Solomon said that there was a time and a place for everything, he had not encountered the problem of parking an automobile."

Now I had cause to believe him. All those lines to obey and cars to watch, parking is not fun. Luckily, I switched the car into park and prepared to get out and let the other student driver take over. Then, Coach Hamilton gave me my driving report. I was getting better at my turns but was still inconsistent with my speed and recovery. That was pretty good to hear. Yet, he still had more to say. He then told me to get in back until my turn came in thirty minutes to drive again, on a road. A road? Oh great, I thought, my death sentence!

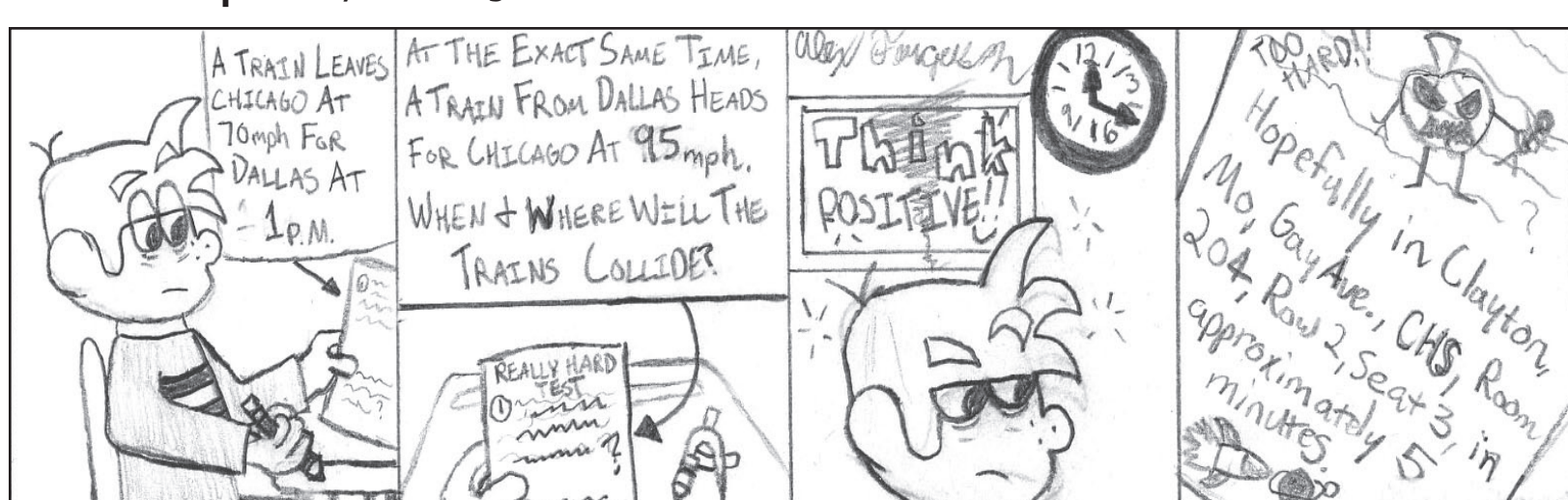
Pre-Halloween dance fun by rachael cohen



A little sketchy by tristan hummel



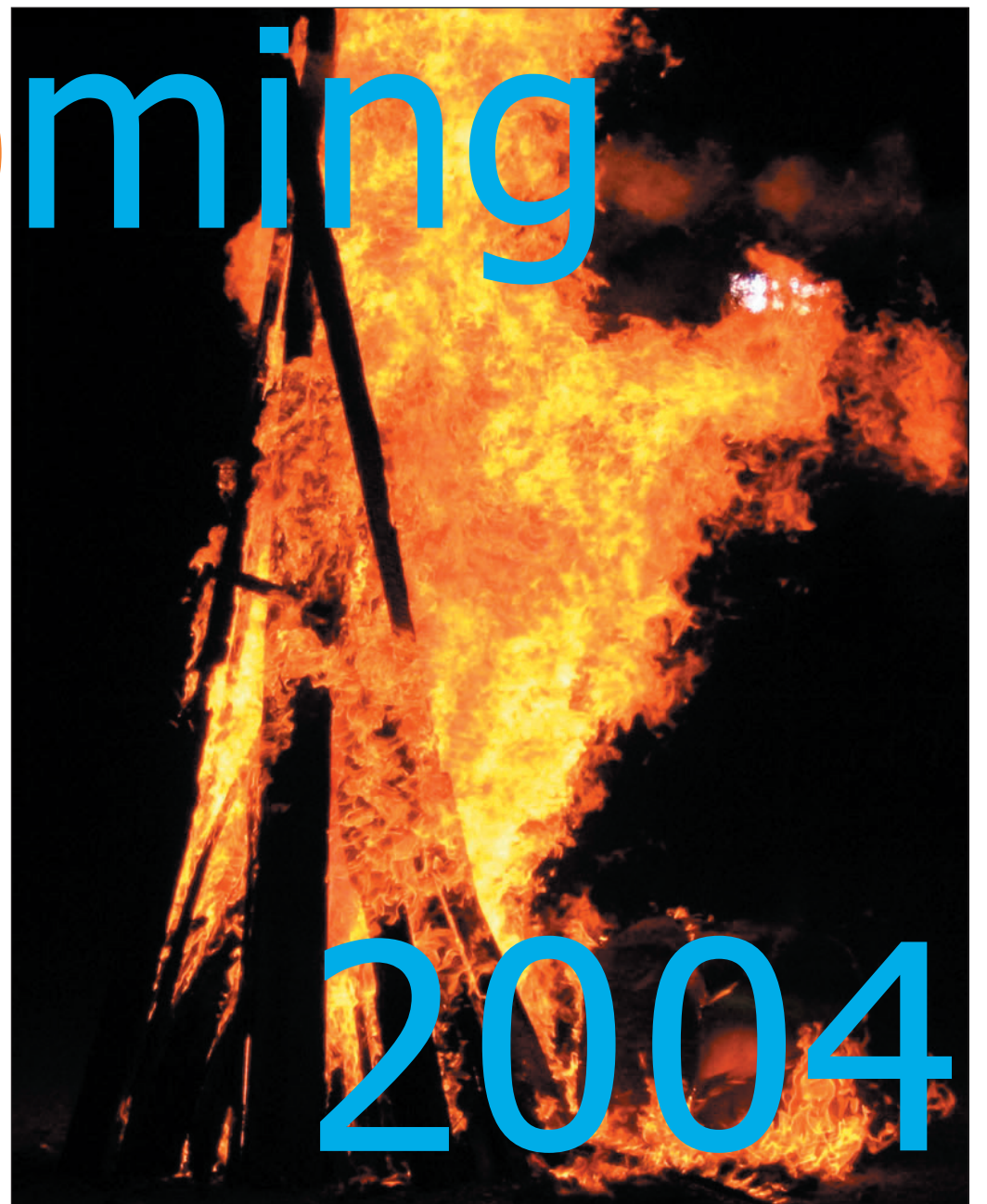
Status quo by alex ferguson



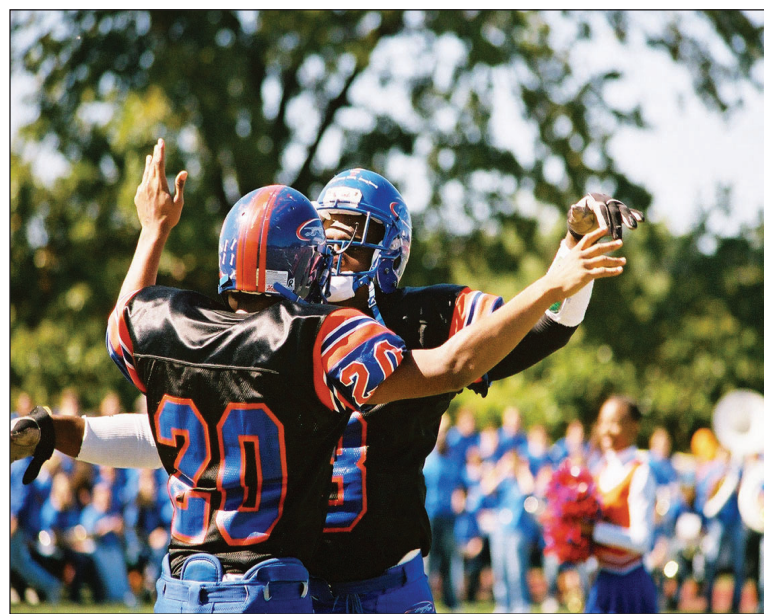
Homecoming



far left: Senior Julie Bernstein is thrown into the air doing a backflip and landing back in the arms of her fellow cheerleaders.
above: Cheerleaders take the field at halftime
left: The football players look on as senior Ashley Roeder is held in the air by seniors Heather Gates and Jessica Galczyński.
right: The bonfire burns at the homecoming bonfire on Friday night.



2004



far left: Senior Jarius Byrd leads his teammates on the field at the opening of the homecoming football game.
left: Seniors Lavall Brown and Jarius Byrd celebrate after a Greyhound touchdown. "The homecoming game was a great memory," senior linebacker Michael Goldsticker said. "To win the homecoming game at Gay Field in front of all of our alumni and fans was awesome. The homecoming game is also a great way to propel the team to victory in districts."

Clayton-45
Jennings-0



a taste



right: Seniors celebrate after winning the golden greyhound.
above: (left to right) Seniors Lauren Burchard, Ashley Roeder, Lauren Freinberg, Ted Carstensen, Marcus Deem, Julie Bernstein, Matt Levy, Lisa Elbert and Sara Wolfe.
left: Senior Myles McDonnell, painted in blue and orange, proudly holds the flag.
below: Senior Marcus Deem carries the trident as he looks on at the game.



of victory