



AP Tests

CHS students scored higher than usual on AP exams in 2005

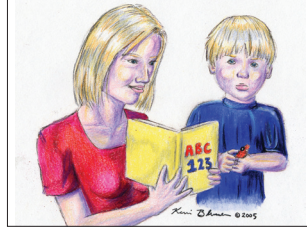
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Art in Clayton

The Art Commission works to make Clayton aesthetically appealing

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Spectrum disorder causes social, academic and emotional struggles

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Globe

October 2005 Volume 77, Issue 3 **CLAYTON HIGH SCHOOL** | Mark Twain Circle Clayton, MO. 63105

Changes in graduation requirements cause concern

by **KATE WATERBURY** and **MEGHAN BLISS**

If the newly amended statewide graduation requirements applied to this year's senior class, no one would graduate.

Beginning with the class of 2010, high school students will be required to complete 24 credits, instead of the 22 units currently required. This decision was approved Oct. 6 by the Missouri State Board of Education.

The new requirements involve an additional year of science and math, which changes the requirement to three years of each instead of two. Statewide English require-

ments were also increased to four; however, Clayton has already met this condition through district-wide credit requirements.

Students will also need to take a half credit of Personal Finance in addition to the already established single unit of practical arts.

In general, CHS administration is in favor of the changes.

"In general, I'm in favor of the increased credit requirements," Principal Louise Losos said. "I like the idea of increasing the math and science credits. The state didn't used to place an emphasis on these subjects, and I think they are just as valuable, so I like those changes."

Academic Director and history

teacher Josh Meyers thinks it is appropriate to demand that Missouri students take as much math, English, science and social studies as possible in high school.

"Many feel that raising academic standards in public education is the first step in helping ensure American students keep up with the rest of the world," Meyers said. "I know this may place a greater burden on some schools, but it is probably necessary. This is just one part of a larger national trend to catch up with international standards."

Superintendent Don Senti does not think the changes will affect CHS students.

"I'm in favor of the state rais-

ing the bar," Senti said. "But this doesn't raise the bar much for most of us in St. Louis County, particularly Clayton. [Most of] our kids already take 24 credits. In fact, it's possible, I think, for a Clayton kid to get 32 credits."

Although there is an increased requirement in math and science, most at CHS think that these increases will not have a large impact on Clayton students.

"Another year of science is required, but most CHS students currently take more than two years of science, so this should have minimal impact," science department chairperson Mike Howe said.

Mathematics teacher Curtis

James notes that the same is true about CHS students and math.

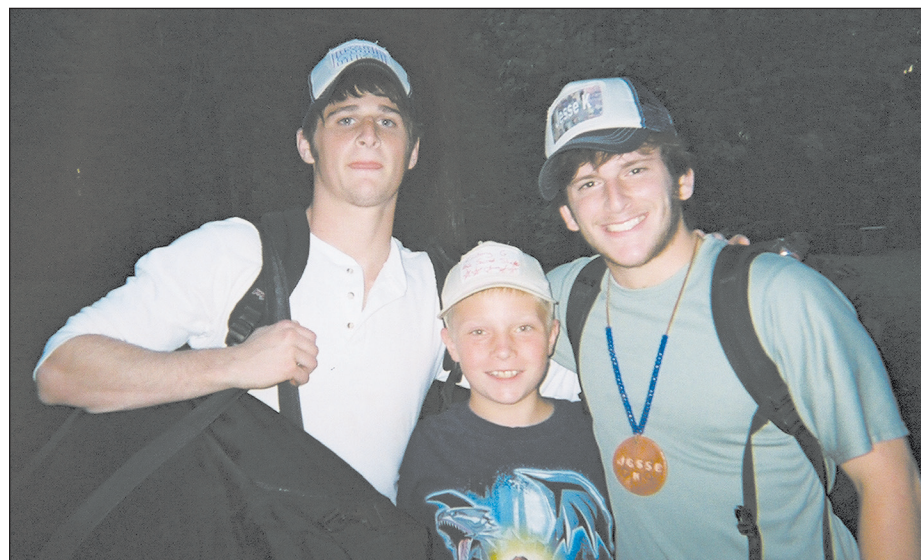
"Next year's freshmen will be required to take three years of mathematics," James said. "Most of our students, 90 percent or more, take four years already, so it won't affect us much."

Although most CHS students get closer to four math and science credits, some students continue to struggle with the two that are currently required.

Losos stresses that with the new requirements, more attention will need to be given to students who already struggle to graduate.

GRADUATION, 4

Sixth grade camp beneficial for all



TOP: TWO SIXTH graders maneuver their canoe across the lake at Sherwood Forest Camp. The camp experience is meant to create friendships and ease the transition between elementary and middle school. Bottom: Seniors Max Groswald (left) and Jesse Kornblum (right) pose with sixth grader Zach Gladwell. Each pair of senior counselors was responsible for one cabin of sixth graders.

Earlier this month, 28 upperclassmen spent a week in Lesterville, Mo., leading the annual sixth grade camp experience.

by **MICHAEL ROOT**

When most CHS students reminisce about their personal sixth grade camp experiences, they often remember who won the spirit stick, their cabin song, to training them, to even the late night meetings after everyone is already tucked in.

Behind the scenes, coach Joe Gamlin is primarily in charge of the high school students at camp.

For the past 11 years, Gamlin has been the co-director of the counselors, head of the counselor meetings and training, and in charge of tuck-ins and cabin sweeps while at camp. When it comes to the counselor selections, students must be accepted in all four categories; application, referrals, interviews and a teacher sign off.

"The toughest part of the job is turning down people who are qualified," Gamlin said. "We look for people who are emotionally stable, enthusiastic, have camping experience and who use good judgment."

When picking out counselors, age is a factor. "We try to take some juniors so they have the experience to return next year and help out with training," Gamlin said.

The next step in the process is counselor

training, where Gamlin takes counselors to camp early to prepare them for camp.

"At training we push counselors to see the effect of stress to see if they break," Gamlin said. "Going before camp improves their communications and is more effective for everyone."

Training used to be three weeks before camp, but recent changes in the schedule have moved it directly before the campers arrive at camp.

"Training is hard mentally and not very physically because you are working with new people who are almost all leaders," senior Jesse Kornblum said. "It's team building work, but eventually a true leader stands out to make everything run smoothly."

Senior Sarah Murphy agrees - training can be challenging, but it has a definite purpose.

"We got to camp and we immediately started training," Murphy said. "Gamlin started straight off when we got there and it was already after dark so we were out until some crazy time, like 4 a.m., and we were doing training the whole time. Gamlin takes great care to craft the training so that everything has a goal of building teamwork or teaching us how to deal with kids. There was this one

time we thought we were done with our training for the day and we went back to the barn to get our stuff and to go to bed and when we got there we had to count off and we were missing someone and it turns out Nick Kramer was missing. It turns out he was hiding in a cabin

time we thought we were done with our training for the day and we went back to the barn to get our stuff and to go to bed and when we got there we had to count off and we were missing someone and it turns out Nick Kramer was missing. It turns out he was hiding in a cabin

CAMP, 17

Training isn't that physically hard, but it is very hard mentally. You are working with new people and you're all good leaders, but you haven't worked together before and you don't know each other yet.

senior

JESSE KORNBLOM

International students face academic, social struggles

by **QING ZHANG**

Deaf, mute.

They feel so in the anguished disappointment to understand.

Envy, hope.

They sense so in the throbbing desire to fit in.

Year after year, as globalization grows more dynamic in the vibrant modern age, cultural diversity becomes a key word in almost every corner of the world.

The School District of Clayton itself has over 260 international students, a third of whom are currently enrolled at CHS. With these 90 students comprising 10 percent of the student population, the Clayton School District mirrors this popular international trend.

But who are they?

Statistics show that the most predominant cultural group among the international students in the United States is Chinese, followed by German, Spanish, Russian, Arabic and 14 other ethnicities.

For most of them, the transition to American high school culture has not been an arduous task, "mainly because they," according to English Language Learner (ELL) teacher Karen Hales-Mecham, "have spoken English in an aca-

ademic setting since kindergarten while maintaining their native languages at home with their parents."

However, for others who are just beginning to adapt to high school life in the U.S., it may be a different story.

"It is just so much more challenging to be a teen in a culture [when] you don't really understand the rules or the language," a Washington D.C. guidance counselor said in the documentary, "Teens in Between."

Indeed, the impact of cultural shock is an enduring and troublesome one.

For most international students, the struggle to learn English is an inevitably agonizing experience.

Junior Ping Visuthisakchai began at CHS this fall as a foreign exchange student from Thailand.

"I can't understand what the teacher is trying to explain," Visuthisakchai said. "The documents we have to read take a long time to finish and homework usually takes me more than four hours to complete."

Like Visuthisakchai, 90 percent of the non-English speakers at CHS note how unfamiliarity with the language led them to stumble on the

ELL, 9



JUNIOR JI SOO Min tends to plants in the Greenhouses at Forest Park as a part of a community service project. The ELL class, led by teacher Karen Hales-Mecham, tries to create a supportive community for international students in and outside of school.

Poster Contest

The Arts and Education Council will be sponsoring a poster design contest for children in grades K-12. Completed entries must be submitted by mail to the Arts and Education Council by Nov. 15. Participation is free. Applications can be picked up at any National City Bank branch before Oct. 31, 2005.

Golf Tournament

Congratulations to junior Morgan Deutsch who placed 6th in Missouri in the Class 2 Individual Tournament. She scored a 168, which left her in a four-way tie for 6th place. The tournament, which concluded on Oct. 18 in Springfield, Mo., was Deutsch's first experience in state competition.

Winter Sports

Practices for winter sports will begin Oct. 31 after school. All athletes must present their eligibility card on the first day in order to practice. Eligibility cards will be available in the athletic office during the week of Oct. 24.

Fall Play

This year's fall play, entitled "A Winter's Tale," will take place over two weekends this year. The play will take place in the Little Theater Oct. 28 and 30 and Nov. 4 and 6 at 7:30 p.m. and Oct. 29 and Nov. 5 at 2:30 p.m. Tickets will cost \$5. The music for this season's production was written and composed by local musician Mary Marcus Sutherland.

Dance Marathon

The Community Service Club will be participating in the annual Dance Marathon at Washington University on Nov. 5 from 2 p.m. to 2 a.m. The event is sponsored by Washington University, and the money raised will go to the Children's Miracle Network. For more information, please contact the project coordinator, senior Chelsea Smith, or visit the website at www.sladm.org.

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Katrina victims settle in, make plans

In the aftermath of the storm, three students and their families try to rebuild their lives and make decisions about the future.

AMY BROOKS

Junior Yue Pang never imagined she was going to go through something as trying as hurricane Katrina. But because Pang's father was a doctor at a New Orleans hospital, she and her family could not evacuate when the first mandatory evacuation was ordered. The morning after the hurricane hit things started going wrong.

"We were stuck in the hospital because by morning the levees had been breached and the uptown area had flooded so we couldn't escape," Pang said. "The food supply went down, the smell got worse and they were transporting patients out of the hospital by helicopter. After about three days, we were shipped out on a boat to dry land where we waited for buses to take us to the convention center."

According to Pang, the now-infamous convention center was just as scary as it was portrayed on the news.

"When we got there, I started getting seriously scared because there were thousands of people with no way out," Pang said. "We set up camp outside, about 16 people from the hospital including nurses, patients' families, old people and young kids. We were trying to use the phones to get people to pick us up from Baton Rouge, but they couldn't get across the bridge because of martial law. One time, when we were trying to call, gunshots broke out and everyone slammed down onto the floor, so we moved farther away from the building. We were there for about six or seven hours."

Pang finally got to leave the convention center but still remained in New Orleans.

"Some nurses spotted this Ryder moving truck that was dropping people off from low-lying areas and they basically hounded the people who were driving and struck a deal to pay them to transport us across the bridge to the west bank of the city," Pang said. "We all piled on and crouched in the truck to cross the bridge. We were lucky the people were nice and didn't kill us and take our money."

Pang eventually reached West Jefferson Hospital, which had just regained electricity, and from there was able to get to Baton Rouge. She then spent several weeks in a Shreveport, LA boarding school before deciding to come to CHS. Pang, who attended CHS her freshman year before moving to New Orleans, said she liked the familiarity of CHS.

"I figured coming back to Clayton would be better because I know this place well and it's far away from the mess in Louisiana," Pang said.

Junior Dana Schulman and her family decided to flee to Clayton after heeding the mandatory evacuations and leaving before Katrina hit for a slightly different reason – family ties.

"My mom's cousins live here and her first instinct was to go to where family was, so she called them and they got us into Clayton," Schulman said.

Schulman's cousin, freshman Andie Lazar, had a different experience with Katrina but ended up in Clayton too. Lazar and her family first heard about Katrina while watching the news, but after their experience with hurricane Ivan last year, they decided to stay.



A TEDDY BEAR embroidered with "I love you" lies among the debris of Highway 11 in Buras, Louisiana, on Sept. 19, 2005. Located in the Bayou, Buras is arguably the hardest hit by Hurricane Katrina, but largely forgotten amid the storm's dramatic aftermath in neighboring New Orleans.

"We just didn't believe that it would be that bad, and we ended up staying at home for a week," Lazar said.

However, they soon realized Katrina was a powerful and damaging hurricane.

"The day after the hurricane the water started rising, and it came way up past our front lawn," Lazar said. "But we were lucky because our house was one of six in the neighborhood that didn't get flooded. We were just going to stay but police officers came to our door and told us we had to leave."

Schulman, Lazar, and Pang have all heard about the conditions of their homes and belongings, but their futures remain uncertain.

"My grandparents and my dad are living in my house right now," Schulman said. "We have to redo our whole downstairs. They have torn out the walls and the carpeting and they are going to have to tear out the kitchen once someone else in my family gets power because right now our kitchen is the only one available. All my clothes are perfect and were unharmed and all of my personal belongings are still in good shape."

Pang's parents went back to New Orleans several weeks ago to survey the damage done to their home.

"The first floor of my house was completely flooded, but we were able to recover the second floor," Pang said.

Schulman and Lazar know their school, Isidore Newman, will reopen in January. Until then, they are adjusting well to life at CHS.

"I love Clayton," Schulman said. "It is so different from New Orleans, but I still love it here. CHS is very different because I went to a very private and prestigious school where the dress code is very strict and the academics are much

more advanced. The people are also very rich and take it to their advantage; the people here are very down to earth and very nice. I hate to say it but I like CHS better than my school in New Orleans."

However, there are still plenty of things Schulman misses about her life in New Orleans.

"I miss my bed," Schulman said. "There is nothing like your own bed in your own house and room where you know you are safe. I also miss the social life a lot. My friends and I had our own little group and our hang out spots and our things that we do and our jokes and all, and it's just hard not being able to share these memories with them. I also miss the food. Nobody can beat New Orleans food; people try so hard to get that Cajun spice and taste down but it's not the same."

Lazar has many similar sentiments.

"I love it here, and I've made a lot of new friends, but I miss the warm weather and my friends in New Orleans," Lazar said.

Pang, who went to Benjamin Franklin High School, a public school, is not sure when her school will reopen because New Orleans Mayor Ray Nagin closed all public schools for a year.

"They're trying to charter the school so that it can open in January, but I don't know how efficient that will be with everything else that is going on," Pang said. "Right now most people I've talked to want to go back, and so do I to a certain extent, but I don't want to go through another hurricane again, and who knows what will happen next year."

For now, although the possibility of another hurricane lingers on the horizon, the spirit of the New Orleans' community is strong enough to encourage people to return and rebuild. ☺

From trash to cash

A Wash. U. assistant professor uses innovative techniques to transform industrial and agricultural waste into usable energy.

ROLAND REIMERS

The laboratory is much like science students often imagine it: bubbling beakers, blinking electronics and complex systems of tangled wires hooked up to unknown contraptions are strewn about the small room. The dull smell of decomposing organic matter pervades the air.

Here, in the deep, mysterious basements of Washington University, Assistant Professor of Chemical Engineering Lars Angenent and his team of doctoral students are currently conducting research in one of the most competitive areas of chemical engineering. Specifically, Angenent is investigating bioprocessing, or converting industrial and agricultural wastes into bioenergies such as biogas, bioelectricity, and biochemicals.

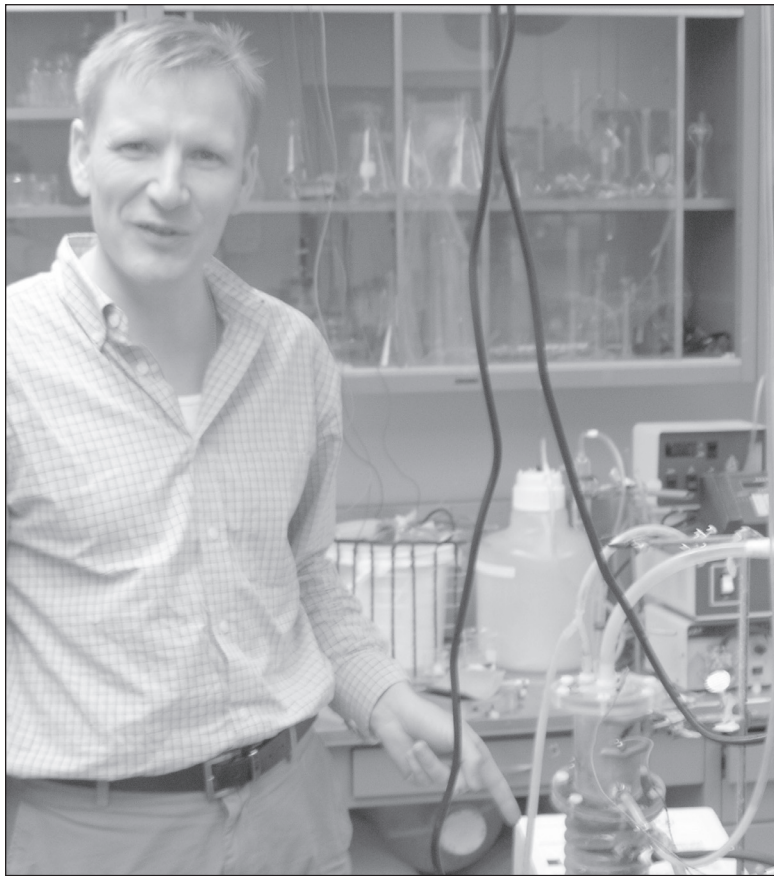
"The essence is, really, the conversion of waste into energy sources," Angenent said. "The two energy sources that I work on [are]: converting waste into methane gas [and] converting the organic waste into electricity using bacteria." Angenent also noted that the lab used artificial waste material, not natural organic matter for its experiments. Over the course of his 10-year

quest to develop efficient systems of converting waste into usable energy, Angenent has delved deeper into the manufacturing of scientific systems that can produce energy by taking advantage of the oxidizing power of microorganisms. Recently, Angenent and his lab created an innovative fuel cell built upon previous models, called the upflow microbial fuel cell (UMFC).

"[The fuel cell] is like a battery," Angenent said, in that it is relatively compact and stores electricity.

The cell is composed of three main layers: an anode compartment, a proton-exchange membrane (PEM), and a cathode compartment. Anaerobic biofilm (the tiny microorganisms) oxidize the organic waste in the sample of wastewater. A metal wire connecting electrodes in the anode and cathode sections carries the electrons produced, creating a current. When a resistor is set in the wire, energy can be reaped from the system. Meanwhile, the protons from the oxidation push through the PEM. In the cathode chamber, extra electrons and protons combine with oxygen to produce water.

What makes Angenent's system unique is its organization and construction.



ASSISTANT PROFESSOR OF Chemical Engineering Lars Angenent shows the lab equipment he uses to research the conversion of waste into energy.

"Nobody has ever used a porous electrode where you can float a medium through, and in upflow mode," Angenent said, referring to the anode and cathode parts of the system, and the fact that in most microbial fuel cells (MFCs), treated wastewater moves down, not up.

Yet, despite all of the progress that the lab has made so far, Angenent admits there are certain limitations on the possible large-scale implementation of such mechanisms. Power output, for example, is limited by how efficient the electron transfer from microorganism to electrode is, the surface area of the electrodes, as well as other factors determined by the kinetics of the reactions.

"It will only work on the lab scale. One of the limitations is that, for instance, [the anodes and cathodes] have to be close together,"

Angenent said. "These things do work on a small scale."

Considering that progress is still in the lab phase, widespread use of the UMFC will not occur for a considerable amount of time.

"It will take years and years to develop this technology," Angenent said. However, due to its great potential, with the cooperation of other alternative energy sources such as solar, wind, and nuclear power to displace oil, hope lingers in the air.

"We need to have a couple of breakthroughs," Angenent said. "The next [step] is: Can we make it work? Is it economical?"

Indeed, as the price of oil is increasing in value internationally every day, research such as Angenent's is becoming increasingly more valuable to the U.S. and other nations around the globe. ☺

Chief justices of the United States

John G. Roberts has become the 17th chief justice of the U.S. Supreme Court.

Chief justice (home state)	Length of service	Previous service
John Jay (N.Y.)	1789-1795 6 years	Diplomat
John Rutledge (S.C.)	1795* Less than 1	S.C. chief justice
Oliver Ellsworth (Conn.)	1795-1800 4	U.S. senator, Conn.
John Marshall (Va.)	1801-1835 34	Secretary of state
Roger B. Taney (Md.)	1836-1864 28	Secretary of Treasury
Salmon P. Chase (Ohio)	1864-1873 9	U.S. Supreme Court
Morrison F. Waite (Ohio)	1874-1888 14	Ohio lawyer, politician
Melville W. Fuller (Ill.)	1888-1910 22	Illinois lawyer, politician
Edward D. White (La.)	1910-1921 11	U.S. Supreme Court
William Howard Taft (Ohio)	1921-1930 9	U.S. president
Charles Evans Hughes (N.Y.)	1930-1941 11	U.S. Supreme Court
Harlan Fiske Stone (N.Y.)	1941-1946 5	U.S. Supreme Court
Fred M. Vinson (Ky.)	1946-1953 7	Secretary of Treasury
Earl Warren (Calif.)	1953-1969 16	Governor of California
Warren E. Burger (Minn.)	1969-1986 17	U.S. Court of Appeals
William H. Rehnquist (Ariz.)	1986-2005 19	U.S. Supreme Court
John G. Roberts (Md.)	2005	U.S. Court of Appeals

KRT

Roberts confirmed as chief justice

ADRIENNE STORMO

The frustration in the Senate chamber in late September was almost palpable. Senators had already spent days interviewing Supreme Court justice nominee, John Roberts, with little progress. Roberts purposely stayed away from current issues that were likely to appear before the court, such as civil rights, abortion, and affirmative action.

"This process is getting a little more absurd the further we move," said the Democratic Senator from New York, Charles Schumer. "You agree we should be finding out your philosophy and method of legal reasoning, modesty, stability, but when we try to find out what modesty and stability mean and what your philosophy means, we don't get any answers." This was the feeling of other senators, as well, throughout the two weeks Roberts spent in hearings.

Several senators ended up feeling as unsure at the end of the hearings as they were at the beginning, having not learned much about John Roberts or his stance on controversial issues. Clayton students seem to feel the same way. Many appear dumbfounded when simply presented with Roberts' name, and only express slight recognition when his new position on the Supreme Court is brought up.

Mark Poplawski seemed to be well informed about Roberts. "Isn't he the new Supreme Court justice?" Poplawski asked. "He seems very intelligent and qualified for the position."

Indeed, Roberts does appear to be exceedingly prepared for his new role. He grew up in an affluent town in Indiana and graduated from a Catholic boarding school in 1973. At school, he studied Latin and French, was the captain of the football team, an acclaimed wrestler, an active member of the Student Council, co-editor of the school newspaper, and a frequent participant in choir and drama activities.

Following high school, Roberts attended Harvard. He graduated in three years and moved onto Harvard Law School. Between 1980 and 1981, he served as a law clerk to then-associate justice William H. Rehnquist. He also served in the Reagan and the (first) Bush administrations. Under Bush, Roberts argued 39 cases before the Supreme Court, and won 25 of them.

On July 19 of this year, President Bush nominated Roberts to replace Justice Sandra Day O'Connor after she announced her plans for retirement.

This made Roberts the first nominee in 11 years, since Stephen Breyer. However, Bush withdrew this nomination and re-selected Roberts as a Chief Justice candidate after Rehnquist died on Sept. 3.

Congressional hearings commenced on Sept. 12 and continued until Roberts was approved by a majority of the Senate in a 78-22 vote on Sept. 22. This made Roberts just the 17th Chief Justice in American history.

"I'm not sure about Roberts,"

sophomore Shizuka Tomatsu said. "I feel like I don't know much about him – he's really just a mystery."

Although the nominee avoided the questions during the hearings, Roberts' past can suggest many of his political stances. He was the co-author of a brief that argued against the Roe vs. Wade decision in which the Supreme Court stated that most laws prohibiting abortion violate the constitutional right to privacy.

Roberts was also very vocal in support of a trial trying to overturn a Colorado amendment. The amendment stated that it would be illegal for government actions to protect the rights of homosexuals. He has also opposed affirmative action since it began and believes in less strict separation between church and state.

However, despite his political convictions, Roberts has always proven himself to be impartial when serving as a judge. Also, he has frequently flaunted his loyalty to precedent, rattling off several old case names and their decisions during the hearings. Roberts also says he will always do what is in the best interest of the nation according to the constitution.

"If the Constitution says that the little guy should win, then the little guy's going to win in the court before me, but if the Constitution says that the big guy should win, well then the big guy's going to win because my obligation is to the Constitution," Roberts said. Still, Tomatsu is doubtful.

"I think it will be impossible for him to remain impartial for ever. In the end you know he's going to go all-out conservative." She worries that Roberts will abuse his judiciary power to push a Republican agenda.

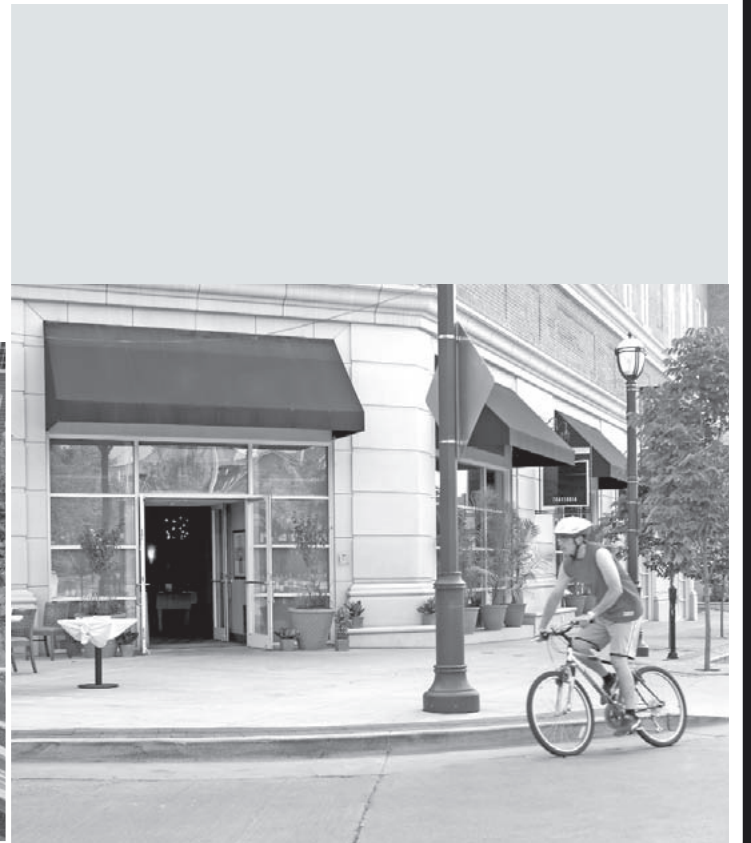
"He's still very young," said Poplawski. "He has a lot of years ahead of him that he could spend on the bench if he wanted. Who knows what will happen in the end?"

In 1983, Roberts helped write a memo about life tenure for judges. Currently, Supreme Court justices are appointed until death or until they chose to retire. In his memo, Roberts proposed that, instead, justices should serve 10-year terms. He believed this was a better system, especially because people live longer today than they did when the Constitution was drafted. Also, he believed this would prevent justices from trying to become activists for their own hand-picked causes. It remains to be seen whether or not Roberts follows his own advice and steps down after 10 years.

"I don't agree with all of his ideas," Tomatsu said, "but I do believe he is qualified. He's probably the best conservative nominee that liberals could have hoped for."

Now, with Roberts finally sitting in his Chief Justice chair in the Supreme Court building in Washington, focus can move onto Bush's new nominee to fill O'Connor's vacancy. For this spot, Bush has nominated Harriet Miers. Everyone will have to wait to see if she is as mysterious or accepted as John Roberts. ☺





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New graduation requirements pose scheduling challenges

GRADUATION, I

"For a lot of our students, [the new requirements don't] change anything because they already have full schedules with three or four years of math and science," Losos said. "But there are other students who struggle with two credits and will naturally struggle with more. I've had conversations with the math and science departments, and we are trying to devise ways to make the requirements achievable for these students."

Although the changes in math and science have minimal impact on CHS, Senti and others, note a much greater impact caused by the added Personal Finance requirement.

"Personal Finance will have to be its own course," Senti said. "The state says that we can't put it into some other class that you're already required to take. We already offer a course at CHS that's similar, but not very many people take it."

The largest controversies regarding the new requirements have been surrounding the Personal Finance requirement.

"The half credit of personal finance could pose a problem," Losos said. "It's not necessarily the personal finance requirement that I disagree with, but the fact that the requirement is an addition to the other practical arts credit. It makes the overall practical arts requirement a lot to fit into a student's schedule in addition to core requirements. Our students would benefit from the personal finance class, but it seems to me that there are better ways to achieve the same result."

Senti questions the idea behind the state-wide mandates although he feels the finance class will help students handle their money better.

"I am not real thrilled about being told by the state of Missouri what courses should be required," Senti said. "I believe in local control of education; I think the local school board should make those decisions. So, no doubt I think it will be a good experience for kids to take a Personal Finance class, and they'll learn how to handle money better, maybe. But you could say the same thing about orchestra, or more health classes or whatever. I just think that decision should be left up to the local school board."

Howe agrees with the idea of local control of education.

"I prefer that school districts be given freedom to make their own decisions regarding what is best for their students," Howe said.

Meyers worries that the personal finance class will leave redundancies in the practical arts courses, a problem that could be alleviated by local control of education.

"The addition of the mandatory half credit in personal finance may be helpful to those who need to learn how to manage their finances, control the use of credit cards and manage debt," Meyers said. "But I will be a little skeptical about the course until I see what the curriculum looks

like, and determine if there are any redundancies in our pre-existing practical arts curriculum."

Business teacher and chairperson of the practical arts department, Marci Boland strongly supports the new personal finance requirement.

"Personal Finance is an extremely valuable 'life skills' class," Boland said. "The students learn how to live within their means and how to save for the future. This is practical information that every student should learn. When you look at the number of college students who have racked up thousands of dollars in debt on credit cards, the more knowledge that a student has about how credit cards work, and how not to get into debt is very helpful."

However, Boland feels that accommodating the new requirements will be a challenge.

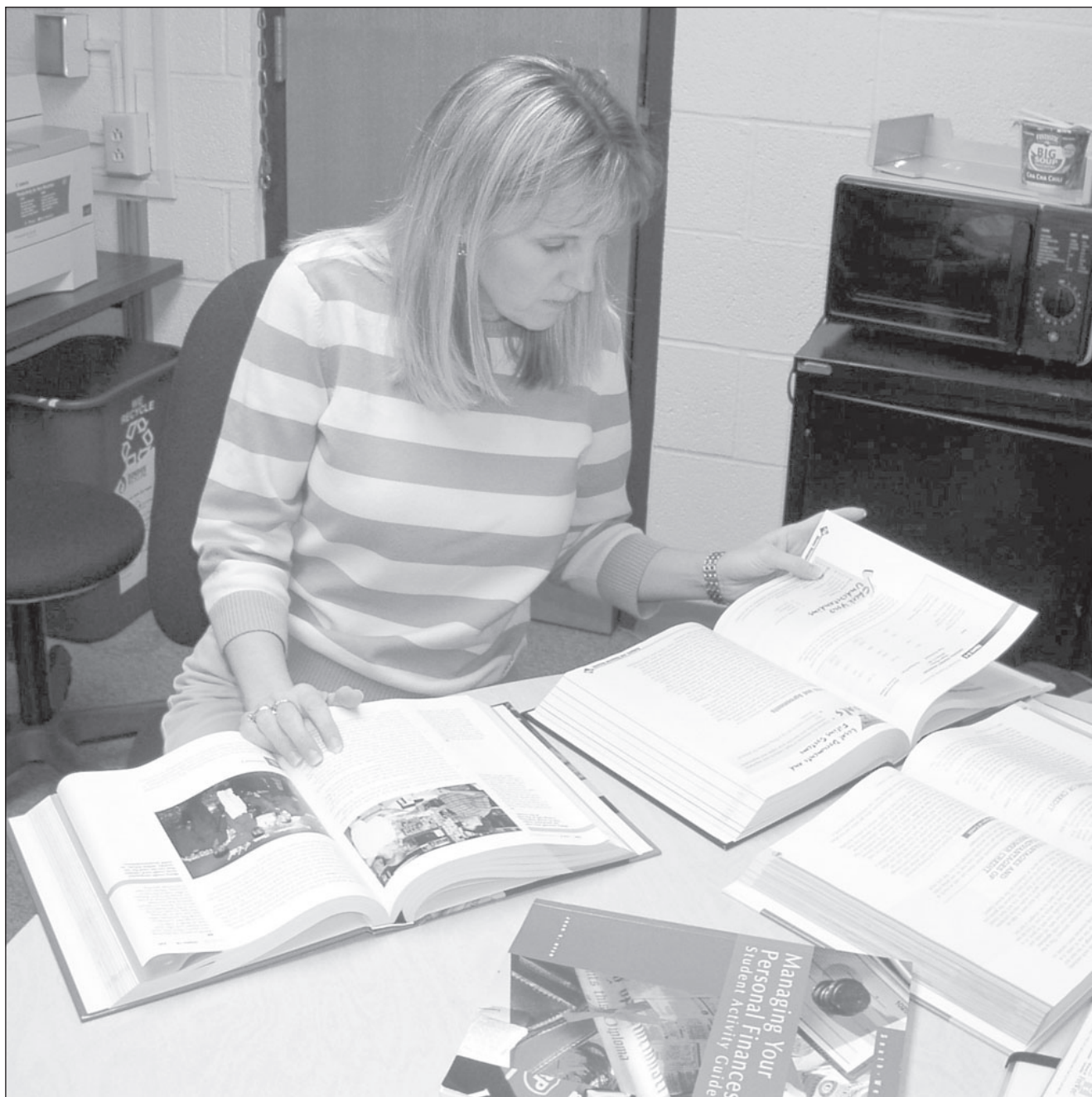
"Obviously there will be more sections of Managing Your Financial Future [CHS' current personal finance course]," Boland said. "Bennett Sweet and I are the only two business classes and between us we teach 10 different business classes. This will definitely stretch us a little more. I know this will be tough for some students to fit into their schedules, the leadership council, the principal, the counselors and the teachers will need to do some planning to accommodate our students and their needs."

In order to accommodate the new state requirements, changes will need to be made throughout CHS. The Leadership Council has already begun discussions to implement necessary changes.

"Right now the Leadership Council and practical arts department are in the beginning stages of figuring out what might need to be changed as far as Clayton's curriculum in order to accommodate these requirements," Losos said. "We already have a personal finance course to fit that new requirement, so it's not a matter of creating new classes, but we will have to look at how it is scheduled so that it can be accessible to all students."

Making the class accessible to all students may cause difficulty. Meyers worries about the scheduling conflicts caused by the personal finance course.

"The personal finance course may have somewhat of a ripple effect with kids' schedules," Meyers said. "Some departments have already expressed mild concerns about the additional required course. Simply put, a certain number of students can only take a certain number of courses, and our students have pretty loaded schedules already. There may be a push, similar to our required American Government course, to offer it in during summer school in addition to the regular school year. We have not had any building-wide conversations regarding



Annalise Shumway

the changes, but our Leadership Council will be meeting next week to discuss in more detail these potential implications."

Although the personal finance course may cause scheduling problems at CHS, Senti feels that other schools will have more scheduling difficulties than CHS.

"The leadership council is talking about how to handle personal finance, and that's really all," Senti said. "I don't think most kids, except for personal finance, will notice any difference. And, it's not going to cost anymore than it does now so we'll have no financial impact on our school. Now, a school, and a lot of schools believe it or not, offer six-period days and that's it, so the most you can get as a kid is six credits a year times four years that's 24 credits, so if you flunk something or you're sick a year or a semester or for any reason don't get credit for every single course, you're in trouble. So schools that only have six period days in their high schools are going to probably feel it rather dramatically."

Publications adviser Nancy Smith of Lafayette High School acknowledges the scheduling difficulty the Rockwood school district will face as a result of the new state requirements.

"Rockwood is actually forming a district-wide committee because our current schedule only allows students to get six credits per year," Smith said. "Many students also take summer school or zero hours to get additional credits but we'll have to alter our current schedule in 2006-2007 to create the opportunity for students to meet the new state requirements."

James attended a small rural school in Missouri and worries that the new requirements

will cause this district, as well as other small districts, difficulties that go beyond scheduling.

"I think overall that they requirements a good; however, it seems like a very short time to implement this change and the impacts on many school districts have not been thought out," James said. "I attended a small rural high school in central Missouri. They will probably have to hire a new math teacher to accommodate the extra classes. This could place extra financial burdens on many schools. A friend of mine in the Hazelwood district said that they offer only six periods during the high school day. They are concerned that perhaps they may have to rearrange their school day to offer more classes. Again, this could mean hiring more teachers, placing financial burdens on each district."

Naturally, the new state requirements will require schools to alter curriculums and schedules. Losos feels that the changes are manageable, but will be particularly difficult for Clayton students because they may cause students to give up valuable elective courses.

"All schools will have some problems and have to change some things to meet the new requirements," Losos said. "For CHS, a lot of the scheduling problems will be exacerbated because our students are motivated and like to take five core classes, foreign language included, in addition to band, or art, or another elective. So for these students who are very involved, it will be more difficult to fit another requirement into an already busy schedule. While the requirements are useful, the changes may hurt some of our better students, which is unfortunate." ☹

TEACHER MARCI BOLAND prepares for her finance class which will be required for all students starting with the class of 2010. "The half credit of personal finance could pose a problem," principal Louise Losos said. "It's not necessarily the personal finance requirement that I disagree with, but the fact that the requirement is an addition to the other practical arts credit."

CHS' Current Requirements:

Communication Arts- 4 units
(3 conferenced)

History- 3 units (including US
and American Government)

Science- 2 units

Math- 2 units

Fine arts- 1 unit

Practical arts- 1 unit

Physical education and health-
1.5 units

Electives- 7.5 units

Total minimum number of
units required- 22 units

Old state requirements:

Communication Arts- 3 units

Mathematics- 2 units

Science- 2 units

Social Studies- 2 units

Fine Arts- 1 units

Practical Arts- 1 units

Physical Education- 1 units

Electives- 10 units

Total minimum number of units
required- 22 units

New state requirements:

Communication Arts- 4 units

Social Studies- 3 units

Mathematics- 3 units

Science- 3 units

Fine Arts- 1 unit

Practical Arts- 1 unit

Physical Education- 1 unit

Health Education- .5 unit

Personal Finance- .5 unit

Electives- 7 units

Total minimum number of
units required- 24 units

Zero-hour calculus lab proves beneficial for students

☉ DAKIN SLOSS

Monday mornings at 7:30, the computer lab will be filled with 23 mathematicians. Students enrolled in AP Calculus BC must attend a 45-minute lab period to develop a deeper understanding of calculus.

Six years ago when Warren Gower taught BC Calc, students arrived early almost every morning before the first hour class. It was not a recorded portion of the class, but it was expected of students. When math teacher Curtis James became the teacher that aspect disappeared. This year, James chose to add a mandatory weekly zero-hour lab period to the AP Calculus BC course because of time limitations in class.

"When I compared class time that university students receive for Calculus I and II versus what CHS' BC Calc students get, there is a substantial deficit," James said. "The zero-hour component is a means of equalizing some of the time concerns."

In the additional time students will not be expanding the range of topics that they study, they will

simply be learning more about each topic.

"It is hoped that students who struggle in BC Calculus will get more time to learn the material while students who do well in BC Calc will see calculus in use in other fields," James said. "The time will be used for additional activities that can not fit into our ordinary class time."

The structure of the lab period is different from a normal class period and students who have attended a few of the sessions are beginning to see the difference.

"It is different from regular class like a science lab is different from a normal lecture," senior Max Altman said. "We were working on our own and exploring without the teacher telling us exactly what to do."

After attending the lab period many students feel that the lab is a worthwhile addition.

"I think the time was put to good use," senior Chris Peck said. "It really helped reinforce what was going on in class."

Senior Erica Jantho learned from the lab, but still had doubts con-

cerning the time's usage.

"I will never forget that the derivative of cosine is negative sine and that the derivative of sine is cosine, but I don't know if it was necessary to spend a complete lab period to learn about that," Jantho said.

Another student agreed with Peck that the time was well used.

"It allowed us to learn new concepts and it was an extension of what we had done the day before in class," senior Steve Golembieski said. "It was further learning to support our class time."

Though students see the lab's value they wish they did not have to wake up early.

"I wouldn't call it fun; because I don't like getting up 45 minutes earlier, but I would say the time was used well and I learned something," Altman said.

Peck agrees, but still thinks the lab is a good enough reason to lose sleep.

"It is worth getting up because, without it, class would have to be more intense and it lessens the load by spreading out the time," Peck said.

Jantho believes it is not a giant inconvenience to miss some sleep.

"I do like my sleep but it is an AP class so you have to anticipate that you will miss sleep for homework," Jantho said. "If I compare AP Calc to AP Physics, I see that I lose a lot more sleep on AP Physics homework, so it is not that big of a deal losing sleep one morning each week for AP Calc."

Another problem is conflicting schedules. Students in jazz band, show choir and newspaper cannot come to the labs, but James is trying to be flexible with scheduling.

"Personally I don't think the zero-hour lab is a good idea because many students such as myself have zero-hour classes that we cannot miss to go to the lab," senior Emily Goldstein said.

Though Goldstein did not attend the class, she was able to make it up at lunch. Nonetheless, she is worried what will happen in the future.

Despite some complaints, the students in the AP Calculus BC course that were interviewed believe that the zero-hour component is a beneficial part of the class. ☹

Practice Calculus Problems

1) Products and powers can be differentiated logarithmically. Find y one if
 $y = (5X-3)(2X+7)4(x-9)$

2a) At the stern of the ship, the deck has a shape similar bounded by the ellipse $(X/5)^2 + (Y/3)^2 = 1$ between $x=1$ and $x=5$. Find the areas of this region.

b) Your next project is to analyze the vertical bulkhead (a wall) that goes across the ship. The bulkhead has a shape of the region that lies above the graph of $y=0.0016X^4$ and below the line is $y=16$. Find the area of the bulkhead.

c) The welders who will install the bulkhead need to know the length of the graph of $y=0.0016X^4$ that forms the edge of the bulkhead. Find this length.

3) The National Bureau of Standards Handbook of Mathematical Functions lists the value of $\sin 1$ to 23 decimal places as 0.64147, 09848, 07896, 50665, 250. How many terms of the Maclaurin series for $\sin X$ would have to be used to get this accuracy?

Cost per student slowly rises within Clayton school district

✎ FENG-STUANG STAMME

Educating children has become more expensive as the costs of educational goods and services have risen over the years. According to Clayton school district's Chief Financial Officer Paul Fedchak, the average funding for the whole district is \$13,538.83 per student for the 2003-2004 school year, and the majority of it comes from local revenues.

According to Fedchak's annual calculations, in terms of expenditures, CHS' operating budget for the 2005-2006 fiscal year is proportioned in six different categories. Administrators salaries and benefits are 5.53 percent, Certified Staff Salaries and Benefits cost 55.56 percent, Non-certified Salaries and Benefits are 16.12 percent, Purchased services 8.59 percent, Supplies 10.70 percent and Capital Outlay is 3.50 percent. Administrators include all building principals, assistant principals, and central office personnel. Certified staff includes all salaries paid to classroom teachers, counselors, specialists, and coordinators. Non-certified staff includes office personnel, maintenance personnel, bus drivers, and some part time personnel. Purchased services include payment of food service contractor as well as many other companies with whom we contract. Supplies include utilities, student activity expenses that are offset by revenues, school supplies, and custodial supplies. Capital includes purchase of equipment such as classroom computers as well as major outlay for maintenance of facilities.

CHS Assistant Principal Dan Gutchewsky explains the majority of the money goes to pay for teachers' salary.

"Certified staff salary is something negotiated between teachers' union and the

school board," Gutchewsky said. "It is the largest percentage in CHS' total expenses and it's pretty standard in all school districts. The amount of salary for teachers partly depends on the number of years of experience, the more experience a teacher has, the more salary one gets, and the more degrees one holds also contributes to it. Clayton pays their teachers well, in the state of Missouri you can see that Clayton is up there at the top. One reason is that Clayton wants quality teachers, so it is important to compete salary wise to attract people. Also, you also have to look at how many classes the teachers teach, like the English teachers, who teaches three classes, and the rest of their day is used for conference English program, so there is a more demand for teachers because teachers are teaching fewer classes. In other districts, English teachers would teach about five classes."

In CHS, English department has the largest number of full time staff, a total of 19 teachers, then Science has 14 staff, Math with 11 teachers, and Social Studies has 10 staff members.

Different departments is funded differently based on need, Gutchewsky explains how the fund is distributed and why it varies for different departments.

"Every department get what is called a building budget," Gutchewsky said. "It varies from year to year, they submit in what is needed in their department, and then we sit down and figure out how much we can give to that department. For example, science classes receive more than English classes because of the labs. Every year they need supplies like chemicals for experiments, so it is based on the nature of the class. It is also based on enrollment, like for science we give a certain dollar amount per student. But for

English it is primarily books and supplies, like text books, which we do not need to purchase every year."

According to CHS Principal Louis W. Losos, money that CHS receives comes from two sources.

"It comes from the state and local taxes," Losos said. "Local taxes include your property taxes, both residential and commercial. Depending on how much money is from property taxes, we get a certain percentage from the state; we get very little money from state. But because homes in Clayton are worth a lot and we have more commercial than other areas we get more money from our property taxes."

The concept is that the wealthier a school district is locally, the more local tax funding the schools receive. Fedchak agrees that local taxes funding makes up the majority of how much money CHS receives.

"For the 2004-2005 fiscal year," Fedchak said. "We received over 75 percent of the total funding from the Local taxes; almost 63 percent of it comes from local property taxes. State funding is about 2.86 percent."

There are also minor areas of funding, like the Federal funds, which is 1.47 percent. CHS also receives 16.3 percent funds from the Volunteer Student Transfer Program, but according to Fedchak this number is misleading because this school year the funding decreased substantially. Funding is only half compared to the last school year.

Fedchak explains that he typically refers to the \$13,538.83 number because they plan it based upon the average attendance. However, many people do come up with different figures, any where from \$12,000 to \$19,000 per student.

"People talk about how much we spent per



student and there is many different ways that a computation is done," Fedchak said. "Different people do calculations for different purposes. Sometimes they will take your total expenditures, which are everything you've spent, and then divide it by the total number of children you have enrolled in the school district. It just depends on how you look at it." ✎

Scores higher on AP exams than in years past

✎ MIA HARLAN

The numbers 1, 2, 3, 4 and 5 have greater meaning than just being the first five counting numbers. For some students their value is worth weeks of studying and months of a class. These simple numbers are the possible scores of the national tests given to advanced placement (AP) students every year.

CHS offers many AP classes in Foreign Language, Science, Math, History and English. At the end of the school year, students have the options of taking the AP test. Last year several students took AP tests and overall the scores were fairly high.

"[This was] probably as high scoring year as I remember," AP chemistry teacher Nathan Peck said. "A lot more students in the country are taking AP exams in most all subjects areas. It is possible that not all these students are as exemplary as the kids at CHS, and because the AP exams are scored on a curve I suppose that might account for the increase in fives."

Other teachers agreed. This year the scores averaged higher than in the past, however not

all teachers thought or agreed about a reason for this increase.

"[The scores] were only slightly higher than past years," AP U.S. history teacher, Bill Mendelsohn said. "I have no idea why. They were better than I expected. I taught 16 students in my AP U.S. class last year and as a group, their average score was higher than any other group I have ever taught. They averaged between 4 and 5."

The average score for AP Chemistry was also high.

"I think that all of my students were satisfied with their AP scores, every single student," Peck said. "Over 90% received fives and so there is not much to be disappointed in."

AP Chemistry teacher
NATHAN PECK

Although the scores on average were high, not all students experienced success.

"[In AP Psychology] I didn't do well overall," junior Praveen Guruge said. "I did not pay attention or study as hard as I should have. I took the class because I thought it might look good on my college resume and I took the AP test so I wouldn't have to take the final."

Although his score was lower, Guruge agrees that his teacher had prepared him for the test.

"My teacher gave out practice tests and I looked over those a few times," Guruge said. "Also, if I needed help, he was there. If I had wanted to do well or try hard my teacher was ready to help by offering study session, ideas and practice tests."

Many teachers offer ways to help their students prepare for the test.

"Through the year my students learn how to respond to essay questions that resemble questions they'll see on the exam," Mendelsohn said. "I do go over specific tips that will help them succeed on the exam. I learned these tips as an Exam Reader (one who score the exam) which I have been since 1990."

Other tactics have been used to help students with the AP tests.

"We learn the material at a slightly higher level than what will be tested on the AP exam," Peck said. "When the actual test rolls around most students find it very manageable."

Students agreed that the exam was easier than they imagined.

"It was actually easier than I thought it would be," Guruge said. "The test was rather easy except for the essays which were hard, but not harder than I expected because I had taken practice tests."



Chelsea Fischer

Other study tactics helped students prepare for the test as well.

"I offer five evening sessions scattered over the month of April and early May," Mendelsohn said.

Although practice tips, tests and study sessions can help students with the exam, they are secondary to the information learned during class.

"Exam taking tips help," Mendelsohn said. "But the most important preparation my students get is the everyday work they do to learn U.S. History." ✎

JUNIORS JESSICA JIA, Alex Neil and Dan Dowd prepare an AP Biology lab about photosynthesis and light reactions. AP Biology is a popular class for both seniors and juniors although most juniors have no background in biology.

Alternative geometry class added to math curriculum

✎ DAKIN SLOSS

The new traditional non-honors geometry course is now in session. Students and parents feel satisfied with the class and are generally positive about it.

The teacher, Curtis James, is also content with the class's progress, though he and the math department would not recommend the traditional class.

"I am very appreciative that all CHS students now have a choice in their math education by offering the traditional track that previously was available only to honors students," CHS parent Marguerite Bliss said. "It's off to a great start!"

Marguerite Bliss's daughter, sophomore Laura Bliss, is one of the 28 students enrolled in the two

sections of the class. Altogether 17 sophomores, 10 freshmen and one senior have opted to take the class over the department recommended Integrated math curriculum.

Laura Bliss is also pleased with the class.

"I wanted a more structured learning environment, and I feel that I now have that," Laura Bliss said.

Math teacher James has not found the traditional and more structured course difficult to teach.

"It is just like preparing for any other course—you plan activities to help get the idea across, students work together to solve problems and you discuss homework questions," James said.

"Since I have taught geometry in some form for my entire 10 years of teaching, I am very comfortable with the content."

Joan Gallagher, mother of sophomore Marta Toczylowski, believes the track is going well.

"Marta seems to be happy about the class," Gallagher said. "Also there was a correspondence from the teacher that was enthusiastic prior to the beginning of school, and he seems to be a good teacher."

Toczylowski and Gallagher agree with Laura Bliss that they wanted and now have a more traditional and structured learning environment. Sophomore Andrew Dallas is also enrolled in the class and shares the same opinion.

"The integrated curriculum

seemed to be a random assortment of topics and this new geometry class is more organized and each concept relies on the previous like building blocks," Dallas said.

Another aspect that some students appreciate is the greater focus on the math and less on applications of the math.

"In this math class I do not have to read 'Sally's story' and apply math to it," Toczylowski said.

Laura also likes having fewer real-life applications one of the focal points in Integrated math curriculum.

"So far I have been able to work with the numbers more, and I have had to read less," Laura Bliss said.

The students disagree about the level of difficulty the class presents. Toczylowski thinks the class is

challenging her the perfect amount, but Dallas and Laura Bliss think that class has not been sufficiently demanding. Despite this disagreement, they all think that the class is fun and they are learning.

"I am so glad that I am in the geometry class because I am learning more and I am meeting more people," Bliss said. "I recently took the PSAT and I knew how to answer a lot of problems because of what we are learning in the new geometry course."

While interviewed students and parents agree that class is meeting expectations, James has more trouble evaluating the class.

He likes the students, but wishes the class contained more real-life applications in the traditional textbook. Also he does not know if he

is fulfilling the parents' hopes for the class.

"I am not sure if I am satisfying the requests of parents, but I hope so," James said. "After listening to many conversations, I am not sure that all parents have the same vision of a traditional classroom. It seems to me that for some, it was 'teach any subject but integrated.' For others it was not having desks in pods or doing group work, which happens to some extent in all of our classes."

In general the class has gotten up and running smoothly.

"It is nice that the class has worked out for the parents and kids that have chosen it," Gallagher said. "The teacher seems to be happy about teaching it and everything seems to have worked out well." ✎

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Galleria gains new stores, food court

This fall, the Galleria is undergoing many changes, including a new food court and stores such as H&M, Jimmy's and Anthropologie. Even though costumers may be inconvenienced for the time being, many believe the changes will create a better and more enjoyable mall for the future.

☛ **KELLY MOFFITT**

Upon walking into the Saint Louis Galleria, one would believe that a bomb had dropped smack dab into the middle of the mall. Once, an open promenade lay there. It was a perfect place to rest weary mall-walking legs while grabbing a bite to eat. To those well versed in mall lingo, this area was the food court.

For a while now, many have been noticing the Galleria going through changes. New stores have been coming in, classier advertising is being used, and the food court is in the process of complete renovation.

The food court renovations will be done by Thanksgiving 2005. It is obvious that the food court had to be completely gutted, but what is not so obvious is what the new food court will be like when all construction is finished.

"The food court will be unrecognizable, completely different," Director of Marketing Jenny Koch said. "The place has been completely gutted for renovation, so there will definitely be a big change."

There will be two food kiosks, and eight food counter choices. Some of the food choices will be the same as before but there will be new types of food too. However, the food is not the only new change to the food court.

"It will feature two fireplace lounges with sofas and the like," Koch said.

Along with the fireplaces, there will also be plasma screen televisions.

"The elevator is also being refinished so it will be bigger," Koch said. "The new stairs will be on the side of the elevator, so things will be different."

Especially different, will be the new look of the food court. Like the recent "inspire" advertising, the food court will have a classier look.

"The food court will have an upscale design, a richer look," Koch said. "We also commissioned some local artists to create new artwork especially for this space."

With all these changes, the Galleria hopes that the entire space will be more welcoming.

"Customers will be really happy here," Koch said. "They will also be comfortable and relaxed in this environment for eating."

However, the food court renovations aren't a pleasant experience for everyone.

"There used to be a lot of places to eat in the Galleria," sophomore Kathrin Nowotny said. "Now, with the renovation, I have less choices on where I can eat."

Even though restaurants are still open elsewhere in the mall, students still find it hard to eat in the Galleria.

"Wherever you go, it is crowded," freshman Emilie Hermann said. "On top of that, the places that are open are expensive."

The restriction on eating is not the only problem with food court construction. Because of it, the Galleria Cinema is undergoing heavy blows.

Anytime there is change, it is a learning experience for the customer. Everyone must understand that new and better things may be an inconvenience for a while.

Director of Marketing, St. Louis Galleria

JENNY KOCH



Sarah Powers

"While construction has been going on, we have lost considerable business," Assistant Manager, Ransom Bishop said. "No one knows if we are open or not, so the effect of the food court construction is quite negative for us."

The problem is not solely the inaccessibility of the theatre.

"I usually go to the food court for food before movies at the Galleria," sophomore Yang Zhou said. "Now that the food is gone, I'm hungry when I go to movies. So I stopped going to the movies at the Galleria."

For the Galleria Cinema, the future of their business is a bit hazy.

"It's hard to say if the new food court will help us," Bishop said. "Evidently, the new stuff going in makes it harder to see the cinema, so we really don't know what will happen."

However, the cinema is still open for business and promises the same service as ever.

"We are open," Bishop said. "And despite construction, we make the Galleria Cinema a nice, clean, and pleasant experience."

Hopefully, the food court renovations will end up being beneficial for everyone in the end. The food court, although it is an attention-grabber, is not the only part of the mall that is getting reworked.

Many have noticed the abundance of new stores coming to the mall. Urban Outfitters, Aeropostale, and the Apple Store are just a few examples.

"Every time I go to the mall there is a new store," Hermann said. "I love it because it shows there is a lot of variety here in the Galleria."

Soon Anthropologie, a women's unique apparel store, will be opening across from the Cheesecake Factory. Another women's apparel store, H&M opened the twenty-first of October.

"I can't wait until H&M opens," Nowotny said. "Although, it is a bit annoying that they closed Abercrombie and Fitch."

Evidently, Abercrombie & Fitch (A&F) closed because of the age of the store.

"There have been A&F's closing around the

country," Koch said. "It is mostly because the Galleria's A&F was so old, that it could not make the changes needed to keep up with other stores. Sometime its cheaper for the company that owns an older store to close it rather than renovate it."

The age of the store is a testament to the Galleria's dedication to bringing in formerly unheard of stores to the Saint Louis area.

"Our corporate office in Chicago makes the decision of what stores come here," Koch said. "They look for types of stores that St. Louis is missing. They really strive to bring new retail into the St. Louis area."

An example of this up-and-coming retail is Jimmy's. Coming soon to the Galleria, this store is one of the first in the entire country.

"Jimmy's is a cool new store," Koch said. "It's a surf/sun style store especially for teens."

One question that has been coming up a lot lately is the state of the department stores in the Galleria.

"We get the same information as you do," Koch said. "We only know what the media says."

Wikipedia reports that by fall 2006, Macy's will have taken over Famous Barr, but the brand will remain the same.

Although these questions are raised the Galleria still plunges forward with its own renovation.

In response to worry about the new food court, the Galleria firmly assures that when everything is finished, the changes will be positive.

"Anytime there is change, it is a learning experience for the customer," Koch said. "Everyone must understand that new and better things may be an inconvenience for a while."

Most people do understand this, and in the end, they know the Galleria will be even better than before.

"It is going to be so awesome," Hermann said. "It's totally worth the inconvenience and the wait." ☺



Sarah Powers

CLOTHING STORE H&M is a hit with CHS students because it offers up-to-date fashions at lower prices. It's new location in the St. Louis Galleria opened October 21. It is joined by other new stores such as Anthropologie, a women's clothing store opening across from the Cheesecake Factory, and Jimmy's, a teen store with beach-themed apparel. These changes, along with the new food court, are designed to give all shoppers a better experience.

Clayton Art Commission enriches city with artwork

☛ **GILA HOFFMAN**

The city of Clayton is undergoing a renaissance in the acquisitions of public art.

In 1998, the Clayton Art Commission (CAC) was founded as a not-for-profit corporation. It was created with the mission of helping to ensure that public art will become an important part of the city's development. The CAC wants to enhance public spaces with high-quality public art in order to promote cultural, civic, aesthetic and economic vitality.

In addition, the CAC works with private developers in an effort to ensure that quality public art is part of private development in the city.

"We partner with groups around the metropolitan area to bring educational programs and information about public art to local schools and community groups," chair of the CAC Joan Cohen said.

The members of the CAC are appointed by Clayton's Board of Aldermen, and include residents from each of the three wards, artists and art professionals.

The group also has an Advisory Council, and the CAC welcomes the participation and involvement of anyone in Clayton who is interested in becoming involved.

The CAC has been working on some major projects for improvement in public art in Clayton.

In May 2005, a Fernando Botero sculpture of a large man on a horse was installed on the corner of Hanley and Wydown.

"The Botero sculpture was purchased by the Gateway Foundation and generously provided to the City of Clayton on long-term loan," Cohen said. "The foundation paid not only for the sculpture, but for the installation, maintenance, landscaping and insurance for this wonderful

and very valuable work."

Botero's work can be found in major museums around the world, including the Museum of Modern Art, the Metropolitan Museum of Art, the Hirshhorn and the Guggenheim Museum.

Several other sculptures can be found around Clayton. The Calder sculpture in Shaw Park is on loan from Washington University and the Carl Milles sculpture in front of City Hall is on loan from the St. Louis Art Museum.

But the most recent project is the Alice Aycock sculpture that will be installed in the circular island in front of the Center of Clayton next spring. Aycock is an internationally renowned artist of public sculpture and gallery works. Her artwork can be seen in locations such as the Straatsgalerie in Germany and at JFK International Airport.

"The CAC has finally raised the money needed to contract with Aycock," Clayton alderman Jill Belsky said. "The funds came primarily from private donations. Many years ago the City of Clayton had set aside \$25,000 toward this sculpture, and the remaining funds were all raised by the Clayton Art Commission."

The total cost for the sculpture and installation is approximately \$110,000. The sculpture will be roughly 19 feet tall and 20 feet square and composed of aluminum, steel and thermoformed plastic. Certain elements of the piece include a translucent cone, a pinwheel suggesting playfulness and a series of mesh drapes that seem to flutter, which imitate the energy that comes from within the Center of Clayton.

In addition to the Aycock sculpture, the CAC is discussing a mural for the Clayton Fire Department.

"When the new fire station was constructed the fire department had envisioned a mural on

the back wall, so that when the doors were raised, the public could see the mural from the street," Belsky said. "The cost of construction was very high, and therefore the mural got cut from the budget."

At the time, the Fire Department selected an artist that was going to design the mural. It would depict the history of the Clayton Fire Department.

"Last summer our good friends, The Greenbergs, who live on Ellenwood, had a terrible house fire," Belsky said. "Debbie Zimmerman and I decided that maybe it would be a good idea to try to raise the money to pay for the mural in appreciation of the hard work of our fire department, while at the same time trying to raise awareness of fire safety and preparedness ideas."

"They [The Greenbergs] were very impressed by the firemen that helped them," CAC member Debbie Zimmerman said. "We had been looking for something meaningful to do to give back to the community so when this project was discussed I thought this might fit."

Heather Shore, the artist of the mural, will begin working on the \$18,000 mural in June 2006. To help with the cost, the fire department is selling t-shirts. Belsky and Zimmerman are still in the developmental stages of planning the fund raising but anticipate that they will raise the money to commission the artist to complete the mural.

"There has been a huge outpouring of support for the Greenbergs since the fire and this



Caitlin Ly

would be an opportunity for individuals to support the Greenbergs while giving something back to the community," Zimmerman said.

"Through our fund raising efforts we will hopefully disseminate information regarding personal preparedness, such as having a fire proof safe in your home for important documents, video taping your personal property and storing the video offsite," Belsky said.

The CAC has already reviewed the design of the mural and approved of the design and the artist. ☺

THE GALLERIA FOOD court is undergoing a massive renovation that is set to be completed by Thanksgiving this year.

Along with new food kiosks and restaurants – and some old food court favorites – the food court will include two new fireplace lounges with sofas and artwork designed by local artisans especially for the mall.

"The food court will have an upscale design, a richer look," Director of Marketing Jenny Koch said. "Customers will be really happy here. They will also be comfortable and relaxed in this environment for eating."

While the construction is an inconvenience for the time being, it will hopefully result in a better dining experience for everyone in the future.

Centene hopes to add office space, retail to Clayton

After buying out the old Library Limited building at the corner of Forsyth and Hanley, Centene hopes to help boost the local economy while helping themselves with a new, bigger location. The new building will allow for more jobs within Centene but also provide jobs to local construction workers. With this, they also plan to become involved in the Clayton community and the Clayton School District.

☛ KELLY LANE

It turns out that the reign of Library Limited was indeed limited.

For several years the familiar building on the corner of Hanley and Forsyth has remained void. This is the building which had the name Library Limited spelled out on its side, but the day came when the letters changed to Borders, and then nothing. Recently however, a new and somewhat unfamiliar word has been seen on this same old building: Centene.

On the 8th floor executive lounge of Centene Place there is a picture of the company's founder, Betty Brinn. Centene was founded 21 years ago in Milwaukee under the name of MHS.

It was Breene's idea to give health care from Medicaid and Medicare HMO style. At that time the company had only 20,000 recipients, but the members on the board thought the idea was so revolutionary that when she passed away they continued her ideology.

The current CEO, Michael F. Neidorff, was hired in 1997 to grow Centene just as Breene started it in Milwaukee.

Today the company has seven health care plans in eight states, 1725 employees around the country, and is shooting for \$1.5 billion in revenue by the end of this year.

"Centene's goal is to give multi-line help," Vice President of Facilities Management for Centene Corporation James Reh said. "We create more areas to help the same recipients, such as adding respiratory services and behavioral help."

And this goal seems to be paying off. Centene's current building located at 7711 Carondelet was built in 1972, and the company has been there since 1997. They started out by occupying about 8,000 square feet, sharing the space with a dozen other tenants in the building. Today the company uses over 90 thousand square feet.

This massive growth is what pushed Centene to examine their options, leading to their involvement with the old Library Limited building.



CENTENE CORPORATION MOVED into Clayton in effort to bring their health care assistance to St. Louis, located at Forsyth. Centene offers behavioral help, as well as respiratory services. "I envision something like a Crate and Barrel on Forsyth," Reh said. "It's going to be a mix of office space and retail."

Because of their proximity to this site, expansion there seemed the next logical step. In fact, the acquisition of the property is only part of a segment in a massive three phase plan.

The first step was to buy the parking garage near their current headquarters from the city. Over a process of time Centene has redone the garage to comply with the standards and regulations which a business is required

Ward III Alderman
ALEX BERGER

to follow by law. The next phase will be the construction of a tower located adjacent to Centene's existing building, to be named Centene Plaza C.

Lastly, the old Library Limited building will be torn down to make room for another office tower.

"We are continuing to grow, and so we have to start looking ahead," Reh said. "That is my job. However, we can't grow too fast. We have to grow exponentially, so that

employees are still able to do their jobs."

Centene says that they will be able to sign up for at least 50 percent of the space in the new towers which they plan to build, making them the main tenant.

But these plans are just plans, and the City understands the implications that any kind of development has on a city.

"This proposal is being developed to address the needs of [Centene] with an eye towards benefiting our city," Ward III Alderman Alex Berger said. "Development is a good thing so long as our citizens benefit. Building high rises is not an easily reversible decision. To some extent, it is a gamble."

It may be a gamble the City is willing to take in order to banish the vacant atmosphere present on the Hanley and Forsyth corner, a striking change from when Library Limited occupied that space.

"When Library Limited and then Borders were on that corner there was a lot of activity," Ward III Alderman Steven Lichtenfeld said. "It was a destination; lots of people walked or drove to the store, and because of that other small businesses thrived. Recently the Atrium Gallery relocated out of Clayton because there was not enough activity, so anything which brings

more activity would be good for the city."

While an increase in enterprise in Clayton would continue to support the economy, students at Clayton High School have a different view towards the additions proposed by the Centene Corporation on the Hanley and Forsyth corner.

"I think that Centene moving into the building is not the best," Sophomore Melanie Pauly said. "There are already so many businesses and the traffic is so bad, it will just add congestion."

"I wish something would go in that would be good for people and the City," Sophomore Paul Orland said. "Something besides office buildings."

Centene has already taken into account the public's want of commercial retail stores, and even in these early plans they stress a balance between office and retail space.

"I envision something like a Crate and Barrel on Forsyth," Reh said. "It is going to be a mix of office space and retail. Centene will partner with retail developers, currently undecided, who really know what they are doing with retail space. With the Metrolink finished in the next year or so, this corner will be very valuable."

The construction of two new

buildings also implies the addition of many new jobs in the Clayton area.

"This new development will create 1000 or more jobs, just at Centene alone," Reh said. "Centene is a professional group of people that manage health care around the country. These jobs we are going to be adding are good, high paying jobs. Then there may be places for other offices, and the retail places on the first floor, all which will add jobs to the market."

"It would be good to have that many more people downtown on a daily basis," Lichtenfeld said. "Not only for activity, but also for their patronage of the restaurants and shops."

However, with the completion of these construction plans at least three years away, Centene is already using the Library Limited building to help with their overflow.

"By the end of the year the building will be almost fully occupied," Lichtenfeld said. "Our hope is that it will no longer look vacant on that corner."

Currently there are at least 100 employees working in Centene's newly bought building on Forsyth, and by February, 40 more employees will be moved over. But this working situation is not permanent. In the words of Reh, it is just a "band aid" to handle the company's growth while the construction of the towers is going on.

"The Library Limited building will hold us for 36 months," Reh said. "We cleaned it up and made it safe for our workers. The last owner was going to tear it down and make it a hotel, so it was in pretty bad shape when we got it. We renovated it just enough so it will hold us."

While the only books now in the old Library Limited building are probably related to policies, it is still recognizable.

The front entryway is the same, and the stairs which led to the upper floor and the magical children's castle are still in tact. However, the lower level is full of grey cubicles and offices line the walls.

The second level is completely under construction, with the end goal to have the same look as the downstairs area. The company seems to have thought of everything which employees could need, including a "Private Room" for nursing moms.

A break room sticks out from the fourth floor level, proving that people really do work there, and a gym with weight machines and space for Pilates classes is hidden in a part

of the building which most Library Limited patrons knew nothing of.

None of Centene's future plans are set in stone, but their vision is their driving force. They see a campus-like setting for their grand headquarters, not only for their employees but for the public as well.

"Basically what you would have would be a place where you could go shopping in one building, eat dinner in another, or have lunch in an entirely different building," Reh said.

"There will also be sculptures, places for our employees to eat lunch, and as much green space as possible."

However, Centene knows that their plans for a utopian-like workplace may not go as smoothly as one would hope.

"We may experience timing problems in the future," Reh said. "We want to go as fast as humanly possible, but once the first tower is built there will be issues such as getting materials to the new construction site. We couldn't build two towers at once, they wouldn't serve each other."

Centene is also interested in becoming involved with the Clayton community as a whole, including the Clayton school district.

"Centene is big into St. Louis and we are big into art," Reh said. "We are also big into the human factor. We want to be creating something which is good for the future. We want to donate to [the Clayton school district], to things which the students really want."

After being Clayton based for nine years, Centene still finds its location conducive to the business world.

"Centene chose Clayton because it is a pretty central location," Reh said. "We figured that air traffic could support us out of Lambert, so we can get to both the east and the west easily from here. If we couldn't do this redevelopment then we would have to move to a city like Boston where we could expand. Luckily, the City of Clayton is working really well with us, and there have been no problems yet. It is ongoing work."

Centene's dreams are in their developmental stage, so no one knows how much these plans will change over the coming months.

"This is a city of distinction and our goal is to continue to ensure our citizens, school district and business community benefit from development decisions," Berger said. "Follow this story as it unfolds. It will be a very interesting story at its end." ☛

Controversial author speaks at Ethical Society

☛ CHELA COLVIN

Jonathan Kozol, critically acclaimed non-fiction author, visited St. Louis Oct. 6. He made a stop at the Ethical Society during his 80-location tour, promoting his newest work "The Shame of the Nation: The Restoration of Apartheid Schooling in America." It arrived in stores nationwide Sept. 13. The promotion event was presented by the Ethical Society and Left Bank Books.

Kozol's new book details the trouble in education for the current and upcoming generations.

"He's one of the few educators that truly know about the real public school system," St. Louis entrepreneur Ade Sodipo said. "The difference between [Kozol] and many [others] is that he wants to know."

He spoke with great passion addressing the concept of the wall, which he described as a chosen barrier between classes, races, ethnicities and ideologies in America. Kozol called the educational system in America a crisis, at which time he also posed a call for action among America's citizens.

Kozol criticized the Bush administration in his speech to the audience of Oct. 6. Expressing great frustration with the progress in improving the educational system in America he spoke about his personal agitations with new programs such as the No Child Left Behind Act.

The author claimed the series of programs and acts result in test-drill curriculum. Kozol insisted that the joy of learning has been stripped from those students attending schools regulated by the program.

After nearly 40 years the author

continues to be a source of controversy. The title of his newest book has received positive and negative commentary.

"It's a frightening thing to link up with America, apartheid," teacher Janet Curry said. "He manages to do so with eloquence and ... a global-social criticism that blows us away."

Art teacher Kate Dolan thought differently.

"[Kozol] was a disappointment to me," Dolan said. "He didn't seem to be saying anything new... he just seemed to be whining."

Kozol, a Harvard graduate spoke about his unusual career path and his inspiration for teaching.

"I'm grateful that a scholar of his stature has documented the truth," Curry said. "[Kozol] also realizes that the first step to healing is

to accept truth."

He began his journey to unmask education in America in 1965, after he was fired from Boston Public Schools for reading his students a poem by Langston Hughes. The BPS classified his actions as deviation of the curriculum. He felt an obligation following those events to serve as an activist for children's right to fair education.

Kozol in an Oct. 6 interview on National Public Radio, Kozol expressed great admiration for Clayton high school students in their participation in last year's VST walkout.

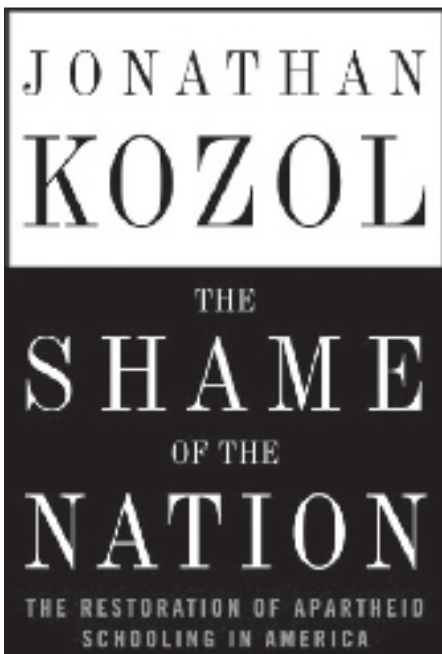
During his speech to the Ethical Society's audience he once again shared the sense of pride evoked by student participation in the demonstration.

He has found inspiration for his

social justice work in many locations across the country. Some of the obvious sources of inspiration for Kozol have been Boston, the South Bronx and California, which are described in his works.

Kozol is also the author of best-

selling non-fiction titles, such as "Death at an Early Age" (1967), "Rachel and Her Children: Homeless Families in America" (1989) and "Amazing Grace: The Lives of Children and the Conscience of a Nation" (1995). ☛



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CSC takes on a new challenge

The CHS Community Service Club has recently adopted a section of Highway 40 to periodically maintain.

SHAINA KORNBUM

The CHS Community Service Club, CSC, meets bi-weekly on Tuesdays to discuss new ideas. One of the club's most recent ideas was to adopt a highway. CHS has adopted a half mile east of Woods Mill road on Highway 40.

Junior and vice president of the CSC Molly DuBro has been involved with the club for two years.

"I love seeing our sign when I drive down the highway," DuBro said. "I think it makes people more aware of what we are doing."

"We chose it because it is simple. You do a little, but it goes along way," Senior and co-president of CSC Jesse Kornblum said.

Kornblum has been heavily involved in CSC for two years. "Being in Community Service Club is a really good way to meet new people and help the community," DuBro said.

The CSC only works because of the committed club members. Recently at the Nickelodeon World Wide Day of Play, CSC had a large number of people sign up and show interest in the event, but in the end they were left short handed.

"We encourage people to sign up, but you need to make a commitment to be there because people rely on us," DuBro said.

CSC has been collecting money for hurricane relief. We sold orange and blue beads, and had a class competition to see which class could raise the most money.

The class that raised the most

received spirit points that went towards the competition for the golden greyhound on homecoming day.

Katie Holt came up with the idea of selling the beads.

"STUGO, DECA, and CSC pooled their resources and worked together to raise money for the hurricane victims," Kornblum said.

CSC is always pleased when they are supported by the community outside of CHS.

"We've been collecting money for the hurricane victims in the south,"

English Teacher and Community service club sponsor Emily Harris said "We are very excited about our efforts and the support we've received from the community."

CSC is constantly coming up with creative ways to benefit the community.

"One of the upcoming events is the 24-hour dance marathon," Harris said. "The event is sponsored by Washington University. It is a 24-hour dance marathon to benefit St. Louis Cardinal Glennon Children's hospital. The event will begin Saturday, Nov 5 at 2 p.m. and will continue until 2 a.m. Sunday. We had a small group of students go last year, and they danced their hearts out."

And the marathon doesn't just limit itself to dancing.

"The event includes much more than just dancing," Harris said. "There will be games, such as the infamous sumo wrestling arena and loads of food. We hope to get



Members of the CHS Community Service club take a break from cleaning up trash along highway 40 to pose under their sign. CSC recently adopted a half-mile stretch of Highway 40 just east of Woods Mill Rd.

a huge group to participate this year."

Upcoming CSC projects are always in need of volunteers

"Interested students should check the board [outside of the English office] for more information," Harris said.

Community Service Club offers an easy way for students to get involved in helping the community.

"I think kids should be involved because it lets you be a part of the community and teaches you life lessons about helping others," Kornblum said.

FIRE heats up, plans to educate

MEREDITH MCCAY

They meet on Tuesday evenings to discuss feminist issues, socialize and eat bagels.

They number roughly thirty.

They are FIRE, CHS's feminist club, led by senior Kelly Pappageorge and sponsored by history teacher Maggie Sullivan.

The club started about a year ago at Starbucks, when Pappageorge, a junior at the time, and a friend were discussing how some female teachers were being called "feminazis" because of their aggressive teaching style.

The next day Pappageorge went to Sullivan and convinced her to sponsor the feminist club.

Sullivan, a feminist herself, was particularly interested in the club because she would be teaching a women's studies class the next year and was interested in seeing what people knew about feminism and what they wanted to know.

The foremost goal in the club is to educate, feminists are encouraged to tell their friends and family about feminism.

"I doubt we'll take direct action," Pappageorge said. "The point is simply to educate people."

Soon, the club members will sport shirts they are making that read; "this is what a feminist

looks like". They are meant to show the student body of Clayton High School that feminists are not all the same stereotypical one way or another.

One male feminist, senior Michael Aplington has been part of the feminist club from early on.

Aplington values the equality of all people and says that his masculinity is not threatened by being a feminist.

"It shouldn't matter if I'm a boy or not, who's to say I can't believe in equality," Aplington said. "Since when did people only care about themselves? You see people all the time raising money and stuff for disaster relief and you know it doesn't affect them directly, so why should it matter that I'm not directly affected by feminism."

Pappageorge agrees. "I don't know when the word 'feminist' became synonymous with 'bitch,'" Pappageorge said.

Pappageorge and other feminists work hard to conquer these stereotypical, inaccurate views



SENIOR KELLY PAPPAGEORGE researches feminist causes in the CHS Library. "I doubt we'll take direct action," Pappageorge said. "The point is simply to educate people."

on feminists through education.

Something both Pappageorge and Sullivan stressed was the need for more diversity.

"It's mostly senior girls," Sullivan said. "I'd love to see more boys and young students. In that sense we hope to continue to grow in the future."



Photo courtesy of Dave Aiello

MEMBERS OF THE Impact Team bond over team building activities and challenges at the YMCA Trout Lodge in the Lake of the Ozarks.

Making an impact

LIZA SCHMIDT

Impact Team.

Impact Team is an exclusive club, open only to a group of students selected by the faculty and current members. Their fame is widely based on the greyhounds they painted above each classroom door.

Impact Team is a group of students chosen for their leadership abilities.

The team helps students develop these qualities through

teaching, and first-hand experiences planning and leading activities that benefit either the school or community.

So far this year Impact Team has led the Junior

Challenge and done team-building activities during their retreat. They also have plans for many more activities this semester, including running a winter coat drive, selling Halloween candygrams, making treats for the faculty and staff and running the indoor soccer night.

"I'm really looking forward to the indoor soccer night," senior Jennifer Pierce said. "We're going to do two this year, one in the winter and one in the spring."

The team meets once a month to discuss and plan future events, as well as to do leadership activities. Then they separate into smaller groups to work out the fine details of each event.

Social studies teacher Dave Aiello is the sponsor and founder of

"The club was started about five years ago by me, Shari Hollander, and a third teacher who is no longer in the district," Aiello said. "It used to be affiliated with the American Youth Foundation and Camp Miniwanca, but that component is no longer a part of the program."

Math teacher Anne Etling has recently joined Aiello as one of the sponsors of the Impact Team.

"At first I said no, because I knew I'd be busy with Stugo and cross country,"

Etling said. "But how could I pass up working with Mr. Aiello and a bunch of great students."

Etling is most looking forward to meeting students that she would

not normally encounter.

Pierce, however, enjoys another aspect of the club.

"I love how open-ended it is," Pierce said. "We kind of do all the work by ourselves."

Aiello also enjoys the fact that the students undertake so much of the responsibility.

"My favorite aspect of Impact Team is seeing the development of students from their sophomore so senior year," Aiello said. "They gain so much confidence in their ideas and leadership abilities."

Overall, Impact Team benefits CHS by improving members leadership abilities, providing them with tools they may not have in their current repertoire and allowing them to take charge and change their community.

'Hogwarts' at CHS gains members, popularity

SARAH RANGWALA

"First came Neville with Dean and Lavender, who were closely followed by Paravti Patil... then Katie Bell, Alicia Spinnet and Angelina Johnson, Colin and Dennis Creevey, Ernie Macmillan, Justin Finch Fletchley, Hannah Abbott.

'A couple of people?' said Harry hoarsely to Hermione. 'A couple of people?'" (Taken from Harry Potter the Order of the Phoenix)

This quote might best describe the feelings of sophomore Emily Anderson, who started the Harry Potter club, after the first couple of meetings.

"In the beginning it was just my friends, but now we have people from all grades; boys and girls," Anderson said. "So far we have 60 people in the club, and we have only had three meetings."

Anderson had been considering starting a club for a while.

"I was at my dad's house watching Harry Potter and I thought, 'Oh, it would be really cool to start a Harry Potter club,'" Anderson said.

She also started the club because she wants to go to Hogwarts. The club itself is set up a lot like the School of Witchcraft and Wizardry, so that not only Anderson, but anyone who wants can get the closest experience possible to attending the school.

Instead of officers of the club, the club has heads for the four houses: Gryffindor, Hufflepuff, Ravenclaw, and Slytherin. Anderson herself, being the president of the club is Dumbledore, the headmaster of the school. She bought four jars and decorated each according to each house. She uses marbles for house points.

"A marble is worth five points," Anderson said. "You get marbles for coming meetings, bringing food, and if your house wins Quidditch matches."

Not only that, but members of the club are

sorted into the different houses, based on their characteristics, just like the sorting hat does in the books.

"Everyone helped sort the members into the four houses," Senior Kate Shoemaker said. "We went through each person and said things like, 'Oh, this person is sly and funny and smart, they belong in Ravenclaw.'" Shoemaker is the head of Gryffindor along with sophomore Chiara Corbetta.

Senior Max Altman is the head of Slytherin. "I'm probably into Harry Potter just as much as Emily. But I'm more for the Harry Potter trivia games," Altman said.

Playing trivia games is one of the many things they have planned for their club.

"We have big, big plans," Shoemaker said. "We want to have a Harry Potter day."

This would entail decorating the commons, each house setting up activities, handing out Harry Potter treats and dressing up. On Nov. 18, when the fourth Harry Potter movie comes out, Anderson plans on having a lock-in at the school, watching the first three movies and then at midnight going to see the fourth. After that, in the winter, Anderson would like to take the club to local hospitals and read the books to children.

For the immediate future, Anderson has designed a way for club members to play Quidditch in Stuber Gym.

"It's like dodgeball, team handball and Hide and Seek all in one," Anderson said. "Beaters will be up in the balcony trying to hit the people down below. If you get hit you sit out for two minutes."

The Chasers down below will play out the team handball part of the game. There will be a little round goal to throw the ball through. Anderson is still a bit unsure how she will incorporate the Seekers into the game.

"We could hide a sticker somewhere, since it would be really hard to hide an object any-



Abbie Minton

where because Stuber is so open," Anderson said. "I was thinking we could also let a butterfly loose."

Anderson has also designed shirts for the club members.

"[the shirts] will be navy blue polo shirts," Anderson said. "The Hogwarts crest will be on the front, and your name and your house crest will be on the back."

She's hoping that this will start bringing in money for the club to be able to do all the activities they've planned.

"Anything we can make or create with a Harry Potter theme, we will do," Shoemaker said. The meetings are held every Sunday at An-

derson's house. However, she is looking for a larger place to hold the weekly meetings due to the growing popularity of her club.

Despite the growing number of members, Altman still thinks there is a big gap in the club and would like more guys to join.

"There's a huge girl to guy ratio, like 4 to 1," Altman said. "That's one of the major problems."

In fact to attract that male population, Anderson put Hermione on their posters to publicize the club.

"Hermione is extremely good-looking," Altman said. "She is a good reason for joining the club."

SOPHOMORE AND FOUNDER of Happy Potter Club at CHS, Emily Anderson relaxes with one of the Harry Potter books. Anderson started the club because of her love for the books and her own desire to attend Hogwarts School of Witchcraft and Wizardry.

Life beyond the classroom

In addition to carrying the responsibilities of a department chair and a busy class schedule, English teacher Emily Grady finds time to travel and relax at her country farm with family.

by NAVA KANTOR

The narrow aperture through which a student views a teacher's life may yield the perception that the teacher exists solely to make the student's life difficult. But contrary to this belief, most teachers do have lives outside of school.

Few people can say that part of their house was an exhibit in the 1904 World's Fair, but English department chair and teacher Emily Grady can.

"The guy who built the room was a whiskey maker," Grady said. "In the World's Fair it was called the Bavarian Room, and it was a part of the German exhibit."

Following the historical and international heritage of her house, one of the St. Louis native's favorite pastimes is seeing the world.

"I love to travel," Grady said. "I lived in France for a year with my husband, when he was on a sabbatical. We made friends there that are really like family, and we're still in contact. I would love to visit Africa someday."

Grady has seen much of the United States too; she's lived in Kansas City, Cleveland, and Chicago, and currently owns a farm in Missouri.

"We go to the farm on weekends," Grady said. "We have a big vegetable garden, but we don't farm the land ourselves. We lease it to farmers. There's a river there, so we canoe. It's very quiet and peaceful."

In her free time, Grady likes to read and watch films.

"I also work in the garden, walk my dogs, see my friends, and cook," Grady said. "I visit my kids at college when I get the chance. I really want to go visit my daughter, who is spending time in China this year."

Now, with all of her children "out of the nest," Grady has time for these favorite hobbies. But until this past spring, the youngest of Grady's three children was a student here at CHS. Having a mom who worked at his school was sometimes rough on Grady's son, Charlie.

"When Charlie was a student here at CHS

while I was teaching, it was pretty hard on him," Grady said. "It was weird for a teacher to know about his personal life. But I liked keeping an eye on him."

Some of Grady's own schooling took place in St. Louis.

"I went to St. Louis University for college," Grady said. "I majored in English, but I also loved photography, history, and art history."

Although she concentrated on English in college, Grady didn't necessarily know what career she wanted to pursue.

"Becoming a teacher was accidental for me," Grady said. "I went through school, got to graduate school, and asked myself what I was going to do next. I decided to apply for a grant for a two-year program to learn how to teach, and I got it."

Once she figured out her career, Grady needed some place to start teaching.

"My first teaching job was at a school in the city," Grady said. "It was hard. I saw a lot of kids with big problems. There was a need for good teachers. But I saw that a lot of kids really wanted to learn, and I found a lot of hope there."

Teaching in the inner city posed some interesting challenges for a new teacher.

"I was the only white teacher at that school," Grady said. "The time I spent there taught me a lot about people and convinced me that most of the racial problems in this country are really due to a lack of understanding others."

Grady has been in the Clayton school district since 1996.

"I came here because a long-term substitute was needed for an English class, and when that job was over, I got hired," Grady said. "It was nice, because the substitute job was like a trial period of the working environment, so I could make sure the job would work for me."

Through the years, Grady has instructed a wide variety of English classes including freshmen and sophomore classes, twentieth-century literature, junior college, and advanced com-

position. She also co-created the collaborative History-English program with another teacher, who is no longer at CHS.

However, Shakespeare is perhaps Grady's favorite subject to teach.

"I love teaching Shakespeare," Grady said. "It can be so intimidating, but when you realize that you can understand it, it's just brilliant. Poetry and big, old-fashioned novels are also fun to teach."

Besides teaching daily classes, Grady is the head of the CHS English department.

"Being department chair is a lot of work," Grady said. "I teach one fewer class than the other teachers, which I don't like, because I enjoy my classes. I'm not as comfortable with the bureaucratic part of the job, but it's rewarding to help shape the visions and goals of the department."

Grady loves working at Clayton, and sees CHS as a positive environment.

"One of my favorite things about CHS is the conferencing program," Grady said. "You just can't do this kind of intense writing any other way. The students are really impressive with the way most of them handle all of their freedoms. My colleagues are the most intelligent and fun people. I love having the opportunity to help them do their best and explore the craft of teaching."

Improving her own teaching techniques is an ever-present goal of Grady's.

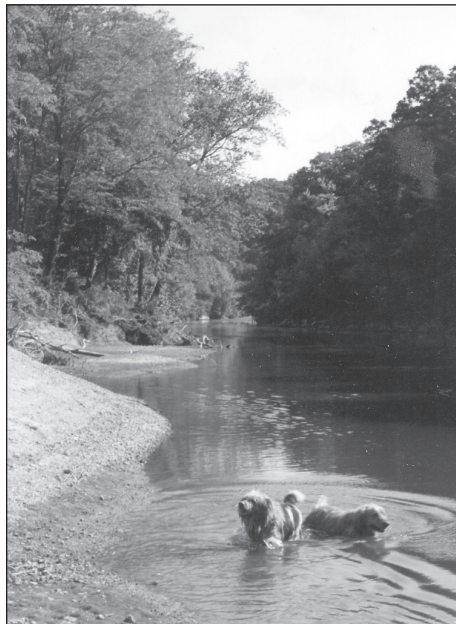
"My husband is a professor of education, so teaching is a constant part of my life," Grady said. "I'm always reading books about teaching

and education, and I'm on a literacy committee. I'm also in a book club, and that helps me to stay fresh in the literary world."

But the most worthwhile aspect of Grady's job is watching her students mature.

"My students are so smart," Grady said. "It's so affirming to see people grow independently after you plant the seed. That's what my classes give back to me. I just feel so lucky to be able to do what I love." ☺

TOP: ENGLISH TEACHER Emily Grady works in the garden at her farm, where she and her husband spend weekends. **Bottom:** a room in Grady's home was once the site of a World's Fair exhibit. "It was called the Bavarian Room," Grady said.



GRADY'S DOGS PLAY in a river near her country home in Missouri. Grady, who has worked in the Clayton School District for nine years, found teaching by accident after graduating college.



photos courtesy of Emily Grady

ELL provides support, community

ELL, I

path to academic achievement, especially in English classes.

Junior Maria Ong, who has been in the United States for four years, finds English classes particularly difficult.

"The biggest challenge is definitely writing," Ong said. "There are a lot of hard vocabularies."

Hales-Mecham agrees with Ong's observation.

"Some of the ELL students have little or no experience with written English beyond writing simple sentences," Hales-Mecham said. "Some have the ability to read silently but not aloud. Others come with no English except 'good morning' and 'hello'. This is problematic when they have to speak and perform in class. It can be embarrassing and discouraging."

The fear and resentment these students feel as the result of a lack of academic English proficiency creates a web separating them and the mainstream student body.

"Every student I work with has at some point told me that they feel alone and invisible," Hales-Mecham said.

Lost in translation, the scenes of school life seem nothing but a soundless motion picture in which they can assume no role.

"I was not able to communicate," CHS graduate Yao Shi said. "When people asked me questions, I didn't know how to respond. I used to sweat every time someone talked to me; my face would turn red. It was a barrier which isolated me from social activities. When you think you can't speak, you do not want to speak, you do not want to talk. I just avoided speaking English altogether. I was afraid."

Without English as their native language, the students face obstacles in their class options as well, such as selection for Honors and AP courses. While most consider courses such as Honors Chemistry and AP Calculus more adjustable and academically satisfying because mathematics and science are generally universal, international students say they find it hard to navigate through the English-related curricula.

The standardized exams for



FRESHMEN CHEN YAN (left) and Wen Zhang (right) share a laugh in the ELL room. The ELL "tower," as it is affectionately called, provides a safe place for ELL students to seek help and community.

college admission like the SAT and the ACT pose another setback.

"The math part on the tests is okay, but English's hard," Shi recalled. "I just did not know where to start."

Luckily, the unfortunate situation took a brighter turn for Shi when he took his ELL teacher's advice and became involved in drama class.

"It was better," Shi said. "The class opened me up and I tasted something new. Ms. Ryan was really nice and so were my classmates."

While Shi enjoyed the excitement of drama, he also coped with assimilation like others.

"The students are dedicated," Hales-Mecham said. "They work, work and stay motivated by actively seeking help."

In addition to individual efforts, the CHS teachers are helpful and generous in lending time and knowledge in order to pave a smoother road of transition for the second-language students. The results are impressive.

"Five students in AP English last year did not speak English as their primary language," English

A quick look...

- Between the 1991-1992 school year and 2000-2001 school years, LEP students (Limited English Proficient) increased nationwide by 105 percent.
- The overall student population between the 1991-1992 and 2000-2001 school years increased by 12 percent.
- In the 2000-2001 school year, California, New Mexico, Arizona, Alaska, Texas and Nevada led the nation in LEP students (ranging from 25 percent in California to 11.8 percent in Nevada).

Statistics courtesy of the Survey of the States' Limited English Proficient Students and Available Educational Programs and Services 2000-2001 Summary Report

teacher Jim Lockheart said.

An even larger group of international students ranked high in less language-intensive courses.

Whether they perceive themselves as successful depends on the students' opinions. But others such as Hales-Mecham admire their courage.

"I think the international students who come to CHS, who come into this academically challenging environment are the bravest people I know," Hales-Mecham said. "They leave behind friends, families, a treasured childhood culture, and they fight hard to attain their goals. They are just straight-up brave." ☺

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Sensationalism hurts credibility of media

Everyone has heard the popular refrain, "Don't believe everything the media tells you." But too often, this cliché goes unheeded. Especially in times of crisis, many Americans have a tendency to believe what they see on TV and read in newspapers.

As shown by the coverage of Hurricane Katrina, the media often takes advantage of the public's gullibility. Sensationalistic journalism draws into question the true purpose of news reporting.

In the wake of Hurricane Katrina, the chaos and lawlessness in New Orleans were frequently blown out of proportion. According to LA Times reporters Susanah Rosenblatt and James Rainey, various national news sources covered numerous sensationalistic rumors, from Lake Pontchartrain sharks swimming through the New Orleans business district to a 7-year-old girl being raped and murdered in the Superdome.

Obviously, those kinds of stories are the ones that sell. Those are the pieces of information that keep people glued to their screens. If the media's purpose were solely to entertain, sensationalistic journalism would be seemingly perfect.

However, the purpose of the news media is primarily to inform, especially during crises. Unfortunately, sometimes the duty to inform is abused. When audiences are desperate for news, usually-credible sources often resort to sensational means in order to satisfy this craving.

Twenty-four-hour TV coverage on programs such as CNN succeeds in providing audiences with a constant stream of information. However, when a program is trying to keep viewers interested for hours at a time, that program sometimes seeks the juiciest news possible. Consequently, journalists are less likely to verify all facts before running a story.

During the Katrina disaster, communication between officials and journalists was difficult because, at least in the first few days of the aftermath, it was difficult to comprehend the extent of the event. City officials were often confused about

the extent of the situation and, when interviewed, would pass their misinformation on to the media.

However, the media would often latch on to unconfirmed rumors, magnifying them and passing them on to the public. Exaggerated claims included reports of at least 10,000 dead and a freezer full of corpses at the New Orleans Convention Center.

Although such sensationalism may buy readers and viewers in the short term, long-term repercussions can be severe. Inaccurate coverage can get the media into trouble. Just last year, CBS anchorman Dan Rather resigned after receiving much criticism due to an unverified and untruthful story he had allowed to run.

Media sources that resorted to exaggeration and inaccuracy during Katrina could find their credence com-

promised. When the floodwaters clear and accurate conclusions are reached, audiences might begin to lose trust in their journalists. By rushing during catastrophes to find the most shocking news available, the media forgets its primary goal: to provide accurate coverage so as to inform the public as well as possible.

As a media publication that values the importance of journalistic integrity, the Globe believes that in the future more care and discretion should be shown in covering important national stories, such as that of Katrina.

Ultimately, media sources that claim to be accurate, such as professional TV news stations and newspapers, should be more careful to value information over exaggeration. Sensationalism should be reserved for tabloids. ☹



Change triggers student's nostalgia

Last year, everyone made my brother's going off to college seem so positive. Don't get me wrong, it does have its positive points (specifically, having the car all to myself, though being in dual enrollment would pretty much guarantee me the privilege anyway). But I was watching "Tommy Boy," a long-time family favorite, and even though I was laughing harder than I have in a long time, there were moments where I felt sad.

How could I feel sad in such a funny movie? Simply because I knew that everyone is growing up, and that meant change.

Watching the movie not only reminded me of how funny this movie is, but also of watching it as a family all those years ago. I remember sitting in the living room as a family and having this warm and fuzzy feeling as we watched a movie that we all loved and cherished. Kind of like the warm and fuzzy "home for the holidays" feeling in "Planes, Trains and Automobiles."

I was sort of glad that Martin decided to go to Wash U. I mean it's close, but often it would be easy to forget that he existed because we seldom see him. I think it would be nice to be able to talk to my brother more often for another year before I go off to college. I never realized how special all of these little things were until I was suddenly faced with the harsh reality that things change.

After all, we are planning what college we would like to go to, and we realize that that means serious change, but we are so wrapped up with where we're going to go and what we're going to do there that we don't realize until too late that these changes mean that we won't have all the little pieces of childhood that we have always taken for

granted.

But this isn't where it started. The day I entered the sixth grade was the day stress became a constant part of my life. The work never stopped, and we were suddenly regarded as loose cannons that needed to be guarded from essentially everything, and yet we were too old for pretty much everything else. At least in high school I didn't feel like I was being tortured. In high school I feel like I'm being submitted to grueling work that is making me learn (a lot), whether I like to admit it or not.

But away from that now. What I'm trying to point out is that we should take time to revisit what we can of all the stuff that we did as kids while we still can because before we know it, the door closes forever.

Granted, there are a plethora of positive aspects of growing up (driving and going to college among them) just as there's also a negative part to Martin going to Wash U. Not a week goes by where I don't hear him call my cell phone asking if he can have the car.

At those times I wish he went to college somewhere else, perhaps Mars. Life is a mixture of the positive and negative in all things, and sometimes we focus so much on the positive aspects of a change that we too easily let go of what we are leaving behind.

Take advantage of what you liked best from when you were little. Some things you can only do when you're young. Playing on a playground when you're single and an adult won't go over very well with society. Take growing up in stride. Remember, for every plus, there is a minus. One door opens, one closes. Try to stay in-between them as long as you can. ☹

Families share house filled with memories

All houses are full of memories. But in old houses, the memories are generations deep.

On an October afternoon, a car pulled up to our house and two women came up the stone walkway, carrying digital cameras, video cameras, a bag full of black and white photos. The two sisters came to our house loaded down with tissues and memories of their childhood home, a house that has changed hands twice since they moved out in the '60s.

Melinda and Nancy Bush grew up at 60 Aberdeen Place, just as my brother and sister and I have. And although the house has changed over the past 40 years, the memories they have kept transcend time.

Melinda and Nancy remembered sitting at the "breakfast nook" in the kitchen, dyeing Easter eggs. My family found pictures of us sitting at the same nook, decorating cookies and building gingerbread houses.

The sisters remembered sliding down the wooden stairs in their socks, catching lightning bugs on the front porch, taking baths in the giant bathtub on the first floor.

They remembered roller-skating in the unfinished basement, riding around in countless circles, taking the paths that my brother and sister and I follow decades later on our bikes and scooters.

Nancy remembered playing Kick the Can with her friends, a game my sister still plays. She remembered how every house seemed to have girls her age, how strange it was when a family with boys moved in.

Melinda recalled being the neighborhood babysitter. She remembered watching the little girl across the street while the girl's father sat upstairs and drank. She remembered braiding the blonde hair of the four beautiful sisters who lived down the street. She remembered the day years later when she heard that two of the sisters and the mother had been killed in a car accident.

When we gave the sisters a tour of our house, certain places brought back floods of memories.

They showed us the place at the



THE BLEEKE FAMILY and Nancy and Molinda Bush, who lived at the residence 40 years earlier, pose in front of the house that holds so many memories for both families.

bottom of the stairs where their only telephone sat: the phone jack is still there. They remembered sitting on the steps, getting the call that their grandfather had died. When we passed through my parents' bedroom, the sisters remembered their father sitting on the bed, crying over the death of his father.

Every time we walked past a door, Nancy would wipe away tears, remembering the notes she left in the keyholes when the family moved away, messages left for the new owners.

Sometimes the sisters' memories immediately brought back the time and place. Melinda and Nancy remembered that their maids would enter the house through the alley entrance. Bryntha, the family's black maid, had to use the basement bathroom. The sisters remembered when Bryntha became old and senile and would iron downstairs, drinking beer and singing.

Melinda told us of how she would ride her bike everywhere as a child, tearing through the alleys and side streets. She remembered when the great playwright Tennessee Williams lived down the block, when he would sit on his back porch during his periods of rehab. She remembered how her mother would warn her to avoid his house, that he was a "very sick man." Melinda thought he was crazy. The sisters recalled the bomb shelter that their neighbors built, the bomb shelter that remained there until earlier this year when our neighbors tore it down during their renovation project.

Nancy and Melinda remem-

Keeping It In PERSPECTIVE



CAROLINE BLEEKE

Babysitting offers welcome escape

Kids allow one student to take a much needed break from the anxieties of everyday life.

Many of my Friday and Saturday nights revolve around finger paint, baby food, and 8 p.m. bedtimes. My favorite summers aren't spent in an exotic country or lounging on the beach — they're the ones spent chasing my nephews around their backyard in Virginia and taking kids to the pool or park.

I find comfort in the creativity and imagination of kids. The smallest and youngest people I know have taught me some of the biggest lessons about myself and my approach to the world.

I remember one Wednesday in particular. It was August, and I was babysitting three times a week for Joseph and Aidan, ages one and "this many" (hold up four fingers), respectively. My days there had been the best of my summer so far — simple and fun, just what I needed.

But this particular Wednesday, I struggled to get out of bed, drive the 15 minutes to their small brick house and put on a happy face for six hours. Stresses of college, family, and growing responsibilities weighed on me. It seemed impossible to forget about those things for the day.

I felt small and weak driving through the morning traffic, and I dreaded a day full of labored smiles. Too much was worrying me that had nothing to do with Aidan's scraped knee and Joseph's missing blanket, the little things barely made a mark on my radar.

As I opened the creaky old door and stepped into their family room, Aidan and Joseph, who were watching "Brother Bear" and drinking milk, glanced in the direction of the door. On a normal day, I would have gotten little more than

a groggy "hello" until Brother Bear was finally reunited with his tribe and the sippy cups were empty. That was fine: it was their routine, and I was hardly one to interrupt it.

But this morning, something in my face must have been different (although I had already practiced and thought I had mastered my happy face on the drive over). Joseph's eyes lingered on my sleep-deprived figure, studying me. After a second, he tumbled off the couch, which was still just a little too tall for him, and toddled over to me with his blanket trailing behind him.

When he climbed up into my arms, knocking me off balance, he put his head on my shoulder and m u m b l e d a garbled one-year-old sentence, something along the lines of "Why are you sad today, Kate?"

Being a toddler, his compassionate concern was followed quickly by another request. "Can we play with bubbles?"

But with just one sentence, he had restarted my day. I had a newfound energy and a sense of responsibility. The exhaustion and worry was still there, but for six hours I was ready for the "bubbles," to see the world as they saw it: a simple

Making our MARK...



...Kate Waterbury

a brighter side to a world that can sometimes seem bleak.

Vacations are always a welcome escape from the pressures of my own life, but seeing reality through the eyes of a child brings a priceless sense of balance and optimism, stronger than any vacation. My greatest escape is not to Mexico or Hawaii for a vacation full of beaches and sun. Mine is a 15-minute drive to a tiny brick house, where bubbles, baby food and true kindness wait for me inside. ☹

Dear readers,

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 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 full-page; prices vary. Please contact our office for more information.

The Globe is distributed to students free each month. We offer bulk mailing subscriptions for \$20 a year. First-class mailing subscriptions are also available for \$30 a year. We find these options particularly useful for parents, for no amount of begging or friendly reminders can compel a high schooler to remember to bring home a copy.

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

--the Globe editors

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

Profanity causes controversy

Students debate acceptable use of vulgar language at CHS.

Freedom of speech, profanity and all

"I can say anything I wanna say."

- Steve Earle, American songwriter

Nearly all of us have learned to keep certain thoughts to ourselves because expressing them would be unkind. Strangely enough, many also frown upon the use of profanities, which are defined as words or phrases that are unholy. The use of these "bad words" constitutes a "Level I Misconduct" in the Clayton School District. But why?

The Christian faith says that the use of certain profanities violates one of the Ten Commandments, "Thou shalt not misuse the name of the LORD thy God," as well as going against James 5:12, "Do not swear." If this is your belief, so be it. My or anyone else's use of profanity does not damage any other person's chance of salvation. Thus, they should not even be offended by such profanities.

Others say that such language disturbs the simple harmony of life, that it unnecessarily upsets people. Perhaps so, but infringing upon a person's right to choose his own words should certainly upset him as well.

To stop the use of profanity, as the folks at hush-up.com wish, would certainly violate rights to the freedom of speech given by the First Amendment. America was not born of nice words and pink bunnies; it was born of incendiary language and red blood. If some would say I am extreme in my beliefs, let it be so, for as Barry Goldwater once said, "Extremism in the defense of liberty is no vice."

Still others say that it is not the words but the message that matters. They believe that the messages these words convey carry negative energy with them. What is the message, though? Many curse simply because it is the strongest language that they can use to voice their anger. When used in this way, these words do not mean anything different from any other insult. The exclamation still represents the same feeling. Thus, those who

believe that the use (or in this case, non-use) of certain words can improve human condition are terribly naïve. So why even be offended by such language?

Again, if such messages were conveyed with any other words, the meaning would still be the same. When used in this way, profanities are just a medium to easily convey feelings. Rather than being bemoaned, perhaps profanities should be accepted as an efficient way to communicate.

Despite these arguments, some of those who make them strangely believe that euphemisms are fine. As Shakespeare wrote, "A rose by any other name would smell just as sweet." Words do not have meaning alone but in the ideas they represent. Changing a letter or two does not change its message. If there is a God, He knows what you are thinking anyway, so you are not saved by simply saying some botched curse word instead. Some would go farther than just "damn" or "shoot," however. There are those who say "Holy cow!" in order to avoid saying some other exclamation.

I could not logically have any problem with someone who chose not to use any such language, so long as they did not press their choices onto me. On the other hand, it is not for anyone to restrict anyone else's freedom of speech. Freedom of speech was one of the foremost freedoms granted by America's Forefathers in the Constitution in 1787. This freedom was granted with the knowledge that some might take issue with others' practice of this freedom.

Regardless of how terrible anyone's words or statements are, they are protected under the greatest document of this land. This freedom is what makes America great. It would be hypocritical of me to try to stop anyone from speaking his mind on this issue, but in the words of Steve Earle, "I can say anything I wanna say."

PRO



Jim An

CON



Tian Qiu

F L I P S I D E

Profanity has no place anywhere at CHS

In my everyday life, profanities never cease to stay away from my auditory radius. I actually came up with the total of profanity usages I've encountered in one day—"F" word, 9; "S" word, 7; "B" word, 3—most of which came from my peers.

There are so many words in the dictionary, yet teenagers seem to favor profane language the most. Personally, I think that is just absurd.

Just because these words exist in our dictionaries does not mean you should utilize them however you want.

Many people perceive the use of profanities as a very cool thing to do, the more daring the better right? Ok, so you know how to use the "F" word and the "S" word. I don't care if you can write an epic filled with all forms of those words, all it proves is that you have an extremely limited vocabulary.

Furthermore, profanity makes people seem vulgar. It degrades your reputation. Just in case you haven't noticed, people of a higher social status choose their words carefully.

I mean, when I was watching "The Apprentice", I never saw Donald Trump say to his apprentices "Oh you are so F---ed" when he disapproves of their actions (instead, he tells them: "You're fired!")

It's still pretty cold, but at least he didn't use the other "F" word). All right, profane words are so named because they are offensive to most people. Most people probably use them when alone or around friends who don't mind on occasions, but do refrain from profanity usage when you know you'll affront somebody.

People sometimes say "What's the point of saying 'shoot' when you want to say 's---'? They mean the same anyway."

So, okay, I think it's adorable for little kids to say: "You are a poopthead." But since the "S"

word means feces also, it's just inappropriate for the same kid to say: "You are a s---head."

Moreover, profanities are some of the strongest words. I only use them if I want to express some equally strong feelings, which is why most horror and war movies are filled with curse words.

So unless you are in some life-threatening events or feel only curse words will express you the best, refrain from using profanity (Seriously, if I almost got into a car accident, I wouldn't say: "Oh snap, ha ha, that car almost hit me.")

Now, when I was in sixth grade, I was at a family dinner with some high school students. They were talking and I was eavesdropping.

Then, I heard the word "ass," so I asked them what it meant and they said it meant "butt." So the second day I went to class, and somehow I wanted to throw my new word out there to answer my teacher's question.

"Ass," I shouted. The teacher was perplexed and asked me to spell. "A-S-S" and I spelled it out, and the next thing I remember was sitting in the empty detention room.

So please, resist from using profanity especially when you have a child around, for it might violate his or her welfare just as I ended up in detention room staring at the ceiling.

I do not look forward to a day in the future where I wonder where all the cute little child slangs went, and I will be dejected to find a 5-year-olds' vocabulary filled with profanity instead ("You are a poop monkey-butt" is cute, "You are a s---ty ass-monkey" just makes me want to smack the kid.)

So I guess what I've been trying to say is, don't use profanity unless you want to be regarded as a vulgarian, to tick somebody off, or to watch our future generations grow up to be the verbal spawns of Satan. ☹

Mirror reflects heart as well as size

"You could be smaller," is what I tell myself in the fitting room of a department store, while I watch my reflection struggle into a large T-shirt, "I should've gotten the X-Large." I tell myself.

I hate going shopping. It only depresses me. It seems like the clothes manufactures only make clothes for the stick figures.

That's why I never go shopping with my friends; they're all size fives and sevens. Everywhere I look there is someone smaller than I am. I know I'm not alone when I go to the plus sizes. Researchers say that 39 percent of American teens are over-weight or obese, but it seems like I never see those teens.

What's strange for me is that I don't remember worrying about my weight before three years ago. I didn't start thinking about my appearance until I saw girls around me dress like the people on TV with the bodies to match. All of a sudden I felt like everyone looked like that except me.

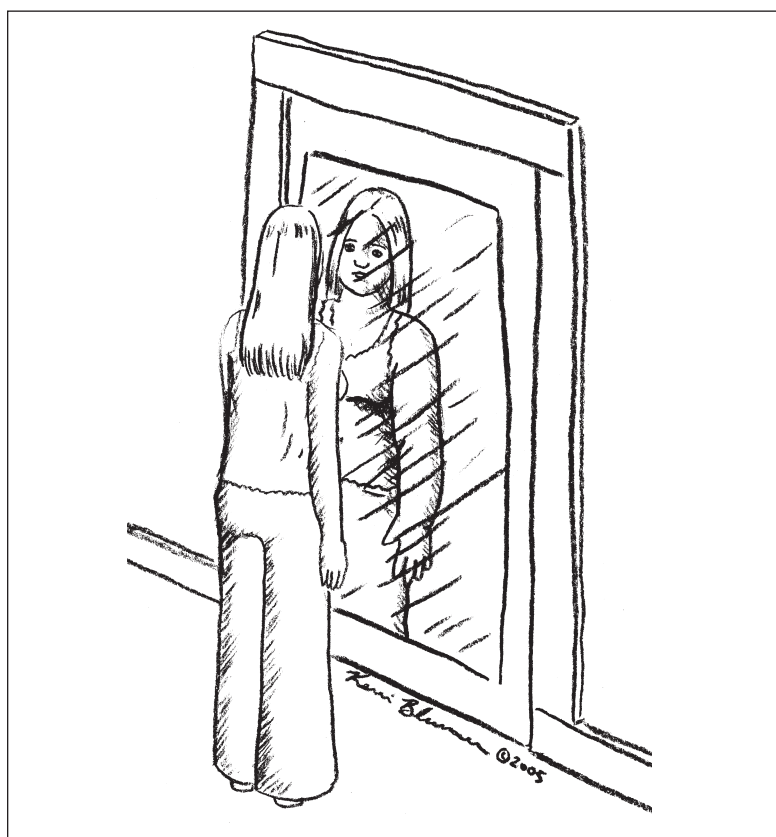
My mom, who didn't need to point out my dilemma, told me to do a sport. The last thing I wanted to do was have people look at my

wobbly bits while I jumped around at whatever sport she wanted me to do. For the record she wanted me to play basketball. I did have to do something because I had started to believe the nasty words of my mom, brother, and sisters, when they found "creative" ways of calling me fat.

My brother used to say that it was motivation; he still says that. In a small way he was right. Despite my best efforts at not believing him, deep down, I did believe him. The idea of being overweight was already in my mind from the people I saw on TV to the people I saw everyday. So I believed

that I was not of average size. The imperfect image I had for myself caused me to think that other people saw me as I saw me. Fat. When a guy would ask if he could call me sometime, I would ask why. Or if a guy would compliment me on my looks, I would jump on the defense because I couldn't believe what he was saying. I couldn't accept any kind of compliment about how I looked because I had started to associate fat with ugly.

I heard once upon a time that people judge you no matter what,



that it's a natural human reaction. I wanted me to think that was. So this story has a moral, find the inner beauty. About a million crash diets later, I have finally found it. I did lose weight because that's what I thought I needed to do. And my mom thought the same because she got me an exercise machine for my birthday. With my newly found confidence I do feel a little better about myself, and even though I still tell my reflection, "You could be smaller," before I leave the mirror's view I counter that with a "You also could be bigger."

I knew I had to change and not just my weight, but also my mentality on what I thought was beautiful and not what the world

wanted me to think that was. So this story has a moral, find the inner beauty. About a million crash diets later, I have finally found it. I did lose weight because that's what I thought I needed to do. And my mom thought the same because she got me an exercise machine for my birthday. With my newly found confidence I do feel a little better about myself, and even though I still tell my reflection, "You could be smaller," before I leave the mirror's view I counter that with a "You also could be bigger."

Katrina raises question: How could this happen in America?

"It's like a third-world country."

As images of destroyed buildings and poverty-stricken masses, along with horror stories of looting, rape, murder, and general anarchy flashed across the nation in the wake of Hurricane Katrina, this line was repeated again and again.

"It's like a third-world country."

Indeed, the news and footage coming out of the wreckage of New Orleans matched closely with general perceptions of the third world - poor, miserable, dark-skinned masses of humanity; rampant lawlessness, starvation unchecked by any ruling power; screaming children, flying bullets, and the ever-present spectre of death.

Katrina unearthed freshly buried memories of the devastation caused by the tsunami last year. It awakened old associations of natural disasters with tidal waves and earthquakes in Asia and mudslides in Latin America. It reminded Americans of the generosity, the pity - and the pride - with which they had given millions to help the victims.

It reminded them how they had donated - how they had "done their part" - and continued with their lives.

Disasters happen, and we help. And then we push them to the back of our minds. We accept them. We move on.

And then came Katrina. A city was buried by water. Millions of

lives were ruined. Hundreds died.

"It's like a third-world country."

Katrina came as a profound shock that shook the nation to its core. We are not immune. We are not invincible. Natural disasters strike us, too.

"But it's like a third-world country!"

But with that line came far more than a recognition of reality - far more than a simple acknowledgment of our vulnerability. It also carried a shocking conceit.

The implication is that such a disaster should not happen here. We are above that. We are rich, modern, technologically advanced - nature should not affect us so.

But the line also carries a subtle insinuation; that although such devastation must not happen here, it's okay over there - in the third world.

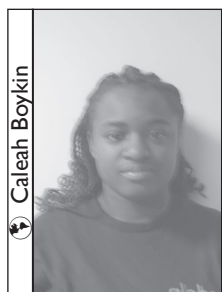
Poverty, devastation, and death can be accepted if they occur outside our domain. They are only really issues if they touch us at home.

This begs the questions - why, even if only subconsciously, do we value American lives so much more than Indian, Mexican, or Pakistani lives? Why do we do that? How can we change that? And what more can we do?

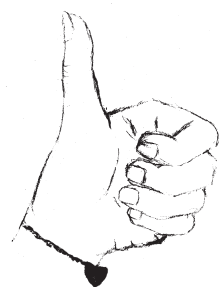
The line coming from peoples' mouths should not be "It looks like a third-world country;" instead, it should read: "People are suffering - how can we help?" ☹



Rebecca Katz



Caleah Boykin



Thumbs Down

- Cardinals spirit/Pujols
- three-day weekend
- Homecoming
- orange/blue man
- Halloween
- Northwest Coffee kiosk
- H&M opening

Thumbs Up

- daylight savings over
- end of quarter tests
- blonde James Bond
- three quarters still left to go
- Rams
- Galleria food court renovations
- Houston Astros



Corrections Box

- The names Joe Mello, Brittany Dennison, Sophia Agapova, Becca Gutman and Claire Samuel were spelled wrong.
- Kate Rothman is a junior, not a senior.
- Sam Bader was left out of the Globe staff box. He is an artist for the Globe.

Hope for Autism

As the rate of autism diagnosis rises, knowledge of the condition increases as well. A variety of new therapies and treatment strategies make living with autism easier for autistic children and their families.

 **Annalise Shumway**

When 13-year-old Spencer Palmer was young, even leaving the house was an overwhelming activity. "Autism consumed our entire life because of Spencer's behavior," Spencer's mother, Rose Palmer, said. "He constantly had temper tantrums, screamed and had huge fits. I never wanted to go out in public. Going to the grocery store was almost impossible."

Autism, first described in 1944 by psychiatrist Leo Kanner, is a spectrum disorder that affects each individual differently and at varying degrees. Persons with the same diagnosis can act completely different from one another and have varying capabilities.

"Children have a wide range of abilities with autism because it is a spectrum disorder," family counselor Mary Meidinger said. "Some never learn how to talk and develop their language. Others have sensory problems so they cannot be around different sounds or smells or touch some objects or have behavior issues. Other kids function well but can be socially inappropriate."

Although there is no known cure for autism, individuals who are treated early can overcome the condition more fully. The last decade has brought more awareness and more research.

"Neurologists have recognized that an autistic child's brain is different than another without autism," Judevine Director of Programs Jeanne Marshall said. "The belief that autism is caused by abnormalities in brain structures or functions seems to be the most accepted. There are many factors to investigate in the child's environment. There could be many causes. There is currently no cure but treatment."

The medical community has conflicting views about brains of children with autism.

"About 20 years ago, research showed that children with autism have brains with small cerebellums," neurologist Steven Rothman said. "This research has been difficult to repeat. Other doctors believe that children with autism have larger heads or brains. This also is hard to prove. There are no coherent research summaries about brain abnormalities that explain what they are."

DIAGNOSIS

Autism is a life-long disability that starts to show signs during the first three years of a child's life. In St. Louis, parents can find assistance through both their local school districts and the Judevine Center for Autism in Olivette. Judevine started in 1971 after the Social Exchange Lab at Washington University ran out of money. Upset parents and founder Lois Blackwell raised the initial \$9,000 to start a facility.

"As the children grew up, there began to be a need for more programs so we have expanded greatly over the years," Marshall said. "We give assessments but we cannot give a medical diagnosis of it."

Most individuals can be diagnosed from the age of 18 months to 36 months—mostly due to language difficulties. Others who are diagnosed later mainly have social problems.

"The signs are pretty evident," Marshall said. "Sometimes when a child is diagnosed later, at ages 6 to 10, the parents just thought the kid was quirky. They also probably have good language skills but are lacking in social skills. These children are milder on the autism spectrum. Autism is treatable, and it is the best if diagnosed early to help the children improve their communication and social skills."

Autism is a neurological disorder that affects the functioning of the brain, severely compromising a person's ability to communicate, form relationships with others and respond appropriately to the environment.

Autism is closely related to four other pervasive development disorders (PDD), such as Asperger's, Childhood Disintegrative Disorder and Rett's Disor-

der. They may have some of the same symptoms, but they differ in terms of when the symptoms start and how fast they appear.

Autism and Asperger's are closely related in that both are neurological. The children lack communication and social interaction with others.

"Autistic children are just as intelligent, but it is hard to describe their intelligence because they have delayed language," Rothman said. "The children with normal language abilities do well but sometimes are not able to relate to others. Some of these children are diagnosed with Asperger's disorder. These children have social difficulties but have high academic levels, above those their age or adults. Asperger's sometimes appears within the math and science community because of their very advanced skills."

Autism can sometimes be tricky to diagnose compared to other standard medical conditions because there are no

medical tests that detect or diagnose autism. "Autism may be affected by complications before or after birth," Rothman said. "It can usually be diagnosed when kids have several difficulties in language development or behavior complications from the age of 1 to 2. They typically show slow language development, accompanying abnormalities with interacting with their parents or family members. Sometimes they don't seek affection, pay attention to people or have repetitive motions or behaviors. Some also interact with an object that seems to give them stimulation."

Diagnosis is based on behavioral observation, combined with an interview and a comprehensive review of developmental history. Psychologists and psychiatrists score behaviors to see if the child fits into classic autism. Parent interviews can be helpful in understanding what a child is like at home and in social interactions. Most autistic children have normal medical histories. "There are no specific birth complications; it is very elusive," Rothman said. "It is hard to identify clear cut infections that have caused autism. Autism is probably caused by a normal gene betting turned on or off during birth or afterwards so the brain developed differently."

Currently about 1.5 million Americans have autism, and the number is growing at a rate of 10 to 17 percent per year, according to the U.S. Department of Education. At this rate, the American Society of Autism estimates that there could be as many as 4 million Americans within the next decade. Its prevalence now places it as the third most common developmental disability—more common than Down's Syndrome.

"The diagnosis of autism has increased 373 percent in the last 10 years," Marshall said. "It affects one in 166 births. I don't think it is over diagnosed, but there is more awareness about it now. It now has also been labeled as a spectrum disorder so it catches the children on both ends—the severe and mild. It used to only identify the severe as autistic."

After neurologists diagnose it, Judevine Center recommends strategies to help the child and offers treatment programs. The programs emphasize com-

munication skills, behavior supports and participation in natural social exchanges, since some autistic adults have difficulty finding jobs because of their lack of communication.

When Ellen Hager, a parent of twin autistic sons at Captain Elementary School, started watching her sons develop differently than her older son, she started asking questions.

"The response that I always got was that their language would come eventually and boys are slow at developing language skills," Hager said. "At a developmental screening, they could not take the tests because they would throw the scissors and not cooperate. I was told they were delayed in motor, communication and emotional skills. These signs were classic autism. Afterwards, we went to a neurologist who diagnosed them with autism, and Judevine did another assessment with the same result."

Judevine offers many services to both children and families from therapies and workshops to support groups. If a child is diagnosed at a younger age, many parents attend a three-week workshop at Judevine to learn about autism communication styles and how to respond to different situations.

"They find that their stress level decreases as a result of the workshop," Marshall said. "The child works with occupational, behavior, music and other therapists throughout the day."

Hager and her husband both completed the Judevine three-week course while their sons played and worked with their therapists. "The parent training was an intensive educational gift," Hager said. "Before the training, we were walking on egg shells because we had no tricks on how to act in different situations. We learned how to understand their behaviors and gained a more solid understanding of autism by listening to different instructors."

While the Hagers were learning from 8 a.m. to 5 p.m. daily, the boys work with a therapist on compliance and social exchanges and participate in different activities by doing puzzles, playing games and practicing sharing.

Behavioral therapy helps to develop behavior strategies for specific social behavior needed by the individual so they can function within their family and community. Emphasis is placed on developing social skills, coping strategies and positive interaction behavior.

"Children that have behavioral therapy early in life tend to do well," Rothman said. "Also, when they attend normal classrooms, some of the kids are able to pick up some of the normal social skills and cues."

Autistic individuals are sometimes given medications although there is not a single medication for all children with autism.

"Some children do not need special medications," Rothman said. "Others have trouble with being too impulsive and use stimulants to help control themselves so they can fit into social settings and classrooms. The decision to take medication is individual."

Some parents look to dietary solutions to further improve their child's condition.

"Parents of children with autism are confronted by a large amount of information about available treatments, some controversial," developmental pediatrician Monica Ulmann said. "Some practitioners believe that allergies or environmental toxins may contribute to behavioral issues. Others believe that yeast overgrowth may play a role in autism. Some parents choose to eliminate casein and gluten products from their child's diet. Honest discussions with the child's health practitioner are essential to decide on treatment options."



be more patient because autistic kids also need lots of repetition and reminding.

"Autism is very difficult because some parents start to feel inadequate," Meidinger said. "If they have other children, they don't understand why their same techniques are not working. It is very challenging. When they are placed in a new environment, the children cannot pull together what they know in a new situation. What is working one week may not work the next."

Families with autistic children are dramatically changed after a child is diagnosed. Parents can experience grief and stress because they do not have the typical child that they expected to have.

Research indicates that parents of children with autism experience greater stress than parents of children with mental retardation and Down's Syndrome because children cannot communicate as well and parents must guess their needs and wants.

"Families are affected in every aspect due to autism," Meidinger said. "The structure of a family is changed. It is hard to travel, to go on vacations or leave the home even. Families have strict routines at home because the child cannot adjust to change well sometimes. Families need to adjust to the child. I know one kid who couldn't eat with his family because he couldn't stand the sound of his family chewing. Some families have many interruptions, others only experience one or two."

Hager has noticed how well her sons interact and learn from each other.

"All three boys really interact together as siblings," Hager said. "Our oldest son has benefitted from his younger brothers and has learned from them about becoming inclusive, being patient and not judging others. They have moments when they do not get along, but for they most part they enjoy each other's company."

Taking an individual with autism out into the community can be very difficult for families because some people do not understand them.

"Some families become isolated because it is so difficult to take the child into public places because they don't have the same social skills or don't know what is dangerous," Meidinger said. "Sometimes society makes comments that these parents are not good parents. When this happens, the family has a more restricted lifestyle and starts to be isolated from the community."

When Hager's twins were diagnosed, autism awareness was not as prevalent.

"When Lewis and William were diagnosed with autism, it was one in a 1000 births rather than one in 166," Hager said. "I felt isolated because it was so rare. The benefit of having twins is that the boys have always had each other and someone just like them. The kids at Captain have been very accepting, loving and open towards them."

SUCCESS IS POSSIBLE

After years of intensive treatments, autistic children can become integral and contributing parts of their families and communities.


Spencer Palmer is now able to attend the grocery store alone with a list of necessary items, can help around the house and is earning his Boy Scout Eagle Award.

"Spencer empties the dishwasher right after he gets out of bed now," Palmer said. "He is very helpful because he also remembers everything. He also keeps everyone on time. Now he is a totally functioning part of our family."

Many autistic children have special talents due to their autism such as music, math or excellent memory.

"Spencer has a visual memory," Palmer said. "He can look at charts and remember both the details and information so he has become a history buff. Also, because he has such a visual memory, he can play back entire scenes of movies within his mind and quote lines. We have to be very careful about what he watches and he is [careful] too. He also combines both movies and history to write stories."

As parents and families learn to adjust to their autistic child, they learn not to take life for granted and to cherish the simple things.

"When Spencer was diagnosed with autism, I thought I would never be able to laugh again because I was so miserable," Palmer said. "I have never been in so much despair. But as our family has watched the miracle of Spencer unfold, we have recognized what a special human being he is. He has been the greatest gift for our family. He has taught us love, how to be kind to others, look past others' outside appearances and love the simple joys and tender mercies of life. Learning has always been easy for our children. They have come to recognize that if Spencer could learn how to talk and read when it is such a chore for him, they could be pushed to new levels—not only in academics but in life. Our family is so much better because we have experienced autism." 

Autism Therapies

APPLIED BEHAVIOR ANALYSIS (ABA)

- has consistent results in teaching new skills
- uses observable behavior in analysis
- can be time-consuming because children learn action phrases which are eventually linked together through practice.
- gives children reinforcers of candy or toys to increase correct behavior

OCCUPATIONAL THERAPY WITH SENSORY INTEGRATION

- teaches children with autism how to respond to sensory stimulation and how to overcome challenging sensory input (sounds, colors, touch, etc.)
- attempts to rearrange how the brain interprets stimulation under clinical conditions

PICTURE EXCHANGE COMMUNICATION SYSTEMS (PECS)

- used by children who exchange a picture for something they want
- helpful when learning language

AMERICAN SIGN LANGUAGE

- used to express simple words like cup, tired or hungry
- decreases the frustration of the child because they are able to communicate
- words are still used by the parents or therapists so the child can eventually learn the word

Recreation

Football Statistics

Clayton:

Leading Scorers:

Carter Sapp	36 points
Kit Szybala	26 points
Gene Cerrato	24 points
Cameron Hicks	24 points

Leading Passers:

Carter Sapp	596 yards
Cameron Hicks	75 yards

Leading Rushers:

Gene Cerrato	335 yards
Brian Minor	175 yards
Devin McMiller	168 yards
Carter Sapp	132 yards

Leading Receivers:

Brian Minor	278 yards
Cameron Hicks	239 yards
Jared Neely	68 yards
Charlie Matthews	26 yards

Total Yards:

Brian Minor	453 yards
Gene Cerrato	345 yards
Devin McMiller	173 yards
Carter Sapp	132 yards

Ladue:

Leading Scorers:

Anthony Easterwood	66 points
De'angelo Dean	56 points
Sam Panke	30 points
Nick Bahn	19 points

Leading Passers:

Nick Bahn	466 yards
Spencer Mason	318 yards

Leading Rushers:

Anthony Easterwood	915 yards
De'angelo Dean	607 yards
Stewart Cannon	107 yards
Sean Okpala	92 yards

Leading Receivers:

Sam Panke	471 yards
Slava Prokhorets	126 yards
Stewart Cannon	64 yards
Anthony Easterwood	55 yards

Total Yards:

Anthony Easterwood	970 yards
De'angelo Dean	658 yards
Stewart Cannon	171 yards
Sean Okpala	92 yards



Girl's Softball

Softball remains positive despite a difficult season

14



Clayton Alumni

2005 CHS graduates are adjusting to life at Washington University

18



Homecoming

School spirit and an abundance of fun is a high school tradition

24

Who will go to the playoffs?

A different perspective: Ladue football

by KATHERINE SHER

It's going to be a nail biter. Two qualified teams will enter the last week of the football season not knowing what their fates will be. Will they advance to the Missouri State High School Athletic Association (MSHAA) playoffs? Or will the results leave the seniors and the rest of the team reminiscing about what could have been? These questions will be answered Nov. 4 at Washington University, when the Clayton Greyhounds will battle the Ladue Rams in the last game of the season, in a rematch of last year's epic battle for a chance at the MSHAA trophy.

The Rams started their season with an overall record of 5-2 and are undefeated in conference play. The Hounds, on the other hand, are 4-3 overall with a conference record of 2-1. However, in district play, each team is rewarded a clean slate. This only means one thing in the eyes of the Ladue players and fans: the Clayton game is a must-win situation.

"In the state of Missouri, the last three games determine who advances in the state playoffs," Rams senior co-captain Anthony Easterwood said. "Right now, people are saying that we will probably be ranked number one in districts because we are undefeated in conference. But it all comes down to the last three weeks. [The Clayton game is] going to be a good game."

There are four teams vying for that one playoff spot: Clayton, Ladue, University City and Normandy. The playoff spot will most likely go to the winner of the Clayton-Ladue game.

The same situation presented itself last season, with a victory by the Greyhounds.

Offensively, the Rams dominate the field. Easterwood leads the team in rushing with 915 yards so far this season. Last year, he ran for a total of 921 yards.

Senior De'angelo Dean has rushed for 607 yards and

scored nine touchdowns. Easterwood and Dean give senior quarterback Bahn another option besides throwing.

Bahn has passed for 466 yards, including four touchdown passes. Leading receiving comes from senior tight end Sam Panke, who has caught 471 yards and scored four touchdowns. He also leads the team with 11 sacks and 42 tackles on defense.

Although the Rams offense is dominated by seniors, the team has a lot of up and coming talent.

"The team is pretty young this year, but everyone has stepped up," Easterwood said. "It's been a team building experience this year with the two losses."

Bahn echoed Easterwood. "There is a lot of camaraderie between the players, more so than last year," Bahn said.

Both sides can agree, though, that the Clayton-Ladue game is the most important to both teams.

"I love the rivalry," Easterwood said. "I love the way the season is set up and how it comes down to the last game, and that we play Clayton."

Bahn agreed. "It's our number one goal. We've devoted our entire season to beating Clayton. It's the biggest game and our most important rivalry. It's going to be a lot of fun under the lights and on the turf."

If the Rams beat the Greyhounds, they will advance to the State playoffs. There, they have high hopes of what they can accomplish.

"I think we can win State," Easterwood said. "It's hard being a young team with not that many seniors, but I think we can do it."

First, they will have to go through the Greyhounds, who beat the Rams the past two seasons.

"It's been a while since we've won," Bahn said. "It's become our number one priority."

Despite the outcome, one thing is true: the rivalry lives on.

Perhaps the closing statement is best left to Bahn.

"We're going to win." ☺



ABOVE: CLAYTON WON its football game last year against Ladue 31-7. Clayton plays Ladue again on Nov. 4 at Washington University. The outcome of the Clayton and Ladue football game will decide which team advances to the playoffs. BELOW: Senior co-captain Brian Minor is a running back on offense and a corner back on defense. Brian will play an important role in the game against Ladue as he competes against Ladue's backfield players, seniors Anthony Easterwood and De'angelo Dean. Minor believes he is ready to go up against Easterwood. "He's stronger and I'm faster," Minor said. "We are two different types of running backs."

CHS football determined to keep winning tradition alive

by MAX SHAPIRO

After a hot 3-0 start, the Clayton Greyhound football team is slowly cooling off coming into the rivalry game at Washington University versus Ladue.

The Greyhounds won their first three games very easily against weak Soldan and Berkeley teams and a St. Francis Borgia team that has regressed from years past.

"The team was happy that we won our first three games," senior linebacker James Sachar said. "But we weren't really clicking well, and we were having some team chemistry problems. It's hard for a team to go through a coaching transition and we didn't even get to play in the Jamboree because of bad weather."

Former lineman coach Sam Horrell took over for former head coach Mike Musick as the head coach.

"It's a hard transition to a new coach, but we are getting there," Sachar said.

The Hounds lost their fourth game of the season at MICDS 32-14. However, they made a tremendous comeback at Jennings the next week. The Hounds were down 20-0 at halftime and were not playing great football.

"I think the guys thought going into the game that we were going to be playing the same old Jennings, the team we used to walk over every year," Horrell said. "But this team has improved a lot and we didn't give them enough credit. The team really came out and played in the second half and that's the reason we won."

A 75 yard trick play pass from senior Cameron Hicks to senior co-captain Brian Minor gave the Greyhounds the lead in the fourth quarter and senior co-captain. Carter Sapp connected with senior

Devin McMiller for a nine yard touchdown pass to put the game out of reach.

However, the Greyhounds were punned by St. Charles West at Concordia on Clayton's homecoming 42-21.

"It's tough every time you lose a game, but they were a much better team on that day," Horrell said.

St. Charles West ran the ball up the middle of Clayton's defense all game long, only attempting four passes and completing two, both for touchdowns.

"It was a tough game to play," junior cornerback and running back Brandon Powell said. "It was a big defeat and we just need to stop the run better."

St. Charles West ran the ball 52 times for 304 yards and went up 35-0 at halftime. They tacked on another touchdown to go up 42-0 in the third quarter. Clayton scored three touchdowns in the fourth quarter, but the game was never close.

"We learned a lot from that game," senior co-captain Brian Minor said. "The loss hurts, but I can't change the past. We'll move on and become a better team."

Minor is a component to the Hounds success and when he suffered a concussion in the St. Charles West game along with senior Justin Williams and junior cornerback Steve Richardson, the team was in disarray. This left Sapp and co-captain running back Gene Cerrato with few ways to succeed.

"We needed to be more focused," Sapp said. "We need to play with more heart in a game as important as that. We will play with more heart against Ladue."

The Greyhounds play cross-town rival Ladue in their last game of the season. This game has just about everything on the line.

"I don't want to say it, but I have to," Sapp said. "This game will represent our whole entire season. It's our rivalry game and playoff hopes all wrapped up in one. This game will determine whether or not our season was successful."

To defeat the Rams the Greyhounds will have to do what they failed to do against St. Charles West: stop the run.

Ladue has one of the best running backs in Missouri in senior Anthony Easterwood.

"We need to be able to limit his yards on first down," Horrell said. "It's going to be hard to stop him, but I believe we can contain him. That's going to be our goal with him."

"We should have no problem stopping him if

we run to the ball," Minor said.

Clayton will counter the Rams impressive backfield with a good pair of running backs, Minor and Cerrato.

The game is going to come down to whoever runs the ball more efficiently, either Easterwood and Dean or Cerrato and Minor.

Cerrato has scored four times this year while averaging just over five yards a carry and Minor has scored twice while averaging a little over three yards per carry.

Minor and Cerrato are working hard during practice and will use the Normandy and University City games to prepare for the final bout. Minor insists that his concussion will not affect his level of play and he will be at 100 percent for the game.

"The concussion really wasn't that bad," Minor said. "It took me out of the rest of the game, but I'm feeling fine now, and I'm ready to play."

Minor believes he is ready to go up against Easterwood. "He's stronger and I'm faster," Minor said. "We are two different types of running backs."

The offensive line led by senior Chris Peck will need to make some holes for Minor and Cerrato.

Cerrato will have to carry a bulk of the load too for the Greyhounds to be successful against a Ladue team that has a record of 5-2, with their only losses coming against tough teams from Cahokia and Roosevelt.

"This game means the world to me," Cerrato said. "It's a lot of fun and the rivalry just keeps on getting bigger from year to year."

Clayton has won the last three meetings against Ladue and looks to make it a fourth on Nov. 4 at Washington University.

The game was originally scheduled to be played underneath the lights at Gay Field, but the field will not be ready in time.

"It's unfortunate that we will not be able to play this game on the home field, but Concordia has been great to us all year and I believe Wash U. is a good substitute site for this game," Horrell said.

Cerrato likes the idea of playing at Washington University.

"It will make the game much better," Cerrato said. "A lot more people will show up and the crowds will be going crazy."

The rivalry is heating up and this game looks to have all the facets to be one of the best ever played between these two teams.

"We are going to have to make big plays," Minor said. "Big players step up in big situations. This is a big situation and I look forward to stepping up." ☺



Jamie Sachar



JUNIOR JACI RIFKIN stands in the on-deck circle as she prepares for her next at bat. Rifkin was one of the team's two pitchers in her first year starting at that position.

Softball falters

The team regroups in transitional year after losing their pitching ace, who graduated last year.

BY RACHEL DICKENS

Amidst the exhilaration and fervor that surround CHS football, other, less popular fall sports often become overshadowed. The varsity girls' softball team has devoted a great amount of time and effort into games and practices this season.

However, the team is given little acknowledgment for their performance. Although the team hasn't had a superb season, the players' love for the sport hasn't faltered.

"Softball is my favorite sport," junior Melanie Holland said. "When I joined the team I immediately felt a sense of community and hospitality among my teammates. Although this is my first year playing at CHS, I feel just as settled-in and comfortable as everyone else." Although Holland is a first-year player, her skills and irrepensible attitude allowed her to be elected one of the team's three captains.

"Melanie never got down and could always boost the morale of our team," junior Jaci Rifkin said. "She was always the loudest in the dugout, and could always be counted on to cheer us on."

Rifkin also holds the team's other two captains in high regard.

"Liz Bowen, our only senior captain, was the big sister of the team," Rifkin said. "She helped anyone in need, and was a tremendous first baseman. Our other captain, Beth Nielsen, is an amazingly skilled player. She could always shake off a bad play and never allowed her emotions to dictate the course of the game."

Although the team was endowed with talented captains, Rifkin attributes much of the team's success to

their coaches.

"Our coaches, Ron Steinschreiber and Christine Langenbacher, are the driving forces of our team," Rifkin said. "Christine played softball in college and can coach from a seasoned perspective. While Ron is quieter than Coach L, he is always on top of our games. He always keeps the stats and helps the outfield immensely."

Although players share an overall sense of accomplishment and unity, Holland feels as though the team could've performed better overall.

"We didn't win an amazing number of games," Holland said. "However, the ones we did win were awesome games, where we were all cheering for each other and playing with great intensity."

As team captain, Holland accredits a few promising young players with the team's success.

"All of our freshmen are great players," Holland said. "Shannon Harms is an excellent third baseman, Mary Barber is an awesome pitcher and second baseman, and Hayley Rosenblum has us set in the outfield."

Despite disappointing losses and shortcomings, both Rifkin and Holland have a positive overall impression of the season.

"It was a lot of fun, win or lose," Holland said. "As a newcomer to the team, I'm glad everyone was so nice and welcoming."

Rifkin shares Holland's positive outlook on the season.

"I think this season definitely helped us bond and improve as a team," Rifkin said. "We've all made friendships that will last now that the season's over." ☺

Early struggles help soccer in long run

BY REBECCA WALL

After a slow start, the varsity soccer Hounds have pushed their way to a 10-9-1 record. After some tough early losses, including a 1-0 loss to MICDS in overtime and a 4-1 loss to Westminster, things have started to look up.

The soccer team found motivation out of the frustration of these tough losses, especially the loss to Westminster.

"Our 4-1 loss to Westminster was really a turning point in our season," junior goalkeeper Alex Neil said. "It was the worst game we played and since then we have really stepped our game up."

Coach Matt Balossi believes that the team has good things ahead of it.

"The schedule has been tough and we were inconsistent in our effort and performance the first half of it but in the last 10 games we have really started to turn things around," Balossi said.

Senior Andrew O'Neal agrees. "Lately we have been meeting expectations," O'Neal said.

Some key victories for the Hounds include defeating Affton twice, winning again JFK in the CYC tournament, and prevailing against Parkway North.

A strong defense will be an integral part of continuing Hounds' success. Fortunately, there are indications that the team's defense is strong.

"Our defense has really started doing well in the past two weeks," Neil said.

Junior sweeper Jack Hannum and senior defender Jack McClellan have formed the backbone of the defense, contributing strong physical play.

Other key players for the Hounds include Andrew O'Neal,



SOPHOMORE PARKER RAWDON fights his way towards the ball in a late season game. Rawdon has been a big part of the team this year in his second year on the varsity squad.

Max Leabman, Jack McClellan, Zach Wexelman, Parker Rawdon, David Sherby, Scott Belsky, and Kyle Mulle.

Beyond a solid defense, a strong sense of camaraderie will also undoubtedly contribute to the Hounds' success.

According to Neil, this is not a problem, joking aside.

"The team gets along really well," Neil said. "We like to joke around and make fun of each other, but it's all good natured."

Because the soccer team has been successful lately, O'Neal feels confident about what awaits the team in district play.

"We have momentum heading into districts," O'Neal said.

This momentum will be important. Clayton has not won a district

championship in several years. In 2003, the team made it to the district championship, but fell in the championship game.

However, Neil thinks that this year might be different.

"I'm really optimistic about districts," Neil said. "We have a good chance to make it to the district championship."

One of the top teams in Clayton's district is Trinity. Trinity would be a tough team to beat, according to the Balossi.

"Trinity is currently ranked third in small schools. They play a very challenging schedule, have very experienced coach and their program has a rich soccer history," Balossi said.

Despite this, Neil thinks Clayton has a good chance.

"It would be a tough game to win, but if we played out best we would definitely have a chance," Neil said.

Other teams in Clayton's district include Trinity, Affton, DuBourg, University City, Soldan, and Cleveland NJROTC.

Balossi plans to take the season one game at a time.

"We are trying to continue to improve everyday, building momentum and confidence," Balossi said.

The team hopes that their work and talent will pay dividends.

"Hopefully this will pay off in districts with a championship," Neil said.

The soccer team plays Ritenour at 7 p.m. Thursday. District play begins on Oct. 29. ☺

Pujols blast lifts a city to new heights

In sports, there are moments, few and far between to be sure, that transcend the game. These moments make men into Gods. No longer are they throwing around a ball, they are hurling globes. Those who participate in these moments immediately find themselves on a historical pedestal. Those who witness are forever changed as well.

And as much as that sounds like pseudo-intellectual babble, there really are these moments. I wouldn't have believed it myself not too long ago. Sure, I had heard of Carleton Fisk, Joe DiMaggio, and even Bill Buckner, but those people were just baseball players. Or so I thought until a man named Albert Pujols showed me what it takes to become something greater than a baseball player. With one swing of the bat, Pujols became loved, hated, worshipped, cursed. With one swing of the bat, he was not a man anymore, he was The Man.

There were two outs in the top of the ninth. Down by two runs, if the Cardinals did not strike here, it was over. The game, the series, everything. There was not a lot of hope, at least on my part. Brad Lidge, the Houston Astros closer, looked untouchable. But then David Eckstein pip-squeaked a ground ball through a gap in the infield. Jimmy Edmonds walked, an unforgivable sin from Lidge. And Pujols stepped up to the plate.

The first thing that struck me about him was his size. It was like I was seeing him for the first time. Seeing him in some new light. The man was enormous. The bat looked so small in his

hands. He hunched over the plate.

Not that there was really any hope, even then. Especially after Pujols' first swing looked like me out there. I was lying on my couch in the basement, my head half-covered with a pillow. I knew the game was lost. But then came one of those moments. Absolute transcendence. Pujols launched a slider from Lidge that was gone as soon as the ball touched bat. A no-doubter. Crushed, just like the Astros. It was like someone hit a mute button in the Stadium. Dead, disbelieving silence.

I am not a die-hard, watch-every-game Cardinals fan. I root for them, of course, but I don't own a Cardinals shirt. And yet, when Pujols hit that ball, I was the biggest fan in the world. The act was so inspiring. I yelled and ran around, up and down my stairs, did laps around my house. I called a friend of mine, probably the biggest Cardinals fan I know, but his brother answered the phone.

"Ben can't talk right now," he said. "He is running around in the basement."

Even my dad, who hails from Chicago and roots for, of all teams, the Cubs, was swept up in the excitement. It was not about a game of base-

ball anymore. It was about that moment.

For the rest of the night, and into the next day, all I could talk about was what Albert Pujols had done. Comments such as "Pujols is a GOD" and "I want to marry that man" were coming from everyone. An entire city was stuck for a day in a moment that lasted 30 seconds.

I think that this is significant. I think that it shows the power of sport in our culture. Entertainment, sure, but it is so much more than that. It is inspiring to watch these men, just men like you and me, do such incredible things. To know that one man can capture the hearts of so many is hope to anyone who has ever dreamed of making a difference in the life of even one other person.

Moments like Albert Pujols' home run is why sport can be named in the same sentence as math and science and religion in terms of human life. Sports can be that important. But I won't get caught up thinking on such a grand scale. It wouldn't be fair to the home run. It was such an amazing moment that it needs to be taken as just that, a moment. Singular in time, even a loss in the next game couldn't diminish its effect. It is a moment to be remembered, cherished, and played on every Sports Center top 10 from now until eternity. ☺

From the Back Field



JACK McCLELLAN

Cross country runners stride towards personal records week after week

With the help of Coach Chuck Collis, the cross country team has made goals each week to set a new milestone in their running careers.

BY YIPENG HUANG

Cross-country runners have a peculiar habit of talking about every trivial aspect of every course they run. They have detailed accounts of the monstrous hills and subtle inclines that they have to conquer out on the 3.1 mile course. To the cross-country team, taking on hills during a run is a real art. Regaining speed at the crest of a hill is essential when it comes to beating opponents. Earlier this season, the team as a whole had a hard time overcoming injuries and inexperience, but now they are past that difficult uphill and ready to take on opponents and, ultimately, themselves.

In the past month, almost all of the runners have improved their personal record (PR) times. Most notably, runners new to the team this year have significantly cut down their race times.

"Runners potentially improve their times a lot in their first years," head coach Chuck Collis said. "It is satisfying for both the athlete and me as a coach to see such noticeable improvements."

Every Monday before practice, the team meets in Room 221, and the coaches go over the race times from the last week. To runners, a PR

at a meet is a gratifying reward for a week of hard practice.

At the league meet at Ladue Middle School, senior captain Lexi Wirthlin finished first place in the varsity girls' race, and more than half of the runners broke previous personal records.

"I think about chasing that next PR when I run," senior captain Sam Waites said. "I try to beat as many people as possible, but the real victory is when I break my own time."

Cross country usually talks about race results in terms of individual runners. Though some people say that running cross country is an individual sport, those that run it would definitely beg to differ. Out on the course, runners need all the motivation from teammates they can get to improve their time.

"Team members do motivate each other out on the course," Collis said. "When two runners are running at about the same pace, they can take on opponents together. Getting passed by two runners of the same team is really demoralizing."

At a typical meet, runners are expected to do more than just run their races. The team tent is usually empty as everyone is out on the course

taking times or cheering.

"For me, the greatest support I can get from my teammates is when they hand me water when I'm dying for it," sophomore runner Abbie Minton said. "I know that the team is always there for me."

On the other hand, senior runner Zach Smith thinks that running performance depends solely on the runner.

"The expectations from coaches and teammates don't really impact my time," Smith said. "It's my own physical condition that matters."

The team is still not performing as well as it should be due to injuries. A smaller proportion of the runners are able to compete at meets compared to previous years.

"As with all sports, it is beneficial that athletes stay in shape throughout the year," Collis said. "Running a base weekly mileage in the three months prior to the season significantly reduces the risk of injury. The returning runners this season could have done a better job staying in shape during the off season."

Noting this, Collis is founding a winter running club for all students that wish to train for a half marathon during the winter. ☺



SENIOR SAM WAITES runs up a hill in a meet. Waites has made quite an impact on the cross country team this year and has been proud of his contributions. He prides himself most on the times he has broken his personal record.

Sports injuries affect all

With increasing competition in high school sports, athletic injuries are on the rise. As a result, teams must pay special attention to safety.

BY MATT MUSLIN

Broken arms, fractured ribs, broken noses, fingers and arms: these are just some of the injuries commonly suffered by high school athletes. Playing a high school sport also can offer many advantages, such as supplying great exercise and team camaraderie.

However, there can be drawbacks to playing a school sport. Imagine you're on the soccer team and you are center; you're dribbling and running with the ball, the goal is in clear sight, your team is cheering you on, you're about to make the shot, WHAM! One of the players on the other team rams you into the ground. The offending player is penalized by the referee, but you suffer a worse "penalty" because your arm is broken. While injuries are the basic drawback when playing a sport as well as the most traditional aspect of every sport, there is no glory from this kind of battle scar.

Many sports players of CHS share their stories

"Me and (another team player) were going for the rebound and he gave me a nudge," junior basketball player Timothy Driscoll says. "My leg caught the ground wrong and my knee was dislocated. It was extremely painful. I will probably need knee surgery. I'm going to get an MRI tomorrow."

Others have had similar stories.

"I'm a goalie [in soccer] so of course I've been injured," freshmen Maya Fernandez said. "I've been flipped by another girl, I've gotten my foot broken, I've broken my arm and I've broken all my fingers. Which happens when players pass by and they can bend your fingers back."

An athlete's injuries can negatively affect the

team.

"I sprained my ankle in a soccer game against Ladue," junior Will Summer said. "I went up for a ball, and I came down on my left foot sideways. I was the captain so now we have to have a new leader step up to the plate."

"I have sprained ankle playing football, but it's getting better," junior varsity football player Joey Viel says. "[My team] kind of feels bad for me, but they're mostly just ticked off. If a senior gets injured then everybody cares but if a sophomore gets injured then they couldn't care less."

Jason Royer is Clayton high's resident athletic trainer and is starting his fourth year at CHS.

"I cover every sport," Royer said. "[I see about] 15-20 injuries a day."

"[I see] sprains, bruises, and contusions the most," Royer said. "Then the more catastrophic injuries like fractures and injuries that require surgery."

"My shifts are probably 50-55 hour shifts during the fall," Royer said. "And then a lot closer to 40 hours in the winter and spring, with the later games."

Some injuries require extensive treatment.

"Ankle sprains are continuously injured," Royer said. "You can't prevent those, but you can definitely cut down on the frequency just following a good rehab protocol."

However, more serious injuries have also been found at the high school level.

"[The worst injuries I have seen are] compound fractures of both the lower leg bones, a fractured and dislocated elbow, and a nose so badly broken it was almost sitting under his eye from division 1 soccer," Royer said.

It looks as if playing sports is even more hard core than we thought.

Personal Trainer

Wrong injury diagnosis

These serious injuries, common in sports, are the ones that are most often overlooked or misdiagnosed by trainers and physicians.

Concussion
Blow to the head that causes unconsciousness or changes in perception or awareness. Person should be examined by a physician.

Achilles tendon rupture
Usually makes popping sound; partial rupture may cause little pain, be mistaken for sprain.

Femoral neck stress fracture
Usually caused by intense running; vague groin or thigh pain is often misdiagnosed as strain or tendinitis.

Anterior cruciate ligament (ACL) injury
Often misdiagnosed as sprain or collateral ligament knee strain.

Scaphoid fracture
Falling onto hands breaks small bone in wrist; often diagnosed as sprain.

Source: Exercise Physiologist Elizabeth Quinn
Graphic: Helen Lee, McComas, Paul Trip © 2005 KRT

Female Athlete of the Month

Erica Jantho

BY MAX SHAPIRO

This year's Clayton girls' field hockey team is full of superstars and senior Erica Jantho has proved she is not only one of the best field hockey players, but also one of the best female athletes at Clayton High School.

Jantho was awarded the Heisman award at CHS this year by a counsel of teachers. This award distinguishes Jantho as being one of the best athletes at CHS while also performing well in school and helping the community.

"I feel honored to receive this award," Jantho said. "There are so many other people at this school who are just as deserving as me, if not then more."

Jantho was part of the Mock Trial team that went to state last year and looks to be another factor in the team's performance this year.

Jantho is modest, and credits part of her training to her father.

"My dad has always had a great influence on my athletic career," Jantho said. "He was my soccer coach until I started high school and he never let me get away with anything. He was always hard on me. I think this helped me become a better listener to my current coaches and teachers."

Jantho is also on the girls' soccer team where she has been on the varsity team all four years.

"Coach [Paul] Hoelscher has really supported me to be a scholar athlete," Jantho said. "I appreciate that a lot and he is definitely a great coach."

Although Jantho has been on varsity soccer for four years and varsity field hockey for two years, she prefers to play field hockey.

Jantho has helped the field hockey team this year at the center defense position which she also plays in soccer.

"Erica is definitely a force to be reckoned with when she's on the field," senior Matt Lamers said. "Whether it's soccer or field hockey, the other team always has a ton of trouble getting by her."

Swinging to sectionals, tennis places second

BY ELAD GROSS

The site: pale courts of green-gray. The sound: the squeaking of tennis shoes across the surface, the bounce of hard green fuzz on clear strings, the applause of the crowd. The story: the Clayton girls' tennis Hounds qualified for sectionals in the state playoffs before the run was stopped by John Burroughs.

But no season can be boiled down to a bottom line.

"It's not everyday that you get a group of seven seniors," head coach Susan Lutten said. "A great group of girls."

"My freshmen year we had a really good team," senior captain Jocelyn Wagman said. "But since then we've been relatively weak."

While former teams were able to make it to the state championship, this Clayton team remained in competition until the state quarterfinals. In no way, however, does this diminish the accomplishments of this year's team. "Tennis is a highly skilled sport," Lutten said. "You have to play year round....The girls did extremely well with what they had. They came as far as they could possibly come."

While Greg Fitzgerald, the assistant varsity coach, and Lutten continue to drive varsity on to success, JV Coach and history teacher Sam Harned might have lit a flame that could shine in the program's future.

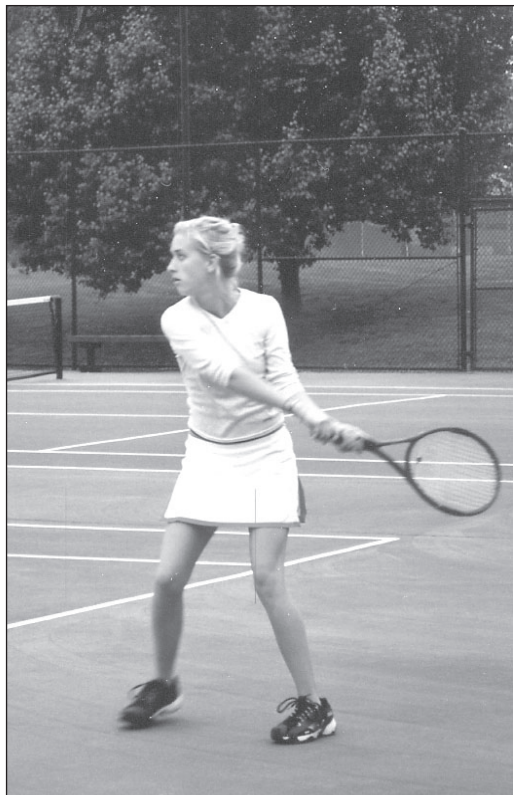
"He adds an element of humor and he's a good tennis player who knows what he's doing," Wagman said. "The JV has improved so much under him."

Lutten is also looking forward to next year's team.

"[Junior] Rachel Gluck has improved incredibly and will be an important part of the team next year," Lutten said. "I saw a lot of JV players with a lot of potential. There are a couple of eighth graders that do play year round."

A team that had arguably been caught in a period of rebuilding may have made large strides towards future success.

"I think our team has a lot of chemistry, definitely more than in past years," Wagman said. "I feel like everyone on varsity gets along really well and supports each other. And we all like each other too. The



Mary von der Heydt

SENIOR ELLIE WARSHAW prepares for a backhand during warm ups before playing Rosati-Kain. The Hound's victory placed them second in the district and qualified them for sectional play.

whole team, including JV, is so big, so we don't have a close relationship with JV. But some of them still stay and watch our matches sometimes, which is really great."

With talent coming from younger classes and a team camaraderie that has kept participation in girls' tennis fun, the loss in a quarterfinal match this year could easily translate into an even better finish next year.

This team's legacy was not a state championship. It was something intangible, deeper, less material. Something of even greater importance than a simple piece of plastic depicting a female athlete setting up the serve of victory. It was dedication.

"We did not have a team like [those of the past]," Lutten said. "There were seven seniors on the team that were there. None chose to play year round. But they were a very dedicated group. We were very fortunate to have these kids."

Although they lost in sectionals, the girls played excellent matches throughout the season. The Hound's beat Rosati-Kain in order to qualify for sectionals.

Their dedication might not receive the most ornate plaque available to girls' tennis, an engraved trophy celebrating successes of an athletic nature.

But it did bring success of a different kind, one of the heart and of teamwork, and one much more valuable than a piece of wood held together by cheap glue and nails. It really was a successful season.



Nate Litz

THE GIRLS' VOLLEYBALL team celebrates a victory over Jennings on Oct. 20. Changes in state rules have positively affected the team this year. "The Missouri high school rules have changes this year, so we have a libero who is a defensive specialist," varsity coach Cassie McKeown said.

New rules rally volleyball team to new heights

BY HYRUM SHUMWAY

The CHS volleyball team record is bumping up their performance setting a great record going into districts, with the asset of Stacey Lawrence as libero.

The libero is an integral position in high school volleyball.

"The position that I play is now a fairly new position, and started about three years ago in college level volleyball," junior Stacey Lawrence said. "This is the first year it has been introduced in the high school level and it is called a libero. I like being the libero because I want to play this position in college. The libero is similar to a goalie, I wear a different jersey and only work defense."

The new position has totally changed the game.

"The Missouri high school rules have changed this year, so we have a libero who is a defensive specialist," varsity coach Cassie McKeown said. "Our libero this year is Stacey. She can't serve or play front row. She can go in for multiple people in the back row. It creates a faster pace game because there is no pause for substitutions and also the play is more competitive you always have a strong defensive player."

The players agree that it adds to the team. "Our rotation is different now with Stacey as the libero," junior Adira Weixlmann said. "It is a good tool to be able to have a quick substitution. She also helps out because she is a great defensive player."

The change is rewarding, but it also makes the game more difficult for the players. "Stacy being libero makes the team look more professional," senior Mary Morris said. "We need to practice it a bit more though."

The team also has other struggles. "It is my second year on varsity, but being a captain can sometimes be stressful," senior Stephanie Glynias said. "Everyone on the team comes to you about different issues and problems and you have to pick out which issues you need to advise the coach about."

In general though, the team gets along very

well. "We have so many girls, so there are a lot of girls who don't get a lot of playing time," Lawrence said. "Our team is really supportive though and instead of having girls quit they stick to it and it is really a great team to do that. I love getting to know so many girls."

Even when the game increases its intensity and hard practice portrays performance, players believe they can achieve success.

"Our team is really big, but we have found a really good rotation," junior Becca Walsh said. "Right now we are second in conference. I think we have really hung together as a team and we really work well together. Districts are coming up and it will be hard. But we will pull through like we always do."

The team has worked very hard for their success, but some teams are very competitive and tough to beat.

"The games are going really well, and we are trying our best," senior Ali McKeown said, "Against hard teams like private girls' schools such Villa and Principia, we are major rivals."

Although sometimes CHS has a hard time against teams such as these the games are very exhilarating.

"Every single game we have lost we have always worked hard," Glynias said. "They have always been exciting and close, and quite often we go into three games."

Their record is impressive but doesn't accurately show exactly where the team should be at because of so many close games.

"Our current record is 9-8 but every game we have lost has been really close and could have gone either way," Cassie McKeown

With their work ethic and former performance, hopefully the team can anticipate a good outcome to the season.

"I hope we finish with a good season," junior Ashley Crawford said. "We have worked hard, and I hope we can earn what we have worked so hard for."

Even with the new high school rules, the team has been successful. Hopefully the team can anticipate more triumph at districts.



Katherine Sher

Male Athlete of the Month

Andrew O'Neal

BY BEN WEIXLMANN

In a school with a lot of talented athletes, senior Andrew O'Neal is one of the best. O'Neal received the male Heisman award, chosen by the school administrators, is a nationwide recognition of these outstanding performers.

"I was pretty excited, I didn't know that there was such an award," O'Neal said. "I was very honored to receive the award."

O'Neal, a standout performer in soccer, also plays basketball and baseball.

"Soccer is my favorite sport," O'Neal said. Despite O'Neal only taking up soccer when he was a sophomore at CHS, his speed and agility makes him a force on the field.

"Andrew is extremely coach able and easy to work with," head coach Matt Balossi said. "His athletic ability is incredible."

O'Neal is also very hardworking and dedicated in the classroom.

"I like math and science, and I'm trying to prepare myself for college by attempting a large workload, just like I'll have in college," O'Neal said.

O'Neal compliments his sports and academics by taking part in NHS and STUGO at CHS.

Raised in St. Louis, he has adapted to the mentality of the city as being a soccer mecca. O'Neal, a participant of basketball since the 7th grade, and baseball since he was a young child, has played prominent roles on CHS teams in his four years at the school.

"I hope to play soccer in college after I graduate here, but I'm not exactly sure where yet," O'Neal said.

Fellow varsity member sophomore Scott Belsky sees O'Neal as a great mentor.

"Andrew has an amazing sense on the field," Belsky said. "His focus is incredible. But what makes Andrew truly special is that he is a great friend and person off the playing field."

"I just try to work as hard as I can, and see what the results turn out as," O'Neal said.

With 18 goals and eight assists as well as an outstanding GPA, O'Neal is having no problem producing both on and off the field this year.



MANY CHS STUDENTS convene every Tuesday night at Tropicana Lanes for a few hours of fun and bowling. "It's like a Tuesday night party, Beebe said. "Now even a lot of girls go, just as an excuse to talk to guys though."

Bowling club provides fun for all

The bowling club meets every Tuesday night at Tropicana Bowling Alley. Students attend for fun with friends and to escape a few hours of homework.

ANYA VEREMAKIS

It's 7 p.m. on a Tuesday, but instead of buckling down to do homework, some CHS students are leaving their usually busy school nights to have a good time. Wearing funky, multi-colored shoes and trying to beat their scores from the preceding Tuesday, a new hobby has risen at CHS.

Many students have been hitting the lanes at Tropicana Bowling Alley, located at the intersection of Clayton Rd. and Crescent Dr. This new hobby seems to be one that has surprised many.

"[When my son told me he was going bowling,] my first reaction was 'uh huh...sure, but what are you really going to do?'" CHS parent Laura Veremakis said.

Teenagers in general make up a majority of Tropicana's bowlers.

"Seventy-five to 85 percent of our customers, if not more, are teenagers," Tropicana Manager Charles Crenshaw said. "Our most popular nights are Fridays and Saturdays; it switches between the two."

Yet, CHS students seem to be more compelled towards bowling on Tuesdays instead.

"At first [bowling club] was just an excuse to go out on a Tuesday night, but then I discovered I was awesome," senior Matt Beebe said.

On weekdays, bowling a game is \$3 a person, compared to \$3.75 on weekends.

Although almost every night one side of the alley is occupied with a league, the other side of the alley is open to the public. While no CHS students bowl in the leagues, these fun Tuesday nights have begun to get competitive.

"My friends and I like to bet on our scores," Beebe said. "My first time I bowled 186, but my best score is 222."

Although the numbers differ from week to week, there is almost always a good turn out.

"There is usually 15-20 people there, if not more," Beebe said.

These Tuesday nights have started a new ritual for an increasing amount of students.

"It's like a Tuesday night party, Beebe said. "Now even a lot of girls go, just as an excuse to talk to guys though."

Sophomore Chiara Corbetta attends bowling club.

"Last week was my first time going," Corbetta said. "It was a lot of fun, Matt Beebe taught me how to spin the ball."

Senior bowler Tony Russell began bowling club because of his friends.

"My friends Max Shapiro and Jack McClellan were really into

bowling club when it first started maybe two years ago when it was faculty sponsored," Russell said. "Mr. Peck, Mr. de la Paz, Mr. Rice were all really into it, they all have their own balls and stuff, and they basically got bowling club started."

Some students who do not go now plan to go in the future.

"With college applications and homework, it's too hard to go," senior Max Altman said. "But, I've heard that Mr. Rice can be seen in leather pants and a bandana on certain occasions, so once I finish my college applications I'm going to go. Plus, I love the bowling alley food."

Russell also likes the food Tropicana offers.

"Tuesday is an all inclusive night, \$20 for two hours of bowling with a pitcher of soda and a pizza."

Improving skills is another reason some students choose to participate.

"I wanted to start going to get better on my bowling skills," Corbetta said.

Whether it's the food, the competition, or to get a break from school one night of the week, this hobby has swept the high school. With its still increasing popularity, it seems this ritual is one that sticks.

School wide cell phone use not cause for concern

ABBY EISENBERG

It's in the middle of a history class, and the loud ringing of a cellular phone interrupts the class, successfully disrupting the whole concentration and learning going on in the room.

CHS students face situations similar to this one quite often. With the majority of the student body in possession of some sort of personal communication device whether it be a PDA, a pager or the most widespread, a cell phone, students have become used to regular disruption in the classroom environment.

Part of the problem is that the high school has no set rule regarding cell phones.

"We deal with it if it is a problem," Assistant Principal Dan Gutchewsky said. "If a cell phone rings in class, and a teacher sends a student to the office, what we'll do is either myself or Dr. Rugraff, who is the other assistant principal, will meet with the student. Basically, we'll say that the cell phone needs to be off in class, and what we generally do is the first time, give a warning, and for the second time, there would be a consequence. If it continues to be a problem, that student will lose his or her cell phone privileges, and we would say that student can't have a cell phone in school if they can't use it responsibly."

Science teacher Mr. Rice agrees with Gutchewsky.

"I think students need to be responsible with their phones by putting it on a mode that won't disturb the class," Rice said.

Rice also doesn't feel that this issue is very big.

"I don't see it as a huge problem, but if it does become one, I usually clamp down on it," Rice said.

With a loose policy such as this one, situations do occur in which cell phones ring in class.

"It doesn't happen as often as I would think, but it's definitely happened a couple of times, where a kid's phone just goes off, then the teacher just tells them to turn it off," freshman Julia Reilly said.

But when asked if there should be a specific rule regarding cell phone use, both Reilly and Gutchewsky said no.

"I probably deal with it a half dozen times in the course of a year, so it doesn't happen that frequently," Gutchewsky said.

Reilly sees big advantages in having cell phones at school.

"I like that you can get in contact with people, and also, living in Clayton, it's easier to reach

your parents when you need to," Reilly said.

With new technologies such as text messaging, and cameras included on phones, cell phones can also aid those students who are trying to cheat on tests.

"That's something that we'll have to look at," Gutchewsky said. "I've only dealt with one cheating-related incident that had to do with a cell phone. That was dealt with appropriately; we had the parents involved. It's something we will have to continue to monitor."

Freshman Jacob Waldman is also concerned about the cheating potential of cell phones.

"When there is a test, I think that students should check their phones at the door," Waldman said.

Gutchevsky also brought up other problems that could possibly arise other than class disruptions.

Around 10 years ago when cell phones were beginning to become popular with high school students, school administrators would generally ban pagers and cell phones because of the popular belief that these new communication technologies were strongly connected with buying and selling drugs, as well as with violence in schools.

But as cell phones became more common in the pockets of all students everywhere, these concerns began to subside, and cell phones became more acceptable in a school setting, threatening misuse once again.

"I think that times have changed, and now they've become a way of life. A lot of kids have cell phones and that is their primary mode of contact with their parents."

Assistant Principal
DAN GUTCHEWSKY

have changed, and now they've become kind of a way of life," Gutchewsky said. "A lot of kids have cell phones, and that's their primary mode of contact with their parents."

Waldman thinks this issue is in the past.

"I've never heard of that [drug use and violence being associated with cell phones], so that must be in the past, because I've heard of everything," Waldman said.

But one student still believes these past issues could still remain today even though she does not use her phone for these reasons.

"I think it should still be a concern, but not as big of a concern because I definitely text message and call, and it doesn't have to do with drugs," freshman Hannah Slodounik said.

Gutchevsky doesn't believe that CHS needs a policy restricting cell phone use.

"I think we can deal with it on a case by case basis," Gutchewsky said. "It would be one thing if it was just so out of control that cell phones were ringing in class, but I don't think that that's actually going on."

Students collaborate on WMS sculpture

UGOCHI ONYEMA

Wydown Middle School has experienced a change in scenery. A mobile has been placed outside the atrium. The red, white, and black structure was built by Kevin Reese.

"[Reese] chose the area that the mobile was placed in," Principal Maryann Goldberg said. "Most of his work is placed outside so that they will be exposed to all of the elements."

Reese chose the area by taking pictures of possible places around the school and choosing the spot that looked best. Though it seems like Reese did all of the work, students in the Eighth grade art classes helped with the construction.

"[Students] played a significant role," Goldberg said. "Kids at the Art Fair helped by cutting wood, sanding, measuring, painting, and getting [the mobile] ready to put up."

The students also chose the colors of the mobile, in addition to everything else that they did

in preparation of building the structure. After the structure was put up, students formed various opinions on how it looked in a WMS setting.

"The mobile may represent different things to everybody," Goldberg said.

Though most students enjoyed building the mobile, a considerable amount do not like how the mobiles look at Wydown.

"It was fun to make it, but I don't like it too much here," eighth grader Sonja Petermann said. "It doesn't fit."

The crimson structure certainly does not match the school's normal theme of purple and grey. Other students seem to agree with Petermann.

"I thought it was too industrial," eighth grader Meredith Redick said. "It doesn't look like it's supposed to [portray] beauty. It really looks like a satellite, except that it isn't [one]."

Students were not the only ones that helped

Reese construct the mobile. Art Teacher Ed Kastner also worked very closely with Reese in designing and constructing the mobile. The Wydown community played a large role in coordinating this project.

The mobile is a very interesting ornament to the school. People can see the mobile from different perspectives when standing in different areas surrounding the structure.

While watching the mobile move with the wind, people must remember that the mobile was created for a reason.

"The mobile was made to collaboratively create a piece of art with students," Goldberg said. "This structure portrays balance. If you look at it, it is not all symmetrical, but it all evens out. [The structure] represents balance."

The sculpture will remain in the atrium as a reminder of balance and as a means of decoration adorning the WMS atrium and hallways for years to come.



THE SCULPTURE AT Wydown that adorns the atrium was a collaboration between the artist and WMS students. Now the sculpture holds meaning for all.

Saving, spending money both popular among CHS students

PERCY OLSEN

The hours dwindle as Shizuka Tomatsu diligently cleans her bedroom. She knows that if her room does not shine before the cut-off time, she won't receive her just reward. As the clock draws towards midnight, Shizuka knows that she doesn't have a chance to make the cut. September 30 turns into October 1, and Shizuka's room is not clean; she will not receive her September allowance.

Students at CHS have their monetary supplements thrust upon them in favorable and unfavorable ways. Students usually have the choice of getting an allowance, a credit card, or a job.

"Getting an allowance has its disadvantages," sophomore Shizuka Tomatsu said. "I won't get my allowance if I don't clean my room on time or if I don't help my

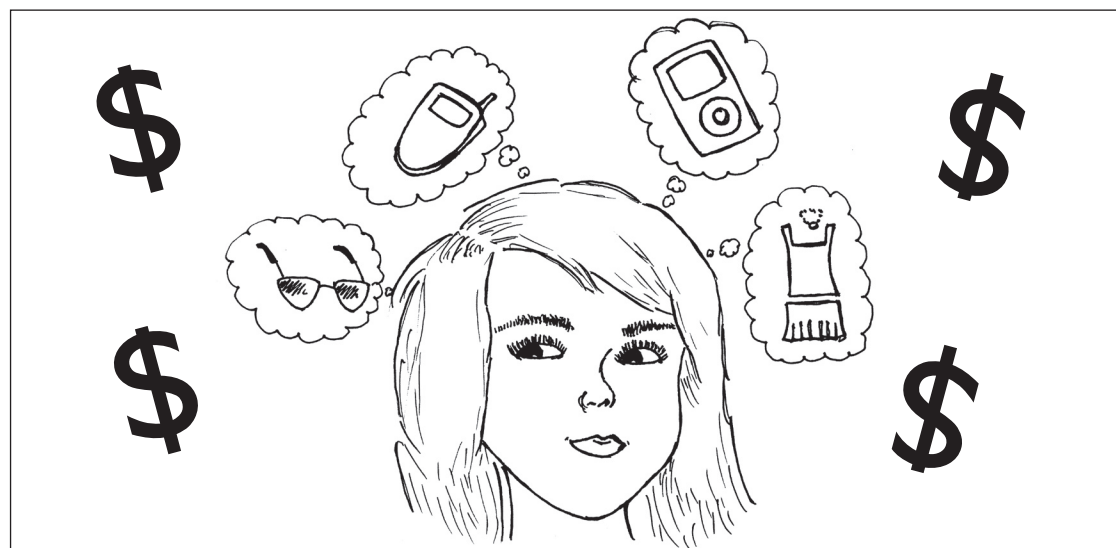
siblings with their homework."

However, Shizuka does think that getting an allowance has its advantages.

"I'd rather have an allowance than a credit card, because with an allowance, I will almost always have money with me."

On the other hand, having a credit card can come in handy for many students.

"I don't get an allowance anymore; I just have a credit card," junior Matt Schlessman says. "And when I use it, it's just for family-type purchases, like gas or groceries."



Brittany Dennison

A credit card is the ideal solution for the high school driver. It is much easier to pay for gas with a credit card than with cash. But, a

problem occurs when a student receives absolutely no cash.

"I can't put any of my purchases on my credit card, and I don't work, so I'm broke just about every day of

the year," Schlessman said.

Another way that students can make money is through jobs at local cinemas, restaurants, and shopping centers. Many students prefer to work for employers rather than for their parents.

"I make \$6.50 an hour, plus benefits at Dierbergs," junior Michael Franco said. "I think that allowances are cool, but at a certain point, the kid should start to take responsibility for their own income."

This responsibility was also noted by Schlessman.

"Giving a kid a credit card is a very bad idea, unless the parents lay down some strict rules to curb bad spending habits," Schlessman said.

Students with credit cards who are able to curb their urge to become spendthrifts tend to spend their money on different things. These students do not always have the benefit of a constant cash flow, so most of the time they only spend their money on the essentials, which include, but is not limited to, food and electronics.

In contrast, students with a constant cash flow from allowances and jobs tend to purchase different things.

"Right now, I'm paying off on a really nice guitar," said Franco.

There really is no right or wrong way to deal with money; it all depends on the student's ability to control his or her urges.

Despite missing a week of school, counseling experience rewarding

CAMP, I

It turns out he was hiding in a cabin somewhere and Gamlin used that to teach us what could happen if we let our guard down."

During the week full of activities with the campers, counselors endure 22 hour days with the responsibilities for their sometimes-wild kids, but also have to attend daily meetings. Difficulties with campers provoke discussions at the meetings that help the students bond together as a group and a team.

"At the meetings we discuss different difficulties we have with the kids," Kornblum said. "We listen to each other and share advice and techniques about how to deal with the kids."

Dealing with the sixth grade students proves to be a challenge for all students.

"The hardest and most challenging thing was to keep all the kids happy at the same time," senior Xiaomo Hu said. "It was hard keeping the boys together and actually participate in all of the activities."

Senior Emily Morian-Lozano notes that remembering that the kids are there to have fun, like the counselors themselves once were, is important to keep from getting too frustrated.

"The hardest part of the week was keeping myself from getting frustrated, it can be hard to deal with the kids," Morian-Lozano said. "You have to remind yourself that you were in sixth grade once and you were like them once and you have to try and not lose your voice like I did, not having a voice for a week wasn't so fun."

Even if counselors lose their voices, all agree the experience is worthwhile.

"Once you complete the camp,

there is a feeling of satisfaction," Gamlin said. Unfortunately the job of a counselor is hardly over when they return from camp.

The counselors have to make up an entire week of school, usually including a number of strenuous and challenging classes.

"I want the teachers to support the students," Gamlin said.

"They have a lot of work to make up and they try their best to do it in a short amount of time."

Camp came early this year due to holidays and other conflicts, placing it just before the end of the first quarter.

"With the quarter ending there are more tests to

make up, you are forced to teach yourself everything you missed," Kornblum said. "It's a huge sacrifice, but it's definitely worth it in the end."

Murphy agrees. "Going to camp is like a time warp," Murphy said. "You go to camp and when you get back it's like the week never happened. It can be hard to catch up but it is all doable and it is definitely worth it in the end." The experience is rewarding for all.

"The most rewarding aspect was making new friends with my campers, other counselors, and teachers that I will never forget," senior counselor Xiaomo Hu said.

Senior Frazer Grant found the experience of watching his cabin build community.

"I loved seeing my cabin come together, especially on Trivia Night," Grant said.

Community building is one of the main goals of sixth grade camp.

Additionally, it provides high school students with a great, educational opportunity.

"Camp brings all the sixth graders together and unites the three schools to help people make new friends," Gamlin said. "It also expands the horizons of the high school students, and even allows them to form new friendships. I'm so proud and can't say enough about the counselors. It's a good educational experience with kids."



photo courtesy of Claire Bliss



photo courtesy of Claire Bliss



photo courtesy of Terri Lawrence

ABOVE: ALL OF these years' high school camp counselors smile for the camera. Most students find the experience worthwhile and gratifying. "The most rewarding aspect was making new friends with my campers, other counselors, and teachers that I will never forget," senior counselor Xiaomo Hu said. Below Left: The Tango Tower at Camp Sherwood Forest, where sixth grade camp is held. Below Right: Senior counselor Amy Hill works with sixth grade camper Isabella Jacobs.

Fans of Clayton Fútbol show support for CHS' varsity soccer team

ELAD GROSS

The army marches down the hard stone steps, edging ever closer to the vast expanse of green upon which an epic battle is taking place. The troop suddenly swerves to the right, a stampede targeting a set of structurally questionable bleachers that can barely contain the mob. The army, its soldiers in orange and blue uniforms, quickly becomes a sea of students, having arrived to cheer on their soccer team as the soccer Hounds compete against Priory, the number one ranked small school according to the St. Louis Post Dispatch. But a new group has emerged to help cheer their team to victory. The Fans of Clayton Fútbol, members marked by their customized t-shirts, have been making a point to support their high school soccer team.

"Soccer is a sport that tends to get neglected," senior Zach Smith said. "It's cool to see the soccer team get that kind of recognition."

Senior Sam Golembieski, one of the original Fans of Clayton Fútbol, is physically and emotionally involved with the sport. Sitting at a table in the Commons, Golembieski

patiently awaits for a friend to finish his comment about the soccer team. But when this other student, coincidentally a soccer player, mistakenly reports the score of the most recent soccer game, Golembieski is quick to interject.

"It was 4-1."

Originally the 'Hooligans,' the

Fans of Clayton Fútbol owe a lot to Sam Golembieski's hard work. He is the designer and salesman of the membership shirt.

"I'm the man for the shirt," Golembieski said. "The shirt became my life."

While many Clayton athletes are unable to attend a majority of the soccer games due to their own athletic involvement, some find solace in their involvement with the Fans

of Clayton Fútbol.

"I can't make most of the games due to football practice," senior Chris Peck said. "Joining the club helps me show support."

Other students are happily surprised by the new outpouring of support for the soccer team and the increased intensity of the games.

"It's interesting how the crowd gets so riled up," senior Melissa Smith said. "The players are so into it and the coach screams at the ref, and that's funny too."

Senior soccer team

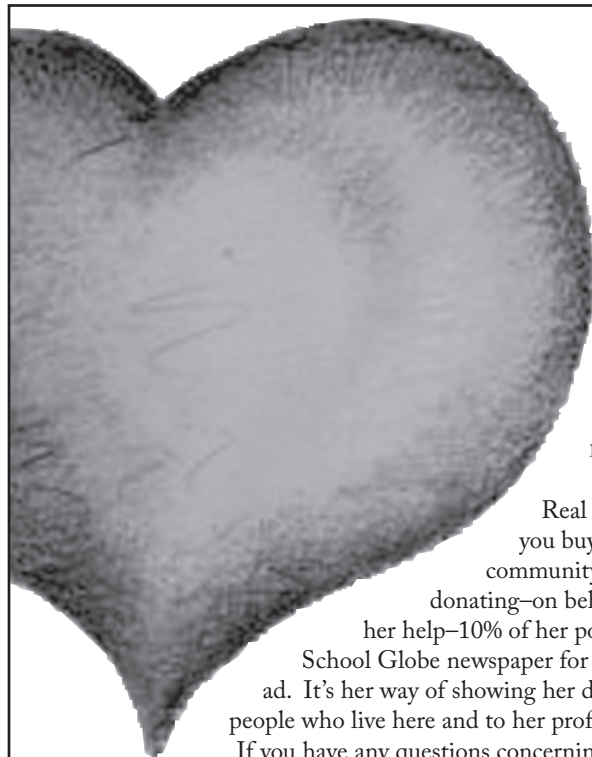
captain Andrew O'Neal is highly in favor of the Fans of Clayton Fútbol. When asked how he felt about certain Fans wearing shirts celebrating his personal success, the selfless athlete produced an inevitable smile.

I want to give them hope, to instill pride in what they do so they don't give up. When they look to the sideline, they see a sea of Clayton Fútbol shirts.

senior
SAM GOLEMBIESKI



guest photographer Emily Morian-Lozano



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Charity funds scholarships to provide camp for needy kids

by KATE ROTHMAN

The first sleep-away camp for kids opened in the late 1800s. For more than a century since, sleep-away camps have grown in popularity, and more and more kids spend weeks at the camps, located all over the world. More recently, thanks to organizations such as the Camp Kids Foundation, kids that would be financially unable to attend camps on their own have received scholarships that make their summers possible.

Clayton couple Mike and Kathy Jay own and operate Camp Kamaji, a sleep-away-camp for girls in northern Minnesota. The Jays have owned Kamaji since 1980. In 1992, the Jays had their first experience with scholarship campers.

"The first time that we had scholarship kids at camp was in 1992," Mike Jay said. "A camp parent paid for some kids to attend camp for a few years."

The Jays liked this idea, and began trying to expand this idea, sharing their idea with other camps. Soon, they started the Camp Kids Foundation.

"The foundation provides scholarships for minority kids to attend private, for-a-profit summer residential camps for 4 weeks," Jay said. "Now, there are 6 camps involved with the foundation: Kamaji; Camp Timberlane, a boys camp in Wisconsin; Camp Northstar, also a boys camp in Wisconsin; Chippewa Ranch Camp, a girls camp in Wisconsin; Camp Birchtrail, another girls camp in Wisconsin; and a Travel Program, The Road-Less-Traveled."

A board of directors works to raise money to provide the scholarships.

"The foundation gets lots of private donations, and we also have fund raisers," Jay said. "A few years ago we had an art auction to raise money. With the money raised, we provides most of the money for the camp cost, and the camps provide some as well."

The foundation gets kids referred to them from three different schools.

"We have kids referred to us from an independent school in Chicago called Providence St. Mel, a public school in Chicago called Oscar Meyer, and the Clayton School District," Jay said. "The building principals nominate kids, and I give a presentation and then we find out which parents are really interested."

Once a camper starts going to camp with a scholarship, they are guaranteed the scholarship for as long as they want to attend.

For the past five years, between 70 and 80 scholarships have been given to campers that otherwise could not afford the camps. ☺



ALUM IVANNA YANG ('05) (at left) relaxes in the lounge of Forsyth House, the dorm in which she lives at Washington University. (Above) Yang works at her laptop in the room she shares with two other freshmen. Yang is pleased with her decision to attend Wash. U, and thinks the in-town campus offers her the best of both campus and home life.

Local campus eases stress for freshmen

by REBEKAH SLODOUNIK

Some Clayton students choose to travel far and wide to attend the college. Other Clayton students find the perfect college right in their own neighborhood.

Clayton students who have chosen to go to Washington University do not view the college's short distance away from home as a disadvantage, but rather as an advantage.

St. Louis can feel new and different for former Clayton students who live on the Washington University campus.

"The Washington University bubble definitely exists," 2005 CHS alum and Washington University freshman Yun Que said. "You're in the same city, but you don't really see the same things you're used to."

2005 CHS alum and Washington University freshman Libby Bollinger has also noticed how different St. Louis feels.

"It's not even like living in St. Louis," Bollinger said. "You don't go off campus a lot, but you do go to the Loop more. It's a completely different world."

Without a doubt, moving from Clayton to Washington University was convenient.

"Moving day was a lot less stressful," Que said. "If I forgot something, I could just go back home and get it."

2005 CHS alum and Washington University freshman Ivanna Yang also had an easier time of moving compared to other students who moved out of state or across the country.

"Moving to Wash U was a five-step process for me," Yang said. "On moving day, it was so chaotic that I really didn't bring that much with me. On the following weekends, I would go home and bring more of my stuff."

Clayton students are able to see their families more often because of the close proximity of Wash U to Clayton.

"I go home every week or every other week to do laundry," Que said. "It's nice because my parents can see me, and I can do laundry. My relationship with my parents is different now because I'm not living at home."

Yang also sees her family regularly.

"My mom works at Wash U so I see her pretty much on a daily basis," Yang said. "I see the rest of my family about once a week when I go home to get my car or at dinner on Sunday evening."

Yang finds the short distance from college to home extremely convenient.

"There is a shuttle that I can take from Wash U that goes right by my house," Yang said. "I can get a ride and then pick up my car to go to work at Walgreen's Pharmacy or go shopping. The most convenient part is the access that I have to my car."

Yang was familiar with Wash U even before she as enrolled as a student.

"Because my mom works here, I had visited the campus before," Yang said. "I knew my way around."

The student population of Washington University is diverse enough that Que has not noticed too many students from St. Louis.

"I don't see a lot of people from my graduating [high school] class because there are only one to two students enrolled in the engineering school," Que said.

The transition from high school to college was easier for Bollinger because she stayed in the same city.

"If I forget anything or I get homesick, it's really easy to call or see my parents," Bollinger said. "I also don't have to worry about long distance phone calls."

Que also had a smoother transition to college than she thinks most college freshmen have because she was in a more familiar place.

"I think being in the same city is easier because I didn't feel displaced," Que said. "I only had to worry about getting acquainted to the school and academics as opposed to the whole area. It really took the stress off."

At times, Bollinger has an advantage because she has lived in St. Louis.

"You know all the good restaurants and also you can give directions really easily," Bollinger said. "I don't have to worry about the weather because I've experienced it my whole life."

Despite the advantage of having lived in St. Louis, Que has still had to adjust to college life like every other new freshman.

"I knew where I was and the quirks about St. Louis, like the weather, but then again, it still felt like I was a newcomer to Wash U because I still had to find rooms and I didn't know people," Que said. "I was in the same boat as all the other new students." ☺

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Restaurant offers all American fare with low prices

Located east of Bellevue on Manchester, 'Michael's' serves perhaps the best American hamburger.

☛ **KATHERINE SHER**

The perfect burger. It's a quest that many Americans go on year after year, sports bar after sports bar. Everyone looks for something different: flavor, tenderness and presentation. I believe I have conquered this quest, and have found the best hamburger in St. Louis at a very unlikely spot.

Michael's isn't really considered a sports bar, but more of a Greek restaurant that combines its menu with American and St. Louis classics. Located on Manchester, just inside of St. Louis city limits, Michael's offers a wide variety of food at reasonable prices.

Walking into the restaurant, I got the sense that it was just another noisy bar. A big screen TV sits in the corner, and five small tables surround the bar. On the other side is more seating, the smoking section and downstairs is a cozy non-smoking area furnished with a couple of fireplaces. This provides for a homey experience while enjoying restaurant food.

The menu is perhaps one of my favorites of St. Louis restaurants. Even my pickiest friends can find something to eat and without much effort. Appetizers include classic Greek dishes plus St. Louis favorites like toasted ravioli. They have one of the best Greek salads in St. Louis, plus a huge selection of sandwiches and entrees to complete any meal.

I have been going to Michael's for a few years, and every time I go, I find something good to eat. If I'm not in the mood for my favorite burger, I love the Greek salad, roast beef sandwich (which comes with the salad) or the cod sandwich. I'm not a big fan of salad, but the right combination of feta cheese, green olives, cucumbers and peppers makes it the ideal salad for me.

My favorite part is that the veggies are big enough to pick around. The roast beef sandwich is equivalent to French dips at other restaur-

rants, which is my second favorite sandwich. The beef is fresh and seasoned right, plus it's served on a warm roll with lots of fries. The cod sandwich is just fried cod served on a roll, but it has to be one of the best in St. Louis.

But for the nights when all I really want is a burger, this is my favorite spot. The grill is seasoned perfectly with the right blend of garlic and other spices. The burgers are also cooked to order. They are served with lots of lettuce, tomato, and onion, the burger can reach an epic height, and make it necessary to be cut in half. The only real drawback to the burger is that fries aren't included. However, usually someone else I'm with will split the side with me.

Besides the choices, price is also a plus. Sandwiches usually go for \$6 or \$7, but entrees can go up to \$30 (surf and turf). The appetizers and salads are reasonable, and the large Greek salad has at least two

servings in it.

Service is always good, even on the crowded Friday and Saturday nights. Since there is limited seating, and the downstairs can be rented out, waits can be a bit of an issue, however, the food is worth the wait.

Perhaps my favorite thing about Michael's is its location. It's close enough to home, yet I know that I probably won't run into anyone that I know. It is located just east of Bellevue on Manchester. Michael's is the perfect haven for those who are tired of eating inside the bubble.

Overall, Michael's is the perfect spot for that ever-important first date, or just a place to take your family for a great dinner. I dare you to go outside the bubble, and strongly recommend Michael's as your first place to start. ☺

OUTSIDE the BUBBLE



Katherine Sher



courtesy of www.google.com

Scary movies frighten, delight

☛ **RHIANNON JONES**

It's a Saturday night and you're with your friends watching the latest horror movie.

The creepy music that has been a background noise for the past few spine-tingling moments gets louder. You can barely keep your eyes on the screen as you shovel more popcorn into your mouth.

Suddenly, in the movie, a tall figure in a dark mask jumps out behind the protagonist, holding a blood-stained knife. You scream!

Why do people like horror movies? What makes people want to get scared so badly that they are afraid of the dark, showers, saws, wells and creepy older houses?

What prompts movie directors, writers, and producers to continually make them? Why are horror movies such a popular movie genre now, drawing millions of

Americans to the movie theatres each year?

Many students agree that they like the adrenaline rush they get from seeing a scary movie.

"I like horror movies," freshman Susie Wirthlin said, a self-proclaimed horror movie expert. "I like going to them with my friends and screaming."

"They're fun to watch," freshman Andrew Dowd said.

Sophomore Erika Wenzler agrees.

"They get you on edge," Wenzler said.

Some students think differently about the ghosts, psychotic murderers and evil-at-heart little girls on the big screens.

I don't like to be scared by seeing scary things," freshman Julia Reilly said. "I don't like the suspense. It

stays with you and you remember it at the worst possible time like when you wake up in the middle of the night and can't go back to sleep."

There is always the ongoing debate about whether it's better to see horror movies at home or on the big screen.

Some students argue whether it is better to be at home to view the latest horror flick or theatre..

"It's scarier in the theatre," Wenzler said. "At home, it's more comfortable."

"The theatre is a different experience," said Dowd. "Nice sound, and all that. It's totally a better feel."

So what are the most popular scary movies of the past year?

Blockbuster said that the three most rented horror films lately are "Saw," "The Amityville Horror," and "The Ring II."

I don't like the suspense. It stays with you and you remember it at the worst possible time like when you wake up in the middle of the night and can't go back to sleep.

freshman **JULIA REILLY**

These are the top horror movies as rated by several CHS students. Get a group of friends together, grab a bucket of popcorn or a box of M&M's and settle down to watch a nice horror movie. Don't get too scared!



courtesy of www.google.com

1. "The Exorcism of Emily Rose" This is considered by many CHS students to be the scariest movie of the year. Of course, movies about the devil or demonic forces contriving to bring down a tortured soul usually are (such as "The Exorcist" and "Rosemary's Baby".)

2. "The Ring Two" Many students said that although this movie wasn't very frightening, it was a lot of fun to see. Its domestic gross income drew \$76,231,249 from viewers all across America.

3. "Saw" Did you know there's a sequel coming out this Halloween? While some students were disgusted by the events in this movie (such as kidnapping people and forcing them to cut off body parts) others were strangely fascinated by the story line and the plot curveball in the ending.

4. "The Amityville Horror" Based on a true story. Not just your average haunted house story, this was a favorite among students. By the way, Amityville, Long Island, was where the murders of the DeFeo family occurred in November 1974. Much debate is still held as to whether or not the house (that still stands) is really haunted or not.

5. "Psycho" A classic Hitchcock. This inspired several remakes and sequels as well as revolutionizing the scary movie world with the first real psychotic murderer character. Janet Leigh, the leading actress in the film never took a shower for the rest of her life after making this movie.



courtesy of www.google.com

6. "The Shining" "All work and no play makes Jack a dull boy." We've all heard this before, but several students agreed that the twins in the movie are actually scarier than Jack Nicholson in the film.

7. "The Ring" This movie re-wrote the horror movie textbook by introducing the "scary little girl" character, the one we now frequently see in movies who is evil beyond her years (actually sometimes you can't see her because of hair issues.) This movie was really scary (but please, not another sequel!)

8. "Secret Window" Most of our feminine viewers agreed that they liked this movie mainly because of Johnny Depp. Based off an interesting story by horror and suspense master Stephen King, this chilling movie makes us slightly scared of corn and southern accents, and shows us the real reason why your teachers tell you not to plagiarize.

9. "The Grudge" Uhhhhhhhhhhhh! Students had mixed feelings about this movie; some are afraid of it, some aren't, but it became the #1 film in the nation for its opening weekend (which is obvious by the \$39 million it made in those three days alone.) Created in Japan (as was "The Ring"), many students felt that it was unexplained and didn't provide a long-lasting sense of fear.

10. "Identity" - "It's so different from other ones," said Wenzler. "It was one of the first ones with multiple personalities." Although a bit confusing at first, this one is definitely worth seeing.

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Click Five catchy, not classic

by SIOBHAN JONES

This band is catchy. Very catchy. The most important thing about The Click Five is that they are NOT a band that is going to be remembered in 20 years, they are not doing things no musician has ever done before and they won't influence how people write music in the future. But so what?

Fans of Phantom Planet, Fall Out Boy, Story of the Year and Dashboard Confessional will all love this breakout band from Boston. The style of the album will attract teenagers across America to The Click Five.

First of all, their name stinks. "The Click Five" just doesn't work; it's not very creative. The "five" part is reminiscent of Maroon 5 and the Click is not very interesting. Right away, the band sounds unimportant.

The Click Five's debut album, "Greetings From Imrie House," is a pop album. It is an intricate work of many layers of harmonies and instrumental effects and almost every song is upbeat enough to get a listener up on their feet and dancing. Although they are a new band with a lot of growing up to do, they are very ambitious and seem to put out enthusiastic vibes.

This is a band that's really easy to listen to, especially if you are a teenage girl. The lyrics target young audiences who can appreciate the down-to-earth, laid back style of this band. These songs aren't about influencing people's lives, they are about having fun, which is a refreshing contrast to many of the songs that are out there right now.

The first time I listened to The Click Five, I was struck by how carefree the whole album seemed. Right now, the American music scene seems to be going through an Indie craze, and many popular bands have songs that are something along the lines of contemplating the meaning of life while thumping an obscure and complex guitar riff. The Click Five's splashy beats are refreshingly simplistic.

Many people don't have the patience to learn to love Radiohead or the Shins or a band that doesn't immediately click with them (no pun intended). These people crave music that catches their attention right away and artists who they can relate to. Half of the appeal of The Click Five is its easy-going, normal band members. The five members aren't eccentric stars who talk in limerick; they're just teenage boys hanging out, singing about girls and surfing.

The album is pretty strong for a debut. The songs are very entertaining and lead singer Eric Dill's voice is lots of fun, if you like the upper register. A few of the singles are better than the other songs. On this CD, most of the tunes, although interesting, are repetitive and have the tendency to meld together. Most of the songs follow the same predictable pattern. It's not a bad formula for a song; I just don't want to listen to it five times in a row.

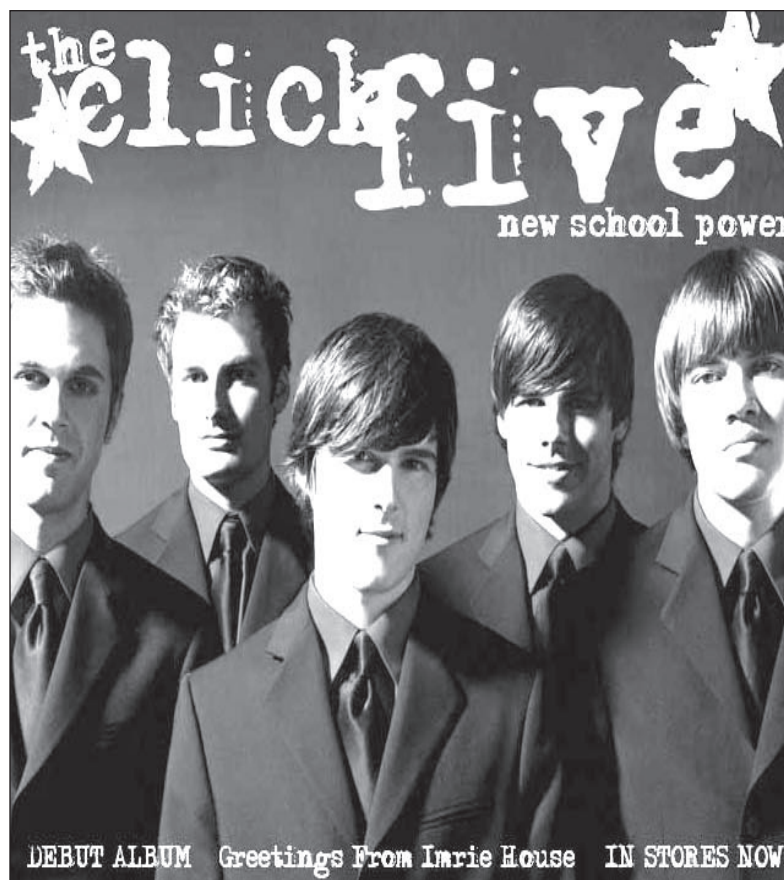
The obvious hit is the single "Just the Girl." If you've watched MTV in the past month, you have probably heard it because it has been in heavy rotation for a while now, although I can't actually see

why. It is definitely not the most solid song; my guess as to why it is so popular is that it was the safest choice. "Just the Girl" represents the poppy, lovesick teenager mold which The Click Five uses for most songs they put out.

I personally was drawn towards the album's opener "Good Day". This is a really buoyant dance number in which the Dill's vocal talents are showcased. It starts out with some great power chords that quickly catch listener's attentions. The guitars die back as Dill's "boy band-like" voice starts up, singing about something or other. "Good Day" quickly escalates into a fully-fledged number, complete with five-part harmonies- which were very memorable- and little keyboard riffs. It is quite a complete little piece, and an excellent opener for a pop album.

Another key track that has not yet received as much attention as it should have by now is "Catch Your Wave," the third track. This one starts out with a subdued singing part, and a crunchy guitar part in the back. "Catch Your Wave" showcases Dill's voice as well as lead guitarist Joe Guese's skills towards the end of the song.

The final good song is the last one on the album, "Say Goodnight." Although the lyrics are overdone, cheesy and uninteresting, the musical accompaniment is the best on the album. All of the other songs on the album rely on a few guitar chords and some catchy piano riffs to carry it. In this song, there is some depth and more than two harmonies. While it is flawed, "Say Goodnight" is a peak at what



THE CLICK FIVE is guitarist Joe Guese, vocalist Eric Dill, drummer Joey Zehr, keyboardist Ben Romans and bassist Ethan Mentzer. Dill's guilty pleasure is the Ice Mocha Swirl from Dunkin' Donuts.

The Click Five will may be like when they grow up a little.

The biggest criticism for "Greetings from Imrie House" is the lyrics; they aren't quite completely supplementary. Luckily, Dill's voice captures the attention before the lyrics really matter. This problem is really less of an actual flaw within the band, but a maturity issue; the band's next album will no doubt show progress in the style. Many young artists don't know what to write about or how; debut albums usually have the worst lyrics, and improvement is expected on the next album.

The other problem with The

Click Five is the repetition of songs. All of the numbers all sound a lot alike. Unlike the last imperfection, the lyrics, this is something that often does not change. If The Click Five fails to come up with some original ideas, their next album will no doubt be mind-numbingly boring. Although they are not a new idea, The Click Five is certainly a novel one. If they work hard at being more unique, they will be quite influential in the pop world. Overall, it is a fairly decent album for a debut made by a bunch of teenage boys.

Soundtrack to Homecoming festivities revealing, informative

I like to ask myself what the soundtrack to my life would be. What I mean by that is if my life were a movie or something like that, what music would be playing in the background.

In third grade I was certain my soundtrack was "Spice Up Your Life."

By sixth grade I would have bet on it being "Bow Wow (That's My Name)."

In seventh grade I knew my theme song was "Last Resort" by Papa Roach.

Sounding Off



Rebecca Wall

That was then, and now I'm pretty certain that my theme song would be "My Humps." Just kidding, but to get to where I was going with all this "theme song" nonsense; I think I made a genuine observation about CHS during Homecoming weekend.

CHS students seem to have a primal requirement to have loud Hip-Hop/Rap (to use iTunes' genre definition) as the background to every activity we do.

One could even say that raunchy "hip-hop/rap" is our soundtrack.

I first noticed this at the bonfire, which featured charming interludes of deafening Lil' Jon and other similar artists between activities. Beyond the bonfire, I noticed that, significantly, one would be hard pressed to hear anything which defies the label hip-hop/rap during the dance.

Don't get me wrong, because I think there is a ton of really amazing Hip-Hop/Rap out there. Yet, to be (puke) pretentious: none of the hip-hop/rap I heard anywhere near approached the upper echelons of the genre. There was little suggestion of the powerful and socially conscious rhyming of artists such as Talib Kweli or Common, and none of the more eclectic and quirky artists such as Panjabi MC or M.I.A. were heard, either.

Alright, I will admit that the music falling under the umbrella-like genre Alternative & Punk (to once again invoke iTunes) is not as conducive to the giant orgy that is the Homecoming Dance (by junior year, you are fully aware that giant orgy is the most accurate description) as raunchy radio-friendly hip-hop.

However, I wonder if it wouldn't be possible to mix it up a little bit. I know for a fact that M.I.A. is just as danceable as "My Humps."

Despite all of the above, it doesn't seem like most students find any cause of complaint, so in the end I have to say, who really cares about what music they play at Homecoming anyway?

When I'm writing in this public forum, I know there is always a danger of getting up on the proverbial soapbox and making an issue out of a non-issue. I realize that to do so is simply ridiculous and I therefore make a concerted effort to avoid doing so.

It just, for some inexplicable reason, strikes me as odd that the theme song of CHS is Lil' Jon.

I've either been seriously misled my entire conscious life, or Clayton isn't known for its baller status/thug lifestyle.

To be fair, I know that being the above mentioned is not a prerequisite for listening to hip-hop/rap, but seeing the way everyone, including myself, dances, in a pale imitation of "Save the Last Dance's" nightclub scene makes me feel that the irony is inescapable.

And seriously, those musical interludes at the bonfire were really too much.

Album eludes all adjectives except 'dumb, dumb, dumb'



KACI BROWN HAS managed to find confidence and contentment within herself.

by REBECCA WALL

On her title track, Kaci Brown succinctly describes her entire album with one line: "Dum, dum, dum." This single adjective is a recurring theme, appearing in other songs such as "S.O.S." and "Waltz." It is fitting that this is the case, for it indicates that Kaci Brown is an elite.

Few artists are so capable of acutely articulating their essence. For, in earnest, any elevating description completely alludes Kaci Brown's "breakout" album, "Instigator." It is most likely the most worthless pile of sonic garbage to ever be reviewed in the pages of the Globe.

Kaci Brown seems to be an altruist, hoping to elevate listeners everywhere by implying that talent is in no way a prerequisite for a music career.

Comparisons with popular pop swine like Hilary Duff and Ashlee Simpson would be demeaning to the aforementioned.

Her album has a bit of everything, including references to the popular TV show, Dora the Explorer. Brown wisely chooses four-year-olds for her chief demographic. Her success rides on the common perception that young children

haven't lived long enough to know swill when they hear it. However, it is probable that four-year-olds should be given a little more credit. Fetuses are the demographic most likely to tolerate her insipid music, but there is no chance their mothers would stick around for more than a minute.

A high point of the album is certainly "Like 'Em Like That." In this song, the listener is privileged enough to hear a sensual narration by Ms. Brown herself. She reluctantly lets the listener in on the fact that boys "lick their lips blow me a kiss / whenever they see me walk by." Wow, talent and humility! What a winning combination! It would be tragic if her strong self-confidence was in anyway unfounded.

In addition, Brown exposes herself as a woman of many facets, displaying an astounding knowledge of the plethora of ethnic groups on Earth in her song "Body Language." A universal-humanist in the secular sense (although not entirely, as will be described forthwith), she rattles off eight languages, "Portuguese-Chinese-Vietnamese-Arabian [isn't it Arabic?]-Bulgarian-Italian-French-German," and then knowingly exclaims that she knows what all people on earth need.

According to Brown, everyone simply needs "Eyes lock-buns move-jelly's jumping / one two-my way," leaving the listener with utter confusion as to why Brown hasn't replaced Kofi Annan at the United Nations, given her deep and powerful insights into humanity and how the world's problems may be solved: everyone need simply to wiggle their way towards Brown, thrusting as they go.

"Instigator" culminates in the effervescent and always popular love ballad-to God. Brown, after 45 minutes of unabashed celebration of promiscuous sex and revelry exposes that, in fact, she is a devout Christian. She intones, "From sunrise, to sunset / You know, I'll do my best." If this album is Kaci Brown doing her best, well, that's just tragic, the borderline plagiarism of "Fiddler on the Roof" aside. Next time she wants to do God proud, I'd suggest working at a soup kitchen.

In her album which hopes to be the genesis of a new pop act, Kaci Brown miserably fails. "Instigator" is neither musical nor quirky enough to render it listenable. All that "Instigator" in fact instigates is perhaps a gag reflex.

*

Sophomore album excellent

by DAVID REDICK

In 2004, the Scottish dance-rock band Franz Ferdinand invaded the United States. These men brought with them tight disco beats and hideously catchy guitar riffs, ingraining "Take Me Out" into the minds of Joe Six-Packs and Brooklyn hipsters previously obsessed with the Strokes. Their dance party grooves have brought much fame and fortune to the band, including an offer to play in the fourth Harry Potter movie, which they declined.

To say that these Scottish lads have done it again is an understatement. Coming back strong with their sophomore album, "You Could Have It So Much Better..." with Franz Ferdinand" on Domino Records, they keep the same serrated, catchy guitar with thumpy bass lines, dancy drum grooves and the butter smooth voice of Alex Kapranos that made them famous in their debut, "Franz Ferdinand," while developing more complex song structures.

The album leads off with a catchy party chant called "The Fallen," sounding off three different riffs before getting to the main verse. This song, along with "Do You Want To," another party chant reminiscent of The Knack's "My Sharona," are bound to be stapled deep into MTV's playlist along with the party DJ's set because they are disgustingly catchy and poppy. These songs, however, do not represent the true heart and soul of "You Could Have It."

The true beauty in this album lies in Franz Ferdinand's ability to transition smoothly from the dance floor fillers into the Beatles and Smiths influenced Brit-Pop crooner tunes like "Walk Away," and (what could possibly be the best song the album) "What You Meant," and into the beautifully convoluted emo stylings of "Eleanor Put Your Boots On" and "Fade Together."



IN ADDITION TO being a band, Franz Ferdinand was also a historical archduke, whose assassination was a significant part of the beginning of the first World War.

The juxtaposition of these songs makes the listener appreciate the differences even more than if he was to put their iPod on shuffle and just happen to hear it.

All things considered, perhaps the greatest achievement of this album is its ability to connect so many different sources of inspiration (i.e. The Shins, The Beatles, The Smiths, The Replacements, Gang of Four, Talking Heads) into a coherent, breathtaking piece of dance-rock. On a scale of 1-5, one being Andrew W.K.'s "I Get Wet" and Britney Spear's "Oops I Did It Again," and five being Radiohead's "The Bends" and Nirvana's "Nevermind," this album receives a well earned 4.6. Basically, while this CD could be a little better, there really is little room for improvement.

Movie picks	Local critic	Chicago Tribune	Dallas Morning News	Detroit Free Press	Miami Herald	N.Y. Daily News	Philadelphia Inquirer	San Jose Mercury News	Seattle Times
▶ Domino (R)									
▶ Elizabethtown (PG-13)									
Flight Plan (PG-13)									
▶ The Fog (PG-13)									
▶ Goodnight ... (PG)			★	★	★	★	★	★	★
In Her Shoes (PG-13)			★						
Two For the Money (R)					★				
Wallace & Gromit (G)		★	★	★	★	★	★	★	★

★ Outstanding
 ■ Worthy effort
 ▼ So-so
 ● A bomb

G All ages admitted
 PG All ages admitted, parental guidance suggested
 PG-13 Parents strongly cautioned, some material may be inappropriate for children under 13
 R Restricted, under 17 requires accompanying parent or guardian

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'Laguna Beach' provides light entertainment

Veterans and first-time viewers alike tune in as this addictive reality series embarks on its second season.

☛ MADDIE HARNED

When the OC debuted on Fox on Thursday, August 26, 2003, 11 million people tuned in. It was instantly clear that this show was a hit. Soon into the first season Orange County was becoming a brand, not just an upper class community in southern California.

Along with 11 million people, MTV jumped right on the Orange County bandwagon with its hit reality TV show, "Laguna Beach". Written under the logo of Laguna Beach is a caption that says "The real OC."

It's true that the city of Laguna Beach is a real place, but some believe that the characters of the show who grace peoples' TV screens every Monday night are as fake as it gets.

The city of Laguna Beach is portrayed on TV as a place where the boys' nails are as manicured as the girls', and where Jacuzzi-loving ditzes roam the streets like a pack of wolves with blond hair extensions.

"Laguna Beach is hilarious," freshman Mary Barber said. "All the characters are so dumb and say things that no teenage kid would ever say."

Represented in Laguna Beach are all the stereotypes needed to make good, quality TV – the player, the nice guy, the mean girl, the sad girl and the list goes on.

However, while watching the show, all the characters seem to blend together as a mob of teenagers arguing about useless topics in a never ending battle for screen time. Even with the usual cast members such as Kristin, Lauren, Steven and Jason, a name tag flashes in the lower right corner because all these kids look the same.

Some aren't as critical of the show though. "[Laguna Beach] is exactly like the OC only it's real people," freshman Chelsea Flood said. "The drama is so fun to follow. I could totally live there when I get older."

Unfortunately someone just had to ruin the Laguna Beach parade. Recently rumors have spread doubting the sincerity of Laguna Beach.

"I don't know where someone would get the idea the show was scripted," Flood said. "It may be a little twisted by the producers, but it's just so much real drama it interests people."

No one is saying that these kids can read, but



courtesy of www.mtv.com/shows/lagunabeach

it is a well-known fact that a lot of reality TV shows are twisted, scripted or edited to make it more interesting. Much of reality TV could be compared to professional wrestling – it's sort of real, but not exactly.

Whether the show is completely real or completely scripted there is no doubt that it has greatly affected pop culture.

At any given time, if someone walks into an Abercrombie or Hollister store, several shirts with sayings that include "Laguna Beach" or "Orange County" can be purchased.

In an episode of Laguna Beach, exes Steven

and LC listen to Journey's "Don't Stop Believin'" on a car ride over to a restaurant, which, since that episode aired, has brought new life to an old, forgotten song. "Don't Stop Believin'" has gotten more radio spins and sometimes can even be heard being sung in the hallways of CHS.

Laguna Beach has grown into icon status and has a large group of devoted fans. While some are in favor of watching the ground-breaking reality TV show, others are easy to write it off as a joke.

"It's really fun to watch because it's real people gossiping about each other behind their

backs," Flood said. "It's not like I take it really seriously."

Fan or not, most will agree that Laguna Beach should be watched with less seriousness, but by all means if you want to buy the seasons on DVD, join the online fan club and make a Laguna Beach shrine in the back of your closet.

As the show's token brunette character, Alex, said, "If you're aware of the fact that you're like obsessing over him, then why don't you like... stop it."

The sheer genius of that quote could possibly save the world, thanks Laguna Beach. ☺

ABOVE: THE CAST of the popular TV show (left to right) Jessica, Jason, Kristin, Stephen, Lauren (LC), Alex M., Taylor and Talan. The cast is notorious for partying, spending superfluous amounts of money and traveling to exotic destinations.

'A Winter's Tale' upholds Shakespearean reputation

As the cast prepares for their final performance, anticipation and apprehension build.

☛ WENNY DONG

Leontes, a hated and pitied king, brings tragedy upon his land. His queen, Hermione, is wrongly accused of adultery and dies as a result. Their son follows after his mother, dying of grief over her death. An infant princess, the kingdom's remaining heir is abandoned, left to the wilderness. In a single mistake, Leontes has inflicted tragedy upon himself and his kingdom.

It was this captivating plot of "A Winter's Tale," that immediately grabbed the attention of theatrical director Kelley Ryan. Inspired by the Opera Theatre's production of Hamlet a few years ago, she imagined making Shakespeare's play into an opera.

"You have to have some very specific strong actors for this play and I've been waiting for a year where I know I can cast it," Ryan said. "Not to say that it was pre-cast, but I knew I had people to play these very demanding roles. This is a play of characters. So many wonderful characters. Leontes is a beautiful and complex role. He is a character that you both hate and pity and eventually love. He is Othello, Hamlet, and Romeo all rolled into one."

One of the greatest strengths of "A Winter's Tale" are its characters. Although flawed and often imperfect, their shortcomings and jealousies make them interesting and relatable. Leontes, once he sets the wheels in motion, cannot turn back even as he questions himself.

"It's like getting caught in a lie and having to create bigger and bigger lies in order to cover yourself," Ryan said.

But unlike most tragedies though where everyone dies and justice is harsh, "A Winter's Tale" has forgiveness. Yet unlike most comedies where everything ends happily in the final scene, there are sacrifices that can't be undone.

"The first time I saw the final scene of the play, I cried like a baby," Ryan said. "If we do our job right, the audience will be too."

Shakespeare's "A Winter's Tale" will be performed at 7:30 p.m. on Friday, Saturday and Sunday from Oct. 28 to Nov. 6 with Brian Koehler as King Leontes and Jessie Kissinger as Queen Hermione.

Anticipating the performances, Ryan hopes the play to be a success, especially with her work in integrating the play with music.

"I thought the heightened language of Shakespeare and the myth-sized tragedy worked so well in the medium of opera," Ryan said. "Right then I imagined making 'A Winter's Tale' into an opera. Because of both elements of tragedy and comedy in the play, I knew it would make for really fun and beautiful music."

The original music by Mary Marcus Sutherland, paired with Shakespeare's suspenseful plot, makes "A Winter's Tale" come to life. The music in "A Winter's Tale" was created through the collaboration of Sutherland and Ryan, who worked together on several other projects in the past. Together, they took the soliloquies and monologues from the play and made them into arias. But the process wasn't very easy.

"We began working last March on music," Ryan said. "I chose the text and described what I thought the language demanded in terms of music. [Sutherland] created the most beautiful music that fits the language and psychology of the character perfectly. It just shows also how brilliant Shakespeare is - the language and psychology are so intertwined that it is impossible to write for one without the other following."

However, with 30 additional minutes of Mozart inspired songs, primarily small cuts have been made throughout the play. Despite the modified script, the edited scenes only make things run smoother. In fact, Ryan helps the audience by deal-

ing with the criticisms that King Leontes' jealousy comes from out of nowhere. Besides cutting out some unnecessary parts, Ryan also gives him more motivation for his jealousies.

"You are rarely going to do a Shakespeare play without any cuts, unless you're Kenneth Branagh and believe everyone wants to see a four hour version of Hamlet," Ryan said. "So, we've cut a great deal. Not everything is necessary. I'd rather start right in on the action. Nothing is changed. Everything we say is Shakespeare's language - even in the music."

As one of the major components in the play, the music is naturally coupled with lively and stately dances, choreographed in the style of English country dances. English teacher Rebecca Taylor, who belongs to a troupe of English dancers, served as the play's choreographer.

"We are doing three dances," Taylor said. "The first is the grand march. In English country dancing, the grand march opens with the hostess and the most prominent man. We took that idea of walking punctuated by traditional dance moves. Then, the two couple dance for allegro is livelier whereas the march is very stately. In fact the dances increase in liveliness with 'Barbarini's Tambourine' as the most spirited. I find all of the dancing scenes to be superb, and significantly pertinent to the story."

Also, professional actor Andy Nieman came in and integrated the choreography with Japanese theatrical movements, an interesting match with the Shakespearean language. In addition to the music and the choreography, the set and costumes also play crucial roles in bringing the play to life.

"Jeff David performs setting and lighting duties," Ryan said. "Ms. Vodicka along with a friend of mine who is a scenic artist painted the six drops that will be in the show. I am also doing costumes with great help from Mary von der Heydt."

Major collaboration was one of the factors that created the play. Although students didn't give their ideas on this show as much as previous plays, Ryan said that sharing ideas and collective thinking is what made everything come together.

"The collaboration happens all the time and everywhere," Ryan said. "Over lunch with Andy [Nieman] one day we came up with a beautiful ending to the play a bit different than what is written. Over dinner with my husband we brainstorm ways to include a design element that I want to fit in the budget. Even my daughter is in the play. She plays the little prince Mamillius. She gives me ideas all the time. I think [students] are so focused on their roles that they've had little time to step away and look at the whole. I'm sure ideas are still coming."

Students in the play were kept busy with rehearsals and immersing themselves in their character. By grouping the scenes, students made the best of their time although this meant they worked out of order for the first seven weeks of rehearsal. While Ryan usually feels calm about the process, there is something particular about "A Winter's Tale" that makes it different from the other plays.

Ryan, who performed it this summer at the St. Louis Shakespeare Company, said she has a strong attachment to the show.

"It is always challenging to do Shakespeare, but this show in particular is more challenging than most," Ryan said. "I'm also nervous because I am so invested in this project. I'm invested because of the enormous amount of work that Mary Sutherland has done. She has been here almost everyday both during school, working one on one with students."

While teachers have put their effort into the play, students have also made contributions, rehearsing their roles during lunch and after school to perfect their characters. Both students and teachers invite students to come and view the performance. ☺



Whitney Bruce



Whitney Bruce

TOP: CONDUCTOR MARY Sutherland directs self-written musical numbers in "A Winter's Tale." Both a tragedy and a comedy, Shakespeare's classic story has been transformed into an opera. Bottom: Senior Nisrine Omri and sophomore Erik Jones as Perdita and Florizell, respectively.



THE "BREAKFAST CLUB" stars the 1980's Brat Pack. The movie was made in 1985, but it is still just as entertaining.

'Breakfast Club' remains classic

LEAH EBY

"The Breakfast Club" will wake you up on the right side of the bed. This tale of love, lust and losers will have you quoting its memorable scenes for days.

The movie, which premiered in 1985, marked its 20-year-old anniversary this spring. Despite its outdated dress and slang, "The Breakfast Club" has a timeless message.

The movie begins at 7:06 am, when five teenagers from different backgrounds are brought together for detention and end up changing each other's lives forever.

On Saturday, March 24, 1984, Brian the geek (Anthony Michael Hall), Andrew 'Andy' the jock (Emilio Estevez), Allison the weirdo (Ally Sheedy), Claire the prom queen (Molly Ringwald), and John the waistoid (Judd Nelson) sit down for eight long hours of nothing. Principal Vernon (Paul Gleason) assigns a thousand word essay for the students to explain why they think they are there and

ineffectively supervises their detention allowing the characters to run amuck.

Hall, Estevez, Sheedy, Ringwald, and Nelson were five of eight members of the "Brat Pack" ensemble of actors. They appeared in various combinations in many of the '80s teen flicks.

John, the waistoid, is the force that compels the others to get up on their feet as opposed to sitting as still as statues through the duration of the 8 hours and 54 minutes of dreadful Saturday detention. Through provoking insults, near-violent situations and a bit of marijuana, he pushes the others to their limits. They all burst with anger, hate and secrets, which eventually bring them together.

Set almost completely inside a high school, there are not many places to film. However, the clever use of a two-story library, gave writer and director John Hughes, whose other credits include "Ferris Bueller's Day Off" and "Weird Science," a lot to work with. Between

rock climbing on a tall statue and dancing around on the balconies, the actors make good use of the confined area.

In one scene, John attempts to escape by climbing above the acoustic ceiling tiles, and while telling himself a joke with no punch line, he falls through and lands back in the library.

Originally, "The Breakfast Club" had a running time of 150 minutes, but was cut down to a more appropriate 97 minutes. The shorter length keeps you from getting fed up with the characters' annoying habits.

In "The Breakfast Club," Hughes affectionately shows that despite outward stereotypes, teens can learn from their differences. As Brian writes in his essay at the end of the movie, "...what we found out is that each one of us is a brain...and an athlete...and a basket case... a princess...and a criminal. Does that answer your question? Sincerely yours, the Breakfast Club." ☺

Despite lame jokes, 'Tommy Boy' succeeds, proves hilarious

MIKE GREGORY

This has got to be the worst movie ever. Everything about it is so bad! The jokes are lame, Chris Farley is obnoxious, David Spade is annoying, the directing is unoriginal, the movie itself has "sleaze" and "trashy" written all over it, the list goes on. So why on Earth did I give such a high rating to a movie that's so bad?

Because it's funny.

It's not just funny, it's downright hysterical. This has got to be one of the worst, but funniest, movies I have ever seen. The jokes are rapid fire and are non-stop. This is 97 minutes of pure hilarity that is not to be missed.

The plot is rather simple. Tommy Callahan (Farley) is a stupid oaf who seems to have everything handed to him on a platter, whether he works for it or not. But then things change, and he's left with a family-owned auto-parts that's about to be bought out by a big-time businessman named Ray Zaslinsky (Dan Akroyd). So Tommy has to go on a road trip with the unwilling Richard Hayden (David Spade) selling the company's new brake pads to save the company.

Basically, the movie is just a long string of quick, simple jokes and a plot to carry them. Most of the scenes take place in the car going from city to city. These scenes have little or nothing to do with the plot and are only used to add more time to the clock. But they're so funny that you won't care.

The only thing that makes this movie work is the chemistry between Farley and Spade. Everything else is secondary. Both are Saturday Night Live veterans, but this movie isn't as exaggerated as SNL. The characters are people, and that's partly what makes this movie so funny. The other part is how each line is presented. They all are said in just the right way. The film is balanced on the pinhead of a needle; if anything is changed



"TOMMY BOY" STARS David Spade and Chris Farley. Together the Saturday Night Live veterans perform simple jokes throughout the entire movie.

then the whole film will fall apart. "Tommy Boy" hits it right on the money.

The other acting is competent, but unmemorable. Rob Lowe is perfect as the sarcastic, wicked villain who tries to foil Tommy and Richard's attempt to save the company from ruin. Bo Derek's performance is way overdone, but she's believable. Brian Dennehy is good in his brief performance as Tommy's dad. The only performance that didn't seem to really work was Julie Warner as the potential love-interest/at-home sidekick. She just doesn't have the acting abilities to do it although after watching this movie so many times over the years, she has created such a firm image in my mind that I can't imagine anyone else playing it.

The directing is a good second effort from Peter Segal, now one of my personal favorite mainstream comedies lately. I didn't see his first film, "Naked Gun 33 1/3: The Final Insult," but his later efforts such as "Anger Management" and the loveable "50 First Dates" were highly enjoyable.

The script by Bonnie Turner and

Terry Turner is non-stop jokes from start to finish that somehow manage to carry a plot along. It's not on par with Quentin Tarantino, but a movie like "Tommy Boy" has no place for such a script. To give it one would be to defeat its purpose. What it does do is provide some of the funniest sequences ever. Probably the best involves a car door and a gas station. I'm not telling you what happens for two reasons: a, it'll ruin the joke, and b, to say it would lack the comic energy it needs to be funny, and it would seem lame without it.

To enjoy Tommy Boy, you have to dumb your intelligence level down about forty points, at least. And this film does that right from the first scene, whether you like it or not.

Look, great cinema it ain't. Nor is it trying to be. If you're looking for a ground-breaking, provocative highly intellectual comedy, look elsewhere. The only thing you're going to be thinking about is how a movie can make you care about brake pads. ☺

'Proof' wows audience with perfect cast, story line



GWYNETH PALTROW AND Anthony Hopkins star as daughter and father in the entertaining film "Proof."

BECCA GUTMANN

Like many of us in our darkest hour, she curls up in a chair under layers of blankets and channel surfs the late-night drab. After the initial surprise of her father's sudden appearance in the room, the woman and her father begin a conversation of insanity, which in itself seems abnormal.

After a minute or two of discussion, it is established that her father is crazy. From there, the story takes twist after turn and vice versa, leaving the audience in suspense for what will occur next.

Adapted from the Pulitzer Prize-winning play by David Auburn, "Proof," proved to be nothing less than amazing.

"Proof" stars Gwyneth Paltrow as the protagonist, Catherine and Anthony Hopkins, as her clinically insane, yet mathematically brilliant, father, Robert. Jake Gyllenhaal plays Robert's student, who becomes attached to both Robert's

work and his family. An all-star cast with top notch acting to boot.

Paltrow gives a grade A performance, combining passion with alienation and the type of heart-warming insanity that only she can pull off as charming. Hopkins' performance is both riveting and heart-wrenching because it is apparent to the audience that he is struggling through his illness in an attempt to keep working, keep thinking. And as always, Gyllenhaal plays the lovable young man who is smart, funny, yet still a little naive.

Gyllenhaal steps out of his box and away from the more obvious blockbuster, like "The Day after Tomorrow (2004)." And though it may be a risk for some other actors to get away from the formulated movies, Gyllenhaal's performance proves he can handle the difficult task of changing roles.

"Proof," in actuality is adopted from a screen play with the same title, naturally. It is obvious in both the dialog and the cinematography

that it is probably a more successful or at least more meaningful play than it is a movie. There are scenes in which Catherine (Paltrow) is conversing with only one other character, which the audience can picture being played out on the stage.

Although the previews suggest a romantic comedy, the movie develops into an analysis of the complexity of the relationship between a father and his daughter. Through flashbacks and moments of delusion, Paltrow's character compares and contrasts herself to her ingenious father. It is apparent through her memories of him that he is her inspiration and motivation to succeed, as parents should be.

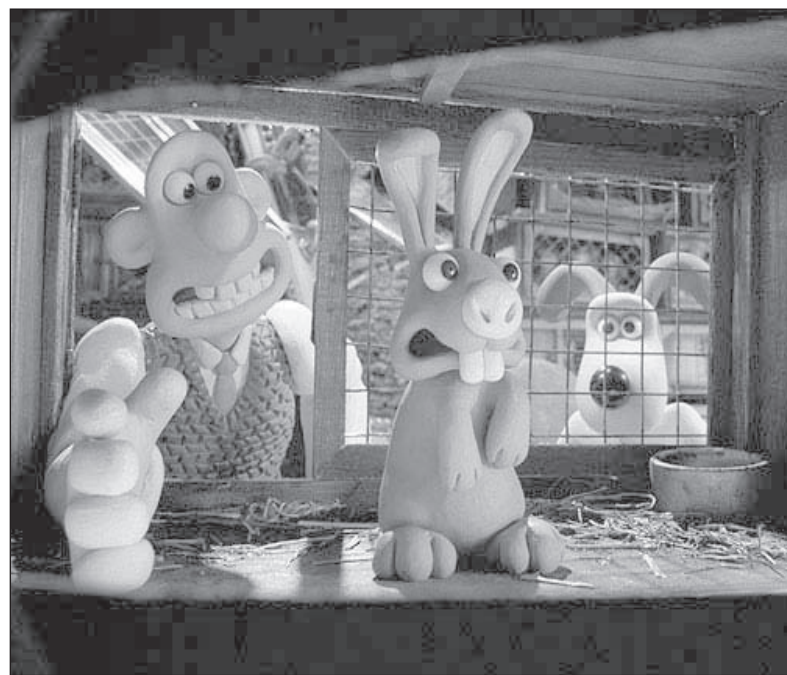
The main theme in "Proof" is that parents can be the inspiration for their children to improve the world, and with proper instruction and inspiration, children can improve what their parents started. ☺

Clay animation comedy film 'Wallace and Gromit' impresses

SOPHIA AGAPOVA

I'll be the first to admit that I'm not really one for "kid" movies. I have not seen "The Incredibles" or even "Finding Nemo," both of which have been hailed as being equally suitable for young and mature audiences alike, and unlike some people I know, I get no enjoyment whatsoever (except for that which comes from mocking them) from watching Disney classics such as "Beauty and the Beast." But despite this, I must admit that I have always had a soft spot in my heart for the animated shorts starring the quirky clay-mation duo of Wallace and Gromit. When I heard that their first full-length feature, "Wallace and Gromit: The Curse of the Were-Rabbit," was coming to theaters, I was vaguely interested and finally decided to go see it.

After I entered the theater and sat down, I began to wonder whether I had completely wasted \$6 dollars, as what seemed like rows upon rows of little boys filed into the theater. I grew even more discouraged as I watched the animated short starring the "Madagascar" penguins which preceded the movie. Although I was certainly entertained during the short, it



THE CLAY FIGURINES, Wallace and Gromit, star in the new movie, "Wallace and Gromit: The Curse of the Were-Rabbit."

was only by hearing the laughs of the 50-something couple seated in front of me.

Despite the somewhat rough start of my movie going experience, however, things greatly improved as the feature presentation began.

Directed by Steve Box and three-time Oscar winner Nick Park, "Wal-

lace and Gromit: The Curse of the Were-Rabbit" centers on Anti-Pesto, Wallace and Gromit's humane pest control agency. As the time draws near for their town's annual vegetable competition, Wallace and Gromit are under a lot of pressure to protect the giant vegetables of the town from consumption by rab-



THROUGHOUT THE MOVIE, Wallace and Gromit create many laughs, and although the film is mainly aimed at children, the jokes are funny to all ages.

bits. Being the talented inventor he is, Wallace decides to come up with a way to make rabbits uninterested in carrots and other vegetables, and in the process creates a monster rabbit that threatens to ruin not only the vegetable competition, but also his own business.

One of the biggest strengths of

"Wallace and Gromit: The Curse of the Were-Rabbit" is the wide array of interesting and dynamic characters it features. From their names to their appearances and features, the characters were designed with great care. Among them, Gromit stands out because his character is an illustration of the great potential

of clay animation, an art which garners less attention than it deserves. Although the dog has a limited amount of features and does not speak, the subtle changes in his eyes and brows are sufficient in showing a wide range of emotions.

Although many of the jokes found in the film are obviously aimed at kids, the majority of them will not make teenagers and adults cringe in the way that some children's movies do. In addition, a small portion of the punch lines are clearly aimed at more mature audiences, including some mildly sexual ones.

Apart from the content of "Wallace and Gromit: The Curse of the Were-Rabbit," the sheer amount of time and effort put into the film is amazing. The movie took about five years to complete and the attention to detail was so great that even the wallpapers for the tiny sets were all hand painted.

"Wallace and Gromit: The Curse of the Were-Rabbit" is a great opportunity to forget about grades and homework, if only for an hour and a half, to be transported to whimsical clay world of Wallace and Gromit. ☺

Clayton, the real 'Laguna Beach,' ignites scandal

BY RACHEL HARRIS

MTV is perhaps known for one thing...reality TV. With its most successful reality show "The Real World" going on its 16th season, it's obvious that the network has a knack for capturing "real" on tape. MTV's series "Laguna Beach" was a smash hit. But the network's current project is "Clayton Clique: The Real Laguna Beach," a show tailing a supposedly tight-knit group of Clayton High School students. The first set of episodes, released yesterday on DVD, followed the teens through their homecoming week and endlessly complicated romantic and social lives.

Welcome to Clayton, Missouri; home of Kate, Sam, Jessie, Tom, Tina, Leslie, and Amy. These high school students of "the Clayton Clique" were received with open, reality TV-hungry arms upon their arrival to the little screen. Now with a full-length DVD, viewers can watch the series they fell in love with three months ago over and over again.

"I just love the show," Nebraska high school student Susie Richards said. "I just, like, can't tear myself away from it. I'm addicted. I can't go one Monday without it. That would just totally ruin my entire weekly TV lineup which is like, out of the question."

The series had some seriously

killer (no pun intended) drama.

The first show of the series highlighted Tom, one of those guys who causes never-ending anxiety despite having no apparent outward or inward attraction, asking Tina to the dance. How romantic.

"I thought it was awesome when Tom asked Tina," California high school student Chris Smith said. "She's so hot. If I went to Clayton, I would so go for her."

While Tom and Tina paired off,

Leslie and Amy were left to go dateless (the ultimate social faux pas). They decided to go stag anyway. While scouring the mall for the perfect dresses,

they ran into Tina, who Leslie hates for stealing her true love, Tom. Leslie and Tina both fell head over heels in love with the same Dolce & Gabbana leopard-print dress. Claws were bared for an all-out cat fight. Blood was drawn, eyes were scratched, and they all got arrested for public indecency when their mini skirts bunched up around their waists in the heat of the fight.



"That was AWESOME," Smith said. "I wish I could have been there so I could've seen in all go down without it being blurred out. Darn censors."

Once the shock of being arrested wore off and the dress drama died down, focus shifted towards finalizing pre-dance plans. The clique decided to go together as one big group so no one would feel left out (how thoughtful). They decided to go to the posh Italian restaurant,

Bar Italia, for dinner prior to the dance. Now only one question remained: who's going to be the designated driver? Poor Sam selected the short straw. "I felt really bad for Sam," Richards said. "I had to be the designated driver once and it was awful. People were poking me and hassling me to take them places."

With restaurant plans out of the way, it was time to focus on the themed floats for each class. The freshmen got the worst theme in the history of CHS homecoming themes. They got the theme of "freshmen," sophomores got "mob-

sters," juniors "East Coast gang," and seniors "West Coast gang." At school on junior and senior dress-up day, a fight broke out in the quad between all the juniors and all the seniors. A.S.W.A.T. team and the National Guard were called in to break up the brawl peacefully but were forced to use tear gas and clubs to clear the scene. Luckily for CHS lawyers, the body count was kept to an all-time low of 16 students, a full 12 students (plus or minus two: Johnny McMillan and Jay Johnson are still missing) lower than the previous year's clash.

The Commander General of the St. Louis branch of the National Guard refused to comment on the situation at CHS.

Tom caught a glimpse of the sophomores float and his blood began to boil. At midnight the night before the parade, he and Carson, his best friend, placed explosives on the underside of the sophomore's float. The next morning, the entire neighborhood was woken up by a huge confetti fireball.

The fire department was called in again the next day at the parade when the senior class attempted to set off fireworks spelling out the words "class '06" from their float. A tree, unfortunately, got in the way of their fun.

"Everyone should know, especially CHS students, that you can't set off fireworks under trees," Clayton firefighter Stephen Jones said. "That was really stupid. It's common sense not to do that. I would have expected more from such a smart group of individuals."

A freshman was badly burned by a flaming tree branch as it fell after being hit by a firework. He was rushed to the hospital, but attended the dance despite third degree burns on half his body.

The day of the dance proceeded without many bumps in the road, firework mishap aside. The group headed off to Bar Italia in a stretch Hummer limo. After arriving and settling in, the group ordered. Sam ordered the restaurant's signature salad. Unfortunately, the salad had peanut shavings on the top that everyone neglected to notice due to their apparent intoxication. She had a very serious peanut allergy, and when she took a bite, she swelled up like a balloon.

"That was so cool," Smith said. "She looked like a puffer fish. If I had been there, I would have stabber her cheek with a fork so she popped."

Sam kept her immense swelling to herself and drove everyone, almost getting into at least four major accidents, to the dance. Upon entering, almost a third of CHS's students were arrested by the Clayton police and charged with underaged drinking.

"The dance was cool and all, but

I really liked watching what went on after the dance best," Richards said. "I wish my friends had hotel parties. They look wild."

After the dance as over, a friend of Kate's held party at the Radisson in downtown Clayton. Everyone who was anyone was there. After changing into their after-party outfits, things really began to heat up. About two hours into the party, the police came knocking.

"When the police came, I really thought it was all over," Richards said. "I was like, oh man, there goes the party. It's done."

Kate called her father, who ran to the hotel and successfully fended off the entire police force with one hand tied behind his back, literally. He sent six police officers to the hospital and held another four hostage in the hotel suite. During this whole escapade, Jessie was sitting at the Starbucks in Clayton, unable to attend the dance due to his piles of homework received in his 13 AP classes. When he witnessed a group of freshmen enter Starbucks after the dance, Jessie hid behind one of the plush chairs in embarrassment. After all the hype dyed down, it ended up being just a normal dance weekend at CHS. If viewers were appalled by the student's actions during homecoming week...just wait until the prom DVD comes out. ☹

Baby blanket fiasco questions if we can EVER raise the perfect baby

BY JEREMY BLEEKE

Thousands of protestors swarmed the steps of the headquarters of BARF (Baby Achievement Research Foundation) yesterday. The demonstration followed an emergency press conference held by CEO Burt Persnickums, informing the public that the results of a recently conducted BARF study contained vast inaccuracies.

"I speak for all Foundation employees when I say how sorry I am for misinforming the American public," Persnickums said, addressing reporters from his ranch near Galveston, Texas early yesterday morning. "Ensuring the future success of your babies has always been, and will continue to be, this foundation's central mission."

The study, conducted last month by head researcher Clara Bubble, released shocking information about the varying levels of brain stimulation caused by different colored baby blankets.

The study showed that babies who fell asleep with lime green blankets exhibited higher order thinking skills long before babies with blankets in such colors as pink or blue. The study caused massive sales increases to retailers nationwide, as mothers flocked to department stores purchasing everything from blankets, to diapers, to binkies, all in lime green.

JC Penny began a clothing line with such messages as *Choosy Moms Choose Lime*, and *Lime Green: My baby's anti-drug*. Not to be outdone,

Wal-Mart wasted no time in marketing the highly popular Limestone wrist bands. But now, with the research declared erroneous, mothers have had to question everything.

Although many are still in shock, some parents have reacted in outrage, speaking out against BARF and other baby foundations. Maureen Shasta, Clayton resident and recent mother of two, was not happy when she heard about the press conference.

"I don't like it when I am lied to. And I don't like it when those lies deliberately put my children at risk," an enraged Shasta said. "I want those [people] BARF will

at not stop until they pay for what they did to my babies. This is America, and they better be sure that I will be suing."

Although Shasta's sentiments are shared by most people in Clayton, and the greater St. Louis

area, there are still those who are finding it hard to let go.

A group of parents apparently in denial has already formed, sporting pins which proudly state: *I'm still with lime*.

It is still not clear what went wrong with the study in the first place. Persnickums himself said that he was stunned when he was informed that his researchers had made a mistake.

"This was a team of highly competent, highly intelligent men and women," Persnickums said at his early morning press conference. "They are the last group I would ever expect this disaster to befall, and you can rest assured that there will be an investigation as to what happened just as soon as possible."

Persnickums wasn't exaggerating. Everyone on the team had strong records of achievement, and were all considered to be experts in their respective fields.

Bubble, head researcher on the team, is the author of the nationally bestselling guide to nursing: "Which Breast is Best?" and has a PhD in salivation interpretation. She is generally considered to be the top authority on bib wear and binky usage, and it came as an alarm to the academic community when she was associated with the BARF scandal. Bubble was unavailable for comment.

It is still uncertain how strong the repercussions of the blanket scandal will be, but it should serve as a warning to mothers around the country, and right here in Clayton, that no matter how hard they try, their babies will never be safe. ☹



Good Citizen by Brittany Dennison



Hard Knocks by Louis Coppola, Tribune Media Services



CHS Homecoming 2005



THE CHEERLEADERS PERFORM a pyramid stunt during half-time. The formation consists of three fliers. A full has two holders at the base, a back spot and a flyer on top. The fliers from left to right are junior Ashley Woodson, sophomore Amanda Tran and junior Kelsey Jefferson



THE SENIORS CELEBRATE on the football field after winning the Golden Greyhound. The juniors came in second place, followed by the sophomores and then the freshmen.



THE FOOTBALL TEAM huddles before the Homecoming game. Since Gay Field is still being renovated, the game was played at the former CBC field.



THE CHS PEP band marches in the parade before the football game. The parade route was different this year, allowing DeMun area residents to enjoy.

Unbeatable Spirit

Despite a 42-21 loss to football powerhouse St. Charles West, CHS students found plenty to cheer about.



THE ANNUAL BONFIRE, which takes place the night before Homecoming, is a favorite CHS tradition.



THE FRESHMAN CLASS plays tug-of-war at the Bonfire. The freshmen beat the juniors but lost to the seniors in the final round.



SENIOR BRIAN MINOR (29) walks onto the field with the rest of the football team. Minor is currently a Suburban East Conference leader in a variety of categories and is currently the CHS leader in total yards, with 453.