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Since 1946

AP offers challenges, chance at college credit

By Jason Godfrey
Editor in Chief

Upon entering high school, the opportunities for learning are limitless. Students have the chance to enroll in regular classes, honor classes or AP classes. Each course teaches the same curriculum, but AP adds an extra emphasis placed on college readiness. Weber High has over 20 AP classes.

Since sophomore year, Mollie Petersen, senior, has taken eight AP classes. She said, "I've taken AP Art History, AP Biology, AP American, AP Government, AP Calculus AB, AP Literature, AP Comparative Government and AP Statistics." She added, "AP classes are worth taking because if you do well, you earn college credit."

Petersen has chosen the AP path because of the classroom atmosphere. She said, "I'm with students who want to be there. I enjoy the class because I'm constantly improving." She added, "The teachers like you better and you will learn more and it is a fun and challenging environment."

Among all her AP classes, Petersen has enjoyed having Jan Keim, Angela Carrier and Abbie Butler as teachers. "Ms. Keim had such a passion for teaching, and she was so fun. You had fun learning," she said.

Concerning Mrs. Carrier, Petersen said, "She is really focused on her students and cares for our success. She doesn't treat teaching like a job; she is an incredible teacher."

Another one of her favorite teachers, Petersen likes Mrs. Butler, for more reasons than just her being her sister. Petersen said, "She [Butler] has so much passion and confidence in her students. She was

so encouraging last year when we were getting close to taking the AP test. I always felt comfortable in her class."

For anyone who may be interested in taking an AP class, Petersen advised, "The workload is a lot. Expect to challenge yourself and be honest with yourself. I've seen a lot of self-improvement, and the classes have a competitive nature. It's a lot of time and dedication, but remember the bigger picture of taking the test."

After putting in months of learning and hours of late night studying, the time to take the test will come. Petersen said, "The test is stressful. Every single late night, homework assignment, quiz and test is what matters. You've worked so hard and now the grades don't really matter. If you've had teachers who have prepared you, it feels good. You feel really excited and after the taking the test you get the best feeling. It's relieving and still a little stressful; it's bittersweet."

So what's the trick to taking an AP class? Petersen offered some tips for students planning on working with an AP course. "Learn how to be organized and have time management. Don't fall behind, it's worse than getting a '0' in the first place! Just stay on top of it and prioritize yourself." She continued, "Learn how to get help. It's okay not to be awesome in the subject. I didn't pass my AP Biology test, but I'm aware of my strengths and weaknesses. It's okay to still learn."

Although Petersen has taken many AP classes, there are still some classes she wishes she would've taken. "I wish I would've taken AP Psychology and AP Euler."

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Throughout the school year, students can earn Keys to Success key cards for academic achievements, accomplishing goals and striving to be the best person he/she can be. In an assembly, those who received cards are entered into a drawing, and students could possibly receive a free car, iPad and scholarships to area universities. (Photo top left) Ally Bennett had a chance to catch over \$80 in the Mountain America money tube. (Photo above) Junior Rebecca Christensen was excited to receive an iPad. Keys to Success also offered scholarships to Cameron Mortensen, Shaylee Overdiek, Kaitlyn Henderson and Jacob Frost.

Photos by Karloz Moran

Teachers awarded for excellence in education

By Ashley Vongbandith
Assistant to the Chief

Students get the chance to interact with multiple teachers during the school year. Students also have the chance to experience different subjects and learn new teaching

styles. This is where Warriors get to see which teachers go above and beyond every day at school. Students were able to nominate their favorite teachers and the recipients of the Teacher of the Year title goes to math teachers Miss Cassidy and Mrs. Barney, and health and Spanish teacher Mr. Ortega. "She explains things in ways

that pertain to each student's learning style," said sophomore Abi Robinson. "She is always there after school when I need extra help with homework or if I'm just not understanding a concept."

This is just one of the many reasons students chose Miss Cassidy as the teacher of the year.

Miss Cassidy has been teaching in the math department for two years. Her internship started at Weber with student teaching in Mrs. Barney's classroom in 2014, which was just a step towards her career at Weber High.

"Weber has affected my career in that it started my career. I started my first year of teaching here, and it drives me to keep helping the students here at Weber High," said Miss Cassidy. Cassidy continued, "Another amazing thing at Weber is the math department. We have a lot of amazing teachers, so it helps to work collaboratively with amazing people."

Miss Cassidy studied at Weber State University learning how to do what she loves: teaching math. Having that sense of passion is what encourages Cassidy to be a great teacher for the students. "I love math! I've always loved it and wanted to teach kids that it can be fun," said Miss. Cassidy.

"To be a great teacher you need to be passionate. Not just about the content that you're teaching, but you have to be passionate in letting students learn and letting students make mistakes so they can learn also," said Miss Cassidy.

Her students can see how passionate Cassidy is with her work, which plays a big role in why her students appreciate her and enjoy being in her classes.

"She's super friendly and is all around an amazing teacher," said Robinson. Senior Mackenzie Bateman agreed, "She is a really happy person and cares about you and your grade. Like if you do better on a test, she gets really excited to know that you know the material. She's just a really caring person."

"Today is a new day with a fresh start. I will always do my best because everything I do matters." That is the mantra Mrs. Barney teaches her students every class period in order to motivate them and to start fresh every day.

Mrs. Barney says she became a teacher because, "I enjoy math, and I want to help show others that it doesn't have to be intimidating or scary." She was surprised, yet honored to be selected by the students. "We have some great teachers here, and I learn new things from them



Being patient is a quality Mrs. Barney believes is important for a teacher. Cameron Aardema, junior, gets assistance with his math.

Photo by Destanie Setzer

daily and try to use them in my classroom." Mrs. Barney added that the most important qualities for a teacher to have are a lot of patience and understanding, and that the best students are kind to others. "It's very important for a student to be willing to learn; they also need to try to be open to other's point of view, and realize that things aren't what they seem," Mrs. Barney adds. She adds, "Treating people nicely comes along with being a great teacher. Sometimes you get stepped on but everything you do matters. I just want people to feel

like their education is important." Students agree that Mrs. Barney's positive, optimistic attitude is one of her best qualities. "She teaches the class so we have a lot of fun. We still learn the material, but it's in a creative way that makes math class better than it could be," said sophomore Jared Hancock. Mrs. Barney has been teaching since 1988. She has been a

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Miss Cassidy helps Ty Hill, junior, with an assignment. She believes her passion for math helpful with her teaching.

Photo by Rylee Thurgood

Popsicles were accidentally invented by an 11-year-old boy in San Francisco in 1905. He left a glass of pop outside and by the next morning, the soda had frozen. He sold them at amusement parks. Cherry is the top U.S. flavor.

Odds
'n'
Ends

Watermelon has become a favorite summer treat. It is part cucumber, pumpkin and squash. It consists of 92 percent water. On average, Americans will consume 15 pounds of watermelon annually.

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Caution prescribed for tanning, exposure to sun while outdoors

By **Siera Rose**
Assistant to the Chief

It's that time of year again; the sun is shining, the weather is warming up and people are trading their pants for shorts. Perhaps the most noticeable change that comes with spring and summer time is the sudden want for a nice glow; the perfect tan.

There are many dangers that come with trying to get a sun-kissed look. Most people do this via indoor tanning, which includes tanning beds and sun lamps. The biggest risk when using these methods can be cancer, but there are others. "You can get age spots and wrinkles as well," says the school nurse Marcia Hollingsworth.

"The fact that UV exposure is so intense increases the danger with using tanning beds. It doesn't help that you have little or no protection and that it's so quick as opposed to going out into the sun multiple times in the day," Jen Bird, health science teacher, adds. According to the Center for Disease Control (CDC), the harmful UV rays emitted by beds and lamps are more dangerous for younger users than adults, since their skin cells are vulnerable.

People who work with tanning beds and in tanning salons are affected by all of the negativity that surrounds their business. The owner of Sun Touched Tanning, Julie Woods, says she is aware of the research done on the dangers of using tanning beds. However, Woods believes the reason for the amount of negativity may be a way for the sunscreen industry to gain more money by instilling a fear in people.

"It's very important to understand that although sunscreen can be a very helpful thing for us, the sunscreen manufacturers are scaring us to death, so we'll use more of their product," Woods says. She adds there are a lot of studies to prove the importance of sunshine and vitamin D, but with all of the

anti-tanning and anti-sunshine tactics that are used, "it can be very confusing for anyone trying to seek and understand the truth," says Woods. She also says there should be a more balanced approach to UV exposure. "The 'sunshine vitamin' is vital to our bodies' health, and we were never meant to avoid the sun completely," Woods says.

There has been some scientific research and literature on the physiological and psychological benefits associated with UV exposure, according to Woods. "Indoor tanners have higher levels of vitamin D, which actually helps prevent some cancers such as breast, ovarian and prostate cancer. However, the FDA (Food and Drug Administration) prohibits tanning facilities in the U.S. to advertise these benefits," Woods says. She adds it all comes down to educating yourself. "Understand the research and facts, then decide what is best for you," Woods says.

Woods still realizes people may have fears and concerns with tanning. She assures she makes customer safety her first priority. "When we opened our tanning salon 12 years ago, it was part of a promise to help educate our customers," Woods says. "Each of our employees are trained to help you choose the proper bed for your skin type and help you understand the importance of choosing the right amount of time you should go each time you visit."

Woods adds her employees can also help customers choose tanning lotions that will help keep their skin moisturized and healthy while they tan. "They can also offer tips and answer any questions you may have about your tan. They're there to help as much as they can to keep you safe," Woods says.

For some, the obvious solution to the problems and dangers of indoor tanning is just to tan outside, but Mrs. Hollingsworth says this can also be harmful. "The sun still emits UV rays. Putting sunscreen on helps, but you shouldn't just sit in the sun. If there's shade, stay

in it." Mrs. Bird adds tanning outside is also dangerous, especially in Utah. "Since we're at such high elevation, the UV rays are stronger, even in the winter."

"It's hard not to want to be tan," Mrs. Bird says. "It creates happy hormones and vitamin D. There are positives to it, just do it carefully and screen the rays. Nothing wrong with the sunshine, just do it in moderation."

Despite numerous precautions, skin cancer can still be contracted when people stay in the sun. However, there are some alternatives to both beds and the sun. The CDC suggests the use of spray tans and lotions as the best (and safest) bet for a nice tan. "I do know that these methods are good for temporary tans. I don't know the side effects of them; they're chemicals, but they are definitely safer than beds," Mrs. Bird says.

While there are options upon options when deciding how to get tan, some people are not swayed by the dangers of it all. "If you must tan regularly, see your dermatologist frequently," Mrs. Hollingsworth says. She adds doing this will make it easier to catch any problems. "If any cancer is found, rapid action is the best way to deal with it," says Hollingsworth.

"Wear at least some sunscreen and reapply frequently," adds Mrs. Bird. She also says sunscreens are not all the same. "Some only protect people against certain UV rays and some actually enhance tanning ability, which means they aren't screening anything," she says. Mrs. Bird adds some people just need to accept that they're a lighter tone, and they'll "turn red and freckle no matter what, so just wear sunscreen."

Mrs. Bird also reminds everyone it's important to remember these tips all year, not just in the summer. "People seem to forget that just because it's not warm, doesn't mean the rays aren't harmful. Utah has one of the leading rates of melanoma and other skin cancers, so please be safe and smart," she says.



Senior staff member Mitchell McCann, Kambri Cordon and Ben Jedkins work on filming an episode of Warrior TV.

Photo By Karloz Moran

Warrior TV furnishes students with jobs in teamwork, production

By **Rylee Roby**
Staff Reporter

There are many ways to learn managing skills. One way is joining Warrior TV.

"Managing skills and making sure everyone is on time is important with Warrior TV because if not, we won't get the show done on time," says Emily Sichz, senior. "It has also taught me self-confidence and being able to get in front of the camera and not be very nervous," adds Sichz.

Video Production teacher, Shawn Potokar, who is also over Warrior TV, notes there are learning benefits gained from the class. "You learn many skills in Warrior TV such as communication and teamwork. If one person drops the ball, then everyone is affected by it because it's not just a one-person thing; everyone is involved," said Potokar.

Warrior TV broadcasts various school events as well as short, fun feature stories. Those working with Warrior TV have many responsibilities to create each weekly broad-

cast. "I have many responsibilities but my specific one is being behind the scenes and making sure everything is in order," says Sichz.

"The hardest part is finishing everything and making sure everything is going smoothly," adds Sichz. "It's not impossible to make a ridiculous video in 30 minutes because anything is possible," adds Kambri Cordon, senior. "I look back on a video and think, wow, I did that in 30 minutes," says Cordon.

Potokar describes his class, as "super fun! It's an adrenaline rush while recording because everyone is nervous but is still having fun. It's like a family atmosphere, everyone is kind to each other and they love it," says Potokar. "The class is really fast, we film every week. We have one day to prepare and one day to shoot the film."

Along with the educational skills learned in the class, an added benefit is developing friendships. "We are family, we all have the same interests and enjoy doing the same things," says Sichz.

"We have had some great memories, good and bad," says Sichz. "One time we were filming and I

said son of a biscuit and they cut me off too soon, so it sounded like something else," says Cordon.

"One time I was doing a skit and got hit in the head with a stop sign," adds McCann.

Senior Ben Jedkins says the production group comes up with crazy ideas and funny skits. "We all have the craziest ideas, and we all have the best time; I'm glad I get to experience these people," says Sichz.

Potokar enjoys teaching the class because he likes to see the students have fun and succeed. "At the beginning of the year, I teach students what we do and how we do it. As the year goes on the students think of their own ideas and what they want to do in the show, and I just guide them and help them when it's needed. The best part is seeing the enjoyment of the students while watching the finished product," says Potokar.

Mr. Potokar also hopes more students will get involved with his class. "It's a great class if you like Weber High and if you like being involved. Everyone gets what they want to do, and it's a very exciting environment to be in," he says.

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ropean History,” she said. “It was Ms. Keim’s last year, I was a sophomore, and I was timid. Taking the class would’ve improved my Art History score.” She added, “I’ve also heard psychology is really interesting and it applies to it so much.”

However, taking AP classes can be exhausting. Petersen said, “AP does wear you out. Taking AP Contract has been so helpful, and you can work on anything. It’s really convenient and there are other students who can help you out.” AP Contract is a study hall type class that any student taking two or more AP classes can sign up for.

Overall, Petersen has loved her time in her AP classes. She said, “AP classes are really good at teaching you to be a good student in college, even if you aren’t passing, the class prepares you rigorously.” “Students don’t give themselves enough credit,” Petersen added. “You feel like you don’t know everything, but you learn life skills. I’ve never had to be as responsible

“You get college credit and it prepares you for real, rigorous college classes.”

as I am in an AP class. Self-respect is the biggest thing, and you get to prove yourself. It’s all about self-improvement and if you aren’t good, then it’s fine. You don’t have to necessarily be good in the class. You can still be a good student because your intelligence doesn’t prove that you can do hard work.”

Also familiar to the AP realm, senior David Suisse recommends taking AP classes. He said, “You get college credit, and it prepares you for real, rigorous college classes,” Suisse said.

Suisse has taken AP European History, AP American, AP Language, AP Literature, AP Calculus AB and AP Government. He said, “These are all classes that I’m interested in, and it’s stuff I won’t have to take in college.”



Keeping up with his homework, sophomore Zach Elmer is busily working on AP Biology.

Photo by Rylee Thurgood

Because of these classes, Suisse has seen how AP teachers are set apart from regular teachers. “They all know what they’re doing and they are good at what they do.”

Through his years of taking AP classes, Suisse has been exposed to the college-like atmosphere. “It’s difficult with a lot of homework. It’s easy to absorb, and the teachers make it interesting. You can’t bluff your way through with the test,” he said. Suisse also described the test as a “couple of hours trying to recall everything.” He added, “It’s stressful but doable. It’s a huge relief when you’re done. It’s definitely worth it.”

Upon taking and passing AP tests, Suisse has loved the advantages. “You have that information to put on transcripts and resumes. You learn so much and absorb so much information,” he said.

While Suisse is grateful for the AP classes he’s taken, he still wishes he could’ve taken a couple more. “I wish I would’ve taken AP Comparative Government. I realized that it’s good to pile on AP and the class would’ve complimented the regular AP Government class I’m in,” he said. “I also should’ve taken an AP science class because that credit is required in college.”

Suisse would’ve also liked to have done AP Spanish. “I took Spanish for five years, and I should’ve just finished it out,” he said.

Suisse recommends students to take as many AP classes as possible. “Whether you pass or not, it’s still worth it because you learn so much,” he said.

Like Petersen and Suisse, senior Andrew Robinson is an AP student. “They [AP classes] are worth taking because it looks good on a transcript, and you get the subject out of the way for college,” he said. “The teachers treat you better because you want to be there, and you are willing to learn.”

Robinson has taken five AP classes. “I’ve taken AP European History, AP American, AP Language, AP Government and AP Psychology,” he said. Robinson has enjoyed all his classes but his favorites have been social science related.

“I’ve liked all the history classes, learning psychology because it’s super helpful and taking AP Language to become better at English reading and writing,” he said.

Giving a few words of advice, Robinson says to “take the AP classes.” He added, “Do the work and then a little extra. Stay on task and practice consistent, progressive studying with the occasional cramming before a test.”

Robinson also said he has learned much from his AP studies. “It’s kind of scary because so much depends on passing the test, but if you study, you’ll be just fine,” he said.

Good habits prepare young spenders, prevention from financial hardship

By Gavin Doughty
Feature Editor

Most institutions, banks and financial services define financial stability as a person not being ruined by monetary surprises. One bank describes it as “absorbing shock.” It’s about multiplying one’s assets so that not only can a person pay for regular expenses, but also for the unexpected ones.

The initial transition out of financial dependence and into the cold world of money is a rough path to navigate for millions of American adolescents just coming out of high school. Things previously taken for granted or out of entitlement soon become luxuries.

Ashley Blaisdell, Financial Literacy teacher, advises students to prepare for every situation. “I think students sometimes look at problems that people have, and they say, ‘That won’t happen to me. I’m smarter.’ Then all of a sudden they find themselves in hardship—especially with money—and it’s really hard to get themselves out,” she says, “I think this is a life thing, really.”

According to Debt.org, bankruptcy is not usually caused by “reckless spending,” rather by “financial hardship.” Though many times these hardships are out of people’s control, the blow can be softened by learning valuable spending practices, which start at a young age.

Blaisdell says, “You can even start [training kids about money] as young as five, six, seven, by having them do extra jobs or, if they want to buy a toy or something, asking them, ‘Do you have enough money?’ If you’re talking about full financial responsibility, I think it’s something you just gradually step into, and then as you leave to go to college, you can do it on your own.”

As far as things available to teenagers now to start learning the process of assuming responsibility

include, Blaisdell says, “Kids getting a checking account, like when they’re 16. Then they can start learning how to use a debit card and their account, so they know how to manage their budgets. Then when they are on their own, it’s already familiar to them. Mom and dad can help them when dealing with the smaller amounts of money students have in high school, then once they start earning more money they can apply the same principles.”

Though rarely causes bankruptcy but still is a serious possibility, is overspending, which Blaisdell remarks this is probably the biggest mistake young adults make when they first start out on their own. “They think that credit cards aren’t going to be a big deal, that it’s okay because they’re going to pay it back. And then they realize they can’t pay it back because they’ve overspent.”

The students at the greatest risk of filing bankruptcy are those with a minimal college education, who haven’t completed their degrees. The International Association of Professional Debt Arbitrators states

65 percent of bankruptcy filers are those without a college education. With lower salaries and accumulated debt from student loans, this group is most likely to file for bankruptcy. The IAPDA advises a completion of at least a bachelor’s degree in order to get into the higher-paying job market.

Blaisdell also says students’ actions early on can also have severe repercussions on decisions they make several years later. In order to avoid future financial difficulties, Blaisdell reminds young adults to avoid monetary stress and filing for bankruptcy.

“If [students] fail now, then it can cause serious issues for the short term, but it also stays with them for 10 years” says Blaisdell. “For example, if they’re 18 and they have to declare bankruptcy, that’s going to last ‘till about 28, and if by that point, they’ve found someone they want to marry or they’re trying to buy a house, they’re not going to be able to because the bankruptcy stays on a person’s credit report for several years after being originally filed.”



Financial literacy teacher Mr. Anderson helps students understand about expenses.

Photo By Karloz Moran



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Retiring teachers reminisce about past

By Elizabeth Josephson and Alea Spendlove
Staff Editors

This year Weber High will be losing a few great teachers and staff members. Mrs. Nichols, Mrs. Reyna, Mrs. Christensen and Mr. Jensen are all retiring this year.

Mrs. Nichols has taught for 23 years; she has spent her entire teaching career at Weber High School. She teaches Honors English 10 AP Literature and Communications 2110. She taught Humanities for 10 years and describes the class as a combination of English, World Civilization and Art History. As far as her favorite class to teach, Mrs. Nichols says, "It's a toss-up between AP Lit and Communications because of the interchange of ideas when kids are having a discussion with each other. Seniors are mature and open-minded, so there is room for all ideas."

There are many things she will miss about Weber and she has her students on the top of that list. Along with missing the students, Mrs. Nichols adds, "I'll miss learning. Whenever I'm reading or online, I think, 'How can I use this in class?' It helped keep me a life-long learner."

Knowing she will be leaving the classroom has been difficult for

Mrs. Nichols. "I still really love the time I spend in class with the kids," says Mrs. Nichols; however, "as an English teacher, correcting essays is getting me down."

Mrs. Nichols also loves the school song. Another favorite memory is, "I love the way all the kids run as soon as the music stops in the hall. I think that is funny to watch."

Mrs. Nichols is taking a different approach to retirement. She says she doesn't have many plans, except not getting up at 4:50 a.m. She is considering volunteering to teach English as a second language and hoping there would be no essays for her to correct.

Mrs. Nichols has some final advice to Warriors. "Just really enjoy your high school years. Work hard, but have fun too – leave time to have fun with friends."

Mrs. Reyna has also spent her teaching career at Weber. After 25 years, she will be leaving the Warriors. She agrees with Mrs. Nichols about missing the students after she retires. "They teach me a lot. They are a lot of fun to be around. They are energetic and exciting – they keep me on my toes."

Mrs. Reyna teaches College Prep and Honors English for juniors. She has also taught Humanities. She doesn't have a favorite class and adds, "They all have unique qualities and I enjoy them all."

One thing Mrs. Reyna liked about Weber was attending football and basketball games. She also enjoyed the traditions at Weber High including Homecoming Week. She adds, "I love Quarters and Cans – it's a great thing." Mrs. Reyna also enjoys the school spirit the students



Mrs. Nichols

exhibit when asked the question, "How does it feel to be a Warrior?" during the assemblies.

"I've enjoyed everything; I've had a fun time," says Mrs. Reyna. "I love teaching English, being in a classroom interacting with the kids and the crazy things they do and say." She was also a cheer advisor for 15 years and says, "On the bus with the cheerleaders, we would have such fun."

Now that she is done teaching, Mrs. Reyna isn't retiring quietly. "I am going on a mission to Guatemala. I leave the next week after school gets out – no time to rest."

She also has words of wisdom for Warriors. "I always give advice," says Mrs. Reyna. "For students, I would say make the best of your time – going to games and dances, studying hard. Make this the fun part so when you are old you have memories. Take advantage of all Weber High has to offer."

Along with the English teachers, Mrs. Christensen, librarian/media specialist at Weber High for 12 years, is ready for her retirement. About her experience with the Warriors, she says, "I have loved it; it

has been a joy." She says she will miss her job, along with the students and the staff, especially her assistant, Mrs. Bullough. "I'll miss seeing the kids every day and ordering all the fun, new books that come out."

It was hard for Mrs. Christensen to choose one particular item she has enjoyed while at Weber. "It has been really fun to be involved in all the skits at the beginning of the year that the faculty has to be in," says Mrs. Christensen. She adds she also likes the assemblies and the holiday traditions of Weber High, especially the door decoration contest and Quarters and Cans.

"We have a few trips planned," says Mrs. Christensen concerning her retirement. "We will go to Alaska, Hawaii and Oregon before the year is over." She adds she will be spending time with her family and doing family history work with her extra time.

Mrs. Christensen's final advice to students is "keep reading and always use databases, not Google. Remember there is always a librarian there to help you."

This year is also the last for a Weber School District legacy, Mr. Jensen. For 32 years, Mr. Jensen has been employed as everything from a custodian to soccer coach.

His debut began at 18 when he was hired as a full-time custodian at Weber after graduating from the same school. This made him the youngest person ever to be hired



The youngest employee with Weber School District, Shawn Jensen started his custodian career at Weber High.

full time.

"I was in charge of the Connelly gym," he says, "and at that time it was brand-new. It was a great environment for me." He worked for one and a half years in that position and then served an LDS mission from January of 1986 through January of 1988.

When he returned, he worked part time for six months. In September of 1988, he was the assistant head until December of 1991, when he moved to Plain City Elementary. A position at Roy High opened up in March of 1993, and at 25 years-old he moved there as the youngest person to ever be a head custodian. In May of 1994, Fremont High was built, and Mr. Jensen returned to Weber as the head custodian.

Along with custodial responsibilities at WHS, he was also assistant boys' soccer coach from 1990-1992 and head coach of the girls' team from 2003-2009. Through these six years, he coached for a record 62 wins, 38 losses and four ties. He and his team never had a losing season; every year they played at state. Of these, they played in the semi-finals twice and three times in the quarter finals.

Jensen has also won several service awards as "classified employee." Among these are the Extra Mile Award, given to him for the 1999-2000 school year and the Weber District Classified Employee of the Year. "This is like being one teacher, from the entire district, to be recognized as Teacher of the Year," he explains. "It was an honor. Weber District is a huge part of my life, and it's so nice to be a part of its history."

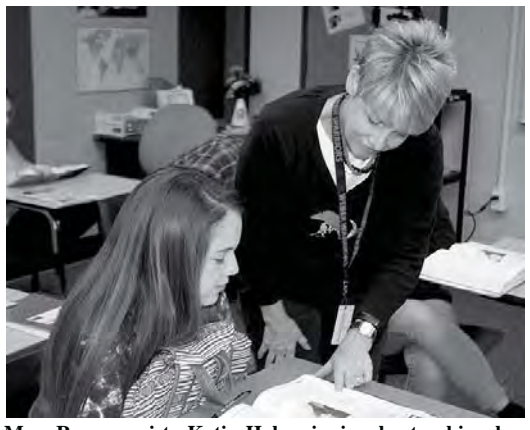
A part of its history, indeed; Mr. Jensen is a fourth generation Weber High School graduate, and three of his four children graduated from Weber as well.

"The thing I'll miss most in retirement will be the people I've worked with over the years," he says. "You work with so many wonderful people; there are too many at Weber to name, let alone the entire district. Everybody, especially my employees, are so hard-working and great."

With his time having been so occupied during the last three decades, one could assume that the sudden amassing of free time could be overwhelming, even boring, but Mr. Jensen has that well-thought out.

"I have a business I own, actually—and I have been running it for 23 years along with my full-time job," he says. "After I retire, I'm not wasting any time; I'm going to try to expand and enhance my business."

A reminiscent message Jensen would like to leave behind is, "Keep doing the great job you're doing. Working [for a school district] is all about the kids, something that is shown so well here at Weber High. The learning environment is safe, comfortable and the kids are able to learn, thanks to the great staff."



Mrs. Reyna assists Katie Hales, junior, by teaching her what Reyna loves most, English.

Photos By Kaitlyn Henderson



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What would you change at Weber High?



David Suisse (12): “I think we should have assigned parking spaces and seniors should have closer ones. It’s a hassle trying to find somewhere to park in the morning, so it would help.”



Tatiana Pryor (12): “I think cold classrooms should get heaters, and hot classrooms should get air conditioners. It would make it a lot easier to concentrate.”



Jake Smith (12): “Making it easier to do sports and keep up with academics would be nice. When I have to leave for a race, it is hard to get back to school and know how to do the work.”



Bradin Hodgson (11): “I think we need less standardized testing and smaller classes. We need more personal working time with the teachers. Testing stresses the students out and puts too much pressure on us.”

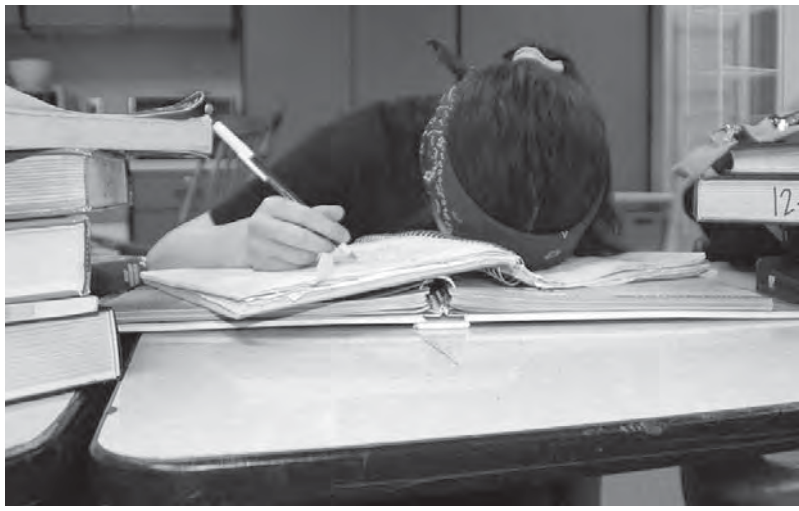


Hannah Jacobs (11): “I would like the school to change how they spend money because I think we spend it on things that aren’t important when we have more important things we need to fund.”



Miranda Hoggan (11): “I want to see more involvement in the school; it makes the school more unified.”

Poll compiled by Rylee Thurgood



Many teenagers, like senior Ashley Vongbandith, are overwhelmed when it comes to studying for tests.

Photo by Destanie Setzer

Stressin’ over testin’

School is a word that can conjure up so many emotions. One word associated with school is that of dreaded tension: Test. With tests often comes stress. A lot of stress can be put on students to do well on tests. Can stress cause students to crack under pressure? I think with a balance of fun, sleep and study, students can learn to maintain test stress and live a healthy, happy life.

Teens face many test stresses. There is stress to study, stress to get a good grade and stress to remember the information for the future. There are two kinds of stress, one being eustress and the other being distress. Eustress is good stress. Dictionary.com defines eustress as “stress that is deemed healthful or giving one the feeling of fulfillment.”

Distress is the second kind of stress that overwhelms a person mentally and physically. When it comes to test taking, students tend to procrastinate studying which can cause distress. However, students who study what is taught to them a little each day can perform better on their tests.

Students who take AP (Advanced Placement) classes will either get the college credit for the class or not depending on their score on the end of the year test. That can be a large burden to carry, knowing that one test can either make or break their grade.

Sage testing is also another stress for students. Sage testing shows what information students received during the school year, and how well the teachers taught the information.

This test is taken on the computer, which can be difficult for students.

Unlike paper tests that can be handed in, tests on the computers have an air of finality, like you cannot ever get back what you have just sent off onto the inter-web.

ACT testing is another well-known test that colleges look at when accepting applicants. This test is often taken junior and senior year and goes over science, math and English. This test can also be quite stressful for students. Whether students are accepted to college or receive scholarship money depends on the ACT. To help this stress, though, the state pays for a test for juniors to help them experience the ACT. If a student is not satisfied with their score, they can retake the test which can help relieve some of the pressure.

Stress can also affect academic performance, because when someone is too stressed, it can affect their line of concentration. Many times students have good grades on other assignments but psych themselves out before the test. At Snowcrest one of the math teachers, Mr. Denny, calls his tests, “Opportunities.” He says he likes adding a positive twist on an otherwise negative thing.

Students can relieve stress in numerous ways. Exercising is a good way of relieving stress. When working out, endorphins are increased which work as natural pain relievers. This can also help increase sleep because sometimes pain can keep people awake. This will then help when facing school stress.

Sleep is a natural remedy to many of life’s problems. A recommended eight hours of sleep or more can help students and adults perform

everyday activities with ease. The American Psychological Association stated, “For teens who sleep fewer than eight hours per school night, many say their stress level has increased over the past year.” Sleep is the time where the body rests and the mind prepares for the oncoming day. Having plenty of rest can help the brain properly function for testing.

Finding a study technique that works for an individual can be difficult. Some ways to help students study well, especially when preparing for tests, would be to write down the information. Writing notes over and over or on flashcards is a way of working the brain in several ways. Writing, seeing and thinking of what is being written can help the brain learn.

When reviewing the flashcards, saying the information out loud is another way of stimulating the brain and helping the brain remember what it is learning. Repetition is one of the most used techniques when it comes to studying. Reading a page of notes and then recalling what had been read is a helpful way to study for tests.

Positive and negative stress balance helps keep a person’s life under control. Sleep, exercise and time management can also bring positive outcomes. Testing is a difficult part of school, but it is necessary. Learning to having better time management and learning study techniques that work for the individual is the best way to keep stress to a minimum and keep worries away, even with tests.

By Jaden Pratt
WHS Sophomore

Time Out

By Alea Spendlove
News Editor

“School” and “stress” are practically synonymous. Students constantly report headaches, anxiety, insomnia, lack of sleep and lack of time. Perhaps it could be written off as a dramatized side effect, but the number of affected individuals suggests a more problematic cause.

On average, each of my eight teachers gives me an hour of homework. This is not unreasonable because of our schedule at Weber; we get less instruction time than we would with a normal seven-period day. However, if each teacher gives an hour of work for their class, that’s an extra four hours of school every day. Students juggling CE or AP classes, home responsibilities, jobs and anything else simply don’t have the time necessary for that. Time management is an issue that needs to be resolved either by taking better advantage of class time so homework doesn’t need to be assigned, or by somehow putting a cap on it.

Pressure to succeed can be a good thing, though. If not overwhelming, it helps students find their passions and teaches them that there is no “rest” in “success.” The wealthiest people are those who followed their

passions (or inherited the fruits of their forbearer’s passion) and isn’t economic success the way to aim in our society?

Speaking of money, what about students who aren’t financially stable and have to work in order for their families to eat? It isn’t pleasant to think about, but there are kids who suffer with this problem at Weber. The thing with capitalism is that somebody is going to get the short end of the stick. In our system, the “lower” class is most definitely bigger, meaning jobs are important to many kids. If one works from 4 to 10 p.m., and then has four hours of homework ahead of them, they’ll be up until at least 1 a.m., assuming they live close enough to the school to tackle some right after they get out for the day.

All in all, our current system works alright for neurologically, financially stable kids, but the problem is that isn’t the norm.

This can be resolved, though. Students and teachers have to both make an effort on it. Practicing stress management and avoiding procrastination at all costs will increase the amount of time students have, as well as their ability to learn. Eliminating busy work and ensuring the essentiality to the course of the homework they assign will help the kids. Homework should never be given out as punishment.

The grading system also judges memory and obedience rather than how much an individual is actually learning. Grading partially on effort is essential, or nobody would try. However, when somebody gives it 110 percent and ends up with a D, it isn’t necessarily fair, especially when it’s in a core class. Classes should be intended for exposure to knowledge and careers, but students should be required to at least understand the basics. Reducing the intensity of the classes will reduce stress.

Parents, as aforementioned, can be a driving force in the quest for success. All well-meaning gestures can be taken as more strain. If too much emphasis is put upon a GPA, students may start to base their worth more on that than who they are as a person, which is inexpressibly more important from a health standpoint. Students need to learn to separate school and themselves. Most important is learning how to apply stress management; sometimes, a quick re-evaluation of priorities is the best remedy.

Stress is commonplace in the intellectual environment, but is it really necessary to the degree in which it is? A few simple adjustments will reduce the amount of strain put upon everybody involved, as well as increase the threshold for learning.

Marijuana discussion continues, Utah bill legalizes medical use

Marijuana, also known as cannabis, is a genus of flowering plants known for the psychoactive compound THC that the plant produces. This plant has generated an ample amount of controversy in the last century. As well as being a staple in all counter culture movements throughout the modern age, THC is often smoked, though it can be taken orally if a certain process takes place prior to ingestion. I believe marijuana should, without a doubt, be legalized medically as well as recreationally.

The benefits this plant brings are endless and could help America’s current financial situation. The fact that substances such as tobacco and alcohol are legal and advertised is ridiculous. These kill thousands of people daily; marijuana is taboo and has fewer negative side effects.

Marijuana is a schedule one drug in the United States as classified by the Drug Enforcement Agency (DEA). Schedule one means there is a high potential for abuse as well as having no medicinal value. This is absolutely false. Marijuana has an insurmountable number of health benefits. From general pain assistance to actually stopping certain cancers from spreading, medical marijuana has unlimited health potential.

A chemical in marijuana called cannabidiol turns off a gene that stop cancerous cells from spreading. As for the pain, it should be used for treating intense and chronic

pain. The alternative, and our nation’s current remedy for chronic pain, are opiate pain killers. Opiates, for those who don’t know, are painkillers that derive from the opium poppy plant. Drugs that use the opioid compound include morphine, hydrocodone, oxycodone, and most notably, heroin. That is correct, the drugs doctors give you for pain are basically heroin.

What happens is people are prescribed these drugs and become addicted while using their recommended dose, and they move on to heroin eventually. How is this totally okay but a non-addictive and theoretically impossible to overdose drug such as marijuana is not? I say theoretically impossible to overdose on because in order to do so, one would need to consume about 1,500 pounds within about 15 minutes. The normal consumption of medical marijuana for a patient is about half of a gram for the entire day.

Marijuana is mentally addictive, meaning people’s body may tell them they want it, but people do not experience physical withdrawals. Other things that can be mentally addictive... running, eating, working, video games, etc.

The bill that people wanted passed in Utah would have allowed for a prescription use of marijuana in only edible form. This very minor and almost juvenile introduction of cannabis into the state has caused panic. Republican Senator

Jerry Stevenson says he is actually afraid of this bill.

“I think we’re going too fast with this,” he adds. How can he say, with a straight face, that the state is going too fast with this. There are currently 23 states that allow medical marijuana as well as four that allow recreational use. Stevenson has predisposed criticism towards marijuana and is not looking at the facts. The sheep complex most of the senators have in Utah needs to stop as it clouds judgement. This also does not allow for people who need and want a safer alternative to traditional medicines to cure their ailments. I have no doubt that society will look back on this time and be surprised at how backwards thinking we were in allowing for deadly medicines to be given to the citizens.

I believe the fear of marijuana is based on many things, namely religion and not being able to accept new ways to better the people. With the people in charge of passing bills being mostly older, white republican men, we usually get the results that one would expect with that group of people. This is not just in legalizing medical marijuana but with many other necessary decisions. Their decisions are based on people’s prejudices and bias’, and not in the interest of the well-being of the people.

By Issac Driggs
WHS Sophomore

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Health and Spanish teacher Mr. Ortega was chosen as the male Teacher of the Year.

Teachers continues from page 1

math teacher at Weber for 16 years. Mrs. Barney started her career at Box Elder junior high and taught health classes there. It wasn't until 2000 when she decided to teach at Weber. "Weber has improved my career a lot because I went from a junior high to a high school and there is more expected with students and graduation, and so making sure what they need to do and know in order to graduate," said Mrs. Barney. Mrs. Barney's passion for caring about student's education is another quality that students appreciate. Priscilla Mendoza, junior, said, "She [Mrs. Barney] always encourages her students to become stronger and do better. She motivates us to strive for graduation and to accomplish our goals."

Barney also cares about the students after they leave Weber. "With teaching, I get to meet so many new people and then I get to see them in the community after they have graduated. I can see they are doing well, which makes me feel good they have a good life," said Mrs. Barney. As for the male teacher of the year, Mr. Ortega said, "I'm honored the students chose me for this. We have so many great teachers here."

Ortega became a teacher because

Teens plan summer's goals, prepare bucket list

By Taylor Galusha
News Editor

As the school year gets closer to the end, and the weather starts to get warmer, plans and ideas for the summer months start to arise. Whether it be touring colleges in hopes to find the right school or the ever difficult task of getting a girlfriend, Warriors have high hopes for the summer of 2016.

Junior Winter Owens hopes to spend her summer in Washington. "I really want to take a trip to Washington, so I can tour some colleges there. I would like to attend college there, and I think it is really important to visit the schools and make sure it's where I really want to go," says Owens.

Owens adds her mother is not thrilled with these plans. "My dad hasn't found out about my plans yet, and my mom, she isn't fond of the idea. She is very protective of me, and she doesn't want me to go to college out of state," says Owens.

Hayden Binch, senior, is starting boot camp for the Navy in June, and he has high hopes for his training. "I hope I rank up a few times this summer. I really hope I don't cry in front of any of the officers because, I mean, I need respect," says Binch.

According to Binch, he also wants to do things that don't necessarily

have a time limit. "I want to go surfing again. It is something I really enjoy, and I want to get better. I also want to travel some more. I was lucky enough to go to Europe before, and I want to go back because there is just so much to see. I also would like to go skydiving. Skydiving is something I will have to do in the Navy, so I think going before might help me get over my fear of heights. I think my biggest goal for this summer, however, would be getting a girlfriend. If I



Dylan Harper-12: "My goal and summer bucket list is to serve a full time mission. I think it'd be so cool to go to Rome, Italy."

accomplish anything this summer, I would hope it would be to get a girlfriend."

Binch's advice for accomplishing bucket-lists is to "just do it."

"What can I say, just do it, hope for the best and take every opportunity you are presented with," says



Kamree Delair-11: "My bucket list is to go to Germany in June and travel a lot. While I'm there, I'm going to Rome. Then after I'm looking where to live after this year."



Morgan Dunn-10: "I want to go paddle boarding at night with my friends at Pineview and then go on a road trip to California and eat lots of cookies."

Binch. Sophomore Jewlia Gardner wants to spend the summer traveling. "I want to go to Europe with my art class; then after that I want to go visit my uncle in New York. He is a producer for Broadway, so I want to go and see Broadway plays while I'm there. I think I am going to California with my family, so I get to spend time with them. I also have planned time to just chill with my squad," says Gardner.

With all the traveling she plans



Sarah Johnson-11: "My bucket list is to get a job as a professional musician. That's what I'm working toward in the summer."

to do, Gardner hopes to experience many social and cultural aspects. Gardner says, "New York and California are both family trips, so I am glad I get to spend more time with them. In Europe, I am excited to see all of the art work there, and I also want to eat all of the cool foods



Hannah Taylor-11: "My summer bucket list consists of me working on a gaming software, so I can get a head start on being a gaming developer after high school."

there." Gardner adds, "I don't have enough time to hang out with my friends during the school year, so spending more time with them will also be nice. A lot of my bucket-list is traveling so time is an issue. When I get out of school, I will have more time to travel."

There is a particular country on Gardner's summer bucket list that she'd like to visit. "One place I really hope to go is Japan. I want to eat a owakudani hakone kanagawa which is an egg boiled in a hot spring. It is suppose to bring good health for the rest of your life. I, however, just really like eggs, and eating one that was boiled in a hot spring sounds really cool," says Gardner.

Junior Sam Smith says she has a very simple bucket list for the summer. "They aren't extravagant goals by any means. The one thing I really want to do this summer is catch up on some sleep. I am tired and honestly cannot wait for that first day of summer and not waking up so early," says Smith.

Smith adds she also wants to do other things besides catching up on sleep during the summer. "I want to go swimming, camping and spend time with my friends. I also want to stay up for a consecutive 72 hours just to see if I can do it," says Smith. "It's something I've wanted to try but haven't. My determination to do nothing really gets in the way," says Smith.



Jacob Kidd-10: "I want to go to Disneyland and just do a bunch of stuff with my friends and start working out again."

Poll compiled by Kaitlyn Henderson

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Coldplay’s music full of new sounds

By Sarah Calvert
Staff Reporter

Unless you’ve been living under a rock for the past decade, you’ve probably heard of a band named Coldplay. The British rock band rose to fame in 2008 when their single, “Yellow,” made it to the top of the charts. Soon afterward, the band released even more hits, including “The Scientist,” “In My Place,” and the infamous piano ballad, “Clocks,” which won a Grammy in 2004 for Best Record of the Year. In the years following, Coldplay’s fame only increased. Currently, they have managed to pocket six additional Grammys and have been nominated 30 times.

Coldplay’s last album, *Ghost Stories*, was surprisingly dark and somber, released shortly after the



band’s lead singer, Chris Martin, dissolved his 10 year marriage with Gwyneth Paltrow. (You might know her as Pepper Pots from Marvel’s *Iron Man* series). He once commented in an interview: “What *Ghost Stories* means to me is that you’ve got to open yourself up to love and if you really do, of course it will be painful at times, but then it will be great at some point. I think in life everyone needs to be broken in some way. I think everyone goes through challenges.”

A Head Full of Dreams is the exact opposite of the previous album, drenched in positive lyrics and dance enticing instrumentals. It is laced with several symbols, frequently mentioning birds and diamonds. Martin boldly shows the world that he has been through love and loss, but he’s gotten back up happier than ever.



Both the title track and the opening song, “A Head Full of Dreams,” set the tone perfectly with an uplifting, upbeat vibe and optimistic lyrics like “I think I landed/Where there are miracles at work.” It features some of the best bass on the entire album and a few lines of their trademark “oohs.”

There seems to be a pattern in Coldplay’s fascination with birds, and these majestic creatures are not forgotten on this album, either. Previously, Coldplay has inserted birds into their lyrics (i.e. “birds go flying at the speed of sound”). On their fifth album, *Mylo Xyloto*, one of the tracks was called “Up With the Birds.” On this album, the song “Birds” is a musical flashback to *Mylo Xyloto*, with similar instrumentals. Although some of the lyrics are cringe-worthy, (“In this world so cruel/I think you’re so cool”) Martin gets lost in the beat and laughs at himself.

The third track, “Hymn For The Weekend,” is arguably one of the highest points on the album. Musical sensation Beyonce provides the opening and background vocals. It is interesting that they did not choose to feature such an incredible artist more prominently; nevertheless, the song is a masterpiece.

“Everglow,” the second single released from the album, features Paltrow in background vocals. It is a beautiful, lyrically strong song that discusses more serious themes, providing a flashback to “Fix You” from their album, *X&Y*. Similarly, “Fun,” featuring artist Tove Lo is a wistful ballad that touches on the regrets of past love. Martin asks, “But didn’t we have fun/Don’t say it was all a waste.”

“Adventure of A Lifetime” was the first single to be released from the album (with an accompanying music video featuring a handful of monkeys). One of the best lyrical gems (pun intended) of the entire album is “We are diamonds/taking shape.” Guitarist Jonny Buckland shows off his guitar skills, fiddling with riffs and sliding up and down notes.

“Kaleidoscope” is not a song at all, despite the background musical accompaniment. It features both

a reading of 13th century poem, “A Guest House” and President Obama singing “Amazing Grace.” The track is short and although it contributes to the overall theme, it is essentially pointless. “Color Spectrum” is also a purely instrumental track, full of muted bits and pieces from other songs on the album.

“Army of One” is very different from previous Coldplay songs and strays to the edge of pop on the rock spectrum. Its lyrics are generic and cheesy, professing love through the words “I’m never so high as when I’m with you/And there isn’t a fire, that I wouldn’t walk through/My army of one is going to fight for you.” The hidden track, “X Marks the Spot” has equally cliché lyrics, and they are engulfed in the heavy bass. It sounds vastly different from the entire album and does not fit well. In fact, every aspect of the song pales greatly in comparison to all their previous work; the lyrics are overused, the sound is diverting. It almost sounds like Martin is rapping; the words are more spoken than sung. Ultimately, you’ll wish you hadn’t found the X that marks this spot; the song is better off to be forgotten.

The most lyrically strong songs make their appearance at the end of the album, a reminder of Coldplay’s poetic nature. In “Amazing Day,” Martin paints a picture through “Sat on a roof/Your hand in mine, singing/Life has a beautiful, crazy design/And time seemed to say ‘Forget the world and it’s weight’.” Everything comes to an end with “Up&Up,” a catchy tune about “getting it together.” The album closes with a single line that brings it together quite nicely: “Don’t ever give up, believe in love.”

Although Stargate was the main producer of the album, Coldplay’s attempt to immerse themselves in the world of pop was a definite failure. They sound the same as they always have, with a little added electric guitars and techno background noises. Although it has its low points, *A Head Full of Dreams* is a light-hearted, cloud nine type of album that will transport you to brighter places.

By Lexi Olsen
Editorial Editor

Cowabunga!! Summer time is fast approaching and people everywhere are making plans to accomplish before the end of summer. There are a wide range of activities one likes to do throughout summer. The possibilities are endless as shown by the summer top 10 activities.

Take it easy

Summer is the time for students, to kick back and relax; the three month vacation seems almost too good to be true to some, while others think the vacation is not long enough. Junior Kiera Dela Cerra says summer is her favorite season because this is the time when she can really get in touch with herself and do the things she really enjoys. “I love summer mainly because I have more freedom to do what I want,” says Dela Cerra.

Creating a bucket list

Summer is a time to create bucket lists and experiment with things you have never tried before. Creating a to-do list can help people make that picture-perfect summer. With three months off from school, teens are now able to explore the world, stay up all night with some friends and watch movies or even get interested in new sports. There is no limitation to what you can do during the summer months; it is truly a time to be creative and find the new you. “I like creating a to-do list and a bucket list for the summer. On my to-do list are the things that I have to do and on my bucket list is the things I would like to accomplish, but if I don’t, then that is okay too,” says junior Micaela Duran.

Enjoy the outdoors

People often take summer and its weather for granted. While the weather can get hot, there are things to help cool down a summer’s day such as swimming, boating, running through the sprinklers or even

TOP 10

taking a nap in the shade while feeling that cool, summer breeze. “Summer is one of my favorite seasons because this is when my family and I can really get in touch with nature. We like to take a couple different camping trips throughout the months of summer and stay at a campsite for about a week and a half. I feel like camping and hiking. Just being outdoors during summer can really help detox a person if that makes any sense,” says junior Bailey Davidson.

Take a vacation

Summer is the perfect time for a family vacation. “My family and I like to take a vacation to anywhere. I know that sounds odd, but every year it is a surprise. My parents start planning something as early as January and then the money and request time off work so when the time comes, we are all prepared. Last year we went on a cruise to Mexico, and I got to swim with the dolphins! I hope this year is as good,” says sophomore Amon Pier-son.

Going somewhere cooler

The summer heat does not always limit people to summer activities. Summer allows people who are thinking of vacationing to go somewhere with a cooler climate and continue their winter activities.

Go to concerts

Summer is when kids are free to go to concerts and not worry about school the next morning. Utah has the Twilight Concert Series full of new artists and entrance prices are fairly cheap. “I like going to the Twilight Concert Series because there are so many different artists and new friendships that I make at these festivals,” says Du-

ran.

Try something new

While some people find comfort in continuing the same old routine, others like to take these summer months and experiment with things they have never done. Teens could start a new hobby, make new friends or set goals to achieve during the upcoming school year.

Get a new wardrobe


People typically take pride in what they wear, but summer is the time to change that style or add to it. “Summer is when I like to change up my style because that way if I don’t like what I make of it, then I don’t have to worry about other people seeing it or myself not feeling the most confident in it,” said junior Lily Davis.

Spend time with family and friends

Summer allows people to spend time with their closest friends and family. It is the time to go out and get that summer tan along with cooling off in the pool. Many people take advantage of the weather and go camping and hiking.

A teacher’s summer

During these three months off of school, teachers also like to take vacations. They have it good like the students because they have the same months off allowing them to vacation with their kids. “We go to France a lot and are going to Spain along with France. I really like having the same time off as my kids because then I can spend more time with them. This summer my wife and I are traveling to Europe and are going to see the running of the bulls in Spain. We are also taking a trip to France,” said French teacher Mr. Morrey.



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Seniors
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Theatre friendship excels, drama taken to new level

By Jason Godfrey
Editor in Chief

Senior Bailey Porter and junior Caden Thomas both share a love for theatre. Being involved in dance and theatre since a young age, these two became friends while in junior high. As they show their passion on stage and in their dedication to the theatre department, Porter and Thomas shared why they love doing theatre.

Porter has been doing theatre since she was eight years old. She said, "I was in *The Music Man* and played 'jump rope girl number 1.' It was so much fun and that's where my love for theatre came from. I was a part of every show in junior high and now in high school." She continued, "In seventh grade I was a part of the tech crew and ran the light board. In eighth grade I was a Wickersham sister in *Seussical the Musical* and in ninth grade I had the privilege of playing the lead as the baker's wife in *Into the Woods*."

Porter didn't stop her talent of acting after junior high. In fact, not only has she performed on the Weber High stage since her sophomore year, but she has taken on some jobs behind the stage as well.

While at Weber High, Porter has been in *West Side Story* as a featured shark dancer, *Oklahoma!* as a featured dancer/saloon girl, *The Addams Family* as an evil queen ancestor/featured dancer, *Singin' in the Rain* as lady in waiting number 1/featured dancer as well as an assistant stage manager, and *Cinderella* as the fairy godmother. She has also starred as Kelsi Neilson in Terrace Plaza Playhouse's production of *High School Musical*, she was a soloist in the WHS Disneyland Performing Arts show, performed in *Starfish Circus* as a partner acrobat and actor, and was a student director and co-stage manager for *See How They Run*.

Besides taking time outside of school to be in musicals, Porter has taken theatre classes from Mr. Daniels all three years and has received some awards on pieces she has taken to competition. Her sophomore year, she won excellence at region for her pantomime piece; junior year she won straight superiors at region and state for her musical theatre piece; she plans on taking another musical theatre piece this year.

Musicals and competition aside, Porter was able to letter in theatre her junior year. She said, "To letter in theatre you must go to competitions twice and participate in all the musicals you can. I lettered as a junior, and I am on track to double letter this year." It was also no surprise to her peers that Porter was also awarded with the most outstanding junior at the Ruby Awards last year and received theatre stu-

dent of the year while at the Utah Theatre Association conference from Mr. Daniels this year. Porter is passionate about what she does.

So why does Porter put so much time and effort into theatre? She said, "I love theatre because it's the one place I know I can be myself and love who I am. Everyone is so accepting." She added, "Theatre is my stress relief. I can step out of reality for a minute to play a character and forget all my troubles. It's a sensation that I wish everyone could experience, plus when you have a director like Mark Daniels, you just have to love it."

Through her time in theatre, Porter has learned a lot about herself through acting and listening to Mr. Daniels. She said, "I've learned that even though I have been doing theatre for so long, I still have a lot to learn. I've also learned to appreciate my talents as well as appreciate everyone else's." Concerning Mr. Daniels, Porter added, "What can I say? He is the most amazing man I've ever met. I wouldn't be who I am today without him. He's taught me to love myself and my talents along with my flaws. He shows so much passion for teaching and acting and I think of him as more like a friend than a teacher."

When Porter graduates this spring, her plans for the future involve theatre. She said, "I have a full ride musical theatre scholarship to Western Wyoming Community College. It's a two year college and it's very small, but it's an ideal place to start a career in performing arts because I will be competing with less people for big roles in shows."

As her future nears, Porter reflected on her time on the Weber High stage. She said, "One of the many lessons I've learned from the directing staff at Weber is that if you're going to make a mistake, make a loud one. You're going to mess up, but if you mess up quietly no one will know that you need help to fix it. Everyone makes mistakes, so make a fantastic one."

Like Porter, Thomas has taken his passion for theatre and acting and has accomplished many things while at Weber High. He said, "Some accomplishments I have had in theatre include being nominated for sophomore drama student last year at the Ruby Awards and winning. It was nice to see my hard work and dedication noticed by my fellow students." He added, "I also auditioned and became a member of the Productions Company this year, and I have had so much fun. It has been such an honor working with this group of kids."

The shows that Thomas has been in while at Weber High include *Oklahoma!* as Ali Hakim, *The Addams Family* as a member of the tech crew, *Singin' in the Rain* as the male diction teacher and ensemble member, *See How They Run* as an



Senior Bailey Porter and junior Caden Thomas devote their time to theatre.

Photo by Melissa Harris

assistant director and stage manager and *Cinderella* as a villager, palace guest and Charles the Cat.

As a student in both Productions and Advanced Acting, Thomas has put an incredible amount of time into the theatre department. He said, "I am usually always at the school past when rehearsals are over because I'm painting sets or pulling costumes." He added, "I have put my heart into theatre and with that I do whatever I can to make the show a success. So if that means I am staying after to help load in scenery or take measurements on people, I will do it because I love theatre. With the theatre classes I am involved in, I have the opportunity to be in the spring musical and participate in a one act competition. In those classes I am always focused, ready to listen for instruction and ready to perform to the best of my abilities."

While being involved and participating in theatre, Thomas has learned some valuable life lessons. He said, "I have learned that nothing is impossible if you set your mind to it. My dreams have no limitations, and if I put forth the effort and dedication, I can go and do anything that my heart desires."

Getting to know Mr. Daniels in his musicals and classes, Thomas has appreciated all Mr. Daniels has taught him. He said, "Mr. Daniels is one of the most amazing people I know. He does the job of 20 and still makes sure we are acting and being the best self we can be. He really cares about his students and actors and he's not going to push you to do something you don't want to do, but he will push you to be the best you can be, even if it is out of your comfort zone." He added, "I'm pretty sure he is the first one at the school and the last one to leave. He

works hours on end to make sure he does everything he can do to make our shows outstanding and you can see that his work is paid off by the amount of praise he gets from the community."

While Thomas still has one more year of high school, he is already thinking about his future in theatre. "I plan to go to whatever college pays for my schooling and major in performing arts with an emphasis on theatre," he said. "Like any other theatre kid's dream, I plan to audition for Broadway and hopefully make it in. If not, I plan on becoming a high school drama teacher and impact people's lives the way Mr. Daniels does to ours."

With every show Thomas is in, he has learned to take risks. He said, "You will never know if you can accomplish something if you don't try. I've also learned that opportunity is not a lengthy visitor, but that opportunity strikes to those who show up. I've also learned that to be late is to be left; always show up on time, ready to work and ready to listen."

As Thomas has learned about himself through theatre and following his dreams, he encouraged others to do the same. He said, "As the fairy godmother states in *Cinderella*: 'Yes, it is true that everything starts with a wish but it is what you do with that wish that matters.' Push forward to making yourself happy, follow your dreams and make impossible things happen every day."

Porter and Thomas have learned what it takes to follow their dreams and they have put in countless hours and incredible amounts of dedication and passion in the shows they are involved in. These Warriors have taken theatre to a whole new level.

With school coming to an end, Teachers plan for summer, excited for long break

By Taylor Galusha
News Editor

As the weather gets warmer, the school year comes to a close. Students are not the only ones who are glad for the three month break.

Mrs. Nance, biology teacher, is waiting for the end of the school year. "I am looking forward to being able to sleep in. I can't wait for the day when I don't have to get up super early and come to school," says Nance. "I also am excited to have more time to spend with my baby because he won't be a baby forever, and I just want to enjoy that. I have plans to start exercising this summer as well, but I don't know if it will actually happen," adds Nance.

According to Nance, she sees a benefit to having the three months off. "Well, since we are in school right now, I wish we had more breaks in the year, but once we actually get to summer break, I am sure I will be glad we get the big

"I wish we had more breaks in the year, but once we actually get to summer break, I am sure I will be glad we get the big chunk of time off."

chunk of time off. I am glad we have the three months off; it seems beneficial because this is when students tend to have things like vacations and sports camps and if we didn't have a long break, then students would miss more school," says Nance.

Nance isn't the only one who enjoys the summer break. Physics teacher Mr. Anderegg likes his time away from the classroom. "I love summer break. I love boating and doing water activities like skiing and tubing. I enjoy hiking, going to the beach, spending time with my friends and spending time with my kids. The three months off is just how it has always been, so I've been adapted, but I wouldn't mind if they had us in school throughout summer, and we got more breaks throughout the year," says Anderegg.

Anderegg adds having more breaks during the school year allows people to enjoy many activities. "I personally think it would be fun to have a couple weeks off during the winter time. You could go skiing and snow boarding and do all the other winter activities, or a couple of weeks off in the spring and fall to go to southern Utah. It

is really pretty down there, but it is too hot in the summer time and too cold in the winter, so spring would be the perfect time to go," says Anderegg.

English teacher Mrs. Nielsen also enjoys the summer. "I love the sunshine, and I can see it at my house because I have windows. I also enjoy not waking up at 5 a.m. everyday. When my kids were younger, I liked having the time off to spend with them. Now I like spending time doing things I enjoy like hiking and being in nature," says Nielsen.

Nielsen adds she thinks summer break should be shorter. "I feel as though education would be better served with more breaks in the school year and a shorter summer," says Nielsen.

Art teacher Mr. Larsen looks forward to getting more sleep. "I have really cool dreams and sleep is just such a great thing that I look forward to getting more of it," says Larsen.

According to Larsen, he sees a benefit to having three months off, but he, too, would rather have more breaks throughout the year. "The way I see it, the longer break makes it a lot easier for things like summer jobs and activities. Breaks throughout the year could be nice, though. It would leave more time to get to those little projects that get left and forgotten about. There are definitely benefits to both sides," says Larsen.

While WHS teachers all look forward to their time away from Weber, returning to school after a long break can be difficult. According to Anderegg, while he enjoys summer, he doesn't think it will be hard for him to come back to school. "It is my first year as a teacher, so I

"I come up with so many ideas during the break, and I get excited to come back and try all of those ideas on my students."

don't know what it is like to come back from summer vacation. I don't think that it will be hard to come back, though. I like being here with students, and I really enjoy talking about Physics and teaching Physics to others," says Anderegg.

Larsen agrees and says, it isn't hard for him to come back at the end of the summer break. "I come up with so many ideas during the break, and I get excited to come back and try all of those ideas on my students. I also like teaching," says Larsen.

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Absences lead to consequences; suggestions offer make-up credit

By Isaac Driggs
Staff Reporter

Students are notorious for skipping class. It is portrayed in literature and film all the time. In these portrayals, skipping class appears to be a normal teenage experience and a fun thing to do. These media outlets do not show the other side; the consequences of being absent.

At Weber High, students are allowed four absences before they begin to lose attendance credit. Students can miss .75 credits of attendance. After this there is make-up to be done. Many students have to go through attendance credit makeup as well as pay fees for being absent.

Justin Rollins, sophomore, has experienced this loss of credit. Rollins transferred to Weber from Cor-

“If you’re not in class you can’t learn; if you don’t learn you don’t know what you’re doing, and it just keeps going.”

ner Canyon High in Draper during the third quarter. He had a rough time adjusting and his attendance slipped.

“Changing schools was a difficult time for my academics. The stress of school and work made me miss too many classes,” said Rollins. “Students should try not to get into the situation I currently am.”

Despite the credit loss and the service/make-up hours he is required to do, Rollins stays optimistic. “I’m not too worried about making up my credit because I know I will get it done,” he said.

There are many options as to making up attendance credit. There are classes for making up or missing credit, as well as several different kinds of community service one can do. “I’m not totally sure what I will do to make it up. I know I have options,” said Rollins. He does regret his decisions and added, “I don’t want to lose any more credit.”



Those missing attendance credit can work with Mrs. Knight, attendance secretary. She has the number of student missed credits that needs to be completed, as well as service suggestions.

Sophomore Benjamin Fuller is on the other side of the makeup spectrum. While he has not missed enough school to have to make up attendance credit, he has failed classes and needs to make up a class.

“I got sick second quarter and missed only a couple days of each class, but that added up,” Fuller said.

What students often find when they miss class is not only does attendance credit suffer, but also their assignments. The flow of class work doesn’t stop, and students find they have past work to complete, and they also have to keep up with what is being assigned.

“Balancing school and my job with the makeup work I had was difficult, and I actually ended up failing a class,” says Fuller.

To make up for classes, students have the option of completing a packet. A packet is a large file of assignments from a class that the stu-

dent failed. These packets, as well as summer school, are the most common ways to make up failed classes.

“I can’t say I necessarily regret failing a class because it was more just the sheer amount of work and stress that one thing just slipped. I will try to manage my time better and try not to get sick,” Fuller added.

Counselor Wes Johnson also shared ways to make-up credit for classes. “There are five main choices,” he says. “Students can attend summer school, complete APEX—an online credit recovery option, attend Two Rivers, work with BYU independent study, and attend Northridge Learning Center.” Johnson also says skipping classes has an affect on one’s grade and the loss of important knowledge.

“If you’re not in class you can’t learn; if you don’t learn you don’t know what you’re doing, and it just keeps going,” said Johnson.

Choir produces music talents

By Alli Barney
Staff Reporter

The lovely singing floating down Weber High’s hallways isn’t from a host of heavenly angels. The melody comes from the practicing Weber choirs as they prepare for their upcoming concerts.

According to Mr. Wood, choir teacher, there are five choir classes and a hand-bell group available to students: Chamber, A Cappella, and Choralaires are all auditioned groups with seniors and juniors, while Ladies Chorus and Men’s Chorus are considered “training” groups and are open to anyone.

“The Arts make you smart,” said Mr. Wood, encouraging students of all ages to sign up for choir. “Music draws from all areas of knowledge: literature, science, math and music, and it combines those forces together with the power of emotion, passion, understanding, breath control, hard work, communication skills and social skills, turning students into highly developed individuals. The Arts improve society.”

Choir has influenced Mr. Wood’s life, as well as the lives of all those he teaches. “I have always felt choir ‘chose’ me,” he said. “I was actively involved in all choirs at Weber State and started to gradually realize I was born to be a choir teacher. It just felt right.”

Chelsea Johnson, senior, is currently in A Cappella Choir. She has also felt the powerful effects of music. “The songs we sing are so beautiful and meaningful,” she said, “not to mention some are so fun!” She has enjoyed learning how to appreciate music more because each song has a story attached to it. “So many funny and memorable moments have come from all of



Mr. Wood instructs Chamber Quire at students prepare for upcoming concerts.

Photo by Rylee Thurgood

us coming together to perform the songs Mr. Wood has taught us,” she said.

Music also has many real world applications; teaching students how to harmonize their busy lives with their love for music. “I’ve learned that you have to work together as a team to sound good,” said senior Valerie Sorenson. “That basically

“I have learned that great songs take patience and since you’re in a choir, you have to be patient with yourself and with everyone else.”

applies to any team, choir or cast you’re with. You aren’t alone; you have an entire team backing you.”

Sorenson, who has taken nearly every choir class Weber has to offer over the years, loves working on something and then be able to showcase it. “You’re part of something bigger than yourself, and I love that,” she said.

“I have learned that great songs take patience and since you’re in a choir, you have to be patient with yourself and with everyone else,” said Chamber Quire and A Cap-

pella Choir member Nate Gordon.

Gordon continued adding his favorite memory. “A few months ago, I had the opportunity to travel to the all-state choir with some other Chamber Quire friends. It was such a fantastic opportunity to sing with so many kids with incredible talent. I grew closer to my two best buddies, Tanner Stakebake and Collin Smith, as we sang our hearts out.”

Weber’s choir is also very special to the community, performing for the public and across the state. “We do a great job of representing Weber High School,” said Wood. Sorenson reflected on Chamber Quire’s recent trip to multiple retirement homes to sing for the elderly. “It was so much fun to see their faces light up when we started singing. It actually got hard to sing during some songs because of how emotional it was. Some of the people in the audience got overwhelmed and started crying. For me, feeling the reaction of the elderly was just amazing beyond words,” she said.

As Ella Fitzgerald, or the “Queen of Jazz,” once said, “The only thing better than singing is more singing.” Mr. Wood added, “Weber High’s choirs never stop singing as they strive to bring joy and peace through their music. They work tirelessly to perfect their voices so their talents may offer inspiration to everyone.”

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Band builds character, musical talent explored

By Siera Rose and Ashtyn Parmley
Staff Editors

Music is a universal thing; almost everyone likes to listen to it. Some people like to dance and sing to it, but, like everything else, the music people appreciate starts somewhere. It has to be made. Luckily, there is plenty of talent around Weber High, and the various bands around school let students make all the music they want.

WHS offers many classes for those who wish to start or further their learning of music. There is symphonic (concert) band, orchestra, marching band, pep band and drumline.

Some students have been learning to play music since they were young. “My mom had me take piano lessons when I was five,” says senior Eric Larsen. “I took them for a few years and didn’t really like it, so I wanted to play something a little different.” Larsen adds this is when he started learning to play the cello.

Not everyone needs to get a head start on their music-making. Padraic Thornstead, junior and percussionist for Weber, says, “Try out whatever instrument that interests you; then learn to understand what music is.” Thornstead adds something that made him enjoy music more was “realizing [he] understood it more than others.”

Which band a student joins depends on the kind of music he/she wants to play. Each band has a different music style as well as a different performance. The marching band performs visual and audio displays on football fields. The symphonic band not only performs for their friends and family, but also for judges annually. The pep band plays for sports games. Both marching and pep band play more

upbeat and popular songs that a wider range of people know and love.

“We did a John Williams show,” says Erica Lee, sophomore, who is also a member of the marching band. “Being in marching band is like having another family,” Lee says.

The symphonic band does the opposite of the marching and pep band. They play songs that are more poetic. “It’s a lot different playing in an entire orchestra than just playing solo,” Alex Langford, senior says.

Maxine Barnett, the orchestra teacher, adds she likes teaching music that has meaning. “I like to do a lot of music from movies. We have also done music from Halo and other game music,” Mrs. Barnett says. “We, of course, do classics, also,” she adds.

One thing all of the bands have in common is performances. “Students have a chance to perform in region festivals,” Mrs. Barnett says. She adds if they do well enough, they can move on to state festivals. Whether it’s in front of friends and family or a panel of judges, students shake off any nerves and give performances their all.

To pull off their concerts, students practice hard to get every note right. “A lot of people think that band isn’t a sport, but it’s a lot harder than you might think,” says sophomore Zach Thomas, a member of the marching band. “With every band doing their own performance, you really have to have it perfect or else the whole performance is off,” adds Thomas.

Joe Windsor, the band director, also loves teaching young people how to play music. “I thought learning an instrument was fun, and I wanted to share that with everybody,” Mr. Windsor says. While he realizes students can get a little nervous when they’re about to perform, Mr. Windsor believes nerves



Developing their musical talents are sophomore Jennifer Gonzalez, seniors Nancy Gonzala, Mckenzie Nay and junior Adrienne Puzey.

Photo by Rylee Thurgood

are a vital part of playing. “I think that music holds a very special place in the hearts of those who teach it. “Music in the schools does so much that people don’t see. I wish that the people who think music is a waste of time could spend more time with us and see what it really does,” Mrs. Barnett says.

Mr. Windsor adds music is what makes people all human. “Music is a universal language that anyone can speak and hear. The opportunity to teach students how to tell the story of a composer or song is

amazing,” Mr. Windsor says.

Both teachers love watching their students grow as performers. “It is a lot of fun watching the students’ progress with their talents – from being nervous about performing to becoming proficient at taking the stage and telling their stories through music,” Mr. Windsor says. Mrs. Barnett adds having her students for six years (starting in junior high) helps her see how much they grow as people. “I get to see the friendships [students] develop through music. They also develop a lot of self-worth and a confidence they would not otherwise develop,” Mrs. Barnett says.

While learning to play an instrument is at the forefront of their teaching, Mr. Windsor and Mrs. Barnett hope students take more than that from the classes they take. “I want my students to learn that hard work can lead to success and it can be fun,” Mr. Windsor says. Mrs. Barnett adds, “I’m grateful for the hundreds of great young people I have had the privilege of working with over the years.”

Summer fashion trends introduce unique styles

By Lexi Olsen
Editorial Editor

Sunny days and lemonade are only a few of the many characteristics that make up the unique summer season. These hot and bright days call for a new wardrobe. It is time to throw out those old winter clothes and expand with the newest summer fashion trends. These trendy styles can range anywhere from a crocheted top to a sleek satin blouse. It is time to break out those obnoxious flamingo swimming shorts and outdated flip flops. Summer is here!

“During summer I like to change up my style quite a bit. I never really stick to one continuing theme. My style can range from a casual tee and shorts to a Bohemian French gal or if I am going someplace nice, then I turn into an Elie Saab runway model,” said junior Emma Millus.

Many people find they often have difficulty gathering new outfit ideas or adding to their current wardrobe. Boutiques are a nice option for inspiration and affordable clothing while getting that one-on-one personal stylist that can help people find what they are looking for.

“Here at Bella Ella Boutique, we like to make the customers feel comfortable, and we are very accommodating of what they are looking for. We have a very broad and wide range of clothing for both spring and summer. Whether you are looking to accessorize or completely change your wardrobe we can help with that,” manager Courtney Hansen said.

Summer fashion trends have a variety of styles. This is the season that some feel has no limits to what a person can wear. There is no dress code that is enforced, leaving people completely free spirited and

able to break the fashion barriers.

“I like summer because I am free to wear what I want. I am not limited to certain things or prohibited to wear things I like the most. It is such a wonderful season for fashion because so many designers are also trying out new things and experimenting with different looks that are bright and breezy and just give you that fun summer feeling,” junior Lily Davis said.

Trying to recreate or add to a wardrobe can be troubling. This is the reason students are now turning to social media for fashion inspiration. On social networking, people are free to express their opinions and give outsiders a look at how to break past the fashion barriers.

“I think the social media puts an unrealistic expectation on what people should be wearing. The media aspect of fashion can be good for finding inspiration but also provides people with the wrong idea on body image and exposing ourselves more than needs to be. People should just wear what they feel the most comfortable in and have confidence in that outfit. There really is no bad outfit, it’s just a matter of being confident in what you wear,” added WHS Fashion Merchandising teacher, Mrs. Larsen.

As people prepare for the summer, they also find time to relax. This attitude is then intertwined into their fashion sense allowing them to wear the simplest of things.

“My summer style is just some shorts and a T-shirt, anything laid back and casual. Even though it is summer, you still need to be ethical and considerate when around other people. For the most part, just be you and be comfortable in what you are wearing. At home you can do and wear whatever you feel like, but remember when you are around other people to be considerate and have something appropriate on,” added Hansen.

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Seniors Tanner Stakebake and Valerie Sorensen dance during the song, “The Prince is Giving a Ball.”



The wicked stepsisters, Aly Anderson and Becca Fowers sing “Stepsisters’ Lament.”



The Fairy Godmother, Bailey Porter, tells Cinderella, Johnson, to be home before midnight.



Trevor Heywood, the royal stewart Lionel, and the Fairy Godmother, Porter, sing “The Music in You.”



Johnson performs “A Lovely Night,” with the stepsisters, Anderson, Fowers, and the stepmother, Emily Rupp.

An Enchanting Show

By Ashley Vongbandith
Assistant to the Chief

It is magical... it is enchanting. It is one of the many great musical productions Weber has presented to date. It is *Cinderella!* WHS’s Productions Company has showcased another successful show that teaches audiences that kindness and respect is important. This production shows many good things begin with a wish, and impossible things happen because of these wishes.

This production of *Cinderella* is written by Oscar Hammerstein II with music written by Richard Rodgers. *Cinderella* is a classic and well-known story about a common girl who lives with her unfair, bitter stepmother and stepsisters but is still able to keep an optimistic attitude. And though Cinderella is in treated poorly, she keeps her head up in hopes she will make it to the ball, meet the prince and live happily ever after. Cinderella does make it to the ball, with help from her fairy godmother, and she and the prince meet. They believe kindness and respect should be given to everyone. This fairytale inspires audiences to always be kind and to take chances.

Director Mr. Daniels chose the classic tale to be the spring musical and cast Chelsea Johnson as Cinderella, Josh Fawson as Prince Christopher, Bailey Porter as the fairy godmother, Emily Rupp as the stepmother, Aly Anderson as stepsister Grace, Rebecca Fowers as stepsister Joy, Collin Smith as King Maximillian and Tatiana Pryor as Queen Constantina. The actors did an excellent job playing their character. The entire cast knew exactly how to entertain an audience.

The music and choreography was also well delivered. Choreography was provided by Lindsey Poll, who has also choreographed several other WHS musical productions. I must say, the choreography was excellent, one of the best parts of the show. “The Cinderella Waltz,” where all of the guests gathered at the Prince Christopher’s ball, was so much fun to watch. It really had the ability to capture the audience’s attention, making it a crowd favorite and to provide the music for show was choir teacher Scott Wood. What would a musical be without his music? Wood did an excellent job with guiding the actors with the grand piano.

Each song performed had something great in it, but I have a few personal favorites. “Do I Love You Because You’re Beautiful?” performed by Johnson and Fawson is a really sweet and delightful one. This song is about Prince Christopher and Cinderella trying to get to know each other but also believing their affinity for each other may be too good to be true as the prince sings, “*Do I love you because you’re beautiful, or are you beautiful because I love you?*” to Cinderella. Johnson’s and Fawson’s vocals complimented each other’s very well. Both matched up with perfect harmony and created such a great tone for the song.

“Impossible,” performed by Johnson and Porter, was absolutely phenomenal. By far it’s my favorite because of the vocal abilities the two actors were able to show off. Both were on key, rarely missed a note and the two sounded perfect together. This showed they were meant to play the roles together, because they did the song so well. The ending note where the two actors united their vocals together for a high note went perfectly, and both were able to control their vibrato well, making it a stupendous ending to the song. This song is where the Fairy Godmother reminds Cinderella that impossible things happen all the time, but it all starts with a wish. This leads the Godmother to make the well-known changes of the mice into coachmen and white horses, a carriage into a pumpkin and Cinderella’s ripped, ragged dress into a bright and dazzling ball gown.

Other honorable mentions for the musical numbers include “In My Own Little Corner” performed by Johnson; “Boys and Girls Like You and Me” performed by Smith and Pryor; “Stepsister Lament” performed by Fowers and Anderson; and “Loneliness Of Evening” performed by Fawson. Every musical number had so much passion put into them by the actors, it made them so entertaining and enjoyable to watch and listen to.

The stage crew also deserves some recognition for putting together all of the amazing props and backdrop. The stage was made to look like a giant storybook, which I thought was a great idea. If it weren’t for the stage crew, scenes where the Fairy Godmother’s entrance to help Cinderella wouldn’t be as magical. The smoke machines and colorful flickering lights made that scene exciting and whimsical. This is just an example of how important stage crew is in this show. The lighting, props and stage setting were well done.

I’ve seen many great productions on Weber’s stage, but this musical has to be one of my favorites. Mr. Daniels did another fantastic job with directing this musical. He brought a lot of energy to the room which created that magical feeling. The whole show was unique; from the quick, wondrous change of Cinderella’s dress to changing pumpkins to a carriage, it took a lot of creativity to put this whole show together. It didn’t look easy to create something as smart as this, but the Productions Company did a splendid job with the show. I wouldn’t want to change a single thing about it. It was definitely a captivating show that you wouldn’t want to miss. But if by chance you didn’t attend the show, I highly recommend seeing the next musical production in the fall. I’m sure Weber will once again put on another fun-filled play.

Photos by Baylee Howe



The Village children gather around to watch Chelsea Johnson sing “The Sweetest Sounds.”



Josh Fawson and Johnson perform “There is Music in You.”



Cinderella sings “In My Own Little Corner,” to the mice, Matthew Cragun, Tori Tilley and Kaleb Brown.



One of the evil stepsisters, Becca Fowers, tells Johnson to hold her bags while she enjoys shopping.

Golf team sets goals to compete in region

By Lexi Olsen
Editorial Editor

Hole-in-one, par, fore and a series of “oh’s” and “ah’s” are just a few of the many phrases the girls’ golf team members hear. Golf is a sport that requires immense patience and concentration. The goal of the game is to receive the lowest score throughout the season along with per game.

“I really enjoy golf along with all of the girls on my team,” says junior Annie Barker. “We have a lot of fun and such a close bond that can make the sport more fun.”

Team members describe the sport as competitive and one that needs not only physical strength, but also mental stamina. Barker adds golf requires players to be well mannered and show respect to teammates and opposing team members. “When we are all out playing, we have to be considerate to the person who is up to swing. It is best if the people you are with are quiet, so you can concentrate and really get that perfect swing,” Barker adds.

While golf is a challenging game, many athletes say the game comes as sort of a stress reliever for them. “Golf for me helps me recollect my thoughts after a day at school. Going out on the nice, fresh, green grass and hitting that perfect swing is what soothes me,” says senior Lizzy Knowles. “I love when you can hear the turf come up out of the ground after you hit the ball and then just watching the ball soar through the sky. That is one of the many reasons I joined golf,



Practicing their swings to prepare for region are Kadee Barney, junior; Annie Barker, senior; and Lizzie Knowles, senior.

well, that and I love being a part of a team.”

Most of the girls have developed their golf passion from a family member. “If it was not for my dad, I would have never really taken an interest in golf,” says junior Kadee Barney. “He has been the most influential in my golfing experience, and I am really glad that he pushed me to do it because now I have a new found love for golf.”

There are many different ways that the girls mentally and physically prepare for their tournaments. Barney prepares by listening to pumped up music from her favorite artists. Coach Mark Hansen likes to round up the girls and go out for Subway.

“We stop at Subway before each match. We set a goal to beat Fremont there,” says Hansen. “We will also work on shots that we will need to play on that week’s course. We work on our swing and short game. The girls will also play prac-

tice rounds at that week’s venue,” adds Hansen.

Hansen says some of the goals the team has unitedly set is winning Region Championship and placing top five in the state. They are currently third place in region.

“As long as everyone stays focused, I believe we can reach any goal that we set our minds to,” says Barney. “Personally, I like to set little goals for myself that I can accomplish. I also like to just zero in on the ball and really focus or otherwise I get nervous about my swing.”

So far this season the girls have had three intense tournaments. At Schneider’s Bluff, Weber placed 3rd out of 7 teams: for individual honors Barker took 6th overall, senior Whitney Walters received 7th and senior Shaylee Johnson came in 12th.

At the Ben Lomond Golf course, once again the Warriors faced 6 teams and took 3rd place. Receiving

individual top spots at the tournament, Walters took 3rd, Barker came in 7th and Johnson received 8th.

The next tournament at Riverside, Weber came in 2nd place out of 7 teams with Barker in 6th place, Johnson in 7th and Walters at 11th.

Along with the team camaraderie and achieving success at tournaments, the girls have also found there are many different achievement awards and scholarships that can come with doing well in golf. These recognitions can range from writing an informative essay about golf and why athletes choose to participate in the sport, to scholarships for playing well.

“One of the many reasons that I chose to join girls’ golf was for the wonderful scholarship opportunities,” said Barney. “It is really impressive to have an underrated sport like girls’ golf on a college application, and this shows that you are different and stand out from the crowd.”

Photo by Baylee Howe

Mountain biking equals hard work, lots of fun

By Elizabeth Josephson
Editor in Chief

“My favorite thing about being on the team is so simple - being able to get out in nature with such cool people to ride our bikes,” says senior Hilary Kendrick.

Although Kendrick has ridden bikes since her childhood, she only recently began competing. “I’ve been messing around on bikes ever since I was a kid; we’ve always had bikes lying around the yard. I started biking competitively in the season of 2013 with the Weber team,” says Kendrick.

She prefers biking in nature. “I like mountain biking way more than road biking! It’s so much better to be in the mountains than on the streets; I can’t explain how much appreciation you gain for nature. When you finally make it to the top, the views are astonishing,” says Kendrick.

Noah Pollard, senior, also prefers mountain biking. “I like mountain biking better. I do some road, but I prefer mountain biking.” He started biking when he was 10 years old, and started biking competitively the summer of his ninth grade year.

Pollard’s favorite thing about being on the team is the good environment. He says, “I am able to hang out with friends and have a good time biking.”

Since Kendrick is the only girl on the Weber High Mountain Biking team, she has realized good and bad things about this.

“I like that my teammates are just so chill about everything. Obviously there are no girls, so there’s not a lot of drama. We can just go and have a good time without worrying about hair or shoes,” she says. However, she adds, “There

are a lot of hard things about being on the team. For one, I am the only girl, and the boys are so fast! It’s a bit difficult to keep up with them.”

Being the only girl on the team isn’t the hardest part for Kendrick. “The hardest part about biking is that it is such a huge effort. Besides the time at races and practice when you can’t breathe, or are sweating so much that your eyes sting, there is a lot of preparation before you can do any of that...Sometimes it’s hard to make the time to go to practice, whether you’re busy or just tired.”

Practice can take a lot of time, since some bikers train year-round. The mountain biking season for Weber is the fall, but the team doesn’t stop working on their skills. Kendrick says, “Our season is during the fall, even though we try to train throughout the year. Some of us have been going to spin class either before or after school to get ready.”

Pollard says the hardest part of biking for him is “training and competing your best.”

Kendrick adds there are about 30 members on the team. They work together to get ready for races. “We prepare for races as a team by trying to ride the course we will be racing. Our coaches always train us for more than the races. We practice at least three times during the week and share any information about the course with each other,” says Kendrick.

The coaches for the team include Jody Harris and Chad Langeveld. Pollard says, “They’re just fun to bike with. They push us to be the best we can be.” Kendrick adds, “We have a few dads, including mine, who come to all of the practices. They are amazing and so encouraging. I love them! They work so hard for us. I am so thankful for them.”

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Boys' soccer kicks off strong pre-season games

By Ashtyn Parmley
Sports Editor

Welcoming in another season of Weber boys' soccer, the latest team has taken the field with goals set for region wins. Running, scoring and fighting through their games, this team has started off strong. With one loss and two wins so far, the team is just getting started.

"Considering that it was our first game and we had previously only had one practice before that," says senior Riley Ferrin, "I would say that we did pretty good." In their first game against Bingham High, boys' soccer lost 1-0. "Our defense and our keeper, Austin Munoz, kept us in the game," says senior Preston Gladwell.

"Our team is known to be really good," adds senior Nate Gordon. "We tried not to take it [the loss] too hard considering that it was our first game." Still knowing the team has things to work on, they kept their heads up for the game on the following Friday, March 11, against Stansbury High.



Nate Gordon, senior, maneuvers the ball away from Syracuse.

Taking a win of 5-1, the game was intense for both teams. Scoring their first two goals within the beginning 10 minutes, the game started out good for Weber. The first goal was scored by Gordon.

On Tuesday, March 15, at Woods Cross, the Warriors won 3-0 with great plays throughout the game. "Eric Morris did really good," says junior Kade Johnson. "He put two in the back of the net, so that was great."

In a more recent game taking place on March 22, Weber dominated the field with a 6-0 win against Clearfield. During the game, Weber had already been leading 3-0 by halftime. Players Casey Bond and Braxton Ferrin, as well as Gavin Brown and Riley Ferrin were some of the players who contributed to their team's win.

In the game following, Weber snagged a win against Mountain Crest with a score of 2-1. Leading 1-0 at half time, Mountain Crest scored a goal to tie up the game until the winning goal was shot by Eric Morris.

Not too long after this win, Weber lost to Fremont. The intense



Preston Gladwell, senior, steals the ball from his opponents.

game ended with a score of 3-1. Weber came into the game with a five-game win streak.

To help be prepared for this season, conditioning started in January. "A few months back, we started conditioning about three times a week, so that has helped us," says Gordon. Along with this conditioning, many of the team members have been playing soccer throughout the year with competitive teams.

Now that their season has started, the team is getting their fair share of practice after school hours. "We have practice every day from 3 to 5:30 p.m.," says Johnson. "So we're getting a good two and a half hours in." Johnson says. He adds at practice they do scrimmages and drills to get the team working.

Practice is a time to improve the team's skills, and the boys are working on their strengths. "In the past, we have had trouble finishing, and we've had a lot of overtime games," says Ferrin. "I'd like to see us not have as many overtime games this year."

Assistant Coach LeDuc is impressed with the team's strengths. "We have a solid defense and a solid midfield," he says. "We have had some trouble scoring goals,

so I want us to score some more goals this year," adds LeDuc on the team's weakness.

Even though they may have skills to work on, they are very good at working together. "This team is very unified," says Ferrin. "We have been working really well, and it seems that everyone is getting along."

"This team is very unified. We have been working really well, and it seems that everyone is getting along."

Talking to one another and passing the ball are important steps the Warriors feel are needed when winning their games. "The Weber technique is mainly to spread out and fill up the space of the field, so you can spread out the other team's defense," adds LeDuc.

Though the team is capable of winning games, having support is also important. "Come out and support the team," LeDuc says. According to LeDuc, having support is a great motivator for the team.

Hall of fame recipient awarded for hard work

By Elizabeth Josephson
Editor in Chief

Weber has been around for decades with generations of students and talented faculty. The Warrior Hall of Fame was created in 2014 for alumni, athletes and faculty who excelled at Weber.

Vice Principal Ms. Spiers started working on the Hall of Fame four years ago by putting together the bylaws and the committee.

A recent 2016 Hall of Fame inductee is Marlin Jensen, who was inducted in February. Jensen graduated in 1960. He was involved in multiple extracurricular activities, such as track and football, and being a class officer sophomore, junior, and senior year. He says one of his fondest memories from high school was his speech at graduation, which he gave as a senior class officer.

"My favorite part of high school was my classmates," Jensen added. He attended Valley Junior High, where there were 34 kids in his class. There were 700 students in his graduating class. "It helped broaden my friendship circles, and I acquired lasting, lifelong friendships," he said.

Jensen's favorite subject in high school was math, resulting from a talented teacher who had a knack for teaching the subject. But high school wasn't always easy for him. "It was troubling to realize that most of my classmates were not as happy, not as content with themselves as I had thought."

He also told a story of the only time he sluffed class. "I always went to class, but there was one day, for whatever reason, two of my friends and I sluffed. We ended up running into the assistant principal while in downtown Ogden. Needless to say, I never sluffed again."

After graduating high school, Jensen went on to college. He earned a Bachelor's degree in German from BYU. "I went to Germany on an LDS mission. I fell in love

with the people, the culture and the language, which I wanted to teach to people. During the final analysis, I decided it wasn't the best way to support a family," he said. He then went on to law school, obtaining a degree from the University of Utah.


Jensen practiced law in Ogden from 1970 to 1989, specializing in business. In 1989, he was named a member of the First Quorum of the Seventy of the Church of Jesus Christ of Latter-day Saints. During his two decades of full-time church service, he served in multiple positions. He was also involved in multiple civic projects, including a chairman of the Utah State Liquor Control Commission, the Utah State Fair Board, Weber County Board of Education and as a member of the Utah State Board of Regents.

Looking back on his life, Jensen says, "I'm proud to be a college graduate with an advanced degree. I married very well, and I have eight kids who all had the opportunity to graduate from Weber High." Both of his sons are lawyers, and three of his six daughters are married to lawyers. "We're a very boring family," he joked.

Jensen advises students to learn their strengths and play off of those, while working on their weaknesses. "Don't spend time comparing yourself to others." He also expressed his gratitude to Weber High. "During high school, I was given a foundation in friends and education, and it gave me a sense of my own self-worth, which has been a huge facet in my entire life. I feel very honored to get this award."

Spiers looks forward to adding more distinguished names to the Hall of Fame. "I have learned about the many amazing people who have graduated from Weber and who have served Weber High. We have some absolutely amazing people who have walked these halls, and it needs to be celebrated."

(additional reporting by Natalie Andrus)




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Baseball prepares for playoffs, tells about future games, goals

By Kennedy Hatch
Feature Editor

Baseball season is here and America's favorite pastime is part of Weber's athletic program. From home games to away games, each of the Warrior boys try their hardest to make the win.

Starting out strong, the Warrior JV team beat Box Elder High School with an astounding 10-0 on March 16. Weber Varsity then beat Judge Memorial on March 18 with a score of 10-4. Junior Ty Erickson collected 3 hits and sophomore Bridger Vorwaller pitched five innings.

On March 22, varsity took control of their game against Fremont with a 4-1 victory. However on March 25, the Fremont Wolves out powered the Warriors by 13-1. Weber also lost to Bonneville 2-1 on April 6. This was followed by a loss to Clearfield, 2-1.

To have a successful season, the Weber teams have set certain goals.

Sophomore Ty Barnett's goal is to win as many games as possible with his team. Cameron Mortenson, senior, wants to make playoffs. He also wants to be a good a pitcher. Coach Trevor Howell has also set goals for the team. He wants to have the players play as a team with effort and discipline. He advises those he coaches to do their best and not worry about their mistakes too much.

"Play the game the right way," Coach Howell said. "Play it with class, respect the game and just enjoy it because you never know which game will be your last."

Jaxon Crowther, sophomore, wants to get the most out of playing on the team and get his batting average up by hitting well. He is also determined to stay disciplined and focused, which he labels as his priorities in the sport. Jordan Johnson, senior, has also set a goal to improve every day and also to be a great teammate and leader.

"Keep getting better," Johnson advises. "Don't be okay with where you are at right now. In baseball

there are always things to work on."

The baseball players all have reasons for joining the team. Crowther's love for baseball fueled him to join. He views it as the greatest sport. Along with Crowther, Johnson loves the sport because he has been around it his whole life. He particularly enjoys creating better relationships with his teammates and being around them every day. The senior likes being on Weber's team and loves baseball because of its great gameplay. Johnson values team building and the skill increase he sees with it.

"I love the complexity of it," Crowther says. "People think that baseball is boring, but there is so much going on in the games. I've played ever since I was very little playing t-ball. I hope to play for the rest of high school and possibly college."

Mortensen also has a love for the sport and the reason he joined the team is because he's played it ever since he was a little kid and views it as different from the other sports. He has played baseball since he was four, and he possibly wants to go into it in the future. The pitcher is proudest of when he threw a one hitter during a game.

Barnett has played baseball for nine years. He enjoys playing because of the game's intensity.

Coach Howell enjoys coaching the team because he grew up in a coaching family with his dad being a coach. He played baseball all throughout high school and has been a coach for 16 years and a head coach for nine. Howell's biggest baseball successes while coaching include making it to the state tournament, winning a region championship and finishing 4th one year and 5th in another for state. He has coached at many places, but he enjoys being at Weber High and hopes to be here for a long time.

"I grew up on the field and grew up loving baseball since I was a kid," Howell said. "It's a fun game; I love the mental aspect of it; the anticipation of not knowing where



Anthony Richards, senior, steps up to the plate to bat, as he takes control of the ball.

the play is going to go and always having to be ready."

Preparing is important in a baseball season. Johnson says players must get their body in the best shape it can be by weight training and personal baseball practice. He also believes team building to be essential for a well-cooperating team. "Working together and just simply being around each other and going to the team dinners" are Johnson's personal outline of how the team has become so close.

Mortensen gets ready for baseball season from his early workouts and getting his arm ready for pitching. He loves building trust with his team by working hard and hanging out and going to dinners as friends.

As for Barnett, he has prepared in off-season with workouts and practices. Crowther also trusts hard work in the weight room and best effort at practice totals a great trained team. He increases team trust and workmanship by practicing together.

Coach Howell prepared the baseball players for the season by playing summer and fall games as well as conditioning in the weight room in the winter. He honors those who are good teammates and who hustle when called upon. Howell believes that giving the people he coaches more responsibility and communication, it will result in a

better understanding of what he is teaching them.

"I just like working with kids, the same way as being a teacher and being able to see them improve and see their progress," Howell says. "The best part of all is the relationships you make down the road and you see the kids you coach, where hopefully you have that relationship and friendship."

After winning the baseball tour-

nament and MVP the previous year, along with seeing himself and his team improve in the sport, Crowther and his teammates have high hopes for the 2016 season. The team has been working hard and practicing often in order to get as far in the competition as possible. The team, along with their coach, hope to replicate previous successes and do the best they can in every game they participate in.



Cameron Mortenson, senior, prepares to pitch to the opposite team.

Photos by Baylee Howe



Running bases against Fremont Silver Wolves is senior Jordan Johnson.



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Softball team focuses on positives of working together

By **Taylor Galusha**
News Editor

The team is uniting and finding their strengths as they head into region games. Even though the rainy weather has cancelled a few games, the girls are determined to build a successful season.

According to the team captains Abby Phalen, Caitlin Arnold and Cassi Cosby, what really helps them work together on the field is the close friendship they have developed with each other. “We are very supportive towards each other, and we work well together,” says Cosby. Phalen agrees saying, “We are all really good friends and a close team.”

And if the team is faced with defeat, they are there to support each

other. “We are good at picking each other up when we are down,” says Arnold.

The team’s head coach this year is Kylee Colvin. According to Colvin the girls are good at keeping each other uplifted. “They have each other’s back. You can tell that they are all super close and get along and that helps to be a strong team,” says Colvin.

To improve their game, the girls are focusing on their strengths. “One of our strengths is that we have grown really close over these few months. That helps us with playing because we can all trust each other,” says sophomore Megan Bull. Junior Alexis Merrill adds, “We are all really good friends. We support each other.”

The girls also see areas they want to improve on. “We don’t attack hard from the first inning. It takes

us a couple of innings before we are all there and warmed up,” says Phalen. Merrill adds, “We need to get better at giving our all from the very first inning. It takes us a few innings to start playing hard, and then we don’t always carry that through to the end.”

Bull also says the team needs to work through the entire game. “Sometimes I think we quit before the game is over,” says Bull. Arnold adds, “We’re still learning, but we are the best team around. We just need to believe in ourselves and our teammates.”

Colvin says the team is well prepared for their games, but they still have some work to do. “The girls are great at starting the game strong, they just need to finish strong and play all seven innings that way,” says Colvin.

It was evident the girls capital-

ized on their strengths and improved when they faced Northridge on April 12. The Warriors dominated the field as Ashlyn Tingey and Aubrey Chartier had home runs, and Haylee Wageman, sophomore, struck out eight.

Weber also out scored their competitors with three in the sixth inning and four in the seventh.

As they faced American Fork, they brought home a win with a final score of 7-4. They played hard against Skyview but fell short with a close loss of 11-10. They also had a strong game with Clearfield, only losing again by one point: 8-9.

Each day as the girls head to practice, they notice their many improvements as they build their skills. “We have all become a lot stronger physically, but we all have improved a great deal in every aspect: hitting, fielding and we have come together as a team,” Colvin

Colvin has also noticed how their skills have developed since the first of the season. “They have improved in all levels of the playing field: from hitting, running and throwing. It shows how much heart and love they have for this game and team,” says Colvin.

Merrill says the girls have also improved both mentally and physically. “We still need to smooth some of the rough edges, but our coaches are amazing and they are helping us improve.” Bull adds, “We have improved so much with the new coaches. They know what they are doing and help us be the best we can.”

Arnold likes how confident they have become with their abilities. “We have always been talented from the beginning. Each girl plays their game well. We’ve become a tight knit group.”

The team’s goals follow a motto they made for this year: Mentally quiet, physically strong. Phalen says, “Mentally quiet and physical-



Junior Nicole Anderson takes a victory lap after a home run.

Photos by Melissa Harris

ly strong is not only our motto, it is what we all want to achieve when playing. We want to know that after every game, you left everything you had and there is not anything else you could have done.”

Phalen adds the team wants everyone to play their best every chance they get. “Expect more from yourself and teammates and push each other to their fullest potential,” she says.

As for Cosby, she says, “You can’t be thinking about a bunch of things while playing. Your mind needs to be quiet and focused. We all have to be physically strong throughout the entire game.”

Colvin likes how the girls are staying true to their goals. “Stay mentally quiet and physically strong...also being more positive and having these girls realize that they are better than they ever

thought they were,” says Colvin.

To accomplish their goals, Arnold adds, “We want to always encourage each other and be the best teammates. We want to be a little better every day and play to our full potential because we are the best.”

As the girls play more region games, they know they will continue to build their skills and show their fans what these Warrior athletes are made of.

Bull says the team wants to stay positive during the season. “No matter what happens on the field, we want to keep a positive attitude and always have each other’s backs,” says Bull.

Merrill adds, “We want to do our best every game. We want to strengthen ourselves mentally and physically so we are prepared when we play. We also want to trust and support each other.”



Using her pitching skills against Skyview is senior and team captain, Cassi Cosby.



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Graduation! 2016



Ready... Set... Graduate! As graduation is around the corner, seniors Elizabeth Josephson, Jason Godfrey, Baylee Howe, Matthew Cragun and Ashley Vongbandith anticipate getting their diplomas on May 24 at the Dee Events Center at 2 p.m.

Photos by Melissa Harris

Seniors prepare for freshman year of college

By Alea Spendlove
News Editor

College can be a daunting challenge; a step into the expansive unknown, and it is no easy feat. With dorms to figure out, campus to navigate, the town to explore, classes to attend and homework to do, there can seem to be no end to the trials the first year of higher education presents. However, advice for these new students is freely and enthusiastically given, both by peers and teachers.

Skyler Vongbandith, 2014 Weber High graduate, says the most important thing to know entering your first year is, “your goals in life. When I went to college, I was already good at accounting.” This made it easier for Vongbandith to choose a career path.

Merrick Flygare, another 2014 graduate from Weber, adds, “Time flies when you’re out of high school. Don’t take a break [between high school and college]; I think that is why we have generals in college: to get people like myself to ease into the adult life. But if you think, ‘Oh, I don’t know what I’m going to major in in college, so I’m not going to go; that’s not good because that fall will turn to winter then winter will turn to spring, then summer, then a year, then two, three, then five. The seniors tell me that generals are the hardest part, so get going on them right away.”

Many Warriors have found high school a place to find passions and interests, which can aid the creation of future plans. Taylor Mills, an ATC student and Weber High senior, says students can use classes in high school to feel their way around fields and explore career choices. “Throughout high school, I had no idea what I wanted to do. In a way, that helped me choose my career. I took any class that seemed like it would be an easy ‘A,’ but it was actually in those classes I found what I was good at and enjoyed doing. Now, I have a career [cosmetology] where the possibilities are endless, and I get to express myself through others,” she says.

Becoming well-adjusted after high school is another hurdle to



Seniors Paige Fisher and Mason Slack sort through college papers and work with the counselors to get ready for their future.

Photo by Melissa Harris

leap; knowing what to expect can help students prepare for the worst and shape the future into the best.

Mrs. Perry, history teacher, stresses attendance when taking college courses. “In Texas high schools, you can’t skip. If you miss, you fail after so many times. Going to college was both liberating and terrifying because they didn’t care if I showed. Some of my general classes had hundreds of kids packed in there—they’re not going to take attendance for that.”

Ms. Lunceford, another history teacher, agrees with Perry and adds, “The communal pressure to see kids succeed isn’t put on the professors in college; that’s all on the kids. They really don’t care what happens to your grade because they aren’t the ones spending all of that money to attend it. If you fail, that goes on your bill, and you have to pay to retake the class. It’s a less individualized system they have going, for sure.”

Along with attendance, Ms. Lunceford adds students need to go to college to learn and put socializing on the back burner. “College has many wonderful opportunities to meet people, of course,” she says, “but in order to succeed, you have to focus on school work. I didn’t my first semester, and I failed a lot of my classes. You have to know how to study; they used to require a class called Study Skills, and it was the best class I ever had. It taught me so much about myself, how I learn best—I always have to be munching on something, and if I have any other responsibilities (dishes in the sink, a room to be cleaned), I can’t focus. Learning how you study best is essential knowledge in college, and a lot of students don’t know how to study because they were never taught,” she says.

Being studious all the time can

be stressful, and Mrs. Perry says people also need to learn how to have fun. “Take fun classes along with your generals!” she says. “College can be very fun. I took ballroom dance in college, and that was my favorite class. I also took ROTC—we did an exercise where they dropped us in a field, and we had to use a compass and land navigation skills to get back. The Texas heat made it miserable, but it was insightful, and I did have fun with it.”

Social aspects of college, undoubtedly, play a part in the fun factor, but Flygare says that, depending on where a person goes, campus can be almost its own city.

“The most shocking thing to me was the abundance of people, but the lack of friends,” he says. “There are a lot of people who go to my college. Everywhere you look, every day you’ll see someone new. I go to Weber State, so it’s not like U of U, which has double the size and double the amount of people—and yet, I still see people I have never met before. It is for sure a time to get some more friends and almost restart, like you are back on your first day of school.”

For some students, the biggest unknown fear is the classes. When used to an average of 30 students per class, anything more seems unreal. Ms. Lunceford says she had 175 kids in one class. “You’re just a number at that point,” she explains. “In Harvard, Yale or a big-shot college like those, that would happen in every class. It only happened in math for me. My professor put up a transparency machine—do kids even know what that is anymore?—rolled it, and kept going. He couldn’t see your hand, so you had to scribble down notes and try to understand everything. It was rumored that the Math 1010 course was just a money-making scheme;

nearly everybody failed it at least once before passing.”

Flygare also says high school students will also see a difference in the type of homework they receive in college. “You may not like high school teachers getting on you about not doing homework or caring about if you show up or not, but enjoy them really being there for you. Enjoy the crafty homework projects; there is nothing like that in college.”

College is filled with choices and Flygare adds, “One thing that most people struggle with is actually attending school. No one is keeping you in class or making you go; that’s all on you. In college, it all comes down to you, what you are going to do. You have the choice to study for tomorrow’s lessons; you have the choice to show up for class; you have the choice to do your homework and to go take your tests. No one is making you. Most professors won’t pull you aside and say, ‘Are you going to take your test today?’ It all comes down to you. It may seem like a lot of responsibility to handle, but just do your homework. Seriously, stay on top of it. If you fall behind, you’re looking at very long nights with food money spent on energy drinks.”

With so many informative resources available, graduates and teachers feel students can get a good idea of exactly what to expect entering college for the first time, how to pass classes, how to study and how to cope with the new environment.

“College can be a stressful time, but it is possible to adjust to it and have fun with higher education. Pay attention to your predecessors experiences to alleviate the burden of it, use your resources and friends to study well. Everything will be okay,” Mills adds.

Graduation do’s, don’ts for students, families

By Jaden Pratt
News Editor

Everyone has seen the movies of teenagers gleefully graduating from high school, proudly receiving their diplomas and then never looking back again. Before Warriors follow this scene, seniors and teachers have a few instructions to make the final days easier.

“It’s your last month, make sure you enjoy it! It introduces you to the rest of your life,” said Mrs. Sanders, art student teacher. Mrs. Sanders also said students should get what they want from the Jostens company who provides caps, gowns and class rings. “Make sure you’re ready,” she added. Mr. Lattin, World Civilization and Spanish teacher, half-jokingly added seniors should “figure out their life” before graduation.

Punctuality is also important



when it comes to graduation. This includes getting all the credits a senior needs and showing up to the ceremony practice on time. Mr. Hales, Weber High counselor, says, “Make sure you have everything ordered and ready, aka the cap and gown.” Mr. Hales adds to arrive early for graduation. “Take pictures because they [the gown company] take your gown afterward.” Grayden Guthrie, senior and SBO officer, said students should, “dress classy [for graduation] because you got to look good for the parents.”

“I think kind of classy. It’s not bad to show a little class sometimes like wearing a three piece suit,” added senior Colton Allen regarding his graduation attire.

However, Rachelle Kafton, senior, took a different approach saying, “Casual clothes for graduation! Stay comfortable with whatever you want to wear.”

Graduation is a time of celebration, but Mr. Wardle reminds seniors, “Do remember it’s supposed to be an important ceremony where you show good behavior.” In an

article by Pam Harbaugh, *Florida Today*, she said the graduate should “Exhibit tasteful behavior... We’re celebrating such a milestone you don’t want an embarrassing moment.”

Also regarding the graduation ceremony, Mr. Wardle asks students, friends and family, “Don’t cheer and make a big scene. It drowns out the people’s names.” He said a pet peeve of his is when people cheer too loud and block out the name of the next student called. He adds it is fun to cheer for the graduate, but it should be done in a kind and respectful way that allows everyone to cheer for their family member.

“The celebration and fun happens after the ceremony itself,” he added.

Mr. Wardle also had advice for students following graduation. “Don’t do dangerous, silly or stupid things. You need to be safe.” He added, “Hugs not drugs.”

Mr. Hales agrees and encourages seniors to “use good judgement with celebrations. The school challenges [students] to have an alcohol-free graduation.”

After the ceremony, seniors will have time to see friends and celebrate with family. “Enjoy every second that you can with friends,” said Mr. Lattin. Jenesica Twitchell, senior, said, “Spend more time with friends after graduation. You don’t see them very often. You go off to college and to real life and never see them again.”

Allen not only wants to see his friends, but added, “Keep family first and always. Spend time with family because you’re only young once.”

For celebrating, Guthrie said, “Probably the first hour spend time with family, then friends.” Allen adds, “I think seniors should party hard. It’s one of the last times you see them [friends] before you take the big steps in life.”

“You can spend time with family anytime, but some people get busy going to college and church missions,” Kafton added.

By **Taylor Galusha**
News Editor

With graduation just around the corner, some seniors have shared their memories from high school as well as looking towards their time away from Weber. Remembering and offering their advice are Elle Gossner, Chandlyr Shupe, Ethan Kearns, Jason Godfrey, Heidi Barker and Kaloni Krall.

Warrior News: What were your favorite classes in high school?

Gossner: “I really enjoyed both of the AP History classes I took because of their appealing subject matter. Speech and Debate classes were a lot of fun because of the discussion and games.”

Shupe: “Choir, because I love to sing, and Mr. Wood is awesome.”

Kearns: “I liked all and any of my band classes. Music makes me feel alive when the world makes



Elle Gossner

me feel dead.”

Godfrey: “Productions Company, Acapella Choir, Adult Roles, AP Lang and AP Lit, Communications, Journalism, Medical Anatomy and U.S. History were all classes I enjoyed. These classes were fun, and I learned so much.”

Barker: “Sign Language, my sophomore year with Mr. Mason taught me a lot; World Civilizations because Mr. Lattin was amazing; choir because all of the friends I’ve made and fun memories; Seminary, because it’s fun.”

Krall: “Band, Interior Design and Wee Weber were my favorite classes because they are what I enjoyed most.”

WN: What will you miss most about high school?

Gossner: “I will miss friendly,

individual counseling sessions, having a rent-free living space where food magically appears free of charge and the minimal quantities of homework.”

Shupe: “I’m going to miss being with my Chamber [Quire] family because they have become family to me.”

Kearns: “I am going to miss seeing my friends every day.”

Godfrey: “I will miss seeing my favorite teachers and friends. It will also be hard to not do what I love doing everyday like singing, acting and writing.”

Barker: “My teachers and all the lessons I’ve learned. Those are the things that taught me the most about life.”

Krall: “The interactions with people because it helps to understand different types of people.”

WN: What was the most awkward/embarrassing moment in high school?

Gossner: “I don’t know that this experience could be classified as awkward, but it certainly was embarrassing. Once when I was an innocent sophomore, not yet wise in the ways of the world, I was given a practice speech. I mispronounced “hegemony.” My debate coach made fun of me for it, and I was mortified.”

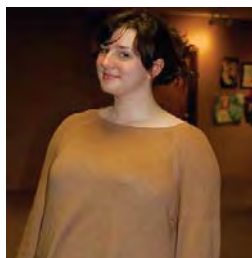
Shupe: “I don’t have one, it takes a lot for me to be embarrassed.”

Kearns: “When I broke my arm tripping over a concrete bench in the commons.”

Godfrey: “I think the question is, what is not my most awkward moment? Life is just one big fun adventure.”

Barker: “I don’t really get embarrassed, but some dates have been awkward.”

Krall: “I don’t really have any.”



Chandlyr Shupe

Remember, relive

Graduates

The Weber Experience

Photos by Rylee Thurgood

WN: Who was your favorite teacher in high school?

Gossner: “I loved both Mrs. Leake and Ms. Keim for their dry wit and their extensive knowledge. Additionally, I very much enjoyed Mrs. Nichols because I felt her assignments were well-designed and



Ethan Kearns

class time was used efficiently for meaningful discussion.”

Shupe: “Mr. Windsor and Mr. Wood have become awesome friends of mine.”

Kearns: “Mr. Windsor, the two of us are bros.”

Godfrey: “I liked having Mrs. Blaisdell and Mrs. Nichols because they were so motivating, and they inspired me to do better. I also liked what they taught, so that made the class even more enjoyable.”

Barker: “Mr. Lattin because he is super fun, and I learned a lot from him. Mr. Wood has been the same way.”

Krall: “Mr. Windsor, I’ve had him every year. He teaches my favorite class and really cares about the success of his students.”

WN: What do you regret about your high school career?

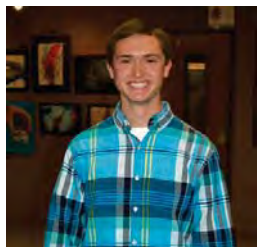
Gossner: “I wish I had been more involved sophomore year. During all three years, I wish I would have prioritized my interests and focused on what really mat-

tered to me.”

Shupe: “I don’t regret anything because it shaped who I am today.”

Kearns: “I regret not staying on top of my homework and failing a class.”

Godfrey: “I regret dropping the AP classes I had signed up for. I



Jason Godfrey

had signed up for AP American, AP Calculus, AP Art History and AP Government, but I was too scared. It would have been worth it, though.”

Barker: “Not being as involved as I could have been.”

Krall: “Not being as involved.”

WN: What was your most exciting moment in high school?

Gossner: “I had a lot of exciting times in debate, including receiving my Academic All-American, becoming the WHS team president, winning the state championship, being chosen for the National Speech and Debate Association Student Leadership Committee and being a two-time national qualifier in extemporaneous speaking.”

Shupe: “Definitely making Chamber Quire. It was exciting because I love singing.”

Kearns: “It would have to be playing with the drum line at sports games. The energy of everyone there was exciting.”

Godfrey: “As a junior I had the

opportunity to be in *The Addams Family*. The whole experience was unforgettable, and it was incredible to be a part of the production.”

Barker: “Getting asked to my first dance and performing in *Singin’ in the Rain*. Also being Chamber Quire President.”

Krall: “I only went to one dance, but it was way fun.”

WN: What class do you think prepared you the most for your future?

Gossner: “Debate has prepared me to deal with people effectively and enjoy controversy with civility. AP Calculus has prepared me for failure, lots and lots of painful failure, and taught me to persevere in an area in which I am not naturally talented.”

Shupe: “Chamber Quire has prepared me because I want to sing for the rest of my life.”

Kearns: “General Financial Literacy because the whole purpose of the class is to prepare you for the future.”

Godfrey: “Adult Roles and Communications because they both dealt with social interactions, and they taught me ways to communicate and have more refined skills.”

Barker: “Child Development and Wee Weber both prepared me for my career. Adult Roles and Financial Lit helped me learn about being an adult.”

Krall: “Band because it taught me to work hard and never give up.”

WN: What are you going to do after graduation?

Gossner: “I haven’t committed to a college yet. I plan to get a Bachelor’s degree with a double major in Political Science, and Economics and follow it up with a JD or an MBA depending on whether I de-



Heidi Barker

cide to pursue financial consulting or law. Eventually, I hope to pursue public services and end up in a state or national legislature.”

Shupe: “I am going to serve an LDS mission.”

Kearns: “I don’t know yet.”

Godfrey: “I plan on serving and LDS mission to Birmingham, England and then go to college at Utah State.”

Barker: “I’m going to Weber State and getting my Early Childhood Education degree. I am also potentially going on a mission.”

Krall: “I’m not sure yet.”

WN: What is one final piece of advice you have for juniors and sophomores?

Gossner: “Enjoy what you have. Change can be beneficial but all the same, cherish each moment because today’s unique joys, triumphs and even tragedies will never happen again.”

Shupe: “Don’t stress over petty people because you won’t see them after high school.”



Kalani Krall

Kearns: “Don’t give up. Push through the doubts. Channel the inevitable disappointments into your craft. Break molds. Think and create. Most importantly, stay alive and in the meantime, make it about others. Stay strong, live on, power to the local dreamer.”

Godfrey: “I know you always hear that high school goes by fast but it really does. Make the most out of each year because there are so many opportunities and adventures that can happen. Life is meant to be enjoyed.”

Barker: “Get more involved. Don’t be lazy with schoolwork. Apply for scholarships and take as many college classes as possible.”

Krall: “You should make friends, so you have someone to do things with and so life will not be boring.”

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Remembering . Seniors reminisce about best moments, high school fun teachers give tips for successful student

By Maddi Marker
Staff Reporter

The end of the year is quickly approaching, and seniors are starting to get those bittersweet feelings about leaving high school and starting a career. They have had many happy, sad and funny moments to share.

Hunter Adams says one of the funniest things he did in high school was creating sentences out of the periodic table with his friends during chemistry class.

For Julianne Kidd, senior editor on the yearbook staff, "I made shirts with Mr. Wilding's face on them." She adds, "I turned his staff picture into one of those Obama Hope pictures and then gave them to people in my AP Art class. It was so funny to see his reaction."

Haeli Rich, another senior yearbook editor, got through those difficult high school days by not sleeping. "That's basically the only way I was able to get my homework done because of all the things I was involved in."

Seniors have also had many experiences that can help other students learn how to overcome stressful times at school. "I got through hard times by making the most out of each day and choosing to enjoy it while it lasts," says Adams. He

adds, "We only get one chance at high school, and I don't want to regret it."

Natalie Pixton, HOSA President, says she found a way to survive school by working hard but taking time to have fun as well.

Some seniors have also had experiences they regretted. "One thing I regret the most is slacking off with



Mrs. Nichols: "A successful student is someone who has a passion for learning. They are genuinely curious and have a desire to learn more. They are not hung up on getting the 'A', but they are more concerned on being an open person."

my grades," says Kidd. She adds, "I know I could have done a lot better and actually performed good with my grades if I actually tried and cared about them." Adams adds he regrets not making memories that

he can look back on for the rest of his life.

"Even though I was involved, I regret not being more involved," says Elizabeth Josephson, journalism editor in chief. She thinks taking advantage of high school activities and classes make school fun.

Seniors also say they have fun looking back at the memories they made in high school. "Overall, the best parts are the memories I made in HOSA, track, cross country and yearbook," says Rich who is also HOSA president. She adds, "All the hard work really pays off when you have all of the fun memories to look back on."

Kidd says her favorite memory of high school was meeting new friends and creating memories. "I enjoyed every moment of high school even when it was tough because I wanted to have a good time," he says.

"The best part about high school has been being able to take pictures for the yearbook staff. I've been on the staff all three years. It has just been really cool to be behind the

scenes and see things that go on in the background of assemblies or pep rallies," says Kidd.

As for Pixton, she will miss her involvement with HOSA. "The best part about high school was being involved in HOSA because I got lots of service hours with the food packs and also got to go to Disneyland and Disney World," says Pixton.

Before seniors walk away from high school, they have advice to give to the students left at Weber. "My advice is to not get caught up or overwhelmed with trying to get into a good college. Don't stress about the ACT's or getting straight A's. Like I said, high school is meant to be fun. Do your best but don't overwhelm yourself," says Kidd.

Rich says her advice would be for students to stay on top of their grades "because it pays off once college and scholarship applications start to come around."

"Some advice I would give would be to enjoy high school while it lasts. You won't realize it, but it flies by, and it will be over before you know it. Have fun in classes and create memories," says Adams.

Josephson hopes Warriors will continue old traditions but "don't be afraid to try new things or make new friends." She also adds to make every moment count.



Mr. Wilding: "A successful student is someone who will listen and is open to new ideas."

Poll compiled by Melissa Harris

Graduates plan adventures; fun after-ceremony trips

By Rylee Roby
Staff Reporter

Life is a journey and full of opportunities, many that Weber High seniors would like to take. As they look forward to graduation, seniors are also planning a vacation; a time to relax before their post high school life begins.

Thomas Ulrich would like to go to New York City. "It would be a party because it's a big city and has so many things to do," he says.

While in New York, Ulrich wants to see Broadway's *Lion King*. "I would also go to a baseball game and blow my money. I want to go to the Statue of Liberty and go to the top of all the big buildings. I would love to go and sight see everything," he adds.

As many know, New York has been displayed in movies such as *West Side Story*, *Ghost Busters*, *King Kong* and many more. "New York has been in so many movies, and it seems way fun to go and experience it myself because I have never been to a big city, so I think it would be a really cool experience," says Ulrich.

Ulrich also wants to experience this trip with his friends. "To go by yourself is cool, but I would have a better time if I went with my good friends," he adds. Ulrich is in favor of a senior trip to honor the accomplishment of graduating from high school.

"Your senior trip is the last hurrah before adulthood; it's like an award for making it through school," says Ulrich.

Rebecca Oryah is also planning her senior trip. She wants to go to Greece. "Greece is so beautiful, and the beaches and buildings are gorgeous. I would want to go swimming, sightseeing, shopping and try all of the food," she says. Oryah also thinks it would be fun to visit Greece because it's a unique place.

"Most people look over it and really don't think much about it, but I think it would be fun to learn and see a different culture," says Oryah.

Oryah also wants to take this trip with her friends. "I would want to go with my best friends, my squad, and I would want to experience this with the people that I am close with. "We can experience this before we start our lives and go our different ways," says Oryah.

Senior Jacob Tidwell has already planned a senior trip. "I am going to California with my close friends. We are going to spend a lot of time at the beach, and we are going to drop by and visit the Los Angeles temple," says Tidwell. The buddies he is going with are Tanner McKay, Zach Argyle and David Richardson.

"I have always loved California; the ocean is amazing, the sun, sand and everything about California is great," adds Tidwell. He also says a senior trip is not only fun but educational. "Senior trips teach you independence, budgeting and social ethics," says Tidwell.

Looking forward to a senior trip is Blake Tracy. "I have always wanted to go somewhere fun and where a beach and ocean is. I love being in the sun and spending time with my friends, so I have decided to go to Oregon." Tracy adds he chose the Oregon coast because "it is so beautiful. I have seen pictures of it and it looks so much fun to actually see in person."

Tracy also sees the benefits of a senior trip. "You get to enjoy your teenage years before you become an adult and have more responsibilities," he says.

"I want to take my close friends with me, and I would want to spend this time with them before we all split up and go our own ways," says Tracy.



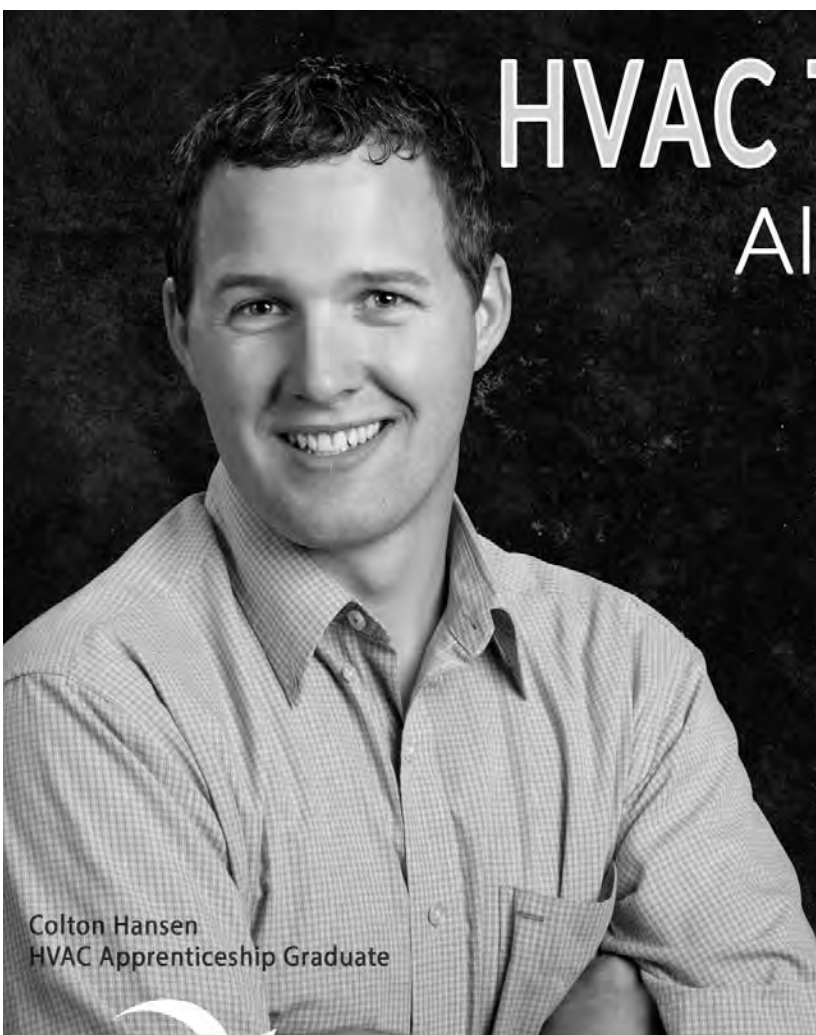
Mr. Newbold: "A successful student is hardworking and keeps track of what's due."



Mrs. Pearce: "A student who is willing to work and stay organized is a successful student. They use their time wisely."



Mrs. Malan: "A successful student is one who is motivated and willing to do the work whether they like it or not."



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W Awards surprisingly accurate, hidden talents revealed

By Jason Godfrey and Elizabeth Josephson
Editors in Chief

As the end of the school year winds down, seniors begin to look for ways to improve their future. Whether they plan to go to college, travel the world or perhaps develop a new talent, the possibilities and opportunities are endless. For some select seniors, the annual “W” Awards revealed hidden talents these Warriors have.

Talk Show Hosts

Avaneelee Jessop and Thomas Ulrich were chosen to represent Weber High on the television network. Jessop said, “I am honored. I never thought of myself as a talk show host, but I’m flattered others might think otherwise. I think talk show hosts are phenomenal!”

As to why Jessop thinks she may have been nominated, she has “no idea.” However, enjoying public speaking, being outgoing and being serious on the stage are some factors Jessop thinks may have contributed to her getting picked.

As Jessop ponders the style of talk show she may have, she particularly liked the “light-hearted morning show” type. She said, “Considering I’m not a very pun-

As an inspiration for her becoming a talk show host, Jessop looks up to Jimmy Fallon. She said, “He’s the one I know most of because he’s funny and creative.” If Jessop were to become as rich and famous as Fallon, she has hopes to “promote something [she] sees an important need of change for.” She said, “I’d donate to companies that revolve around those things. I’d travel the world to spread awareness and prevention for things such as suicide, world peace, world hunger and abuse.”

Alongside Jessop, Ulrich was nominated to be the male talk show host. He said, “This nomination makes me feel like a million bucks. I am deeply grateful and indebted to Weber High for bestowing upon me this blessing.”

Ulrich believes he was nominated because he “likes to make people chortle.” He added, “I also think maybe people like my personality? It’s weird trying to brag about myself...”

Like Jessop, Ulrich likes Jimmy Fallon as a talk show host. He said, “I like how he appeals to all age groups and how he is clean. It goes to show that in this crazy, dirty world, good, clean fun can still be popular. I admire him for that.”

Ulrich says the dream of becoming a talk show host has “been a real dream before.” He said, “I can



Thomas Ulrich and Avanelee Jessop’s charisma will help them in being a show host.

ny person, I’d most likely go with a morning light-hearted show. I would do something to get them folks up and running with their day.” She added, “Start the day right with some inspiration here, and some giggles there.”

When the day of Jessop having a talk show becomes a reality, there are three WHS teachers Jessop would highlight on her show. She said, “I would have Mrs. Perry because she is the only true Texan with sass. I’d also have Mrs. Larson and Mrs. Barney because they both have empowering, motivational stories. With these three, my audiences would never be the same.”

Although becoming a talk show host “was never really a real dream,” Jessop said the “thoughts are rolling” and it “may be an interest.” As the student body president at Weber High, Jessop thinks student government has prepared her for when she might become a talk show host. She said, “I have been put in front of crowds, learned to put myself out there and I’ve increased my public speaking skills.” She added, “I’ve learned from other students and officers how to engage the audience with various techniques.”

just picture the stage lights blaring down on me in my sharp tux.”

When the day comes, Ulrich believes student government is what has prepared him the most. He said, “It has made me more comfortable in front of large audiences and being stupid in front of people.” He added, “I think my religious leaders have helped me as well in making me comfortable to speak in front of all age groups.” Ulrich also said he is thankful to his grandpa for “giving [him] the genetics to come up with random puns.”

As the popularity and money starts to roll in when Ulrich becomes a talk show host, Ulrich plans on “going on some crazy vacation.” He said, “I would go do something like skydiving over the Great Barrier Reef. Then I would probably start a charity that gives to underprivileged children.” Confident in his future as a talk show host, Ulrich added that his show will be “number one for 8,000 years.”

First Warriors on Mars

Reality television aside, Trevor Heywood and Kelsey Maltby were nominated to go to Mars. Heywood said, “Quite frankly, I feel



Tanner McKay and Chelsea Johnson owe their theatrical success to role models.

Photos by Baylee Howe

honored to have this nomination. I’m not surprised about Kelsey getting this as well because I think we would do well on Mars.”

To achieve his Mars goal, Heywood thought of a very strategic plan. He said, “I would hire a group of humans with some sort of jet-pack involved.” As a backup plan, he said, “I would use a sling-shot with a space suit on. I’m not sure how I would get back, but that’s not important.” Heywood believes he was nominated for this award for being a “strange person” with a “unique personality” and for his overall “sheer tenacity.”

So what exactly would Heywood do while on this planet? He said, “I would definitely have a milkshake bar and invite three people: Mrs. Perry because she would make sure I didn’t die and she would release her Texan fury to aliens; Beyoncé to keep me entertained; and Jason Godfrey.”

When Heywood reaches his destination, he would recall moments with his friends and from the movie *The Martian* to help him know what to expect. He said, “My peers and friends have taught me to expect the unexpected. *The Martian* was intense, but I think I could have done better. I maybe would have built a rocket, but I don’t think I would survive as long as Mark [character played in the movie by Matt Damon].”

As for Maltby’s feelings on this nomination, she said, “One day in my communications class I was asked what I wanted to do after high school. One of my answers was to become an astronaut.” Maltby continued, “It doesn’t surprise me that my classmates would vote me for this award.”

Although going to the extent of landing on Mars has never been

next cinematic superstar, Tanner McKay and Chelsea Johnson were nominated as most likely to win an Oscar. McKay played the leading role as Don Lockwood in the fall production of *Singin’ in the Rain* and said, “Oh, wow! I’m flattered!”

If McKay were to really go into acting, he thinks “winning an Oscar” isn’t very likely for him. He said, “Anyone going in to the cinema business has a shot at it!” However, if he were to win one, he would like to get best picture. “If I could win in any category it would be cool to get best picture because it requires the combined efforts of a lot of people. It also looks at every aspect of the film itself,” he said.

Upon winning an Oscar in the near future, McKay would give a shout out to some people who helped him in the process. He said, “Aside from family, I would shout out to Mark Daniels for helping me along the way and being an inspiring example.”

As theatre and acting have played a part in McKay’s life, many things that have helped him prepare for the day he wins an Oscar. He said, “Theatre and acting have always been a part of my family. As a child, I was privileged to spend a bit of time at the Hale Center Theatre which was founded by my great grandparents, Nathan and Ruth Hale. Aside from that, I would have never done much with acting if not for the amazing theatre department at Weber High.”

Although McKay hasn’t considered going into acting, that won’t stop him from doing something fulfilling. He said, “Currently my career plans for the future involve going into the medical field and eventually spending some years in government and possibly retiring to educational affairs in foreign



Jacob Frost and Brooke Hansen will have no trouble getting their first book published.

a real dream for Maltby, she was excited and nervous for the adventure. She said, “I would definitely bring my dog with me because he would never get sick of me.”

While on the planet, Maltby anticipates it may get hard to survive. However, she thought of one thing that has prepared her for the harsh environment: high school. “Surviving high school has probably been the one thing to prepare me for life on Mars,” she said.

Besides trying to survive and finding some food, Maltby would make her time on Mars worthwhile. “I would spend money on some rather stupid things, but it would be worth it because hey, it’s Mars,” she said.

Winning an Oscar

Switching gears to finding the

some people think I am,” she said.

Without a doubt, Johnson would love to win “best actress.” She said, “Come on, who wouldn’t want to win that?” Being inspired by a particular actress, Johnson acknowledged all she learned from Laura Osnes.

“Being able to play a character that Osnes did also on Broadway was an incredible opportunity. Being able to learn from her and then perform with her was beyond amazing!” she said.

However, before Johnson wins her Oscar, she is hoping to learn a few more things in theatre. She said, “All the shows I’ve been in will probably have prepared me, but let’s just hope I learn how to walk in heels, so I don’t trip going up those stairs to get my award,” she said.

Write a Best Selling Novel

Brooke Hansen and Jacob Frost have both been writing for fun since they were young and they both plan to write a book.

Hansen started writing because she needed a way to express her-

Frost started writing when he was about 10 years old. “I always thought it was cool how authors could create scenes and stories. I was really creative, so I liked that.” His favorite genres to write in are fantasy and sci-fi; he especially enjoys fantasy because “there is more you can do with that.”

Frost has worked in many styles of writing – short stories, poetry, and even comics. He has won awards for his cowboy poetry.

“I’ve written little stories and comics, but I’m hoping to write a novel,” said Frost. He is still “in the idea development stage: writing down my ideas and working on character development.” His book is mostly sci-fi with a bit of fantasy.

Become a Millionaire

Sam Good and Elle Gossner are both involved and successful students. They both plan to be successful throughout the rest of their lives, and that just might involve becoming a millionaire.

Gossner is the WHS Speech and Debate team president and serves on the National Speech and Debate



No matter what career Elle Gossner and Sam Good decide on, they will end up becoming millionaires.

self. She said, “I made up a lot of stories, and I liked writing.”

She now writes for the *Standard Examiner* and says she enjoys doing humorous articles for them. Her work has also been published in *Scripto*, Weber High’s literary publication. Hansen writes a lot of short stories and enjoys writing memoirs. “I like to interview my parents and grandparents and do memoirs about them.”

Hansen has also participated in English Quest. Last year Hansen placed in two events. She won first place in the Personal Narrative category, writing about an Ed Sheeran concert, and she won third place in Character Sketch for a story about a man on death row.

Hansen has future plans of writing a book. “That would be the best! It’s one of my life goals to write a book.” She feels honored to receive this award and adds, “Everyone better buy my book, even if it’s not good.”

Time is one obstacle to her goal of writing a book. Hansen added, “Usually if I get an idea for a piece it comes really late at night, so if I decide to pursue that idea, I don’t get much sleep.”

Time is also an obstacle for Frost, who has already started working on his book. Focus is another obstacle. Frost said, “The problem is, I get really distracted. I’m good at writing ideas down, but when it’s time to sit down and write, I get distracted.”

Association Student Leadership Committee. She added, “This year, I have also loved performing with the Productions company, singing with the Chamber Quire, writing for the teen section of the *Standard Examiner*, being president of the MESA club and serving as the teenage chair of the Utahns for Rubio campaign.”

Although Gossner hasn’t committed to a college yet, she says, “I plan to get a bachelor’s degree in political science and economics and follow that up with either a law degree or an MBA. I would like to work in financial consulting or in corporate contract law.”

She also plans to go into public service. “I want to legislate in an attempt to improve our communities and our country. The ultimate goal is to be in the United States Senate.”

Gossner advised students to have goals. She says, “My life motto comes from one of the most inspirational and moving films of our day. I saw it in the 8th grade, and it’s had a significant impact on my life. It’s called *High School Musical 2*. My favorite phrase from the show is ‘Once in a lifetime means there’s no second chance.’ Human life, at least this portion of it, is finite. We get one shot at each in-

W Award continues on page 25



Spontaniety will be helpful for Trevor Heywood and Kelsey Maltby to survive on Mars.



Jefferson College and Ellie Arave feel they are quite prepared for any disaster.

High school skills help prepare future careers

By Emilee Alder
Editorial Editor

High school presents many opportunities for students to gain skills and discover activities they enjoy. High school also helps students discover what comes after graduation and prepares them for their future plans.

Senior Chloe Burwell says she has had many great experiences in high school that prepares her for her future. She says, “I’m taking vet assisting and equine science, and I’ve had amazing experiences in both classes.” She adds she has had a lot of hands on experiences in vet assisting.

“We got to help impregnate goats during class once, and it was really fun and an interesting experience,” she says. She also says her class had gone to a cow farm and “preg-checked the cows and gave them shots.” Burwell says her favorite assignment has been “bringing our dogs to class and practicing restraints on them.”

Burwell is also president of Weber’s FFA and has learned to be a leader. Her favorite experience has been at ULC, Utah Leadership Conference. Burwell says, “We go to classes where we get taught

“The medical field lives for helping others out, and I want to help others as much as possible.”

leadership skills.” She also says they get to practice their leadership skills.

“It’s always important to get experience being a leader. I want to work as a vet and working with customers requires leadership skills. Also when working with animals, you have to take charge of how to help them,” she says. One of her favorite experiences is “state competition, where I participated in a vet team and compete against other schools,” she says.

Participating in all these events brings Burwell closer to her future career. “I’m going to go to Idaho State and study to be a vet,” she says. “I live on a farm with horses, so my school experiences help me in my daily life as well as my future.”

Senior Ethan Wilcock has also gained skills from high school. He has taken medical classes. “My favorite classes have been medical forensics and CNA,” he says. He adds, “In medical forensics we study crime scenes and autopsies,

and in CNA we learn about helping patients and basic healthcare.”

Wilcock hopes to study pathology in his future. He is also an officer in HOSA and has had activities talking with pathologists. “Those meetings have made me interested in pathology,” he says.

During HOSA activities, “We focus on helping people,” he says. One of the club’s focuses was the Warrior food packs. “We put together food packs for elementary school students who don’t get enough food at home,” he says. “The medical field lives for helping others out, and I want to help others as much as possible,” he says.

As far as his favorite experience in HOSA, he says it has been the state competition. “We compete against other schools and test and demonstrate our medical skill,” he says. He adds state is where he always learns so much because of all the studying he does for the tests.

Senior Kelton Lower has dedicated most of his high school career to taking computer classes. Some of his favorite classes have been, “computer programming, computer science and app design.” Lower adds, “In programming we learn how to program computers to do a certain task and help the computer run smoothly. In computer science we learn the basics of how computers work, and in app design we learn how to create websites and games; and create our own.”

After high school, Lower plans on studying computer science at Weber State. “I always loved working and playing with computers, but learning how they work and working with them for three years made me love them more,” he says

Lower adds Weber High has prepared him for his future education because he hopes to go into programming or web design. “Technology is always changing, but I’m willing to keep up with it and keep learning,” he says.

Elle Gossner, senior, is president of Weber’s debate team. Gossner says being a part of debate has taught her a lot about speaking. “I’ve always loved arguing, and being in debate I’ve learned how to be great at it,” she says. She also says the best part of being in debate is “practicing my public speaking skills and having people listen to me.” She adds being able to get a point across is good in any situation and will help her in her future job with politics.

Gossner hasn’t chosen a college yet, but she knows what she wants to study. “I want to get a bachelor in political science and economics,” she says. She also says she wants to “get an MBA in financial consulting.” Gossner is hoping to be a national legislator. “Being in debate and having experience in public speaking will help me get there,” she says.

Senioritis falls on graduating 2016 class

By Ashtyn Parmley
Sports Editor

When coming close to graduation, some seniors can get the horrible disease known as senioritis. However, senioritis affects many high school students, not just seniors. With this deadly disease, how can people avoid having senioritis?

“I had a goal at the beginning of the year to not get senioritis and that has failed,” says senior Paul Huntsman. “I’m trying to re-commit right now and not have it,” he adds.

The description about senioritis can differ from person to person but overall, the symptoms are the same. “You literally just don’t care,” says Haley Arrington, senior. “You think ‘Oh I have so much homework,’ but then you say, ‘It’s fine. It’ll work out.’”

“I remember that I have homework and I don’t even care,” adds senior Henry Hall. “You realize that you’re done, I don’t know how else to describe it. You’re just done,” adds Hall.

While these student’s may be seniors and they are almost ready for graduation, senioritis can become a problem for any grade. “I thought I had it [senioritis] as a junior, but

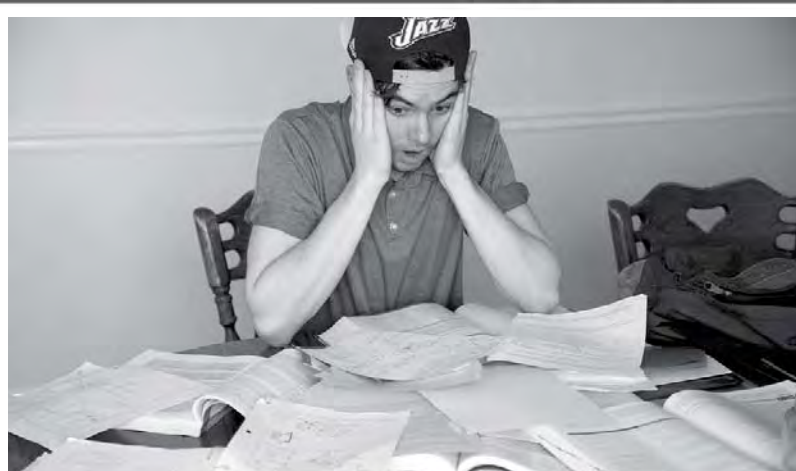
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stant, and realizing that has helped me maximize my efficiency.”

Good is also honored to receive this award. “I hope it means that students see me as successful,” he says.

Although becoming a millionaire would be nice, that isn’t Good’s top priority. “I guess it would be nice to be a millionaire, but that’s never really been its own goal,” says Good. “I think wealth can be measured in so many ways other than money, so if you could count me as a millionaire based on, say, experiences, then sign me up!”

Good has a passion for business and environmental science, “and I’ve tried to blend these in my many activities,” he says. He serves as the Weber FBLA chapter president and also served as State Public Relations Director for Utah. He is the president of Greening Forward, which he describes as “an international youth council for the world’s largest, youth-driven, environmental, non-profit organization, which gives me opportunities to travel and present to youth across



With senioritis setting in, Sam Harris, senior, struggles in motivating himself to finish the school year strong.

Photo by Melissa Harris

now I really have it,” says Huntsman. “I’m usually a 4.0 student and on top of getting things done. So, yeah, it’s real.”

Trying to do well with grades while senioritis beckons students to take a nap can be hard. It may be hard for these students to get up and attend school because of the continuous reminder that their graduation is not too far away anymore. “It’s harder to go to school,” says senior Kiersten Lund. “I’m just ready to graduate.”

With senioritis, students are affected in different ways; some get hit hard to where they don’t want to wake up in the mornings and others manage to push through by finishing assignments last minute. Whichever way, senioritis can influence a student’s life.

“It [senioritis] hasn’t affected me

too much. I mean, I feel it when I’m sitting there like okay I better do my homework,” says Hall. “It comes in waves, so every couple months you get hit with a massive wave of senioritis.”

These students, along with many others, are pushing to the end of the year one day at a time. They have found different ways to try and avoid senioritis. “Doing homework with friends helps a lot,” states Arrington, “and make sure you’re at school,” she adds.

“First, would be to keep myself busy. Another would be thinking that one day I’m going to be a father, and I don’t want to tell my kids that I completely slacked off and didn’t finish strong,” states Huntsman. “Another is that I’m preparing for my LDS mission and so it’s a hard thing to keep going,

but if I can do it now then it will be easier in the future,” he adds.

A popular way to stay motivated that some of these students shared involved the classes that they are taking. Many have chosen classes that take up their time, so they can’t think about not doing their work. “AP classes actually help because it’s like I still have a goal for the end of the year. I want to get those tests taken care of,” says Hall.

With graduation sneaking up on these students faster than they expected, these students are scrambling to keep up with their school work and hoping senioritis won’t hit them too hard. Whether they are taking harder AP classes to keep busy or thinking about the future and how they want to prepare, keeping up with classes is a struggle for some seniors.

has popularized ideas of apocalypses and post-apocalyptic worlds. If an apocalypse ever occurred, two WHS seniors, Jefferson Colledge and Ellie Arave, have been voted most likely to survive it.

According to Colledge, “An apocalypse is basically any event that disrupts the world or an area – it can be anywhere. It could be a natural disaster, like an earthquake or an electromagnetic pulse... or a man-made apocalypse – that’s where you have a terrorist attack like 9-11, or you have martial law.”

“There could also be a zombie apocalypse, or a natural disaster, like a volcano or a flood,” adds Arave. She feels most prepared for a zombie apocalypse. “If there are zombies, I can just be killing them. If it’s something like a flood, I don’t have any survival skills, so I would die. I can’t start a fire or anything.”

Arave says she could prepare for an apocalypse by having a place to go and the supplies needed. She would “have a full-out bunker with food and booby traps, and everything I need to survive for a year. And guns – lots of guns and I’ll be set.”

Colledge and his family have already started preparing. “We have been preparing for a natural disaster,

if something were to happen in our area.”

Colledge feels confident in his family’s preparation if a disaster were to happen. “We try to keep a supply of food and water, medical supplies, extra clothing, and things to barter with that aren’t currency things like cigarettes or alcohol.”

In an emergency, Arave also feels confident in the skills Colledge possesses. If they survived the apocalypse together, she says “Jefferson is a Boy Scout, so he would save me... He’s like a Navy Seal.”

One person Colledge would like to survive the apocalypse with is Bear Grylls, the man from the television show *Man vs. Wild*. Colledge says “He has a survival mentality and survival skills.”

Arave and Colledge were also voted most likely to win the television show *Survivor* for the yearbook, so Arave says “It’s funny (to win this award) because we won basically the same thing in yearbook.”

Colledge adds he was surprised to receive this award, since not many people know how he and his family prepare for a natural disaster. “It surprised me since I’m not one who goes around and talks about it, but it’s cool,” he says.

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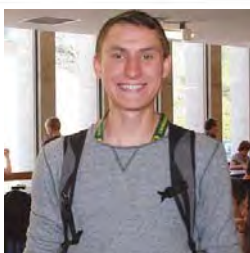


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Jaycee Lilly (12): “In 10 years I’ll be stable financially, emotionally, physically, with my dream job. By that point I would have seen three countries and a family.



Austen Mackley (12): “Hopefully in 10 years, I’ll be married and graduated from dental school with a couple of kids.”



Laura Ziegler (12): “I want to be graduated from college, married with kids and living somewhere else other than Utah.”

Poll compiled by Kaitlyn Henderson

Future plans revealed, graduates feel optimistic about coming years

By **Matthew Cragun**
Staff Reporter

Growing up may be hard for some people, and it may be easy for others. Many people may think that a huge part of growing up is knowing where, what or who you want to be when you’re older. Some people may argue that having a plan for one’s future is vital when it comes to growing up.

Many Weber High seniors know exactly where they want to be in 10 years, others have no clue. Tyler Nuttal, senior, says “In 10 years I hope to be a film maker in Hollywood; that’s where I hope my future career takes me. I also hope to see myself married, and I hope to have children; I think that they will bring me lots of happiness. I have many goals for the future, but my biggest goal is to run my own multimedia business.” Nuttal continues to say, “I have been preparing for my future by continuing my education in the field that I am going into. School has helped me because it has provided me classes that give me more experience and training.”

Tori Tilley also sees success for herself in 10 years. “I hope to have a family and a great job. I hope to be in the medical field, so I can help people.” Along with a career, she adds, “I hope to be traveling. I would love to travel anywhere. I

love traveling because I love to see things I haven’t seen before.”

To help with her future success, Tilley says, “I have been preparing for my future by taking a lot of medical classes. School has helped me prepare for my future by teaching how to work hard. It has shown me my potential and what the future has in store for me.”

Some seniors have made definite plans for their future. Austen Mackley knows exactly where he wants to be in the future. “I hope to be graduated from dental school, married to a wonderful wife with two kids, a steady job and possibly a small house,” says Mackley.

Mackley gets more specific about his 10 year goals and says, “I believe that I will be able to accomplish the majority of my goals, especially marriage and college. My goals for the future are to go on an LDS Mission, get sealed in the temple, have an awesome family, have a steady job, and learn as much as I can.”

Mackley has been using his high school years to prepare for his future. “I have been preparing by reading my scriptures as well as *Preach My Gospel*, living a pleasing life to the Lord and learning as much as I can in high school. School has taught me how to study hard and how to fail at things, so I can do them better. It has helped me plan my career goals.”

For her 10 year plan, Emily Rupp

says, “In 10 years I want to be finished with my education with a cool, exotic job and married. I see myself having a little job in Utah and figuring out what I want to do with my life. My goals for the future include traveling to exotic locations a lot and getting married.” Rupp adds school has helped her prepare for the future because “it has helped me realize what I like and what I don’t like.”

“In 10 years I hope to be working a full time job and golfing with my buddies,” says Tyler Chugg, senior. “I want to support and keep up with my talents and hobbies.”

As for his career plan, Chugg says, “I have great people skills, so I will be a salesman. I want to finish college and get a degree. I have started to procrastinate less. It has taught me that you can’t be lazy.”

Darbi Wilson, senior, also has an idea of where she wants to be in 10 years. “I hopefully will be a returned missionary for the LDS Church, be done with college and have a great job. Ten years seems far away, so I think I will be married and happy.” She adds, “One of my long term goals is to travel everywhere.”

To best prepare for her future, she says, “I’ve been applying to different schools and trying to decide which is best for me.” Wilson adds, “School has taught me to work hard and that education is really important.”

Looking forward, seniors experience anxiety concerning goals, expectations

College preparations and leaving home cause some to be fearful

By **Ashtyn Parmley**
Sports Editor

With the end of the school year, teens are preparing for the upcoming year by registering for new classes. However, it’s a little different for the senior class.

The graduating class of 2016 is moving on into their choice of profession. This transition from high school life to the real world can bring a lot of unneeded anxiety. The stress of college acceptance and earning money may become too much for a young adult to handle.

“You spend your entire year preparing for college whether it’s testing or applying for school and scholarships or working to save up for college,” says, senior, Chloe Burwell. She is preparing to become a large animal vet at Idaho State.

“I never second guess myself because I know what I am doing, and I have the ability to do anything I want.”

Joining Burwell in the college life, is senior Nathaniel Knight. “I want to go to Weber State next year just to work on my generals. Then I plan on moving up to Utah State University to finish the last three years,” he says.

Knight plans to major in military ROTC and minor in animal science. He has chosen this career because he has “been an FFA (Future Farmers of America) member for the past two years, and the only thing I have a bigger passion for is the military.”

While many students may have their college plans mapped out, some students still aren’t sure

which way they want to go with their life.

“I don’t really fear anything about it [his future]; I’m more stressed about which way I will go about my future,” says senior Brady Nielson.

Nielson is currently considering both Weber State or UTI (Universal Technical Institute) in California to become an automotive technician. “I’ve had over 20 cars,” says Nielson. “I fix and sell them for money.” Nielson adds he got his first car at age 14 for \$600, put around \$200 into the car and then sold it for \$2,600.

All of this was done in about two weeks.

College is often a major part of a senior’s future. Some find themselves unprepared and fearful of what happens next in their life. “College is emphasized so much from birth,” says Burwell. “We’re told that the only way we’ll be successful is if we get into Harvard or Yale and become doctors or lawyers,” she adds.

“While I don’t think that college is a stressful thing, I don’t think that it’s too much for me,” says Knight. I’m, sure that there will be plenty of challenges, but with family and friends supporting me I know that I’ll be able to handle it.”

To relieve anxiety, friends and family can be a supporter on the road to college. Senior Emma Swanson says that because of her having older siblings surviving the



fear of graduation and college, she is prepared for college. Knight adds his mom has given him advice for after high school life. “Never second guess myself, because I know what I’m doing, and I have the ability to do anything that I want,” he says.

Advice Knight would give to her senior friends is “It seems difficult and annoying sometimes, school is actually important and it’s worth putting in your time and effort to do well and succeed. In the end, it really does make a difference and it’s a worthwhile difference,” adds Knight.

As seniors leave the shelter of high school life, the unknown can become an adventure. “Don’t do what makes other people happy. Do what makes you happy and true friends will fall into place,” adds Nielson.



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Ogden Layton SLC

I, Mollie Peterson, will the advanced procrastination skills I've acquired to ace my AP exams and classes.

I, Alli Barney, will the money I never spent on any social event to anyone who wants it.

I, Madison Sullivan, will my amazing attendance record to Savannah Fairclough.

I, Krissa Woodring, will my locker to Madi Harris.

I, Sam Good, will my 12 Twitter followers to Holden Froerer.

I, Macie Grissom, will my sarcastic attitude to all of the students on the debate team.

I, Tatiana Pryor, will Merick Masters my sarcastic attitude and awful enthusiasm for AP homework.



I, Baylee Howe, will my extra sass to Kennedy Hatch.

I, Rebeca Araya, will my 2.50 attendance credit loss to Harley Clausse.

I, Thomas Ulrich, will my undeniable pun skills to Jeff Hibbard, the new punisher.

I, Cortland Ward, will my intellectuality to Mr. Ottley.

I, Andrea Funk, will my love of all AP teachers to their future students- GOOD LUCK!

I, Joy Henderson, will my love for high school dances to all the sophomores.

I, Jacob White, will my car "Ozzy" to my sister; may it rest in peace.

I, Colton Kirby, will my experiences to all the little sophomores who need it.

I, Samuel Harris, will everything, especially my love of cats and chess, to Caden Thomas.

I, Hannah Simmons, will the very best of luck to anyone taking AP chem.

I, Madi Clow, will my avoidance of parking tickets to Abbi Clow, who is going to need it with her attendance.

I, Thomas Passey, will my swimming skills to all the sophomores who aren't on the team.

I, Kadie Crawford, will my knowledge to any sophomore who thinks they can procrastinate.

I, Jacos Capener, will my student loans to the many sophomores.

I, Nick King, will my savageness to Josh Fawson, so he can have good comebacks.

I, Kyler Hall, will my swag-like abilities to Calista Barns; may she run the school with even more swag.

I, Samara Nielsen, will my procrastination to sophomores.

I, Michaela Kowalewski, will my sleep deprivation to AP students everywhere.



I, Shelby Thompson, will my skill for being mistaken as a sophomore.

I, Blake Tracy, will my sass to anyone who needs it.

I, Rebecca McCroby, will my courage to anyone who is afraid to be themselves.

I, Trevor Cevering, will my sluffing skills to all future students.

I, Nick Serpert, will my swag to charity.

I, Austin Halbert, will my pro-

crastination to all students at Weber High.

I, Brenen Halliday, will my swagger to all the new homies at Weber High.



I, Haeli Rich, will my running skills to McKenna Lee.

I, Kiersten Holt, will my talent of tripping up the school stairs to Madi Marriot

I, Brooke Reynolds, will to Paige Jacobs the honor of saying hi to everyone in between school classes.

I, Alea Spendlove, will my complete and utter lack of procrastination to future generations.

I, Elizabeth Josephson, will all my awkwardness to all sophomores.

I, Randal Hardy, will my skipping habits to the sophomores.

I, Jaxon Porter, will my Rubix Cube to any sophomore who will challenge me in Mortal Combat.

I, Russell Pennington, will my knowledge of the school to help sophomores navigate the school.

I, Abby Hover, will my luck to all the kids who need it.

I, Shelby Thompson, will my skill for being mistaken as a little sophomore to future short seniors.

I, Cherish Springer, will my use of ridiculous, large canvas to whomever is up to the challenge.

I, Kraig Rohde, will my parking space to a junior who needs somewhere to park.

I, Mack Storey, will my starting position on the OVBZ basketball team to anyone worthy.

I, Hunter Adams, will my intelligence to any and all slackers that wait till the last minute.

I, Veronica Shelton, will my support and confidence to all theatre kids.

I, Jared Bronson, will my knowledge to anyone who wants it.

I, Kelton Lower, will nothing to anybody. Everyman for himself.

I, Zoe Kuba, will my studs and spikes to all vests, otherwise youre wrong.

I, Tiffany Betzer, will my epic taste in great music to those in need.

I, Chandler Moore, will that every senior on May 10, 2022 is painted purple.

I, Scott Trane, will my girlfriend to Google maps because she'd be lost without me.

I, Caleb Meyer, will my student I.D card to everyone who wants it.

I, Courtney Jones, will my blondeness to Kestin Cable.

I, Taylor Done, will any spare pennies to those who need them.

I, Riley Eynon, will my award eye contact to Harley Clausse.

I, Chloe Burwell, will Mrs. Nielsen the desire to go on.

I, Anthony Richards, will my baseball gear to the highest bidder.



I, Tatiana Pryor, will my balance of AP homework, productions and stress to Merick Masters. I hope you only have three emotional break downs druring the next year.

I, Bailey Porter, will the Productions' sass to Savanna Smith. and leg injuries to Nate Boehme.

And Prophecy

I, Robyn Shupe, prophesy there will be no senior class as awesome as the class of 2016.

I, Madison Sullivan, prophesy Mrs. Butler will continue to bring food to all of her classes.

I, Krissa Woodring, prophesy the football team will at least win one game next year.

I, Sam Good, prophesy the demise of the use of the word "same."

I, Samuel Harris, prophesy Joe Storey will complete his training and become the most powerful Jedi in the galaxy.

I, Tatiana Pryor, prophesy Mr. Daniels will accidentally spill coffee on the 2017 junior rep.

I, Haeli Rich, prophesy Talon Hull will eat more breakfast next year at Foot Locker Nationals.

I, Thomas Ulrich, prophesy giant salamanders will invade the school.

I, Shelby Thompson, prophesy Weber will never get windows.

I, Andrea Funk, prophesy the next first lady will return white rolls.

I, Joy Henderson, prophesy Mr. Wardle will join in moshing.

I, Jacob White, prophesy the world will be worse off than it is this year.

I, Colton Kirby, prophesy Weber High will be the best school in the world.

I, Hannah Simmons, prophesy the sophomores will miss me giving them answers on their biology homework.

I, Madi Clow, prophesy Mr.

Larsen will finally snaps and he drives a chisel into the room-speaker during morning announcements.

I, Thomas Passey, prophesy Mr. Harry will be afraid of ducks before the decades ends.

I, Kadie Crawford, prophesy no one will be as boss as me.

I, Jacos Capener, prophesy Mr. Wardle will go pro.



I, Kyler Hall, prophesy no one will be as Moses-like as me.

I, Nick King, prophesy no one can be as savage as me.

I, Zach Argyle, prophesy no-shave November will live on forever.

I, Michaela Kowalewski, prophesy Mr. Ottley's clock will forever read 5:51.

I, Hayden Moyers, prophesy the Russians will be the conquering empire.

I, Rebecca McCroby, prophesy next year the generation of students will get worse.

I, Samara Nielsen, prophesy you wouldn't be a senior if you didn't have attendance make up to do.

I, Nathan Christensen, prophesy the world will be better when Donald Trump is not elected President.

I, Nick Serpert, prophesy Wardle will win millions with the Power Ball.

I, Jared Bronson, prophesy that this school will be here forever.



I, Veronica Shelton, prophesy that Mr. Daniels will be the drama teacher here forever.

I, Bailey Porter, prophesy Mark Daniels will never die and will direct at Weber High School forever. And his shows will get better and better, and I will come back and do a benefit concert.

I, Kiersten Holt, prophesy math 1050 will be hard without calculations.

I, Brooke Reynolds, prophesy Weber High will be here until the end of times, still without windows.

I, Baylee Howe, prophesy the pictures in the Warrior News will never be as good as this year.

I, Trevor Cevering, prophesy future seniors will forget how to sluff like us.

I, Kaitlyn Johnson, prophesy no one will remember me.

I, Josh Thomas, prophesy school will get easier.

I, Cortland Ward, prophesy I will be famous.

I, Luke Hansen, prophesy Weber High will miss my Subaru and me.



I, Brenen Halliday, prophesy Warrior Reality will have more people watching than Warrior TV.

I, Randall Hardy, prophesy that more people will start skipping.

I, Jaxon Porter, prophesy that without a love of math, all hope is lost.

I, Russel Pennington, prophesy the sophomores will only get smaller.

I, Kraig Rohdle, prophesy by next year these will be nowhere to park.

I, Elizabeth Thompson, prophesy the soccer team will be totally lost without goals.

I, Hunter Adams, prophesy the school lunches will be even crap-

pier than they are now.

I, Julianne Lewis, prophesy all the teachers will slowly lose their failing grip on sanity (if they haven't already).

I, Keaton Lower, prophesy that school will be just as bad as it was for me.

I, Zoe Kuba, prophesy the visual art department to not take any advice from me.



I, Alea Spendlove, prophesy the statue in the commons will be the last remenant of humanity on the earth.

I, Caleb Meyer, prophesy the school parking lot will get bigger

I, Abby Hover, prophesy the school will be totally lost without me.

I, Tiffany Betzer, prophesy my awkward esque and ability to make strangers feel uncomfortable.

I, Chandler Moore, prophesy Mr. Wilding will be respected for his amazing skills for many years to come.

I, Chloe Burwell, prophesy our new AG teacher will be the brains of the FFA.

I, Austin Halbert, prophesy the beep test will be terrible.

I, Jacob Lee, prophesy McKenna Lee will win state.

I, Scott Trane, prophesy America will fill by 2020 if any president candidate but Ron Paul makes it into office.

I, Adrian Kunkel, prophesy nothing because I'm not someone who does that.

I, Kade Peterson, prophesy the school won't be the same without the class of 2016.

I, Dave Storey, prophesy a mosh pit rebellion will occur, and this evil rule will be overturned.

I, Courtney Jones, prophesy next year's girls' basketball team will still not have a student section at their games.

I, Tragen Jones, prophesy Parker Gladwell will not graduate.

I, Hannah Paxman, prophesy Champi's class is the best class to sleep and eat food in.

I, Anthony Richards, prophesy Weber's parking lot will be worse next year.

I, Sean Reichle, prophesy Shiloh will have his parking spot stolen at least once.

I, Catherine Young, prophesy Sam Skipper will use her ratty black binder forever.

I, Denver Erickson, prophesy next year's cheer and drill teams will slay at state.

I, Shane Mezrich, prophesy the lunch won't get any better.

I, Austin Rushton, prophesy Weber's boys basketball will win region.