



WARRIOR NEWS

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It's Weber Time!

Freshman from North Ogden, Orion and Snowcrest Junior High Schools spend an afternoon learning about high school life. Core classes along with vocational and extracurricular courses met the new Warriors and gave them a glimpse of what they will find when they come to WHS next year. The Weber Experience also handed out prizes to students as they visited various booths.

Photos by Melissa Overdick



(Photo above) One of the booths had computer programming students explaining to the ninth graders about what they will learn in computer classes. (Photo right) Jewlia Gardner, senior, and Lydia Knight, sophomore, work on a sculpture while students from Orion Junior High watch the process.



(Photo above) Emily Hadley, junior, interviews freshmen for an episode of Warrior TV.



Teachers honored for life-long accomplishments

By Jaden Pratt
Editor in Chief

Most Hall of Fame awards revolve around former athletes of a student body. Weber High's Hall of Fame, however, tries to showcase past teachers and coaches as well as successful alumni. Some of the graduates in WHS's Hall of Fame include a former governor of the state of Utah, a scientist who was the head of the U.S. nuclear program and a founder and CEO of one of the largest trucking companies in the U.S.

Mr. Wardle, WHS principal and head of the Hall of Fame committee, says, "In our Hall of Fame, we wanted to make it a true representation of Weber High and the people who come from Weber High; not just an athletic Hall of Fame, not just recognition of sports and accomplishments of sports, while that certainly is a part of it. We wanted to make it something that recognizes all the great people who have gone through Weber High School."

The selection process for the awards is time-consuming and thorough. "We have a Hall of Fame committee that meets in the spring and reviews applicants that we have

solicited from former graduates and alumni. We have a stack of 100 plus people who have been nominated to go into the Hall of Fame. In the spring, the Weber High Hall of Fame committee meets and narrows it down and selects the top 10 candidates, and they're voted on after that and we will enshrine two or three every year into the Hall of Fame. This year we are very pleased to recognize Jan Keim and Sue Woodbury [former WHS teachers and coaches] with all the many great things they have done," says Wardle.

Jan Keim taught AP European History, was over the Humanities program and she was head volleyball coach and assistant track coach at Weber.

Teri Spiers, former Weber High student, athlete and administrator, says, "When you think of Jan [Keim], what is the first thing that comes to mind? For me it is her drive. I remember walking out to the first practice and it kind of scared me but I quickly learned that even though she was so intense, she was always striving to make things better and people better. She did that with many people. Her passion and enthusiasm showed in everything she did. She inspired and motivated individuals to go beyond their comfort zone and push for greatness. I don't know if you [Ms. Keim] realize how many lives you have changed for the better, how many young women you've made stronger, how many educators

you've pushed to be better teachers and how many athletes you've coached to achieve their potential and some beyond what they ever imagined, and I was one of those." She adds, "You taught your athletes how to work, how to win, you taught us determination, respect and appreciation."

Spiers says Keim was a perfectionist. On Keim's 40th year teaching, she "was still tweaking her lesson plan because she hadn't reached the kids the year before," adds Spiers.

Mr. Kevan Larsen taught Humanities, a combined art, English and history class, with Keim for eight years. He says, "It was awesome. It was the best thing. She was the best mentor you could ask for. A lot of people have mentioned that she pushed, without ever coming out and saying it. There's a culture, an expectation, without having said 'you have to do this, this and this.' You just knew you had to push harder because you'd see Jan, and she'd be ahead of everybody."

Larsen also says Keim would put in more hours, do more things, and she would be months in advance preparing for a lesson that wasn't going to come up for another month and a half.

"She would be on top of all these things before you would even think about doing it, and it would drive not only me to do better but also the students saw it. There was a culture of achievement, of excellence. You don't just do something to get it

Effective learning tips offer help through life

By William Michels
Feature Editor

Success in school can often come with the requirements of paying attention, doing the work provided and passing tests and exams. Additionally, knowing the material can be a key factor in success in a class. However, with some courses having a rigorous curriculum and tests, basic memorization of important concepts might not prove effective enough. Consistent studying is a popular method, but its overall effectiveness has the potential to be improved.

An example of a potentially more effective study method is using a reward system. These rewards could be as simple as rewarding oneself with a gummy bear after reading a paragraph, to taking a nap after a long study session. The National Sleep Foundation says a short, 20 to 30 minute nap can be quite impactful. This type of nap can improve alertness without leaving someone groggy or interfering with normal nighttime sleep.

Math teacher Tony DeSandre says, "Rewards can be motivating if used correctly, but they can also lead to laziness and procrastination if they aren't used in moderation."

Frequent exercise can also improve thinking skills and memory. A study done at the University of British Columbia showed regular aerobic exercise could increase the size of the hippocampus, the part of the brain involved in learning and

verbal memory. Resistance training or anaerobic exercise did not produce the same effect.

Study groups can be effective methods to better learn and memorize material, but they also have the potential to be a double-edged sword. DeSandre cites study groups as an effective way to learn.

"It is how I got through college," says DeSandre. "There are times where you are on a track to learning something, but you get stuck in a rut. Someone else might look at the same subject or idea completely differently and have a solution to it. Other times, you might be the person with the solution."

Alternatively, sophomore Kaitlyn Furgeson thinks study groups are ineffective. "I wouldn't say they're very good," says Furgeson. "The only good thing study groups achieve is convincing your parents or guardian that you're doing something productive and worthwhile while you're really just hanging out with your friends."

To improve her study sessions, Furgeson looks for a quiet environment. She says, "I like to go somewhere isolated and without distractions, and I'll also put on some music if I want to get stuff done."

Background music continues to be a popular choice as an effective tool with studying. According to a poll by the Kaiser Family Foundation, 53 percent of students aged 12 to 17 do something else while

Learning continues on page 4



Jaime Wimmer (right) and Ashley Kelley (left), Sue Woodbury's daughters, pay tribute to their mother's award.

done, you do something to make it good. That makes all the difference. You don't just come in and do your job; you do it right. That makes her a great mentor," he adds.

The second inductee, Sue Woodbury, taught AP Psychology, was head coach for girls' track and assistant coach for girls' volleyball. "When you talk about Keim, you also had Sue [Woodbury] in there and they were quite the team. They were like peanut butter and jelly," says Spiers.

Woodbury's daughters reminisced about their mothers love for WHS. Jaime Wimmer, Woodbury's

daughter, says she learned her mom was competitive while she taught and coached at Weber. She says, "She loved sports. She came home and immediately turned on the TV and wanted to watch the Jazz play or any other sports team that was there. She taught us that you always try your best."

Ashley Kelley, Woodbury's youngest daughter, adds she learned a lot from her mom including "never to give up."

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Vice Principal Bryce Ballif and Athletic Director Ted Peters reminisce with Jan Keim.

Photos by Ellie Mae



"Feed Me, Seymour"
Little Shop of Horrors -
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Boys develop skills,
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Cap'n Crunch's full name is Horatio Magellan Crunch.

It actually takes 142.18 licks to reach the center of a Tootsie pop.

What's This?

In 2017, more people were killed from injuries taking selfies than from shark attacks.

Celebrate Everyday serves community

By **Rebecca Gonzales**
Editor in Chief

Formal dances and events can be expensive. Dresses, corsages, bou-tonnieres, fancy dinners, manicures and more add up quickly.

According to Celebrate Every-day, the average formal dress alone costs \$350. "This is a significant amount of money for a dress that will only be worn a few times at most," reports Celebrate Every-day's website. Luckily, the non-profit organization provides a way for girls to "wear beautiful dresses on the most important days of their lives without it being the most ex-pensive days of their lives."

According to founder JoCee Porter, "Our mission is to provide access to formal dresses and other resources to make a young lady feel beautiful and self-confident on important nights of her life. We do this by providing free and low-cost dress rentals to any young lady in Utah."

Celebrate Everyday was started about two years ago. Porter found-ed it to help out her "little sister" in the Big Brothers Big Sisters of Utah program. She is now joined by Hannah Simmons.

"There are so many young ladies who don't have the funds or re-sources to buy or rent a dress and, therefore, have to wear a friend's dress or a dress that doesn't fit," Porter says. "Celebrate Everyday is a place where young ladies from all different backgrounds can pick out an amazing dress and feel beautiful without spending a cent on a night



WHS graduate Megan Eldridge with her date, senior Zoelan Palmer, rented her dress from Celebrate Everyday.

as important as a formal dance."

Girls in Utah can rent a dress from Celebrate Everyday for only \$25. Girls who meet their "in need criteria" don't have to pay a thing. Anyone can make an appointment to look through the inventory by visiting their website, celebrateeveryday.info and can learn more information on their Instagram profile, [@celebrate.everyday](https://www.instagram.com/celebrate.everyday). They also hold regular open house events.

Celebrate Everyday is run en-tirely off donations. "The commu-nity has been a major help and has stepped up to donate hundreds of (almost 1,000) dresses for young ladies all across Utah to use," ex-plains Porter. "We rely on the com-munity for money donations, and everyone involved in Celebrate Ev-eryday is a volunteer."

"If you have a Prom dress or wed-ding gown that isn't being used, we would be honored if you would donate it to our cause," reports the website. Even if one doesn't have a dress to donate, cash donations are used to clean and maintain the dresses and sponsor girls in need. Fourteen dollars ensures that one

girl gets to borrow a dress at no cost.

Senior Krista Stone is a model for the organization. "There are multiple storage areas to contain all the gorgeous dresses in all shapes, sizes, and colors that people have donated," she explains.

"JoCee has her house filled to the brim with all sorts of really cute dresses!" says senior Erica Lee, who rented a dress from Celebrate Everyday. "You have to make an appointment and reserve the dress you want early, though, so you can get the dress you want before any-one else takes it."

Volunteers are also welcome. "It is such a blessing to get to serve so many girls from so many different backgrounds and situations, and we love extending this service oppor-tunity to anyone!" says Porter. "We do have a brand reps program spec-ifically for high school and college girls to help us spread our message and be involved at our volunteer activities." She says any girl is wel-come to become a representative and join the Celebrate Everyday team; there is more information on their website.

Celebrate Everyday is not limited to dress rentals. They also provide resources to host community-based dances, including one for a home-less shelter for youth in Salt Lake City. They made sure the partici-pants had everything they needed to have a wonderful night, includ-ing hairstyling, makeup, dresses, jewelry, a DJ, a photo booth and decorations. "It was a blast to serve these homeless youth!" says Porter.

"We would love to accept any donations," encourages Porter, and she is willing to help out girls in need from Weber High.

The devotion to selflessness and service has a positive impact on people. "I love how she helps girls who are in need of dresses who can't afford them," comments Lee. "She helped me find the perfect dress that was right for me."

(Additional reporting by Cade Al-len)

Wee Weber offers classes for both teenagers, children

By **Brandie Huddleston**
News Editor

When kids get older, parents have to start looking at schools and kindergartens for children to go to. Many parents think it's going to be the end of the world as they search for a perfect environment for their child. However, would it help if parents could have teachers, student aids and even high school-aged students helping with pre-school age children?

"Wee Weber is a program for high school students to learn how to work with preschool-age chil-dren. Children in the ages of three to five come and get two and a half hours here at Weber. Then the high school students get to plan lessons, snacks, activities, circle time and all that fun stuff for the developing minds of three and four year olds," said Wee Weber advisor and teach-er Mrs. Arthur.

Another advisor and teacher, Mrs. Farr, added, "Wee Weber of-fers a part-time preschool program for ages 3-5. We provide a hands on, developmentally appropriate program for our students, along with a hands on opportunity for our high school students to plan and implement activities with the children that corresponds with our program goals."

Mrs. Arthur also explained that Wee Weber benefits the children and develops a possible career. "Wee Weber is an opportunity for high school students to be able to explore the potential of career op-tions. Children get the opportunity to learn and grow as well as high school students do. Also, you gain high school credit towards gradua-tion," she said.

Arthur explained the credit is a CTE credit and/or elective credit, and then for those who take child development, they receive Early Childhood Education 1 A, and then Childhood Education 1 B (which is Wee Weber). Students can earn their pathway completer certificate.

"An added benefit to being able to fit all this in is that you are able to work on your CDA with my classes which is your child development associate degree. This means you can work on getting all of your hours as well as your lessons to ba-sically have your associate's degree after you take a test and have an in-terview with someone. This quali-fies you later on in life for higher pay and you can be a full director of an entire preschool by the age of 21," added Arthur.

For teenagers, they are learning how to teach as future job options. However, the little ones are learn-ing how to read, sing, the weather

and the difference between play time and work time. Farr said, each aspect that high school students learn such as math, science, art, physical education and English are also taught at Wee Weber, just not as intense. High school students also teach the children how to learn

"My favorite part of working with the Wee Weber program is the little kids and the rela-tionships that you get to build with each and every one of them."

and grow in a fun way because the children get to be with the "big kids" and often forget that they are learning but rather just having fun.

"My favorite part of working with the Wee Weber program is the little kids and the relationships that you get to build with each and every one of them. I also love how excited they get every time I walk into the room," said senior Alyssa Owens. The schedule for Wee We-ber has different age groups com-ing to Weber on different days.

"Our four year olds come Mon-day, Wednesday and Friday; the three year olds come Tuesday and

Thursday. There are two classes for each which have teacher Farr and teacher Haslam. Each class has about 20 four year olds and about 15 or 16 three-year-olds that come," said Arthur.

"The littles come from 9:30 a.m. - 12 p.m. each day," added Haslam, another Wee Weber teacher.

With classes having 16 to 2 kids, knowing how to enroll is im-portant in order to have children in the Weber program. Many families call Weber and the school sets up the enrollment. They could also email the high school.

"Our four-year-old classes for next year will have, again, two classes and they are already full simply by word of mouth and pre-vious students we have had the past year. And we are about three quar-ters of the way full for our three-year-old students!" said Haslam. However, she encourages parents to still call for possible openings.

Farr adds, "The programs suc-cess is based on the success of the student teachers and the preschool-ers. They both leave Wee Weber with a greater knowledge in them-selves and education," she said.

So before classes fill up, Arthur said, "Just call or email or come talk to us, and we can set it all up!"



Helping kids in Wee Weber during snack time is senior Kaelee Wells.

Photo by Emma Reynolds



Also in dresses from Celebrate Everyday are seniors (l to r) Hannah Christiansen, McKenna Harris, Adrienne Barker, and Blakely Champneys.

Photos from Celebrate Everyday

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Staff develops skills in journalism field

By **Kathleen Mejia**
Assistant to the Chief

"Writing for the newspaper is a great way for your voice to be heard. I also enjoy helping out my peers and being a mentor to students who may be struggling. I love helping them find their passion for journalism and watching them succeed," says senior Editor in Chief Rebecca Gonzales.

The Weber High news staff works year round to bring stories to the public of North Ogden, Pleasant View, Farr West, Harrisville, Plain City, Liberty, Eden and Huntsville. Writing is a big part of journalism and a big part of many student's lives. "Writing is just a part of me, and I am fulfilled while doing it," says senior Editor in Chief Jaden Pratt. "I found that I want to go into writing for a career after wanting to go into a medical field for several years," she says.

However, writing isn't the only thing the staff does. Sophomore Photo Editor Melissa Overdiek says, "I decided to join journalism because I wanted to try a new style of writing. I've always enjoyed writing and I've always enjoyed photography too, so it was just something new for me to try as I went into high school for my first

year."

Junior and Assistant to the Chief Kyrsten Acker adds, "I do a lot of things on the newspaper. I sometimes write stories, while other times I take pictures. I like going to the different events when I take photos because I get more access when other people might need to sit in the sidelines and not be able to get involved as much." The reason Acker decided to join the staff was because journalism was the only writing class she could take as a sophomore; she has been on the staff for two years and plans to continue her senior year.

Journalism has also improved the writing skills of many staff members. "The hardest part for me would be adjusting to the new writing style and the slight differences in grammar and such," says Overdiek. "With other types of writing you can put pretty much whatever you want, however way you want it, but with journalism writing the words you write in your article are completely dependent of the interviews you get," says Overdiek.

Not putting her opinion into her writing was also a challenge for Overdiek. "You can't put any opinion into it at all because then it is no longer a fact, which can be hard if the people you interviewed didn't give you a lot of information to go off of. Adjusting to the new style of



Labeling the paper and preparing them for mailing keeps Brandie Huddleston, sophomore, busy.

Photo by Emma Reynolds

writing and making sure you have enough [information] to create a good article can be difficult."

After being in the class for two years, Acker believes she has become a better writer. "I feel like I have been able to really understand my writing structure and what my writing should be like because of our assignments," she says.

Senior Kaylee Larsen occasionally writes for the school newspaper, but she is also involved with copy editing. "I mostly do typeset and editing. When we start doing layout, I also help design and format the pages," she says.

"I have been on the staff for three years and I have also written a few stories, but I found that I love typeset much more. I have had to help my sister, my mom and my dad with computers. I didn't know much at first, yet I learned everything when I joined the *Warrior News*," she adds.

Being on the newspaper staff has also helped many students come out of their shell and overcome shyness. Pratt says, "I was really shy growing up and even in 10th grade [when I joined] I was shy. Journalism has been a great class for me because I'm not afraid to talk to people or to interview them."

Gonzales has also felt that writing for the *Warrior News* has helped her in many ways. "The hardest part for me is definitely calling potential advertisers. Talking on the phone has always made me uncomfortable, but having to do it so often has helped me not freak out as much. Interviews have also helped me be more comfortable talking to people I don't know very well. Being an editor has developed my leadership skills," she says.

Overdiek adds, "Being on the paper has also helped me open up a little more and to push myself out of my comfort zone a little bit. I don't really like having conversations with people I don't know very well, so going out and doing these interviews has been and still is a bit difficult for me. But it's helped opened my eyes to new possibilities and new situations that I wouldn't go out and do myself otherwise. I've been able to learn more about writing and the importance behind the truth in a newspaper and how it takes a lot of integrity."

For Acker the hardest part about being on the *Warrior News* is meeting her deadlines. "We have deadlines about every other week. Sometimes I don't think I keep up

with them very well, but what I try to do to keep up is to work on it every day. Make sure I'm doing everything I need and can do at the moment," she says.

Strong friendships have also been formed by students on the staff. Pratt says her friends in journalism helped her get through a difficult time during her junior year. "I got really sick with a sinus infection that went into my brain. I went into septic shock and I had a seizure. I missed about three months of school because of it. Mrs. Stettler [the journalism teacher], Taylor Galusha, Sidney Lee, Sarah Calvert and Abby Leake put together a Christmas present for me with little gifts from everyone in class with a big card everyone signed. It was so heartfelt and so touching to know these people cared for me so much," she says.

Overdiek adds, "My favorite part is the environment of the class itself. Once we get going for the day on our work, we pretty much just work on our articles and help each other out while we are at it. The Journalism 2 kids are very willing to help out us newbies and teach us what they have learned. It's a class that I'm able to get my work done in but still have fun while I'm at it. Mrs. Stettler even likes to have fun with us too, as we get our work done."

"We have always had a close bond," says Larsen about the journalism class. "I've always enjoyed that closeness because it makes a lot of funny memories," she adds. Acker agrees and says, "Not only do we get fantastic treats in this class, but we also form great friendships. You get to meet people you would have never imagined of meeting because of the interviews we do. It's super fun."

"Journalism is a wonderful class!" says Gonzales. "There's something for everyone to do, not just writing. You can do photography, graphic design, art, typesetting, or manage the business side of things. It is a great way to explore different aspects of a newspaper. Plus, you often get food, and it also counts as an English credit!"

"I think if people are looking for a bit of a challenge they should join journalism," says Pratt. "I think it's a fun class with benefits for writing careers or even just making friends. Just enjoy yourself because Mrs. Stettler is an awesome teacher. She rewards us, and she is understanding if you need help," Pratt says.

Hall of Fame continued from page 1

"She just told us how much she loved her students and how they were just as important to her as she was to them, and just made us have a respect for our own teachers that we probably wouldn't have had an understanding of without her," she says.

Woodbury began teaching and coaching in 1979. She stopped coaching in 1999 and retired in 2005 while battling cancer. Kelley says her mom deserves the award for all of her hard work.

"I think she just never gave up on her students and like Jan had said, she was the softer version of the coach. I think with the two of them together, they made the perfect combo, and it showed in their state championships they got, and the regions championships. They just had the perfect amount of push and drive and love for their students and athletes that helped them get to where they needed to go. I just think it showed in her accomplishments so that's why I think she deserves it," says Kelley.

The love Woodbury had for Weber High is one of the reasons Wimmer believes Woodbury deserves this award. "I've never seen anybody have more school spirit in my entire life," says Wimmer. "We were raised at this school, we bled red. She brought us as young kids, and we came to all the football games, and the basketball games. She would drive all the way home from games she was coaching, and we would come back to the football games. So the school spirit she had for this place definitely is instilled in us. Even with my own kids, there's no one that has more school spirit than I think they did, her and Jan together. We love Weber High."

Kelley adds, "That's one of the reasons I chose to come to Weber because I was supposed to go to Northridge. I felt like I was a part of Weber way before I really was."

For Keim and Woodbury the students always came first. Wimmer says, "Her [Woodbury] biggest inspiration was probably the success of teaching. She had lots of milestones in her AP testing that she got between 95 and 100 percent pass rate by her students on their AP tests."

Throughout their years of teaching, Keim and Woodbury had many accomplishments. Keim says, "You know everybody is always going to point at the state championships. I had great teams that didn't win

state championships, but I had the opportunity to coach these young women because they had a love for the sport. I had to kick them off the court at the end of practice because they wanted to keep going, and they would have gone all night at practice. I loved that. So accomplishments, yes we won some state championships, we won a bunch of region championships and that was great, but I think I'd like to say that my accomplishments and Sue Woodbury's accomplishments are these young women; that's our accomplishment."

The late 70s was a decade of change and equality for women and other minorities. Keim and Woodbury impacted the girl's sports during this time era and for the years to come. Keim says, "We came in at the beginning of girl's athletics, the whole title nine girl's athletics. We were very privileged to be

"They just had the perfect amount of push and drive and love for their students and athletes that helped them get to where they needed to go."

at the very beginning of it, and we both pushed the administration for the girls to be able to have the same things that the boys had at that time. Very quickly we were able to get to that point, and it was an amazing thing to see. Now, was it just us? No, it was the times of the country at that time. We just happened to come in at that time. We're more proud of the athletes and who they have become and what they have done with their lives. But, yep we were on the forefront."

Keim wants Weber's students and staff to find something they love like she did. She says, "You know, I always wanted my students to gain a love for learning. It wasn't me necessarily teaching them stuff; I just wanted them to have a love for learning because we can individually learn everything if we love learning. My thought that I'd like to leave with students, with teachers is love what you're doing. Find something that you have passion about. For me and for Sue Woodbury, we had a passion for teaching and for coaching. I loved every single day I was at Weber High School and not many people can say that about their job, but I did."



Senior, Cade Allen works on the layout on the *Warrior News* school paper.

Photo by McKayla McMann

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Former WHS teacher Ms. Keim receives Hall of Fame honors from Principal Wardle.

Photo by Ellie Mae

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Warriors select teachers excelling in profession

By **Cade Allen** and **Emma Reynolds**
Staff Reporters

Each year Warriors have the opportunity to choose teachers who they feel have excelled in their profession and have made an impact on students. Two hundred Warriors were polled and many WHS teachers were selected as candidates for the honor. However, two teachers were selected most often by the student body. They are Weber's Teachers of the Year.

Psychology teacher Camille Phinney was voted as top female teacher because students liked her teaching methods. Sophomore Darcilynn McNeely says, "She does everything for her students and is so understanding that we have lives outside of school. She isn't too busy to help me with my nonsense questions."

Kenya Curran, senior, adds, "She's positive and her love for the subject influences my love for the subject."

Another reason students voted for Phinney is because they like how she makes her lessons fun and her desire to help students. Autumn Holbrook, junior, thinks Phinney is "very friendly and respectful. She makes everyone feel welcome, supportive and patient." William Michels, sophomore, adds, "She keeps her lessons and lectures simple, yet interesting. We sometimes do fun activities in her class that double as an effective learning experience."

Phinney has been a teacher at Weber for six years. She loves teaching because "I love history and, let's be honest, there's limited opportunities in this field. It was teaching or museum curator, and I was like 'Hmm, I like living people better than dead people.' Also I just like sharing information," she says.

Phinney believes teacher of the year means a person has excelled at assisting students. "That you did your best to help your students and make them feel like they really knew what was going on in your

class; I would tie it directly to how students felt about their experience in class," says Phinney.

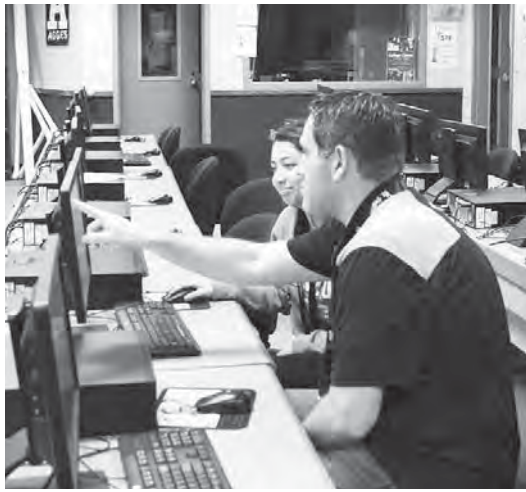
Phinney loves teaching because she feels Warriors are awesome. "I think they are driven to succeed which makes it easy for me because I'm like 'Oh, I can definitely help you if you want to help yourself.'"

Along with the students, Phinney is also impressed by the faculty. "I also love Weber because my fellow teachers are amazing. They are super helpful. If I have a question, I can just go in and ask anybody, and it doesn't matter if they are in the history department or in any department. Also, I love our administrators. I know that's weird because, when you are a student, you don't want to go see the principal."

Phinney gives advice to students as they strive to be successful. "Basically, it's my advice for life. You get out of it whatever you put into it. So if you want to be successful, I think that you can. Everybody is able to be successful, really anything that they put enough effort into. So basically, if you want to do better and learn more, try harder, go talk to your teacher, study it on your own or something like that."

For new teachers, Phinney also has some success tips to share. "Be prepared for a rollercoaster. No, I'm just kidding!" On a more serious note she advises, "Find what works for you, so the way I teach is not going to be the same way that anybody else finds as successful teaching. That's okay because my personality is different from anybody else's and that's wonderful."

Phinney gives an example of her student teaching and how personalities can differ. "When I did my student teaching, one of my cooperating teachers, or the person over me, was ex-military, so he was super strict and really loud. The students had to sit still all the time. I went into the class, and I was nervous even though I was supposed to be teaching them. So in that experience, I realized that's not going to work for me, I don't have that demeanor, and I just don't



Computer teachers Mr. Rawlins helps Zadie Vazquez, senior, with a computer assignment.

have the energy. So find out what works best for you and that makes you successful because it makes you seem more genuine because you are in that situation."

Selected as male teacher of the year is WHS computer technology instructor, Mr. Rawlins. Students chose Mr. Rawlins because "he stays on topic of what we're learning, and he makes it more interesting with his jokes," senior Matt Ferny says.

Mr. Rawlins was also selected because "he makes sure we understand what we are learning, and he establishes good relationships with his students," adds senior Hailey Rich.

Some students also praise Rawlins for his positive attitude. "He's such an over achiever and takes his job very seriously. He gets along great with students and overall has a fun and positive attitude!" says junior Olivia Nightingale.

Mr. Rawlins loves teaching his subject because "even though it is a pain that technology changes a lot, it does make it more interesting to teach all the varieties of topics included in the technology world. It's just not all computers but from management to law so there's a lot that goes into technology," says Rawlins.

"The other thing I love about my subject are the students," he adds. "The students in my classes are fun, and they enjoy taking my computer technology classes. They want to learn all of the material in the class because they are looking at having a future in business."

Rawlins says working with students is the rewarding aspect of teaching. "I like seeing students succeed and achieve goals they are working on. This could be in the classroom, or an athlete I coached who set a new record for a race."

Rawlins has had many different experiences at Weber. "This year it'll be about 18 years of teaching at the school," he says. "I have also been in 19 years of education!"

Some other things Rawlins has done at Weber include coaching a variety of sports including cross country for 11 years, track for five years, baseball for two years and basketball for a year. He is also the football, basketball and baseball announcer for all the home games

at Weber High.

"One special memory of coaching was my first year coaching cross country. I was learning as I was going. We surprised a lot of people in region by finishing second, and we finished fifth in state that year. Another one with cross country was when I lost a bet with the boys and girls team when they won City/Country the same year at Fremont. They got to shave my legs at the Homecoming assembly."

Along with his assistance with sports, Mr. Rawlins has been an advisor for FBLA for six years. "One favorite memory is currently working with my FBLA kids and seeing their success in their events and traveling with them to Nationals when they earn their way."

Rawlins has also worked as student government advisor. "I loved working with student government and the officers because of all of the different personalities and ideas they brought for all the activities at the school. Quarters and Cans will always hold a special place in my heart because of all the money and food and time people gave to families in need."

"I truly do love my job and Weber High School," adds Rawlins. "I feel lucky to be here, and I have been blessed with all students I've been able to work with over the years. I also love working with all my fellow teachers. I have learned so much from all of the teachers I have worked with over the past years."

Before settling in teaching, Rawlins was interested in sports broadcasting. "If I wasn't teaching here at Weber High, I would be calling football and basketball games on the TV!"

To help students find future success, Rawlins advises, "Do what you love as a career! Find your passion! This quote lately has been something that has guided me: 'Choose your love, love your choice!'"

Along with student advice, Rawlins also tells teachers to enjoy the various opportunities offered at Weber. "Don't sweat the small stuff you are asked to do. Just have fun and get involved. The more you are involved and around the kids, the more they will bend over and do things you ask them to do," he says.

Honor society unites to confront bullying

By **Abbey Shaffer**
Staff Reporter

According to dosomething.org, over 3.2 million kids are victims of bullying each year. What if there was a way to stop bullying or to at least lower this number?

Math teacher and advisor of the WHS Honor Society, Mrs. Heninger, says during a recent bullying awareness day, the Honor Society had people pledge not to bully. Then later in the day, they had a speaker come, Jenny Taylor, to talk about anti-bullying.

"Jenny Taylor is the wife of the mayor of North Ogden. She spoke about how to be your best advocate and to not allow yourself to be bullied," says Heninger. "She's just positive. She gave a lot about her life story which was very interesting. I thought it was inspirational because she's been through a lot of things, and I think the kids could see her and say, 'she's been through a lot and now she doesn't let that determine her progress or her path.' So I think that was a good role model for them [the children] to see."

Bullying can occur from many different aspects. "Sometimes a person wants to feel like they have more power, or they don't respect someone as much as they should and they bully others," says Alyx Jensen, senior.

Senior Angela Shaffer adds, "Anything can cause bullying really, from home life to self-esteem to a bully being bullied themselves." She adds bullying is wrong, but it doesn't happen for no reason. Shaffer thinks everyone involved needs

to be helped; both the victim and the bully.

Jensen says one way to help stop bullying is to remember that "we're all human and we're all struggling." "We can smile and be kind. You never know who will need it!" she says.

Even the people who seem to be strong have been hurt by the pains of bullying. Heninger says that even she has been bullied before. "Just some kids at school when I was younger, you know, called me names and were teasing me," she says.

"I'm not going to go into detail, but I 100 percent recommend talking to someone about it," Shaffer adds. "Even if it doesn't fix the problem, it feels so much better to have someone on your side and to know that you're not alone in this."

It can be hard to speak up; however, if someone is ever bullied, Shaffer encourages them to open up about it.

"Talk to someone you trust about it," she says. "There's parents, teachers, good friends, Hope Squad members, etc. and they will all have ways to help you!"

Shaffer adds, "High school is hard, but that's no excuse to hurt other people. Stop what you're doing. If you need help, get it! No one should have to feel unsafe or like they cannot get help."

For those who are being bullied and need help, Shaffer says, "You can do it! There are so many resources to help you! Even if you're not ready for that yet, talk to someone about it. They'll be able to help you, it actually works. Your situation sucks. It does, but it has the potential to get so much better. You deserve to feel safe at school!"

Learning continues from page 1

studying. Of those students, 87 percent said listening to music was their favorite side activity while studying.

A study at the University of Wales looked further into music's potential to help or hamper studying. Students were given a test which required to repeat a list of items in the order they were given. These students were placed in five various scenarios: a quiet room, a room with words being said that were constantly changing, a room with a word that stayed the same and constantly repeated, and rooms with music that the students both liked and disliked. The changing words were expected to have a negative impact, as they supposed to emulate an ongoing conversation. However, they found no significant difference between liked music, disliked music, or speech that was constantly changing.

Regardless of how someone might go about studying, many people can agree on the importance

of it. Furgeson says, "Studying helps someone understand a concept completely. It helps ingrain whatever you are learning into your mind."

DeSandre agrees saying studying and understanding a subject is important. "Learning is progressive," says DeSandre. "You need to know lower level concepts to understand higher level concepts. If you don't understand the early building blocks, you'll get further and further behind, and you won't understand the more advanced material at all."

Additionally, building good study habits earlier can improve life after high school. "Learning doesn't stop with a high school diploma," says DeSandre. "Most jobs require college degrees. If you have good studying habits in high school, those habits will translate to college, which means a better GPA and higher likelihood to finish a degree. Companies will see that, and those better studying habits that you developed earlier can mean more benefits and a bigger paycheck."



Mrs. Phinney lectures to students during her psychology class.

Photos by Emma Reynolds

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Young humanitarians serve Haitian families

By **Jaden Pratt**
Editor in Chief

When people get caught up in life's struggles, it can be hard to see anything beside it. Helping others can be a way to escape reality and it can also be a humbling experience. Some teenage boys from Weber High joined a group that traveled to Haiti to do humanitarian acts for the people during Christmas break. Their experiences have taught them valuable lessons.

Brycen Hedgepeth, sophomore, is the youngest WHS student to join the trip. "It was a group of teens from our area, and we met up with another group of teens from Arizona. The Wade family, the dad and his two sons, went on the trip. Also the Palmer family- the dad Chad took three sons. There was quite a few of us. I think there was about 20 teens and 10 adults," he said.

Hedgepeth found out about the trip from his neighbor who was involved with the Renand Foundation. This foundation was in charge of the trip and many others like it. Hedgepeth said, "The guy who founded it is Andis and he is from Columbia or somewhere around

"We're actually making a big difference in Haiti, like we're giving people hope so that's rewarding."

there. He was raised in a poor family and later on in life he was able to move to America, and become very successful. He wanted to help with the Haitian people because they are really poor. He started the Renand Foundation, specifically in Bassin Bleu, and he took volunteers to go help and it developed from there."

The trip consisted of daily activities. For Connor Wade, senior, this was his second trip to Haiti with the Renand Foundation. He said, "There were a number of things we did. One of the really cool things was on my summer trip. There were seven teenagers that went, and we sponsored a family in Jacmel, the bigger city. Throughout the time between the summer and the winter trip, we earned enough money to sponsor them, and give them food and stuff. We also earned enough money to build them a house. So while we were there, we painted their house, painted another family's house that my family actually sponsored and built them. We planted plants and stuff in people's gardens to help them so they could be self sustained. We ran classes to educate women on their bodies, so they could control when they had kids so people don't have to give

away kids into child slavery. That's one of the big things about the Renand Foundation is their mission is to prevent child slavery. It's called the Restavek Phenomena in Haiti."

Hedgepeth said he wanted to do his Eagle Scout project while on the trip. He handed out care packages he had made. "So it was like hygiene items. There were bar soap, shampoo, conditioner and body wash. There were a couple toothbrushes, toothpaste and some of them had deodorant, just things like that."

Along with the hygiene kits, Hedgepeth also donated some extra items for the kids. "I used to have a big collection of Hot Wheels cars and I put a Hot Wheels car in each kit and also a little pouch of beads because the girls like to put beads in their hair."

The trip lasted five days in Haiti with two days of travel. Hedgepeth said he had never done anything like it before. "It was my first time on an airplane and first time out of the country," he said.

Senior JC Rodgers added he also had not done anything like it either. He said, "My family travels a lot, and we've gone to Egypt and Africa for a few different reasons. When they had that political outbreak in Egypt and they were having a bunch of riots, there were families whose houses got burned down and stuff like that. We'd send some money, sponsor them, go meet them and try to help them out, but it was nothing like seeing Haiti where the entire community didn't have anything. They were left on their own," he said.

The students on the trip had life changing experiences. Hedgepeth said, "Well, it really humbled me. Obviously I was in culture shock for the longest time there. Mainly I really learned what we really have. It opened up awareness of what it's like in other countries."

Zoelan Palmer, senior who also went on the trip, added, "I have a different perspective on what we have and what they don't have. I'm more grateful."

While traveling most anywhere unfamiliar, difficulties may arise. Palmer said, "It was hard to watch and see how they have nothing, but we have so much and especially since they were giving us so much when we were there. We were eating more food than they ate probably in a week, which is hard because they are lucky to get a meal every other day."

Rodgers had similar feelings. "Seeing the kids staring at us while we were eating dinner and knowing we couldn't give them any food because their parents would get mad at us and stuff, so it was really sad to see all these little kids just drooling over food that we didn't even necessarily like. It wasn't like food that we normally eat, but it was sad, way sad," he said.

Hedgepeth struggled with want-



Brycen Hedgepeth, sophomore, makes friends with a young man he met while serving in Haiti.

ing to break some rules to help the less fortunate. He said, "For me it's kind of hard to get to my soft spot where I want to give things away. Before my trip I'd see a homeless person and think 'pfft, whatever.' But the second I stepped foot there, I wanted to give everything away, so I struggled because you have to go to Andis if you want to make a donation. You have to talk to him about it and tell him who you want to give the donation to just so they aren't cheating you or whatever. I struggled a lot with trying not to give everything away. To be honest, that was probably my biggest struggle."

One difficulty Wade felt was being unable to help everyone in need. "The most difficult part for me was all the people we couldn't help because we can't do everything, and it's hard to accept that and accept that we can't help everybody. We did a thing before we went on the trip where we collected backpacks for all the school kids in the area, and it was hard to see because all the people that were there wanted them, and we just had enough for all the school kids. It was really hard to realize that we couldn't help everyone."

Along with difficulties, there were also rewards. Wade said his most rewarding moment of the trip was when they went to the house in Jacmel that the teenagers sponsored. He said, "We visited with the family for a while and did some things with them. I got to play with the kids, their names are Nashka Shelene and Angelo. Just playing with the kids and seeing their personalities, just to see how much we affected their lives [was rewarding]. Like, before, they were living in a tent. They were living in a six-person tent that was all shredded and stuff, and they had like seven people living in it. Seeing the change was a really cool thing for me."

Palmer felt the rewards as he helped educate the people concerning child slavery. "What's most rewarding would be the purpose of why we went, because we were

mainly going to help stop child slavery. A lot of families couldn't support their kids so they'd sell them. So it's really rewarding to see we're helping some families and they don't have to sell their kids, so they can keep their families together. The whole purpose of the foundation is to stop child slavery in families basically losing everything and not being able to support themselves or anybody else. It's kind of cool to see that we're making a difference."

Visitors from the United States could tell the locals were seeing the difference these volunteers were making in their communities. Palmer said, "I guess what is the most rewarding, that we're not just helping a few families and that's all we're doing. We're actually making a big difference in Haiti; we're giving people hope, so that's rewarding."

As Rodgers saw families going into a new home, he was glad he had been a help to the team. "Seeing some of the kids go to bed in a house [was most rewarding]. You know they were sleeping on the floors, but their biggest worry was being out of the rain, so as long as they have somewhere to sleep that's sheltered, they're happy. It was awesome to see their smiles when they got a house."

Wade was also affected by the trips he had taken. "Oh man it's just such a good experience. When

Service continues on page 7

Teachers offer options to help failing grades

By **William Michels**
Feature Editor

Modern society has drilled the ethics of doing well in school into millions of students. Educators believe better grades and a higher GPA gives more opportunities and choices for someone's future, such as having more universities and careers to choose from. Not everyone is a stellar student, however, and some struggle beneath the heavy weight of high school. Failing a class is detrimental, but it can be prevented.

While students are usually at fault for not doing well in a class, they often are putting in their best effort such as turning in all assignments on time, completing extra credit and attending said class after school to finish work. However, they may still not be succeeding. Then there are others who do the exact opposite and still earn a grade. "It depends on the student," says German teacher Eldon Anderson. "Some students work hard, but don't pass. On the other hand, other students might do little of the work, but still pass the class."

Psychology teacher Camille Phinney thinks a reason a student might not be doing well is not the student him/herself, but the specific class the student is in. "I've never had a student that has failed my class try hard enough," says Phinney.

While there could be a multitude of reasons a student fails, it isn't always that the student is a terrible individual. "Just because someone is failing, doesn't mean they are a bad person," says Anderson. Phinney agrees and is also impressed with the wide diversity of her students. Counselor Becky Butler also admits that the individual isn't necessarily at fault. "Some students have subpar mental health," says Butler. "It's a fairly common explanation for students not doing well."

When a student's grades begin to slip, parents might be advised to get involved, and many do just that. Anderson enjoys communications with parents over the internet. "I contact most of them via email," says Anderson. "I send messages to the parents when their kid starts to slip. It's convenient and easy to keep up with."

Phinney also appreciates the conveniences of email, but prefers the student or parents contact her first. "While it's good to talk to their parents, I usually don't. I personally don't go out and contact them. I want the parents or the student to take the first step," she says.

To help struggling students, administrators, counselors and teachers give them advice on how to succeed in school. Phinney thinks getting in contact with a teacher, either in person or by email, is the first logical step. "I would say you should first talk to your teacher," says Phinney. "Although students who are struggling are usually too scared to confront their teachers, I think they should talk to them when they're having problems in the class."

Anderson has a simple answer for students who ask him for advice: "I think students should just get to work and try to complete the assignments they need to do."

Becky Butler, WHS counselor, also advocates methods utilizing classmates and teachers. "If students want to improve their grades, they should get involved with study groups or look into tutoring."

For advice on catching up on missing work, Phinney suggests the other options a student has at school. "Some students definitely have a hard time in school, but that's what the Flex period and Warrior Time are for," says Phinney. "Teachers can help struggling students, and they can finish homework during both of these periods."

Butler suggests these periods as well. "Getting extra help during either Warrior Time or Flex is a great idea, and one that students should take advantage of," says Butler.

Even with these options available, students still might continue to see grades they are not happy with. In this case, alternative options such as online classes, summer school and packets to make up classes and to help improve the student's grades come into play. Butler says options like online classes are offered, but they are not for every student.

"To help improve grades, online courses and packets for classes are viable alternatives," says Butler. "I would only recommend the online option if the student was very self-motivated and willing to get work done."



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Service
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I went that first time, I cried almost every day. It's cool to see how well we live in the United States and to see how blessed we are and how much of a difference I made and we can make around the world. Like helping the families eat, be able to eat, it's just the biggest thing for them," he said.

"On the second trip I thought I wouldn't be as emotional and stuff but seeing all the people I had met on the first trip and all the relationships I had built and stuff, it was just as emotional as the first time and it's affected me a lot," Wade added. "It's made me realize happiness doesn't really come from things. We always put happiness on monetary value, and I think it has almost nothing to do with that."

One thing the students learned while in Haiti is the culture is different than the U.S. Rodgers said, "We made some quotes about it, but this time our theme was, 'You can have nothing, but have everything.' You know that's what they had. They had their families and they had the biggest smiles we've ever seen, and they had nothing. We had the world to offer them just by giving them a toothbrush and toothpaste from the United States."

He added, "That was a huge impact to see these guys being so nice to us when we were over privileged, little punks who were complaining about sleeping in a house that didn't have a roof or something. But their culture was something else. It was different from what we do, for sure. They had their first New Year's [party] with us over the Christmas break and seeing them dance and stuff is so different from us. Their culture is completely different."

Not every part of Haiti was positive Hedgepeth said. "There really is not that strict of a government there. It's kind of a free for all down there. It all depends on where you are. In Port au Prince there is a lot more crime than there is in Bassin Bleu just because of the families. In Bassin Bleu the main rule is 'if you mess with my family, I mess with yours,' kind of thing. So everyone is just nice to each

other in Bassin Bleu. The people are just so nice in Bassin Bleu to us because they know that we are here to help them."

Along with the culture, the people of Haiti had a different disposition than expected. Palmer said, "They all were really, really happy. They find things to do with their time, which is crazy the things that they come up with but it's quite intriguing. They came up with tons of little games. For example, they had a game where they would shoot rubber bands and if they overlapped, they would get to keep it. That's what the little kids did. The little kids did all sorts of stuff. They did whatever they could do with their time. They made games out of everything," Hedgepeth added,

"You don't have to go to Haiti, you don't have to go to Africa. You could do stuff here. There's people all over the world who need help, so I think helping out is the most important thing"

"All the kids were hilarious. If you take your phone, they'll see it in your pocket and say telephone, telephone. So it was pretty awesome."

Rodgers also said he gained stronger morals from the Haitian people. "I learned to not look at stuff so negatively. You know these people look at their lives as positive. They don't worry about what they don't have. In fact, they usually don't even know what they don't have because they never had it. They didn't have anything to lose when they were born into a world with nothing. I definitely learned to be more thankful for what I have and the opportunity to be at school. I used to complain about that, but I'm just happy to be here and seeing that my life can turn out to be so much more than they will ever get."

The Haitian people welcomed the visitors to their country, and the boys appreciated their friendships, "The people are so much more

amazing than you could think because I felt safe the whole time. The people in the community we were in they were the first ones to help us with anything, and I think that's partly because we're changing their lives and we're helping them. It's also a part of their culture; it's like kindness and brotherly love are things that are part of them. So the people were amazing," said Wade.

He added, "The culture was also pretty cool, too. The culture is a ton different from what we have here. It's a lot more relaxed. We had a little joke there 'Haitian time,' because everyone is not like on the dot, [on time] and stuff."

Going on a trip like this one is recommended by all four boys. Rodgers said, "It was like a 1,000 bucks for me to go, and I would spend it again. I'd spend \$10,000 to go do the exact same thing. It definitely changed my life and I think tons of people should go do it and it helps them so much, too." Palmer added, "I would say it's definitely worth the experience. It opens the eyes of many people, and I think it brings some of the things that go on down in the third world countries to light so people can feel more inclined to help them."

Wade also encourages people to become involved and help others. "Do it! Money is a big problem for this because it is fairly expensive but honestly what I did was a whole bunch of different fundraisers." He added that he and Hedgepeth cleaned garbage cans and sold potatoes. "We went to Idaho and contracted a farmer to get potatoes and sold them here. I went to businesses and I asked for their sponsorship and just things like that. It's actually not all that hard to get the money. People can see that it's a good thing and what you're doing is good, so they'll be willing to donate," said Wade.

Humanitarian trips go all over the world, people can travel anywhere to serve others. Rodgers said, "So we're talking about Haiti, but this is all over the world. You don't have to go to Haiti, you don't have to go to Africa. You could do stuff here. There's people all over the world who need help, so I think helping out others is the most important thing."

Project brings youth closer together Club members strive to make elementary kids feel included

By Abbey Shaffer
Staff Reporter

Everyone has struggled with friendship and loneliness. What if there was something to ease that feeling of not having a friend? FBLA and DECA have come up with a possible way to help: the Buddy Bench.

The Buddy Bench is installed at local elementary school playgrounds. "A Buddy Bench works when a student is lonely or needs a friend to play with. He or she can sit on the Buddy Bench," Grant Knight, junior, says. "This is a signal to the other children on the playground to come invite them to play. My team and I have created an instructional video on how to use the Buddy Benches. This video will ensure that the Buddy Benches will be used correctly for years to come and can be shown as needed

"Find something you like, and you will likely find other people who like that same thing too. You just have to put yourself out there to find those people."

throughout the school year."

Knight hopes kids will use the bench and make others feel not left out. "The Buddy Bench is a special bench designed to help students learn how to include one another at recess," adds Knight. "The Buddy Bench teaches inclusion, social skills, builds character and promotes friendship."

Knight and Weber's FBLA and DECA clubs also want to add the bench at more schools. However, it all started with an Eagle Scout project.

"I met with Mrs. Gilstrap, the principal of Green Acres Elementary School," says Knight. "She gave



The Best Buddy Bench idea is a service project by FBLA and DECA students. (L to R) Eastin Hartzell, Grant Knight, Lizzy Garner, Emma Titus, Koby Pack, Lucas Peterson, and Ryker Simmons.

Photo by Mr. Rawlins

me this fantastic idea for the Buddy Benches. I then received enough donations from neighbors and community members to get two Buddy Benches for Green Acres Elementary School."

With this accomplishment, the Warriors were just getting started. They plan to spread this project to Bates, North Ogden, Majestic, Lomond View, Pioneer and Valley Elementary Schools.

"Knight and his team of Lucas Petersen, Lizzy Garner, Koby Pack, Ryker Simmons and Emma Titus decided to expand this idea to other elementary schools because of the positive response from the community," Grant says.

The club members also went to local business in the North Ogden and Pleasant View for their donations towards the project, along with the Weber School Foundation for donations. The Buddy Bench team has now raised over \$5,600 and were able to purchase 11 more Buddy Benches for all of the elementary schools that feed into Weber High.

The team wants the Buddy Bench to be a positive project. Knight says

the Buddy Bench means a lot to him because it makes such a positive impact in teaching children the importance of including others, and provides a tool for those who have a hard time making friends.

"I hope to instill in children the habit of looking to include others so when they get into junior high and high school, it will be natural. It will be a part of who they are," Knight says.

Along with the help of the bench, Knight has a few suggestions for those who are struggling to make friends or interact with people. "The best suggestion I can give someone who is having a difficult time in high school making friends is to try to get involved with something," says Knight. Whether it is a recreation sports team, the school play, or a school club, Knight feels those opportunities are great for making new friends.

"Find something you like, and you will likely find other people who like that same thing too. You just have to put yourself out there to find those people. It can be scary and hard, but you can do it!" says Knight



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By Rebecca Gonzales
Editor in chief

In the beginning of 2017, browsers of social media were bombarded with a meme that simulates a conversation between two students. “Can I copy your homework?” the first line says. The other student says, “Yeah, just change it up a bit so it doesn’t look obvious you copied.” This meme was intended to make fun of two different things that look similar, but it begs an important question: are we becoming desensitized to cheating in schools? I have witnessed plenty of cheating. I’ve seen kids peeking at cheat sheets on the floor under their desks during quizzes. I see posts on Instagram that show the sneakiest ways to smuggle in notes, varying from hollowing out an eraser to rolling up a slip of paper inside a mechanical pencil.

“I don’t think there’s any question that students have become more competitive, under more pressure, and, as a result, tend to excuse more from themselves and other students, and that’s abetted by the adults around them,” says Donald L. McCabe, a leading researcher of cheating.

Teachers take measures to prevent cheating during tests. Students might have to separate their desks, or two different tests could be distributed, making it hard to look at someone else’s paper. The SAGE test presents the questions in a different order for everyone, so no two people’s tests are alike. During the ACT and AP exams, phones aren’t even allowed in the room. New technology has also made it easier to spot plagiarized text. Thanks to diligent efforts from teachers and proctors, it’s getting harder to cheat on tests and in traditional ways.

The biggest problem is found with homework assignments. Without supervision, students can do whatever they want. There is nothing stopping them from looking up



answers on the internet or asking a friend. I’ve had teachers even assign take-home tests with nothing but the honor system holding students back from looking up every answer.

There is virtually no way to combat this type of cheating other than the threat of a big fat zero and an “unacceptable” citizenship grade, but these threats are only effective if the student gets caught. Since the chances of being caught red-handed with a worksheet copied from the internet are pretty slim, students often face no consequences for their dishonesty.

Lots of students have blasé attitudes about honesty. Often, they think their actions are not wrong; they are content to dwell in the “gray area.” They may think to themselves, in the grand scheme of things, does this essay really matter? Others value success over everything else and are willing to do whatever it takes to get the good grade.

I believe the best way to combat cheating and all its pitfalls is through teaching. If students learn

the value of hard work, honesty, ownership and authorship in addition to the educational material, they will be less likely to cheat or allow other students to cheat off of them. Teachers and families need to emphasize clear morals and help students understand their value. In a *New York Times* article, Richard Pérez-Peña also cites a lack of education as part of the problem and writes, “Both schools and parents have failed to give students strong, repetitive messages about what is allowed and what is prohibited.”

Cheating on final exams and other big tests don’t happen very often; it’s the smaller, less significant things that are often plagiarized or copied. However, dishonesty is never insignificant. Authorship is essential to developing ideas through collaborative efforts. When someone plagiarizes, they don’t just hurt the rightful author, but they also set themselves up for failure when their own knowledge fails them. No matter what, cheating is a violation of honesty and integrity—two of the things that hold the world together.

Social media brings concerns, regrets, consequences follow

Can social media be dangerous? Of course! Obviously it has good qualities, but it can be extremely harmful as well.

There are many problems online. It is crucial if people use social media or anything on the internet, that they are aware of these dangers: cyber bullying, impersonation, comparison, suicide and many more. These are all risks and should never be taken lightly. Each of them has to be stopped, and it all comes down to just one simple thing...



Do not post, pin, tweet, forward, or video anything that you could regret in anyway. I honestly wish I could put that in all caps. We as teenagers tend to live in the now and never think about how some things could impact us later in life. Not only can friends, family, peers and adults see what we post, but so can colleges and those hiring for jobs. We are searched online to see who we are and what we stand for. Employers are not going to hire or accept people who are cruel, inappropriate or put demeaning things online. This is common knowledge, and yet we all seem to forget it sometimes.

Zurinstitute.com/teen violence shows the top two problems with social media that teenagers have are compression and cyber bully-

ing. Dosomething.org/ reports 81 percent of teenagers have seen bullying, been the bully or been the victim of cyber bullying. There’s also statistics on this website showing how bullying raises suicidal thoughts and causes kids to skip school. It is so sad to see bullying become serious on social media, and how it has a huge impact on all of us.

Along with bullying, teens also deal with comparison issues. According to the Social Comparison Theory, we determine our personal self-worth based on how we compare to others around us. Sure, there is no harm in looking across the room and comparing an outfit to another person’s. However, when we add social media into the mix with the theory, we ultimately set ourselves up for failure.

We have become dependent on social media for our entertainment and as a doorway into others’ lives. We ignore the impact it actually has on our own lives. Comparing yourself to someone’s social media account is like comparing yourself to a magazine model. It’s fake, unrealistic and impossible to accomplish no matter how hard you try.

How do we stop comparison? It’s not something that we can all just turn off or avoid. Personally, I think the best thing all teenagers need to do is be aware that much posted on social media is not real. By that I mean posted pictures often don’t show what a person’s life is like. When posting something online, we all scroll through our phones to find that “perfect picture” to post. It shows a tiny section of a moment we had. However, if people look at the bigger picture, they would of-

ten see a person’s life actually isn’t a beautiful beach or skies full of rainbows. Everyone has flaws; it’s important to remember that no one is perfect.

Another danger with social media is the problem with texting. Almost every one of us has sent or seen a text that we wouldn’t want certain people to see. “Well, it’s only going to go to a couple people, and I trust them.” Don’t do it. Even if these friends are trustworthy, those texts, pictures and videos are still out there, and it’s so easy for someone to find.

The truly sad thing is, these texts don’t represent who people really are. We all get so caught up in the heat of these moments and tend to say things that you wouldn’t have said to someone in person. And that to me is key. It’s so easy to send a rude text because we are not confronting the person face to face. It doesn’t seem like that big of a deal. This is the type of mindset many tend to have, and this is wrong.

When someone is angry, don’t let it over power you. It brings out the worst in people. Not only does this apply to texting but to social media as well. People post dumb things out of anger all the time but even things like heartbreak, hate or just plain stupidity can lead to a lifetime of regret. Something to live by is if a person wouldn’t normally say it or want his/her parents to see it, don’t post it. When people put it out there on social media, they can’t just take it back. Be smart about what one says and aware of those who can be affected.

By Raquelle Healey
WHS Senior

Solving bullying problems takes more than Band-Aid punishments

It seems as if it is nearly impossible to do anything and not be exposed to something related to bullying, whether it be the actual act of harming someone either physically or verbally or the widespread use of anti-bullying media to prevent it from happening. Schools often use this media to deter students from bullying others by showcasing the negative effects of bullying, both on the person being bullied and the bully themselves. Examples can include videos, presentations, in-class discussions and even creative works. However, it fails to take into account what happens when this media is ignored and harassment continues.

Other prevention methods have often been utilized by schools but to little avail. One of those methods is adequately monitoring areas that might be prone to bullies. Security cameras have become a popular choice at schools, allowing the school to keep watch where faculty and staff are not present. Resource officers in schools are also popular, and they deal with more serious crimes in addition to removing bullying.

While these methods may reduce the amount of harassment, it still does only that: reduce the amount; it does not completely stop it. Even with extra pairs of eyes, monitoring every single part of a school would be costly, and it also might bring up potential privacy issues. Locker rooms are popular places for bullying, but placing cameras in places like locker rooms and bathrooms is illegal. No matter the amount of prevention taken, blind spots exist where the bullies have nothing to

worry about and can do what they please.

Bullying can have significant effects such as decreased academic performances, increased school dropout rates, depression and even suicide in some extreme cases. Researchers at the University of Warwick found that children involved in bullying, whether the bully or the person being bullied, were three times more likely to have suicidal thoughts by ages as young as 11 or 12. Schools will typically try to combat this by simply punishing the bully and nothing more. While this is serviceable solution, it is by no means perfect. Suspensions from school may appear to work at first, but many bullies come back unchanged from their previous self. They most likely sit around at their homes doing nothing and don’t change for the better, and they might even come back in worse condition. Most bullies are seen as rebellious rule breakers, and this would only strengthen their egos.

Most schools go for direct punishments to counter bullies. As previously mentioned, these harsh solutions will only Band-Aid the issue and not directly deal with it. Additionally, students who bully others have been linked with various emotional or behavioral problems, and removing them from school for a few days won’t do much to help the root of the issue.

Schools need to use other methods to take the first step to eliminate bullying. Instead of simply prohibiting bullying, schools should find the cause of said bullying. Both the bully and the person who was bullied should be studied. This way,

schools can find important information that could explain why the bullies do what they do. It could potentially be a behavioral disorder.

A study from Brown University supports this claim. Researchers at the Ivy League school found that those who were considered bullies were more than twice as likely to experience depression, anxiety and ADHD. A large number of bullies have been bullied themselves in the past, and they might have taken up bullying to make themselves feel more powerful or better about themselves.

A stronger focus on rehabilitation instead of punishment would be beneficial in the long run. Instead of banishing the bullies to their home and unchanged, schools should have frequent interventions with the troubled students. Find the root cause of the bullying, and figure out how the situation can be improved.

In 2015, the state of Nevada revised its anti-bullying law and has taken many steps forward. With the revision, there is now a 24 hour hotline to report incidents of bullying and harassment. Additionally, the law has allocated \$16 million to support the hiring of social workers dedicated to working on bullying problems.

Bullying is still an issue in schools today, and unfortunately with how most schools are currently dealing with it, it will most likely continue to run rampant among hallways and classrooms.

By William Michels
WHS Sophomore

After school shooting, Teenagers demand for more protection

While others were celebrating a day for sweethearts, students at Marjory Stoneman Douglas High School, in Parkland, Florida, were under attack. On this bloody Valentine’s Day, 19 year old Nicholas Cruz went into the school with his AR-15. In six minutes, 17 students were killed.

Students and their families, teachers as well as the nation have held walk outs stressing for new laws that will promote safety. Fred Guttenberg, a father whose daughter was killed, said, “We want to get something passed that immediately addresses the safety in schools.”

One month later, at 10 a.m. students nationwide held a 17 minute walk out, remembering those killed and uniting in protest for greater safety measures. Warriors listened to speakers who asked for a moment of silence for those who died in the shooting. We shouldn’t have to protest for our safety. When we attend school, safety should be guaranteed. A world where there are no guns is impossible; we’re a world where guns are sold to those under the age of 21. We as a country look to the President for help, and his idea to safety is to add more weapons to the world.

I used to see school as a place where safety was mandatory; how-

ever, now I don’t feel safe in my own school. Our school, fortunately, has not had to face such violence, but here I am standing on the soccer field in silence for the ones lost in Florida. I will never understand how someone can take others’ lives away. We shouldn’t have to worry about people entering our schools with weapons.



Since the latest school shooting, voices are echoing the need for change. In Florida, Governor Rick Scott passed a bill that raises the age to buy guns from 18 to 21. It was also made illegal to bump stocks, which is a device you attach to a weapon to make it fire faster. Another thing on the bill is to have a wait period of three days or until a background check is completed.

As far as the mental health aspect, the law bars some potentially mentally unhealthy people who were arrested under certain laws from purchasing guns. The law also provides a program for the arming

of some school employees and hiring of school police. Around \$400 million were allocated to increase safety measures.

The Bill does exclude some things that people are concerned about including banning the sale of assault weapons, the suspension of AR-15 sales, the ban of high capacity magazines and strengthening background checks.

While Florida is working on making serious changes, the rest of the nation is watching and continuing with protest. Trump is promoting the idea of arming teachers. He stated, “Look at the possibility of giving concealed guns to gun adept teachers with military or special training experience.” Personally, I think allowing a teacher to have a gun could go both ways, because some teachers are against guns others are too afraid to use and or carry guns.

I don’t think we should live in a world where we worry about going to school and not being safe. We need our leaders to step up and make a change. Our teachers shouldn’t also have to worry about getting concealed weapon permits in order to protect their students.

By Abby Kippen
WHS Junior

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WARRIOR NEWS

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Safety measures needed in schools

By **Jaden Pratt**
Editor in Chief

Guns are once again, a popular topic in American politics and news due to their possible misuse. This has especially been seen in schools and has become a major concern for educators, parents and students.

Weber High’s Assistant Principal Mr. Ballif is in charge of the emergency drills and student safety. He says the school tries to keep the students and teachers as safe as possible. “One of the things we do to prevent gun violence is practice lockdown drills at least once a year. We try to show teachers and students what to expect in case of a shooter or intruder.”

Some students find these drills to be helpful. Brianna Nordgren, senior, says, “They make it better for letting people know what to do in case of an emergency, and keep people safe.”

However, Walker Doman, senior, says, “I think they are useless. I don’t think they do anything. What do they do? They turn the lights off and kids play on their phone for half an hour. I don’t think it does much.”

McKenna White, junior, adds, “I don’t think they [safety drills] happen often enough, honestly. I don’t remember the last time we had a lockdown drill. I think that was maybe last year or something. We only have one a year, and I think we should have two or three lockdown drills a year instead of just one.” She believes by having more, this will help make students comfortable and calm in case a situation does arise. “They just need to be more common than they are now.”

Some students want the drills to be unexpected. “I think the drills are really good because they teach people what to do. I think they should do more drills where it’s a surprise, where people don’t know about them, where even some of the teachers don’t know about them either, and they would just do it. We would be more prepared in an actual situation,” says Christensen.

Educating students on safety protocols is important to Weber High’s administration. “We always try to educate students better on what we’re going to do with a shooter-type situation or a fire drill, but it’s frustrating” Ballif gives an example that happened last year when Weber had a lockdown drill. “There were a lot of students who checked out,” says Ballif, because



Warriors gather on the soccer field and joined thousands of others in a nationwide walkout where 17 minutes were spent remembering the 17 victims in Parkland, Florida.

Photo by McKayla McMann

they didn’t want to go through the drill. Their parents excused them, and we had hundreds of kids that checked out the day of our drill because they didn’t want to do it. So it was kind of a weird thing on our part because we’re trying to educate and show this is what is going to happen if there is possibly that type of emergency, and people didn’t want to come. To say more drills would help for people, I’m sure it would. But it’s also frustrating because people don’t want to be here for a lockdown drill,” says Ballif.

Ballif also says the school used to do surprise drills during the first few years of having a lockdown. “There’s a pretty big police force that comes, and there are more police cars up front. Kids have phones and so what happens when we didn’t inform them is kids would text their parents and say, ‘Hey I’m not sure what’s going on. We are locked in the room. I’ve been here for an hour. We can’t go to the bathroom.’ Then the school gets tons of calls saying, ‘Hey, why didn’t we hear about this? It’s too traumatic for my student to be part of.’ So we try to let the parents know because of that.”

Ballif adds, “We try to let the parents know there are going to be a lot of police at the school. You’ll see police cars at the school, and it’s all part of the lockdown drill. That’s why we have to tell parents.”

Along with a drill to help inform students what to do during a lockdown, Ballif says the school has other safety procedures they use to keep everyone safe. “Another thing we do is have our Resource Officer drive around the grounds and be as visible as possible. The administration also tries to be in the halls and parking lots as often as possible. We also have video cameras throughout the school and grounds.”

Another protection instituted on campus is locked doors. “We also keep the outside doors locked to make it harder for an intruder to find access without coming through

the main doors. We only allow certain doors on the outside to open. However, what happens is kids will go prop things in there to keep them open, so it’s a challenge,” Ballif says.

Mental health has been a key factor in many of the mass shootings. Kami Christensen, junior, says, “I think it [the shootings] has to do with mental illness stuff. I don’t think someone in their right mind would just go and shoot up a school. I think something has to be wrong and something is going on more than just, ‘Oh there’s a gun, and I’m going to shoot up the school.’”

She adds, “It’s not the guns that are necessarily the problem. I think we need to do more to help with people’s minds. It’s not the guns’ fault that shootings are happening. It’s something wrong with the people, like maybe something happened to them when they were younger; something with psychological”

“Some school shootings trace back to the shooter being treated poorly at school, so they have a retaliatory mindset. All people need to adopt more of a ‘be kind to everyone’ mindset,” adds Ballif.

White agrees that mental instability can be a problem with shootings. “I think we should pay attention to the physical signs of mental health and try to help those kids feel more included in the environment, so they won’t have the desire to shoot up a school,” says White.

Bullying and mistreatment at school can also affect people negatively. Christensen says, “I don’t know what goes through a shooter’s head before they go shoot because I’ve never felt that way. They must hate school; they must hate something about it there. They must not feel welcome and bullying does not help with that. It makes people feel more worthless and less valuable.”

Nordgren adds, “I feel like people aren’t taking other people seriously. With the one gun shooting, there was one kid and he threatened on Facebook and everyone

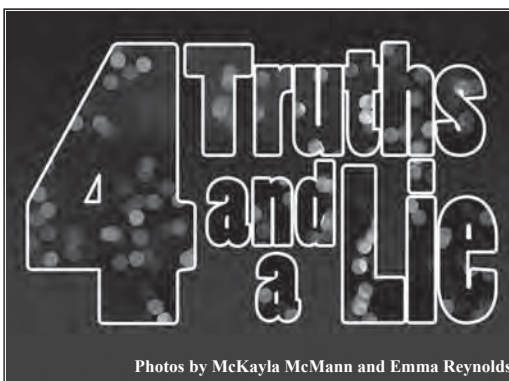
didn’t take him seriously. Then it happened. I think they need to take precautions and look out for these kinds of things and try and help.”

Doman also believes being proactive towards possible signs will help shooting situations. “Pay attention to mental health. Pay attention to social media postings like the kid who was like, ‘I want to be a professional school shooter,’ and no one noticed that,” he says.

In accordance with the recent shootings at Stoneman Douglas High School in February, President Trump has proposed to arm teachers with gun. Daniel Hutto, senior, agrees with Trump. “I think we need to arm our teachers because in the shootings that recently happened, if one of the teachers had a gun, they would have been able to protect the lives of all the other students who got killed. One of the gym teachers jumped in front of the bullets for like three kids. If he had a gun, he would have been able to save everybody.”

As far as weapons at Weber, Ballif says, “Since it is legal and allowable, if teachers want to have a concealed weapon permit and carry a concealed weapon, that is their right. Teachers aren’t told to have permits, and they’re also not told to not have a concealed weapons permit. It’s left up to the individual. I would never tell teachers what they should do, since they have the right to choose where they stand.”

Feeling safe at school is a priority for Weber High along with Weber School District. Recently, Roy City police have been outraged by the possible school shooting threats in their area. Students have sent messages and posted things such as, “School shooter in training” along with vandalism; written messages on school property of supposed shooting dates. Weber School District treats all threats seriously, and they have said they will not tolerate any threats, even fake ones. Not only can students be suspended, but people who are found making such threats will also be prosecuted by the law.



Peter Newbold

1. I have one goat at home, and I own four chickens.
3. I broke both of my arms at the same time in the third grade.
3. I can install car alternators even though I’m not a mechanic.
4. I am an “empty nester” with my wife.

Number 1 is the lie, I only own 3 chickens!



Cassie Joiner

1. I’ve never broken a bone.
2. I crashed on my driver’s test and still passed.
3. I met my husband on my sweet 16 birthday.
4. I have taught agriculture at Weber for four years, and my dream dog is a Corgi.

Number 4 is the lie. I’ve only been teaching for three years.



Mark Larsen

1. I have hit two real life hole-in-ones (not mini golf).
2. I have been a part of two region championships for boys’ basketball at Weber High.
3. I have a fake knee.
4. I played college baseball and basketball at BYU-Idaho.

Number 4 is the lie. I only played basketball at Brigham Young University for two years.



Shawn Potokar

1. I was part-time DJ when I was in high school and college.
2. I rocked a mullet while in high school.
3. My award for “Senior Best” was for being the shortest boy in my class.
4. Mrs. Stettler was my high school history teacher.

Number 4 is the lie. Mrs. Stettler was actually my English teacher.

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Barnett shares memories before retirement

By Abbey Shaffer
Staff Reporter

Many teachers are close to students eventually leave. Orchestra teacher Mrs. Barnett is one of these teachers who will say goodbye, and Warriors will miss her at WHS. “She’s great! She doesn’t just care about us as students, she also cares about us as a person,” says Katie Steele, sophomore. “She also likes to know what’s going on in our lives and how she can help and how she can make us better.”

Senior Emily Dabb adds, “I like her a lot. She’s taught me everything I know about playing the violin.”

Mrs. Barnett says her favorite thing about teaching is the students. “It’s been my whole life. I’ve been teaching since 1977. I taught band for 12 years, I was in the Army band

“She really takes an interest in the student’s ability to play, and she knows if somebody’s struggling with something.”

for three years and now I’ve taught orchestra for 20 years. And it’s the students, it’s definitely the students that keep me going. They’re just great.”

Some of Mrs. Barnett’s students have a favorite memory of her. Dabb says she’ll always remember going to the environmental center with Mrs. Barnett. “We played games and stuff. We had parties after concerts, and that was also fun,” she says.

Steele adds, “She used to be in the Army, and so she’s always telling us stories about what that was like and being in the Army band. I just love it when she tells us those stories because you get to see part of her life.”

Barnett also has her favorite



Mrs. Barnett works with junior Lucy Aubin as she practices the cello.

Photos by Ellie Mae

memory of working with students such as going to state three times and all the trips to Disneyland with the students.

Every student is different and learns in their own unique way. Mrs. Barnett says she tries to help students learn by finding ways that will meet student’s needs. “She’s always pushing me,” Steele says. “There are times when there’s like a small, maybe two minute solo where she’s like, ‘Do it! I know you can do it!’ So yeah, she’s just always there pushing you.”

“She really takes an interest in the student’s ability to play, and she knows if somebody’s struggling with something,” says Dabb. “She’ll offer to work with them one-on-one or outside of class, just to make sure they come back up to speed.”

Barnett says she has found that if a teacher believes in the student, he/she can help the student believe in him/herself. “Then they can accomplish anything,” she says.

“If those that I have taught in the last 20 years are any indication of this generation, then the world is going to be fine,” she adds.

Mrs. Barnett has also taught two orchestra classes at Orion and North Ogden Junior High. Barnett says by taking orchestra classes, it helps students gain self-confidence and be a part of something at school.

“We have a party after every con-

cert, so they can get to know each other, and they can understand each other’s differences,” Barnett says. “They’ve shown studies that music students do better at math and science. Seventy percent of doctors have had formal musical training.” Barnett also explains music makes all the difference in the arts; the extracurricular is just as important as math and science.

As Barnett prepares to leave WHS, Dabb says she wants to thank Mrs. Barnett for helping her succeed in life. “She’s been super awesome and I really appreciate her teaching me the violin, and taking interest in every student.”

Sophomore Easten Platt adds, “Thank you for being an awesome teacher.”

Sophomore Aleesa Barker says Mrs. Barnett has been an inspiration to her and has helped her excel in orchestra. “I would love to thank Mrs. Barnett personally because she’s the one who got me excited to be in orchestra, and introduced me to the viola! I know that without her encouragement I wouldn’t have grown in my skills or even have been introduced to a great set of friends. Because of her, I was able to play better, and as a result, make the auditions for the Northern Utah Youth Symphony. Thank you so much Mrs. Barnett!” says Barker.

Mrs. Barnett has one simple word of advice to her students before she retires: “practice.”

Saying farewell to Weber High, Anderson is excited to travel

By Jayden Gordon
Staff Reporter

German teacher Mr. Anderson is retiring from Weber High School and is ready to live out the rest of his life in relaxation. Mr. Anderson has been teaching at Weber for 15 years working with English, health, French and German.

“The teaching experience here at Weber High has been great! I love Weber High,” says Anderson.

Along with teaching at Weber, Anderson has also taught at the ATC. “I taught the adults at the ATC because they were getting trained for high paying jobs, and it was hard for students because some of them were still in high school. On the applications they had to put undergraduate and wouldn’t get into the position they wanted because they had to mark the undergraduate box on the application. Teaching at the ATC was a great experience, though” he says.

Mr. Anderson says he won’t forget the Warriors. “One of the things that I will miss is all the excitement that is constantly happening throughout the day.”

“I remember one year that I was here, it was really cold outside and it rained ice. When the rain hit the ground, it immediately froze and covered all the cars, so students

couldn’t get their cars open to go home or to go to lunch,” Anderson says. Anderson adds the administrators took advantage of this cold day and put some of the students to work who had to make up attendance credit.

“Since it was so bad outside, students were given shovels and told to go outside and break up the ice, and they were able to make up lost

“Mr. Anderson made it fun for students to learn German and encouraged them to expand on the knowledge that he shared with them during the class.”

attendance credit.”

Anderson also remembered another adventure when the fire alarms kept going off throughout the day. “Eventually, the administration told all of us to stay inside if the alarms go off. At one point, there was actually a fire in the school when the fire alarms went off. The administration came on the intercom and said, ‘Everyone get out, there’s a fire in the school.’ All of my students were saying that it was actually smelling like smoke that time.”

A benefit Anderson has seen with Weber is the A/B schedule. “I like it because students can choose more electives that they want to take. The A/B schedule lets students take any electives they choose,” says Anderson.

Not only will Anderson miss his students, they will also miss him. Senior Aaron Roskelley says, “He was always super goofy during class and made it more enjoyable for students to be there. Mr. Anderson made it fun for students to learn German and encouraged them to expand on the knowledge that he shared with them during the class. There was not a time in that class where I was not bored because of all the jokes that he cracked,” he says.

Hannah Southwick, senior, agrees and adds, “Mr. Anderson is a really fun teacher. It’s sad that he’s retiring, but we all have to retire at some point and live our own lives.”

Mr. Anderson has a few words for the new teachers who decide to take on the students of Weber High. “Just get in and have fun. It’s a riot in the classes, but it’s always fun.”

As he retires, Anderson plans to take a vacation to Europe, and he is currently improving his French, so he will be able to understand the people better. “I probably won’t be able to speak it very well, but at least I will be able to understand them while I’m there,” he jokes.



Not only has Mr. Anderson taught German, he has also worked with English, health and French classes.

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Talent showcased in annual competition

By Jayden Gordon
Staff Reporter

Weber High's Battle of the Bands joined together with the Weber's Got Talent show creating one big event. The audience watched various talents perform their artistic pieces.

One of the bands, FarrGone, was created by bandmates. Kyler Vierra, Mitch Henrie, Kip Congo, and Jace Nieser. They performed, "September Rain" which led them to win the Battle of the Bands as well as the talent show.

From Weber's contest, the band went on to a regional compmetion at Northridge High School. Once

again, FarrGone amazed the audience with their talent and they took second place, honors. They will now compete at the state level in late April.

"We're all super excited to participate regardless of second place; we are still going to state," says Nieser.

Along with their region placing, the band received an offer to sign up with a label. "We got a small offer to be signed up with a small time label. We are happy that the music we produce for people is being heard and loved," says McKnight.

The band was first created in December 2016. "Everyone joined at different times," says Nieser. Vierra adds, "I joined the band last

year after Weber's talent show, and I don't regret any of it. We all have such a fun time practicing and it's a good time for everyone in the band when we are recording our music."

Congo has also enjoyed working with his bandmates, "It felt good winning here tonight. In the past we haven't really won shows at Weber, so this was a very good confidence booster for all of us who played in the Battle of the Bands."

Vierra describes the performance as an ultimate experience. "We had just felt like we had won the Olympics or the lottery or something. We've spent years creating music and albums that would be good and we are glad that people have enjoyed the music that we produced."

FarrGone was created with music

mixed with rock, alternative rock and other genres. Nieser says, "It's kind of a mix of Maroon 5, Arctic Monkeys, and Panic at the Disco. It makes for a really good sound, and it's very pleasant to listen to."

Stop Motion Mitosis placed second in the Battle of the Bands contest. Taking second place in Weber's Got Talent was juggler Chris Haaser. "I've been juggling ever since I was young, about 10 years old," Haaser uses juggling to relieve stress. "I enjoy juggling because it takes me away from all the stress that I may have picked up over the week. Sometimes I just get bored and need something to do," he says.

Haaser adds he is a self-taught juggler. "I just went on YouTube one day and started learning the basics of juggling and then from there I kept increasing the intensity of it as I went on throughout the tricks," he says.

Taking third place was senior Richard Hales. Hales described himself as a passionate Blue Grass player. He learned his banjo talent from his dad and grandfather who gave him lessons when he was younger.

Hales has also been playing acoustic guitar since he was nine years old. Hales likes playing Blue Grass because it's what he would listen to as a kid.

"I enjoy playing this type of music," says Hales. "The beat is nice, and it's kind of nostalgic when I'm playing this kind of music"



Junior Chris Haaser took second place in Weber's Got Talent with his juggling act.



In third place was Blue Grass player Richard Hales, senior.



Members of the band FarrGone won first place. From left to right: seniors Mitch Henrie, Kyler Vierra, junior Jace Nieser and sophomore Kip Congo.

Photos by Kyrsten Acker

Books positively impact teens, help reduce stress

By William Michels
Feature Editor

Entertainment has become a mainstay in modern culture with methods such as watching action-packed shows on a TV, playing engaging and addicting computer games or browsing social media nearly every waking hour. With the increase in electronic media such as smartphones and game consoles, the downtime for some is spent staring at a screen all day. Among the rise of electronic entertainment, one familiar pastime is still widely popular: reading a book. While E-books are becoming more popular, reading a book, digital or not, can offer benefits and engross an individual like no other form of entertainment can.

The benefits of reading are diverse and can be achieved through little effort. Weber librarian Jen Slater says reading can be a huge help with one's education. "It's the single, easiest way to get smarter over time," says Slater. "Also, it reduces stress more than taking a walk, playing video games or listening to music. It stimulates your mind and improves communication and writing skills. You become a much more empathetic person if you read."

Sophomore Michela Foreman also notes the advantages of reading. "Reading books have really helped my imagination and increased my vocabulary," says Foreman.

Additionally, book club president Grace Tams also realizes the positive impact of reading a book. "It helps to relieve stress and makes me a happier person. I get to go to new places and be in the shoes of different people," she says.

However, not everyone who loves reading was always a fan of it. "I wanted to be outside moving around," says Media Aide Linda Brown. "If I was inside reading a book, I was sitting around and doing nothing." Eventually, she grew to love a good book due to her friends in high school.

Slater acquired her mother's appreciation of reading at a young age. She was read to since she was little and has grown to love books, with her favorite being the Nancy Drew Mystery series.

Compared to other forms of entertainment, indulging in a good book has its advantages and can even cause the reader to forget that they are reading. Slater says,

"Readers are more likely to own their home, less likely to divorce and typically have a higher income than those who don't read. It's more involved compared to something like watching TV."

Multiple studies conducted by universities such as Ohio State University, Emory University and even Japanese Tohoku University have also found that children who read books often improve many parts of their brains, resulting in better language, behavior, learning and an increase in IQ. On the other hand, children who had increased exposure to TV were linked to delayed language acquisition and psychological difficulties such as



Sophomore Aleesa Barker browses through some books.

Photo by Kyrsten Acker

ADHD as well as a higher chance for social conflict with others and a lower IQ score than normal.

English teacher Robyn Nielson says that compared to other activities, reading is more engaging than other past times. "If you're watching a show, everything is already spelled out for you," says Nielson. "When you read a book, it's almost as if you're collaborating with the author on an adventure."

People may enjoy reading for a variety of reasons, but a popular one is using books to get away from reality. Foreman says, "I get to be alone, and it's like I'm on a relaxing vacation." She adds, "It's simple and fun and that's why I like it."

Slater also uses reading to escape from life and its hardships. "I enjoy it for the escape," says Slater. "I see people on social media going on fancy vacations, having a good time and making my life look bad. If I want to have a good time or go on a vacation somewhere, I'll just pick up a book."

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Appreciate the time you have. These ideas can help. Hang this list somewhere, and try to complete it in your free time.

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- ☐ Take a picture with an awesome view
- ☐ Leave a surprise in the mailbox for your mail carrier
- ☐ Buy a cup of Chick-fil-A® Coffee (Hot or Iced) for someone you don't know
- ☐ Write a letter to an old friend
- ☐ Surprise someone you love with a special gift
- ☐ Call someone you haven't heard from in a while

BREAKFAST TIME MEETS GRILL TIME

Who knew it was possible? The grill that usually represents backyard barbecues and cooks lunch and dinner is now serving up breakfast: the Egg White Grill. History has once again been made by Chick-fil-A®.

"It's time to add chicken to yer morning routine," remarked Cowlin Heifer, the leading taste expert in the nation.

"The grilled chicken with the egg whites and a slice of cheez is simply delishus for humanz. Plus tha warm yummy English muffin is delightful. Cereal is a snooz anywayz."

There's a hint of citrus seasoning grilled right into the chicken, and a whole lot of flavor packed in that sandwich. It's undeniable that Chick-fil-A knows how to serve up the best chicken, introducing the very first chicken sandwich for dinner, and now offering the most delicious options for breakfast.

"Trade yer mornin breth 4 chikin breth," Heifer said "Wake up to chikin in tha egg white grill. We thank u."

GREEK YOGURT PARFAIT

"Greek Yogurt Parfait goes perfect with chikin," trend expert Ferdinand Bullita explained. "Itz all delishus together and savez ovr hidez. Out with tha burgerz and in with tha chikin."

The Greek Yogurt Parfait has been updated to a larger size and includes delicious fruit added atop creamy vanilla Greek yogurt.

WEATHER

What does it look like outside your window?

SCRAMBLER

ACROSS

- Chick-fil-A employees are called _____ Members.
- If you look above the H in Chick-fil-A's logo, what do you see? A chicken's _____.
- What animals say, "Eat Mor Chikin"?
- We love breakfast! Even our fries are shaped like _____.
- What item comes on a chicken sandwich that you typically won't find on our breakfast products?
- Other than at the Dwarf House®, how many burgers has Chick-fil-A sold?
- Who was the president of the United States when Chick-fil-A first opened in 1946?
- Add chocolate or strawberry toppings to your _____ dream® sweet treat.
- What color is Chick-fil-A's logo?
- Don't forget to ask for one of our delicious _____ to dip your chicken in. We suggest our very own signature flavor!
- Where is the best restaurant to eat breakfast, lunch or dinner?
- Get your chicken cooked just how you like it. No longer just fried, we've got _____ chicken on our breakfast menu!
- Team Members at Chick-fil-A always say, "_____ pleasure" in response to a thank you.

DOWN

- Get refreshed with a lemonade or sweet iced _____.
- Our new Egg White Grill is served on an English _____.
- Which small blue fruit goes perfect with our Greek Yogurt Parfait?
- Finish the cow's famous phrase: "Eat Mor _____."
- Chick-fil-A introduced breakfast in 1986, with chicken served on a _____.
- Get your morning _____ paper while you enjoy a delicious breakfast.
- Our Chick-_____s™ are a bite-sized breakfast option.
- In what state did Chick-fil-A originate?
- A _____ rise brings light to the day before breakfast.
- You don't just get to pick the flavor; you get to choose whether to drink it hot, iced, or frosted!
- We have a special name for our soft serve dessert, not ice cream but Ice _____.
- What day is Chick-fil-A never open?

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ANSWERS: ACROSS 1. Team 2. H 3. Moo 4. French fries 5. Bun 6. 11 7. George W. Bush 8. Strawberry 9. Red 10. Chicken 11. Cow 12. Georgia 13. McDonald's 14. Cow 15. No longer just fried, we've got baked 16. Chick-fil-A 17. Sunday

Little Shop of Horrors musical wows crowds, surprises, entertains audience at every turn

By **Kathleen Mejia**
Assistant to the Chief

Weber High's production of *Little Shop of Horrors* will be the strangest, yet most amusing thing you've ever seen. I had never heard of this musical, but I was certainly intrigued just by looking at the fliers. Who wouldn't want to hear the story of a flesh-eating plant that can speak?

I think something that makes a play great is how well the music fits into the story, and the music for *Little Shop* could not have been more perfect. The first song that opens the play immediately made me think of doo-wop and the 1950s and 60s, which is exactly when the play takes place!

We are introduced to Seymour, played by Connor Thompson, an orphan who works in floral shop in Skid Row, run by Mr. Mushnik, portrayed by Tate Shelton. Along with them works the adorable and sweet Audrey, played by senior Abbey Harris. We also learn that Audrey's boyfriend constantly injures her, and she always comes to work hurt. They lament that their lives are sad and the shop is completely unsuccessful during the song, "Skid Row." I loved the ensemble's harmonization in this song.

Suddenly, Seymour has an idea to attract more customers. Audrey reminds him that he has been working on a hybrid plant. The plant looks like a bigger version of a Venus fly trap with sharp teeth. The plant, named Audrey II, attracts customers from everywhere. Eventually the plant starts dying, and Seymour discovers Audrey II needs human blood to survive. For as long as he can, Seymour cuts himself to help the plant grow.

As the plant keeps growing, it attracts TV news stations and radios who all want to interview Seymour. Audrey's sadistic boyfriend, Orin, is introduced, played by senior Stephen Cummings. He is quite the character in his leather jacket and dramatic voice. Orin convinces Seymour to leave that flower shop,

much to Mr. Mushnik's dismay. Mushnik offers to adopt Seymour to get him to stay. This performance was received with huge laughs and giggles from the crowd, because Mushnik and his newly adopted son share a humorous dance.

When Audrey II (or Twoey) does not receive enough food, it begins to talk. Senior Conner Wangsgard gives life to the voice of the vicious plant. Seymour and Audrey II begin to plot who will be fed to the plant in the song "Feed Me, Seymour." As Seymour witnesses Audrey's abusive boyfriend, Audrey II tells him, "That guy sure looks like plant food to me," so it is decided Orin Scrivello DDS is going to bite the dust.

Seymour meets Orin at his den-

mour and Audrey start to fall for each other. When Mr. Mushnik sees this, he realizes Seymour had something to do with Orin's "disappearance." I have to hand it to Thompson with his portrayal of the main character. I could feel how desperate and paranoid Seymour felt. When the plant demands more blood, Seymour decides to trick Mr. Mushnik into crawling inside the plant.

Audrey meets her namesake and the plant almost devours her. Seymour pulls her out just in time for him to confess his doings, and for her to tell him once she dies, she would like to be fed to the plant to help Seymour. He does just that.

Seymour has also been receiving offers to take leaf cuttings of Au-

feated. Nope, that didn't happen. The ensemble and main characters all appear in shiny Audrey II inspired outfits, as the ginormous plant laughs in the back. They warn the crowd, "Don't feed the plants," for they are now everywhere, and Audrey II has taken over.

After that I was completely in love with this quirky and weird piece of art. I enjoyed the fact that this was not the usual play, and that I could not tell what was coming next. I don't get that element of surprise as much when I go see movies. But throughout this performance, I was happily surprised and amused.

I admire how much the story pushed the limits. Seymour, behind a window, "cutting up Orin" was definitely a bold move but something that made this play unique. And the ending was quite peculiar, but I was left satisfied and with a huge smile on my face.

The actors were also incredible. I admired Harris's portrayal of Audrey; she had a "Skidmore" accent that was high pitched, but not too much. You could even hear it when she sang which was very impressive. Thompson's portrayal of Seymour was also phenomenal. His character was emotional but could also be very comical at the right time.

Wangsgard also stood out without even showing his face. Audrey II's "Feed Me Seymour" was my favorite part of the show because it was so eccentric, and the singing was remarkable. It took me by surprise; it was a very soulful and bluesy, something I enjoyed very much. The tunes are also still stuck in my head, but it's good music, so I'm not complaining. At times it sounded like a song straight from the hit musical *Grease*; it was also doo-wop with a hint of rock and Motown.

I had so much fun watching this exceptional play, and I highly recommend it. *Little Shop of Horrors* has a little bit of everything: it is a musical black comedy. And if I learned anything, it's that I shouldn't feed my bloodthirsty plants.



Serenaded by Orin the dentist, played by senior Stephen Cummings, are seniors Elissa Bailey and Zoe Ewing.



Kennedy Cassidy and Seanee Miller, seniors, sing to Seymour, played by Connor Thompson, about his great fortune.



Mr. Mushnik, played by junior Tate Shelton, scolds Seymour for forgetting an order.



By threatening Audrey, played by Abbey Harris, Orin gets her to do whatever he wants.



The city girls form a conga dance line, and they place Seymour in the middle.



Orin shows his true, cruel nature through song.



Blood is fed to the Audrey II from Seymour himself.



Audrey marvels at the even bigger Audrey II. However, the plant's need for human blood eventually overcomes the unsuspecting Audrey.

Photos by Melissa Overdick

Team seeks state honors

By Rebecca Gonzales
Editor in Chief

Forty boys took to the Weber High School soccer field and started practice at the beginning of March. Senior Franco Guaglianone can already see the team's potential. "We've got really good speed," he said, concerning the varsity team.

Senior Reed Stewart agrees. "We have a lot of speed [and] a lot of skill. We just need to mesh it together and hopefully we'll come out on top," he says.

The team members have identified weaknesses early in hopes of overcoming them by the time the season really picks up. "What we struggle with is mostly talking," says Guaglianone. He says the boys have to learn how to "play with

"Our strengths are our speed and experience. Our coaches have commented this is the fastest team they have seen in their coaching experience."

each other." "We do have a lot of young kids, but I think they'll do great," says junior Austin Allen. "We just need to get used to playing with each other."

The team's adviser Mr. LeDuc agrees with the players about their strengths and struggles. "Our strengths are our speed and experience. Our coaches have commented this is the fastest team they have seen in their coaching experience," he says.

"We have a lot of returning players playing varsity this year. One of our weaknesses will be experi-



Stealing the ball from his Provo opponent is senior Bruno Guaglianone.

Photo by Melissa Overdiek

ence as well because we have a few sophomores and freshmen playing varsity, even starting."

Despite their best efforts, the team lost their first game 1-2 against Mountain Crest. "It wasn't our best game, for sure," says Allen. "It was cold, there was a lot of snow on the edges of the field, and we weren't really ready for it. We definitely did not play to the best of our abilities or even close."

They learned from their rough first game and were hungry for their first win. And they got it against Provo, 2-0, on Mar. 13. Thanks to senior Maxwell Price's two second-half goals, the Warriors controlled the game. Stewart assisted the first goal, and a double assist was given by sophomore Charles Wheelwright. Senior Eric Morris helped score the second, securing the Warriors' shutout.

The players have set lofty goals for their season. "As a team, we are really looking [to be] region champs, make it to playoffs and win state," says Guaglianone. He also thinks they have a good chance of winning because "we have a really good, solid squad this year."

Stewart is also hopeful. "I think this year we actually have a chance because our team's really good," he says. "We have a really tough region this year with Layton and Davis, so we kind of want to be on top of that going into the state tournament as well," he adds.

"We've won [region] the last two

years, so we want to have a three-peat," says Allen.

There are many things to be excited about at the beginning of a new season. Guaglianone is looking forward to renewing a rivalry. "I really can't wait to play against Fremont because I have a lot of friends there, and it's a really good competition since we're rivals and all that," he explains.

The best part of being on the team for Guaglianone is "living the sport." He adds, "You get to leave school early to go to a soccer game. [There's] treat bags, which we all get, which is basically like a bunch of snacks before the game." He also likes "having a good time with [his] buddies."

There's a lot of preparation that goes into soccer games. "You've got to train a lot; you have to be really good physically and mentally," says Guaglianone. "You gotta focus a lot on game day, because if [you don't], it will get to you."

To get themselves in the right mindset before games, the team "listens to the coaches, does a talk-through and a team cheer," says Stewart. Personally, he likes to "listen to some good music to, you know, get the vibes." They also pray as a team.

According to LeDuc, the boys "approach every game as the underdog." He says, "We prove that we are the best team by playing each half as if we are not expected to win."

Players rely on individual talents

By William Michels
Feature Editor

While many teams depend on a group effort in order to succeed, Warrior boys' tennis and girls' golf are sports where individual talent shines. These teams unite for a win and cheer each other on; however, when it comes down to playing their game, it often comes down to the strength of one player.

Boys' Tennis

The boys are striving to be the best they can be as they set goals for both region and state tournaments. Backed by Coach Carolyn Macfarlane, they are looking forward to a season filled with wins.

"We'd like to win region, and winning state would be awesome, but it's still a maybe," says senior Joe Jouffray. Cooper Harrison, senior, agrees, saying "The team, both as individuals and together, would like to win region. I think we have a good chance of placing high at state."

Tennis is played both in singles and doubles. Jouffray enjoys competing on the court in singles. "I'm not really a big fan of doubles," says Jouffray. "I'm not a team player. I know my strengths and weaknesses better than anyone else. While I don't think having teammates pulls me down, I don't particularly enjoy having to rely on others."

Harrison adds most of the team prefers single matches. "They're faster paced and more intense than doubles are," says Harrison. "You get more action playing by yourself than with a teammate."

Macfarlane says while the sport is individual, the team remains an important element. "It's an individual sport, but you have a team score that determines if you win matches. If you're playing on a team, you might be playing by yourself, but you're still playing to win so your team will win."

As the boys prepare for their season, each player has certain areas where they excel, and some places where some work is needed. Jouffray says one of his best qualities is his persistence, but he is prone to easily losing his composure. "I never just give up and let a ball

go; I'll always chase after it," says Jouffray. "But at times, it's hard for me to keep my cool."

Harrison says one of his strengths is his height, which he uses to his advantages to make good serves, but he hates long rallies.

According to Macfarlane, talent can be overrated. "All I really care about is how hard you work towards your goals. If you don't work hard or have a good work ethic, it doesn't matter how talented you are."

Along with building skills in tennis, the boys have also found another benefit of their sport: friendship. Jouffray feels he is good friends with his teammates. "I have good relationships with them, and I support them as much as I can."

Coach Macfarlane looks forward to watching the boys develop their skills and personal strengths. "They have great camaraderie, good team chemistry and are overall a bunch of fun guys," she adds.

Girl's Golf

Also preparing for an upcoming season is the girl's golf team. While tennis has a bigger focus on endurance, quick movement and pushing yourself to the limit, golf is all about intense patience, persistence, concentration and the goal of getting the lowest score throughout each game. Once again, the sport has team elements, but it has an emphasis on individual skill.

Senior Claudia Vinacco cites the sport not only builds one's mental focusing abilities, but it also helps players make friends with teammates and people from rival teams.

"Golf is a relaxing sport, and it also allows you to make friends with the other teams, something most sports have trouble doing," junior Sarah Martin adds. "It is the most fun team sport because everyone gets along."

As the girls prepare for their upcoming games, they feel it is important for each player to focus on improving their skills which will then better the team.

"Teamwork in golf is more important than what people might think," says Vinacco. "While there is a focus on individual performance, all of our scores are combined. We [the golf team] count on each other a lot because of this, and

we're all really close."

The love and passion for a sport can often come by an introduction through a family member. At a young age, Vinacco developed her love for golf and the desire to improve. She has been playing golf since she was eight.

"I've played on the Weber team since Sophomore year," adds Vinacco. "My dad was the one who originally got me into playing golf. He had been playing the sport since he was my age."

Martin also began playing competitively during high school. "I started playing Freshman year," says Martin. "My dad and my



Junior Alicia Littlefield practices her swing.

Photo by Kyrsten Acker

brother introduced me to the game. They helped me get to where I am right now."

Along with the benefits of developing talents in high school golf, the girls also realize there is potential to continue their sport in college. Players who excel could also look into it as a career. Vinacco says she hopes to get a scholarship to play golf in college and look at it even beyond her college years. "I would pursue a career in golf if it takes me far after college, but that's about it."

Martin, however, just wants to enjoy the sport as a fun pastime. "I've always liked to play golf for fun," says Martin. "I've never wanted to be a professional player."

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Two talented sports teams pitch toward sucessful region seasons

By **Brandie Huddleston**
News Editor

Tis the season to hit the field and head for home at the same time. It's softball and baseball season. Weber High recently had their baseball and softball tryouts, giving the school two teams that both claim to be "ready to win!"

"There are a lot of seniors, and we have been playing together for a long time," says senior Grayson Skaggs from the baseball team. Senior Kaden Fogg adds, "This will carry over for us to be a good team.



Senior Haylee Wageman winds up as she pitches one to her opponent.
Photo by Madi Harris

Everybody on this team has the ability to do good things. This team is full of great pitching, hitting and a great fielding team."

One thing that the team works on is focusing and becoming mentally prepared. One way sophomore Cole Potokar prepares for a game is by "playing out every possible play in my mind before the game and I'm always ready to attack the ball because of this."

While reviewing plays helps Potokar, sophomore Nic Erickson wants to calm his nerves before the game. "I listen to country music before every game because it relaxes me and gets me focused and ready

to play," he says.

Even though baseball has a mental aspect like any sport, it has a physical side. "To prepare physically for each game, I lift in the weight room, and hit the batting cage on my own time," said Josh Howell, sophomore.

Members of the team also reveal there sources of inspiration that carry them during a game. Senior Bridger Vorwaller says, "My family, my coaches and my teammates inspire me to play each day."

Senior Hunter Cowan adds, "Dustin Pedroia, from the Red Socks, and Sam Abbott, my cousin, inspire me to play ball."

As for Fogg, "My teammates inspire me; they inspire me to play for Weber High School and to represent this school."

Even head coach Trevor Howell has had people in his life who have motivated him to be a better coach. "I had several coaches that inspired me to coach, but it's mainly spending time with the kids and seeing their progress over three to four years. It is a great thing to be a part of and to see their growth individually and as a team," he says.

Weber's team has a common goal that they are working towards which is winning state. "We want to build a winning culture and make state. That is the ultimate goal," says Erickson.

Potokar's goal is "to be a better teammate on and off the field and have a winning season." In addition, Skaggs says "We want to have positive energy all season."

But what has the team been doing to prepare to take region and state? "We have a new strategy for hitting, and we are just going to crush fastballs early in the count," replies Vorwaller excitedly.

Howell adds, "We have been playing harder as a team and learning plays."

"We practice for three hours a day, and we do lots of weight lifting," says Cowan

Coach Howell knows his team has potential to be great. He agrees



During the Red and Black game senior Mitch McNight swings for the black team.
Photo by Kyrsten Acker

the team is full of strong players, and he loves to help them grow to be able to achieve their goals.

"There are difficult things in coaching, but it's all part of the process and the challenge. High school coaches wear a lot of hats and have a lot of different responsibilities when it comes to final preparations: paperwork, checking on grades, team chemistry, budget, fundraising, and dealing with adversity in players as a team and individually," says Howell.

Softball

The softball team has already played several games as they progress in their season. They had a tournament in St. George on Mar. 9-10 where they lost three games and won two.

Sophomore Maddy Dallinga says the tournament helped them see their strengths and weaknesses. "Our strengths as a team are working together and having chemistry, and our weaknesses are not talking to each other and cheering each other on," says Dallinga.

"A strength we have is we are all working hard right now, We all know how to work hard and really put ourselves through conditioning and softball skills," adds senior Graycee Cebollero.

Sophomore Lily Olsen says she thinks the team's unity and speed will be a strength this season. "We also win and lose as a team. It's not just one person who fails, it's all of us. Our weakness is we get in our

heads and when we mess up, it just goes downhill," she says.

The players also agree they need to mentally prepare. "I use my mental prep sheet we get at the beginning of every season each year, and I listen to Fergie because, for some reason, she really helps me, and the music helps me get focused for games and practices," says senior Haylee Wageman.

Sometimes it [mental preparation] can be challenging, but you just have to push through it and stay as strong as you can," says Wageman.

Mentally preparing is important; however, senior Megan Bull adds physically preparing for games is a big aspect too. "I physically prepare for this game by practicing every day and conditioning," says Bull.

Like all sports, softball takes up a lot of time and energy, but the girls agree it is worth it when they make the people who inspire them proud. "Watching my dad play slow pitch softball as a kid made me want to start, and I have had many coaches over the years who have been pushing me to be the best I can be," says senior Katelyn Kendall.

"Our head Coach Kylee really is a great example in softball and in life in general. She pushes us to be the best and have a competitive edge while still being an awesome teammate. She is also big on service. She has put it in my head that you're always wanting to think of others and how to make their day

better. You can just tell what kind of player she was and person she is today."

Bull adds her sister has always been a supporter of her softball talents. "My sister is my biggest role model for softball. She has always been so successful in softball, and it makes me want to be as successful as her."

Coach Colvin knows her girls can have a great season, and she looks forward to helping them be

"A strength we have is we are all working hard right now. We all know how to work hard and really put ourselves through conditioning and softball skills."

successful. As far as coaching, Colvin, she adds, "The most difficult part about coaching is I can't get out there and play. I love being a coach and watching these girls, but it is hard not to be able to get out on that field and play with them."

Whether rain or shine the team is ready to take to the field and play the game they love.

"This is a hard game and you can make a lot of mistakes," says Dallinga.

Olsen adds, "In softball you are going to fail sometimes, but it's worth it for the times that you succeed."



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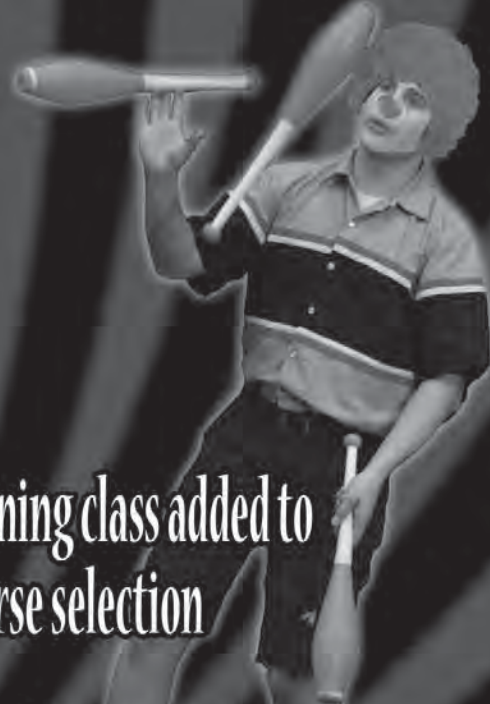
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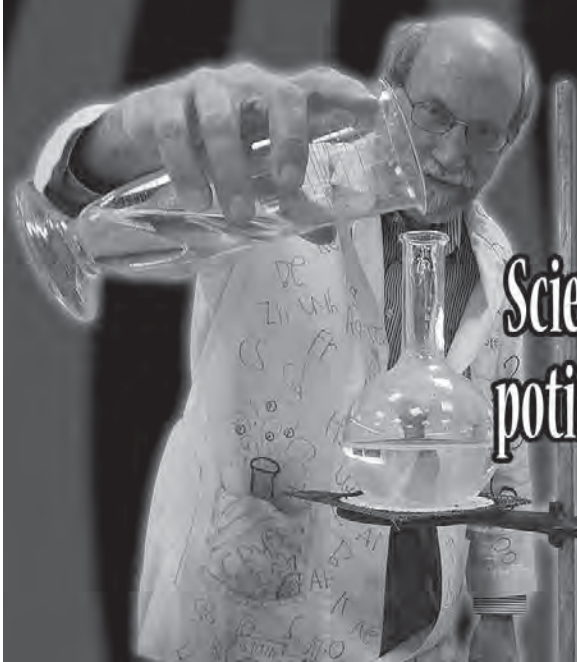
The Warrior

April 2018 Issue

INTRUDER



Weber implements school
uniforms, students love it



Science department brews
potion that gives the ability
to levitate

Bigfoot search goes wrong

By Simon Nella
Staff Chef

Real or not, the urban legend Bigfoot has captivated everyone... from naive youngsters who heard the story from their older siblings, to those who are living in their parents basements scouring the internet for a new conspiracy theory about the hairy ape-like being. The mysterious creature has awed many, including Weber’s own Abbie Butler. While under the simple guise of a U.S government teacher, Butler uses her occupation to conduct research on Sasquatch from the comfort of room 232. She fits in investigation time whenever possible and has found a productive time in her preparation period.

“I would say my prep periods are times where I can get a lot done,” says Butler. “I find the newest information on Bigfoot instead of making assignments for students.” Butler also tries to use Flex and Warrior Time to research more, but to no avail. “So many kids walk in wanting help with my class, and it can get aggravating,” says Butler. “I’m not sure if they realize that I’m busy trying to do some important work.”

The search doesn’t stop at Weber High for Butler. After school, she disappears into her residence for hours at a time and only resurfaces when absolutely necessary. Students have speculated that she has a large amount of powerful computers with gigabit fiber internet solely dedicated to searching for Bigfoot. This assumption is based on the rather loud electrical noises emanating from her residence. When pressed on this topic, Butler denies and claims that she just has an exceptionally noisy washer and dryer.

Secret agents lurking at Weber

By Lucee Memind
Staff Psychiatrist

The world is plagued by FBI and CIA television shows that are nothing but lies. Students can now turn to two of their own Weber High teachers to learn first-hand what happens in a secret CIA mission to Europe.

Thanks to an exclusive interview that may or may not put their lives in danger, Mr. Lattin, Spanish teacher, and Mr. Rawlins, computer teacher, have revealed that their summer trip to Europe was not just a simple vacation. For years, Rawlins and Lattin have been training with the CIA and FBI to take down a dangerous gang of library arsonist. These criminals have been ruthlessly burning down libraries in different parts of Europe as an attempt to trump learning worldwide.

Lattin, who has been training as a spy since he was six, shares how he got to where he is today. “I was with the FBI for 10 years, but that was not enough of a challenge for me. I decided to join the CIA to do some work around the world. Plus, they pay for all of my travel which is why I take a few ‘vacations,’” he says.

Lattin says the rest of the information needs to stay between the windowless walls of Weber High. He explains, “I got this call saying thugs were setting books on fire in France, and this was the kind of job only two extensively trained teachers could handle. So I told them Rawlins and I were the only two out of the 36 spies in the school up



Mrs. Butler braves the wilderness looking for Sasquatch.

After hours of hard work researching, many camping trips and plenty of yelling from Weber’s administration, Butler was given a perfect chance to capture the elusive beast during a trip to Yellowstone National Park. Unfortunately, things didn’t go well and Sasquatch escaped.

“This was my only chance, and I blew it,” says Butler. “It took years to see him this one time, and I’m not sure if I’ll get to see him again.”

According to Butler, everything went downhill the sixth night of her 40-day trip. Butler claims she heard numerous grunts and the sound of someone rummaging through her pack. “Little did he know that was my rigged backpack, and it contained nothing but a bunch of cheap birthday cards that would play audio when you opened them. In my honest opinion, it was truly an ingenious trap.”

Butler took her chance and peeked outside to find none other than the elusive Bigfoot. “He was massive,” said Butler. “His size and strength looked like it could match the ego of some of my students.” Filled with excitement and surprise, Butler quickly drew her trusty tranquilizer, only to find out she had forgotten to bring darts. Not wanting to be killed but still wanting evidence, Butler reached for her camera only to find out that there were no batteries. Feeling de-

feated, Butler could only sit back and watch as the hairy monster happily departed with a card showcasing a caricature of Sasquatch, as well as the ammunition for her tranquilizer and two AA batteries.

Her previous traps also found little success, with factors such as the sudden disappearance of her necessary tools at the most important times. “It’s a recurring theme and it has happened more times than I can count,” says Butler. “Every time I’ve gotten close, something always goes wrong.” Butler cites her recent experiences hunting the beast, including being extensively searched for by the park rangers after she was supposedly reported missing.

“Getting chased and chewed out by a bunch of angry government officials wasn’t the worst part,” says Butler. “The worst part about the whole ordeal was that the Bronx Zoo in New York City offered me \$2 million if I could manage to capture Bigfoot. I had missed my chance at a ton of money I could use to fund more expedition trips.”

Although feeling bummed after her failed attempt, Butler still remains vigilant in her search for the elusive creature. “I’ll probably never get a chance like that again, but I have to keep trying. The fact that I got so close is more reason that I should continue to search,” she says.



Looking like normal tourists, Mr. Rawlins and Mr. Lattin hide a secret profession.

to the task.”

Rawlins decided to go to France to take a break from his crime-fighting life in Ogden. “They were just arsonists, so nothing we haven’t seen locally,” he says. “I have been taking down these types of guys for over 12 years now, so I was excited when Lattin gave me the call. We needed to keep things under wraps, which is why we took the assignment mid-summer. This also gave us the chance to give the criminals a sense of security and make them believe we did not know what they were up to,” says Rawlins.

Rawlins and Lattin discreetly boarded a plane to Europe in the summer, telling friends and family that it was a vacation. “We got to Italy first, took a few pictures, ate some delicious pasta and took out an Italian mob while we were at it,” says Lattin.

The spies decided they might as well enjoy the “vacation.” So they alternated; one day it was crime fighting and the other was eating and sightseeing. “The second week we headed up to France to take down the big guys. We trained for three days straight to be ready. I have met some dangerous criminals over time, but nothing could prepare us for what was about to happen,” says Rawlins.

They got the call saying the arsonist were about to hit a nearby library. Rawlins and Lattin rushed in while the building was on fire

to find that the arsonists were none other than highly intelligent machines. Lattin says, “These robots were trying to destroy all the books they could find. They did not want competition with paper books, and we all know the library world can be extremely competitive.”

Nobody had actually seen or met the arsonist, so the spies were taken aback when they realized the truth. “At first I wanted to put my training to use, so I wanted to fight them,” says Lattin. Rawlins had another idea. “I just threw water at them; I was prepared for the fire,” he says.

Lattin also thought of another idea to take the robots down. “I found an off switch in the back of their heads, so I went around shutting them off, and Rawlins drenched them in water,” says Lattin. Both of the skilled spies walked out of the library unscratched and undefeated, thus, putting an end to the European library arsonists.

After the mission, Lattin decided to teach new FBI recruits at Quantico. He says, “I’m teaching a class called ‘Evil Arsonist Robots 101’; it is very basic but very informative for the future agents.”

Rawlins will continue to teach at Weber while still serving as an undercover spy. He says, “The good thing is no one knows about my secret. This way I can continue to fight crime in North Ogden. But someday I would like to complete another mission with Lattin.”

Mr. Tall stars in exotic game show

By Ima Genius
Staff Smartie Pants

Biology teacher Mr. Tall recently spent some time in Japan as part of a military assignment. He returned to Weber High at the beginning of this semester to continue teaching. “I was excited to learn a new language and see all the tourist attractions, but the thing I was most excited about was the chance to be on a Japanese game show,” he said.

Japan is famous for its crazy game shows. While American game shows involve showcasing talent or trivia knowledge, Japan’s are often more unconventional. In one show, contestants must answer seven questions before they are completely mummified by a cloth-binding machine. Another resembles a human version of cookie cutters, where contestants have to make it through a wall by contorting their bodies to fit through the cutouts. Girls may participate in a

“With my knowledge of biology and my immense physical strength from my years in the military, I knew I would dominate.”

show where they fall asleep, then are awoken and judged on how cute they look while waking up (the loser gets a pie to the face). There’s a show where participants climb a set of slippery, soapy stairs in hopes of being the first to make it to the top.

None of these shows appealed to Tall, though. “It’s always been my dream to go on *ANIMAL GLADIATOR*!” he said. The show requires contestants to answer trivia questions about the animal kingdom. If they get the question wrong, they have to spin a wheel with different sections for different species and fight the fauna it lands on in an enormous arena, just like the Roman gladiators.

“With my knowledge of biology and my immense physical strength from my years in the military, I knew I would dominate,” he explains. “It seems like the show was made for me. Even if my animal knowledge failed me, I knew I could hold my own in a fight with a bear,” he said, kissing his bicep. “Plus, I had to have the prize—a limited-edition collectors’ figurine of an AT-AT from *Star Wars*.”

Applying to be on the show took a long time. “There was a mountain of paperwork, and I didn’t understand a lot of it since my Japanese isn’t perfect, but I understood enough to know that I couldn’t hold

the show liable for any animal-related injury or death,” he said. It made him a bit nervous, but he “remembered the glory, fame, honor and an expensive collectors’ item” waiting for him if he succeeded. He bravely decided to press forward.

Weeks later, Tall was greeted with good news when he opened his mailbox. “I was so excited when I got the letter saying I got to be on the show,” Tall said. “My dreams were finally coming true.”

Before he knew it, the big day had finally arrived. “I got to the studio early that morning for a meeting with the other contestants and the host,” Tall explained. They got their hair and makeup done and took promotional photos.

When it was time to film the competition, Tall and the other contestants entered the arena. “Imagine the Colosseum, except with lasers and flashing lights,” he described. They took their places at a set of podiums encircling a huge, spinable wheel adorned with cartoon images of different creatures. Off to one side, there was a line of cages containing the animals the contestants would fight, among them a bear, a tiger, a rhinoceros and a tiny rabbit.

“I could hear the animal noises from where I stood,” said Tall. “It was very nerve-wracking to think that I would have to fight one of them if I got a question wrong, but I searched the crowd for the faces of my family and I was reassured that I would be okay.”

The host asked Tall the first question: What is the name of a dog created by mixing a Labrador retriever and a poodle? “That one was easy,” he said, looking back. “It’s a labradoodle!”

The next one was a bit trickier. “I had to guess how many legs a lobster has, but thankfully, I guessed right!” Luckily, Tall continued answering questions right and made it to the final round without having to take down any tigers, unlike many of the contestants.

“I had seen the bloody battles between the other contestants and their foes, so I was a little nervous going into the final round,” Tall said. “Two of the other guys had to be rushed to the hospital for serious injuries.”

The last question was a race against two contestants—whichever answers first is the winner, but the runner-up can choose to spin the wheel and take a chance against an animal. If they win, they then usurp the other contestant and claim the title of Ultimate Animal Gladiator. The question was a surprisingly easy one: What species of mammal lays eggs?

“I knew it was a platypus, but I couldn’t remember how to say it in Japanese,” said Tall. “I never

thought I would have to know it, so I didn’t bother to learn it. But I had to have the AT-AT, so I did the only thing I could: I spun the wheel.”

Tall said, “time seemed to move in slow motion” and he was “hoping to get an easy opponent.” The wheel finally landed on the tanuki, or Japanese raccoon dog. The tanuki has been a symbol of good luck for centuries in Japanese cul-

“I ran around the ring for what seemed like hours before it suddenly stopped, looking into my eyes. It’s like he had seen I was a worthy opponent and decide to let me win.”

ture and folklore. “As soon as I saw the cute little tanuki, I breathed a sigh of relief,” he said. “I thought it would be an easy fight.”

Tall walked into the fighting ring. He said the fog machines and laser lights made the whole arena “look like a sci-fi movie crossed with a Roman gladiator fight.” The host let the tanuki out of the cage with a flourish and the fight began.


The crowd chanted the name of the show. “*ANIMAL GLADIATOR! ANIMAL GLADIATOR!*” Tall found his resolve; he decided to take the kindest route where contestants have to corner the animal and pet it for 10 continuous seconds.

“The tanuki was so hard to catch,” Tall said. “I ran around the ring for what seemed like hours before it suddenly stopped, looking into my eyes. It’s like he had seen I was a worthy opponent and decided to let me win.” The tanuki finally conceded and curled up at Tall’s feet. Tall knelt down and stroked his ears while the crowd counted down from 10.

After the time had passed, the host came and bestowed upon Tall his beloved *Star Wars* figurine. “Through all the flashing lights, noise and insane happiness, I swear I saw the tanuki wink at me,” he said. “He definitely brought me good luck, just like in the stories.”

Tall returned home with the title of Ultimate Animal Gladiator, a sparkling crown and sash, a *Star Wars* collectible and all the glory that comes from winning an infamous Japanese game show—or so he thought.

“It turns out, nobody in America has even heard of *ANIMAL GLADIATOR*! So I didn’t get all the fame I thought I would,” he said, disappointed. “So I decided to return to Weber High and continue teaching biology.” The number one thing he wants his students to learn is *kamonohashi*, the Japanese word for platypus.




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Early history reveals truth of WHS building

By **Carrie A. Tune**
Staff Musician

There is a story about Weber High that has long been forgotten. A story that makes its rumors seems intriguing, but the actual story scares the person to the bone, leaving them chalk white. They say that these people were never the same again. Over the years the hustle and bustle about the story died down, leaving it to cripple and die like the contents it held.

Then one day, a student by the name of Amanda Eatchel was searching through some old school documents in the back of the WHS library closet, looking for some information about the school’s past events for a paper she was working on in her history class. She was looking for the perfect thing to write her report about; something real but interesting. She dug deeper and deeper, farther into the closet until she found an old, manila envelope crumbled and hidden in the back corner. It seemed like someone had deliberately tried to hide it where no one would find it again. It had holes in it, indicating that mice had been in the room, and its corners were covered in a black mold.

Naturally, this curious, young girl had to see what was inside. She opened the envelope to find pages of handwritten documents. She positioned herself with the light on the document, and she began to read.

“Date: March 23, 1927. Location: Pleasant View, Utah. Reporting: Officer Calburns, prisoner care and enforcement division.

I write this letter so the truth of what really happened on July 17, 1925, is brought to the publics eye. I am afraid this prison was a terrible mistake. No sane man can stay in that building for this long and leave with his sanity and his life.”

The letter continued telling the prison was built in 1973; the original construction design was by the President Richard Nixon.

The idea was grand at the time, no flaws could be seen at all. But no one ever thought it would turn this wrong. It was designed to hold all

of the most dangerous and insane criminals around the United States, in one secure area where they could cause no man any harm at all. With 60 ton bricks, each one nine feet thick and three inches for the diameter of each titanium rod. There were no windows anywhere in the whole building, because these prisoners didn’t deserve any happiness, not even sunlight. This prison was guaranteed to never be penetrated or compromised in anyway. It was impossible. So, to complete the project and have the building’s purpose achieved, the meanest, toughest, cruellest, most despicable criminals were moved here one by one, into the facility.

Throughout the years, more criminals were housed in the prison, each one more insane and cruel than the one before him. Then on one fateful day, prisoner Marden Shadowend was moved to the prison.

“Marden had been evil ever since the day he was born. The police finally caught him, 27 years after he first committed the crime of stealing Slurpees at a local 7-11. The police got a tip from a criminal who had done a job for him in exchange for his freedom and life. Soon after, Shadowend was caught; however, the freed criminal was found dead behind a dumpster. Shadowend was escorted by 10 officers to the Pleasant View prison, shackles on his wrists, arms, ankles and neck. I was proud that this egregious villain had finally been caught; but when he looked at me as they passed, he was completely calm, and he was smiling. He was happy to be locked up forever. Now he’s here, locked away in the deepest, darkest, most severely isolated part of the prison. This man unnerved me unlike the rest. He was planning something. I could feel it.”

Three weeks later, on July 17, 1925, it happened. The sirens started blaring, red lights flashing, cops were running everywhere. The prisoners were begging to be let out, they were begging to be protected. “I ran to one’s cell and he gripped my shirt through the bars screaming, Please!!!! Don’t let him get me!!!! Please!!!!”

“Who?!” I asked him, “What is



Prison tunnels under Weber are where insane criminals were kept from the outside world.

Photo by Sully Sullivan

going on!?!”

“HE’S OUT!!!! HE’S OUT!!!! MARDEN SHADOWEND HAS ESCAPED HIS PRISON!!!!” and he fell on the floor sobbing.”

The other prisoners were set free from their cells and loaded into the prison vans. “I ran as fast as possible, unlocking cell after cell, sending sobbing men running. I was just about to join them in the van when one of my superiors told me I had to get to his office for the prisoner files before Shadowend did, for the sake of everyone’s lives. The only problem was it was on the other side of the facility. I ran as fast as I could towards the office, gun in hand, ready to fire. The deeper I went into the facility, the darker it became.”

The further the officer went, into the prison caverns, the more fearful he became. “It was like I was in a horror film except worse, and real. Then, I heard a scratching of metal against the cold, stone wall. He was coming. My only hope was to play dead on the floor. Quickly, I dropped to the floor spreading my arms out in awkward angles. I laid perfectly still as I sensed him past, slow and steady. Minutes later, after he was gone, I didn’t dare move. I waited ‘til it was perfectly quiet.” Marden was loose on the streets once more; however, he was last seen climbing Ben Lomond.

“I quickly went home to my family and told them we had to move and change our names; everything to keep them safe. It was the best I

could do to protect them from that man.”

The government hid this story for the safety of the people. They told the world the prison had been moved somewhere else top secret, with all its occupants. They decided to use the old building for the local high school, Weber High. Many renovations were made to remove the stains, the prison cells and the reinforcement walls. The rest of the school is still part of the original building and the design, including no windows. But no one is ever supposed to find this out, because it’s one of the greatest secrets; greater than Roswell. “And I pray that no one ever does, because if this secret is revealed, I’m sure Marden Shadowend will come back, taking the entirety of Weber High and everyone in it for his next victim.

Hoping this day never comes, Sincerely Officer Calburns.”

Amanda set the paper down into her lap. She knew there was no way anyone would ever believe this story. She debated whether or not she should heed the warning about keeping it a secret, since it happened over 90 years ago. She got up to grab her stuff and leave, the document tucked under her arm.

Suddenly, a hand grasped her shoulder and.....

The librarian heard a scream from the closet. She rushed over to see if Amanda was okay, and when she looked inside, the girl was gone.

Fountain preserves teenagers’ vitality

By **Ima Cutie**
Staff Star

The first week of January is all about change and welcoming in 2018, but little did Warriors know, resolutions are often more than a new diet or a workout schedule.

After students returned from Christmas break, everything seemed normal. Sophomore Cambrie Simonsen was walking to the drinking fountain during first period to refresh herself. As she took a sip, she couldn’t help but notice that something was going on in Wee Weber. When she peered into the room, Mrs. Farr, the teacher in charge of the Wee Weber preschool, shouted out, “Hey! Where did you come from? Are you in my class? Or are you supposed to be with Sue?” Confused, Simonsen asked, “What?” Her voice sounded different, more of a squeak. She ran to the nearest mirror and noticed not only did she sound like a toddler, she also looked like one too! “What is going on?!” she screamed.

Mrs. Farr was confused and asked, “What’s the matter?” As Farr came towards Simonsen, Simonsen ran to the commons. She noticed more students surrounding the water fountain and watched as they shrunk in size. “None of you are in my class! What is going on?” said Mrs. Haslam, early childhood instructor, as she noticed many “new” Wee Weber children.

Farr and Haslam took all the kids to the office to show Principal Wardle what was going on. “Did you all drink out of the same water fountain? Maybe there is something wrong with it that is affecting all of you,” Mrs. Farr said. “Yeah, I did,” said Simonsen, and so did all of the other kids. Mr. Wardle called all of the parents of the students affected and told them to seek medical attention immediately. He then went to the drinking fountain to test it out. He took a sip and immediately shrunk into a teenager. “Oh no! Now I have to go through puberty again!” he cried.

An urgent announcement echoed in Weber’s halls, “Attention students and faculty: School is going to be cancelled for the rest of the day because--um--there was basically a fountain of, well, youth. We will let you know about any further information. Thank you.”

School was cancelled and everyone was sent home. Those who were affected sought immediate professional help. Doctors have released that all 23 Warriors are being quarantined for further observation. They also hope for reversal, but haven’t come up with any cures to the situation so far. They have no idea what they are dealing with. The drinking fountain that caused all of this is now getting bids from people trying to buy it. However, Weber High is pushing against having it sold and trying to get it destroyed.

Although the doctors are keeping the students in quarantine, they want to send the fountain to labs to get it checked out by professionals. Something could also be wrong with the pipes or the water supply.

The Weber School District understands many of those affected by the fountain are seniors who want to graduate in May. To help them finish their school credits, these seniors will be enrolled into the Wee Weber program. As for Mr. Wardle, he still plans on leading the Warriors; however, he must first overcome his acne outbreak and his voice constantly changing.

Monster plant hides in tunnels under school

By **Otto Readmore**
Staff Bookworm

Reports have surfaced recently that a science lab at Weber High School is hiding a monstrous man-eating plant that consumes any student unlucky enough to cross it.

“I was walking past the greenhouse when I heard a student scream at the top of his lungs,” says Ms. Simmons. “It was terrifying, and it sounded like it was coming from the greenhouse.”

While school officials have neither confirmed nor denied the existence of such a beastly piece of vegetation, several classified documents have been released by Mrs. Joiner concerning the over-the-top science project. Supposedly, it was started in 1947 by a team of science-related teachers. Due to the documents being damaged by a clumsy FBI man spilling coffee on them, several blank spots have been created in the papers. Certain things are now unclear. While at one time they may have provided some insight into who exactly was fed to the plant, it now more closely resembles a mad libs strip.

“Due to certain restrictions, and the fact that the FBI is watching me through the laptop right now, I cannot disclose the exact location of the plant, as it was relocated in 1983,” says Mr. Pace, who was a member of the science project in 2012. He was in charge of the plant, giving him access to classified files. However, it can be speculated that the plant is hidden somewhere in Weber, most likely in a tunnel far beneath the gym. Any janitor unlucky sent down there is likely to not return.

“I was just mowing the lawn near the ‘W’ when I caught a glimpse of a small vine snaking its way towards me from some dark crack near the bushes. As soon as I went to investigate, it retreated under the brick,” claims head custodian Ron Campbell. He says he went to the tunnel near the gym, and he could smell a distinct odor. The smell of

a plant, but not any plant: one six foot tall Venus fly trap with an affinity for human flesh.

Another janitor, Shelby Heiner, was supposedly vacuuming the senior hall when she heard a voice say “Feed me.” Curious, she went to investigate. She was found the next day missing an ear with various leaves stuck in her hair.

“I went to feed a small fish that I keep in my pocket to the mysterious voice in the darkness, when suddenly there was a vine around my foot, and I was being pulled into the senior bathroom. Next thing I know, I’m being shaken awake by Principal Wardle,” said Heiner.



While this issue was brought to administration in 2008, it was overshadowed by the fact that the principal at the time was very fond of plants, and he quickly shut down any claims that the school was allowing students to be consumed by a plant. The subject had only been brought up two times before 2008 to the administration: once in 1963, 16 years after the experiment began, according to Mrs. Joiner, and once again in 1997. Both times the claims were shut down.

“I’m pretty sure every student who knew about the monster was fed to it. I wouldn’t doubt it,” said Mr. Pace.

“Now that this story is out, it’s likely that I myself will be fed to the plant,” added shop teacher Dave Shaffer. “I only did this interview because you bribed me with a lizard that could recite Shakespeare’s entire works. You lied.”

The authorities have been notified, though there’s really no telling how long it could be before the plant is removed. If you ever smell a strange odor near senior hall and it isn’t from the boys’ locker room, you should run the other way.

Leake confesses scandalous past relationship

By **Ruth Canal**
Staff Dentist

How would your life change if you had been in a relationship with a famous actor and Broadway musical star? English teacher Mrs. Leake knows the answer.

Leake had to make very difficult decisions while living in Sydney, Australia. “While in Australia, I had starred in several musicals. We had our own ‘Broadway Down Under,’” she said.

The night was August 23, 1972, and the crowd was waiting for

the opening night of *Phantom of the Opera* with Leake starring as Christine. Unfortunately, the actor portraying the phantom came down with Kangaroo Fever. A replacement was needed immediately. Mrs. Leake was getting ready for her night as she heard a commotion outside her dressing room and decided to take a peek. It was then that she saw the man of her dreams: a 6’2” man with golden brown hair and a smile that could melt anyone’s heart. His hazel eyes locked onto Mrs. Leake’s, and he started to head her way.

From that moment, they both spent a fair amount of time to-

gether and soon grew fond of each other. After a couple of months it was reported that Mrs. Leake and Hugh Jackman were in a passionate relationship. It didn’t take long for the press to realize and blast it in newspapers.

A year went by, Hugh and Leake were still head-over-heels for each other. But one day, Mrs. Leake received an urgent call from Weber High School. They desperately needed her amazing skills in Language Arts and offered her a job to teach English. However, that meant if she accepted, she and Hugh would have to split. It wasn’t an easy decision, but Leake knew she

had to help the struggling teenagers.

When the time came, Mrs. Leake accepted the job offer to teach Warriors. Heartbroken Hugh understood Mrs. Leake’s decision, and he supported her need to teach.

After moving to Utah, Mrs. Leake met her now lovely husband and has a beautiful family. Even though she misses Australia and Hugh, Mrs. Leake enjoys her new life and even after all of this time, Hugh and Leake still keep in touch. They share family pictures while she advises him on his career opportunities. He enlightens her about proper uses of the semicolon.

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As the school year closes, Seniors share best memories throughout high school career

By **Melissa Overdiek**
Photo Editor

The year is winding down and for seniors that means graduation. Over the past three years, seniors have made memories both good and bad that they will be able to take with them as they move on to their next big step in life.

Senior Reed Stewart says one of his favorite memories was from his sophomore year when he played with Weber's soccer team. "It was really fun. I made new friends, we got third in region and it was pretty exciting. I got to play with my older brother, and it was pretty cool," says Stewart.

"Nationals with cheer was definitely one of my favorites," remembers senior Beth Odriscoll. "We got to go to California and I was with my team and it was so fun. We were able to go out there and show everyone what we had worked hard for and we took fourth."

One memory from senior year for McKayla Broadhead was about the fun times she had at the dances. "My dates made the dances really fun and everyone just talks to everyone senior year so that makes it fun because you find out who you are and you're confident. That's not really pertaining just to dances but it's for the general every day," she says.

Both Odriscoll and Broadhead reminisced about how they both thought the power outage day in 2017 was one of their favorite memories because of how funny it was.

"I loved that day because we were able to go home early after all. It was so funny. There was a ton of back and forth things," says Broadhead. She continues, "First, they told us we couldn't go home, then everyone was like 'well not my superintendent' and then we finally got a letter from the power company that said we had to go home. And we didn't have to make up the

day so that was great. It was really creepy walking from class to class in the dark, though; especially in the math hall. There were no lights, and you had to use a flashlight."

"It was so funny because someone pooped in the hallway. They say it was just a brownie, but I think that's a cover up. Someone definitely pooped in the hallway," laughs Odriscoll.

Senior Spencer Davis has also made memories at Weber, some involving Prom and sports. There were several reasons these were fun memories for him. "The people for sure. If it weren't for the people, Weber would be a really sad and an unlikeable place. Sure, the classes teach you well, but without friends and classmates, Weber isn't at its

teachers who he felt were talented, understanding and likable.

"Ms. Cassity is for sure one of those teachers because she was always so kind and understanding," he says. "I came in late for at least 20 days straight and when I came one day, she called me to her desk. I thought I was in for it, but instead of lecturing me she gave me a happy birthday pencil. I was so surprised. At the end of every day, she tells us to wear our seatbelts, which was a little weird at first but now I just take it as her really caring. She makes me want to be a more thoughtful person," Davis continued.

O'Driscoll says one of the teachers who inspired her is Mrs. Grover because "she cares about you as a student and a person. She tries to be your friend and your teacher."

Stewart adds, "Overall, I think I certainly enjoyed high school because of the friends I've made and the things I've learned. It's been pretty fun."

O'Driscoll adds Weber will always have a place in her heart. "I love the unity we have with all the students. Even if you don't know each other, everyone just stands up for each other and takes care of one another like a big family," she says.

Throughout high school, these seniors have also had some challenges. Stewart shares one of his greatest challenges was the ACT test, along with making it to first period on time every morning.

Broadhead says her challenges were the stress of homework and getting out of her comfort zone; branching out and expanding her friend group.

"Learning self-reliance and becoming my own person were my challenges in high school," says Davis. "You have to be the one to decide if you're going to try hard enough to pass a test. You have to decide whether you're going to stay with a group of friends or do your own thing for a while. You have to decide your future and prepare for it. That was the hardest part."

"Overall, I think I certainly enjoyed high school because of the friends I've made and the things I've learned. It's been pretty fun."

true potential. We all do things for each other that seem small, but in reality we need each other to get through school."

Davis adds his classes also held memories for him. "I really liked Survey Cinema and experiencing all varieties of movies and learning what made them good. It really broadened my vision of what a movie can do for a person. I definitely did not like some classes. Fit for Life was not fun at all. The only thing that made it okay was Coach Mac who is an awesome human being."

Davis said his high school experience was made better by deciding to have a good attitude no matter what, staying active and being with good, supportive friends. These friends kept him going with a smile on his face. He also had some great

Soon-to-be graduates listen to advice from school staff

By **Bailee Montgomery**
Staff Reporter

The school year is coming to a close, which means the 2018 class of seniors will be leaving Weber High. They will be off to newer things: college, moving away, staying at home or just working. How-

ever, some seniors may need advice to keep up with these changes.

Mr. Godfrey, WHS English teacher, advises seniors about leaving home. "I can see both sides of wanting to move out or wanting to stay at home for awhile, but in my personal opinion, I would encourage people to move out. You're 18 and done with high school. I think it's a good time to get out on your

own and learn some independence and develop skills that will benefit you in the long run."

Deciding whether to leave home isn't the only problem seniors will face. What future plans will they make to find success? Fashion and Merchandise teacher Mrs. Larsen says her advice would have to be "follow your gut or your natural instinct." She says everything will

work itself out in the end.

For those who plan on continuing their education, Mr. Godfrey says, "Your first year of college is supposed to be fun, so you should definitely get involved and make friends and do all of that. But at the same time, college is now your choice, so I would recommend taking it seriously. Take interesting classes and give it your best shot since you're paying for it; it's for your future, and it was your choice."

Godfrey adds that some graduates go into college with the wrong perspective and give into poor habits. "College is serious and it's going to determine the rest of your life, but it's also a time for some fun. I went and lived with some of my best friends from high school, but I wish I would have branched out and roomed with random people, made new friends and built new connections." Mrs. Larsen agrees and says she would have listened to her parents and teachers more about what to expect when she started college.

"I don't remember getting any advice," adds Mr. Webster, English teacher, about his graduation and college future. "That's weird, I know. Maybe it's just my age showing, but my parents weren't all that expressive. That being said, I've gotten into the habit of reminding people that it's okay to be just

people. Most people aren't famous. Most don't change the world. We live in it, and we can live well if we are willing to work at it. Everything we want in life is on the other side of hard work."

Vice Principal Steven Short also reminds soon-to-be graduates to do their best. "If it is worth your time, then it is worth your full effort. Hardwork equals dignity, honor, respect, integrity, happiness, satisfaction, success, peace and so many other fulfilling things. There is no substitute for working hard...giving your best effort. Commit yourself to constant improvement. Commit yourself to quality."

Becky Butler, WHS Counselor says, reminds seniors to set goals and make plans. "College would most likely be the next step, but some students choose to work. Statistically speaking, you need to have a few years of post-secondary training. Whether it be the ATC for a certificate or on-the-job training or a two-year degree or a bachelor's degree or higher, you need to have something! Also, I would say to enjoy college if that's what your plan is. Experience living on your own if you can."

In high school, Short says life can be like rollercoaster; where it feels like it's dragging on and sometimes it feels like it is going way too fast. "Don't beat yourself up over mistakes you make. Mistakes are nec-

essary and good. They are the foundation upon which success is built. Failure is really nothing more than an opportunity to improve. The only thing you need to remember about your mistakes are what you did wrong so don't repeat the same mistake twice. Remember, you win some and learn (not lose) some; you never really lose until you fail to learn," says Short.

For those who don't have a clue what they are going to do after graduation, Short says to find something they care about that makes a difference in the lives of others. "If you feel like you are making a difference in the lives of others and making progress toward positive goals, you will find your career fulfilling and satisfying. If your job is challenging and rewarding (you are making progress in your work), then you will find that generally, you gave your best. No better feeling than that," he says. He adds, "School and your job are just like life...you get out of it what you put into it."

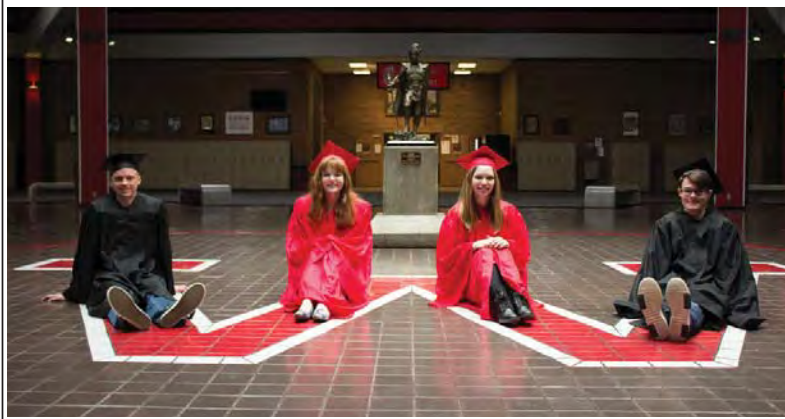
Larsen also encourages seniors to still listen to those who have gone through all these life changes because their advice can be valuable. "Sometimes as teens we think we have everything all figured out, but our parents and teachers have been teens once, and some of the best advice can come from them," says Larsen.



Final tests have been taken, applications are filled out, lockers are emptied...

Warriors prepare for their next life adventures. Four of these seniors leaving WHS are (top photo - left to right): Britton Johnson, Rebecca Gonzales, Jaden Pratt and Cade Allen.

Photos by Kyrsten Acker



Preparing for their post high school life are Rebecca Gonzales, Cade Allen and Abby Kippen.
Photo by Makayla McMan

Graduates share plans for future endeavors

By William Michels
Feature Editor

Graduating from high school can bring about new opportunities in someone's life. A high school diploma can mean a lot to someone, and it can also mean a lot to universities, employers and the armed forces. However, life after senior year may seem daunting. The many options available and the thought of living away from a sheltered family environment may have some seniors concerned about their future.

According to the Utah System of Higher Education, about 52 percent of Utah high school graduates attend college within their first year of graduating from high school.

“If you go in with a positive mindset, it won’t be nearly as bad. If you think it’s going to suck, then it’s really going to suck.”

This does increase to 63 percent at the end of the third year and 69 percent at the end of the fifth year after graduation.

One person who plans on being a part of the 52 percent is senior Alex Shepherd. Shepherd wants to attend WSU to receive his associate's degree in computer science. “I enjoy using computers in general,” says Shepherd. “I think they are fascinating pieces of technology, and writing programs, creating software and making web pages is a hobby that I enjoy both in and out of school. If I enjoy it, why wouldn't I want to benefit from it?” Senior Logan Watkins has a different plan for what he wants to do after high school. “I plan on being an electrician after my time at Weber,” says Watkins. “I’m pursuing this because the minimum wage is \$16.50 an hour which is pretty impressive.” Watkins adds, “I’m not going to go to a college, so I don't think I'll look or go into any specific field of education.”

Senior Brayden Shaw also

doesn't plan on attending college right away. “After I graduate, I’m going on an LDS mission. I think visiting someplace in South America or Europe would be nice.”

After his mission, Shaw aims to work with his brother in Vivint, a home service provider that specializes in residential security systems. “My brother has a lot of connections and makes good money working with them,” says Shaw. “I'll be doing online school while I'm working with him, but I'm still unsure what I want to major in.”

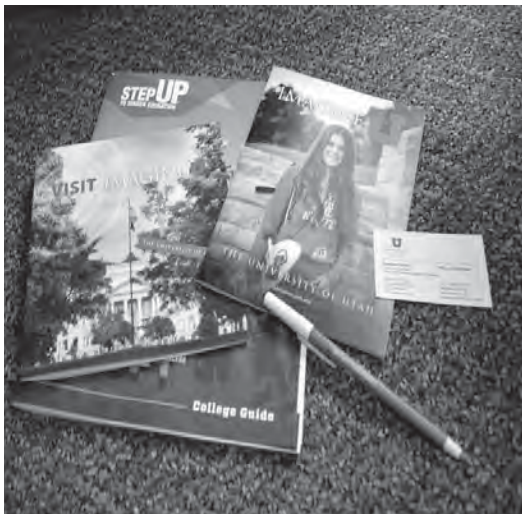
Attending college and receiving a degree comes with many benefits compared to not attending one. Shepherd mentions that college grads statistically earn more money and have better benefits compared to non-graduates.

According to a report from the Pew Research Center, Millennials with a bachelor's degree in 2013 earned \$45,500 per year on average, compared to the \$30,000 average with some college education and \$28,000 with only a high school diploma. Additionally, the report also showed that during 2013 there was only a 2.3 percent unemployment rate for those with bachelor degrees. While the rate for those with only a diploma was a larger step up at 12.2 percent.

However, college tuition isn't cheap. A study by CollegeCalc showed the average in-state tuition for Utah universities for the 2016-2017 school year was \$12,434 per academic year. To alleviate this, some seniors may get a job after high school to pay for their college education.

Before he attends a university, Shepherd is planning on working for a short time for extra tuition money. “I plan on getting a low-paying job for the summer, so I can earn some more money,” says Shepherd. “It's just a short-term solution, but it will help me pay for college regardless.”

The experiences had, opportunities given and friends created can also make someone's high school experiences unique. “I had a great time at Weber,” says Shepherd. “I met so many new people and had many more opportunities and chances to improve myself as a person, especially compared to my old school. There are many more AP



One of the options for seniors' future after high school is attending college.

Photo by Emma Reynolds

and concurrent enrollment classes. If it wasn't for the wide range of classes offered at Weber, I probably wouldn't be going into computer science. Also, my counselor helped me a lot with looking at scholarship options and seeing which ones were right for me.”

Shaw adds, “My time at Weber progressively got better. Sophomore year was rough, and I didn't have many friends. I made some more friends and had a better time during junior year and senior year was a blast.”

Watkins also enjoyed his time at Weber. “This is due to the great friends and people I've met over time,” he says.

Even though seniors will move away from many friends, Shepherd wants to continue to talk to his friends from high school. “We'll talk over the internet, and I'm hoping we can still continue to hang out with each other.” Watkins agrees, although he says “he will keep in touch with a few, and probably through texting.”

Beyond high school is the unknown for most students. The thought of being separated from family can be detrimental enough for certain individuals, but the idea that these students are now considered adults is another large factor. They now must handle money and pay bills, cook their own food and learn to live on their own. One large factor attributing to students being scared to go to college is the thought, and eventual reality for

some students, of student loan debt and financial instability.

“I'm not going to be as financially stable as I would like to be. I'm going to be heavily dependent on scholarships to pay for tuition,” says Shepherd.

On the other hand, Watkins is calmer about his financial situation after Weber. “I don't plan on attending a college, so I wouldn't say I'm too scared about my future.”

For sophomores and juniors, Watkins advises these Warriors should try to have a good time. “Make sure to take important classes for your career, but have as much fun as you can while doing it.”

Shepherd recommends they should take as many AP or concurrent enrollment classes as possible. “It's cheaper than college, and you can do it during high school, so I would take the chance.” He also recommends juniors taking the ACT as many times as possible, and to sign up for multiple scholarships. “It's best just to be prepared,” says Shepherd. “Why wouldn't you take the opportunity? [The scholarships] are lessening the economic burden that you will have to feel on your back.”

“Don't procrastinate, it will kill you,” adds Shaw. “Besides studying for the ACT, I would just say, keep your head up. It's all about perspective regarding your time in high school. If you go in with a positive mindset, it won't be nearly as bad. If you think it's going to suck, then it's really going to suck.”

Seniors offer parting advice to Warriors

By Cade Allen
Staff Reporter

High school is coming to a close and for seniors, they are on their way to their future. They are considered high school veterans, and they know almost everything to expect when it comes to school. They set goals, overcame obstacles, and now have some insight on what to do to prepare for college life.

“Some classes that were fun to take throughout my high school years were Video Productions, both I and II. I also took digital media and photography which were also pretty fun to take,” said senior Hannah Catto. “Those classes are some examples if you want to look at the digital aspect of things.”

Catto developed her interest with technology through these classes. “I was always attracted to technology because it's fun to learn all the different types of technology that's out there in the world,” she says.

Senior Kelsie Maughan also enjoyed video productions. “It is really fun because you get to learn how to make and edit videos. It really brings out everyone's creativity,” she said.

Some other classes Maughan recommended were “Medical Forensics, pottery and theatre. “It's nice to have a variety of different classes to take to see what you would like to do in the future,” Maughan said. “I liked taking these classes because it's always interesting to learn something you didn't know before!”

While there is a wide selection of classes at Weber High, there's also a variety of different after school activities to attend. These activities include school dances, clubs and sports. “My best advice for any junior or sophomore is to get involved! High school is such a drag if you don't do anything or you don't have any friends,” Student Body President Erica Lee said. “Getting involved helps you to meet people with your same interests, and it will make school a little easier to bare.”

When Lee started high school, she was drawn to music. “I am a music person and marching band and winter line were totally my thing but going to book club and the multicultural club have been very fun! There are so many options that it is hard not to find something you like!” Lee said.

School sports were also fun gathering places for Lee. “Going to football games are also a great time to hang out with your friends and have a good time,” Lee added.

Senior Kennedy Salerno agreed and said, “Joining a sport will definitely keep you busy and on your toes.” Salerno also advised Warriors to consider finding a job. “You could also get a job as soon as you can, to earn some extra money, but make sure your hours aren't so much. Try to have a schedule of 15 hours!”

Along with the fun aspects of school life, there may be some difficult times to overcome when trying to get through high school. “I think the most difficult part of high school, work wise, is trying to understand new concepts that are taught in school. Social wise, it's kind of hard to fit in with all the little different friend groups that are formed,” said senior Olivia Jardine.

“The only way to overcome difficult times is to keep being yourself. People find that very attractive nowadays,” added senior Serenity Burrup. She continues, “Balance is extremely hard to have. You have friends, school, and sometimes sports and work all happening at the same time. Especially when you're so close to getting ready for college.”

When planning final high school years, Burrup recommended, “Take classes that you could enjoy so high school isn't such a bore. Make new friends that have the same interests as you, and try to get involved in all of the dances if you can. Just try to make your high school years something to remember!”

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Photos by Melissa Overdiek and Kyrsten Acker



Proposing to bachelorette Erica Tobias is bachelor Carter Green.

By Kyrsten Acker and Rebecca Gonzales
Editors

Every year, seniors look back on their 12 years of schooling alongside their peers and predict what their friends will be doing after graduation. These predictions then become the W Awards.

Bachelor and Bachelorette

Forget love triangles--stars of *The Bachelor* and *The Bachelorette* have to choose between about 25 potential mates over the course of several weeks. Carter Green and Erica Tobias's peers seem to think they will one day be Weber High's very own reality stars.

Green is excited about his bachelor potential. "Being on a beach with beautiful women and great food sounds great to me, minus all the drama," he says. "I think I was chosen for this award because I do my hair, brush my teeth and generally smell good," he explains.

"I think it's funny that I was voted most likely to be on *The Bachelorette*; it is actually one of my favorite shows!" says Tobias. She says she was probably chosen

why I got voted—because people who know me know that I'm pretty funny," he says. He's not quite sure what he'd be famous for, though. He claims he's not someone to become popular for doing something stupid. He's keeping his options open.

"It's the internet; really anyone can become famous," he claims. However, this particular brand of fame is not Pulver's style. "Being famous on the internet sucks," he remarks.

President of the United States

Despite presidential candidates needing to be at least 35 years of age and not knowing if Donald Trump will even run for a second term, Jasa Moss and Zach Thomas will somehow both beat Trump in the 2020 election.

"I'm loud and obnoxious," says Moss, explaining why she was chosen, "so everyone knew who I was." She says her peers' presidential prediction makes her both "happy for [herself] and worried for the rest of the human race."

Her presidency would be nonsense. "To be honest, I would either be really good or really bad. It depends on how you view it," Moss explains.



Zach Thomas and Jasa Moss are predicted to become future presidents of the United States.

As president, Thomas has some lofty goals. "I would try to defeat intergenerational poverty and try to achieve equality in education and try to make living wages better and defeat climate change," he states.

Sleeping through an Earthquake

Exhaustion riddles many high school students, yet only two have

Raquelle Healey also loves to sleep. "I'll try to sleep as often as I can," says Healey. Despite her love of sleep, Healey only manages to get around three hours a night. In her opinion, this is why she has a habit of falling asleep during class. "I like it [sleep] because you can leave the world and all your stress behind for a bit," she says.



Daniel Hutto and Raquelle Healey are so tired they can sleep through anything - even an earthquake!

been proven most likely to sleep through a drastic earthquake.

Senior Daniel Hutto can sleep through any disturbance, even an earthquake. Hutto loves to sleep and says, "Sleeping is nice, I love to sleep." Uninterrupted sleeping is the best kind of sleeping, in Hutto's opinion. "If I can sleep without any interruptions I would sleep for like 12 hours," Hutto says.

Sleeping during class is also a guilty pleasure of his, and he likes to sleep during English the most because he says it's boring. "It is funny to be recognized for something like sleeping," adds Hutto.

With the stresses of senior year, Healey's really beginning to realize how horrible her sleeping schedule is. If an earthquake does happen Healey says, "I should find a wake-up buddy who'll wake me up in case of an earthquake."

Star on the Hollywood Walk of Fame

Talent is everywhere; theatre attracts people from all areas of life. This being said, Conner Wangsgard and Abbey Harris will receive a star on the Hollywood Walk of Fame because of their theatrical finesse. Wangsgard says, "I love theatre



Drama department stars Conner Wangsgard and Abbey Harris pose for the paparazzi.



Cooper Harrison and Trinity Douglass are excited to use their knowledge to change the world.

with all my heart. It is such a nice escape from life." Due to all the productions Wangsgard has been in, honor is now being bestowed upon him. "I will be involved in community theatre," he says for as long as his passion lives. As a motion of gratitude, he adds, "I thank my supportive family, my terrific high school director, Mark Daniels, and every brilliant actor I've ever worked alongside."

Harris has also been involved with many theatre productions since her sophomore year. "Theatre is really fun. I really enjoy it," she says. Harris's passion lies within acting, and since acting is such a big part of her life she would be overjoyed to receive recognition in the form of a star.

"Acting is the one thing I am known for," she says. Even though she probably will become famous, Harris adds, "I don't think I will be a professional actor, but I will pursue community theatre."

The excitement involved with drama and acting is the best part, according to Harris. "It's really fun to be a part of a cast and accomplish one thing together," she says.

Solving Global Problems



Abductees Caleb Knight and Kelsie Maughn prepare to defend themselves against aliens.

Global problems face the best brains in the world, and two well-educated students love to tackle such issues.

Cooper Harrison enjoys solving life's "big problems." He believes by solving issues, it helps him feel better about himself. While there are many problems with the world today, environmental sustainability is where Harrison has a greatest interest. Harrison thinks people seeing him solving a global issue is exciting.

Senior Trinity Douglass is ready to save the world, and she has been working on a project since her sophomore year. This project is designed to purify water more efficiently than what current methods can accomplish. Douglass likes talking about her invention, and she

also enjoys discussing "why things like that are important to consider when talking about the sciences," she says.

Douglass also feels strongly about solving world problems. "I believe we've all got a purpose and a role to play in society. Some are born to support the society and protect its balance, while others are born to positively change it and create solutions," says Douglass.

With her love for creating solutions, Douglass adds, "I have always been creative, and, therefore, I realize that I have an obligation to help solve the problems I see," she says.

Abducted by Aliens

With the infinite size of the universe, Weber has found two future alien abductees inside its walls.

Caleb Knight believes himself to be a little on the "wacko side," and this is probably why his peers thought he would be abducted by aliens. Knight says he doesn't really believe in aliens, but he enjoys the concept when used in a good movie.

"I'm just not a true believer," he says. No one really knows why alien



Enjoying their online fame are Ben Pulver and Caprice Anderson.

because she enjoys meeting people and experiencing new things. She adds her outgoing personality would make her a great fit for the show. "Who knows? Maybe one day you'll see me on TV," she muses.

Internet Famous

Caprice Anderson feels "honored" to know her peers think she will be internet famous one day. "I think I was chosen because I do monthly vlogs and add them on my YouTube channel." Her channel, named Caprice Michiko, also contains videos of song covers and even some of Anderson's own original songs. "I am so hyped that people actually know about it."

Ben Pulver has also been deemed internet fame-worthy. "I can see

With rising tension between the U.S. and North Korea, she would tell the North Koreans, "Okay, honey, in one state I have three times as many people than you have in your entire country. I have more fire-power in one state than you have in your entire country. Keep going and I'm just going to blow you out of the sky." In addition, she would be very different from Trump in her social media use. "I'm not going to be there posting on Twitter how I feel about different things."

Thomas credits his award to the fact that he is very involved in politics and activism thanks to his internship with Weber County. He says his running mate would be 2016 presidential candidate Bernie Sanders.

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WARRIOR WILL

I, **Jonah Simmons**, will my fast breaststroke swimming to Caleb Richardson and Michael Trejo.

I, **Luke Henderson**, will my love/hate relationship with the 100 breaststroke to Corbin Casey.

I, **Colton Jones**, will my out-standing ugliness to the one and only Hudson Schenck.

I, **Brady Briskey**, will my wrestling talents to the future of Weber High.

I, **Logan Nielsen**, will my spot in Productions to whoever wants to have the time of their lives.

I, **Aundrea Govatos**, will my amazing memorization skills to the future medical terminology students.

I, **Hannah Southwick**, will my morning hot chocolate habit to my sister, Kate Southwick. Enjoy.

I, **Caleb Larsen**, will my frustration with the school Wi-Fi to all future generations of Warriors.

I, **Emily Marriott**, will some of my Chamber Quire family to next year's Chamber and say to you, it is worth it!

I, **Taylor Chugg**, will to future students not to follow in my footsteps; you will regret it if you do.

I, **Kade Chatelain**, will my basketball skills to Coach Larsen... He needs them more than I do.

I, **Jacob Marsh**, will my great skills at getting girls to the one and only Sione Moa.

I, **Travis Knight**, will my un-

wavering charisma to the future men of Weber.

I, **Spencer Brassell**, will leave my wet three point shot to future shooters #shootersshout.

I, **Haylee Batson**, will my amazing songs to future choir members or any singers at Weber High

I, **Krista Stone**, will my collection of Christmas themed leggings to Madison Purin

I, **Kaden Fogg**, will my great energy to the baseball team.

I, **Meghan Johansen**, will my sassiness to Morgan Burton, Brinlee Johansen and Anna Custrubus.

I, **Jace Campbell**, will my Patriots fandom to Mr. Ottley.

I, **Carter Schlaney**, will my gnarly shreddiness to the homies, Charlie Sichz and Felipe Moya

I, **Tyler Brady**, will my fetchin' awesome water polo skills to other water polo enthusiasts.

I, **Jaxon Crowther**, will my parking spot to any new Weber High student who drives a Jeep Wrangler.

I, **Austin Bartholomew**, will Courtney Norman to Braedon Iverson.

I, **Michael Tafoya**, will all the W.T.V. videos to Weber High School.

I, **Jordan Showalter**, will my singing talents to future choir members.

I, **Jordan Borgschatz**, will my old Vans to a little sophomore.

I, **Porter Carroll**, will my ability to interview and make up questions to those who follow in Warrior TV.

I, **Isaac Okelberry**, will all Weber reality episodes to the future classes to enjoy.

I, **Austin Call**, will leave my footprint on this school, as a good thing.

I, **Eliza Cragun**, will my out-standing driving to Katelyn Ebarb.

I, **Alyah Hashimoto**, will nothing because I don't want to.

I, **Bryson Ferrin**, will my incredible table tennis abilities to Keeper Kyler (a.k.a. Awesome Ky).

I, **Ian Wallis**, will my belongings to my lil' bro Eddy because he's cool.

I, **Ethan Weathers**, will my jacket to the lost and found.

I, **Gage Conroy**, will my cat to Tyrell Garcia.

I, **Ashley Spainhower**, will my little brother Brad to complete the rest of High School without the funniest, coolest, prettiest sister to drive him.

I, **Krista Hildreth**, will all the negative memories that I've experienced.

I, **Braydon Lamb**, will my lizard to Kade Nelson.

I, **Abie Thomas**, will my great Christmas socks to Caleb O'Neil.

I, **Emilee Paskett**, will leave happiness to those who care before me when I'm gone.

I, **Kaleigh Southwick**, will my hatred for tons of homework and cramming for tests to future students.

I, **Misty Kafton**, will my success to encourage future seniors to do their best and be successful.

I, **Austyn Ferrin**, will my violin talents to the future orchestra of Weber High.

I, **Keanau Harrison**, will my money to Trump's re-election.

I, **Adam Burggraaf**, will my biking skills to the future bikers of Weber.

I, **Emma Longhurst**, will my sauce to those who deserve it.

I, **Lindsay Newey**, will my puns and love of Grant Gustin to Kylie Coleman.

I, **Raquelle Healey**, will all my outstanding photography talents to the future photographers of the Weber High Warrior News.

I, **Ashley Frost**, will my love of Bob Ross to the Art Department.

I, **Sadie Richardson**, will my senioritis to Lance Allen, good luck.

I, **Karson Alexander**, will my absences to the school of Weber High.

I, **Brayden Shaw**, will my student ID card to whomever deserves it.

I, **Bridget Triplett**, will my four-year sports career in volleyball and basketball to future sportiacs.

I, **John Chapman**, will my

parking spot I've claimed for three years.

I, **Kennedy Hatch**, will my love for good music to Megan Greenwood.

I, **Emma Jacobson**, will my killer flirting skills to Mya Mason. She needs it.

I, **Kim Carlson**, will my good looks to all future Warriors.

I, **Jenna Child**, will my fear of falling off the catwalk to Regen Spendlove.

I, **Jeff Hibbard**, will my goat to Kennedy Hatch and the cheese to the school.

I, **Dallin Cook**, will my legendary pie parties to Cobe Rasmusen.

I, **Kelsie Maughan**, will all my outstanding leadership skills to those who will lead my campaign in 2036.

I, **Maren Messerly**, will my salt to Cameron Linford (Baby Gramps).

I, **Emily Hull**, will my bagpipes to Gracelyn Reed.

I, **Erica Tobias**, will my outstanding soccer talents and sportsmanship to the future Lady Warriors' soccer team.

I, **Breia Curtis**, will my positive attitude to all of the future Warriors that will be at Weber High.

I, **Alexis Mobley**, will my fabulous dancing abilities to Syd Chris.

I, **Megan Morgan**, will leave behind my amazing Marching Band family.

I, **Cameron Miller**, will my passionate dislike of math to the Future Math 1050 students.

I, **Austin Bartholomew**, will my incredible good looks and mad lady-slaying skills to my lil bro, Tate Bartholomew.

I, **Tyrell Horne**, will my senioritis to all of the seniors next year.

I, **Madison Harris**, will my amazing ability to get embarrassed to my brother - a fellow Warrior.

I, **Zadoth Vazquez**, will my great knowledge of medical anatomy along with my knowledge of physiology and biomedical core.

I, **Jace Campbell**, will everything to Hudson.

I, **Emma Blanch**, will my procrastination and senioritis to Alex Blanch.

I, **Kassadi Colquitt** will nothing to anyone because I'm too cool.

I, **Kaylee Larsen**, will my skills in music to Tutasi Fuewell and my fangirl excitement to Shelby Penrod.

I, **Kiersten East**, will use my amazing dancing ability.

I, **Beth O'Driscoll**, will my incredible memory to Rachel Longhurst.

I, **Zoe Ewing**, will my ability to trip over anything humanly possible (including flat ground) to Tessa Shelton.

I, **Emily Christensen**, will my luscious locks to Braedon Iver-

AND PROPHECY

I, **Katie Alexander**, prophecy the football team will win because of the band, who gets them hyped!

I, **Amy Bigler**, prophecy Weber's student parking lot will run out of spots and millions of innocent kids will get tickets.

I, **Steven Nguyen**, prophecy that the parking lot spaces will run out.

I, **Jaida Hall**, prophecy that eventually all the carpet will match.

I, **Wyatt Decker**, prophecy that Weber will probably be the same, idk.

I, **Hayden Rogers**, prophecy nobody will meet another Hayden Rogers.

I, **Cade Nielsen**, prophecy that Weber High's basketball will kill it next year.

I, **Emma Blanch**, prophecy Weber will never have an amazing senior class like this year.

I, **Meisha Brand**, prophecy "wood" and "wind" halls will always be the coolest, with exception of all the English teachers.

I, **Casey Wheeler**, prophecy that I will never be on Warrior TV.

I, **Beth O'Driscoll**, prophecy the German program will collapse without me-R.I.P.

I, **Lauren Bowen**, prophecy the drill team will strive to do amazing things.

I, **Carter Green**, prophecy Coach Hammer will lead the team next year to a region championship.

I, **Jenna Child**, prophecy Philip will destroy the school when Mr. Daniels retires.

I, **Mikelle Garrett**, prophecy Weber High will be just fine without me.

I, **Baylee Vaughn**, prophecy class clowning will never be the

same.

I, **Clarissa Pena**, prophecy I will leave this school without coming back.

I, **Grayson Skaggs**, prophecy that the Weber basketball team will have a winning season because of our skills.

I, **Kelsie Maughan**, prophecy the senior class officers would be lost without me.

I, **Dallin Cook**, prophecy Koby Pack will become president of the United States.

I, **Kennedy Hatch**, prophecy the school carpet can only get worse from here.

I, **Emma Jacobson**, prophecy that nothing will change around Weber. I didn't make a wave.

I, **Kimberlee Carlson**, prophecy Jamie James will win an award for her positive attitude.

I, **John Chapman**, prophecy math will be just as worse, if

not more, in the future of this school.

I, **Bridget Triplett**, prophecy there will be another *Star Wars* premiere that we all ditch class for.

I, **Brayden Shaw**, prophecy Mrs. Butler's classroom will be lost without me.

I, **Sadie Richardson**, prophecy lacrosse will become the next "craze" for the Weber High Warriors.

I, **Megan Morgan**, prophecy Marching Band will finally win more awards at their competition.

I, **Alexis Mobley**, prophecy Vine 2 will make me famous in the future.

I, **Breia Curtis**, prophecy Weber High will have a bigger parking lot.

I, **Erica Tobias**, prophecy Weber High School will one day have windows.

I, **Emily Hull**, prophecy Weber will get windows.

I, **Maren Messerly**, prophecy no one will ever own as much cat-themed apparel as I do.

I, **Haylee Batson**, prophecy the counseling center will be lost without me.

I, **Spencer Brassell**, prophecy next year will be a scooter to the ankle.

I, **Travis Knight**, prophecy the school will go on without me; however, it will feel very empty without me.

I, **Jacob Marsh**, prophecy Sione Moa will still be a three star next year.

I, **Kade Chatelaine**, prophecy the Eagles will win the 2032 NFL Superbowl.

I, **Taylor Chugg**, prophecy if you see Mrs. Neilson and ask you her about me, she will give you a lesson/story about screw-ups.

I, **Emily Marriott**, prophecy the juniors in Chamber Quire will feel next year's Chamber isn't quite the same.

I, **Caleb Larsen**, prophecy the roof will fall without me to raise it.

I, **Hannah Southwick**, prophecy the next power outage will have the Weber students twice as enraged... more than ever before.

I, **Aundrea Govatos**, prophecy my teachers will still miss me in 10 years.

I, **Logan Nielsen**, prophecy Justin Roylance will become a millionaire, and he will share his money with me.

I, **Brady Briskey**, prophecy Raiders win the 2041 Superbowl.

I, **Angeleah Craner**, prophecy that no matter how many protests there may be, our school lunch will never be good as it used to be.