



## Hall of Fame Honors Two Legacies



**Two accomplished Warriors were inducted into the Weber Hall of Fame. (Top left and clockwise) Former teacher and coach Jan Keim introduced Teri Spiers as a recipient. Anne Heninger, wife of Principal Earl Heninger, accepted the honors on his behalf. Spiers was a graduate and administrator at Weber High. Athletic Director Ted Peterson awarded Mrs. Heninger with the Warrior statue.**

Photos by Ellie May Kerr



## District initiates drills, students practice safety

By Lexi Hodgson  
Editorial Editor

Students, on average, spend 35 hours a week at their school. During this time, they want to feel safe and confident in their school. However, with recent media stories, students have seen incidents that make them feel unsafe.

Weber High School has many plans set to avoid unsafe situations for students and staff. "We plan on improving the safety measures we already have in place while updating technology as we are able to in order to provide a safer environment for our staff and students," says Quincey Pearce, vice principal.

Along with the other district schools, Weber has safety protocols for different situation. "For example, we have certain requirements for evacuations which will vary from lockdowns," says Pearce. Alan Rawlins, business teacher who is over school safety, says teachers have emergency backpacks to use in case of a lockdown or evacuation. They also have emergency supplies such as a first aid kit and water bottles. "Those actually came in handy this past fall on the hot day when we evacuated and some students needed water," says Rawlins.

To help prepare students for unsafe situations, Weber has drills. However, some students believe drills are not necessary. Pearce says, "We practice a variety of drills mandated by the State of Utah such as earthquake drills, fire drills and lockdown drills."

"Do I believe they help? YES! Even though they may not help here at school, they can help in the real world if something ever happened at the mall, movie theater, etc...," says Rawlins. Carson Warner, junior, agrees and adds, "All the drills help [because] it helps me know where to go [in emergency situations]."

Some Warriors don't like how the school has started locking some of the doors when coming in from the parking lot. However, the administration is doing this so pos-

sible intruders cannot get into the school. "One thing it sounds like we are going to be getting are card scanners at some of the doors so in order to get in the door, students will have to scan their student ID card and the door will open up," says Rawlins.

With the new scanners, students will have more accessibility to the various doors in the school. "For example, one of the scanners will go in down by Wee Weber where students enter from the parking lot. Those doors get locked around 8 a.m. after school has started and remain locked," says Rawlins. He explains the door scanners will help students get in without needing someone to let them in. "I can't tell you how many students have propped open doors or they just pound on them until people let them in because they are lazy and don't want to walk to the front of

***"We plan on improving safety measures we have in place while updating technology as we are able to."***

the school. By having the scanners, students can get in with their ID card and the door can unlock," adds Rawlins.

One safety measures Rawlins feels students take lightly are their ID badges. "Students should have them on their person at all times and be using them," says Rawlins. He adds, "It makes it so it is easier to identify who is a student and who is not and should not be on campus. For example, we have found students from other schools who have come to Weber when they don't have school or sluff their school to come visit friends," says Rawlins.

There are also safety measures some students don't know the school has in place. "We also have protocols to follow in regards to

**School Safety continues on page 3**

## Dedicated Warriors selected as Hall of Fame recipients

By Kathleen Mejia  
Editor in Chief

In October of 1926, nearly a century ago, teachers began educating students in the classrooms of Weber High. Throughout the years, thousands of graduates have lived successful and fulfilling lives. Educators impacted the lives of these many teens and athletes broke countless records. For its many accomplishments, WHS has a Hall of Fame dedicated to graduates, faculty members and administrators who have left their mark not only in the community, but also at Weber High.

"The unique thing about Weber's Hall of Fame is that it is not athletic only. It can be athletic, but we just want to focus on any great contribution a person has done who graduated or was a part of Weber High," says Vice Principal Bryce Baliff.

Baliff also mentioned some of the great people who have come through Weber High and have been past recipients of the honor. "For example, we have Olene Walker who was the governor and went to Weber High back in the day. Jerry Moyes was one of the first inducted into the Hall of Fame, and he owns Swift Trucking which is now one of the biggest trucking companies in the country. Rulon Jones is also in the Hall of Fame. He played for the NFL and owns a couple of businesses. Last year, James Jackson, who was one of the premier nuclear physicists in the world, joined We-

ber's Hall of Fame. He has been heavily involved in the space program and is a graduate of Weber High!"

Weber High offers an application for those interested to be entered to the Hall of Fame. The only stipulation is that the applicant be at least 10 years out of high school. There is a committee made up of about 12 people: community members, past teachers, current teachers and vice principals. They read and review all the applications submitted. Inducted into this year's Hall of Fame are former WHS principal, teacher and Weber School District board member Earl Heninger, and vice principal, teacher and graduate Teri Spiers.

### Earl Heninger

Heninger was a teacher and administrator for Weber High School for 19 years. Heninger was a Weber State graduate, and he majored in science. As he grew close to some of his professors and administrators, it made him reconsider his major, and he completed his teaching certificate.

"He'd go up the Ogden Pass to the Environmental Center most of the day and make it back right on time for his first class. Sometimes he'd stop and catch some fish for the kids to dissect. He also loved taking the kids on field trips. We had students in our home a lot. He really did take a personal interest," says Heninger's wife, Anne.

Heninger taught sixth grade at Washington Terrace Elementary and later joined Roy High School's staff. He then joined Weber High School to teach AP Biology. During

this time, he also completed his administration degree and was principal for 13 years at WHS. Heninger retired in 1997 and passed away on Mar. 12, 2012, but his legacy still lives on. Many Warrior traditions once established by Heninger are still found in Weber's halls. The famous "How does it feel to be a Warrior?" call during assemblies was started by Heninger. This tradition has been carried on as the principals following him share his cry for Warrior unity. He also started the Homecoming torch run which he participated in as he ran the torch into Weber's stadium during the pep rally.

Heninger loved the classroom, but he believed he could have a bigger reach and make Weber High an even safer environment by becoming a principal. "He shared a lot of compassion. He got a lot of groups and cliques to like each other. He got everybody involved. He was a good man and took time out for all the activities. It was nice to see that as a principal," shares Lisa Gunderson, Heninger's daughter.

Heninger was rarely in his office because he loved to spend time with all the students and get to know them better. Whether he was in the commons talking with students or in the parking lot encouraging kids to go to class, Heninger was always found with Warriors. Anne Heninger says, "He was always in the lunch room because he wanted to be visible to the kids, so they could see he cared for them. He also wanted to have some pride in the school, and he came up with different pins they could earn."

Most of these award pins are still given to students to recognize their talents and educational honors.

Gunderson also explains Heninger's main goal as a principal was to spread compassion and unity. She says, "He taught it was okay to go and see the games, but it was also okay to support the arts and the kids in auto mechanics which made a huge difference in the community. Those kids felt included in the community with what they were doing. He made them feel like they were important."

The former principal was also famous for his "bear hugs." Gunderson says, "He knew when kids needed a hug. He could see when you were having a rough day or had a test coming up; he just knew you needed that hug."

The family shares they were honored when they heard the news that Earl Heninger was going to be inducted to the Hall of Fame. "He truly has made a beautiful impact in our community, and his legacy lives on. I was proud that they would recognize him because I bump into people on a daily basis who will tell me Heninger stories and what he did for them. He really did put all of his heart and soul into Weber High," says Anne Heninger.

### Teri Spiers

"Teri Spiers is probably the best athlete that has ever come through our school," says Coach Peterson, Weber's athletic director. Spiers was inducted into the Hall of Fame

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**Weber administrators offer safety protocols so students will be secure while at school.**

Photo by Amari Pierson

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Michael Kearney of Mobile, Alabama, is the youngest known high school and college graduate. He finished a high school/home school program when he was six years-old, and he then earned his bachelor's degree at 10.

**Just the Facts**

•Weird Al Yankovic was selected as his high school valedictorian.  
•The tossing of the graduation cap may symbolize the graduate is ready for his/her future, but it has also caused several injuries that called for hospital attention.

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# Speakers offer hope with Reason to Stand

By Kathleen Mejia and Madison Rigby  
Staff Editors

On March 1, the Weber High Hope Squad prepared an assembly for the student body for the non-profit organization “A Reason to Stand.” This group was founded by Ashlee Boyson, a mother of five children. She found out her husband was shot by his mistress’ husband, so not only was she grieving the death of her husband, but she also found out he was being unfaithful. Over the years, she has learned to forgive both him and herself.

“Forgiveness started to become something that I had to do for me because the hate was killing me. Literally, like I couldn’t breathe some days because I had so much anxiety. Then I realized that holding onto that pain wasn’t hurting anybody but me,” said Boyson.

Due to the traumatic experience Boyson had gone through, she had to overcome many trials. She says that the people who supported her through these trials were her church and her family. “They [her kids] kind of were my lifeline; they were my reason to stand during that time. So they gave me hope to keep going,” Boyson said.

Her struggles and difficult times are what motivated Boyson to speak out and lend a hand to those who need it the most. She then created “A Reason to Stand,” and Boyson delivers messages, along with the help of others in her group, to help those who are going through rough experiences. Boyson tells audiences to “go back to the moments you struggled the most, and find the light that you didn’t see before. So you can really let go of the pain and start focusing on your truth.”

Struggles are something *America’s Got Talent* contestant and speaker for A Reason to Stand Kechi had to face early in her life. On Dec. 10, 2005, Kechi Okwuchi was involved in a deadly plane accident that claimed 107 lives. Sixty of Kechi’s schoolmates were on the plane, but she was the only survivor from her school. She woke up in a hospital five weeks later and learned she had third degree burns over 65 percent of her body. Kechi had to make an important decision about how her burns would stand in her life in a world focused on beauty.

When Kechi saw herself for the first time after the accident, she was relieved she could still see who she was. She also realized that by virtue of the world, things will happen to us. If she spent her whole life depressed and lamenting a tragedy, what was her second chance for?

Over time, Kechi learned to cope with depression. During this time, Kechi also realized “injuries are not always on the surface. Sometimes the injuries on the inside are deeper.” In an instant, her whole life was turned upside down; however, the support she received from her family and friends was key to her recuperation. They all helped her heal when she was isolated and depressed.

Kechi was convinced by a friend to compete as a singer in the twelfth season of *America’s Got Talent*. Kechi was able to compete in the finals, and she later returned to compete in *America’s Got Talent: The Champions* where she received a golden buzzer from judge Simon Cowell.

As well as joining a nationwide competition, Kechi’s mother, Ijeoma Okwuchi, wrote a book about her own experiences. Through the days of Kechi’s coma, Ijeoma wrote in her journal, illustrating what it was like to be in the hospital watching over Kechi. *Refined for Rebirth* are journal entries from her mother.

“Everyone needs hope even for the little things you go through every day. Life is so dark and hard but to have hope and light can make it easier.”

Shanny Haskell also decided to join the group and speak out about her trauma. Haskell developed an eating disorder at the age of five. Throughout her childhood and teenage years, Haskell was also physically, verbally, emotionally and sexually abused. Eventually, with the help she needed, Haskell was able to heal.

Haskell now has a YouTube channel with almost 100,000 subscribers where she talks about her past bulimia disorder and encourages those going through a similar experience to search for help.

Because of her traumatic life, she shares why she decided to speak out. “I decided because I’ve been silenced my whole life, and eating disorders and mental health are so shameful. Eating disorders, in my opinion, thrive off of the silence and loneliness. So if we can bring it out of the dark and talk about it, bring it out and take the shame away and make it really easy to talk about, then it might not be as intriguing to people to go to for comfort,” says Haskell. She adds people often fall in the trap and lose everything.

“I’m sick of being pressured. If you go to a doctor and you have a cold, you ask for cold medicine.



Aiono Ursul and Alicia Johnson share experiences during Flex assembly.

Photos by Lorelei Grover

Why can’t you go to the doctor and be like, ‘Hey I want to kill myself. Can you find me a therapist?’” she asks.

Haskell advises students to seek help if they are experiencing depression or eating disorders. She says, “The first thing would be to reach out and ask for help. If you can’t ask your parents, ask a school counselor because that’s what they’re trying to do. They can even call a therapist for you. I get a lot of kids who say ‘My parents don’t believe in therapy, so I can’t talk to them about getting help.’ so go to your school counselor.”

She strongly encourages students to look for help at school. “The school counselor can help you find a therapist that’s free who can help you. Also, just serve other people. To me that was huge. You can get out of your own headspace because when you’re in that headspace it’s what keeps you sick,” she says.

Haskell’s husband has been a great support for her throughout her difficult times. She found reassurance and comfort with her family. Haskell says, “My husband always supported me no matter what it was like. There will be times where I don’t talk to him about things, and I don’t vent to him. I’ll go online to do it. I’ll vent through my videos, I’ll vent on my live streams that I do on Instagram and it’s really cool that he’s never asked, ‘Why don’t you come to me first?’ He just lets me do it because he just supports whatever helps me the most which is super beautiful,” she says.

“A Reason to Stand” also supports the family members of those who have died fighting for their country. Jennie Taylor’s late husband, Mayor Brent Taylor, was killed in Afghanistan in 2018. His death was a shock to both the family and the community. Jennie Taylor had to face the responsibility of raising her seven children without her husband.

Taylor joined Boyson’s group and shared motivational messages to her former high school. She says, “I love Weber High! This is home to me, and I met Ashlee shortly after my husband was killed. She told me about this group that tries to give messages of hope. I know you

need hope even if you haven’t gone through a huge trauma. Everyone needs hope even for the little things you go through every day. Life is so dark and hard but to have hope and light can make it easier.”

Taylor adds that from her experiences, she wants to give back and help others. “I thought about maybe there was a purpose in the hard things I was facing, and how I could help others face their challenges,” she says.

When talking to others who need hope, she encourages them to look at their troubling situation in a different light. “Try to sit back and look at what you can learn from this experience. Also, think about what you may have already learned in your life that can help you through this. I know for me, I never saw the death of my husband coming, but when it happened, I was able to step back and see what experiences in my life could help me in that situation. Keep in mind that things will get better and that you can do this,” she says.

Taylor adds her biggest support throughout her husband’s death was her family and her faith in God. “My family and kids have given me so much support, and I think, ‘If I falter what will happen to them?’ You need to find the meaning in it, and then it won’t be so bad. Find something you can do with your hard times,” says Taylor.

She also shares that she always keeps her children’s best interest in mind and hopes they will remember something positive from an otherwise negative situation. “I want my children to take away a lesson from this when they are older,” says Taylor. “In the middle of the trials, it is hard to see very clearly especially when you’re a child. I hope when years go by and they look back, they remember a community that rallied around them and they were never alone.”

Taylor also wants her children to remember they can do hard things. “Rather than being the victim, they can empower others. It can be an opportunity to think, ‘Look at what I survived. There is nothing else that I can’t do.’ Have it be a motivating attitude rather than a depressing one.”

Time to cast votes,

## Candidates aspire to be next school officers

By Savanna Henderson  
Art Editor

Look at the posters, check the boxes, count the ballots... it’s election season. At this time each year, Weber High students face off for the chance to be next year’s student officers. There are many reasons why students like to be officers.

Junior officer Gabi Wisenburg has been an officer for several years. She said, “It’s always a good way to get involved in the school.” She enjoys meeting new people and helping others become involved in the school through the events officers plan. Wisenburg added part of the reason she wants to be an officer next year is because of her previous experiences. She doesn’t know what her high school experience would be without it.

Gibson Bailey, junior officer, added, “You’re just having a good time.” He also said he wanted to be an officer again because “when you’re done with working on activities, you get that feeling of a job well done.”

Mr. Godfrey, who will be the student body advisor next year, also spent several years as a Weber officer and SBO president. “Something people don’t realize about student government is all the time outside of school that is required to plan an activity, dance, or assembly,” he said. “It takes a lot of time and effort to make those things awesome and effective.”

Austin Summers, a junior who is making his first run for office, said, “I want to make an impact at Weber. I want to see things change for the better.”

The act of running for office itself can be a lot of fun. Wisenburg stated her favorite part of running is seeing everybody’s posters. “It’s really fun to see how creative everyone is,” she said. Bailey added his favorite part was performing in and creating skits. Summers is looking forward to meeting new people.

Campaigning isn’t just fun and games, though. The best contenders put their all into the running and still don’t know if it’s enough. Bailey stated it was stressful not knowing if he had won or not until the very end. In speaking about his previous experiences running, he said, “I was freaking out all day.” Just like the previous elections they have been a part of, Bailey and Wisenburg don’t have guaranteed spots as officers next year.

However, both have accrued some knowledge through running for office in previous years. Bailey said he thinks having a memorable skit is something that can really make or break a campaign and that if no one remembers you, no one will vote for you. Wisenburg agrees, saying, “Be noticeable. Make sure people know who you are.”

Even though he is new to the race, Summers’ understands the importance of letting people know who he is. “You really just need to get out there and let people know what you are about,” he said.

Despite all that, they know that a good campaign doesn’t necessarily make a good officer. Bailey emphasized officers need to be dedicated. “You can’t be an officer and not work hard.” Summers added officers must be reliable, helpful and outgoing. Wisenburg stated, “You gotta respect and love everyone.”

Godfrey said important attributes also include being genuine friends to everyone. He said, “Everyone at Weber High should feel there is someone on their team or someone who notices them. I think that our officers should set the tone for that type of friendship and kindness.”

So, the race is on to see who will make it. Regardless of who wins or loses, the candidates feel they are ready to take up the mantle as next year’s student body officers.



AGT star Kechi speaks to Warriors about her traumatic story.

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Students tape Principal Earnest to a post in the Commons as a reward for Quarters and Cans donations.

Photo by Kyrsten Acker

## Planning for her future, Earnest weighs success of first year

By Madison Rigby  
News Editor

“My overall view of Weber High is it is a great school with hard working faculty and staff members. The students are friendly and the majority are determined to do their best every day. I love all the activities, groups and clubs we have available for all our students to be a part of,” said Principal Earnest.

When Earnest was given the position of principal at Weber High, she had thought it was a “no brainer” and took the position. “The traditions, structure, cohesiveness and support is unique at Weber, and it is a privilege to be part of it,” she said. “Many principals have built the foundation of our school and to be able to contribute is a challenge I take on whole-heartedly.”

**“The many principals have built the foundation of our school and to be able to contribute is a challenge I take on whole-heartedly.”**

While there are obstacles she faces every day, the biggest one is for students to come to school and try. “We have quite a few options and trying to find the right fit for everyone is a challenge,” she said. However, with every negative comes a positive and to her, there are simply too many positives to name them all. “The top ones are the students, the faculty, the staff, the community and the drive of most of our students to be successful. We have all these programs we offer and the positive atmosphere and the culture we are defining,” she said.

The atmosphere from junior high

and high school is very different, and Principal Ernest knows this first hand. Before Earnest took the Weber position, she was working at Orion Junior High School.

“You can’t compare junior high to high school. There are at least 100 different things going on at Weber each day, and at the junior high level you may have a couple things. The students at the high school are more mature, more invested in their future, busier with jobs and activities and they have most things prioritized in their life. Junior high is very loud, especially at lunch and in the halls in between classes. I have enjoyed both levels as they are unique in their own ways,” she said.

Ms. Earnest is also grateful to those who have mentored her along her career. “I had many people who inspired me to become an educator. My mom and sister both were teachers, but it was specific teachers who impacted me to want to be like them: Mrs. Tucker, Mr. Boyer, Mrs. Anthony, Mrs. Lemon, Miss Owens, Miss Jackson, Mr. Kempfer and Coach Benson.”

As a teacher, Earnest had the opportunity to work with talented colleagues who mentored and inspired her each day. “I also had the opportunity to work with supportive administrators who encouraged me to follow in their footsteps to become a principal,” said Earnest.

As administrators there is a weight on their shoulders, especially as a principal. “There is pressure in being the principal as you are responsible for the entire school, every student and every staff member. You also want to improve academics, meet the needs of the entire school, get involved with the students and attend activities. I am very fortunate to have a great admin team and office staff who do a lot of things behind the scenes to alleviate the pressure,” she said.

While there can be stress factors, she is grateful for her job. “I do not

see my job as something I have to do every day,” said Ernest. “I get to come to Weber every day and I love it! I may have things planned on my calendar, but you never know what is going to happen. I love the aspect of not knowing what is going to happen each day as no two days are ever the same.”

“Working at Weber is challenging,” Earnest added, but she feels that it is also refreshing and rewarding. “Being around kind and motivated educators who love what they do every day is the best job, and especially walking with the students,” she said. The best parts of Earnest’s day is when she is interacting with the students in the halls, before and after school or in classes. “The students and faculty motivate me to work harder, do things better and continue to invest myself each day at Weber,” she said.

Many everyday tasks and challenges that come with being a high school principal can spill into someone’s lifestyle and life choices. “This is a deep question because life aspects are built, improved, destroyed and challenged everyday as a principal,” she said. Earnest added there are things that she has learned to adhere to each day.

“First, listen and be reflective. Second, don’t make quick rash decisions. Talk things out, talk with others and then make a decision,” she said.

For the third lesson, Earnest learned not to be afraid to let people know that she doesn’t know the answer. She can then do the research and find out answers.

“Fourth, I am one member of this Weber team and it takes all of us working together to achieve this success. Fifth, communicate and explain why we are doing things the way we are and answer the questions,” she said.

As far as her sixth lesson, Earnest said, “Take 100 percent ownership for what is going on. Own it!”

## Next years changes, Warriors go one to one with Chromebooks

By Macy Astle  
Staff Reporter

With a new school year, there often comes changes. The biggest change at Weber next year will be Chromebooks. Everyone will be assigned their own to take home with them every day.

“One to one has been going on in several schools all over the country,” says Ms. Pearce, assistant principal. “The one school that we have looked into that has been very successful is in Florida. They have had great test scores, and students have been turning in more work. Having your work on your Chromebook right in front of you changes everything.”

The outcome to having Chromebooks that Weber is looking for is test scores will improve and more work will be turned in on time. “When everyone has their own Chromebook, it makes computer access equal for everyone,” she said. “Students will have the same opportunity to get their work done and turn it in. This doesn’t mean we’re going completely paperless,” added Pearce. “We will still have paper for different assignments.” Pearce believes using less paper will also be better for the school and the environment.

Principal Earnest is also looking forward to the Chromebook change and said the district and the administration have done research on one-to-one. Weber’s administration agrees it is a beneficial program for the teachers and the students.

“Chromebooks will still be broken just like they are now, but since they will be assigned as an individual’s Chromebook, I imagine they will take better care of it,” she adds.

However, there will be costs to students for broken Chromebooks. There will also be additional Chromebooks that will be lent out

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students carrying over-the-counter medications, prescription medications and illegal substances,” says Pearce.

Rawlins says the school resource officer also helps with the schools safety. “We have cameras all throughout the school in the hallways to help, and Weber County police can patch into those if the need arises,” adds Rawlins.

One more safety Weber is looking at is having the resources officer closer to the office, “and to have the attendance office where students check in right as they come in the main doors without having to come into the main office. There would be a check in and out window,” says Rawlins.

Some students don’t feel safe in schools because of the headlines where schools had unsafe situations. Rawlins says, “They are buying into the rhetoric that is out in the media that schools are not safe and



Sophomore Camryn Spelts completes her assignment on a Chromebook.

Photo by Ellie May Kerr

to students while theirs is being fixed. This way students won’t get behind.

“Next year there might not be as many problems with the Chromebooks because students will have their own. There won’t be students stealing keys to open up the carts,” said Pearce. The teachers will also have to rely on the students to keep their Chromebooks charged.

The decision of going to a one-to-one program came from the district said Earnest. Every school in the district will be going one to one. “So far all the middle schools have gone one to one,” added Earnest. She felt this will be convenient for Weber since by the time students get Chromebooks in high school, all the bugs will be worked out, and it gives Weber time to prepare for switching to one to one.

Along with Chromebooks, there are also some smaller changes to Weber which include new staff members. “Next year there will be a new coach and some new teachers,” Earnest said.

Another change is the increased

because there have been shootings at schools across the nation. I have been at Weber High for 20 years and I have always felt safe and I try to make my students feel safe in my classroom.” Rawlins adds teachers need to make their classrooms a friendly place. “If they feel like the

**“We cannot ever eliminate every potential hazard. This is why we rely on our own fellow Warriors to keep everyone safe here too, so they will report safety issues they see.”**

class is an inviting place and a fun environment, students are going to feel safe,” says Rawlins.

Pearce adds students can also help make their school feel safer. She feels students should report threats and stop others from bullying. “Be nice and friendly to each other,” says Pearce. Rawlins agrees and adds, “Treat everyone appro-

student population. “At Weber we have almost 2,000 students and next year we will have more,” said Earnest. “Weber is definitely expanding and will most likely continue to expand.”

Because of Weber’s growth, there will be more portable classrooms. This will take up space in the student parking lot. “The way Weber is built, there is truly no way to expand it. The only thing we can do is get more portables,” she said.

Due to the portables, there will be less amount of parking on the student parking lot; however, Earnest added there is still parking in the driving range. “Although it may seem like a longer walk, it is just at the other end of the building,” she said.

Weber is still trying to figure out the amount of students per class, but registration is still not finished. “There will be a lot of sophomores next year,” she says. “It will be nice because they will already have experience with one-to-one [Chromebooks], and it will be an easier transition for them,” Earnest added.

privately.” Some schools in Florida, because of recent shootings, have set a clear bag rule. All students must wear a clear backpack to school to help keep students safe. “I think clear backpacks can be helpful; it does limit where things may be hidden,” says Pearce. “However, we cannot ever eliminate every potential hazard. This is why we rely on our own fellow Warriors to keep everyone safe here too, so they will report safety issues they see.”

Rawlins reminds students that the best way to feel safe is by respecting each other. “If everyone would be kind and treat each other with respect, some of the problems would go away. Another thing students can do to help make school a safer place is to report things they see that are unsafe. If you see a student with a knife or an e-cig or something that is illegal, report it to the main office or the school resource officer. The SAFEUT app is also a place where incidents can be brought to light anonymously,” he said.

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Members of FBLA enjoy a day out. From top to bottom: Seniors Brittany Hall, Tommi Abbott, Grant Knight, Lizzy Garner, Lucus Peterson, and Cameron Hunter.

Photo by Alan Rawlins

## FBLA excels in contests

By Emily Owens  
Business Editor

The nonprofit educational association called FBLA stands for Future Business Leaders of America, and Weber's group has made many achievements which they hope will help with their future business careers.

FBLA is the largest student/business career organization in the United States. Last year, Weber's FBLA had 17 kids qualify to go to nationals. Out of the 17 kids, the team of seniors Taylor Laing, David White and Max Lunt took second at nationals in the public service announcement event.

Advisor of the FBLA, Mr. Rawlins has been impressed by his Warrior members. "One of the biggest accomplishments is just seeing how big the club has become. When I took it over a few years ago, we had maybe around 20 members. Now

success. "They have kind of been forced into doing a presentation for the events they pick which they weren't too keen on, but it's amazing to just see how much they've grown in that and how they've seen their presentation skills improve," he said.

Member of FBLA senior Ryker Simmons added, "The benefits you can get are some pretty awesome awards that look great on applications, and one of the best parts of the FBLA is the advisor; overall he is really awesome." Rawlins added FBLA has also given out many scholarships to kids who achieve national rankings.

Senior Eastin Hartzell appreciates being a part of the club. "One of the biggest benefits is probably that I get to hang out with Mr. Rawlins. That's pretty awesome. Another reason is I get to travel the country, like I got to go to Washington D.C. last summer, and I get to hang with my buddies and just have a great time."

Hartzell joined FBLA for business knowledge. "I joined FBLA for two reasons: the number one reason was because I was already doing DECA, and I heard FBLA was a step from DECA, so I could still do it. The second reason, and probably the biggest reason, is because Mr. Rawlins is the advisor, and I'm in love with him. I think he's super cute," he laughed.

Rawlins also believes being in FBLA helps prepare students for future careers in business. "One day I would like to open up a business," said Hartzell. "Right now the project I'm working on is called Uptix. Say you go to a Jazz game or a musical, something that's ticketed, and you buy the nosebleed seats. Once the game or musical starts, you can upgrade your tickets to sit up in the front row or seats that haven't been sold yet," he said.

The FBLA website reports the purpose of the club is to help prepare students to become "community-minded business leaders in a global society through relevant career preparation and leadership experiences." For students like Hartzell and Simmons, they believe this is true as they achieve their business dreams.

## Wee Weber offers learning opportunities for teens, preschool for young children

By Lexi Hodgson  
Editorial Editor

Wee Weber is a preschool, but it's in a unique place. It's located inside of Weber High. Warriors learn how to teach preschool kids and take care of them.

High school students have the option to take a class called Child Education or Child Development. In these classes they work with the Wee Weber kids. Nathan Green, junior, said he took the class because he likes helping younger kids.

"Students work and play with the preschool children. They prepare lessons and teach the kids, prep food for the kids, play with the kids and learn how to work in a daycare/ preschool program," said Kimberlee Arthur, head of Wee Weber. She adds teens who graduate after taking Child Development, Early Childhood Education I and Early Childhood Education II have a good start for future jobs while going to college. "They have great

knowledge on how to run their own home preschool if they desired," she said.

Although preschool is not a mandatory part of education for children, many parents still enroll their kids for educational benefits. "We always have a waiting list to get into Wee Weber and always have parents calling to try and get their kids in after school has started. I think, though, that some parents fear having high school students' work with their three and four year olds. But we have great kids working with the preschoolers, and we train them well," said Arthur.

Ourkids.net added that some parents don't enroll their children in preschools because of separation anxiety and the child having less one on one time with a teacher. "Many young children find it difficult to separate from their parents. Some may need more personal attention and may not be ready to attend school. For others, though, the anxiety quickly recedes (after the first week or two), and they go on to thrive in preschool," the site re-



Senior Maddy Ferrin plays with a little princess and her play-doh.

Photos by Lorelei Grover

ports.

Melanie Malan, WHS Spanish teacher, said she wasn't worried about separation anxiety. She enrolled her two boys at Wee Weber for preschool. "Because I work here, it was nice to go and drop by every once in a while and see how they were doing or to drop off a jacket or something," she said.

Malan was also impressed with the boys' education at Wee Weber. "I think the preschool has highly qualified teachers who are so great to work with. They also provide such a great learning experience for the high school students who help with the Wee Weber kids."

"I highly recommend Wee Weber because the teachers are to follow a structured curriculum, while allowing the little ones ample play time," added Malan. "They are qualified teachers, one of which worked at Weber State in their preschool program."

One thing Malan noticed was her kids developed their social skills. "They are able to learn to follow directions and play nice with other children. Of course, the kids learn to write, recognize numbers and

work on beginning reading skills, as well," said Malan.

Nathan Green, junior, has also seen the advantages of the preschool class for high school students. "It prepares students for when they become teachers," said Green. He added the high school class counts as an elective credit which high school students need eight of to graduate.

The Wee Weber kids also like coming to Weber High. "I like this place because I see my friends here," said Josh\*. Cassie\* added, "I get to paint and play princesses, and I like to do that."

Wee Weber registers at a different time than the high school. "Wee Weber registration for preschoolers is in the spring, usually around February and March. After that we have a waiting list that we keep," said Arthur.

For high school students wanting to work at Wee Weber, Arthur said they must take Child Development and Early Childhood Education I before they can register for Wee Weber classes.

(\*names changed to protect identity)



A toddler in Wee Weber preschool helps clean up the classroom.

we're close to 60, and it's great seeing the number of kids who are qualifying to go to nationals," he said.

Rawlins also praises the state ranking of Weber's FBLA team. "The Weber team has been named outstanding chapter in the northern region against 21 other schools for the past three years."

With joining FBLA comes several educational benefits. "I think the benefits are just the skills you can learn. With the kids who have been in the club for three years, the thing that they have come the furthest in is how they have worked," said Rawlins. He also feels the kids have pushed themselves in areas they may not be as polished in, but they have worked hard for their

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Junior Madeline Leduc uses Warrior Time to catch up on school work and get extra assistance from her teachers.

Photo by Amari Pierson

# Administration weighs benefits, drawbacks of Warrior Time, Flex

By William Michels  
Assistant to the chief

Teachers and students are discussing about whether to keep Warrior Time, alongside Flex period or if Flex should only be offered. Warrior Time is a 45 minute opportunity at the end of the day on Mondays that allows students to visit teachers, complete assignments and turn in homework. However, some students, instead of going to class and working on grades, are leaving school to go hangout with friends or family. Others, however, are using their time wisely and staying after to catch up on work and make sure that they have no missing assignments.

The administration has taken notice to what students do during Warrior Time. Principal Earnest said they are taking steps to make this time slot better. "It's something that we're trying to determine, how [the administration] can improve Warrior Time and get more students to use it properly. It's a great time to finish work, but it isn't used in the way it was intended by a lot of students," says Earnest.

To help determine how Warrior Time was being used by students, data regarding the number of students who used it was gathered during last fall. On average, 533 students were present in a class during Warrior Time in October.

"I think Warrior Time is really useful," says history teacher Wyatt Hansen. "I don't think enough kids take advantage of it; it's a great tool to makeup or re-do anything."

English teacher Nancy Champi uses Warrior Time as a special study hall. "Warrior Time allows me to go deeper into the material than during class. Students in my communication classes can come

in before a test to do a review. I've also used the time as a review for novels my class may be reading."

However, some students see this as a time to get out of school earlier than normal. "I would say just too many students use it as an unofficial early out," says Earnest. "I can't give an exact percentage, but I think more kids are leaving than there should be."

"On average, a total of five to eight kids come into my class to use Warrior Time to learn," says Hansen. "Seventy five percent of the kids who visit my class during Warrior Time use it to work on projects. The other twenty five percent of kids just come in to mess around."

Warrior Time is often compared to Flex, as they both share a similar purpose of allowing students to visit teachers and makeup assignments. "Flex is better than Warrior Time because you are required to

***"I see some students who use it to the fullest potential that they can. But I also see kids who could definitely benefit from using it properly, yet they don't."***

go to a Flex class four days a week. You have the chance to get homework done or go get help from the teachers whose classes you are struggling in. In Warrior Time, you aren't required to get that homework done or visit that teacher whose class you're failing," says Hansen.

Champi thinks Warrior Time should most definitely stay, but that it should be used more like Flex class. "Each student could have a 'Warrior Time teacher' or a home-room class. This way, students still get the opportunity to Flex out but

it would be a pass or fail class. That would mean that we would have to either get rid of Flex or cut the time down."

"Warrior Time would be what I would pick if I had a choice between picking it and Flex," says math teacher Kellen Lucherini. "Warrior Time is much better for making up tests. It's longer and students aren't required to continue on to their next class. But I'd like to see both Flex and Warrior Time stay as they both have their uses."

In Flex class, a citizenship grade is also utilized. Teachers give this grade according to whether a student is present and if they are working on assignments they need. While most would agree that this works for Flex class, others believe that it wouldn't translate well into Warrior Time.

"I don't think Warrior Time should use citizenship," says Earnest. "We want Warrior Time to be distinguished from Flex. It's a time where you are allowed to roam freely and visit classes you need to visit. Having a citizenship grade in Warrior Time would make it too similar to Flex."

Lucherini agrees, saying that Warrior Time is a potential free time and should be treated as an incentive without something else to weigh a student down. "I like the idea that Warrior Time can potentially be free time. It's a reward for those who are all caught up and don't need to use the time for schoolwork."

As far as the future of Warrior Time, the verdict is still out on what may happen next. "I'm still deciding where I stand regarding Warrior Time," says Earnest. "I see some students who use it to the fullest potential that they can. But I also see kids who could definitely benefit from using it properly, yet they don't."

# Officer Van Beekum appreciates his time, experiences at Weber

By Aleez Bahena  
Staff Reporter

Police Officer Brent Van Beekum has only been working at Weber High for five months, but he said he has had good experiences helping the Warriors.

Officer Van Beekum's responsibilities include making sure students attend school and keeping everyone safe. He got the opportunity to be a resource officer at Weber when the last resource officer decided to move on to other duties.

Van Beekum has experienced many things while being a police officer, but being a resource officer wasn't one of them. "It was a desire that I wanted to have because I've done a lot of things in my career but being a resource officer is not something I had done, and I wanted to do it."

Along with working for Ogden City Police Department, the S.W.A.T Team, Arrest Control and Crimes in Progress, he was also the lead traffic officer in South Ogden as well as serving as an officer in Pleasant View.

As a police officer, Van Beekum understands the stereotype views and uncomfortable opinions on cops. "Now, in today's world, the downside is the general dislike. In a lot of social media, the police are scrutinized by doing things that may look wrong, but the ups are I still get to help a lot of people. A lot of people really do need help, and it's fun to watch students grow and become adults," said Van Beekum. "And that's the big up."

The negative stereotypes Van Beekum has seen towards police

officers is that they are mean or always going after kids. They are stereotyped as all doing racial profiling or looking for people to pick on. "It's really a tough thing when you have to do your job, and you're always getting questioned because people see something on national news about officers, and they think you're doing something like that here," he said. Officer Van Beekum decided to become a cop at the age of 24 when he passed a police test. He said, "I knew I wanted to be a police officer, I had the opportunity to test, and I did and I passed."

If Van Beekum wasn't at Weber, he would most likely be working the streets or be on patrol, so he thought being a resource officer at Weber would be a great opportunity for him. He liked the change in his routine

In the few months Officer Van Beekum has been at Weber, he said

the administration has been nice, and he has befriended some Warriors. "They've come to me just saying hi with a smile and [that] means more to me than anything else," he said.

As he looks back at his high school years, he understands the difficulty of peer pressure. "Oh jeez, that's a tough one," Beekum said. As he advises teenagers, he added, "Just do your best and do what you do. I would say peer pressure is big, and I understand it, but if I was to learn one lesson it would be to walk my own line and do what's best for me and not worry so much about peer pressure."

With the fact that there are some negatives with being a police officer, Van Beekum loves knowing he's watching teens grow and be better prepared for life, and that out-weighs any negatives he may face.



Van Beekum has a conversation with junior Braxton Gillihan.

Photo by Viktoria Hone

## Hall of fame continued from page 1

for her numerous athletic achievements, as well as her services as an educator.

Spiers graduated from Weber High in 1985, where she excelled in volleyball, track and basketball. "She was a phenomenal athlete in high school, and then she went to Weber State on a full-ride track/volleyball scholarship. While in college, she was a four year starter on the volleyball team and also a four year track athlete," says Baliff.

Some of her accomplishments just in high school included winning state championships 14 times as an individual and a team. She won the javelin throw two times at state, she was on the winning relay team three times and she was also named All-Region and All-State in basketball her senior year.

"It is almost unheard of," says Baliff. "She almost qualified for the Olympics multiple times."

Spiers was also inducted into the Weber State Hall of Fame where she still holds the record for the javelin with a throw of 177' 01". She was a four-time, All-Conference performer from 1986-1989. She was also named All-American three years in a row from 1987-1989. Spiers received conference champion in the javelin for three straight years from 1987-1989. For several years, Spiers also held top honors at Weber State in the Heptathlon which is a seven event, track and field contest that consists of 100-meter hurdles, the high

jump, the shot put, the 200-meter dash, the long jump, the javelin throw and the 800-meter run.

"Besides her athletic accomplishments, Spiers has been a teacher, coach, counselor and administrator," says Coach Peterson. He jokingly adds, "Probably the only thing she hasn't done is been the janitor."

Spiers says the highlight of her athletic career was when she was able to carry the torch at the Olympics for the 1996 summer games. But as a former WHS administrator,

***"It's a special place [Weber], and I hope that when students graduate, they want to come back and look back at those good memories and feelings of being a Warrior."***

tor, she says, "The best memory I have of Weber High is being in the auditorium and hearing Earl [Heninger] say, 'How does it feel to be a Warrior?' the first time. Honestly, being here as a student, then again as an administrator and asking the students that question, gave me energy I cannot describe."

Spiers said she was honored to be selected as part of the Hall of Fame. She shares this award is significant because "knowing the impressive people who have walked these halls, and those that we don't even know about yet."

From her time at Weber, Spiers grew as an athlete and learned

many life lessons on the way. "I learned that hard work pays off. I learned, along with my teammates, that it wasn't necessarily about the new uniforms or anything else; it was being part of something. I definitely worked with some amazingly talented people," she said.

Spiers' former volleyball and track coach Jan Keim presented the Hall of Fame honors to Spiers. Keim shared a fun anecdote of how Spiers learned to throw the javelin. Keim told how Spiers just came up to her one day and said, "Coach, I want to learn how to throw the javelin." Keim didn't know how to throw the javelin, so together they watched javelin videos. After much practice, Spiers became a champion in the event.

Spiers also shares that in her childhood, she wished to wear pants under her dresses so she could go play football with the boys. Sports have always been a vital part of her life, and in high school her abilities were showcased.

Spiers taught English at Roy High, North Ogden Junior and Weber High. Spiers was also a counselor at North Ogden Junior High. Spiers completed her administrative degree and served as an assistant principal at Roy and Weber High, and she is now an assistant principal at Bonneville High School.

Spiers added her time as a Warrior will always be a fond memory to her. "It's a special place [Weber], and I hope that when students graduate, they want to come back and look back at those good memories and feelings of being a Warrior."

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# Time Out

By Caelan Roberts  
News Editor

You probably use some form of social media, whether it's Instagram, Snapchat or Twitter. However, these sources could have harmful effects on you.

In many cases, social media can increase feelings of depression and anxiety, as well as cause issues with body image in people ages 14-24, according to the Royal Society for Public Health.

Too much social media can not only have harmful mental effects, but it can also keep students from getting work, chores and other important life activities done. Senior Jaden Roberts said, "It's just a constant distraction. You're always waiting to see who likes and comments on your posts, and, you know, you gotta look at those dank memes." While this can be fun, it also affects students' work ethic and distracts them from more important things. Relationships, family time and homework can all take a hit when time is devoted to too much social media. The truth is, students need to spend less time on Snapchat and Twitter and more time talking to people in real life.

"You definitely don't feel the need to talk to people as much in real life because you feel like you're keeping up with them on social media, but it's not really the same. You don't have that face-to-face connection," said Roberts.

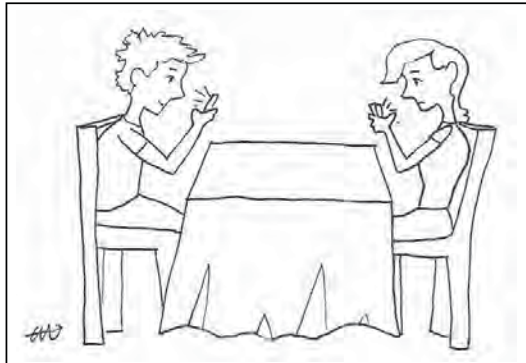
These social media sites can cause anxiety and depression in young people because they care so much about things such as likes and comments on their posts. Putting so much weight on these meaningless and fickle commodities can be very

stressful. "A lot of the time it's just sitting there waiting to see how many retweets you get, or to see what kind of comments you get on your Insta post," said Roberts, "It sets expectations and standards that are just pointless and stuff like that is just so fleeting, but it can be really disappointing when it doesn't go your way."

The more students use these social media platforms, the more they let these things affect them. The more you're on it, the bigger role it

that much easier to do. When teens see their friends' posts about their seemingly perfect lives, it's easy to feel down on themselves. However, most of the time these posts are doctored, filtered and inaccurate. So making these comparisons is not only unhealthy and pointless, but they are also mostly skewed and dishonest.

Another major factor in social media induced anxiety is the fear of missing out. "When you see a group of your friends hanging out



plays in your everyday life.

Of course, social media isn't an inherently bad thing. At its best, it is a great way to connect with friends and family in a unique and interactive way online. The problem is the amount of time and effort teens put into using social media. According to Common Sense Media, the average teen spends nearly nine hours a day on social media. This is way too much time and is a major factor in why teens have so much anxiety because of it.

Lots of times, this anxiety is caused because young people feel the need to compare themselves to their peers, and social media makes

on Snapchat without you, it just kind of sucks," said Roberts. "Obviously, you have to be mature and realize they aren't obligated to hang out with you, but it can make you worry if you did something wrong." This aspect of social media is unavoidable, but it becomes worse and more troublesome the more teens spend on the sites.

It's time we stopped putting so much weight on social media and let it go back to what it was meant to be all along - a fun way to connect with friends and family. Go have a conversation with a friend over coffee in person and forget social media.

## Armed teachers, Should they be allowed to protect?

School shootings occur more often than we think. According to BBC News, 2018 was the worst for school shootings in the U.S. with 22 school shootings. Cops are fast to the scene when a school shooting is going down, but would a teacher with a gun be able to save more lives and react quicker than waiting for the police to come to the scene?

Police are highly trained and ready for situations like an active shooter; however, teachers are often not trained for active shooters and could kill or injure someone else in the line of fire. However, some state governments are trying to make policies to allow teachers to stay protected at all cost and have them trained to protect students during these necessary.

After the Florida shooting at Stoneman Douglas High School on Feb. 14, 2018, a debate started on whether or not teachers should have firearms. An armed and well trained school security officer can cost up to \$50,000 a year. It would be a cheaper route to have teachers bring personal firearms to school

rather than having one cop on duty.

In Arkansas, districts gave teachers weapons and trained them to handle violent situations after the Sandy Hook shooting. Schools are also training students to look for signs of people who may have mental health issues and are contemplating gun use or have plans to harm a student or teacher. According to Statista, handguns are the most commonly used weapon in shootings with assault rifles trailing not too far behind. Handguns have caused over 87 incidents in school shootings; assault rifles have caused over 42 incidents in school shootings. Shotguns have also been used in 26 school settings and is the third weapon most likely used. Statista reported shotguns were used in 26 school situations.

At Columbine High School in 1999, there were 13 killed and 24 injured in a student shooting. Sandy Hook had 26 killed at school: 12 girls, 8 boys and 6 staff members. The Stoneman Douglas shooting in Florida resulted in 17 killed in a school shooting. Assemblies are

now being presented at schools where witnesses talk about these tragic events. If a shooter were to come into a school, the teacher/staff would have the opportunity to eliminate the threat. Many loved ones are lost to school shootings.

Some school administrations say guns should be locked up and kept away from students, and only used in a dangerous event. However, others feel if a teacher has been professionally trained, they should be able to protect the school.

Students can also prevent shootings by reporting any information that could lead to a dangerous confrontation. There are some states that have come up with safety apps and also assist in stopping shootings or report possible problems that could lead to harm. For example, Utah has a safety app where people can contact a specialist and have someone to talk to. It's time to prevent school shootings by becoming better prepared in our schools.

By Tryston Brown  
WHS Sophomore

# Cheaters: Focus on work, trust own skills

Have you noticed any problems with cheating? Do you see people sneaking pictures, notes or text messages to one another during a test? Everybody's probably cheated at least one time in their lives, but that still doesn't make it right.

Cheating is terrible and people need to realize that when they cheat, they lose all of their integrity. Mrs. Phinney, WHS psychology teacher, says, "I think cheating has to do with several factors which makes it difficult to completely eliminate. One thing we could do, is create a school culture where learning is valued more than getting a grade."

What Phinney said just proves the point that we are so focused on that letter grade that we never see the big picture of things. We, as students, need to understand that doing our very best is what really counts, not that 100 percent or A+.

From studies done in some upper-level schools such as Harvard, students who cheated more, not just for one answer but for a whole entire test, lost not only their self-worth, but they also developed other poor habits.

Cheating really has gotten worse, and it is mainly happening because we don't trust ourselves. We have technology at our fingertips, and it gives us opportunities to be dishonest. People need to put the phone away during a test and believe in their own abilities instead of relying on someone else's.

We've all had the lectures on cheating and plagiarism, but we still aren't getting the message.

## Peer influences, Negative pressures create problems

Peer pressure is that feeling that you have to fit in, be accepted or be respected which can be hard to deal with. However, peer pressure is not all bad. Your friends or family have probably pressured you into something that improved your health or social life. This is good peer pressure. Now the hard part is avoiding the bad peer pressure.

"If all of your friends told you to jump off a cliff, would you?" says every parent ever. The hard-est thing about this question is that most people would jump. A lot of people do what is cool or what is trending, so if everyone was jumping off the cliff, then they would too.

For example, almost all teens want to own a pair of Vans. Vans' sales are soaring because of this. Now, do you think this is because everyone just happens to love that brand of shoe, or is it because it is super trendy to own a pair? A lot of brands will send their products to famous youtubers, social media influencers or movie stars, and they will pay them to post or talk about their product. This is pressuring people to get this "cool" product because a favorite influencer loves it and is telling people to buy it.

As you get older, you will face more and more of the challenges of peer pressure. Some challenges won't have a clear right or wrong answer, like should someone play soccer or volleyball? Some might become very serious and depend on your personal morals, such as skipping class, trying drugs/alcohol and lying to your parents.

Negative peer pressure affects someone in a bad way. If someone asks you to ditch biology with them, a teammate tells you not to pass the ball to another teammate or you tell others to avoid/not talk to a girl you know are negative examples.

Peers influence your life, without you even realizing it just by spending time together. People learn from them and vice versa. All humans listen and learn from people around their age.

Usually peer pressure is thought of as negative but this is not always the case. Peer pressure might influence one's life but that could happen in a positive way as well as negative.

Positive peer pressure affects someone in a good way. Examples of this are when someone in your math class helps you figure out a way to remember all the perfect

Schools all around the state and country have been trying to battle this problem, but cheating is just becoming easier, as well as becoming more available than it once was. However, this does not mean people should misuse technology and cheat.

Some things we can do is to study and to actually try our best instead of using another person's answers. We can also focus on our own work instead of wondering what the neighbor on your right put down for the answer to that math problem. By focusing and really having the confidence that we all need when we are questioning one of our answers, we can end the cheating game and prove to ourselves and others, that we have integrity and know what's right from wrong.

There are so many cons to cheating out there that it's not even worth it to sneak a message or glance over at someone else's answer. You can get into some real big trouble like being sent to the principal's office or having some sort of copyright infringements put against you for plagiarizing another person's work. Teachers will also hand out auto-



Savanna Henderson

matic F's to those who cheat and their citizenship grades will also drop dramatically.

Another con for cheating is feeling disappointed in oneself. Nobody likes to feel guilty after cheating especially when he/she doesn't get caught. In some ways, getting caught cheating helps us realize that cheating is a terrible thing, and that we should trust ourselves and our own intelligence.

So when you think about looking over at what your friend has put down for that answer to question number two, stop and believe in yourself and know that you are capable of doing tests and assignments based solely off of your own knowledge.

By Mallory Hoggan  
WHS Sophomore

squares, or if you have a teammate who is a really hard worker and influences you to go to practice everyday. These are examples of how peers positively influence each other.

How someone responds to peer pressure reflects on him/her as a person. It shows if you are a leader or a follower. A follower would be the one to jump off a cliff without questions-as long as everyone else was doing it. Leaders would choose for themselves. A leader wouldn't care if anyone else was doing it, and the person might even lead others away from the cliff with their decisions.

One big thing that can help people stay away from bad peer pressure is to put themselves around others who resist it. This will help people so they aren't pressured by negative people, and they can learn from positive role models to help them stay away from it.

Another thing to remember is that you cannot please or be liked by everyone. This might be hard for

some people to realize, but it's true. Fitting in or being "cool" is not worth faking it. It is best if people became their own leader and didn't care what other people do or think.

When asked to do something that could end badly, make sure you speak up without being afraid. Although saying "yes" seems like the easiest option, growing up also means knowing who you are and what you want to do rather than doing exactly what your peers are doing. If people say no to friends, and if they are true friends, then they will understand and respect other's decisions.

Avoiding peer pressure shows who a person is and how he/she can stand up for his/her beliefs. It also shows how strong of a leader a person can be. Try to push away negative pressure and surround yourself with positive situations. It is time to be yourself even if it isn't the "cool" thing to do.

By Camryn Spelts  
WHS Sophomore



Savanna Henderson

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# Social anxiety grips students mind, actions

The term “social anxiety” is defined by the Anxiety and Depression Association of America (ADAA) as “intense anxiety or fear of being judged, negatively evaluated or rejected in a social or performance situation.” It seems simple, right? Well, it’s not, and that’s the problem. There are many situations in which words fail to express the meaning or importance of something, and this is one of them.

It’s difficult to make someone fully understand a specific feeling or thought when all you’re using is words. I often wish human empathy was strong enough to let us feel the exact way another person is feeling by simply touching them. This is one of those occasions because unless you know the feeling of terror some people get just thinking about having to go to school, work or any public place, then you can’t fully understand how complicated and damaging social anxiety really is.

I’ve heard of teachers telling students to just “get over it,” “you’ll have to learn how to deal with it” or “you’re going to have a rough time in the real world.” That’s about as helpful as telling someone who’s choking to “just breathe.” I mean no disrespect to anyone, but anxiety isn’t something that a person can just “get over.” It’s not just a few little nerves or butterflies in our stomachs. It’s more like a whole zoo of animals running rampant throughout our bodies. It’s a feeling that constantly screams at us saying something is wrong, but we can’t figure out how to make it better.

Like most people struggling with depression, people with social anxiety can’t tell others how bad it is because their minds are experts at tricking and convincing them that no one could understand what they’re going through. Our anxiety shoots through the roof at the idea of telling someone the truth because we are beyond scared of the judgements we could get, and we wouldn’t feel comfortable or safe if we were to talk about it with anyone.

We’re also afraid of regretting it. We don’t want to tell someone and finally feel relieved only to wake up the next day and realize we wish we had never said anything. When we finally tell someone, it means the thoughts and feelings that were once ours have now been expressed. It feels like an intense invasion of privacy, but we never expected to feel that way so we let people in because we thought we could open up.

In my situation, I wish I were just “a little nervous” every time I walked through the front doors of the school. I wish I could get up and do a presentation without staring at the floor the entire time and walking back to my seat with my hands shaking. I wish I could go to my classes without feeling like I’m going to throw up the second I sit in my seat. I wish I could have signed up for the IB Programme for my last two years of high school instead of turning down this amazing,

life-changing opportunity because I was petrified of failing and not living up to the expectations of others. I wish a lot of things.

I know there will be people who think I am exaggerating or being “overdramatic.” There is no such thing as being overdramatic when it comes to social anxiety. Social anxiety is a parasite: it takes your mind and makes it its own. It’s very clever about making you believe you’ll only feel safe if you’re completely isolated.

I understand school faculty members don’t know what’s going on in every student’s mind, and maybe there’s not a lot they can do to help, but social anxiety isn’t talked about or considered as much as it should be. I want schools to open their eyes to see there is a real and serious issue affecting a lot of students that needs to be talked about.

In many school situations, students are expected to work in a group, do a presentation and participate in class activities. Each of those things seem minor for most people, but these kinds of things are a big deal to others.

If a teacher asked a student with social anxiety to either do a five minute presentation or fail a class, he/she most likely would choose to fail the class. It’s not that they want to fail or even that they don’t want to do a presentation. They just don’t want the alarms in their minds to go off, and they don’t want to feel like their mental safety is at risk. People with social anxiety can’t always think about the long-term conse-

VIEWPOINT

STAFF EDITORIAL

After high school, students will need to face difficult problems, ones we don’t face in high school. Think about something simple, let’s say you’re writing a check for someone. Did you know that many high school kids struggle with doing a simple task like that?

There are so many things we should teach students about what life is like after they have thrown their caps in this air. Schools need to teach students about life skills like paying for a mortgage when we buy a home or how expensive having children will be. Schools teach us about safe sex, but they never present situations of when someone wants to have a child, but she isn’t able to. What happens then? We as a society have grown a lot; we are more advanced than how it was in 1955. However, we often teach the exact same way as we did in the 50’s.

There are many ways to fix this dilemma, but the best way is to involve classes in high school with post high school situations. This could give kids opportunities to get a glimpse into what lies ahead. More classes on money management, parenthood and how to balance home life with work life can help prepare teens for their futures.

Something as simple as having at least one year of career training in high school would be significant in today’s world. “The mandatory classes, I don’t think, prepare me,” said sophomore Emilee White. She adds, “I think you need a general class that teaches you what you need to know when you’re a grown up, like taxes, bills and money management are what we need.” I agree with Emilee. I think we need classes to teach us about life choices that we will need to face after high school.

We could also learn about how to prevent mental diseases and how to help people who are struggling with anxiety and stress and assist those in an abusive situation at home.

Not only are students saying they don’t feel like they are prepared for life, but parents have felt like this, too. Before they graduated, they didn’t know anything about how to balance a checkbook or how to pay taxes, and they were thrust into adulthood when they knew nothing about this. I think that most seniors who aren’t presented with much will feel the same way as the adults do. We need to be taught so many things earlier, so we don’t feel the same way our parents did.

I think we shouldn’t take out any classes, but rather add new curriculum into the school system. “There are things that I have no idea how to do that will be crucial to learn for my future, but I’m being taught information that I will never use,” said junior Kambrie Dahlin.

We need to have more classes in school that prepare us for the future, so we can better our society.

# Self respect helps build positive lifestyle

Self-image is a personal view of how we see ourselves. We often use words like “ugly, beautiful, smart, kind, selfish, dumb and talented” as ways to not only describe ourselves, but also others.

Self-image is developed from the early stages of learning. Childhood influences such as parents, nanny’s and caregivers have a major impact on our self-image. Our experiences with friends, teachers and other family members also add to our self-image. The relationships we have and make reflect back onto us and heavily influence the way we see ourselves.

According to Cleveland Clinic Medical Center, “The strengths and weaknesses we have adopted affect how we act today. We continually take in information and evaluate ourselves in several areas, such as physical appearance (How do I look?), performance (How am I doing?), and relationships (How important am I?).”

Self-image is not permanent, and we can learn how to develop positive, healthy, accurate ways of viewing ourselves. According to Mind.org, a healthy self-image starts by learning to accept and love ourselves. Improving your self-image takes time, patience and practice, just like any other skill that needs improvement. Improving self-image requires positive thinking and attitude towards yourself, others and the world around you.

To improve the way a person looks at another, you should try to respect yourself and understand self-worth. Improvements can be made every day simply by giving yourself a break, treating yourself kindly, accepting flaws, choosing the brighter side of thing, trying to think more positively, and focusing on what you can do instead of what you can’t do. Another way to help is developing one’s strengths, making a list of positive traits, not comparing oneself to others, and saying positive affirmations every day.

It is important to have a positive self-image. When people have positive self-images, it makes life a lot

easier. The motive behind positive self-image is to make a self-loving attitude to become better performers in all aspects of life. The quote “You can only make yourself happy” is truthful. When people have a positive self-image, they gain high self-esteem and happiness. These feelings often motivate others to try and gain more success in life like money, health, love and independence.

In today’s day and age, social media plays a huge role in body image and how others perceive themselves and their bodies. Social media usage has dramatically changed in the last 10 years and use still continues to increase. Pew Research Center indicates “in the 13-17 year-old category,” 71 percent use Facebook, 52 percent use Instagram, and 41 percent use Snapchat in 2015.” It also reports teenage girls use image-based social media platforms more frequently than males; 61% of girls use Instagram versus 44% of boys. This increase in social media usage, especially

# Honoring civil servants, recognizing dedication

Those who keep society safe should be revered and praised for what they do and how they keep the public and its interests out of harm’s way. However, not everyone who risks their lives to help others are fondly remembered, or even remembered at all.

In the United States military, members are either enlisted soldiers or officers, who deserve to be seen in a positive light. Enlisted members can be seen as the gears in a system who carry out whatever they’re asked to do. They are the hard laborers, the frontline fighters and the maintenance workers. Officers are generally seen as those who put the gears in place. They make battle plans, manage logistics and work in civil affairs. Both parties have equal importance, just in different areas of expertise.

I would say that those who willingly take on combat roles deserve the most credit. They have the courage to stand up to all those who threaten the peace and security that our country provides. Anybody who is currently or was a member of a branch has my respect. Out of their own free will, these people do what they can to ensure the security of millions of people that they don’t even know.

Those who choose to serve in the toughest situations usually have to go through a grueling schedule. Time is usually spent either doing intense training or being on deployed which is comprised of quiet time and bursts of action that bring the aforementioned training into play. The physical strain that these soldiers need to go through in order to be ready at a moment’s notice, is absurd and should not be understated.

If anything, the mental damage poses a bigger threat. Spending six or more months thinking that you might be attacked at any time, six months where some think they will never see their family again, that’s even more stress to pile onto someone who is already putting a lot on the line. According to the National Alliance on Mental Illness, one in four active duty members show signs of negative mental health conditions. Common health concerns include PTSD, depression and various forms of traumatic brain injuries incurred from combat.

However, praise should not be reserved for only those in the military. Everyone from police officers to firefighters to park rangers and

even the highway patrol should command respect. These individuals put their lives on the line to save the common person. While they are not as often brought up, there is no excuse for the public to forget what they do. Their jobs may appear simple on the surface but require a commitment like no other.

Holidays such as Memorial Day and Veteran’s Day should not be seen as days off from work or school. Instead, they should be used to observe and remember those who let us continually think and act freely. While there is nothing wrong with relaxing during the day, it’s necessary to remember who is currently keeping that relaxation a reality.

A good example of respecting and giving honor to those who deserve it is the Utah Honoring Heroes Foundation. It is an organization dedicated to helping those individuals in the Utah Highway Patrol, various law enforcement agencies and their families. They provide monetary assistance in the form of scholarships for depen-

# Saving earth through little, simple things

People are contributing to the destruction of our home, planet earth. There are oceans being polluted, landfills growing, global warming due to carbon emission continuing, and there are additional worries of our changing climate.

Plastic is a large contributor to many of our problems. Plastic is extremely convenient because it’s waterproof, easy to manufacture and cheap. Most plastic is used in the food industry and is normally given away for free. It’s a 300 tril-

lion dollar industry. But what’s so bad about plastic anyway? According to the Ocean Conservancy, plastic will almost always end up in the ocean. Even if it does end up in the landfill, it takes 450 years to decompose. For those who recycle, don’t get me wrong, you are helping the planet, but when plastic is recycled, it is typically recycled into a different product which cannot be recycled again.

Straws are also a big problem and a hot topic right now. Every day we use over 500 million straws. Strawless Ocean reports straws that end up in the ocean can be eaten by sea life and can possibly kill them. If we don’t act fast, there could be more plastic in the ocean than fish!

Ocean United said the plastic pieces that end up in the ocean are eaten by fish which normally results in their death. Birds will also get tangled up in the plastic debris, and this can cause serious injuries or fatality.

The climate is changing, and it may not be for the best due to fossil fuels producing large amounts of carbon dioxide. Fossil fuels are things like coal and gas. Because of climate change, our glaciers are melting. Since they are melting at such a fast rate, they are causing the sea levels to rise, and all of this is making the ocean heat up. The ocean is now expanding. It absorbs 90 percent of the extra heat in the climate. The ocean is also becoming more acidic due to the carbon dioxide emissions that end up in the ocean.

Not only is climate change affecting the ocean; it is also affecting us. It is a major threat to our agriculture because of the shift in climate. The warmer and more polluted the air gets, the higher the risk of health issues.

David Suzuki of the David Suzuki Foundation, which works with ecological care, reports climate change cannot be stopped, but there are many things we can do to slow it down. Some ways of help-

ing are to commute green, help put a price on pollution, consume less and waste less and invest in renewables.

Commuting green is an easy way to help, whether you’re going to school or work. People can carpool, ride a bike, use public transportation or even walk if they are close enough to their destination. Plus, people can save a few bucks on gas. All of these things help lessen our carbon footprint.

Putting a price on pollution will also make green solutions more affordable. Carbon tax will be an efficient way to reduce emissions. Although this will raise the price of polluting activities, people will be thankful in the end.

Consuming less and wasting less may mean that even though cutting out plastic may seem like a lot, there are many alternatives to plastic that are just as useful but don’t harm the planet as much. People can help waste less by reusing something or giving it a new purpose.

Investing in renewables will also help create a clean energy economy for our country. Not everyone can invest in getting solar panels and wind turbines, but there are other ways to help.

Let’s face it, saving the planet is not really an easy task, but there are many little things you can do that will help contribute to a better earth.

By Macy Astle  
WHS Sophomore



ents of fallen troopers and officers as well as other forms of financial assistance for their families.

I have a brother who is currently in the Navy, and he just finished a security detail. The thought of him potentially dying is something that I hate thinking about; however, the thought that he might die while putting his own values and thoughts on the line is something I can look up to and respect. But to think that he would be remembered as just another cog in the system really doesn’t sit well, and not just to me. It also applies to everyone else who has someone who has done heroic deeds. No single person should be forgotten for what good things that they have done, no matter how big or small.

By William Michels  
WHS Junior





Mr. Lattin assists junior Ethan Harris with an assignment during his Spanish class.

Photo by Kyrsten Acker

## Appreciation shown for inspiring faculty members

By Caelan Roberts  
News Editor

Teachers are considered some of the most underappreciated members of society. They devote their lives to helping others better themselves through education, even if students don't always happily welcome the assistance. Though it may not always be vocalized, teachers are important and appreciated.

"He is good at helping you improve yourself even if you don't want to," said sophomore Josie Bests about Mr. Webster. "He corrects you and helps you learn. He's very good at teaching."

Kate Crowell, junior, said Mr. Poll helped her academically. "He is always on top of things, and he helped me bring my grade from a D to an A!" She added he has a good sense of humor and always makes sure every student understands the material. Crowell also appreciates Mrs. Champi. "She tries to relate to her students and make sure that they all have an understanding of her class. She's very caring of her students," she said.

Mr. Daniels is sophomore Olivia Peter's favorite teacher because she finds him compassionate and helpful. "He notices when you're not okay, and then checks in on you and is understanding. He feels like more of a friend than a teacher sometimes."

Alex Freeman, junior, mentioned Mr. Godfrey as relatable and kind, but he also knows how to keep the class under control. He said, "He makes English class fun and enjoyable. His personality is a mix between fun and serious, depending on the subject." Junior Makayla Brown added Godfrey genuinely cares about all of his students. "When I'm not feeling like myself, he does anything he can to make me feel better and figure out what to do to help. He is very open to listening to you, having fun with you and he also understands everyone learns differently," she said.

Freeman also said he appreciates Mrs. Bradford because she genuinely cares about all of her students. "She treats them as if they are her own," he added.

While being kind and caring towards students are good traits for teachers to have, teaching the material well is just as important to students. Sophomore Rebecca Rosier brought up Mr. Lattin, Spanish teacher. "He doesn't assume we know everything," she said. "He actually teaches and reteaches and makes sure everyone knows how to do what we need to know to advance." Senior Andrew Anderson also said he appreciated Mr. Lattin and added he knows how to keep the class involved. "He's actually taught me a lot of Spanish in a way that is easy to remember," he said. "He's just a great teacher!"

Sophomore Hope Aardema said Mrs. Lunceford, history teacher, is also a terrific teacher. "She takes time to teach you everything you need and more," she said. "She also helps you and listens to you when you need help."

Junior Jaxon Carter chose photography teacher Mrs. Nish as another great teacher, and he said she cares more about her students having a thorough understanding of what they're studying than turning their assignment in on the set due date.

Students often want teachers to be empathetic to their own situations and emotions. Tyler Ridley, junior, said Mrs. Barney, who teaches math, is a great example of this type of teacher. "She is so nice and kind to people and always wants her kids to be happy," he said. He also mentioned she made math easier for him to understand.

Sophomore Bridger Conlin said Mr. Rawlins was helpful and empathetic to him during a hard time. "I have had a ton of family issues, and when I got back he was extremely helpful and willing to assist me," he said. "I missed almost nine days but still got a 96 percent on the state test, all thanks to his help," he added.

Sometimes it helps if a teacher teaches a subject that a student is particularly interested in. For junior Brayden Ramos, this was the case for Mr. Larsen's class. "Classes are so full of vigor and interesting information that it's hard not to enjoy them," he said. "AP Art History is my favorite class this year. Larsen puts so much personality into his lectures, and you can tell he puts time and effort into every single lesson."

Junior Ethan Hancey said he appreciated Mr. Hawkes because of his love of the subject he teaches. "He is very passionate about English and really teaches us well." He added Hawkes is, "personable and easy to talk to. He is overall a fantastic teacher."

Senior Logan Crowell enjoys being in biology teacher Mr. Tall's class. "He is a very hard working teacher, and he's probably the coolest guy I know." Crowell also looks up to Mrs. Butler. He said she always works to make everyone happy, and "she really knows how to connect with teenagers."

Although school can get a little boring at times, senior Tommi Abbott said she appreciates a teacher who knows how to make the mundane enjoyable. "He makes class so much fun," she said of Mr. Ward, business teacher. "He takes a lot of time to come up with ways for his students to learn, and he's always encouraging us to take on new challenges."

Lots of teachers have great qualities, but in the end, Warriors feel teachers who care about their job and their students are most appreciated.

# Recognition awarded to excellent instructors, honor teacher of the year

By Kyrsten Acker  
Editor in Chief

Students often prosper because of the teachers who inspire and teach them. Each year Warriors vote on teachers who they feel deserve the title of Weber's Teacher of the Year. Two instructors who students feel have gone above and beyond in their teaching methods are Mr. Matthew Leduc and Ms. Jessica Cassidy.

Makayla Brown, junior, is one of Cassidy's students, and she describes her as "a very supportive teacher." Brown also likes how "she is a teacher who actually cares about not only my education, but also my well-being."

Cambri Patterson, junior, agrees and adds Cassidy is helpful when it comes to other things besides math. She said, "She helped jump (start) my car when I left my lights on." It is because of this simple act of kindness that Patterson now considers Cassidy her favorite teacher. Patterson also adds Cassidy's patience as being a great attribute in any math teacher.

Olivia Howard, junior, added Cassidy is always available after school to offer extra help to her students. "She has put extra effort into helping me understand math," says Howard. Cassidy's support for

her students is also one of the reasons Howard thinks makes Cassidy the perfect winner.

Cassidy, a WHS graduate, has taught math for four years. She decided to go into education because she discovered her passion for helping students succeed. Math has often been described as being difficult. However, Cassidy wants kids to realize the importance of math classes.

"I like helping students see they can do math and they can overcome problems," said Cassidy.

Even though Cassidy may be a sympathetic teacher, she explains, "Understanding doesn't mean students should be excused from every little thing; it's a judgement call."

Sophomore Arianna Showalter has seen Cassidy's desire to make math easier to comprehend. She said, "She understands how hard school can be and is kind with helping us catch up in class." Cassidy believes students should know they are all able to overcome the difficulties they are forced to face.

"I have a bag at home filled with thank you notes from previous students," Cassidy said. She uses these notes to give her inspiration. She says, "Anytime that I struggle helping students stay motivated, I read these notes."

Cassidy added she does not believe in forcing students to com-



Helping junior McCall Hurt with a worksheet is math teacher Ms. Cassidy.

plete their work, but she does feel that students should be guided to succeed. "While I can never understand what these students are dealing with, I do have more empathy," said Cassidy.

While she was a student, Cassidy was inspired by her math teacher, Sheri Heiter. Because of this teacher's compassion, she decided to go into education. Her favorite group to teach are the sophomores because she is able to see them grow from the beginning of high school until the end.

Science teacher Leduc has also been chosen as an outstanding teacher because of his desire to help students reach their potential. Leduc said, "I think I really have a passion for science," and he feels this is the reason why he has been so successful teaching this subject.

One of the greatest motivators for Leduc are issues like global warming. In his opinion, it is important for students to be scientifically literate since he feels science is "the best tool that we have for problem solving, and as long as society is valuing science, that tool will only get better."

Leduc, who has been at Weber for eight years, said one of the difficulties of teaching is getting students to motivate themselves to do their work.

"I don't know what to do sometimes for those [students] who are constantly not studying and not caring," he said. While he wants

to find a solution to this problem, Leduc feels the only thing that has helped is being more caring for students. "Once students see that you care about them, they will be more motivated to do their work," Leduc explains.

Sophomore Dawson Tree said the best thing about Leduc is his expansive knowledge about science. Trevor Millar, sophomore, added one of Leduc's best qualities is his ability to effectively communicate information. Millar also finds his method of communication enjoyable since Leduc likes using science memes.

"[Leduc] gives me hope in surviving high school," said Millar.

"The thing I love the most is when I can see the lights turn on. You can see it in a student's eyes when all of a sudden the concepts make sense," added Leduc. His favorite class to teach is AP Environmental Science. Leduc enjoys this class since students are capable and willing to put in the intense amount of work this class demands.

Another thing Leduc enjoys about teaching is when students come back and tell him how thankful they are for all the things he taught them. "A lot of kids will come back and say, 'I hated your class when I was in it, but now I can see that I learned a lot,'" said Leduc.

The reason Leduc continues to work hard in this profession is because "[the] students are the future; they are my hope."



Working on a science project with Mr. Leduc are sophomores Briana Judson, Jake Baggs and junior Jason Drogmsma.

Photos by Lorelei Grover

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# CTE teacher Joiner recognized for dedication, desire to succeed


By Lexi Hodgson  
Editorial Editor

Cassie Joiner, a Fremont graduate, has taught at Weber High for four years. She teaches in the agricultural sciences department and is also a leader of the FFA club. Many people have inspired her to become a teacher throughout her life and from her love of education, she received CTE Teacher of the Year.

"I enjoy helping others and sharing my passion for agriculture," said Joiner. She adds, "I had some awesome teachers while in high school who inspired me to pursue a career in education. They showed me how much influence a good teacher has."

The CTE Teacher of the Year award for Utah is only given to a teacher who has been teaching for less than five years. "It is truly an unexpected honor, and I'm humbled to represent Utah on the regional level," says Joiner.

Joiner adds this award is given to a teacher who makes an impact on their programs and have also won the new teacher award in their subjects. "I received the New AG Teacher of the year this summer, so I was able to compete against other new teachers in CTE for this



**Mrs. Joiner helps students appreciate AG education and learn of its importance.**  
Photo by Viktoria Hone

award," says Joiner.

One of Joiner's students, Alyssa Casey, senior, has enjoyed being a part of her class. "I love how she enjoys the job she does. Students are more likely to listen to a teacher when they truly love the topic they teach," says Casey.

Joiner has taught many subjects in school, all having to do with agriculture. Some of these are Plant and Soil Science, AG Biology, Equine Science, and Floriculture and Natural Resources. Joiner says, "I absolutely love getting students in the greenhouse and getting our hands dirty! The best part of teaching AG classes is the fact that while not everyone is a farmer, everyone is impacted by agriculture every day."

In Joiner's class, everyone gets involved and interacts with agriculture. "What I teach is hands on, useful and everyone can relate! Students in my classes get hands on experience that will hopefully lead to a career or at least a lifelong hobby," says Joiner. She also adds her students travel outside the confines of the classroom walls. "They get more than just a text book education. I try to get all my students outside or in the greenhouse seeing science in action," she says.

Joiner's students also like the experience they get outside the classroom. Casey says, "She gives us hands-on experience while learning about a subject and when she can't do that, we are still able to understand the homework assignments we are given." Jordan Curran, junior, adds he also likes Joiner's class because "it is straightforward, and she has a good structure."

Casey also likes how Joiner helps students with their work. "She's very open to answering questions I have about the class. She also responds very well towards missing work. And if you're gone that day, by sending an email to her, she will get back with you," says Casey. Curran adds, "A good teacher makes a good class."

Even the best of the best have people they look up to, and Joiner is grateful for teachers and parents

who inspired her. "My biggest inspiration as a teacher was my AP Euro History teacher Mrs. Shulz at Fremont. She made learning so fun, and you could tell she loved her job," said Joiner. Joiner adds she also learned a lot from her parents. They got her started in agriculture and taught her how to raise crops and animals in their home barn.

Joiner wants her students to walk away with valuable knowledge when they leave her class. "I hope my students gain skills that will help them in life. I know that very few of my students will go onto farm or ranch but if they know the basics of growing their own food,

***"FFA gives students not only a place to belong, but it also gives them opportunities to develop career and leadership skills that they will need after high school."***

know the importance of agriculture and gain an appreciation for our farmers and ranchers, I feel I have done my job as an AG teacher. Knowing where your food comes from is common sense that is unfortunately becoming uncommon," says Joiner.

Along with teaching AG classes, Joiner is also involved in the FFA club at Weber High. FFA is an extracurricular student organization for people who are interested in agriculture and leadership. "I have seen FFA change the lives of students. FFA gives students not only a place to belong, but it gives them opportunities to develop career and leadership skills that they will need after high school," said Joiner.

Joiner also explains that FFA isn't just another club. "If you want to be successful after high school, FFA is where you need to be! There is a place for everyone in FFA, it's not just for farm kids. In fact, most of our members here at WHS are not farm kids, but they have found their passion."

# Award honors inspiring teacher

By Aleez Bahena  
Staff Reporter

The KSL Teacher Feature Award has been an important event in Utah since 1994. The purpose for this award is to highlight outstanding teachers in the state of Utah. Weber High's math teacher Ms. Jessica Cassity was told she had won the award at a recent assembly.

Ms. Cassity says she truly cares about her students and wants them to grow and achieve good grades in a hate/love subject such as math. She doesn't mind staying after school or letting her Warriors email her questions during the week. She says, "I let the kids email me when they get stuck at home. I try to figure out how they learn best."

When learning she had won the award, Ms. Cassity was overwhelmed as well as nervous about walking in front of the many students who helped her receive the award. Her focus was on not tripping more than getting the award.

Ms. Cassity was nominated for the award by a parent from one of her students. She adds anyone can nominate a teacher. After being nominated, a panel of judges from Zion's Bank and KSL judge the nominees.

To her surprise, Cassity won, not even knowing the award existed. Some of the perks of the KSL teacher feature award are the winnings, including a plaque from Zion's Bank, a \$200 gift card for school supplies, season tickets to the Hale Center Theatre, a certificate dinner at The Roof Restaurant at Temple Square and an overnight stay at Anniversary Inn.

All winners are invited to a banquet in their honor, but one lucky



Ms. Cassity explains monomials to her math students.  
Photo by Lorelei Grover

teacher wins a grand prize of a two-year lease on a new car.

Ms. Cassity decided on a math career because "there's always a right answer and no one can tell me it's wrong." When she was younger, she was a fellow Warrior herself, but she never imagined she would go into that teaching profession. She said, "I think I had to be a little crazy," she added. When she left high school, teaching was not something she wanted to do.

Ms. Cassity aspired to be a journalist but because she loved helping students realize they can achieve hard things, math was a way she could help them. She also had teachers who inspired her to pursue an education degree. Sheri Heiter was a big influence on teaching math because she was Cassity's math teacher at Weber. Cassity says she started to slack off and Mrs. Heiter pulled her aside and told her that she was better than this. She agreed, and started to do better in math and overall in high school.

Her mom, also a teacher, helped Cassity discover her liking towards teaching.

Teaching also has a special meaning to her and especially in high school. She explains high school was a rough time for her and just her knowing that she's helping students in any way makes her feel

like she is doing her job. "I want to try to make students' lives easier while also teaching them math, which they [the students] say is a contradiction, but whatever," she adds.

Ms. Cassity would also like to do math for the rest of her life because of how in-love she is with the subject. She would like to branch out into different kinds of math like accounting.

***"I want to try to make students' lives easier while also teaching them math which they [the students] say is a contradiction, but whatever."***

Winning the KSL Teacher Feature award has helped Ms. Cassity because before she won the award, she contemplated leaving the teaching profession, forgetting she was making a big difference in students' lives. By receiving the award, it has made her realize the impact on students she makes matters. Cassity added, "I teach math, and I don't give up on kids."

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# Director Green to golfman David

By Lexi Hodgson  
Editorial Editor

After David Green graduated from Weber High 40 years ago, he returned as a teacher and then became the vocational director of the Career Technical Education (CTE) for 26 years. “I think it’s enough time spent in a building with no windows,” says Green as he is ready to spend his retirement golfing in Scotland.

“I [also] taught many business and marketing classes through the years, and I was the DECA advisor for the national marketing student organization,” adds Green.

Green decided to go into business education because of a teacher’s influence. “I went into the marketing field because I had a terrific high school marketing teacher who gave me the confidence and opportunities to compete in DECA,” says Green. From this experience, he fell in love with business and marketing.

Green started teaching at Roy High in 1983. “I took a leave in education for four years when my wife and I lived in Seattle, and I worked for The Boeing Company in their Finance Division,” adds Green. Eventually, he returned to Utah and Weber High to teach once again.

While teaching in many business classes over the years, Green has also been a coach. “I have been fortunate enough to coach a number of athletes at Roy and Weber in football, baseball, soccer and golf through much of my career,” says Green. When he was not coaching, Green spent his time teaching Driver’s Education after school or supporting his daughter in her golfing activities.

Green is excited for his retirement. “I have been preparing for retirement for a long time, so I am really looking forward to having a whole lot of fun in retirement. I will certainly miss all of the close day-to-day friendships that I have made in the school and around the district,” he says. Green will also miss his wonderful secretaries Tonya Coy and Lisa Grint who seem more like family to him.



Mr. Green has enjoyed many years at Weber and is proud to call himself a Warrior

After retirement, Green plans on traveling internationally. “My retirement trip my wife set up for me is a nice trip to Scotland to play golf at St Andrews and visit the home of golf,” says Green. He then plans on traveling by train to Liverpool and London. “To see all the things we have wanted to see in regards to Beatles, Pink Floyd and other European bands. We also look forward to visiting some of our old friends who live in Formby while in the UK,” says Green.

In addition to his traveling plans, Green and his wife both love participating in outdoor activities. “We both enjoy golfing, fishing, hiking, sporting events, concerts, and doing fun things with family and friends,” says Green. In the upcoming years, Green and his wife plan on relocating somewhere outside of Utah.

“Teaching is a wonderful profession, and I encourage any young person who wants to get a job that is very satisfying and fun, to go into teaching,” says Green. He adds he enjoyed teaching because of the students. “I was able to be in the same classroom with some of the best and brightest kids every day,” adds Green.

Green thinks teaching is an important job and honor comes with being a teacher. “Teaching is personally challenging, and it is very rewarding when you see the progress and results of their students learning,” he says.

Green adds he has “hundreds of students each year in his classes. I have been lucky to meet so many awesome kids and achieve some educational and DECA goals to-

gether,” says Green.

Green also has some life tips for students, so they will have a successful life. “Take advantage of all the opportunities you have in high school and prepare yourself for additional education and/or training,” says Green. He also tells teens to set their goals, have a plan and stick to that plan. “Life isn’t fair. Remember you have a long road ahead of you and parts will be really bumpy and some will cause you to detour,” adds Green.

Green has made many memories while being a Warrior at Weber. One happened at a school dance that went horribly wrong. “I remember going to one of our dances as a sophomore and they served contaminated punch with the cake. About half way through the dance, people just started violently puking their guts out. Lots and lots of kids were trying to rush to the restrooms and just throwing up as they ran. The restrooms filled immediately and students were just puking on the floor all the way out the door,” says Green.

Another one of Green’s favorite memories took place during the same time during the streaking popularity of the 70’s. “I will always remember it was the lunch time when I was a junior, and one of the senior boys came riding his motorcycle into the school buck naked. He came through the lunchroom and then circled around the commons a few time before going out the front door. Lots of people knew it was going to happen, but nobody had a cell phone back then to snap a picture....good thing,” adds Green.

# Macfarlane prepares to retire, looks back on coaching memories

By Aleez Bahena  
Staff Reporter

Coach Macfarlane, better known as Coach Mac, has been coaching for 37 years. This year will be her last. As she leaves, she is also taking with her the award of 6A Distinguished Service Coach of the Year.

Macfarlane didn’t know she wanted to be a coach until her sophomore year of college. She wanted to be a P.E. major because she loved sports, so this had an impact on her career decision. At 20 years old, she finally found out coaching was for her.

Reflecting on her career as a coach, she has seen a big change. When Macfarlane began her career, Title IX had just been passed into law. Before this, women were not allowed to play sports like they do today. “It’s like two different worlds,” says Macfarlane. She also says many times she went to the track field at her high school to work out and got cursed out by the male coach because he said, “Girls don’t belong up here!”

Macfarlane explained how today girl players are more involved in all sports, and they didn’t have the struggle of not being able to do certain sports because of their gender. “I think a lot of girl athletes who call themselves athletes expect to play. Where my generation it was always a privilege, so I think it’s changed dramatically from thinking it’s a right which it’s not,” says Macfarlane. She also says it is a privilege to be on a team and have the opportunity to play sports, work as a group and get better.

Looking back at her career, she has enjoyed watching her athletes grow. She says, “Every time I see someone get better, it is a successful time. I can’t count the number of times I’ve seen that happen.” She adds when someone works hard, is happy with their performance, and they compete at a high level to the best of their ability, there is success. “It’s not about the winning, it’s always about the process,” says Macfarlane.

Macfarlane adds that no matter how good someone may be in their sport, there is always someone who is better. “Without competition, there is nothing. Competition is what makes you work hard and keeps you motivated to be the best. As good as my daughters were at tennis, there will always be some-

one out there that was better than they were. You’re always going to get beat, if not what’s the point? You have nothing to motivate you.” Some motivation that kept her going as a coach was her love of tennis and all the sports she has coached. “The love of the game, the pure beauty of the game and teaching it to people who want to really be good is motivation enough for me,” she says. She will do whatever it takes to get someone to be good enough, but she doesn’t like watching people not work hard.

Receiving the honor for 6A Service Coach reflects on Macfarlane’s many years working with athletes.

She doesn’t regret the path she took and looks back at why she chose education. “Teaching is the most rewarding career in the world,” Macfarlane says. “You’re watching people improve and get excited about things.”

She also likes to see people achieve the things they thought were impossible. “That’s better than anything: watching people be proud of what they can do.”

As far as advice to her younger self, Macfarlane had to think about it for a few minutes. “Wow, I don’t know,” she says. “That everything will always be okay. It always works out, not to stress, not to worry about playing time.”

Macfarlane adds another thing she would tell herself is the same thing she told her daughters. “Work 10 times harder than anybody else out there. Be the first to practice and the last one to leave. Be the

one who cleans up and maybe, just maybe, you’ll get a chance to play.”

Teachers who inspired Macfarlane were some of her track coaches. They taught her to work hard. She says, “They saw the talent in me and didn’t let me slack because everybody [else] slacks.”

Even though Macfarlane will be leaving teaching/coaching at Weber, she has plenty of things planned to keep herself busy.

“I’ll ride my bike, go skiing, fish in my drift boat, play with my dogs,” Macfarlane lists. She’s excited by the idea of filling her time with her favorite activities, and,

“Competition is what makes you work hard and keeps you motivated to be the best.”

most of all, skiing. “I’m going to ski anytime I want!” she says.

On top of all those activities, she also wants to develop some of her more artistic abilities. “I have this artistic thing,” she says, referring to her operatic voice heard in some school assemblies, “so I’m going to start doing some more artistic stuff.” Macfarlane adds she will have plenty to do with her newfound free time.

(Additional reporting by Ainsley Hillard)



Coach Macfarlane has coached for 37 years and appreciates the hard working athletes over the years.

Photo by Lorelei Grover

# Stettler finally ‘graduates’ from high school

By Kathleen Mejia and Kyrsten Acker  
Staff Editors

After teaching journalism and English at Weber for over 30 years, Mrs. Stettler has decided to retire from her career as an educator. Although it’s time to hang up the Shakespeare and school newspaper, she does so on her terms and with good memories.

Stettler says, “A teacher once told me, ‘You’ll just know when it is time to retire,’ and I understand what she meant. It’s not that

I still don’t love to teach or work with students. I will miss that every day.” Stettler adds, “I’ll miss my Warrior family, but it’s just time to let someone else have this amazing opportunity that I’ve enjoyed for 33 years.”

She also says she decided it was a good time to retire because English teacher Mr. Steve Godfrey came back to Weber and the *Warrior News*. Godfrey, once a journalism student who served as an editor-in-chief for the newspaper, will be taking over her duties with the *Warrior News*. “Godfrey is amazing. I’m excited to see him take over journalism because I know he

will help students build their talents,” says Stettler.

As she prepares to leave Weber, she does not like to use the word retiring because it sounds so “final” in life. Instead she likes to use the word “graduating” as she moves on to life’s next adventure. Stettler plans to “enjoy life after retirement and spend a lot of time with my grandchildren.” Stettler loves anything related to Disney and visits Disneyland multiple times a year. She hopes to continue this tradition and may even explore other places in the years to come.

One of Stettler’s favorite memories as a teacher has been watching the *Warrior News* staff take national first place honors with the American Scholastic Press Association for 28 years. Stettler says, “The students have received numerous individual awards on national and state levels. I’ve also had students, who were state recognized for their writing talents, receive trips to Washington D.C. to work with a journalism program. Many journalism students were also Sterling Scholar recipients. It’s great to see these kids achieve the success they so deserve. They have amazing talents, some they are yet to discover.”

Along with journalism, Stettler has also taught all grades in English. However, she enjoyed working with the sophomores the most. “It’s great watching them grasp the whole high school life and build on the skills they already have. Then I get to see them continue to grow during their junior and senior years. They make amazing transitions in high school,” she says.

Through her years of teaching,

Stettler has learned to be more patient than she was earlier in her career. She feels today’s teen’s face a new set of struggles, and it is important to find ways to help teens adapt and find success. “Watching what some of these kids go through makes me realize how great my childhood actually was. My teen years were pretty easy compared to what some of my students face,” says Stettler.

Another thing she has learned is a teacher never stops developing. Stettler says, “As the students are learning and growing, I am doing so as well.” In her opinion, the students also teach the teacher. “I wouldn’t know the things I do on design without the help I’ve received from my students,” she explains. Stettler adds she has gained as much of an education throughout her years of teaching as some of her students have. Ultimately, however, she hopes her students have grown and developed in their talents. “You just hope that you have done something to help students find their success, and they will continue to do so their entire lives,” she says.

It’s because of this that one of the most rewarding things for Stettler is having previous students contact her. “The other day I got this message on my phone saying ‘Stettler, I don’t know if you remember me, I was your Editor in Chief in 1989,’ says Stettler. She loves being able to reconnect with her past students and see how well their lives have turned out. These types of connections and relationships are what she’ll miss as she steps away from a classroom that has become a home for students, but also for herself.



One of Mrs. Stettler’s plans after retirement is to visit Disneyland as often as possible.

Photo by Kai Godfrey

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# Hidden talents found among instructors

## Outside of classroom, teachers spend time on unique skills

By **Macy Astle**  
Staff Reporter

Teachers and staff at school are well known for their teaching and administrative skills; however, they do have some free time. While away from their classrooms, these teachers enjoy their special talents.

Spanish teacher Brian Lattin, spends his free time snow skiing, “I grew up water skiing,” he says. “My family had a boat while I was growing up, and I learned how to water skii at a young age.” Lattin then decided to try snow skiing. “I picked it up really quick with my experience in water skiing, I’ve loved it ever since,” he says.

Lattin goes skiing about once a week, typically on Saturdays. “I wish I had more time to do it. I wish that teachers had the three winter months off of work instead of summers. I would go skiing every day if I could.” His favorite part about skiing is the excitement that he feels on the slopes.

Another WHS Spanish teacher also enjoys a talent outside of school. Melanie Malan enjoys developing her dancing skills by performing the hula and other Polynesian dances like Tahitian and Maori. “I started learning hula and other Polynesian dances when I was three,” says Malan. “I continued to dance with a studio for 30 years. I am also certified [to] teach a dance fitness class that uses Polynesian dance moves called Hot Hula Fitness.”

Malan adds she would like to live in Hawaii. “I just didn’t have the resources,” she says. Malan would also like to perform at the Polynesian Cultural Center in Hawaii. “I love the culture, and I enjoy sharing my knowledge and passion for it with others,” she says.

One of Malan’s favorite dances to perform is the Auana Hula dances [ancient hula dance]. “I love the

fluidity of the Auana Hula dances and the precision of Kahiko Chant.” Malan also enjoys the Maori dance. “I twirl poi balls around,” Malan says, and adds it takes a lot of skill to perform Tahitian dance.

“The best thing is that Polynesian dancers don’t need to have a specific physique. Polynesian dance is also unique and enables me to teach others about culture,” she says. Malan hopes one day she can meet other people who know how to Polynesian dance, and she would also like to teach her two and a half year old to dance. “I’d also like to teach my friends and neighbors in my basement studio, once its finished,” she says.

Hiding her secret talent of playing the didgeridoo is science teacher Kimber Lee Kelson. “I visited Australia in 2004, and we bought a didgeridoo. I watched the man who made it for me play it few times and then taught myself,” she says.

Kelson adds people are surprised when they find out that she can play this instrument. “It’s pretty unique, especially in the U.S, but I know that Mr. Leduc, science teacher, can also play the didgeridoo.” Kelson loves having this talent because not many people can play this instrument.

Like most of Weber’s teachers, she feels she doesn’t have enough time with her talent as she would like. “There is never enough time to spend on the things that we really want to do,” she adds.

Marcia Kloempken is not only a math teacher, but she is also a professional bowler. “I have been bowling since I was seven. I discovered I was good at it around age 12,” says Kloempken.

Most of Kloempken’s family bowled, and this is what sparked her interest. “I love the challenge, and it’s a sport you can play your entire life. My grandpa bowled until he was 92 years old!” she says.

Kloempken would like to have more time at the bowling alley. “I

spent a lot of time there when I was younger, maybe 20 to 30 hours a week. Now, I maybe spend 5 to 10 hours a week,” she says.

Kloempken has also played on an Olympic bowling team. “Bowling isn’t a tier one Olympic sport; it is a tier two meaning it is not in the winter or summer Olympics, but it is governed by the IOC [International Olympic Committee]. I was on Team USA for bowling in 2007, but decided not to try out again due to my commitment as a teacher here at Weber High.”

Photography is a talent vice principal Darlene Sangiorgio loves to do, and she often goes to different places to use her talent. She enjoys photography because she loves nature. “I love God’s creations,” she says and adds she also enjoys the beauty of flowers, insects and landscapes. “I want to capture it and share it,” she adds.

“I get to breathe in and stand in awe of the landscape surrounding me,” says Sangiorgio. When she is outdoors, she feels that everything the world expects from her can melt away.

“I take my camera everywhere I go,” says Sangiorgio. “I have photos throughout my house of beautiful landscapes, fall colors and family pictures that I have taken. I also have entered my photos in the Weber County Fair and placed first in different categories.”

Sangiorgio got her first DSLR (Digital Single Lens Reflex) when she was 12. “I felt like it was a talent I could have to myself.” She adds she was a science teacher prior to being an administrator and feels that this has a lot to do with her curiosity and amazement with the world around her.

Sangiorgio enjoys learning more about photography, so she can develop her talents. “I still have a lot to learn with photography. My goal is to create art that fills my heart with awe-inspiring creation around me,” she says.



Photos by Emily Owens

**Mrs. Lunceford-History**  
**People who know me would describe me as...** Loyal, helpful and funny. I am always there to help others and always try to use humor to add to the fun or lighten the mood.  
**Only I know that I am...** All of those things. But underneath I am very shy when it comes to meeting new people, but honestly I am hilarious. Just ask me.  
**The movie I’ve seen the most times is...** *Field of Dreams* and *Shawshank Redemption* because they are about hope and believing you can make your dreams a reality.  
**I think this is totally overrated...** Social Media. Why live your life looking/reading about all the things other people are doing when you should be out creating great experiences for yourself.  
**The teacher I am most grateful for is...** I have two teachers: Mrs. Eggli – junior high math teacher because she taught me with hard work and desire. I could learn anything from her. Ms. Larki - high school history teacher gave me a love for history.  
**I think I am really good at...** Listening to baseball.  
**I love the smell of...** Coffee – it’s warmth in a cup.  
**My greatest extravagance is...** I pay someone to come walk my dogs. It’s not necessary, but it’s nice to know there is someone who comes in and breaks up their day while I’m at work a couple times a week.  
**I can sum up my life in a bumper sticker saying...** ‘You own yours, I’ll own mine!’ or I would use the one, ‘Just because you’re leaving doesn’t mean you’re not in the same place.’



**Mrs. Kelson-Science**  
**People who know me would describe me as...** Competent and confident; I strive to do my best at everything that I do. If I don’t know something, I research it.  
**Only I know that I am...** Not confident because the more I learn about the world around me, the more I realize how much I don’t know.  
**The movie I’ve seen the most times is...** *Cabin in the Woods*; I really like Jess Whedon’s sense of humor.  
**I think this is totally overrated...** Sports in America - I dislike the emphasis we put on sports. There are many other things that people can focus their efforts on that improve themselves for their entire lives like learning.  
**The teacher I am most grateful for is...** Gail Duering was my math teacher two of my three years here at Weber High School. She encouraged me to apply for the ACCESS (women’s STEM) Scholarship, and it had a huge impact on my life.  
**I think I am really good at...** Cleaning and organizing.  
**I love the smell of...** Rain because it is hard wired into my primitive brain this means water, and water is life.  
**My greatest extravagance is...** My car - it’s a Tesla.

**I can sum up my life in a bumper sticker saying...** ‘I’m a little frazzled; give me a second.’



**Mrs. Corea-Math**  
**People who know me would describe me as...** Goofy and outgoing. I seem a bit flighty and friendly.  
**Only I know that I am...** Super shy and a home body.  
**The movie I’ve seen the most times is...** Whenever I am sick, I either pop in the *Star Wars* series or *Lord of the Rings*... I lost count which I’ve seen more.  
**I think this is totally overrated...** Social media because everyone needs to talk to one another, connect and gain some understanding and friendships.  
**The teacher I am most grateful for is...** I attended Weber High decades ago, and I had some wonderful teachers. But the two who made me work the hardest showed me I could expect a lot out of myself. Thanks Ms. Duering (math) and Mr. Moore (English).  
**I think I am really good at...** Everything and nothing.  
**I love the smell of...** Lilacs, they smell like spring.  
**My greatest extravagance is...** Nothing, I’m super budget conscious.  
**I can sum up my life in a bumper sticker saying...** “Listen! Take Action! ASK!”

# Pathway opens career possiblilites

By **Madison Rigby**  
News Editor

Education Pathway is a new program that Weber District has started that allows teens to prepare for a teaching career. Along with classes at Weber High, there is also a club called Educators Rising. These classes and Educators Rising are all over Utah, so students can get involved in and learn more about teaching as a profession.

“There are three different courses that go with it. Teaching as a Profession I, Teaching as a Profession II and then Education 1010 which is concurrent enrollment through Weber State,” said Education Pathway advisor, Mrs. Larsen.

Mrs. Larsen, business and marketing teacher, added, “I am also the teacher for all the education courses.”

Education Pathway offers instruction for those seeking an education career. “These classes teach all of the fundamental concepts they would need to be a teacher: from lesson planning, to the history of education, to laws. I mean, we learn everything there is to learn about education. It also helps them

because the final class is concurrent enrollment, so students actually get their first college credit to becoming a teacher while their still in high school,” said Larsen.

Not only do these courses give students college credit, it also helps them be one step closer to their teaching career. “It gives students a network, for one. It gives them the opportunity in the Education 1010 program class where they get to do a practicum. They are assigned to a junior high or an elementary, and they go there every other day for an hour and a half and work hands-on with teachers and principals. It helps them start to get to know people in the district who can help them,” added Larsen.

Weber School District decided to offer the course to help students with their teaching goals. “We, as a district started it for the whole state. We decided that we teach students to be all kinds of things, so why aren’t we teaching them to be teachers? And so that’s kind of how it started, with a desire to teach kids to be teachers. So as a District, we started putting together curriculum and when the state heard about it, they wanted to be on board. So now it’s classes that are offered all over the state of Utah,” said Larsen. The

district also started this program to help with the teaching shortage. By encouraging high school students to jump start into a teaching career, the district hopes they will stay in the district as teachers.

Larsen hopes Education Pathway will continue to grow. “In fact, I just received my sections for next year, and we’ve added an additional section to Teaching as a Profession I. So this year we had one class for Teaching as a Profession I, one of T.A.P [Teaching as a Profession] II, and one section of Education 1010. So this means next year we will have two sections for I, one of II, and one of Education 1010.”

With Education Pathway enrollment on the rise, Weber School District is only hoping for it to succeed and bring new career possibilities to students. Students can speak to their counselors about enrolling in these courses. “This [Education Pathway] has already built a little bit just by word of mouth, because we haven’t done a ton of promotion for it. I anticipate it getting bigger,” said Larsen. “I have loved teaching the curriculum. I think they’re wonderful things that students should know. I want students to be exposed to the wonderfulness of what it means to be a teacher.”

# Helpful faculty members make differences

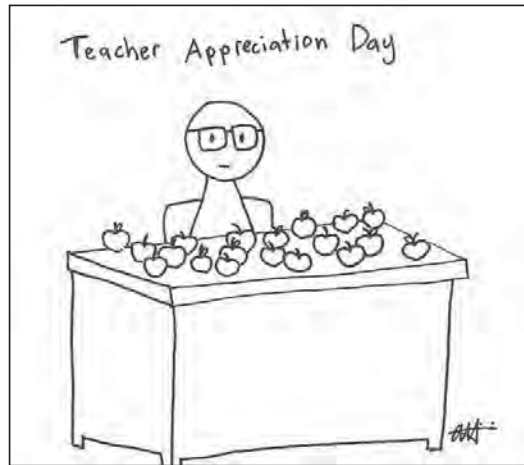
By **Erin Hansen**  
Feature Editor

When someone turns five or six years old, he/she starts kindergarten. For the next 13 years (more if people decide to go to college), they are surrounded by school. They are influenced by the friends they make, the knowledge they obtain, and, of course, the teachers they meet.

Teachers have a chance to inspire and challenge their students. Teachers are found to be role models who can play a significant part in a student’s life. For some people, it’s possible they could be the reason a student has gone to college and made life-changing contributions to medical science. Some people even feel a teacher’s influence is the big reason that when a young kid is struggling with depression, he/she is able to make it through high school.

Sophomore Kennadie Kilfoyle said her world history teacher, Mr. Anderson, made a difference in her life and is her favorite teacher because “he’s nice, cares about your grade, and really tries to help you.” Kilfoyle added, “These qualities are important for teachers to have because a lot of students struggle in school, and it’s comforting to know when you have teachers who genuinely want to help you succeed.”

Robyn Nielsen, English teacher, said her college teachers made the biggest difference in her life. “I discovered how fascinating lan-



guage can be. Individual words can change the way we think so profoundly in that we often cannot think of things that we do not have words for,” said Nielsen. She added, “For me the most important qualities my teachers had were passion for their subject, a depth of expertise in the subject and an ability to express both of these qualities in a way that motivated me to work to harder.”

Quadratic equations, unicellular organisms and research papers aren’t always the most valuable things that a teen will learn about when they go to school. Warriors believe teachers have also taught students about perseverance, hard work, and respect. Angela Larsen, fashion design/marketing teacher, said, “Showing students that we as teachers care about them is more important than the curriculum we teach.” One of Larsen’s teachers taught her about overcoming obstacles, no matter how big, that might hold someone back or stand in the way of accomplishing something great. Another one of her teachers spotted her lack of effort and encouraged her to do the kind of work she knew she was capable of doing. Larsen used what her teachers taught her and became a teacher.

Some Warriors know several teachers who have made a difference in their lives. Orson Fenn, junior, said, “Mr. Johnson, counselor, and Mrs. Barney, math teacher, have taught me many lessons in life and have always driven me to do my best and be the best person I can be.”

Fenn explained Mr. Johnson is a funny, smart person who helped him out when he needed it. “Mrs. Barney is a very kind-hearted teacher. She sees the best in people, no matter what. She’s smart, funny and makes math class enjoyable,” said Fenn. He also added teachers should have at least one of these qualities because it would make going to school and learning more enjoyable.

Sherri Porter, WHS counselor, added, “I think it is important for teachers to get to know students and treat them individually as much as possible. They should incorporate many different learning strategies because each student learns differently, and they should try to make their subject relevant to life. I also think that a sense of humor is important. Being honest, real and genuine are also key characteristics. Students need to know that they matter.”



Mrs. Grover



Mrs. Call



Ms. Fullwood



Mrs. Butler

# Thank you, teachers

**Four teachers are leaving Weber to pursue new adventures. Mrs. Grover, English, will be teaching in Box Elder School District; Mrs. Call, English, will be taking a break from Weber and will be busy with her children; Ms. Fullwood, physics, is taking a few years off and wants to try writing; and Mrs. Butler, history, will work as an instructor for an online school.**

Information and photos by Abigail Christensen and Emily Owens



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# GRADUATION

## CLASS OF 2019 - WEBER STRONG

### Seniors gear up for final chapter at WHS

By Colton DeVries  
Assistant to the Chief

It is the year that all high school kids wait for, senior year. All the young sophomores look up to the seniors and can't wait to one day be the kings/queens of the school. When it finally gets close to being over, though, it's bittersweet for a lot of people.

Senior Zac Hall said, "I didn't realize how much I didn't want it to end until this year. I really like being a senior, and I'm not ready to graduate." Senior Matt Stowers added, "My high school experience has been really good. I took it for granted a lot of the time, though, because looking back it flew by. I have a bunch of great memories with some of my bestest friends that I will cherish for a long time."

Some seniors know what they want to do after high school, but for several seniors, they aren't sure of what to do next. Senior Tacoma Sorensen said, "I have no clue what I want to do. I am just trying to enjoy all of high school while I can because I know it is one blink away from being over."

Deciding on a future is the part that starts to scare a lot of seniors. Some of them aren't ready to grow up and make the hard decisions that are coming their way, like where to go to college or what career path to follow. However, for seniors like Eastin Hartzell, they already know where they want to go to college. Hartzell said, "I want to go to the University of Utah. It is a really good school that I think will help me prepare for a good career." Hartzell's dream job is to be the CEO of Apple or Tesla, but until then, running his own business is his plan.

Some seniors also have a good idea of what they want to do for a career. Senior Brikelle Coleman said she wants to be a dental hygienist and senior Katie Hadley wants to be a sign language interpreter. Neither Coleman or Hadley knows for sure where they want to go to college yet, but Coleman said Weber State is the front runner right now.

Sports are a big thing in high school, and some seniors will be able to continue playing sports at the college level. There have been 10 seniors from Weber who already have offers from colleges. There have been four for soccer, four for football and two for golf.

The four senior girls who have committed to play college soccer are Camryn Karras, Brinlee Collings, Ellie Maughan and Sidney Roberts. Karras has committed to play for the Air Force Academy in Colorado. Collings will play at Colorado College while Maughan continues at Brigham Young University. Roberts has committed to play at University of Utah.

The four senior boys who have received offers to play college football are Pierce Callister, Sione Moa, Josh Carter and Brandt Opheikens. Callister and Moa have both committed to play for Utah State University. Carter will play for Weber State University while Opheikens has two offers so far, but has not committed anywhere. His offers are from Air Force Academy and Utah University.

The two senior boys who have college offers for golf are Max Lunt and Isaac Layne. Both have a few offers from different schools, but neither has decided to play anywhere yet. Layne said, "Right now I am leaning on committing to Air Force Academy, but I still have a good amount of time to decide, so I am going to weigh all of my options carefully and then decide."

Callister added, "I am really excited to be able to continue playing the sport I love at the college level. I have worked really hard to get an offer, and I am glad that hard work is paying off." Callister will be joining the Utah State football program next fall as a kicker and punter.

Seniors continues on page 14



(photo above) Many seniors will miss those high school years; however, Chase Brinkmann, Kathleen Mejia, Kyrsten Acker and Colton DeVries are ready for their future successes. Acker says, "I will miss the sense of security that comes with being a high school student." As for Mejia, "I'm excited to start college which is a big stepping stone to adulthood. I'm sad to leave high school, but I'm looking forward to where my career takes me."



### Time for Goodbye... Hello to new Adventures!



"We learned about honesty and integrity - that the truth matters... that you don't take shortcuts or play by your own set of rules... and success doesn't count unless you earn it fair and square."  
- Michelle Obama

(photo above) DeVries, Acker, Mejia and Caleb Richardson appreciated their time at Weber High. (photo left) Having a little fun in the library are Richardson, Mejia, Acker and DeVries.

Photos by Lorelei Grover

### Wisdom, lessons shared to returning Warriors

By William Michels  
Assistant to the Chief

The 13 years of school that almost everybody goes through brings trials and tribulations to students. From nightmarish group projects to countless exams, the seniors have prevailed and are on the path to graduation. Throughout it all, seniors have changed and grown as well as picked up some useful advice to share with younger classmates.

For several seniors like Brigham Tuttle, coming up with and sticking to a plan will help him find success. "I came into high school without a plan," says Tuttle. "I thought it would be the same as junior high, but I soon realized it wasn't. I began to be prepared for my classes, be on time and do my assignments the day I got them. That ended shortly because of my procrastination."

Senior Matteo Cabezas also advises new students to keep up with their work. "Staying on task is important. Staying up late or being on my phone was always a problem for me. If it's easier for you, get a group of friends together to work on homework can be helpful. They can motivate you or help you with assignments. Right when you get home, it's important to do homework rather than waiting and staying up all night," says Cabezas.

A widely agreed upon topic is that high school students should go for good marks but also emphasize finding hobbies and things to enjoy. "One of the top priorities of any student should be finding out what they like, and why they like it," says senior Nate Chugg.

Fellow senior Alek Whiteman agrees. "Getting good grades is important, but it's also important to

find out what interests you have."

Often new sophomores are still not sure what kind of interests they have once they get to high school. Senior McKenna Best tells Warriors, "It is a good idea to join clubs or groups. They help you find not only what you like, but also what you're good at. Some of my best friends who helped me get through high school, I found in clubs like the debate team. They became a really good support group and a lot of them take the same classes, so it's nice to get a lot of help from them as well."

Growth and learning is not the same for everyone. "I probably grew the most during tenth grade," says Chugg. "High school was such

advises new tenth graders to enjoy the experience. "Don't feel overwhelmed like I did," says Chugg. "It's a sudden change, but it wears off really fast. I feel like the openness and freedom of Weber outweighs the difficulty of junior high."

"Just be yourself," adds Crowell. "Work as hard as you can and have fun because high school is fun. You only go to high school once."

Those who are juniors are going through a rough year. In between state tests and college applications, the stress is piled on for many. "If I could say one thing to focus on during junior year, it's the ACT," says Chugg. "If you are even thinking about attending a university, you

hindsight. The thought that they could've done better on a certain assignment or that taking a certain class would've improved their chances at a prestigious university can hang on their minds.

"It's way easier to look back on what you did wrong on an assignment than to realize the mistakes you might be making in the heat of the moment," says Whiteman. "Looking back, I was lazier than I should have been during junior year, and that mistake nearly came back around to bite me."

"If I could go back in time and tell my 12 year-old self one thing, it would be to stop acting all high and mighty," says Chugg. "I thought it would make me look cool, but in reality it just made me look petty and stupid."

With their primary and secondary school career over, seniors have picked up some valuable tips to pass on to others. "The most influential thing I learned was 'The Golden Rule,'" says Chugg. "Treat others how you want to be treated, nothing else to it."

"Get rid of friends that are fake or bad. You don't want people in your life who bring you down and end up making your life harder," adds Cabezas.

Another tip could also save headaches during senior year. "Attendance credit is much more important than what most kids think," says Whiteman. "You can't just stuff most of your classes like in junior high. Be smart with your time and schoolwork and don't be afraid to ask for help. The teachers aren't there just to make you suffer, they're there to teach."

"The most important thing to remember is that you only have three more years of high school. All of your hard work will be worth it, and you will be rewarded in the long run," adds Best.

**"If I could go back in time and tell my 12 year-old self one thing, it would be to stop acting all high and mighty. I thought it would make me look cool, but in reality it just made me look stupid."**

a big culture shock to me, and my interests changed along with it."

Whiteman disagrees. "Junior year and senior year was the time where I changed the most. I realized during these years that I was basically an adult, and I needed to grow up. This is where I changed the most. I realized that I couldn't keep messing around and avoiding work."

SBO and senior Logan Crowell also grew substantially during a different grade. "I was one of the officers for the student body during ninth grade at North Ogden Junior High. Being an officer taught me a lot about responsibility, and it carried over to Weber."

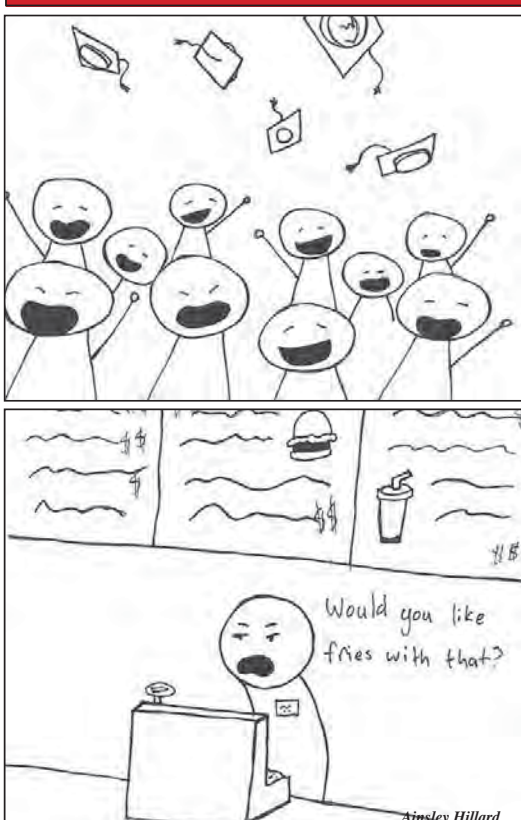
Incoming sophomores will likely feel the pressure of a new school and higher expectations, but Chugg

needed to prepare for it. Take the prep class, take advantage of the free ACT in February, do anything to increase your scores."

Several seniors don't feel their personality has changed over the years. "I don't think I've actually changed that much. I'm still the same person at heart as I always was, just with a different look," says Whiteman.

Chugg adds he hasn't changed a whole lot as a person either, but he has accomplished some things. "I've gotten some basic stuff done like getting a job and my driver's license, but the biggest thing was being able to distinguish what kind of relationships are healthy and ones that are more detrimental than positive," he says.

Seniors can be plagued by





# Advice for success, Teachers give tips for senior’s futures

By **Kathleen Mejia**  
Editor in Chief

Graduation is fast approaching, and before many seniors know it, they will be wearing a red cap and gown. Their high school career is almost over and now they will have to learn to adjust to college and adult life. It’s a lot to take in, but luckily teachers at Weber High have been there before, and they have advice.

Spanish teacher Mr. Lattin says, “When I was graduating, I received the advice of ‘do what you love with your life.’ Don’t ever do anything you are going to hate. Don’t make decisions you are going to regret.” Lattin encourages seniors



to “choose a career that is going to have long lasting effect. If you go to school for four years to become something and you end up deciding you hate it and you have to go back, you’re going to realize your life is that much tougher. Decide what you love and stick with it.” Lattin also learned about the importance of money, but to not let it control his life. “Try to remember that money is important in life. You have to have money, it’s as important as oxygen. You need to have

the absolute necessities in life to be able to provide for yourself, but it’s not everything. I became a teacher because I knew that was something I was going to enjoy. I love the interaction with students, but the money is not super great. Just remember that money is not everything; stick with your passions.”

Ms. Fullwood, physics teacher, advises soon to be graduated students to explore new options. She says, “If you know what you want to do and are passionate about it, it’s going to work out. If you’re not sure, it is okay to take some time and try different things and have fun. Definitely make sure to have fun in college.”

She also recommends for people to explore a variety of classes. “Some majors are demanding and strict, but it is important to take some fun classes. I took swimming, self-defense and art classes. I also went on a study abroad that had nothing to do with my major, just because I wanted to,” says Fullwood.

Similarly, English teacher Mr. Godfrey tells seniors to “play for a little bit.”

“Go figure your future out, whether that is by going to school, going abroad, or moving out on your own. Just using this newfound time and freedom to go and figure things out,” he says.

Godfrey also adds the best advice he received as a teen was to move out. He says, “I really think that made a huge difference for me and helped me grow up and become someone. It’s comfortable and it’s free and that’s nice but you need to get out,” he says.

Not moving out would have impacted Godfrey’s life. He says it would have changed where he went to college because he went to Utah State in Logan. “It probably would’ve changed the degree and would’ve made me more reliant on my parents. The social life would have also taken a hit,” he adds.

Looking back, Lattin would advise his younger self to think before

acting and make better life plans. “I made a lot of dumb decisions. Nothing that I necessarily regret, but things that never necessarily ever helped me in my life,” he says.

Lattin also adds he wishes he had taken more college classes while in high school. “I wish I had challenged myself a little more. College is expensive and people don’t realize how much it is going to cost. It’s not until they get there that they think, ‘I have to pay \$3,000 just for one semester of school?’ I would recommend taking as many concurrent enrollment classes as you can. That is something I wish I had done,” he says.

Fullwood explains she would remind her younger self to be smart with her future. “You need to have a plan and a back-up plan. But that does not mean you should give up any of your dreams. I didn’t give up

***“In the moment school sucks but looking back at it, I don’t think any of it was a bad experience. Even though I had hard classes, I was just happy that I was able to pass the class. Learning should be fun, and it should be something that you are passionate about.”***

on my dreams, but I put them off, so I wished that I hadn’t,” she says.

She also shares how she discovered the first career she had in mind wasn’t right for her. “I started in civil engineering because I wanted to be an architect. It was really fun, and I enjoyed my classes, but by the end of the semester I had this realization of ‘If I’m going to be working and have my own career, I want something that I will really enjoy and that will be fulfilling.’ I decided that teaching could be fun and fulfilling. The math and science departments are where teachers are needed the most, and I already liked physics. I enjoyed it more and more as I took classes,” she says.

Even though she has her degree and career, Fullwood feels her ed-

ucation is not over. She wants to continue her education in creative writing. She explains it is something she is passionate about and that someday she would like to become an author.

“In the moment, school sucks but looking back at it, I don’t think any of it was a bad experience. Even though I had hard classes, I was just happy that I was able to pass the class. Learning should be fun, and it should be something that you are passionate about,” adds Fullwood.

Godfrey shares a similar sentiment. He knows people don’t love high school, but he hopes they would still look back at Weber High, teachers, friends and experiences with fondness. “Hopefully they can find something from this time and community that they are connected to. Maybe it will take five years for them to notice that

attachment, but I hope that is something they can have. There is good here. It’s not the best for everybody and school can suck sometimes, but hopefully you can see there is still good here,” he says.

Lattin says he misses several aspects from his high school experience. What he misses most is playing high school sports. “I played golf and basketball. Playing for the golf team specifically would be my favorite one. I just miss the interaction. When you get out of high school it is completely different. You still have friends and you hang out with them, but it is so different because you don’t see them on a daily basis. In school you see your friends in classes, but later you have to make more of an effort,”



Savanna Henderson

says Lattin.

He adds everybody says, “We’ll still be friends after high school,” but he feels it never works. “People go away to college and do other things and you lose a bunch of interaction. I miss those kinds of things,” he adds.

Godfrey reminds seniors that as they leave WHS, to enjoy life. He says, “This might sound weird coming from a teacher, but don’t take school so seriously. It’s okay to have fun and friends and enjoy all the extracurriculars that are available through school. Get involved and make sure that those three years are the best they can be, because you don’t ever get them back!”

Fullwood encourages students to have fun and make lasting memories, but she also reminds them their education is important. “Hopefully you understand that even if you’re not going into a career, college is still so important. You can tell the difference between the people who have gone to college and the people who haven’t. Go into college and do whatever major you want to do; you might not see the value until later in life,” says Fullwood.

She also hopes Warriors will find their success just as she has. “Go and live your life. Do what you want to do and take every opportunity you can to have new experiences. It’s going to be hard and you’re also going to have to work hard but it is totally going to be worth it,” says Fullwood.

Seniors continues from page 13

Moa is the other Utah State commit and he said, “I feel extremely blessed to be able to play for Utah State. I am grateful for the Weber coaches who have helped me so much. If it wasn’t for them, I would not be in this position.”

Life is full of memories and high school provides many of them. Some seniors look back at their journey and reflect on memorable moments. Stowers and Sorensen said their favorite memory was the senior Homecoming dance. Parker Adams added, “My favorite memories were just every time I was with my 12 friends. It didn’t matter if it was in a class, at a game, at lunch or anywhere else, it was always a great time with them. All of my friends bring something unique to the group, and I think that is why it is always a great time with them. Whenever we are all together, we are constantly laughing and it is awesome. I am really going to miss all these guys when we go our separate ways in the summer.”

Seniors Lydee McBride and Lexi Heaton said their favorite memories are all the football games because they liked seeing the whole school come together to watch the Warriors play. Jaisie Humphreys added, “My favorite memory was senior Homecoming week. I loved all the school spirit and all the fun activities. It was definitely a highlight for sure.” As for Lauren Church, “My favorite memory was doing the *Newsies* play. It was out of my comfort zone, and I loved every second of it.”

Senior cheerleaders Rilei Woodward and Courtney Norman said their favorite memories came while cheering at the football games. Coleman added, “Senior soccer season has been my favorite memory. This was the first season I didn’t get hurt, and I loved the girls and the coaches. Whether it was in games or hanging out together after practice, I always had a smile on my face.”





By Kathleen Mejia and Caelan Roberts  
Staff Editors

As the school year comes to an end, each senior will be getting ready to embark on a path of their own. Everybody's lives will head into a different direction, and who knows where seniors will be 10 years from now. Yet, that doesn't stop Warriors from guessing as they make their predictions for the annual "W Awards." Students had the option of nominating a male and female senior for categories:



Warriors chose Koby Pack and McKenna Best as future presidents.

President of the United States, Social Media Influencer, Grammy Winner, Olympic Gold Medalist, Activist/Philanthropist and the next Jane Goodall/Stephen Hawking.

**President of the USA**  
"I don't personally consider myself much of a politician," said Koby Pack, whose peers chose to be a future president of America. "But I am a student politician, I guess you could say."

Pack added besides his interest in student office, he's also involved in clubs such as DECA and FBLA. "I really like business and marketing," he said, "that's just something I really love to do. I didn't go out to get success in it, I just did it because I thought it was fun, and the recognition has just been a byproduct."

"Instead of seeing people as just this big demographic, I like to see people as individuals," added Pack on why he feels he won the award. "If I were to be president, I'd still like to view people as individuals. It's easy to look at a whole group of people, but I really think it's cool to get to know individual people."

McKenna Best was chosen to be the next female president. "I don't know if it's accurate," she said. "I mean, I'm not planning on running for president."

She added she thinks her peers voted for her because she is president of clubs such as FBLA, Debate and DECA. "I feel like I do have leadership skills, and they are reflected in student's decisions to vote for me." She added she prides herself on her hard work and challenging herself academically.

Best said her first act as president of America would be a prison reform. "I'd get rid of monetary bail, so poor people aren't marginalized against just because they can't pay bail." Pack added he would focus

on staying genuine, as he feels that leaders in the nation's capital often act ingenuine.

**Social Media Influencer**  
Mattheo Cabezas won the award for next male social media influencer. "I didn't realize that a lot of people are watching me [on social media]," he said.

Cabezas added he thinks people voted for him because he often uses Twitter to voice his opinions and make jokes. "I tweet a lot of funny things on Twitter," he said. "I also say my opinion a lot, and some people like hearing me speak into the endless void that is the internet."

Cabezas said he looks up to in-

fluencers on social media who voice their opinions and talk about important issues. "They spark a bigger conversation," he said. He added that as the next social media influencer, he'd use his platform to also address important problems.

Senior Grayce McKay was nominated as a female social media influencer. "I'd say I do a big push on social media. I own a business, so I have a lot of social media accounts, and I've got a pretty big following," she said.

McKay's business, Rings by Grayce, where she makes recycled rings out of vintage spoons, is only one of her entrepreneurial endeavors. She added she's been successful with her company partly because of her marketing on social media platforms like Instagram and even her own website. "I've done a lot of research on social media campaigns. I do a lot of paid ads for my company," she said.

McKay said besides her business, she feels she'd be a social media influencer because she likes to "take cool pictures and post them." She added as a social media influencer she'd use her platform to simply promote positivity.

**Grammy Winner**  
The next female Grammy winner is Morgan Erickson. "I was expecting to get nominated by some of my close friends, but I never thought I would win. I'm grateful for the nomination, but I don't see myself as better than anyone else."

Erickson has been involved in theatre and shares her favorite artist is Sara Barreiles. Erickson said, "Her [Sara Barreiles] lyrics are very good and she not only does albums, but she also writes music for Broadway. My favorite musical *Waitress* was written by her."

In 2018, Erickson was able to display her singing abilities as

makes me truly happy. Happiness is very important to me."

**Bingham:** "I will go to Utah State for the next year and hopefully go on a mission once I turn 19."

**Martin:** "To get my degree and get a good job to start and support a family."

**WN:** Where do you see yourself in 10 years?

**Martin:** "Married with a few kids. Maybe become a dermatologist or P.A. or partying it up in Hawaii. Might be living somewhere outside of Utah."

**Bingham:** "I see myself with my associate's degree and possibly a bachelor's degree, hopefully married by then and maybe with a house and beginnings of a career."

**Devries:** "Hopefully with a good job and a wife. Maybe with some season Jazz tickets."

**Wood:** "I am not sure, but I hope

## Seniors who will go Above and Beyond

Katherine Plummer in the musical *Newsies*. She said, "I think I will always use music as a hobby and to benefit the community. Right now I'm interested in pursuing something in special needs education with music therapy."

Senior, Conner Thompson received a win for male Grammy winner. Like Erickson, Thompson is involved with theatre. He starred as Seymour in WHS' production of *Little Shop of Horrors*. "I've only been doing drama for a few years now, so the fact that I have been awarded in something like this was pretty awesome."

He added participating in theatre has helped him develop his singing skills. "With every show we do, we work with a bunch of other theatre students. Director Mark Daniels is amazing, and our music director Mr. Wood really helps us progress our voices," he said.

**Broadway Star**  
Taking Broadway honors is Cameron Linford. Linford played the lead character Jack Kelly for Weber's production of *Newsies*. Linford shared his favorite production has been the musical *Newsies*. He added, "Last year I was in a



Taking over the social media world are Mattheo Cabezas and Grayce McKay.

play called *The Yellow Boat*, and I played a little boy named Benjamin which was really great."

Linford hopes to make it to Broadway in the future. "I've been accepted to SUU and I might go there, but I also might go to a college in Los Angeles that is a studio school," he said.

Hallie Grigg was also chosen as next Broadway star. Grigg has participated in numerous musicals since childhood and portrayed the main protagonist in Weber's production of *Seven Brides for Seven Brothers*. "Broadway has always been a dream of mine, and I would love if that came true!" said Grigg. She also participated in the play *Sound of Music* and *Charlie and the Chocolate Factory*. "That was a crazy show because I was part of

to see myself living on my own and making a stable income."

**Lord:** "I will have a family, a handsome husband, dogs and a fulfilling career."

**WN:** Do you know what college you want to go to?

**Bingham:** "At the moment, my plans are to go to Utah State University. It was a good choice for me because I have a pretty good scholarship there, so I can afford it, and I want the college experience of leaving home and seeing how I do with it. It is also close enough to home, so I can be home on the weekends."

**Roberts:** "Not yet, but programs and scholarships will influence my decisions."

**Martin:** "Utah State or the University of Utah are my first choices. However, I might try to do college track and field. Concordia Univer-

sity Irvine wants, me and I think that would be fun. #orangecounty."

**Wood:** "I've thought about both Weber State and SUU. I'd like to complete my generals at Weber then transfer to SUU. It seems like an adventure, and that's what I strive for."

**Olympic Gold Medalist**  
Every four years, top athletes from around the world compete in the Olympics for a prized gold medal. Seniors decided collectively that Christina Smothers would achieve this honor. Smothers is one of the few girls on the wrestling team at WHS.

"I want to do wrestling professionally, so I'd say it's accurate," said Smothers. She plans to attend an out of state college to wrestle, as Utah schools don't have female wrestling.

She added she looks up to her wrestling coach Caleb Hardy. "He's an amazing coach; he trains you to do your best, and he pushes you," she said. "He's also like a friend. If you're struggling, he's a coach, but in school and out of school, he's a friend."



As a gold medalist, Smothers said, "I'd dedicate all the hard work to Coach Hardy because he's the one who got me into wrestling and made me work as hard as I did."

Also chosen for this award was Hudson Schenck. "I didn't know they were giving out awards, but if they were I was sort of expecting it," he said. "Through my years of high school, I've been a three-sport athlete, and this year I'm a four-sport athlete." During his senior year, Schenck has been involved with football, basketball, track and tennis.

Schenck said of all professional athletes, he looks up to NBA player Damian Lillard the most. "He's from Weber State, and he's loyal to his team," he said.

Schenck added he'd use his plat-

form as a gold medalist to "get a lot of sponsorships and move to the Valley."

**Activist/Philanthropist**  
Liv Ozmun said she is an opinionated person on certain topics, and this is the reason she would be voted as activist/philanthropist. "I was not expecting to win something like this at all! I think I'm just very loud with my opinions. I also try to be firm with how I feel and express myself," she said.

Ozmun is involved in the Debate Club and says this has been a great experience for her. "I'm involved with a lot of people who have firm beliefs about certain things, and they know how to express them without being overbearing."



Upcoming Olympics may have Christina Smothers and Hudson Schenck winning gold.

**Photos by Kyrsten Acker and Emily Owens**  
Ozmun added she doesn't like to debate whether a topic is wrong or right, rather what can be done about the issue. "Debating climate change was a point I discussed. I think it is good to understand it, and what is the best option to keep everyone safe and prevent it from continuing. I like debating on how to make things happen," said Ozmun.

Senior Caleb O'Neil was named upcoming male activist and philanthropist. O'Neil has been a part of student government for a long time, and he uses the platform as an officer to spread happiness.

"I pride myself in having a positive attitude and outlook on life. Things get stressful and discouraging sometimes but having a positive attitude is necessary to progress anywhere. Anything can have opposition, and positivity is that drive to get over it," he said.

One of O'Neil's goals is to use the law to help others. "As an intern, I sat in one of the immigration cases with someone who was seeking asylum. The client got it even though it is super hard to receive asylum here. She kept crying of happiness in the courtroom, and it was one of the most emotional things I've ever seen. I want to make a difference, and I'm excited to achieve that when I'm older," said O'Neil.

**Next Jane Goodall/Stephen Hawking**  
Stephen Hawking is one of the most renowned scientists of all time, so many feel it is an honor for anyone to be compared to him. Senior Abraham Harris' peers nominated him for this award. "Maybe I was expecting to get chosen just a little bit," said Harris. "I've got a pretty good ACT score, and I did well on my AP tests."

Harris said he looks up to Crick and Watson, scientists and Nobel Prize winners who discovered the structure of DNA. "I liked how they were able to have fun and be normal people while doing some cool stuff with science."

Jane Goodall has also been recognized for her amazing contributions to science, and seniors nominated Shanae Fraughton to follow in her footsteps. "No, I didn't expect to get chosen. There's so many intelligent people here [at Weber]."

Fraughton added she believes the nomination is accurate. "I want to go into the science field. I love research, and I'm female and she [Goodall] was female."

As far as what science she would

study, Fraughton thinks her contribution would be in medical research because she wants to enrich others' lives and help people. She also wants to major in biochemistry or medical laboratory science in college before she attends medical school.

Fraughton admires Charles Darwin. "He discovered one of the most important things which is evolution," she said. "Evolution can be used to explain why literally everything behaves the way it does, so it's obviously important."

**Professional Comedian**  
"I feel like I'm funny, but this win wasn't something I was expecting," said senior Abby Bird about getting chosen as a future professional comedian. "I think I'm kind of crazy and I just say what immediately comes into my head and people think I'm funny," says Bird.

Bird shares she doesn't listen or watch any comedians specifically, but she attributes her humor as "just being myself." She added, "I think the comedian [category] fits my personality the best."

Senior Logan Martin was also chosen for the professional comedian. Martin has been involved in student government for several years, and he has showcased his comedic side to the students. He said, "I try to dance crazy during the assemblies. I don't think I'm funny, but I like to be funny and goofy."

Martin also shares his childhood dream is to audition for *America's Got Talent*, become a professional comedian and have his own talk show. Martin also loves to watch comedian Jimmy Fallon. He added that he gets his dance moves from another talk show host, Ellen DeGeneres. "I love Ellen! Ellen DeGeneres, she is my woman and celebrity crush."



Discussing their future plans are seniors Kylie Roberts, Destiny Wood, Colton DeVries, Hailey Lord, Sydnee Bingham and Logan Martin. (Not photographed: Amanda Turner)

Photo by Lorelei Grover

Senior plans continues on page 16



# Trips celebrate graduation Seniors reminisce on high school

By Abby Martinez and Abigail Christiansen  
Staff Reporters

As seniors are getting ready to graduate, they are planning their senior trips and celebrations with friends and family. These Warriors will start their post high school life soon, and they want a relaxing trip for all their hard work over the school years.

Senior Trevor Stevens said, "I am going to Wyoming with a big group of friends without parents. This will be my first trip without them, so I am kind of nervous, but also super excited." Stevens is looking forward to being with his friends before they all move away from each other. "We are going to be staying in my cabin and just play and have lots of fun. We might go camp for a day or so if the weather's good."

Making travel plans to Idaho, senior Cody Winder said, "We are going to my friend's second house to play around like we are 15 again."

Winder is excited to take this trip with his friends. "It's going to be lots of fun and lots of memories will be made. I am super stoked about it," he added.

Getting ready for a nice, relaxing family vacation, senior Dillion Hill said. "I am going to St. George with my family. It's nothing too special, but as I am going off to college and starting to get my life together, this will be the last trip in a while with my family, so it is pretty special. Hill's family will include his parents, sisters, brother and his dog.

"We're going to stay at my aunt's house for a week or so just so everyone can see me for the last time in a while," he said. "We're going to be playing around and just having a grand time before all us older kids move on with our lives."

Also enjoying a family trip together is senior Hunter Schlack. "I am just going to go to my grandma's house because I love her dearly and she is the sweetest thing. It'll probably be the most I have traveled this year, other than going to school," he said. "It's going to be lots of fun. She makes the best

food, and I'm really excited for it."

Senior Makayla Briskey is looking forward to visiting the happiest place on earth. "I am going to go to Disneyland for multiple things, including my birthday," she said. "We are going to stay in one of the hotels at the park. It's going to be lots of fun, and I'm going with my family and friends, so it will be a really good time."

Another senior who is planning on visiting California is Courtney Norman. "I am going with my girlfriends on a road trip. We are going to the beach and just camping with all my friends," she said.

Senior Braeden Radley is heading to the east coast for his graduation trip. "This summer my family and I are planning on going to New York to see some sights there," he said.

However, Taisi Fewell is planning an adventure outside the U.S. Fewell said, "I am going to Samoa to visit my family with my mom and a friend." Before their trip; however, Fewell will stop in California "because I want to walk around Hollywood Boulevard."

By Madison Rigby  
News Editor

After spending three years in Weber High School, the class of 2019 seniors reminisce on their experience. They have been through multiple dances, tests and activities as well as having learned more about themselves while at Weber High.

"The best part [of high school] would have to be having the opportunity to play Katherine in *Newsies* [the fall musical]," said Morgan Erickson "I had come to a point in my life where I was convinced I was average. It wasn't that I didn't think I was a good person, or that I thought I was awful, but I just didn't see anything exceptional in me." Erickson added that she wasn't initially going to audition for *Newsies*, but after she auditioned, she was shocked she received the part of Katherine.

Riley Creeze agreed that the best part of high school has been the theatre department. "Theatre is wonderful because rehearsals are just mandatory hangout time with your friends. It's really a second family and a home away from home, literally." Creeze added he has spent more time at the theatre with his friends than at home with his family.

With the many classes seniors take during high school, there also come many teachers who have inspired them. Creeze said a teacher who stood out to him would have to be Mr. Daniels, the drama department teacher. "I get along famously with Mr. Lattin [Spanish teacher] and Ms. Kelson [science teacher], but I spend my life with Mr. Daniels. Mr. Daniels is someone who means business but also knows how to have fun. He is someone who you can always trust. Also his dog is adorable, so that's a big plus," said Creeze.

"Mr. Birkholz was my history teacher last year, and he is my current events teacher this year. He was really funny and interesting and makes me think!" added Nata-



Many seniors fondly remember their time with Weber's theatre department.

Photo by Kyrsten Acker

lie Lichfield.

"I would have to say Mr. Daniels is my favorite because he helped me see myself in a different light and he gave me a confidence I never thought was possible," said Erickson. "I will always be grateful to him and how he has changed my life and the lives of so many around him."

A large part of high school centers around activities, especially school dances. Both Erickson and Lichfield's favorite dances were during tenth grade. "My favorite dance was sophomore year when I went to Prom with Stewart. Stewart was a boy I peer tutored, and he made my sophomore year. I love him so much, and it was so much fun to go to a dance with him," said Erickson.

"I've loved all my dances, but my favorite was probably my first dance! I was asked by one of my friends and it was a literal party. I don't think I've laughed that hard in a long while!" said Lichfield.

Creeze's favorite dance, however, was his senior year, "The best dance ever was Senior Homecoming! I went with a giant stag group with all of my friends. Nobody had to worry about flowers or formalities or anything, and we were just able to have a good time," said Creeze.

As seniors prepare for their last months at Weber, there are things they will miss and not miss. "I will miss high school because it's the last bit of childhood before I'm considered an adult, and I'm not ready for that. I'm going to miss

the theatre program so much," said Erickson. Erickson is most excited "to go on a mission and figure out what kind of person I am on my own, and who I want to be."

Creeze said that he will *absolutely* miss high school, mostly because college is expensive and none of his friends are going to Utah State with him. To celebrate their last time together, Creeze and his friends are going on a five day trip to St. George during the summer.

Although Creeze and Erickson are leaving with remorse, Lichfield said she is ready for college life. "I think I'll miss theatre and friends, but I was ready to move on to college since my junior year. I mean, don't get me wrong, it's heckin' scary, but I feel like I'm just waiting for my life to begin and high school is kind of holding me back."

Lichfield added she is most excited for after high school is "dating college boys!" she jokes. "I'm kidding! Kind of... I'm really excited to actually start working on my degree." Lichfield will be studying to become a playwright and minor-ing in teaching history.

As they part from their Warrior home, Creeze has some last words to say. "Goodbye Weber! Thanks for making me feel like a mole-person every time I walked out of the front doors," he jokes, due to the lack of windows in the school. "Thanks for being so confusing. I was lost for two weeks sophomore year. And lastly, thank you for the hilarious controversies that made life quite entertaining."

## Senior goals continues from page 15

WN: What kind of person do you think you will become after high school?

Devries: "Just a good person and a kind and successful person who cares about others."

Wood: "I hope to become a more decisive and organized person. I would love to be able to describe myself as a put together person."

Bingham: "I think I will become successful not only in school and career but also in my own dealings with people and family. I see myself as happy, hopeful and excited to live and experience life."

Martin: "After high school I hope that I can stay driven and get done with my schooling quickly! I can't wait to be a family man and go watch my kids AYSO games!"

WN: What career do you plan on pursuing?

Bingham: "At the moment I am looking into personal physical training and physical therapy. But I am not sure what I want to do. I have gone through lots of different ideas such as Interior design, and engineering related careers."

Devries: "My dream is to do something with sports. I love sports so much and working with them would make me happy."

Wood: "I want a job where I can help people, but I just don't have a career path in mind that I would want that would make me happy."

Martin: "I would love to go into dermatology or try to be a physician's assistant and if all of that fails, it would be fun to be a teacher."

WN: What did you want to be when you were younger?

Martin: "When I was younger, I wanted to play NBA basketball. Now, I don't even play basketball, and I have wanted to go into the medical field instead."

Roberts: "I wanted to be a radiologist-I still want to go into the medical field, just a different area now."

Wood: "When I was younger, I wanted to be anything and everything. Now I don't have a solid idea of what I want to do."

Lord: "I wanted to be an artist when I was younger, but then I realized that it wasn't realistic and I wouldn't make as much money as I wanted."

Bingham: "I wanted to be a dance teacher forever, but obviously I realized that there is no way to live off that salary. The only way would be to be a studio owner and I don't know if I would like that."

WN: Are you looking forward to as you move away from home?

Wood: "There are aspects I am looking forward to, and ones that I am not. The idea of making my own rules excites me, but the thought of living on my own fuels my anxiety."

Martin: "I am nervous about graduating, but it's a part of growing up, and I know that once I do it I'll love it. I just can't decide where I want to go so. It's hard to know what to expect."

Bingham: "Yes, because I want that experience and know if I can do well away from home on an LDS mission. I want the experience, but I don't want to be away from my family."

Devries: "No, I am scared. I rely on my parents a lot, and I love being with my family, so I am not looking forward to that."

WN: Do you feel like you are prepared to graduate?

Devries: "No, I am not prepared. I just don't know what the flip I want to do with my life."

Lord: "Sort of, I don't know what I want to go into yet, but I'm ready for new experiences."

Bingham: "Prepared? That's a relative term. I'm as ready as I ever will be, so I might as well jump into it."

Martin: "Yes, I've had senioritis since sophomore year. I am sad that we are all moving onto bigger things. I am going to miss everyone!"

WN: What is the scariest part of graduating?

Martin: "Living on my own and financing everything on my own. I feel like it will be hard to find a job because there's so many people."

Lord: "The hardest part of graduating is all the changes. Life will never be the same again, and the choices I make now will affect the rest of my life."

Bingham: "The scariest part of graduating is leaving the things you know and getting into classes, a school with people and places you don't know. Also figuring out what you are going to do for the rest of your life is really scary and hard!"

Devries: "Being on my own without my family and friends and

not knowing what I want."

WN: What will you miss most about high school?

Wood: "The friends and experiences; they shaped me into the person I've become."

Bingham: "I am going to miss the friends I have made that I probably won't see after graduation."

Roberts: "The theatre program and getting to be around so many close friends all the time. Also, being able to live somewhat carefree without some of the responsibilities that come with adulthood."

Turner: "I will miss being in the fall musicals because I don't see myself doing anything like that after high school."

Devries: "My amazing friends have made me love my high school experience, and I am sad they won't be at SUU with me."

Martin: "I am going to miss everyone that I have met. I've had so many cool experiences these past three years. Being a part of all the clubs and sports have changed my life. Being involved is so important, and I am glad I had so many opportunities. Student government has been so much fun, and I am glad that I have committed to it. Many people have changed my life."

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# Staff compiles book of yearly memories

By Abigail Christiansen  
Staff Reporter

At the end of the year there is something many students look forward to: the yearbook. This book is filled with pictures that capture the entire year on its pages.

However, the yearbook doesn't come together by itself. Behind the scenes there is the yearbook staff working tirelessly to take pictures, interview people and design pages. Elizabeth Wintle, sophomore, joined yearbook because "I wanted to learn how to work as a team in an almost business environment. I also wanted to create something that you can look back on in years to come and be proud of what you created."

A few of the staff members decided to take yearbook because it helped them be a part of the school and interact with the student body. Lauren Hudspeth, senior, said, "I decided to take yearbook to really open up to social interaction, to kind of break free of my anxiety of talking to people who I don't know. And I wanted to be a part of the school because I have never really been a part of it."

Kayla Reddish, sophomore, has worked with yearbooks before and liked the creative process. "When I was in junior high, I loved year-

book and I was on the yearbook staff there, so I decided to take it up at the high school because I thought it would be fun. I like the yearbook because you can feel like you are doing something important in the school and that you are a part of the school."

There are a lot of different things that go on throughout the year in the yearbook class. "We get assigned pages and they are usually the double page spreads that you see in the yearbook. We work on them, we get pictures, we get people's names and we tag all of them in the picture. For the side portraits, we also get quotes for their portraits," said Reddish.

Photography and design are major parts of creating a yearbook. Rachel Staker, junior, said, "We go around and take pictures of all the different activities and clubs. We design the pages that we are putting them on, and we interview different people that are on those pages. We just try to include as many people as possible who are in those activities."

For Skye Herrera, junior, yearbook has helped her meet people since she was new to Weber. "I like doing the yearbook as long as you get what you need to get and get pages in by the time deadlines happen. It's easy for the most part," she said.

"Going to talk to people can be



Yearbook staff busily designs pages to capture student activities.

Photo by Kyrsten Acker

scary and nerve racking. I think yearbook is rewarding in its own way. You are kind of facing fears. I think that's the hardest part probably. Well, other than tagging people if you don't know them," said Wintle.

Joining the yearbook has had benefits for its members. "Sign up for yearbook to just experience what it is and to have a responsibility towards something bigger than just turning in homework," said Hudspeth. She added she enjoys working on something that people will look back at years from now, and they will see something that was fun and remember it.

# Sign language offers many opportunities

By Christie Ross  
Staff Reporter

Sign language is one of the many languages in the world today, but how can it benefit those in the ASL program?

According to The American Council on the Teaching of Foreign Language (ACTFL), "Sign language is one of the most widely used languages in the United States and the fourth most studied second language at American universities." They also added, "At least 35 states

have recognized ASL as a modern language for public schools, and hundreds of colleges and universities in the United States are offering ASL classes."

William Dean, an American writer and critic, says, "Scientific reports state children who have learned American Sign Language at a young age average a higher IQ of 8-13 points." He adds, "Babies are even able to learn some of the simple signs of sign language before they have the ability to speak."

Sign language teacher Jimmy Adair also believes ASL is an important language. "Students should

take sign language because it broadens everything," he says. "It is more than likely people will go out in society and see a deaf person, but to be able to communicate with them is priceless. And you can make their life a little bit better."

Adair also feels sign language reinforces the English language. "When a kid struggles in English, they use sign language because a lot of kids do something called hands on, and this is the part where they can understand the bridge between English and ASL," he adds.

Students in Adair's ASL classes have enjoyed learning the language. Sophomore Makyla Hachmeister says, "I took sign language because I thought sign language would be cool." As for sophomore Allison Hoyt, she says, "My brother said it was pretty cool, so I was like why not, you know?"

Hachmeister recommends the class because he also found ASL fun to learn. "In this class I enjoy the people. I also like signing because I feel like I picked up easy on it," he said. Hoyt agrees and adds, "I love hanging out with my friends, but I also like signing. It is very fun to look at and see how people use their hands when they are signing."

There are also several career opportunities for those who continue learning the language. The ACTFL reports professionals in public and private agencies and educational settings, such as teachers, counselors, consultants, therapists and specialists, will use ASL to help the deaf and hard of hearing. On top

of that, they also include "law enforcement and emergency response workers benefit from knowing ASL."

According to Adair, there are many careers open for sign language users. "People who know sign language can be interpreters, sign language teachers and there is even a national telephone company that people could work for."

In addition, there are many other opportunities given to those who know sign language. Adair says, "Sign language benefits everybody. As a matter of fact, for education wise, it benefits the kid a whole lot. I can give you an example. There was a kid who started out with a fourth grade reading level without knowing sign language, and by the time he graduated from high school, he was up to an eighth grade reading level."

Silent Voice, a non-profit charity adds, "Some benefits could include communicating underwater. People can also talk to someone far away without yelling, it sharpens your eyes and you could even sign with a mouthful of food!" Silent Voice also reports people are more emotionally intelligent if they know sign language. "You can even work through depression and take a step in the right direction."

For the fun aspect of American Sign Language, Adair says, "Kids will enjoy sign language because it isn't like every other language. For one, it is not spoken, and you can overall just have fun with it. It is fun for the kids to learn and then use it in the real world."



Sign language teacher Mr. Adair assists sophomore Nolan Hurd with his assignment.

Photo by Kyrsten Acker

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the Jukebox

By Greyson Fonoti

Staff Reporter

Most of the best musicians have made it big and have become mainstream. Not to say all mainstream artists are particularly great, nor am I saying less, well-known underground artists are either. However, the truly generational talents in music usually live on forever. Legends like Queen, Nirvana and Bowie all come to mind.

Starting off is the band Queen and their superstar lead singer, Freddie Mercury. One of their later albums, *Innuendo*, contained remarkable music. Of course, their crowning achievement will always be *Bohemian Rhapsody*, but *Innuendo* is certainly in that same tier. With Mercury in the later years of his life battling with AIDS, the tone and some lyrics on the album seem much darker than in Queen's other albums. There are moments in the album where Mercury even seems to be saying goodbye.

The title song, *Innuendo*, itself is a masterpiece on the same level of "Bohemian Rhapsody". It's a six minute long epic that keeps you interested the whole time with several different stages including a main hard rock section, operatic section and acoustic section. The lyrics on the song are actually quite beautiful, similar to a well written poem. The beginning even seems apocalyptic with a quickly descending guitar riff. The song is laden with "we'll keep on trying" said multiple times which reflects Mercury's constant music making down to the very last moment of his life. I would definitely recommend giving the whole album a listen.

Now if you're looking for something a little grittier and less flashy than Queen, look at Nirvana's *In Utero*. It was a hit album, but now it is often overlooked because of the enormous success of their album, *Nevermind* that came out two years earlier. *In Utero* sounds a little more raw than *Nevermind* sonically. However, lyrically the album is much more developed. At times the lyrics in *Nevermind*, including the hit song "Smells like Teen Spirit," seem like a jumbled mess. Kurt Cobain admitted many of the songs lyrics simply had no meaning, at least to him. However, *In Utero* has emotional lyrics, written like poetry, reflecting a depressed Cobain's feelings at the time. The album's hit song, "Heart Shaped Box," has a pretty obvious meaning of the closing of one's heart to others. However, there are some songs where it is borderline hard to listen to because of an even more emotional performance by Cobain, mixed with the context of Cobain's death not long afterwards. Some will say it's better than *Nevermind*. What I am sure of is that I recommend giving the album a listen.

I couldn't write this without mentioning David Bowie. His impact on the music industry has been tremendous and will be felt for generations, but what was his best song or even his best album? This is a much harder decision compared to Nirvana or Queen. Bowie has made great albums in multiple genres in multiple different eras. He played characters in his music for a large portion of his career which made different times in his career sound vastly different. The point is you can't point at one album and say it's his best achievement. His highest selling album was 1983's *Let's Dance*. However, his most popular character was Ziggy Stardust, who is not affiliated with *Let's Dance*.

I do believe, though, there is one album that fits the criteria of an unforgettable achievement. That would be his last one, *Blackstar*. It is a kind of goodbye, and at times it's sad and other times it's bitter sweet. In the song "Lazarus," the first lyrics in the song are "Look up here, I'm in heaven." This could be saying that Bowie knew he was going to die. This is an odd part of the album that adds an eerie quality. It seems Bowie was very aware of his own death that would come soon after releasing the album. He seems to be reflecting back on his life. In "Lazarus," Bowie says, "I have scars that can't be seen," and "I was living like a king" as he looks back on his life and career. His accepting nature about the matter of death is also shown when he says, "I'll be free, just like a blue bird." It's a truly emotional album, and I believe one that should be a part of rock history.

Of course, there are many more albums that have been overlooked and are also great. These are just some top ones that are sometimes not considered because of artist's masterpieces making a big shadow, or the albums are lost in an ocean of hits. Either way, I think it's a good thing to listen to a lot of different types of music from different eras, and these three artists definitely do that.

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# The life blood of Weber High, secretaries take care of all

By **Kyrsten Acker**  
*Editor in Chief*

While each staff member plays an important roll in the functioning of WHS, the secretaries perform their part with less prominence than others. Despite these secretaries being slightly overshadowed, some believe they are the main reason WHS is so successful as a high school.

The counseling center deals with many students, since high school students constantly enjoy changing their classes, and Joanne Tanner, counseling secretary, has been a part of that for over 22 years. Tanner says on that first day 22 years ago, she was, “excited and ready to start my job.” In her opinion this excitement has paid off considering the amount of “joy and delight” she has experienced over the years.

Another secretary who has a lot of contact with students is the bookkeeper Tamara Russell. “Anything dealing with money, I have to take care of,” she says. Many students believe all Russell does is receive payments from students since that is all they ever see her do, but this is not the case. “Teacher accounts, sports accounts, bills, credit cards, deposits, everything [has to be]

ran through me,” she adds. However difficult Russell finds her job at times, she says she always finds enjoyment in completing her work. “I like to joke around with students and get to know them,” says Russell.

The receptionist in the main office, Gwen Orton, also favors her job. She says, “I love the high school kids, I love the faculty, I love helping people!” Orton’s care for people is her main drive to complete the work she does. Some of Orton’s daily tasks include directing people throughout the school and answering phone calls. She finds it rewarding to help people with problems as much as possible.

Resolving issues is one of the many things all the secretaries take pride in doing. “We help the faculty and [students] resolve their problems,” says Ann Windsor, office secretary. Since many difficulties fall under their jurisdiction Windsor explains, “Being a secretary [we] try to be ready to help with any situation and take care of any problem.”

Windsor is over several different secretarial aspects. One of those jobs includes her busily filling substitute assignments for teachers. Windsor organizes substitute folders and makes sure teacher absences are filled.

Many WHS secretaries also agree that hectic situations often arise whenever and wherever teenagers are involved, which is why they pride themselves in being constantly prepared. Orton has experienced many times where, “you think you are going to a normal day of work, but then you have multiple injuries or worse,” she says. The most universal advice Orton can provide is to “just take it day by day.”

Windsor is also affected by the stress but not in a harmful way. “When there is an emergency, you can’t plan [it]. You never know what is going to happen,” she says. Windsor says her best strategy is to have a calm and cool head.

Another secretary who faces many daily stresses is Raquelle Knight, attendance secretary. She enjoys aiding the students who attend Weber; however, she faces many difficulties in doing so. “Angry parents and angry students,” are among the long list of trials she has to overcome. Knight sees her caring heart as the greatest motivator in helping troublesome students.

In her opinion, students do not “take as much accountability for what they do as they should.” Since she does want students to actually graduate, Knight also creates multiple opportunities for students to make up any lost attendance credit. She believes encouragement is the most effective way to help them.

Head secretary, Ruby Wall, works hard to make sure all of the office positions functions efficiently. Her favorite thing about their office flow is that each member has been cross trained. “When we cross train, we can go cover someone else if they are sick, so we all learn how to perform each other’s job and it’s a lot easier,” says Wall.

While many people consider inconsistency a difficult thing to overcome, Wall sees it as her greatest motivation. “Every day is different and that is what I love about this job,” she says. The only difficulty Wall dislikes the most is trying to explain specific rules to students and parents when they are not



**Weber’s secretaries include (left to right) Ann Windsor, Ruby Wall, Raquelle Knight, Gwen Orton and Tamara Russell.**

Photos by Amari Pierson

understanding. However, this issue is overcome by Wall daily because she considers her fellow secretaries the most rewarding aspect of her job.

“I work with them more than I am with my own family. We have a great team in this office,” says Wall, and adds this is the reason she loves coming to work.

Each secretary feels an obligation to Weber and its students and tries to perform their best each day. This means doing things they may not prefer. The craziest time for Knight is when the school initiates a lockdown drill. “We try to get them [students] out as fast as possible. We have a lot of parents calling all the time excusing kids, but we would really like them to stay in class,” she says.

The end of the year is also a complicated time for the secretaries. Windsor says, “It’s kind of bitter sweet when you pass out the cap and gown.” Windsor loves working with the students and adds she is sad to see them leave after graduation.

One of Tanner’s favorite experiences also comes with graduation. She witnessed a senior driving a motorcycle through the school a few days before the event.

Tanner adds that at the end of the year, the secretaries realize how ap-

preciative many students are with what they have tried to do all year long. “I love how the students can show their appreciation in small things. I love when they say thank you. Even a smile gives me a bit more motivation during the day,” says Tanner.

Orton hopes future students will

take responsibility for their education and try harder to be successful. Her best advice to students is to “make decisions that will benefit you and not do something simply because it’s easy.”

(additional reporting by Melaya Rasmussen and Abby Martinez)



**While in the counseling office, sophomore Caelan Roberts gets help from Joanne Tanner.**

# Cleaning toilets, sweeping floors are part of routine; custodians keep school safe

By **Erin Hansen**  
*Feature Editor*

Custodians have kept Weber High safe and clean for years. During the early morning hours, the crew keeps busy with all the day preparations. Then at 3 p.m., 16 part-time custodians, most being students, are at the school to take care of all the messes created that day.

However, being a custodian involves more than just cleaning toilets and sweeping floors. Custodians have to maintain the school grounds and keep the building safe for students and teachers. Custodians also make sure the school is up and running for students as they come to school each day. They also make sure the school looks present-

able to the general public, especially if the school holds an event after hours. Custodians also stay after each event to make sure everything is put away and the school is ready for the next day. Some custodians are often at Weber until midnight.

Head Custodian Ron Campbell said, “We usually try to get SBOs involved every year, but it just didn’t happen this year.” Campbell added the SBOs usually assist with school cleanliness, and they are in a position to be an example to their fellow students. However, Campbell said students are still able to help out the custodians by cleaning up after themselves or working after school as a part-time custodian.

Assistant Head Custodian Jordan Judkins said he oversees the part-time custodial crew after school hours and makes sure they are staying on task and getting their jobs

done correctly. Judkins added most of the part-time custodians are students and some are graduates who have built up respect for the school and the job. Campbell also said working as a part-time custodian helps students prepare for other jobs. “It helps them learn to manage themselves and their time.”

Being a custodian may not seem like an enjoyable job to most people, but Weber’s custodians do their best making it fun. Around 9-10 p.m., the custodians sometimes hold night games with the student custodians. “There are almost no windows here at Weber, so when you turn off the lights, it really is pitch black which makes night games more fun,” Campbell said. “We also have a Coca-Cola machine, so the kids can bring some quarters and get a drink.” Campbell added he got the idea for a Coca-

Cola machine from one of his previous custodial jobs at another school. Judkins said he also enjoys having competitions between the part-time custodians while they do their job.

Often custodians are taken for granted. When students and faculty members walk into school every morning, they may forget who prepared the school for another day. Wyatt Hansen, history teacher, said the custodians have always been helpful especially when he needed help bringing stuff into his new classroom at the beginning of the year. He believes students need to be more responsible when it comes to their messes. Hansen added, “Some students believe it’s a custodian’s job to clean up after them, so they don’t always bother to clean up after themselves.”

“Not only are the full-time custodians helpful, the student crew are also great with their job,” said English teacher Mrs. Stettler. “These kids are always willing to help the teachers and keep rooms ready for each day.”

Erica Nish, photography teacher, agreed with Hansen that often some students leave a mess for the custodians because they think “it’s their job.” Nish added thanking them and being respectful to them are two good ways for students to show their gratitude.

Carolyn Macfarlane, PE teacher, added she gives the custodians a 20 out of 10 for always doing a great job and a thank you for always showing up fast whenever she finds herself in need of their help. Macfarlane believes it’s important to show gratitude for the custodians.

“I think bringing them a treat or even saying thank you is important. To me, saying ‘thank you’ means so much. Showing gratitude is wonderful. I know it’s hard sometimes for kids to say thank you, but I



**Scheduling for substitutes is one of Ann Windsor’s many responsibilities.**



**After school, senior Wendy Alcaras helps clean the common area.**

think it’s wonderful when they do,” said Macfarlane.

According to Campbell, a good way for students to show gratitude would be to take ownership of their

school and pick up after themselves when they make a mess. Macfarlane added, “Even if it isn’t your mess, you can still help out and take care of it.”



**Head custodian Ron Campbell checks over the school heating system to make sure it is working properly.**

Photos by Lorelei Grover



**Assistant custodian Ryan Draper prepares to work on the WHS lawns.**



# Will &

I, **Crystall Linder**, will my smile to the students, faculty and the staff of Weber.

I, **Isaac Grover**, will my determination to do good for others and with others.

I, **Brok Parkinson**, will leave my club to Jason Howell, he will be president fall semester of 2019.

I, **Kyrsten Acker**, will my excessive ambition to the next INTJ editor in chief.

I, **Carley Mund**, will my music skills to the next instrumental sterling scholar for Weber High.

I, **Seth Pobanz**, will the keys and power of the Warrior Off-road Club to Oansen Howell

I, **Aniya Bobo**, will my 400m track performances to the next Weber (400) track athlete.

I, **Shanae Fraughton**, will my legacy of a hard-working student.

I, **Brooklen Radle**, will my crazy clarinet skills to the marching band.

I, **Natin Joel**, will my “Hype” abilities to the whole football team.

I, **Nathan Chugg**, will the powers of moses and the powers of hype to Garrett Potokar.

I, **Ashley Wind**, will the girls’ basketball team my great leadership and sportsmanship.

I, **Sean Wallace**, will my wrestling skills to the next upcoming freshman who can out do what I did.

I, **Pia Haavik**, will my incredible tolerance for people who want me to speak my first language to the next foreign exchange student.

I, **David White**, will Alan Rawlins my FBLA career, along with my amazing good looks.

I, **Tyler Hansen**, will my welding abilities to the next years to come to be great welders as well.

I, **Tabbitha Lieber**, will my great sense of humor, and lack of filter to the next underestimated kid.

I, **Cameron Linford**, will my lead role in the musical to whomever gets the next lead.

I, **Sarai Ceja**, will my knowledge of books for the next exploring Warrior.

I, **Hannah Hillstrom**, will my parking spot to some junior or sophomore who can’t find one.

I, **Maggie Ward**, will my ability to sleep in any class at any time to the next tired person who needs for sleep.

I, **Nicholas Newton**, will my anit-social skills to Emma Draper.

I, **Jason Cisney**, will Derrik Gaedcke back to the Weber High track team where he belongs.

I, **Eastin Hartzell**, will my love for DECA to Alan Rawlings.

I, **Navie Webb**, will Donald Trump my humbleness.

I, **Alaina Nelson**, will my love for Vine to all the future students searching for a will to live.

I, **Olivia Nightingale**, will my high levels of productivity to ev-ery slacking student here at Weber High.

I, **Trevin Trotten**, will my PC to Brennan Colman in hopes he finds enjoyment from what I cannot use.

I, **Logan Ferrel**, will my procrastination skills to anyone who needs them.

I, **Kathleen Mejia**, will my multi-tasking skills to the next editor in chief.

I, **Carter Ward**, will my walking speed to everyone at Weber High.

I, **Robert Walton**, will my good test-taking abilities without hav- ing to take time to study, to anyone who needs it.

I, **Matthew Linder**, will my good fortune to those who are most de-serving.

I, **Julie Wardle**, will my love and care for the animals in Mr. Pace’s class to the next caretaker of the animals.

I, **Cyan Brynda**, will my terrible procrastination skills to someone else.

I, **Ryan Johnson**, will my full ride scholarship to Marie Sorensen.

I, **Parker Adams**, will my athlet-icism to Trey Dean.

I, **Skylar Vanzweden**, will my lost attendance credit to all the juniors going into senior year.

I, **Kathy Martinez**, will my se-nioritis to the next seniors.

I, **Cole Espinoza**, will my amaz-ing pottery skills to all Pottery I students.

I, **Canner Murdook**, will my deep voice to all the sophomores who have yet to hit puberty.

I, **Brighten Howe**, will my will power to not skip, even with se-nioritis.

I, **Emma Ilene Post**, will my vis-itor parking spot to my kids (you know who you are).

I, **Benjamin White**, will my goofyness to future Weber High students.

I, **Garrett Minert**, will my endless endurance to the next cross country captain.

I, **Hunter Neilson**, will my jersey number to the great Jake Lindsey.

I, **Katie Watts**, will my intelli-gence to the girl who sits next to me in eighth period, so she’ll stop cheating off of my test.

I, **Gretchen Dye**, will my basket-ball jersey to the next basketball playing generation.

I, **Drew Payton**, will my poorly written homework and essays to the school.

I, **Emma Shelton**, will my negativ-ity and procrastination skill to the students of Weber High.

I, **Sierra Cheyney**, will my love for all animals to the Warriors, so others may learn and have more opportunities to become a veteri-narian.

I, **Christina Smothers**, will my wrestling knowledge to the next generation of female wrestlers.

I, **Morgan Peterson**, will my pole vault skills to the next girl pole vaulters, whoever they may be.

I, **Caleb O’Neill**, will my non-exis-tent SBO key to the future SBO’s.

I, **Cassidy Smith**, will my millions of essays I wrote for class to the school.

I, **Cameron Hunter**, will my amazing Mountain Dew addiction to some younger sleep deprived kid.

I, **Natalee Rasley**, will my skipping talents to the next senior class.

I, **Kaylee Sjoblom**, will my ac-cident prone behaviors to anyone trying to run on the stairs at Weber. Good Luck!

I, **Spencer Froerer**, will my amaz-ing talents to the next amazing kid at Weber High School.

I, **Andrew Anderson**, will my un-derstanding of math to all those who struggle.

I, **Tommi Abbott**, will my amaz-ing ability to navigate these Weber High halls to next year’s sopho-mores.

I, **Morgan Rust**, will my outstand-ing attendance credit loss to a fresh sophomore.

I, **Colton DeVries**, will my leader of the student section to Cobe Ras-mussen.

# Prophecy

I, Mercedes Hatch, prophecy I will make a difference in the world.

I, Gretchen Dye, prophecy every-one will have their own laptops for school.

I, Jace Velasquez, prophecy the football team will take region ev-ery year.

I, Tacoma Sorensen, prophecy Cannon Devries will lead the We-ber boys basketball team to a re-gion title.

I, Hunter Neilson, prophecy the football team will lose most of their games.

I, Garrett Minert, prophecy my car would be in a scrap yard if not for my insane mechanical skills.

I, Benjamin White, prophecy Weber will be a less funny place when I am gone.

I, Brighten Howe, prophecy We-ber Meme God twitter to die with the next few people.

I, Conner Murdock, prophecy Ben Simmons will never make a three-pointer in the NBA.

I, Ryan Johnson, prophecy the track team won’t win region without me next year.

I, Cyan Brynda, prophecy Weber High will someday have a normal school year.

I, Katie Hadley, prophecy noth-ing fun will happen after the class of 2019 leaves.

I, Carter Ward, prophecy lunch time will be slightly quieter with-out me.

I, Kathleen Mejia, prophecy sad-ly every year there will be some power outage, gas leak, or a pipe break.

I, Logan Ferrell, prophecy Jarri-tos will become the most popular drink at Weber High.

I, Olivia Nightingale, prophecy the juniors and sophomores will be lonely without me at Weber High.

I, Tate Shelton, prophecy Weber will be the best school ever in the coming years.

I, Macey Moosman, prophecy we will be better off once we are out of here.

I, Navie Webb, prophecy the school system will collapse in the next decade.

I, Eastin Hartzell, prophecy I will be the world’s first and best trillionaire.

I, Meg Felts, prophecy all Weber High would be lost without my example of perfect attendance.

I, Nichloas Newton, prophecy ev-erything will change with my de-parture from Weber High.

I, Maggie Ward, prophecy the attendance lady will forever be grateful I’m gone.

I, Hannah Hillstorm, prophecy the track team will miss having me as the fun senior.

I, Sarai Ceja-Carranza, proph-ecy the greatest Warrior will be one who is shy and quiet.

I, Thomas Wells, prophecy one day the school will not be de-stroyed by a fire or a gas leak, but it will be destroyed in a 7.2 earthquake.

I, Wylie Watson, prophecy that there will be future power out-ages and gas leaks.

I, David White, prophecy that Mrs. Ernest’s hair will go back to straight.

I, Keaton Fuller, prophecy the boys soccer team will do well in their season.

I, Sean Wallace, prophecy wres-tling will have unmeasured amounts of success.

I, Matin Joel, prophecy I will be a billionaire.

I, Braden Radle, prophecy that ramps will take over Weber High School.

I, Shanae Fraughton, prophecy this school will continue to thrive even if I am not here.

I, Aniya Bobo, prophecy that more students will take AP Span-ish with Mrs. Malan.

I, Seth Pobanz, prophecy the football team will take region again.

I, Carley Mund, prophecy that Weber High will never have a more outstanding graduating class.

I, Joshua Mackley, prophecy that

this school will become liberal.

I, Isaac Grover, prophecy that even if something people care about starts to die, someone will always rise into the ranks and take charge.

I, Crystall Linder, prophecy that Warriors will be kind and amaz-ing for all time.

I, Brok Parkinson, prophecy We-ber will be region champs once again next season.

I, Emma Shelton, prophecy that once I graduate from high school, I will thrive.

I, Morgan Peterson, prophecy Weber High will only go downhill after 2019 graduates.

I, Caleb O’Neill, prophecy no one will be able to fill the Weber Meme God’s page.

I, Cassidy Smith, prophecy the teachers will forever miss me.

I, Tutasi Fewell, prophecy that I will graduate because I am amaz-ing.

I, Cameron Hunter, prophecy that Mr. Rawlins will be sad that

I am gone.

I, Natalee Rasley, prophecy that the teachers will forever and always miss me.

I, Kaylee Sjoblom, prophecy that WHS will become much less ex-citing without the amazing class of 2019.

I, Spencer Froerer, prophecy that the soccer team will be forever lost without me.

I, Andrew Anderson, prophecy the golf team will need to work harder to keep the great legacy going.

I, Tommi Abbott, prophecy FBLA will be lost without this years seniors.

I, Morgan Rust, prophecy high school will be very lost without me in it.

I, Clasia Hale, prophecy Weber High will keep making big news in the future.

I, Kyrsten Acker, prophecy no journalism student will know the difference between ‘P’ and por-trait mode settings on the cam-era.





## Lasting memories found during educational tour

### Students build talents while visiting California

By **Kyrsten Acker**  
*Editor in Chief*

The Performing Arts Department recently provided students the opportunity to tour California, more specifically Glendale College, Universal Studios and Disneyland/California Adventure Park. While visiting Glendale and Disneyland, students attended workshops tailored specifically to their talents. Warriors learned more about their artistic passions from new instructors.

Mr. Wood, choir instructor, feels this year the directors changed the structure of the tour since 2017. They introduced new opportunities for students during the tour. “It was just perfect because the group was able to stick together without any issues,” says Wood. He adds the directors also issued more responsibilities to chaperones which helped everyone enjoy the experience more, including himself.

cussed was the possibility for the students to aspire to be a “Techie.” This type of work entails learning various types of software to create that perfect sound people hear from big-name music productions.

“We went behind the park to a recording studio which is actually used by Disney for recording movie sound tracks, teaching groups for recording and performing, including all of the special shows,” says Wood. Wood also says students were given headphones and music. “We sight-read music from Disney music, then recorded our parts in sync with the movies. We then got to watch what we recorded, and it was a terrific experience.”

Junior Kenyon Williams also favored the Disney portion of the tour. He says, “Ooooo the choir workshop.” He had the opportunity of recording a solo to “At Last I See the Light” from the movie *Tangled*. “I loved getting to hear myself perform,” says Williams. Ave Henric, sophomore, adds Williams performed perfectly. “Kenyon, you [sounded] amazing!” she says.



**Dr. Stephen Tucker directs choir students during Weber's visit at Glendale College.**

Photo by Kyrsten Acker

I have attended,” he says. Windsor found this effective since it helps the students realize their strengths and weaknesses as musicians.

Orchestra and band students experienced similar reactions to the Disney workshop. Senior, Wes Pattschull said his favorite part about attending the workshop was, “being able to work with someone new under new conditions; it gave a new direction to [Weber's] orchestra.”

Rebecca Iverson, orchestra

opinion from a [different] professor, especially in California.” The difference between high school instruction and actually traveling out of state to learn was significant to Fewell. “He [the instructor] added a fun, new perspective to music.”

Brady Evans, sophomore, had a unique addition to what he enjoyed at the Glendale experience. He says, “My favorite thing was the absence of a pedal on the piano while Mr. Wood was trying to play.”

From these clinics, Windsor says students learned more about becoming professional musicians and what kind of work it takes. He also feels each student “learned how to be more independent on their parts.”

Many may wonder why students travel out of state to learn more about the arts, but in Wood's opinion there is a reason. He says new places offers “a fresh perspective and builds student's education.”

Iverson adds going on the performance tour is “an eye opener.” She believes students should take advantage of traveling and learning since they “get to explore music beyond the classroom.”

Warriors agree they learned specific things to build their musical interests. Junior Amanda Hall says, “I loved all the clinics and all the different people who taught us. I enjoyed how much this trip taught me about music outside the classroom.”

Sophomore Hunter Williams adds, “It was a great opportunity getting to meet professional artists in our field.”

#### Amusement Parks

Along with the workshops, students also had free time to explore Disneyland and Universal Studios. In between learning about the arts, students enjoyed rides and shows.

Many Warriors enjoyed the reconstructed ride Tower of Terror which is now based off of the movie, *Guardians of the Galaxy*. Olney says, “Guardians was such a fun spin on the old Tower of Terror ride.” He also learned interesting information while enjoying his fascination of the attraction. “It actually has six different videos [shown] and six different launch patterns,” explains Olney. Evans also likes the ride. He says, “Guardians puts that feeling of thrill in your stomach.”

As far as his experience in Disneyland, Steve Godfrey, public relations/journalism advisor, says he is a complete Marvel nerd, and he absolutely loved the Guardians of the Galaxy ride.

Mrs. Stettler, also the public relations/journalism advisor, chose Splash Mountain as her favorite Disney attraction. “I think it was because Godfrey and I were on the ride with a bunch of Warriors, and they made it even more exciting,” she says. “And Eric Stanley

## Disney fans reveal must-do attractions

By **Ainsley Hilliard**  
*Art Editor*

Disneyland is the proclaimed as the “happiest place on earth” and as visitors enter the park, they have a list of must-do's: anything from rides to eating certain foods.

Kylie Roberts, senior, is a self-proclaimed Disneyland expert. Others might agree after learning she has visited the park no less than 29 times in her life. Throughout these visits, she's managed to compile a list that she views as necessary in order to have a full Disneyland experience.

It was hard for Roberts to choose one thing that was a must-do at the park. “There's multiple!” she admitted. “I like Space Mountain because it's an intense coaster in the dark, and it's pretty wild,” Roberts says. Roberts has enjoyed this ride for a long time. “When I was younger, we would go with my cousins, so we would fill up the entire cart and have competitions to see who could do the funniest pose for the picture at the end,” she said with a laugh. She also says these memories have made the ride a personal favorite that she loves at Disneyland.

But Space Mountain isn't her only favorite, Big Thunder Mountain Railroad also holds a special place in her heart. “It's just a classic!” she says. “I've been on it so many times, I can recite the safety instructions from memory!”

Other students also endorsed the classics. Matt Child, senior, said Splash Mountain was his favorite. “It's the best ride!” Emma Hurst, sophomore, enjoys Indiana Jones or Pirates of the Caribbean.

Tess Crawford, senior, recently returned from the park and had her favorite rides still in mind. For her, some of the newest attractions were the most exciting. She insists that the Guardians of the Galaxy ride is absolutely a must. “We went on it five times. It was the first thing we went on and the last when we left!”

Rides aren't the only great thing at Disneyland; in fact, it's only a small fraction of the magic. For Roberts, one of the best things is the food.

There's something delicious for everyone to enjoy at the park, no matter what taste someone might have. From sweets to savory meals, the list is extensive. Luckily, Roberts knows what the best bites are. “The beignets,” she says straight off. “They're delicious and life changing.” Beignets are served in park near Pirates of the Caribbean and the Jazz Kitchen in Downtown Disney. However, the beignets come in Mickey shaped heads and different flavors depending on the season. They're a classic treat covered in powdered sugar and are best recognized from Disney's animated film, *Princess and the Frog*.

The next food item is Dole Whip, brought up by Crawford. Roberts adds, “If you didn't get a Dole Whip, you didn't fully experience Disneyland.” Dole Whips are sold next to the Tiki Room where families make memories eating the treat and listening to music.

Both Child and Hurst agree the ultimate treat is Churros—an amusement park classic. They recommend everyone should grab one of these savory treats.

As each Disneyland visit ends, people need to take something home to add to their memories. The last thing to cross off of the must-do list is the Emporium on Main Street. “It's a huge store with everything Disney that you can imagine,” Roberts says. It's here where she grabs that last souvenir to take home with her; anything from character figurines to Mickey Mouse ears to tee-shirts. It's the one place stop to fulfill anyone's souvenir needs. Roberts even has a favorite must buy.

“The sweatershirts!” Roberts says. “They're super cute and really comfy.” At the stores there is a wide variety of sweatershirts, and people are sure to find one for their taste. And of course, Mickey Ears. “You need to get those cute Mickey Ears!” Child says. Roberts adds, “If you don't own a pair of Mickey Ears, are you even a Disney fan?”

Crawford has her own tradition. “I like collecting the pins!” she says. Disneyland pins are buyable and tradable almost everywhere in the park. “I have lanyards full from every time I go to Disneyland!” she adds.

With their lists fulfilled, Mickey Ears on their head and Disneyland shopping bag in hand, fans head home, awaiting for the next time they'll get to visit.



**Warriors prepare to experience one of California Adventures favorite rides, Guardians of the Galaxy.**

“These tour experiences are very beneficial to students and teachers alike. It's really healthy for students to hear another professional mention the same concepts and details their teacher does but with a different perspective,” says Wood.

#### Disney/Glendale College Workshops

Mason Olney, junior, enjoyed the workshop hosted by Disneyland the most. “I love voice acting, and it was so cool to get into a studio,” he explains.

Wood adds another interesting aspect the Disney instructor dis-

Jonah Gonzales, sophomore, also feels he received a lot of important information from the Disney workshop experience. “I learned so much [about] what I can do to sound better as a singer,” says Gonzales.

The band instructor, Joseph Windsor, had his groups recording instrumental music to soundtracks. He saw the experience to be recorded as special educational experience. “The opportunity to be in the studio, get a couple rehearsals and hear yourself within five minutes is different from most workshops

#### Photo by Tess Crawford

teacher, enjoyed watching her students grow from the Disney workshop. “They learned how to be efficient, to make music they had never seen before and sound as good as they could with only a hand full of tries,” she says. Iverson liked how the instructors conducting the Disney portion provided enough time for the students to learn.

Pattschull adds one of the most significant aspects he learned was, “volume is an important thing for the students who participated in this workshop. We needed to be louder.”

Alexander Payne, junior, adds, “I loved the orchestra and band workshops; it was a lot of fun, and it was interesting. All of the Disney staff was so nice.” Payne found the workshops mirrored the techniques he had previously learned, and the Disney instructors reinforced and expanded on worth while information.

While attending the choir workshop at Glendale College, the students were taught by instructors who were also experts in their field. Wood says, “Our clinician was Dr. Stephen Tucker, choral director from Cal State University in Irvine.” Another interesting thing Wood found out about the instructor is he was born in Jamaica, which the students also thought was very unique.

Senior Tutasi Fewell, who attended the band workshop at Glendale College, thinks it was a wonderful experience to “get another



**Playing their cello during the orchestra workshop are Eliza Correa, junior Shannon Pittman and Kira May sophomores.**

Photo by Crystall Linder



**Journalism advisor Steve Godfrey enjoys one of Disneyland's famous Dole Whips.**

Photo by Ellie May Kerr

**Tour continues on page 23**



# Teens learn Disneyland secrets, fun trivia builds fan’s interests

**Mallory Hoggan**  
Copy Editor

For many years, Disney has developed from amusement parks and movies into a global industry. There is so much more to Disney than these movies and parks; though, there are years of mysteries and histories behind all of Disney waiting to be uncovered.

Sophomore Isa Gonzales explains in the movie *Frozen*, Rapunzel shows up as a quick blip during the film. If a person checks out the film, search for that Disney princess. This happens in a lot of Disney films. Disney calls this “hidden eggs” and have placed many popular Disney characters in multiple movies at random times.

From the article “100+ Easter Eggs from Every Modern Disney Movie,” it shows many images of the secret eggs that are hidden in movies that one might not expect. One of these eggs happens in the

his first picture was started.” It later explains that Mickey Mouse originally had his first debut in *Steamboat Willie*. That being the first movie with him in it, it’s known as his birthday.

Along with Gonzales, sophomore Emma Hurst also knows some interesting information about Disney. “The reason why Disney started was because Walt Disney actually saw a mouse on a subway and decided to turn it into Mickey Mouse and that’s how it all began.”

Now that is a bit close to the real story, but what really happened, according to *The Birth of a Mouse*, “Walt left New York on a cross-country train ride to Hollywood.” His daughter Diane Disney Miller recalled, “It was on that long train ride that dad conceived of a new cartoon subject, a mouse who was then refined and further developed by Ub Iwerks, and given his name by my mother.”

Hurst adds that while on the Performing Arts Tour, she was able to go behind scenes in a recording

As the visitors end the ride, they will actually see a bust of Disney singing to the tune of “Grinning Ghosts.”

On the light-hearted side of Disneyland, there are also hidden facts about the Splash Mountain area. “Before the first drop at Slip-pin’ Falls, you’ll see a cave. Listen carefully and you’ll hear Brer Bear snoring,” reports *Disneyland Challenge*. From the same book, it also talks about how that snoring was originally recorded for the Disney film, *Snow White and the Seven Dwarfs* but was never actually used in it.

There are also cast members at Disneyland who have commented on the hidden features of Disneyland. Cast member Julia Mitchell from Oakland, California, says there is a large palm tree between Jungle Cruise and Indiana Jones and the tree has been there before Disneyland was built. “When Disney bought the property in that particular area, the owner asked him if he’d keep the tree since it was a gift from the owner to his wife. Disney honored his request and built around the tree, she says.

Cast member Jeremy Rawlins from Cody, Wyoming, told how Disney’s first theme park, King Arthur’s Carousel, has 72 horses and one in particular, Jingles, leads all the others. “Jingles is actually Mrs. Disney’s horse. Then in 2008, the horse was dedicated to Julie Andrews who was the ambassador for Disneyland’s 50th anniversary. The horse had been repainted to honor Andrews and includes various Mary Poppins symbols on it,” he says.

There are also remarkable facts about Fantasyland, mostly revolving around the Sleeping Beauty Castle. From the book, *The Imagineering Field Guide to Disneyland, An Imagineer’s - Eye Tour*, it states, “It actually began as Snow White’s Castle-after Walt’s original princess.”

Most people have heard the song, “It’s A Small World After All,” and if a person were to really look around and notice just how many dolls there are instead of listening to the repeating song, they would realize there is a whole new toy and doll universe in there.

“The Disneyland installation of ‘It’s A Small World’ opened in 1966, and currently features 297 dolls and 256 toys representing six continents and singing the famous song in five languages,” says *The Imagineering Field Guide to Disneyland*. And if people look closely, many of these dolls represent multiple Disney characters: Jasmine and Aladdin fly on their magic carpet, Mulan and Mushu fly a kite and even Woody and Jessie make an appearance.

Disney has been around for many years and has accumulated many new attractions. It also has had more hidden tid-bits in it as well and facts that are still unknown to most people who aren’t part of the Disney team. Disney has a lot more curiosities than one might have thought.



Before enjoying the Disney secrets, Warriors stop for a photo op in front of the train station.

Photo by Kai Godfrey

movie, *Hunchback of Notre Dame*. *Beauty and the Beast*’s Belle actually appeared in the streets of Paris reading a book. So, the next time you watch a Disney film, keep your eyes out for these hidden “eggs.”

Gonzales also knows when Disney started. “Disney happened to be established in 1928,” she says. “The reason I know that is because my sweatshirt has Mickey Mouse on it and has the words, ‘Established in 1928’ on it,” Gonzales adds.

From the article, *The Birth of a Mouse*, it states more information on how Disney was established and when Mickey was born. “Mickey’s ‘official’ birthday changed dates seemingly every year for decades following 1928. He was born on Oct. 1, 1928,” it says and continues, “that was the date on which

area and saw that the set of *Bugs Life* was still up. *Bugs Life* is presently being transformed into a Marvel experience that connects to the *Guardians of the Galaxy* ride.

There are many other facts out there for Disney fans who like to learn little-known secrets. If a person happens to be at Disneyland, look out for the fortune-teller at the Arcade. “Esmerelda has been in the Penny Arcade since Disneyland Park’s opening day, so she knows about the past as well as your future,” says *Disneyland Challenge*.

There are also more scarring things that have happened at Disneyland. Senior Caleb Richardson heard “Walt Disney’s ghost still haunts Disneyland.”

According to *Disneyland Challenge*, there are 999 ghosts that “live” in the Haunted Mansion.

# Performing Arts Adventures

Students find time to mix in a little fun during their workshops



During the Glendale College orchestra workshops, students had the opportunity to work with Dr. Johnson. Junior Wesley Pattscholl and sophomore Allie Saxton play on their cellos.

Photo by Crystall Linder



Juniors Shannon Huntsman and Matt Elmer enjoy the pier activities in California Adventure.

Photo by Austin Summers

(photo left) One of Warriors must-do’s at Universal Studio’s Wizarding World, was to try the Butter Beer. Junior Kenson Williams approved of the magical drink.

(photo right) The rain didn’t stop juniors Jasmyn Peterson and Madi LeDuc from having fun while at Disneyland.

Photos by Kyrsten Acker



While visiting the Hundred Acres Woods, Warriors flexed their muscles as they enjoyed a visit with Tigger.

Photo by Kai Godfrey

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Tour continues from  
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made a great shield; he was in the very front and as all the water hit our log, he prevented the rest of us from getting drenched. Thanks Eric!”

Senior Spencer Johnson found another aspect of enjoyment while at the parks than just the rides. “I loved hanging out with new people,” she says.

Johnson was not alone in her opinion. Hall adds, “I was happy to know so many people and make new friends.”

Sophomore Kira May says her cherished memories involved spending time with new friends. “I loved playing charades while waiting in line for rides,” she says.

Perla Garcia, sophomore, was interested in all the visitors at the parks. Garcia says, “My favorite part was walking around and hearing many different languages; it was really cool!”

Others like Darci Mcneely, junior, experienced some unique aspects of the trip due to the excessive rain on the second day at Disneyland. Mcneely’s favorite thing to do was sleeping in Flo’s restaurant in Cars Land.

While visiting Universal Studios, many Warriors headed straight to the Wizarding World of Harry Potter where they eagerly jumped on the “Forbidden Journey.” The motion based ride introduced students to Harry’s world.

Mrs. Stettler says she has been on the ride before; however, that was several years ago. “I guess as



Choir members say “cheers” while visiting Universal Studios’ Harry Potter’s Wizarding World.

Photo by Ellie May Kerr

I have gotten older, my stomach doesn’t know how to handle this type of ride. It is thrilling, but I wasn’t able to enjoy the butter-beer after the ride,” she says.

Mrs. Iverson has never visited Universal Studios before this trip, so it was a new experience for her as well as many students. “Surprisingly, all the 3D experiences, such as Transformers, Skull Island and others, would be my highlight. It’s impressive to see how technology has improved and how convincing and sucked in you can get,” she ex-

plains.

“My favorite part of Universal was checking out this animal show where they showed off all the different animals from different movies,” Godfrey says. Another thing he enjoyed was being able to enjoy the park with his co-worker, Mrs. Stettler.

After a long bus ride home, Warriors were glad to sleep in their bed; however, they will not forget the fun and educational opportunities the tour gave them. Godfrey believes it is important for students to enjoy trips like this because they are “adding another memory to their bank for them to look back on later in life when thinking about their time in high school.”

Mrs. Stettler agrees and adds, “This is a one-of-a-kind adventure where Warriors gain valuable knowledge in music, writing and photography. They learned unforgettable concepts that can be applied in many facets of their lives.”

Along with the educational experience, Stettler says several Warriors learned life lessons that were equally important. “Meeting new people, learning to work together on a project outside of school and finding ways to adapt to certain situations are important aspects to a student’s education. And these kids did a great job in doing all three tasks,” she says.



Junior Alex Freeman and sophomore David Putnam play their trumpets during the Glendale workshops.

Photo by Viktoria Hone

# Mirror, mirror: Teens choose favorite animated characters

By Lexi Hodgson  
Editorial Editor

With the thousands of enchanting characters Disney has created, which one would people want to be? Maybe you would like to be a princess with a prince for a husband. Some might want to be one of the seven dwarfs. There are also the shady characters who, with their charismatic personalities, become the evil Disney characters.

Hailey Chartier, junior, said the character she would be is Woody from *Toy Story*. “I like how he always puts his friends as his top priority,” says Chartier. If Disney offered Chartier a job as Woody, she would take it. “Woody is a pretty dope dude,” adds Chartier.

If Kenson Williams, junior, could be any character, he would choose

Ursula from *The Little Mermaid*. “Originally, she was inspired by a drag queen. She’s evil and glamorous and I love it,” says Williams. Ursula has always been Williams’ favorite character, even when he was little. “Being Ursula would give me so much confidence,” he adds.

On the other hand, Brooklyn Giatras, junior, wants to be a princess. Giatras would be Rapunzel from *Tangled*. “She’s gorgeous and super talented and very driven by hard work,” says Giatras. However, when Giatras was little, she wanted to be Mulan. “She saved her whole country and she defied her parents,” adds Giatras.

Senior Amanda Mower also chose Rapunzel. “I feel like we have extremely similar personalities, and we both love to dream,” says Mower. She also likes Belle from *Beauty and the Beast*. “I

love books and I love being kind to everyone and finding the good in everyone,” says Mower. As a child, though, Mower wanted to be Eeyore from *Winnie the Pooh*. “He was so sweet; he is my favorite.”

Flynn Rider from *Tangled* is senior Parker Pulver’s idol. “He is easy going and charismatic, and it is really cute because he is with Rapunzel,” says Pulver. However, when he was younger, Pulver would have chosen Tigger from *Winnie the Pooh*. “I was super energetic and was always bouncing off the walls as a kid,” adds Pulver.

Now that Marvel is part of Disney, Gavin Obray, senior, wants to be Iron Man. “He’s a philanthropist, he gets all the ladies and he’s got a bunch of money,” says Obray. As a kid, Obray wanted to be Dash from the *Incredibles*. “I wanted to be Dash until I realized I couldn’t run very fast. I always thought he was the best character, though,” adds Obray.

Jocinda Hales, junior, chose to be Cinderella. “She goes after her dreams even though she could be punished for her actions. She [also] gets help from those who love her,” says Hales. She adds she has always wanted to be Cinderella. “I would love to be Cinderella because I love to act and interact with children,” she says.

Being a princess is a popular choice as Cinderella is also junior Izzy Hogland’s favorite. “She’s a princess and lives in a castle and has a nice prince guy and has cool shoes,” says Hogland. As a young child, though, she wanted to be the girl dog in *Lady and the Tramp*. “She was a cool dog, and I like dogs,” adds Hogland.



# Disney’s 2019 new movie line up has anxious fans on edge of seat

By William Michels  
Assistant to the Chief

For what seems like forever, the Walt Disney Company has, without a doubt, been a titan in the entertainment industry. Their many assets including Marvel, LucasFilm, Pixar and others will not be put to waste this year as Disney’s movie lineup for 2019 looks to hit hard. From live action remakes of their timeless classics to highly anticipated sequel of ongoing series, old and new, the media juggernaut is not pulling any punches.



Captain Marvel

The first movie of their new lineup is *Captain Marvel* which is Marvel’s first female lead superhero film. *Captain Marvel* explores the story of Carol Danvers, played by Brie Larson, a fighter pilot formerly of the U.S Air Force who takes up the mantle of Captain Marvel.

The movie begins with Danvers, known as Vers, going through a nightmare that involves two mysterious figures. She wakes up before being shot by one of the figures, and she has little emotion on her face. This is where one problem surfaces.

Some of Larson’s acting in this film can be equated to that of a rock. At certain points it looks like she isn’t interested. I understand that one of the underlying points of the movie is breaking free of traditional gender roles, but Larson just has a deadpan expression for a good chunk of the movie.

In complete contrast, Nick Fury, played by Samuel L. Jackson, is the comedic relief of the film. Most of the movie has him cracking jokes and making snarky remarks which certainly helped me stay more attached to the movie. Joining him



is an old friend of Danvers, Maria Rambeau, played by Lashana Lynch. Lynch provides the heart of the film and her character ends up being a great emotional anchor.

The action of the film definitely makes up for the shortcomings, however, and I would imagine that’s why most people would view a Marvel movie in the first place. *Captain Marvel* has a bit of everything in regards to action, ranging from high octane fist fights to spectacular space battles.

Another prominent aspect of the film is the 90s setting, but this can be either loved or hated. Everything from dial-up internet to pay phones are present and shoved into the face of the viewers. While I personally enjoyed the 90s tunes and seeing Danvers fall into a Blockbuster and peruse the VHS selection, not everybody did and I can see why.

Overall, the movie earns a B- from me. It has some noticeable flaws that don’t try to hide themselves, but there are clearly defined strengths within the film. The characters and humor were enough to cover up some of the problems, and the great fight scenes satisfied my appetite for action.

While *Captain Marvel* has received a wide range of reviews,

solidifying its place as a hit or miss for many, there are plenty of extra Disney movies to come this year that may interest viewers.

**Dumbo** (March 29)

This live action remake of the 1941 classic will follow the titular elephant in his adventures as a circus animal. Loosely inspired by the original film, Tim Burton’s recreation seems to do away with the animal cast that support *Dumbo* in favor of humans watching over the big eared elephant this time around.

Tim Burton is generally known for his much darker style, and while this will make it less asking to the classic *Dumbo*, Burton’s prior experience and great films still get me excited to see his spin on the movie.

**Avengers: Endgame** (April 26)

The continuation of the box office shattering *Avengers: Infinity War*, *Endgame* leaves our Marvel heroes, or what’s left of them, in a sour spot. Half of all life is gone and the world is in disarray. With characters such as Black Panther, Spiderman, Doctor Strange and others now out of the picture, this movie will show anxious viewers how the survivors of Thanos’s infamous finger snap managed to salvage their new and awful situation.

After the climatic ending in *Infinity War*, the release of *Endgame* feels like an eternity away. The ex-



citement surrounding the film is absurd, and seeing the movie as soon as possible is something on my list of things to do. Even if someone isn’t a fan of superheroes, the high quality of *Infinity War* should still be a notion that this movie means serious business.

**Aladdin** (May 24)

Disney’s second live action remake this year, *Aladdin*, will most likely be closer to its parent film, unlike *Dumbo*. The iconic voices of Scott Weinger and the late Robin Williams as Aladdin and the Genie respectively have been replaced by Mena Massoud and Will Smith. Similarly to the upcoming remake of *Dumbo*, this new spin on the 1992 film seems to remove the prominent animal characters, unfortunately, including Aladdin’s pet monkey Abu and Jafar’s irritable parrot Iago. It is currently speculated that these two will be featured in some other way.

The original Aladdin is a treat, one of Disney’s finest movies ever produced. I’m hoping that the remake will capture me in the same way that the original did, but the loss of Robin Williams isn’t helping its case.

**Toy Story 4** (June 21)

After nine long years, the sequel to *Toy Story 3* is finally set to come out. It follows directly after



the events of the previous movie, where Andy moves on to college and leaves his toys in the care of a young girl named Bonnie. Little is currently known about the story, but it will include a road trip of some sort as well as the introduction of three new toys. One of them, who was teased through an

early trailer, is named Forky, who ironically looks more like a spork with popsicle stick legs, pipe cleaner arms and a pair of googly eyes.

Just like how Pixar managed to rekindle the childhoods of many with the 2018 release of *Incredibles 2*, the eight year gap between *Toy Story 3* and *Toy Story 4* will also be able to recapture the hearts of people everywhere, myself included.

**The Lion King** (July 19)

Not necessarily a “live action” recreation of the 1994 original, this version of *The Lion King* is animated like its predecessor but utilizing photo realistic computer animation unlike the first film’s tra-



ditional hand drawn style. Plans for a remake were confirmed after the success of the 2016 remake of *The Jungle Book*. The soundtrack from the original movie will be featured, as well as the reprisal of certain roles such as James Earl Jones returning to the cast as Mufasa.

If I had to pick one classic Disney film to become a remake, I would choose *The Lion King* in a heartbeat. It’s a film that personally taught me a lot, and I hope that this new rendition retains all what made the original great and more.

**The New Mutants** (August 2)

Taking directly from the team of the same name in the Marvel universe, *The New Mutants* continues the line of X-Men films, taking a more horror focused approach this time around. Although produced by 20th Century Fox, the ties to Marvel and recent acquisition of Fox by Disney means this is technically a Disney movie. *The New Mutants* will follow a set of five mutants, humans who possess a specific gene that causes them to manifest superpowers and are being held in captivity against their will. They will fight their captors while cleaning up their past wrongdoings.



The X-Men feel is like directors pushed aside little brother to the much larger Avengers. It has enjoyed much less success but in no way does it devalue them. The horror approach differs from the high action in past X-Men movies, but it perfectly fits the young group of mutants.

**Frozen 2** (November 22)

With a story that is currently unknown to the public, *Frozen 2* will most likely be more of the same: Mellow and somber moments that capture the essence of sisters Anna and Elsa among some much needed comic relief with Olaf. The spectacular voice cast will all reprise their roles from the first movie. With the return of most of the voices from the first movie, *Frozen 2* will also feature the same directors and plenty of returning staff. Who knows, it might just shatter the box office once again.

*Frozen* was never a movie I particularly enjoyed. It felt more like it was there to spawn a sprawling media brand where people slapped *Frozen* stickers and merchandise on everything and everyone. If the second film doesn’t feel like a cash grab, I’ll reconsider my opinion on it. (photos from IMDb)



Spending a “gloomy” moment with Eeyore are senior Eric Stanley and juniors Caleb Cassey, Mikell Manning and Jasmin Peterson.

Photo by Ellie May Kerr



# Teams grab gear,

By **Colton DeVries**  
*Assistant to the Chief*

The snow is melting and the sun is shining. For the Warriors this means spring sports are in full swing. Weber High has plenty of spring sports for students to participate in. Some of the sports that occur include lacrosse, soccer, baseball, softball, track, tennis and golf. The school year may be winding down, but these players are just getting their seasons started.

Soccer is a favorite spring sport at Weber, and the boys are pretty competitive. In the 2016 and 2017 seasons, the Warriors won back to back region championships. In the 2018 season, they missed the title and placed second in the region. It is now the 2019 season, and Weber is ready for another chance at that region title.

Senior Austin Allen said, "Our goal as a team this season is to win the region championship. Layton took it from us last year as we came up just a little short, and we want to take it back from them." Weber players have been preparing for this season by playing in fall and winter

leagues and coming to soccer trainings at the school. Allen added, "I want to help the team by improving my individual stats this season. I want more assists and more goals. Another thing I am going to focus on this season is being a better leader. I have been on the soccer team since my freshman year, and I want to share what I have learned with the younger kids on the team."

Weber took on Mountain Crest on Tuesday, March 12. Junior Hunter Spencer came out of the gate with a first half goal on a pass from senior Spencer Froerer. Weber held the 1-0 lead for the rest of the game to get the win. Junior Charlie Wheelwright, playing goalie, earned the shutout.

Another team that knows something about winning is the girls' lacrosse team. The Warriors won 11 games last season and only lost twice. They look to have another strong season this year. Junior Bailey Lucas said, "This season our goal is to win just like last year. If we want to be as successful as we were last year, though, we need to work closer as a team."

During the off season, the team has been doing winter conditioning and working on their stick skills

to get ready for the upcoming season. With the season just around the corner, Lucas added, "I want to help bring the excitement back to the team and get everyone hyped about this season."

The boys' lacrosse team is also getting ready to start their season. The boys didn't have their best season last year. The Warriors only won three games and lost 12. Weber is ready for a fresh new season, though. Sophomore Tate DeVries said, "Our goal this season is to win a playoff game. If we want to do that, though, we are going to have to improve our fast breaks, stick skills and leadership."

The boys' lacrosse team doesn't practice together much during the offseason because of the blackout period. The blackout period is the time where the team can't practice with a coach present. That is why it is up to the players to keep themselves ready for the upcoming season. DeVries added, "I have been preparing for the season by shooting on my own lacrosse net in my backyard. I have tried to improve my shooting with my left hand, so I can help the team win as many games as possible this season."

Another team that is ready for

a fresh new season is the softball team. Last season they won six games and lost 17. This is a new season, and the players have been working hard to get ready for this season. Junior Carlie Porter said, "I have been practicing all offseason. Hitting off a tee, taking grounders, you name it. I just wanted to keep my basics ready for the season."

Last year the Warriors didn't make it to the state playoffs, but they set plans to make it this year. Porter added, "Our goal is to make it to the state playoffs. Personally, I will never give up on our team and our goal. I want to work as hard as I can this season to get Weber back into the state playoffs."

Weber played against Woods Cross on March 12. The Warriors got the win in a strong offensive showing 11 to 3. Sophomore Brooke Merrill led the way for Weber. Merrill had three hits on four at bats. She had two home runs and three RBIs (runners batted in) to help Weber to the win.

Weber crushed Ogden High School on March 15. Weber scored 16 runs compared to the Tigers' five runs. Sophomore Briana Judson went two for two hitting with two RBIs to help Weber on the offensive end. Merrill pitched a no-hitter in the three innings, and she pitched with seven strikeouts out of the nine batters she faced.

The baseball team will also hit the diamond this spring. The Warriors had a winning record last season as they finished up with 15 wins on 28 games. Weber made the playoffs as the fourth seed, but they want to make a bigger splash this year. Junior Caden Oborn said, "We think we have a great chance to make some noise in region playoffs this year and compete for the region title. We know region one is a tough region, but we have what it takes to be the champions and head into the state playoffs with that number one seed."



**Weber baseball hopes to break last year's record. Hitting for the Warriors is sophomore Oakley Lawrence.**

Photo by Amari Pierson



**During golf practice, Jazmyn Wood, sophomore, works on her swing.**

**Photo by Kyrsten Acker**



Senior Ben Pobanz attempts to sweep the ball away from his Woods Cross opponent and then go in for a goal.

Photo by Lorelei Grover

**Spring sports continues  
on page 25**



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Wanting to be region champs, Anderson Songer, junior, practices before the meets.  
Photo from yearbook



Girls' softball pitcher Brooke Merrill, sophomore, controls the game from the mound.  
Photo by Amari Pierson

Spring sports continues from page 24

The players have been working on their season in many different ways. Sophomore Peyton Cragun said, "I have been preparing for the season by going to all the fall and winter practices. I have also been working on my own in the weight room. I just want to help contribute as much as I can to help the team win this season."

Weber battled against Provo High School on Friday, March 15. Junior Cole Potokar came out swinging as he hit two doubles for the Warriors. Senior Jordan Talbot pitched six innings and only allowed two runs as Weber got the win five to two.

Weber took on Box Elder on March 19. Junior Josh Howell went two for two batting with three RBIs to help lead Weber to the win with the score nine to four. Oborn was the pitcher for the Warriors. He pitched for 5 innings and had 7 strikeouts.

The nets are back up and the tennis players are ready to control the courts. Junior Anderson Songer is one of the new players on the team this season, and he is excited. Songer said, "I am pretty new to this whole tennis thing, but it is super fun. I just want to have a fun season with everyone on the team as we compete to win some matches."

To get ready for their meets, senior Braedon Iverson said, "I am a super busy guy so just getting to the courts as much as I could was how I got ready for the season."

With this being the final season for the seniors on this team, they want to go out with a bang. Senior Daniel Hedges said, "Our goal as a team is to win the region championship. We think that would be a really cool way to end off our tennis careers."

Coach Maren Conolly is also ready for the upcoming season. Conolly said, "Our goal for this season is to become smarter and more consistent players. It doesn't

matter how hard you can hit the ball if you can't control where it goes on the court."

Coach Conolly also likes the talent of the varsity team this season. Conolly said, "Some players to watch for this season are Zach Holt, Jason Lawson, Hudson Schenck and Iverson. Holt has a wicked forehand. Lawson is a smart player. Schenck and Iverson are a dangerous duo. They have height and speed. I think we will be able to win some matches if we all play to our full potential this season."

The girls' golf team is swinging into the 2019 season and ready to go. Senior Paige Aardema said, "Our goal as a team this season consists of three different factors. We want to have fun, become closer and work hard to make it to the state tournament."

All the players have been on the golf course as they get ready for meets. Junior Oakley Hogge said, "I have been working on my swing at the driving range to get ready for the season." Aardema has been working with her dad and grandpa as they have played a few rounds

together. "With the work I have been putting in this offseason, I hope I can shoot some low scores and play consistently," she added.

Weber braved the bad conditions on March 22 and played in the region match. Weber placed second with Davis taking first. Navy Wood, sophomore, led the way for Weber. Wood placed sixth place overall.

Track season is here and athletes are preparing their events. Senior Hannah Hillstrom is one of the main runners for the Lady Warriors this year, and she will be running in the 400 meter race. Hillstrom said, "My goal is to get my time to 56 or 57 seconds. I also hope I can get my time down to that and then I could place in the top five at state which has always been a goal of mine."

The runners have also been preparing for the season in many different ways. Hillstrom added, "Lots of us runners did indoor track to get ready for this season. We also have been lifting weights and running on our own. I really think this could be a good year for our track team.

If we all work really hard I could see us being city county and region champions."

Senior Sione Moa agreed with Hillstrom by saying, "I think for all of us a region championship is our team's goal for this year."

Moa is one of the main runners for the boys track team this season. Moa will be running in the 100 meter race as well as throwing the shot put. "My goal is just to be one of the best in every event I compete in. I haven't ran track since my ninth grade year, but with all the sports I've participated in I am in good shape. I think with a little bit of coaching I could be a force to be reckoned with this season and that is the goal," said Moa.

The school year may be winding down, but spring sports are focused and ready to bring home wins. Every team has their goals and they have been working hard to get ready for their season. They hope Warriors will catch some games and watch them compete for region and state championships as they end the 2018-2019 school year off on a winning note.



Getting extra practice time on the high jump, so he can prepare for upcoming meets is sophomore Caleb Turner.  
Photo by Viktoria Hone

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# Challenges increase with biking contests

By Mallory Hoggan  
Copy Editor

Mountain bikers from all over Utah are ready for their next race to start, and junior Natalie Quinn is one of these many athletes. Suddenly, all of the racers start as they are signaled to begin. Quinn races down through the rough terrain and stumbles on rocks and sand. She knows everyone is aching to win the competition, but she is too, and she isn't planning on giving up any time soon.

She pushes and pushes and does everything in her power to cross that finish line, not even caring what the other racers are doing. She is so close to the end, and she can feel adrenaline pumping through her veins. Then all of a sudden, another racer flies past her just as she is about to cross the finish line. She is so close to making first, but misses it by only two seconds. Quinn places second in varsity for the state competition and feels both relieved and sad that the competition is all over.

Mountain biking at Weber has actually been around for quite a while, and with that, it's been able to accumulate many racers. "There are actually about 80 people on the team this year," Quinn says. Compared to other sports, this is a normal amount of people to be on the team. According to the article "Utah is Home to the Largest High School Mountain Biking Team in the U.S.," the growth of people who have joined mountain biking has sky rocketed since 2012.

Many of these competitions are quite difficult, but senior Hollie Kendrick, last year's captain of the mountain biking team, has found a way for other mountain bikers to do their best.

"To the many mountain bikers out there, I would tell them to smile, even when the trail gets rough and to have a good attitude because it makes it 100 times better." She adds a saying that her dad tells her

before she starts up her next race. "My dad would say this to me before every race: 'When you cross that finish line, I don't want you to have a single pedal stroke left in you. I want you to leave it all out on the course,'" says Kendrick.

Now, Quinn and Kendrick are back at it again and preparing for the upcoming season that will start in August and will continue on until October for the high school series. Throughout this season, there are about five high school series competitions, including state. There is also an overall season for bikers in Utah that lasts from spring to winter, but Quinn, as well as many other mountain bikers on the team, usually just do the high school series competitions.

Since mountain biking is a big Utah and Weber sport, there comes a lot of opportunities for races. "Some of the competitions that take place here are in Snow Basin, Powder Mountain and Park City," Quinn says. "There are even sometimes two competitions that happen in Park City." With this many races, Quinn says the people on the team are able to progress and get different experiences that can help them know what to expect at future events.

Because of these many competitions, there also has to be a lot of training. "What I have to do to train for this sport is use an indoor spinner, which is basically an indoor stationary bike, strength weights and going to the gym at least twice a week," she says. Many mountain bikers have to do other types of physical activity which include anything from indoor conditioning to swimming. Just like other sports, athletes have to get in good exercise to be able to perform their best. "I do anything that really raises my heart rate," adds Quinn.

"I think the biggest challenge of mountain biking is the training," says Kendrick. "We had to practice every Monday and Thursday for two hours, and we were encouraged to ride on our own time as well. It was very time consuming



Quinn enjoys being outdoors and the competitive nature of mountain biking.

Photo from Natalie Quinn

and a lot of dedication was put into it. Showing up to practices and riding on your own is a lot of work."

Although mountain biking can be hard and training can take up time, Quinn still enjoys it because of the "good environment and how it's competitive, but in a good way." With such a good atmosphere, she feels it allows team members to cooperate better with each other and have a better team spirit.

Along with Quinn, Kendrick also enjoys mountain biking and the competitiveness of this sport. "My favorite part of mountain biking has got to be the rush while racing," Kendrick says. "When I am on my last lap and I can hear the crowd from a faint distance, it pushes me to go faster and want to finish."

Kendrick originally started her mountain biking career during the eighth grade when she became interested in the Tour de France. "I started watching it a lot, and I soon found a European rider, who I didn't know would become my role model, and his name was Peter Sagan." After she found her role model, that's what started it all. Kendrick joined the junior division team of mountain biking, and the next year she was able to meet her role model on a surprise trip to California for a charity event.

While in California, Kendrick was able to ride with and meet

Sagan as well as receive merchandise. "The first night I was there, they started handing out raffle tickets and I somehow got lucky and won," Kendrick says and adds, "They then proceeded to tell me that I got to have dinner and sit with Sagan himself!"

After Kendrick was able to enjoy a dinner with Sagan, she was able to talk with him and get advice about mountain biking. "One thing I do remember him saying, 'It gets tough, miserable, and you may have no more pedal strokes left in you, but remember to never give up because crossing that finish line will make everything worth it.'" Kendrick has now taken that advice and has stayed on the mountain biking team all through high school. "It has had to have been the best decision I've made."

Because of their love for the sport, these girls don't have any plans of quitting. They also encourage others to join in on the fun. Quinn says, "Mountain biking is so inclusive; it doesn't matter how good or bad you are at mountain biking; what matters is that you are on the team."

"My favorite part about the club is being able to meet and talk to people with similar interests and all the energy and support we give each other is really amazing," adds Kendrick.

# Dance dedication brings girls many successes

By Melaya Rasmussen  
Staff Reporter

"We are at Weber more than any other sport, and that's a fact," says Tyra McCree, senior and Warriorette drill mistress.

The Warriorettes meet every eighth and fourth periods to practice and that adds up to 20 hours a week. To be a Warriorette, the girls also have to maintain a 3.5 GPA or higher.

Warriorettes have spring and fall tryouts. "I love to dance. I had been dancing for 10 years. I just love it," says Courtney Huggard, sophomore. Many of these girls have dedicated their lives to dance. "I had heard about tryouts in ninth grade. I was super excited. I had been dancing since I was three years old, and I am excited to be in dance while in school," says Ellie Folkman, junior.

Head Coach Brandy Christensen appreciates all the time the girls devote to dance. "They are so dedicated to everything they choose to do. They work hard for the team, for the girl standing next to them, for us coaches and for themselves. They love to dance!"

The girls' first competition was on Dec. 8 at Juan Diego High School in Sandy. They received first place recognition in captain's routine, fourth in dance and in military and third place in kicks.

On Dec. 15 at Utah Valley University, the girls took third in military and fifth in kicks.

The Warriorettes also competed at Bountiful High on Jan. 12 where they received fourth place in each entry.

Weber attended region championships on Jan. 23, and also brought home high honors. They took fifth overall in the tournament.

Coach Christensen says there are usually 50 teams competing in Utah which makes it challenging for the Warriorettes. "But it is a challenge Weber drill is ready to accept," she adds.

As the girls prepared for their performances, Coach Christensen has been impressed by the team's unity. "We love the way the Warriorettes are working together this year. They are such a great group of ladies who really want to work hard and to see each other improve. One of our team mottos is 'Better today than we were yesterday.'"

Another team motto for the girls is "One precise unit." Christensen explains this motto applied to the girls moving across the floor, helping each other and themselves as a team.

Sophomore Allie Taylor adds, "One of the team's biggest strengths this season was moving as one precise unit. We all work together and we love each other." Taylor adds that as a team they pushed through all the hardships and practices.

Taylor also says drill is a physically and mentally demanding sport. However she adds, "I adapted by thinking about doing all I could for the team and how much I love all the girls on the team. They were my push through during hard times."



Warriorettes spend many hours perfecting routines for assemblies, games and competitions.

Photo by Kyrsten Acker

# Friends unite on basketball court

By Colton DeVries  
Assistant to the Chief

Mowers Edge is a lawn mowing company in Pleasant View and North Ogden ran by Larry Harris, who has two employees from Weber: seniors Matthew Stowers and Tacoma Sorensen. This summer Stowers and Sorensen were talking to Harris about basketball, and they told Harris they wanted to make a Jr. Jazz team for the winter. When Harris heard this he decided to put together a Jr. Jazz team at Weber High for Stowers and Sorensen.

Harris said, "When I was in high school, I loved basketball. I played for the high school team my sophomore year, but unfortunately high school basketball wasn't for me. Instead, a bunch of my buddies and myself decided to make a Jr. Jazz team, and it was a blast. It made me love basketball again so when I heard my employees wanted to make a team, I jumped on board, and I wanted to help them do this."

Harris decided he would help sponsor the team to publicize his lawn mowing business. Harris made a Twitter page for the team and instantly a bunch of people were excited about Mowers Edge. Seeing the twitter page, Dr. John Wolthus reached out to Harris and said he wanted to help sponsor the team. Wolthus said, "Mowers Edge is a group of fine young men who are good friends. They do great things in their school and community. They have lots of fun and laugh at each other. I am a huge fan of this team and what they represent and that is why I reached out and wanted to help. Being able to help sponsor and be a part of this team is money well spent."

Before Harris could hold tryouts to find players to be on the team, he needed to find a coaching staff.

Harris held coaching interviews for head and assistant coach. Five people from the community came to the interviews. "It was really hard to decide out of the five who came for the interviews," he said. "All five were really strong candidates who brought something different to the table. I thought really hard about it, and I decided to hire senior Grant Messerly to be the head coach and Brock Parkinson to be the assistant. I have been really happy with what they have done for the team so far, and I am excited to see how far they



can take this team."

After Harris found his coaches, it was time for tryouts. Harris, Messerly and Parkinson found a date and held tryouts at a local church. Thirty two players came to the tryouts, and they had nine open spots for players. Messerly said, "We had two days of tryouts. The first day we did all drills and judged the kids fundamentals, and the second day we played eight minute scrimmages to see how the players did in game situations. At the end of the second day, Harris, Parkinson and myself talked, and we chose the players we wanted for our team."

The nine players who made the team were seniors Cooper Williams, Zachary Hall, Pierce Callister, Parker Adams, Kaden Fullmer, Daniel Hedges, Conner Healey, Sorensen and Stowers.

"I love the group of players we

got for this team. Everyone knows their role so it's easy to coach them. They step up when needed and respect our coaching decisions. I love being a Mowers Edge coach," said Parkinson. Healey added, "Being able to be a part of Mowers Edge means everything to me. Throwing on that Mowers Edge jersey is the best feeling you can ever experience, and these boys are my family. I know that every single one of them has my back."

Mowers Edge plays in two different leagues. They play every Monday night at Roy High School and every Thursday night at Riverdale Community Center. Game times vary each week from 5 to 9 p.m. "Our goal as a team is to bring two championships to North Ogden," said Stowers.

The players of Mowers Edge said the game against the Blue Devils has been their favorite game of the season. Mowers Edge was down by eight with four minutes left in the game. Sorensen said, "When we were down by eight, we needed a spark to get us going so we could come back and win this game. On the next possession, Fullmer was driving in the lane and hit me with a nice pass as he was falling down. I knew I had to shoot this ball. I pulled up and right as it left my hand I knew it was in. I got that green light." This sparked Mowers Edge to go on a little run, and they were down one with one minute left. Healey dribbled the ball up and Williams set a screen three feet in front of the three point line. Healey pulled up and nailed the shot to give Mowers Edge a two point lead.

Mowers Edge made some foul shots, and they won the game 40-35. Healey was the player of the game with 13 points and the deep clutch three to take the lead. Sorensen was the sub of the game with 7 points and the three point

shot that sparked Mowers Edge to victory. After the game, Healey said, "With one minute left I knew I needed to do something on the offensive end. I dribbled down the ball and Williams set a screen for me. Even though I was three feet behind the three point line, I pulled and instantly I knew it was going in. That shot has been the highlight of the season so far for me."

Throughout the season, Mowers Edge has started to grow in popularity and a lot of fans have started to come out to their games. "I love being able to go cheer on the Mowers Edge team," said senior Ylee White. "This team is so fun to watch, and they are very talented. I have no doubt that with their outstanding teamwork and heart that they will be able to win the championships."

At the end of the day, Mowers Edge is a family. "We are a big happy family who care for one another and have a great bond with one another. I can say that I will be part of the Mowers Edge family my whole life," said Sorensen. Coach Messerly added, "I would say I like being a part of Mowers Edge because it gives me something to do on Mondays and Thursdays." Adams agreed and said, "Playing for Mowers Edge is a dream come true. We have a strong brotherhood on our team and we all get along really well. I couldn't have asked for a better organization and everyone a part of our family."

Williams looks forward to more games and unity with his "family."

"Mowers Edge is such an amazing thing. It's a bunch of best friends playing a game they love with smiles on their faces being cheered on by their families, friends and community. Mowers Edge is a big happy family just making memories together because at the end of the day it's all about the memories."



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## ICE decision considers to deport Nielsen

By Simon Nella  
Staff Chef

WHS English teacher Mrs. Nielsen has received news from Immigration and Customs Enforcement (ICE) that she may be forced to return to her home country of New Zealand.

"It honestly feels like a slap in the face," said Nielsen. "I've been in this country for years. I've been here legally, but now they're just eager to deport people." The news comes shortly after rapper 21 Savage was deported back to his country of origin, the UK, despite claims he was born in Atlanta.

President Donald Trump has placed emphasis on dealing with illegal immigrants since he was inaugurated into office, but now it seems some of the higher-ups in Washington have gotten confused and started deporting immigrants who are in the country legally.

A member of ICE, who has asked to stay anonymous, commented on the situation, "No, that can't be right... Oh well, honest mistake, I guess." Students of Mrs. Nielsen were shocked at the news.

"I honestly thought that she was born in the United States," said sophomore Zander Moosman, "and she just thought it'd be funny to pretend like she had an accent or something. I thought it was some kind of weird joke, but I guess it makes more sense that she'd be from New Zealand."

When sophomore Joshua Gonzales heard the news, he said, "New Zealand? I thought she was from Canada."

Nielsen has stated she plans to fight the decision of her deportation. "I am in America 100 percent legally," she said, "and I have noth-



President Trump issues deportation papers on Mrs. Nielsen.

Photo by Iva Pimple

ing to fear, except the fact that the justice system can be extremely flawed at times due to the hyperbolic nature of this country." She added she loved New Zealand, but she didn't want to return because of the hobbits.

"Ever since *Lord of the Rings* was filmed there, the hobbits just kind of stuck around," she said. "They're awfully annoying." Nielsen added that the hobbits eat all the time and have single handedly caused a minor famine throughout the entire country. "They also dig these little holes that they call home, it's very unnecessary. There are plenty of houses that they could live in," she said.

She also said that she enjoys living in the U.S. because she finds its residents' blind patriotism endearing. "They're convinced that this is the greatest country in the world, even if they've never been to another one. It's actually fairly adorable," she said.

The biggest reason she wants to stay in the states, however, is country music. "I love country artists like Garth Brooks and Tim McGraw. I just really enjoy their music," she said. "However, we aren't legally allowed to listen to country music in New Zealand. It's considered treason."

Jackson Habig, junior, insisted that New Zealand isn't real. "It's fictional, like Neverland, or Narnia or Wyoming. It's not real, some dude just made it up." When informed that New Zealand was in

fact a real place, he said, "You're just messin' with me, I'm not stupid enough to fall for that one again!"

Sophomore Jayme Mylott was slightly confused when he heard the news. "I thought immigrants were people from Mexico," he said, "so if she's not Mexican, they shouldn't be able to deport her." While almost everything he said was incorrect, he's at least got the spirit.

Spanish teacher Mr. Lattin had a similar experience as Mrs. Nielsen in early 2017. "The government found out that I speak Spanish, and they tried to send me to Mexico," he said, "but after I explained that I was born in the states, and Spanish was just my second language, they let me stay."

The whole school is outraged at the prospect of the unjust deportation of one of their beloved teachers. "If Nielsen leaves, then who's going to teach us about grammar? Grammar lessons are the only reason I still come to school," said Moosman. "They're riveting!"

Students and faculty at Weber have started a fund to help Nielsen through this tough legal battle. "I truly feel blessed that my students and colleagues care enough to help me out during this difficult time," said Nielsen. If you'd like to donate, just Venmo money to *cael.roberts*.

Mylott summed up the entire deportation situation with just one profound quote: "What's a New Zealand?"

## Bill Nye out... Bill Cruff in!

By Ican Doit  
Staff Superhero

High schools all over the world often play episodes of the classic "Bill Nye the Science Guy" series in AP science classes. The show stars Bill Nye as a science guy who teaches students about different types of science. Some students are angry about the discontinuation of the show. However, it was exposed that Weber High teacher, Bill Cruff will be starring in his own science show. Instead of "Bill Nye the Science Guy," it will be changed to "Bill Cruff Knows Science Stuff."

"I am so enraged! I mean, hah! Who does this Cruff guy think he is?" says Nye. He proceeded to tip the table and throw the test tubes off the table. "I can't believe he's taking over my show! It's actually insane! I just wonder what he thinks of all of this. Man I bet he's just elated." Nye said sarcastically.

Cruff is busily preparing his scientific spectacular. "I am elated! I've always been a huge fan of science!" says Cruff. "I'm so grateful of how Bill Nye has been so accepting about this." (Cruff hadn't heard about Nye's tantrum) "My assistant told me Nye was super excited for me to take over. I don't think my students really mind too much of me replacing the show. Most of them are just happy to still be able to say 'Bill! Bill! Bill! Bill! Bill!' from the theme song. Because my name is Bill and his name is Bill, it's just kinda funny!" Cruff says.

Cruff, who has been teaching at Weber for a while now, says he was motivated to teach by Sir Isaac Newton and Galileo. "They were a huge inspiration to me. I remember that Galileo once said something like, 'Dude, you just gotta really believe in science! Science is crazy, man.' After I read that, I wanted to teach science."

"Oh my gosh. Galileo? Really? C'mon I was taught by Albert Einstein and Johannes Kepler. We've all been friends since before I can remember," said Nye, on Cruff's inspiration. The producers are kicking Nye off the show because



Bill Cruff knows his science stuff as he helps junior Samantha Rooks.

Photo by Luzing Memind

he was caught time traveling for the fourth time. "I don't know, what can I say? I'm really upset that they're kicking me off the show. I really, really like time traveling. It's so hard to stop. I'm an addict." It was a true shock to have Nye expose his addiction, considering the world didn't even know time travel was possible.

There are some Warriors who are miffed about losing Nye as their science guy. "Um, yeah, so like basically I heard the Cruff is taking over for Bill Nye because Nye is an addict to time traveling or whatever. I'm honestly not happy about it! I love Bill Nye so much, and I've been watching him since I was like eight," said sophomore Emilee White.

White's friend cut in, adding, "I really like the idea of our teacher being the new Bill Nye. I think it's cool. Cruff is pretty lit you know?" said sophomore Carly Maxfield. Cruff feels the exact same way as Maxfield.

"I'm so happy that Bill Nye is being so accepting of me taking over his part. I can't say that enough.

I would be pretty upset if they let some high school teacher take over this huge franchise!" Cruff says, of Nye losing his job.

Although Cruff seems to be extremely excited to start *Bill Cruff Knows Science Stuff*, he seems to have the wrong idea on how Nye feels about this.

"I can't believe they're letting a high school teacher from some no-name town take over this huge franchise! It's so unacceptable. Big, big yikes!" said Nye. "You know what Mrs. Goff [science teacher at Weber High] told me? She said that she doesn't want Cruff to take it over. And both Cruff and Goff are in this after school science club. It's where the science teachers talk about science stuff, you know. How long it takes for a plate to drop from a table and stuff like that. Oh and they talk about teacher gossip, I think."

The *Bill Cruff Knows Science Stuff* will air on T.V. everywhere on April 1, 2020, and although Nye is upset about his show being cancelled, he will be going to rehab for his time traveling addiction.

## Daniels replaces star of phenomenal musical, *Hamilton*

By Ida Knowit  
Staff Smartie Pants

At this point, who hasn't heard of *Hamilton*? The Tony winning musical has been on Broadway since 2015 and its performances were quickly and completely sold out. *Hamilton* rapidly gained an immense following and thousands of fans can now rap the lyrics without a single problem.

**"As a Broadway actor, we get a lot of paparazzi following us around, so it is indispensable we know how to always be photo ready."**

Lin Manuel Miranda, *Hamilton*'s composer and playwright, has decided to go on hiatus for the remainder of the year for unspecified reasons. But fear not, *Hamilton* superfans! The show will still go on, thanks to our very own Mr. Mark Daniels.

Daniels will replace Miranda's as Alexander Hamilton and will now

perform with the cast on Broadway. Miranda's brief departure from the gigantic production left many concerned his replacement could not fill his shoes. Thousands were auditioned, but only one man, in the end, was right for the job.

"My audition in New York went smoothly. Luckily, I already knew all the lyrics, so it all came very easily to me," says Daniels. "Miranda himself was there! I got to talk to him for a couple minutes, and he explained to me what I was going to be up against and about his 'Super-Secret Project' that keeps him from finishing his Broadway performance. The secret project will take a couple of months, so he decided to dedicate himself to it completely. I am under legal contract, so I cannot discuss the details, but I can tell you it is going to be so good!"

Daniels explained he also needed to pass various tests to get the role. He faced breathing, paparazzi, singing and rapping test. "The hardest, for me, was the paparazzi test. They taught me how to deal with the press and how to pose for 'candid' pictures. I was not expecting the final test. Photographers and reporters came running towards us, and we had to act as any star would.

I passed with flying colors!"

"As a Broadway actor, we get a lot of paparazzi following us around, so it is indispensable we know how to always be photo

ready. Even something as simple as running to get a coffee can become a photo op," adds Daniels.

He also shares he has already gotten some recognition while still



Move over, Miranda, it is time for Mark Daniels to shine as Broadway's biggest star.

Photo by Jess Kidnya

in Utah. "Some theatre students asked me to sign their programs because they liked the production of *Newsies* so much! Right now, I'm working on perfecting my signature before we start performances on Broadway."

Rehearsals for *Hamilton* are held on a daily basis to keep the intricate lyrics and choreographies fresh on the cast's minds. Daniels will be making the big move to New York in March, and the producers have already provided him with a brand-new loft, so he is close to the theatre.

"I'm glad I'm going to be living closer because flying out every weekend for auditions was exhausting," says Daniels. "Rehearsals can go on for many hours, and by the end everyone just wants to go home. Now home will be close! We have very specific choreography and lyrics that we cannot skip a beat on. I already knew all of the lyrics, but it's different to perform them with the rest of the cast. The song 'My Shot' was probably one of the hardest to get perfect, because it is almost six minutes of pure rap. I get out of breath just thinking about performing it live."

When Miranda returns to the stage, Daniels still plans to con-

tinue on Broadway. He says, "I already have many connections in New York, and I have started auditioning for various shows so I am ready for next year." Daniels hopes to have a role ready when his time with *Hamilton* is over.

Down the road, Daniels hopes to follow in Miranda's footsteps and write a play based on his experiences as teacher. "I would like to take some inspiration off of *Hamilton*, because *Hamilton* is like an intense

**"I already have many connections in New York, and I have started auditioning for various shows so I am ready for next year."**

session of AP American History. Some of the audience probably paid more attention watching the play than they ever did in high school. At the very least, the public knows who Alexander Hamilton was. I would like to do something along those lines, and have my audience leave the theatre feeling like they have learned something!"