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No Quacks

A duck's quack doesn't echo, and no one knows why.



Kool Smack

Kool-Aid was originally marketed as "Fruit Smack."



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The ballots have been counted and the officers are...



In order to become an SBO, candidates had to entertain students during an assembly. Photos above: McKay Hunt (left) demonstrates how much his mouth can hold.



Adam Olpin (right) performs the Irish jig.



SBO candidates filled the commons with posters, so they could catch Warrior's attention and get their vote. Photo top right: Kelson Stokes candidacy was endorsed by ET. Photo bottom right: Stetson Hohman and Dawn Gross act out a skit to announce Kayla Green as a 2014-2015 officer. Photo bottom left: After students spent two day voting, the new SBOs were announced during the Morp Assembly. heading Weber next year are (left to right) Kelson Stokes, Adam Olpin, Mikah Meyer, Kayla Green, McKay Hunt, Matt Thorpe and Chase Cragun.

Photos by Cara Darr, Levi Easley, Bert Whitt and Brittany Slater



Teachers chosen for yearly honor

Humor in classroom keeps students involved in teachers' classes

By Chase Doughty and Brenna Huggard
Staff Reporters

Each year, students have the opportunity to vote on teachers who they feel go above and beyond their job as a teacher. Through their dedication and talents, teachers are selected as outstanding professionals. The recipients of the Teacher of the Year Award are Coach Larsen and Mrs. Perry.

Mr. Larsen

Coach Larsen teaches financial literacy and sports marketing, and he is also the boys' basketball and baseball coach. However, he is also a husband and father.

"Three years ago it was me and my nine year old, Peyton. I got divorced about seven years ago when Peyton was between one and two years old and got remarried two years ago. I went from me and a nine year old to three step children for a total of four, overnight. About 15 months later, my wife and I had our first child together, Chaselyn, so now we have a nice 'Brady Brunch' little family," says Larsen.

Having a mixed-marriage family does not come without some difficulties. "It was much more difficult than I thought it would be. Nothing against my step kids or me, but I went from having one to four. You

begin to have more sets of chores, the house gets messier, laundry gets faster, the pantry goes empty quicker, and so it was a really big adjustment. To be honest with you, I'm still adjusting."

Larsen understands the difficulties of a mixed family. "Growing up, my parents were both married and divorced and then remarried, and I too had step brothers and sisters. It was an adjustment going

"I love the kids. I still see the students I have taught who are 25 years-old and now have a career."

from mom's house on the weekend or going to my dad's house. That's something that I grew up with, too. It honestly didn't help at all dealing with it now," he adds.

As a freshman at Fresno State, California, Larsen got a basketball scholarship. "It was great. I had to learn to grow up and deal with the challenges I faced. There were some things that happened off the court that really made me question whether that was something I really wanted to be," he says.

He continues, "I actually had a team mate get murdered in a drive-

by shooting, right after our season got over. Dealing with that was an adjustment, plus living in Fresno, California, is not the safest place. Compared to living in Utah, I don't know if I was mature enough to handle that. I didn't like coming home and not feeling safe, having your stuff stolen or people on the corner asking you for money. I really had to look at myself and say, 'is this really where I want myself to live for the next three years?' I didn't."

Larsen transferred to BYU Idaho and played two more years of basketball. "I went from the most not-safe place to the safest, most sheltered place on the planet," he says. He played his sophomore year and graduated with his associates. "I then went up to Utah State to be a walk on and during summer training, I dislocated my shoulder. I ended up having surgery, and that was the end of my basketball career."

After his shoulder surgery, Larsen decided to pursue education. "I got into the education program at USU and majored in business marketing and I minored in P.E. My junior year I decided I wanted to be involved with kids and pass on what I have learned that helped me," he says. "That injury is where I had to sit back and reflect and realize that my athletic career won't go forever. I had to decide what I wanted to do as a career, and it

Dangers lurking with internet

By Aleesha Mauchley
Assistant to the Chief

While many people cannot survive a day without internet technology, some don't realize the danger associated with its use. Josi Angerhofen from Netsmartz and Kysan Dana from Fight the New Drug program headed a PTSA assembly at Weber High on Mar. 5. Their purpose informs parents and teens on internet safety.

Netsmartz is an organization that helps teens and others be safe on the internet. "We need to think about the things we are posting and the people we are interacting with. If we post inappropriate or illegal things, we can lose college and job opportunities," Angerhofen says.

Her opening topic was internet predators. "Predators do what is called grooming. You think of getting your dog groomed or grooming your hair. Essentially grooming is getting ready for something. So an internet predator grooms you to get you ready to do inappropriate things," she says.

Angerhofen described predators as approximating 26 years-old, and they target females and males. "Also a thing to remember is that what you post can attract internet predators. These internet predators are going to try to win your attention by telling you that they have all the same interests. They will try to isolate you from friends and family, and they will try to talk to

Internet safety continues on page 3



Mr. Larsen gives some help to his student Nikki Pittman, junior, during his Financial Literacy class.

Photo by Levi Easley

didn't have to be necessarily in education. I just knew that I loved coaching and helping. Because I couldn't play anymore, I still wanted to be a part of it."

His great coaches were the biggest influence on him becoming a coach and getting involved in the education program. "After getting a shot to help with a coach that I had played for, that's when I decided education was for me."

"When I got married the first time, I student taught at Murray High School. Then I subbed for three weeks and was lucky enough that a teaching job in business marketing opened up at South Ogden Junior High. I was also fortunate enough they hired me, and I taught

from the beginning of February to the end of the school year."

Eventually, he was offered a job at Weber.

"Dave Green, here at Weber, offered me a job in business marketing, and that's when my teaching job began here." Larsen has now been teaching at Weber for 10 years and says as the school changes, he enjoys seeing new faces.

"I love the kids. I still see the students I have taught who are 25 years-old and now have a career. You always talk about the good times or things that you picked up

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Teacher of the Year continues from page 1

in class or learned, and it's never a formula or a lecture. It's always, 'Hey, I remember you really pushing me to be on time every day,' or 'You really pushed me to be organized, so I could carry that onto my college career.'"

Because of these stories, Larsen loves his job. "To have kids who come back years later and say that what you did as a teacher really helped them, that's what makes it worth it," he says.

Larsen adds not only do students learn from him, but he also learns from the students. He said the way kids are brought up or raised are so different. "I had to adjust to the students probably more than they having to adjust to me," he says.

When Larsen heard he was selected by students to be Teacher of the Year, he says, "There's a few feelings. I saw the teachers that students voted for in the past, and they are well liked by the students and great role models, so I felt honored,

"Just keep working hard and doing what I love, serving and helping students."

as well as shocked, to know that kids can come into my class and enjoy it."

Those who selected Larsen felt he is a very personable as well as an approachable teacher. "He is an excellent teacher who works hard and makes sure his students are ready and prepared. He also makes the class room fun," says Ethan Tobias, sophomore.

Derek Windsor, junior, adds, "He is an outgoing teacher and a really cool teacher. He is easy to work with."

"He makes the lessons fun!" says Hannah Slack, senior. "He persuades and encourages us to do work."

Some teachers say making the classroom fun is one of the most important parts of teaching. "In my opinion, one of the most important parts of being a teacher is interacting with the kids, making it fun for them."

As a coach and working with even more teenagers, Larsen says he also learns from his athletes. "You aren't going to remember what games you won, but rather your accountability, the team chem-

istry you had or the friendships that you made." He adds both teaching and coaching have a lot of similarities. His students and players both have expectations and the drive to get better as well as commitment. "They carry over, and that's why I like it," he says.

One of his athletes, Nathan Christiansen, adds, "He's a boss; I respect him a lot."

Coach Larsen says teaching is a lot like coaching, "You are trying to help others improve on what they are working towards but with coaching it is very visible; you aren't going to see a financial lit grade in the newspaper verses a game."

As far as his future, Larsen says, "I have my masters in administration and eventually the goal for me is to be an administrator. I want to teach and coach; I mean education is my career. I don't plan on doing anything else."

If Larsen wasn't in education, he would want to run his own golf course while being a hunting guy, as well. "In a perfect world, I would run my golf course from February into October and November. Then I could go on hunting trips in the winter."

He continues, "You get to meet new people and get to experience each day differently, just like teaching."

Mrs. Perry

When Mrs. Connie Perry heard she received the Teacher of the Year honor, she says, "I think it is neat, and I was super surprised."

"It is such a great honor," she adds. "I really am happy to hear about winning. It just kind of makes me feel like I am appreciated, which every teacher wants to hear."

Mrs. Perry started her teaching career a bit later then some teachers. "I started teaching because since I had kids, I would volunteer in their classes, and I really liked it. I went back to school, and I thought about how much I would love to be a teacher." So at 36 years-old she joined the teaching profession.

Her first five years at Weber consisted of teaching special education. Perry is presently teaching history. She loves just being with kids, but she said that getting a degree later in life was only harder because she had her own children to raise.

For school, Mrs. Perry went to three different universities: Western State University in Texas, where she is from; Fayetteville University in Fayetteville, North Carolina; and her teaching degree is from Weber



Mrs. Perry gives a constructive lecture to sophomore Jake Reed in her history classroom.

Photo by Bert Whitt

State. She moved to Utah because her husband was in the military and was stationed here.

When she came to Utah, she first worked at St. Joseph's, a private school. "I wanted a public school teaching job, and Weber was here to offer it for me."

Now that she is here she loves it. "I hear horror stories from teachers from other schools, and I just think, 'Wow, this doesn't happen at Weber High.' We are very lucky to have the faculty that we do, and the students are just great."

Along with teaching history, Mrs. Perry is also over the sophomore officers. "I like student government. What I try and do is get these kids ready for junior, senior and SBO offices if they chose to run. These kids aren't the same as everyone else; it's an honor to wear those jackets and be a Weber class officer, and these kids need to act like it."

Since the officers are leaders of the school, Mrs. Perry loves to help them realize that and help them act appropriately. "I love the leadership aspect of it; I try to make them understand that they need to act accordingly," she says.

Akin to Mr. Larsen, Mrs. Perry said her favorite part about teaching is interacting with the students. "I like the fact that I can get to know them [students], and they get to know me," says Perry.

Her students also like how she instructs the history material. Jessica Lowder, senior, said, "She is a genuinely good teacher. She cares about what she does and her students; not many teachers are like that nowadays." Lowder also adds,

"Mrs. Perry cares about her job, for sure."

Marissa Owen says, "I can tell she wants me to learn. She makes it so I am not afraid to ask questions."

On what qualities Mrs. Perry thinks makes a good teacher, she says, "I think a teacher has to be flexible. They have to have a sense of humor; being consistent and fair is of huge importance. They, of course, have to be knowledgeable of the subject they teach as well. Planning is so important; the kids are depending on you to deliver what they need to learn to go above and beyond."

As for Mrs. Perry's future, she is starting this fall at Utah State studying to be an administrator. "In 10 years from now, I see myself being a principal. I have one more kid coming through school, and I want to get him through school first because being an administrator takes a lot of time."

While she loves being a teacher, she feels an administrator can also help develop students as well as teachers. "There are so many reasons I want to be an administrator. I think I'm a real good judge of character, and a good people person. Being military and traveling the world, I've become aware of where people are coming from and as an administrator, I feel I could unite the school and make a difference in the lives of teachers, who make a difference in the lives of the students. It's like a pyramid effect. Being an administrator is a lot more work, but I also feel like it's what I want to do. Just keep working hard and doing what I love, serving and helping students."

New improved standards, Common core aims for best focusing on math, English

By Landon Wood and Elizabeth Josephson
Staff Editors

Last year, Common Core was thrust into the spotlight when it was introduced to U.S. school systems. There are 45 state governments who have come to an agreement to use the program and in an effort to make America educationally stronger; however, it is going to require some work.

According to Huffington Post, the U.S. is currently ranked 14th in terms of education among other nations. To raise this standing, it took some political maneuvering. In debates, opponents of Common Core have, at times, made accusations that the program was federally conceived.

"People believe the Common Core was created by the federal government, which is not true. It was developed by state leaders and their state," said Mr. Talbot, WHS vice principal.

Other critics have countered with a rather charismatic approach. Some have said it will bring states down to a lower common denominator. This means states with higher levels will have to potentially lower their curriculum standards to match other states. This is not confirmed nor denied based on the fact the program is relatively new and was barely implemented. For now, it is yet to be determined.

Another controversy of Common Core is its price tag. Fox News reported a nonpartisan budget committee had concluded it could cost American tax payers up to \$20 billion to implement this program. Many feel this is a heavy cost when the economy isn't fully recovered and more Americans drop out or don't continue their education beyond high school.

As for the changes in education with Common Core, there will be an increased focus in math and English. The program aims to "make students more college ready. This means more math, reading and writing," added Talbot.

"It helps a lot to raise the bar for everybody," said Mr. Jessop, vice-principal at WHS. He said one of the reasons Common Core was created was because of education shortages with students.

"We had this huge gap between high school graduates and college freshman, so the school raised the

bar for students in learning careers," added Jessop. He also said Common Core isn't as complex as people think.

"It's just 45 states who all came together to build a curriculum they could all do. It's regulated by the states and not by the federal government."

Mr. Webster, WHS English teacher, believes national competition is the reason for Common Core's conception. "American students are testing lower in areas like math and English. Jobs are going to foreigners instead of citizens here. Students need an increase in skill-sets and in order to understand that, certain 'lines' or standards need to be put in place." Common Core may benefit school systems by also tying the states together in progression. Kentucky, for example, will try to teach a certain subject at a similar time as other states would. Talbot added the program is also going to make changes to the way students learn.

"It makes it so the students are being prepared for more rigorous learning in class," said Mrs. Reyna, WHS English Department Chair.


In history classes, the changes will alter the way students learn and form opinions. "Students will come up with ideas, and they get past the obvious or easy answers without the 'just cause' response. We will use strong source materials to substantiate a historical figure," said Ms. Lunceford, Weber History Department Chair.

As for math, the increase in interaction will potentially help students formulate ideas and learn together better. "Kids will enjoy learning math more because the program lets the kids socialize," said Mr. Smith, WHS math teacher.

Many students often complain about their harder core courses. To combat the failing grades, teachers are being trained on how to enhance their instruction.

"We're continuing to be trained by the district. We've had planning sessions and those sessions are large with individual groups. English departments with other English departments and the same with math," said Jessop. He also added these sessions aim to assist instructors, so the program can be ushered in with success..

"Honestly, in my point of view, I think it will do nothing but bring vast improvements toward college and career preparedness," added Talbot.



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Internet safety continues from page 1

you about adult subjects, send you revealing photos or ask you to send them revealing photos,” she says.

The best way to deal with these people is to block them, save the evidence and report it to law enforcement she adds.

She also discussed privacy and protecting one’s online content. She shared videos about a researcher who took five teens who agreed to let him be their Facebook friend. He used six clicks to figure out as much about them as he could. This showed how some people share very little online and how some people share too much.



Weber School District students show their support during an internet saftey assembly.

we do dumb things. Our brain helps us make decisions, and sometimes when we hit our head or do other dumb things, we hurt our brain. There are other ways we can hurt our brains, like with drug abuse.”

Dana added an addiction occurs from pleasure chemicals being stimulated in the brain.

“These pleasure chemicals will make your brain feel really good. It makes the brain tell the body, ‘Hey I like this, this is really good,’ and it will make you want to come back and repeat the behavior. Now, when we do something we enjoy doing, the brain releases these pleasure chemicals into the neuron connectors, which are the reward pathways.”

When people do drugs, this pleasure chemical is released, except there is a twist. “When you do

“Pornography is everywhere. You don’t even have to look for it, it comes to you.”

drugs, the brain is filled with these chemicals. Not only is it filled, but it’s overloaded with these chemicals so much so that the brain starts to rewire itself. It has to change and adapt in order to take on all these chemicals,” he says. Over time the things people once loved, like soccer or dance, are not as pleasurable. “You have to turn back to drugs in order to feel good. Eventually, in fact, you will need more of it, more often and more hard core versions,” he adds.

Dana also says the part that helps people make decisions is the part of the brain most affected from addiction. “That’s why people addicted to things have such a hard time stopping is because that part of their brain that should be helping them change is affected the most by their addiction.”

Dana compares these addictive

Photo given by Marliisa Lund

habits to pornography. “We are discovering that pornography is like a drug. There are two groups of people: one that says ‘It’s cool, it’s totally normal’ and the other group saying ‘No, it’s bad and it’s immoral.’ These two groups have been at war with each other. We know the truth now, pornography is like a drug. We asked a friend addicted to both drugs and pornography which was harder to get away from. Without skipping a beat the answer was pornography because it’s everywhere. Drugs you have to seek out, but pornography is just so available. Pornography finds you.” says Dana.

Dana says there are many reasons why porn is bad. The first reason is pornography is addictive. “If you don’t have a problem with pornography, don’t get into it because it will hurt you.”

Dana says there are real destructive consequences to viewing porn. “You start looking at people no longer as people. This is called objectification. It’s when we start to look at people as a collection of body parts instead of a smart, intelligent, wonderful person. You start wondering how they can pleasure you and what they can do for you instead of what a great person they are,” he says.

As far as why pornography has become more prominent in today’s life style, he says it is because of technology. “Pornography is everywhere. You don’t even have to look for it, it comes to you.”

Dana adds not only is it coming to people, but people are naively taking pictures of them, such as in sexting. “Number one, sexting is illegal. It is called child pornography, and it can have some serious consequence. Two, once that image is out there, it’s out there and you can’t get it back. Third reason, now that we know pornography is addictive and if you sent that [sexting] or you have that [sexting], it’s like having a drug,” he says.

As Dana ended the assembly, he left the audience with his final message: “If you forget everything else [that was presented], remember porn is addictive. Porn kills love. Porn harms society.”

Foreign language improves teens’ lives, enhances job opportunities

By Alexis Rague
Sports Editor

With the growing diversity of the U.S. population, gaining foreign language skills may offer some profound advantages in more ways than one. These days, the world is composed of several different cultures, and learning another language can be valuable. However, determining the benefits of knowing another language depends on how people view this skill.

There are five languages offered at Weber High School: Chinese, French, German, Sign Language and Spanish. According to Warriors and foreign language teachers, learning another language can have several advantages such as communication proficiency, learning and appreciating culture and potentially better careers and college entries/scholarships.

Mrs. Malan, spanish teacher, agrees learning another foreign language does enhance one’s ability to communicate with an increasingly diverse community. “It’s important to communicate with people of different cultures, especially with people from different countries,” she says. “I can go to the store and talk to people in Spanish. Here in Utah, a lot of people speak Spanish, and I have the opportunity to communicate with them.”

Haley Arrington, sophomore, agrees that another language can overall better her interaction with different cultures. “An advantage to learning other language is that you communicate with people who don’t speak English.”

Studying another language can even help people understand their own language more. Mr. Mason, sign language teacher, says he finds learning another language is important because it “helps you know your own language better” by increasing your vocabulary and being open minded.

Morgan Parks, senior and Foreign Language Sterling Scholar

recipient, agrees studying another language has allowed her to “understand English better.”

Aside from understanding languages, another form of communication can also allow people to value other cultures and even appreciate their own. “Learning another language helps you to be accepting of other people and other cultures,” says Mason. “You look at things differently and [foreign language] helps you not to judge.”

Mrs. Malan agrees learning a foreign language will help people gain a broader perspective of culture and language. “It gives you a better understanding of where people come from,” she says. Parks adds aside from “helping you communicate,” foreign language also “gives you an understanding of the world.”

Foreign languages can also offer students several advantages for fu-

other languages.”

However, learning another language takes more time and commitment than people realize. “If you’re going to take a foreign language, you need to stick with it,” says Malan. “If you want to be proficient in a foreign language, you can’t just say you took a couple years and say you speak it well. You have to be at a certain level of proficiency.”

Nevertheless, teachers can also affect the importance of learning another language by how they introduce the subject to their students. Arrington says teachers impact the learning of another language because “if they are excited, it makes me want to learn the language.” Hannah Crowton, sophomore, adds, “I love hearing Spanish! My teacher is entertaining amid challenging.”

Along with all these advantages of learning another language, for some, learning another language can be the building block to expand knowledge and create personal experiences. For Mrs. Malan, learning Spanish has “enabled her to travel” and translate for others of different countries. For Parks, the German language has allowed her to travel through Europe, “It’s allowed me to communicate around the world and it’s also really fun,” she says.

Mr. Anderson, German teacher, agrees learning foreign language can be enjoyable. “Foreign language is my job! I also love to travel and knowing a foreign language makes it so fun,” he says

For Mr. Mason, foreign language has made him “more sensitive and less judgmental.” Mason believes learning a foreign language will help people understand the meaning of things better, which he believes is the most important thing to learn.

“My advice to students would be to take it [foreign language],” says Mason. “Enjoy the beauty of language, the beauty of communication and the beauty of interacting.”

Additional reporting by Megan Henley

“Learning another language helps you to be accepting of other people and other cultures.”

ture careers and potential colleges. Parks advises students to take foreign language because of the benefits for the future. “Do foreign language because it opens doors for opportunities,” she tells.

Mrs. Malan also says foreign language will help students get ahead in the work force. “Foreign language helps high school students especially to have something on their resume for college. It will also help them get a job,” she adds.

Sonja Shuette, senior, agrees knowing another language can give people an upper hand when looking for employment. “One advantage is that it can help you communicate with others and can also help you get a job, especially if you’ll be communicating with people of



Sophomores Megan Henley, Hannah Lagerquist and Karen Martinez have fun learning a new language in their Chinese class.

Photo by Brittany Slater

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Beloved teacher retiring, Keim’s legacy lives on

From sports to AP classes, she’s done it all

By Erin Geiger
Editor-in-Chief

She’s been a leader, coach and teacher at Weber for almost 40 years, dedicated to helping students and athletes excel and be the best they can be. At the end of this year, though, Ms. Keim will retire, moving on to her next chapter and leaving her mark on students, teachers and community members.

Ms. Keim taught Humanities, AP European History and AP Art History, as well as spending a year at South Ogden Junior High as a P.E. teacher before becoming a Warrior staff member. While Keim was helping students learn in the classroom, she was also training athletes. Her coaching career is most famous for volleyball (1975-1990), basketball (1976-1988) and softball (1990-1995) and assistant coaching track and field (1978, 1983-1990). Keim’s teams won 11 state championships and 26 region titles.

One of her biggest claims to fame is the time she spent leading the volleyball program. Keim spent 15 years coaching volleyball, 13 of those years she earned a region title and six she earned a state title. However, 11 of those 13 region titles were won consecutively. On Sep. 6, 2013, some of her former students and athletes, as well as community members, gathered to honor the work she’s done for Weber High. Some of the key people in the crowd were members of her volleyball team from 1982-1984—three years where state titles were won.

One of the members of Keim’s team during that time was WHS vice principal Teri Spiers who says, “Ms. Keim has been that rock and mentor for a lot of us. She’s always been that inspiration and she still is, and she is very deserving of this honor.”

“We were successful in volley-

ball. But if I could go back, I’d do something different at state with two of my teams,” says Keim. “They were the best and should have won. Sometimes losing can teach us great things, but my heart still hurts a little for them not winning. I don’t know what I’d do differently, but I know I’d try to do something different,” Keim tells.

Ms. Keim was a part of every athletic area she could have been. “I loved volleyball and softball evenly. I coached volleyball longer, but I was able to coach softball towards the end of my career,” she says. She was also able to see sports revolutionize and change throughout her years of coaching.

“I was here when female sports were kind of introduced at the high school level. I was here when the female teams got their first uniforms,” She further explains, “I know it sounds crazy now, but the girls were all just so happy to have a uniform instead of a numbered penny, and the same uniforms were used for every sport. My volleyball girls would wear them and then my basketball team would wear the same ones when the volleyball season was over. We really had to earn our respect.”

For Keim, the decision to become a teacher was an easy one. “I never wanted to be anything else,” she says. “I know it’ll sound crazy, but I think I was born to teach. I literally can’t imagine doing anything else besides teaching and coaching.”

Just as sports and coaching has evolved, so has teaching. Keim believes teaching has become harder through the years because education has “so much more state and federal government control.” She adds, “I think education should be controlled on the local level.”

Despite these changes, Keim continues to love teaching. She says, “Teaching always has been and hopefully always will be an amazing profession because it’s



Ms. Keim has worked at Weber High for almost 40 years. She assists sophomore Caden Stewart with his assignment in AP European History.

one in which [teachers] can impact young people in a positive way.”

Being a teacher requires a certain spark, and, in turn, that spark is what makes a good teacher. Keim says, “There are really three things needed to become a teacher: love teaching, love what you teach and love the kids you teach.” She adds, “It’s not about how much you know—you need to be passionate in what you do. Students need that passion in their teachers.” Keim advises new and future teachers to find that passion because “teaching is the greatest profession in the world.”

Keim also says she feels teachers have a big responsibility in impacting students in a positive way instead of a negative way. “Teachers play an important role in preparing future generations to be leaders. Sometimes teachers can impact students in a way that can’t or won’t come from anywhere else,” she says.

In Keim’s opinion, the best part of teaching and coaching is seeing students and athletes succeed. “That success is seen in so many ways. Sometimes teachers see

their kids turn on to education and have a love of learning. Sometimes they go off to college and make it there.” She says it doesn’t matter in what area they become successful, just seeing them “become the best people they can be” is enough. She adds, “There are few greater things in life than realizing we can do hard things.”

As far as her future, “People ask me what I’m going to do now, and I tell them I don’t know. I’m just going to take life as it comes. I need to have things to do, and I love to help others. My life will continue to be busy and worthwhile,” she says.

As she ends her teaching career, she said, “I’m so proud of my kids. They are amazing people, and I’m glad I was along for the ride. I’m glad I’ve had this experience, and I wouldn’t trade it for anything. I always wanted to be a coach and a teacher, and I couldn’t have done it anywhere else but Weber High. This means the world to me.”

As she prepares to leave WHS, Keim added, “It’s been a great 40 years,” but it’s her time to go. “I’ve loved every day I’ve been a teacher, and it’s all because of the students.”

Photo by Levi Easley

Teachings, jokes missed, Instructor leaves Weber, Warriors recall memories

By Ashley Vongbandith
Staff Reporter

Students, teachers and staff members will be saying goodbye to Mr. Fawson at the end of this school year. Mr. Fawson, who has taught Pre-calculus, Secondary Math 3, and AP math courses, is retiring after 32 years of teaching.

Mr. Fawson’s retirement will have an impact on the school as Warriors will not have his math expertise to learn from.

“It’s always hard, since he taught for 30 years, because that’s a lot of experience you have to replace,” says Principal Wardle.

“Mr. Fawson was a teacher who always made me laugh! He would always help me with my school work, and he is definitely one of my favorite teachers,” says junior, Nicolas Sosa. He adds, “I will really miss him!”

Many agree that even though he will be missed at Weber, he deserves a relaxing break after his many years of dedication.

“I think it’s great that Mr. Fawson has the chance to retire and rest!” says junior Megan Bedwell.

“I think it’s good for him; he’s older and has health issues, so it would be good for him,” says Braden Wageman, junior.

Along with his math teaching skills, some say Fawson will be missed because of his calm, easy going personality and for his jokes.

“He has a unique sense of humor. He’s a pretty funny guy!” says Bedwell.

Sosa has also enjoyed getting to know Fawson better this school year. “Since this year, he has really grown on me, and I’m really going to miss him. He’s just a great guy and he knows how to teach really well,” says Sosa.

Fawson’s past students are also grateful for his teaching skills

and willingness to help them.

“He was really good, and he went into a lot of detail. I thought he was easy to work with, and he would clear things up when you didn’t understand math,” says senior Levi Easley.

Teachers also have fond memories of Fawson’s joking and always making them laugh.

“I think he’s done a great job teaching, and I will miss him. I think he’s done a great service to Weber High,” says Mrs. Barney, math teacher. She adds, “He’s always been friendly to me, and I really enjoy his friendship.”

“He’s done a great job for all the times he’s been here, and I just wish him the best and hope things go well for him,” says Mrs. Weiss, another math instructor. She also adds her favorite thing about him is “I always used him as a resource. I enjoyed talking to him about life experiences.”

Mr. Newbold, math teacher, appreciated Fawson’s help as a new teacher adjusting to the school. “My favorite memory with him was probably just joking around with him at meetings and things like that,” says Mr. Newbold.

After so many years, Warriors hope Mr. Fawson will have the time to take care of himself and enjoy a much-deserved rest. Mr. Wardle adds, “Fawson may leave, but Weber will not forget his dedication to teaching.”

Those who have had Fawson as a teacher, are now saying their final good byes.

“Thank you so much for the years you’ve been my hero. I know you’ve affected my life like you have done so to others. I want to thank you for everything,” says Sosa.

“He is a type of teacher who never complained and never caused a problem. He did what he did, and he always had a smile on his face,” adds Mr. Wardle.

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ASL teacher shares love of sign, moves on from teaching students

By Erin Geiger
Editor in Chief

American Sign Language teacher John Mason has taught at Weber for 17 years. During those years, he's been in the same room, making a sort of home. Although he chose to keep his decision to retire private, no one leaves a good home without leaving behind memories and taking some with them.

Few people knew about his plan to retire beforehand, and Mason says he chose to keep the news hush-hush because he's not one to look for attention. "I'm going to be 60 this summer, even though I may not look it," says Mason on why he chose to retire now. "I'm going to fully retire, unless they ask me to come teach part time at Fremont. Part time jobs are hard to come by," he adds.

The path Mason took to get where he is now has been a unique, varied one. At the age of 17, he joined the Air Force and was stationed at a base in Texas. After his release from the military, he requested to serve a signing mission for the Church of Jesus Christ of Latter Day Saints and was sent to Anaheim, California. When Mason read his official mission call, he thought, "I don't think so," when he saw he was assigned to the hearing community. Although he wasn't supposed to sign on his mission, he felt strongly he should and persisted until they moved him to the signing position.

"In junior high and high school, I tried Spanish but couldn't get it. I just couldn't get the hang of it, but I felt there was a language in me. I'd never even heard of sign language, but when I saw it for the first time, I felt something," Mason says. He adds one of the other times he felt that feeling in his heart was when he saw his wife for the first time.

At the University of Texas, Mason worked as an interpreter and surgeon's assistant. He says he found out he had fast hands when



Mr. Mason helps sophomore Jaden Hamblin improve on his sign language.
Photo by Cara Darr

he was in the operating room. "With one hand, I would hold the body open and with the other I would sort through and hand tools to the surgeon," he explains.

With a Master's degree in deaf education, he's had many different jobs. "I taught at the deaf school for a while, I taught kids in wheelchairs, and I taught special-ed resource at an elementary," Mason tells. He also says he "literally didn't know this job existed" until he saw the job posting, and it caught his attention.

With someone who's taught at Weber for a good portion of their lifetime, they leave their mark after entering retirement. Mason says, "I figure I've seen close to 2,000 students while I've been here. All together with kids that repeat [or come back to the class], I've probably taught about 3,000." All those students have impacted Mason, and he says the number one thing he'll miss about Weber is the "smiles and

energy" he gets due to his unique subject.

"They could be married to their spouse for 10 years, and I would know certain things about them that their husband or wife doesn't know. I get to know my students that well," he tells. He adds he gets to know them so well through conversations and he now has a "mother-hen" instinct. "Sometimes I can sense when something's going on and I'll pull them aside and ask them," he says.

Mason enjoys teaching because he gets to see kids learn and progress. "It's hard when they don't care and they screw around. It's also hard when I see potential and they don't reach it," Mason adds. He also explains he would have liked to attend Weber because of all the educational possibilities. "There's so much to do; I don't think the kids fully realize what they have here. It's a good school with a good feeling," he says.

Jessop retires after 36 years

By Xavier Switzer
Staff Reporter

After spending 20 years teaching at area elementary, junior high and high schools, and 16 years serving as an administrator, Mr. Craig Jessop has decided to retire.

Jessop has had a fulfilling career as he taught at North Ogden Elementary, Wahlquist Elementary and even Weber High School when it was located on 12th Street. He taught German and history classes. Jessop has also worked as a school administrator at North Ogden, Rocky Mountain and Walquist Junior High Schools, he was also an administrator at Fremont High and is presently at Weber High as a vice principal.

Jessop feels only certain people can fit the role of a teacher and an administrator. "They must be a person who loves being around kids and the whole concept of education," he says. He also adds, "I love helping kids learn to think while becoming young adults and taking on life's challenges and responsibilities."

For the past four years, Jessop has worn red and black as he helped Warriors. "I have enjoyed many things about Weber like tailgating parties with the teachers but also being able to be on the sidelines of a football game," he says.

Along with the activities, he likes helping teens find their futures. "Being able to change someone's life can have a powerful impact on someone," he says. "Helping someone who is in a bad spot and being able to change that for them is important to me."

One reason why Jessop wanted to be at Weber is "I also graduated from here when I was in high school which has lot of meaning to me being here."

As he prepares to retire, Jessop



Mr. Jessop enjoys helping Warriors just like he assists senior Justinryan Penrod.

Photo by Brittany Slater

looks back at his accomplishments with educating teens. "I hope I have helped people make something of themselves and achieve high goals," says Jessop. "I hope I gave students wonderful opportunities to do great things and will do something in real life." He adds it is rewarding to him to know he may have made differences in students' lives.

"Being able to know I possibly helped someone and changed their life for the better," says Jessop, is why he enjoys education. "It's hard when someone doesn't want your help but trying your best to change it when times are difficult is important to me. I'll miss working with both the students of Weber and the teachers," adds Jessop.

While in education, Jessop says he has been able to accomplish things he never thought he would be able to do. "I was able to take students to Germany six times as a teacher," says Jessop. "Going to Germany and showing students the true history of it all and them taking German since 7th grade have been large accomplishments," adds Jessop.

"Another thing would have to be the relationships I created over the years whether it is students or teachers," he says.

With all the positive experiences he has received in education, there have also been difficult ones. "One of the most difficult things is trying to help a student in a tough situa-

tion because those events can be life altering," says Jessop.

"I enjoy changing lives for the better. I know how tough things can be for some people and being able to help them grow as a person is important to me. Their life can change by just being there for them," he adds. "If they let me help, I can help them have more opportunity in life."

Even though Jessop is retiring, he is not doing so because he is tired of working with students. If Jessop could, he'd still work in education. "I have to retire because you can't teach or be an administrator after 62 years-old," he says. "I would love to keep teaching and helping students, but I only have a few months left. I will still be substituting, but I'll miss being able to be an administrator."

After he retires, Jessop does have plans for his life. "I have many projects I plan on doing, though," says Jessop. He adds there are also the usual household chores such as mowing the lawn, and he enjoys giving his dog much needed walks. Jessop also says he is a family man who loves reading and watching movies. One of his many hobbies is competitive shooting or just shooting with friends.

"I have to enjoy the incentives of retirement while living with new opportunities," he says. "I have to enjoy those incentives otherwise I won't get them anymore if I don't."



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Braige Christensen and Jake Kendall won honors at the State FFA Agri-Science Fair and are heading to nationals.
Photo by Bert Whitt

State FFA fair winners to compete nationally

By **Elizabeth Josephson**
Feature Editor

Just as you raise the last bite of your delicious treat to your mouth, it slips out of your hand and falls on the floor. Do you still eat it? According to Jake Kendall and Braige Christensen, you can.

Kendall and Christensen, both juniors, are members of FFA. They presented their "10 Second Rule" project at the FFA State Convention at the Agri-Science Fair on Mar. 13-15.

Kendall said, "Well, me and my partner were at his house and we were eating some chicken nuggets. He dropped one on the floor and his dad yelled, '10 second rule,' and so we decided to do that because we needed a project."

Christensen added he also got the idea from seeing bread that had mold on it. He was curious on how long it took food to get moldy.

Creating a science fair project was an assignment for Mr. Shaffer's FFA class. Shaffer said he helped with the project by assigning it and having due dates. "First, it was an assignment to do it and then just motivating them to have everything ready," he said. He encouraged them to get their applications in on time and to keep up their grades in other classes, so they could qualify to go to the fair.

"We found the 10 second rule works, to a point. Say you drop something on the ground for 10 seconds, and you picked it up. You can eat it and you should be fine. There will be germs on it, but the longer it stays on the ground, the more germs will be on it," said Kendall.

Christensen said he watched various molds grow on foods like cheese and meat. It took a couple of months of observation and note taking for the boys to develop their project.

Kendall said, through this experiment, he "learned a lot about how fast germs can move, going from the ground to the food."

Christensen is excited for nationals where they will not only represent Weber, but Utah as well. "I am confident we can do the extra research before we leave for Kentucky," he said.

There were no monetary or scholarship awards at the state

level, although the contestants get a trip to Kentucky. Christensen said, "The scholarship money went toward going to nationals: paying for all the funding for hotels and being flown out there."

According to Shaffer, for nationals the team will "take the same project to the FFA National Convention," which will be held at the end of October.

Shaffer said, "I didn't see it coming. I thought it was a cool project." But, he did not know it would be state-winning. He continues, "It was an awesome thing."

"They did a really good job," added Shaffer. "Both are pretty hard workers; they make sure things get done. They are dedicated to the program, and I appreciate having them around."

Kendall's mom, Sue, said when he was little "he was always a Dennis the Menace. He was really interested in things, taking things apart, putting things together."

Kendall has always been interested in science "to a point," according to his mom. She continued, "He did the science fair in elementary; he has always liked animals, fish, lizards, dogs."

She most admires that "he is very kind; he has always been very kind to everyone around him." She also said, "He has a great sense of humor and is a lot of fun to be around."

In 10 years, Kendall said he will be "either working with animals or being an electrician."

Christensen hopes to be "managing and owning my own farm" in 10 years. His favorite part of belonging to FFA is "to learn about animals and how you can take care of them."

As a child, Christensen's mother, Jamie, said, "He loved to fix things. He was three years old, and he took apart... our home phone; just took the whole thing apart and then put it back together and it worked." She also said he was always interested in science and math.

"What I admire most about Braige is that he actually has a very tender heart and cares about people," said his mom. "One quality about him that I have loved is that he is a hard worker. He and his grandpa are extremely close, and I would say that his grandpa played a huge role in defining and helping him become a hard worker," she added.

Art show selects winners

By **Chandler Moore and Aleesha Mauchley**
Staff Reporters

Every year Weber selects AP art students and sends their pieces of artwork to a state competition in Springville, Utah. Their work is added to other young high school artists from all over the state.

"The state allows each high school to submit 1.5 percent of their student body. For us that's 10 pieces," Mr. Wilding, AP art teacher, adds.

Mr. Wilding, along with the rest of the art department, goes through hundreds of entries and picks out 20 pieces which they judge once more before going into the show.

"We get about 10 to 20 pieces in which is really good," Mr. Wilding said. In addition to other schools that might only get four or five, this boosts the percentage of students from Weber who get noticed.

"We usually end up getting two or three awards out of the pieces that make it into the show," Mr. Wilding said.

Before a piece is allowed into the Springville show, it is first chosen by Weber instructors. Mr. Larsen, art teacher, said, "We are the first juries; once it gets to Springville, they have their own judges down there. Mostly professional artists will go through and pick out about

12 pieces from us," Mr. Larsen said.

"Last year there was a scholarship given to Haylee Canonico, and Michelle Hartvigsen sold a piece at it and got \$200," added Wilding.

All sorts of mediums are accepted from the AP classes: drawings, painting, jewelry, pottery, sculptures and commercial art pieces.

"Those are the main ones we focus on here," said Wilding.

Six WHS students were selected this year for the art show. "Just getting selected is a huge deal," Mr. Wilding said.

Michelle Hartvigsen, senior, submitted a black and white charcoal sketch done of a life model and was juried into the show.

"It was awesome; it made me excited for what might happen in the future," she said.

Hartvigsen's past experiences in art shows and competitions are a long one. Last year at Eccles, she entered two pieces. She got first place for painting, and the second piece won best of show and was purchased by the superintendent.

"I want to do something with art. It's my passion. I really want to go into marketing and advertising and be able to use art and design," Hartvigsen said. "My sister is a big artist too, so it's kind of a tradition in my family."

Chase Dahl, junior, was awarded with a scholarship along with the Congressional award.

Junior wins scholarship with artwork

By **Kierstin Pitcher**
Assistant to the Chief

Most students can probably say they've doodled on a class worksheet or a piece of notebook paper at some point during their education. For most students, these doodles consist of stick figures and smiley faces. That is most students except Chase Dahl, junior, who is more likely to be caught sketching life-like portraits of his history teacher.

Dahl says he developed a passion for art when "I realized I had a knack for it, and I've just always been interested." Recently this "knack" has allowed Dahl to earn an art scholarship. Dahl says he earned this scholarship by sending a piece of artwork to be judged at the State high school art show in Springville.

Mr. Wilding, Dahl's WHS art teacher, says that from the hundreds of pieces that are submitted to be in the state art show, only 20 are chosen. "And we only had nine pieces from our school chosen to be in the show," Dahl adds.

The piece he decided to enter was a family portrait copied in colored pencil from a picture taken in 1968. However, as some judges looked at Dahl's work, they mistook it for the original photograph. "I call it my *60s Family*," says Dahl, adding it took him about a year to

complete.

Dahl says he prefers colored pencil because, "It's harder for me to paint because I'm a little color blind, so I like using pencils better. It takes longer, but I do have more control."

Despite this challenge, Dahl has been able to produce some amazing pieces, and apparently the judges in Springville thought so as well. He was chosen to receive the Congressional Award and the CAS scholarship. Wilding also mentions Dahl is the first Warrior to receive this award.

Wilding says he believes the judges at the show chose to award Dahl the scholarship because of "the hours and hours of work he spent on it and the detail was just incredible."

Dahl says he became seriously interested in art as early as the first grade; since then art has become an important part of his life. Besides the courses offered at school, Dahl has also been taking lessons from his art teacher, Jonene Ficklin, for the past four years.

Many people enjoy art, but few are passionate enough to show the dedication Dahl has. "I like to do it [art] for other people to make them happy; most of what I do is requests from other people. I just enjoy creating and taking what I see and putting it on a piece of paper."

Dahl adds he is definitely looking into a career in art, and while there are many different career

"It was really great; I didn't see it coming," Dahl said. "As far as my supporters, my family is very uplifting and encouraging." He said his personal art teacher helped him through the entire thing.

Harley Sullivan, senior, says he enjoyed the chance to show his talent and share his enthusiasm for art. He entered two pieces of jewelry: a pendant and a ring.

These student artists have much

"The same way you send the basketball team to state, this is our state competition."

to do to prepare for the show. Miachela Park, senior, said, "After picking out which pieces I was going to use, I made sure there were no unwanted marks or mistakes. Then I had to matte it and find a good black frame. After that I had to also register to compete and write an artist statement saying what medium it was, what inspired me and the creation process of my art work!"

Sierra Bruggink, junior, has also done art at the Eccles Center, "I've always wanted to do photography competitions by myself. I've entered National Geographic before,"

said Bruggink. Bruggink entered an original photography piece to the Springville show. She wants to be a photo journalist and travel the world, "impacting people's lives through photography," she said.

Park entered two pieces to Springville. "One was a still-life charcoal drawing of a skull and roses. The other was a rock carving of a face screaming. I was selected for one of my picture (the skull one) to travel all over Utah in the traveling show for a little over the year," she tells.

Brooklyn Bosworth, senior, was also in the Springville art show. She says, "I got two pieces accepted into the show. They are both watercolor portraits. One is titled 'What Does Makeup Hide' and the other, 'Shattered Innocence.'"

She added they both were conceptual pieces. "The girls look scared, out of the ordinary, like something is off with them. They are the results of society. I feel as though the world objectifies women, forcing the idea that they aren't naturally beautiful. Society tells women they need make up to make them pretty. I don't believe that's true. I stand up for natural beauty and try to show these ideas through my art."

The Springville Art show is a big deal to high school artists. "The same way you send the basketball team to state, this is our state competition," Mr. Larsen added.



Chase Dahl busily works on one of his art pieces. He hopes to work as a freelance artist.

Photo by Bert Whitt

paths in the art field, the one that interests him the most is freelance. Dahl says he likes the idea of "having people hire me to do certain things."

Though many young artists are still exploring their style and developing their identity as an artist, Dahl seems to know exactly what his is. "I'm not into abstract. I like to do real stuff, specifically people," he says.

"I feel like it gets more personal when you draw people," Dahl adds.

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Time Out

By Alea Spendlove
Staff Reporter

It's the company that's been there our whole lives; it's fueled imaginations for generations. We know the songs by heart and have hope for our happily ever after because of it. Disney's works have been loved forever, so when did people decide it was time for that to change?

Many find issue with the messages Disney allegedly puts into its movies, yet nobody seems to be defending their movies. Well, now somebody will! To find fault within what one gets out of a movie, any movie, is to find fault within your own thinking. The movies are art forms, paintings brought to life. An artist wouldn't be criticized because his/her sunset appears differently to someone who is color-blind; we get something different from everything we are exposed to. Just because you think Disney is trying to send a certain message doesn't mean that was the actual message.

Some people have complained about the ethnicities of the princesses, that Caucasian is the predominant race. This is because it fits the story. *Beauty and the Beast*, for example, is set in France somewhere between 1700 and 1800. It wouldn't make sense for Belle to be anything but white; the French, during that time period, were mostly white. A good story

pays attention to detail.

However, Disney does have plenty of different ethnicities in their stories. *Pocahontas* takes place during the European invasion of America and deals with the Native Americans. Guess what, Pocahontas is Native American. *Lilo and Stitch* is set in Hawaii, and both Lilo and Nani are native Hawaiian. *Mulan*, too, fits the background as Mulan is Chinese. *The Princess and the Frog* has an African American in its lead, so the claim that Disney discriminates is ridiculous.

If you went to see *Frozen*, you're familiar with the storyline, and Elsa and Anna's struggles growing up. Elsa has to hide her powers, so she won't hurt others in a lapse of control. I've heard people are complaining this is degrading to women and Disney portrays women as weak and submissive.

Okay, a company that's been pumping out princesses for little girls (and even big girls) to adore, who make their girl characters strong, able and pretty, obviously doesn't like women. When you factor that both villains and heroines have been women in their movies, that most definitely shows the company wants to show women as incapable creatures. Even in *Cinderella*, where Cindy had a bit of a problem helping herself, the hero is her fairy godmother, who I'm, assuming, is a female. Mulan, although she does have to dress like a guy, saves her country. And if you really pay attention, she defeats the Huns as a woman.

The villains have also been women, like in *The Little Mermaid*, *Sleeping Beauty*, *Snow White* and more. This is the opposite of saying women are weak.

It also seems to annoy people that all Disney princesses can sing. This is just common business sense; an off-tune musical isn't going to sell well, and nobody would buy the soundtrack. Music is part of the story; it adds to the charm of its production.

Some also think the teens in Disney films are too rebellious and that sets a bad example. Yes, because running away from Mother Gothel, who kidnapped her, was such a bad thing for Rapunzel to do. Snow White should have stayed put and let her stepmother murder her. I can definitely see your argument there. There's a difference between rebelling and protecting yourself, and that's actually an important lesson that Disney can teach us.

Lastly, I've heard people question Disney's lyrics. People have complained the song "Let it Go" shows how women have to hold back who they are. Idina Menzel, the woman who voiced Elsa, said she thinks these lyrics can show how we are sometimes afraid to be ourselves, but we can let it go and be who we want, as we master our talents. This shows the empowerment of women.

Disney knows what they're doing, I can assure you. All of the pieces fit together in their favor; arguments against this company will easily be proven invalid.

Tips relieve relationship problems

Disappointment can come in many forms in romantic relationships. It could be that your crush hasn't texted you for days or maybe they never called when you gave them your number. Perhaps your boyfriend or girlfriend chose to spend time with his/her friends instead of you. Chances are you will be disappointed at times, even if you are in a real relationship.

How can you deal with disappointment, so it doesn't interfere with your life? For many people, their first reaction might be to pout, get angry or turn to food for comfort. Those tactics are not the most effective, but there are strategies you can use to start the mending process that are better for your overall health. A few examples are Process It, Get Some Perspective, Be Grateful and Spend Time with Other People.

Process It

When people are disappointed, they are feeling a lot of different emotions at once. They might be sad, angry, frustrated, have a feeling of betrayal or feel upset with their own behavior. Whatever they are feeling, it is important to acknowledge the emotions and take time to process them. Everyone

processes emotions differently, but some things you could try are taking time for yourself, write your feelings in a journal, crying or watching something funny to get your mind off the disappointment.

Get Some Perspective

When the intense emotions have passed, it is healthy to take a step back and look at the big picture, so you can have a better point of view. Try to put yourself in the shoes of the other person. They might be hurt and disappointed too, or they might not even realize your feelings are hurt. Thinking about it this way can help you make sense out of what has happened and what you should do next. Maybe you have exaggerated a small problem into something much bigger than it really is, or there could be things each of you need to work on in order to build and strengthen your relationship.

Be Grateful

You might feel like you have nothing left to be grateful for, but that is not true! If you think about it, you will realize there are many good things in your life and in comparison, your problems and worries will seem much less significant. Try to find the silver lining in what

has happened. Think of what you have learned from the experience and the relationship, happy memories that were made or be grateful that this happened now when you are young, so you can learn and grow from the experience.

Spend Time with Other People

It is healthy to spend some time with other friends and family. Those people know how to make you laugh and have a good time. They love you, despite what you may think. A night out with a friend might be exactly what you need, and this way you will keep a strong support system that can help you through all the ups and downs of romantic relationships.

Disappointment is a part of any relationship and especially during dating. Everyone feels hurt at some point, but there are healthy and productive ways to respond at those times. Remember these suggestions to help you deal with disappointment in a way that will help you mend your relationship and get on with enjoying your life.

By Rachel Bathke
Health Promotion Intern
Weber-Morgan Health Department
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Seniors find enough is enough, check out of high school life

For three years, we get up before 7 a.m. and trek to Weber. We usually spend about seven hours a day here for five days a week. Now, we've all been through elementary; we can do the math. That's approximately 35 hours a week we spend in high school—almost the same amount of hours it takes to be considered a full-time employee. I've served my time, I've completed the work and I've taken just about all I can in the environment. I'm done.

You might say I have senioritis. You might say I've gotten lazy and I'm slacking off. But guess what, that's not the case, and let me tell you why.

Since elementary, I've loved to learn and I've loved school. I actually enjoy sitting in a classroom and exploring new ideas and concepts. I think it's an incredible thing to be able to take in as much as possible, so you can do as much as possible with your life. In my eyes, it's an important opportunity that shouldn't be taken too lightly.

I've been pushed my whole life to try more, do more, give more. I've been taking college level classes and real college courses since sophomore year. The best adjective I can find to describe how I feel today is tired.

I haven't stopped going and I don't believe I know how to stop. I, along with some others, have been taking on big loads for a long time. I don't mind the load most of the time; I know it will ultimately pay off down the road. Other times, though, I am overwhelmed, frustrated and highly discouraged.

I'm a senior in high school, and I hear people say all the time they "love high school" or "loved high school" when they were my age. I don't think I can say that now, and

I don't think I'll be able to say that 10, 15, 20 years down the road.

The load, the homework and school itself, isn't necessarily the problem. My problem with high school lies in the environment. I am literally trapped in high school while I'm attending several colleges. I'm expected to handle a higher level of education while I'm surrounded by people who still don't know the difference between "your" and "you're."

Every day I wake up before 7 a.m. to trek to Weber. I spend roughly seven hours a day here for five days a week on average. However, it doesn't even come close to stopping there. I'm given at least three hours of homework to complete each night. That easily puts me over the full-time hour amount. A few months ago, the earliest I got to bed was on Friday and Saturday nights. For three weeks the earliest I got to bed on a school night was 1 a.m.

I realize I'm the one who's put me in the situation I'm in. I know that it's because of my choices that I'm required to do all the work I do. But (and it's a very big but) I did not sign up to be trapped on a playground with teenagers who could not care a smidgeon less than they already do. I do not want to try to understand how I'm hating my high school experience while basket-weavers are having the times of their lives.

How is it that the hard-working students are the ones who end up loathing high school life? When did high school become a full-on social event saturated in filth? When did I grow up and leave my peers back in the immaturity of eighth grade?

I am stuck with people who don't care; I'm in the same classrooms

with people who snapchat during the teachers' lectures. I'm applying for jobs, scholarships and colleges, but I still have to raise my hand to go to the bathroom. I'm trying to work hard at a collegiate level and high school level while I'm in a setting that's hardly conducive for either.

I dare you to ask me if I have senioritis; in fact, I double-dog dare you. I'm working as hard as I have been for the past four years. I don't dislike the work, and most of the time I enjoy what I learn. But once again, it's awful to spend a large chunk of my life in the surroundings I do. I'm burning out because I'm caught in the middle of a time when I'm supposed to be making big-did decisions and a time when I'm still trying to explain "then" and "than" to my classmates.

It all seems very upside down to me. I feel like I'm living in a paradox that doesn't really make much sense, and I'm at a point where I've had enough. I'm ready to launch and move on to new, better things.

I'm not completely sure what the solution to this problem is, but I know that it needs to start on an individual level. Teens need to try to understand that they're literally at the point where they need to be preparing for something bigger after high school. We are standing at the beginning of things we don't understand yet, and if we're not getting ready for them now, we may just be overtaken by them later. I think teachers, too, need to remember that some students are not in the same mindset or place in life as others. Some students are more adult than they are child.

By Erin Geiger
WHS Senior

Animal shelters provide affection

Animals are one of the main sources of joy in this world. Whether it's watching funny cat videos, internet memes, or videos of "talking" dogs, even just looking at animal photos can brighten someone's day. When we see various animals, we can't help but think, "I want one soooooo much!" But are we going to the right places when actually looking to adopt? Are we willing to properly take care of pets?

According to humanesociety.org, there are over 3,500 animal shelters in the United States. Combined, they have 6-8 million cats and dogs entering them every year. Only 3-4 million get adopted. The other half, you guessed it, get euthanized every year. Shelter euthanasia is the leading cause of death for dogs and cats in the United States.

According to theshelterpetproject.org, adoption is easy and can cost around \$25-\$250, and sometimes it can even be free. Almost 25 percent of animals in shelters are pure breeds as well, so you don't need to go spend a lot of money when looking for dogs of certain breeding.

Reckless breeding or just not spaying/neutering the animal also affects the over population of animals. According to americanhumane.org, 35 percent of pet owners still don't spay and neuter their pets. Whether it's for profitable reasons or just out of ignorance, they refuse to help with pet overpopulation. Just putting up barriers like fences often won't prevent breeding. There is no excuse for "accidental breeding."

Most breeders believe that if they find a home for these pets they're not adding to the problem. What they aren't thinking about is the person who bought that pet from them could have gotten one from a shelter who needed a home much more.



Senior Cara Darr plays with a puppy at the Weber County Animal Shelter. Pets from shelters can provide the love and companionship many people need.

The Humane Society also reveals 17 million Americans get a new pet every year. That's more than twice the amount of pets in shelters! One of the main problems is people get pets when they're young and super hyper and adorable, but when the animal gets older, they no longer think its "cute" or "adorable," so they give it away. In Some cases, people underestimate how big the animal is going to get. People should always do their research before adopting. When these pet own-

ers tire of their pet, they discard it to a shelter, once again adding to the number of homeless pets.

When you adopt from a shelter, not only are you helping that pet find a loving home, but you're also helping other pets in the shelter. The adoption fees go towards spaying and neutering, vaccinations, micro chipping, worming and heartworm or feline leukemia testing. The fees to adopt are minimal compared to what many breeders charge for animals.

Bates Elementary participated in a "Coins for Critters" fundraiser recently. They raised money for local shelters, so they could help provide more supplies for the animals. The students, whether for the animals or for the prize doughnuts, were eager to participate and raised over \$100 in about two weeks. That might not seem like much, but it's pretty impressive for an elementary school, and it will all go towards benefiting the shelter's animals.

Just like Bates Elementary, we should all be working towards helping shelter pets. They need homes. We can help these homeless animals by giving them a family that will care for them. And before getting any type of pet, do your homework. They aren't going to be little forever, and we need to be willing to keep and love them always.


By Emma Swanson
WHS Sophomore



There are thousands of animals available in local shelters ranging in age and breed.

Photos by Bert Witt

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Brock Gonzales (11) “Jimmy Hendrix revolutionized the way modern music was played with his guitar playing.”



William Ross (11) “Metallica, because they were one of the major influences behind modern metal music.”



Barrett Nield (12) “Johnny Cash, because he walked the line of music and pushed it.”

Photos by Bert Whitt

Musical legends impact lives, offers timeless memories, hits

By Kierstin Pitcher
Assistant to the Chief

What is the difference between a “one hit wonder” and a “music legend?” Some of Weber’s Warriors seem to have figured it out, as they share their band legends; bands they believe will go down in history and their music will live forever.

“I’m actually going to say the Beatles,” says junior Andrea Porter, naming her band legend. The Beatles were formed in England during 1960. Their popularity reached the United States in 1964, spreading the Beatle Mania to America. The band members included John Lennon, Paul McCarthy, George Harrison and Ringo Starr (Richard Starkey).

“Kind of a music legend?!” says senior Cara Darr. “They [The Beatles] really did help influence the rock style; everything from hair-styles to music.”

Porter says she believes the Beatles will always be remembered because “they came to the United States right after JFK was shot, and their music helped bring [America] out of a slump.”

Because of their timing, the Beatles changed the American culture forever. Their plane landed at the Kennedy Airport in Queens just 77 days after the JFK assassination on Feb. 7, 1964. The plane was met by 4,000 screaming teenagers and 200 members of the press. Never before had America seen such a large fan base. This was largely due to their talent and good looks.

Out of all the members in the band, Porter says her favorite Beatle is probably Ringo because he was the “cute” one. Darr says her favorite member is George Harrison. “I like his style, and he was kind of the underdog of the group. He played the lead guitar and went unnoticed.”

However, in the end it was their music that made them a permanent fixture in music history. Porter says, “Their music spoke to people

when they needed it and was able to help them out.”

“They connect to me on a personal level,” adds Darr. “Their originality, even when people put them down, they kept trying to make good music,” she adds.

The Beatles list of awards is huge. They are known as the best-selling band in history with over one billion albums sold worldwide. They were inducted into the Rock and Roll Hall of Fame in 1988.

But the Beatles is not the only legendary band. Another one that will never die is the progressive rock band, Rush. They emerged as the band known today in the mid 70s with Geddy Lee as the bassist and lead vocalist; Alex Lifeson as the lead guitarist; and Neil Peart as the drummer. Their music started out limited to radio airplay because of the length of their songs, but soon they started recording shorter songs with a little less of the hard rock style. Rush has been creating albums ever since.

Juniors Steven Enslow and Mitchell Aardema, both die-hard fans, choose Rush as their legendary band. “Their music is eternal and their lyrics are timeless,” says Aardema.

“They are the most amazing band of all time! They’ve made 26 albums, and they’ve been around for 40 years with nonstop music,” Enslow adds.

Rush, a Canadian band, was formed in August 1968. The group has achieved 24 gold, 14 platinum, and three multiplatinum albums. They were selected to join the Rock and Roll Hall of Fame in 2013.

“Whenever I hear their music,” says Aardema, “the world seems less lame. I’ve gotten chills from their music; there is definitely a deep emotional connection in their music.”

Enslow’s favorite band member is Neil Pert. “Pert writes the most amazing lyrics that sometimes make you cry and are extremely deep,” he says. “I play the drums, and he is my inspiration.”

Aardema adds Rush has become an epic band because “their songs

touch on deep important subjects that cannot be found anywhere else in music.”

Another band that has left its mark on rock history is the band Queen. Junior Kaden Dearing says, “They [Queen] were revolutionary in music, and they were not a one hit wonder.” Jordyn Weathers, junior, adds, “The band is iconic, plain and simple.”

The members of this band are Brian May on the keyboard; Roger Taylor as the percussionist; John Deacon on the guitar; and Freddie Mercury as the lead singer. This British rock group was formed in 1970. Their earliest work was influenced by hard rock, heavy metal and progressive rock. However, their diverse style of music and elaborate stage shows won over fans.

Weathers says her favorite member of the band is Freddie Mercury because “he had an incredibly large vocal range without any classical training.” Dearing adds Mercury is his favorite “because he was a good guy with a huge talent.”

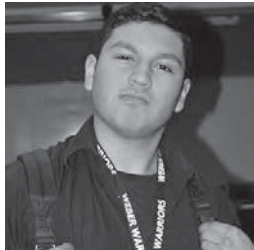
“They have so many songs and you hear them at sporting events and really anywhere you need to get a crowd pumped up. Their most iconic song is ‘We Will Rock You,’ I mean everyone knows the beat to that song,” says Weathers.

Dearing expands a bit on Queen’s style saying Queen is not a typical rock and roll band; they wrote some poetic songs. “I grew up on their music, and I like how diverse their songs are,” she says.

“They wrote some killer music. My favorite song of their’s is ‘The Show Must Go On.’ It’s about Freddie Mercury [the lead singer] dying of Aids. They recorded it perfectly the first time they did it!” says Dearing adding Queen’s songs are extremely motivational.

Weathers agrees saying, “If I want to get pumped up, I will probably put in one of their CDs.”

The band had 18 number one albums and 18 number one songs. Queen was also inducted into the Rock and Roll Hall of Fame in 2001.



Aaron Soto (12) “Dr. Dre, he helped bring a bunch of young artists to be what they are today with his music.”

Photos by Bert Whitt

Money can be saved by shopping thrift stores

By **Scota MacCarthy**
Feature Editor

“Thrift Shop” by Macklemore, though it’s a catchy song with over 465 million views on YouTube, is much more to some. It’s the ultimate utopia or cornucopia of clothing. From peg legs to designer jogging suits, circa 1980 thrift shops have it all.

“One time I got this really cool Levi army jacket...thing,” says sophomore Whitney Weaver. “I like that you get good deals. I’m proud that I can show how good of a deal I got on clothes.”

Speaking of deals, when traversing the wide world of secondhand stores, keep in mind most thrift shops keep their killer deals posted in the front, directly in your line of sight. Savers, located on Washington in South Ogden, has a “tag of the day” sale where a certain colored tag will be a certain price, kind of like Twister but with more discounts and less awkward touching of various limbs.

“I usually just see a sale, but let’s be honest, it’s going to be a sale anyway because it’s all so cheap,” says senior Jackson Kerbs. “It’s like perfection on top of perfection with all that cheap stuff.”

Along with those insane sales that usually put Black Friday to shame, there might be a certain history that goes along with that strangely sequined business suit. That history is one of the main reasons junior Cassidee Cunningham



Skyler Vongbandith, senior, searches for deals at local thrift shops.

Photo by Bert Whitt

goes thrift shopping.

“I like it because you can take something and it has a history. New clothes don’t have that.” Cunningham paused for a moment and adds, “One time I got this really cool book called *Keys to Happiness*. It had annotations throughout the entire book.”

Though it’s history for some students, the reason for thrift shopping is in the name itself, thrift. “It’s cool for a lesser price,” claims junior Ian Casey.

“I really like how it’s not so dang expensive,” Casey continues. “I’m poor,” he laughs, “and I guess the style I wear is easier to find in thrift stores than other commercial clothing stores.”

Students had several places where they liked to shop; needless to say, a kind of an impressive list was born of thrift-saving stores.

Casey likes to shop at the D.I., Savers, Bargain Mart and Decades in Salt Lake. Cunningham likes shopping in some of the same places but adds some new ones, in-

cluding 25th Street’s Sock Monkey-ing Around and antique stores... so many antique stores. Weaver steps in with a few others including Uptown Cheapskate, Runway and Krebs. She also likes the thrift store variety in Salt Lake.

The overall consensus of these Warriors is thrift shopping is awesome.

“Yes, people should thrift shop, because you save a lot of money, and no one else has your clothing,” Weaver says.

Casey adds, “I don’t think they should or shouldn’t, but if you give it a try, you might like it.”

Cunningham says thrift shopping is a must. “Yes! Everyone should have the experience; just getting stuff that other people have owned is so cool.”

“Yeah, ‘cause it’s really cool to have your own style and look rad, ya know,” adds Krebs.

So whether one’s budget gets tight or one wants to live the life of Macklemore, visit a thrift store, because, hey, it’s only 99 cents.

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Natalie Crook (11) “Panac at the Disco, probably. Brenden’s lyrics and music just have so much deep meaning. It’s really intelligent stuff, especially when you really look at it.”

Nick Johnston (12) “Texas in July is pretty good. Their music is really powerful and has been a major influence in, mine, as well as many other peoples’ music.”

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Instructors grateful for pupils’ appreciation

By Jason Godfey
News Editor

Showing someone appreciation can either be done in a big or a small way. For years, students attend school to become smarter, responsible and overall better people. They learn these attributes from the people they see on a daily basis- teachers! Teacher Appreciation week is May 5-9 and whether students give their teachers a heartfelt gift, a favorite candy bar or even a card, all teachers really want is just a simple act of appreciation.

History teacher Mrs. Perry likes it when “kids take the time to say hi and talk to me outside of class.” She says, “When students ask me how I’m doing or how my day is going and they are really genuine is what I like.”

Perry mentioned some of the ways she has been appreciated is with “unexpected gifts and the students’ don’t expect anything in return.” Perry also said, “One of my students brought me Lindt chocolate balls because they knew they are my favorite. It’s the little things, nothing huge. Teachers don’t become teachers to expect gifts.”

Perry recalled the time when she had to attend a funeral for a family member. “I found out during class, and so the day before I had to leave my students made me a card and the whole class wrote in it and brought me flowers. I thought it was so sweet and touching, and I’ll keep that card forever. The flowers died, but I’ll keep the card,” she said.

Mr. DeSandre, math teacher, also shared how he has been shown appreciation. DeSandre likes it when his students are “not only respectful to me, but also respectful to their fellow students. It feels good when I’m appreciated.”

English and Communications teacher Mrs. Nichols said teachers need to be appreciated because “teachers do a lot of work that students don’t realize. When kids show their appreciation, it’s motivating for teachers.” She added, “When students leave and say ‘thanks,’ it really means a lot. It’s the little things.”

Nichols also mentioned some of the ways she has been appreciated has been “when students participate in class, and they come to class with a good attitude. As teachers, we understand kids can have bad days, but teachers have bad days, too. We have to put those bad days behind us and put on our game face.” When Nichols is appreciated, she said, “It really makes me love teaching.”

How do students feel about teacher appreciation? Marissa Owen, sophomore, said teachers need to be appreciated because “they will keep doing a good job. Appreciating teachers helps them.” Owen mentioned some of the things students’ can do to show their appreciation is “doing all your work and not being rude or questioning what the teacher is doing.”

Owen adds the type of teachers she appreciates are ones who “don’t waste time in class, are not intimidating when you ask them questions and are always willing to help.” A teacher who Owen appreciates is “Mr. Webster. He makes learning fun with all the games he does.”

Alyson Anderson, sophomore, says teachers need to be appreciated because “they do so much for us, and they need the recognition.” Anderson says appreciation can be shown by saying thank you at the end of the period and by having a good attitude.

She also said the teacher she appreciates is “Mrs. Grover. She understands that you have homework in other classes, and she helps us when we need it. She sets up a good environment.” Anderson added, “I like teachers who care and act like a real person.”

Showing appreciation to teachers can be as simple as saying “hello” or giving a gift anytime of the year. Either way, expressing simple, daily appreciation is what teachers at Weber High really like.

FEATURE

Motivational speaker tours across country, shares his personal anti-bullying message

By Kierstin Pitcher
Assistant to the Chief

Several hundred teenagers are crammed into an auditorium. Few people would be able to take on a challenge like this, let alone be willing to. But for Carry Trivanovich, it’s just a day on the job, and recently his job brought him to Weber High where Warriors listened to his message.

Trivanovich is a renowned speaker and has performed on cruise ships, in theater festivals, schools and has been a keynote speaker for student councils. However, Trivanovich isn’t just an acclaimed speaker, he has a special talent. “I’m a speaker and a mime; isn’t that an oxymoron?”

Trivanovich said he started on this unique career path early on. “I started performing professionally at schools right out of high school,” he said.

“I became the speaker/performer accidentally. I was at a leadership conference and I shared a message before my performance. It went really well,” he said. Trivanovich’s message was on bullying and self-worth. When he began, he was the only anti-bullying speaker in the nation. Because of this, when people would look for anti-bullying material on the internet, his name would be the first to come up. He was soon traveling the nation delivering his message.

“Google made me the nation’s top speaker on bullying,” he said.

Since then, Trivanovich has performed in over 4,000 schools in the United States and Canada, and he has not just talked to teens. Triva-

novich said, “I speak on bullying to all age groups; I ‘elementaryinize’ my message.”

However, Google can’t take all the credit for his success. Those who have attended his assemblies have found Trivanovich has an ability to speak to students in a way that connects with them. “Since the assembly, I’ve tried to live in each moment rather than pass through it,” said junior Emily Elderedge.

When he performed at Weber, Trivanovich began the assembly by lightening the mood with a couple humorous monologues. The first was on a slow motion scene in an old west gun fight. The next one was titled, “The Date.” This one seemed to be the students’ favorite due to the amount of laughing and cheering they gave.

Once he had the audience relaxed, Trivanovich began the more serious part of his performance as he shared his experiences with bullying. He said he was picked on by other kids in his younger years. He told what it was like to deal with the pain of being bullied all through his elementary and middle school years. When he entered high school, he didn’t expect much to change, but luckily it did.

Trivanovich says he met some kids who were kind to him and invited him into their group. They built his confidence and encouraged him to try out for things. Trivanovich was soon involved in drama, music, debate and leadership. His life was no longer centered around the avoidance of bullies.

Trivanovich added bullying can be a touchy and confusing subject, but he seems to have a good understanding. “Simple reason as to why kids bully, they’re self-centered.



Carry Trivanovich addresses students in an assembly about being friendly and encouraging to all.

Photo by Mrs. Shaum

tered. There are two different types of people in this world: the givers and the takers,” said Trivanovich. “They’re not thinking about the preciousness of someone else’s life. While most kids are growing up, some kids don’t, and they stay self-centered.”

Because of teen’s bullying actions, many victims have ended their lives. “I want you to know that the number of suicides you see on the news is nowhere near the number of suicides that actually take place,” he said. Trivanovich then gave his “first chair message.” He did this by taking three different chairs and placing them in a row on the stage. He told the students the first chair represented people who had changed his life for the better, people who would never be forgotten.

The second chair represented

those he couldn’t remember because they hadn’t really had any impact on him. Trivanovich then said the third chair represented the people he wished to forget but couldn’t because of the horrible things they had done to him. He then asked the students which chair they wanted to be placed in by others.

The last part of his performance was a dramatic pantomime called “The Gift of Life.” It was simply the story of one person’s life from early childhood to the long days of an older man. After the pantomime was finished nothing was said because nothing was needed. The pantomime had said it all.

“I really liked his last pantomime because they’re [pantomimes] usually funny and this one evoked some different emotions,” Elderedge said.

Cinco de Mayo explained for misinformed, sheds light on Mexico’s history-rich past

By Claudia Schneider
Staff Reporter

While celebrations are held throughout the United States, Cinco de Mayo has been a holiday that many fail to fully understand. Often confused with the Sept. 16 Mexican Independence Day, Cinco de Mayo marks the Battle of Puebla, when a small Mexican army was able to turn back and defeat well-armed French troops.

It’s always been confusing for those living in Mexico to understand why the holiday is so embraced in the United States when in Mexico it has received little attention. Because of the celebrations north of the border, Mexico has started to hold Cinco de Mayo celebrations, especially at the U.S./Mexico border for tourists visiting Mexico. Often people travel

to Mexico expecting to celebrate Cinco de Mayo.

Charlie Smith, junior, tells, “Most holidays get mixed ideas anyways, you could tell everyone and some kid would still think it was Mexico’s Independence Day.”

Cinco de Mayo is among the examples of the strong impact and influence that Chicanos or Mexican Americans have had on U.S. culture. Mexican music, dance, food and in this case, holidays like Cinco de Mayo are now celebrated across the country and have become part of American culture.

Over recent years, Cinco de Mayo has been criticized for losing it’s meaning and becoming commercialized and exploited. Junior Micheal Cottam jokes saying, “It’s now compared to St. Patrick’s Day as “Drinko de Mayo,” as a drinking and party holiday.”

In Puebla there are large parades that feature people dressed up as

Mexican and French soldiers. Vendors sell traditional Mexican foods as well as patriotic clothing and accessories for people to wear during the celebration. “Actually, seeing the town on this holiday would be pretty neat, I think,” Smith adds. There is sometimes a reenactment of the Mexican’s victory over the French troops that takes place in Puebla for visitors and residents to attend. Emma Milus, sophomore, says, “Cinco de Mayo is like some holiday that you just get to have fun on; one you can spend with your friends”

In many USA cities with large Mexican populations, there are parades, dancing and festivals. Traditional Mexican food is often served or sold. Mariachi bands fill town squares. “It’s a fun holiday, really more about celebrating the Mexican way of life than about remembering a battle which happened,” says junior Rachel Gonzales. In the USA, school children do units on the holiday, decorate their classrooms and try their hand at cooking some basic Mexican foods. All over the world, Mexican restaurants bring in Mariachi bands and offer specials for what’s almost certain to bring a packed house.

The Mexican food we eat in the United States such as tortillas, burritos, tacos and salsa, has been adapted to meet the food preferences and tastes of Americans. Although some of these foods are served in Mexico, ours are very different from the traditional dishes. Puebla celebrates with a traditional

dish, mole sauce. A mole sauce includes ground chiles, seeds, and sometimes nuts. “Moles are quite unique. They are of differing consistencies: some are sweet, some are not, and they use a variety of chile peppers. The variety of possibilities offered by this delicious dish has to do with color, spices and seasoning and how they are combined and prepared,” Gonzales says

As the mole legend goes, an order of nuns was asked to prepare a special dish for a visiting dignitary. Since they were unsure as to what kind of dish would be worthy of their guest, the nuns literally emptied out their pantry and filled a pot with a combination of herbs, spices and chocolate - over 30 ingredients in all They left it to simmer for several days, and the resulting thick, sweet ‘mole’ sauce was served over turkey at the royal feast. Today, mole is most commonly served over chicken.

Milus says, “I love getting really good food on Cinco de Mayo, but really doesn’t everyone love good food?” Smith who agrees with him adds, “Good food is always a yes in my book”

No matter how people plan to celebrate — attend a parade, eat Mexican food with friends, or simply break out mariachi music — Cinco de Mayo has become a day of festivities in America. However, for those who think Cinco de Mayo commemorates Mexican Independence Day, they have fallen victim to notorious Cinco de Mayo historical confusion.

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Viewers share favorite cinematic villains

By **Erin Geiger and Jason Godfrey**
Staff Editors

Today villains are becoming more popular than the heroes. In movies like *Thor*, *Batman* or anything Disney, the villains are starting to become fan favorites. Whether the villains are purely evil, slightly evil or not evil at all, Weber students and teachers share what they think makes a good villain.

the Joker was completely insane. The Joker has the perfect evil laugh and his whole plan is genius.” Another thing that puts the Joker at the top of the villain list is his lack of rules, said Lilly.

Fellow sophomore Nicholas Benson agrees and adds, “His laugh could give anyone the chills. He’s creepy as all get-out, and he gets people to turn against each other.” Benson continues to add the Joker has lasted as a great villain through the years and continues to play mind games with Batman.

“Voldemort is the best villain be-

the Disney theme and selected Hades from *Hercules* as the best villain. She says he’s her favorite because “he is terrible, rude and self-centered, but so funny.”

Andrew Robinson, sophomore, has a not-so-evil but favorite villain. He said, “I like Megamind because he became a villain when he was eight days old when Metroman went all commando on him.”

Some Warriors got a bit creative when choosing their ultimate villain. Sophomore Robyn Shupe says homework is the villain to her fun. “If it weren’t for homework, I

someone in the blink of an eye and not second guess themselves. They need to have a plan that has very minimal flaws, so they can accomplish the task at hand.”

Shupe also adds villains should be “somewhat relatable in regards to their back story. It’s good for people to have some understanding as to why the villain is doing what he/she is.” She continues saying villains need a strong negative drive against the hero, and an “evenly matched villain and hero create an entertaining story.”

English teacher Mrs. Leake says the most terrifying villains are psychopaths with “no moral compass or guilt whatsoever.” She adds, “They act to serve some irrational or violent goal. They’re concerned with self-advancement and have a total inability to feel any sense of compassion.”

Villains, it seems, have to be bad to be good at their job. However, Mrs. Barney, math teacher, says if she could create a villain “it would be a cowboy villain.” She adds, “In the old western movies they always seemed tough.” However, her favorite villain is the Abominable Snowman from Rudolph the Red Nosed Reindeer. “He is really scary, but changes in the end. It shows that people can change,” she said.

Robinson says his ideal villain “would have telepathic powers, control the elements and he wouldn’t let the hero get away. No mercy!”

“He would be a cartoon, laugh all the time and have the force,” says sophomore Mckenzie Nay of her dream villain. Longshaw adds a complete villain is “someone who gives people nightmares and is scary, mean, ugly and intimidating.”

Birch says if she could make her ultimate villain, she would create someone with “unlimited resources who would do anything to get the good people to be bad.”

While it is said that good always overcomes evil, Warriors enjoy a villain who adds excitement to the story. Sometimes the bad guy thrills are what make a movie complete.

Real heroes inspire youth everywhere

By **Scota Maccarthy**
Feature Editor

Every kid has dreamed about being a hero: saving the damsel in distress and defeating a rather formidable foe. But as they grow, the ideas of heroism fade; that giant monster is replaced by homework and all those cool super powers that once ruled the playground get shelved. However, the question still remains, could we be heroes?

“I’ve never really thought about being a hero,” Ashtyn Nebeker, senior says. “I’ve honestly always been more of a Disney princess type girl.”

All joking and poufy dresses aside, even a princess can be looked at as a hero. “They teach girls to be true to themselves,” Nebeker adds.

Not all heroes are going to be guys running around in spandex, says an article, “Could You Be a Hero” by Elizabeth Svoboda, in March 2014 *Choices* magazine. The article tells of individuals who’ve done remarkable things such as a 14-year-old boy who saved his neighbor’s son from a fire. The young man put a ladder against the window and coaxed the autistic child out. Another story tells of a 15-year-old girl who saved her entire school bus from crashing when the bus driver passed out at the wheel.

Phil Zimbardo, a pioneer in hero research, claims people who help others [like volunteer work] are more likely to have heroic thoughts or actions. “Think of it as flexing a generosity muscle,” Zimbardo says.

When asked who he thought had the strongest generosity muscle, senior David Reynolds says his mom. “She can deal with my siblings shenanigans; she’s always kind and works hard.”

Moms seem to be the hero in many lives. Senior Shelbi Ward and Nebeker also included their mothers as heroes.

“My hero is probably my mom,” says Ward. “She raised me without anyone else’s help; it’s impressive.”

Nebeker adds, “My mom, of course! She’s my hero because she’s so selfless. She puts everyone else’s needs before her own.”

Sure moms are heroes but what does it take to be a hero? If you Google “people who are heroes,” it brings up a list of history’s top 100 people. Above that list it says, “People who’ve changed the world.” So what do Weber Warriors think it takes to change the world?

“Being nice to other people,” says Ward. “Do anything it takes to help them out.” Nebeker adds, “What does it take to change? Well, try to put others needs before your own. Oh, and try to help everyone you can.”

Reynolds tries to be an active change every day by being kind to everyone he can. “Everyone needs a friend,” he says.

Senior Lindsey Spatig adds, “You can be a change by being nice to that one kid no one talks to. Smile at people, really anything helps.”

Nebeker also includes volunteer workers as attributes to heroes. “I think volunteers for natural disasters are heroes, so are people who rescue stray animals. Even guys who go to work every day just to provide for their families could be a hero.” After a short pause she says, “Seriously though, those animal humane commercials suck. They make me so sad!”

Spatig adds, “If you have any younger siblings, nieces or nephews, you might already be a hero in some little kids eyes. Be careful of what you do around them!”

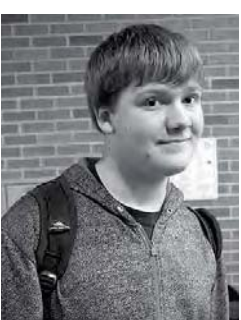
Warriors feel it doesn’t matter if people have a red and blue spandex outfit with a rather fabulously flowy cape, or if you’re avenging your parent’s death by being the hero Gotham deserves. Heroes can come in all shapes and sizes. They can also come in all kinds of importance to varying people. American actress Helen Hayes says, “We relish news of our heroes, forgetting that we are extraordinary to somebody too.”



Anthony Roybal (12): “Megatron, because he’s a giant robot and can crush all of his enemies.”



Emily Thompson (12): “The Mandarin from *Iron Man 3*. He’s mysterious, but in the end he reveals who he truly is.”



Wesley Bellah (11): “Kahn from *Star Trek*; it’s Benedict Cumberbatch, enough said.”

Photos by Levi Easley

Rebecca Longshaw, junior, said villains are popular because “they tie the movie together and they represent people in real life.” Longshaw, whose favorite villain is the Joker from *Batman*, says she likes him because “he is cool and intimidating.”

Many other Warriors think the Joker is the best villain. Senior Kiera Olsen said he’s the best because he’s “creepy, smart and doesn’t care about anyone—not even himself.” Sophomore Jordan Petersen says the Joker has “no want except to see every person and their morals broken.” He adds, “[The Joker] just doesn’t care how he breaks them.”

Jaycee Lilly, sophomore, also a Joker fan, says, “Heath Ledger was the best actor, and his portrayal of

cause there’s nothing good about him. He doesn’t care who dies, and he doesn’t even care about his followers,” said Haeli Rich, sophomore.

Sophomore Kayla Walker chooses the Green Goblin as her favorite villain. “He’s evil and cool and comes extremely close to actually beating Spider Man,” she tells.

Callie Birch, senior, turned to the Disney scene and selected Ursula from *The Little Mermaid* as her favorite villain. Birch says Ursula is the best because “she is good at what she does.” She adds a good villain is someone who is “scary and knows what they’re doing. They are really against the good people, and they’re popular because they cause conflict.”

Senior Megan Hill sticks with

could be spending all day playing video games or watching TV,” she says. She adds, “Homework is truly diabolical and a clever way to destroy fun and happiness.”

Senior Stevie Johns also picked a different villain by selecting Justin Bieber. “He ruined the views of all the kids who used to look up to him. He let Canada down and made them look bad,” she says.

As far as attributes of a villain sophomore Julianne Lewis says, “No one is just born evil.” So what makes a good villain exactly?

“A villain needs to be twisted. They need to be willing to do anything they want to get what they want. They also need to not have second thoughts about what they are doing,” says sophomore Ethan Wilcock. He adds, “They will kill

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Cara Darr, senior, tubing with her little brother Ty Darr at Willard Bay during their summer vacation.

Photo by Brian Darr

Adventuring throughout Utah, Summer activities ease boredom

By Miriam Gameros
News Editor

It’s that time of the school year when students are anxious for summer to come. Knowing there won’t be any studying or homework for almost three months, makes them jump with absolute joy. The only reason they’ll need to stay up late at night will be to have fun; no more late nights cramming for tests.

There are several perks of living in Utah, despite what people say. Yes, there may not be too much commercial entertainment around the area, but nature and simplicity are some of the best qualities of Utah.

Senior Bell Flores and sophomore Joy Henderson feel hiking in Utah is a must for summer fun. “I plan on hiking a lot over the summer,” said Flores.

“Utah has great hiking places. Ben Lomond Peak is my favorite place to go hiking. I love how you can see all of Ogden from up there,” said Henderson.

Water recreational activities are also on Warrior’s summer list. “Yeah, we may not have a beach nearby, but we have lakes, that counts,” said Flores. There are Willard Bay, Lake Powell and Pineview. Those are the most popular water areas known to North Ogden residents. Senior Kailea Martin likes to go to Pineview over the summer. “I like to go for a swim, but tanning is also what I enjoy,” said Martin.

Sophomore Kiley Allman added the summer weather in Utah is great for almost every activity. “It’s

not too hot or suffocating to the point where it’s uncomfortable or sticky,” said Allman.

“I really want to go running, swimming and hiking. Instead of running on the treadmill, like I usually do on the colder days, I’ll probably run around my neighborhood. I really like to enjoy the outside while I can,” said Allman.

Since Allman lives in the Valley, she added it’s pretty safe to run on the road. “There isn’t too much traffic. You can even sometimes run on the streets. Obviously not with the cars, but you’re not restricted to the sidewalk,” said Allman.

The Valley, which is the Eden, Liberty and Huntsville areas, is known for not only being the fun and exciting places to visit, but Allman also said the Valley is really pretty when it comes to nature. “We ‘Valley kids’ have an advantage over the North Ogden kids; we can see the stars almost every night,” said Allman. She added the lights of more public cities tend to dim the light from the stars.

“There are also a lot of trails in the Valley. You can go hiking, running or even biking if you’re up for it,” said Allman.

Junior Sage Bowen likes going to Bear Lake during the summer. “Yeah, I enjoy going to Bear Lake a lot. I usually go to swim or sometimes I just like to chill around and get a tan,” said Bowen. Bowen also likes to take a stroll around the neighborhoods in North Ogden with her friends.

“On a nice day, when it’s not too hot, I like to ride my bike around with my friends. We also like to go to Zeppe’s a lot. It’s one of my favorite places to go to over the sum-

mer,” said Bowen.

Zeppe’s seems to be the hotspot of summer. Zeppe’s is known for their gelatos and Italian water ice.

“I really like Zeppe’s, especially in the summer. I like how they have seats outside; that way you can be eating some cold gelato and also enjoying the warm breeze. It’s pretty perfect,” said Martin.

Junior Spencer Moore, who moved to Utah from Oklahoma, likes downtown Ogden the most. “Downtown is super chill. I like how I can drive around the Junction and if I get hungry, I can stop by at Five Guys and grab a burger. Their burgers are pretty darn good; I’d recommend them,” said Moore.

Iggy’s is also in the area and a popular place for Moore. “It’s more of an Applebee’s vibe. Their food is also pretty good. It’s very traditional American food,” added Moore.

Lagoon, an amusement park located in Farmington, Utah, is also a Warrior favorite summer place to visit. Along with the rides, “They’ve got ice-cream, churros and pretty good pizza. Their funnel cakes are really good. They are kind of expensive, that’s the only downside,” said Martin.

The ride lines can be long, especially during the summer, but Warriors added the rides are worth the wait. “Wicked is probably one of my favorite rides at Lagoon. The unexpected drop is insane. The Samurai is also one of my favorite rides; all the spins and twists are exciting,” said Flores.

“Dinosaur Park is one of my summer favorites in Ogden,” said Martin. Dinosaur Park is a large area with Dinosaur statues as well as history information on them. There is also a river that flows next to a trail that people can bike, run or walk. “I love how the river is really close; it keeps the park cool because of the breeze,” added Moore.

Along with seeing the various dinosaur sculptures, the park also has a volleyball net that is open to the public. “The volleyball net there is one of my favorites. You can take a group of friends and a volleyball and you’re set for the day,” said Flores.

A lot of people doubt Utah and what it has to offer. “Utah isn’t lame; you should just find the right group of friends and the right things to do and you’ll have a fun summer,” said Martin. she added Utah has got a bit of something for everyone.

Students share fondness for parents, teens express appreciation for them

By Michelle Hartvigsen
News Editor

They start out changing diapers, making food, being chauffeurs, handing out money and they have been teaching countless lessons during our lives. Parents have been nurturing and providing many essential and extra things in their children’s lives since the beginning of birth.

Appreciation for parents is ongoing, but only two days a year are created for appreciating them. Mother’s Day, held the second Sunday in May, and Father’s Day, held on the third Sunday of June, are days set aside to show parents just how much we care for them. Tanner McKay, sophomore, thinks they deserve appreciation. “Well, it’s quite simple. They sacrificed their beautiful sense of smell for the countless doo-dos and oopsies we mindlessly delivered in our baby days. They deserve at least one day of praise, if not every day,” says McKay.

Carrie Tolman, senior, says her parents deserve recognition because they do so much for her and she loves them. She says Mother’s and Father’s day is like a “second birthday.”

What is done to give parents recognition is both similar and differ-

ent in people’s homes. McKay says, “We do breakfast in bed for mom or dad, write them funny poems and notes about them during the day, have a good time as a family and do whatever makes them happy.”

Kaley Carver, senior, also participates in the breakfast in bed tradition. Thomas Ulrich, sophomore, says he celebrates by “getting them thoughtful gifts” and attempts to make his parents a meal he knows they like. “Parents teach you everything you know. They raise you up and impact how the outcome of your life will be, so they deserve the best,” says Ulrich. Tolman and Carver also say gift giving is an essential part of the celebration.

Reasons for appreciation and ways of showing how much teens care for their parents vary. Ulrich says he appreciates his parents because of the love they have shown him even when he was not the best child. “Without them I would be nothing,” adds McKay. Tolman says her parents are great because they have always been there for her and provided for her.

“I try my best to be obedient and live up to what they and I know I can be. I also do the little things like telling them I love them every day and just talking about life with them,” says McKay.

Kind and grateful words always go a long ways, too. Tolman advises to “say I love you, sing to them

and give them high fives.”

Although children express appreciation for parents, many think parents deserve more credit and love than they get. Ulrich says, “I think parents should get more appreciation. I feel like we don’t express how much they mean to us on a day to day basis.” McKay adds, “They have given me unconditional love my entire life my appreciation is the least I could ever give to reciprocate love to them.”

Tolman agrees and says teens don’t realize how much parents do. “My mom always cooks dinner and does laundry for us and my dad is always fixing stuff for us,” says Tolman.

Realizing what parents do and how much appreciation is given makes children aspire to be a certain way as a parent. Carver says, “I want to be a parent my kids respect, but also one my kids can turn to if they need anything. One who loves their kids and whose kids love them back.”

McKay also knows the importance a parent’s role is in a child’s life, and he has learned how to be one by his parents’ examples. “I want to be a loyal husband, tell my wife I love her and that she is beautiful every day. Be a joyful father and teach my children how to love and respect others as they would like others do to them,” says McKay.

Warner plays multiple instruments, member of hard rock band, Escape

By Xavier Switzer
Staff Reporter

Weber has much talent roaming its halls, and one of those talented Warriors is Dallin Warner, junior, who can play 27 instruments. He has honed his talent while being at Weber.

Warner loves to play all sorts of instruments, but it has not stopped him from wanting to play more. He started studying music at four years-old because of his uncle’s influence. “I don’t like to play a lot of unfretted instruments, but I enjoy learning new ones,” says Warner.

During elementary school, Warner started learning his first instrument, the piano. “I started out with the piano, but I always wanted to try out more.”

“During sixth and seventh grade, I listened to a lot of Chicago and the way they played captivated me,” says, Warner. He adds, “I like Chicago because of the sound they have. Whether live or on album, it’s amazing.”

Warner also enjoys playing music with his friends Josh Fawson, Steven Enslow and Elias Skinner in his band Escape.

In his band, Warner plays guitar. “I love being in a band because I get to share my music with everyone and have everyone enjoy it just as much as I do,” said Warner. “In Escape, we play hard rock, and we love the sound and the kinds of instruments we can use,” he says.

Warner loves the challenge of trying out a new instrument be-

cause it gives him more drive to share his music. Along with the piano and guitar, he can also play mandolin, banjo, trombone, baritone, euphonium, tuba, trumpet and didgeridoo. “One instrument could be harder than the other, but it depends on the instrument. Enhancing your skill level can always be a challenge, but I get more dedica-



Dallin Warner plays one of his 27 instruments. He has been inspired by the band, Chicago.

Photo by Cara Darr

tion,” says Warner.

Warner doesn’t plan on ending his music studies anytime soon. “Sharing my music with other people is what has inspired me to keep playing,” says Warner. “Being dedicated and doing things like talent shows is another thing that inspires me daily.”

As for the most difficult instru-

ment Warner has studied, he says, “The organ is the hardest instrument to play because of the different keyboards and how many people it takes to play one. I love to play one because how challenging it is,” Warner also adds the organ is hard to learn because it has so many pipes and it has to be played a particular way. “I’ve wanted to play it for so long, and maybe one day I can play it at the Tabernacle downtown,” adds Warner.

Another instrument Warner enjoys, but has found difficulty in learning, is the violin. “With a lot of new strings, you need patience when it comes to playing it,” he says.

“My favorite instrument would have to be the drums because of its sound when playing,” he adds. “I love playing them in Escape. The drums have a unique sound like piano. I don’t really have a favorite, but I definitely love the drums.”

Warner has decided to continue his music studies after high school. “My plans for college are to get my masters degree in music, so I can share it with people and start recording it,” says Warner. “I want others to be inspired just like I am.” As for his career goal, “Sharing my music whether famously or as a teacher, would be so amazing to do after high school,” he says.

“Music is my passion, and I want to do it throughout my life; it’s just something that struck me at four years-old, and I want to show others why I love it.”

For those who also enjoy learning many instruments, Warner advises them to look at private lessons. “Other than that, just keep at it. If you give up, you won’t get anywhere. That’s not just for learning instruments, but for life in general,” he added.

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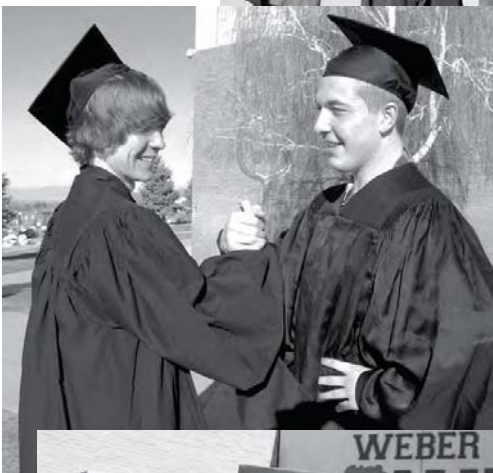
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(Photo above) Michelle Hartvigsen, Landon Wood, Erin Geiger and Bert Whitt celebrate their last few days as Weber High students. (Photo left) Whitt and Wood congratulate each other and share memories. (Photo below) Hartvigsen and Geiger are all smiles as they prepare for their graduation.

Photos by Cara Darr



Graduation brings about dreams education, future after high school

By Alexis Rague
Sports Editor

High school marks the time where a teen's experiences can shape their interests and help aid them in determining what they want to do after they graduate. Some people know from birth exactly what they want to be when they are adults and exactly how they can get there. Others aren't sure of their plans, and that's okay too. To help Warriors create a game plan for their futures, a few Weber seniors offer their plans and dreams after graduation and how they are working towards their goals during high school.

Warrior News: What is your plan after you graduate?

McKenna Jensen: I want to own my own catering business.

Alexis Wheeler: I'm planning on going to college and following my dreams.

Roanna Rague: I want to be an artist for an animation company because that is what I've always wanted to do.

Wyatt Jones: After high school, I want to go on a mission and then go

to college.

John Child: I'm going to go on a mission first and then come back and get my EMT. I'm interested in majoring in the medical field.

WN: Why are you interested in pursuing this?

Jensen: I'm interested in going into the culinary business because it lets me be creative, and it's really fun to do.

Wheeler: I want to go to college because I want to get a good education and get a good career. I also want to have fun.

Rague: I am interested in motion picture because I really like art, and you can create your own world. And that is something I've always wanted to do.

Jones: I want to go on a mission and go to college because that's what I've always wanted to do.

Child: I've always been interested in trauma and the medical field ever since I was young.

WN: What college or university do you want to attend if you want to go to college?

Jensen: I want to go to Utah Valley College because they have a good program there.

Wheeler: I want to go to either Weber State University or Utah

State, but it depends on the finances. I want to go to these colleges because I want to stay close to home.

Rague: I really want to go to CalArts in California, because they have a really good art program and anybody who gets accepted there gets a better shot at really good careers.

Jones: I want to go to Utah State University.

Child: I want to go to college and become a trauma doctor after I graduate.

WN: How has high school prepared you for your plans?

Jensen: What I am doing now in high school is going to the ATC college for culinary school.

Wheeler: During high school, I'm getting good grades and applying for scholarships and taking every good offer.

Rague: High school has allowed me to take art classes, apply for scholarships, get ahead, and take every opportunity to try to enhance my chances of getting accepted into CalArts.

Seniors continues
on page 14

Best friends last forever

By Cara Darr
Assistant to the Chief

"She is probably the coolest person I know," Emily Kester, senior, says as she describes her best friend, Mikaila Hansen, senior. "We better stay friends (after graduation); otherwise, I don't know what I'm going to do. She's got to bring me through anything."

Friends will come and go, but some are lucky to say they will be graduating with a friend they've known throughout their school years. Weber High seniors express their gratitude to close friends as their lives move on after high school.

Every friendship has a great story behind how it started. Barrett Nield and Nico Andersen both say they have been friends since elementary through mutual friends. "It would have been in about third grade when we moved here," says Nield. "Inevitably, we ended up hanging out with each other all the time."

Karon Garrett and Alyssa Bernal have also been friends since elementary. Garrett recalls the best memory she had with her best friend. "We spent a weekend with two other friends in Salt Lake," says Garrett. Bernal's favorite memory with Garrett was "going to Bear Lake with her and her family."

"I don't exactly know when I met Miki (Hansen)," Kester says. "We've been friends for so long. I think she just kind of lived down my street, and we ended up hanging out with each other because our parents were friends."

Hansen also has a hard time remembering how they first met. She says, "My mom said something about us going to pre-school together? I'm not exactly sure. It's been so long."

Although they've all been friends for a long time, long-term friendships aren't all stress-free. Bernal says a hardship her and Garrett have gone through was earlier this year. "Both our grandpas died this year," says Bernal. She adds they both had to be there for each other. Bernal says the key to her and Garrett staying friends is, "If an argument happens, you fix it and don't throw friendship away." Garrett adds they both got in a fight over

the summer. "It showed us how much we need each other," says Garrett.

The biggest hardship Nield and Andersen had to go through was Andersen's move to Salt Lake in junior high, but they managed to stay close. "Nico and I have a weird relationship where we won't see each other for a long time, but when we do it's like nothing's ever happened. We have a relationship that never really changes," says Nield. He adds they hang out only once or twice a month, but they can stay friends with no problem.

Andersen feels the same as Nield and says they will stay friends after high school. He says, "We're going to different high schools and we're still close. Plus we're going to the same college." Andersen adds they always try to keep in touch. When they hang out, they play video games, play basketball or go to the movies. The best memory Andersen has with Barrett is going to a Hollywood Undead concert.

Two to three times a week, Hansen and Kester are longboarding,

snowboarding, or, as Kester says, "Just spur of the moment things." Kester recalls a time when they went to a Panic! At The Disco concert and Hansen passed out. "I had to drag her through all the people!" she remembers. She adds that was probably the biggest hardship they've gone through.

Hansen also says she loves doing things with Kester. "She has one of those personalities you just can't get sick of," says Hansen.

"We watch movies and eat ice cream," says Garrett as she tells her favorite activities with Bernal. Bernal adds, "We go shopping, have sleepovers and just talk."

Even though graduation is an end to high school life, these friendships will continue. Bernal says the one thing she would have to say to Garrett is "I love you."

"I don't know what I'd do without her (Kester)," says Hansen.

Nield says Andersen's best qualities are what helps him each day.

"His sense of humor," and he jokingly adds, "his devilish good looks."



Seniors Emily Kester and Mikaila Hansen are never bored of each other and plan to continue their adventures.

Photo by Bert Whitt

Experienced teachers share tips, insight given to help others' future

By Ashley Vongbandith
Staff Reporter

The end of this high school year is approaching quickly. With ordering caps and gowns, applying for college and searching for jobs, seniors are now prepared for final goodbyes to classmates and teachers.

Teachers have been through it all. With graduation, they know the bittersweet feeling of leaving behind their high school years to discover what their future has in store. As teachers reminisce about their high school days, they give advice to those who will soon be encountering their future.

Once seniors are out of high school, it's time to make life-time plans. Whether it's relaxing and enjoying themselves, looking for a job or finding new paths for their future, teachers recommend several things in order to guide graduated students to what's ahead of them. "Don't take too long to figure it all out. If you want to go to school, then you should go to school," says English teacher Mrs. Call. "Make a plan! And whatever it is, make the best of it," adds Mrs. Reyna, English teacher.

While some encourage education first, others tell graduates they should take time to find themselves and relax as the key to a brighter day.

"Live life and have fun! Once you graduate, there's a world of opportunity," says Miss Webb, psychology teacher.

"Travel and experience life outside of the bubble we call Utah," adds Mrs. Malan, Spanish teacher.

Reflecting back on high school, teachers learned from their past and use it as guidance.

These pieces of advice can also be used as an "FYI" for students who are not graduating yet. "I wish I took the SAT multiple times," says Webb.

"I wish I paid closer attention and got better grades. I learned how to get good grades once I was a junior in college," says Mr. Thorpe, physics teacher.

Ms. Luncford, World Civilization teacher, adds she too wishes

"Live life and have fun! Once you graduate, there's a world of opportunity."

to have worked harder on grades.

Some teachers said they didn't attend games and dances while in high school. They wished they had gone out more to attend these events.

"I wish I was more involved in school," says Reyna.

"I really wish I was more outgoing and attended games," says Mrs. Butler, history teacher.

Teachers care about students and want them to have a successful future. While some Warriors have many plans after high school, teachers throw out a few additional things to add to senior's must-do list.

"Be responsible, smart and respectful, because those are the things that will get you far in life. Also, be productive members of society and don't forget to mow your

lawn!" says Luncford.

For students who are heading to college, several teachers have some recommendations to help them.

"When you go to college, don't slack off. It's different when you slack off in high school," says Malan.

"I want students to go to college to learn about stuff that interests them and find a career doing something they love," says Mrs. Leake, English teacher.

Thorpe adds, "Go to college if you can. Try to begin a project of life-long learning."

While the time ahead of teens involves obstacles, teachers want to lead them in the right direction.

"Stay out of trouble and follow the advice of old folks like me," says Mr. Thorpe.

"Enjoy life, contribute to society and follow your heart," says Mr. Mason, Sign Language teacher. Mr. Mason adds he would like to see graduating seniors be creative once they're out of high school.

Some believe finding out what a person has a passion for is what should matter and by continuing education, Warriors will find out who they really are. Mrs. Leake says graduates should study what they love now and worry about a career later.

Mr. Potokar, video productions teacher, says he hopes students will continue their education, so they can still do things but still have a way to support themselves and their families.

Mr. Potokar also adds one last piece of advice to seniors as they leave Weber. "Stay in touch with your friends, and the adventure is just a beginning...hold on tight," says Potokar.

SBOs share final year, insight on high school experience

By Alexis Rague
Sports Editor

Senior year can be filled with mixed emotions for many students. It's the final year before graduation and the last stepping stone before entering the real world. For some, this year will go out with a bang while for others, it will just be another year of high school. However, senior year is different for the student body and class officers as they reminisce about the 2013-2014 school year, and their overall high school experience as Weber Warriors.

Some would agree these senior officers aren't just the faces of Weber High; they are the backbones of a great school year as they try to bring out the best in Warriors through involvement, dedication and unconditional friendship.

Most of the SBOs and senior officers will agree the activities throughout the year were definitely memory worthy. From planning the Quarters and Cans fundraiser to hosting all the assemblies, the SBOs and class officers have given Warriors a year to remember.

For Wyatt Harrop, senior officer, being in student government allowed him to "show off school pride" and get active in all the school activities. McKell Combe, senior class president, says some of her favorite moments of this year were getting involved with the events.

"I loved helping plan the assemblies. I loved going to the football games, especially this year since we've been winning! That was really fun!" Combe says.

Stetson Hohman, student body officer, enjoyed the dances and the Quarters and Cans event the most. Chris Kingsbury, student body officer, agrees that participating in the



The SBOs worked together for a successful school year. (From left) Stetson Hohman, Jaden Opheikens, Chris Kingsbury, Bobby Killpack, Tyson Lund, Dawn Gross, and Alex Goodrich.
Photo by Cara Darr

high school activities were his favorite moments. "I loved just being involved and being able to connect with people. We get to plan all the activities which is always fun!"

For some officers, like Cameron Barker, getting the chance to simply "entertain people" was his favorite part of being an SBO.

However, for most senior officers, high school has been a great experience because of all the opportunities to meet people and form new friendships. "I've made a lot of new friends," says Combe, "and since I'm from the Valley, meeting all these new people has been a lot of fun!"

For Kingsbury, not just gaining new friends but "finding out who your real friends are" was also an enjoyable aspect of his high school experience. Hohman adds being an SBO has allowed him to build new relationships with his co-officers.

"I enjoyed working with the other officers and getting to know them," says Hohman.

Since the high school experience doesn't last forever and with graduation just around the corner, these officers will enjoy their last few weeks as seniors while focusing on their future plans. Kingsbury believes being part of student government has given him "good experience for potential careers" and offered him many opportunities.

"I want to serve a mission," says Kingsbury. "I also want to go to Utah State or Weber State to study political science."

Harrop also wants to serve a mission and go to college. "I want to go to Stanford and study business," says Harrop.

Hohman is also excited for college and is looking forward to a church mission. However, he isn't sure if he'll continue student government in college because it's a "big commitment." He also offers his advice for future Warrior candidates. "If you want to be in student government, get on stuff early and don't put it off. But also have fun!" says Hohman.

Despite having goals and dreams after high school, the student body and class officers will not forget their exciting years as Weber Warriors. And for most senior officers, leaving their friends after graduation is one thing they're going to miss about Weber High. "I know that I won't see all the people I've met during high school ever again. I'm going to miss that," says Combe. "I'll miss a lot of my friends and just being involved and meeting new people."

Kingsbury will also miss the people he's met during high school. "I'll miss just seeing everyone. It's just sad because like 90 percent of the people you see here you'll never

see again," he says.

Barker and Harrop agree high school social life is something they're going to miss. "I'll miss all the people and being able to see all my friends every day," says Harrop.

Overall, the officers say they have had an amazing high school experience. "I've loved every moment of it! But when I found out that I made Senior Class President, that was a good moment!" says Combe.

"It's been fantastic this year! I mean some times were hard, but it was overall a good year!" adds Kingsbury.

For Barker, however, the year isn't over and the "possibility of a senior prank" is still left on his bucket list before graduation.

The senior officers agree that to have an exciting high school experience, people need to have fun and get involved. "You're only in high school once," says Combe, "and it's so much more fun when you're involved and make lots of friends."

Kingsbury believes people just need to have as much fun as possible and not let the little things get to them. "Make the most of your high school experience and don't worry about what people think of you," says Kingsbury.

"I know it sounds cliché, but it's true," he adds.

have to know what to do now, but just have a plan, and always have fun with it.

Rague: Some advice I would give to students during high school is to take what you like and have fun with it. Also, keep your grades up and show up to class, but don't let school hold you back. Take every opportunity that comes your way and keep up the hard work.

Jones: Some advice would probably be to be happy and if you're not, then fake it till you make it.

Child: If you're interested in something, jump into it and don't be afraid to ask people about it. Always try to find something and the opportunities will tag along. And it's okay to change your mind.



Matt Allen: "Survive until graduation! I'm a very plain person."



Jenica Lily: "Hike Ben Lomond overnight and watch the sunrise."
Photos by Brittany Slater

Soon-to-be graduates give future bucket list

By Scota McCarthy
Features Editor

The Bucket List is a popular comedy from 2007 that starred Morgan Freeman and Jack Nicholson. While it's a funny movie, many people plan/use bucket lists in their lives to do things they've always dreamed of doing or simply do fun things with friends. At Weber, some seniors have also compiled their bucket lists.

"I have so many bucket lists!" says Dakota Draper. "I have a bucket list for before I'm 30, before I have kids, a non-creepy honey moon one, a dog bucket list and I always have a summer bucket list."

Even though Draper has a rather diverse use of bucket lists, some seniors have simplified their wish list.

"I guess I want to travel the world for an overall bucket list," said Shelby Ward. "But for high school, number one on my list is getting a job."

Some seniors, like Jackson Minert, use their bucket list to plan their future.

"Well, I want to go on a mission and then college, become a famous author/sculptor, get rich of course, get married to someone hot and go skydiving with two parachutes," said Minert.

Along with his future must-do list, Minert has a bucket list of things he hopes to achieve before he leaves Weber.

"I just want to do something that I'll be remembered for," said Minert. His friend then said something about streaking at a game and Minert added, "Something that won't get me arrested!"

Nicole Mayhew started her bucket list off with something a little startling.

"Drugs, that's my bucket list, just drugs." After a short pause filled with laughter, she continued saying, "Just kidding, I just want to graduate."

For her future bucket list, Mayhew joined forces with Ward and said, "I want to travel the world."

David Reynolds has some plans he hopes to accomplish before leaving Weber.

"My bucket list? Well, it would have to be kidnapping a friend,

getting my grades up, finishing super late art projects, messing with friends, taking and passing my AP calculus test and disguising myself after I get a haircut."

Regarding his high school bucket list, things slightly differed. "Well, what I really want to do while still in school is kidnap a friend. I'll grab him, push him into my white van, then drive away while laughing maniacally... or just you know, kidnap them," he laughs.

Drapers' high school bucket list involves getting into a fight, of sorts.

"It will be on the last day of school; I'll need balloons, whip cream, a chocolate fountain, some strawberries and a victim," Draper said.

Now with all these students being seniors, there's a certain deadline on any type of pre-graduation bucket lists. So when do they plan to begin their bucket list?

"I'll start mine sometime at an FFA meeting," Draper said.

However, Minert has already started crossing things of her list.

"I've already finished one part of my list," Minert says. "I just need to do it thing by thing, I suppose."

As far as Ward beginning her bucket list, she said, "Most my plans aren't 'till after I graduate"

Reynolds said his bucket list/kidnapping plan needs to maintain the element of surprise." But soon," he added.

With many of these bucket lists, there's a bucket list accomplice. "Part of my bucket list is going on a double date with these two girls who vowed to never date in high school," says Minert. "So I'll be bringing my friend."

Draper said, "I'll compete with my brother." She added, "Or senior Ashtyn Nebeker." Mayhew said she's doing her list with Justina Secrist, and Reynolds added, "Tori Lee!"

Now why do these seniors have a bucket list? Minert thinks he might have the answer. "It gives you an agenda for what you want to do," he said.

Draper added she likes bucket lists because "I get to experience being a teenager before I have to grow up." Reynolds also added, "Bucket lists give you something to look forward to doing."

Seniors continues from page 13

Jones: Well, I already have a full ride scholarship to USU, and I'm prepared for my mission. I'm working on being better. High school has also showed me how brutal life can be and that people can always improve.

Child: Well, last semester I got my CNA, and this semester I got my EMR. I'm just trying to get as much experience throughout high school as I can. High school has also provided me with opportunities and a focus towards where I want to go.

WN: Who has inspired you to live your dream?

Rague: Honestly, what has inspired me is the idea that art allows you to express yourself and be creative.

Jones: My best friend, for sure. He just motivates me to live out my dream.

Child: When I was younger, I thought that stuff was really cool. I liked watching the fire fighters and I wanted to do that kind of stuff. And then I wanted to be like a life-flight pilot or a trauma doctor.

WN: What will you miss most from Weber High?

Rague: I will miss the art classes because they were fun and led me towards my dream. I will also miss the opportunities and the overall high school experience

Jones: I will miss seeing all my friends every day.

Child: I will probably miss the people and how you don't have to worry about finding people to talk to. I will miss high school because there is always someone to talk to.

WN: What advice would you give to fellow Warrior students on following their plans?

Jensen: What you should do during high school is probably go to the ATC. The ATC will really help you get into the culinary business or other career paths during high school.

Wheeler: Advice for others is probably to keep an open mind and don't give up on your dreams, and don't forget to have fun. You don't

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It's time for a.... Road Trip!

Warriors seek vacation after graduation

By **Michelle Hartvigsen**
News Editor

With graduation rapidly approaching, senioritis calming down and summer days just within reach, the class of 2014 is starting to think of what will happen in their future. This not only includes college, jobs and summer plans, but taking a vacation is also on their minds.

Freedom is what many seniors look forward to after graduation. Taking a “senior trip” is a common tradition, and that tradition is no exception among Weber Warriors. Some seniors take a trip with friends to get away from home, parents and siblings.

“I’m going with my friends. It is a good way to celebrate graduation and to experience time away from my parents,” says Alex Goodrich. Dawn Gross will also be going on a trip with her best friend, Katie Vantassel.

Although it may be a great time to get away from parents, they are not always completely out of the equation. Goodrich and Gross have another common factor with their trips: their parents are helping pay for the trips. For Gross, the vacation was a big reward. “My parents promised if I got a 4.0 for every quarter of my senior year, they would pay for my trip. I still can’t believe I did it!”

With help from her parents, Erynn Pontius is also going with friends. “I think seniors should go on a trip because graduation and growing to become an adult should be a celebration of who you are and who you’re becoming. Go have fun in the sun!” she says.

Marcos Ninataye says seniors deserve the break. “I think people

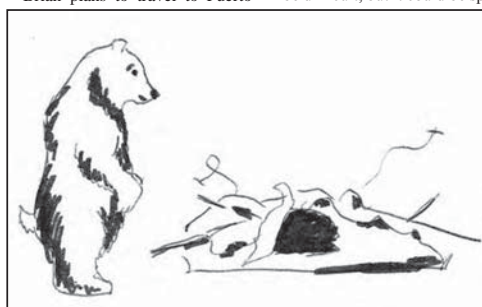
going on senior trips is a way to reward themselves for graduation and, quite honestly, there is nothing wrong with that! Graduation is a big deal, and we deserve to celebrate!” says Ninataye.

Some may not decide or are able to take a vacation with friends, however. Many seniors go on an adventure with their families. Ryan Liston, Ninataye and Baylee Brian are just a few who are taking this option. Where to go is also one of the biggest decisions to make. Some students may stay close to home, while others may travel to different locations across the globe.

Brian plans to travel to Puerto

rico, not only with her family, but also with some friends. “It’s beautiful, tropical and new! I’ve never been there. I’m so excited to hang out on the beach, go hiking and hopefully go scuba diving,” she says.

Liston also plans on taking a more tropical trip. He will be visiting Hawaii with his family. “We’ve been there before. Last time I was there, my dad and I took surf lessons. We’re going to go again. I plan on using my own money to buy my own surf board!”



Jared Olsen will also be traveling a long distance, but his vacation is

something very special.

Ninataye says, “I would say close to home would be better and that they [seniors] should save as much money possible, but I spent extra because I wanted to meet my extended family for the first time.” Ninataye took his senior trip in April to Peru, where his family is from, with his mom because he is leaving on an LDS mission in the early summer.

However, if cost continues to be an issue, staying closer to home is still an option. Pontius is saving money by traveling to St. George or possibly a drive to California. “It is

warm, fun, and away from home!” she says. Gross and Goodrich also have California plans. Gross will be going to Disneyland and is mostly excited to “see the princesses, go on rides and relax.” Goodrich says she just wants to “tan, swim and tan.”

There are many options for seniors to get away from the busy life of school before preparing for college. Whether it be close to home or across the globe, many traveling opportunities are available. It may take some hard work and saving, but seniors feel trips always seem to be worth the effort to take a well-deserved break.



Jarom Ralph



Seniors’ last hoorah! Schedule for the end of 2014

By **Angeline Garcia and Chandler Moore**
Staff Reporters

Seniors are considered the oldest and the wisest students of Weber High. They are examples to younger students. Except, they are now leaving. However, before they do, there are plenty of activities planned for them. Here is a list of what they can expect.

May 1
Murder Mystery Dinner 6-9 p.m.

May 2-3
State Band Large Group Festival
Murder Mystery Dinner 6-9 p.m.

May 5
AP Testing:
Chemistry - 8 a.m.
Environmental Science - 8 a.m.
Psychology - noon

May 6
AP Testing:
Computer Science A - 8 a.m.
Spanish Language and Culture - 8 a.m.

May 7
AP Testing:
Calculus AB - 8 a.m.
Calculus BC - 8 a.m.

Chinese Language and Culture - noon
May 8
AP Testing:
English Lit. and Composition - 8 a.m.

Japanese Language and Culture - noon
Latin - noon
May 9
Senior Cotillion Assembly
State Choir Large Group Festival

AP Testing:
English Language and Composition - 8 a.m.
Studio Art - 8 a.m.
Statistics - noon

May 10
State Choir Large Group Festival
Senior Cotillion Dance - 8:00-10:30 p.m. - John Watson Dealership

McKell Combe, senior class president, said, “I know it sounds weird but it is a big room with a big window; it will be good for cool decorations.” Seniors should be excited!

May 12
Spring Choir Concert (Auditorium) - 7-8 p.m.
AP Testing:
Biology - 8 a.m.

Music Theory- 8 a.m.
Physics B - noon
Physics C: Mechanics - noon
Physics C: Electricity & Magnetism - 2 p.m.

May 13
Spring Band Concert - 7-8 p.m.
AP Testing:
United States Government and Politics - 8 a.m.
French Language and Culture - noon

Human Geography - noon
May 14
Scholarship Assembly - 1 p.m.
Cap and Gown Delivery
Spring Orchestra Concert 7-8 p.m.

AP Testing:
German Language and Culture - 8 a.m.
United States History - 8 a.m.
European History - noon

The Ruby Awards - 6-7 p.m.
AP Testing:
Macroeconomics - 8 a.m.
World History - 8 a.m.
Microeconomics - noon

May 16
State Orchestra Large Group Festival
AP Testing:
Comparative Government and Politics - 8 a.m.

Spanish Lit. and Culture - 8 a.m.
May 17
State Orchestra Large Group Festival
May 19
Best of the Warrior Assembly - 7:45-8:45 a.m.

Baccalaureate (WHS) - 7-8 p.m.
Yearbook for Seniors
There will be a motivational guest speaker. Seniors and their parents are invited. Combe added, “We’re not sure who will be the speaker yet, but it is a last senior get together. Yearbook signing will also go on after Baccalaureate.”

May 20
Graduation (Dee Events Center) 2-4 p.m.
Another event on May 20 will be the graduation party at Toads. Combe said, “[There will be] a comedian or a hypnotist, we’re not sure yet. There will also be laser tag, mini golf, go carts, arcade games and batting cages.” Combe also said there will be added activities because the party is still being planned.

May 22
Give Back To Weber High Day
May 23
Last Day of School
Yearbook Day for sophomores and juniors

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W Awards: Seniors nominated in unique categories, predicting their future lives

By Erin Geiger and Jason Godfrey
Staff Editors

This isn't your typical award. Branching away from the yearly yearbook Best topics, the W Awards take the categories to the next level with silly senior honors. Over 120 seniors were surveyed and asked to choose a boy and girl who best fit the seven descriptions. Each year the topics change, and this year the seniors had the op-

portunity to be selected for highly coveted titles. Don't worry juniors and sophomores, one day you'll get to have your name on these ballots. And, if you're lucky, you may just be chosen to represent a W Award category.

Couple most likely to elope: Connor Ross and Michelle Hartvigsen are destined to be together.

through many tears and restless nights" trying to come to terms with the sudden marriage.

"Now that they know what kind of man I've married, they couldn't be happier, though," she adds with tears welling in her eyes. "I still don't have a ring, so I feel a little jipped." Hartvigsen tells, to which Ross replies, "You have my heart, though." Ross continues, "Her beauty inside and out shines brighter than the sun, moon and stars combined."

Most likely to become hermits: John Lewis and Alex Udink. Ac-



Newlyweds Connor Ross and Michelle Hartvigsen are destined to be together.

portunity to be selected for highly coveted titles. Don't worry juniors and sophomores, one day you'll get to have your name on these ballots. And, if you're lucky, you may just be chosen to represent a W Award category.

Couple most likely to elope: Connor Ross and Michelle Hartvigsen. Weber High's class of 2014 is pleased to announce the union of Mr. and Mrs. Connor Ross, although it is a bit disappointing there were no invites sent out. The two lovebirds, who dated for a blissful seven days, traveled to the

cording to merriam-webster.com, a hermit is defined as a person who lives in a simple way apart from others. Another definition, given by urbandictionary.com, reads, "Though they are alone, they have no problem with socializing with people. They chose a life that leaves them alone."

Lewis says, "I guess I'm not surprised I was nominated for this. My daily activities include staying in my basement for either homework or games." He adds he can see how his activities helped him earn the "oh so esteemed nomination."



Future hermits John Lewis and Alex Udink come to accept the life of solitude and look forward to many cats.

beautiful sunset plains of Eastern Germany to solemnize their bond.

"I don't know how you found out about us eloping," Ross says. Hartvigsen adds, "We're happier than a fat kid with a candy bar."

The royal couple of Weber isn't at all surprised they were nominated for this category. Hartvigsen says, "Our undeniable love for each other shines through for everyone to see."

Ross proposed on a gondola in Italy at 11:59 p.m. Lorenzo paddled and sang in the background, his accordion illuminated by candlelight. Hartvigsen says her parents "went

Udink was "not at all" surprised at her nomination. "I have four kittens, so I kind of figured I'd get nominated," she says. Although the cats may have been what got her nominated, she says she's more of a "two cat type of person" and doesn't plan on getting any more. She adds, "Four is just too many and requires a lot of energy."

While hermiting, Lewis says he enjoys "living in a mud shack, scaring off curious onlookers and eating various fungi just like any other hermit." He adds, "Hobbit posers ain't got nothin' on my lonely [beep]!" Lewis says he became



Selfie after selfie, Bridger Thorpe and Marissa Shelton master the art of self portraits.

a hermit because he's "the hermit that Weber deserves, not the one it needs."

Udink will live in something that's a step-up from a mud shack—a cabin. "I'll probably live in a cabin somewhere cold, so I can ski all the time," she tells. She adds she'll depend on amazon.com for her groceries. "I'm pretty sure you can order fruit baskets from them, so that's basically all I need."

Most likely to take selfies as adults: Bridger Thorpe and Marissa Shelton. Oh, the selfie. Although selfies are pretty new comparatively, they've found their way onto everybody's newsfeeds and photo galleries. These "self-portrait photographs" are spreading like a hot rumor in a high school cafeteria.

Thorpe and Shelton both say they're surprised they've been nominated because they "don't take many selfies." Shelton says,



Future celebrity spouses, Austin Tesch and Hannah Christensen pose for pictures, sign autographs and enjoy the paparazzi.

"I barely ever post them! You can check my Instagram account and there's probably less than 10 out of my 200 pictures."

Thorpe says there are "hardly any selfies" on any of his social media accounts and he only takes them for Snapchat. He adds if he could take a selfie with anyone in the world, it would be Rihanna "because she's hot."

Shelton says she would pick "Zach Efron, of course! Have you seen him? He's the definition of perfect!" Touche.

The selfie Ellen DeGeneres took with Bradley Cooper and Jennifer Lawrence has gained a lot of attention, it's no exception with Thorpe. He says if he could take a selfie

Tesch says he's surprised he was nominated for this category because he "never thought he'd marry a celebrity." Tesch was first drawn to Katy Perry because of her beauty and talent. After dating her for three months, he opened for her at a concert with a song he'd written. When the song ended, he proposed to her on stage. After graduation, Tesch and Katy plan to live on a sunny beach in California and start a family.

While Christensen says she's surprised at her nomination, she also says, "I guess marrying a celebrity is a good thing!" When vacationing in California, Christensen ran into Liam Hemsworth and was caught by his beauty. She made him hold back on proposing until they'd dated for about a year and a half, but they finally tied the knot at the Snowbasin resort in the valley.

"We'll have three beautiful chil-

dren who will grow up to be singing football players," Tesch says. He also says living in front of the cameras can be tough sometimes with "creepy people" always taking the photographs, but it's worth it.

Christensen and Liam are hoping for three boys who will "definitely play baseball." Upon graduation, they plan to reside in Seattle.

Most likely to have their own talk show: For Brigham Harris and Erin Geiger, they were nominated to have their own talk show. For Brigham Harris, it came as a surprise. Once he thought about it, he said his show would be like, "Pardon the Interruption, on ESPN. It would be a sport and debate combo because that's what I like."



Erin Geiger and Brigham Harris have major dreams of their future fame in the broadcast journalism field.

anywhere in the world, it would be alongside them at the Grammy's.

Shelton ops for something a little more strategic, saying she'd take her ideal selfie in the back office. "No one can see me [in there] and there's good lighting," she explains.

Most likely to marry a celebrity: Auston Tesch and Hannah Christensen. It's rare, but celebs marrying non-celebrities does happen. For that record, Tesch and Christensen may just become celebrities. Who knows? However, mere commoners can make it to the land of stars if they marry one.

Reese Witherspoon married a talent agent she met through a drunken man at a party; Patrick Dempsey married a stylist he met while getting a haircut; Matt Damon married a bartender and Tina Fey married a composer she worked with for a while. Location, location, location, people!



Working at the "Happiest Place on earth" are future Disneyland cast members Katie Vantassel and Jake Heywood. They show off their love for Disney.

of the woman. "Erin doesn't have a ring to it and neither does Geiger. Basically my name is bad," she said. However, after contemplating, Geiger chose to call her show "Sufficiently Entertaining."

Along with Harris, Geiger is also thinking that television is the field she wants to go in. "I don't know if I'm fancy or cool enough, and I think Mrs. Stettler and my mom would be the only ones watching the show."

Most likely to become CIA agents: And the award goes to.... Callie Birch and Ryan Stanley! For Birch, she was "totally not expect-

that dream is becoming real. When Heywood heard that he was nominated to work at Disneyland as a character, he "didn't expect it all. I laughed really hard and went to tell my brother."

He added the character he would want to be was Goofy "because he's the most fun. It would be more fun to be informal and do the laugh." He mentioned, "I'd switch it up every once in awhile and be a prince when I'm feeling fancy." Heywood said the best thing about working at Disneyland would be that "everyone is happy- it'd be so fun."

Vantassel was "so happy I could



Co-CIA agents Callie Birch and Ryan Stanley spill the secrets of their previous missions.

ing it, I'm honored." Birch added, "I always thought the crime life would be cool."

Not only does she think it's cool, but she is actually a part of it. "I've been out of the country 40 plus times," she added. Birch and Stanley are co-partners, but the rest of the information is, "confidential." Birch mentioned, "It was hard to keep the secret at school, and my family just thought I was going to summer camps." The CIA life, according to Birch is, "difficult- it takes lots of guts and effort."

Birch told a story of one of her experiences in Ukraine. "I had to stop serial bombers, and I met some crazy people. Ryan came in and helped me blow up a factory, and unfortunately, there were some casualties." She said not to worry because "the National Security is

sing like a princess!" The character Vantassel would be is "Belle because she is so smart, kind, and compassionate." Her favorite thing about Disneyland is "the magic-working there wouldn't even be hard at all."

Most likely to find Bigfoot: Bigfoot is a hard creature to find. However, Weber High is in luck. Ashleigh Steed and Hunter Hesselgesser were nominated to find Bigfoot. Laughing, Steed's reaction was, "This is hilarious!" Steed said, "I'm a hiker and I do believe in Bigfoot..." She mentioned, "I'll probably find him in the woods and get the million dollars the one billboard offers." Steed added, "I think Bigfoot is Cain from the scriptures." Steed said once she finds Bigfoot, she'll get a picture with him and let him go to let the mys-



Experts Ashleigh Steed and Hunter Hesselgesser believe it's possible to track down Bigfoot, and they will spend their future doing so.

still safe." She added, "Don't make me mad. Let's just say I know how to use a butter knife."

When it came to Stanley, he simply said, "I'm not surprised. Having a job like mine, you can't have friends. It wasn't hard to keep the secret." Not sharing as much as Birch, Stanley also warned, "Don't do drugs."

Most likely to work at Disneyland: Working at Disneyland as a character is most peoples' dream-when they were younger. For Katie VanTassel and Jake Heywood,

tery continue.

Hesselgesser was very confident. "Of course I'm gonna find Bigfoot. Depending on the season he'll either be in the mountains or in the desert." Hesselgesser believes Bigfoot is his own person and he added, "I'm gonna find Bigfoot way before Ashleigh! If you look at me, you can see my Sasquatch skills. I've been studying him my whole life." Once Hesselgesser has found Bigfoot, he mentioned, "I'll put him on display in a cage and train him to do tricks."

Photos by Levi Easley, Brittany Slater and Cara Darr

Will

I, Trenton Wadman, will my good positive attitude to anyone who is having a bad day.

I, Blake Stevenson, will my attendance to Montana Bone because he'll need it.

I, Dustin Peterson, will my pack of gum hidden in the welding hall bathroom to anyone.

I, Harley Sullivan, will my long luscious locks to any sophomore male who wants to get all the ladies.

I, Hayleigh Mortensen, will my gum that's in the softball locker room.

I, Amber Jones, will my testing skills to anyone who forgot how to study.

I, Jena Jones, will my awkward dance moves to Brenna Musgrave.

I, Cooper Cosby, will my flatulence to Logan Parke.

I, Hunter Hesslegesser, will my dreams for windows and a good lunch!

I, Jackson Minert, will my water bottle to anybody who tries to take a water break in U.S. History.

I, Shaelie Huffaker, will my curly hair to whoever wants it.

I, Andrew Jouffray, will my twerking abilities to save the world from hunger.

I, Hannah Charlton, will my skill of "The Charlton" 3-point shot to Mikah Meyer.

I, Nathan Kelley, will my kissing skills and flirting tactics, even though they suck, to Drake Alton.

I, Jaccob Underwood, will my not-respecting-authorities to every hat-wearer in the school.

I, Jayce Call, will my procrastination to Caleb Wight.

I, Samuel Tams, will my ladies to Drake Alton.

I, Landon Wicks, will my hair to anyone who needs a mop.

I, Jarom Ralph, will my awesome height and art skills to and kid who thinks they're man enough to fill my shoes.

I, Landon Wood, will my ability to talk my way out of anything.

I, Luke Smith, will my GAF to anyone who seeks to know what my definition of GAF is.

I, Logan Parkin, will my secret ninja skills to Jackson Meyer.

I, Kyle McFarlane, will my parking spot to a hobo on the back row.

I, Jaimey Cisowski, will my funniness to any dull person.

I, Ashlyn Capener, will my setting skills for volleyball to Sarah Harris.

I, Kazia Bennett, will individuality to any and all incoming and current students.

I, Zachary Dixon, will my curly hair to any lucky sophomore who wants to get the ladies. Curls get the girls.

I, Haylee Chugg, will my swag to my brother Tyler.

I, Ben Christensen, will my huge biceps to anyone with tiny arms.

I, Braedin Butler, will my endurance to anyone who wants to run a 4:36 mile or a 15:49 3 miles.

I, Auston Tesch, will my epic skills of awesomeness to the humble heroes at our school.

I, Dakota Draper, will my awesome skills of smoozing to anyone who wants to graduate.

I, Terilyn Humphrey, will my tumbling skills to anyone shooting for the Olympics.

I, Ashton Wride, will my hair to any sophomore who wants luscious locks of love.

I, Daniel Jeffs, will my Glad Cling Wrap to Gabe Walker.

I, Braden Dyer, will my kindness and help to any sophomore who has bullying problems.

I, Mikaela Taylor, will my shortness on at least one senior each year.

I, Carson Stromberg, will my track speed to anyone who wants to run from bullies.

I, Corinne Silva, will my accident-prone curse to anyone who wants out of gym class.

I, Rachel Smith, will my senioritis to any junior who wants it.

I, Abigail Lane, will my deck of cards to Mr. Mason's sign class.

I, Caleb Smith, will my knowledge to anyone willing to learn.

I, John Child, will my unique taste of music to Bailey Porter. She's a babe.

I, Jenica Lilly, will my bright, shiny smile to anyone who needs it.

I, Tyler Christiansen, will my height to be spread evenly among the basketball team.

I, Katrina Vantassell, will my sass to Sophia Lowry, because someone needs to be the sassy one in Productions.

I, Jacob Howell, will my incredible taste of women to all sophomore men.

I, Michaela Hillstrom, will my pure awesomeness to anybody who is feeling kinda down.

I, Miranda Stephens, will my ability to get to bed before midnight to all juniors who have loads of homework.

I, Marcus Carter, will my athleticism to any sophomore who isn't athletic but wants to be.

I, Courtney Bedke, will my great people skills to all shy sophomores.

I, Mayme Jensen, will my ability to complete community service to any younger class with attendance credit loss.

I, Cara Darr, will my photography skills to any sophomore in journalism.

I, Devon Childress, will my wrestling moves to all juniors.

I, Wyatt Harrop, will my ginger swag to all those gingers just trying to get by.

I, Jordan Bassett, will my common sense to benefit Weber High.

I, Chase Anderson, will my sophomore and junior friends to have an awesome year without me.

I, Jourdan Penman, will my dashing good looks and swagger to any young man gone unnoticed by that "one" girl.

I, Hunter Bird, will my wisdom and smarts to any person at Weber High.

I, Alex Anderson, will my AP homework to any brave and crazy junior.

I, Alexis Larsen, will my study skills to anyone taking important tests.

I, Courtney Rich, will my love, friendship and "haha I'm out of here!" to my friend April G.

I, Landon Hiddle, will my soul to someone who doesn't have one.

I, Will Palmer, will my will to the *Warrior News*.

I, Alisha Madison, will my outgoing personality to any sophomore who shuts people out.

I, Tiffany Christensen, will my artistic powers to the blind.

I, Shelby Linstedt, will my pajama pants to the sophomores.

I, Jada Johnson, will my luck to Jena Johnson.

And Prophecy

I, Trenton Wadman, prophecy that Weber High will be a sadder place without this year's seniors!

I, Blake Stevenson, prophecy that McKay Hunt and Saige Johnson will get married after high school.

I, Harley Sullivan, prophecy that Zeke Greer will become a professional snowboarder.

I, Hayleigh Mortenson, prophecy that Mr. Ottley will grow a mullet.

I, Amber Jones, prophecy that Mr. Ottley will intimidate his classes five times a quarter.

I, Mayme Jensen, prophecy that ID cards will lose their power in school.

I, Jena Jones, prophecy the drill team will be lost without me yelling at them at practice.

I, Cooper Cosby, prophecy the entire school will be depressed without my branding skills.

I, Hunter Hesslegesser, prophecy Weber will be a boring place without I, the Brazilian bronco.

I, Jackson Minert, prophecy dessert will be served daily again.

I, Colleen Wood, prophecy no other class, besides 2014, will be the best!

I, Miranda Judd, prophecy that one day, all the carpet in Weber will match.

I, Shaelie Huffaker, prophecy the orchestra will be really boring next year.

I, Andrew Jouffray, prophecy this world will be destroyed by zombie-unicorns.

I, Hannah Charlton, prophecy Abbie O'Neill will be able to dunk next year!

I, Nathan Kelley, prophecy Weber will be a shelter during the zombie apocalypse.

I, Jaccob Underwood, prophecy Weber High will continue to not have windows.

I, Jayce Call, prophecy the U.S. team will go to Quarter Finals in the World Cup.

I, Sam Tams, prophecy Weber High football will win state next year.

I, Landon Wicks, prophecy people will stop kissing in the hallways because it's intimidating everybody else.

I, Jarom Ralph, prophecy the paper will be at a loss without my cartoons, but aside from that, it'll be fine.

I, Landon Wood, prophecy attendance credit will meet its doom.

I, Luke Smith, prophecy AP Stats will be faster next year.

I, Kyle McFarlane, prophecy Weber will not exist in a few years.

I, Haylee Chugg, prophecy that the gold team will be super amazing!

I, Auston Tesch, prophecy the football team will win Region Championship.

I, Dakota Draper, prophecy boys will get worse at asking girls on dates...stupid boys!

I, Daniel Jeffs, prophecy I will continue to be Daniel Jeffs.

I, Braden Dyer, prophecy Weber will soon have metal detectors.

I, Mikaela Taylor, prophecy yearbook **will** continue to be amazing!

I, Carson Stromberg, prophecy the track team will suck next year.

I, Corinne Silva, prophecy students will eventually knock down school walls to put in windows.

I, Greg Fenton, prophecy the Warrior News will not have a lick of photoshopping once I'm gone.

I, Rachel Smith, prophecy the world will end, and I wasted all my years in school.

I, Abigail Lane, prophecy this is the best senior class EVER!

I, Caleb Smith, prophecy the school store will remain open for always and eternity.

I, John Child, prophecy Mr. Newbold is going to have a mental breakdown and yell 'quiet coyote' at everyone.

I, Jenica Lilly, prophecy teachers will miss this year of seniors more than any other group of seniors. Just kidding!

I, Tyler Christiansen, prophecy Grant Ellison will be able to grab the rim of a basketball hoop.

I, Katrina Vantassell, prophecy Weber won't get windows. Ever.

I, Jacob Howell, prophecy "swag" levels will rise at Weber High with upcoming generations.

I, Miranda Stephens, prophecy the Commons will never be as interesting after this year's seniors graduate.

I, Michaela Hillstrom, prophecy all students will become albino for lack of sunlight at school.

I, Courtney Bedke, prophecy the school dress code will be abolished.

I, Cara Darr, prophecy the school will now not have good music taste.

I, Devon Childress, prophecy Weber High wrestling team will take state in the 2014-2015 wrestling season.

I, Wyatt Harrop, prophecy Mr. Wardle will be the next head basketball coach.

I, Jourdan Penman, prophecy Tupac, Biggie and MJ will arise from the dead and create the ultimate 'Thriller.'

I, Hunter Bird, prophecy Weber High will fall apart without us current seniors.

I, Alex Anderson, prophecy Weber will not be the same without Ms. Keim.

I, Braden Nielsen, prophecy the school will be lost without my group of friends.

I, Alexis Larsen, prophecy someone will always complain about school lunch.

I, Courtney Rich, prophecy Weber High lunch will slowly get better.

I, Will Palmer, prophecy cross country will rock next year.

I, Katelyn Storey, prophecy the rule of wearing ID cards will never stick, no matter how hard they try.

I, Jon Hale, prophecy Weber will win more football games in 2014.

I, Eli Erickson, prophecy all seniors will leave after graduation.

I, Alisha Madison, prophecy Weber High will never be the same without this year's seniors!

I, Tiffany Christensen, prophecy most of my class will graduate with me.

I, Jada Johnson, prophecy I will graduate with honors.

I, Mitch Barber, prophecy a change of future for the days to come.

I, Isabelle Toersleff, prophecy I will come back to Utah after I graduate in Sweden.

I, Wesley Johnson, prophecy I'm the real Slim Shady.

I, Camdyn Young, prophecy Weber will make the Commons even more ridiculous looking.

I, Marcus Carter, prophecy biology will never be an enjoyable class.

I, Jordan Bassett, prophecy Michelle Obama will eliminate school lunches with her new diet.

Building a better team, Lacrosse unites on field

By **Miriam Gameros**
News Editor

2014 Weber’s boys’ lacrosse team has high standards for this season; the Warriors are willing to push themselves harder than ever to make it to the playoffs.

Varsity stands at a 4-4 record. With four wins to Boise (7-6), Logan (22-4), Pocatello (18-0), and Box Elder (17-6); and four losses to Timberline (6-12), Skyview (5-10), Viewmont and Bountiful. Despite the losses they’ve had, they stay positive and keep practicing to get better.

Head Coach Chuck Holland has a positive outlook on his team. “To date, our attack has played well with the Karner brothers, Patrick, junior captain, and Andrew leading the team in scoring,” said Holland. Holland added they have a deep midfield led by senior captain Garret Scherer who has contributed both offensively and defensively. The leading midfield scorer is junior Tanner Shepherd. Derek Marks, junior, is a game changing long stick midfielder and Ellis Alexander, junior, is a “do-it-all” midie.

“Our defense is anchored by Hunter Bell, junior captain, and supported by freshman Nate Boehme with a duo of talented goalies: freshman Bostin Preisler and Trenton Franze,” added Holland.

Last season was not kind to them.



Derrik Marks, junior, takes on a Pocatello opponent as he works defense.

Photo by Bert Whitt

“Last season was really rough and depressing,” said Jaxon Porter. Porter added there was not much unity in the team, that’s what brought the team down the most.

They will not settle for the same results as last year, and to improve they will overcome past obstacles.

“Last season was not our greatest; in fact, we only had a handful of wins, and we got lucky those times,” said Porter. Porter added along with unity problems, there wasn’t strong communication between the players and coaches.

“This season we have improved on that issue. Not only are we closer on the field, but we are friends as well. We like to hang out as a team. We’ll usually go to Pizza Pie Café after practice and grab a bite. I believe that has helped us out a lot. Communicating with the team was one of the major issues, and so far we’ve been doing well on building team communication, thanks to Coach Holland,” said Porter.

Bell agrees with Porter. “Last year there were a lot of guys who would just slack off. They wouldn’t go to practice, and sometimes they wouldn’t even go to games. But that doesn’t fly with the new coach, Coach Holland. He demands success to reach success,” said Bell

Coach Holland is Weber’s new lacrosse coach who is a New Jersey native with over 20 years of playing experience and 15 years of coaching experience. He also has international experience, having played and coached in Australia and played tournaments in Canada.



Derek Marks, junior, scoops up the ball during a game against Pocatello. Weber won 18-0.

Photo by Bert Whitt

He has also played both field and box lacrosse. He is excited to take Weber to the next level.

“I got a few job offers to coach lacrosse, but Weber High stuck out to me the most. I liked the board and the parents of the team,” said Holland.

Holland and captains have the same goal: to get good enough to make it to the playoffs. “The goal is simple, to get better. Our main goal as a team is to get better every day. We have seven games left to the playoffs,” said Holland.

Scherer’s main job as a captain is to make sure everyone is doing what they need to be doing during practice and games. “Practice usually consists of running a few laps and drills. Stretching is really important, so we won’t get injured. We also run down the field and change positions which prepares us for the games. Something that also helps the team is to do fast breaks. Practicing fast breaks helps out a player because they develop endurance and focus when we have challenging games,” said Scherer.

Playing lacrosse is not always fun. There are also those difficult aspects of the sport. “One of the greatest challenges there is playing lacrosse is overall communication and knowing your assignment for different calls. You may know how to play well, but knowing your job as an individual and knowing the game plan are very important; otherwise, you’ll be lost throughout the game,” said Bell.

Holland feels that while he wants great players on the field, he also wants them to be their best in class. “I focus on grades a lot. I want

them to do well on the field and with their school work,” he said. Holland added he wants to build better young men.

Holland also wants his player to develop a program for the youth level to a higher level, like his high school players. “It’s a winning program. Winning is not easy, it takes a lot of hard work,” said Bell.

“I want my players to get involved with the community. I believe that evolves the level of dedication and commitment the team can have,” added Holland.

The boys have gone above and beyond for the community. They held a clinic for the youth that would help young players develop their technique and skills.

“On Mar. 8 we held a clinic. Mar. 8 was also Prom, but it was okay because that taught us that no matter what day of the year it is, we are a team and we are there to help out. We were able to coach some younger kids and teach them the game and the fundamentals,” said Bell. The team has also helped finish a home in downtown Ogden. “We washed the floors and walls of the house; it turned out well,” said Scherer.

Holland’s system is a team system, not independent. Bell explains, “You can go out on the field and play great but when it comes down to what matters, it’s to play as a team.”

“I want Weber to be proud of the young men they have. I don’t just want good lacrosse players on my team. I want good hearted guys on my team and not for just this season but next season as well,” said Holland.

Running benefits found by training, staying in shape

Many Warriors participate in local and national running competitions

By **Katie Montgomery**
Editorial Editor

Running has become the preferred exercise and past time of many Warriors. Students and faculty alike are competing in marathons, 5k’s and are running to stay healthy.

Junior Hannah Stuckey enjoys the stress relieving effect running has on her and “running just makes [me] feel good.”

“Running calms me down,” says Mr. Robins, WHS counselor. “I just have a better outlook on life in general when I get my run in. I’m more positive.”

Of course, there are also physical benefits. Senior Ashleigh Steed says running keeps her in shape. “I have my swim suit season body all year round!”

“I was in tennis when I was running; it helped a lot,” says Dominic Emerson, junior. Many frequent runners use their school athletics as their training while others use running as training for their sport of choice.

When preparing for running, athletes don’t always use extensive training regimes or complicated diets. They prefer simpler plans to prepare for races.

Mrs. Butler, WHS counselor, says she doesn’t follow any form of training schedule; she only makes sure she runs a few times a week. She has participated in Ragnar with several other WHS staff members.

Mckay Hunt, junior, runs many local 5k’s and other races. “I’ve competed in races in Colorado and down in Moab,” he says. To prepare, he likes to run on the trail at Snow Basin, and he adds running also helps with cross country.

Mr. Rawlins, WHS computer technology teacher, says it’s best to start out slow but still make it challenging. “I run five days a week, with shorter runs on weekdays and saving my longer runs for Saturdays,” he says. Rawlins has com-

peted in several Ragnar’s and many half marathons.

Emerson and Steed say one of the harder challenges is breaking the “runner’s wall.” Steed defines the runner’s wall as the feeling “when you’re running [your race] and your first wind has died, but you’re still waiting for your second one to come pick you up.”

Emerson also says not to give up when encountering a runner’s wall. “You just have to push through it,” he says. “The end is the best part.”

Rawlins adds not to be discouraged when the first race is harder than expected. “The first time running is really the challenge here. After that the races get easier and easier.”

Athletes run for various reasons: to get fit, to improve their self-confidence and to have a sense of accomplishment.

“I started running as just a way to get home from work,” says Rawlins. “It has grown into something I really enjoy doing, so I keep doing it.”

“Running calms me down. I just have a better outlook on life in general when I get my run in. I’m more positive.”

“It gives me a sense of accomplishment,” says Steed. She ran the Full Monte Marathon; a race starting at the top of Monte Cristo and ending in Huntsville Park, last September.

Sam Heaton, junior, who also ran Ragnar, says she just loves to run, no other motivation is required.

However if these reasons aren’t enough to start running, some students use running to get closer to family and friends. Sophia Lowry, junior, ran the Ogden Marathon with her family before her father’s deployment to Afghanistan. “We wanted to run together because we felt if we could do something difficult like running a marathon we could handle the situation better.”

Others have less emotional reasons for running. Ryan Lund, junior, says his main reason for running is “the thrill of escaping the police.”



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Baseball strives for playoffs

By Brenna Huggard
Staff Reporter

America’s favorite pastime has descended upon Weber High. Baseball season is here, and the Warriors are out to make a name for themselves.

The coaches this year are coach Mark Larsen, who is the head coach, with Coach Matt Hammer and Coach Hansen as his assistant coaches. “The team’s looking great this year, we have a lot of talent, these boys work hard,” Coach Larsen states.

Some team predictions for the season are, “I think we can take region; I’m confident in our team this year,” says Anthony Richards, sophomore. Senior Ben Bodily agrees saying, “I’m pretty sure we’re going to at least take region; hard work will get us there.” Jayden Champneys, junior, adds, “We had a solid preseason and are feeling good heading into region play.”

The team has several strengths this year. Focusing on and using these strengths will be important as they face difficult region opponents. Pitching and hitting is a strong suite for the team. “Our pitching and hitting are really good,” Nathan Kelly, senior, says. Trystan Saxton, senior, agrees adding, “Hitting is really good, and something I’ve noticed about the team is we have great motivation. We play as a team, and we stay positive the whole game.”

Coach Larsen is impressed with this year’s team leaders. “We’ve got seven senior starters, and we’ve got really good senior leadership. It is nice to have the leadership and the experience from them. The kids are fantastic.” Larsen adds, “We do really well playing the ball, you know, making plays, and we pitch well.”

The Coach also says the team is growing and will continue to get better. “Obviously though, it’s still early, so we still need to get better, but it’s nice to see all aspects of the game be played well: hitting, pitching, and fielding is great as long



Attempting to tag out a Syracuse runner, senior Bobby Killpack defends the plate.

Photo by Levi Easley

as the kids keep working at it I’m happy,” he says.

Larsen also recognizes dedication and love for the sport as strengths of the team. “These kids love the sport. They work at it year round, and it’s what they love to do, so it’s great to see them compete but also to see them love what they’re doing.”

Unity in a team is important and necessary, and Weber’s baseball team has it. “We’re really close, we’re like a family. We always have fun together; I consider my team my brothers.” Kelly adds.

Team unity is a big thing for the team because it helps with trust and their ability to play the game. “I love ‘em, we are just here to have fun and keep it loose and being like a family helps a lot,” Saxton says. “Yeah I haven’t been at the school this long, but I consider my team brothers, that’s how we treat each other,” Champneys adds.

The team started strong in preseason with several wins, and they hope to continue to play just as strong. “We stared off great, took a couple of wins,” Coach Larsen says.

Weber started out with a great win against Fremont, 9-8. It was a close game but the Warriors pulled

through. However when Weber went away to Fremont, they suffered a 10-0 loss. They also had a win over Roy 8-3. On March 13, Weber played a great game against Bonneville with a win of 8-5, and then continued that winning streak with another victory over Syracuse, 13-7. However, with an intense game against Northridge, Weber had another close loss, 16-15, but it was a battle well fought.

The fans support is really important to the team. Bridger Thorpe, senior, said, “Oh yeah, it affects our game a lot. When you make big plays and you hear a lot of noise from the fans, it really is a great feeling.” Richards agrees and says, “I love to know people are supporting us; it really does make a difference.”

Preparing physically and mentally for the rest of the season is important. “We have to stay focused, just working as hard as we can, is super important,” says Thorpe. “Mentally, I prepare by just being with the team; they help me focus,” Bodily adds.

With more region games coming and state around the corner, the Warriors don’t have time to slack. They will continue to work hard and will improve this season.

Softball wants region, state wins

By Erin Geiger
Editor in Chief

The 2011-2012 softball season ended with an intense playoff game and Weber with the title of State Champions. The sophomores from that team are now seniors, and they’re ready to get back to where they were two years ago. With new seniors leading the team and new underclassmen ready to work, it’s safe to say the softball whirlwind has officially begun.

Softball is a quick, back-and-forth sport that can grow more extreme by the actions of one individual player. This unpredictability is one of the things senior captain Hannah Charlton enjoys most when playing. She says, “I like how the game isn’t over until the last out of the seventh inning. You think you’ve got the game in the bag, and then the other team has a few hits and you’re down by three.” She adds the game can change in the “blink of an eye” and it “keeps you on your toes.”

Charlton has played for nearly her whole life and says she plays because she loves the game. “I love the feeling that you get when you make the game winning hit or make the diving catch to win the game. I play to always get better. You can always improve playing in softball; you can always get better,” she tells.

Fellow senior Mikaela Matzl plays in the heart of the outfield. “As a centerfielder, I love being able to control what the other team thinks of their hitting. They may think they’ve had a great hit, but that all changes if I catch the ball,” she says.

While first baseman Marjorie Medina loves the sport, she also enjoys the social aspect of it. Medina, a senior who’s been on the team for two years, says bonding with her teammates is something she looks forward to each season. “Bonding with the girls is great. We get really close and crazy on bus rides where we take lots of pictures, talk and pull pranks on each other.”

All these new girls have brought something different to contribute to the team. Charlton says, “Abby Phalen has definitely stepped up by coming in to catch for us. She does a great job and has helped lead the team. Cassie Cosby has filled some big shoes with becoming our starting pitcher. She steps up when we really need her.” She adds other girls have come in and helped with strengthening the team like Marissa Medina, who starts at 3rd base, and Caitlin Arnold, who plays 1st base.

The new additions to the team have also posed a challenge; however, Medina says they are trying to get to know each other and come together as a team. Charlton says one of the team goals for the season is to learn how to mesh together to play the best they can. “We have quite a few new starters and we are just focusing on developing as a team and figuring out our chemistry each time we play,” she adds.

“We’re doing things together as a team to try to get closer,” Matzl says. “We all stayed in the same house when we went down to St.



Haleigh Mortensen, senior, prepares to run towards first plate after a killer hit.

Photo by Cara Darr

George and we have team parties. We want to learn who our fellow teammates are so we can play better together.”

Some of the obstacles have to do with how the team used to be. Charlton says, “We are definitely struggling not having the fast pitcher that we have had in the past. It’s been tough getting used to having teams being able to hit off of you. We are also having a tough time with hitting because we lost some strong hitters last year.” She is quick to add it will take some time and getting used to, but “we will figure it out.”

So far the wins to losses ratio isn’t in Weber’s favor. At a neutral tournament on Mar. 14, they beat out Pine View with a close score of 10-9 after Pine View claimed a lead early on but couldn’t hold back the Lady Warriors in the final innings. On the following day of the tournament, Weber again took a win over Bear Lake with 11-7 being the final score. Some tough losses have come since then against Syracuse (12-2), Viewmont (18-3), Davis (7-2) and Bear River with a shut-out of 12-0.

Kennede Clarke, senior and captain, says, “We’re still at the beginning of our season, and we’re having a rough start. As a whole, I know our team is much better than we have been performing the past few games.” She adds the girls on the team are “like family” to her and she loves them.

Senior Haleigh Mortenson also adds, “We still have a lot of work to put into our season, and we are just getting started.” As a captain, she has confidence in her team and their abilities.

“We are all working as hard as we can to become the very best we can. Right now our season is rocky, but I know we can pick it up and turn it around. I’m not worried about anything at this point; we have amazing coaches and girls, and I couldn’t be happier with the

team,” she adds.

There is a lot of support behind the girls’ softball team. Medina says she “loves the crazy fans,” but they aren’t the only ones standing behind the girls encouraging them. “Our coaches work so hard and sacrifice so much for us. All three of them have kids at home, but they’re with us every day helping and coaching. They want us to be the best people we can be—both on and off the field,” Clarke says.

As captains, Charlton, Clarke and Mortenson have their own responsibilities. Clarke says her responsibilities include being supportive of her teammates in whatever they are doing. “Whether it is in school, at home or on the field, I need to pick up the team when we’re down,” she tells.

Medina says she enjoys being behind the plate and wants to grow more confident and disciplined in the box. Matzl likes how “it’s okay to get dirty” in softball. She wants to improve her hitting average and “help the team stay as positive as they can.” She adds, “I want to become an all around better player as the season goes on.”

Charlton also has her own goals as a captain; she says she wants to become a better ball player every day. She adds, “Whether it’s in practice or a game, I want to be better than I was yesterday. Since I have my scholarship, I’m focusing on sharpening up my techniques and getting better every time I step on and off the field.”

Although the team is new and still working out some of the technicalities that come with a new season, Charlton says this year’s team is doing all they can to improve. “This year’s theme is “Better, faster, stronger every day. We are working on always being better than we were the day before, individually and as a team,” she tells.

Additional reporting by Claudia Schneider



Keeping on her toes as shortstop, sophomore Caitlin Arnold defends against Fremont.

Photo by Brittany Slater

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Track season finds success

By Alexis Rague
Sports Editor

The WHS boys' and girls' track teams are preparing for the upcoming 2014 spring season and are ready to push boundaries with new goals to help them end the year strong. With more focus on conditioning and overall team cohesion, both teams are ready to take it to the next level.

Opening with the Sue Woodbury Warrior Relays on Mar. 14, Weber entered their new season with a good start. For the girls, the team snatched first in the 4x400 while the boys took third place. However, the boys came out on top with first place in both the 2-2-4-8 Timed Final and the Medley Timed Final, while the girls came close in second place.

At the Davis Super Meet, the boys' team took fourth place while girls took third, coming out with a combined score of 145 points and overall fourth place for both teams.

Track Coach Ortega has set several goals with a primary focus on getting as many as his athletes to qualify for the bigger meets. "We'd like to win City County, both girls and boys, because that's one of the biggest meets and we'd like to do well in it," says Ortega, who also wishes to see a few of his guys get "under two minutes in the 800."

Fortunately for Ortega and his teams, City Country was a huge success: Boys took an overall scoring of first place with 166 points and the girls also took first place with 177 points. After fierce competition with seven other schools, both teams combined and came out in first place with 344 points.

"It's going really good so far," adds Katherine Leibold, senior girls' captain. "We've had several people qualify in meets and new athletes."

However, despite their big



Seniors Austin Tesch and Brooklyn Benson practice hard to meet Coach Ortega's goals for his athletes.

achievements with these meets, the track teams are still keeping their seasonal goals at the forefront of their minds. For Ryan Beal, senior and thrower captain, qualifying is his primary goal. "I want to qualify for state in discus and shot put. I do javelin more for the fun," Beal says who also wants to get some record times in his events. Along with Beal, Leibold says she's also looking forward to "placing in state."

With new game plans set in place, practice and daily workouts will absorb their weeks. "We do a lot of running and practicing every day after school," says Heather Brown, senior. Leibold believes reinforcing the basics is key for improvement. "We go through technique. Sometimes we do a hard workout every once and a while, but we really focused on the technique," says Leibold.

Beal agrees basic conditioning will help his teammate's progress. "Track, as well as being a team sport, is an individual sport and you need to practice," Beal says. "You need to practice as much for yourself as you need to for the team."

Ortega believes the meets are vital building blocks to excel. "We are focused on developing a base and some strength," says Ortega. "We have had a couple of early meets that showed us where we're at, so we're going to build from there."

For Jonathan Brasher, senior, simply "running a lot" and "pushing yourself and enjoying it while

you can" is the best way to improve while also having fun during a grueling season.

Along with improving weaknesses and building new strengths, Ortega adds a contributing factor to their success is "good leaders who are a huge benefit." Team captain Beal says he is going to enforce more intensity and focus among the athletes. "We are more organized this year, especially as throwers," says Beal. "As the captain for the throwers, I don't let a lot of things slide as much anymore, and I'm going to make sure they [athletes] don't mess around."

Brasher points out their unity and ability to work well as a team is also one of their primary strengths. "Our strength is our team work and our willingness to push each other to the limit," says Brasher.

The athletes are looking forward to a great season. "Since it is senior year, I want to do something that might be record-worthy. I want to do something that will be remembered," Beal says.

Ortega adds track is definitely a great sport for victory and achievement, but also adds track might not be as easy as some think. "Come check out track. The first day, you'll probably be tired, but it's a fun season no matter what," Ortega says.

For Leibold, facing tough challenges is one of the reasons why she loves track. "I love it for the competition itself; it's a lot of fun," says Leibold. "But I also love track for the team itself, because the team is like a family and we're really close."

Brown also loves track because of the team bonding and getting to know her teammates. "I did track for fun and to do it with my friends," she adds.

With more work ahead of them, the teams are staying focused. The athletes agree overall dedication is how the team will remain strong. Ortega a dedicated athlete will always come out on top.

"If you put a lot in it, then you'll get a lot out of it. It's always fun to see yourself improve and get good at something," he says.

Beal recommends keeping a positive attitude. "Don't let things discourage you. You need to remember that it's neither the failures nor the successes that define you, but what happens after those failures and successes that do."

Late champion coach Sue Woodbury honored with memorial relay race

By Aleesha Mauchley
Assistant to the Chief

Weber High's track coaches Ryan Ortega and Rick Corbridge, along with athletic director Ted Petersen, put together a state qualifying track meet. The field events were held at Fremont High School on Mar. 14 and the running events were held at Weber on Mar. 15. The meet was held in memory of Sue Woodbury, one of Weber's former track coaches.

Petersen says, "For the first time, doing this, it was great; we had eight teams, and it was a great success. Weber's boys won first and Weber's girls took second. Each team could enter four athletes per event and those four would work together and their combine a score was how we scored it."

Rick Corbridge, Weber High coach, says, "I did not know Sue, but from what I have heard, she was an amazing person and coach. We were approached by Vice Principal Teri Spiers about hosting this event in her name, so we did. The meet was great. Many of the teachers here at the school were involved in helping us run the meet and ensuring that it was a success. We had some athletes qualify for state at this event and overall we were pleased with the event."

Spiers was also pleased by the turnout. "The first concern was what would the weather be like, but for being so early in spring, the weather was beautiful. Saturday morning was windy but for that time of year, it was gorgeous. They invited the number of teams they wanted there and all those teams came," she says.

Sue Woodbury was Weber High's track coach during the 1980's. She

left quite a legacy behind when she died of cancer. In her time of coaching Weber's track team, they won 12 regional championships, 7 state championships and 1 second in state.

Petersen says, "I was here when Sue was here and no one has touched her championship record in the state of Utah. She was a tremendous psychology teacher as well."

"Included in her incredible coaching resume," adds Spiers, "are 5 State Championships and 11 Region Championships in volleyball as an assistant coach. She was my volleyball and track coach for all three years I was here. She was a wonderful combination with Ms. Keim."

The reason why Woodbury was

"She was the caring type and the mother of the team. Woodbury had lots of lessons every day, not just the athletic lessons."

so successful was due to her dedication to the team. "Sue Woodbury was dedicated to her athletes in helping them achieve excellence both in the field of athletics and the track of life. Coach Woodbury is loved, respected and missed by all of us. Her influence lives on through her athletes and students," says Spiers.

The track event was appropriately named The Sue Woodbury Warrior Relays. "It is dedicated to the track and field excellence that Coach Woodbury developed as a Weber Warrior. She created one of the most dominant decades seen in Utah prep sports," says Spiers.

Spiers also describes Woodbury

as someone who had lots of knowledge and a big heart. "She was the caring type and the mother of the team. Woodbury had lots of lessons every day, not just the athletic lessons. She was just fun, and she had a nickname for all the athletes," says Spiers.

There are also humorous moments that Spiers remember about her former coach. "I remember at assemblies we would sing the school song, and she would make up her own words. She was always doing something funny, goofy and silly that made you smile and making it fun. She was just a character."

As far as putting this event together, it was no easy task. Corbridge says, "Planning this meet was very time consuming. We started in January preparing paperwork to be sent out, inviting schools to participate and getting the event sanctioned by the state. Coach Petersen was a huge help in getting the event ready to host."

He adds, "We then had to get awards ordered, runnercard set up to run and score the meet, teams entered and heat and flights drawn up and ready for the event. We had over 30 adults (teachers, administrators, coaches, and community supporters) help run the meet as well as about 40 students and athletes."

At the end of the track meet, Mrs. Woodbury's two daughters and her grandchildren were able to attend and hand out the awards. "It was really neat for them to have those memories and kind of have a little bit of a connection or better understanding of what their grandma did for Weber High. We had several of her former athletes that showed up that day just to kind of see it and say thanks, so that was really neat. It was pretty special. Sue would have loved it," says Spiers.



Competing in the Sue Woodbury Warrior Relay is sprinter Parker Saxton, junior.

Photos by Brittany Slater

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Lacrosse motivated to improve on past season

By Chase Doughty
Editorial Editor

“This group of girls has the best team spirit we have had in a long time, and the team is just excellent!” says coach Anna Lemmon. The team is uniting and setting its goal to make this year better than last year.

The girls have developed a new mindset for this season. “Each year has its own characteristics that makes it stand out,” says senior and captain Corinne Sylvia. She adds, “We aren’t concentrating all of our energy on winning every single game.”

Instead, they are putting their all, whether it’s physically or mentally, into their performance and developing their skills. As far as mental preparation, “We do visualizations for every game to help us prepare. The girls are supposed to do them individually all day before a game, and then we do a visualization together right before hand,” says Lemmon.

Lemmon also says Marcie Lock, life coach, fitness guru and motivational speaker who is often on TV, radio and speaking at conferences, helped the team get pumped up

“We are enjoying every single moment of this wonderful sport.”

and taught the girls how to change their mental outlook so they could have a “winning attitude, no matter what.”

Junior Savannah Littleley says throughout the day, the girls help get each other ready for the games. “Being selfless is also going into play this year. We need to trust each other’s abilities and not be such ball hogs. We need to give other teammates a chance,” adds Littleley.

Individually, each player has a way of getting mentally prepared for an upcoming game.

“Before every game I stay focused on lacrosse and think about how I want to play and help the team,” says senior and captain Alyssa Outerwick. She also adds they want to be proud of how they play and work as a team.

As far as physical preparedness, the team does a lot of running. Junior Sarah Hathaway plays mid-field, and she says the team condi-



Katelyn Salerno, senior, works hard at her passing and playing the game skillfully.

tions before the season starts. “We run a lot of sprints and practice quite a bit with our LAX sticks,” she says.

“The girls do one and a half to three mile runs along with sprints and foot work during each practice,” says Lemmon. She adds, “We talk about nutrition and drink lots of water every week.”

Lemmon likes how her players are quite diverse this year. “We have a lot of seniors and experienced players and a lot of beginners, so there is a pretty big gap. They are all stepping up a lot and helping each other grow,” she says.

The team only has one to four substitutes every game compared to the five to ten the other team will have. Since the girls will play most/all of the game, “They will have to be in great condition and push themselves,” says Lemmon.

While the team has a goal to “play as a team and be united,” says Hathaway, another goal Lemmon says they love is “We are family no matter what. FBE: Family Before Everything.” The girls have also set individual goals. Hathaway says she is trying to work hard at practice and “master my positions.”

Sylvia says, “Personally, my goal every year is to be better than I was the year before. It’s seeing where I can improve myself and how much more I can put into the team. It’s my senior year and after devoting four years of my life to lacrosse, I just want to leave my legacy. I also want to teach the other girls what I know, so they can carry that with them into many more games to come, even after the seniors have left.”

Outerwick agrees with Sylvia and adds she wants to “live it up my senior year,” and learn from her mistakes.

“I want to work on transitioning the ball more and making more plays,” says Littleley.

Katelyn Salerno, senior, has also played lacrosse for several years. “My older brother played, and I fell in love with the game, and even though I will not be playing in the future after high school, I will continue to give back to the wonderful sport through coaching.” She continues, “This year I have focused on being a more thoughtful person

Golf team practices to achieve greatness

By Abby Wight
News Editor

The Weber High girls’ golf team has definitely been excelling this season. According to Coach Poll, the girls are working harder than ever before, and he is proud of them and each of their individual and team accomplishments. Members of the team feel they’ve grown and improved in their sport.

Coach Poll says, “We’ve been doing pretty well. We’ve taken second in both tournaments, so that’s good.” Some of the highlights of the season include Haylee Chugg taking 2nd place on Apr. 8 in the Lakeside Tournament and Bayleigh Woodland with 3rd place on Mar. 21 at the Glen Eagle Tournament.

There are also many reasons each of the girls love to golf. Kadance Konecney, junior, says, “I like to golf because it gives me power. It’s something that I am good at and people are surprised by it.”

Shaylee Johnson, sophomore, adds, “I like to golf because it always makes you challenge yourself, and you can always get better. You meet so many people too.” Johnson also feels golf is a sport that makes one work hard and dedicate themselves to improving and becoming the best they can be. She says it is something people can practice a lot and begin seeing improvement quickly if they are really motivated.

Maggie Douglas, junior, adds, “I love golfing because it is what I’ve been doing since I was little. It’s a thing that brings my family together. Another reason is because the Weber girls’ golf team is like a family.”

Not only are the girls improving their golfing skills, but they are also growing closer as a team. Johnson says, “My team is awesome, and I love them all. We are all hilarious, and we make practice fun!”



Shaylee Johnson, sophomore, practices her golf swing at the White Barn. She practices many times a week to become better.

Konecney also feels connected with her team. She has been on the team for two years and has become close with the other girls. She says, “If it weren’t for my girls, it wouldn’t be nearly as fun! If someone doesn’t do as good as they hoped, there are 10 quirky girls doing funky dance moves behind you to see you smile.”

The girls on the team are a huge strength to each other, which Coach Poll feels is an important quality. He says, “They help each other, and they each want the others to do the best they can.”

Douglas says, “We not only want ourselves to succeed, but the team as a whole.” Along with Coach Poll, she feels the girls strengthen each other by practicing together and cheering each other on. She adds, “Golf is an individual sport, but our team works as a whole.”

Konecney adds, “It may be an individual’s sport, but I couldn’t have asked for a better team. There is definitely not an ‘I’ in golf!”

Even though the team is excellent, their skill didn’t come overnight. The girls are working at improving all the time which includes practicing together and on their own every day. Konecney says, “To improve, practice at every waking moment is necessary.”

Douglas says, “Our strengths as a team are that we practice every single day, and we all help each other. We go to the Barn Golf Course and do putting and hitting drills, and then [we] usually play nine holes as a team.”

The girls spend a lot of time practicing and working on hitting. They work together as they prepare for each match. Johnson says, “I practice by doing putting drills and hit range balls and play nine holes every day, and the coaches help me and make me improve.”

Though golfing is fun for them, the girls end up sacrificing a lot of time to practice and perform well. Konecney says, “I put golf over a lot of things, but it’s kind of just like going to hang out with my best friends, so it’s worth it.”

Another team strength is having perseverance. “We’ve got a lot of experience on the team because a lot of the girls have played here for a long time,” Poll says. He feels much of the strength of the team comes from the girls who have played for Weber for a few years.

For improvement, Poll feels the girls need to work on “the little things” in order to improve.

“Putting, short game...you know, just little things like that will help them get better,” he says.

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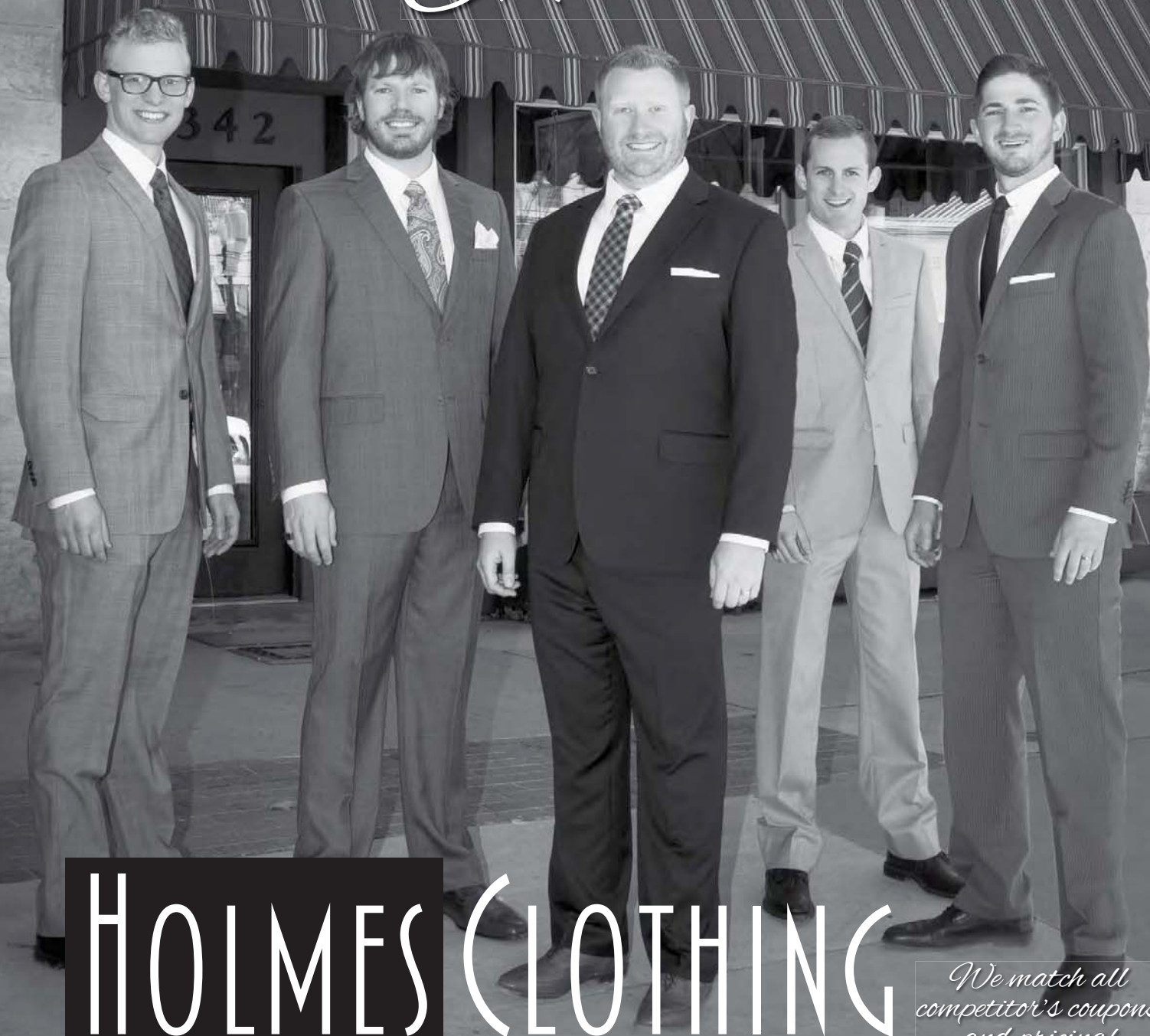
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