



WARRIOR NEWS

Freshmen enter new territory



The annual Weber Experience brings freshmen from area junior highs to Weber and gives them a closer look at what their upcoming school years will be like. (Photo above) Freshmen Natilee Rasely and Katie Watts are introduced to the world of human anatomy. (Photo top right) Artists share information about Weber's art program to David Martin. (Photo bottom right) Gloved and ready to go, Mrs. Radle gives Cassidy Smith and Sydney Nielson a biology lesson.

Photos by Baylee Howe



Advice brings hope, Surviving winter blues, dealing with depression

By Natalie Andrus and Jaden Pratt
Staff Editors

The topic of suicide and depression is discussed more in today's society. Many people struggle with depression, but unfortunately, they often suffer in silence.

Counselor Joel Robins says, "You can't talk about suicide without discussing depression first." He says when people struggle with depression, sometimes thoughts they normally wouldn't think about becomes a regular occurrence.

Psychology teacher Mr. Hardy adds some people are more prone to have depression and thoughts of suicide. "The way people were raised is a big one (reason for depression)," he says. Hardy adds

"The first thing I would recommend is exercise. It will make you feel better and definitely make you happier."

bad home life is a common cause of depression. "Also, genetics can be a factor; depression can run in families," he says.

Another common cause is "stressful situations can lead to depression and possibly cause thoughts of suicide depending on how stressful of a situation," says Hardy.

When dealing with depression, Hardy says the first thing someone should do is "recognize your depression." He adds "Give yourself something to look forward to, even if it's something simple. It can help."

Robins says one way to help with depression is to exercise. "When exercising, chemicals are released that will considerably lower depression." He says getting a friend to exercise with is helpful and can assist with ridding of depression.

Psychology teacher Mrs. Phinney agrees with Robins. "The first thing I would recommend is exercise," she says. Phinney adds although depression is very complicated and exercising won't necessarily cure it. "It will make you feel better and definitely make you happier. It sounds simple, but it really can make a difference."

For those concerned about a friend or loved one dealing with depression and thoughts of suicide, Hardy says to look for "mood changes, not seeming to care about things they used to and a change in demeanor." He also adds being there for that person is important.

However, Hardy warns not to force someone into talking about depression but to just listen. "If someone is brave enough to open up about their depression, don't judge them or brush them off. It could make it worse and perhaps lead to them not trying to get help," he adds. He also adds if someone sees these traits inside him/herself, talk to someone.

But as with other mental illnesses, there are different forms of depression that are brought on by different things.

With the winter months and colder, less sunny days, depression is much more common, according, Phinney. "Seasonal depression is a mental disorder that happens when seasons change," she says. She adds it's most common around winter time because there is less sunshine.

"The lack of sun can cause a lack of certain chemicals that affects mood and can lead to depression," she says. "Some symptoms of seasonal depression include oversleeping, constantly tired, overeating and thoughts of suicide." Phinney also tells Seasonal Affective Disorder/Depression (SAD) is a real disorder that occurs from lack of vital sunlight during winter months.. SAD is usually seen from September to April. The highest amounts of SAD cases are reported in December through February. Fewer cases are reported within 60 degrees of the equator because of the lack of winter conditions.

Mentalhealthamerica.net reports, "As seasons change, there is a shift in our 'biological internal clocks' or circadian rhythm, due partly to these changes in sunlight patterns. This can cause our biological clocks to be out of step with our daily schedules." The site also added melatonin has been linked as a cause of SAD. Melatonin is a

"Some symptoms of seasonal depression include oversleeping, constantly tired, overeating and thoughts of suicide."

chemical released in the brain when it is dark. It is known for helping people sleep but can also cause depression. Since the sun goes down sooner in the winter and it is dark most of the time, melatonin is released more often.

The chances of getting SAD increase for those who live further away from the equator. SAD is most commonly found in women and the chances of getting this disorder decrease as people age. WebMD said people ages 15 to 55 are most likely to get SAD. Also, if people experience feelings of depression or sadness during more than one winter but by spring and summer the feelings have gone away, it is likely they have this disorder. It also reports people can also lose weight, crave carbohydrates and sleep more when they have SAD.

SAD is a condition that is found in many people in and outside of the U.S. Alaska is known for its long winters and its lack of light. An article at articles.latimes.com said an estimated three percent of all Americans have been affected by SAD while 20 percent of Alaska's residents have SAD. That

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Counselors offer tips, assist with future

By Alea Spendlove
News Editor

Preparing, planning, endless applying and packing—all of these college-induced headaches are a familiar story for graduating students. Stepping into adulthood can be intimidating, even terrifying, but knowledge is the best way to jump this particular hurdle.

Starting the process is half the battle. "The most important thing [when looking for a college] is to make sure the college matches your personality," says Wes Johnson, one of Weber's guidance counselors. "You don't fit the college, the college fits you. Look at the opportunities it offers, and choose the ones that best fit you individually."

"The top five post-secondary education institutions that Weber students choose are Weber State, Utah State, the ATC, BYU and University of Utah," he continues. "Don't go to a college just because your friends are going to go to it—to have the best possible college experience for you, match the personality of the school to yours. Ask yourself what size of a student body you want; if you want to go to an Ivy League school or a community college, if you want to attend a 'party' school or one with a more academically-based student mindset; if it doesn't fit you, it won't be a happy experience."

That being said, more than personal preferences are key factors in determining which college is the best match.

"You need to look at the costs," Johnson says. "A college may have

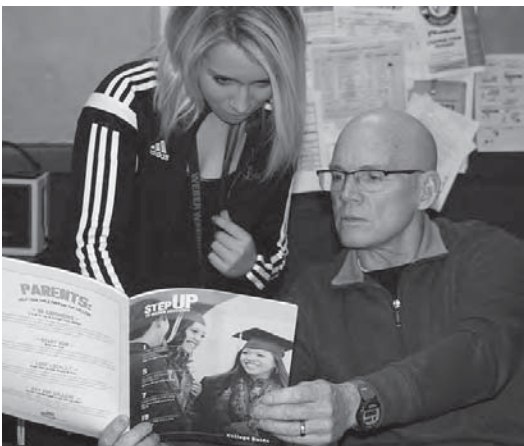
a low tuition, but how far away is it [from where you live]? Are you able to commute every day? What kind of housing is available around it, if you're moving out? Look at their scholarship and admission requirements; do these categories all work out in your favor for the college in question?"

Money is something students need to consider. With average debts totaling \$32,775 for a four-year degree, Weber's counselors

ship, you'll probably do alright the first year, but you'll probably need to join the workforce sometime within your college career.

"Don't live off of loans," she advises. "A good rule is to use student loans for strictly student purposes. Books, tuition, and fees should be paid with these, but anything else will make your debt only that much more difficult to pay off later."

College isn't the only after high school plan available, though. Li-



Senior Lexi Olsen discusses her future plans with counselor Jim Hales.

Photos by Rylee Thurgood

feel students can't afford to ignore the financial aspect of school. "I would say almost all college students require at least a part-time job through college," says Becky Butler, another of Weber's counselors. "If your parents are offering financial aid, if you've managed to save up a lot or if you're on a scholar-

censes and certificates are available at a variety of post-secondary education institutes, like Ogden's own ATC. Some college degrees make more money than a certificate would, but a certificate takes a lot less time to complete.

"Many options can be high-risk jobs, though," comments Johnson.

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See how Warriors run and entertain audiences - Pg. 7

Girls unite, work hard for region wins - Pg. 18



•Celebrities Halle Berry, Elizabeth Banks, Fergie, Rosie O'Donnell and Cindy Crawford were Prom queens while in high school.

•Madonna didn't go to Prom because she couldn't get a date so she sat home and ate chips instead.

Odds
n
Ends

•U2's Bono and Jon Bon Jovi were so in love with their dates that they married them and they are still married today.

•Meanwhile, Reese Witherspoon's date stood her up, so she went to Prom with her father.

Nutrition, exercise eases stresses of school, teens’ day-to-day lives

By **Sidney Lee**
Copy Editor

School, countless hours of homework, extracurricular activities, sports, friends and family every-day are a lot to handle for many students. Teenagers may not have enough time to balance their lives or make an effort to be healthy. Denise Pope, a researcher at Stanford University, finds students who spend more hours studying and completing homework have more stress and live healthier lifestyles.

Although school and homework are inevitable, students and teachers agree it is still possible to improve health. Mr. Ortega, health teacher, says there are three aspects of health: physical, mental and social.

Some teenagers find eating right difficult. Junior Amber Simmons says, “It is hard to eat healthy because all of this junk food is in nice little packages in your pantry ready to eat. The food that is good for you takes time to prepare.”

“If you’re sweating, you’re exercising right and that is important as it will help improve your health and keep your mind active.”

“Most of the time, these teens will just grab whatever they can get really fast. So like these energy drinks or McDonald’s or these pre-made foods like Pizza Pockets or TV Dinners, they’re not going to be healthy, but you can get them really fast,” says Mrs. Bradford, Foods and Nutrition teacher. Bradford suggests students take her Foods class to learn about nutrition and how to cook. “You have to know how to cook so you can eat what you want but also to eat healthy,” she adds.

Bradford and Ortega suggest the Choose My Plate app to see what is a healthy diet. “You should have half of your plate be vegetables and fruits; your fist size of protein and grain,” says Bradford.

Mrs. Powell, Health Science teacher, says it is important to eat healthy but staying consistent is key to long-term health benefits. “Variety is key. Don’t eat the same thing over and over again, because you’re going to get bored, and you’re going to get discouraged,” Powell adds.

Colby Hepler, junior, agrees it is important to eat healthy, but it is also important who you eat with. “Eating with your family at the dinner table can help make sure you are eating healthy, but you also get to have conversations with your parents and siblings,” Hepler says.



Angela Garcia, senior, eats a full lunch in an effort to stay healthy throughout the day.

Physical health is not solely based upon diet but exercise as well. “Exercising is an important factor: 30 minutes to 60 minutes each day,” says Ortega. “Studies have been done that suggest exercising can help improve general mood of the person doing so,” Ortega adds.

If one does not have time to exercise after school, Tyler Christensen, junior, says taking a gym class is a way to get needed exercise.

Bradford also says exercise is a great way to keep up with one’s health. “For students, exercising is anything that makes you sweat. If you’re sweating, you’re exercising right and that is important as it will help improve your health and keep your mind active.”

“Exercise also burns calories which is a good way to keep you at your suggested weight which already has a bunch of benefits from emotional health to physical

health,” says Ortega.

Sophomore Erica Lee agrees, “Gym is required but you should take advantage of it to improve your health. Lots of people take yoga, and yoga is great for your mind and your body, but you should have a variety of aerobic exercise.”

Stress is another factor which impacts teen’s mental health and general happiness. Lee says, “Friends, family, school work and extracurricular activities all make me stressed. I think many teens try to stress- eat to feel better but they may be eating too much or it might not be healthy.”



Angela Garcia, senior, eats a full lunch in an effort to stay healthy throughout the day.

Photo by Rylee Thurgood

“I am a big believer that you can have snacks in moderation; I mean you can pull out a Snickers bar, you can eat a donut but only in moderation,” says Ortega.

In order to improve mental health, some teens have found ways to unwind. Shelby Fischer, sophomore, says, “High school itself is stressful. It is bigger than Junior High and you have more responsibility and freedom. I have gotten involved and have made friends with color guard and marching band.”

Senior, Ben Forsberg likes to box or deep clean his room when he is stressed. “If I have a clean room, it helps me have a clutter free mind. Being able to think straight is really important for whatever you do.”

Lee adds, “What helps me overcome stress is to dance. Do what you love to do; have a routine. But don’t procrastinate with what you have to do.”

They probably just won’t be your dream job.”

With so many resources available, planning and preparing for college is very doable. America’s capitalistic ideals mean the best way to be financially secure is some form of higher education.

“Nothing is more important than genuinely enjoying your job in regards to adult happiness. The best way to ensure you have a fulfilling career is some form of education after high school. We counselors are here to answer your questions and to help you on your way to success,” says Butler.

Caffeine: potential hazard to health

By **Siera Rose**
Assistant to the Chief

These days, it seems almost everyone runs on caffeine. Most people need a cup of coffee or an energy drink to start their mornings. Some people feel like they need at least one caffeinated soda in order to function throughout their day; others just enjoy an occasional cup of coffee, soda or tea. There are a few benefits of caffeine, but some may not think it’s worth the many risks.

According to the United States Food and Drug Administration (FDA), 90 percent of people have caffeine daily. Ryan Ortega, a WHS health teacher, says this must be true, as he has seen a majority of teens drink a caffeinated drink as they’re walking into school.

In moderation, the effects of caffeine seem harmless, but ingesting too much can elevate heart rates and cause anxiety. Health science teacher Melissa Powell says the effects depend on the person. “One person can drink a Coke and have no problem, but some people end up with bad jitters or a headache after a Coke.” Mrs. Powell adds it seems the anxiety issue is more present in people who drink energy drinks like Rockstar and Monster. She also says too much caffeine can cause restless sleep and insomnia.

Last year the Diagnostic and Statistical Manual of Mental Disorders declared caffeine intoxication as an official diagnosis; this means it’s possible to die from ingesting too much caffeine. However, Dr. Matthew Johnson, an associate professor at Johns Hopkins University, says it would take “around 140, 8-ounce cups of coffee in one day or 14,000 mg in caffeine pills.” Dr. Johnson also adds it is often difficult to drink more than two cups of coffee without causing stomach cramps. Mrs. Powell suggests keeping caffeine intake small. “The best amount of caffeine is the absolute minimum amount,” she says.

Lately, people have been trying to find alternative ways to get caffeine,



Like many students, Tayson Haslam, sophomore, can be seen enjoying caffeinated beverages.

Photo by Kaitlyn Henderson

feine, but these ways are hard to come by. Jen Bird, health-science teacher, says there is caffeine found in chocolate, but it’s only a little bit. “Some people say [in research] that they feel more energetic, but there’s controversy on whether energy gained from chocolate is because of the caffeine or the sugar,” says Mrs. Bird. Some people also take caffeine pills, but Mrs. Bird says those might be a little more risky than drinking a cup of coffee a day because they provide a higher concentration of caffeine in one swallow of a pill, as opposed to having something you can sip slowly. She adds there is a similar risk when people drink a 5- Hour Energy shot.

By definition, caffeine is a drug: anything that acts as a stimulant or depressant in the body. Mrs. Powell says it’s the most abused drug because there is no regulation on it.

“Health is a lot of self-regulation. As long as caffeine use continues to be a ‘want,’ it’s okay. When you start feeling like you need it, know that ‘need’ is an addiction; and you should probably wane off caffeine use,” Mrs. Bird adds. She also recommends people not stop drinking caffeine all at once; do it gradually because it can cause withdrawals like headaches.

“Is it a drug like your cocaine or heroin? No, but it is a drug that stimulates the body abnormally,” Mrs. Powell says.

Powell adds that while a cup of coffee to start the morning probably won’t do any harm, it might be time to cut back on a few of those energy drinks. “If you look at the label, it’s all chemicals. They’re definitely worse than coffee,” Mrs. Powell says.

Susanne Hansen, WHS health-science teacher, says caffeine raises the heart rate, but “guarana and some of those other things [ingredients

in energy drinks] do the same thing, so it’s a multiplier effect, and your heart rate is getting dangerously high. That’s what causes the heart attacks and strokes.”

While many people drink caffeinated drinks, most caffeine problems are stemming from people who drink energy drinks on a regular basis. “I would say sodas and energy drinks are used by a large percentage of students,” Mr. Ortega says. Mrs. Powell adds, “It can start with coffee, but energy drinks are more of an issue because people have two or three of these drinks throughout their day. It’s such a widespread problem because people are adding their energy drinks on top of their coffee drinks in the morning.”

Even though there are many negative effects associated with caffeine, ingesting caffeine can have its perks. Ms. Hansen says caffeine does give people energy. She adds, “It also helps increase your metabolism, so you can work out more efficiently.”

According to Medline Plus, caffeine can also be a good treatment for migraines in some people. A study from Johns Hopkins University also shows caffeine may be able to improve memory when ingested in small amounts daily.

How caffeine affects a person depends on the person, how often they drink it, and how much they drink at a time. The FDA states that a moderate amount of caffeine is 200 mg or five ounces of coffee, but 600 mg is also considered acceptable.

“Moderation is key to keep from getting addicted,” Mr. Ortega says. Instead of reaching for a caffeinated drink to promote energy, Mrs. Bird suggests other things that can help with energy levels like going to bed early, eating healthy and exercising.

College continues from page 1

ple thousand dollars,” says Butler. “We also have a financial aid night about three times a year. We’re also planning another one sometime in March. If you can’t make those, there are financial advisors you can chat with, although most of them charge for their time. We have a required class, Financial Literacy, to ensure that students learn this essential knowledge, so pay attention in it and keep your notes.”

Jen Paige, Weber High counselor, adds, “We have links to outside sources on our website. It’s accessible from the school’s website, weber.wsd.net under the ‘Departments’ tab. Once you get there, click on the ‘What’s Up?’ link, and then click on the green Other FAS-FA Help Events box. This will take you to a PDF file that shows up-to-date events that the state throws in order to help students with preparing their own FASFAs.”

Without any post-secondary education, it’s likely the only available jobs will be service or labor jobs. “They aren’t necessarily bad jobs,”

they probably just won’t be your dream job.”

With so many resources available, planning and preparing for college is very doable. America’s capitalistic ideals mean the best way to be financially secure is some form of higher education.

“Nothing is more important than genuinely enjoying your job in regards to adult happiness. The best way to ensure you have a fulfilling career is some form of education after high school. We counselors are here to answer your questions and to help you on your way to success,” says Butler.

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same article said gyms and tanning salons are full of people come winter months and many people fly south to gain a sunshine “pick me up.”

Treatments for SAD include phototherapy. During phototherapy, people are exposed to more than 10 times the amount of light than that of just being at home or work. Phototherapy rooms are normally white and people can do normal things while in them such as eating, reading, etc. They can be in these rooms for up to four hours. For personal homes, people use light boxes especially made for SAD.

In an article written by Steven D. Targum, MD, and Norman Rosen-

thal, MD, Targum wrote of a medical clinic with a light lounge. This lounge was found in Sweden with colorful recliners and bright lights. These lounges were used for “hourly group get-togethers during their very long winters.”

Weber High’s school nurse Ms. Marci said, “Just because it is winter, that doesn’t mean people can’t go outside.” She named off several activities such as skiing, snowshoeing and sledding. “Get outside and find things to do,” she said. “Don’t just sit inside. Bundle up, do the things you love. Find new things to enjoy.”

If a person is feeling depressed, whether it be induced from lack of sunlight or other reasons, Ms. Marci said to seek help. “Try not to isolate yourself inside. Do things you enjoy. Talk to friends and family,” she said.

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PASS OR DON'T PAY GUARANTEE

Be Aware: False promises, gifts; scams to recruit teens

By **Alli Barney**
Staff Reporter

The Islamic State of Iraq and Syria, commonly known as ISIS, is a Muslim extremist group terrorizing not only the Middle East, but also around the globe. As of Jan. 8, 2016, CNN declared that there have been 50 attacks in 18 countries that killed 1,100 people. Yet when students at Weber High were asked if they were afraid the terrorist attacks would come to Utah, the majority said no. “Utah isn’t populated enough,” said one. “Nothing important is here,” said another.

CNN reported that the United States has experienced four attacks, with a new one occurring in Philadelphia on Jan. 9. A police officer was shot three times at point blank while in his patrol car by a man who “believed that the police defend laws that are contrary to the teachings of the Quran,” reported Philadelphia Police Commissioner Ross. The terrorist decided to take matters into his own hands.

Miraculously, the officer survived. Others, such as the 14 victims in San Bernardino, California, were not as fortunate. A married couple, acting in the name of ISIS, opened fire at a company holiday party. They had one purpose: “to harm, frighten and intimidate anyone who believes in open and tolerant societies; in free and democratic governments and in the right of every human being to live in peace, security and freedom,” according to Attorney General Loretta Lynch.

The population and importance of the figures there had nothing to do with the attacks. “They will attack where people are most comfortable,” said North Ogden police officer Paul Rhodes. “We always need to be prepared, but not scared.”

Mr. Hansen, history teacher at Weber High, agrees. “We need to be concerned about ISIS and other terrorist activity because if left alone, the consequences would be catastrophic.” Fellow history teacher, Mr. Birkholz, added, “It’s important to let students know that we are not immune to these attacks, even here in good ‘ole Utah.”

ISIS is known to be violent, but they have also been found to be cunning and manipulative. While

the U.S. is bombarding the Middle East with bombs, ISIS is bombarding social media with propaganda in order to lure more followers into their ranks. And their main targets? Average teenagers just like those who attend Weber High.

When it comes to recruiting, ISIS goes all out. “We are seeing 90,000 tweets a day that we’re combating,” said U.S. State Department spokeswoman, Jen Psaki, on CNN. “They reach their target audience in a language it understands,” added United Kingdom surveillance chief Robert Hannigan. “Their methods include exploiting popular hashtags to disseminate their message,” National Counterterrorism Center Director Matthew Olsen also said that ISIS “operates the most sophisticated propaganda machine of any extremist group. They use high-



quality media content on multiple platforms, including social media, designed to secure a widespread following for the group.”

Why would teenagers drop everything to travel to Syria to join ISIS? CNN reported, “ISIS appeals to young people’s desire to escape the frustrations of life in the West.” They continued telling that ISIS promises the good life, softening potential recruits with positive propaganda, promises of adventure and special gifts. CNN added “ISIS is pushing a false narrative of what it’s really like in its territory.” Once people are recruited, however, all the comforting words and gifts that conditioned them into thinking ISIS is good are gone.”

“Those recruiting for ISIS are looking for people gullible enough to believe that terrorists enjoy a glamorous lifestyle,” said Secretary of State, John Kerry. Three British girls, all under the age of 17, made national news when they were lured into the excitement and fled their home country to join ISIS in Syria. They are not the only ones

who have been caught in the trap. As of March of last year, CNA reported 180 Americans have traveled to Syria and are among the 20,000 foreigners who have gone to fight for ISIS. “They don’t think they are doing anything wrong,” said Yasmin Qureshi, a British lawmaker, “because they think ISIS is helping people in their sort of warped thinking.” Senior Elise Waikart added, “ISIS recruits the younger generation so they grow up thinking what they’re doing is right.”

“We are way behind. They are far superior and advanced than we are when it comes to new media technologies,” said Maajid Nawaz, author of *Radical: My Journey out of Islamist Extremism*. “The U.S. government is trying to step up its efforts to counter ISIS propaganda,”

things.” He went on to discuss how the media is distorting the view of Muslims. “It is actually sad what you hear [students say]. The automatic response by most high schoolers is, ‘Let’s just nuke em,’ or ‘Let’s kill them all.’ I think the majority of Americans demonize the Muslim faith.”

Senior Sam Hall said ISIS activity has changed her view of the Middle East. “I know that ISIS is only a small group compared to all the good people there, but it’s hard not to think of the Middle East as an unsafe place with unsafe people,” she said.

It’s impossible to know where and when ISIS will strike next. “Their acts of terrorism have surprised us all,” said Hannah Crowton, senior. “We should always be aware of dangerous things that

CNN added. CBS News Senior National Security Analyst Juan Zarate implored people to be mindful of the threat. “Be on the lookout and be vigilant about the potential that their youth are being drawn like the Pied Piper to this movement in the Middle East.”

Hansen agrees teens need to be instructed concerning the dangers of terrorism and their techniques to snare innocent followers. In his classes, students study the events leading up to ISIS evolving. “We also study the Fertile Crescent and its history of constant warfare. We study Islam and talk about how the rift between Sunni and Shia has affected things around the world,” said Hansen.

It’s also important that students realize not all who wear traditional Islamic clothing are terrorists. “I believe it is very important to understand that we as Americans have to be accepting of all religions and not judge someone just by what they wear,” said Birkholz. “It is such a small percentage of the population that wants to do these

are going on in the world,” added senior Allison Puzey. “There are dangerous people in the world, but there are also a lot of people that are here to help. Not being scared shouldn’t be our goal. If we aren’t scared, we might let ISIS do whatever they want to. The thing we need to prevent is fear getting out of control, because that’s what terrorism is. ISIS uses terrorism to manipulate and get what they want.”

As Hansen discusses ISIS, he notices how teens react to terrorism and threats. “Some students are shocked, some are outraged. Some think that we should stay out of the fight, while others think we should become more involved.” He added the discussions seem to be very engaging as students realize what is happening in their world.

“Learning about ISIS is beneficial because it helps students to know what is happening outside of the Weber High bubble,” said history teacher Mrs. Butler. “It is important to be aware without being scared.”

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Scripto provides voice to young bards

By **Gavin Doughty**
Feature Editor

Weber is full of writers, some more serious than others. The school's traditional method of recognizing exceptional scripters is through the annual publication of *Scripto*, a compilation of talented students' literary works, from poems to short stories to remarkable essays.

The publication is printed and sold in April. Part of being a member of the WHS community is having a feel for what students are trying to communicate in their writing. *Scripto* includes a wide range of literary genre, and the young authors devote considerable attention to bringing their own voices to the minds and emotions of their peers.

The publication has followed Weber with the times and has a fairly established history in the community that stretches all the way back to Weber High's first years. The March 20, 1948 issue of *Deseret News* named Weber High as "School of the Week." The

article reads, "There are three important [publications] at Weber," and names "The Scripto" as one of them, right along with the newspaper and yearbook. Warrior traditions tend to hold ground and since the beginning of school, *Scripto* has taken a unique interest in emboldening students to develop keen literary skills.

Given the extensive array of style and opinion among those who submit, it is a very involved process to judge the entries with fairness. Holly Leake, English teacher and Writers' Club/*Scripto* advisor, explains, "The Writers' Club solicits a variety of people to judge entries—club members, teachers and other adult readers who are interested in creative writing. Because different people have different tastes, sometimes a piece is given a variety of scores, and we have to discuss its merits." She also notes every entry is a unique work.

For those who are honored with being published, there are key features that help their work stand out. "Overall, a strong piece is interesting and engaging; written with effective command of language,

grammar and punctuation and thought-provoking. We find both rhyming and free-verse poems that are good, and the fiction is often both fantastical and realistic. We really enjoy reading essays with strong imagery and precise language," says Mrs. Leake.

In the case of *Scripto*, writers who perhaps don't get published can sure learn some valuable lessons about what can be done to shoot for the next year.

Mrs. Leake adds, "If a writer submits and is not chosen, I would encourage him or her to revisit the submitted work, get some feedback and revise and create new work. Anyone and everyone is welcome to come to a Writers' Club meeting on Tuesdays after school in room 213. One thing is certain: a writer will never get published without trying."

Everyone is encouraged to join in supporting the creativity and work of those involved in the publication of the magazine. Not only is there the labor of judging the many entries, which Mrs. Leake adds frequently number over 100, but in recent years the English department

has gone to remarkable lengths to include good illustrations for the different pieces. Working with student photographers, *Scripto* turns into a publication made by the will of students who contribute to it.

Including these photos is part of why students' writing is collected in January. Mrs. Leake says there are many different aspects to complete the school magazine that includes "gathering work, preparing work for the judges, giving judges time to read, tabulating scores, making selections, sending the selections to the photography teacher for the photo students, informing people of acceptance and collecting digital copies or typing work, making photo selections, laying out the book, taking it to the printer, bringing it home, preparing for the reading, having the reading and selling the books!"

All are encouraged to take part in supporting the work done simply to show the great creative potential of Weber High students. This would mean buying a copy of the completed publication which are available at the reading and then later from Mrs. Leake in room 213.



Becky Butler, counselor, explains online class option; to senior Nancy Gonzales.

Photo by Rylee Thurgood

Alternative class options: online also provides credit

By **Siera Rose**
Assistant to the Chief

In this high-tech world people are so accustomed to, many try to find ways to do things technically: typing instead of writing, downloading music instead of buying CDs and a rather new one, online high school courses.

Online high school courses are just like regular high school courses except they're completely online. Most online courses are usually only used for core classes, with limited choices for electives. Students can take them to get or make up credits. Weber counselor Mr. Hales says some students take them for convenience or just to get ahead. Mrs. Paige, also a counselor at Weber, says, "It takes a really self-motivated student to take and complete an online course."

Both counselors agree there isn't a specific type of student who takes an online course, but the student has to be responsible. "There isn't a teacher there to remind you to do your work, and you have to remember to actually get on the computer every day," Paige says.

While online classes may seem like the perfect way to stay at home and still graduate, many students end up dropping them. "Some kids think that they'll just take an online class because it'll be easier, but then life gets in the way or it just gets put off," Hales adds.

Sometimes students forget about doing online because they are overwhelmed with their classes at school. "Then we end up with seniors who can't graduate, all because they never finished what they started," Hales says.

Hales also says a student shouldn't take too many classes online. "There's more to school than just getting credits and grades. There's a whole other social aspect that would be, and is, missing for online students." He adds that while online classes appear great because students don't come to school, no student should try and take all of their classes online.

Some common problems both Paige and Hales have noticed when students take online classes is the lack of peers, and not and seeing a teacher every day in class. Paige says sometimes students get overwhelmed with their work when they can't ask their peers around them for help. Hales adds without seeing a teacher to remind them about due dates, students forget and never turn in work. Paige adds only being able to contact teachers through email can also cause problems.

Paige suggests people should test an online course and see if they can handle it. "I always tell my students 'why don't you just try out the course, and if it doesn't work out we'll just put it (the class) in your schedule next year.' It's okay to try the class above and beyond your schedule before you go ahead and commit."

Online classes can be taken to initially get a credit or to make up any missing credits. In order to initially get a credit in an online class, a student cannot have taken the class already. If a student needs to make up credits and wants to do it online, they can talk to their counselors about signing up for one.

Hales and Paige add online classes can be a great alternative to regular classes as long as the student is motivated and responsible. There aren't any specific requirements to take online classes, and there aren't any harder than just sitting in a classroom. "The hardest part about the online classes is going through and making sure you got everything done," Paige says.

By **Emilee Alder**
Editorial Editor

Students and teachers both agree that this generation uses technology as if their life depends on it. This isn't always a bad thing, according to WHS administration. Not only does electronics make regular life easier, it also makes education better.

Principal Wardle is a strong believer of using electronics in the classroom. "In everyday life electronics are being used, so why not use them in the classroom?" he

"Involving technology in our school is something I would love to do as a principal and will hopefully be able to do more in the future."

says. He also says technology is only going to improve, so "education should be the same, and schools should embrace the use of technology in school."

Mr. Pace, agricultural teacher, also believes technology can make education better. He says he has his students use a few websites for homework. For example, theaet.com, where "students log in hours of stuff they've been working on outside of class. I can go in and check what they've been doing," he

says. He also uses a website called classroom.google.com where he has his PowerPoints in place. "It's kind of like a blog, but students can get the classroom app, and they get notifications whenever I upload something," he says.

Pace also says he and Mr. Shaffer, agricultural teacher, have started a YouTube channel. "We show and talk about what agricultural teachers do on a daily basis, and we've actually got a lot of teachers reach out to us saying they appreciate us making those videos," he says.

Though there are many positive aspects concerning technology and education, teachers also see some negative aspects. Teachers like Mrs. Phinney, history teacher, admit to seeing a lot of students using their cell phones during class time. She says, "Teachers find it hard to compete with cell phones because of the way electronics are designed to work. They change images rapidly which requires students to focus only for a few seconds."

Phinney also tells smart phones are distracting. Even though they can be a hindrance, Phinney says, "I allow electronics in class," but adds she tries to teach students when the appropriate time to use them is.

Sophomore Ryan Hogge doesn't see the usage of cell phones at school, or anywhere, as a problem. Hogge says cell phone technology has helped change his life for the better. "It [technology] helps me



Using technology to help with her school work is senior Ashley Vongbandith.

Photo by Karloz Moran

out a lot; it's a glorious thing God has given us. It's given me the capabilities to explore social media," he says. He adds being able to access the internet anywhere is a good thing when working with assignments.

Sophomore Anna Burnett also thinks cell phones are a helpful tool in school. "I use my phone to look up something I don't know the answer to," she says. She also adds cell phones can have a negative affect during school. "Students being on their phone all the time can distract them from their classwork," she says. She adds if students use their phones and other electronics

wisely, it can make school easier.

Wi-Fi is available at WHS, though a lot of students, have complained about the schools Wi-Fi connection, and surprisingly, Wardle agrees with them. "I would definitely get better Wi-Fi and internet for the school if the district had more money, but unfortunately the district can't afford it." He also adds having more tablets and computers for students to use is something he'd love to have.

"Involving technology in our school more is something I would love to do as a principal and will hopefully be able to do more in the future," he says.

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Newspaper staff strive to inform students

By Kennedy Hatch
Feature Editor

Warriors of all different interests have come together to make up the Warrior News staff which is responsible for making the school newspaper. This newspaper is sent out to thousands of students and their families. It includes many articles about students as well as topics that interest Warriors. Photos and page design are also done by the staff members.

A major section of the Warriors on the staff participate in the writing and reporting aspect of the paper. Seniors Elizabeth Josephson and Jason Godfrey, who are editors in chief for the paper, mostly deal with the writing for the newspaper as well as editing and making sure it is ready for print.

"It's not every day that you write for a paper that is sent out to people to read," Godfrey said. "It's different than just writing essays; you can put personality in your stories."

Another section of the paper includes the photographers who take pictures for the newspaper. One of the photo editors, Baylee Howe, loves taking pictures of the different events because it is her dream

job to take pictures for the National Forest Service. Howe, and the other photographers, are able to gain more experience through the photo assignments they are given.

Another advantage to journalism is earning English credit. "It's better than English; I'd rather take this class 30 times than take another English class," Howe said. "It's fun to see your stuff actually published instead of just 'Oh here's an A, now throw it in the garbage.'"

Other students on the staff can be a part of business, typesetting and design. People in design deal with the format of the paper such as where certain pictures, ads, text and other parts of the paper go. Typesetters type the articles in a fashion that can be used by design people. Those who participate in the business make calls to advertisers to secure deals with companies to put their ads in the paper. Though all staff members are required to make a small amount of these calls, the business people organize the advertiser's information for the paper. According to staff advisor Mrs. Stettler, the money from selling ads pays for publishing each issue. "We wouldn't have a paper if it wasn't for our advertisers," she said.

"It's really fulfilling to contribute to something so big, and it's nice to

have your work published regardless of whether you're a writer, photographer, designer or artist," said Natalie Andrus, assistant to the chief.

Everyone in the class is able to learn from whatever segment of the newspaper they take part in. Production editor Abby Leake says she has learned things like time management and certain computer programs from the class. She has also been taught a lot about leadership from her role. Leake stresses the importance of these certain roles in the class because it takes a lot of responsibility off of the teacher and the students are able to learn from it.

"I've learned a lot of English skills. I have been able to correct my mom, and she's an English teacher," Leake said. "There's a lot of different things you can do in this class and that's why I would take it."

Other staff members add taking the class has expanded their knowledge in many ways. Editor Emilee Alder has taken advantage of the business-like atmosphere to improve her love for writing. She says she enjoys seeing her stories published and working outside of the classroom performing interviews. Sierra Rose, an assistant to the chief,

says she learned a sense of accomplishment from being on the staff and felt like she was contributing to something. News editor Taylor Galusha adds she likes learning about responsibility and how a business works.

"This class really helps you get yourself organized and learn how to meet deadlines," Galusha said. "You can learn the most by listening at the beginning while you learn the rules and writing style."

Josephson agreed and added she has learned a lot about writing, meeting deadlines and maintaining responsibility from the class. According to Josephson, "If someone doesn't do their assigned part in the class, the whole newspaper could be in trouble."

In addition to building English skills and the journalism process, students on the staff are able to make long lasting friends from sharing experiences with those in class. Andrus says making friends in the class is easy because everyone is surrounded by other students who have similar interests and work closely with each other. They are able to get to know people they wouldn't know otherwise.

"It's a fun class and you get to know the staff well," Alder said. "We all work together and have a close bond. We have a lot of jokes, and I feel comfortable with all of them."

Godfrey and Josephson became friends during their sophomore year while working on the paper. Editor Jaden Pratt has also found it fun to get to know people on the staff. She especially loves the parts of class where she gets to look at other people's work in the newspaper and see her own there, too.

"It's kind of stressful being on the staff if you are shy, but it's fun and makes me feel proud to have my work in the newspaper," Pratt said. "It helps improve your writing skills and helps you get out of your comfort zone."

Rose added most of the people she talks to now are a result of taking the class. She was new to the district her sophomore year, so she



Emilee Alder, senior and editorial editor, revises one of her articles.

Photo by Rylee Thurgood

loved getting to know everyone through things like the Disneyland trip that public relation/ journalism students attended with the WHS performing arts group.

"I think the way to make the most of it is to get out of your comfort zone, which is hard," Rose said. "You learn about things you wouldn't normally; you talk to people you wouldn't normally talk to and sometimes you end up being friends with those people."

Each staff member has a favorite part of the class. For photographer Karloz Moran, he enjoys developing his talents and the occasional food brought to the classroom. Godfrey just loves being on the staff and treating it like a hobby. He adds that though being on the staff can be stressful through different aspects of the class, there is a way to get over all of it. He thinks it is fun to challenge himself with stories that are hard to do and ones that he loves to do.

Josephson enjoys teaching the newcomers in the group as the years go on, working hard to create the Warrior newspaper and seeing the final product.

"It's fun to get to watch the new staff members come in and learn," Josephson said. "It helped me develop a lot and be more confident."

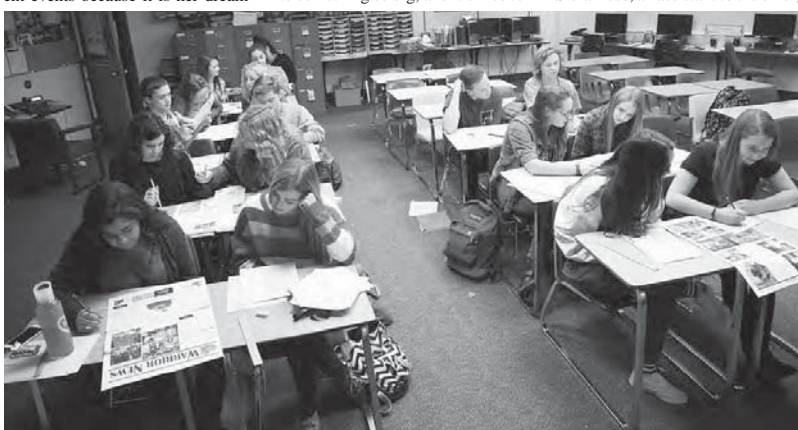
Many students can recall their proudest moments on staff, whether they decided to join recently or

years ago. Some staff members lettered in journalism in previous years which was also an important accomplishment for them. Leake is also most proud when she hears about the awards the paper receives at the end of the year.

"One of my favorite moments [on the staff] was my sophomore year and the first paper we put out," said Josephson. "When we finished mailing it, there were just stacks of newspapers in the room. Our editor that year was pointing at it and saying, 'Guys, we did this! How cool was that?' and that was a really fun moment."

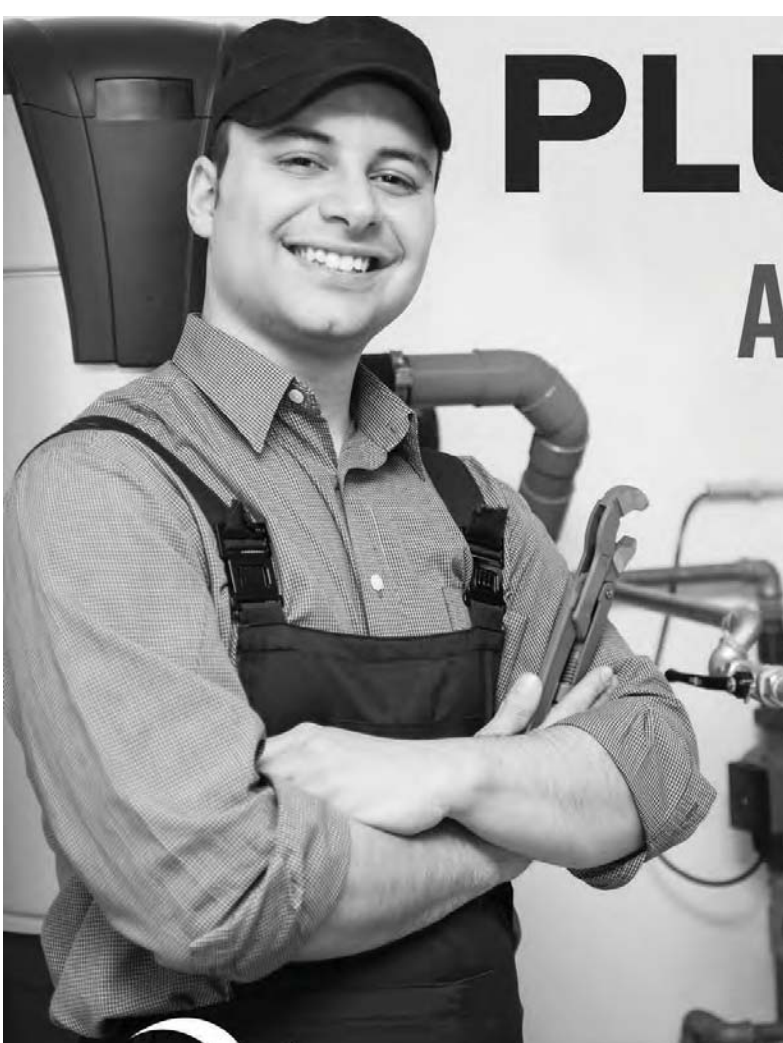
"I signed up for journalism because I love being able to write," Godfrey added. "I think that it's a fun way to get out and interview people in the school. There's just so many opportunities to create a story."

Mrs. Stettler tells future journalism students the staff has a lot to offer for everyone. "People from everywhere in the school can be part of an awesome class. Students can participate in writing, photography, design and business. There is always a section in the journalism class for many talents," Stettler said. She also added students have the opportunity to include the awards from journalism experiences and their leadership positions on scholarship and college applications.



Journalism spends class time proofreading and preparing the next issue of the Warrior News.

Photo by Melissa Harris




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Time Out

By **Siera Rose**
Assistant to the Chief

There are some things that automatically come to mind when people think of high school: dances, sporting events, and an increasingly common one, tests.

Anyone in school right now knows we take a ton of tests over the course of the year. Some people may even say the amount of tests is ridiculous; I am one of those people. I'm not talking about the tests you get to practice the concepts you learned in English or the ones that your math teachers give to make sure you understand what you've been taught so far; I'm talking about the standardized tests, the ones that are required by the state.

For those of us who have been in school for a while, the presence of standardized tests is normal. That's only been true for about 13 years – standardized tests weren't given nearly as much until the No Child Left Behind Act was passed in 2002. A study by the Council of Great City Schools shows students take about 112 mandatory standardized tests between pre-K and 12th grade. Given the time frame, this number may seem a little small but it's not so much the amount of tests that is the problem, it's what it

means for the students.

In some public schools, scores received on these standardized tests determine how much funding the school gets. Most teachers and students are well aware of that fact, and that leads to other issues in the system. There are some school administrations putting low-scoring students into special education programs or encouraging them to be absent the day of the tests. That means there are students being put into programs that won't help them at all just because administrators don't want their low scores to negatively affect them.

These tests cause problems in other classes as well. According to fairtest.org, 29 to 40 days are spent taking a test; however, that doesn't include all the time spent preparing for the tests. This has caused a decrease in the quality of public education because administrators are taking away art, music and physical science classes to make room for testing. These extracurricular classes are important to have because students need a break from all of the academic stress.

Many times, the reasons for taking the tests is to "help the teachers," but standardized tests do just as little for teachers as they do students. When the focus is on these tests, teachers tend to "teach to the test." That means they teach people the material the way they would

see it on a test or students only learn what would be on the test. This has led to teachers struggling to find fun, creative ways to teach the material which then leads to bored, distracted students. Another issue for teachers is timeliness of the results. The results come so late teachers can't use them to figure out what their current students are struggling with; they can only use the results to aid them in next year's curriculum, provided it's still the same.

There are also schools that use scores from standardized tests to determine if teachers will be teaching the next year. In Houston, Texas over 400 teachers' jobs were under scrutiny because their students weren't performing "well enough." This entire notion is ridiculous because students are told more often than not standardized tests have no real grade value in the class. It's not the teacher's fault some students' scores aren't very good: the student didn't care about the test. Maybe the class didn't get around to learning that specific material yet.

Tests are supposed to be given to measure how well a student is learning something. That can't be done very well when everyone is answering the same multiple choice questions. All standardized tests have done is create an environment of fear instead of learning and discovery.

Why should teens care about upcoming presidential elections?



Emilee Sichz (12): "A lot of seniors are going to be able to vote in the next election and a lot of it will affect people going to college, paying taxes and bills because the president is head over that."



Carter Lang (10): "Because it means I'd have to move to Finland if a bad president won."



Ethan Mills (11): "Teens should care because it helps decide what our future will be like when we leave high school and have to take care of ourself."



Alyssa Kempke (11): "We should care about it because we are growing up, and it'll be our future soon."



Maren Messerly (10) : "We should care because we should know what's going on with what they're wanting to do with our country."

Poll compiled by Baylee Howe

Americans prepare for elections

November 8, 2016, is the day that many Americans have been anticipating for years now. As these candidates prepare their speeches for the presidential debates, they anticipate the public's vote.

Early in the campaign, Democrat Hillary Clinton was the most noticeable candidate. She was able to get a head start on the race, but she is now being shot down for the e-mail scandal and with her unconfirmed "lies" about Benghazi. With this insight, it has become a little easier for Americans to get a clue on whom to vote for.

First, we have the Democratic Party candidates who are getting all of the attention. We have, of course, Clinton who was the first one to announce her candidacy for presidency. According to the polls, she is expected to become the front-runner for the party's presidential nomination.

The other main Democratic candidate is Senator Bernie Sanders. He is known for his views on equal pay for all of Americans and creating a more socialist society. Other running candidates who have not created a real ground for their campaign are Lawrence Lessig and Martin O'Malley.

Although the Republican Party has more running candidates, it is

in a close second to popularity of the Democratic Party. The competition with republicans is tough, and we tend to recognize the most common names among these Republican candidates. Donald Trump, who is best known as a successful business man, is currently leading in the Republican polls. He has taken America over with his views on building a giant wall on the border of Mexico and America to prevent illegal immigrants.

In second place is Ben Carson who has politically incorrect views on just about everything. The only thing allowing Carson to continue growing in the polls is the stealing of Trump's ideas and adding a sob story about his childhood to get the voters to give him a chance.

Along with these popular candidates, there is also Jeb Bush, Marco Rubio.

Democratic candidate Clinton has created great potential to become America's first ever, female president, she is creating a world where men can finally see that women can do anything a man can do, including being the President. However, her past is catching up with her, and people are questioning her strengths. However, Clinton says her past securities and the scandals are behind her.

While Clinton has caused some suspicion during her running for the 2016 presidency, there is one other candidate who seems to be causing an uproar all over America. Donald Trump's campaign is mainly focused on foreign policies. Trump is planning to create better border control between Mexico and America. He has also been blaming China and Japan for the lack of jobs in America. His solution to this problem is to bring the offshore manufacturing companies that were American owned, back to their homeland. He has caused quite a stir in the debates as the public must decide whether to take him seriously or as a joke.

In the long run, it appears that Trump is not as smart of a business man as everyone thinks he is. Business communities are sticking together and saying how they are against Trump's policies, leaving many in the dark about this potential Presidential candidate.

As voters continue to look at the candidates, each party is proving both their rights and wrongs as each debate passes. The difficult part for us is deciding which candidate will make the best leader.

By **Lexi Olsen**
WHS Junior

College deemed hard, expensive, further education increases wages

College is an important part of creating a good future. However there are a couple things that make people a little bit skeptical about going the distance and getting a degree in college.

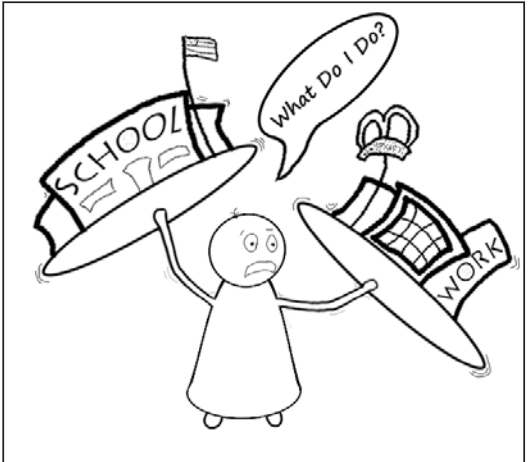
When looking at a college education, it is expensive. According to CollegeData.com, the moderate college cost in-state is around \$24,061 for four years. Pursuing a college education also takes so much time out of life with the classes, homework and studying. Not only that, school becomes more difficult depending on what degree path is being followed. It takes a medical doctor 12 years to finish school. However, that thin piece of framed paper can make all the difference at the end.

Presuming that nobody wants to work at a fast food restaurant for his/her entire life and will be able to afford a retirement, college is the way out of the kitchen. The average high school graduate who does not further his/her education has the highest unemployment rate and the lowest wages. On the other hand, a college graduate with a bachelor's degree makes hundreds of more dollars.

For those who are pursuing a life as a celebrity, it is a lot harder than what is thought. Unless a person's voice sounds like a choir of angels and acting skills are better than an undercover spy, then go to college first, find a backup career, and then go big. Michael Jordan, James Franco, Ashley Judd and Natalie Portman all went to college. They understood education is important and beneficial to any career choice. Even if people do make it to the

hills of Hollywood, what's going to happen when the career ends and there is no more money in the bank because of the brand new Bugatti sitting in the driveway. Another career studied in college will supplement the money.

Even if a big college that costs as much as a house isn't in one's budget, think about a technology school like the Ogden and Davis Applied Technology Schools.



Welding, cooking, construction engineer or childcare are great jobs and can be acquired in a shorter time at these schools.

Before the last three years of mandatory school is over, there are classes in high school that offer college credit. Some examples are the ASE classes (Automotive Service Excellence) classes for automotive people, and the medical classes like

CNA (Certified Nursing Assistant). They might cost more to take in high school, but people get college credits for them. I would much rather do a couple college classes in high school for much cheaper than pay a lot more to do it on a college campus.

College does cost a lot, it takes a lot of time and can be hard but let's face it, it's totally worth it when a person has a well-paying career and

retirement package. This is far better than mom and dad's basement with a car that sounds like it is going to fall apart at any moment. To me the sacrifice to get a reward that will last the rest of my life sounds better than knowing the ingredients of a Big Mac.

By **Jonathon Sparks**
WHS Senior

Juniors encouraged to prepare, take advantage of free ACT test

Almost every student would agree that taking tests is never pleasant. A student's worst nightmare would be a test that takes hours to finish. Unfortunately, there is a test that will last hours: the famous ACT. In high school, students always hear about this test and even though it's stressful and long, the ACT can determine a student's future. It even costs money.

However, on Mar. 1, the juniors are able to take the ACT test for free. Even though students may not feel lucky while taking it, but they are.

Now this day goes exactly as one would think a day designated for such a test would go. The juniors will arrive at school at the usual time while sophomores and seniors stay home. The test is taken in four sections. Students will test in a silent classroom, take small breaks and complete the college test. Yes, it doesn't seem as fun as the sophomores and seniors, but juniors need to take advantage of free ACT test.

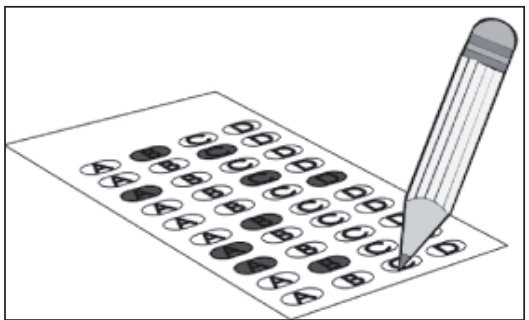
Juniors are also encouraged to prepare for this test. There are prep classes, online practice tests and books to help assist with the ACT. Counselors also tell students to take this test more than once so they can get used to it, but future tests will cost students money. That's why a free test is beneficial to gain a better understanding of the test.

Counselors believe some stu-

dents don't take this test as serious as they should. To give them a good idea of how important this test is, certain colleges will only accept people if their score is high enough. Colleges also award scholarships for those with strong ACT scores. Many colleges have GPA and ACT based charts, showing how much money can be awarded to students with certain scores, so a high ACT

students are home and going to college. They need to take advantage of everything as soon as possible, including the ACT test.

A common problem for students to experience is test anxiety. Some students might have been preparing for weeks and feel ready for the test. However, when the test comes, they freeze up. By taking the free test, students can get used



score will definitely help.

One of the main problems students seem to have is thinking college is in the far future, and the results of having a high ACT score might not be immediate. However, graduation and college come up fast, and while some might brush it off, it is important to prepare now. For juniors, just one more school year and high school is over. Suddenly life is thrown at them, and

to the test and be able to get rid of that anxiety. They can then achieve a better ACT score.

Weber High School is lucky enough to have the free ACT for the juniors, so take full advantage of it. Don't think of it as just another test. This is a chance to prepare for one's future.

By **Emilee Alder**
WHS Senior

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See How They Run, well deserved comedic hit

By **Natalie Andrus**
Assistant to the Chief

Weber's theatre department is known for being the best in the state. People who don't go to Weber or don't have family who do, still flock to the school for the annual musicals to appreciate the excellence found on the WHS stage. But what about Weber's latest production, *See How They Run*? It features no musical or dance numbers, but instead it relies on spoken word to tell the story. How successful was this comedic piece? Quite simply, I cannot remember the last time I laughed that hard.



Ms. Skillon (Emily Hill) and Humphrey (Merick Masters) jump together in fear.

The play is set in the mid-to-late 1940s, in a small town in England. The local vicar (religious leader) Lionel Toop (Jacob Tidwell) has recently gotten married to an American actress, Penelope Toop (Rebecca West). We quickly learn that Penelope is struggling to adjust to life at the vicarage, as the local gossip Miss Skillon (Emily Hill) comes to complain to Lionel about something his wife has done. After Lionel has gone out for the evening, an old friend of Penelope's who used to be an actor, Corporal Clive Winton (Andrew Waldrip), shows up for a visit. Penelope and Clive wanted to go see a showing of a play they had starred in, "Private Lives," but the location

of the theatre is outside the area Clive is allowed to be seen while in uniform. He changes into one of Lionel's suits, and it's decided that if anyone asks, Clive is to pretend to be Arthur Humphrey, a visiting vicar who wasn't supposed to arrive until the next day. Before they leave, they talk about the play. While re-enacting their fight scene, Miss Skillon, who they thought was gone, is knocked unconscious. While on his way home that evening, Lionel is attacked by an escaped Russian convict (Elijah Degn) who steals his clothes. Additionally, Penelope's uncle, the Bishop of Lax (Colton Kirby), comes to visit and assumes Clive, who is still dressed in a vicar's suit, is Penelope's husband. Later, the real Arthur Humphrey (Merick Masters) arrives at the vicarage, causing a case of confused identities where Lionel, Clive, the Russian convict, and Arthur are all being mistaken for each other. A policeman, Sergeant Towers (Blake Bolingbroke), who had been looking for the convict, ends up with the job of sorting out who is who. The main reason this is so difficult is because the convict is secretly pointing a gun at Penelope the whole time, so she can't clear up the identities.

When coming into the auditorium, the audience sees that the set takes up half of the stage. The set, the living room of the vicarage, is well suited to its purpose. The furnishings did well to establish the time period and the fact we're in the vicar's house. Every single one of the nine cast members did extremely well in their role. Some characters required an accent, most notably Ida, the Toops' Cockney maid (Nikki Kerr). The accent and the character as a whole were pulled off amazingly well. Another accent that was masterfully pulled off was that of the Russian escaped convict. The three church leaders in the play, Lionel, Arthur and the Bishop of Lax, all had fantastic bearings that were very true to how those characters would've been in real life, due to the talented portrayal from these

three actors. Penelope and Clive also had the appropriate attitudes of Americans in this time period; foreigners who weren't quite sure how things worked in the community. The ending scene of the play where Sergeant Towers was trying to determine which man was which was perhaps the funniest, due in no small part to the delivery of Towers' lines and character. This play was a brilliant comedic experience. The use of physical comedy had the full house of closing night roaring with laughter. There are a few especially funny moments of physical comedy I'd like to point out. First, the fight scene in which Miss Skillon was knocked out. Miss Skillon's reaction to Penelope and Clive fighting was hilarious. Shortly after, Lionel's reaction to seeing Miss Skillon passed out on the couch was very amusing. Lat-



Humphrey (Merick Masters) and Lionel Toop (Jacob Tidwell) become afraid when Russian convict (Elijah Degn) starts chanting Russian.

Photos by Baylee Howe



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Weber's Talented

By Kennedy Hatch
Feature Editor

Senior Julianne Kidd is a student who has a passion for art and photography. The Warrior balances difficult school classes, extra-curriculars and hobbies with time left for friends and sleep. With all of her strengths, Kidd is still able to be a well-rounded student at school.

Kidd has big plans for her future. She is going to Utah State University (USU) to study her choice major and is staying with her grandparents to save money. After college, she hopes to become Secretary of the Interior where she would oversee land management and park service. If Kidd can't achieve her "Plan A," she aims to be an art teacher because of her love for the subject. The art enthusiast wants to teach those in impoverished areas, so she can help them explore their unknown talents.

"I think being an art teacher would be so much fun because I would help students realize how breathtaking art is," Kidd says.

Kidd didn't always want to go to USU, instead, she wanted to go to an Ivy League school such as Massachusetts Institute of Technology (MIT). However, when she got caught up in all of her difficult classes, she "had no time for fun or dinner." She then decided that an Ivy League school wasn't necessary in her journey of finding her dream career. The busy student also found her schedule was overwhelming when she was trying to balance being co-president of the Northern Utah Chapter of the Red Cross and many AP classes as a sophomore. Kidd still works hard to achieve but not to a point where she is over-stressed. She has decided to make high school a fun experience where she can express her devotion towards her arts.

"Instead of jumping blindly into all these clubs, internships and extra-curriculars, find something that you are passionate about and pursue that instead. Once you realize that you don't need to become this applicant for some school, you'll be fine," Kidd advises. "I think a

well-rounded student is one that is involved and active in extra-curriculars, but not to the point they are pulling their hair out because they are so stressed and running on two hours of sleep."

Even with concentration less on getting into a prestigious college, Kidd still has many studies and hobbies. She volunteers as a youth board member with the American Red Cross which often takes her out of school for meetings in Salt Lake. She takes pictures for North Ogden Junior High boys' basketball team and for Weber's yearbook. She is also the Senior Editor on the staff. She helps out in the Zoology lab at Weber State University (WSU) sampling insects. Kidd also manages a job at Quality Quick Print.

"Learning is a top priority because I strive to learn all that I can! There is so much in this world to know, so many interesting and intriguing things. I soak it all in and I am hungry for every bit of it," Kidd said. "I just love knowing all that I can."

Kidd is also passionate about her history and math classes because she believes they help people prepare for their future. She adds the everyday use of problem solving and critical thinking is essential for college and a career. As far as history, Kidd says learning about the past is also important to learn about the world's origins and how the politics came to be and how they work. It is her favorite subject because it gives her an appreciation for the country she lives in and helps her make informed political decisions. Some decisions she is concerned about are with preserving nature.

"I feel like we need to care for our precious lands. These plains and mountains are what makes America great, and it's sad to see them being treated unfairly. I just wish that we could appreciate our wildlife and lands better," she explains.

The scholar has set up her priorities and created a formula to stay caught up with all of her work. To decide what is to be a priority, she assesses what is most important for her future and what will make



Julianne Kidd flips through books for ideas for the yearbook staff.

her happy, healthy and successful. The order of her priorities ranges from AP classes to her job to her friends. She also has a specific formula for her leisure time. She says it's a "perfect formula of a movie or two every weekend, three hours or more of Netflix, six hours of video games every week and lots of art."

"I always know when I'm spreading myself too thin and when I need to take a break," Kidd says. "I admit, sometimes I stay home and don't go to school because I need to sleep in and catch up on school; sometimes I just need a break from school itself!"

Kidd also recognizes her weaknesses. She believes she's neither positive, tolerant nor patient. She has many pet peeves that she often tries to suppress. She easily cries over things like movies and books. As an introvert, she would rather do things by herself and her way and doesn't often make an effort to hang out or go on dates. Kidd also gets discouraged when things happen like when she doesn't get a certain position or a score that she wanted, though she knows no one can be perfect.

"We're not great at everything,

Photo by Dominique Kloefer

that's what being human is all about! Weaknesses are what makes every individual unique and different. I accept my weaknesses, but should I just deal with my intolerance and negativity, letting it hurt other people? Of course not!" Kidd says. "I will always be trying to become better and eliminate my weaknesses, but I'm not going to become better overnight; it's something that's going to take time and practice.

Likewise, Kidd makes sure to notice her strengths. She knows she is understanding, compassionate and a good listener to her friends. She feels she is organized and creative. She adds confidence and independence are her best attributes. When she was eight, took the bus to swimming practice by herself. Kidd has been able to build herself from these moments.

Kidd says, "I feel like I lose a lot of my battles, and I always get the short end of the stick, but I've come to realize that when life gives you lemons - even if they're sour and rotten lemons - you still make lemonade. You may use tons of sugar, or use the good parts of the lemons, but you still make lemonade."

Friends create special bonds, share likes

By Jaden Pratt
News Editor

It's the first day of kindergarten, and you've been released to recess. You go to the bucket of toys and find a large bouncy ball to play with. While you're playing, you notice a kid in the corner by him/herself. You go over and offer the bouncy ball. You end up playing catch the entire recess. If only it was that easy to make friends in high school. Maybe it is.

The transition from lower grade schools to high school can be a big social change for people. Annie Crim, sophomore, said, "High school's a lot bigger. A lot of people keep to themselves."

Tenaya Tidwell, sophomore, added, "It's a lot easier to make friends when you're younger. Now that everyone is older, they've started to become judgmental and learned to be more independent."

According to junior Madisen Strain, to make friends people have to be willing to get out of their shell and talk. Trace McIntosh, junior, said to "go for it," when it comes to making friends.

Elitedaily.com gave eight tips to help people make and keep friends. One tip spoke of having both similarities and differences with people. Spencer Marcott, junior, said when making friends, he enjoys "getting to know my friends personally, sharing what they love and having things in common with people."

Elitedaily.com also reported not only is it important to share things in common with people but also how important it is to have differences. "Friends with different beliefs and a different way of seeing the world can change your life massively," it said.

Many Warriors also spoke of humor as a key to attracting friends. Grady Desaussure, sophomore, said, "Find people who laugh at your jokes." Tidwell added, "I make people laugh. It helps them not feel down all the time."

An old saying goes that laughter is the best medicine and that laughter is good for the heart. A good tip from the helpguide.org stated, "A key to connecting to other people is showing interest in them. Laugh at their jokes if they are funny and listen to what they have to say. People appreciate the effort and may enjoy the attention."

Just like a good foundation keeps a house secure, friendships need good foundations to continue. Amaya Hashimoto, junior, said, "Through trust and honesty, good friendships are made." Hashimoto also added, "be weird, someone will notice you."

Elitedaily.com also reported to focus on relationships that make people happy. Good relationships require maintenance which means cutting out the negative parts and "building good memories." Helpguide.org added people should, "focus on the way a friendship feels, not what it looks like." They also reported being friends with people just because of their social status or popularity is not a value friendship can easily stand on.

Making friends in this day and age can be hard with all the technology clouding people's minds. Breaking the ice and talking to people is the way to start. Hashimoto said, "You can make the other person smile and if you make them smile, that means they're happy."



Sophomores Tess Musgrave and Madi Carver share an unbreakable bond.

Photo by Melissa Harris

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By Lily Davis
Staff Editor

Everyone dreams of owning the most indescribable, powerful wardrobe ever in the history of mankind, full of timeless and effortless looking outfits. Here is a guide to seven fashion essentials that are worth owning.

The first two items go hand-in-hand with each other. One is the holy grail of all: shoes, a.k.a. ankle boots. They can be worn year round and give a don't-mess-with-me vibe within every pair. The other item is the greatest invention in cosmetic history: lipstick. At the beginning of time, Cleopatra was known for crushing beetles and ants to get the right shade of scarlet for her lips. This combination has been proven to make human existence more bearable.

Once you've put on a pair of rocking new boots and your lips are coated in a bright color, you're naturally ready for anything life throws at you. In order to cherish that magical feeling, here are some boots and lipsticks that complement each other: leopard print booties with red lipstick and a black crocodile leather bootie with a deep, matte burgundy stain. After the boots and lipstick are coordinated, it's easier to worry less about the rest of the outfit.

Without harming animals in the process, wearing faux leather jackets is like a second skin and has become an important key factor in many lives. Sometimes they're so good that muttering, "Mom was



right, wearing a leather jacket in 90 degree weather isn't the smartest idea," while melting under the hot summer sun at a flea market will become a daily routine. A leather jacket is perfect for all four seasons, whether it's layered with knit sweaters in the brittle months of winter or draped loosely over bare shoulders in the summer.

When buying a new staple bag for a wardrobe, it must qualify in two areas: it can match with more than five outfits and how much junk someone can throw inside it without making it noticeable. Also, you'll be praised for being the friend with the witchy Mary Poppins bag while all the other friends only have their jean back pockets to hold their personal items. Drawing string bucket bags have never failed to keep all personal belongings safe during concerts or even carrying a whole outfit inside it while spending the night at someone's house.

Versatile staples such as denim should also be praised and celebrated in its entirety. I imagine the first dinosaur, intergalactic alien or even human on Earth taking a turn with what we would call "indie-rock-cool" and wearing an irresistible

pair of denim jeans. Fact: denim is such a tough, comfortable, yet alluring piece of fabric that has been around for decades and is an essential in anyone's dream denim wardrobe. Tap into the 60s, early 70s aesthetic by matching a denim colored long-sleeve dress with a pair of ballerina flats. There is the high fashion 2015 sportswear by pairing denim jeans cuffed at the ankles with white Adidas Superstars, plain white t-shirt and a long trench coat.

Once said by Karl Lagerfeld, who is known for being the head designer and creative director of the fashion house Chanel, "One is never over-dressed or underdressed with a Little Black Dress." Every girl and woman should own a simple, elegant, black dress to be worn. It can be dressed up or down depending on the occasion. This dress will always come in handy when needed, especially when someone has the sudden urge to dress up as Holly Golightly with her famous little black Givenchy dress from *Breakfast at Tiffany's*.

Last but not least, a staple pair of sunglasses is the perfect way to look effortlessly cool while hiding the sleep deprivation in your eyes.

Performers prepare enchanting musical

By Jason Godfrey
Editor in Chief

This spring, the Weber High Productions Company will be performing *Cinderella*, a story familiar to both young and old. With an outstanding cast under the direction of Mark Daniels, *Cinderella* is sure to be remembered as another incredible Weber High production.

Daniels chose *Cinderella* because of the lessons it teaches. He said, "I knew it would be a show that our community would support and love. I knew that the lessons taught to us by the characters are lessons that we need to always be reminded of." He added, "This story is unique because it is a story that every child grew up hearing and now it's on the stage, acted out live. The challenge is now meeting everyone's pre-conceived visions that they had as children. I hope the most memorable part will be our take on the story."

Along with the familiarity of the show, there are multiple other reasons why Daniels loves this show. He said, "What's not to love about a young person who has everything, loses everything and then through courage and kindness makes her way through life's hardships and beatings and becomes a princess?" He added, "She says it best herself; 'Have courage and be kind.' Where there is kindness, there is goodness and where there is goodness there is magic!"

As with every show, Daniels shared it is difficult to cast a production. He said, "Casting a production is and always will be the hardest part of my job. No matter what I do, even if I feel so strongly about a certain actor in a leading role, even if they have proven themselves in the singing and the acting and the dancing, even if they seem to have been born to play the role I am casting them in, once I post the cast list, 20 other girls are broken-hearted because they won't get the opportunity to play Cinderella."

Beginning long before the cast list is posted, Daniels gets his mindset ready to cast a show. He said, "I go into every audition with a completely unbiased mindset. I have to do what's best for the show. I choose those actors who prove themselves the best during the audition process. The acting, singing and sometimes dancing all play a factor." He continued, "What's hard is when one student acts the part best and another student sings the part best. That is when it simply comes down to who can play the part more honestly, and who the audience will believe."

As the leading couple of the musical, Chelsea Johnson and Josh Fawson were cast as Cinderella and the Prince. Other cast members include Bailey Porter as the Fairy Godmother, Emily Rupp as the Stepmother, Aly Anderson as Grace, Becca Fowers as Joy, Tatiana Pryor as Queen Constantina, Collin Smith as King Maximilian, and Trevor Heywood as Lionel.

To prepare his cast for the show, Daniels accomplished something he thought would be impossible: getting Laura Osnes, the original Cinderella on Broadway, to come to Weber High. Daniels said, "It



Broadway star Laura Osnes prepares students for upcoming musical.

Photo by Mark Daniels

was incredible to have such a beautifully skilled, gracious and kind Broadway star work with us, share insights with us and teach us. It was a beautiful evening, and I hope it's a memory that many of our students will never forget."

Once the show opens to the public, Daniels hopes the audience will understand a special message. He said, "I honestly hope the audiences will leave with the feeling that they have been transported into a storybook that came to life, and dreams can come true if we have the courage to take that first step toward making them a reality."

Before that can happen, Daniels, and his cast and crew must put in hours of preparation. He said, "Every show is different and each show creates different challenges," he said. "How do you make Peter Pan fly? How do you make it snow in *White Christmas*? How do you get a truck onto the stage for *Footloose*? How do you get a camel down stairs in the auditorium for *Joseph and the Amazing Technicolor Dreamcoat*?" He continued, "Every show has its' unique challenges. I'm still debating if we can make the fairy godmother float or how I am going to turn a pumpkin into a coach or four white mice into horses? Hmmm.... Do you believe in magic?"

Not only is Daniels preparing for the production, playing the role of Cinderella is something Johnson is looking forward to. She said, "I have learned that I can do hard things, and that when you work hard, amazing opportunities will come your way! It may take time, but as long as you put in that effort, you will succeed in achieving any goal."

Johnson also appreciates the support she is receiving. "I love how much this community loves this! Everyone has heard of the story of Cinderella and each person has some love of the story. I've had many people tell me how excited they and their kids are! It's just a great family show that brings a smile on anyone's face," she said.

Although the community may be familiar with the Disney version, Johnson mentioned a few things that are different about the musical adaptation. She said, "This one has a lot more songs but the magic is still there." She added, "One memorable aspect about this show will be the dress transformation when the fairy godmother helps Cinderella get ready for the ball."

To help Johnson better prepare for the role of Cinderella, she was able to receive some help from Osnes. She said, "It was a one-in-a-million experience! It was incredible to learn so much from her. I can't thank Mr. Daniels enough for making that opportunity available."

From what she learned, Johnson hopes she can convey to the audience "that no matter what life gives

you, take it on with a smile on your face and with some kindness in your back pocket!"

Pryor and Smith are also preparing for their role as the king and queen and they are loving every moment. Pryor said, "I love the whole aspect of my character. I get to act regal and older!"

To help her prepare for the role Pryor also appreciated working with Osnes. She will remember her experience with Osnes as "very influential." Pryor added, "I was able to sing for her and while she said I did well, she also told me ways to improve."

Pryor likes *Cinderella* because of the mood it sets. She said, "It's an overall happy show. It brings everyone together because everyone knows it so well." As far as what will make this show memorable, Pryor believes the commitment is what will really pay off. She said, "Weber makes every show better. Our actors are already amazing, and they are really committed. There is no school like Weber."

Smith added the magical feel to *Cinderella* is his favorite aspect of the show. He said, "This will be a one-of-a-kind show, unlike anything Weber has done before. It's going to be amazing."

Having the opportunity to play the king is something Smith is looking forward to. He said, "This role is unlike one I've done before. In all my experiences, I've played younger." He continued, "It's new to be older and to play a dad."

Smith believes this will be a unique show because of the talent. He said, "There are a lot of really talented people and this company works really well." He added, "I've already seen how we work. We put our heart and soul into each show."

Like Pryor, Smith's experience with Osnes was "one of a kind." He said, "She was so down to earth and humble. You would never know she was a superstar."

As with all shows, Smith likes all the "different aspects" of *Cinderella*. He said, "I love all the actors and that we get to have puppets because of Cinderella's animal friends. This show is coming together so well."

One of the underlying messages that stands out to Smith is the message of love. He said, "During the beginning, you see how the stepmother treats Cinderella. Once Christopher [the prince] comes along, a new person in Cinderella arises. When you care for people, you see them for who they really are."

Alongside Daniels, the cast of *Cinderella* is being taught music by Scott Wood and choreography by Lindsey Poll. *Cinderella* will begin March 10 and run the 11, 12, 14, 18 and 21 at 7 p.m. Tickets are \$9 for children and seniors and \$10 for adults. Tickets can be bought online at weber.wsd.net or with the bookkeeper.

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LIFEGUARD

Attributes of scholars include good grades, awards, praise

By Jason Godfrey
Editor in Chief

It's senior year and emotions are mixed. The pressure of life after high school seems daunting, and the checklist of renting a cap and gown, applying for colleges, studying for a final chance at the ACT and typing essays to get scholarships is scary.

However, there are students who seem to have everything under control and they are doing things that will help them achieve a successful future. These are the students who become Sterling Scholars.

So what exactly is a Sterling Scholar? Weber counselor Mr. Hales said a Sterling Scholar is a student who is "considered to have the most expertise in that subject." He added, "We look at their community service, leadership experiences and we also have an interview to see how good of a student they are."

Hales also told how students can

apply to become a Sterling Scholar. "Put together a portfolio of all that you've done. Include letters of recommendation, awards and anything else that the specific department requires." He added, "The judges will notice your preparation and look at your qualifications."

Upon becoming a Sterling Scholar, Hales believes there are many benefits. He said, "You improve your interviewing skills, learn how to manage anxiety and stress and you can potentially win scholarships." He added with a smile, "Plus, you will always have that title to brag about to family and friends."

A student who becomes a Sterling Scholar has certain character traits that Hales believes are important. "They are hard workers and high achievers. They are leaders and are actively involved in school. I believe that's what sets them apart from other students."

Abbie Butler, who is over the Social Sciences department, mentioned a few things that teachers look for in a student applying for

Sterling Scholar. She said, "Anyone is eligible. It's good to be an AP student, have good ACT scores and GPA averages and community involvement." She added, "We look for the best of the best."

Butler also shared how students can be fully prepared to apply for Sterling Scholar. "First, they can pick up an application checklist from me if they want to be a social science Sterling Scholar. It lists what we specifically need, and they can compile everything nicely into a binder or folder." The checklist includes listing social science classes taken, test scores, extracurricular activities and community service.

She continued, "A team of teachers will look at the applications and apply a scoring rubric to each section from the checklist. The scores will be added and the top score will receive the Sterling Scholar award."

After a Warrior has applied, the waiting begins. Butler said the student who receives the award is recognized in December. "The ad-



This year's Sterling Scholars are as follows: [Back Row] Krissa Woodring, Tatiana Pryor, Aspen Wayment, Haeli Rich, Amanda Grover, Alyssa Cassity, Robyn Shupe. [Front Row] Alex Langford, Brooke Hansen, Elle Gossner, Allison Pobanz and Caden Stewart. (Missing from the photo is Sam Good.)

Photos by Lifetouch

"You are recognized as the best in your class in that area." She added, "As a teacher it feels as if the students are caring about their grade and education."

Butler recommends students to apply because "it's awesome!" She added, "You can get scholarships, and it looks great on a transcript."

By Jason Godfrey
Editor in Chief

Considered one of the most prestigious awards for Utah seniors is the Sterling Scholar award. After putting in multiple hours of preparation, completing pages upon pages for their portfolios, being interviewed by department chairs and anxiously waiting to hear the news, the decision was made and 13 of the most talented students at Weber High were chosen for Sterling Scholar.



Brooke Hansen



Caden Stewart



Haeli Rich



Alyssa Cassity

As the English Sterling Scholar, Brooke Hansen feels "honored." She said, "I love English because it gives us a chance to share our feelings and experiences with each other." She added, "It's an art."

Hansen feels lucky to have had so much support in this process. She said, "My parents have been very supportive, as were all my past and current English teachers." She continued, "I feel very lucky to have had such great teachers."

Hansen is glad she became a Sterling Scholar. A memorable moment included Hansen telling her grandparents. "When I told my grandparents, they said I was the first in the family to receive this. They were really proud," she said.

English is important to Hansen because of the possibilities that come from learning it. "I love to write and I think it's something I'll enjoy doing my entire life," she said. "English is great because we get to study it pretty much all the time."

Hansen's plans for the future include participating in the Sterling Scholar competition and going to college after high school. Concerning competition, Hansen thinks it will be tough. She added with a smile, "There are an absurd amount of essays to write."

As the Math Sterling Scholar, Caden Stewart feels "proud of the work [he's] done in [his] education." He added, "I like math because it's absolute and there is a lot of use to put it towards, and it makes sense."

While applying for this award, Stewart looked back on all his years of taking math. He said, "Taking Algebra in sixth grade is when it all really started. All my teachers from sixth grade to now have helped me become better."

Math has become so important to Stewart because of his decision to use it in his future career. He said, "I plan on pursuing this and using this in my career of becoming a Biomedical Engineer. It's a subject that has helped me develop an adeptness for other subjects that I will continue to pursue." He added with a smile, "I hope to change the world with math."

For anyone interested in becoming the next math Sterling Scholar, Stewart recommends taking "AP math classes, participating in math competitions and becoming a tutor."

While the next step of competition will involve a "series of math problems," Stewart is hopeful that this award will "help [him] pay for college more readily." He said, "The education I'm learning is to make a difference in the medical field someday." As a tip to all students, he said, "Do your math."

When Haeli Rich found out she became the Sterling Scholar for science, she felt as though all the "extracurricular activities, service hours and school work were finally starting to pay off!"

"They recently added in health sciences as part of the category. I have been very involved in HOSA and health science classes so I

Sterling Scholar 13 Warriors Achieve Academic Excellence

thought it would be a good fit for me. I love the medical field because the human body is fascinating, and I love feeling like I'm truly making a difference in people's lives," she added.

While serving in HOSA, Rich has had the help of her advisors Mrs. Bird and Mrs. Powell. She said, "They have been the ones to solidify my desire to enter this field. I'm so grateful for all the time that they put in with each of us individually and the advice they have given me."

Rich has also been actively involved in many activities both in and out of the classroom. She said, "All the various leadership positions and groups that I have been a part of definitely prepared me for this award." Rich added, "I've learned that it's worth it to push yourself through the hard times when you feel like you're so overwhelmed, because in the end those times make the reward that much sweeter."

Science is important to Rich for various reasons. "When I was in junior high, my best friend struggled from an eating disorder, and it was what really sparked my interest in studying the mind and body," she said. "The more classes I took, the more I loved it." Some of the classes that have helped Rich become academically strong in this subject have been Medical Anatomy and Physiology, Medical Terminology, Chemistry, Emergency Medical Response (EMR) and Certified Nursing Assistant (CNA).

Rich hopes to continue learning about the human body. She said, "I plan to get my bachelor's degree in Nursing from BYU and then apply to PA school at the University of Utah." She added, "I am thinking of studying cardiology and this is a great award to put on applications."

Being a Sterling Scholar has made Alyssa Cassity feel excited and humbled. "I like history, feminism, psychology and how the whole history subject is so wide," she said. "It encompasses everything."

An inspiration for Cassity is the retired AP European and Art History teacher, Ms. Keim. Cassity said, "She really sparked my interest in history and is the one who introduced me to art history."

While taking Keim's classes helped prepare Cassity for this award, other history classes have helped her as well. "Taking the AP history classes really prepared me because there is a lot of reading and writing involved," she said. "AP

administration also takes them out to lunch, and then they move on to competition," she said. "There is a district competition and then a state competition. It's very prestigious, and you could get good scholarships from getting recognized."

For students looking at becoming a Sterling Scholar, Butler says to

"push yourself academically." She continued, "Take AP classes, try to get good grades and become involved in the community or school. That helps a lot and makes you look really well rounded as a student."

Along with Hales, Butler believes the benefits of becoming a Sterling Scholar are important.

about myself through technology," she said. "It's a part of who I am."

To become stronger in this area, Grover is taking digital design, where she was exposed to animation technique. She said, "This class helped me with expressing myself and when I really started enjoying what I was doing."

Grover is optimistic in her hopes to pursue this field. She said, "My dream is to become an animator for a company like 'DreamWorks.'" She added, "I'm excited to see what's in store, and competition is just another obstacle to overcome."

Upon receiving the family and consumer science title of Sterling Scholar, Allison Pobanz felt "excited and honored." She added, "I anticipate pursuing Dietetics as a career and this award is a great place for me to start that journey of higher education in nutrition."

Pobanz loves food sciences and nutrition because she feels "it applies to everyday living. I love discovering how food impacts our bodies and with that knowledge, I can help others on a personal level."

Through different clubs and classes, Pobanz is grateful for what she's learned. "Being involved in many programs and activities at Weber prepared me for the competitive nature of Sterling Scholar. I've learned how to work hard and try my best through participating in student government and Productions Company," she said.

Pobanz added creating her portfolio has also given her a chance to reflect on her accomplishments. "As I had the opportunity to create a portfolio of my past three years in high school to be turned into the judges, I was reminded of all the things that shaped me into who I am today. I've learned that commitment and passion has the power to carry us far even when we might not realize it's happening," she said.

Alex Langford, who is the Instrumental Sterling Scholar says receiving this award has made him feel, "like [he] has really achieved something." He added, "Ever since sixth grade, live instrumental performance has amazed me. I wanted to be able to do the same thing and show my talent."

While taking different orchestra classes throughout junior high and high school, Langford is thankful towards his orchestra teacher, Mrs. Barnett. "I have been able to have her in junior high and now in high school. She has inspired me." Langford continued, "I'm also thankful for my family for always encouraging me."

Taking lessons on perfecting the cello is what most prepared Langford for this award. He said, "Music teaches us a lot. Listening to music is like reading a story. You learn so much."

Instrumental performance is important to Langford because of the message it brings. He said, "When I first heard music live it was really different. I wanted to show people that it's all about what you listen and hear, and how you feel."



Krissa Woodring



Amanda Grover



Allison Pobanz



Alex Langford

More Sterling Scholars in the April issue

Teachers hope to inspire, high ambitions for year

By **Taylor Galusha**
News Editor

Part 4 in a series of new teachers revealed at Weber.

Teachers have a passion for what they teach, and they hope they can transfer that passion to their students. Two of those teachers are Mr. Rhodes and Mr. Blackham.

Computer programming teacher Mr. Rhodes started working with programming at a young age. “I grew up with it [computer programming], and it was something that always fascinated me and doing it kind of stuck with me,” says Rhodes.

According to Rhodes, his favorite part of computer programming is the creative aspect to it. “I honestly love everything about doing computer programming, but if I had to pick one thing, it would be the creativity involved,” says Rhodes. “I love to build new things and see what I can come up with. I also love seeing what the students come up with because they are most definitely more creative than me.”

Rhodes says his inspiration to become an instructor came from the variety of teachers he had in high school. “I can’t pinpoint an exact

teacher. I had a lot of great teachers, with different techniques, and I hope I can embody some small portion of what I learned from them into my own teaching style.”

Another aspect Rhodes likes about his job is the students. “I enjoy meeting new people, and I enjoy working with different students. They all come from unique backgrounds, and you can learn a lot from them. I really want to inspire my students by being a good example and making high school a positive experience. High school can be one of the hardest experiences, and I want my students to be successful above anything else. No matter what they decide to do with their life, I want them to succeed,” says Rhodes.

Mr. Rhodes earned his Bachelor of Arts degree in Psychology from Weber State University. He pursued a Master of Science in Psychology from Utah State University, earning the degree in 2012. While working for the Aspen Institute in Syracuse, Rhodes wrote a piece of software for compiling student performance data into an educational diagnostic report. After this, Rhodes went back to Weber State and got a Bachelor degree in Computer Science.

Also joining Weber is Mr. Blackham, Chinese teacher. “Chinese is



Mr. Rhodes helps senior Bryan Wheeler with computer design.

Photo by Karloz Moran

one of my favorite things to learn about, and I really enjoy seeing my students get a passion for it too. I feel accomplished when I see my students light up,” says Blackham.

He also advises, “Be passionate about what you teach or learn. That is how you succeed, desire and motivation to learn. It takes dedication to learn a foreign language so you really need to be motivated to learn.”

According to Blackham, he decided to teach Chinese for two reasons: “I love the language and learning about the culture; it is very fascinating to me. There also wasn’t an opening for a theater teacher,” says Blackham.

Blackham enjoys Chinese because he likes the sophisticated culture that surrounds the language. “I just can’t get enough of learning about the language and culture. I could study the language and culture for my whole life and just barely scratch the surface. The more I learn, the more I realize that I don’t know much at all. It also just gives me a desire to share it,” says Blackham.

Since joining Weber last fall, Blackham has been impressed by the Warriors. “The students are the best, especially here at Weber. This generation is really a chosen generation. I like getting to know my students and seeing how they handle life’s problems.”

Blackham was also inspired to teach because of his past instructors.



Because of his interest in the culture and language, Mr. Blackham wanted to teach Chinese to high school students.

Photo by Baylee Howe

Classics offer great reads, staff selects movies, books

Library is home to many forgotten novels that are recommended for teenager’s read lists

By **Taylor Galusha**
News Editor

“Lots of times classics are forgotten because they take more time to understand. The plots don’t move as quickly, and the language is hard to understand. Plus, these days attention spans are shorter,” says Mrs. Bullough, Weber High School librarian.

However, she feels many classics make great reads. In this day and age, there are so many options on what to read and watch, and there just isn’t enough time to read and watch them all. However, there are some books and movies that should not be overlooked because they are classics.

She recommends Shakespeare’s *A Mid Summers Night Dream*, and adds the library even carries “Manga” Shakespeare. Bullough also says, “Dickens, everyone should read *A Christmas Carol*. It’s a ghost story and it’s, well, haunting.”

Other classic books Bullough recommends are *Lord of the Flies* and *Pride and Prejudice*.

Mrs. Christensen, media specialist, suggests classic books like *In Cold Blood*, *Roots*, *The Good Earth*, *The Jungle*, *A Tree Grows in Brooklyn* and *All Quiet On The Western Frontier*.

In Cold Blood is a nonfiction book about a newspaper trying to solve a murder. *Roots*, while its very long, is a story about slavery and family history.

“It’s actually not a Western, and one of my favorites. It takes place in World War I from the point of view of a German,” Mrs. Christensen says about *It’s All Quiet On The Western Front*.

Both librarians agree that because books these days are written with lots of action, teens relate more to them. They add teens should also read classic books from their childhood like *Little House on the Prairie*, and *The Lion, The Witch, and The Wardrobe*.

“When you read a classic, it’s good to read with other people because you can work through the plot,” says Mrs. Bullough.

More classic books that are recommended by Mrs. Christensen, and are also taught in Weber’s classroom, are *The Princess Bride*, *Matilda*, *Little Women*, *The Great Gatsby*, *A Wrinkle in Time*, *To Kill a Mocking Bird*, *Of Mice and Men*, *Huckleberry Finn*, *The Catcher and the Rye*, and *Bridge to Terabithia*. Mrs. Christensen tells many have read, talked about and heard about these books as a child, but if teens could read them, they will notice things they hadn’t in the past.

For those searching for classic novels, Mrs. Bullough explains there are books in the library that help people decide what to read such as the *Ultimate Teen Book Guide*.

For those who are more into movies, there are also classic films that are a must watch. Mr. Daniels, drama teacher, says, “Survey Cinema is a good class because it causes you to be exposed to films that you normally would not rent, and it shows how films worked before CG animation.” He adds, there are many classics to watch: *A Rebel Without A Cause*, *The Birds*, *Ben Hur*, *Butch Cassidy and the Sundance Kid*, *The Dead Poets Society*, *Breakfast at Tiffany’s*, *Arsenic and Old Lace*, and *E.T.*

“Kids are into extreme CG animation, explosions and fast paced plots, but the classics, the classics are about acting and talent,” says Daniels.

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By Sarah Calvert
Staff Reporter

In 2011, soulful British singer Adele smashed her foes in the music industry, rising to the top of every chart worldwide with her sophomore album, *21*. The album was infused with bitterness, pain and every other emotion associated with heartbreak. It sold over 30 million copies worldwide, giving Adele the title of one of the most successful artists in music history. In 2012, the album was nominated for six Grammy awards, all of which it won. Shortly after the album's release, an unexpected vocal hemorrhage caused her to undergo throat surgery and forced her to cancel her upcoming tour.

Four years later, she released the leading single for *25*, her third album. "Hello" opens with a mournful, lugubrious piano. The song would've fit in perfectly with her previous album; it has the same melancholy sound. However, the rest of the album finds a complete-



ly different rhythm. While *21* was about experiencing pain and heartbreak, *25* is more a reflection on her regrets of the past; listeners will feel the nostalgia as they notice the nature of the lyrics.

"When We Were Young" demonstrates this regret perfectly and is one of my personal favorites on the album. She sings, "We were sad of getting old/It made us restless." The track is dedicated to a former love, similar to "Hello."

Another notable track includes "Send My Love (To Your New Lover)." It is the second song on the album and definitely the most



upbeat. The track predominantly features the acoustic guitar. (In the beginning, Adele can be heard saying, "Just the guitar").

"I Miss You" is yet another ballad to the singer's past, although it is slightly more upbeat than the majority of the songs on the album. Adele tells her lost love, "I miss you when the lights go out /It illuminates all of my doubts."

In contrast to this hopelessness, in the track "Remedy," Adele promises to be a light in the darkness, singing "No river is too wide or too deep for me to swim to you." The song was actually written for her son, Angelo, and how she fully embraced motherhood.

"Sweetest Devotion" is also written for him and begins with his voice in the background. She tells him, "There is something about the way you love me/That finally feels like home." The singer is notorious for her unconditional love for her son, Angelo, and how she fully embraced motherhood.

Interestingly enough, the theme of water can be found throughout the album. Adele uses the expression, "Water Under the Bridge" in the sixth track. She scolds her lover, saying "If you're gonna let me down, let me down gently/Don't pretend that you don't want me/Our love ain't water under the bridge."

Similarly, the next track, entitled "The River Lea," comes from the heart of Adele, and her experiences growing up next to the actual River Lea in London, England. In an interview with National Public Radio, she says, "The idea of the song is that, especially since I've become a parent, let alone writing this record, I'm dealing with myself for the first time. And I have a lot of bad habits. And rather than

admitting that I have bad traits in my actual character, I blame it on where I'm from."

In "Million Years Ago," she tries to speak out about her own insecurities, saying, "I know I'm not the only one/Who regrets the things they've done/Sometimes I just feel it's only me/Who can't stand the reflection that they see." Like "River Lea," Adele is seemingly reflecting on the innocence of her past before she was introduced to the life of stardom and fame.

In "Love In The Dark," she begs the person who still loves her to let her go. She says, "I can't stay this time 'cause I don't love you anymore," and tries to justify her actions by adding, "I'm being cruel to be kind/I can't love you in the dark/It feels like we're oceans apart."

Her perspective on this sort of situation changes in "All I Ask," where she becomes the one receiving the goodbye. "If this is my last night with you/Hold me like I'm more than just a friend," she pleads.

While *21* was infused with heartbreak and sadness laced with anger, *25* seems to be more about letting go and being let go; whether it be releasing someone you love or the past version of yourself. Although she's had her fair share of hardships; in fact, pain "runs in [her] veins," she has accepted moving towards a better future and has found hope in the eyes of her son.

In all honesty, *25* does not quite measure up to its predecessor, but then again, what album could? Adele is the same way she's always been; the same humble and soulful girl from London, the same voice everyone falls in love with. Her vocal chords could command the entire world with one note: every second is raw and beautiful.

St. Patrick is responsible for Irish folklore, hidden treasures

By Jaden Pratt
News Editor

What is St. Patrick's Day? To many students it's just a day to wear green. But what is the story behind the man St. Patrick? Many legends have been created and sometimes the difference between truth and folklore are blurred.

St. Patrick was a normal kid growing up. His family lived more on the wealthy side, "having a townhouse, country villa and plenty of slaves," as stated by NationalGeographic.com. Patrick grew up in a Christian household in Britain in 400 AD. He was not very religious until later in his life. When Patrick was 16, he was captured and held as a slave in the mountains of Ireland. Being a slave was a difficult and horrible experience for him, but this is where his faith blossomed.

Folklore has said Patrick heard a voice that led him to escape his captivity. He hitched a ride on a pirate ship and made his way back home, reported NationalGeographic.com.

While at home, St. Patrick was ordained as a priest. He then went back to Ireland to preach and bring people to Christianity. Patrick's life proved difficult once more in Ireland. He was beaten, ridiculed and cursed.

Patrick died on March 17, 461. His name and good deeds had not been widely known, and they seemed to die with him. Centuries later he was made a saint of Ireland. St. Patrick's was a minor holiday in the lives of the Irish. It was normally celebrated with a large feast and a small sermon at church. It wasn't until the American Revolution that Irish troops began throwing large parades in honor of their country and to help them feel more at home. Then the Americans followed suit, throwing parades and celebrating this way.

Wearing green became a symbol of commitment to Ireland. A clover also became a popular ideal of St. Patrick's Day because Patrick would teach the Trinity on the three leaves: God the Father, one leaf; Christ the Son, second leaf; and the Holy Ghost as the last leaf. Madi Roylance, sophomore, said she also learned that St. Patrick's Day was about, "four leaf clovers; it's a day of good luck!"

Another myth regarding St. Pat-



rick was that he banished snakes from Ireland. Spencer Marcott, junior, said, "I think it's a lovely holiday and the fact we can celebrate St. Patrick driving the snakes out of Ireland is great."

While it is true that there are no snakes in Ireland, it has to do more with geography rather than curses. It is too cold for snakes to survive in Ireland's climate.

The Blarney Stone is another St. Patrick's Day symbol, and it is filled with a mysterious background. Many stories are told of its history, including Jacob using the stone as his pillow, David using the stone as a hiding place from King

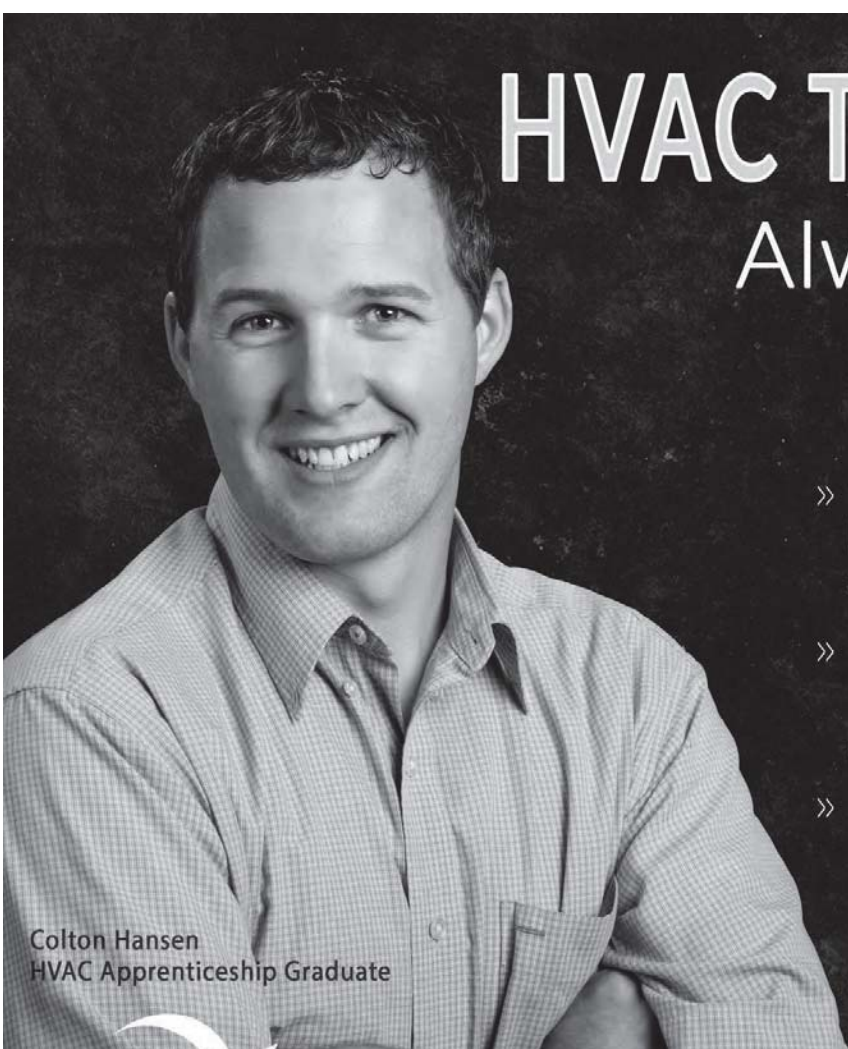
Saul, Moses striking the stone to supply water to the Israelites while fleeing Egypt, etc. The Blarney Stone is also known for its kisses. Many tourists, celebrities and royals kiss it to bring themselves happiness.

Well, how do Warriors celebrate the holiday? Trinity Douglas, sophomore, said, "Honestly I wear green. Maybe make cookies. For having so much Irish heritage, we don't do too much."

Now what is up with the pinching? "It's an odd tradition," said junior Madisen Strain. Sfst.com reported, "It's an entirely American tradition that probably started in the early 1700s." It was believed that when people wore green, it made them invisible to leprechauns and the other Irish fairies. If the leprechauns saw someone not wearing green, they'd pinch them. This became the tradition of people pinching the green-less souls they encountered, subtly telling them that the leprechauns are always watching, ready to pinch.

Roylance said, "I don't know the real history [of St. Patrick's Day], but I know it's about cute, little leprechauns. Actually they're creepy." Leprechauns are associated with St. Patrick's Day because they are Irish. A leprechaun is a fairy from Irish folklore. They make shoes and store their profit in big pots under the rainbow or "scatter them around the mountains, forests or rocks," stated newsfeed.time.com. Leprechauns are only about two feet tall and have been said to look like little old men.

St. Patrick was just a normal man of faith trying his best. He was rewarded for his deeds by becoming an Irish icon years later. Though many things are associated with this holiday, the celebration is based off a real man. However, if someone is looking for fun this holiday, they just need to watch out for leprechauns. Once spotted, they can ask the leprechaun to take them to his bounty.



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Teachers recall Prom experiences, Stories from high school years

By **Kennedy Hatch**
Feature Editor

Current students often forget their teachers had a time in their life when they went to Prom. Though some didn't go, others still hold memories from the dance. Several teachers recall those embarrassing or amazing things that happened during their Prom years.

History and Spanish teacher, Brian Lattin, reminisced on his Prom in 2007. Though his ideal version of Prom would have been his date spending all of her money on Prom instead of him doing so, Lattin got a whole different situation. When he asked his date out to Prom, face-to-face at her work, he had no clue that she was in trouble with the law and was on parole. If he had

to see her, so he pretended not to know her and still doesn't know if she recognized him.

"I wouldn't relive my Prom experience if I was forced to. I was not a big fan of dances in high school mainly because I can't dance, and it makes me uncomfortable," Lattin says.

Camille Phinney, a history and psychology teacher, never went to Prom. She was working as a dance teacher and had some classes to teach that night. Phinney admits she probably saw better dancing out of the six-year-olds she taught ballet and tap dance to than she would have at Prom. She doesn't feel like she missed out on much. She remembers her friends telling her the dance floor in the government building where it was held was about the size of a classroom, and the 200 people crammed in it

his date was someone he had grew up with in his town, conversation started to lack and their food seemed to take too long. Later, the two found out the restaurant had forgotten their order and it ended up paying for the meal.

The dance's theme revolved around the eight minute song "Stairway to Heaven." Rawlins said that halfway through the song many students were wondering when it would end. He also remembers there was a minimal amount of decorations because the location it was held in had three levels to dance on. Even though the dance had a few down moments, Rawlins says he was happy that he went and happy he took who he took.

Biology teacher, April Nance went to both her junior and senior Prom in 2008-09. She remembers being asked her junior year with some Glad Wear containers. "I would be glad if you went to Prom with me," was on the note. Nance says her mom was really excited to gain new plastic containers, so naturally, she had to say yes. She answered back by getting a big, orange, upholstery chair that swiveled and put it on his porch with a note that said, "Sure."

At Nance's Junior Prom, her date got her a giant corsage that lost many petals every time it was bumped. She said it was like a flower bomb was going off every time she did a dance move. However she admits it was better than one of her friend's sophomore Prom where their mom drove them around the whole day. Nance recalls she loved her day date during her senior Prom when they did the Olympics. They had a torch and she is sure someone even got burned.

Mark Daniels, theatre teacher, went to all three of his high school Proms from 1985 to 1987. His Proms were held at the Capitol Rotunda in Salt Lake City. He looks back on how fun it was to drive to the city and be able to eat dinner and spend time with his date there. Daniels still remembers who he went to Prom with each year he went, senior girls. One of his dates is actually the mother of a student at Weber High.

Daniels had a very creative way of asking out one of his senior dates. He dumped the soda out of an eight pack of Orange Crush then filled each bottle with orange jello and let it set. Next he put his name on a piece of paper he later wrapped in plastic, taped to a small rock, and put under one of the jello filled bottles with a note saying, "I would be absolutely crushed if you couldn't go to Prom with me."

"I encourage every young man at Weber High to get a date for prom," Daniels says. "I know that every young lady should have the opportunity to go to at least one prom during high school. They deserve it!"

Students at Weber will now make Prom memories, good or bad, that they will be able to share for years to come. Like teachers, they could have had the time of their life or possibly find out that their date was in trouble with the law.

Blast from the past



Teachers also have memories of their past Prom dances and are willing to share photos showing their unique styles. Photo on top left and then going clockwise) Mrs. Barney, math, Mrs. Perry, history, Mrs. Grover, English, Mr. Rawlins, computer science, Mrs. Paige, counselor, and Mr. Daniels, theatre.

Mrs. Carrier also enjoyed her high school Prom experience.

a chance, he would have redid his choice of who he asked to Prom.

"This is embarrassing to admit, but she turned out to be someone different than who I thought she was. She transferred into my English class in January and then in March I asked her to the Prom. I didn't know a ton about her," Lattin said. "When Prom night rolled around, I found out that she was in a little trouble with the law (I still don't know why), but apparently she had to be home by 10:30 p.m. because she was on parole. It sounds too awful to be a made-up story for trying to get out of the date early."

Lattin was surprised that his date had to be home so early, but he still had fun. On the day date his group went paintballing. Lattin and some of the others seemed to dislike the activity more than the friends that decided the day date plan because it was less fun for those who didn't actually pick the date idea. After the dance and having to take her home, he ended up hanging with his friends who didn't go to Prom. He actually had more fun there than during the dance.

Years later, Lattin started to work at a credit union opening new savings accounts for new members when his past Prom date walked in one day. The girl looked completely different than she did back in high school, so he didn't recognize her. He only recalled who she was after she handed him her ID. Lattin admits he was not excited

had a hard time dancing.

In Maryland, the state Phinney went to high school in, the students didn't go on day dates. Instead, Prom was on a Friday, so they could get checked out of school to get ready for Prom and be excused for it. Since she wasn't going to Prom, she decided to go to class anyways and was in turn one of the only seniors at school. In one of the classes she was a teacher assistant in, one of the students asked her why she wasn't getting ready for Prom. When she answered that she didn't have a date and wasn't going, the student expressed that she was very sorry for her in which Phinney replied, "Please don't feel bad for me because I don't."

"I think Prom is a great thing, and it's awesome that students can get together and socialize outside of school. Prom also serves as a social function in helping students learn appropriate manners and etiquette," Phinney says. "Nevertheless, I want to say that Prom is not the most important event in life. It's great if you go, but it's not going to ruin your life if you don't. You will probably turn out okay no matter what Prom experience you have (or lack thereof in my case). I've never felt bad or deprived for not going."

Alan Rawlins, computer and business teacher, remembers going to Prom twice in high school. He thinks of his Junior Prom as both memorable and forgettable. Going without a group, Rawlins went to dinner alone with his date. Though

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Not going?

Tips to avoid loneliness

By Maddi Marker
Staff Reporter

Some teenagers aren't going to Prom because they were not asked, they have other plans or they are not old enough to date. However, they are still finding fun activities for their night.

To avoid feeling lonely all night, sophomore Eliza Cragun says if she decides not to go, she would go out with her friends and shop. She says the most fun places to shop are Farmington Station and City Creek. Cragun chooses shopping over Prom because she likes new clothes.

Many students feel left out or alone when they are not going to Prom. Sophomore Emma Titus says she would throw a "gnarly party and invite everyone who wasn't going to Prom and make all the people who did go to Prom jealous."

Being with friends or family can often ease the pain of not being able to go to Prom. "I would collect a group of friends that aren't going and have a little tea party," says Kaitlyn Anglesey, junior. Her motto is gals before pals. She says she likes spending time with her friends and doing girl stuff together. "Why get so upset if you don't



go to Prom when you can have fun with your girls instead?" says Anglesey.

"I would probably end up staying home watching Netflix and eating ice cream while drowning in my tears," says sophomore Madison Harris.

Hellogiggles.com suggests some alternative activities for those planning on staying home during Prom. One idea is to get dressed up a bit and do something fancy like having a party or watching a romantic movie. The website also states that it's a perfect time for people to watch that romantic movie that embarrasses them to talk about. The website also says to make the best out of the night and have fun.

Some teens will most likely have friends that are going, so they have plans to stay home by themselves. "I would probably stay at home and watch Netflix," says senior Thomas Ulrich. "I think it would be super awkward to go somewhere and see people you know on a date. Then they would ask where your date was and...Train wreck." Senior Colton Kirby adds he would get as much food as he could and have a

Star Wars marathon.

While some kids may be staying home, others want to find people who aren't going and plan something to do with them. "I would get together with some friends that weren't going and go play some basketball and go see a movie," says Konner Gibson, junior. He says getting together with other people that aren't going can make it seem a lot less lonely.

Megan Ferney, junior, also adds if she didn't go to the dance, she would get together with friends and go to a movie. Junior Kate Poulson thinks staying home and hanging out with her family would be a good non-Prom alternative.

Other teens have ways to have fun together instead of going to Prom. Senior Haley Arrington says she would have a movie party with friends. "Sometimes girls just don't get asked, and it's better to go do something with your friends rather than sitting at home alone having a pity party," says Arrington. She thinks it is a good thing for teens, especially girls, to have friends to hang out with so that the night isn't so depressing.

Etiquette rules help fun dates

By Elizabeth Josephson
Editor in Chief

Prom is right around the corner. This event is an iconic symbol of high school and can be a night students remember for the rest of their lives. There are things students can do to make sure the night goes well and will be remembered for the right reasons.

First off, senior Ethan Lund says, "Go with someone you would enjoy going with."

Lund says creativity is key when asking someone to Prom. "Try to think of something original; something that the person you are asking would like."

Creativity can go too far, however, and senior Ben Judkins urges students to use common sense. He cautions, "Don't make something explode; if it involves fire, save it for another time." Kambri Cordon, senior, agrees. "Don't light their porch on fire; also, avoid harming any small animals."

Senior Ben Forsberg says, "I think it's good to go all out when you ask someone, but make sure they haven't already been asked, because I had some problems with that." Michaela Kowalewski, senior, adds, "Don't ask at the wrong house; I've done that before."

Forsberg also encourages stu-

dents to be creative but not too complicated. "Definitely go with something unique, but something that's still fun and easy to find out your name with, because you don't want to be too cryptic."

Planning the date activity can also be difficult, but Lund says students don't have to spend a lot of money to have a good time. "I like to do things that aren't expensive, but are still fun."

Lund remembers one day activity that was not costly but was very enjoyable.

"We went to the library in Salt Lake City. We played a photo scavenger hunt and we read children's books. The library is a really interesting building just by itself. Then we played around in Salt Lake doing all the free stuff we could, like museums."

Forsberg agrees, "Don't spend too much money because it makes people uncomfortable. You'll have a better time if you can just plan more of a creative thing instead of something that's just over the top."

Seventeen magazine advises students to also make plans for after Prom. "It doesn't have to be crazy...Just make sure you plan something," it suggests.

Promsie.com has a list of the do's and the don'ts of Prom. One thing on the list is taking lots of pictures. Promsie advises, "Take as many pictures as you can with all of your

friends, and remind seniors that they may not see their classmates for years after graduation."

Once on the date, attitude and actions are vital. Cordon says, "Don't be a jerk. Don't be rude on your date. Do be a gentleman. Men, always open the door." Forsberg adds, "Do be polite and kind. Mind your manners: say please and thank you."

For a meal, Cordon says, "Ladies, don't order something too expensive, but don't eat like a dainty woman eat how you normally do."

Another tip from Seventeen advises girls on their dress for the dance. Buy dresses well in advance and wear comfy shoes." Seventeen also cautions, "Don't show too much skin."

Forsberg thinks Prom is more fun with friends. He says, "Make sure that you are going with your friends - get a group together." Kowalewski agrees, "Definitely have a group; groups are way fun."

Promsie tells teens they should spend as much time having fun with their friends as possible and avoid drama. Kowalewski agrees, "Don't take it too seriously; just go and have fun with your friends."

Seventeen also advises, "Don't freak out. Remember, Prom is supposed to be fun!"

Lund adds, "Just have fun." Forsberg adds, "Do dance and have a great time and don't hold back."

Prom night creates special memories

By Lexi Olsen
Editorial Editor

Lights, glamour, dance... these are a few characteristics that will make up one of the most exquisite nights in all of high school history; or so they say.

Prom is considered to be the biggest, most talked about dance that any teenager can experience. The night is full of exotic sequins, colorful corsages, sleek fitted tuxes, colorful bowties and a special theme to bring the whole night into harmony.

Every year when Prom occurs, people become wrapped up in the theatrical point of view of Prom. The night really just boils down to how much the night is going to cost. The average American family spends about \$800 for this one night.

"I do not understand how or why people spend so much money on one night. I don't think Prom is about how much people spend but rather the quality of the night. It should be about having a good time with all of your friends and all of the people around you," senior Braden Cook said.

"Prom for me is one of the best nights in my high school experience," added Rylee Arbon, junior. "This is the one night where I can really show my style and just have a good time with all of my friends and my date. The night is kind of like creating and having your own little fairytale."

Depending on how traditional people like their Proms, there always tend to be the same traditional rituals that have become a part of it. Asking someone to be one's date,



Mrs. Nichols, English teacher, flashbacks to her high school Prom night.

joining a group of friends, picking the perfect dress or the most sleek tux, pinning the corsage, posing for multiple pictures for the family scrapbook and the crowning of the class' Prom royalty.

As people prepare for the big event, shopping centers are also gathering new dress designs, tuxes, ties, and decorations in the store give the customer the full effect of Prom. Laurie from Just Girl Stuff said Prom has been one of the most important events in high school for as long as she can remember.

"Here at Just Girl Stuff, we like to create an atmosphere that really invites the idea of Prom and the idea of it into the store. We decorate the store in different color schemes or a simple Prom theme," said Laurie.

While Prom has been stereotyped as only important to girls; according to People magazine, Prom can become more important if the theme of the dance portrayed something more appealing to the male gender. The article also noted Prom males would consider it completely nothing out of the ordinary;

just something that does not have too much glitz and glam.

"I think Prom has been categorized as a more important dance for only the girls, but I actually enjoy Prom as a whole; just the way it is and has been," said Cook. "I enjoy any theme really. To me what is important about the night is not the presentation of the night or the decorations that people have set up, even though those add a huge affect on your attitude towards it, but the importance of the night is the people you are out spending it with and creating memories that can last a life time."

Arbon also said she feels Prom is a fun dance because it's a time to be with friends and make memories. "I would rather go to Prom with my friends than a date because I feel like being in a group of friends allows you to really enjoy the whole experience more. My mom still has her Prom dress and always likes to tell me stories about her Prom night and how it unfolded. She also makes jokes now about me wearing her Prom dress which would never happen," added Arbon.

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Finding perfect meals keeps Prom night fun

By Ashley Vongbandith
Assistant to the Chief

Outfit is picked out, hair has been perfected and the car is ready outside. Everything is taken care of...except for that growling noise that's coming from your stomach.

Picking a restaurant shouldn't be an objective that causes stress to a fun-filled evening like Prom. Be prepared for the night and pick an excellent dining selection.

To all those McDonald's, Wendy's and Burger King lovers, put the fast food aside. Locally, there are many fine-dining restaurants and eating out doesn't have to cost a fortune.

Located on 2432 Washington Blvd is Harley and Bucks. This dining place has a spacious atmosphere, live music and various options on the menu. The setting is elegant, making it a perfect evening out while savoring food from steak, seafood, pasta and desserts. Prices are average. Depending on personal choices, dinner will cost around \$10 to \$30. Reservations can also be made here.

Roosters Brewing Company and Restaurant is located on Historic

25th Street. This dining option has a bucolic atmosphere and serves sandwiches, chicken, seafood, pizza, pastas and salad. Roosters also offers a gluten free menu. Prices for the meals are moderate and range from \$10 to \$30. This dining selection is casual, yet formal attire is also welcomed. Roosters takes reservations for those on a tight schedule with Prom.

Continuing down Historic 25th Street is the Union Grill. Union Grill is located in the Union Station. This Cajun-styled restaurant serves soups, salads, sandwiches, chops, steak, ribs, pasta, dessert and the prices range from \$8 to \$22. Union Grill is always great for groups and they take reservations.

The Timbermine is also a popular choice for Prom night. This mine-themed, log cabin restaurant is located at 1701 Park Blvd. and serves succulent plates of steak, seafood, ribs, dessert and more. This restaurant has a unique, rustic atmosphere to make customers feel comfortable as they dine in their own mine/dining area. Timbermine does take reservations, and they have group pricing.

Another steakhouse with a fun
ambiance is Prairie Schooner
which is located on 445 Park Blvd.



Timbermine uses a unique, old-time mining ambiance for their restaurant.



A vintage covered wagon offers a unique dining experience at the Prairie Schooner. Photos by Ellie May Kerr

Guests can dine on seafood, steaks, chicken and sandwiches from their own covered wagon. Prices range from moderate to the expensive combos that include seafood and steak. They also offer reservations at the restaurant.

The Ogden Valley also consists of nice date options with a special atmosphere.

Huntsville Barbeque makes the list for those barbeque lovers. Serving Texas-styled ribs, steak and all the barbeque favorites, the dinner meals have moderate costs ranging costing rates from \$10 to \$30 for each entrée. This casual and quiet restaurant has a western theme and is great for Prom groups. Reservations are not needed at this restaurant.

Through Ogden Canyon on 508 Ogden Canyon Road, is the spacious Gracycliff Restaurant. Gracycliff has a relaxing, romantic atmosphere where guests can enjoy food variations from seafood, beef, chicken, combination dinners (mixing chicken and beef, for example). Prices vary depending on type of dish. Seafood dishes tend to be the most expensive ranging from \$28 to \$45. Chicken dishes range from \$18 to \$22, beef entrees cost \$19 to \$37 and combination dinners

Photos by Ellie May Kerr

prices range from \$25 to \$45.

Riverdale is another Ogden area that has many Warrior favorites.

Olive Garden is a popular dining option for Warriors. Located next to the Riverdale Shopping Center, this restaurant serves savory Italian pasta entrees, desserts, soups, salads and more. The restaurant is spacious and has an ornamental Italian style interior, making the dinner date a fun one with the beautiful setting. Plus, the unlimited breadsticks is a bonus. But be aware, this dining station is always busy. Get there a few hours early to get a table, eat and be ready for the dance.

Steakhouse lovers will also enjoy Ruby River located on 4286 Riverdale Road. Meals served include ribs, seafood, steaks, desserts, sandwiches, salads and pasta. These entrees range from \$11 to \$30. Set in a realistic cabin, the scenery and atmosphere of this dining selection makes guests comfortable while enjoying their meals by warm fireplaces. Reservations can be made and are recommended if chosen as a Prom dining selection.

Prom goes cannot go wrong when it comes to these restaurants. Get a head start! Pick a restaurant, make reservations and be worry-free on Prom day.

Various ways to have fun, save money on day dates

By **Sidney Lee**
Copy Editor

One of the most memorable high school experiences can end up being the most expensive. According to a survey from Visa, the average U.S. household spent \$919 for Prom in 2015.

Paying for the tuxedo or dress, dinner, corsages and boutonnieres and additional things like a date during the day can be difficult for a high school budget. Many teens who have previously attended Prom have found ways to make the dance affordable.

Senior David Suisse says the most important thing to do is set a spending budget for each expense. "You also need to figure a way to pay for everything, whether you have a job or if your parents are willing to help out," Suisse adds.

"If you don't have a job, negotiate something with your parents. They may be willing to give you some help for doing things around the house," adds junior Adrienne Puzey.

The biggest expense for many teenagers is getting a tuxedo or a Prom dress. "I've seen dresses go for over \$300," says Puzey. "Don't think you need to buy a dress in that price range. I made a goal to find a dress under \$130, and it can be accomplished."

Suisse adds renting a tuxedo is more affordable than purchasing one. "I rented a tuxedo for about \$60. The money I saved from renting, I was able to use toward purchasing everything else like the Prom ticket," Suisse says.

Senior Hannah Johnson says, "You can find inexpensive dresses at stores in Ogden or rent one. I found a beautiful dress for \$60."

In addition to buying or renting a dress, junior Bailey Kelson says borrowing a dress is another option. "My friends and I have borrowed dresses from each other before. It's free and kind of fun," Kelson adds.

To go along with Prom attire, corsages and boutonnières can be costly. Senior Allison Pobanz says making them yourself is a creative way to get ready for Prom. "My friends and I made the boutonnières for our dates, and they made the corsages for us," Pobanz says. "All you need are a few different flowers and some floral tape. It made the date a little more special," she adds.

Another expense is the day date which precedes the dancing. Senior Tatiana Pryor says the day date does not have to be expensive to be fun. "Some of the dates I've been on, the activities were very expensive and they felt too formal," says Pryor. "Keep it simple. On one of my day dates, my date and I decorated cakes and talked with each other," she adds.

Suisse adds, "Last year I went in a group, and we played games at the park. We handcuffed each couple while we were eating lunch. It was a fun way to get to know each other, and it didn't cost much."

Puzey also says hiking or bowling can be a fun date. "You can get a little creative with it. Remember to try to do something where you can get to know your date," Puzey adds.

Right before the dance starts, dinner is the next expense. Senior Jacob Smith says budgeting around dinner can be beneficial. "Sometimes it is worth it to go out to dinner if it is a restaurant you really enjoy," Smith says.

Junior Quinn Longhurst says, "It is okay to splurge with the money you saved from everything else." Longhurst adds dinner at home is an inexpensive alternative for dinner that still is fun. "If you aren't willing to spend a lot of money, you can make the food with your date or have your family cook and wait on you," he says.

For those planning Prom 2016, Warriors remind teens that the dance should be fun and can be affordable with planning and being creative.

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Team takes time rebuilding, finding strength in unity

By Elizabeth Josephson
Editor in Chief

At first glance, wrestling might seem like a bunch of boys on a sweaty mat, but it is so much more. “Wrestling is said to be 99 percent mental. Confidence is a must to be successful,” says Coach Caleb Hardy. He adds the coaches “use psychological approaches to help the boys realize their true potential.”

Junior Spencer Loftus says, “I think probably the hardest part about wrestling is the sheer mental and physical ability that has to go into it... If you walk out onto that mat thinking you’re going to lose, you’re going to lose.”

Besides the mental preparation, the team must be in top physical condition. “To prepare for matches, our boys are put through workouts that no other sport can understand unless they step on the wrestling mat,” says Hardy.

“Our team’s greatest strengths this year are the hearts of our wrestlers. Even though we have a lot of young, new wrestlers, they stay in each match because they refuse to quit wrestling.”

Even though we have a lot of young, new wrestlers, they stay in each match because they refuse to quit wrestling,” says Hardy.

This year, the team is in a rebuilding stage, according to Hardy. The team has several younger wrestlers, but that is not the only obstacle facing the team. “Our biggest weakness is we have extreme-

“Our team’s greatest strengths this year are the hearts of our wrestlers. Even though we have a lot of young, new wrestlers, they stay in each match because they refuse to quit wrestling.”

ly low numbers. We currently have 28 wrestlers who compete, compared to some of the top schools in the state who have 50-80 wrestlers in their wrestling rooms at a time,” says Hardy.

“The team’s strength is probably

our unity. As a whole group, we’re all very willing to help each other out,” says Loftus.

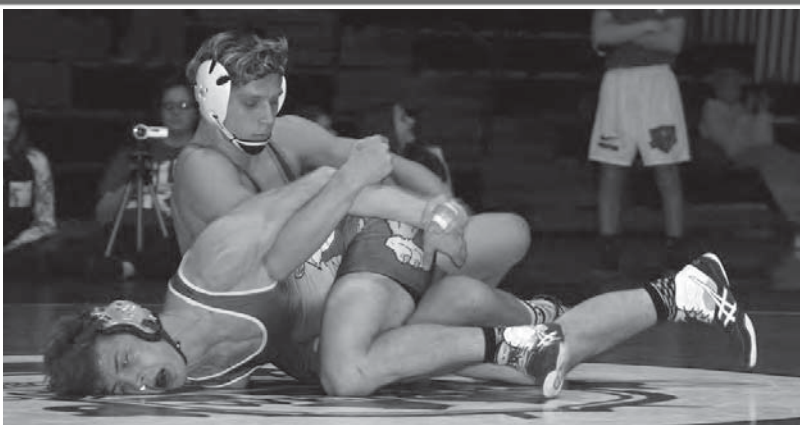
Senior Tyson Treasure agrees, “I really like the team bond. It gives you a second family.” As far as what he finds difficult about wrestling, Treasure adds, “The dedication required to succeed is the hardest part.”

The wrestling team isn’t letting their inexperience or small numbers stop them. According to Hardy, the team placed 11th out of 31 teams at the Layton Invitational. He adds, “At the Wasatch Duels, we went 2-3 against some of the top teams in the state. At our own Jody Warren Duels, our guys finished 3-4 in competition.”

The Warriors also finished 12th out of 19 teams at the Richardson Memorial at Box Elder.

Weber won duals against Northridge on Dec. 3, with a score of 42-30, and Sky View 40-33 on Dec. 17.

Weber faced defeat from Mountain Crest on Dec. 10 and Corner Canyon on Dec. 30, with final scores of 48-24 and 40-30, respec-



Pinning down his opponent, senior, Tyson Treasure gains the advantage during the Fremont match.

Photo by Rylee Thurgood

tively. Weber came back to win on Jan. 14 and 20 against Clearfield, 51-18, and Roy, 46-21.

Senior Night was Jan. 21 against Fremont, but Fremont beat Weber 47-24.

Hardy says, “Everyone has been wrestling really well lately. It seems like we are peaking at just the right time,” just before Divisionals on Feb. 5-6.

Hardy adds, “Our goal for Weber wrestling is to not only have a wrestling team, but to build a program; to be a team that walks through the doors of a gym and all the other teams groan, saying, ‘Weber is here’ and ‘this tournament just got tougher’.”

To accomplish this, there is a dedicated team of coaches and parents supporting the wrestlers. Hardy, who has been coaching wrestling on and off for 10 years and has been the head coach at Weber for two years, says, “Coach Anderson is my right hand man and keeps me on task and in line. Along with him, we also have Mike Cottle, Brady Briskey, a Weber alumni and state champion, and my dad Jeff Hardy. We also have many parents who help support us.”

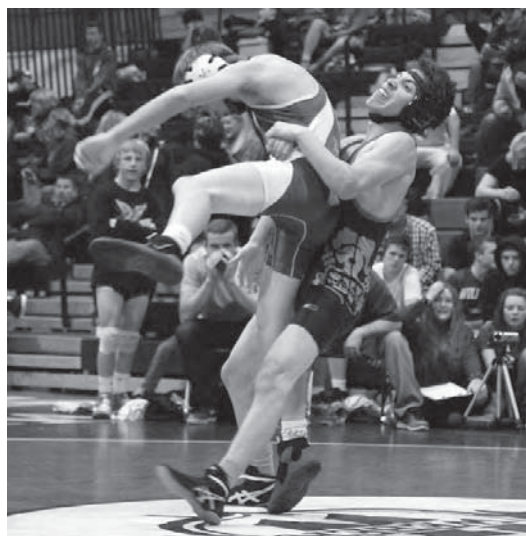
Loftus adds, “Everybody on the team and the parents are just all so supportive. The coaches are amazing; I couldn’t ask for a better team.”

Hardy adds, “I enjoy sharing my knowledge and passion for this sport with young men who are willing to put in the time and effort.

There is nothing more fulfilling to me than to see one of my athletes progress right in front of me, because of the hard work he has put in,” says Hardy. Treasure says the dedication required to succeed is the hardest part of wrestling.

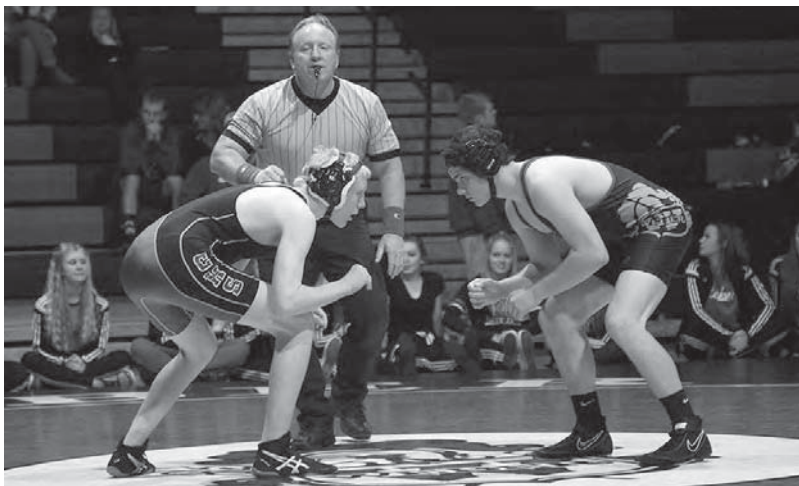
Hardy also likes the individual approach to wrestling. “My favorite aspect of this sport is the one-on-one competition. There is nobody out there with you; only

you and your opponent. There is nobody for you to fall back on and blame if you lose. If you are tired, you have to carry the weight, you have to dig deeper than you ever have before to find the energy and grit to struggle through and win. The feeling you get when you fight for that win is like no other you can experience anywhere else. As a coach, to see this happen, is almost as gratifying.”



At the match against Hill Crest, Karlos Moran, junior, lifts the other player to throw him off balance, and then Moran goes in for a pin.

Photo by Baylee Howe



Junior Keaton Woolsey in his ready position preparing to start the match against his opponent from Clearfield.

Photo by Melissa Harris



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Girls build strong bonds, helps court performance

By **Emilee Alder**
Editorial Editor

Basketball games are always filled with tension and excitement. The crowd cheers on the team as they work their hardest to win the game. With the Warrior girls, they have faced a range of emotions as they found victory and heartache on the basketball court.

The girls' basketball team has had some great wins this season, including their game against Ogden High, winning with 63-52, and then against the Davis Darts, starting out with a 20-point lead led by Halle Martin, and Jordyn Johnson rebounding with 6; the Warriors won 54-38.

However, the girls had their struggles, too. Coach Mark Hansen says the team has unfortunately experienced a seven game losing streak, "and four of those games were lost in the last few minutes." he says. For example, Martin led with 13 points against Clearfield High, but the team fell short and lost with 47-50. The girls also had a close game against Northridge as the Knights made a 3-point basket in the last 1.8 seconds of the game. Even though the girls had difficult losses, Hansen says he's proud of the team because "they haven't quit yet."

Senior Hannah Johnson says the team could always use improvement. "This season started off well, but lately we have been struggling and having a hard time scoring," she says. She adds the team needs to work together more and "we need to put more effort in."

"I'm proud of our team this year," adds senior Sara Della-Piana, "because no matter what happens, we're all determined to improve."

Hansen says this year's team is unique compared to past years' team because "we have more se-

niors than we have ever had, and they're learning and growing into their leadership roles." He adds the team has been working on "execution, poise on offense, boxing out and rebounding." Even though the team has aspects to work on, their biggest strength is their sense of togetherness. "WE before me," he says.

Hannah also says the team also takes pride in how good they are at passing the ball. "Our strength is being able to move the ball quickly," she says. By doing this, the girls feel it catches the other teams off guard because they are unsure where the ball will go next.

Senior Jordyn Johnson adds another strength for the team is that they can step up when they need to improve. "The girls aren't afraid to be leaders when we need something done," she adds.

In order to keep improving their skills, Hannah says the team has tough practices. "We go to the gym every day and work and try hard to be good teammates." She adds the team also does practices to improve their relationships. "Having a good connection with your teammates is good because we have to learn to trust each other on the court," she says.

"We improve by practicing as much as we can, and also by getting constructive criticism from the coach and other teammates," says Jordyn. Della-Piana adds, "Coach has us remember certain values when we practice and compete. I think it helps us to remember to play fair and do our best, no matter what."

Hansen feels it's important to understand how their opponents play on the court. "We watch film and practice against our opponent's plays. We try to learn how they play and who they are."

The best part about being on the team for Senior Halle Martin is time with all of her teammates.



Pushing past the Grizzlies, sophomore Taylor Morris shoots her way to the top.

"We cheer each other on, and we help each other improve and do our best," she says. She also says the team will say a prayer together before a game. "It helps us connect and get ready for the game, and it's just a cool ritual we have."

Dell-Piana agrees and adds, "The best part about being on the team is the bond the whole team has."

Some of the goals the team has made are not giving up and learning from mistakes. "Our goal is to win more games, of course. If there's a mistake we make during a game, we make sure to work on it during practice so it won't happen again," says Hannah.

Every school the team goes against is considered a tough competitor, but Hannah says the two biggest competitions for the season

are Fremont and Skyview. "It's one of our goals to beat them; that'd be really cool," she says.

Hannah adds another goal is to "finish in the top four in region play and to make the state tournament."

Hansen agrees making the tournament is their biggest goal for this season. He plans on accomplishing that by working on their core values. These values are "being together as a team, competing, their enthusiasm, growth mindset, trust, patience, communication, being smart and determination," says Hansen.

"I am very proud of how far we have come as a program. We have gone from a team that struggled to compete on most nights to a team that is competitive every time that we lace 'em up," adds Hansen.



Seniors Hannah Johnson and Jordyn Johnson wrestle the ball out of competitors' hands.

Photo by Rylee Thurgood

On The SIDELINES

By **Brock Christopherson**
Staff Reporter

Many sports teams have been watching out for their players. For example, in baseball, pitches are coated to protect the pitcher's arm; in basketball and hockey, minutes are tracked to prevent fatigue, but what are they doing in football? During the past high school football season, there have been seven football-related deaths. A few of these deaths have been indirect to football such as heart failure. However, a majority of the recent deaths have been caused by hits to the head or body.

Concussions have a lifelong effect. Concussions are caused when the brain hits the inside of the skull with enough force to cause damage. Some symptoms that can be found with head trauma or concussions are confusion, headache, dizziness, nausea and trouble speaking or focusing. Former NFL players have been proven to have a much higher chance of developing neurological diseases such as Lou Gehrig's disease, ALS, CTE as well as problems with movement, learning and speaking. In the short term, concussions can cause lack of conscience and lack of memory.

According to NCAA, football has the highest concussion rate of high school sports at 11.2 concussions per 10,000 athletic exposures. Statistically speaking, for every 112 plays there will be one concussion.

I personally love sitting down with my family on Sunday evening and watching football. I believe football is one of America's greatest pastimes; however, I think that there should be a change of protocol for concussions and how they are dealt with.

I think one way to fix this prob-

lem would be to limit the number of hits to the head a player can take or give in a game. This could be done easily with sensors in the helmet that measure acceleration G forces. Most concussions come from the well-executed hits rather than the hits you cringe at. Concussions can happen accumulatively as well as happen instantaneously through one hit. Children as young as seven years old have sustained head injuries through football, and some of the hits have as many G's as a mild car crash.

According to Medical News Today, over 4,000 former football players have filed lawsuits against the NFL because they now have the long term effects from multiple concussions. Older athletes who suffered from several concussions are showing the signs of traumatic brain injuries or TBI. A recent study was carried out comparing healthy



athletes to those of the same age who suffered from concussions 30 years ago. The results showed those who experienced head trauma had symptoms similar to those of early Parkinson's disease as well as memory and attention deficits.

Research and science have made it clear that concussions and other brain injuries have caused athletes to develop multiple neurological diseases. These diseases can and should be prevented early on in their lifetimes.

A simple sensor or tracking of the number of hits can save lives and improve the lifestyle of athletes later in their lives. Football players should be treated the same as any other athlete and should be held to the same standard of safety.



Senior Courtney Jones makes her way down the court, leaving Logan behind in their tracks.

Photo by Baylee Howe

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Stewart aspires to be champion

By **Kennedy Hatch**
Feature Editor

Tatijana Stewart, a junior at Weber High School, is a very passionate, excellent fencer who also keeps busy with her school activities and school work. Stewart has competed her way to great achievements in the fencing community including winning first place at a national championship in her age group, two years ago. Since then she has won many awards, become more talented and made grand goals for her future.

Very few fencing competitions take place in Utah, so Stewart often misses school to go to tournaments all across the world. Since school has started, the season's adventures have included Hungary, Austria, Virginia, Missouri, Idaho, California and Denmark, and upcoming competitions will be held in France,

different types of swords and rules that are used for scoring.

"I fence epee. It's the heaviest of the swords and I can get points by touching my opponent anywhere on the body, from head to hand to toe. Fencing utilizes intricate footwork and very precise movement of the sword. It is very fast and requires high levels of attentiveness and out thinking the opponent," Stewart says.

When Stewart was in fourth grade, she had a love for reading the Nancy Drew mystery books. One of those books she read that year introduced her to fencing. She loved reading about fencing so much she developed an interest for it and asked her mom if she could try it. Stewart has been fencing from the time she was nine years old and has adored the sport ever since.

"My coach's enthusiasm and the potential he saw in me has helped to drive me to pursue fencing."

was able to represent USA at the World Championships. She also wants to make a college Division 1 level fencing team as well as possibly fencing in the 2020 Summer Olympic Games.

One of the biggest struggles in Stewart's fencing career has been trying to keep the motivation to stay committed and not giving up when things got tough. In seventh or eighth grade she didn't feel that her performance in fencing was as good as she thought it should be.

She also wasn't doing well in tournaments, didn't enjoy practice and didn't have good relationships with her teammates. Stewart is grateful that she didn't quit the sport that year because with the right attitude everything changed, and she learned a lot about perseverance.

The fencer has won 15 national finalist medals and is top eight in the nation. This season, she took third at Under 17 North American Cup (NAC) in July; fifth in a Division 1 (Olympic Level) NAC in October; first at the Under 17 Cadet World Cup in Klagenfurt, Austria; second in Under 17 NAC; and third in Under 20 NAC in Kansas City, Missouri. Stewart is also currently ranked first in the nation for Under 17 women's epee, and third for Under 20 and sixth in the world for Under 17.

"I think my proudest moment as a fencer was when I won the national championship for my age group at the time (Youth-14) two years ago. This win holds a special place in my heart because at that tournament in Columbus, Ohio, two days before the competition there, my dad passed away suddenly and unexpectedly. I was heartbroken, and considered forfeiting the tournament. I ended up fencing anyway in honor of my dad, and how much he loved to see me fence. I felt like even though he wasn't there to cheer me on in person, he was with me in a way, and gave me the strength to keep on going. That win will always be for him. I am so thankful to him and my mom every day for supporting me with fencing and sacrificing so much so that I could participate in such an amazing sport," says Stewart.

Stewart now lives with her two coaches, husband and wife Kenny and Jenni Nopens, and she will continue to live with them until she graduates. Her mom moved back to her home country of Germany last summer to be with her family.

"If not for my fencing coaches offering to take care of me for the rest of high school, I probably would have had to give up my dream and goal of fencing in college. I'm so grateful to my coaches, and my mom and dad, for all of their support and how they have helped me to become both the fencer and the person I am today!"



Junior Tatijana Stewart, learns to balance school activities to be a top fencer.

Photo by Karloz Moran

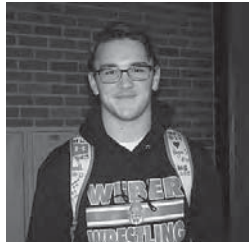
Spain, and Slovakia. She says that travelling is "pretty tiring, but all of the jet lag and makeup work is worth it for the great experiences."

"I really enjoy traveling to cool places in the United States and in Europe to compete. A few months ago in September, I got to visit Budapest, Hungary, and it is every bit as magical as that George Ezra song makes it out to be! It's definitely one of my all-time, favorite places. The architecture is magnificent," Stewart says. "I've also met some great friends from all across the U.S. through fencing. Knowing I get to see old friends for a weekend makes national tournaments all the more exciting!"

Stewart describes the sport as "physical chess" and it involves almost every muscle group of the body. The high-intensity sport has three weapon disciplines, each use



Zach Argyle, (12): "You have to love the players and sport, and you should be good at the sport you're coaching."



Hunter Larsen, (11): "Someone you can look up to and create a bond with. You should be able to trust them, also."



Bronte Fronk, (12): "A good coach should take opinions from your team. They have to not only teach the kids to work hard but to work hard with them."



Austin Jones, (11): "I believe a good coach is dedicated. He's dedicated to help you and make you better and better each time you perform."



Amon Pierson, (10): "A good coach is someone who challenges the team but also encourages them and helps them to become better."



Brady Briskey, (10): "I think a good coach makes you condition a lot, so you can be better than the last time you performed."

Poll compiled by Kaitlyn Henderson

Practice makes perfect, Coaches push athletes, strive to build attributes to create individual talents

By **Ashtyn Parmley**
Staff Reporter

Coaches can be positive and bring the team up, or they can bring the team down when training their players. They push athletes to do their best, and every coach has their own way of coaching. A coach's teachings only pays off if the athletes take in their coach's teachings during their sport. Athletes understand some of the stress coaches face and appreciate their talents.

Sophomore, Annie Crimm, who is a part of the tennis team, says "Coach Macfarland really pushes us. For example, if you miss three practices you're off the team." Crimm adds that even though the coach is tough, she knows it will help them become better.

Coaches have their own techniques, "They should be strict," states senior Ellie Arave, who has been a member of Weber's softball team for three years. "They have to know the individuals and know their limits," she adds.

"You have to know more than just training," says Junior Talon Hull, a runner for Weber's track team for three years. "You have to have experience in that field, and you have to know some health aspects about it." Hull also says a coach should be strict, "If you're strict you're going to be respected."

"They (coaches) also have to

have discipline," says Hull. "They have to recognize your needs and they have to realize that not everyone is the same, so you have this broad spectrum of speed and ability and you just have to work all of the different areas according to your team."

Blake Jessen, a junior and swimmer for Weber says a coach needs to be a good leader, nice and gets everyone going. "I think that a



Landon Linford, (11): "A good coach puts in time and is committed to the team. They also push you to make you better."

coach should understand the sport," Jessen says.

Junior Bridger Simonson agrees and adds, "A good coach is dedicated and he is there for you and teaches you, so you can improve."

"I think a coach should obviously know how to play the sport," agrees Crimm. "They should have experience doing it for a certain amount of time." Crimm also adds "To really be into the game, coaches have to play it for a long time and be re-

ally good at the sport." Crimm believes that a coach can show them physically what they need to do and not just tell them.

This year there is a new softball coach, Kylee Colven. "I am really excited to work with her," says Arave. "She played in college and last year she helped out a little bit with our conditioning, so I do know her a little bit."

"When she [Kylee] came to conditioning last year, I was really impressed because she's a pitching coach, and I have a lot of respect for pitchers in general because it's really hard," says Arave. "She really helped the pitchers on our team work and get better, and she even helped out our catchers so I did have a lot of respect for her right from the beginning."

Along with respect, Warriors feel that not only should the athletes show respect for the coach, but the coach should also do the same for the players. "A good coach is respectful to the team. They also need to know what is best for the team," said sophomore Kyle Windsor.

Coaches are often called the backbone of a team, and athletes feel they can accomplish much when the leader sacrifices for the team.

"A good coach is someone who challenges the team, but also encourages them to always be their best, and helps them become better," adds Amon Pierson, sophomore.

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