

THE REBELLION

April 2014

Walpole High School

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CONCERT STARTS SPRING ON A HIGH NOTE

By Anna Van der Linden
Class of 2016

Walpole High School welcomed the return of warm weather with the annual Spring Concert on Wednesday, April 9, at 7:30 in the Walpole High auditorium. This production featured the jazz band, orchestra, band, and chorus performing a variety of musical pieces.

Thanks to the hard work of music director Michael Falker, jazz band director Mr. Dan McKenzie, and all the students involved, the concert was very well received. Mr. Falker said, "It was the best kind of concert because both of us were very happy with all four groups and with all the pieces, and that's a bit unusual."

Starting off the show was the 68-member orchestra performing three pieces. First was a formidable, very precise Brahms piece, "Tragic Overture," followed by a dynamic strings-only performance of Moussorgsky's "Hopak" from The Fair at Sorochinsk. The orchestra's final number, "Triumph of the Argonauts" by Robert Sheldon, featured a flute solo from sophomore Julia Muller. Muller said, "Although our pieces were challenging, we were able to work well together and pull off a successful concert."

Taking the stage next was the jazz band, an audition-entry group of sixteen students. They first played "Vila Real" by Doug Beach, a Latin chart with a debut drum solo by Jake Witherell. The next number was Pat Metheny's "Spring Ain't Here," a mellow number featuring Ray Brouwer and Bryan Hazerjian as soloists. Lastly, "Artistry in Rhythm" by Stan Kenton — a classic from the Big Band era —

showcased the talents of many different performers. Soloists included Brian Hazerjian on piano, Ray Brouwer on guitar, James Daitch on the saxophone, Padraic Curran on the saxophone, and Andrew Hazerjian on bass, and each soloist received applause after finishing his section of the song.

After a short intermission, the concert choir sang five pieces, each with a different tempo. They started with "Aurora Borealis," a relaxing, simple song with perfect harmonies. Their next number, "Two Spirituals," consisted of two entertaining traditional pieces — "Deep River" and "Witness" — that flowed into each other. Andrew Hazerjian accompanied the choir on the cello in their next song, "Black is the Color of my True Love's Hair." Finally, a group of musicians including Brian Hazerjian on violin, Andrew Hazerjian on bass, Michael Van der Linden on the bodhran, John Ronan on piano, Ray Brouwer on guitar, and Julia Muller on the flute assisted the choir with a lively, traditional Irish piece called "Riversong."

The last group of the night was the concert band. "Crush" by Robert W. Smith awakened the audience with a loud start and high energy throughout. "The March of the Trolls" from Edvard Grieg's "Lyric Suite" was playful and lively. The band's closing number, "Emperata Overture" by Claude T. Smith, featured dynamic percussion and brought the audience to its feet.

Although the audience thinned somewhat as the night went on, the viewers clearly enjoyed the show as they gave frequent standing ovations and loud cheers to the students. Mr. Falker said, "It was a great concert



Photos/ Max Simons

Freshman Jess Giffen and sophomores Justin Bagley and James Daitch play the saxophone at this year's Spring Concert.



Members of the orchestra perform "Triumph of the Argonauts" on the cello.



Senior Andrew Hazerjian plays bass along with the jazz band.

because there's no one piece that was the stand-out number, and there were no weak pieces, so in that sense people can just sit back and listen to the music. Not because of any

singular standout achievement but because the whole thing was good first note to last."

This concert was the second to last one of the year, and for Mr. Falker, there re-

mains only one concert left in his career working for Walpole High School. The final show, Pops Night, will finish off a successful year of music on Friday, May 9.

For second consecutive year, Student Council wins gold award

By Brianna Conley
Class of 2015

Each year, representatives from the Walpole High School Student Council— along with other student councils across the state— attend the annual Massachusetts Association of Student Councils (M.A.S.C.) conference. Held from March 5 to March 8 at the Hyannis Resort and Conference Center, this year's M.A.S.C. featured workshops, public speakers, the traditional semi-formal dance, and a customary award ceremony to close the conference. Winning big at the three-day event, Walpole StuCo took home a total of three awards and was named one of the top councils in the state.

In the spirit of the XXII Winter Games, the theme of this year's conference was deemed "The Olympics." Upon

arriving at the conference, council members listened to M.A.S.C. president Jacqui Manning explain how the athletes in the Olympics are true examples of what it means to be a leader. The theme was carried throughout the three-day span of the conference, for most speeches and workshops concentrated on the recurring theme.

Additionally, the Special Olympics was also incorporated into the conference, as many councils participated in a fundraising opportunity called the polar plunge—an event in which students run into the freezing ocean before quickly turning around to run back to shore. Held in order to raise money and awareness for the Special Olympics, this event also helped to shed light on the efforts of the "spread the word to end the word" organization. From the polar plunge alone, M.A.S.C. raised a total of \$10,000

for donation to the Special Olympics.

Two "Keynote Speakers" agreed to talk at the conference, both of whom spoke about the importance of leadership in one's life. The first speaker, Bill Cordes, spoke about leadership as well as the importance of good decision making in one's life. The slogan of his speech, "YOGOWYPI" (You Only Get Out What You Put In), aimed at encouraging delegates to try their hardest in all endeavors and to continue living as good leaders. The second speaker, John Beede, highlighted the effectiveness of developing goal-setting skills. A successful mountain climber, Beede connected many aspects of life to the rush of one's emotions when trying to reach the peak of a mountain.

Junior representative and conference attendee Junior Kody McCann said, "John Beede's speech was very influen-

tial and had a great impact on me. His story was expressed in a way that made it relatable to each and every person."

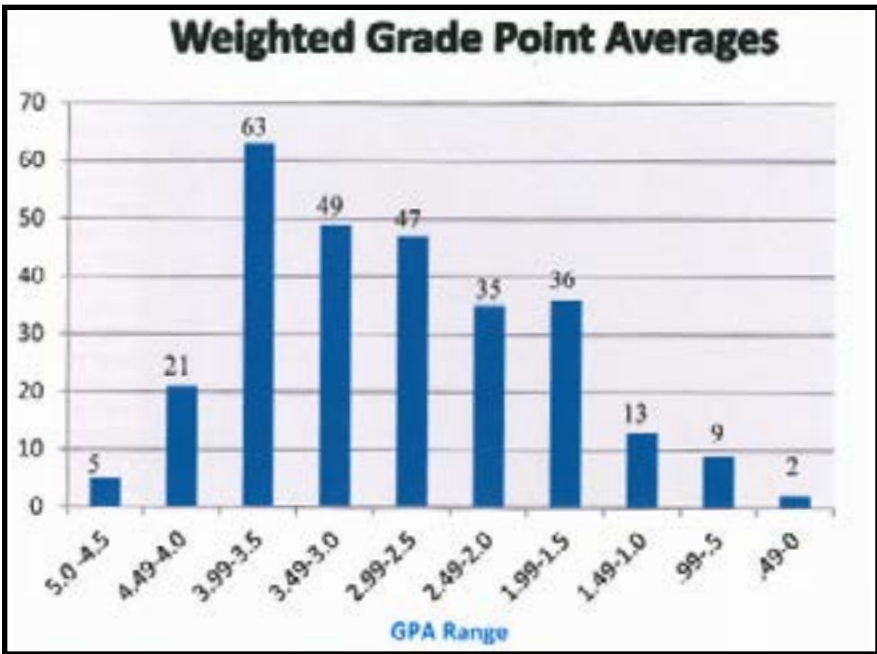
Delegates attended a total of four workshops throughout the three days. These workshops posed opportunities to meet and work with students from different councils. Additionally, workshops focused primarily on the importance leadership can have on a school and community. Senior Matt Brownsword said, "At a workshop I attended, I learned about the value of teamwork in problem solving as it relates to student council. The things I learned in the workshop will definitely help to improve our own council."

On the last day of the conference, the WHS Student Council received three awards during the awards ceremony, the first of which was an individual award.

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EDITORIALS

CP1 students should waive up to benefit from Honors grade inflation



The above graph displays the GPA in the Class of 2014 (as of June 2013).
Note the 3.99-3.5 does not follow normal distribution.

	CP2	CP1	Hrs	AP
100	4	4.5	5	5.5
95	3.5	4	4.5	5
90	3	3.5	4	4.5
85	2.5	3	3.5	4
80	2	2.5	3	3.5
75	1.5	2	2.5	3
70	1	1.5	2	2.5
65	0.5	1	1.5	2
60	0.1	0.5	1	1.5

The above table shows how Grade Point Averages are weighted based on class level.

By Matt Brownsword
Class of 2014

Imagine you're heading into your sophomore year. You've done decently in a couple CP1 classes in your freshman year, but you know you have to get your Grade Point Average up. You're a little afraid of the intense, fast-paced, big, bad Honors classes that your Middle School guidance counselors warned you about. However, upperclassmen say that Honors classes are not only easier than you thought, but will guarantee you higher grades.

Who do you believe? Here's the answer: Grab a waiver form, and get into all the Honors classes that you can. The statistics show a definite abnormality in the change in GPA when kids move from a CP1 classes to Honors classes — GPAs almost always go up. In a sample (a confidential record of the grades and GPAs of randomly selected students) of 22 students in the senior class — with a normal distribution of GPA's — there were exactly 17 instances when a kid moved from a CP1 class to an Honors class or vice versa, which resulted in a mean increase in GPA of approximately .4 points.

These statistics reveal two things: Honors classes contain inflated GPAs, and CP1 students do not benefit from that inflation.

If you look at the chart, a student can receive an 85 in a CP1 English class — which equals a GPA weight of 3.0. If that same student moves to Honors English and receives the same grade of 85, he or she will receive a weighted GPA of 3.5 — a significant increase that is worth the academic risk, specifically because there is a low probability of a decrease in GPA.

What we would assume is that some students would benefit from moving up a level, and some would be overwhelmed and do worse. If the levels are accurately measuring the amount of knowledge learned by a student, then the average change in GPA should be around 0 — certainly nowhere near .4 points. There is a 1.9% chance of that type of increase occurring if we assume that there is no difference in increasing levels.

Classes are leveled to fit the needs of the student taking the class: a student taking a CP2 or CP1 class is probably taking the class because they are not — or so they believe — equipped for the rigor of an Honors class, and they accept the downscale of .5 GPA points for taking a class one level lower. This arbitrary gap of .5 between weighted levels puts the CP1 student at an extreme disadvantage because when colleges compare the CP1 GPAs to the inflated ones in Honors, the CP1 GPA lacks the benefit of both the institutional .5 bump and the implicit inflation that occurs.

Now, there could be other variables that are affecting this increase; one being that a kid would be expected to do better in a sequential year of schooling, after more experience. However, the mean increase classes from year to year (excluding History classes) is only a .05 increase in GPA. So, there may be a slight increase in GPA from year to year, but cer-

These statistics reveal two things: Honors classes contain inflated GPAs, and CP1 students do not benefit from that inflation.

tainly not enough to explain such an increase when moving up a level. In fact, with a sample of this size, there is a significant chance that the difference between grades from year to year could average out to about zero, which would be as expected and only further highlight to be grade inflation in Honors classes.

So, why exclude History classes? History seems to be the worst offender of grade inflation from year to year, from level to level. Every time a student moved up a level in History in this sample, they saw an increase or no change in their GPA. Also, the mean increase in grade from year to year for History classes in the sample is .35, a whole .3 higher increase in GPA than the mean increase for year to year changes for the grades in Science, Math, and English in this sample. The probability of that occurring assuming that there was actually no evidence of any grade inflation? .00021%.

Another proposed explanation for the results is that students in Honors classes benefit from the smart kids around them. Does that explain the abnormal increase in GPA from CP1 to Honors? Possibly, but there is no osmosis-like-transfer of brainpower — because if it were true, wouldn't every kid that joined an Honors class be inherently smarter or receive a better grade? Sooner or later, an influx of CP1 students into Honors classes would have the opposite effect.

One argument that has been offered by many students is summed up this way:

Sign up for the Honors class, take some retakes, increase your GPA. Just call it magical brainpower osmosis.

although there is generally little difference in the curriculum between CP1 and Honors, the CP1 students receive a lower GPA for completing the same work at a slightly slower pace.

According to the Student-Parent handbook, it states Honors classes as having "rigorous academic expectations and the challenging pace" while CP1 classes are described for students "who have done above average work in classes at a similar level." So what's the real difference? What are CP1 kids doing that result in a loss of .5 points to their GPA? Other than not taking the Honors class, of course.

Whatever the reason, this problem needs to be fixed. Colleges will continue to receive inaccurate GPA readings from kids from all levels, which gives a clear disadvantage to the CP1 kid who does not benefit from the grade inflation of any Honors class. The leveled classes need to be just that: leveled, but also fair.

The Professional Learning Communities in the school are designed to help this type of problem; however, there seems to be too much focus on horizontal integration rather than vertical integration. Honors classes from year to year are aligning their curriculums out as the freshman, sophomore, junior, and senior teachers from the same level iron out a common curriculum while the vertical integration of different leveled classes is pushed off to the side.

But until changes occur, go grab that waiver. Sign up for the Honors class, take some retakes, increase your GPA. Just call it magical brainpower osmosis.

THE REBELLION

Walpole High School's newspaper is committed to informing the public, reflecting the students' views, creating a public forum and serving as an educational medium.
Check out our new website whstherebellion.com

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Redesigned SAT accurately reflects the changing landscape of education

By Nicholas Fuller
Class of 2014

If you were sixteen or seventeen years old, how would you answer this question? “Does the present system of education encourage us to admit our lack of knowledge, or is there too much pressure to demonstrate the acquisition of knowledge?” While formulating a viewpoint and proving this idea with cohesion, clarity, structure, and organization, your internal clock informs your brain that all students are required to answer the essay portion of the SAT exam in twenty five minutes, the length of an episode of your favorite TV shows — Family Guy and South Park. In reality, students don’t actually know if the current system of education encourages questions or puts pressure on them to demonstrate acquisition of knowledge. What they do know is that they have to answer the question, immediately, or their writing section is tanked. Regardless, in the small twenty five minute time-frame of answering the elusive question, they certainly feel the second choice given in the prompt.

The new SAT, which takes effect in 2016, allows for an option, though. If you can’t write a solid essay in the time of one episode of your favorite comedy television series, this inability won’t hurt your score. Multiple changes in the SAT such as this one eliminate the needlessly difficult and annoying aspects of the test that hurt the scores of perfectly adequate readers, writers, and problem solvers. Other changes of the test include the following: no penalty for wrong answers, relevant words in the context, stress on the importance of command of evidence, and real-world context in questions. Overall, the redesigned SAT has net positivity and will more accurately reflect the changing landscape of education.

Currently, the point system for the SAT exam is slightly confusing. A student receives one point for every question answered correctly, is deducted one-fourth a point for every wrong answer, and receives zero points for a question left blank. The thinking behind leaving a question blank is that if a student has no idea how to answer a question, he or she will not be deducted points. Assuming that a choice is a good decision is incorrect because leaving questions blank is almost as harmful as answering a question incorrectly, for a student does not accumulate points to the overall score of that section.

Hence, the College Board eliminated point deductions. For the redesigned test, a student will receive one point for every question he or she answers correctly and zero points for every question answered incorrectly. The idea is to encourage students to answer normal questions and make educated, informed choices on difficult questions. The change is long overdue. Certain forms of test-taking strategies are critical and important, such as time-management and

outlining parts of the test. But having to resort to multiple, silly forms of test-taking strategies, which discourage students from even answering a question, reflects a poorly designed test structure. In 2016, at least, a student can answer every question to the best of his or her abilities.

After news of the future changes, people asked another common question. Do these changes lower the rigor of the test? The redesigned SAT test will have somewhat of a different structure, but there isn’t any proof that the changes compromise the difficulty of the questions. Certain questions will have relevant, real world context, which the College Board now stresses, but how does that lower rigor, exactly? What’s wrong with teaching a student the value of what they are learning? The context behind a subject isn’t harmful; it’s helpful. Also, why would the College Board want to lower the rigor of the test? So student’s scores would go up, making everyone feel better? Do people really think the College Board feels concern over student morale?

Education isn’t devolving. Instead, it is becoming more challenging, evolving through initiatives such as the Common Core. The National Common Core Standards allows states to compare standardized test scores more accurately, creating a homogenous education experience for all US students no matter where they live. This idea allows students across the nation to have the same quality education is a must in our 21st century world. So while the standards of the Common Core test PARCC are considered a little lower than the current MCAS, overall the Common Core increases rigor in the classroom setting in most states across the nation. The standards are also internationally benchmarked, which means they meet the standards of nations ahead of the US in education. With these higher standards, schools in America can close this gap with other nations in reading, math and science.

David Coleman — the head of the College Board and a chief architect of the Common Core — is trying to align the SAT with these new standards set by the National education standards. This means that the changes do not only in-



Junior Kody McCann reviews material for the SAT.

crease rigor, but give a fair evaluation of what is federally mandated to be learned in school.

But really, so what? Increased rigor in the classroom setting is necessary. Professors in higher education have complained for far too long that too many students need remediation at the beginning of college, and the Common Core strives to better prepare students for post-secondary education. Also, despite what the critics say, it is not a dose of Kool-Aid the federal government is forcing down our throats. The federal government does not control education through Common Core. According to a featured partner of the Daily Caller, “States choose how the standards should best be put into practice in their school districts. The Common Core State Standards do not dictate curricula, how teachers teach or how students learn. Those are issues for local control and decision.” Thus, while a set of national standards is in place, parents, teachers, education experts, policymakers, and business people on the local level choose how these standards should apply to the classroom. Again, the federal government isn’t concerned with controlling the education system. Everyone knows education works best when individuals at the state and local level, who know their students best, hold this power.

The new SAT changes reflect the continued evolution of education. We can resist these changes, protest them, or we can embrace them. They encourage students to think critically and answer questions — all of them. Yet, students also aren’t burdened by some of the inferior designs of a standardized test. The new SAT test won’t be perfect. Standardized tests alone do not indicate the degree of success a student will have in college. But it will give a fairer, equitable, and more reasonable assessment of education for the future.

Academic rigor is not for everyone

By Lauren Wigren
Class of 2016

At Newton South High School this fall, there was a suicide epidemic: three in less than four months of school. And many people speculated that the reason for these deaths was the resulted stress from taking all honors and advanced placement classes. So, in the wake of this tragedy, parents are beginning to question the reasoning behind students participating in these high-achieving academic environments. With more and more competitive students committing suicide, this obsession with elite universities is getting way out of hand.

School stress alone does not cause suicide. However, the pressure that students feel to complete the work and receive high marks can contribute to emotional disorders such as depression

and anxiety, which can trigger suicide attempts in teens who already suffer from mental health issues. The stress is one large contributing factor of many, and rigorous AP courses aren’t helping.

Parents, teachers, and society encourage students to strive for the best possible education and highest-paying salaries. Too many students are taking that into consideration when picking classes or choosing which college to apply to, whereas they should be focusing on their own personal interests, and not society’s expectations.

While most teachers agree that the advanced placement level is designed for students who have a passion for and excel in a certain subject area, students often use these classes as a way to boost their GPAs instead. AP curricula facilitates this unhealthy, competitive phenomenon. Kids are taking 4-6

AP classes solely because they think colleges will look upon that favorably.

“I’m interested in AP science and AP English courses. The other AP classes I take because they boost my GPA,” said sophomore Archana Apte. Students taking an AP course as a potential GPA booster is neglectful to their true strengths and interests. Those who take an AP class that is too challenging or uninteresting to them are more likely to negatively view school. Is taking three, four, or five AP academic classes really worth compromising personal happiness?

Feeling miserable during the school week is not something worth accepting. In the aftermath of the tragic Newton suicides, parents, teachers, and students have become more aware of the dangers of working way too hard. With course selections coming

up very soon at Walpole High School, students should put a lot of thought into their decisions. What classes sound interesting? What classes are important to me? Kids may stand out by taking all AP classes, but squeezing hours of homework along with a varsity sport, performing art, or club into a 24-hour day has proven to be a tremendous risk.

So why take the risk? High school is time to enjoy, not hate. A student’s future is important, but getting into one of the top schools does not guarantee happiness. Pursuing your interests does. Students should only take AP courses which interest them and will offer them a challenge if they feel they are lacking one. So before checking off AP Calculus for next year, make sure it sounds appealing to your interests, and be prepared for a challenging workload.

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The Walpole High School Students and Class of the Month

JANUARY

SENIOR

JACQUELYN APPLIN

I am nominating Jackie for Student of the Month based upon her excellent scholarship and attitude. She is an outstanding student who is highly motivated to succeed. Jackie frequently participates in class and demonstrates her knowledge and hard work by promptly completing all assignments. Jackie earned a 93 first term, a 97 for Term 2, and a semester grade of 91. She currently has an A average for third term. She exhibits both curiosity and a strong desire to understand the material. She frequently assists her peers when working in groups. Jackie is consistently on task, on time and a pleasure to teach. She works well with her peers and exhibits an inclusive attitude. I have never seen her being less than polite and thoughtful of others. She is always prepared for class and her work shows time and effort. She is a lovely young woman with a sense of humor, and a strong sense of her strengths and weaknesses. She has a plan for her future that includes college in the fall. I highly recommend her for Student of the Month.

Mrs. Milligan

JUNIOR

GUY MICHEL

Guy has shown some improvement from Term I to Term II. Guy has shown a huge improvement in effort. In Term I, he required a lot of motivation to get him to get his work done. Since the start of Term II, Guy has shown that he cares about his education and wants to do well. He volunteers responses in class and is always on task. He has made some improvements on his homework as well. More recently, he has worked very hard to complete his classwork accurately and efficiently and has started to see the results in his assessment grades. Guy does not hesitate to ask questions whenever he does not understand something. I think Guy's increase in effort is deserving of recognition. Guy is a pleasure to have in class and I recommend him for Student of the Month.

Mrs. Hackett

SOPHOMORE

TAYLOR LANGMEAD

Taylor is one of the most polite, kindestm, and hardest working students we have ever taught. Her semester I average was a 95, she did not miss homework all semester, and she participates every day in class. However, what separates Taylor from all of my students is her ability to work in groups and help other students. We have put Taylor in different groups this year and we always place her in a group with a student that is struggling. Taylor intuitively knows when and how to help others. She is extremely patient and helpful without ever being overbearing. Her classmates hold her in high regard, and we are so happy that she is a part of this wonderful class. I am currently being observed for a class I am taking for my license and my advisor came into observe the class Taylor is in. She was amazed at how great Taylor was and called her "a superstar that is trying to make other kids superstars". We guess that is the best way to describe Taylor.

Mr. St. Martin & Mrs. Baumgartner

ACTIVITY AWARD

STUDENT COUNCIL

FRESHMAN TAYLOR PETRUCCI

Since she was elected, Taylor has established herself as a dynamic leader in the freshmen class. She attends every event, meeting, and conference with enthusiasm and confidence. She has shown tremendous initiative in planning the Semi Formal for the freshmen as well. What is truly impressive is that Taylor is not intimidated by upperclassmen and looks for opportunities to broaden her leadership knowledge. Taylor's enthusiasm, dedication, and initiative point toward a bright future for Walpole High students.

Ms. McMenimen & Mrs. Kerr

SPEECH TEAM

SOPHOMORE GRACE HOEGLER

Grace Hoegler competed at her first tournament in January in the event of Group Discussion. Grace made it to a semi-final round and placed 8th out of 55 students! She received a medal for making to the semi-finals. She just needs to get similar scores at one of the next two tournaments and she will be heading to the state tournament in April! Grace is enthusiastic and dedicated, and I can definitely see Grace taking on more of a leadership role in the next two years.

Ms. Loffin

CLASS OF THE MONTH

PERIOD 6 GEOMETRY

In this small class, there is a great deal of interaction. There is good rapport among the students when they work cooperatively. They have a high level of homework completion. They enthusiastically put problems on the board and participate in all activities. These students also did a great job on the midyear exam, which required retention of a broad range of Geometric concepts tested in both multiple choice and free response format. I am proud of the level of achievement in the class, so I nominate the class for a second time for Class of the Month.

Mrs. Kathleen Milne

FEBRUARY

SENIOR

KAYLA FLYNN

Kayla has consistently demonstrated genuine interest and curiosity about Sociology and Psychology. Her scholarship and work ethic have not wavered since September, as she continues to ask excellent questions, prepare consistently, and participate in discussions. Where many students are focused primarily on grades, Kayla is concerned about learning. A quiet leader, Kayla's positive attitude and kind demeanor make her a powerful influence in the class.

Mrs. Karen Sullivan

JUNIOR

SAMANTHA HUYNH

Samantha did exceptional work in Pre-calculus during the month of February. She earned perfect scores on all three of our term 3 quizzes, showing improvement since last term. She completes every homework assignment. When Samantha was absent from school one day, she checked in with me the following day even though our class did not meet that day to find out what she had missed during her absence. She picked up the review sheet and took the quiz as scheduled with the rest of the class the next class, earning one of her perfect scores. I am proud of how well Samantha has been doing this term and have chosen her as my nominee for student of the month.

Mrs. Kathleen Milne

JUNIOR

MARIA KUSZYNSKI

Maria is among the most conscientious and diligent students I have this year. She is attentive 100% of the time and regularly receives the highest grades in the class on tests. She reads everything assigned and demonstrates the knowledge on quizzes. Her writing is excellent. She participates in class and is humble about her achievements because she is always polite and friendly, I was pleased to see that Maria was nominated for National Honor Society. I will also be suggesting she take one or more honors level social studies classes next year. Lastly, she has been absent just once the entire year! She is well deserving of Student of the Month.

Mr. Szymanski

SOPHOMORE

KAROLYNE WARNY

I am nominating Karolyne for Student of the Month based upon her excellent scholarship and attitude. She is a student who is highly motivated to succeed and is always trying to do her best in class. Karolyne earned 90 first term, 97 second term, and currently has a 100 for Term 3. She is consistently scoring in the 90's on her formative and summative assessments. Karolyne is always prepared for class and completes all HW assignments promptly. She is quiet in class but is consistently on task and ready to answer any question she is asked. Karolyne is a pleasure to teach. Karolyne is also taking Algebra 2 Honors and three other honors class this year. I highly recommend her for Student of the Month.

Mrs. Milligan

ACTIVITY AWARD

MATH TEAM

SENIOR ANDREW HAZERJIAN

Andrew earned a spot on one of the official teams for our final regular season meet by completing his problem sets and submitting them on time. Based on the league rules we can have only four seniors compete officially, and since we have more than 4 seniors on our team, the top four scorers on the practice problems get those spots. Although it would be Andrew's last official meet as a Walpole-mathlete, he chose to let his brother have his spot, a selfless act that ultimately benefited the team, since his brother ended up earning more points than he did. I am proud to have such a young man on our team and will miss his contributions next year when he moves on from Walpole High.

Mrs. Kathleen Milne

CLASS OF THE MONTH

PERIOD 5 SENIOR LITERATURE

I have had most of these students since the beginning of the year, but as we have begun this semester, they have really come into their own. They work hard and do what is asked of them, but more importantly, I want to recognize them for their passionate, curious, and thoughtful discussions. In all activities, and even the in-class essay, they have exhibited maturity and professionalism. I was especially impressed with the effort they put into the in class essay at the end of the month, where they worked to the best of their ability. It is always nice to have a class that appreciates opportunities and brings their own ideas to the discussion.


Ms. Gould

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News

First Rebel Rave dance raises over \$500

Photos/ Bryan Kelleher



Juniors Natalie Lydon and Jessie Jones pose for a picture.



Senior Mary McAvoy, Junior Kia Kaizer, Senior Jen Sullivan and Junior Emerald Walsh smile for a photo.



Student Council members Jon Kelland, Taylor Petrucci, Sarah Rockwood, Peter Hoegler, Stina Cofsky, and Lucy Lynch.

By Abbey Smith
Class of 2014

After making the Pink Dance an annual event and after winning the Massachusetts Association of Student Councils Top Ten Project award the past two years for their newest events — “Girls Night Out” and the “Rebel Showcase” — Walpole High School’s Student Council clearly is not afraid to try something new.

So when Student Council decided to have a spring dance, they did not want a traditional “Spring Fling” dance — they wanted a “Rebel Rave.” On Friday, March 21, the Walpole High School Student Council hosted the first Rebel Rave — a neon-themed dance aimed at supporting the Make-A-Wish founda-

tion. Although the dance did not generate enough money to fund an entire wish (the wishes each cost about \$7,500), the dance was the most successful Student Council dance of the year — beating the attendance numbers of both the Winter Ball and the Pink Dance.

“Because Make-A-Wish has benefitted this community in the past, it is a meaningful cause that really unifies the student body,” said junior Event Chair Annie Gallivan. “It is an important cause for students because they are able to help other children and teenagers during a difficult time.”

When Student Council decided to name the dance the “Rebel Rave,” they anticipated some disapproval from the negative connotations of the unconventional name. Gallivan said, “I know some parents and teach-

ers disliked the name because when people think of raves, they think of crazy college parties that get out of hand rather than a school dance, but it was solely meant to be a unique spin-off of a spring-fling.”

However, despite the negative connotations, the new name definitely caught the attention of the student body.

“I had a lot of fun at the dance,” said senior Olivia Casey, “I loved how StuCo decided to have another informal dance since we usually only have one each year.”

Student Council members spent the afternoon before the dance putting black lights in place, hanging black sheets over the windows to enhance the effects of the black lights, and setting up a table for refreshments — mostly water and lollipops. Students who attended the dance wore different combinations of white and neon colors to go along with the neon, casual theme of the dance.

Also, Student Council members handed out free glow-sticks throughout the night to add to the neon theme of the dance. In addition, DJ Blaque, who has become a familiar face at Walpole High School dances, returned to WHS after playing music at both the Pink Dance and Winter Ball this year.

Student Council once again rented a photo-booth; however, it was broken for the entirety of the night, so no students were able to use it. Gallivan said, “That was the one big thing I would want to change about the dance. The photobooth has become really popular at the dances the past couple of years, and I think some of the students there were disappointed that they weren’t able to use it.”

After having a high number of students attend, it is likely that this dance will be brought back for future years. Junior Event Chair Claudia Schoenthaler said, “When we’ve held other dances in the past for the first time, we’ve been lucky to break even in our expenses but with this dance we raised over \$500, so we definitely considered it to be a success.”

For second consecutive year, Student Council wins Gold Award

Photo/ Ashley Waldron

continued from Page 1

This award was specifically given to senior Ashley Waldron for her entry in the M.A.S.C. cover design contest — a piece that was chosen as the cover for the M.A.S.C. pamphlets disseminated at the conference to all students and advisors. The other two awards the WHS Student Council received acknowledged the council’s work and achievements over the past year. One award was the Top Ten Project Award, which is awarded to councils that have submitted one of the ten most outstanding projects of the year. Specifically, this award was given to the WHS council for the Rebel Showcase held last spring to bring the Walpole community together for a talent show and to promote the various clubs throughout the school. The final award Walpole received was the M.A.S.C. Gold Council of Excellence award — an award which Walpole received for the second year in a row. This honor is presented to councils that a judging committee deems to be some of the most outstanding in the state.

Walpole Student Council advisor, Ms. Kerry McMenimen, was very pleased by the awards received by the council. McMenimen said, “The Executive Board has continued to push the program in a positive direction, especially in creating new, unique events that have been successful for our school and council.”

After a successful M.A.S.C. conference, Walpole High School Student Council hopes to plan new events from the ideas and recommendations given by other councils. Although StuCo will be graduating many leaders at the end of the year, the council will continue to strive to maintain its status as a Gold Council of Excellence in the years to come.



Student Council President Jack Stedman holds the council’s Gold Council of Excellence Award

Best Buddies dance provides a great experience for Walpole members

Photos/ Catherine Shivers



Sophomores Noelle Borchart and Alyssa Rosen smile during dinner.



Sophomores Mona Pokala, Katie Houser and Shannon Baker dance in the conga line.

By Bailey Tudor
Class of 2014

As the Best Buddies club at Walpole High School grows significantly in numbers each year, so too does excitement for the annual spring semi-formal. With a record number of members participating this year, expectations were set high for a lively atmosphere and an impressive turnout. On March 7, students flocked to the annual Best Buddies Semi-Formal Dinner Dance at the Italian American Club in Walpole.

The semi-formal—a highly anticipated springtime event since its start in 2009 — has emerged as one of Best Buddies' most successful soirées, drawing a large crowd every year. This March, more than 60 members donned dresses and dress shirts for a night of pop music and snacks. Although the group holds monthly events—movie nights, sporting events, and bowling tournaments—the dinner dance is unique because it gives the students an opportunity to dress up, eat a formal dinner, and dance with their friends in celebration of the school year. As the biggest event on the club's calendar, many hours of preparation are needed to create a memorable event for the students. "Our hope is always that students en-

joy themselves at the dance and keep talking about it for the rest of their time in Best Buddies. Most of our members look forward to this event every year, so we want to give them a night that lives up to their expectations," said Mr. John Curley, head of Best Buddies.

Preparations—spearheaded by Mrs. Kelly Udahl—begin many months before the date of the dance. In the early stages of planning, tickets must be sold in order to book the venue, hire the DJ, and purchase food and other supplies. Local stores are contacted for donations of water, food, and other necessities. Next, chaperones and other volunteers are contacted to help facilitate the event. Curley said, "We get a nice turnout of volunteers from the school and town community, and I think the students really appreciate seeing them make an effort to come out and support our club."

This year's dance began when excited students entered the Italian American Club in their formal attire. Girls wore semi-formal dresses in a range of colors and styles, while boys arrived in shirts and ties. Students mingled and took pictures with their friends while they waited for dinner, which was homemade pasta, meatballs, chicken, salad, and pizza.

Soon after, Best Buddies members hit the dance floor. Students danced with their friends to current pop songs

and classic 90's hits. One crowd favorite was the formation of a huge conga line consisting of students and staff. In reference to the palpable excitement of the attendees, Curly said, "The staff was thrilled with the turnout, the energy, and the enthusiasm of the students."

When they were not on the dance floor, students participated in other activities that were set up in the function hall. Raffles were held throughout the night and estimation jars filled with candy were awarded to the people who guessed the correct amount— senior Robbie Lederman and sophomore Courtney Waters. Also, Best Buddies member Ryan Cisternelli took home the door prize raffle, which included movie tickets and various snacks.

At the end of the night, students were served cake and ice cream while final words were shared. Speeches were given by a few students recognizing this year's achievements and the many memories that were made this year. Lederman, Waters, Celine Henri, and Dan Cain thanked Mr. Curley and Mrs. Udahl for the amazing night and for their dedication to both the club and the students throughout the year. Finally, Mrs. Udahl spoke to the students and acknowledged the care with which they maintain their friendships as well as their inspiring attitudes and optimism.

Walpole's RoboRebels head to championship

By Julie Moser
Class of 2015

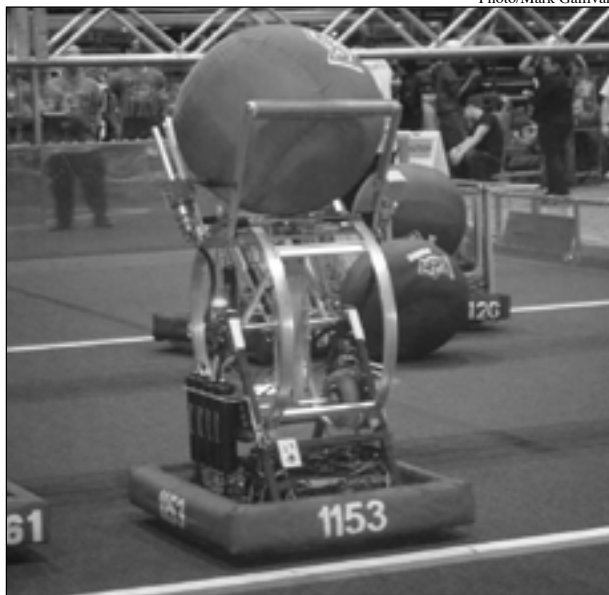
For the past several months, the Robotics team at Walpole High School has dedicated countless hours into building a battling robot — a machine that many weeks ago was merely a slab of metal. For students on this team, their work of constructing a prototype is tested at various competitions over the course of the school year. Recently, the Robotics team participated in the Northeastern University District Event Friday, March 28 and Saturday, March 29. Due to their success, the RoboRebels qualified for the Regional Championship, which took place at Boston University from April 10-12th. Currently, having also qualified for the World Championship from April 24-26, the team hopes to travel to St. Louis, Missouri where they have the opportunity to finish their season on a very high note.

Overall, the RoboRebels performed well but lost in the semi-final round at the Northeastern District Event. Taking place at Matthew's Arena in Boston, the RoboRebels traveled to the competition where they were faced with the challenge of battling 40 other teams. After accidentally flipping a robot over, senior Colin Fair said, "We had to work hard to recover, but we did well in the end." The team also received 45 qualifying points towards the championship.

Not only were they given these points, but in addition, the RoboRebels were awarded with the Engineering Excellence Award—the most prestigious of the engineering awards. Receiving this honor, as well as 45 points, was a big accomplishment for the team. Regarding the team's competition, senior Anthony Divirgilio said, "We did very well and worked effectively with other teams throughout the event."

At the WPI District Event, just a week prior to Northeastern, the RoboRebels only obtained 15 points — five of which came from the Industrial Design Award that they were given. Mr. Dustin Scott, the head of the Robotics team, said "It was night and day going from WPI to Northeastern. Going into Northeastern, we set a goal to receive 40 points, so finishing with more than we expected was a huge achievement."

The team struggled at WPI as their shooter, which is used to launch the balls into the goals, broke down several times on the playing field; therefore, the RoboRebels had a week following the event to start from scratch and redesign a shooter that would be ready for Northeastern. Made out of surgical tubing, the team's robot at WPI used elastic force in order to generate an enormous amount of power. However, due to this strength, the shooter dry fired several times, and ultimately destroyed itself.



The RoboRebels prepare their robot for a match.

in their goals while working together to do it. Scott said, "Working with other teams can be difficult so we try to remain flexible in all aspects of the competition."

Once all balls in a time called the Autonomous Period are scored, only one ball is re-entered into play, and the alliances must cycle a single ball as many times as possible for the remainder of the match. They try to maximize their points earned by throwing balls over the beam, catching balls launched over the beam, and scoring in the high and low goals on the far side of the field.

While playing this game, Walpole's Robotics team competed strongly at Northeastern and consequently, finished in 63rd place out of 200 teams. In the New England area, 54 teams are invited to attend the Championship and because of several team dropouts, the RoboRebels were welcomed to compete. However, Mr. Scott said, "It wasn't a fluke that we got in. It wasn't luck. We definitely deserved to make it."

At the Regional Championship, the RoboRebels were in second place before the alliance selection; however, they were eliminated in the quarter finals. Additionally, the team was awarded with the Gracious Professionalism Award because they offered hotel rooms to other teams in order for them to attend the event. Having qualified for the World Championship, which will take place next weekend in St. Louis, Missouri, the RoboRebels are looking into whether or not they will be able to compete considering the large amount of funding necessary. Within the next week, the Robotics team will decide if they will attend the World Championship — something the RoboRebels have accomplished only three times before in school history.



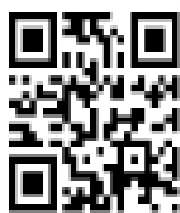
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ENTERTAINMENT

Visually stunning *Divergent* falls short as a novel adaptation

By Colleen Rockwell
and Hannah McLaughlin

Over the past few years, Hollywood appears to have mastered the recipe for a cinematic masterpiece in an industry virtually void of original ideas. To perfect this specialty, one must refer to a bestselling book series for guidance. Take one unconventional teenage girl with a fearless persona and an appetite for adventure. Stir in a hunky male sidekick and the zest of a hot romance, and let the plot thicken. Finally, mix a hackneyed dystopian society dominated by a power-hungry tyrant, and voila — an astoundingly profitable film that draws throngs of tweens and young adults to theatres across the country. Though novel-turned movies about heroic teenage girls in post-apocalyptic U.S. territories seem to be the genre du jour, there are only so many times a teen can save the world before the film adaptations of classic reads crumble under hefty expectations set by devoted bookworms. Despite its promising premise as yet another critically acclaimed girl-power adventure after *Armageddon*, *Divergent* falls flat in comparison to its thrilling paperback counterpart.

The film adaptation of Veronica Roth's bestselling novel *Divergent* hit theaters on Friday, March 21. Dominating the box office almost immediately after its release, the movie rose to number one and amassed a total of \$56 million over its first weekend in theatres. However, a mammoth profit is not the only thing *Divergent* raised, for the film also raised many an angry eyebrow when its director digressed dangerously far from Roth's original plot played out in the novel.

In this futuristic Chicago setting, citizens are divided into five distinct factions — Abnegation, Candor, Erudite, Amity, and Dauntless. Because each community values its own patron virtue—for instance, Abnegation appreciates selflessness while Dauntless deems bravery most important — inhabitants are expected to live out those values which make their faction unique. In the midst of dispute and hostility among the factions, the film follows female protagonist Beatrice “Tris” Prior throughout her dangerous journey to discover her identity and return the city to a state of stability and peace.

As a young adult in this futuristic society, transferring into another faction is a common occurrence, as all individuals are encouraged to discover the community in which they feel they belong. Born into the Abnegation community, Tris is a young woman who feels disconnected from her native faction, as she does not fit the stereotypical mold of a self-sacrificial do-



gooder. After taking a test to determine which community is right for her, Tris discovers that she is a ‘Divergent,’ or an individual who does not fit into any one faction. This news is rather unsettling, as Divergents are deemed a threat to the order and function of society and must therefore be monitored closely. After coming to terms with her newfound insight into her identity, Tris must decide which faction she wishes to embrace as her own. Opting for the edgy atmosphere of Dauntless over the benevolent Abnegation, Tris ultimately chooses to switch communities.

Of course, what would a teenage girl's story be without a generous dose of boy drama? In her new village, Tris befriends Tobias “Four” Eaton, and their friendship — surprise, surprise — evolves into a complex romance. As if identity crises and relationship issues are not enough for a young woman to worry about, Tris discovers Erudite's plot to eradicate all Divergents and declare war on Abnegation—the ruling faction of Chicago — in order to inherit the power for themselves.

Each actor in the star-studded cast portrayed his or her respective role perfectly. The chemistry between Shailene Woodley (Tris) and Theo James (Four) was palpable, and the passion in their well-played romance directly parallels that depicted in the novel. Though

some critics questioned whether Woodley was the right choice to portray Tris — due to her sub-par acting in the ABC Family show “The Secret Life of the American Teenager” — the 22 year old showcased her talent and proved she was capable of delivering a convincing performance as the strong and independent heroine. James, a relatively new face in Hollywood, made a name for himself in this film as the sensitive yet strong Four — a character whose dynamic personality enabled James to showcase his impressive versatility as an actor. Additionally, Kate Winslet's performance as Erudite Leader Jeanine Matthews was perfection and allowed viewers to see the actress take on the rather uncharacteristic role of the vindictive villain.

The cinematography, set design, and and special effects were flawless — each action scene captivated the audience, and there was never a dull moment. Director Neil Burger filmed the scenes flawlessly, for the cinematography and unique camera angles brought the characters to life on the screen. The dilapidated Chicago setting made the film more vibrant and brought the novel's post-apocalyptic world to life.

Despite the intricate set design and the impressive acting skills displayed by the cast, the film adaptation of *Divergent* clearly supports the popular claim that the book is always better than the movie. The dialogue failed to match the intensity of the film, as screenplay writers Evan Daugherty and Vanessa Taylor provided the actors with dull conversation and disappointing changes from the novel. Of course, fans must anticipate that novels-turned-movies will undoubtedly stray slightly from the beloved book; however, there was almost too much missing from the script, and several scenes failed to include important aspects of those depicted Roth's novel. Some supporting characters in the novel — namely Christina, Will, and Al — are so crucial to the novel's plot, yet they are not portrayed with the same importance in the film. Characters like Marlene, Uriah, and Zeke were completely omitted from the film, which was disappointing to fans of Roth's novel because they add humor to the otherwise dark and gloomy novel.

Divergent was a mediocre movie at best, for it failed to satiate the appetites of adoring fans who set high expectations for the film. Despite the myriad of elements added to this cinematic concoction in order to create a success — including eye-catching action, a dash of romance, and a pinch of passion — critics and viewers alike were disappointed by how Burger botched Veronica Roth's best-seller to fit the big screen.

Foster the People solidifies musical identity on sophomore album



By Mary McAvoy
Class of 2014

For the mainstream music listener, any song that breaks the standard radio-pop mold is an anomaly. Alternative songs that edge their way into the top ten are usually not too far from the pop spectrum — they typically feature inspirational lyrics and upbeat yet simple choruses (e.g. “It’s Time” by Imagine Dragons and “Pompeii” by Bastille). However, when Foster the People’s “Pumped Up Kicks” unexpectedly ascended Billboard charts in 2011, mixed reactions arose not only from most listeners because of its radio-play frequency (it is just one of those songs listeners either love or hate), but also from their unconventional lyrics

— many were outraged that the song referenced a school shooting, despite the overall message being a clear statement against violence. Though Foster the People did not entirely escape the shadow of their first hit, the diverse and consistently strong album proved that they were more than a one-hit wonder. With the fame they have already received from *Torches*, the band took the liberty to craft an artistic rather than radio-friendly album in *Supermodel*, aiming for a more personal style rather than further mainstream success.

Similar to the thudding drums at the inception of “Helena Beat,” Foster’s second album kicks off with a slow build-up to an explosive chorus. However, the sharp guitar riffs and African-style drums of opening track “Are You What You Want to Be?” distinguish *Supermodel* as a separate entity. Vocalist Mark Foster expresses his opinions on speaking out and the importance of being honest with oneself, admitting, “Well I’m afraid to say too much and end up a martyr, but even more so I’m afraid to face god and say I was a coward, yeah.” Track eight “A Beginner’s Guide to Destroying the Moon” has similar forward lyrics, as Foster urges “Open your eyes and share this burden somehow, are you waiting to

drink, or are you ready to drown?” Both tracks lack the catchy, jovial keyboards the group became famed for after the release of *Torches*; however, the inclusion of more thought-provoking lyrics give *Supermodel* a more mature image on the whole.

Musicality varies throughout the album as well as lyrics. Track five “Pseudologia Fantastica” — a hybrid of the group’s famed eclectic keyboards and swirling synths — features grinding bass lines and heavier vocals. The band’s unexpected inclusion of acoustic tracks proves effective, as the jittery plucking of guitar strings backing “Nevermind” adds an interesting layered sound, while unplugged “Fire Escape” highlights Mark Foster’s talent as a songwriter. Although it ends the album on a slightly somber note, Foster’s earnest vocals and metaphoric lyrics make “Fire Escape” emotionally pleasing.

Despite Foster the People’s inclusion of new influences and less reliance on bass and keyboards, they do not reject their well-known sound. The psychedelic, bouncing vibe of “Best Friend” would fit seamlessly into the *Torches* tracklist, and the rolling percussion and jovial guitars of featured single “Coming of Age”

give it a lighter tone. Though the album gets a little boring towards the end — the unique high-pitched chorus on “The Truth” is not enough to carry the whole song, and the solemn “Goats in Trees” is five minutes too long — it retains strength in variety.

Supermodel is not a clone of *Torches*, nor does it come close to being a sophomore slump. Their incorporation of new styles balances well with their commitment to their original sound, adding enough intrigue and variety without it being overkill. The band’s experimentation does not detract from the flow of the album from start to finish, and delivers a stronger message than their past work, as lyrics are more direct and less vague than those incorporated into their earlier songs (i.e. “call it what you want” and “sometimes I want to disappear”). Listeners are not left wondering who “all the other kids with the pumped up kicks” are: Foster conveys a clear message of the band’s journey over the years, as expressed in “Coming of Age,” and his battles with personal demons, as portrayed in “Fire Escape.” Although *Supermodel* may not be as catchy as *Torches* upon first listen, it leaves a clearer emotional mark. Foster the People has clearly come of age.

Series finale of “How I Met Your Mother” strays tragically from its premise

By Jamie Ferguson
Class of 2015

In an industry where all the good ideas seem to already be taken, television shows are finding it increasingly difficult to have long, successful runs like shows did in the past. Acclaimed by critics and audiences alike, *How I Met Your Mother* debuted back in September 2005, and its ability to balance sarcasm and sweetness propelled its successful nine season run. However, its ninth season faltered considerably due to its fixation on Barney and Robin’s wedding, but its series finale gave the show the opportunity to remind viewers one last time why they loved the show in the first place. Unfortunately, not only was the *How I Met Your Mother* series finale a rushed, messy overview of 20 years of storytelling, it also backtracked on character arcs and invalidated the entire premise of the show.

The title of the show *How I Met your Mother* establishes the premise of the show as the father Ted Mosby telling his children the really long story of how he met their mother. For this premise, the creators filmed all of the scenes set in the future where Ted tells his children details as they sit on a couch and the voiceovers intertwine the storytelling to the children with flashbacks to the actual events. The majority of the show takes place as flashbacks to New York City where Ted Mosby and his friends — Robin, Barney, Marshall, and Lily — mature from their twenties to their thirties, a process that includes real conflicts such as marriage, children, unrequited love, job promotion, and playful conflicts such as laser tag, Barney’s obsession with one-night stands, and Robin’s lobster allergy.

While the show frequently manipulated the subjectivity of the Ted’s flashbacks to provide comedy, the writers totally indulged in the last season by having the entire final season be focused solely on the minute problems of Robin and Barney’s wedding — an event that ends the penultimate episode. For



The five primary characters of HIMYM meet in their typical bar spot in the series finale.

whatever reason, the creators stretched out this wedding into a whole season; however, they then sloppily compacted 20 years of story into the finale.

The downfall of the finale traces back to one singular event: Barney and Robin’s divorce. Not only does the divorce undermine the entire season, but it also was also a disappointment after the positive changes that both Barney and Robin went through as they became a couple. Although on the surface, the decision was not entirely bad, the writers’ decision to spend an entire season dedicated to the weekend of their wedding only to split them up in the beginning of the finale disappointed viewers who were forced to care about wedding problems unnecessarily for an entire season. Even though Robin said the divorce was because she was too busy with her job, after the divorce Robin grows distant as her job takes off, and the relationship she has with her old friends crumbles into nothingness, which contributes to a boring and sexist cliché: a woman who is successful and good at her job also has to be heartless and cold.

From the divorce, the rest of the episode went immediately downhill. Since the finale was a rushed portrayal of passing time (the episode spanned almost 20 years throughout its one hour duration), there was not enough time for what viewers really

wanted to see: Ted and The Mother (who is named Tracy). Despite being (supposedly) the whole reason behind the show, Tracy has hardly any screen time, which is disappointing considering how much she really adds to the show. The moment when the two first met was a sweet, vulnerable moment that reminded viewers why they spent nine seasons waiting to meet Tracy.

Unfortunately, the writers pushed their storyline to the backburner, and Tracy dies during an anticlimactic offscreen moment that feels emotionless not only for the viewers, but for Ted’s children as well. She dies only a few minutes after their first encounter is shown, which is a cheap decision that discredits the majority of the past nine seasons. Not even Ted seems to be upset about his wife’s death, which reduces her character to nothing more than a storytelling device.

When the frame story ends, viewers realize that Ted’s story was never really about Tracy at all, but a way for him to subtly hint to his children that he was really in love with Robin the whole time. After supposedly telling his children the story of *How I Met Your Mother* for nine seasons, even his own daughter says, “This is the story of about how you’re totally in love with Aunt Robin and you’re thinking about asking her out and you want to know if we’re okay with it.”

All of the scenes with Ted’s children were filmed in their entirety back in 2006 because the actors would have aged considerably had they filmed with them throughout the series, which forced the writers to choose an ending long before the show ended, thus invalidating the majority of the series’ development, because although Ted and Robin would have made a good couple early on in the show, by the end of the series, the changes in their characters and their many failed relationship attempts suggested that they would never work out as a couple.

The problem with the ending is not that Ted ended up with Robin; it is that Ted ended up with Robin when the writers spent nine seasons showing how the two would never work out. Had the show lasted only a few seasons, the decision to put Ted and Robin together would have made sense, but when the characters clearly changed, the ending should have changed, too. The penultimate episode focused on how Ted was finally over Robin and that Robin truly loved Barney, but the finale continued on as if these moments never happened.

How I Met Your Mother’s nine seasons are full of arguments against the two as a couple, such as when Ted tells Robin before her wedding that he “doesn’t want to hear” that she regrets not staying with him because both of their lives are better when they are apart.

Although it had its bright moments (such as when the group said goodbye to Ted before he left for Chicago, the moment when Ted met Tracy for the first time at the bus station, and when Barney met his daughter for the first time), the *How I Met Your Mother* series finale was a huge disappointment that backtracked on years of storytelling and character development. It is a shame that the writers insisted on sticking to their original plans, because nine seasons of *How I Met Your Mother*’s unparalleled humor, sweetness, and unique method of storytelling deserved a strong ending, but instead it was tied with a sloppy bow.

Reality show fails to save Lohan’s tarnished image



Oprah Winfrey and Lindsay Lohan pose for a picture.

By Lucy Lynch
Class of 2015

DUI’s, drugs, probation, jail, and theft are just a few of the scandals that have tarnished the reputation of Lindsay Lohan in recent years. Despite the controversies and various run-ins with the law, Lohan has continued her acting career, and the majority of her recent works have become cinematic fiascos. In 2007, Lohan’s role in *I Know Who Killed Me* earned her two “Razzie” awards corroborating the film as one of the worst of the year. The 2012 Lifetime movie *Liz and Dick* was supposed to be the young star’s next comeback; however, it too, received venomous reviews from loyal fans and critics. Anyone who has ever seen her earlier movies— classics such as *The Parent Trap* and *Mean Girls*— knows the immense talent that a young, vibrant, red-headed LiLo once had, and despite her obvious mistakes, Lohan has attempted to revive her career, unsuccessfully. Her most recent endeavor, the self-titled reality show “Lindsay,” which recently premiered on the Oprah Winfrey Network, has proven

to be yet another failed project for the infamous star.

This eight week docu-series follows Lohan’s release from rehab and assimilation back into daily life, as she moves home to New York City. In the opening scene, Lohan arrives at a studio to shoot her first interview— having left rehab just four days earlier — with the show’s executive producer, Oprah Winfrey. Before the pair films the interview, Oprah interrogates Lohan regarding her goal for the interview, which Oprah hopes is for Lindsay to show her true self. Their conversation felt awkward and tense, but it was interesting seeing Oprah’s benevolence disappear as she coerced Lindsay into being honest regarding her past of drug abuse and alcoholism. In general, Lindsay proves herself to be the same chaotic, moody, and destructive person she claims herself not to be anymore. Throughout the episode, Lindsay abandons her friend’s photoshoot, cancels a trip to the Cannes Film Festival, and complains about work. As a recovering drug and alcohol addict, Lohan proves that she clearly has to work hard for sobriety. The second episode seems to explore this topic more as Winfrey gives her criticisms and positive reinforcement, explores Lindsay’s childhood sold to Hollywood, and utters a few swears, a behavior very uncharacteristic of the easygoing billionaire philanthropist.

Despite the show’s ratings, which have consistently dropped each week, “Lindsay” has proven to be one of the more successful programs on Oprah’s dwindling television network. Lindsay herself has done well promoting the show, making her first talk show appearances since her stint in rehab on Ellen, The Tonight Show with Jimmy Fallon, and The Late Show with David Letterman.

Altogether, the show itself is not bad, in that the sequencing, cinematography, and interviews are well organized by Emmy-winning documentarian and di-

rector of “Lindsay”, Amy Rice. Rice adds a sense of raw, shameful vulnerability to the show — further adding to the pressure for Lohan to succeed. Her documentary skills are seen through cable news reports of Lohan’s arrests and the street interviews of the troubled star’s fans and haters. In these interviews, New Yorkers give their opinions of Lohan, most of which follow the same condescending tone. These days, the public’s opinion of Lohan can be best summarized by one city-goer’s quote: “I used to be a fan of her work. Not much recently. She kind of fell off the deep end.” Lindsay has been, in most peoples’ minds, in the deep end for quite some time now. Her reality show stands as a warning of a life lost to the entertainment business as a child. Although she’s undergone multiple rehabilitation treatments and at first glance seems to be a functioning adult, Lohan’s life is far from luxurious. Her chances of proving herself to be a respectable, responsible actress are dwindling, and headlining a reality show on an unpopular network has not garnered Lohan much support as her personality and actions do not reflect someone who is truly dedicated to the process of recovery and prosperity. After lying to her life coach — AJ Johnson — about her recent drinking, Lohan realizes her mistakes, guilt, and incapability to maintain sobriety, but not before Johnson quits and Lohan halts production and filming of the reality show much to the dismay of the director and crew. Despite Lohan habitually repeating that she is prepared to remain sober and revitalize her career, the recovering alcoholic is not ready. “Lindsay”, well-made as it may be, validates the inevitable truth that most already had assumed: Lindsay Lohan is not, and may never be again, a functioning, successful, working woman, as her past abuses and scandals have taken the ultimate toll on her life.

"Beauty and the Beast" Dazzles Audience at Walpole High

By Julia Sandquist
Class of 2016

The classic Disney song "Be Our Guest" was fit for the Walpole High School Drama Club's most recent performance, as it entertained a crowded auditorium during the annual spring musical. The group's production of "Beauty and the Beast" attracted audience members of all ages to the WHS auditorium for their performances on Friday, March 14; Saturday, March 15; and Sunday, March 16. Over the course of three months, the drama club worked tirelessly to bring the popular Disney tale to life and ensure a successful turnout.

Ticket sales during lunch surged in the days leading up to opening night, and the Drama Club sold a total of 1400 tickets for the three weekend performances. Their efforts sold out the first two shows completely and allowed for a nearly full auditorium on Sunday afternoon. Over 160 hours of rehearsals, set-design, and choreography was required to make this musical a

success. Since the start of the second semester, students stayed several hours after school every afternoon to perfect the piece.

Not straying far from the plot of the Disney version, Director Jim D'Attilio's stage adaptation of "Beauty and the Beast" tells the story of Belle (played by junior Michelle Murray), a young French commoner who has an unlikely romance with a seemingly cold-hearted Beast. The monster, played by freshman Greg Bond, is a recluse who is desperate for a loving relationship with Belle in order to reverse the enchantress's curse that transformed him into a terrifying creature many years before. Meanwhile, an arrogant young bachelor named Gaston (played by junior Brian Tracey) also vies for Belle's heart and is prepared to take drastic measures to win her affection. In the end, Belle chooses Beast and warms his lone-some heart, thus returning him to his natural state as a handsome prince. And as all beloved fairy tales end, the two live happily ever after.

The dramatic lighting and realistic special effects run-



Cogsworth (senior Mike McKeon) and Lumiere (senior Rory Hardiman) long to be human again.



Gaston (junior Brian Tracey) carries Belle (junior Michelle Murray).

ning throughout the course of the musical brought the story to life, especially in the dramatic forest scene. Director Jim D'Attilio chose to swap out traditional painted scenery for darker lighting that casted shadows of eerie-looking trees — a technique that effectively enhanced the scene's ominous mood.

Freshman Greg Bond—the youngest actor to receive a lead part—said, "Although the classic story was a lot of fun to help bring to life, the show was super stressful because I felt like I had to do as well as an experienced upperclassman would."

Though the Drama Club expected the audience to enjoy watching a familiar Disney princess story, taking on the task of retelling a popular children's tale demanded extra time and attention to detail, as it required the cast to contribute a tremendous effort to

ensure that the production lives up to the viewers' expectations. Mr. D'Attilio said, "What made this show so appealing to the audience — much of which is comprised of local families—is that it has a musical score by some of the best in the business with several very well-known songs and lots of dance and singing opportunities." In addition to lively music numbers, the intricate and extravagant costumes worn by many of the actors added to the ambiance of the musical.

Referencing the often unseen but equally important work behind the scenes, Mr. D'Attilio said, "We had to deal with calendar planning and coordination between dance

music and staging, extensive backstage planning, set building, cue writing, lighting, public relations, ticket selling, prop coordinating, and program making, just to name a few. Then we focused on costumes, costumes, and more costumes." Mr. D'Attilio spent an extensive amount of time behind the curtain — much of which the audience does not actually see on stage. Sophomore Lauren Wigren, a member

of the ensemble, said, "Mr. D'Attilio put in a great deal of effort into making the show a success. It became his top priority for three months and it paid off." After a musical as well-received as this spring's production of "Beauty and the Beast," the Walpole High School Drama Club hopes to generate as much excitement for its next production: a series of comedic skits scheduled to be performed in May.



Belle (junior Michelle Murray) shares a warm embrace with her father



Gaston (junior Brian Tracey) shows off his strength to an awestruck ensemble.

Photos/Max Simons

"Contrary to Popular Belief" stretches the limits of contemporary dance

By Karalyn Kickham
Class of 2014

LTC. Love, trust, commitment. The 35 members of the Walpole High School Dance Company projected their motto through their chemistry and unison in the Company's captivating ninth annual show *Contrary to Popular Belief*. After five months of preparation, the WHSDC performed ten original numbers on Thursday, March 27 and Friday, March 28 in the WHS auditorium.

Every year, Dance Company director Richard Kim puts on a show like no other by stretching the limits of contemporary dance. This year's production was no exception, as the Company performed an emotional show with themes ranging from cultural holidays to self-acceptance — complete with elaborate props, sets, costumes and makeup.

Contrary to Popular Belief began with "Metamorphosis I: Kafka," which featured high jumps off of ramps and ended with one dancer getting trapped under a sheet, kicking in attempt to free herself. Although this ending gave off an eerie vibe, the opening number illustrated the beginning of the girls' transformations, which were to be continued in the opening number of Act II. Of "Metamorphosis I: Kafka," Mr. Kim said, "I think as a dance piece, it is a quintessential 'WHSDC' piece. It is unusual, changes perspective on what dance is, is unexpected, and has a lot of emotional value in it."

A much more upbeat number, "A Very Good Place to Start," followed with bright blue and green costumes and cheerful music from *The Sound of Music*. This number highlighted turns from junior captain Rachel Graham and provided comic relief after the first number, as the girls playfully acted out some of the lyrics to "Do Re Mi." Next was "Three Renditions," which featured three different versions of the same song, "Summertime." The dancers wore three different costumes that clashed, but the outfits went along well with the mismatched styles and tempos of the songs. "The Corridor" featured an impressive solo from senior Catherine Murphy. With the curtains partially closed, the audience was not distracted by scenery or elaborate sets, so spectators focused solely on the dancing.

Act I closed with an ensemble entitled "Dia De Los Muertos," which depicted the Mexican holiday of the same name. Half the dancers wore skeleton suits while the others wore dresses with big black and white skirts that were fit for big, flowy movements. All dancers painted their faces like skeletons as they told the story of the celebrations and traditions of Dia De Los Muertos.

After the intermission, Act II began with "Metamorphosis II: Gold," a continuation of the opening number. The dancers completed their symbolic transformations in this number, for they used orange and yellow flags to portray wings.

By far the most amusing number in the entire show, "Frogs" began as senior choreographer Mary McAvoy read a poem about worms, and each of the other dancers on stage read her own portion of a poem. When the music turned on, the dancers announced that this was their story, and they proceeded to dance a youth-

ful routine full of innocence and energy. The combination of the lively music, crazy costumes, and humorous poetry made this number popular one among audience members.

Sophomore Matt Moriarty said, "[Frogs] was really funny. It was definitely one of my favorites." Following an interlude by Kid President about remembering one's own awesomeness, "From Dust to Glitter" brought tears to several audience members' eyes, as it began with a poem by Anis

Mojgani with the message to "Shake the dust" — meanwhile, the girls literally hit a curtain covered in flour to give the illusion of shaking dust. The poem was essentially advice to brush off the small insecurities and be proud of oneself. McAvoy was highlighted in this number, as her solo showed her technique as well as her endurance. At the end of the poem came P'ink's "Glitter in the Air," which expressed a message about confidence and self-acceptance.

"Spiritual Dance" rendered a much darker vibe, as junior captain Emily Massarelli danced center stage with distinct, ominous movements. The number concluded as all the dancers dropped boxes on the floor to symbolize the explosion of the "ticking bomb" referenced in the music.

The closing ensemble, "Unrequited," was arguably the most dynamic number of the entire production. Freshman Olivia Pratt had a solo in this closing number, which showcased her talent even as a freshman. Guidoboni was also featured in this number, as she performed a solo to "True Love Waits." The ensemble moved from emotional to sassy as the tempo picked up and the girls danced to Britney Spears, but one of the most fascinating parts of the number



Members of the Dance Company leap during the upbeat, energetic number "Three Renditions".

For the nine seniors of Dance Company, *Contrary to Popular Belief* marked the end of their WHSDC careers. With a large audience to watch them take their final bows, the seniors — choreographers Mary McAvoy, Katie Gillespie, and Melissa Walsh; captains Amanda Guidoboni and Jen Sullivan; and Olivia Stevens, Catherine Murphy, Victoria Martin, and Sariah Gomes — were happy the production allowed them

to express several different artistic sides. Guidoboni said, "The shows were the exact way I wanted my last shows to be [...] It is one of the best feelings in the world to look out and see tons of people there who want to see you and the rest of the dance company."

The close of this season brings anticipation for next year's big ten year anniversary. Mr. Kim already has ideas in mind, so people can expect recreations of a few of the 88 dances Kim has created in the past nine years, as well as new, original numbers. Kim said, "It's kind of a fun challenge for myself because I keep freaking out about if I'll ever run out of ideas, but it is a unique challenge to take older dances we have done and to re-do them as well as update them." The title of the tenth annual WHSDC show will be *Magnum Opus*.

Photos/ Bryan Kellisher



Junior Emerald Walsh uses swirling flags as she dances in the dynamic number "Metamorphosis II: Gold."



Senior Catherine Murphy performs in "Metamorphosis II: Gold", a number about rebirth accessorized with flags.

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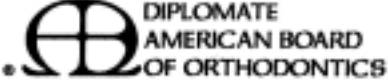
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Sports



The great bat debate: wood or aluminum?

High school baseball players must adjust to the wood bat.

By Peter Hoegler
Class of 2014

On a May afternoon 13 years ago at Bird Middle School, a line drive rocketed off a metal bat and smashed into the face of Wellesley's Bill Hughto, who was then rushed to Mass General Hospital. Fortunately, the pitcher was fine after treatment, but the injury would cause a ripple effect that would affect the Bay State Conference for years to come.

Since 2002, in addition to playing nine-inning games, the Bay State Conference has been one of three leagues in the state of Massachusetts to require the use of wooden bats in games between its fellow league members (the others are the Greater Boston League and Catholic Conference). The rule was pushed through in the wake of the injury to Hughto during the 2001 season.

Every year when the league's coaches and athletic directors meet, they discuss the topic at length. Coaches are content with the ruling, but the choice of preferred bats is split. This year, Coach William Tompkins and the other "old school" coaches prevailed in the vote, meaning that the B.S.C. will stick with wood bats and nine-inning games for the 2014 season.

"I can deal with the wood bats as long as we can play nine innings," said Coach Tompkins, who is a metal bat proponent. "The wood bat makes the game go by quicker, so we can play two more innings. Most of the coaches in the Bay State would rather play with the aluminum, but they have the same philosophy as I do: they would rather play nine innings than seven."

With the aluminum bats, teams can score more runs and make the game more exciting for all in attendance. In the 2013 South Sectional Semi-final,

Walpole saw first-hand how aluminum bats can drastically change the outcome of a game. The Rebels were up 6-0 in the first inning, but Bridgewater-Raynham – who is an aluminum bat team – came roaring back and eventually won the game 13-9.

"If Bridgewater-Raynham used wood bats, I don't know if they could have come back," said Tompkins. "They were a good team, but I'm not sure if they would have scored that many runs with the bats we were using."

Aluminum bats are lighter to swing than wood ones, and the ball flies off faster. The so-called sweet spot, in the meat of the barrel, is greater because the bat is more hollow. The bat manufacturer Easton advertises its new Stealth bat with technology that encourages "the most efficient energy transfer from handle to barrel for maximum 'whip' for a quicker bat and more power through the hitting zone," according to the company's Web site. The bat sells for \$299; wood bats sell for around \$50.

Young players generally seem to prefer hitting with aluminum bats. "There's so much more pop to them," said senior Bob Rabaioli, who is the catcher and a prominent hitter on the Walpole Baseball team. "You hit longer balls. If you hit the ball on the handle with a wood bat, it's a groundout to short and your hand hurts. If you hit it on the handle with a metal, it can be a double."

High school players grow up playing with metal bats in Little League, Babe Ruth, and A.A.U., so, when they get the chance to play with aluminum at the high school level, there is a little more excitement in the dugout. Tompkins said jokingly, "When we play non-league games, it's like Christmas morning for the Walpole players. They take

Rebel Review

Baseball (2-3)- Baseball started the season in typical Rebel fashion defeating their first two opponents, Brookline and Needham, by a combined score of 20-0. However, the Rebels' struggle at the plate against Natick led to a 12 inning dual that was scoreless until the last inning. Despite an RBI by junior Kevin Quinn in the 12th, Natick was able to muster two runs to hand Walpole their first loss.

Softball (5-0)- Softball has been the surprise of the spring so far by starting the season off with five straight wins. Coach Sprague has started her tenure off as new Varsity coach just the way she wanted by utilizing her senior leadership to help lead the Rebels in an early hot start.

Boys Lacrosse (4-3)- Boys Lacrosse has handled their strong early schedule well with wins over King Philip, Natick, Newton North and losses to Dover-Sherborn and Franklin. Senior Mark Niden has been the catalyst for the Rebels offense so far this season netting a goal in every game thus far.

Girls Lacrosse (4-1)- Girls Lacrosse has shaken off their opening loss of the season to Natick by stringing out two straight victories against King Philip and Newton North. Junior Molly Lanahan has led the Rebels early on to make way for their first four wins.

Boys Tennis (2-4)- The Rebels have a record of 2-1 thus far this season, beating Dedham, 1-0, and Milton, 5-0, on April 1 and April 7, respectively. Additionally, the boys lost to Weymouth on April 4, 3-2.

Girls Tennis (3-4)- Girls Tennis has had a much stronger start to this season after gaining valuable experience from last season. Alyssa Rosen has played extremely well so far this season helping Walpole win three matches this season.

Boys Track (0-2)- Boys Track dropped their first meet of the season to Wellesley despite strong individual performances. After an incredible winter season, senior Myles Cofield continued where he left off by winning the 100 meter with a time of 11.4 seconds.

Girls Track (1-1)- Similar to the boys, Girls Track was unable to pick up a win in the first meet of the season; senior Captain Gina Conti won the 400 meters with a time of 59.4. However, the girls bounced back with an exciting win over Braintree, 69.5-66.5.

out their metal bats like kids opening their gifts."

In the next few years, as the new generation of B.S.C coaches rises to the top, the league will most likely shift to seven innings and metal bats. In June, the MIAA baseball committee voted to cut Division 1 tournament games from nine to seven. The change will affect 10 of the 12 teams in the conference as Milton (Division 2) and Dedham (Division 3) already play seven innings in the postseason.

"There are not that many old school coaches left," said Tompkins. "My passionate speech every year when we discuss this is pretty soon going to fall on deaf ears. We'll probably go seven innings and aluminum bat maybe as soon as next year."

While most believe the day the Bay State joins the masses and plays seven-inning games is coming soon, some still see the reason to keep wood bats. It's a dangerous game with the aluminum bat.

Johnny Adams excels at Boston College

By Mike Fortin
Class of 2014

After graduating from Walpole High School, it is not uncommon for athletes to play for a Division III program. Yet, there are always those few stand-out players once every few years who makes it to the big stage: the Division I level. Boston College's Johnny Adams – who joins Cam Hanley (Northeastern), Conor McCarthy (Northeastern), and PJ Hayes (UCONN) as the only Division I student-athletes from the Class of 2013 – has done something unimaginable: starting at third base and designated hitter as a true freshman.

Transitioning from Walpole High to BC has not been a major problem for Adams, who is now starting for a program in one of the best leagues in the country, the Atlantic Coast Conference (ACC). However, anyone who saw Adams play for Walpole should not be surprised. Though most would

consider this an intimidating task, Adams is fully ready for the challenge.

"I just try to focus on having fun and doing my job, trying to do anything I can to help the team win," said Adams. "You have to eliminate all fear in order to succeed, so I just try to play the game like I've always been taught to."

Throughout his time at Walpole High, Adams was a four year starter for the Rebels, leading Walpole to two Bay State League crowns. Adams started at shortstop for the Rebels and was a first-team BSL All Star three years in a row. Coach William Tompkins named Adams captain his senior year – giving him leadership skills that have helped him transition to BC. Other than baseball, Adams was the point guard and a two year captain for Walpole's basketball team.

Playing for the Rebels has certainly helped Adams prepare for his success at the collegiate level. Competing in the highly competitive Bay State League and having one of the best coaching

staffs in Massachusetts high school baseball is one aspect Adams acknowledges as a contributor to his success.

Adams said, "If I had not been in such a great league, the Bay State Conference, in high school and didn't have coaches like coach [Lee] Delaney, [Chris Costello], and Head Coach [Bill] Tompkins, then the transition would have been much more difficult, which makes me fortunate to have played in such an unbelievable baseball program."

Through the first 26 games, Adams has a .221 batting average but was hitting as high as .333 facing some out-of-league opponents. However, Adams is most adept on defense, which earned him an early nod at the right side of the infield in the spring. This season, Adams has embraced a big change that most players would take time to adapt to, but it has not affected him in the slightest bit: changing positions from shortstop to third base.

"Playing third base is much different

in terms of defensive positioning and being closer to the batter," said Adams. "However, coaches here at BC have taught me many new things about the position and seeing time there in the fall and winter has definitely made me more comfortable. But in the end, you need to simplify things and just worry about fielding the ball and throwing it cleanly."

Due to strong coaching and hard work, Adams has made the transition to third base an easy one. And as a result, Johnny has won valuable playing time over very qualified upper-classmen. As the Eagles enter the strength of their schedule, they look to turn around their season after starting just 8-18 thus far. However, the addition of Adams to the squad has given the Eagles one of the most sure handed players in the ACC.

"If we keep playing hard and as a team, then I think this season is going to be something special," said Adams. And if his athletic accomplishments are any indication, it will be.

Sprague and new coaching staff lead softball to impressive start

By Olivia O'Brien
Class of 2015

With the start of a new season comes several adjustments for a high school sports team. Most of the time, the program must overcome losing the seniors and getting the new players equipped with the challenges of the season. But for the Walpole High School Softball program, all three teams are welcoming new coaches — some of whom are familiar faces — this 2014 season. After three years leading the junior varsity squad, Rachael Sprague has ascended to the top spot and has made an immediate impact on this Lady Rebels squad.

The girls are adjusting well to the new coaching staff, as they have won their first five games of the season. Their most impressive victory came against Oliver Ames, who was leading 2-0 in the early innings. But Walpole showed an impressive improvement to their offensive side of the game — something the team has lacked in past years. After a player on O.A. was ejected by the umpire and junior Lindsey Bruen hit a home run, the team gained momentum and came out on top with a 6-3 victory.

Sprague was a four-year standout for Duxbury High and played Junior Olympic softball from sixth grade through high school. Sprague then moved on to Bridgewater State University, where she started at the shortstop position all four years for the Bears from 2006-09, including three NCAA Division III appearances.

"I'm really excited to get going on a long career as head coach," said Sprague. "Coach Jim Duffy was very encouraging and I learned a lot working with him. The girls and I are ready for a great season ahead." Alongside Sprague, senior Captains Lauren Regan, Mehron Hoag, Stephanie Sem and Casey Songin will lead the Rebels this season.

For the past three years Sprague — a math teacher at Walpole High — has coached Walpole Softball's Junior Varsity squad. Sem said, "Almost all

of us have been coached by Ms. Sprague at some point in our high school career, but it's always hard to adjust to a new coach so that will be a challenge. I know we are a good enough team to get over that obstacle and start looking forward to the rest of the season."

Sprague also has a new philosophy for this year's Softball team: focus on the offense. After struggling to score many runs during the 2013 season, the girls have drastically improved their approach at the plate. Sprague's ambitious approach to revamping the girls' swings, take the open opportunities on the base paths, and play more small ball has led to extreme offensive improvement, especially when compared to years past. During spring training, when the weather did not permit the Softball team to play outside, the girls worked on hitting off the tees and soft toss. As a result, Sprague has broken down her players' fundamentals and developed their root skills.

Along with the loss of seven-year Head Coach Jim Duffy, the program also lost other valuable coaches, including assistant Varsity coaches Cliff Richardson and Paul Quinn. Walpole High alumni Carrie Loring, who played collegiate softball at Eastern Connecticut University, replaced Sprague in the Junior Varsity coaching position this season. The new Freshmen coach, Jessica Bernardi, played softball for Bridgewater-Raynham Regional High School and recently graduated from Southern New Hampshire University. With the backgrounds of those on the new coach-

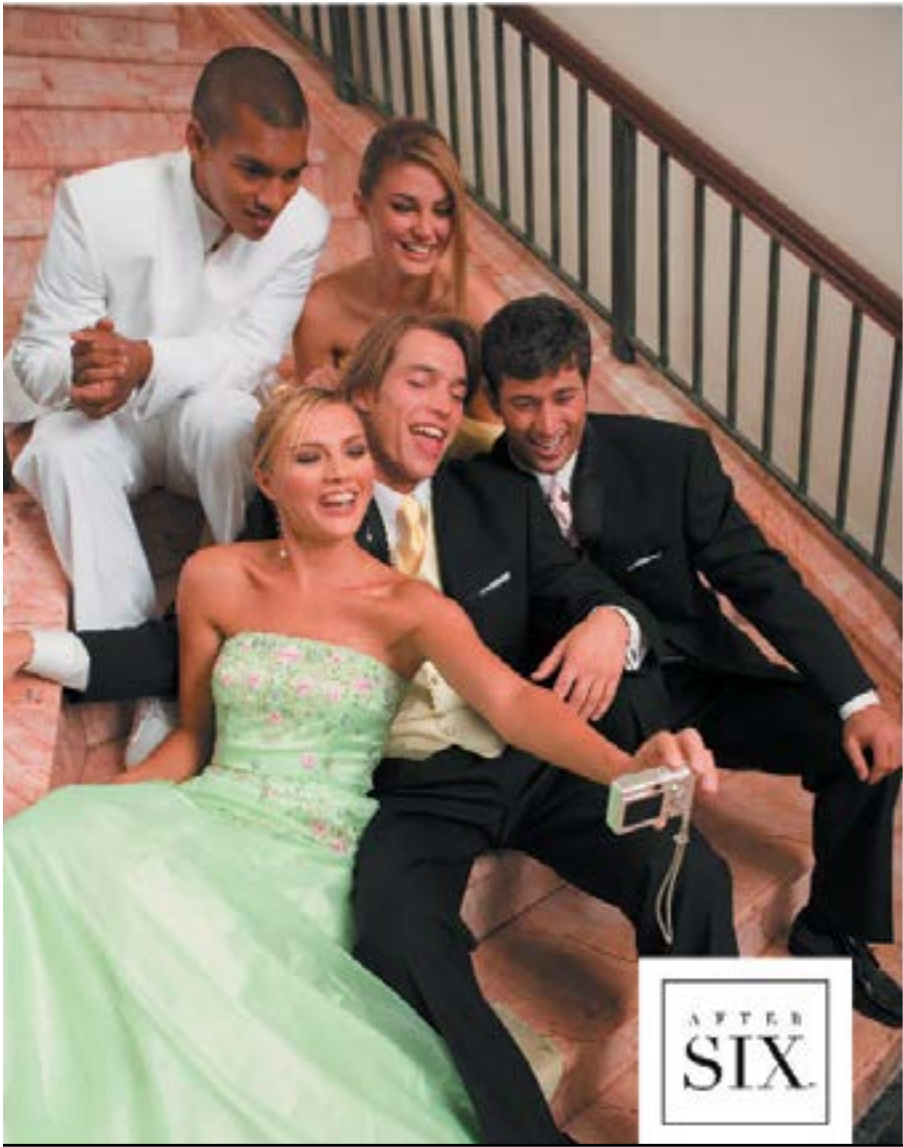


Varsity Softball Coach Rachael Sprague takes a break from batting practice to pose for a picture.

ing staff, the program will not lack in experience.

Despite losing seven key seniors last season, the team carries several upperclassmen who are experienced on the Varsity field. Sprague said, "I feel like we have a lot of talent in our underclassmen too, and I know that with the experience these coaches have, they will prepare them well to move up in the next few years."

With the consistent success of the Walpole High softball program in recent years, it should come as no surprise that a familiar face was tabbed to fill the vacant varsity coaching position. And if the Lady Rebels continue to have this much success for the rest of the spring and beyond, Coach Sprague and the rest of her staff could be at the helm of the Softball program for years to come.



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Girls Tennis sweeps rival Milton, 5-0

Photo/ Cassidy Randall



Sophomore Julia Sandquist and senior Emily Byrnes prepare to return Natick's serve.

By Alyssa Rosen
Class of 2016

What a difference a year makes. After getting swept, 5-0, by Milton twice last year, Girls Tennis turned the score around in their first matchup on April 7 at WHS with the Wildcats — sweeping the match, 5-0. With the same starting varsity lineup as last year,

can match-up evenly against the better players.”

Second doubles, seniors Emily Byrnes senior Nicole Mallory, lost the first game of their first set.

The loss did not set the tone of the match, as they were tied at 4-4 before they won the next two games straight to take the first set. They then went on to win their match with domineering 6-1 win in the second set.

the Rebels were able to pull off a victory against a Milton team that has been a nightmare for teams in years past. It was a significant victory for coach Diane Heinold, who led the Rebels to a victory against her former team.

First singles sophomore Alyssa Rosen was the first to finish and win her match against Milton's powerful forehand hitter. Rosen won in two sets 6-2 and 6-3; however, most points contained long rallies and multiple deuces. Milton's first singles had a vicious forehand shot and a dangerous serve, but Rosen kept opponent on her backhand and returned her speed serve.

Second to finish was third singles, sophomore Erin Pitman, who was down 2-1 to start. However, Pitman rallied to win five games in a row to take the set 6-2 and ultimately finished her opponent in the next set, 6-1.

Pitman said, “Last year we had a slow start to the season, but once we get clicked in, we

Out of five matches, the varsity team only has to win three for the entire match victory. After Rosen, Pitman, Byrnes and Mallory, the Rebels had already won the match with three clean wins and two matches still going on.

Since Heinold was the assistant tennis coach for Milton in previous years, this win was extra special for her. She said, “It was great to see the girls win against a tough team, especially a team that I used to have coaching experience with.”

Second singles, senior Captain Hannah Miller, also won in two straight sets, 7-5 and 6-2. Miller had a tough start, for she was down 5-2 in the beginning of the match, but she came back and won five straight games to pull of a 7-5 win in the first set.

Miller said, “I was mad that Milton's coach expected my opponent to be winning by much more, so I was extremely motivated to prove her wrong and win my match.” Miller won the second set easily, as her opponent could not recover from her first set loss.

The last match to finish, taking over an hour to complete, was first doubles sophomores Mary Healy and Julia Sandquist. Healy and Sandquist won in an exhilarating three sets, being the only varsity players to not win in two straight sets out of three. They lost the first set, 4-6, but rebounded well from that loss to take the next two sets, 6-1 and 6-2.

Sandquist said, “At the start of the match, we were playing it too safe with the other team, but we were able to capitalize on Milton's returns when we put more force on our shots.”

Sandquist and Healy led in their second 5-0 sweep of the season, improving Walpole's record to 3-2. Although the next few matches will be against strong teams such as Newton North, Wellesley, and Brookline, the Rebels look to secure a better record than last year and get into the playoffs.

This will be a big step for a program that consists of mostly underclassmen and seniors who have rarely been put into the pressure situations that a state tournament consists of. After the next three matches against the top teams in the Bay State, the Rebels will look to get the necessary wins to reach one of their final goals: a berth in the state tournament.

Boys Tennis looks to reach postseason for 11th straight season

By Nick Fuller
Class of 2014

If a Walpole local walked up to you and stated, “Boys Tennis is the most consistent boys sports program at WHS to date,” the first reaction you would probably have is incredulity. What about football? All those titles? Boys Soccer made the state championship this year, and Boys Basketball and Baseball have had great postseason runs. Boys Hockey has been very good as of late. On what basis — of all the powerhouse boys sports at WHS — Boys Tennis is the most consistent?

The magic word is ten. No other WHS boys team can currently say they have a ten year postseason streak. Not baseball, not football, nor any other boys program. This impressive feat is an unlikely run for a program no one really talks about, and Boys Tennis has no intention of allowing the streak to end this year. But the past is the past and this is the present, and a big question looms: Will the team be good enough to qualify for their eleventh straight postseason appearance?

No one knows as of yet. For starters, Boys Tennis is 2-5, defeating Dedham and Milton while losing to Weymouth, Natick, Newton North, Wellesley, and Brookline. Losing three straight matches sounds like a team destined to miss the playoffs, but Wellesley, Newton North, and Brookline are the top teams in the Bay State. Matches against CM and other Herget foes will dictate the success of Boys sports' most successful programs.

One of the Rebels major problems

is a lack of experience. Five of the seven starters from last year were seniors, and this team features almost no starters from last year's team.

Whatever this year's team lacks in experience, they make up for in talent and hard work. Junior Mike Bloom, a three year starting varsity player, is the team's first singles player. He is short at 5'4, but is a quick, resilient, and tough opponent for anyone. So far this year, he's had mixed results (is 2-2 against his opponents), but has shown great potential against some of the most talented tennis players in the state.

Coach Shawn Gough said, “[Bloom] was down 5-1 to the best tennis player on Weymouth, and he comes over to me with a dead serious look on his face and says, ‘Coach, I'm still in this.’” He then orchestrated a furious comeback, but ultimately lost the set 7-6.

Senior Captain Drew Morrier, a four year varsity player, is at second singles while junior Dan Frankel fills the slot at third singles. Despite just joining the team last season, Frankel has impressed, climbing to third singles in a short time and consistently defeating his opponent day in and day out. He has not lost to anyone so far this year. At first and second doubles, juniors Scott Mclean, Joe Delaney, Jack Young, and Dimos Katsaros have a lot to learn, and are in a completely different situation after losing all starting varsity doubles players from last year. One wouldn't be wrong to assume their acclimation could be difficult, but don't tell them that.

Junior Scott Mclean said, “We believe we are just as good if not better than other doubles teams out there.” In



Photo/ Nick Fuller

Junior Mike Bloom returns a serve in his match against Weymouth

addition, juniors Andrew Nevin, Andrew Drogan, and Senior Captain Mike Griffin are all talented upperclassman who provide great depth to the roster.

No one knows if this year's Boys Tennis squad will add to the postseason streak or be a part of its end. The season will be difficult, a transition, but the pieces are still in place for this team

to succeed. So far, results do not look good, and the rest of the season will be a mystery. For many years, Boys Tennis has been on the right side of history and made it in to the tournament. Despite the loss of many seniors and with that, a lot of experience, the Boys Tennis players expect to make the playoffs again. Who's to say anything different?

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After Wellesley loss, Girls Track wins close meet against Braintree

By Gina Conti
Class of 2014

Although Walpole Girls Track and Field started their season with a 81-55 loss against Wellesley on Wednesday, April 9, they beat Braintree two days later in a dramatic 69.5-66.5 victory on April 11.

Against Wellesley, senior Captain Gina Conti scored 5 of the 7 Walpole points in the sprinting events by taking First Place in the 400 meter dash with a personal record of 59.4—a mark which officially broke the 1998 Walpole High School Record of 59.84 held by Amanda Logan.

“After she set the Indoor 400M record at New Balance Nationals this winter,” said Head Coach Conor Cashman, “I knew she wanted to break the Outdoor Record as well.” The depth of Wellesley’s sprinters—they have 3 of the top 7 fastest sprinters in the Bay State League—was too much for Walpole as Wellesley scored 20 of the possible 27 points. Meanwhile in the 2 mile, while Wellesley’s Grace Rademacher took first with 11:53 while freshman Stephanie Forester tied Wellesley’s Emily Meara for Second Place. The race—which also included senior Captain Kristen Coyne and freshman Emily Martin—had 4 of the 10 fastest 2 Mile times in the Bay State this season.

“I think the 2 mile event for Walpole was a huge success,” said Coyne. “It was such a pleasant surprise to see two freshmen take a huge leap to the top and qualify for Divi-



Sophomore Hiromi Kondo recieves the baton in the 4x100 relay.

sionals in such a tough event.”

Senior Captain Olivia O’Hara was the top point-scorer for the Rebels. Scoring 12.25 points, she was the second leg on the 4x100, and she took 3rd in the 200m (28.2), 1st in Long Jump (15’6”), and 1st in Triple Jump (34’1”). Her freshman sister Chloe also competed in the jumping events. Chloe took third for Walpole in the High Jump with a jump of 4’7. Throughout the winter track season, Olivia never cleared opening height for High Jump; however, Chloe cleared not just opening height; she also cleared 4’5” and 4’7”. Olivia said, “I was so happy for Chloe, on the way to the meet she was nervous and wasn’t sure if she could high jump. But she definitely has a lot of potential and I’m glad at least one of the O’Hara’s can high jump.”

Two days later, Walpole went to Braintree where they won the meet by a final score of 69.5-66.5. The meet was a back-and-forth battle between Walpole and Braintree with a lot of sweeps or near-sweeps. Walpole swept the Two Mile and the Mile, while Braintree swept the 100M and the 400M. There were also 5 events that went 8-1: Walpole went 8-1 in Long Jump, Triple Jump and Shot Put while Braintree went 8-1 in 100M Hurdles and 8.5-.5 in High Jump. Triple Jump and Long Jump were crucial events for the Rebels. Olivia O’Hara jumped 35’0.5” for First Place—a mark that also puts her as number one in the Bay State rankings. Freshman Kelsey Mazzocca took Second Place with a 2 foot personal record of 33’8”. She is now the Wal-



Freshman Kelsey Mazzocca sets the freshman Triple Jump record for Walpole at 33’8”.

pole School Record holder for the Freshman Triple Jump. In Long Jump, O’Hara also got First Place with 16’8” while sophomore Hiromi Kondo took Second Place with 16’2”—both marks were personal records.

“They have newer facilities and pits, and the weather was great,” said Kondo. “We also didn’t do too many running events, so it was good to focus on just the jumping.”

In the 800m, junior Allie Morris lost a tough race to Braintree’s Delia Byrne to set the score at 56.5-56.5. Conti then placed first in the 200M to give the Rebels the lead 61.5-60.5. Junior Caitlin Campbell then had her most clutch performance on

the team by taking Second Place in the Javelin with her throw of 85’1” to keep Braintree from winning the meet. The Walpole 4x400 team—composed of sophomore Tori Lynch, Conti, sophomore Alyssa Murphy, and junior Emma Hunt—then closed out the meet in dramatic fashion by not just winning the race, but by running the fastest Bay State Conference time this season. Their time of 4:11 puts them off of the school record by 1 second.

“I am really proud of how the girls competed at the Braintree meet,” said Coach Cashman. “It was a great team win for the Walpole-Girls Track & Field program.”

Reigning Herget Champs, 0-2 Boys Track struggle out of the gate

Photos/ Catherine Shivers



Freshman Brandon Kilroy long jumps against Wellesley.



Sophomore Eamon McCarthy places second against Braintree with a 2:07.8 in the 800m race.

By Gina Conti
Class of 2014

Last year, despite not winning the Herget Title in the Indoor Track Season, Walpole Boys Track and Field still won the Herget Title in the Spring Season — for the sixth year in a row.

This year however, their 0-2 start suggests their Herget reign may be coming to close. Wellesley — a historically strong distance team — defeated Walpole Boys Track and Field by a score of 80-56

at Wellesley High School on April 9. Two days later, an undermanned Walpole team lost to Braintree 96-40.

Against Wellesley, Boys Track got their points largely in the Sprints and the Throwing events. For Sprints, the team captured 18 of 27 possible points. Senior Myles Cofield led Walpole’s only sweep of the day in the 100m Dash with sophomores Akin Street taking second and Sean Perkins taking third. In the longer sprints, sophomore Nick Ricci placed first with a personal record in the 400 meter dash

with a time of 54.94. Ricci’s dramatic victory came with some drama: in the final 20 meters, Wellesley’s top runner fell and was unable to catch Ricci. “It felt awesome to get first place for the first time in my career,” said Ricci. “Considering I am only a sophomore, it was a huge accomplishment for me.” For Throwing Events, Walpole scored 22 of 27 points with senior Rob Lederman taking first in Shot Put with 38’9” and junior teammate Shawn Sarnie taking second with a throw of 37’7.75”. Senior Mike Williams led

the Discus with a throw of 107’5”, and senior Jon Rockwood took second in the Javelin with 130’11 feet. However, although the teams split relays (Walpole won the 4x100; Wellesley, the 4x400), Walpole could not keep pace with Wellesley’s Jumpers and Distance runners. For distance, Wellesley scored 22 of 27 possible points. While Walpole countered with the Sprinting events, Wellesley’s sweep of the Triple Jump put the meet out of contention for the boys. Mike St. Germain — who tied for first place in the 110 meter hurdles with a personal record of 15.64 — failed to record a jump to break up the sweep. At the end, they lost 85-51. Because their meet against Braintree was rescheduled due to rain, Walpole missed key point-scorers such as seniors Mike St. Germain, Jon Kelland, and Anthony Divurgilio. Due to their absence, other athletes had opportunities for success. Specifically, sophomore Eamon McCarthy had a successful debut in the 800m where he placed 2nd with a time of 2:07.

“It was tiring; however, it was awesome after hearing the time,” said McCarthy. “I think the Braintree kid pushed me to run faster, and my teammates really encouraged me.”

Unfortunately, Braintree’s field events were too much for the Rebels as they dominated field events (45-9) and ultimately won the meet by a score 96-40. In order to keep their title, they will not only need to defeat some strong Herget teams, they also need Wellesley to lose.



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Boys Lacrosse flashes signs of potential

Photo\Matt Brownsword



Junior Munachiso Egbuchulam goes on the attack against Newton North in Walpole's 9-5 victory.

By Peter Hoegler
Class of 2014

The Boys Lacrosse team is already six games in, but Head Coach Jason Andalo still does not have a pulse on this squad.

After opening the 2014 campaign with a two wins and two losses against out-of-league opponents, Walpole (3-3) was unsure whether they were going to be a tier 1 team in the highly competitive Bay State Conference. But the Rebels—putting

their early season struggles behind them—began league play with fire, dominating Newton North in every aspect of the game. Walking off Turco Field on April 8 with a 9-5 victory against a Carey Division powerhouse might be exactly what the Rebels need to upstart this season that has the potential to be the best since 2009.

“We’re still young in places and have some guys trying to figure out their roles,” said Andalo, whose squad is coming off an 11-8 season that

included a first round loss in the M.I.A.A. Division 2 tournament to Foxboro.

“I feel like we’ve got a really good group down there. We scouted Newton North and were familiar with them and they didn’t change anything.”

Walpole began the 2014 spring season with up and down performances, including a 13-5 drubbing of King Philip, but an 8-3 loss against Dover-Sherborn. The Rebels thought that they could turn their

season in the right direction against Franklin, but a last second goal by the Panthers in double overtime thwarted that opportunity.

“The overtime loss against Franklin stung a bit, but we were able to transfer that intensity against Newton North,” said senior Captain Pat Baker. “If we can play like we did on Tuesday day-in and day-out, we will have a very successful season.”

Baker was the one who sparked the first half offensive outburst, by slotting a mid-range opportunity early in the first quarter. Junior Seamus Ford—who had a team-high three points with two goals and an assist—then took it himself through the heart of the Newton defense to give Walpole a 2-0 lead after twelve minutes of play.

This potent offense did not stop in the second quarter. Senior Mark Niden, the most consistent offensive weapon so far, netted two sweeping goals and Munachiso Egbuchulam, the junior transfer from New Jersey, scored with seconds remaining in the first half.

The Rebels also had a strong defensive effort in front of senior Captain Andrew Blood, who finished with eight saves on the afternoon. Andalo said, “Defense has been one of our best strengths,” Andalo said. “We know every day

we are going to get an outstanding effort from [Andrew] Blood in net, but the defenders in front of him have been great too. We still make a lot of self-inflicted turnovers, but with practice, we can improve to be the best team that we can be.”

Walpole continued to fire on all cylinders in the second half, scoring four goals, even with their bench players. Senior Captain Sean Donnelly had a goal and an assist, and sophomore Conor Tracy—a Xaverian transfer—and junior Kevin Sullivan both scored their first career varsity goals. Newton North made a desperate effort late in the fourth quarter, but Walpole’s lead was too big, and the Rebels took the win 9-5.

“It’s starting to look like this is our year,” said Baker. “We are a little inexperienced in some areas of the field, but we have star athletes on attack, in the midfield, and on offense. If we want to make a run at the Herget Division Title, we are going to have to cut down on the turnovers and limit the small mistakes on offense and defense. But I wouldn’t be surprised, when it’s all said and done, if we made a run at this thing.”

Walpole, who is now 2-1 in league play, hopes to carry over what they have been doing right into Herget play and even the State Tournament.

Girls Lacrosse finds team identity after Newton North win

By Meagan Sundstrom
Class of 2015

Ideally, a varsity high school sports team consists mostly of upperclassmen with a few juniors and sophomores. However, this year’s Girls Lacrosse team diverges from the normal line-up, with only four starting seniors. Despite their youth, the Rebels have stepped up and given themselves a reputable team identity in the Bay State Conference. A shaky start against Natick on April 3 did not hinder the Rebels, for victories against King Phillip on April 4 and Newton North on April 8 have quickly given them a winning record.

The Lady Rebels’ starting lineup consists of eight under-classmen: junior Molly Lanahan, junior Meagan Sundstrom, and freshman Mel Weber as midfielders; junior Olivia O’Brien, sophomore Hannah Nadeau, and freshmen Alison Foley as attacks; and freshman Sophia Giovaniello, and junior Lauren Hirshom on defense.

On April 3, which was Walpole’s first game of the 2014 season, Natick won ball possession from most of the draws—usually a strength for Walpole—which led to a 12-6 victory for the Red & Blue. During the first half, Natick took a five-goal lead over Walpole after scoring four consecutive times to make the half-time score 8-3. Clearing the ball after making a defensive stop and playing tight defense during transition plays exposed weaknesses for the mostly inexperienced Walpole lineup.

After halftime, Nadeau scored her first varsity goal followed by Lanahan’s third goal, making the score

10-5 with Natick in the lead. Sundstrom scored the Rebels’ final goal of the game, but Natick pulled ahead to make the final score 12-6.

The girls had just a brief time to make up for Thursday’s loss, as King Phillip was the scheduled opponent for the next day. On Friday, April 4 against K.P., the Rebels showed improvements in multiple aspects of the game, especially obtaining ball possession from the draw circle.

O’Brien and Sundstrom scored Walpole’s first two goals, and then later freshman star Alison Foley scored her

first Varsity goal to make the score 4-4. At halftime, King Philip led Walpole 7-6, but the Rebels’ offense was able to control the second half.

Lanahan and Sundstrom contributed seven and five goals respectively over the course of the game to give the Rebels a sufficient lead for the last ten minutes of play. Walpole offensive players then stalled for the rest of the game—a strategy made possible by the lack of a shot clock—and defeated KP 14-10 to put their first tally in the win column.

On April 8, the Rebels won a majority of the ball possession on draws and secured a solid victory over New-



Photo\Shannon Baker

Senior Bri Doherty fakes out the Newton North goalie.

ton North of 13-6 to improve to 2-1 on the season. Shannon Fitzgerald—a senior from Newton North who has committed to play Division 1 college lacrosse for Johns Hopkins—posed an offensive threat for Walpole, but Mel Weber was able to stifle Fitzgerald’s formidable attack. Senior Bri Doherty led the Walpole offense with four goals on the afternoon. Lanahan also finished with another hat-trick, with all of her goals coming in the first half.

A vital contributor to this year’s team has been veteran varsity player Molly Lanahan. This season, Lanahan has taken on an impressive role as a midfielder for the Varsity team:

she demonstrates fast speed and deep knowledge of the game in addition to contributing a large number of goals on the offensive end. After only three games, Lanahan dominated the team’s stats with 13 goals and four assists.

“Molly is a tremendous player and a tremendous competitor,” Coach Tosone said. “She excels at all facets of the game. Lanahan’s speed and intelligence combined with her impressive offensive stats make her a critical member of the team.”

Walpole looks to improve their 3-1 record against against Carey division rival Brookline on April 15 and out-of-league foe Mansfield on April 16.