

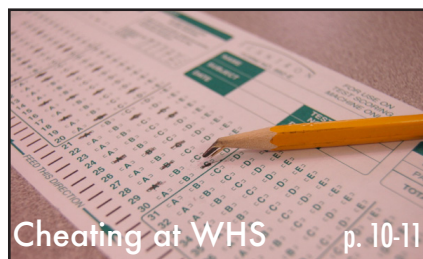
Dance Company

p. 2



Superdelegates

p. 6



Cheating at WHS

p. 10-11



Trips to Italy & Peru

p. 20

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Communities combat opioid epidemic *Law created to monitor state-wide opioid usage*

By Daanya Salmanullah
and Michaela Donato
*Assistant Editorials Editor
and Staff Writer*

Police officers received a tip that a 20-year-old man had overdosed and passed out on the table of a restaurant. However, before the police officers arrived, the man had woken up and walked out of the shop. As he walked away from the pizza place, the man heard police sirens and ran, knowing that he could be punished for the two bags of heroin he was carrying. A foot pursuit quickly ensued between the officers and the young man, during which the suspect ingested his contraband, accidentally ripping open a bag on his tooth. While the officers were in a physical struggle to get the man to stop resisting arrest, the man immediately passed out due to the high opioid content in his bloodstream.

This incident happened in Walpole. In fact, opioid overdoses such as this one have become the number one cause of death in Norfolk County.

After police revived the man from Sharon with a modern nasal version of the Narcan treatment kit used to combat opioid overdoses, he returned to



Photo/ Max Simons

John McGahan, of the Gavin Foundation for addiction recovery, gives Rebellion Staff members a tour of the Cushing Recovery House in South Boston. The Cushing House is a residential recovery home for youth facing problems with addiction.

the police station the following day to gather his belongings. While discussing his two-year history of addiction with Walpole Police Chief John Carmichael, the Chief was prompted to offer him information regarding substance abuse and education on how to find adequate treatment options. Previously, the man's family and friends had turned him away, and Carmichael

was the first person that had tried to help him recover from his addiction.

"Everybody needs to adopt the same attitude [toward addiction and treatment], and that's what we're going to have to do to fix the epidemic," said Carmichael. "And there's a lot more work to do."

This overdose trend began three decades ago, but is only now receiving

continued on page 5

Graduating class will wear gender neutral graduation gowns *Senior advisors make an effort to create gender inclusion*

By Anna Van der Linden
Editor-in-Chief

When the members of the Senior Class assemble on Turco Field on June 5, the sea of excited graduates will look significantly more uniform. This year, the traditionally gender specific gowns—blue for males, white for females—will be replaced by one gown for all students to wear, a blue gown with white trim.

English Department Head Lauren Culliton and science teacher Dan Mullaney spearheaded the change as advisors for the senior class, as they have experienced difficulties with the company that supplies the gowns. "One of the concerns we had with two different colored gowns was the possibility of the wrong color gown being sent for a particular student," said Mullaney. "The company would charge us shipping charges which I would then have to dispute every time."

After guidance counselor Jennifer Dolan spoke about gender identity at a faculty meeting, Culliton and Mullaney met with Principal Stephen Imbusch to discuss how gender-divisive graduation gowns may affect students. They then decided to introduce a uniform blue gown. "It's a step in the right direction in terms

of acknowledging we have had students in the past who have gender identity concerns with regard to blue gowns for boys and white for girls," said Mullaney, "I think most people would choose to be inclusive rather than exclusive." Culliton said, "High school is hard enough for many reasons...and there will probably be a day when we get a student who does not want to wear a gender-specific gown. Let's make a change before that day."

Some seniors have expressed disapproval that the gown colors were changed. "I'm disappointed because I think the white looks nicer than blue," said senior Nicole Marvas, "Plus I think it looks nice with the different white and blue gowns."

This year's blue gowns were \$3.00 more than usual, which totals to about \$500 more than last year's purchase. However, this increase in price does not significantly affect the seniors, as there is leftover money

in the senior account each year that goes unused. In the past, this money has gone towards a senior event during the last few weeks of school, such as a beach day or a visit to the North End.

There has not been an end-of-year event in recent years, as Culliton said, "we have not had many students participate."

Regarding the change, both Mullaney and Culliton shared statements of positivity and inclusion.

"Tolerance should be taught every day, not just on graduation day," said Mullaney. "I'd like to think that if there is one happy person sitting among the graduates knowing they 'fit in' rather than feeling out of place, then the change will be worthwhile."

Culliton also hopes the change in gown color will be a "non-issue." Culliton said, "I look at the world around us and see so much kindness and so much hatred. I choose kindness."



Lancaster qualifies for Grand National Speech Tournament



Photo/ Hirom Kondo

By Melanie Weber
Staff Writer

Walpole High School's senior Tess Lancaster has qualified for the Grand National Speech Tournament for the second year in a row, where she, along with five other students, will represent Massachusetts in Sacramento, California.

"Tess amazes me; not only is she naturally talented as a speaker and actress, but she works really hard on her own to perfect her pieces. She is versatile and can pull off both comedic and dramatic readings very well," said Speech Team Coach Emily Murray.

This year, Lancaster will be competing in Oral Interpretation, an event comprised of poetry and prose reading. Throughout the season, Lancaster also competed in Duo Interpretation alongside Senior Eileen Cooney.

Lancaster also made it to the National Tournament last year, and despite it being her first time, she reached the Octo Finals—the top 48 contestants in the Oral Interpretation group. This year, Lancaster has completed extra practice, and she has been practicing since October, so she feels much more prepared.

"I think this year I certainly have much more experience in dealing with bigger competitions, and I also have a greater feeling of confidence while performing," said Lancaster.

The tournament will be taking place over Memorial Day weekend, and Lancaster is excited not only for the competition itself, but also for the chance to meet with other contestants.

"The experience in itself is amazing, for students from many different states attend, but being recognized in front of people that share the same passions that I have would be a dream come true. I hope Nationals is as well run as it was last year and that I get the opportunity to connect with the different types of competitors," she said.

Apte earns Gold Key and American Voices nomination

Senior Archana Apte honored for writing by Scholastic Art & Writing Awards



English department head Lauren Culliton poses for a photo with senior Archana Apte at the Scholastic Art and Writing competition.

By Melanie Weber
Staff Writer

Each year, the Scholastic Art & Writing Award—"the nation's longest-running and most prestigious recognition initiative for creative teens"—receives about 2,500 writing submissions from writers in the Massachusetts region. The very best submissions, roughly 5-7% of the works submitted, receive Gold Keys, and the best Gold Key winners receive an American Voices nomination. There are only five American Voices nominees for each region.

In this year's competition, Walpole High School senior Archana Apte won a regional Gold Key award and a regional American Visions nomination for her poetry collection. In addition, she received a regional Honorable Mention award for her science fiction/fantasy short story.

"Archana is a skilled and thoughtful writer. She has tremendous talent. Whatever path she chooses in the future, I know writing will be part of her life," said English department head Lauren Culliton.

Apte won this award by submitting four carefully written and edited poems, and she had to have an educator endorse her work. The process was not an easy one, as Apte said, "[E]ach initial drafting process took about 1 hour followed by about 4 hours of editing spaced over sev-

eral months, for a very rough estimate of 20 hours for the full submission."

Writing is second nature for Apte; she has been writing since she was six years old. Her stories tend to be about her own experiences and emotions, but she also writes poems from the point of view of fictional characters. She prefers freeform poetry because she can fine-tune the flow and rhythm of the words, but she also experiments with structured forms.

"My stories and poems are basically outlets for my perfectionistic tendencies, wild imagination and personal development," said Apte.

This year, Apte also wrote and recorded original poetry that was played between dance numbers at the Dance Company show "Rabbit Hole." Each poem was based off the respective dance number's soundtrack.

"The poems were so beautiful, and they connected with the dances on a deeper, symbolic level," said Dance Company Captain Molly Rockwood.

In the future, Apte plans on continuing with creative writing. If she accumulates a large enough body of work, she may even consider getting her works published. As for now, Apte plans on writing for a college newspaper. Her award-winning work, along with other Gold Key-winning submissions, can be found on display at the Education First building in Cambridge.

Dance Company presents annual show, "Rabbit Hole"

The 11th annual show exhibits company's growth and depth with groundbreaking performance



Senior Molly Rockwood performs in the company's "Cinderella: Prequel," which was a crowd favorite dance that sampled the song "Dance with Somebody."

By Devin McKinney
Staff Writer

From flying farm tools to giant PVC pipes, Walpole High School's 11th annual Dance Company show captivated audiences with its awe-inspiring dances and abstract poetry between each number. This year's show, "Rabbit Hole," took place on April 1 and 2 in the WHS auditorium.

The ten dances featured in the show included lighthearted pieces such as "Urban Drum," which combined upbeat music with colorful costumes, as well as more powerful performances like "For M. Falker," a tribute to WHS's late music teacher, Michael Falker.

"Rabbit Hole" also incorporated many props in order to convey certain themes throughout their dances.

"In one dance, 'Unexpected Elevations' we used a ladder as a prop in every single way possible as a metaphor for embracing the struggle of achieving a goal," said the Dance Company's artistic director, Richard Kim.

In past years, the company would

incorporate famous and thought-provoking speeches to play for the audience in between each number. A different aspect of this year's performance was the inclusion of senior Archana Apte's original poems, which were played before each number.

"To write each poem, I listened to the song at least four times and wrote down anything that popped into my head, often images or other songs

"It's not easy for anyone to get on stage and move their body as a form of medium, it takes a lot of courage."

- Rich Kim

or textures or emotions," said Apte. "I think the voice-overs reminded the audience of all the different types of art that can go into a creative performance, and it was a great spotlight

on the emotional power of poetry."

Richard Kim believes that the students gained a lot from this year's experience as a whole.

"I think they learned a lot this year and worked very hard toward the end. It's not easy for anyone to get on stage and move their body as a form of medium. It takes a lot of courage. I am excited that training these many newer younger members will only catapult what the Company can do in the near future," said Kim.

Town representatives approve Siemens Tax Break

Walpole divided over company's 75 percent tax reduction over next 20 years

By Julia Sandquist
News Editor

It is no question that Siemens Healthcare Diagnostics has a significant impact on the town of Walpole. The employees at the current facility comprise about 5.6 percent of Walpole's employment, and the facility contributes to one third of the town's total industrial value and pays industrial real estate property taxes of more than \$1.1 million.

Now, one of Walpole's biggest taxpayers is looking for a 75% tax break over 20 years, officially known as a Tax Increment Financing agreement (TIF), to expand its Walpole facilities in a \$300 million expansion project titled "Project Bluebird."

Siemens and the Board of Selectmen first discussed a possible tax break for the company without public knowledge during two executive sessions on Aug.

11 and Nov. 3. The Board claimed the discussions were excluded from public meetings because they fell under the state open meeting trade secrets exemption.

Walpole town representatives voted 76-51 to approve the TIF during a special town meeting at Johnson Middle School on March 7. Precinct 1 town representative Larry Pittman said, "Although I thought discussing the TIF without public knowledge was unfair, I voted yes because it will increase the amount of life sciences manufacturing jobs in Walpole."

The majority of the Board of Selectmen are for the TIF, while selectman David Salvatore is the sole opposer to the agreement. The selectmen in favor of the TIF argue that it will create 700 new jobs and will ensure that a lucrative business, whose monetary expenditures bring an estimate of \$6,700,000 to Walpole, will remain in the town for

more than 20 years. If Siemens was not guaranteed a tax break from the town, it might have been more likely to expand in another town. This loss of revenue would be devastating for Walpole businesses, for the Walpole business community has continued to grow as a result of Siemens' locally purchased services estimated at \$500,000 a year.

Selectman Cliff Snuffer said, "The tax break allows Walpole to keep a socially conscious corporate partner whose contributions can be calculated in the hundreds of millions."

However, not everyone is as eager about the prospect of one of Walpole's biggest taxpayers receiving a significant tax break. Selectman David Salvatore and town representative Sam Obar are among those who are against the TIF because they believe the deal to be economically unfair for the town.

Although there has been a discussion

about creating 700 new jobs, the current TIF agreement only requires Siemens to fill 400 job slots. Out of the 600 employees currently at the Walpole facility, only about 32 live in Walpole, so there is a concern about how many new jobs will actually go to Walpole residents.

Obar said, "With the addition of 400 employees, the number of Walpole residents employed is expected to increase only by 15. The total net revenue to the town of Walpole over 20 years actually drops as the number of additional employees increases due to the cost of servicing them and their families."

Salvatore added, "It is unfair to give special treatment to one business and [expect] the others to pay in full. If Siemens was willing to pay their fair share, we would not struggle to fund our schools or pay down our debts. Just because it may be the best deal we can get does not mean we need to take it."

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THE WALPOLE HIGH SCHOOL STUDENTS AND CLASS OF THE MONTH

FEBRUARY

Senior	LITERATURE HONORS	Samantha Chauvin
Sam has worked hard all year, but I have been especially impressed with her dedication to the class this semester. She contributes frequently to class discussions by building off of the ideas discussed as well as asking clarifying questions. Earlier in the year she hesitated to ask these questions, but she has realized that her questions not only help her understand the material, but also work as jumping off points for further discussion. Sam is invested in learning about the nuances in the work and grasping more complex issues. She doesn't shy away from challenges. I appreciate her kind spirit, positive attitude and consistent dedication. -Ms. Gould		
Junior	MANUFACTURING TECH	Jacob Kral
Jake is on task and willing to help his fellow students. He is mature and serious about his education. His goal-determined demeanor will bring him far in life. -Mr. Reale		
Sophomore	LATIN II	Evan Storlazzi
Recently, Evan missed three days of school for illness. He emailed me every day and asked me for classwork and homework so he would not fall behind. In fact, Evan did the work at home, scanned it into his computer and emailed it back to me so I could look at it and offer feedback! No other student in my memory has ever done that! Evan takes his work very seriously, always tries his best, is always a positive presence in class, is a model for his peers and is a genuinely nice person. -Ms. Kay		
Freshman	ALGEBRA I	Caitlin Korsak
Caitlin is an extremely hard worker whose perseverance has paid off in our Algebra I honors course. She is consistently prepared for class, she asks great questions, and works extremely well with her peers. Caitlin deserves to be recognized for all her hard work! -Ms. Rachel Sprague		

ACTIVITY AWARD

Michael Sullivan	Math Team
Mike was one of the math team's top scorers in our February meet. He shows an enthusiasm for math team competitions and has been instrumental in getting the team to the playoffs this year. The team will miss his contributions next season.	

CLASS OF THE MONTH

Health Period 6	Mr. Kampper
I would like to nominate my period 6 health class for class of the month. 90% of the students in this class were also in my physical education class semester one. The class works really well together and everyone seems to help each other out. If a student misses a day of notes, his or her classmates will help catch him or her up to speed. If we do a group activity/challenge, this group usually dominates. The students that were not part of the semester one PE class have fit right into this group and have been a welcomed addition. I enjoy teaching all of my classes, but this class of respectful, motivated and optimistic students really make it fun.	

CITIZEN OF THE MONTH

Ryan Betro
Ryan is the type of student who is always ready to help others. Recently, he was sitting in lunch with a couple of students who might not have had anyone to sit with at lunch. When I saw him later, I commended him for being so nice. Ryan's response was "they're my friends," which is typical for him. He does nice things for other people just because that's the way he is. Great kid.

MARCH

Senior	AP CALCULUS	Hannah Nadeau
Hannah shows an excellent command of the concepts of Calculus. She is hard working, highly motivated and always prepared for class. Particularly noteworthy was Hannah's perfect score on the Chapter 6/7 test which covered applications of integration including areas between curves, volumes of solids of revolution and solving differential equations. Many students have difficulty with these concepts, but Hannah made it look easy. Her neatly organized work was flawless. Hannah earned the highest average for term 3 in her class. In addition, when she knew she was going to miss class, she came to get the work in advance. Hannah has been a pleasure to have in class. -Mrs. Kathleen Milne		
Junior	SPANISH IV HONORS	Michaela Donato
Michaela always comes to class with such a positive attitude. She always says "hola" in the hall with a great big smile! She is very participatory and super prepared for class. I never have to motivate her to speak in the target language because she is so self-motivated. She is a great asset to have in this class! -Mrs. Maura Lia		
Sophomore	MANDARIN I	Andrew Torres
In an already excellent class, Andrew is a standout student, always prepared and completely acing the material. -Mr. Gordon Strick		
Freshman	BIOLOGY HONORS	Morgan Kelley
Morgan is having a phenomenal year in Biology. She has great attendance, and her presence in class is always positive. She is highly enthusiastic, inquisitive and spends a great deal of time over her work ensuring she is achieving maximum success. She regularly asks questions that benefit her peers as well as herself, and she exhibits a leadership role within the class. She conveys a spirit of positivity and her smile helps contribute to the pleasant classroom environment of which she is an integral part. She has shown growth throughout the year. She thrives on the challenge of an extremely rigorous class, and is benefiting from her conscientious nature and determination to succeed. Great job! - Ms. Sue Wick		

ACTIVITY AWARD

Patrick Lanahan	German Club
For years, there had been no German Club. Then, Patrick came to me and asked if we could start one. He has been the impetus behind my giving up time for this group of students who want to learn even more about Germany, its culture and its language. Patrick recruited others to join the club and has been elected its first president. For his initiative in starting the club, Patrick deserves the award.	

CLASS OF THE MONTH

Biology Period 4	Ms. Wick
Despite being large in number (28), the atmosphere of the class is very cohesive. I regularly see students help out others who need support, and the spirit in the room is one of progression, rather than finding an opportunity for down time, because I cannot be everywhere all the time. Many of the students have worked extremely hard to improve their grades and have worked to earn the privilege of being excused from the term test, as they have shown mastery of all concepts learned that quarter. There is a feeling of "we are all in this together" and students are very patient with each other and encouraging.	

CITIZEN OF THE MONTH

Karolyne Warny
Karolyne is an unbelievable resource in my French AP class. Not only can she lead group discussions, present PowerPoint projects that she's researched and challenge the class with one to one conversation exercises, but Karolyne has also previewed reading exercises, podcasts and movies to determine whether that class would enjoy the benefit from the text. She takes on every assignment given to her with enthusiasm and cooperation. I am very lucky that she has volunteered to be a classroom leader this semester.



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Math Team season ends unexpectedly

The Math Team is disqualified from the state competition due to a technicality

By Devin McKinney
Staff Writer

The Walpole High School Math Team recently faced a disappointing conclusion to their season; they lost their fourth place standing in the Massachusetts Association of Mathematics League state championship as a result of scoring errors. At the Southeastern Massachusetts Mathematics League playoffs on March 3, the WHS Math Team gathered at Franklin High School, among nine other teams, to compete for a spot in the state championship.

Despite performing consistently in each of the five categories, the team earned their highest score in the team round, which secured their fourth place spot at the state championship. However, math team coach Kathleen Milne was not notified of an error in the scoring proces until March 6. Days later, the team was again notified of another inaccuracy in scoring. The scoring mistakes dropped the Math Team to 6th place, placing them just two



The Math Team members pose for a picture at their meet at Franklin High School on March 3, 2016.

points behind the group of five teams that move on to the state championship.

“The kids [are] paying the price for the adult error; our students had done nothing wrong other than get the same incorrect answer as the question writer,” said Milne.

Milne contacted Martin Badoian, who is in charge of the state competition, in order to call attention to the issue. Badoian directed Milne to

one of the league directors, who then suggested that Milne propose rule changes for next year. These hypothetical rule changes would include a rule allowing more than five teams to attend the state competition, but would not be in place until next year. “[The league director] suggested that

we propose a rule change for next year, but I indicated that such a rule change would not help this year’s group, the same group who did not get a chance to go to the playoffs last year, never mind the states,” said Milne.

For the past three years, the team has missed the playoffs by a narrow margin, so the opportunity for them to participate in the state championship was exciting for all of the members. The controversial situation presented a disheartening loss to the senior members in particular.

“When we got the news that we had been shut out of our playoff spot, the seniors especially were upset. It is just frustrating that our season ended like that,” said senior Mike Sullivan.

Despite the loss, Milne remains optimistic about how hard the team worked this year and how far they made it.

“I am incredibly proud of my team’s performance this season and still believe that they deserved a spot in the state meet,” said Milne.

Music department attends MICCA Festival

Music department makes changes including new choir teacher, festival attendance

By Emily Martin
Assistant News Editor

For the first time in history, the Walpole High music department brought ensembles to the Massachusetts Instrumental and Choral Conductors Association Festival (MICCA) on April 2, 2016. The concert band and orchestra travelled to Foxborough High School and performed for adjudicators to receive critiques on their performance, and the concert choir travelled to Norwood High School for the same critique process.

The MICCA Festival is just one example of how Walpole High’s music program has progressed over the past two years. Since

his arrival, music director Kenneth Gable has looked to innovate in many areas of the music program. “All of these additions provide

“Our goals moving forward include providing group lessons for strings... and expanding the high school music program to have more courses and staff.” - Ken Gable

the students the resources, rigor and quality to continue their passion in music and achieve their music goals,” said Gable.

One of the biggest additions to the music department is the private lesson program that takes place after school hours at the high school. There are eleven teachers in the program and it is open to students in grades 4 to 12. Gable has also taken a new approach to practicing. To ensure that students practice and assess their current playing abilities, he sends out assignments through SmartMusic, an application that allows students to record themselves playing and receive grades.

In school, Gable reorganized the classroom to create an area for a music tech-

nology lab and offer new piano lab classes. For concert band, Gable hired a new percussion teacher, Ben Tileston, for the percussion section. As a result, a separate percussion ensemble performed at the annual spring concert this year. Gable has also looked to improve the musical education at the elementary and middle schools by offering a “petting zoo” for fifth graders, where they can try different instruments before going into middle school.

To assist him in his reformation of the music program, Gable hired Ashley Prickel, a choral specialist, who has taken on conducting the concert and women’s choir and teaching the music electives. And for the first time in Wal-

pole history, Prickel took a group of male vocalists to the Young Men’s Choir Festival. She also had the men’s choir perform at the spring concert as a new ensemble.

For the upcoming year, Gable hopes to continue improving the music programs throughout Walpole. Gable said, “Our goals moving forward include providing group lessons for strings in the middle schools, bringing back elementary band and string programs to all four elementary schools and expanding the high school music program to have more courses and staff.”

Many students have seen the new innovations in the music program as positive changes for the music department’s reputation. “I think all the new programs are starting to get our department on par compared to the other departments in the district,” said junior Padraic Curran, “At this rate, the department is on its way to a great and sustainable future.”

The Coalition offers alternative way to apply to college

By Alyssa Rosen
Staff Writer

Each year, seniors across the nation upload their résumés and essays to the Common Application. The Common App is used to apply to over 600 colleges and is typically released in August for incoming seniors to begin filling in the multiple sections: personal profile, academic record, standardized test scores, activities and a personal essay.

Now, students can get started on those applications earlier using the Coalition Application.

The Coalition Application, currently accepted by 80 competitive colleges and universities, is available to students beginning in ninth grade and features a “locker” where students can keep a portfolio of their work. Students can update their résumés in real time throughout high school, and can invite mentors, including college guidance officers, to review their “locker” for advice and support.

Freshman Morgan Kelley said, “The Coalition Application will definitely help with organization and preparation for junior year when the whole college search begins. I think that it’s a great opportunity for younger students to get a head start on this very stressful process.”

Many public universities have begun to add Coalition as an alternative option for students. Private universities can join only if they guarantee in-state students affordable tuition and financial aid. Colleges must also show that at least 70% of students graduate within six years.



Head of the guidance department Jennifer Dolan said, “Coalition is specifically directed toward students who typically do not have all the resources or accessibility when applying to college; however, it will definitely not replace the traditional Common Application. Coalition can just add another layer of stress earlier on in high school, so I advise that students just stick to the Common App for the time being.”

The Coalition Application will be released in summer 2016.

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Respect and awareness within schools are necessary to combat eating disorders among students

By Delaney Murphy
Staff Writer

Out of the 1,181 students that attend Walpole High School, 267 students responded to a Rebellion survey regarding eating disorders. Of those 267, 44 of them—or 14 percent of the respondents—admitted to having an eating disorder. Of the 44 respondents, 25 of them admitted to having been affected by anorexia, the most prevalent disorder.

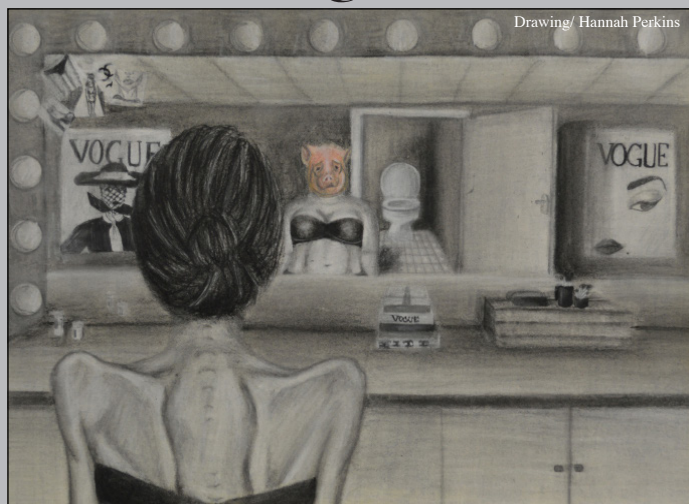
According to the National Eating Disorder Association, anorexia causes an individual to have symptoms that include inadequate food intake and an intense fear of weight gain — all usually due to a low self-esteem related to body image.

Senior Samantha Chauvin competed in gymnastics for 14 years of her life; however, after suffering from a number of injuries, she quit the sport in July of 2014.

“I felt like I couldn’t really do anything else other than gymnastics so I started not to take care of myself and stopped eating, and, as a result, I was sent to the hospital a few times,” said Chauvin. “My weight had dropped to 98 pounds and it was then that I realized how serious it was.”

In Nov. of 2014, she was officially diagnosed with anorexia nervosa.

Chauvin described her eating disorder as being triggered by a lack of self-appreciation. She said, “I



Senior Hannah Perkins' art piece titled “Pressure.” Eating disorders cause individuals to have a warped view of themselves and their worth.

stopped eating and I would look at myself and say ‘You know you’re not skinny enough, keep going.’”

Unlike Chauvin, another senior, Lydia*, had body image issues back in elementary school, long before being diagnosed with anorexia.

“Nothing meant more to me than being accepted, which was something I just couldn’t seem to feel,” she said.

“The thoughts started in 4th grade when the [negative] comments started,” she said, “and I began noticing my body and seeing food differently.”

Lydia did not only control her eating habits. She described the struggle of body image and changing her wardrobe to solely baggy shirts and sweatpants.

“I wasn’t skinny enough for real clothes in my mind. That was for pretty girls,”

Lydia said.

Chauvin and Lydia received treatment at Walden Behavioral Care Unit at Children’s Hospital in Waltham and Braintree respectively in early spring of 2015.

“I didn’t realize how strict it was going to be,” Chauvin said. “You

couldn’t have sweatshirts with hoods or pockets or anything with strings so that was really difficult adjustment for me.”

“One of my friends told people about what was going on in my life and it began to spread around and so I became extremely self-conscious,” Chauvin said. “People would make jokes about it, I would hear people around me at lunch saying how they had to diet to get skinny, which was really hard for me to hear considering some of those girls were the ones I wanted to ultimately look like.”

Chauvin and the other senior now attend weekly therapy sessions.

As Chauvin recovered, she adopted a new perspective. “I found myself, I found my identity [...] and I realized I can live without

gymnastics and that there are a lot of other things that I can do.” She also said that her experience inspired her to go to Fairfield to become a nurse to help people in similar situations to her.

Lydia expressed her gratitude towards those who helped her through treatment.

“It’s all about perspective, I never want to forget what’s important and true again,” she said.

Speaking of truth, Walpole High needs to take a look in the mirror.

Walpole High organizes assemblies on topics including depression, dating violence, the SOS box and suicide in order to keep students healthy. Meanwhile, students learn about eating disorders in a required, one-semester health class. Eating disorder education at Walpole High exists, but is not successfully keeping students safe.

However, those in our community need to be aware that eating disorders and body image issues stem directly from our societal values. When we critique people with superficial comments, rude jokes, or judgemental remarks, we significantly influence those around us. We create an environment for eating disorders when we create a society of disrespect, immaturity and intolerance. Through teaching students about respect and awareness, we can help spread positivity surrounding body image.

**Name changed to protect identity of anonymous source.*

Younger generations abandon traditional dating culture A look at dating in the modern world

By Devin McKinney
Staff Writer

Prom: the age old tradition that perpetuates all aspects of classical dating. Each year, high schoolers partake in this time-honored event; girls and guys alike plan for the idyllic promposal, so they can advertise their perfect date on social media or begin the hunt for that dream prom dress. From corsages to couple’s pictures, prom seems to harbor some romantic traditions on the surface; however, are people more enticed by the allure of the custom itself, or is this generation’s youth simply interested in the underlying superficiality and transient nature of modern dating?

This idea applies not only to prom, but also to the general behavior of young adults in the world of dating. More young people are favoring hookups over committed relationships. Justin Mateen, co-founder of the hookup app Tinder, found that 51 percent of the app’s user base are age 18 to 24, showing that the younger generations are searching for flings instead of traditional relationships.

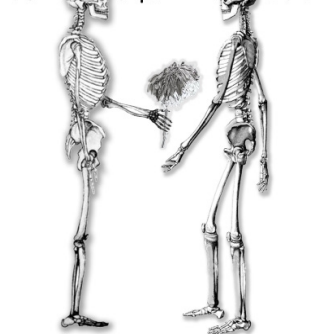
According to Mateen’s conversation with The Guardian, out of 832 college students, 26 percent of women and 50 percent of men reported feeling positive after a hookup. This generation is creating its own style of dating focused on the often vilified “hookup culture.” So, there are countless people who feel like this modern style of dating is some-

thing that can have a positive outcome, and with the prospect of asking someone out on a date becoming a thing of the past, there is no doubt that this ideology may be true. However, despite the no strings attached approach presenting an appealing opportunity for some, there are still many detriments to engaging in this behavior.

During a study analyzed by the American Psychological Association, of 1,468 undergraduate students, 27 percent of participants reported feeling embarrassed and another 25 percent reported emotional difficulties after hookups. Hookup culture presents problems for the generation involved. Not only does the culture contribute to feelings of regret, but it also emphasizes bad habits that discard the concept of real love and support a more disposable view of sexual partners.

The youth of this generation is advancing toward a new style of love, a style centered around superficial and casual encounters. People are making room in this society for a culture of spontaneous relations, while letting the traditional wining and dining experience die out. Teens and young adults are failing to realize that the negative effects of contemporary dating are reaching far beyond the immediate feelings of regret, undermining one’s overall preparedness for a serious relationship, a relationship that might just require some form of commitment.

THE DATE IS DEAD



Graphic/ Angela Pyne

Democratic party should eliminate superdelegates

By Jacqueline Davis
Staff Writer

After winning eight of the last nine primary elections, Bernie Sanders has steadily been closing the delegate gap with Hillary Clinton as they vie for the Democratic nomination. To secure the nomination, a candidate needs 2,383 delegates. With his recent wins, Sanders trails Clinton by 689 delegates. While Clinton still maintains a commanding lead over Sanders and a strong favorability with the American people, she derives significant support from her superdelegate friends in Washington, which comprise about 36 percent of her total delegates.

When each state votes in a primary election or holds a caucus, the candidates receive delegates called pledged delegates in proportion to their percentage of the popular vote (except in some republican elections with a winner-take-all system). Although pledged delegates comprise the majority of delegates, superdelegates have the ability to sway an election in favor of the establishment backed candidate and prevent the people’s candidate from winning the nomination. Therefore, the democratic party needs to eliminate super delegates from its nominating process and focus the election around the popular vote: the first step to restoring the power to the American people.

The Commission of Presidential Nominations introduced superdelegates to the Democratic party in 1982 following Jimmy Carter’s crushing loss to Ronald Reagan and George McGovern’s humiliating defeat at the

hand of Richard Nixon. These superdelegates are members of the national committee, all members of Congress, all governors, former Congress leaders, former chairs of the Democratic National Committee, and former Vice Presidents and Presidents, and they constitute 15 percent of total delegates. They can vote for whichever candidate they prefer and do not have to vote with their state or the will of the people, which allows them to undermine the value of the popular vote.

Although superdelegates have never overturned an election, and superdelegates typically rally behind the candidate who leads in popular vote, the delegate process has the potential to change the outcome of an election. If Sanders manages to overtake Clinton, superdelegates could override the popular vote, and if Clinton leads Sanders

by a small margin, superdelegates could support him as a more likely candidate to defeat Donald Trump. Either way, superdelegates take power away from the people and place it in the hands of the party elite compromising democracy creating an unfair, elitist system.

While the Republican National Convention does not utilize superdelegates, they have a similar system of pledged and unpledged delegates that gives prominent party members a greater influence over the nomination and hinders voter participation. Like other voting restrictions—ID laws, felon disenfranchisement, electoral college—superdelegates serve as a tool for the establishment to manipulate the outcomes of the election and control who will be the party’s nominee.



Graphic/ Angela Pyne

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Should high schools require four years of gym class?

With childhood obesity on the rise, the national concern over health and exercise in schools has increased. Currently, WHS requires one semester of gym and one semester of health over four years; however, as the benefits of a four year requirement emerge, students and administrators question how many semesters of gym a student should take throughout his or her high school career.

By Meghan Foley, Staff Writer



YES, gym should be mandatory all four years of high school. The social aspect of gym, the endorphins produced when exercising and the positive impact that exercise has on students' grades all contribute to the necessity of taking gym class. Gym provides a comfortable atmosphere in which students can speak freely and interact with their friends without being punished for doing so. The school day is very rigorous for most students, and having a class where students can unwind and chat relieves the enormous

amount of stress that school can create.

In addition, the endorphins produced during exercise create feelings of euphoria and well-being. Research done by the American Psychological Association also suggests that exercising reduces stress and depression. Students today feel a lot of pressure from sports, academics, college applications—and administration should do anything they can to help alleviate this stress. By having a mandatory gym class, students could potentially have lower levels of anxiety and stress.

Additionally, gym class has a positive correlation with improved grades.

A study done at Saginaw Valley State University found that students who had participated in regular vigorous activity had higher grade point averages than those who did not. By increasing exercise time for students, the school system could improve its academic standing.

Gym class should be mandatory all four years for all students. The positive impact on students' grades and the stress relief from the social aspect of gym are necessary to improve the lives of students today. Gym should definitely be mandatory based on its impact on students grades and health.

NO, students should not be required to take four years of gym class because the requirement dulls students' competitive edge when applying to college and creates an uncomfortable social setting for unathletic students. Students who are focused on academic success and college acceptances need a transcript loaded with challenging courses that capture their diverse interests; however, a four year gym class mandate would limit the other academic and elective courses students could take, and in turn, diminish their academic stand-

ing among the nation's top applicants. By the time students reach high school, they have been subjected to nine years of gym class and are currently required to take at least one additional semester. After receiving ten years of physical education, students should have learned how to live a healthy lifestyle, and as high school students creep closer to adulthood and the real world, they are going to need to learn how to incorporate exercise into their lives without school requirements. While gym class may be beneficial to students' health and weight management, considering that the adolescent obesity rate has risen to 21 percent

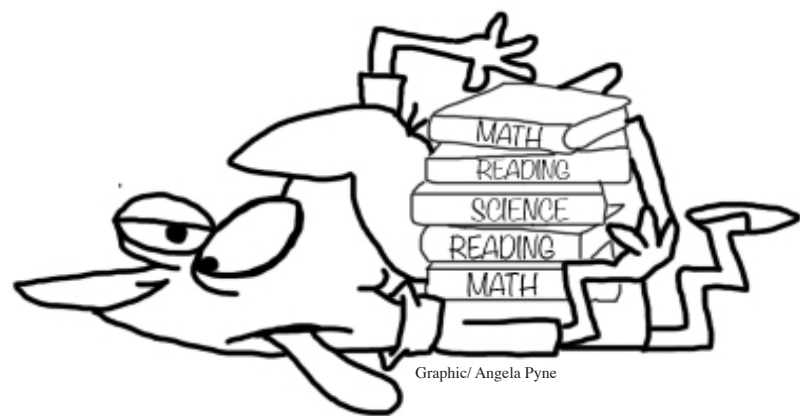
since 1980, the ultra competitive atmosphere of some gym classes dominated by athletes can make unathletic, less-fit students uncomfortable and may actually discourage these students from exercising in the future. Ultimately, a four year gym requirement would not significantly improve students day-to-day comfort and would likely lead to further scheduling conflicts. While students should have the opportunity to take four years of gym if they want to, this should not be forced on students who do not find the class beneficial to their overall high school experience.

By Jacqueline Davis, Staff Writer



The trials of an elementary school student

Increased workloads may create more stress for our community's younger students



Graphic/ Angela Pyne

By Anna Van der Linden
Editor-in-Chief

Think of your elementary school years: memories of long recesses, class pets and Kid Pix may come to mind. There is no way little kids get as stressed out as we do, right? However, elementary school students may be struggling more than you would think. The biggest stressors include the reading programs, the focus on testing and homework and the social drama.

For example, Walpole elementary students now learn to read in kindergarten. The reading program is based on memorization of sight-words as well as a focus on letter combinations, rhymes and the "sound it out" method. Obviously, a fostered love of reading is beneficial in school and in life. But is early reading necessary in order to love reading?

Some five-year-olds simply aren't ready to read; I learned to read at the end of second grade. Nowadays, that sentence would send a chill down a teacher's spine. If a kid doesn't learn to read with the rest of the grade, he or she will lose academic confidence, a harmful

consequence that can affect his or her effort level in school. The early reading program also amps up the difficulty of the reading in later grades. The overall reading expectations for elementary schoolers early in their school life can lead to discouragement and stress.

In 2001, the No Child Left Behind Law virtually organized our education system around testing. For the elementary schools, this change meant that the typical spelling tests or unit tests are accompanied by benchmark tests, MCAS and in some cases, the PARCC test (Partnership for Assessment of Readiness for College and Careers—coming soon to a fourth grade classroom near you!). Testing is a multi-headed beast, with test preparation and practice tests occupying class time and increasing the pressure on kids. Is school time better spent testing or teaching?

Homework expectations also pile up. Walpole elementary schools expect "a minimum" of 15 minutes a few days a week for kindergarteners, rising to 45 minutes for fifth graders. On top of this a student might have reading logs, math drills and even tally sheets for

a daily hour of exercise. If you have younger kids in your home, I'm sure there have been plenty of these charts taped on the fridge. However, according to Professor John Hattie of the University of Melbourne, "Homework in primary school has an effect of around zero." Hattie's research on what pays off, and what doesn't, in education is a hot topic among Walpole school administrators. Some elementary schools are extending this conversation to parents through surveys about homework.

On top of ramped-up academics, technology and social media forces elementary school kids to grow up faster than ever. Armed with the newest Apple product and the social lessons that they've seen on popular Disney shows, elementary school kids are old enough to copy behavior but not old enough to see the right and wrong. The early onset of this "drama phase" is a lot to take for an elementary school student. According to research done by Marcy L.

Kusz at Northern Michigan University, the negative effects of stress on children under the age of 10 are far more profound and longer-lasting than at a more mature age. Dealing with stress is dependent on a child's developmental level, and many students are not mature enough to know of any coping strategies. Children exposed to long term stressors can develop behavior patterns that may be difficult to change.

The rigorous curriculum in Walpole has earned us a respectable state standing, as according to the An-

nual Performance Report of 2014-2015, "Students' [MCAS] performance continues to be consistently high as compared to state averages." Is it possible to decrease the workload and presumably decrease stress, while maintaining academic achievement? And if not, which outcome do we value higher?

The elementary schools follow the Common Core State Standards, and teachers follow a reading program called Reading Street that they can adjust as long as they meet the state's standards. Although the teachers only have this slight freedom to adjust the curriculum, perhaps they could soften the intensity of the kindergarten reading emphasis. In addition, homework and testing should be lightened when possible. Most importantly, students need to be educated about stress. Each Walpole elementary school now has full-time counselors who help classes and small groups with social-emotional learning. Other stress-reducing activities at

"Dealing with stress is dependent on a child's developmental level, and many students are not mature enough to know of any coping strategies."

Walpole schools include the beloved "Lunch Bunch" structured social-skills program, and various running clubs. Open, honest discussion of stress and coping strategies is vital for the elementary school age.

The Walpole School System is only getting better. As we move up in the academic standings, we must increase our compassion towards the younger members of our community. All stakeholders in the school system—administrators, teachers, parents, and other students—must protect our elementary schoolers from stress.

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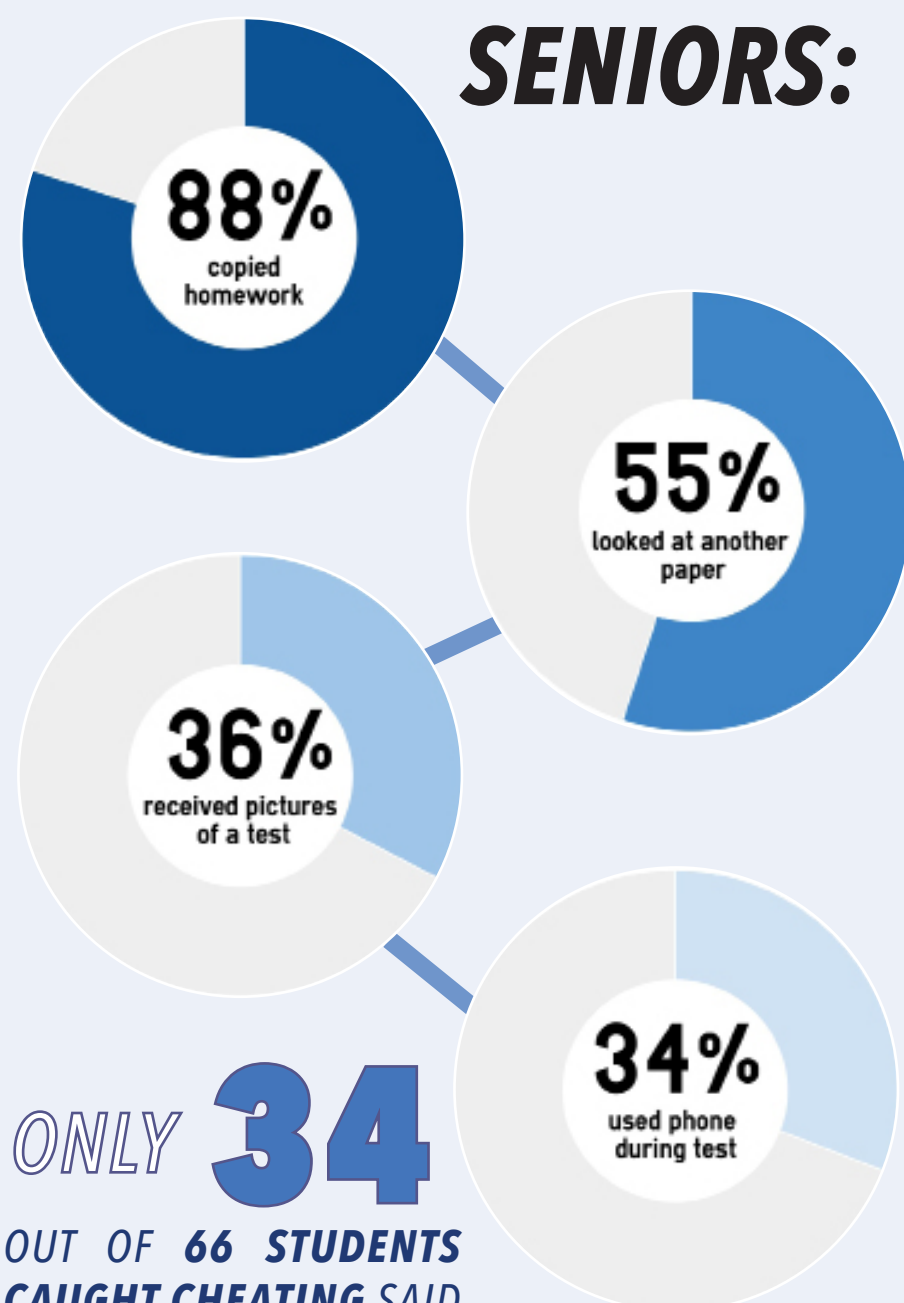
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“ 70 percent of 297 students surveyed responded “yes” to the phrase I HAVE CHEATED ”

The Rebellion sent a poll about cheating and academic integrity to the Walpole High School student population. The survey closed with 300 respondents (25% of total school population); the statistical analysis provided in this article reflects information established by this number of students.

By Andrea Traietti and Christian Carr-Locke
Lead Writer and Staff Writer

OF SURVEYED SENIORS:



ONLY 34 OUT OF 66 STUDENTS CAUGHT CHEATING SAID THEY WERE PUNISHED

32% of juniors said cheating is not a bad thing

ONLY 16 OF 111 SENIORS CONSIDER THEMSELVES CHEATERS

78% of seniors in National Honors Society admitted to cheating

70% of juniors who applied to National Honors Society admitted to cheating

The Rebellion sent a poll about cheating and academic integrity to the Walpole High School student population. The survey closed with 297 respondents (25 percent of total school population); the statistical analysis provided in this article reflects information established by this number of students.

INEFFECTIVE POLICY

In the survey recently conducted by The Rebellion, 70 percent of respondents admitted that they have cheated or actively cheat. Even in National Honor Society, a program that prides itself on academic and moral integrity, a shocking 78 percent of respondents admit to partaking in some sort of cheating. In actuality, academic dishonesty at Walpole High has gotten out of hand: students have moved on from simply glancing at others' tests and have begun exploiting technology to get perfect grades. Common types of cheating include taking pictures of tests from one class period and sending it to other students in later class periods, distributing tests received from upperclassmen who already have all the answers and even simply looking up answers on cell phones during the test. This widespread crisis of academic dishonesty is a direct result of Walpole High's current policy on cheating and the culture it promotes within the school. The fact that administration has not made attempts to reevaluate the policy even after last year's valedictorian plagiarized her entire speech has further stressed the tolerance of cheating at Walpole High.

Walpole High's current cheating policy treats cheating as a behavioral issue — not an academic one. There is a wide variety of punishments for students who cheat; however, nowhere in the handbook does it state that a student who cheats will receive a zero on the assignment, even though that should be the logical consequence for a student who participates in some form of academic dishonesty.

Few students know the specifics of the cheating policy. In fact, students are rather unaware of the policy: only 50 percent of survey respondents said that they know what the policy is. The lack of knowledge regarding cheating is due mainly to the ambiguity of the school's policy. For example, the WHS Student Handbook states that for a first offense of cheating, “the administration will record the incident in the school data system and apply consequences.” But what are the consequences? Administration has intentionally enacted a loose policy in order to judge each cheating offense on a personal level so that students who cheat will face appropriate punishments. Consequently, this creates trouble because not only do students lack a solid understanding of the repercussions of their actions, but teachers are also unsure of how they should treat specific offenses that occur in their classrooms. For example, out of the survey respondents who said they had been caught cheating, only 52 percent said they had to face some sort of punishment. Overall, the policy has instituted a culture of tolerance and acceptance at WHS, as no students are

nervous about receiving punishments for cheating, and teachers won't bring concerns about academic integrity to the attention of administration because even the teachers don't know what the results of that action will be.

CULTURE OF CHEATERS

Students and teachers alike have fallen into a safe pattern when it comes to cheating. While teachers feel the need to tolerate cheating, students have actually started promoting it. The promotion of cheating is due mainly in part to modern technology and the peer pressure of group text settings. In many classes, students form group chats with their friends or classmates and use these groups to send out homework answers or quiz questions. There is a lot of pressure to be an active participant in these messages, and failure to send out your answers usually gets you labeled as a “hardo” who cares too much about school.

Though some students feel peer pressure, the majority of consistent cheaters are motivated simply by the idea that by cheating, they can get good grades without putting any time or effort into their schoolwork. There is actually a willingness and even a desire to cheat. For example, roughly 53 percent of juniors and seniors answered that if they had an opportunity to cheat without being caught, they would do so. Interestingly, fewer freshmen and sophomores—44 percent of survey respondents—said they would cheat if given the opportunity to do so without being caught. According to the statistics, the willingness to cheat increases with grade, indicating that students become more comfortable with the idea of academic dishonesty as they progress through high school. The only logical explanation for this promotion of cheating is the culture that the school policy promotes.

According to the survey, 75 percent of students agreed that cheating is a bad thing, even though many of those same students said they had cheated. This coincides perfectly with the acceptance of cheating: students are only told that it is wrong, but, again due to the policy, they don't have a solid understanding of why. To them, cheating is a low-risk, high-reward endeavor.

Evidently, it isn't hard to cheat at Walpole High: out of 211 students who said they had cheated, only 66 students said they were caught. But the fact that cheating is easy doesn't give students a free pass to scam their way through quiz after quiz and test after test. So ultimately, why is cheating wrong? Cheating is nothing other than the act of taking advantage — taking advantage of teachers, other students, and dishonest academic resources. Cheating not only diminishes the effort of hard-working, honorable students, but it indicates that students lack respect for their teachers, their peers, their educations, and themselves.

Whether the blame for the lack of moral enlightenment falls on a too-relaxed policy or those whose responsibility it is to instill a sense of integrity in students, it is time that the cheating issue at Walpole High is addressed. Ultimately, the cheating problem must be handled in a manner that

directs focus towards a community based off of integrity and hard work. The only way to fully reconstruct a culture of academic integrity at Walpole High is through a stricter policy (and a consistent enforcement of this policy) so that students can learn to value and respect academic honesty.

MOVING FORWARD

The perplexing thing about the cheating epidemic is the fact that this cheating cycle starts and ends at the same place: the policy. While the lax cheating policy has created a school culture that accepts and even promotes cheating, the adjustment of this policy is the only way to rebuild academic integrity within the school environment.

It's not hard to accept the fact that the school's policy needs reform, but what kind of policy changes would be enough to make a difference? First, the policy must clearly define cheating and it should be consistently enforced. There cannot be any gray area as to what the school defines as cheating. Currently, the Walpole High School Student Handbook has a thorough list of responses that correlate with the number of cheating offenses a particular student has committed. This could potentially be an effective way to handle the situation, but the school needs to adjust the punishments required for each offense. Students should receive a zero for the first time they cheat and every consequent time they cheat. On further offenses, these students should face additional punishments such as detentions and even suspensions. No, a suspension is not too severe. Students who cheat repetitively are repetitively stealing from other students, and these students should face an accordingly severe punishment. This policy adjustment would effectively dissuade students from cheating, and it could also make students reevaluate their educational integrity.

Additionally, the policy change must give teachers the power to punish students how they find fit without having to go through higher administration. Teachers must assume the power that is enumerated in the Student Handbook and dictate consequences that they believe can end negative behavior in the classroom if they are going to end the normal standard that promotes comfort in cheating for students.

IMPACTING MORALITY

The transition to a more serious policy should not be just to punish those who get caught cheating, but it should help instill into the WHS student body the morals behind academic integrity. A stricter policy (and therefore stricter punishment) would send the message that cheating is not to be accepted in the Walpole High community. Ultimately, the goal of the policy should be to make students understand that cheating is wrong because it is immoral, not because they will be punished for doing it. There needs to be a greater appreciation for academic honesty. Students need to respect their teachers, their peers, and their own learning abilities. Only through a transition in policy and a subsequent appreciation for academic integrity could WHS foster an environment conducive to honest and fair learning.

54% of juniors said if they had the opportunity to cheat and not get caught, they would

Only 7% of freshmen identified themselves as cheaters

76% of students surveyed believe cheating is a bad thing

75% OF SENIORS

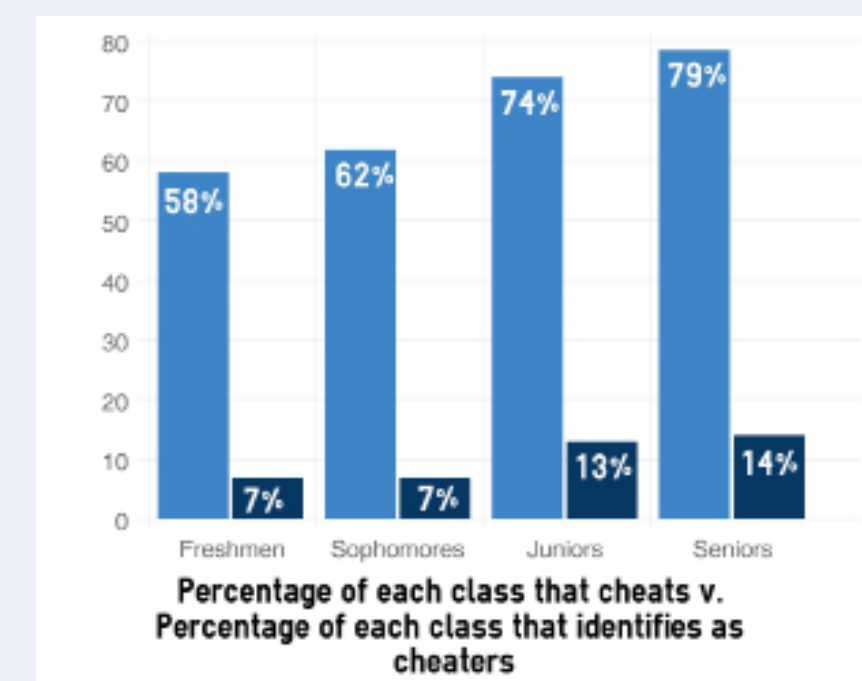
don't consider copying homework cheating

69% of sophomores said copying homework isn't cheating

38% OF FRESHMEN have talked during a test

46% of sophomores have looked at another paper during a test

35% of seniors have accessed previous tests




92% of juniors have COPIED HOMEWORK from another student

53% of seniors said if they could cheat and not get caught, they would

67% of seniors have helped someone cheat

51% of the school is unsure WHAT THE CHEATING POLICY IS

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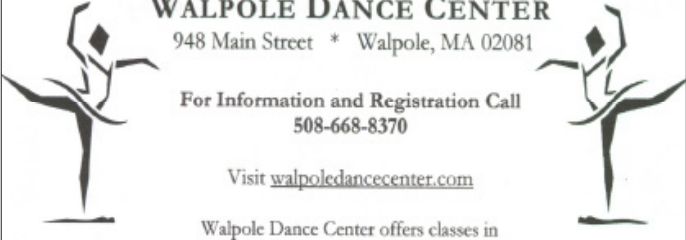
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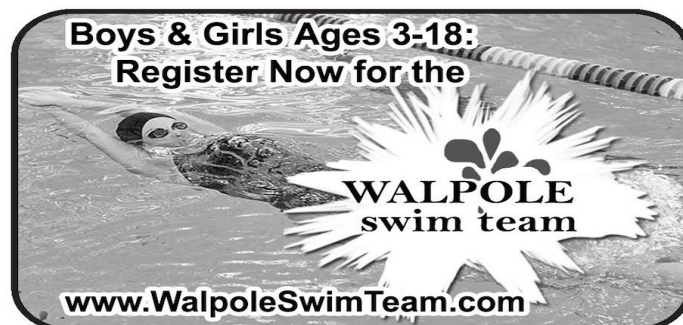


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Comfort rules the halls at Walpole High

Girls of Walpole High embrace new “athleisure” trend over more glamorous styles



Photos/
Gabby Donahue
and Grace Donovan

By Gabby Donahue
and Grace Donovan
Staff Writers

With Walpole High’s early start time, it can be a struggle to get ready in the morning. For many female students, that means that comfortable clothing is essential to getting out the door and surviving the school day. Athletic wear and outerwear are unmissable trends in Walpole’s halls. Yoga pants, hoodies and Nike sneakers are hallmarks of sporty outfits, which have been a constant for years. One thing has changed, though: girls are forgoing Victoria’s Secret yoga pants, the

traditional go-to brand, for newcomer Lululemon, which has taken over the yoga pants scene with its line of stylish and highly-coveted athletic wear. “I like Lululemon leggings because they are good leggings to run and workout in but also leggings that I can wear to school,” said sophomore Christine Murray. The cold weather brings another trend, too: sweatshirts, sweatpants and other athletic wear. Not only do these clothing items provide comfort, but they allow student-athletes to go straight from school to their sport without the hassle of changing. Senior Tori Lynch said, “It’s eas-

ier to just wear track clothes to school so I don’t have to change, and wearing comfortable clothes helps me make it through the day.” In addition to wearing their athletic wear to school, girls admit that their style is influenced by their mood, the amount of tests they have and whom they are going to see that day. Sophomore Amanda Janowicz said, “I’m usually too lazy or too tired to take the time to find nice clothes, especially if I have a bunch of tests or just got back from an early morning practice.” While comfort began as a way for girls to get ready more quickly in the morning, it has become the most prom-

inent trend at Walpole High. Quality athletic brands such as Nike and Lululemon transform simple, sporty outfits into something more fashionable. These casual outfits fit in just fine, as comfort is key at Walpole High.

BEST OF BOSTON CONCERT VENUES



By Emily Luong, Natalie Luongo
and Rebecca Boyajian
A & E Editors and Staff Writer

Although fans rarely consider the venue when buying tickets to a concert, where an artist plays has a huge influence on how enjoyable the show is. For attendees who prefer smaller crowds, venues like Royale or House of Blues might be preferable. Outdoor locales like Copley Square or the Common are ideal if audience members want to have the freedom to move around. Here is The Rebellion’s guide to six venues around the area.

ROYALE (BOSTON):

Royale’s small size makes it easy to get close to the stage, and the venue’s intimacy and more mature audiences, due to its nightclub status, appeal to teenagers sick of the preteens that traditionally populate all-age concerts. *Upcoming concerts: Oh Wonder (6/17); PURIS (6/9 and 6/10)*

THE PALLADIUM (WORCESTER):

The Palladium houses mostly heavy rock shows, and its size makes it one of the larger venues for such artists. The loud music and flashing lights make the shows engaging and energizing for both the performers and audience members. *Upcoming concerts: Say Anything with mewwithoutyou (5/15), Everlast (9/9)*

HOUSE OF BLUES (BOSTON):

This simplistic venue caters to smaller acts and is stripped of distractions: there is simply the audience and the stage. A concert in the House of Blues is an intimate experience in contrast to large venues where such personal connections between an act and the audience get lost. *Upcoming Concerts: CAURCHES (6/3, 6/4)*

TSONGASCENTER (LOWELL):

UMass Lowell’s multipurpose arena is home to its hockey teams as well as a cycle of well-known musicians. Its setup, with seating completely surrounding the floor area, allows the audience to be closer to the stage than in most venues, and the high ceiling lets artists use confetti or other props for high-energy, interactive shows. *Upcoming concerts: The 1975 (5/18), Shawn Mendes (8/17)*

OUTDOOR VENUES

Outdoor venues allow the sound to echo off surrounding buildings, producing an unforgettable acoustic and giving fans the freedom to move around. The venues’ unique, open atmospheres located in the very center of the city create concert experiences like no other.

Upcoming concerts: Outside the Box Festival (7/12-7/17), Radio 92.9 Summer Concert Series (TBA)

THE BOSTON COMMON (BOSTON):

The Common is home to free festival Outside the Box; last year, the Gin Blossoms, Kacey Musgraves and Atlas Genius performed.

COPLEY SQUARE (BOSTON):

Though Copley does not regularly host concerts, it has become a popular venue for special summer events like Radio 92.9’s Summer Concert Series, where Panic! At the Disco has played several times.

XFINITY CENTER (MANSFIELD):

The Xfinity Center is New England’s resident outdoor amphitheater and is home to classic summertime events such as the Vans Warped Tour and popular artists’ headliners. Its open layout—arena seats centered around a huge stage, an extensive lawn and parking lot for pre-concert tailgate parties—makes the amphitheater the perfect venue for people of all ages to celebrate the arrival of warmer weather. *Upcoming concerts: Weezer and Panic! At The Disco (7/1), Vans Warped Tour (7/13)*

TD GARDEN (BOSTON):

The Garden hosts several different types of festivities. From sporting events to concerts, this larger-than-life venue holds over 19,000 people. Concerts are guaranteed to be thrilling performances no matter where the seat is located in this spacious, open venue. *Upcoming Concerts: Selena Gomez (5/28), Ellie Goulding (6/15)*

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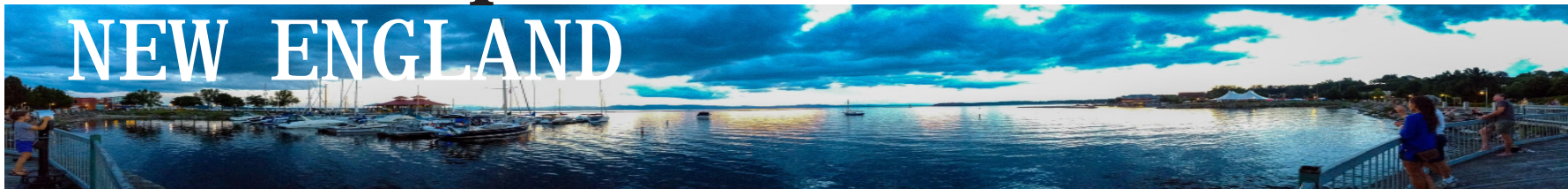
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Road Trips around Northeast



By Natalie Luongo
A & E Editor

What: A trip off the beaten path to some of the smaller but more interesting cities in the U.S.

Why: Although Northern cities are often neglected in favor of the busier locales of Boston and New York, they offer a break from summer crowds and some beautiful shots for Instagram.

How: Drive north to Portsmouth, one of New Hampshire's hidden gems. Its variety of independent bookstores, small cafés and serene waterfront are a relaxing beginning to the trip. Next, drive into Vermont, home to Bernie Sanders, Bolton Valley and most importantly, Ben & Jerry's. The factory is half an hour away from Burlington and 15 minutes from Stowe, which offers challenging hikes. In Burlington, stop by the

farmer's market or Church Street Marketplace, an open-air shopping and restaurant plaza. After Burlington, either return home through upstate New York or continue north into Canada. Across the border, Montréal offers a similarly alternative experience; enjoy Saint-Paul Street's galleries and boutiques, the fashionable Mile End neighborhood, farmers markets like Atwater Market and gorgeous views from Mont Royal.



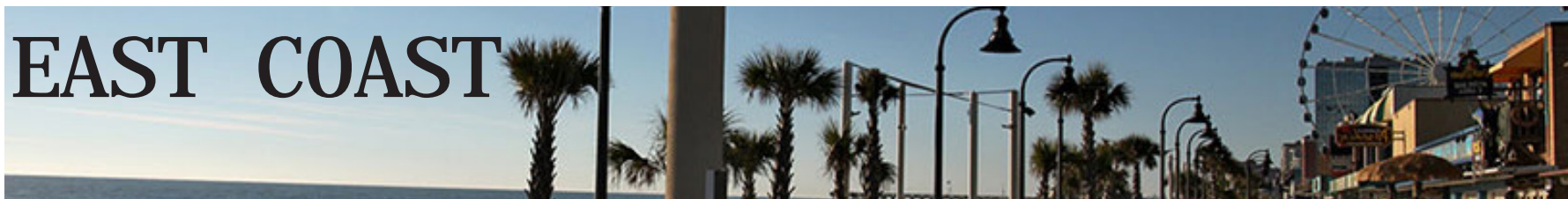
NEW YORK

What: A trip to one of the best cities in the U.S. for food, culture and sightseeing.

Why: If you love the noise and variety that cities offer but have done everything there is to do in Boston, New York City is the perfect destination.

How: There is a variety of ways to get to New York without driving into the city: a possible route includes a drive south to Providence, stopping at one of its charming restaurants, like Sura. Then, drive west to Newport; its shoreline is a great diversion from the road. In nearby New London either take the train into Manhattan or the ferry to Long Island. Once in New York, one of the biggest perks

is the variety of shopping, from department stores to small independent boutiques. The city boasts well-kept outdoor spaces like the High Line as well as some of the best and most noteworthy food in the U.S. Indulgent shakes at Black Tap, Nugget Spot (specializing in chicken nuggets) and Momofuku (creator of cereal milk, compost cookies and crack pie) have fans lining up around the corner.



EAST COAST

What: A trip down the East Coast to visit some of the South's warm, crowded beaches.

Why: If you've already been to every beach in New England, branch out to the southern East Coast for its less family-centric beaches.

How: On the drive south from Massachusetts, hit some of southern New England's beaches like Horseneck or Narragansett. Skirt around New York to avoid traffic, but drive down the coast of New Jersey to enjoy a few of its stops: Long Beach Island and

Atlantic City are on the way, and although they are not as pristine as other beaches they offer lively culture. Nearby Myrtle Beach is the final destination; its boardwalk, expansive beaches, restaurants, and golf courses offer something for every kind of traveller.

A closer Coachella: East Coast music festivals

With the long-awaited arrival of warmer temperatures, longer nights, and the beating sun comes the most popular outdoor entertainment events of the year: music festivals. Across the nation, millions of music aficionados travel many miles to listen to the hottest musical acts of the season and interact with fellow fans at large, outdoor venues. Although well-known festivals like Coachella, Bonnaroo and Lollapalooza are mostly inaccessible to those who live in New England, there are quite a few other music festivals around the area.

By Emily Luong
A & E Editor



BOSTON CALLING

In an effort to transform Boston into a city with a thriving music scene, each year Boston Calling has brought together Bostonians and residents of surrounding suburbs at City Hall Plaza to celebrate the biggest acts in the music industry. The star-studded lineup for this year will include Sia, Courtney Barnett, The Vaccines, Haim and Elle King. Coupled with a wide selection of local food trucks and multiple stages, Boston Calling is a must-see for New England-based music festival junkies looking for something to do this Memorial Day weekend, May 27-29.

THE GOVERNORS BALL

As New York City is the popular culture and entertainment mecca in the world, it is no surprise that the city hosts its fair share of music festivals. Its most popular festival is The Governors Ball. This year, The Governors Ball will take place on June 3-5 at Randall's Island Park and will include a diversified lineup that consists of The Strokes, Of Monsters and Men, The Killers, Kanye West and Two Door Cinema Club. Complete with NYC restaurants, food trucks, lawn games and photo booths, The Governors Ball will have something for everyone.



FIREFLY

Music lovers who want a break from urbanly located festivals like Boston Calling and The Governors Ball will find that Firefly is a breath of fresh air from concrete jungles. Firefly is located on a large, forested lawn on The Woodlands of Dover International Speedway in Del. Firefly will offer a brewery, coffee house, open market, hiking trails, food stalls and hammocks, along with a wide array of musical acts. Artists such as Blink-182, Ellie Goulding, Florence and the Machine, Kings of Leon, Mumford and Sons and The 1975 are expected to perform. Enjoy great music under the backdrop of mother nature on June 16-19.

NEWPORT FOLK FESTIVAL

While most music festivals invite artists of many music genres from pop to alternative rock, the Newport Folk Festival orientates itself around folk, blues, country, bluegrass and folk rock performers and has also expanded into more contemporary types of music such as indie folk. Not only can participants listen to pioneering acts in folk music, they will be able to try their hand in playing instruments like guitars and banjos at the Martin Open Mic. The Newport Folk Festival will be held at Fort Adams State Park in Newport, RI, on July 22-24.



O'Hara sisters head to Cheerleading World Championships

Walpole High School sisters compete together on club cheerleading team

By Emily O'Connell
Staff Writer

Cheer Factor All Stars, a highly selective club cheerleading team, won the Battle at The Boardwalk Nationals in Atlantic City, N.J. on Feb. 6, and received a full paid invitation to the 2016 Cheerleading Worlds Championship April 23 through 25. Members of this elite team junior Chloe O'Hara and freshman Gabby O'Hara have cheered for it for the past two years. The two also cheer as members of Walpole High School's varsity cheer team.

The selection process for the World Championship is very exclusive. Many teams are invited, but few receive a full scholarship because of success in an earlier competition. This is only the second time the girls' club program has received this scholarship since opening ten years ago. The World Championship will be held at Disney World, Florida, and will be broadcasted live on ESPN.

Chloe said, "I am both excited and nervous; knowing that this is the biggest competition with people from all over the world makes me nervous; however, it is in Disney

and I am so excited for the experience with my teammates who are also some of my closest friends."

As the younger sister, Gabby is re-

lieved she can go through all of this with her sister as a great aide of support.

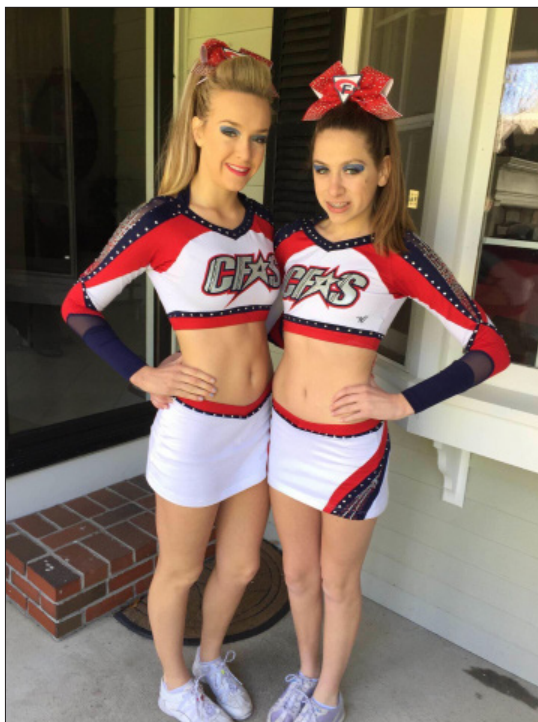
"I am so excited to have made it this far with my team and most of that allots to having my older sister always by my side," said Gabby. Cheer has helped the sisters bond with one another, and their compatibility is evident to Walpole varsity cheerleading coach Elizabeth Udahl.

"These two have been inseparable over

the last few years, and cheer allots to that," Udahl said.

Udahl enjoys coaching the two sisters and said their presence positively impacts the whole team. In her first year as coach, she learned to appreciate how Chloe and Gabby's relationship and work ethic helps the team.

"They are hardworking, dedicated girls who are there for one another in all that they do," she said. "It is evident that the support that they show for one another spills over and throughout



LEFT: Junior Chloe O'Hara and freshman Gabby O'Hara pose for a photo before the Battle at The Boardwalk Nationals on February 6. RIGHT: Junior Chloe O'Hara competes for the Cheer Factor All Stars at Nationals, where the team qualified for the Worlds Championship.



"I am so excited to have made it this far with my team and most of that allots to having my older sister always by my side."
- Gabby O'Hara '19

the team. Having positive athletes and young women like them is something that every coach loves having."

Chloe began cheering her sophomore year and has been on varsity since she started. She tumbles, jumps and is a back spot for stunting groups. As a back spot, she is in control of the whole stunt group because she ensures the safety of the flyer. Her younger sister, Gabby, is a starting flyer and earned this position as a freshman. She also tumbles and jumps along with Chloe.

Because it is mandatory that they attend every club competition, Chloe and Gabby are limited to cheering in

the fall for Walpole, then the rest of the year they cheer for their club team.

Located in Hanover, the Cheer Factor All-Stars has been a major part of the girls' lives for the past two years. Practices take place almost every weekend beginning in January. The following months, the team begins to travel for competitions.

The club team travels extensively to reach their competitions. Over the past season, they have competed in New Jersey, Texas and Florida.

The upcoming Worlds event will be the first for the sisters during their cheerleading career.

What's next for Boston Bruins



By David Moser
Sports Editor

Another disappointing season, another early offseason and another uncertain future for Boston's beloved hockey team. The Bruins 2015-2016 season came to a close on Saturday, April 9, in a ghastly disappointing 6-1 loss to the Ottawa Senators. This loss marks the second year in a row that the team has missed the playoffs by only one point.

The Bruins' early exit spurs many questions about the game and about the team's future. With all these questions in mind, the Bruins' offseason has the makings for an interesting couple of months.

The Bruins' main goal this spring is to improve their roster talent-wise. This past season, the team only had three players score 30 or more goals—a team total of 236 goals for and 214 against. The team's 42-31-9 record also speaks for itself. Claude Julien needs to figure out a system that works if the team hopes to end their streak of not making the playoffs. 93 points is not enough to cement a playoff berth, so next season, the team needs to be sure they have the right players and the right system to win more games and ensure a realistic chance for the playoffs.

Costello takes over as baseball coach

Costello hopes to continue last year's success after Tompkins retires



By Ben Brownsword
Staff Writer

For the Walpole baseball team, the 2016 season will be the beginning of a new era. William Tompkins, after 37 years as the head coach of the team, stepped down following the 2015 season. Tompkins led his team to 561 wins during his tenure, which places him in the all-time top 10 most successful coaches in Massachusetts baseball history.

The team is left in the capable hands of new coach Chris Costello, who had a brief career pitching in the farm systems of the Los Angeles Dodgers and the Red Sox. He has been an assistant with the team since 1996 and helped to guide the Rebels to a state final in the 2004 season. Costello, who goes by "Costy", plans to continue the legacy of Tompkins while putting his own stamp on the team.

"There will be changes but the core values instilled by Coach Tompkins will remain," said the new coach. "[Our practices] are going to be short timed/high repetition practice focusing on physical fundamentals but our overall approach to team situations will remain the same."

Costello also set lofty goals for this season's team. "[Our goals this season are] 1. Tournament qualification, 2. Herget Title, 3. Super 8 consideration."

Here's a refresher for those unfamiliar with playoff system: the Super 8 tournament is the state playoffs between the eight best teams in the state, who play an elimination tournament. Last year's Super 8 tournament was won by Braintree, who is coached by former Tompkins pupil William

Although taking over for a legendary coach is no easy feat, Costello says he will not let the pressure of past success get to him. "I've been around the game for 35 years and the single biggest enemy to success is pressure," said Costello. "Following Coach Tompkins is an honor. I know he's got my back so I feel zero pressure."

Heading into the new season, the players are brimming with anticipation to get out on the field.

"I'm excited to get going," said senior captain Ian Fair, who is returning for a second year as captain along with seniors Nate Porack and Liam McCabe. "I've known Costy since Extra Bases camp as a kid and I can't wait to work with him this season."

Last season, Walpole endured a roller coaster season to win the Herget Conference with a win over rival Norwood in the final game. However, the season ended in disappointment when they faced Norwood again in the Division 1 South semifinal. Norwood, the eventual Division 1 state champions, beat the Rebels 4-0.

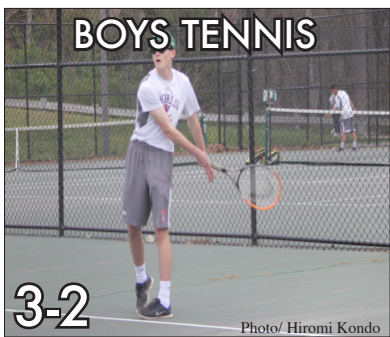
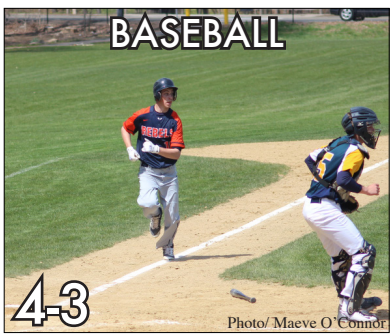
Walpole will be searching for revenge this season against their biggest rival, with games against them this season coming on April 29 and May 25.

However, Costello has bigger ideas for the baseball program's primary goals.

"As a program the goal is to provide a positive experience for every player involved, improve every day, and have a program that the town of Walpole can continue to be proud of."

The team opened their season in thrilling fashion, with Tim Bender hitting a walk-off single in the last inning to win 1-0 over Wellesley.

"I've been around the game for 35 years and the single biggest enemy to success is pressure."
- Coach Costello



Girls Lacrosse defeats Wellesley 17-16

Rebels defeat their bay state rivals in overtime

By David Moser
Sports Editor

In the Rebels home-opener and second game of the season, Walpole's Girls Lacrosse team faced off against the Wellesley Raiders. Fresh off a decisive win over Newton North on April 8 (16-11), Walpole carried over a lot of momentum into their first homestand. The team fought hard and eventually edged out Wellesley in overtime to take a win, 17-16.

For the better part of the first half, Wellesley was in control of the faceoffs. Walpole lost the draw to start the game, and then continued to struggle with them for the rest of the half.

Toward the end of the first 25 minutes, the Raiders held a three goal lead over Walpole, 8-5. Despite the score, the game was neck and neck—a solid matchup between two Bay State League rivals. Walpole's struggles did not linger much longer; however, for the team notched two quick tallies in a row to bring the score to 8-7. In the last five minutes of the half, the Raiders scored another goal, but the Lady Rebels followed up with two more of their own. The score was then tied, 9-9, heading into the second half.

"Tension was high, but we knew the game was ours," said senior captain Hannah Nadeau. "We had all the momentum."

The game was still neck and neck for the majority of the second half, but Walpole remained down on the scoreboard, again, 16-15, with two minutes left to go. In an attempt to stall time until the final whistle, the Wellesley goaltender tried to keep the ball to herself. Walpole's ability to keep a strong defense on the Raider players helped to prevent a pass, and so the goalie was left alone. Sophomore Celia Walsh charged the goalie, who retreated behind the net. The goalie hung her stick enabling Walsh to get a good check and steal the ball. Walsh then passed the ball to sophomore Mia Drumme who stood alone in front of the empty net to tie the game at 16 apiece.

The draw to start overtime was crucial because first team to score wins, yet Walpole lost it again. It did not matter, though, for Walpole quickly regained possession. Walpole managed to get to every ground ball throughout overtime, thus preventing the Raiders from setting up an offense. Eventually, sophomore Emily Curtis rolled the crease to score the game winning goal. Girls Lacrosse took home a win in possibly one of their most exciting and intense home openers, 17-16, over Wellesley.



Junior Melanie Weber faces off against Wellesley during their game on April 14.

Matsakis wins \$50,000 grant for athletics program

National Athletic Training Association awards grant to Antigone "Tigs" Matsakis in her final year as athletic trainer

By Sophia Giovaniello
Staff Writer

With over 800 student athletes and 26 varsity sports, Walpole High School has a significant and overwhelming amount of athletic needs. To help with these needs, Head Athletic Trainer Antigone "Tigs" Matsakis applied to the National Athletic Training Association (NATA) for a \$50,000 grant to help increase coverage in athletic training services.

Walpole High was the only school in Massachusetts to win the grand prize of \$50,000 out of 15 total schools that applied.

The \$50,000 grant, funded by NATA with additional sponsorship from Gatorade and the NFL, must be used to help better the school's access to athletic trainers and to help increase the presence of athletic services at Walpole High School.

The money cannot be used for supplies or new technology. Along with the \$50,000 grant, Walpole High School received \$600 worth of Gatorade products.

"I believe that both the Walpole student athletes and the Walpole community deserve the best possible health care, and unfortunately, what they are getting is the best possible

care that a part-time person can provide," Matsakis said. "Increasing the presence of athletic training services at Walpole would have a profound effect on many objectives that the athletes and the community value, such as decreasing injury rates, increasing athlete safety and education and improving proper diagnosis and triage."

Similarly, as a frequent visitor of Matsakis' office, senior Kyra Arsenault shared her support of the grant.

"To keep our program where it is and have minimal long term injuries and kids missing out, we would really benefit from and essentially require more consistent and available services," said Arsenault.

Currently, the athletic trainer role at Walpole High School is a part-time job. On a daily basis, Matsakis is available in her office each day after school, comes to each home game or meet and also provides service to athletes before or after practices. In addition to her work as a trainer, she shares her musical abilities with the school, singing the national anthem at a few home games.

The grant will be used to hire a full-time or an additional part-time trainer. As a Boston University graduate, Matsakis has her bachelor's degree in ath-



Antigone Matsakis is the current athletic trainer at Walpole High. Matsakis has won a grant for \$50,000 for the Walpole High School Athletics Department. She will be returning to Chicago following the 2015-2016 school year.

letic training and her doctorate degree in physical therapy. Matsakis came to Walpole High School last year in replacement of athletic trainer Mike Belanger.

"Her commitment to the WHS family has been tremendous," said Athletic Director Ron Dowd. "She cares about the students and it shows in her work."

After two years at Walpole High School, Matsakis will not be working here next year. She is moving back to Chicago and has been accepted into the University of Illinois at Chicago's manual therapy fellowship program. This is a one year physical therapy program that will allow her to specialize in manual therapy. This program will

also help her to study for the sports specialist exam to officially become a sports specialist in physical therapy.

Matsakis' departure will have a big impact on the rest of Walpole High's athletic programs.

"She will be a great loss to the school and to me personally. Although I knew her before taking this job, I have come to know her and count on her more. [She] will be tough to replace," said Dowd.

When asked what she will miss the most about Walpole High School, Matsakis immediately replied, "The people, for sure. [The athletes] are fun to work with, passionate about sports and always eager to get better and to learn."

"Her commitment to the Walpole High School family has been tremendous."
- Coach Dowd



AN APRIL ABROAD

This April vacation, students had the opportunity to voyage to Italy and Peru. The Latin Department's Italy Trip took 10 students, as well as Latin teachers Gabriel Bakale and Benjamin Auger, through Italy to study Latin and explore the country. Science teacher Tiffany Rhodes led the service trip to Peru, where she and 21 students along with teachers Sue Wick and Karen Sullivan participated in community service and toured the beautiful mountainous region.

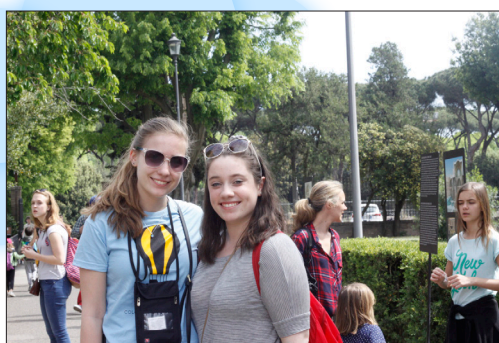


By Devin McKinney
Staff Writer

On the morning of Sunday, April 17, the ten of us eager Latin students arrived at Fiumicino Airport in Rome, Italy. The bus ride from the airport to the humble monastery that we stayed in gave us a glimpse of the absolutely breathtaking landscapes and bustling city life that Rome had to offer.

When we arrived at the monastery, we were informed that we had a full day of walking ahead of us. During our first day, the immense beauty of the Pantheon struck us immediately,

and we stopped in our tracks to admire the ancient structure, although it seemed normal to the Italian passerby who strolled casually by us.



Juniors Gayle McAdams and Meredith LoRusso enjoy their trip Rome, Italy.

On Monday, we visited the place where we practiced our Latin by translating readings about the battles between the Romans and the Gauls. The next day, we went on a three hour bus ride to Pompeii, Naples. Here, we witnessed a city preserved by volcanic ash, and we got to learn about the compelling history of its previous inhabitants. However, perhaps the most eventful day of the week was

Wednesday, when we walked about the entire city of Rome and saw everything from the triumphal arch of Titus in the Roman Forum to the world renowned



Juniors Devin McKinney and Gayle McAdams pose for a picture at the Colosseum.

Colosseum. The rest of the week included trips to the Vatican Museums, where our group viewed a selection of some of the most pivotal pieces of artwork in the world and wandered around the colossal St. Peter's Basilica. We also spent a few hours exploring the port town of Ostia and eating a picnic lunch.

By the end of the week, we had tasted Italy's best dishes and tried all of its famous gelato flavors. Our group was grateful for the opportunity to immerse ourselves in the multi-dimensional and welcoming Italian culture, which is so different from that of

the United States.

This trip was amazing because it not only enabled us to explore our Latin studies in ways



Students visited many classical Roman streets, filled with Mopeds and Cafes.

we hadn't before, but moreover, it left us all in awe of the beauty of Italy and its people.



By Julia Sandquist
News Editor

The plane finally touched down in Cusco, Peru, and our group, consisting of 21 Walpole High students and 3 teachers, got the first glimpse of the Peruvian culture we would be immersed in for the next 10 days. Our Peruvian tour guide, Washington, led the way as we strolled through farmers markets and got a glimpse of traditional Peruvian dress styles and the natives' simple, yet refreshing way of life. The next day, we traveled to



Seniors Julia Adams, Julia Sandquist and Ellie Kalemkeridis pose for a picture at Machu Picchu.

Ollantaytambo, where we took an hour-long train ride up through the mountains to view one of the most mysterious, yet fascinating seven wonders of the world that is Machu Picchu. It's a rainy day as we chugged up the rugged Andes mountains, yet the ancient Inca ruins of Machu Picchu were still one of the most beautiful places on earth. After exploring the ruins,

we hiked up the last stretch of the Inca trail to the Sun Gate, which boasts a picture-perfect vantage point overlooking the world's most famous ruins and the mountains that surround it. Saturday, we visited an ancient Inca temple in Ollantaytambo, and on our

hike up the 300 steps, we encountered a tight knit community of Quechua speakers dressed in colorful ponchos and hats, who had come to the temple to learn about their own heritage. We took photos with the lively and animated children, and soon after, we hopped on our bus to endure

an 8 hour bus ride to Puno, a city on the shores of Lake Titicaca near Laquina Peninsula, where we would be completing our service project. Our group arrived by boat to Laquina, where we were greeted by our Mamitas and Papas, our "mothers" and "fathers," who would provide meals and a bed-

room in their homes for us to stay in for the next two days.

We soon learned that our service project required a great deal of physical labor, as we carried sand and rocks up a hill to create a walking path for the community, which will encourage sustainable tourism on the island and provide a steady source of income for the people who live there.

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The Peru Rail was used by the students to travel throughout the country.

of Lake Titicaca and a hike up the beautiful Taquile Island on our last full day before heading home to the United States.

As I sit here on my eight hour flight back home, I reflect upon my time in Peru. I know that this trip was an extremely eye opening experience, as I got the chance to visit a developing country that was completely different from my own. I explored the rich Inca history of Peru that still defines its citizens today, and I also served the people of Laquina Peninsula, where I had

the rare opportunity as a tourist to submerge myself directly into the native culture, as I lived in my mamita's home, tasted her traditional cooking, and attempted to conquer the language barrier between us. The lively spirit of



Students visited Plaza de Armas in the old Inca capital, Cusco.

the kind-hearted people that I met at Laquina was incredible, and it's something I will never forget. The vibrant spirit and fierce pride I witnessed in the people of Laquina is also present within the rich culture of Peru itself, and I know for sure that I have brought a piece of it back to Boston with me to share it with others so that I can make my community a better place.