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Walpole High School will hold prom at Gillette Stadium

2016 prom moves from Demetri's Function Facility to Patriot's ballroom

By Anna Van der Linden
Editor-in-Chief

For the past ten years, the Senior and Junior Class have enjoyed prom night at the same location: two Washington Street in Foxborough. Demetri's Function Facility, formerly Christina's, has seen many classes of Rebels stroll in through the parking lot, hug their friends in the foyer, and dance the night away in their Grand Ballroom.

This year for the first time, Walpole High will be hosting prom in one of the function areas at Gillette Stadium.

Gillette Stadium is a popular location for proms, as it can fit much larger groups than many other function halls. Proms and formals at Gillette are typically held in the Putnam Club and Lounge, which overlooks the field.

This change can be attributed to the work of Sandra Allison, who teaches Design at Walpole High and organizes prom every year. "I have been organizing prom since 1999, for the first ten years with a colleague and



Photo/ Hiromi Kondo

The function rooms at Gillette can accommodate many more students than Demetri's. The most popular feature of the location is the view of the field, which provides a fun backdrop for photos.

the last seven on my own," said Allison, "I love coordinating prom because I want to create a night that makes the students feel special. I want them to know that we care about them and want them to have a wonderful time."

The student body is excited to take their prom to a new location. "I can't believe we are finally taking this exciting step as

a school," said senior Sarah Rockwood.

Walpole prom has previously been held at a number of other locations, such as the Mansfield Holiday Inn and Lake Pearl. "I have wanted to take the prom to Gillette for some time, but it is more expensive to do and no one wanted to see the ticket price go up," said Allison.

The higher cost did affect ticket prices.

Prom tickets are now \$85, up from \$65. "We are still the lowest ticket price of all the surrounding school districts, but I believe the price increase will be worth it," Allison said.

Prom night is on May 20 and will last from 6-11p.m. From 6 to 7p.m., students can mingle with their friends and take pictures in the top of the stands overlooking the field. "We will ask everyone to be seated for dinner which will start at 7 p.m. followed with dancing by 8 p.m. The prom court will be announced at 10:30 and the prom will end at 11p.m.," said Allison.

Those interested in taking a guest who is not a Walpole High student must complete a "Prom Guest Permission Slip." These forms will be available by March 1 on the school website, in the main office or in room 1146. They must be filled out early as they require multiple signatures, including the signature of an assistant principal. Tickets, usually over 500 sold, will also be sold earlier than usual this year in order to meet Gillette's timelines.

Banners covering confederate flag removed for winter season



Photo/ Ellie Kalemkeridis

The confederate flag, although situated on private property, overlooks the athletic facilities.

By Anna Van der Linden
Editor-in-Chief

In August, the Walpole School Committee voted to raise two canvas banners to block the confederate flag on neighboring property. The banners are no longer in front of the flag because of potential damages from winter weather.

"Prior to us taking them down, they were tampered with again, and at that point we decided to initiate taking them down for the winter," said Principal Imbusch.

On Dec. 28, a student informed Athletic Director Ron Dowd that the ropes holding the banners were damaged, similar to the rope cutting that occurred Sept. 26. No vandal has been identified, and the damages were easily fixed both times because no harm was done to the actual canvas.

Principal Stephen Imbusch had previously suggested to remove the banners for the winter season. School Committee Chairperson Nancy Gallivan said, "I agreed [with Imbusch] that it was a good idea and suggested that between the Dec. break and March 1 will hopefully cover most of the snow and ice storms and therefore make the banners last longer."

The removal of outdoor structures on school property during winter months is not unusual; Dowd also brings other pieces of school equipment like tennis nets, lacrosse nets and speakers into storage each winter.

The School Committee provided the high school with four banners in total, along with money for replacements, as two banners typically cover the flag during the non-winter months.

Imbusch advocates for new standards-based grading system

By Emily Martin
Assistant News Editor

For the past century, the grading system has been the same: a scale of points from 0-100. 60 points are dedicated to the failure portion, while the rest are divided by increments of ten to represent letter grades. Parents, grandparents, great-grandparents—every generation has gone through the same system. However, new questions are being raised based on its functionality and thoroughness.

At the beginning of this school year, Principal Stephen Imbusch sent out some thoughts in his weekly e-Notes regarding the grading system and refuted statements that defend the traditional grading system. Additionally, Imbusch spoke about standards-based grading at the School Committee meeting on Jan. 28. At the meeting, Imbusch clarified his ideas and explained his goal of making sure students are not just being motivated to achieve a higher grade. He also proposed the idea of supplementing report cards with additional information beyond grades in hopes of expanding the focus students and parents put on receiving high grades.

One popular argument that defends the conventional system is that grades show whether a child is learning, but Imbusch argues that the opposite is true. In one of his e-Notes, Imbusch attached a YouTube video, which claims that the long-established grading system has functioned well

enough in the past but fails to break down a student's performance to assess where they need improvement.

"The 82 percent that your child has... tells you very little. It certainly tells you nothing about the concepts your child is struggling with or where they are finding success," said Imbusch.

Additionally, Imbusch refuted the argument that grades represent hard work. "Sure they do, but they certainly do not paint the full picture," Imbusch said.

While it is true that colleges require grades to compare students for admissions, Imbusch explains that competition between students does not always produce positive results.

"We don't need to compare our students to one another using grades," said Imbusch, "We need to ensure that every child reaches proficiency in that particular area of study."

In addition, as students focus on making honor roll and getting exceptional grades, many forget the meaning of a grade. Imbusch sees this hyper-focus on grades as a hindrance to the learning process, as students forgo genuinely obtaining and retaining knowledge.

While no specific plans are in place to make immediate changes, Imbusch would like to see some changes occur in the future to provide the best learning opportunities for students.

"Our current grading system is similar to this 'stamp of approval,' which I would argue is a vestige of the past, and totally inadequate feedback for students today, who we expect to find success in the 21st century," said Imbusch.

NEWS

SAT undergoes transformation

Long anticipated new test will debut this March

By Julia Sandquist
News Editor

Two years ago, David Coleman, president of the College Board, gave a shocking criticism of his own company's design of the SAT, which he acknowledged had "become disconnected from the work of our high schools." He promised high school students across America that the test would be redesigned to be more fair to students, and after two years of redesign and planning, the new test is finally ready to be released this March. Anyone who is graduating in 2017 or later is eligible to take the new SAT.

Rather than tricking students with questions that stray from high school level topics, the new SAT is more aligned with the work students do in high school. The first significant change is that there is no penalty for wrong answers, so students will not have to worry about losing points for guessing, and instead of five answer choices, there are four choices. Also, the new optional essay requires an analysis of a passage rather than an essay about one's opinion of an issue.

The College Board has also made revisions in each section of the new SAT, which will now be divided into the Evidence Based Reading and Writing Test and the Math Test. The Evidence Based Reading and Writing Test will include passages that draw from significant historical or scientific documents, which require students to interpret complex structure and common vocabulary



words that have multiple meanings. In the Math Test, test takers must solve application-based questions for higher-level math concepts, and they must possess a deeper understanding of the theories behind mathematical principles.

Many WHS juniors are eager to take the new test in hopes that it will be more relatable to the concepts they have learned in high school. Junior Emma Flynn said, "I decided to take the new SAT instead of the old one because I knew that the new SAT prioritizes content that reflects the kind of reading and math that is more common in our lives."

In the past, to prepare for the SAT, students would often study from old tests; however, they will not have this opportunity since the first new SAT comes out in March. In an effort to help students prepare, College Board and Khan Academy have formed an online site where students can go and practice problems that are similar to those on the new SAT. "It was not difficult to practice for

the new SAT because College Board's online page for practice tests was very helpful," said junior Ashley Drummey.

Juniors across the country also got a preview of what the new SAT would entail when they took the PSAT, modeled after the design of the new SAT, this fall. Although some students thought the PSAT was easier than the old SAT, others found it to be more difficult. Junior Mike Timson said, "The PSAT was challenging; even though I liked that you do not get penalized for wrong answers, it is unfair that if you do not get to a problem and leave it blank, you are at a greater disadvantage than a person who just filled in random answers quickly at the end."

Whether they perceive the new test to be more difficult or easy, juniors are eager to try it out in March. Junior Stathis Kalemkeridis said, "I am looking forward to trying a new test because I am hopeful that it will result in better scores for most students at Walpole High."

School Committee approves later start time

Principal Imbusch arranges for school to start 15 minutes later next year

By Alyssa Rosen
Staff Writer

Due to the nationwide push for later high school start times, Walpole High has pushed back the start time of the 2016-2017 school year from 7:15 to 7:30. Once the school committee approved the 7:30 start, Principal Stephen Imbusch rearranged the current schedule to accommodate the 15 minute change. First, he changed the school's end time to 2:05, he cut each class down to 67 minutes apiece, and he took away three minutes from the original ten minute homeroom time.

The extra 15 minutes in the morning will give students more time to either sleep in, eat breakfast, or get ready for school. Imbusch said, "My hope is that it alleviates the rush in the morning and will potentially cut down on tardiness."

The initial goal of the new time was to completely change the schedule to allow the high school to start after elementary schools. This plan met much opposition because it was just too difficult to end school at a reasonable hour and still afford the cost of buses. School Committee Chairperson

Nancy Gallivan said, "The original plan would be very disruptive and would require a great deal of community

conversation with young parents, the teachers' union, and other districts."

In addition to adjusting the start time, administration has also pushed back the time teachers must report to school by 10 minutes. Imbusch said, "Teachers currently have to be here from 7:10 to 2:20, and this time will move up to 7:20 to 2:30. So far, this adjustment has not yet met any negative feedback."

The new schedule will also deduct one minute from each class on PLC and half days, making each class 61 minutes and 35 minutes respectively.

For the past few years, students asked the administration to consider later start times, but many may not have understood the strenuousness of such a task. Gallivan said, "What many do not know is that it took a great deal of work for Mr. Imbusch and his

team to accomplish this proposal. It would have been much easier for him to say nothing could be done at all."

Some students think the change will not make much of a difference in their morning routines, while others are in favor of the later start time. Junior Liv DiPasca said, "I am really happy that school is starting 15 minutes later, especially since studies have shown a later start time can improve students' grades."

Freshman Griffin Wilkins joins Electric Youth tour

Photo/ Griffin Wilkins



Wilkins performs as Doody in "Grease."

By Melanie Weber
Staff Writer

While most freshmen focus on their school's academics and extracurriculars to find their niche within their school community, Griffin Wilkins ventures outside of Walpole High to pursue his dreams. Wilkins devotes 20 hours a week to singing, dancing, and acting with an ensemble called Electric Youth (EY)—a professional group of young performers presenting high energy shows both locally and internationally. EY is preparing to tour Europe for two and a half weeks this upcoming summer.

"Griffin has talent, but more importantly, he has a professional attitude, a willingness to work hard, and an innate sense of character and staging. He's the whole package," said Diana Dent, his Johnson Middle School play director.

Wilkins, like the other members, trains at the Franklin School of Performing Arts (FSPA) where he takes dance, voice, and acting classes. All of these classes make Wilkins' weeks hectic, as he spends about four hours each day and 5 days each week at FSPA. "Training for my shows is long and tiring, but it is all worth it for what I love to do," said Wilkins.

Every year, EY travels through different countries in Europe, stopping in multiple towns and cities to perform and go sightseeing. This year, the tour will stop in Austria, Italy, and possibly Germany.

Performing on stage is not foreign for Wilkins: he has been performing on stage since 2007 when he participated in the Irish step dance Christmas show, "Christmas Celtic Sojourn." Griffin has also played roles in several productions such as Captain Hook in "Peter Pan Jr." and Doody in "Grease."

Griffin and his EY group will depart on June 25 for their European concert tour.

THE REBELLION STAFF

Walpole High School's newspaper is committed to informing the public, reflecting the students' views, creating a public forum and serving as an educational medium.

Check out our website whstherebellion.com

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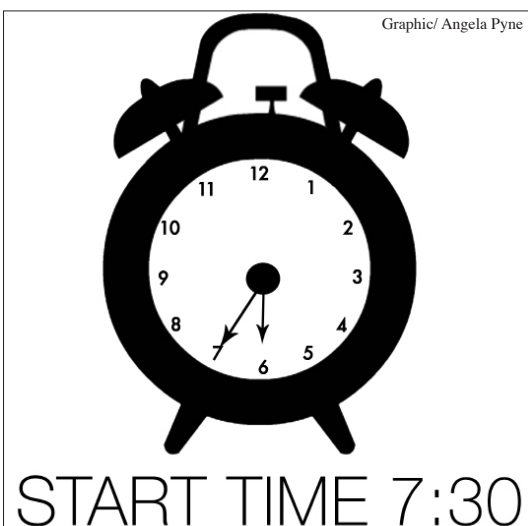
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THE WALPOLE HIGH SCHOOL STUDENTS AND CLASS OF THE MONTH

DECEMBER

Senior COMPUTER PROGRAMMING Brandy Marshall
I would like to nominate Brandy for Student of the Month. Brandy has good attendance and demonstrates a positive hardworking attitude. She consistently participates and is conscientious toward her work. She keeps a notebook that details her computer code, which is beyond class requirements. Brandy works steadily from bell to bell. In short, Brandy’s engagement and her willingness to work hard to meet the challenges of coding make her a worthy candidate for Student of the Month.
- Mr. Jay Neubauer

Junior GERMAN Eric Lederman
Eric is always a positive force in a difficult course. This year German 2, 3 and 4 are combined and I can always count on Eric to help the German 2 students’ in-group work. He also is always open to doing extras to help the German program, such as spending the evening explaining the program to parents at the 8th Grade Open House. He is supportive of all his classmates and is the first to applaud their efforts and to cheer them on. His enthusiasm for German and learning the language is unending, and his talent is equip to that enthusiasm.
- Mrs. Liz Pierce

Sophomore HISTORY Miguel Perpinan Matos
Miguel wrote to President Obama about his views on immigration policy. He got a letter back from the President explaining how he sympathizes with Miguel’s views and how he will continue to ask congress for Legislation on the issue. As a Social Studies teacher, it makes me proud that he is passionate about politics and contacted our president about his concerns. The fact that he wrote to the President about an issue that concerns millions of people in our country that garnered a response makes him a prime example of a Student of the Month.
- Ms. Samantha Rafferty

Freshman BIOLOGY Bryan Dipasca
Bryan struggled in honors Biology in the first term this year. Bryan has made significant improvement. It is obvious that he made a mental shift and decided he was capable of a higher level of work and performance. In fact, I recently over heard him say to his group members that he wanted a particular topic because he knew the least about it. Bryan has made a decision to change how he functioned in Biology, to change his learning habits and is following through on the decision! I am very impressed.
-Ms. Lindsey Reichheld

ACTIVITY AWARD

Emily Schneider Robotics
Emily planned, organized, and emceed our recent Robotics competition – Robo-Rave 2015. She was responsible for generating schedules, planning food, organizing students, and countless other logistical items. She was able to communicate effectively with parents and peers in order to put on a first-class spectacle and everyone in attendance had blast! Thanks, Emily for all of your hard work and commitment to the team – I am sure you are inspiring others to follow suit!
-Mr. Dustin Scott

CLASS OF THE MONTH

Homeroom 2313
Grade 10 health screenings are a long and tedious state requirement for the health office to complete. This year we are trying something new and doing each homeroom on a PLC day. The students are notified and required to attend on their designated day. The attendance has been surprisingly well but room 2313 was stellar! Not only did every one of the students show up for their mandatory grade 10 screenings, but they were courteous and polite as well! Thank you room 2313 for making my job a little easier!
-Nurse Rachel Jackson

CITIZEN OF THE MONTH

Julia Adams, Allison Cullen, Ellie Kalemkeridis, Sarah Rockwood
When our alumni panel did not have enough alumni participants, these four students volunteered their time during PLC to share their college planning experience. They did an excellent job and their experiences will definitely benefit the current junior class.

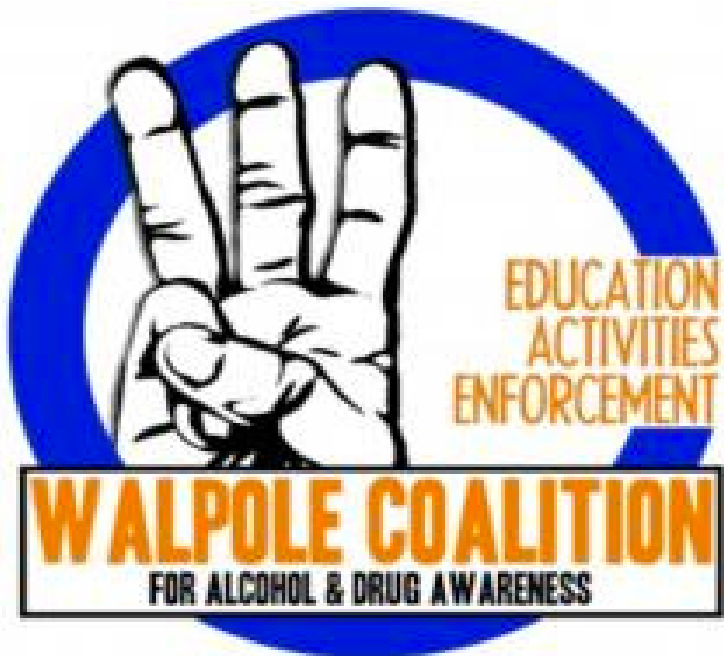


Pictured from left to right are: Mona Bissany, Member, Town of Walpole/Board of Health, Aicha Kelley, Committee Clerk, Committee for Alcohol and Drug Awareness, Jerry Lavoie, Executive Vice President and Chief Operating Officer, Dedham Institution for Savings, Carol T. Johnson, Chair, Committee for Alcohol and Drug Awareness, Dave Whitney, Vice President, Branch Manager, Walpole Office, Dedham Institution for Savings, and Gregg Teixeira, Member, Committee for Alcohol and Drug Awareness.

The Dedham Institution for Savings has contributed \$2,000 for funding Walpole’s Committee for Alcohol and Drug Awareness 2016 Video & Poster Contest. This contest promotes the important message, “Live Alcohol and Drug Free!” Students from Walpole elementary, middle and high school grade levels will participate in different categories to create poster and/or video productions that inform about the dangers of substance abuse. In the process of creating the videos/posters the students will learn by researching information, discussing the risks of substance abuse and also having fun with getting creative. The top three submissions in each category will be awarded cash prizes. The Awards Night for the contest will be on Wednesday, March 9 in the Community Room at the Walpole Public Library.

To learn more and to review contest rules, please visit:

<http://www.walpole-ma.gov/walpole-coalition-for-drug-alcohol-awareness>



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EDITORIALS

Should we have a two week vacation in March?

While most public schools go on vacation for one week in both Feb. and April, many private schools go on break for two consecutive weeks in March. After Feb. break and as April break approaches, the thought of having a single vacation in March resurfaces. Weighing the pros and cons, the idea of this two-week break could spark discussion about a change among students and administrators.



By Andrea Traietti
Lead Reporter

YES, a two-week vacation in March would be better than the current one-week vacations we have in both Feb. and April. A March vacation would be the best option for two main reasons: the length and the timing.

Combining the one-week vacations in Feb. and April into a single two-week vacation in March appeals to many students, mainly because they prefer a longer time for break. By the time most students finally start to relax during vacation, it's over, basically rendering the "rest time" of vacation useless. A two-week vacation gives students more time to settle into a normal routine of sleep; additionally, for obvious reasons, a longer break equates to more time to refocus and take a mental break—which most students would agree is much needed.

However, one longer vacation time is more useful for a practical reason: college visits. For juniors, and maybe

sophomores and seniors, vacations are times for visiting schools. Planning trips is no easy task, either. For many people, vacation presents a good time to visit schools that aren't local, which means long drives and overnight stays in hotel rooms. These students are also probably visiting multiple schools on these longer trips in order to make the most of their time. A longer vacation means more time to see schools and less of a rush to get onto the next tour and information session.

Aside from the many benefits of a longer vacation, the timing of the proposed two-week vacation (in mid-March) would work well for student-athletes and their coaches. Right now, the one-week vacation in Feb. is at the end of the regular winter sports season. Most teams are still practicing—many in preparation for playoffs and tournaments. The fact that Feb. vacation falls at the end of the winter sports season makes it hard for athletes and coaches to really get a break during vacation, as they have to work around practice schedules during the week. A two-week vacation in March, on the other hand, would fall perfectly over and before spring sports start up.

Overall, because of both the timing and the length of the two-week vacation, WHS students and faculty should seriously consider transitioning to a March vacation rather than the current one-week vacations in Feb. and April.



By Lauren Wigren
Editorials Editor

NO, The Walpole Public School district should not implement a two-week March break in place of Feb. and April breaks. Eliminating the one-week break every couple of months would force students to go to school for longer periods of time between vacations. Having to attend school every week from Jan. to March—and then from March to June—with only the occasional long weekend to relieve students would be a difficult transition for students to adjust to. Furthermore, long breaks create issues for students when they are suddenly back in class, a sharp contrast from relaxing at home. Coming back to school after only a week off is challenging enough—one can only imagine how difficult the transition would be to go back to the rigor and stress of school after two full weeks of rest and relaxation.

As of right now, sports and activity schedules are adjusted for Feb. and

April vacations. Eliminating the routine and making such a major change to the schedule will likely inconvenience teachers and coaches. Since school will be closed for two weeks, more students' families may take the opportunity to travel or visit colleges, making it difficult to schedule practices and meetings for sports and extracurriculars. Lack of attendance at practice and direction for two weeks may result in a team losing a game, or clubs such as Dance Company and Drama Club having to push back their performances.

Having a two-week break in March may seem more convenient for college visits; however, students who wait until March to start touring schools will have little time for relaxation during their break and will not have time to let the results of their tours resonate. For students visiting colleges, scheduling a few tours in February and a few in April allows them more time for friends, family and relaxation. It will also allow them to really think about the schools they've seen, since there will be more time in between tours.

A two-week March vacation would not be as rewarding as two separate vacations. The school year that students are accustomed to, that allows teachers, students, parents, and coaches to work efficiently, plan ahead, and look forward to time off every few months would be completely rearranged. In the future, public schools should maintain the one-week vacations in Feb. and April.

Senior superlatives create unnecessary competition

Students should remember not to take superlatives too seriously

By Emily Martin
Assistant News Editor

Teachers and parents have tried for so long to implant important ideas in our heads: don't compare yourself to others, be yourself, be happy with who you are. Yet, just as teenagers start to feel comfortable in their own bodies and who they are, they exit high school being compared directly to all of their classmates in a variety of categories through a system involving votes from their peers: superlatives.

As parents and teachers alike reminisce about the hoopla surrounding their high school superlatives, many argue that superlatives are a time-old tradition that make senior year of high school all the more fun; however, superlatives have come to create competition in places where students should not be compared to one another. Best looking, best hair, best eyes—sure the winners may feel good, but these categories can also make other people feel insecure about their appearances. Additionally, categories about personal qualities such as most likely to succeed and funniest should not influence other students to believe that they don't have these qualities.

Ultimately, students should be focusing on their own improvement and



achievements. Instead, some categories focus on what students feel are their flaws. For example, students vote on who has the worst case of "senioritis" or who is most likely to be late to graduation—not great things to brag about.

However, superlatives can be a fun way to end out four years of high school and allow students to reflect on their time in high school. Many students are in no way affected by winning or losing a superlative category and enjoy the fun labels. Superlatives were originally

meant to help students look at all of their classmates to see what they will remember the most about each one of them, which is a great and fun way to bring together the senior class. Yet, students must not let one category define who they are, as their one winning category is not their only identifier, and remember to not take superlatives too seriously: after all, they are supposed to be fun. "To some extent it was nice because it is a small compliment from my peers," said senior Tess Lancaster, winner of best

eyes. "I think superlatives are fun to fill out and do as a grade, but I do not think they hold any actual value to anyone."

Also, just because someone does not win best hair or most likely to succeed, it does not mean that they have unruly hair or a low intelligence level. "Usually we get many different names for each category. The votes are close and many students are deserving," said Julie Hinton, a member of Yearbook Club. The voting system is not always the most accurate representation of that category. In addition, the voting system for superlatives may benefit from a round of nominations before the actual voting occurs. In this way, students who deserve the superlative have a better shot at winning, as the win will not necessarily go to whomever has enough friends to get the most votes.

Many see superlatives as only one thing: a form of unhealthy and unjustified competition. Walpole High has already taken the initiative to eliminate competition between students and has done away with class rank, a system that directly compares students side by side through grades. Shouldn't superlatives, a system that compares students based on all characteristics of their identity, be next? What makes superlatives any different?

Next Saturday Class – March 5th 8:45am-3:30pm
Next 1 Week Class – April 18th 8:45am-3:30pm
And Saturday Class – May 14th 8:45am-3:30pm
And 1 Week Class – June 26th 8:45am-3:30pm
And 1 Week Class – July 5th 8:45am-3:30pm

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Under New Management

Walpole should reevaluate current bell schedule

A shorter class length and a flex block will make a more efficient school environment

By Christian Carr-Locke
Staff Writer

Principal Stephen Imbusch recently announced that next year’s schedule will be starting 15 minutes later. This change mirrors the country’s efforts to give teenagers more sleep, as late nights and early mornings prove to have a negative effect on students’ stress levels and participation within the classroom. The later start is a step in the right direction because it will invigorate the classroom setting and help decrease anxiety as students will be able to sleep longer.

Despite this small change, Walpole High School also needs to reevaluate and eventually change the overall format of the daily bell schedule. With students unable to pay attention for the full sixty-eight minutes of class and the lack of students that have study halls for even one semester, it is time for a change concerning different aspects of the school day in order to make a more efficient and attentive learning environment.

One of the main issues regarding classes at Walpole High School is the length of each class. Students often find themselves tired and unfocused toward the end of classes and the end of the school day, which ultimately affects how well they perceive the lesson for any given day. In addition, the beginning of some classes act as an educational buffer period where students chat with one another and teachers sometimes complete a last-minute preparation or simply take attendance and talk to students.

Walpole High School Current Schedule:	Walpole High School Suggested Schedule:
Homeroom (9 minutes) 7:15 – 7:24	Homeroom (10 minutes) 7:30 - 7:40
Block A (68 minutes) 7:29 – 8:37	Block A (55 minutes) 7:45 - 8:40
Block B (68 minutes) 8:42 – 9:50	Block B (55 minutes) 8:45 - 9:40
Block C (68 minutes) 10:00 – 11:08	“X” Block (55 minutes) 9:50 - 10:45
Block D L1 11:08 – 11:33 L2 11:33 – 11:58	Block C (55 minutes) 10:50 - 11:45
L3 11:58 – 12:23 L4 12:23 – 12:48	Block D L1 11:45 - 12:10 L2 12:10 - 12:35 L3 12:35 - 1:00
Block E (67 minutes) 12:53 – 2:00	Block E (55 Minutes) 1:05 - 2:00

Walpole High School’s schedule does not currently contain a study hall or a flexible block. This new proposed schedule has shorter class blocks and an “X” block, which can function as a study hall or free period.

Many students feel that classes never seem to end and when they do there is often time to spare. Junior Tommy Wilber said, “As a student, it seems that teachers also find themselves with time left over after they finish their lessons, which sometimes leaves them with ten awkward minutes.”

That being said, the current length of classes is, in fact, beneficial for some teachers and students—at least those who effectively utilize the extra time. With these long classes, teachers can administer in-class essays and different writing assignments, alleviating the writing process for many students by not having to write for hours upon hours at home. In addition, teachers will occasionally let students get a jump-start on their homework, of which, for the most part, students take advantage.

However, in the grand scheme of things, shorter classes will not only be able to cover the same

amount of material, but they will also coincide with a later start time.

Another issue with the current bell schedule is the lack of a flex period or an “X” block. For example, Sharon High School—ranked eleventh in the state by Boston Magazine—has incorporated a forty-minute period known to students as the “Eagle Block.” This period is intended for study hall purposes, as well as chorus, band, orchestra and designated ensembles.

If Walpole High School were to integrate this type of period into the daily schedule, students with all academic classes or students that participate in after school activities could take advantage of the offerings in the music or art departments or simply complete one class-worth of homework for the night ahead. In addition, this type of period would also act as a break for students during the day and allow for a more social setting—more so than a ten-minute

snack period and lunch block allow.

Now, Sharon High School, like many other schools, does have a delayed start time of 8:05 and a finish time of 2:40; however, with the incorporated flex period, the new finish time does not affect how late students are up doing homework because they can do homework during their study hall.

Guidance Department Head Jennifer Dolan thinks the incorporation of an “X” block would greatly benefit students. In a recent interview regarding a schedule change, Dolan explained that with such an adjustment students would have the opportunity to complete homework, seek extra help, or “simply relax.”

Students struggling in a particular academic area could meet with teachers or peer tutors during this time, instead of having to meet after school—a hassle that often interrupts extracurriculars. Furthermore, this period would act as a time during which students could schedule meetings with their guidance counselors, replacing the current format where students have to leave or miss part of class in order to talk to their guidance counselor.

If administration at Walpole High wants to reduce student stress levels and have a focused educational environment in which students remain alert throughout the course of the day, they need to recognize and act on the faults of the current daily bell schedule.

Common Core hurts Massachusetts students

Students in Mass see no benefits from the Common Core

By Michaela Donato
Staff Writer

Picture this: you’re an internationally ranked athlete with relentless competition in an increasingly difficult sport. What do you do? You reduce the number of times you practice, and the few times that you do practice, you’re screwing around.

Illogical, right? This is the policy the Massachusetts Board of Education, like 47 other states’ boards, is implementing in schools. And although recently Massachusetts rejected Common Core’s PARCC test, the Board is deceiving the state and simply hiding PARCC inside of its new MCAS 2.0.

According to the 2011 Trends in the International Mathematics and Science test—a globally accepted test evaluating fourth and eighth grade students in over 50 countries—Massachusetts’s mathematics system ranks sixth. Massachusetts’s exceptional performance in this assessment exemplifies how advanced its standards were compared not only to other countries but also to other districts within the United States, all of which Massachusetts outscored.

Beyond the fact that the state’s math department was entirely capable and even prolific in preparing students, as shown by its ranking, the transition itself to Common Core harms students. The entirety of this year’s Junior class (give or take a dozen in specialized programs) experienced the transition from Massachusetts’ old standards to Common Core’s standards in their eighth grade year. Subsequently, these students took Algebra I twice if not three times: as pre-algebra in seventh grade, as an integrated algebra in eighth grade

and again as another type of integrated algebra in ninth grade. Reasonably so, these students felt like they were learning the same topics over and over again. Class of 2017 students in particular are trapped because the Common Core eliminates elements of the Pre-calculus course, like probability and sequences and combinatorics, that lay the groundwork for later advanced classes. If these students want to take calculus or physics or statistics, if they want to be competitive candidates in the college application process, if they want to be sufficiently primed for a variety of careers, they have to make an enormous jump to these ambitious classes, a jump that is nearly impossible for students who do not receive sufficient preparation from any of their Common Core integrated courses. Although the effects of Common Core are augmented for the class of 2017 because the students experienced the abrupt transition, even the class of 2018 feels the curriculum is repetitive—and they are completely immersed in Common Core.

Common Core likewise debilitates the English Language Arts. Common Core attempts to accommodate modernity’s fact-frenzy by centering English classes on nonfiction—specifically informational texts. The ability to comprehend and analyze these informational texts is becoming increasingly important; however, bombarding kids with lifeless material only discourages them and hinders development of a love for reading. In Worcester, due to Common Core, young students had to read their town’s Public Schools Policy Handbook for English class. What is more interesting to younger students: a policy handbook or a tale of wizardry and friendship?



Although Common Core may appear to be an improvement, in reality it is undermining the Massachusetts public schools systems.

An elaborate explanation of taxation or a child’s historical account of the Holocaust? A packet of demographic data or a collection of insightful and clever poems?

So with kids’ reading rates declining in recent years, now, more than ever, inciting a love of reading is integral in preparing for more involved and mature texts.

Furthermore, it is impossible to ignore students’ ability to handle the advanced curricula Massachusetts used to have. Some on the vanguard of the pro-Common Core movement claim students in Massachusetts were not doing well enough. But yet, according to the Boston Globe’s 2013 article entitled “Are New Curriculum Standards Any Better,” more than 80 percent of students received scores above proficient on MCAS, the Massachusetts assessment that is significantly harder than any national tests.

As a junior, I have seen first-hand the negative effects of Common Core. I am in a different math program than my peers, so in that sense, I have watched my friends suffer in an unchallenging, discouraging environment since middle

school and presently, am watching them struggle because Common Core robbed them of the foundation they need to succeed in high school level courses, forget college.

Simply put, in the aforementioned Globe article, Ze’ev Wurman (a presidential policy advisor) explains Massachusetts’ transition to Common Core: “You’re taking a system that worked very well and took more than a decade to put in place and essentially changing for a new system that at best is about as good—at best.”

Common Core claims to be adapting to what students need to know in the modern world. However, frankly, Common Core is not good enough for the students of Massachusetts.

Explain to Massachusetts students why instead of making advancements to reflect the changing world around us Common Core is worsening our education—the education that was once the best in all of the United States and one of the best in the world.

PRESIDENTIAL ELECTION 2016: THE CANDIDATES

The Rebellion sent a survey to the student body asking their favorite presidential candidate. Of the 251 student responses, 41 chose Trump, making him the top Republican choice. Sanders was the top Democratic choice and the overwhelming favorite with 123 votes.



BERNIE SANDERS DEMOCRAT 49% of student vote

Senator Bernie Sanders, a self-proclaimed Democratic Socialist, speaks out against income inequality and campaign finance, refusing to accept super PAC money. Proposing free tuition for public college has gained him significant support from younger voters. Sanders also advocates for a single-payer health care system as an expansion of Obamacare.

Experience & Education

- University of Chicago graduate
- Mayor of Burlington
- 16 years in House of Representatives
- Vermont Senator

Campaign Successes

- Victory: New Hampshire
- 70 of 2,383 delegates needed for nomination

Why Sanders?

"As president, I will fight to make tuition in public colleges and universities free, as well as substantially lower interest rates on student loans."



DONALD TRUMP REPUBLICAN 16% of student vote

Donald Trump advocates for strengthening US borders by constructing a wall on the southern border that the Mexicans will pay for. With no political experience, Trump emphasizes his business success and vows to use his business knowledge to create a dominating US presence on the international scene as he plans to "make America great again."

Experience & Education

- Wharton School of Business graduate
- Chairman of The Trump Organization
- Founder of Trump Entertainment Resorts

Campaign Successes

- Victories: New Hampshire, Nevada and South Carolina
- 79 of 1,237 delegates needed for nomination

Why Trump?

"I will be the greatest jobs president that God has ever created."



HILLARY CLINTON DEMOCRAT 14% of student vote

Secretary Hillary Clinton is one of the most experienced candidates in the race with her years as first lady, two terms as senator of New York and experience as secretary of state. On Sanders' right, Clinton appeals to older voters and specifically targets female voters as a champion of women's rights.

Experience & Education

- Yale Law School graduate
- First Lady
- New York Senator
- Secretary of State

Campaign Successes

- Victories: Iowa and Nevada
- 502 of 2,383 delegates needed for nomination

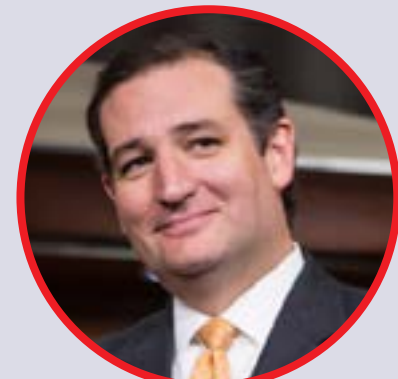
Why Clinton?

"I'm running for president to knock down all the barriers that are holding Americans back and to rebuild the ladders of opportunity."



MARCO RUBIO REPUBLICAN 9% of student vote

Senator Marco Rubio is one of Obama's harshest critics and claims that on his first day in office, he would repeal all of Obama's "unconstitutional" amendments, such as the Iran Deal and Obamacare. Economically, Rubio promises to reduce the national debt, cut taxes and increase military spending.



TED CRUZ REPUBLICAN 3% of student vote

Senator Ted Cruz is a staunch defender of the second amendment with his A+ rating from the NRA. As a born-again Christian, Cruz is pro-life and believes that the Supreme Court's ruling on same-sex marriage is unconstitutional, but Cruz has struggled to connect with voters out of the Evangelical voting bloc.



JOHN KASICH REPUBLICAN 2% of student vote

Governor John Kasich prides himself on his positive campaigning that focuses on uniting Americans. Branded liberals' favorite Republican, Kasich plans for legislation that would protect undocumented immigrants without a criminal record, concluding that deporting 11 million people is unrealistic.



BEN CARSON REPUBLICAN 2% of student vote

Dr. Ben Carson, another political outsider, supports the institution of a flat tax rate and the abolition of the International Revenue Service. Carson's immigration reform calls for increased border security, but allows illegal immigrants to register as guest workers because he believes immigrants do the jobs that Americans will not do.

Trump and Clinton lead primary elections heading into Super Tuesday

By Jacqueline Davis
Staff Writer

While most states have primary elections, some states like Iowa and Nevada and some US territories hold caucuses instead. Caucuses vary from state to state and from party to party, but the main difference is that instead of simply going to the polls and casting a vote in private like in the primaries, caucus voters assemble at their local precinct and publicly cast their vote.

In a caucus, voters move around the room with the people who support their candidate; however, if one candidate does not receive at least 15% of the room, then he or she is not a viable candidate and his or her supporters disperse. Unlike in a primary election, the other groups try to convince the supporters of the non-viable candidate to join them. Once everyone divides again, the caucus leader records how many delegates each candidate receives based on the percentage of the room that supports each candidate.

As the first election in the cycle, the Iowa caucus receives significant attention from the candidates as they campaign and try to build momentum for the rest of the lengthy election process. On the Republican side, Ted Cruz upset front-runner Donald Trump with 27.6% to Trump's 24.3%. Marco Rubio also performed well in the polls, coming in just behind Trump with 23.1%. Although Trump was the projected winner in the days leading up to the caucus, Cruz's support among the high evangelical population gave him the edge he needed to defeat the Republican favorite. Cruz and Rubio will most likely gain

momentum; however, Trump still remains on top. Rand Paul (4.5%), Mike Huckabee (1.8%) and Rick Santorum (1%) all dropped out following their low support in the primary. Jeb Bush (2.8%), Carly Fiorina (1.9%) and John Kasich (1.9%), all performed poorly, receiving only one delegate each.

The Democratic race was much closer, with Hillary Clinton narrowly winning with 49.9% over Bernie Sanders at 49.6%, and with a coin flip deciding the distribution of delegates in some precincts. Clinton and Sanders tied, the winner was more of a win, for Sanders proved his electability despite his radical ideas and Democratic Socialist identification. Whereas, for Clinton, the close results drew further parallels between her 2008 run against Obama and threatens her once certain nomination. Unable to match the enthusiasm of the Clinton and Sanders campaigns and receiving only 0.6% of the vote, Martin O'Malley dropped out following the caucus.

After a tough loss in Iowa, Trump rebounded and dominated the Republican New Hampshire primary with 35.3% of the vote, while Kasich, Cruz, Bush, and Rubio all vied for a second place finish. Ultimately, Kasich came in behind Trump with 15.8% followed by Cruz (11.7%), Bush (11%) and Rubio (10.6%). After performing better than expected in Iowa, Rubio admitted to his supporters that he was disappointed in his fifth place finish, blaming his poor performance in the February 6 debate. However, Kasich was pleased with his result and may be finally starting to build momentum after a slow start to the race.

Christie (7.4%) and Fiorina (4.1%) both

dropped out following their disappointing performances, but Ben Carson, who received only 2.3% of the vote, remains in the race.

Like the Republican, Clinton led by 22 points, and CNN projected her to win the polls shortly after closed. With his victory, Sanders proved to the American people a serious candidate who he and subsequently received \$5.2 million in campaign contributions to continue to fight the Clinton machine in the more diverse states.

After her defeat in New Hampshire, Clinton responded with a crucial six point win over Sanders that may slow the momentum he gained in New Hampshire. At the same time, the Nevada caucus was a major breakthrough for Sanders: he finally captured a significant fraction of the Hispanic vote. As the election moves to the southern, more diverse states, Sanders needs to continue to gain support of minority groups if he stands a chance of beating Clinton and her overwhelming support from these minority groups.

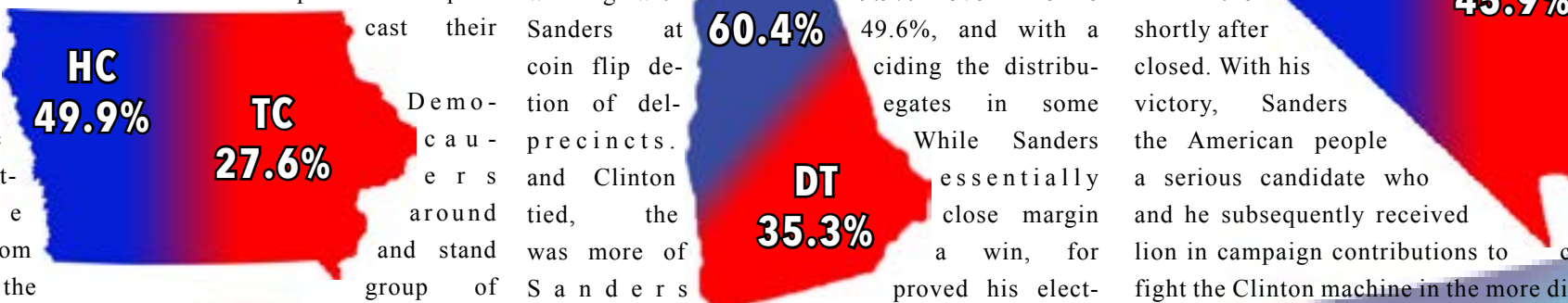
Despite Clinton's victory, she consistently tries and ultimately fails to connect with young voters, even young women, yet, unfortunately for Sanders who won more than half of Nevada's young vote, about 80% of people ages 18-29 do not vote. On the other hand, he has everything to gain, for when he first launched his campaign less than a year, few knew who he was, and even fewer wanted to vote for him, whereas, Clinton and the establishment have everything to lose. Although Sanders lost Ne-

vada, he cut the previously projected 40 point deficit to just six sparking harsh reactions from the Clinton campaign and Clinton's super PACs heading into Super Tuesday.


While the Democrats were caucusing in Nevada, the Republican candidates were battling in the South Carolina primary. Trump led the field with 32.5% of the vote and all 50 delegates followed by Rubio and Cruz in close contention for second. In both Iowa and New Hampshire, Cruz finished in front of Rubio, but for the first time, Rubio was able to defeat Cruz by just 0.2% partially due to Cruz's inability to broaden his appeal beyond evangelical voters.

Bush, despite spending \$150 million and utilizing his brother's influence on the campaign trail, suspended his campaign after he failed to gain any substantial support and finished fourth in the South Carolina polls, marginally beating Kasich and Carson. With his establishment competitor out, Rubio stands to gain more support and money in the hopes of defeating Trump. However, Kasich and Cruz may both need to drop out, and Rubio needs to become less scripted, if he wants to come close to beating Trump for the nomination.

Attention seniors and juniors! If you will be 18 by Nov. 8, 2016, remember to register to vote at www.sec.state.ma.us/OVR by Oct. 19. Make sure your official vote counts this fall.



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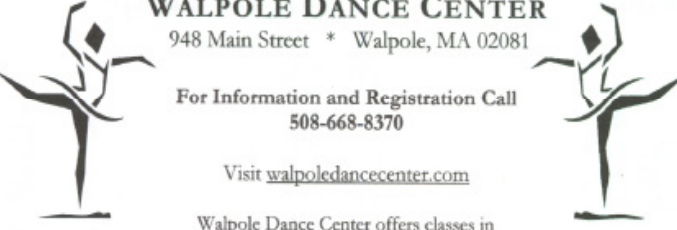
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A & E

New Year's Resolutions

By Emily Luong
A&E Editor

Jan. and Feb. have come and gone, and that means the new year is officially underway. A new year's resolution is a tradition in which a person makes a promise to complete an act of self-improvement. In a recent survey, The Rebellion asked students and staff about their resolutions for the new year and for years past.

What new year's resolutions have you made for 2016?

TEACHERS

Laura Kay: "To read one book per month, for fun."
Meme O'Malley: "To walk my dog more often."

FRESHMEN

Amanda Minsk: "To become a better person inside and outside of school and a happier and healthier person."
Sanjana Bhagavatula: "To maintain high honors and to live in the moment, rather than be concerned/consumed with what is to come in the future."

SOPHOMORES

Lucy Gielow: "Try not to cry as much. Pet more dogs."
Ellen Irmiter: "Be more positive, eat healthier, work hard, and meme harder."

JUNIORS

Patricia Miller: "Pet more cats and eat more french fries."
Mary Almeda: "To take every survey I come across."

SENIORS

Michael Sullivan: "To stop hitting 'snooze' on my alarm in the morning."
Eileen Cooney: "Get in better shape and don't completely give up on school."

As of now, what efforts have you made to complete these resolutions?

TEACHERS

Laura Kay: "I am reading every night!"
Meme O'Malley: "I have made a point of taking him on a walk at least once a weekend and three times during the week."

FRESHMEN

Amanda Minsk: "I am nice to my friends, do not swear as much, and try not to buy ice cream at lunch as often."
Sanjana Bhagavatula: "I am studying more efficiently and enjoying what I am doing at every moment by being alert and slowing down to observe the world around me."

SOPHOMORES

Lucy Gielow: "I am walking outside more to increase my chance of running into dogs and avoiding things that make me sad."
Ellen Irmiter: "I try to compliment people once a day, I'm not snacking as much, I do my homework right after school, and I meme everyday."

JUNIORS

Patricia Miller: "I've sought out Five Guys and pet every cat I see."
Mary Almeda: "I am taking a survey... right at this moment. Success!"

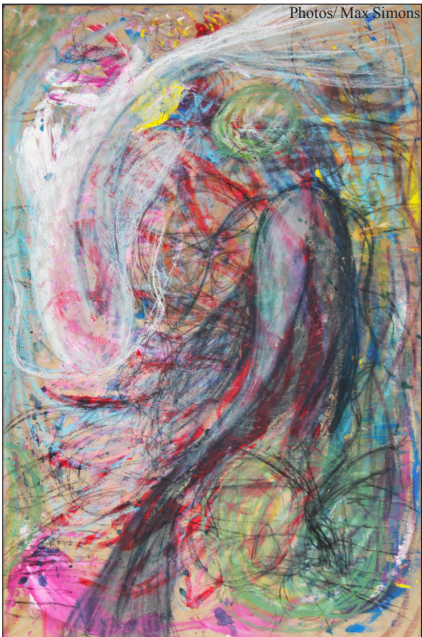
SENIORS

Michael Sullivan: "Sleep overpowers me every morning. I never actually successfully wake up in the morning. Still trying!!!"
Eileen Cooney: "I am eating healthier, working out, and doing homework for some classes."

AP Art classes highlight student talent

By Natalie Luongo
A&E Editor

Jeanine Bell



Jeanine Bell's interest in art did not pick up until sophomore year, in Drawing and Painting. Her catalyst was learning to look through an artist's lens.

A major theme of her work is the intersection of her interest in Japanese culture and her American upbringing. However, Bell said, "Inspiration doesn't hit me often and as an artist I'm forced to work with deadlines. In the words of Jack London, 'you can't wait for inspiration. You have to go after it with a club.'"

The hardest parts of the process for her are getting started on a piece and finishing it. "With art, you never really know when you're finished. There's no clear endpoint," Bell said.

Though "the rest of the school community may not be as involved... within the art department we're pretty well-respected," Bell said. As for the future, she is unsure of what she will be studying, but she is certain that she will keep art as a hobby.

Alyssa DiCenzo



Alyssa DiCenzo's mother is an artist, so she was raised with a love for art. This upbringing has encouraged her to study studio arts in college.

DiCenzo focuses on painting portraits, and her unique style includes cropping her pictures and using different mediums. She is inspired by the way that people conceal insecurities. "[I] dramatize their emotions to make them evident. Thus, the models perceive themselves as beautiful," she said.

DiCenzo first finds a person with a physical quality they dislike about themselves, and then she researches the flaw. She sits down with her subject, sketching them in different angles. Finally, she uses layers of paint to capture complex colors. "I usually spend days... finaliz[ing] the painting," DiCenzo said.

DiCenzo said that the hardest part of art is "thinking of new ideas...[but] I continue with it because the end result of all the hard work and time put into my pieces is so rewarding."

Sarah Perkins



Sarah Perkins is so committed to art that she spent last summer taking an art class at Columbia University. Perkins will be attending Boston University's School of Visual Arts next year.

She is a perfectionist, spending a lot of time finishing each of her pieces amidst a busy school schedule.

"The hardest part of art for me is designating enough time to really focus on a piece and get it to look the way I want it to," she said.

Her art often draws from her job as a florist and the properties of water. Perkins likes to draw the human body, after taking a class on figure drawing.

"My work also has to do with personal things that I'm going through," she said. As a result, Perkins disagrees with the myth that art is easy.

"AP Art is by far the most challenging course I have taken this year," she said, but "it is something I really enjoy doing."

Perkins is frustrated with the lack of recognition that the art department gets, calling it "a reflection of how society feels about art. Most people don't take the time to appreciate it and see the importance of it in our world." Despite the obstacles she faces as an artist, though, Perkins continues to work on her art.

'Grease: Live' reimaged for contemporary audience

Fox's electrifying 'Grease: Live' raises the bar for televised live musicals

By Emily Luong and
Rebecca Boyajian
A&E Editor and Staff Writer

In 2013, NBC started a trend of televised musicals with "The Sound of Music." The pioneering form of live television got off to a rocky start; the classic World War II musical was not well-received by young viewers. Since then, networks have tried to capture young audiences with live productions, inhibited by the fact that plays and musicals traditionally attract older demographics. Fox has finally succeeded with their revisioned "Grease." They took on the challenge of living up to a movie that has inspired many with a timeless plot: a straitlaced girl and a greaser struggle with reputations when they fall in love. However, doubts evaporated once the T-Birds' dynamic banter and Rizzo's sass took center stage, and it became evident that the talented, well-known cast would put on a killer show.

"Grease: Live" accumulated a large fan base due to the popularity of its original versions. The classic 1978 film's theme of breaking stereotypes resonates with viewers of any age. Similar productions failed to attract young demographics because of antiquated subject matter; for example, NBC's stuffy "The Sound of Music" catered to Broadway aficionados and older fans. "Grease" had a modern twist, attracting new fans with lively numbers like "Greased Lightning."



Ex-Disney star and High School Musical icon Vanessa Hudgens played Rizzo in Fox's rendition of "Grease: Live." Hudgens' performance was well received and one of the most memorable performances of the night.

Much of the popularity of "Grease: Live" is due to its vibrant cast, many of whom are well-known to teens. The cast included pop singer Carly Rae Jepsen (Frenchy), actress Vanessa Hudgens (Rizzo) and three ex-Nickelodeon stars: Carlos Pena Jr. (Kenickie) of "Big Time Rush," David Del Rio (Putzie) of "The Troop," and Keke Palmer (Marty) of "True Jackson VP." A cameo by Joe Jonas, whose band DNCE performed as Johnny Casino and The Gamblers surprised fans. Julianne Hough was a perfect Sandy; her dance talent shined as she showed a surprising talent for singing. Broadway star Aaron Tveit (Danny Zuko) brought a powerful voice, though he did not live up to John Travolta's eccentricity.

Vanessa Hudgens impressed viewers as the ever-sassy Rizzo. Hudgens was witty and vulnerable, and her performance was especially touching as her father passed away the night before. She nailed the Pink Lady's snark, and her rendition of "There Are Worst Things I Could Do" was the most poignant performance of the night.

"Grease: Live" has been the most successful live musical in terms of fans' response. The energetic cast raised the bar for future shows. Fox has proven that younger demographics are the key to successful shows in this new genre. For future productions, Fox should consider fans' eagerness for familiar actors who supply the electrifying energy that the "Grease: Live" cast brought.

SPORTS

Second appearance at Nationals for girls relay 4x800 meter relay team qualifies for Nationals and sets new school record

By Delaney Murphy
Staff Writer

Senior captain Alyssa Murphy, juniors Steph Forester and Emily Martin and sophomore Hannah Perkins won the 4x800 meter relay at the MSTCA Elite Meet, an invitational meet against the top 24 teams from all across Massachusetts, on Jan. 24. Beating the second place team from Beverly by seconds, the relay team set a new 4x800 meter relay record with a time of 9:35 and punched their ticket to the Emerging Elite section of the National New Balance Indoor Meet on March 10.

“[The race was] the last opportunity we had to run the relay without doubling back in our individual races,” said Alyssa Murphy, “so we were all feeling the pressure to qualify.” Going into the last lap, Beverly had a 20-meter lead over Walpole’s anchor leg, Alyssa Murphy. Murphy was able to gain ground during the first 150 meters and with 50 meters left in the race, Walpole and Beverly were neck and neck heading down the straightaway. “Honestly, starting the first lap I was only focused on qualifying, but once we hit the final straightaway and I saw how close the Beverly girl was, I knew I could beat her,” said Murphy.



The 4x800 meter relay team consisting of sophomore Hannah Perkins, juniors Emily Martin and Stephanie Forester and senior Alyssa Murphy pose after winning the 4x800 meter relay at the Division III relay meet.

Although Beverly dove at the finish line, the photo-finish revealed that Walpole finished in first place, a mere .07 seconds before Beverly. Due to her closing speed to snag Walpole’s first place finish, the national website milesplit.com nominated Alyssa Murphy for the “Kick of the Week.” Milesplit, a track and cross country national coverage site,

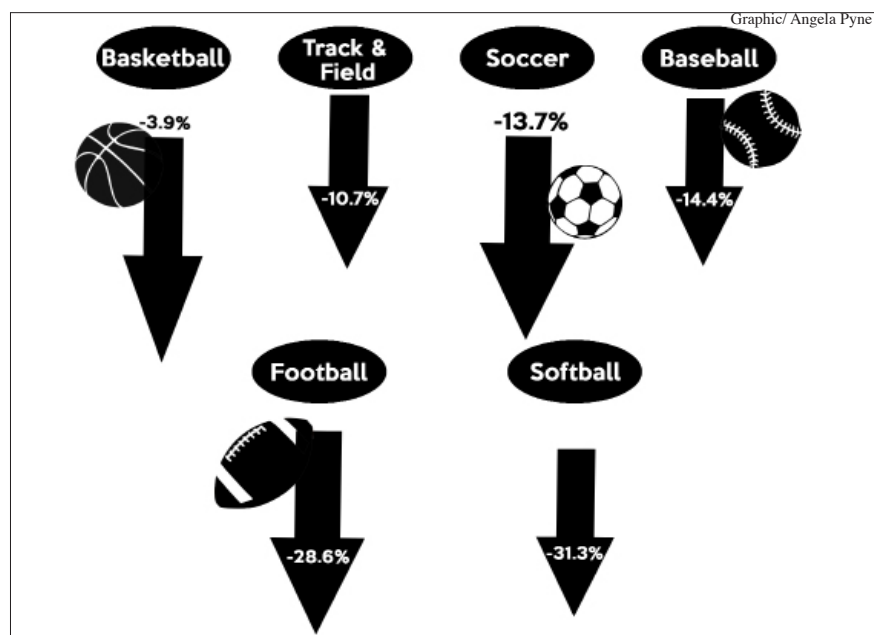
reports on high school, collegiate and professional racing. The “Kick of the Week” competition is determined by a user vote on their website. Just like in her race, Murphy was again able to win by a narrow margin, beating her competition with a total of 727 votes. Murphy humbly accepted her victory. “It’s nice to know I didn’t trip that girl at the finish line, because

when I finished, I thought I made her fall and was worried we would get disqualified,” said Murphy. The relay team went on to compete in the Division III championship on Feb. 11; however, with all four members doubling back from individual events, they finished second behind Concord-Carlisle with a time of 9:45. Their second place advanced them to the All-State Meet on Feb. 20. With sophomore Hannah Perkins unable to compete, the team called up freshman Caroline McGrath to replace her as the lead leg. The switch worked out, and the team ran a 9:36 to finish in fifth place, which will advance them onto the New England Track Invitational on Feb. 28. Martin ran her fastest leg of the season with a 2:23 split.

“One of our biggest strengths as a whole is that when we put our minds to something, we do it,” said Emily Martin. “We ran with a big sense of determination and it paid off.” The team wants to improve their time at New England’s to qualify for the Championship National Heat, which has a standard of 9:32.

“As a team we want to keep improving time as much as we can and possibly qualify for Championship Nationals,” said Martin.

Have youth sports gone too far? Overly competitive environments can have detrimental effects on youth athletes



The graphic above shows all of the youth sports that have seen major decreases in nationwide participation over the past year.

By Melanie Weber
Staff Writer

EDITORIAL

My love for soccer began in kindergarten—I would spend my Saturday mornings at Mylod Fields kicking the ball around with my friends. As a child, I was very competitive—I always wanted to win, and I would do whatever it took to be the best. Once I reached third grade, I decided I wanted to improve my skills and join the travel team, where I would have two practices a week, followed by games on Saturdays. After a year of playing travel, I decided I wanted to further my soccer talents. I joined the New England Futbol Club (NEFC) club soccer team, and I played from fourth grade to sixth grade. My schedule was hectic—I had two prac-

tices and one game for NEFC per week on top of an additional two practices and one game a week for my Walpole team. Aside from soccer, I was also playing both lacrosse and basketball.

Like most young athletes, I believed that I could be the next Mia Hamm. At this young age, I was convinced that I was going to a Division I school on a scholarship and would later play for the U.S. Women’s National team.

However, even after dedicating substantial amounts of my preteen years to soccer, the stressful and overcompetitive environment stripped away all of my love for the game, and by eighth grade, I quit the sport as a whole and picked up field hockey, which I now plan to go to college for.

Open Access Journal of Sports Medicine states that 45 million kids participate in an organized sport. By the age

of 15, 80 percent of those kids quit that sport. The problem is single sport specialization—focusing solely on one sport through private clubs and training.

Single sport specialization has a detrimental effect on young athletes. Studies show that children who specialize in sports at an early age are at a greater risk for burnout due to stress, decreased motivation and lack of enjoyment. I am a victim of these effects. A major problem with today’s youth sports is a newfound sense of pressure. Oftentimes, young athletes become so distracted by the hyperintensity that they forget the reasons why they started playing—the reasons why they devote so much of their time and effort to a sport. The reasons were not for the accolades, the rewards, the publicity, the scholarships—people play a sport because they want to have fun and be a part of a team. How many athletes pick up a sport for the sole purpose of earning a Division I scholarship? In fact, studies show that only one percent of high school athletes will receive a Division I scholarship, which gives way to another problem: parents’ disillusionment of Division I. Today’s sports give children a false sense that they are the best and that they have the ability to go to a Division I school and excel on a scholarship; therefore, parents unwaveringly devote time and money into club sports and private training in order to fulfill this goal.

These parents’ fallacious attempts to improve their kids’ talents—whether it is paying for private training or coercing their kids to play on a club team—are actually hurting their kids. There is even a competitiveness between parents that causes bitter relationships that ultimately affect the young athletes.

Instead, parents and coaches must educate youth athletes on what is required for success, not discourage them for their lack of skill that has not yet had enough time to develop. These parents have false expectations for their kids. They think they are improving their children’s athletic abilities by placing them in a hypercompetitive environment while the reality is that they are actually wearing their kids out. Today, parents only focus on transmuting their kids into stud athletes when in fact this stud athlete they are trying to bring out may be non-existent. The natural desire to succeed and the willingness to work hard must come solely from the kids; only the kids have the power to transform themselves into the star athlete they strive to be.

Through my personal experiences with soccer, I saw thousands of dollars spent on traveling to tournaments. I also witnessed broken friendships, serious injuries and a loss of confidence and interest among kids at a very young age. Although club sports and competitive environments are beneficial as they give aspiring college athletes great additional opportunities to prepare for college-level athletics, these opportunities are unnecessary at such young ages, and they can cause a young athlete to lose his or her passion for the game.

As a three-sport varsity athlete, I can unequivocally say that sports have had a positive impact on my life. There is an endless list of advantages to playing sports: kids learn life lessons, create new friendships and discover how to deal with adversity. Therefore, we must not let today’s overly competitive outlook on youth sports destroy the valuable benefits that kids can attain from them.



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Francesca Bonanno steers girls hockey into postseason

Rebels end three-year tournament drought with help from goalkeeper Bonanno

By Sophia Giovanello
Staff Writer

After three years of not making the postseason, Walpole Girls Hockey qualified for the tournament this year because of one major factor: junior goalkeeper Francesca Bonanno.

This year, the team has improved tremendously from last year's record of 6-7-6 to a current record of 10-5-2 as of Feb. 23.

Bonanno has been a part of Walpole High School's girls varsity hockey team since she was a freshman. During her freshman year, she was the backup for 2014 graduate Kaylin Hallett, and this is now her second consecutive year starting in goal.

This season, Bonanno has let up an average of 1.7 goals a game and has a .932 save percentage. On Jan. 20 in a 2-0 shutout victory over Natick, Bonanno made a highlight reel save with the paddle of her stick while on her back.

"[Bonanno] is a true competitor, never willing to back down... and she always leaves it all on the ice. You will



The Rebels have two games left in the regular season: Feb. 24 against Archbishop Williams and Feb. 25 against Canton for their senior night. Regardless of the outcomes of these games, they will be advancing into tournament.

not find a more competitive goaltender in high school. She is the backbone of the team," Coach Joe Verderber said.

Junior Cameron Johnson added, "She's saved us in so many games. Even in games we've lost, she's kept us in them."

Learning to skate at 3 years old, Bonanno made the switch from de-

fense to goalkeeper at the age of 6. "My second year, I tried out for goalie and instantly fell in love with it," Bonanno said. "It's a position that is so much different than all others. It requires just as much mental preparation as it does physical preparation."

Coach Verderber said, "Goaltending

is a very mentally demanding position. Regardless of the situation [Bonanno] maintains focus on the puck."

Over the years, Bonanno has played for two King Philip and Walpole teams: one with all girls and one with all boys. King Philip Walpole is a team of Walpole and surrounding towns who all play together on one team. The team is primarily a boys team until middle school where a team of all girls is formed: the Spitfires. For a year in middle school, Bonanno became part of the Spitfires but remained on the original King Philip Walpole team as well. Confident about her high school team's first playoff berth in four years, Bonanno is excited and hopeful for the tournament.

"I am looking forward to participating in my first tournament. If we all play our hearts out, I can see us going very far into the playoffs," Bonanno said.

Coach Verderber said, "Hockey is a team sport and she can bail out the team on mistakes in front of our net and they too will help her should she falter, as they know she will always give her best effort for the end result... a win."

Where are they now?

Alumni athletes shine in college and professional leagues

By David Moser
Sports Editor

Summer King, Class of 2015



Summer King was a four-year varsity athlete for Walpole's volleyball and girls basketball teams. During her senior year, she was a captain and a record breaker for both sports, surpassing the 1000 kills mark in volleyball (1021 kills) and the 1000 points mark in basketball (1246 points). King fell just short of missing the same mark for rebounds, with 988. Additionally, she was the Bay State Conference Herget Division MVP and a four-time Bay State League All-Star in both basketball and volleyball. After such a successful high school career, King went on to play basketball for the Division I school Colgate University. As a freshman, she mostly comes off the bench, playing in 13 of 17 games. However, in Colgate's game against Bucknell on Jan. 16, King got the start.

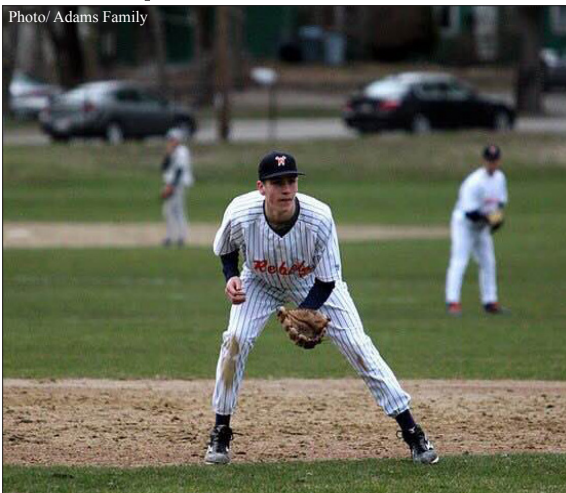
Despite starting, she saw only 13 minutes of playing time. She did, however, shoot one for two from the field—good for two points. On top of that, she also had four total rebounds—three offensive and one defensive.

When asked about the difference between high school basketball and college basketball, King said "College is a lot quicker of a pace and has a more intense type of play."

King averages seven minutes of play per game (about 76 minutes total this season), but she makes good use of her time, racking up 14 points and 21 rebounds in just her 13 games this season.

Reflecting on her high school volleyball and basketball career, King said, "Being an athlete at WHS was an amazing experience and there is no better feeling than sharing the court with my friends."

Johnny Adams, Class of 2013



A 2013 graduate of Walpole High, Johnny Adams was captain of both varsity basketball and varsity baseball during his senior year. For baseball, he was a three-time first-team Bay State League All-Star, Walpole's 2013 Male Athlete of the Year; additionally, he earned first-team all-state honors, Rawlings Northeast All-Regional second-team accolades in 2013, and made the USA Baseball North Atlantic team roster in 2011.

Adams went on to play baseball for Boston College, as well as for the Harwich Mariners in the Cape Cod Baseball League last summer, where he received the Manny Robello tenth player award. Adams also got a spot on the 2015 East Division All-Star team and received Harwich's MVP award.

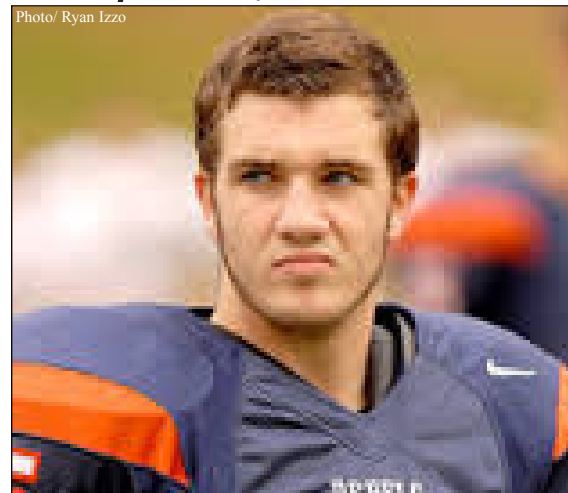
Adams became the Eagles' starting shortstop as a freshman, and most recently was selected to wear number eight in honor of former BC player, Peter Nictakis.

He attributed his success at Boston College to his high school experience.

"I learned how to become a true leader and become a student of whichever sport I was playing. I would not be where I am today if it were not for coaches such as Coach Tompkins, Coach Costello, and Coach St. Martin, as well as many other coaches at Walpole. All of these guys prepared me for Boston College and I am thankful for having played for each of them."

He said, "I want to play baseball for as long as I can. It has always been my dream to play Major League Baseball, so I will obviously do whatever it takes in order to get there. I have learned so much from baseball and cannot see myself leaving the game, so I would definitely get myself involved with coach-

Ryan Izzo, Class of 2010



A member of the 2010 class, Ryan Izzo is one of the few Walpole alumni athletes who have gone on to play professional sports. Izzo is a short-stick midfielder for the Ohio Machine, who drafted him 27th overall in the 2015 Major League Lacrosse draft. Before entering the MLL, Izzo played lacrosse as a Minuteman at the University of Massachusetts. Describing the differences throughout all three levels of athletics (high school, college, and professional), Izzo said, "The main difference I have noticed is the talent pool around you from level to level. Each [player is] trying to be the best, thus creating top tier [athletes]."

At Walpole High, Izzo played three years of varsity football, four years of varsity basketball and four years of varsity lacrosse. During his senior lacrosse season, Izzo notched 38 goals and 16 assists. Throughout his whole high school career, he had 131 goals and 49 assists. Inside Lacrosse named him the 35th best high school midfielder in 2010.

In football, Izzo holds the Commonwealth of Massachusetts scholastic football scoring and touchdowns records with 722 career points and 101 touchdowns. With all his success at Walpole High, Izzo said, "[My experience] allowed me to gain many attributes such as great leadership, work ethic and having trust in yourself and those around you to do their job. These are key components in not just being a successful athlete, but a successful person as well."

Izzo had one piece of advice to give to any athlete hoping to continue up into professional athletics: "Never be satisfied. The most successful athletes are the ones who always want more."

The Rebellion’s guide to local food favorites

Every town, no matter how small, has its share of local eateries. Walpole is no different—it, too, is teeming with diners, drive-throughs and dives. The restaurants on this page are only a few of the many great places around Walpole where residents can stop for snacks, dinner or brunch. Ranging from indulgent french fry-filled wraps to refreshingly light salads, Walpole’s food scene truly does offer something for everyone.

JIMMY’S PIZZERIA



French Fries 4.75

By Emily Luongo
A&E Editor

Jimmy’s distinguishes itself from other pizzerias by going beyond the classic pies with its appetizers, especially the extra crispy fries. Jimmy’s fries are cooked to golden brown perfection with a signature crunch, the perfect sidekick for any of the restaurant’s wide selection of freshly made pizzas, calzones, subs and pastas. The serving is big enough to more than satisfy one person or share with a few others. Although Jimmy’s is located away from the hub of downtown Walpole and therefore is not frequented by a young demographic, the pizza joint is truly a hidden gem in a sea of other famed pizzerias that have set up shop all around Walpole.

CONRAD’S RESTAURANT



Steak Tips 14.99

By Rebecca Boyajian
Staff Writer

Apart from its comfortable and friendly atmosphere, Conrad’s Restaurant has a delicious and wide array of reasonably priced food options., from their satisfying and fresh “Goat Cheese Salad” to simple but delicious appetizers such as the onion rings or fried pickles. However, there is one dish that keeps the residents of Walpole coming back for more: “Conrad’s Famous Marinated Sirloin Steak Tips”. It is almost impossible to resist the always perfectly-cooked steak tips, a dish that most will recommend. However, if not in the mood for the tips, Conrad’s caters to every craving a customer could have.

BRISTOL SQUARE CAFE



Bristol Banquet II 7.45

By Emily Luongo
A&E Editor

Every town has a homey place where diners can start their days right with a fulfilling meal. For the residents of Walpole, Bristol Square Café is the place to be. While the Café serves a delicious array of lunch options, perhaps its most popular menu items are its signature breakfasts. From items such as “The Scrambler” to “The Hash Wrap,” Bristol Square Café has something for everyone. However, for those who want to experience the best of the Café’s vast breakfast options, “The Bristol Banquet” is the perfect sampler plate. This filling dish consists of eggs cooked any style, pancakes or french toast, bacon and sausages with home fries, baked beans or fruit. Serving generous portions of food at affordable prices, Bristol Square Café is the go-to restaurant for those who want a comforting, home-cooked style meal.

RICO’S PIZZA AND SUBS



BJ Wrap 7.50

By Rebecca Boyajian
Staff Writer

Most towns have one restaurant where students go after school to eat and hang out; for Walpole, that place is undoubtedly Rico’s Pizza and Subs. It is difficult to find a resident of Walpole who does not have a favorite dish from this classic pizza place. Amongst its sandwiches, subs, wraps and pizzas, the legendary “BJ Wrap” is famous throughout the surrounding towns. The wrap consists of crispy bacon, french fries and chicken fingers smothered in melted mozzarella cheese and tangy honey mustard barbeque sauce, all wrapped in a soft tortilla and slightly grilled. Another food item that keeps people coming back for more is the “Chicken Kabob Salad,” marinated grilled chicken on top of a greek salad. Rico’s is undoubtedly one of Walpole’s classic after-school hangouts.

FARMER IN THE DELL



Asian Chili Noodle Salad . . . 9.00

By Natalie Luongo
A&E Editor

Serving higher-end casual fare, Farmer in the Dell has earned its place among Walpole’s classic restaurants. It has risen through the ranks in just a few short years, with its assortment of rustic options for food and drink. Its extensive wine menu, hearty sandwiches and wholesome salads attract teenagers and adults alike, but a crowd favorite is the Asian Chili Noodle Salad. It is unlike any traditional salad: a generous scoop of thin rice noodles rests on a bed of mixed greens garnished with mint and peanuts, all tossed with a sweet chili dressing. It’s a combination of healthy and indulgent, and its fusion flavors are one of the most innovative things to come out of Walpole’s food scene lately. If visiting the Dell in the morning, be sure to try “The Chicken or the Egg” breakfast sandwich.