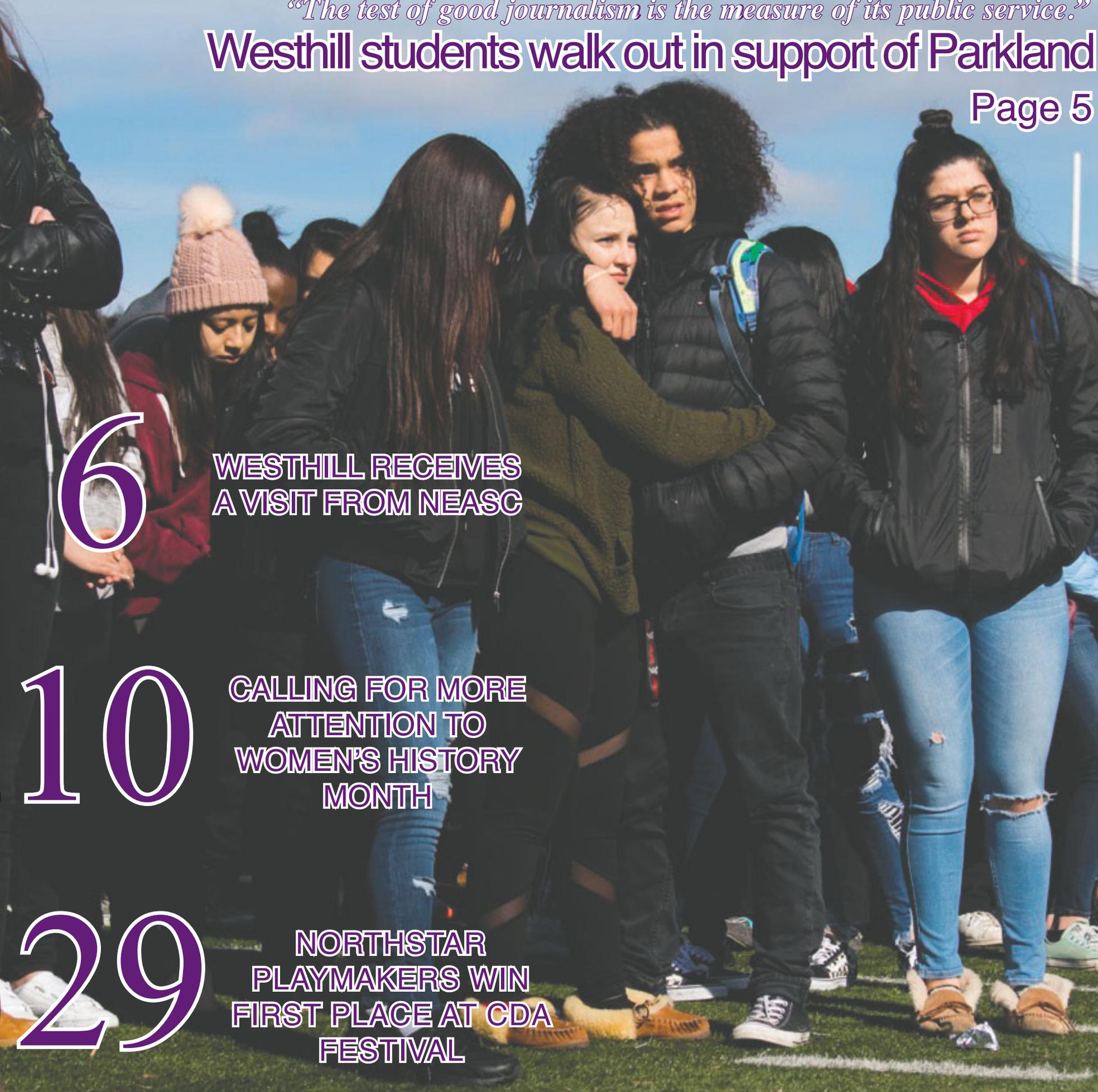


The Westword

Student voice of the Westhill community
"The test of good journalism is the measure of its public service."

Westhill students walk out in support of Parkland

Page 5



6

**WESTHILL RECEIVES
A VISIT FROM NEASC**

10

**CALLING FOR MORE
ATTENTION TO
WOMEN'S HISTORY
MONTH**

29

**NORTHSTAR
PLAYMAKERS WIN
FIRST PLACE AT CDA
FESTIVAL**

The Westword

2017-2018 Staff

March 2018

Note from the Editors

Editor-in-Chief
Noah Klein

Print Executive Editor
Addison Magrath

Online Executive Editor
Josh Eimbinder

Managing Editors
Daniel Greco,
Rachel Plotzky,
Nicholas Zarrilli

Ombudsman
Max Zussman

Photo Manager
Sydnie Lesser

Media Manager
Meghan Prabhu

Business Manager
Paola Socci

Social Media Managers
Christina Burgess, Valerie Neyra

Distribution Managers
Hudson Price, Daniel Brennan

Head Illustrator
Alexis Marchetti

Creative Director
Emma Cali

News Editors
Chloe Giulini, Lexi Boccuzzi

Viewpoint Editors
Jude Ponthieu,
Alexandra Watkinson

Las Noticias Editor
Guilmar Valle

Special Editors
James Lis, Katherine Williams

Feature Editors
Molly Cannon, Marta Zach,
Arushi Mathur

Supplement Editors
Bailee Esposito, Katie Gaia,
Micayla Roth

Scatterbrain Editors
Veda Bhalla,
Jason Zarrilli

Limelight Editors
Lucca Metzger,
Joaquin Monteclaro

Express Editors
Sophia Colfer, Michael Dubon

Sports Editors
Tamar Bellete, Joseph DiSalvo

Copy Manager
Sahithi Kollipara

Copy Editors
Brooke Glatzhofer, Ryan Hart,
Kaela Shaulson, Sheetal Sudhir,
Jessica Wallen

Graphic Designers
Ryka ChandraRaj, Zachary Kitay

Pollsters
Zainab Jafri, Alexandra Lazo,
David Mezas, Bella Vaccaro

Reporters
Ries Allyn, Audrey Molina,
Hannah Nekritz, Ashley Shapiro,
Shaira Sunbeam

Illustrators
Neeka Baclayon,
Zachary Kitay,
Kathryn Kopec,
Tamar Frydman,
Paulina Seremetis

Videographers
Skylar Rubin, Stephaine Tancs

Photographers
Alexa Smeriglio,
Nikhil Tungaturthy,
Nicole Vantman

Co-Advisers
Mr. von Wahlde,
Mr. Wooley

Las Noticias Advisors
Mr. Sandoval
Ms. Mendez

Columnists
Jennifer Carias,
Kevin Costello,
Jackie Fahey,
Matthew Greenbaum,
Jude Ponthieu,
Valerie Neyra,
Jack Williamson,
Max Zussman,
Kelly Fox

Dear Readers,

We would like to first apologize for the small delay in the release of this issue. Our staff was unable to get into the building at times due to weather. Nonetheless, our staff has worked incredibly hard and we are very excited to bring you our March issue.

Our Editorial this month discusses a topic that likely impacted many as we look into how to solve the issues related to snow days.

In News, we report on the current situation regarding the timing of AP testing. In Viewpoint, feel free to learn about the various views students have when discussing arming teachers.

Moving on to Las Noticias, hablamos sobre el concierto de

Zach Matari en Westhill y la huelga para apoyar leyes de armas más fuertes. Special Report this issue sheds light on video games, and their impact on students.

Our Supplement this issue takes a look back at some of the most memorable political movements throughout history. In Feature, we have an article discussing a recent performance at Westhill by recording artist Zach Matari

Limelight sheds light on the recent popularity of the movie *Black Panther*. Scatterbrain covers our Slay of the Month, as well as the “page of fun.”

In Express, view our interview with Josue Rodriguez, as well as other student work. In Sports, discover our article high-

lighting the recent shift in participation between two spring sports.

Online we continue to bring current news from the community as it happens. Be sure to check out our daily Morning Briefings, as well as videos. We also encourage our readers to listen to our new podcasts. They can be found on thewestwordonline.com.

We encourage any and all readers with comments, questions, or concerns to contact us by either dropping a letter into Noah Klein’s mailbox in room 224 or emailing us at westwordwhs@gmail.com.

Sincerely,
Noah Klein & Addison Magrath
Editor-in-Chief & Executive Editor

What’s inside

- 3 Editorial** Proposing a fix to the SPS schedule for the rest of the year
- 5 News** An in-depth look at the student walkout and its impact.
- 11 Viewpoint** OP-ED: When to break up with a friend
- 12 Las Noticias** ¿Que son las ciudades asilas en los Estados Unidos?
- 15 Special Report** The cognitive benefits of video games
- 17 Supplement** Looking back at previous movements in the U.S
- 28 Feature** The Cinderella Project comes to Westhill
- 29 Limelight** Youtube as a career
- 31 Scatterbrain** Which teacher throws the best parties in class?
- 34 Express** Artist of the month: Josue Rodriguez
- 37 Sports** Contemplating the idea of club sports at Westhill

Editorial Policy

The Westword will be guided in the publication of material by a concern for truth, human decency, and human benefit. It is published during the school year by the late night staff, along with the Journalism and Communications classes. Letters to the Editor, advertising requests, comments, criticism, or suggestions are always welcome. The views expressed in Viewpoint and the Op-Ed page do not necessarily represent the opinions of *The Westword*.

The Editorial Board consists of Noah Klein, Addison Magrath, Josh Eimbinder, Max Zussman, Daniel Greco, Rachel Plotzky, Nicholas Zarrilli, Lexi Boccuzzi, Bailee Esposito, Alexandra Watkinson, Molly Cannon, Jude Ponthieu, Tamar Bellete, Katherine Williams, Guilmar Valle, Mr. von Wahlde, and Mr. Wooley. The Editorial can be found on page 3.

Announcements

The Westword has no announcements at this time.

Corrections

The Westword has no corrections at this time.

If you have an announcement or an advertisement you would like published in the next issue, please e-mail us at westwordwhs@gmail.com.

The Westword
Westhill High School
125 Roxbury Road
Stamford, CT 06902
(203) 977-4894
westwordwhs@gmail.com
thewestwordonline.com
Visit ourschoolnewspaper.com/Westword
to view our print archives.

Solving the snow day dilemma

This winter has not taken kindly to Stamford Public Schools (SPS) as the amount of snow days has totaled up to seven this year. Students may have been excited about their days off at the time, but they will likely not be so happy come late June. As of now, the 2017-18 school year is set to end on June 26, very late into the final month of school. Students may start to think more about their summers rather than their upcoming tests and homework; fourth quarter grades could potentially slip. Although there is no solution to the weather, things can be done to make sure the decision to open or close school is right.

“Getting through those brutally hot June days can almost be excruciating. You cannot focus on anything else but the heat. The last week or so in June will be tough to get through,” Madison Coccomi (’18) said.

Due to the snow days, it is likely that both graduation and finals will be pushed back.

This school year’s unusually high number of snow days also poses a signifi-

cant threat to students’ success on the Advanced Placement (AP) exams. Although district mandated finals can be pushed back based on the number of days lost, nationwide AP exams cannot be. This puts AP teachers in a difficult place as they are forced to cram a college paced curriculum into even less time.

“It is definitely put pressure on me to finish all the material,” Mr. Petrone, who teaches various AP classes, said.

Students are also concerned at the prospects of not having time to finish learning all of their material as well as reviewing for their exams in the available time.

“AP exams are already stressful enough for students to prepare for in a short period of time,” Tejas Juware (’20), who is taking AP Computer Science A this year, said.

However, there are other options for schools when districts call an unusually high amount of snow days. Some schools across the nation are applying for their students to take the late exams in order to make up for the loss of teaching time. West-

hill used to have Saturday study sessions for certain AP courses. Unfortunately, the district no longer has the grant money to fund them this year, so this is not an option for students. Nevertheless, it appears as though Westhill AP students will have to face the consequences of the momentarily enjoyable snow days and work harder this year to prepare for the AP exams.

Four of the snow days this year were called the afternoon or evening before the actual snow day. According to stamfordpublicschools.org, “the Superintendent consults with the City of Stamford Operations Department, Board of Education Transportation, Board of Education Facilities, Emergency Management Office, local weather services, and surrounding school districts” when making a decision on snow days.

Deciding on a snow day can create issues however, as sometimes, the conditions may change overnight, resulting in backlash from students and parents. Therefore, if possible, Superintendent Kim should wait until the morning to

make a decision regarding the schools.

Calling all snow days the morning of allows for a better decision in the interest of keeping schools open. Another option to alleviate the number of snow days is to build more into the calendar, and if they are not used, take them off of the end of the school year.

Mr. Pereira, Dean of Students, also had an interesting potential option for snow days.

“With all the technology we have, there has to be a way to maybe turn it into a hybrid online course instead of losing a full day. Teachers use Schoology and Google Classroom. If that is a viable option, they should try to use that during snow days. That way you do not really lose a day,” Pereira said.

If all teachers were to use online resources for their classes, this could greatly benefit the snow days of upcoming years.

The Stamford Board of Education will vote on April 9 to determine the final school day (Either June 22, June 25, or June 26).

Bottom Line: Snow days are enjoyable at the time but only create more problems at the end of the school year. SPS should wait until morning to call all snow days in order to help this problem.

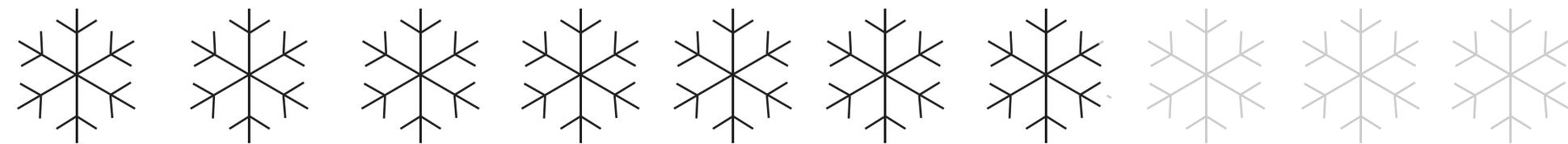
Would you rather have April break extended or school extended?

April break shortened

69.5 %

School extended

30.5 %



Poll conducted by **Alexandra Lazo** / Pollster.
*Poll out of 200 people.
Graphic by **Rachel Plotzky** / Managing Editor.

Please submit op-eds and letters to Noah Klein’s mailbox in Room 224 or email them to westwordwhs@gmail.com.

Snow days cause issues for Westhill

Excessive snow days are resulting in problems for end of school

Ashley Shapiro

Reporter

Snow days tend to be exciting, but at a certain point, they can become an issue. Having a break from school to relax and catch up on work may be very helpful, but ultimately, snow days will take away from Stamford Public Schools' summer break.

The Board of Education adds the missed days onto the end of the school year which can then shift finals, accommodating for all of the lost time.

The Board of Education's decision as to where to put the lost days remains unanswered. There was small talk of shortening our spring break, however it was quickly shut down. There is a possibility that Memorial Day will become a normal school day. The other option is that the end of the school year will be pushed to later in June. As of now, it is set to end on June 26.

Students seem to have mixed feelings on what the Board of Education should do.

"It felt good during the time we were out, because who does not like being out of school? But now these snow days could seriously affect the last day of school. I am praying for less snow days," Chloe DeGraft-Johnson ('20) said. "If we have one more snow day, that would mean we would either lose parts of April break, or get out after

New York City [who ends on the 26]."

Teachers and students are also feeling frustrated as they scramble to make up for all the lost time.

"To have had three snow days last week was shocking, but if it was necessary, then it was necessary. To think that we have had seven snow days this year is ridiculous, and now the last day of school is pushed to June 26 from June 15," said Chloe Segal ('19).

Some teachers do not feel as stressed out as others.

"I love a snow day, I get so excited. I put my cross country skis on and head to the beach. I can deal with making up the time in school to catch up on lessons in progress. I am so ready for spring in a week," Mr. Pinsince, English teacher, said.

"I know one thing. We will be in school a lot longer than we thought. We are still waiting for the district to tell us when the last

day of school will be. I can anticipate but do not know for sure. As soon as I know I will alert the entire school," said Principal Rinaldi.

Students have to attend school for a total of 180 days each year in order to learn the entire curriculum. In order to do well on finals, it is important that all Westhill students attend the needed amount of class time.

However, the Board of Education met to discuss the possibility of waving the 181st day although 181 days are built into the schedule.

After a certain point, no more days can be added to the academic year. Students and their teachers are still waiting for further information to be released. The Board of Ed will now decide the final days of school April 9th.



Graphic by **Zac Kitay** / Graphic Designer.

AP exam dates are not budging

Phoebe Lukaswitz

Staff Writer

The end of the year means students will soon be taking Advanced Placement (AP) exams. Most students already find AP tests difficult to prepare for, but now with the rising number of snow days, students are very concerned.

So far this year, the Stamford Public School District has had seven snow days. That means seven class days have been lost in order to prepare for the exams.

AP testing always begins in the beginning of May, and some are worried that the amount of snow days are going to interfere with how much ma-

terial they can learn in a limited amount of class time. According to the College Board, AP exams are starting the second week of May. This year that is from May 7 to 18.

Week one starts on Monday May 7 with Chemistry, Spanish Literature and Culture, Psychology, and many others.

Week two will have Biology, Music Theory, Physics C, Calculus AB, Calculus BC, Computer Science A, as well as others.

AP classes are very rigorous by nature as they are college paced. Students and teachers need as much time as possible so that they can be prepared for the college level exam.

According to AP Central,

"early testing or testing at times other than those published by the College Board is not permitted under any circumstances."

Exam dates cannot change because of just one school district. College Board needs to keep the exams the same date for all school districts across the nation.

One student stated their concern about the amount of time, but said it may actually end up helping.

"As a student taking three APs, I do feel that it is unfortunate that the AP dates cannot be moved even with the amount of snow days, but at the same time, it pushes me to use the time that we have in class more efficient-

ly. I want to work harder despite the setbacks.," Danielle Crevecoeur ('19) said.

Other students are finding classes to be too overwhelming.

"I take three APs: English, Biology and US History. To have all these snow days now; it makes AP classes a little overwhelming since each day is equally important in learning even more of the curriculum. Since the exam date will not move, it just adds more pressure in class to be learning what we need to be so we are prepared to get a good score," said Georgia Colegrave ('19).

AP exams are also important for teachers, due to a limited amount of time to go through multiple chapters and

review the entire curriculum, it becomes difficult to cover all topics.

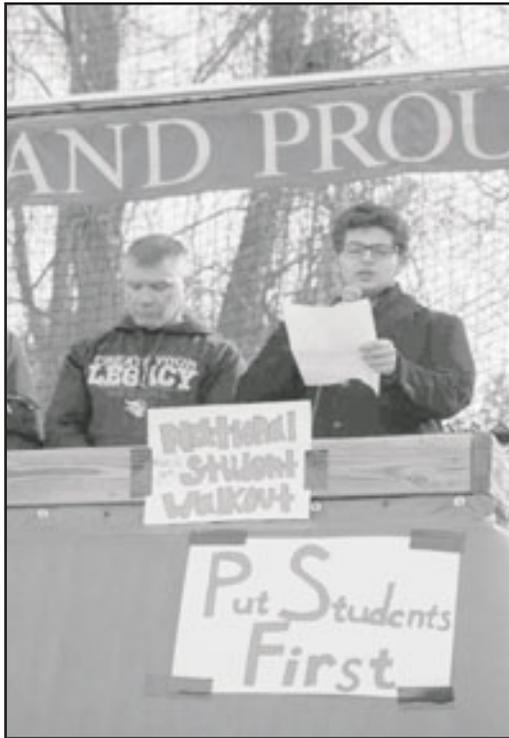
"I am very nervous about whether my students are going to be prepared for APs. The curriculum already is so jam packed with information, that under normal circumstances we barely make it through, so I am just doing the best I can to upload recorded lectures and slideshows. I can just hope that these kids are really going to study, and use their time off to prepare for what I cannot prepare them for," AP Art History teacher, Mrs. Konrad, said.

The clock is ticking as students and teachers have only until May to prepare.

Westhill students take a stand for gun reform

Josh Eimbinder
Online Executive Editor

At 10 a.m. on Wednesday, March 14, students across the nation left classes to take a stand with gun reform. The event was a part of the nation-



CALLING FOR CHANGE Westhill students participate in nationwide walkout in an effort to get new gun reform and policy into legislation.

Photos by **Caitlin Covello** / Staff Writer.

wide walkout, sparked by the tragic events in Parkland, Florida a month prior.

“Certainly, after the tragedy that took place in Parkland, I responded emotionally. First as a parent, but then as a principal,” Principal Rinaldi said. “I am committed to making our school as safe as possible,” he continued.

Students crowded the front field during seventh period. All students had the option to not attend, but most ended up joining. Teachers, administrators and local reporters also visited to check on what was happening. It was a brisk 34 degrees, but the student body braved the cold to stand up for what they believed in. The walkout was planned similarly to the Public School Proud walkout in February of 2017.

Teachers were required to stay in their classes unless

all students decided to go out on to the field.

The walkout honored the 17 victims from Parkland and also continued to touch upon important issues. Speakers talked about what high schoolers can do to get involved in their communities.

“Midterm elections are this year and a majority of us will be able to vote, make sure your using your vote for people who prioritize the protection of students over all else,” Sam Hamilton, one of the student organizers, said (’18).

Westhill’s walkout was one of thousands across the country. Students held signs they designed for the cause, and they honored the victims by having a moment of silence.

On March 24, there was a “March For Our Lives” in Washington D.C. where citizens from across the country demanded to end the epidemic of mass shootings. Along with the one in the nation’s capital, Stamford had its own in Mill River Park.

“I think after this time, we need to say enough is and enough and that we are not just going to sit by and watch,”

Alyssa Goldberg (’19) said to News 12 Connecticut.

“After the shooting in Parkland, I felt very disgusted and dejected for the parents that lost their children, students are trying to change things by speaking their mind. Students need to feel safe at their own school,” Milton Hall (’19) said.

Nonetheless, some students still felt as if they did not need to walkout.

“I did not walkout, because I did not necessarily agree with everything that they were promoting, and while we need to get the government talking, I did not feel the need to leave the school,” said Shane Hackett (’19).

In Stamford, Superintendent Mr. Kim and principals around the city are all working closely to ensure the safety of our schools. Kim held a safe-



BANDIED TOGETHER Some students made posters conveying their powerful message.

ty briefing in late February to talk to parents and others about their concerns.

Principal Rinaldi ordered a security audit around Westhill to find out what things can be improved when it comes to security. Communities and schools are finally waking up to see what is going on with their own kids, and they demand change.

Curtains open for improv troupe’s first show

Bailee Esposito
Supplement Editor

Westhill’s very first improv show took place on March 23. The small theatre was packed with friends and families curious to see the show. Also in attendance were members of the Stamford High School Improv Troupe (SHIP).

Before the show began, Westhill’s jazz band performed for the audience. They played for just over a half hour as people arrived at the theater.

To begin, the Troupe’s advisor, Bobby Pavia, a current actor working at Westhill in the Special Education Department, gave the actors certain games to play. Games included “guess who is coming to dinner,” “TV channels,” and more. These games were prompts for the improv actors to work off of. Mr. Pavia directed the group in which games to play,

however he did not intervene in the skits. Toward the end, Pavia participated in one of the skits in which he, Liam Gelling (’19), and Lily Fine (’18) tried to have a conversation in ten words or less, depending on the number chosen by the audience.

The show was very interactive with the audience playing an important role in the show. The participants often asked the audience for suggestions for aspects like characters or setting. The audience was involved throughout.

“[It was] very funny, and worth the time,” Kevin Harrington (’19) said.

In all, the show lasted about an hour, with a rotating cast of students ranging in all grades. However, some participated more than others. Fine and Marcos Pinto-Leite (’18) were present in most, if not all skits, often acting as leaders or main characters. As many high school

productions do not allow such a degree of comedy, the show provided a different approach to high school theatre. Principal Rinaldi was in the crowd as well. It was clear that he found the pro-

duction hilarious as he laughed throughout the show.

At one point, the cast played a game in which the audience assigned the players characters going to a dinner party and another

player had to guess who they were. When asked for suggestions, the audience immediately said Mr. Rinaldi. Fine took on his role as he sat in the audience, making sure to say as many motivational quotes as possible and raising her voice.

Fortunately, Rinaldi loved the impression, laughing even harder. He even posted about how much he liked the show later on his Instagram account.

“My favorite part was when Lily Fine impersonated Mr. Rinaldi,” Abby Lupinacci (’19) said.

Overall, the Westhill Improv Troupe’s (WIT) first production was a huge success. Even though this was only their first show, the actors performed comfortably and confidently. Fans of improv should get ready for SHIP’s show coming up soon. The WIT hopes to continue putting on shows, and to make this a new Viking tradition.



SHOWING OFF members of Westhill Improv Troupe (WIT) perform at the Westhill Little Theatre.

Photo contributed by @northstarplaymakers on Instagram.

Ten years later, NEASC arrives

After much anticipation, NEASC has come to assess our school's credibility

Nicholas Zarrilli

Managing Editor

The New England Association of Schools and Colleges (NEASC) is an independent organization tasked with accrediting schools in New England. For the past year and a half, Westhill's teachers, administrators, and all other staff have been preparing for NEASC's first visit since 2008. The visit was from March 25 to the 28, and was mentioned several times in the building.

School accreditation is a voluntary process where a school is looked at under a fine

lens, first by its own staff, and then by an external committee. The external committee attempt to make sure the school is doing a sufficient job at educating its students and that the school's diploma has value.

Many factors are taken into account on a case-by-case basis, including the school's specific demographics and missions. NEASC has existed as an organization since 1885 and updates its standards for accreditation at least once every ten years. The current standards Westhill is being evaluated by were set forth in July of 2016.

To evaluate each individu-

al school in the area, NEASC has a three step system of evaluation. First is the self study, where a school's staff takes several months to find and analyze everything their school is doing right or wrong after years of preparation. Westhill has been conducting this study since November of 2017.

To make sure Westhill had covered all of the checkpoints NEASC would be looking for, the school set up seven in-house committees made up of teachers and department heads. Each of the seven committees corresponded to a specific NEASC criteria: school culture and leadership, community re-

sources, school resources, curriculum, instruction, assessment, core values and beliefs about learning.

The self study period gives the school time to recognize, record, and rectify shortcomings before it comes time for peer evaluation. When the self study is complete, the data is compiled into a report and submitted to NEASC.

"The [self evaluation] process is for us to reflect on what our strengths and weaknesses are... we do not try to paint a rosy picture for [NEASC], we are trying to find where we stand in each indicator," Mrs. Kumar, chair of the school culture and leadership committee, said.

After the self evaluation comes the NEASC peer review, where a committee of 18 teachers and administrators is assembled from other area schools and colleges to verify that the school's self evaluation is accurate to the reality of the school's environment.

"Basically, the NEASC peer committee is tasked with redoing the whole year and a half long analysis in just four days...they immerse themselves in your school, meeting with student resource officers (SROs), teachers, students, custodial staff, and cafeteria workers to get a clear picture of the school," Mr. Dunlap assistant principal, said.

NEASC also holds panels with students, teachers, parents, and administrators to collect as much data as they can. For every claim the school has made in its self analysis, the NEASC peer committee must obtain three pieces of evidence to support or deny it.

After the peer review, a follow up is written with notes on what the school needs to improve upon and what it does right. The school is then either granted or denied accreditation. If it is denied accreditation, the school is put on probation.

During probation, NEASC closely monitors and guides the school to bring it up to standard before issuing a re-evaluation. Even if a school



NEASC evaluators visit the Westhill agriculture building.

Photo contributed by @westhill_principal on Instagram.

does meet basic standards, it still must submit a course of action for future improvement. Westhill currently has a two-year plan and a five-year plan for self improvement.

The two-year plan includes revamping the heating venting and air conditioning ventilation (HVAC) system, revising the school's curriculum, formalizing school-wide textbooks, and allowing for more input from teachers in professional development. The five-year plan includes points like compiling data about the school and releasing it to parents, generating a schoolwide code of conduct, doing a complete evaluation of school facilities finding the approximate lifespan for various systems, and implementing a more flexible system of professional development that is open to more teacher leadership.

A poor evaluation score affects the whole district's reputation and that can be a large factor in getting a family to move to the area. Accreditation agency notes also make good arguments for requesting extra funding.

If NEASC states that a school's facilities are too old or dangerous, a school can use it to ask for more funding during budget meetings or grant for a specific problem. Aside from these reasons, most schools, Westhill included, find it important to reflect on their effectiveness as an educational body.

Westhill hosts first color run

Allie Colorado

Staff Writer

but the staff is excited to see how the run will turn out.

"Although it will be a lot of work, this is for you, the students. We want you to have fun and make the memories that make high school an amazing experience. We work hard at Westhill so a fun event is a nice break to have," Ms. Cohen said.

Donations can be made at the event, and are strongly encouraged.

Profits collected will then be divided among all grades. The entire school community benefits from planning, promoting, and attending the event. It is an incentive for all students to participate each and every year.

"I expect it to be super fun. I am sure it will be filled with tons of students and families," Rebecca Freitas ('18) said.



Westhill has made school spirit a priority this year. The Lip Dub and Viking Videos have both been used to boost the school morale. Now, the first ever Westhill Color Run is set to take place on April 28.

This event serves as both a fundraiser, and a way to bring the Stamford community together. It is open to all students, their families, and anyone else who wishes to participate.

The run will take place here at Westhill. Tickets are five dollars and can be purchased online or through EventBrite. At the race, white Color Run t-shirts of any size will be available for ten dollars. Shirts can also be pre-ordered, and picked up at the school before the race.

Participants will have to check in at 9:30 a.m. Students and their families will have to park off campus due to safety concerns for the runners.

The run kicks off at 10:30 a.m. It will be entirely on school grounds, starting and ending in the senior parking lot.

Once crossing the finishing line, runners will move right into the tailgate starting at 11:00 a.m. Mr. Celcis has agreed to DJ at one of the main stations. Music will be set up throughout the entire course.

Concessions at the tailgate will be cash only and food trucks will also be making a stop.

"One of the biggest challenges with class fundraising is trying to find an event that students will be interested in attending. The Color Run seemed like a lot of fun for the entire school and community to participate in. We think it is important now, more than ever, to find ways to build and strengthen the school community. If this is a success, we hope to plan the Color Run every year as a class fundraiser," Ms. Sansone, Senior Class Advisor said.

There is a lot to plan in a short amount of time,

Good Month Bad Month

Column by
**Matthew Greenbaum
& Max Zussman**



Good Month for...

LeBron James On March 30, LeBron James surpassed Michael Jordan breaking the all-time record for most consecutive games with ten or more points scored at 867. This is quite an accomplishing feat that truly shows the greatness of James as one of the most consistent scorers in NBA history. The last time James failed to score at least ten points in a game was over 11 years ago, where he was held to eight points against the Milwaukee Bucks on January 5, 2007. James does not appear to be losing momentum anytime soon, and is only building his case as being viewed as the greatest of all time.

Bad Month for...

Ivy League Admissions Congratulations to all those accepted to Ivy League schools this year, especially since the upcoming freshman class is even more exclusive than in recent years. This year, Harvard only accepted 4.6 percent of all applicants, their lowest rate. However, Harvard is not the only Ivy school that was even more competitive this year. Seven of the eight colleges posted record-high application numbers, with Dartmouth having its highest number in five years. It appears that these elite schools are only becoming more prestigious.



Lil' Dicky The Philadelphia born comedic and Jewish rapper, David Burd, better known by his stage name Lil' Dicky, has had a great month. Dicky released his new single "Freaky Friday" featuring hip-hop icon Chris Brown on March 15. Its premise borrows from the body-switching classic movie *Freaky Friday*, in this case it is Dicky and Brown "swapping bodies." The comedic rap shot up to number nine on the Billboard's Hot 100 and it is the first comedic song to crack the top ten in Billboard history. Lil' Dicky is planning on releasing his sophomore studio album in the upcoming months.



Tech Industry Facebook stock plummeted 6.8 percent in one day. This is their largest percent decline in one day since 2014. They lost over 60 billion dollars in two days, even more than Tesla's market cap of 52 billion. Concerns about Facebook's management of user data sparked a selloff in technology shares. On April 2, the Dow Jones industrial average fell 1.9 percent. The Nasdaq composite declined 2.7 percent. Major tech firms were also hit hard this month. Amazon's stock decreased by 5.2 percent, Twitter by 1.7 percent, and Snapchat by 3.5 percent.



Iberian Lynx Since the Iberian lynx is a very picky eater; the species has come close to becoming extinct. Even though the predators are agile, they tend to only eat rabbits. In the Iberian Peninsula, viral hemorrhagic disease (VHD) wiped out almost the entire population of rabbits in 1988. Europe has started many breeding and relocation programs to help the lynx repopulate. The programs began after the species became the most endangered feline in 2002. As of now, the population of Iberian lynx has increased to nearly 550.

Vaping Schools around the country find that an increasing number of students are using electric vapes and e-cigarettes on campus. Vaping has become more popular this past year. Most schools have begun suspending their students when caught, and some officials have started to even expel them. Local officials have started to enforce consequences for students caught with these devices. However, administrators have found it very tough to put a complete end to students using these devices in bathrooms and in class.



Westhill clubs bringing in money from restaurant nights

Teams and clubs are fundraising by hosting at restaurants

Daniel Greco
Managing Editor

With the end of the school year approaching, various after school clubs are preparing to embark on their annual field trips, while others are ensuring that they can sustain their student organization the following semester.

The most crucial tool to either of these is a sufficient budget, which is becoming increasingly more difficult for the school to allocate to with the increasing number of clubs each year. Thus, it becomes a necessary routine for students to raise a portion of the funds in other ways.

The current trend for fundraising at Westhill seems to be through partnering with local restaurants to increase support for both the Stamford businesses, and the many organizations at Westhill.

The Boy's Lacrosse team chose the local Italian restaurant Table 104 as their fundraising location. From 5:00 p.m. to 11:00 p.m. on March 25, Table 104 offered both food and drink specials that directly benefited the lacrosse team. The profit made went towards paying for equipment as well as other seasonal fees.

Northstar Playmakers, a student-run drama club at Westhill, teamed up with the Chipotle franchise in their Darien location on February 27. 50 percent of the proceeds were donated to the club from 4:00 p.m. to 8:00 p.m. that night. The profit made went to continuing to support the after school club as well as providing the needed funds for their annual Connecticut Drama Association field trip.

Northstar also frequently hosts "diner nights" in which the club performs and waits tables at local Stamford diners.

"Diner nights are one of our signature fundraisers. A ton of sports teams and other groups have them, but what Northstar does differently is that they are singing diner nights," Divya Gada ('20) said. "We have a microphone and an am-

plifier so that our students can sing any tune they would like. The whole environment is very upbeat and so fun," continued Gada.

Through partnering with local businesses, the Westhill community is able to further integrate its spirit into Stamford. Fundraising nights allow the Westhill student body to share their diverse clubs with Stamford residents, which in turn increases the support that each club has.

"I absolutely recommend that people come out to these events because it is [full of] amazing entertainment and awesome food," Gada continued.

With roughly three months left before the end of the year, there will be plenty more opportunities to get out, and support Westhill's many after school clubs.



FULL OF COLOR Milkshakes at Elm Street Diner were decorated with purple and yellow candies portraying Westhill pride.

Photo by Lexi Boccuzzi / News Editor.

Mona Mitri
Director

Tutor Me
SOS
STRATEGIES OF SUCCESS

1051 Long Ridge Road, Stamford, CT 06903

☎ 203.724.9200 ☎ 203.521.0692

✉ mmitri@tutormesos.com 🌐 www.TutorMeSOS.com

Allowing teachers to carry weapons in school

Tyler Fisher
Staff Writer

In 2018 there have been 17 shootings on school property across the United States. On February 14, a shooting at Marjory Stoneman Douglas High School in Parkland, Florida occurred. On this day, 14 students and 3 adults lost their lives.

Gun violence in American schools is not a new occurrence. In fact, according to the organization, Everytown for Gun Safety, gun violence has been increasing exponentially for years.

These extreme acts of violence often become polarizing subjects, with some people pushing for more restrictions on the purchase and sale of firearms, and others arguing that the shootings should be attributed to issues of mental health.

Shortly after the Parkland

shooting in February, a poll conducted by NPR.org showed that 75 percent of those polled wanted stricter gun laws, which is a stark increase in just a matter of a few months. In October of 2017, NPR.org conducted a similar poll in which 68 percent of people polled supported stricter gun laws.

Stricter gun laws seem to be the easiest option to implement, but are they the most effective tool in combating the growing trend of violence in schools?

Arming teachers may be a logical decision. In the event of any school emergency, not just a shooting, it is the responsibility of the teachers and other members of the faculty to protect the students until law enforcement and emergency services arrive. In situations where every second is crucial, teachers should have tools at

their disposal to ensure that they fulfill their duties.

“I feel that people with prior experience with weapons and those that have a license should be given access to one in school as a last minute protection option; but I think that there should be a strict and rigorous vetting process,” Brendan Reed (’18) said.

The Clarksville school district in Arkansas has been training multiple staff members, from the teachers to the janitors, in the use of firearms. In a CNN article reporting on the district’s training, David Hopkins reported that hiring one school resource officer (SRO) would cost the Clarksville school district 50,000 dollars a year, while the training of 13 staff members would cost 68,000 dollars. With this training, staff members would be able to provide aid to a larger portion

of a school than one SRO.

Arkansas is not the only state where teachers are receiving firearms training. In South Dakota two school districts have adopted the School Sentinel Training Program. The program was implemented in 2013 and provides training to approved sentinels. The sentinels are district employees—teachers and security guards—and volunteers.

Each sentinel must meet the requirements put in place by the school district and once approved the sentinel must receive at least 80 hours of training in firearms proficiency, use of force, weapons retention, first aid, and the identification protocol for a sentinel.

In situations where law enforcement can take up to 20 minutes to arrive, the training that the faculty receives can be the differ-

ence between life and death.

When asked if they believed teachers should be trained in the use of firearms, students had contrasting views.

“We need more school resource officers because it would be more effective: training teachers would be time consuming,” said Katie Psichopoulos (’18).

While some students do not believe it would be effective to give teachers access to firearms, students agree that an increased presence of trained individuals would benefit the school in a time of emergency.

Students have the right to feel safe in school, and knowing that they are in the presence of people trained to defend them may be comforting, especially in a time where school shootings happen as often as they do.

Rachel Plotzky
Managing Editor

Imagine walking around school seeing teachers with guns strapped to their waists. This idea may be frightening to some students. Although, the idea of allowing teachers to carry guns was suggested in light of the recent school shooting in Parkland, Florida, more harm than good would come from this.

Using walkouts and speaking out for gun control, students have taken matters into their own hands. Many of these students agree that arming teachers would be a step in the wrong direction.

This intensified debate of gun violence has brought many new ideas to the table including the thoughts of our president. According to the *New York Times*, in one of President Trump’s press conferences following the Parkland shooting, he discussed his belief that teachers should be trained to carry a weapon.

“These people are cowards,” said Trump. “They’re not going to walk into a school if 20 percent of the teachers have guns — it may be 10 percent or may be 40 percent. And what I’d recommend doing is the people that do carry, we give them a bonus.”

Some students have different views. “I think that [arming teachers] is a radical approach to gun control and I think fighting fire with fire is not always the best solution to having gun reform,” Marcello Staiano (’19) said.

Arming teachers could change the dynamic of schools and create more opportunities for danger within the

school. Students may worry about both strangers and students coming to harm them, as well as a disgruntled teacher.

Along with this, there is no way to ensure that teachers would use their weapon at the right time or way. Arming teachers would also raise questions as to the qualifications to carry a gun in school.

Some teachers do not believe in the use of guns in school and may not feel comfortable having a weapon in the classroom.

“I would not feel comfortable carrying a gun and I do not think teachers should carry guns,” said Ms. Deninger, an English teacher.

According to a study done by The-Gallop.com, “73 percent of teachers oppose teachers and staff carrying guns in schools and 58 percent say carrying guns in-school would make school less safe.”

Even though there would be training involved in teachers getting guns for in school use, arming teachers also opens the door for a student to try and take the gun from the teacher. The amount of problems and variables that this action would create may not be worth the potential benefit. There are other methods such as more security guards or metal detectors that can protect students and allow for a more direct and less concerning method.

Sheldon Greenberg, an education professor at Johns Hopkins, points out that “these incidents are terrible, but they are extraordinarily uncommon. Schools are probably the safest places in our country on any given day, and we are creating an entire generation of young people who fear being in them.”

The country as a whole has begun to make children feel compelled to fear these problems coming into their town and school. No student wishes for someone to come into their school with a weapon and adding guns by arming teachers may only cause more issues in the long run. “I am not for [teachers having guns] and I do not want it at our school,” Madi Cortell (’19) said.

If there was a shooting at a school with armed teachers, it could cause confusion with the first responders and police when they arrive.

Students are speaking up for safety but some adults are responding with more harmful than helpful solutions. School communities will likely continue to speak up until there is a change that protects every person in school.



Students speak about safety in school

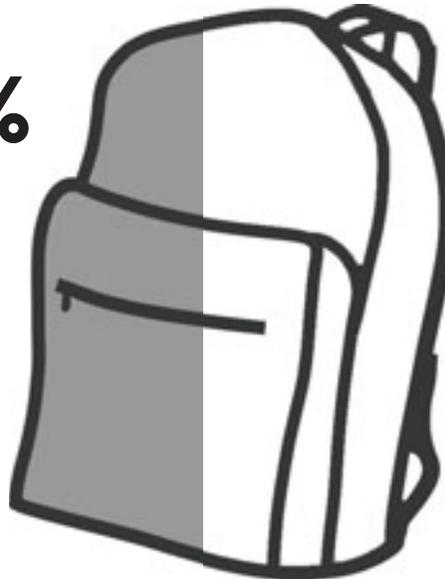
DO YOU FEEL SAFE IN SCHOOL?

"I unequivocally feel safe when I am at this school."
—Milton Hall Jr. ('19)

"I feel safe knowing that we are a community that would support each other in a time of need."
—Ms. English

"Westhill has great security and policies in place. I have never felt unsafe in this school and now, especially, with even more regulations in place, I continue to feel safe every day."
—Caroline Ross ('18)

49.8%
DO NOT
FEEL SAFE



50.2%
FEEL SAFE

"I do not feel safe in school because in this year alone there have been multiple threats not only in our school specifically but in the areas surrounding us."
—Hannah Burston ('20)

Graphic courtesy of pixabay.com.
Quotes from **Nicole Vantman** / Staff Writer.
Poll conducted by **Sabrina Boyd & Rachel Plotzky** / Staff Writer & Managing Editor.
*Poll out of 841 people.

Letters to the editor

Dear Editor,

After the Parkland shooting on February 14, 2018, the nation finally opened their eyes to one of the most important topics of the 21st century: gun control. Although it is a nationwide topic and something that is passed through the president, Principal Rinaldi is doing the best he can for his home, Westhill, to feel more safe and secure as a school.

I agree with the stance taken in the article "Principal Rinaldi works on school safety" (page 34), and believe it is an important subject that should be discussed.

I feel that Rinaldi truly cares for his students here at Westhill. The front desk security was definitely a problem for some time, due to the fact that just about anyone could have walked in without question.

Another big problem is the amount of entrances and exits located around the school. All someone has to do is knock and they will be let in by a student passing by. Camera monitors that link to the front office should be present at every entrance point throughout the school.

Allie Colorado presented a wonderful example, giving everyone an introduction to the security changes being made at Westhill.

Sincerely,
Claudia Benz ('19)

Dear Editor,

I am writing to you in regards to your article "Women's March in New York City" by Samantha Hamilton (page 26). I personally agree with Hamilton's perspective on the march. As someone who was actually there, I can concur that the march was a "serious call to action."

This article perfectly describes the atmosphere and aspects of the march. The march was not just about triggered white women being mad at the patriarchy. It was, in fact, for people of all genders, races, and ages. Everyone and anyone was welcome to join.

It was our call to action, as we do not agree with how government officials are treating certain people, and how they go along running our country.

Hamilton did a great job describing why this matters to participants, and how all of us will continue to participate in these events in the future.

Sincerely,
Zoe Karukas ('19)

Submit op-eds and letters to Noah Klein's mailbox in room 224 or email to westwordwhs@gmail.com

JOHN THE BAKER TRATTORIA
CUCINA ITALIANA
PIZZA
SERVING LUNCH 11AM TO 3PM
Catering For All Occasions

2 ENTREES \$20.00 Monday & Tuesday Only
John The Baker 203-325-0707
No Sides Included. Limited Menu. Expires 6/2018. Not to be combined with any other offer. Now available for take out, delivery & dine in.

DINE-IN • TAKE-OUT • DELIVERY
Monday - Saturday 11:00 am - 10:30 pm
Sunday 12:00 pm - 10:30 pm
30 LONG RIDGE ROAD • STAMFORD, CT 06905
203-325-0707
To order by fax: 203-977-8530

ENTREES • PIZZAS • SEAFOOD • STEAKS & BURGERS • CHILDREN'S PIZZAS • SPECIALTIES • CALZONES • SIDES
APPETIZERS • SALADS • WEDGES • PANINIS • WRAPS

Study hall should be a free periods

Nicole Vantman
Staff Writer

Students may wonder whether or not the study hall system at Westhill is the best it can be. Students can use the time in study halls to catch up on missing assignments and as extra study time for their next big test. Others can use it to chat with friends and relax for a bit.

The original purpose of study halls was to create more time in school for students to do their homework. When kids are already sitting in class working for hours, it can also be pleasurable to have a small chunk of time to breathe and not be listening to instructions.

Some may argue that lunch is the best time for taking a break, but with all the voices booming in the cafeteria, a quiet classroom may be better suited for some students.

"I personally think that study halls should be reconsidered as free periods because a good majority of students do not come to their study halls and do not really

care about attendance because it cannot be used against them," Zainab Jafri ('18) said.

Attendance is another issue involved with study halls. Study halls are considered a class, but there are no credits that go along with them. Therefore, some students believe they have nothing to lose by skipping. However, it was rumored at the start of this year that if a student surpasses the maximum amount of absences allowed then they would not be allowed to attend prom in the spring.

"Most of the time there will be nobody in my study hall room, and it is unlikely that I stay in the room rather than going to the media or career center. Most people with study halls are graduating soon anyways, why would they stay and do something they can easily do at home," Etan Gabay ('18) said.

The real question in this situation is if Westhill should change the study hall system to free periods, since many students are already using the time as a free period.

"Although [students] are

graduating soon, I still want to keep my grades up and having a study hall really helps me get my homework done so that I can have free time to be with my friends after school. The room is usually pretty quiet so it is a

great space for me to get everything done in time," Rebecca Freitas ('18) said.

Overall, students at Westhill use their study halls in whatever way suits their in-school lifestyle the best. Some might try to

talk to friends, while others will happily stay in their designated classrooms and type up their English paper. It all depends on the student's personal outlook on what their fifty minutes of free time should be.



MEDIA CENTER Students have the option to do homework in the media center during study hall, where they can use the tables and computers.

Photo by **Nicole Vantman** / Staff Writer.

Women need their shine

Ximena Vega
Contributor

Black history is celebrated during the month of February, and many events are held to honor and commemorate inspiring people and accomplish-

ments. Originally, Black history was only celebrated during the second week of February as "Negro History Week," but ever since 1976, February has been dedicated to learning and appreciating Black history and culture.

Westhill is very adamant about holding events for the entire student body to connect to and enjoy. However, once Black History Month ended and we moved on to Women's History Month in March, not much was heard about the inspiring women in history. Women's History Month, like Black History Month, started out as Women's

History Week. Typically, the week was acknowledged by the president through a speech. Over time Women's History Week evolved into a month, with little more acclaim than its predecessor.

To this day, many people feel as though there should be more emphasis on Women's History Month like there is on Black History Month.

Being a very diverse and accepting school, Westhill should have as many events surrounding Women's History Month as there are surrounding Black History Month. This is not to say that Black History Month is not as important, it is only to say that all holidays acknowledging marginalized groups should be celebrated.

Having assemblies or presentations on the importance of women's contributions to our society could help students better understand the meaning of Women's History Month and why it is so important to cel-

brate it.

"There should be different events to participate in around the school during Women's History Month. It is important to make historic women popular as well as their impact," Isabella Adamo ('20) said.

"Women's History Month is important because women are important. They continue to be denied equal pay and equal opportunities. Women must fight against negative stereotypes. They are underrepresented in many fields including administration within education. There must be an emphasis on positive role models and the importance of women from all backgrounds to help encourage and inspire young women from all backgrounds," Ms. Dunbar, English teacher said

Although people agree with statements like these, others think that there should not be any kind of celebratory events.

"No group should have any special events. If you would like

to be a part of it, that is fine but we should not separate groups to celebrate them. Everybody has great contributions, I respect everybody but we are a melting pot not separate groups," Mr. White, history teacher said.

Some believe that if we separate a group of people to celebrate them, it is not going to bring us together but make the lines dividing us more defined.

However, having a Women's History Month or a Black History Month is likely not going to make our society resent each other and our differences, rather it can bring us closer and help us realize that we as a society are all remarkable together.

Days and months that are dedicated to recognizing certain people or groups were not created to try and make one feel special and the other worthless. They were created to inspire, teach and recognize those who might not be mentioned as much in history.



When to break up with a friend

When it comes to ending friendships, we often do not receive the same closure we get when cutting off ties with a significant other. Usually, people allow friendships to just drift apart or they will remain in one regardless of the relationship's dynamic. However, sometimes it is necessary to break up with a friend.

Even though ending a friendship is not always the easiest decision to make, it can be the healthiest. Without one big fight, it can be unclear as to when enough is enough, but these indicators of a toxic friendship can signal the need for a "break-up."

A clear sign of a poor friendship is when negative interactions with this friend outnumber the positive. Friend-

ships should be relaxing, not anxiety invoking or unpleasant. There should be no jealousy or lowering of self-esteem; friends should be happy when you are happy, and celebrate your accomplishments.

Balance is key to a healthy friendship. Your friend should not spend hours on themselves and not give you the same time in return when you need someone to listen.

"You notice that they are distant, but with everyone else, they are fine. They ignore you but no one else," Naomi Julca ('18) said.

Toxic people will take without giving and even if it is just time that you are giving them, it should be returned equally.

Fighting with toxic friends can be incredibly draining.

Toxic friends will often not take responsibility for their actions and blame problems on anyone or anything else.

When an issue rises between two friends, each should evaluate their actions and apologize for whatever it is they contributed to the other being upset. If one friend is always the only one apologizing, the other is showing a clear sign of toxicity.

A toxic friend will consistently be blatantly dishonest, which can contribute to the difficulty in resolving conflicts.

If you find yourself feeling worse after being around your friend, it is absolutely time to break it off. Friends should be a support system, not the ones who are damaging your confidence. There are enough battles in life causing self-doubt,

so a friend should not be one of them.

Even after pinpointing these red flags in a friendship, there can still be some uncertainty as to how to actually end the relationship. Do not forget that this can be a gradual process, it is not always a cut and dry breakup. Sometimes, it starts with simple distance and just testing the waters.

Begin by seeing if spending less time with this friend has a positive impact on you, and if it does, continue distancing yourself. Do not feel guilty. When dealing with destructive friends, you do not owe them an explanation for doing what is best for you.

Try to avoid social media drama, but afterwards, if necessary, remove toxic friends on

social media.

"After [you break up with a friend], you do not feel like you have this burden on you, you just know that you made the right decision when you are not stressing out or losing sleep about someone anymore," Laura Carroll ('18) said.

You are never limited to just having this one friend and may find that there are other relationships that can grow from this decision.

"You realize how precious your other friends are," Tahmi-da Ahmed ('18) said.

Though this may be a difficult process, it will pay off in time. Your mental health is way more important than a toxic friend.

—Alyssa Goldberg ('19)



Toxic Friend



Good Friend



Las ciudades santuarios

Monica Bobadilla

Escritor Personal

Las ciudades santuarios son aquellas ciudades de los Estados Unidos los cuales agentes policiales deciden no compartir información acerca de personas indocumentadas con agentes de inmigración. No obstante, el presidente Trump y su gabinete han advertido a las ciudades en todos los Estados Unidos que si no cooperan con la autoridades de inmigración federal en la captura de inmigrantes indocumentados estas ciudades corren el riesgo de perder alrededor de 650 millones de dólares federales. Stamford, fue la ciudad que ganó el primer lugar en una nueva lista publicada de los mejores lugares para vivir, en Connecticut. Las ciudades de Connecticut están clasificadas por criterios que incluyen la calidad de vida, el total de delitos, las tasas de impuestos, el desempleo, el tiempo de viaje, y el clima para los municipios en Connecticut, con una población de más de diez mil millones.

El gobierno de Trump ha opinado respecto a esto; "Durante años han visto a estas ciudades, que por lo general son centros urbanos demócratas, como no colaboradoras con las autoridades federales." La idea de las ciudades santuario parece haber surgido de iglesias en los años 80 que proveían santuario a los centroamericanos que huyen de la violencia en casa en medio de la renuencia del gobierno federal a concederles el estatus de refugiado. Se hicieron populares en lugares más diversos para contrarrestar lo que los funcionarios veían como políticas de inmigración federales excesivas, particularmente contra los detenidos por crímenes menores y no violentos.

La mayoría de inmigrantes ilegales, enfrentan peligros en su viaje a alcanzar Estados Unidos. Esto es una realidad especialmente para quienes ingresan ilegalmente. Algunas veces el viaje es peligroso con tal de no ser capturado por los oficiales de inmigración a la frontera Estados Unidos-México.

Ver lo cerca que están de llegar a suelo estadounidense no los deja rendirse. En otras ocasiones, el viaje es hecho por alguna emergencia familiar que los obliga a devolverse o tal vez son deportados. Ciertas ciudades en Estados Unidos, tienen reputación de ser más amigables con los inmigrantes. Los inmigrantes ilegales se encuentran algunas veces en un mundo extranjero comenzando porque no hablan fluidamente el idioma. Pueden estar enterados de ciertas tradiciones, pero no de todas las costumbres. Estados Unidos tiene un estándar de vida más alto que la mayoría de los países, así que al inicio, puede ser un "choque cultural" grande. La transición de la nueva vida en Estados Unidos es aliviada por familiares y/o amigos, que ya se encontraban en el país. Ellos además buscan lugares, en donde hay trabajos disponibles y la economía es más fuerte. Para lograr realizar su sueño de una mejor vida, viven en lugares en donde cuentan con oportunidades para lograrlo.

Inmigrantes ilegales tienden a vivir en sitios donde vivan otros inmigrantes para sentirse en un ambiente más hogareño. En las grandes comunidades de inmigrantes, encontrarán lugares que llevan productos y comida a sus países de origen. Además los ilegales tienen menos oportunidad de ser menospreciados pues muchos de sus residentes pasaron por la misma situación. En mi opinión desde que yo llegué a este país he estado viviendo en Stamford, y puedo decir que hasta ahora que son nueve meses viviendo aquí, he conocido más latinos que personas americanas, y di cuenta que la mayor población aquí son personas latinas, a muchos les conviene que Stamford sea una ciudad santuario, siendo una ciudad santuario puede "protegerlos" y ellos vivir conscientes de que eso puede evitar la deportación para muchos indocumentados. Por otro lado a mi parecer esto no le hace una ciudad muy amigable ya que estando aquí viviendo entre muchos hispanos, la mayoría no se comporta como

debe de ser, aprovechan la "ciudad santuario" para que no se comporten de forma favorable. Esta ciudad no es una ciudad muy recta, refiriéndome a que no es una ciudad muy limpia, hay mucha delincuencia, personas que no pagan sus impuestos. Taxes esto afecta negativamente de tal forma que los que si pagan impuestos, tengan que pagar las consecuencias del mal acto de esas personas. Mis amigos de la escuela westhill, opinan que esta bien que Stamford sea una ciudad santuario ya que los ayuda a que la minoría de ellos indocumentados sean defendidos gracias a eso, les parece mejor ciudad que otras, porque en otras, por ejemplo, los policías son muy exigentes, ya sea que te detengan el carro conduciendo, y por tal motivo alguno te saque en carro o otra diferente situación. En síntesis, se sienten más protegidos. Otros simplemente no sabían que Stamford era una ciudad santuario, o mejor dicho no sabían lo que es una ciudad santuario.



Zach Matari canto en Westhill

Jennifer Carias
Escritora Personal

En el viernes dieciséis de marzo, Westhill tuvo su primer concierto en directo de Zach Matari en la cafetería Finch. Él ha sido un artista independiente desde que terminó la escuela secundaria, y ha colaborado con muchos artistas famosos como Ellie Goulding, Fetty Wap, R5, y muchos más. Su representación consiste en varias versiones de canciones como "Just The Way You Are" de Bruno Mars y "Location" de Khalid. En el último, invitó un estudiante al escenario para cantar con él. También, él presentó una canción original llamado "Mirror." Dice que la canción es un mensaje diciendo "ama quien tu eres y sé tu mismo sin disculpa, deja caer tus inseguridades y sé tu mismo." El público parecía disfrutar el concierto. Ellos aclamaron, se amontonaron las mesas, y cantaron con él.

"El concierto fue buenísi-

mo y fue un ambiente buenísimo también. Sentí que todos estaban cantando en junto y se lo pasaban bien--y de eso se trata la música; pasándola bien juntos," dice Matari. "Mi mensaje primero es perseguir tu pasión y trabajar fuerte en tus sueños. Usualmente, no toco en cafeterías en escuelas secundarias, pero es una cosa genial incentivar personas que algo es posible si se lo proponen. También, me gusta propagar el mensaje de amando tu mismo, y si está en una escuela secundaria, es genial también." Cerca de la mitad del concierto, director Rinaldi tomó un momento para agradecerle a Zach, dijo que la gente de Westhill aprecia que él vino a la escuela, y lo hizo un vikingo honorario.

"Conseguí una onda de la gente que yo encontré. Director Rinaldi y Dani Cohen estaban muy buenos y amables. Yo pase muy bien y espero que puedo visitarlos en más conciertos luego," dice

Zach. Si quiere escuchar más de la música de Zach se puede encontrar en iTunes y Spotify, incluyendo dos de los cancio-

nes que cantó durante el concierto que son llamados "Up to You" y "Mirror."



ESCUCHAR LA MUSICA Los estudiantes de Westhill escuchan de la musica de Zach Matari.

Photo by **Noah Klein** / Editor-in-Chief

Estudiantes luchan por derechos de armas

Josh Eimbinder
Escritor Personal

A las diez de la mañana el miércoles del catorce de marzo, estudiantes fueron llamados al campo. El evento fue una parte de la huelga nacional, desatado de los eventos trágicos en Parkland, Florida el mes último.

"Por supuesto, después de la tragedia que fue en Parkland, yo respondí emocionalmente. Primero como un padre, pero luego como un director," dice director Rinaldi. "Estoy comprometido con hacer nuestra escuela más seguro de lo que es posible."

Estudiantes se amontonaron en el campo de enfrente durante del periodo siete. Maestros, administradores, y reporteros locales visitaron para ver que estaba pasado. Fue un fresco 34 grados, pero los estudiantes se enfrentaron al frío para defender en lo que creían. La huelga estaba programado de manera similar a la huelga de "escuela pública orgullosa" en el febrero de 2017.

Maestros tuvieron que que-

darse en clase salvo que todos de sus estudiantes decidieron ir al campo. La huelga honro a los 17 víctimas, además de proponiendo que los estudiantes pueden hacer para participar políticamente.

"Estudiantes del último año, las mitades de trimestres son este año y la mayoría de nosotros podrán votar," dice Samantha Hamilton ('18). Hamilton jugó un papel importante en la huelga. "Necesitan asegurarse que usaran sus votos para la gente que priorizan la protección de estudiantes sobre todo lo demás."

La huelga en Westhill fue uno de los miles sobre la nación. Estudiantes agarraron pancartas que fueron diseños de sus mismos, y honraron las víctimas teniendo un momento de silencio. El veinticuatro de marzo, había el "March for Our Lives" en Washington D.C., donde ciudadanos de la nación demandaron el término del epidémico de los tiroteos masivos. Conjuntamente con el en la capital de la nación, Stamford tuvo una huelga el veinticuatro.

"Creo que después de este momento, necesitamos decir, 'ya es suficiente' y que no vamos a quedarnos en silencio," dice Alyssa Goldberg ('19) a News 12 Connecticut.

"Después del tiroteo en Parkland, yo sentí muy indignado y alicaído para los padres que perdieron sus niños," dice Milton Hall ('19). "Estudiantes están intentando a cambiar algo en hablando su mente. Estudiantes necesitan sentir seguros en su escuela." No obstante, unos estudiantes todavía sintieron que no necesitaron participar en la huelga.

"No participe en la huelga porque no necesariamente estuve en acuerdo con lo que estuvieron promoviendo," dice Shane Hackett ('19). "A pesar que necesitamos persuadir el gobierno a hablar, no sentí la necesidad a salir la escuela."

En las escuelas públicas de Stamford, el superintendente Earl Kim y directores sobre la ciudad están trabajando a fondo para asegurar la seguridad de todas de las escuelas. Kim tuvo una reunión de seguridad en el

febrero tarde para hablar con padres y otros sobre sus preocupaciones. También, director Rinaldi ordenó una auditoria de seguridad sobre Westhill para buscar algo que puede ser mejorado con respecto a la seguridad. Con los eventos recientes en las escuelas, incluyendo en

Parkland y Maryland, la seguridad es la prioridad. Sobre la nación, escuelas están intentando a mejorar sus defectos en implementando más oficiales de recursos estudiantiles, una presencia policial más grande, o asegurando la propiedad más de lo que está.



Photo by **Caitlin Covello** / Staff Writer.

SPECIAL REPORT:

Do you play video games?

Yes  No

65%

35%

Do you think video games make people more violent?

Yes

No

Yes

No



29%

71%



45%

55%

Procon.org wrote that the amount of violent video games have significantly increased while violent juvenile crime rates have significantly decreased.

The U.S. Supreme Court ruled that violent video games do not cause youth to act violently.

Nydailynews.com stated gun violence is less prevalent in countries with high video game use.

According to Science Alert, gaming is linked to an increase in brain matter.



Do video games make people more violent?

Isiah Walker
Staff Writer

There has always been a lot of controversy about whether action video games are linked to violence in the United States.

In 2015, British Broadcasting Company (BBC) published an open letter criticizing the American Psychological Association (APA) and got 200 signatures. BBC then published studies between 2005 and 2013 that concluded, there is “no single risk factor to aggression.”

Dr. Mark Coulson, an associate professor of psychology at Middlesex University, signed the aforementioned letter. Dr. Coulson questioned if some of the research was subjected to peer review. This exposed some flaws in BBC’s conclusions.

“I fully acknowledge that exposure to repeated violence may have short-term effects—you would be a fool to deny that—but there is just no evidence linking violent video games with [crime and violent behavior],” Dr. Coulson said.

This implies that players of video games have common sense to not do things portrayed in videos games because they understand the consequences.

“If you play three hours of *Call of Duty* you might feel a lit-

tle bit pumped but you are not going to go out and mug someone,” said Coulson.

“I do not believe that video games make people feel violent be-

“I do not believe that video games make people feel violent because people have morals, values, and religious teachings. “[People who play video games] would not go out and commit violent behavior.”

—Joseph Moodie (’20)

cause people have morals, values, and religious teachings. [People who play video games] would not go out and commit violent behavior,” Joseph Moodie (’20) said.

Young people in this generation are exposed to adult games, films, books, and TV shows, “content should be and is regulated to ensure children and minors do not play inappropriate material,” Coulson said.

Coulson describes how types of media today are not always for children. That is why there are R ratings for movies and TV shows. The rating tells viewers what type of content will be shown and allows parents to make informed decisions on the type of content

they want their children to consume.

“There are many variables associated with playing aggressive video games. I have yet to see a preponderance of evidence that suggests

a causality. Therefore I hesitate to make a statement regarding its impact,” Ms. Quinn, Westhill’s school psychologist, said.

There are some things that may lead a person to act somewhat aggressive through videos games. However, as Coulson and Quinn describe, there is not enough specific scientific evidence to back up the claim that there is a definite link between violent videos games and aggression.

Zac Thompson is an American activist and disbarred attorney based in Coral Gables, Florida. Thompson is against violence and sex in video games. In April of 2017, Thompson made an infamous claim that games like

Grand Theft Auto and *Mortal Kombat* were causing children to attack one another. Thompson’s claims were met with some backlash.

Thompson wanted to give some clarity on this subject. He stated that studies that looked at games and aggression levels over longer periods found no difference between those who play video games and those who do not. Thompson discovered no long term links between playing violent video games and real world violence.

“If you are worried about exposure to violence only in video games you are turning a blind eye to violence elsewhere,” said Thompson.

When people say that video games are the main cause for violent behavior they may overlook the other types of media we see on a daily basis.

“I do not believe that [video games make people more violent] because it all depends on the person’s mindset and their violent tendencies and none of that comes from the games,” Jaralys Cordona (’21) said.

There is still much to be learned on this subject. There are so many people in the world that have different personalities, it is difficult to try find an accurate study to tell if violent video games make people more aggressive.

Cognitive skills associated with video games

Nathan Isenstein
Staff Writer

Parents may question the effects that come along with their children playing video games. The negative effects of video gaming that are told to them by media sources tend to conceal the positive effects.

Video games are usually considered to be a waste of time and brain draining. However, psychologists have discovered that video game playing can have significant positive effects on cognitive development.

An international team of psychologists, led by the University of Geneva, Switzerland, assembled data from 2000 to 2015 to quantify how action video games specifically affect cognition. A total of 8,970 individuals between the ages of six and 40, including action gamers

and non-gamers, took a number of psychometric tests in studies conducted by laboratories across the world with the aim of evaluating their cognitive abilities.

The assessments involve spatial attention, multitasking, and adapting to certain situations based on changing guidelines and rules. It was found that the cognition of gamers was better by one half of a standard deviation compared to non-gamers.

After the original study, psychologists wanted more answers and data. The psychologists conducted a second part of this analysis test by studying 2,883 people who played for a maximum of one hour a week.

Participants were first tested for their cognitive abilities and then randomly divided into two groups: one played action games (war or shooter games), and the other played control games (*The SIMS*, puzzle games,

Tetris). Both groups played for at least eight hours over a week and up to 50 hours over 12 weeks. At the end of the training, participants underwent cognitive testing again to measure any changes in their cognitive abilities.

“The aim was to find out whether the effects of action gaming on the brain are causal. That is why these intervention studies always compare and contrast a group that is obliged to play an action game with one obliged to play a video control game, where the mechanics are very different,” Daphné Bavelier, professor in the Psychology Section at University of Geneva’s Faculty of Psychology and Educational Sciences reported.

The results obtained were crystal clear: individuals playing action videos increased their cognition more than those playing the control games with the difference in cognitive abilities between these two training

groups being one-third of a standard deviation. This means that individuals playing action video games score higher on cognition tests than those who play other types of games or no games at all.

“No, all video gaming does is make you tired,” Richard Pierre (’21) said.

According to engadget.com, research found that video games are not just an addictive waste of time, but rather improve coordination, problem solving skills, enhance memory, improve concentration and attention. “I think it increases your hand eye coordination in what you are doing but it does not increase your cognitive ability in real life,” Ben Sisco (’21) said.

The next time video games are mentioned, do not just think about the negatives, but also the positives video games bring about in terms of cognition.

Do you want **more** of The Westword?
Are you unable to **wait** for a new issue each month?
We have a website!
Simply go to:

THEWESTWORDONLINE.COM

...to read articles about the Westhill and Stamford Community.



the
westword online
student voice of the westhill community

¿Quieres **más** de *El Westword*?
¿No puedes **esperar** un mes más para un edición nuevo?
¡Tenemos un sitio web!
Simplemente va a:
THEWESTWORDONLINE.COM
...para leer artículos sobre la comunidad de Westhill y Stamford.

The Westword

Supplement

**MOVEMENTS THAT
HAVE MOVED THE
NATION**



GENDER INEQUALITY

Leiny Otero
Staff Writer

March 8, International Women's Day, was established in 1975 to recognize the contributions that have been made by women all across the world. The celebration of women's history used to last about a week and celebrated women that provided to culture and society.

In 1978, district of Sonoma, California organized events to help remember those who changed society. According to history.com, "presentations were given at dozens of schools, hundreds of students participated in a Real Women essay contest and a parade was held in downtown Santa Rosa."

President Jimmy Carter wrote a proclamation making the week of March 8 National Women's History Week a national celebration. Six years later, The National Women's History Project petitioned Congress to make the week of celebration into an event that would last the entire month of March and was successful.

The Women's Christian Temperance Union was founded in 1874. It was created by women that were worried about the problems in society and in families caused by alcohol. The union would meet in churches to pray and then march to saloons to close establishments. In 1874, it became the largest female organization in the United States with 150,000 members.

The first gathering was held on July 19 and 20, 1848 in Seneca Falls, New York. According to history.house.gov, "the late 19th century went on to address the wide range of issues spelled

out at the Seneca Falls Convention... winning the right to vote emerged as the central issue, since the vote would provide the means to achieve the other reforms."

Florence Kelley, an educated woman who took part in many progressive reform causes, became the head of the National Consumer league in 1889. Kelley sponsored boycotts and helped shape the consumption patterns to buy items that were being made using no child labor. Women realized that being the primary consumers, they had a powerful grip to bring change.

"With so many powerful intelligent women we should be able to have enough attention drawn to equal rights and make a change for the better," Michell Rovelo ('20) said.

Susan B. Anthony's work helped pave the way for the 19th amendment which gave women the right to vote in 1920. Anthony was a pioneer for the women's suffrage movement. Anthony was also one of the founders and president of the National American Woman Suffrage Association and was put on the dollar coin for her dedication to women's rights.

According to the National Women's History Museum, "a leading suffragist and abolitionist, Lucy Stone dedicated her life to battling inequality on all fronts. She was the first Massachusetts woman to earn a college degree and she defied gender norms when she famously wrote marriage vows to reflect her egalitarian beliefs and refused to take her husband's last name."

Even though women participated in the American Revolution, they were given few rights.

They were shut out of political processes. The roles of women in society were to be housewives and educate the children for the future male politicians.

"People want women to have equal rights especially when they have been working for it, their whole lives," Peyton Hackett ('21) said.

By the 1900s, about five million women worked for wages — mainly in factories or doing household errands like domestic helpers. The reform movements brought women into state and national politics. The role of women in politics grew in the progressive era.

According to the Economic Policy Institute, "Latina workers have to work ten months in 2017 to be paid the same as white non-Hispanic men in 2016."

Sex and race discrimination in a workplace affects the pay, hiring, and promotions process. Full time female workers make 82 cents for every dollar earned by men. Men's wages are rising slowly, and there is currently an 18 percent wage gap.

"It is not fair that women get paid less than men when they have the same qualifications," Matthew Wint ('20) said.

The wage gap affects different racial groups across the country. According to the American Association of University Women (AAUW), "Among full-time workers in 2016, Hispanic or Latinas, black or African American, American Indian or Alaska Native (AIAN) and Native Hawaiian or Pacific Islanders (NHPI) women had lower median annual earning compared with men in the same group than non-Hispanic white and Asian women."

GENDER INEQUALITY TODAY

Men

Women



Women earned about 82 cents for each dollar a man made in 2016.

*According to data from the Bureau of Labor Statistics.



The United States Congress currently consists of 80.7% men and 19.3% women.

*According to the Inter-Parliamentary Union.



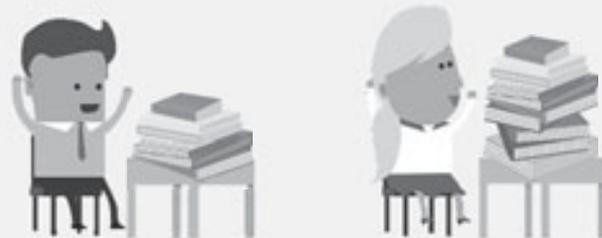
According to a 2017 survey, 42% of employed women say they have experienced some form of gender discrimination in the workplace. Some of the most common examples include earning lower wages than their male counterparts doing the same job (25%) and being treated as though they were incompetent (23%).

*According to a survey conducted by the Pew Research Center.



In the top 100 films of 2012, only 28.4% of the speaking roles went to women.

*According to Women's Media Center's annual report.



A woman has to get a four-year degree to earn approximately what a man earns with two years of college.

*According to womenemployed.org.

LGBTQ + SO MUCH MORE

Rachel Deutsch
Staff Writer

Lesbian. Gay. Bisexual. Transgender. Queer. Intersex. Asexual. What some would consider an alphabet soup of a movement holds the identity of our friends, family members and peers. Although we now live in a culture where acceptance of various lifestyles are completely normalized, members of these groups remain

marginalized and must continue to fight for acceptance and basic human rights.

Since the Stonewall Riots of 1969, a groundbreaking push for gay rights has occurred. Gay, queer and transgender pride has made its way to the forefront of American culture and media. Until 1987, homosexuality remained classified as a mental illness in the Diagnostic and Statistical Manual of Mental Disorders (DSM).

Strides under the Obama Administration were strong displays of progress. Not only was the military strategy “Don’t Ask Don’t Tell” repealed, gay marriage was also nationally legalized. The current *Masterpiece Cakeshop v. Colorado Civil Rights Commission* case in the Supreme Court could potentially be a great step forward in the movement, preventing discrimination of refusal of services due to a customer’s sexual orientation. Since June of 2015 adoption by same-sex couples was nationally legalized due to *Obergefell v. Hodges*.

Actresses like Laverne Cox and movies like *Call Me By Your Name* have provided a platform for people who once felt silenced and unrepresented. Modern celebrations like the Pride Parade and UConn’s True Colors give the community a platform to be themselves in a manner that is loud and proud.

“It is great to finally have yourself start to be represented

in the media and inspire others. From older generations having to live in the shadows to now, in 2018 where movies like *Love, Simon* are coming out is crazy. I am extremely proud to be part of this movement and welcoming community that has been fighting towards equality through the years,” Isabella Adamo (’21) said.

Students from Westhill Gay-Straight Alliance Club (GSA) recently attended the True Colors Conference for Sexual Minority Youth and Family Services at UConn Storrs. The conference strives to create a inclusive environment that can send LGBTQ+ students off with the tools to: self-advocate, become responsible for sexual health, build leadership and celebrate diversity.

“The information given to these students about safe sex is so important because the LGBTQ+ community does not get this specific information for them at school. Health class is usually 100 percent catered towards straight, cisgender students and being in these high school health classes I felt not important and that I did not de-

serve the time of day to be educated about health issues within my community and how to be safe,” Ali Cogan (’18) said.

Although the LGBTQ+ Movement has come incredibly far, the fight for acceptance has not neared the end of its long path. Many groups continue to be marginalized.

“Transgender, non-binary, people of color, and many other groups are still ignored in favor of others, those considered more ‘mainstream.’ Too many people do not realize how bad this issue is, especially within the LGBTQ+ community. Intersectionality is so important and it is definitely something people need to understand. You cannot stand up for only one part of the community. There is a + at the end of LGBTQ+ because it is supposed to include everyone, not just a few,” Bailey Paulk (’18) said.

It is up to our generation to create not only a culture of acceptance, but pride and celebration of diversity. Whether it be by being open about your sexuality or acting as an ally, we can create a true community of acceptance and embrace intersectionality.



MOVEMENTS THROUGH HISTORY

March Against the Vietnam War
 Nearly 100,000 people assembled in Washington D.C. to protest the Vietnam War and demand an end to the conflict. This peace movement signaled the lack of Americans' support in the war and forced President Lyndon B. Johnson to take action.



March on D.C. for LGBTQ+ Rights and Liberation
 LGBTQ+ rights advocates came together to march in Washington D.C., asking that the government open military service, repeal sodomy laws, fund HIV/AIDS research, and more.



March on Washington
 As possibly one of the most famous marches of all time, this march aimed to bring attention to the injustices and inequality African Americans faced. During this protest, Martin Luther King Jr. gave his "I have a dream" speech.



Nuclear Weapons Protest

Over 750,000 people gathered in Central Park to peacefully protest the use of nuclear weapons in wars the U.S. was involved in.



Protests against the Iraq War

Demonstrators gathered in New York City to join the global movement to end the war in Iraq. The protestors expressed their opposition to President Bush's decisions.



Women's March

This protest occurred internationally and was sparked by the inauguration of President Donald Trump. The purpose was to advocate for women's rights, insight action on the part of all Americans to discuss these issues, and encourage women to run for public office.



March For Our Lives

After the shooting at Marjory Stoneman Douglass High School in Parkland, Florida, the victims of the shooting became activists for gun control and organized this march in Washington D.C. Although teenagers were the primary participants, people of all ages marched in support of the cause.

CIVIL RIGHTS



Devonte Atwell
Staff Writer

After the Civil War ended in 1865, slavery was abolished, but it did not stop discrimination against African Americans. 100 years after the Civil War, racism still continues. Before 1945 and 1968, the Civil Rights Movement ignited in order to secure legal rights for African Americans. Segregation was present in bathrooms, classrooms, theaters, and juries, and other privileges were kept from African Americans.

Activists attempted to protest in a non-violent manner in order to change things around. Most of these protests took place in the southern parts of the United States. Some white supremacists in America replied to these nonviolent protests by using violence against the protesters.

Activists were not just African American, but of other races and religions too. During the Civil Rights Movement, laws were passed that allowed African Americans to gain the rights they deserve: *Brown v. Board of Education*, *Civil Rights Act of 1964*, *Voting Rights Act of 1965*, and *Civil Rights Act of 1968*.

The *Civil Rights Act of 1964* banned discrimination based on race, color, religion, sex, and national origin. The *Voting Rights Act of 1965* protected the voting rights of minorities. The *Fair Housing Act of 1968* banned discrimination in the sale or rental of housing.

Throughout this movement, leaders such as Malcolm X, Martin Luther King Jr. (MLK), and Rosa Parks emerged to help

fight for rights. Even after African Americans won their rights, racism still existed throughout the United States and still does.

MLK had a major impact on race relations in the United States. MLK played an important role in ending segregation of African American citizens and in the creation

of the *Civil Rights Act*.

After Parks was arrested, MLK formed the Montgomery Improvement Association (MIA). This organization was made to boycott the Montgomery bus system. This lasted 381 days until the segregation of bus



seating was counted as unconstitutional.

In 1955, Rosa Parks, a woman at the age of 42, was arrested on a Montgomery bus. Segregation laws stated that colored people had to sit in the back rows of the bus. Parks followed this law, but one day was asked to leave her seat in order for a

white man to sit in her place. When Parks refused to move, she was arrested.

After Parks stood up to segregation laws, she was known as the mother of the modern day civil rights movement.

A new movement that was recently formed for African Americans in the United States is the Black Lives Matter movement. This group was formed in July of 2013 in order to speak out and protest against violence and racism towards African American citizens.

The movement addresses problems such as police shootings, racial profiling, police brutality, and racial inequality. After the death of an African American teen in 2013, the hashtag #BlackLivesMatter was first used on social media.

"Black men dying at the hands of guns is not new," Shamar Grant ('19) said.

After several deaths of African Americans due to police brutality, social media hashtags progressed into protests. Throughout the years, the Black Lives Matter movement expanded and evoked a large reaction.

"The black protests in Civil Rights Movement does not get the attention it deserves," Andrew Faugno ('19) said.

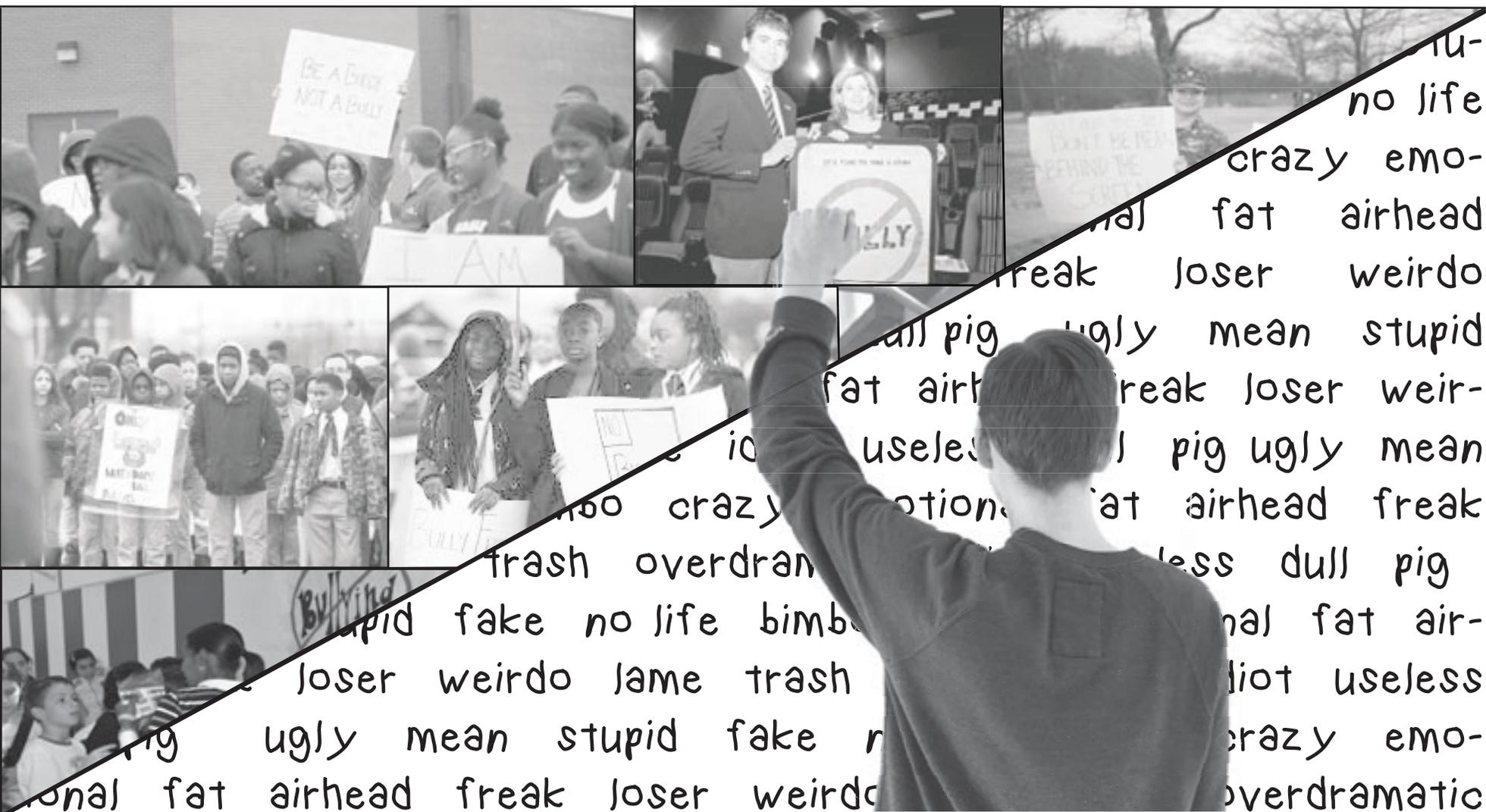
A major response to Black Lives Matter was All Lives Matter. Blue Lives Matter was also used after the deaths of police officers in the protests.

"It is scary to live as an African American when you have a higher chance of being shot by a cop," Bryan Verneus ('19) said.

Today, some musicians are also following the Black Lives Matter movement and expressing their thoughts through their songs. Artists such as A Tribe Called Quest, Eminem, Kendrick Lamar, and Joyner Lucas are people who speak up for the issues in the United States.



PUTTING AN END TO BULLYING



Chloe Giulini
News Editor

Students are well acquainted with bullying and the effects it can have on their peers. According to Stopbullying.gov, 70.6 percent of middle school students have seen bullying firsthand.

Most teachers try to make it clear that they will not tolerate bullying, but it may go undetected. Students who are being harassed by their peers usually do not speak up, but instead they let it continue in fear of what could happen if they came clean. According to Stopbullying.gov, only 20-30 percent of children being bullied will speak up to a parent or teacher.

"I believe that bullying is inevitable," Franki Spinelli ('20) said.

Until now, teachers and students accepted that there was only so much they could do about bullying within their school. Instead of staying silent, kids are speaking up about their experiences with bullies, and are beginning to call out their attackers.

The Anti-Bullying Movement is giving bullied students a platform to speak out about their experience with bullying online or in school.

The Anti-Bullying Movement does not have a date in which it truly started, but rather it has been building up for decades. Bullying has not only become more common, but it has become more cruel. The Anti-Bullying Movement is not being run by a specific group, but it is multiple organizations facing this fight together. All of these organizations are following the same motto: "treat others the way you want to be treated."

"Bullying is an all too common occurrence that needs to be stopped before it starts, not only by adults, but by students and their peers together," Morgan McDonald ('21) said.

The problem these kids face is calling their bullies out. Even though they are tired of being targeted, most of the time they would rather deal with the bullying rather than have to face what

comes after. However, there are hundreds of thousands of people online ready to stand behind them.

The Anti-Bullying Movement has its strongest presence online. When using their voice online, they can spread their message easily to everyone willing to listen. These organizations, such as STOMPOut Bullying also plan activities and training sessions.

Bullying is something that students have dealt with for their entire school careers and many do not believe there will be a true difference made anytime soon. Stopbullying.org defined "frequent" bullying as being targeted at least twice a month, and 40.6 percent of middle school students reported they applied to this statistic.

"It is important to understand the reason [why] the bully feels the need to pick on innocent students is in order to stop [being bullied themselves]," Mrs. Clark, science teacher, said.

Racial bias is also a common cause of bullying. Students may feel singled out based on their race or ethnicity. According to

pacer.org, 25 percent of African American high school students reported being bullied in 2016.

With the Anti-Bullying Movement, no student is being left out. These groups are also offering a safe place for a bully to come and change. They know there are plenty of reasons why they made the mistake of bullying and are willing to forgive.

"I think that the root cause of bullying in our school is the lack of acceptance and lack of kindness. Kids in our school are immature and lack the common sense to know that what they say and do hurts others," Divya Gada ('20) said.

The message the Anti-Bullying Movement is trying to convey is that it is time kids stand up for themselves and fight back.

As of now, the arguably biggest problem that has to be faced is cyberbullying. According to the Center for Disease Control and Prevention (CDC), 20 percent of high school students report being bullied at school this year, and 15 percent of them said it was online.

The internet is where students are able to speak out, but it is also where their attackers can anonymously slander them.

The internet is a very powerful platform, but it can be used for both good and evil. Bullies who use the web to target kids do so thinking it is completely untraceable. However, anything that is posted on the internet is logged alongside that person's unique Internet Protocol (IP) address. This is becoming more useful for preventing and ending cyberbullying.

"As a diverse public high school, Westhill should make it a priority to create an environment where all students feel comfortable expressing themselves," Brynn Spingola ('21) said.

There is so much that can be done around school to help support the Anti-Bullying Movement. Students can simply step in when they see a peer being targeted. Various marches are being organized in a number of places with the common goal of putting an end to bullying.



EQUAL RIGHTS
FOR ALL



STOP BULLYING
STAND UP
SPEAK UP!



WOMEN'S
RIGHTS
ARE
HUMAN
RIGHTS!

Did you Choose your
Sexuality?

CARNEGIE
MELLON
1900

Professionals visit the hill

Noah Klein
Editor-in-Chief

This month the Westhill Guidance Department ran the March Career Speaking Tour as part of "Career Month." Various speakers came in to discuss their career and their career pathway. These groups were called "Career Clusters." The clusters allowed for various professionals from one field to talk to students. Throughout the months various different clusters came in including Public Service, Entrepreneurship, Dog Trainer, Business, Technology, amongst others.

The tour ended with the Health career cluster, which included Mike Acocella, Suha Buckey, Ray Baer and Jeanie Ricci. Classes attended the Speaking Tour if the teacher felt it would be beneficial to their students. Human Physiology and Health classes attended the Health Field Career Cluster.

The two sessions were run during the day, both were full periods long. The professionals spoke about their experience in their field, as well as how they got to the job they hold currently. There was also a Q&A session for 15 minutes at the end of the session.

One of the main points discussed at the session was the idea that a student's choice of a major is not final and that it is okay to change majors throughout your education, speakers

also explained that it is okay to go into school undecided on one particular major.

Each speaker had undergone a major change or shift in his or her respective career. Jeanie Ricci was a dancer on Sesame Street Live before she realised it was time for a career change. Ricci discussed that although she loved dancing, she knew her career would not last and that she needed to change things. Ricci now works for Brighton Gardens in the sales department and gets to work with people throughout the day, she

believes this is the best part of her job is getting to work with people.

"My second paycheck is working with people, it is a great feeling," Ricci said.

Speakers also emphasized that college is a time for experimentation, both in the classroom and out.

Suha Buckey traveled various places and volunteered in an orphanage in India before starting her professional career at Stamford Hospital. Buckey also explained that her parents to this day still debate with her about her career path, but she is

content with how she got to where she is today.

"College is a time in your life you get to do something you would never do again," said Buckey.

Both Mike Acocella and Ray Baer took more than four years to figure out what their true career would be. Mike Acocella was a Physical Education teacher while Ray Baer was planning being a pathologist. Both Acocella and Baer took extended time after four years of college to continue learning and changing paths.

"I got a late start but I do not

think I would do anything different... it took me 14 years to figure out what I wanted to do," Acocella said.

"It is not always a straight line from high school through college and into a successful career, there will be bumps along the way," Ms. Mitchell, one of the organizers of the tour, said.

Nelly Diaz ('18) asked if she should still go into the healthcare field if she is not great at math and science.

Mike Acocella quickly raised his hand to answer her question, "do not sell yourself short, you are smart. If you want to be a nurse, find a way to do it," Acocella said.

Although the career path may be scary for students, the March Career Speaking Tour aimed to calm students nerves and provide evidence that it is okay to not know exactly what one wants to do with their life, as well as that it is important to experiment until one finds what they like best as a career.

"The presentation explained a lot about college, it was really informing and taught me that it is okay not to know what you want to do, you could be open minded," said Sakoi Chetnam ('20).

The March Career Speaking Tour looks to expand and improve next year with more clusters and different professionals for students to interact with.



GUIDING THE FUTURE Organizers of the event and Health Career Cluster after a day session. Photo by Noah Klein / Editor-in-Chief.

A man of many talents: Rueben Ponce

Jude Ponthieu
Limelight Editor

Rueben Ponce is a member of Westhill's Custodial staff. He works from dusk to dawn preparing the building for the following school day. On top of that job he is the assistant coach of the boys tennis teams. Rueben also has a third identity: The Westhill Viking. Ponce occasionally serves as the mascot at Westhill sporting events. The Westword sat down with Rueben to get a better look into the life of one of Westhill's most popular faces.

The Westword (TW): How long have you been working at Westhill?

Rueben Ponce (RP): I have been working at Westhill for ten years.

TW: Where did you grow up?

RP: In Argentina.

TW: How did you become the fa-

mous mascot?

RP: Charlie [Teeters] used to have the mask before me and he took it home after he graduated. I said why could you not leave it at the school? And he dropped it off at the main office and said he left it for me. So when I went to Mr. Rinaldi's office he asked me if I was the man for the mask and I said no, and he asked if I did not want it and I could not turn it down and now I love it.

TW: What is your favorite sporting event to attend?

RP: Tennis because I do a lot with the tennis kids, being the assistant coach of the team.

TW: Did you ever play any sports as a kid?

RP: Soccer. I played forward.

TW: What do you like most about working at Westhill?

RP: I like the energy, the friendship and the input that the kids have in

my life that I get to see everyday.

TW: What was your favorite thing about the lip dub?

RP: It was a big challenge. In the beginning when I saw all of the trucks and cars I had no idea how big it was going to be, then I saw how the whole school was involved and all the teams and clubs and I loved it.

TW: What are some hobbies you have outside of school?

RP: I play some songs on the acoustic guitar and I'm beginning to DJ to have parties at my house playing music from the 80's, such as Michael Jackson.

TW: What are some of your favorite artists?

RP: Roger Waters, The Eagles and Michael Jackson are some of my top three artists.



CAUGHT IN ACTION Rueben Ponce poses for the camera while taking a break from his late night shift.



Don't Enroll In The Wrong Driving School

Don't Be Fooled by PART-TIME SCHOOLS Operating in Stamford.

Since 2005, the High Ridge Driving School has been the driving school of choice for Stamford-area teens and their parents because of our commitment to **always put the student FIRST!** In fact, as a result of our student-centric philosophy, we have taught more Stamford teens to drive than all of the other driving schools... *combined.*

The fact is, **we are not a driver education factory.** From day one, we have strived to offer the best possible driver education experience for each student. When it comes to driver education, just like shoes, one size does not fit all. And there is only one way we can offer this level of

attention – by being local business-people who are actively engaged with our instructors, students, parents and the community. We don't own numerous driving schools around the state or operate part-time, **our focus is here on the driving students of Stamford and the surrounding communities, all day – every day.**

The purpose of this ad is to provide you with a fair and accurate comparison of your driving school options in Stamford, so you can make an educated decision. In the end, you will have to decide which driving school option is best for you and your family.

THE HIGH RIDGE DRIVING SCHOOL ADVANTAGE

	Other Driving School Options	High Ridge Driving School	<h2>FREE TEST DRIVE!</h2> <p>Any student accompanied by a parent can sit in on one of our weekday classes absolutely FREE so you can get a feel for our school, our curriculum, and our teaching methods.</p> <hr/> <p>INTERESTED IN ONLY THE 8-HOUR DRUG & ALCOHOL CLASS?</p> <p>We offer 16 & 17 year old students the chance to take just this class every weekend. (EXCEPT MAJOR HOLIDAYS)</p> <p>Always separate classes for teens and adults.</p>
Flexible Schedule	No, they schedule sessions that begin and end. So, if you miss a class, you might need to go to another town, or wait quite awhile to finish your training.	Our classes NEVER end. We teach in the classroom 52-weeks a year. In the summer we offer up to 3 classes a day!	
Driving Hours	We know of students from other driving schools that have needed to go to other towns to finish their driving hours. Some schools do not even offer in-car sessions on a regular basis!	We drive 7-days a week, all year long. You're assigned an instructor who's dedicated to providing you with the best driver education experience possible. Plus, we pick-up and drop off ANYWHERE locally.	
Off-site Testing at the School	Possibly.	Always available in Stamford multiple times a month since 2005 - And always will be!	
Customer Service	Questions, phone calls, and DMV paperwork usually handled by a corporate office or a branch office in another town, generally only by phone. Some schools do not generate DMV CS-1 certificates in Stamford. VERY limited office hours in Stamford, if at all.	We're almost ALWAYS open – in person or by phone. All phone calls, certificates, and paperwork handled in Stamford. No phone queues or customer service reps, we deliver REAL customer care with our dedicated Stamford staff. We invite parents into our facility, and offer training and support to ensure the time spent driving with your teen is productive.	
The Oldest Driving School in Stamford	No.	Yes, High Ridge Driving School has been locally owned and operated since 2005!	

We think you'll agree that the advantage of

- A Flexible Classroom Schedule • An Expanded and Flexible Driving Schedule
- Taking the Driving Test Here in Stamford • Having Ownership Local and Involved...

Makes **High Ridge Driving School** The Logical & Best Value!



992 High Ridge Road, Stamford
(203) 329-3030
 HighRidgeDrivingSchool.com

Just south of the Merritt Parkway, Exit 35 – High Ridge Road, next to Town Fair Tire.

Cinderella Project makes dreams come true

Addison Magrath
Print Executive Editor

Prom is a stressful but exciting time for many students around this time of year. The stress of spending money on the perfect dress is sometimes overbearing.

On Thursday, March 22, Holly Hyman came to Westhill for the Cinderella Project 2018. This was the fifth year that Hyman has run the Cinderella Project, and despite snow days and delays, the event occurred without a hitch. The sale lasted from 7:00 a.m. until about 3:30 p.m.

Despite the delay on the 22, Hyman and others from boutiques including A Step Ahead were there at 7:00 a.m. ready to sell. In just the one day the Cinderella Project spent at Westhill, Hyman along with her team managed to sell over 70 dresses. The prices ranged from zero to 20 dollars

and dresses from sizes zero to 22 were available. The low prices and wide range of sizes make prom dresses and tuxedos available to many students in the Stamford community.

"It gives people the opportunity to buy affordable dresses, especially when they are spending so much for prom," Claudia Tanner ('18) said.

"A lot of them were free," Hyman said when describing the sales throughout the day.

Spaces behind the stage were made available as fitting rooms and the stage was full of students wearing glamorous dresses.

Adults at the event were also able to pay for students if needed. Full racks of prom dresses, graduation dresses and tuxedos could be found in room 118. The room was packed after school with students looking for the perfect outfit for prom night. Hyman helped

students find a dress or tuxedo jacket that fit them best.

"It makes prom more inclusive for everyone in the student body," Simone Kenny ('18) said.

There was also a table full of accessories and nail polish for students to buy for prom night, gift cards for pedicures were also available. Hyman and The Cinderella Project also made their way to Stamford High on March 29.

Some students went to the sale and left with more than they expected.

"It was 20 dollars. I was actually surprised at how unique and good quality [the dress] was," Emely Medina ('19) said.

In just one day, the Cinderella Project was able to help over 70 students make their prom night even more exciting with an affordable—or even free—dress.



THE CINDERELLA PROJECT in Westhill's little theater, allowing girls like Fleurette Fleurissaint ('20) (top left) to wear the dress of their dreams to prom for only 20 dollars or less.

Photos by **Addison Magrath** / Print Executive Editor.

72 Hours: No talking

Column by Valerie Neyra & Jennifer Carias

For three days each month Jen and Val will be challenging themselves to try something new and possibly fun. These challenges will consist of things they have never tried doing before and they will be documenting the outcome. This month's challenge: No talking for 72 hours.

Day 1:

Val: Going into this, I thought that it would be pretty easy. I am not the type of person that really talks much in school, unless it is with my friends, so when I only got through half of the day, I was pretty shocked. The day prior I bought a big drawing pad and a huge marker. I used it all throughout my classes, and even filled some pages with generic answers just to make my day easier. But, as we got closer to lunchtime I realized that I had to interview Mr. Stone for my other article. So, I asked my friend, Allie Colorado, to speak for me. I gave her all the questions that I came up with and stood next to her while I recorded the interview on my phone. After that, my friends and I went

to lunch and I really did try to not talk during lunch, but it became extremely difficult when my friends began talking and I just wanted to join in. I am not going to lie and say that I went all day without talking, but I did go most of the day.

Jen: I tend to think of myself as quiet type, yet I had such a hard time staying silent. The amount of times that I went to say something or contribute to a conversation and then had to stop myself was unbelievable. I had tried so hard to keep up by writing down my responses, but by the time I finished writing the conversation was already on to a different topic. It was like I was in an active group chat in real life and was not able to type my reply fast enough. It went on like that for the rest of the day except for lunch when I just had to say something because for some reason I just could not sit and watch my friends talk to each other while I sat in silence. After that, I tried to continue not speaking for the rest of the day, until that night when I went to pick up my sister at the airport

from her trip to Miami. I ended up talking to her the whole ride home. In my defense, I had not seen her in over two weeks and we needed to catch up on each other's lives before she disappeared into the abyss that is a college for another two weeks.

Day 2:

Val: The second day was very easy for me. For one, I was not in school and I did not have to worry about interacting with others. I also had the house to myself so obviously I could not talk to anyone. At the end of the day when my parents and siblings came home, it was not really an issue because I already told my parents about the challenge, but I did have to break my silence to greet them.

Jen: On the second day I had completely forgotten about the challenge. It was not until the end of my second period class when my friend asked about the challenge that I remembered. Fortunately that was when we had a half day so I did not have to put in as much effort in being silent as I did the day before because the day just

flew by. Also my boss had told me not to come into work due to the snow which meant I did not have to talk to any customers.

Day 3:

Val: The third and final day I was also absent from school, and no, this was not on purpose. But, yet again, I did not really have to talk all day. The only times throughout the day in which I had to really talk was when I was talking to a university about my Financial Aid Package and when I accidentally picked up a FaceTime call from a friend, because I had forgot about the challenge. But, at the end of the day I think I did a pretty good job.

Jen: The third day was when we had the delay, which somewhat helped because it made the day seem like it was going faster. I had also forgotten the notepad I had been writing on at home, so I had to resort to using the the corners of my class notebooks. It was kind of difficult because when I take notes I like to write myself explanations in the margins so it would get really crowded and hard to

understand. I then started to use the notes in my phone to communicate which was a bit easier because I could erase it quicker and type faster, but it still was not fast enough to keep up in most conversations so it just seemed like I was extremely invested in my phone that day. I did, however, have to speak in one of my classes because we had been separated into groups to work on a packet and so I was forced to get involved and speak in order to get it done.

The final verdict is that this is a very difficult challenge. We are fairly introverted people, and to say that being quiet was difficult is surprising. We do not think any person could go three days without speaking one word, that just seems impossible. If we were asked to do this again, we would probably decline.

The challenge made us realize that our voices are very important and that it is frustrating when we are not able to express ourselves especially when we actually had something to say.



Northstar takes home first place

Shaira Sunbeam
Reporter

“Drama is life but with the dull bits cut out,” said Alfred Hitchcock while carefully filming a flock of birds. Hitchcock believes skits and shows draw one into another world with endless entertainment.

The Connecticut Drama Association (CDA) did exactly that during their two day competition. Multiple schools performed 45 minute plays and were judged by theater professionals.

The CDA, being one of the oldest theater organizations in the country since 1936, has enabled thousands of students to engage in the world of theater.

This year the competition was held in Meriden, CT with Westhill

performing a rendition of *Radium Girls*. Based on a true story, the play is about female factory workers who are exposed to radiation due to the lack of safety precautions placed by employers.

To pay tribute and emulate a real person takes research and talent. Some of the most praised actors who portrayed historical figures had very few sources to truly imitate their characters.

“When I found out I was playing a real person, I knew I wanted to do as much research as possible. It started as just cursory Google searches and what Grace was like and what she accomplished...I really wanted to tell her story right,” Audrey Molina (’19) said.

Molina played Grace Fryer, one of the women who worked in

the exposed factory. After being exposed to the radium, she was affected severely.

Molina’s dedication paid off as she won the Outstanding Actress Award along with Justin McArthur (AITE) who won the All-Connecticut Cast Award. Among all of the participating schools, Westhill came out on top with the outstanding Special Effects Award.

Marcos Pinto-Leite (’18) has been in CDA since his freshman year, and this year is his last. “We met some cool people, saw some great shows, and pulled off an amazing performance,” Pinto-Leite said. Pinto-Leite directed the award winning play.

The CDA festival, although stressful at times due to the time needed to put into it, is also a way



LIGHTS UP The cast and crew of *Radium Girls* revel in taking first place at CDA. Photo courtesy of **Lucy Hart** / Staff Writer.

for students interested in the world of drama to have a creative outlet as well as to meet new people.

“CDA is basically a bunch of people coming together to tell a story as truthfully and profoundly

as possible. Also just a bunch of theater nerds having fun and goofing off,” Molina said.

Northstar will now get back to work on their next show, *Footloose*, which is set to be performed soon.

The road to revenue on YouTube

Nicholas Zarilli
Managing Editor

Pursuing the life of a professional YouTuber is a risky yet invigorating job that is available today. “YouTubing” is simply creating video-based content and uploading it on the internet video platform YouTube. While it is extremely simple for anyone to start uploading YouTube videos (all it takes is a Google-email account), making a living off of YouTube is not nearly as simple.

Managing money, content production, self-promotion, and dealing with the ever-changing YouTube guidelines and automatic systems must all be handled phenomenally well in order to become a successful YouTuber.

The first task on the road to working independently on YouTube is to decide on a channel concept. A channel is the operator’s profile on YouTube where all of their videos go.

If a person likes enough videos from a creator’s channel, that person will usually subscribe and therefore be notified whenever the creator uploads a new video. The number of subscribers a person has represents their core fanbase who will watch their videos and may become a steady source of income.

As of January 2017 the minimum amount of subscribers needed to run advertisements on videos was set at 1,000 subscribers with a minimum total channel watch time of 4,000 hours. This means

that if a creator wants to make money off of ads, they will need a fanbase first.

Getting a channel off the ground is difficult and requires dedication, so YouTubing is hardly a get-rich-quick job. To build up a large fanbase, a consistent upload schedule and a good standard of quality are a must.

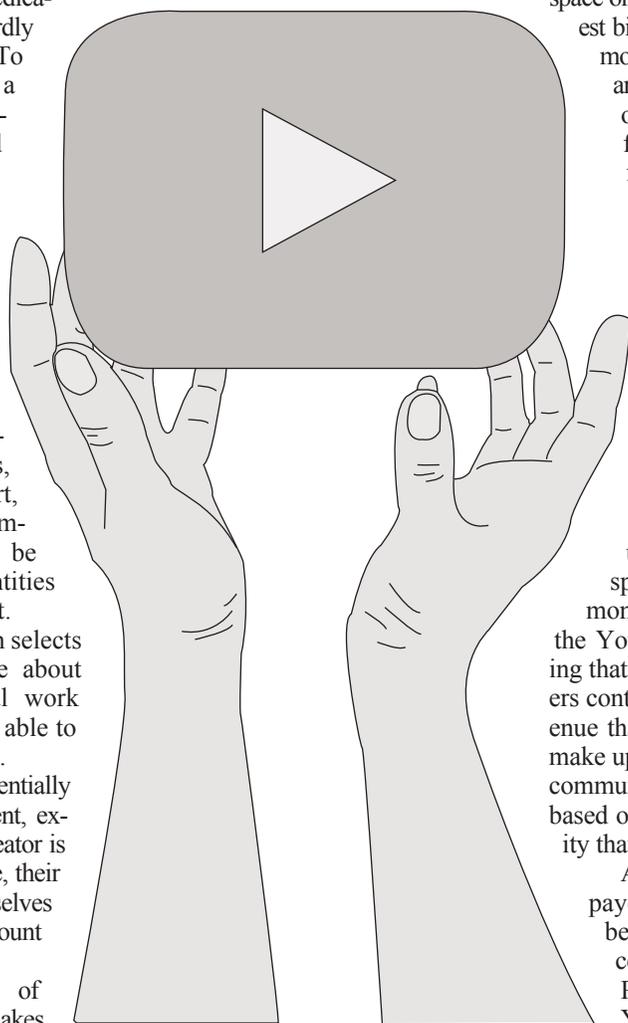
Aside from basic standards of video and audio quality, it is all on the creator when it comes to the amount of work that needs to be done to make the channel popular. Skill in editing, writing, special effects, acting, speaking, art, building, and even common sense will all be needed in various quantities to help videos stand out.

As long as a person selects video topics they care about and put in substantial work and effort, they will be able to build a fanbase quickly.

YouTubing is essentially freelance self-employment, except riskier because a creator is at the mercy of YouTube, their audience, and themselves when it comes to the amount of money they make.

The main source of money a YouTuber makes is through video monetization, also known as AD Revenue. YouTubers are paid through Google’s

AdSense service, where creators are paid 68 percent of the total AD Revenue and Google (YouTube’s parent



Cost Per Mille (CPM) basis. This means YouTube pays out at a rate for every 1,000 views. This rate fluctuates on a constant basis because AD space on YouTube is sold to the highest bidder. AdSense pays out on a monthly basis, so some months are better than others in terms of ad revenue, with the CPM fluctuating between roughly four to ten dollars. This means that in order to make enough money to sustain oneself independently, a YouTuber needs to produce roughly two to four videos per month with a regular viewership of over 100,000 views.

A fraction of the YouTube profit also comes from YouTube Red, a service that allows users to remove ads and spread their 10 dollars per month payment equally amongst the YouTubers they watched during that cycle. While Red subscribers contribute far more to total revenue than an average viewer, they make up very little of the YouTube community and payout changes based on the viewer’s watch activity that month.

A solution to the fluctuating paychecks for many YouTubers, big and small, is an account on the donation service Patreon. Through Patreon, a YouTuber’s most dedicated fans can donate directly to them automatically every time a video is released. To entice their

fans to subscribe to the service, most give out rewards like early release videos or, most often, a shoutout within videos. Patreon has almost become a necessity for all YouTubers at this point because of how varied AD revenue has been this past year.

Even if YouTubers can consistently reach the 100,000 views milestone, there are plenty of auto-detection systems in YouTube’s infrastructure that creators need to often battle.

One of the most notorious auto systems is the Content ID system that detects the use of copyrighted material and responds to it depending on its original creator’s wishes. It does not however, detect the manner in which the content was used, so even if the use fell under the United States Fair Use guidelines, the system can do anything from diverting monetization profits to the original creator to taking the video down.

Another is the auto-flagging videos for advertiser friendly content. If the system detects excessive nudity, violence, swearing, hateful content, use of drugs, controversial subject, or more, then the video will be ineligible for ad revenue until it is reviewed by a YouTube employee. To minimize profit loss while waiting for their content to be reviewed, it has become common practice for YouTubers to upload their videos as unlisted and request a review right away before releasing them to the public.

company) keeps the other 32 percent. YouTube pays out to creators on a

Black Panther: movie or movement?

Petra Ramirez
Staff Writer

One of the most buzzed about movies in the past year has been *Black Panther*. A majority of the publicity is because it is one of the highest profile African-based Hollywood movies, coming from box office juggernaut Marvel.

With the movie being set mostly in Africa, a cast of characters that is primarily of African descent, and the depiction of powerful African tribes in the film, *Black Panther* has been a box office hit.

The movie was released during Black History Month, adding to its impact and making it more important and prevalent in viewer's eyes.

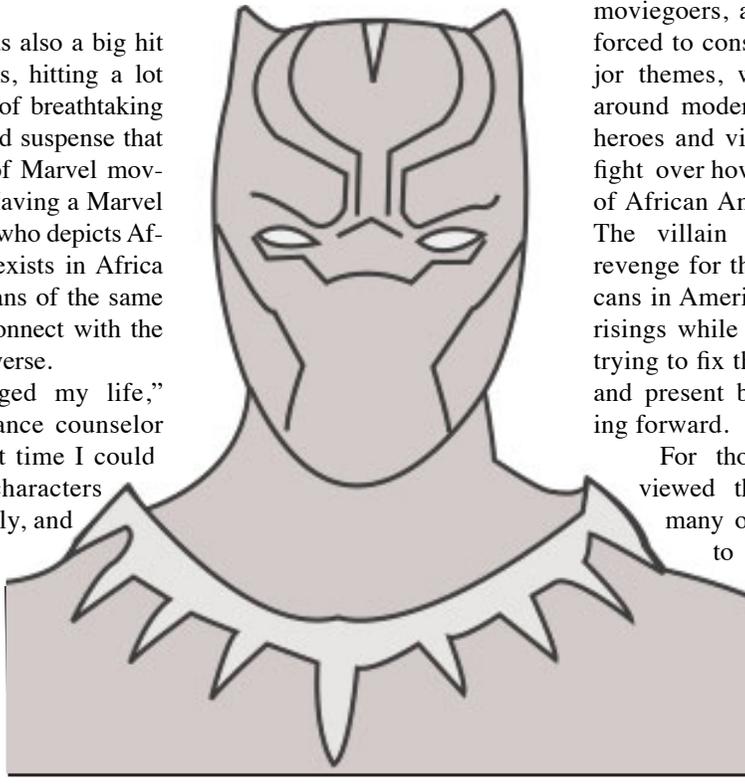
The Hulk may be green, but most of the Marvel's silver screen superheroes are white, so the film adaptation of *Black Panther* breaks the racial stereotypes that

exist across many of the company's comics.

The movie was also a big hit with Marvel lovers, hitting a lot of the same beats of breathtaking action, comedy, and suspense that the second wave of Marvel movies is known for. Having a Marvel hero who is black, who depicts African culture and exists in Africa itself even helps fans of the same ethnicity further connect with the characters and universe.

"It has changed my life," Mr. Agosto, guidance counselor said. "For the first time I could identify with the characters mentally, physically, and spiritually."

This movie was inspiring in that it has brought discussion of race and ethnicity and African culture to the fore-



front of pop culture. Journalists, moviegoers, and critics all were forced to consider the film's major themes, which are centered around modern race issues. The heroes and villains in the movie fight over how to solve injustices of African Americans in society. The villain lampoons seeking revenge for the injustice of Africans in America with violent uprisings while the hero advocates trying to fix the faults of the past and present by peacefully moving forward.

For those who have not viewed the film, these are many of the reasons to go to it: the discussion, the African perspective, and the inspiration to capture more than a Caucasian-centric comic world really help to layer the

film with nuance.

Black Panther was released on February 16, 2018 and is still in some theaters as of this writing.

The director has been working on this movie since 1992, and was finally announced in October 2014 with a projected October 2016 release date. The film's announcement also came with the news it was to be comprised of a primarily black cast, to portray its African culture centered plot accurately.

In the first three days, the movie grossed 202 million dollars in the USA alone.

Although it is just as popular as any other Marvel movie thus far, it speaks to a different demographic.

"Black excellence was at its peak in this movie. It was very powerful," said Tamhmda Ahmed, ('18). "I love the soundtrack, the actresses, and the costumes."

This month in hip-hop

Column by Jude Ponthieu

This month, the hip hop world is on fire. Waves of new music hinted and a lot of good music released. There is also a lot of new beef and controversy circulating the industry, hinting at a lot of juicy diss records to come.

Starting with releases from last month, trending artist Tekashi 6ix9ine released his debut album "*Day69*." The Brooklyn rapper continues his hardcore, gritty style with this release bringing back favored tracks like "Gummo," "Kooda" and "Keke" as well as a new "Gummo" remix featuring Offset.

Other tracks that were cut on the artists Instagram had also finally been released. Tracks such as "Billy" as well as "Rondo"—featuring Tory Lanez and Young Thug—made their full length appearance and became fan favorites as "Billy" reached the top 100 charts.

The album also features a few other artists such as A boogie wit da hoodie and Fetty Wap.

Next in the month of March, Tory Lanez's sophomore album *Memories don't die* finally released. The trap/R&B album taps into real life memories and experiences of Lanez. The album features big names such as Future, NAV, 50 Cent, Wiz Khalifa and Fabolous. Poppin' tracks off the album include "Shooters," "B.I.D" and "Pieces." Although the album itself is not receiving very

high ratings, those songs are sure to occupy the speakers of Lanez fans.

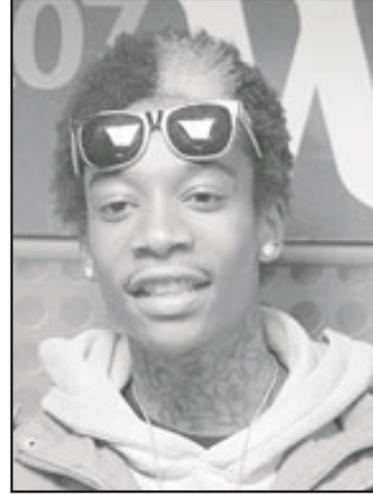
Next in the month of March, Logic released his second trap themed mixtape *Bobby Tarantino II* with a Rick and Morty skit going along with it. Logic stresses how he is just having fun on these types of projects and that he could care less if people criticize him for it. The song "Yuck" off the album takes shots at rapper Joyner Lucas who has been attacking Logic for the past couple of months.

The mixtape had some heat behind it after his pre-release of the track "44 More" which is an extension of the song off the first "*Bobby Tarantino*" mixtape "44 Bars". The mixtape has big features from Big Sean, Wiz Khalifa, 2 Chainz and Marshmello. Top tracks off the mixtape include "44 More", "Contra" and "Midnight", the "Grandpa's Spaceship" skit is also worth a listen as it has a video and is the intro to the mixtape.

Lil Yachty also had a big release with his highly anticipated *Lil Boat 2* album. The production on this album was unbelievable with collaborations from many big names and up and coming producers like 30 Roc, Pi'erre Bourne and Southside. The album is heavy with star power as there are features from Ugly God, 2 Chainz, K\$upreme, Offset, Lil baby, PnB Rock, Tee Grizzley, Trippie

Redd and Lil Pump.

Like much of Lil Yachty's music, the album is packed with hard hitting bass alongside smooth melodies. Big tracks off the album include "66," "BOOM," "SELFMADE" and "TALK TO ME NICE."



WIZ KHALIFA featured in Logic's newest mixtape Bobby Tarantino two.

XXXTentacion also released his second studio album ? which is very different from his last—more melancholic—album. This album is very much a question mark as you do not know what to expect from track to track. One track will put you in your feelings and the next will make you want to dance. One track you will be listening to deep conscious bars from him and Joey Bada\$\$, and the next you will be singing in Spanish.

The features are interesting on this album, including spanish artists Carlos Andrez, Judah and Rio Santana and other young artists such as MATT OX who is only thirteen. Other features include Travis Barker, PnB Rock and Joey Bada\$\$.

Finally the other big artist to drop this month making a huge buzz in the industry is Rich the Kid's *The World is Yours*. The rapper's debut album is receiving high praise from all over. Popular songs like "New Freezer" and "Plug walk" made it to the tracklist. This album is also packed with big names, features range from Future, Kendrick, Lamar, Lanez, Khalid, Jay Critch, Rick Ross, Chris Brown, Offset and Quavo, Lil Wayne, Swae Lee from Rae Sremmurd and Trippie Redd. CEO of Rich Forever brings his own unique trap style with the feel-good album and also stating that the album was missing some artists such as Kanye West and Frank Ocean. Could we see more new music with Rich the Kid and these artists soon?

Other honorable mentions of this month are Mozzy's *Spiritual Conversations artists EP* and The Weekends R&B themed album *My Dear Melancholy*.

Other artists are scheduled to release soon in April. Rappers such as Cardi B will be dropping her debut album "*Invasion of Privacy*" on the 6th, already releasing her single

"Be Careful" which is rumored to be aimed at fiance Offset after his recent cheating scandals.

The track is different from Cardi's usual hard hitting trap records and instead focuses more on her lyrics as she says she will not stick around if this continues. Other solo tracks released this month include Tyler, the Creator's bass heavy "OKRA", A\$AP Rocky's "Bad Company" featuring BlocBoy JB and TY Dolla \$igns and "Pineapple" featuring Gucci Mane & Quavo.

We wrap this month up with our throwback song of the month "The World is Yours" by Nas. Released in 1994 and coming off of the famous album *Illmatic*, this song itself has been an inspiration for many rappers including the recent album release of Rich the Kid's "*The World is Yours*". The legendary song had legendary production from Pete Rock who was the equivalent to the Kanye West of his time in terms of production.

The legends lyricism shines on this track as he raps about growing up struggling in New York, and how the world is now his and it could be anyone's even if they are struggling. The month of march was packed with good music, juicy controversy and excitement throughout the hip hop world and the month of April only hints at even more to come.

Partying around Westhill

Rayshawn Gipson
Staff Writer

For a vast majority of the time classrooms are places of learning and not much else. Under the watchful eyes of teachers, few students can get away with wasting the limited resource of class time. However, every once in a blue moon, some select teachers will let their guards down and turn their classroom into a party room.

Classroom festivities are something students get psyched for, as rewards for long periods of time spent on class work. These rare occasions break up the monotony that is the rotating block school day in favor of food, drinks, and socialization with classmates. Not only are classroom parties worth savoring, but they could also be much needed mind relievers. They allow students to have a brief 50 minute break from whatever overwhelming circumstances are present in their lives.

Obviously there has to be a reason for a classroom party to occur. Depending on the reason, time of day, and host of the celebration the party's food will be

different. Common morning party horderves include donuts, bagels, orange juice, fresh fruit, toast and even freshly made waffles. After-

Popular Westhill lunchtime parties can include anything from pizza to empanadas, with beverages like soda, juice, and water to

have snacks for after school. And sometimes I will bring snacks in for a little pick me up before first period, and I always give my AP

ous for throwing parties is English teacher Mr. Pinsince. For the longest time, Pinsince has done students justice by showing his party spirit often and rewarding them for their effort in the classroom.

"I usually have a party day the day before a major school break, like winter break, spring break, and the day before summer. I also bring donuts for connection time, but, this assures that the class is getting their work done on schedule" Pinsince said.

Parties allow teachers to become more personable and develop more understanding relationships with their students. This way students understand that if they do what needs to be done, rewards will come. Not only can students enjoy delicious morsels with Mr. Pinsince, it usually comes with a movie that is worth watching.

Teachers love giving their students a day to relax, especially when it is well deserved. "I throw parties once a quarter, I throw parties for communal spirit, and we are a family. Families who eat together stay together" English teacher Ms. Dunbar said.



Photo illustration by **Nicholas Zarrilli/Managing Editor** students a party after the AP test"

noon festivities can encompass a wider variety of food, unrestricted by the natural aversion people have when faced with savory lunch or dinner time food in the early morning hours.

top things off.

Each teacher has their own way of throwing parties, and it seems to be a very big thing to do in the 200s. "I bring snacks to connection time all the time, and I

English teacher Ms. Denninger said. Denninger also brings bagels to her practice AP exams to help keep the kids focused.

Another teacher who is notori-



The Hungry Vikings

Column by Jackie Fahey, Jack Williamson & Kevin Costello

Service : ★★★★★
Taste : ★★★★★
Ambiance: ★★★★★

Yet another month has passed and as the cold harsh winter draws to an end, The Hungry Vikings are looking to fill their stomachs with a tasty meal that satisfies their beastly cravings. With so many stops having already been made on their hunger-driven journey, the question of where they would dine next lingered. After much debate, the Vikings decided they would dine at a location so old in existence it was treasured more than some of their Nordic artifacts: Lucky's Classic diner. As a favorite among the three, this much anticipated trip would surely be one to remember.

After the Nordic trio had been seated, Viking Number One asked for a chocolate milkshake without whipped cream. After receiving his order promptly, he complimented the speedy service and slurped down the shake as he read

the menu. He was torn between the Lucky Classic burger and their famous buffalo chicken wrap until he realized he could have a little bit of both. The bearded Viking ordered cheeseburger spring rolls to start and a buffalo chicken wrap with extra ranch for his entrée.

For Viking Number One, the cheeseburger spring rolls were surprisingly tasty. They had the true burger taste while being crunchy and crispy all at the same time. He scarfed them effortlessly as the cheese cascaded down the battered coating. Without any pause whatsoever, he went straight for the buffalo chicken wrap. He appreciated the mild spice of the meal and the balance of the ranch dressing and buffalo sauce. The meal's complement of French fries was the icing on the cake and Viking Number One achieved the unusual satisfac-

tion of his hunger.

Viking Number Two immediately fell in love with the old school setting and pleasant ambience upon arrival to the classic diner. As always, she intended to eat a healthy meal but knew she was too hungry for a small vegetarian dish. As a compromise, she ordered the Road House Salad off of the signature salads portion of the menu. This jumbo salad comes with mixed greens, skirt steak, chopped chicken, tomatoes, and Gorgonzola cheese. She passed on ordering a side and made it clear that one of her fellow Vikings would have to sacrifice a couple of fries for her. The shield maiden went for a Sprite to complement her meal.

The presentation of her dish alone was admirable. The mixture of steak and chicken along with the various vegetables coated in Gor-

gonzola made for an appetizing delight for Viking Number Two. The sheer size of the salad was enough to impress her and she too was happy with the overall presentation and taste of her meal. By the time she got to the bottom of the bowl, even she was too stuffed to finish.

Viking Number Three was a bit late to the meal because there were no spots left to park his ship. Luckily however, he is a regular at the fine establishment and knew his order without the help of a menu. As always, he ordered a pulled pork sandwich topped with crispy onions, a side of French fries and barbecue sauce. He also ordered a famous Lucky's milkshake but went for vanilla, which made Viking Number One shake his head in disapproval.

Just like every other time he dined at Lucky's, Viking Number

Three was not disappointed by his meal. The kitchen cranked out his order with such speed that he caught up to the other Vikings in their stage of the meal. The combination of the soft pulled pork and crunchy frizzled onions between a buttery brioche bun was everything he could have asked for and more. He cooled himself down after the hot meal with the vanilla milkshake and was, without a doubt, adequately full.

As a whole, this dining experience was as expected and became an easy winner among the restaurants visited so far by the Viking trio. Between the classic setting of the diner, the polite and speedy service, and the delicious meals, the Vikings could not believe how inexpensive their journey was. All three Vikings would recommend Lucky's Classic diner to everyone in the community.

SLAY OF THE MONTH:

OLIVIA BOLOGNA

“My name is Olivia Bologna and I am the March Slay of the Month. My style inspiration comes from all around me, from the people who raised me to the posts I see on social media. I always switch up what I wear, and I hate repeating outfits. I feel as if clothes are a way to express yourself and your individuality, which is why I love trying out new trends.

“In the winter I usually like to wear anything that has a fluffy or soft texture, and is super warm. As much as I like to look good, I also like to dress comfortably and appropriate for whatever the occasion may be. Oversized sweatshirts and sweaters with ripped jeans and boots is my favorite outfit to wear when it is cold out.

“Sneakers are my absolute favorite type of shoe to wear with almost anything. The pair I wear the most are my white Nike Air Force Ones. They can never be too casual and always look nice with a well put together outfit.

“In the spring and summer I rotate between maxi skirts, dresses, shorts, and rompers. The lighter the clothes the better. Florals are always in for summer, whether it be printed on a shirt or a dress. Yellows, reds, and blues in my opinion are the best colors for this print.

“The summer is when I wear

all of my accessories since I am wearing fewer and lighter clothes, so it does not look overdone. When wearing long necklaces, I like to layer them with shorter chains and tassel earrings. I tend to wear bags in the summer rather than just carrying my wallet. Crossbodies are best in bright pastel pinks, yellows, and blues. They make any colorless outfit more intriguing.

“Another style I love is an embroidered silk tank, which is a must in the summer, because they look good with jeans, shorts and skirts.

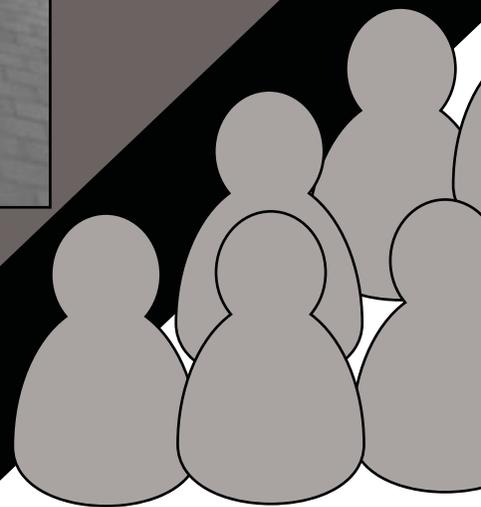
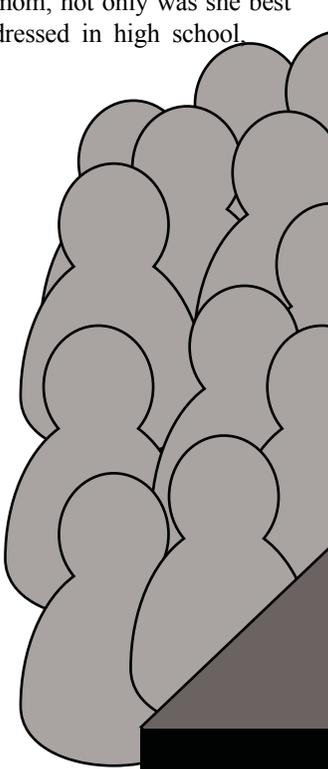
“Affordable stores I like going to or ordering from are Forever 21, Zara, H&M, Brandy Melville and Nasty Gal. These stores always have the most up to date clothing. One shop that does not have an online store, which I am constantly going to, is Havana Jeans. Since it is not always easy getting the correct size or best fit in jeans, Havana has so many options to choose from. They sell a variety of different brands in not only jeans, but shirts and workout attire, which I also find to be trendy.

“Some people I can give credit to for my style are Bella Hadid, Victoria Beckham, Kim Kardashian and of course, tons of Instagram models. Bella, Victoria and Kim

are some of the first to inspire new looks in not only myself, but in many others. They are never afraid to be bold or different, which is something I look up to.

“Lastly, the person who has inspired me the most is my mom, not only was she best dressed in high school,

but she still dresses fashionably today. She used to tell me when I did not match or when something was not “classy.” Without her, I would not know any of the basics. Thanks to her, my style evolves and improves all the time.”



Stage 01

To Do Next Month: April

APRIL 10 NATIONAL SIBLINGS DAY
GRAB YOUR BROTHERS AND SISTERS AND CELEBRATE THE IMPORTANCE THEY SERVE IN YOUR LIFE ALONG WITH THE BOND YOU BOTH SHARE.

APRIL 22 EARTH DAY
A DAY TO RESPECT THE EARTH'S ENVIRONMENT AND HELP CLEAN IT UP TO PREVENT WORLD POLLUTION. THIS IS A DAY WHERE YOU CAN PROTECT THE PLANET ON WHICH YOU LIVE.

APRIL 23 NATIONAL ENGLISH LANGUAGE DAY
A DAY CREATED BY THE USA THAT CELEBRATES THE ENGLISH LANGUAGE AND ITS ACCOMPLISHMENTS.

APRIL 26 WORLD MALARIA DAY
A DAY TO SPREAD AWARENESS ABOUT THE DEADLY DISEASE MALARIA. THE DISEASE IS SPREAD THROUGH INFECTED MOSQUITOS IN SOME TROPICAL REGIONS.

APRIL 30 NATIONAL JAZZ DAY
A JAZZY CELEBRATION OF THE ART OF JAZZ MUSIC AND ITS CONTRIBUTIONS TO CULTURE. THE MUSIC GENRE ORIGINATED IN NEW ORLEANS IN THE 1800S.

WESTHILL MAD-LIBS

On a snowy Friday, you woke up expecting a(n) _____ day at Westhill but that certainly
(adjective)
was not the case. First, instead of the bell ringing, _____ started playing on the loudspeaker.
(song)
Then, _____ started falling out of the sky so you _____ to class for shelter. Instead of a
(plural noun) (verb ending in -ing)
teacher, _____ was teaching and you _____. After that, it was time for connection time
(celebrity) (past tense verb)
when _____ started _____ about Zach Matari performing at lunch. You were extreme-
(friend's name) (verb ending in -ing)
ly _____ and after what felt like forever, it was finally time for lunch. However, when you
(emotion)
opened your lunchbox, your lunch started _____ and was saying _____ things about
(verb ending in -ing) (adjective)
you. You screamed and _____ out of the cafeteria. You were so _____ about missing
(past tense verb) (emotion)
the performance but Zach Matari invited you to the Q and A after school and you were extremely
_____. The Q and A was _____ and then it was time for you to go (to) _____. It was
(emotion) (adjective) (place)
a(n) _____ and _____ day but then you woke up to your alarm clock.
(adjective) (adjective)

Westword Cryptogram

Hidden in this puzzle is a phrase about The Westword. Match the letters with the numbers to try and reveal the hidden message.

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
		20	14		7		8						19								22	12			

 H W W D : H D N V C
 13 8 1 12 1 10 13 12 16 3 14 13 8 1 10 13 26 14 1 19 13 22 16 9 20 1
 F H W H C N .
 16 7 13 8 1 12 1 10 13 8 9 25 25 20 16 6 6 26 19 9 13 21

Express



Joshua Greenburg ('18)



Rafael Franco ('18)

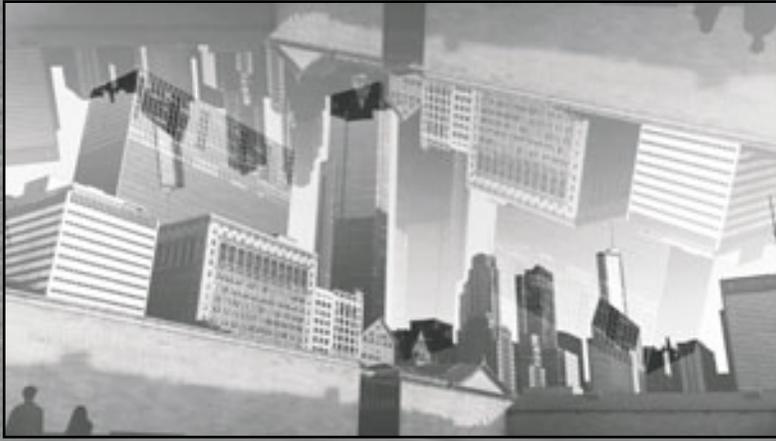


Stacey Diamantidis ('19)



Mariah Fritz ('18)

Artist of the Month: Josue Rodriguez



The Westword (TW): When did you first start becoming interested in art?

Josue Rodriguez (JR): Freshman year.

TW: How would you describe your artistic style?

JR: I just kind of go with the flow. I walk around the school and try to get inspired from it.

TW: What is your favorite medium?

JR: Photography. I can express myself through photography; things I normally would not say, I can express them through photography.

TW: What is your favorite thing to portray through art?

JR: I would say “Be who you are, be yourself.”

TW: How has art influenced your life?

JR: It has definitely made me more comfortable. It has made me acknowledge myself, and made me feel like I was capable of doing something.

TW: Who or what has inspired you to create art?

JR: People around me, music too. I have seen artists do things that inspire people and I want to do that too.

TW: Is there a message you want to convey?

JR: Yes. Be yourself, you are worth it, you are enough, you are not alone; just be who you are and do not be ashamed of it.

TW: How do people typically describe your art?

JR: They tell me they like it— that is about it.

TW: Do you have any advice for students interested in art?

JR: Try new things. Not everything has to be perfect and sometimes, it can surprise you how good it comes out. Just give it a try.



Lacrosse vs baseball

Analyzing Stamford's shift from one sport to the other

Andrew Lappas & Noah Klein

Staff Writer & Editor-in-Chief

Lacrosse is a professional sport that is also played in high school during the spring, the sport gained its mainstream popularity in the early 2000s. Lacrosse is a regional sport, and is primarily played in the Mid-Atlantic states, especially New York and Maryland.

The NCAA reported a 24 percent increase in the number of new men's lacrosse programs created in the last two decades. The women's athletic department also saw a 65 percent increase in the number of new programs started between 1998 to 2008.

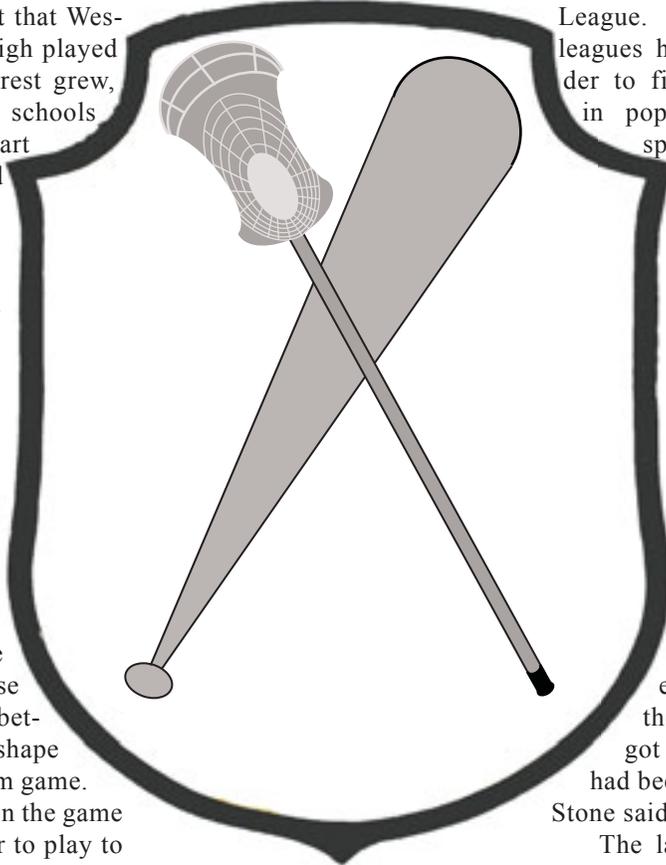
In the spring season, another popular sport is baseball. Baseball is a national sport that has been popular in America much longer than lacrosse. Baseball has always been a competitive sport with kids and adults alike. Recently however, it has lost players to the up and coming Lacrosse. Like baseball, lacrosse requires a lot of skill but adds in physical contact

that attracts fall football players. Lacrosse originally was introduced in the Stamford Public Schools district in the early 2000s as a club sport that Westhill and Stamford High played together. As the interest grew, the two rival high schools were able to break apart from each other and form their own respective teams.

Dominic Echeverria ('18) is an athlete on the Lacrosse Team. Echeverria was asked to talk about his experience of going from playing baseball growing up, to playing lacrosse in high school.

"I think lacrosse is overall the better sport because not only do I like it better, but it gets you in shape and overall it is a team game. No one person can win the game for the team. In order to play to win, your whole team has to be on the same page and that is the best part about the game." Echeverria said. "It feels good to know everyone else on the field is on the same page as you."

Throughout Stamford, there



the first merges came when Federal Little League merged with National Little League to create Stamford National Little League. Several other local leagues have combined in order to field teams. The shift in popularity between the sports has also led to travel baseball becoming much more prominent in the area as some players may seek a more competitive experience. Mr. Stone, the coach of the boys Lacrosse team, explained how numbers of all sports are down, not just in baseball.

"We have twelve new freshman and five or six returning varsity players," explains Stone. "In the past, lacrosse has got a lot of players who had been cut from baseball," Stone said.

The lack of players in local little leagues has resulted in a much more active youth lacrosse program that hopes to

one day rival other leading programs in nearby towns.

According to Stone, a lot of athletes switch because Stamford used to be a heavily concentrated baseball city. Now with the Stamford Lacrosse Association young players are being given the opportunity to learn the game and prepare for the high school level. According to their website, the Stamford Lacrosse Association aims to "instill in players a love for the game, respect for their teammates, opponents and officials, personal responsibility and an understanding of good sportsmanship."

Stone also pointed out that baseball and lacrosse are similar because it is not human nature to hold a bat or a lacrosse stick. "Each takes time to perfect the skill to become a better athlete." Stone said

As society changes, athletic trends and the popularity of sports will change. For now, youth lacrosse in Stamford is on the rise while travel baseball has started to replace local little leagues. The next shift remains unknown.

Peter Cernansky



MEMORIAL GOLF TOURNAMENT

6th Peter Cernansky Memorial Golf Tournament, Dinner & Auction

Monday ... June 18, 2018

Rockrimmon Country Club

2949 Long Ridge Road, Stamford, CT 06903



Golf Tournament

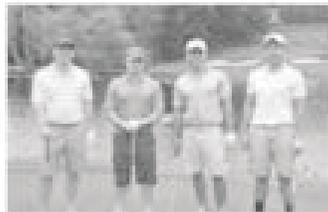
- Play your own ball; shotgun start (Noon sharp)
- Pistol Pete Trophies for men & women low gross
- Brunch/warm-up 10:30am to 11:55am; dinner follows

Dinner & Auction

- All invited
- Dinner & silent auction 5:15pm; open bar ends 8:00pm
- See www.pcmgolf.org for ticketing/details/updates

Proceeds support:

- Westhill HS "Purple PACT" & Stamford HS "Knight Life"
- Stamford Public Education Foundation (SPEF) & Stamford Youth Foundation (SYF)
- Life Foundation & Stamford Middle School Mentoring Initiative



Callari Auto Group:
Hole-in-One Car/Prizes
Sponsor for the 6th year



Bringing club sports to Westhill

Josh Eimbinder

Online Executive Editor

Westhill offers students a plethora of opportunities to participate in some of their favorite sports. However, some potential athletes may feel that these sports are rather one-dimensional or too controlling. While typical varsity sports are appealing in their own ways, some students want something else from their sports.

As a way to get more students excited about the sport options at Westhill, sports clubs could be introduced. These sports clubs would be set up and run by students within the Westhill community, where they could get their friends together and create teams. The teams

would then face off against each other for a two-month long season, with playoffs occurring after that.

If club sports caught on here at Westhill, the idea could potentially be introduced at other schools, such as Trinity Catholic High School and Stamford High School. This would make the current sports rivalry even stronger than it already is.

"I think with a school as big as Westhill, club sports would most definitely catch the attention of a decent amount of students," Brandon Viera ('18) said.

With no coaches looming over how you play, a tremendous amount of stress would be off the backs of the potential players.

One option that could

potentially be introduced as a sport is Gaga. It is often called the more even-keeled version of dodge ball. It is played with a soft foam ball and features dodging, striking, running, and jumping. Players try to hit their opponents with the ball below the knees. If the ball hits them, that player is out and leaves the ring. The last remaining player wins for their team.

For school rules, two teams of ten go up against each other. The last player standing gets the win for their team, and that goes in as a win in the standings.

Gaga is typically played at summer camps and in a "ring." As a club sport, it could be played both inside and out.

Another game that could

get students excited for club sports is Ultimate Frisbee. The object of the game is to gain points by scoring goals. The frisbee can be passed between players on a team, and a goal is scored when a player gives the frisbee to a teammate in the end zone. This sport could be played during the fall, on any field.

"I think a lot of kids would want to be a part of an Ultimate Frisbee team. It would be a lot of fun and it is an interesting sport to play," Maurice Antonetti ('19) said.

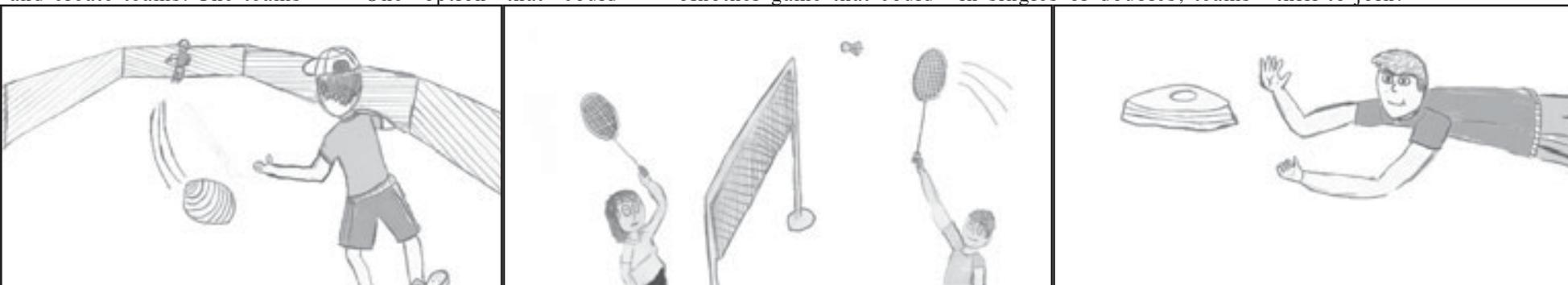
Badminton is another sport that could potentially bring delight to the school. Somewhat similar to tennis, badminton uses a shuttlecock and racquets to hit back and forth. While typically played in singles or doubles, teams

could be comprised of four players each. This could be played anytime of year, and almost anywhere.

As a bonus, Westhill already has all the equipment necessary to start a team. Right now, it is just exclusively used for gym class.

"Club sports would promote a deeper sense of community and allow people to participate in sports who could not potentially make a varsity team," Glen Dombroski ('19) said.

The creation of all three of these sports coming to Westhill is difficult to imagine, but if one person is interested and dedicated to get the ball rolling, it leaves the door open for the other thousands of kids at Westhill to join.



Illustrations by Nicholas Zarrilli / Managing Editor.

The life of Westhill's athletic director

Jack Williamson

Staff Writer

In an attempt to look into the life of Mr. Cerone, Westhill's Athletic Director (AD), *The Westword* was on the move along with him as he ran through his busy schedule.

Cerone took over the position of Athletic Director this school year, but this is not his first year working at Westhill. Cerone has previously worked as Head Football Coach as well as an assistant coach for the lacrosse team. Most people who know Cerone are already acquainted with him as a history teacher. Even if you have not heard of him, you likely have heard his Classic Rock echoing through the 400's.

With becoming AD, Cerone has taken on another role at Westhill on top of teaching that is integral to Westhill Athletics as a whole. Cerone is highly involved

with every team and player that puts on the purple and gold.

Westhill has 28 teams spanning across all seasons. From football in the fall to girls tennis in the spring, Mr. Cerone organizes and manages each team. As AD, Cerone has to make sure all sports have the right equipment, field time, and any other necessary items or planning needed for them to take the court or field.

With Mr. Cerone carrying the weight of the Westhill athletics on his back, he is constantly moving around to make sure everything runs smoothly, but in the rare moment of rest (or during classes) he can be found in his room, 402.

Cerone has not taken on such a big commitment haphazardly, he has the experience to do the job. Mr. Cerone worked at Saint Thomas More school for two years as the AD before coming to Westhill.

"I will get here at 6:15 a.m.

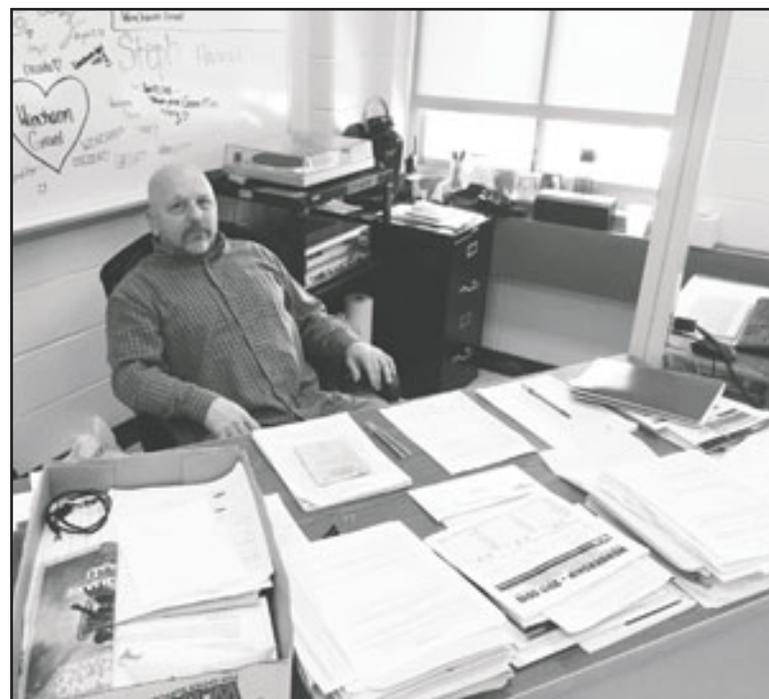
and depending on the day get out of here from 5:00 to 8:30 p.m., but when I get to go home early I just do work there," Cerone said when asked about his time commitment as both AD and teacher.

Westhill's athletic department is constantly buzzing with games and practices happening almost everyday and Mr. Cerone admits that "balancing the needs of all the different programs" is the most difficult part of his job.

"It is a challenge in a good way and it makes the days go very fast," Cerone said when asked about his first year as AD.

With sport seasons coming and going, Westhill athletics can rest easy knowing Mr. Cerone is working around the clock to make sure they are ready.

Next time you find yourself at a Westhill sporting event, be on the look out for Mr. Cerone, either on the sideline or "behind the scenes."



HARDWORKING Mr. Cerone enjoys his one minute of relaxation before he goes back to his busy day.

Photo by Nicholas Zarrilli / Managing Editor.

Bobby bats his way to college



FOCUSED Zmarzlak has been playing baseball for a long time and has been focusing on improving his game. every day.

Photo contributed by **Bobby Zmarzlak** / Contributor.

Yulia Lozynska
Staff Writer

Bobby Zmarzlak has been playing baseball since age four. He is a hard working athlete with a passion for baseball. His parents love for baseball motivated him to start playing the sport. Zmarzlak leadership, and hard work on and off the field got him to be chosen to be a captain on this years baseball team. Zmarzlak is committed to the University of Maryland and will continue his athletic career playing Division I baseball to reach his future goals.

The Westword (TW): When did you first start playing baseball?
Bobby Zmarzlak (BZ): I started when I was four.
TW: Why did you begin play-

ing Baseball?

BZ: I started playing baseball because my parents were big fans of baseball and I have been playing it ever since.

TW: How is the team's line up going to be this year?

BZ: We will be good, we have good returning players along with good new players who will make a big impact.

TW: Who stands out to you on the team this year?

BZ: John Macdonald and Charles Olsen will be key players for us.

TW: What position do you play in baseball?

BZ: Center field.

TW: What is your favorite thing about baseball?

BZ: Rounding the bases after hitting a home run.

TW: What is your favorite

baseball team?

BZ: Boston Red Sox.

TW: How does it feel to be committed to Maryland University?

BZ: It feels good to get the college process out of the way, and now I can focus on baseball.

TW: What is your favorite moment playing baseball?

BZ: My favorite baseball moment was committing to Maryland because it was something I was working hard for and a school I have always wanted to go to.

TW: What National baseball league player do you model yourself after?

BZ: George Springer.

TW: What is the most important game for you this year?

BZ : Staples, they ended our season dramatically last year and we need to get them back.

Hansen sticks it to opponents



HARDWORKING Hansen has been playing since a young age and has been able to make and achieve many personal goals.

Photo contributed by **Grace Hansen** / Contributor.

Maura Johnston
Staff Writer

Athletics provide great exercise, fun and friendships, but they also help develop important life skills. Junior Grace Hansen has been playing lacrosse since age seven, and will be the first female lacrosse player in Stamford to continue her athletic career playing Division I lacrosse. Hansen is committed to the University of Massachusetts, Lowell. Hansen is one of the captains for the Westhill girls lacrosse team, where she is hoping to lead the team to a record-breaking season.

The Westword (TW): How long have you been playing lacrosse? Why did you start playing?

Grace Hansen (GH): I started playing lacrosse in first grade when I was seven years old. My dad played lacrosse in high school so he introduced me to the game when I was young.

TW: Do you play in any lacrosse teams outside of school?

GH: I have played on a club lacrosse team, Gold Coast Lacrosse, since I was in sixth grade.

TW: Do you have any pre-game routines or rituals?

GH: On game days, I always have to wear a bun to school, and you can probably catch me wearing a Groutfit before the game. I generally eat a peanut butter protein bar or some wheat thins dipped in peanut butter. Once I am on the field, I have a little pre-

game stretching routine I do to make sure I am nice and warmed up.

TW: What individual goals do you have for lacrosse?

GH: I really want to make sure that by the time I get to college I am playing the best lacrosse I can. More specifically though, I want to improve my draw control skills and learn how to self draw. My other goal is to improve the Westhill Girls Lacrosse team and break some school records as a team by the time I graduate.

TW: What are your proudest athletic achievements?

GH: My proudest athletic achievement was committing to play lacrosse in college. I have worked so long every summer, spring, and fall to make myself good enough to play at the college level. It was hard competing with girls from other towns that are more focused around lacrosse. It was a great feeling of accomplishment knowing that I found my home for the next four years after high school and that I would be playing my favorite sport there too.

TW: As a Junior captain, what do you do to help your team? What is your role?

GH: I make sure that I am a leader both on and off the field. I keep my team motivated to work on off days and in the off season. My role on the field is to make sure the team is running what the coaches want and adjusting to the new situations on the field.

TW: What are you favorite parts about this sport?

GH: Lacrosse is like a giant puzzle and a game all at once. I love how not every opponent takes the draw the same way so I have to try to find the best way to beat her. I also really love the team aspect, especially when a girl makes a great pass to a teammate in front of the cage. Lacrosse takes everyone on the field to be working and it is amazing to be able to celebrate great victories with my team.

TW: What is your favorite team memory?

GH: My favorite team memory is from last season when we beat Brian McMahan. We had lost to them earlier in the season at home and had a chance at redemption during a night game on their home turf. The game was very close and we battled for every second, eventually going into overtime. I will never forget scoring the game winning goal and the excitement that my entire team felt.

TW: What lessons has this sport taught you? Has it improved you as a person?

GH: Sports has allowed me the opportunity to challenge myself and develop a determined work ethic. I have learned how to respond to criticism to better myself and my team. I do not think I would have the time management skills I have now if I was not always playing a sport. As a person, sports have pushed me mentally and physically and provided me with amazing friendships.



THE FINE & DANDY SHOW WITH JOSH & ANDY

Find it on thewestwordonline.com or look us up on AudioBoom.com

APRIL SPORTS CALENDAR

Week 1: 1-10

DATE: 6
EVENT: Varsity Softball
OPPONENT: New Canaan
LOCATION: Away
TIME: 4:00 P.M.

DATE: 9
EVENT: Varsity Boys Tennis
OPPONENT: Norwalk
LOCATION: Home
TIME: 4:00 P.M.

DATE: 10
EVENT: JV Girls Lacrosse
OPPONENT: Staples
LOCATION: Home
TIME: 5:30 P.M.

Week 2: 11-20

DATE: 14
EVENT: Varsity Girls Lacrosse
OPPONENT: Fairfield Warde
LOCATION: Home
TIME: 2:30 P.M.

DATE: 16
EVENT: Varsity Girls Tennis
OPPONENT: Danbury
LOCATION: Home
TIME: 4:00 P.M.

DATE: 18
EVENT: Varsity Baseball
OPPONENT: Danbury
LOCATION: Away
TIME: 4:00 P.M.

Week 3: 21-30

DATE: 23
EVENT: Varsity Boys Volleyball
OPPONENT: Greenwich
LOCATION: Away
TIME: 4:30 P.M.

DATE: 25
EVENT: Varsity Boys Golf
OPPONENT: Brien McMahon
LOCATION: Away
TIME: 3:15 P.M.

DATE: 28
EVENT: Varsity Boys Lacrosse
OPPONENT: St. Joseph
LOCATION: Home
TIME: 1:00 P.M.

Viking Sports

Non-Profit Organization
U.S. POSTAGE PAID
Permit Number 57
Stamford, Connecticut



Looking into the shift in popularity between baseball and lacrosse p. 36

Athletes of the Month *p. 38* / Evaluating the need for club sports *p. 37*



Bobby Zmarzlak



Grace Hansen