

The Westword

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

Highlighting the CDA win and performance

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**INFLUENTIAL
WOMEN IN
SPORTS TODAY**

The Westword

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March 2019

Note from the Editors

Dear Readers,

Welcome to the fifth issue of the year, we are very excited to continue serving as the student voice of the Westhill community and bring you updates about the school.

Our Editorial this month discusses how students tend to do work outside of the appropriate time.

News highlights how Pi Day is celebrated at Westhill and the upcoming Color Run. In Viewpoint, we debate if children should be vaccinated and if sex education should be taught in high school.

This issue, Special Report delves into the idea of Food Stamp fraud and

spotlights important women in history.

This Supplement insert shines a light on the fashion industry.

Continuando con Las Noticias, discutimos los derechos de los inmigrantes ilegales de los Estados Unidos y si comida de la cafetería debería ser más salduable.

Feature this issue highlights the game of Spoons at Westhill and the new classes being offered next year. It also contains this issue's Slay of the Month, Kathryn Kopec.

Limelight reviews the new movie *Captain Marvel* and explains the recent rise in popularity of Broadway songs. Find a list of things to keep in your car

for emergencies in Scatterbrain.

In Sports, we provide insight on why boys and girls lacrosse has different rules and equipment. We also highlight our athlete's of the month, Tyler Pomerance and Emily Reid.

For more, visit thewestwordonline.com. Be sure to check out our Instagram account for updates @thewestword.

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

Sincerely,
Addison Magrath & Rachel Plotzky
Editor-in-Chief & Executive Editor

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 Communications class. 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 Addison Magrath, Rachel Plotzky, Alexandra Watkinson, Bailee Esposito, Katie Gaia, Chloe Giuliani, Tamar Bellele, Quinn McHale, Kate Williams, Alliyah Rivera, Camila Miranda, Jason Zarrilli, Kayla Mendiola, Mr. von Wahlde, and Mr. Wooley. The Editorial can be found on page 3.

Announcements

The Westword was awarded a Silver Crown from CSPA. *The Westword* is also reducing the paper length from 40 to 24.

Corrections

The article titled "Fluctuating team reputations at Westhill" in the February issue was written by Ruby Streett Apicella. The article titled "A look at the gymnastics season" in the February issue was written by Bella Vaccaro.

What's inside

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

Front cover photo by **Harrison Travaglini** / Photo Manager.
Back cover photos by **Rocio Pontex** (top), **Sydney Eben** (bottom left) & **Harrison Travaglini** (bottom right) / Contributor, Photographer, & Photo Manager.

Overworking; the American way

With continually mounting sports programs, clubs, and more, it is difficult for students to find time to do homework and more importantly, to relax or do things that they are passionate about.

Seeing that students faced this issue, Stratford School District has cut back on the amount of homework given to students each night by switching over to a Mastery curriculum plan.

According to their homework policy on their website, "homework should not be busy work, and assignments should not be given to merely address the amount of time indicated for homework assignment."

The mastery curriculum is redefining education by allowing students to move at their own pace, not confining them to the learning development pathway of state standards. Mastery curriculum allows students to delve deeper than programs such as Common Core.

Generally, students are pushed to go above and beyond the normal curriculum set for them. With the introduction of advanced placement (AP) and early college experience (ECE) classes, this has become a trademark of U.S. education.

"The amount of work I receive depends on each class. Some teachers pile on work that keeps me up till late at night to finish. The homework tends to become excessive and the pressure to get ahead is stressful," Josie Trebing ('20) said.

In middle and high school, students can begin to take classes for the grade above and college level courses.

At Westhill, many freshman are encouraged to double up on math, taking not only Geometry but Algebra 2 as well. This results in being able to take Multivariable Calculus their senior year rather than Calculus, which most of their classmates will be taking. This push may give students a way to challenge themselves, but it also adds stress to a student's day and increases their homework load.

Although these options give students a way to earn college credit and build confidence in

their college readiness, it makes the high school experience go by much faster and can put a strain on their extracurricular activities. In college, classes occur only about two to three times per week, allowing time for a social life and time to do work.

Additionally, this advanced course work which doles out more homework can cause students to have difficulty finding a balance between social and academic life. They strive for a well rounded high school experience with extracurriculars while carrying a large course load and spending time with friends. Often, they cannot balance all three.

Excessive work must be

Even colleges have programs where students can get their bachelors and masters degree in five years instead of six, speeding up their college experience and pushing them into the workforce where they will never have a break.

This ties back into AP and ECE classes, where students are beginning to do work they are truly ready for.

Not only are people encouraged to work long past designated times while in school, but in the workforce as well.

Over the course of adulthood, one accrues more and more responsibilities. Working late at the office is no longer vi-

that somehow this makes them less-valuable employees."

While Westhill students may not truly know what it is like to work overtime for a full time job, they have been exposed to their parents doing so for their entire lives, just as most American children have.

"When my mom starts projects after hours, they constantly work on providing new technology for nurses and doctors. When she works at home it does not upset me because I understand it is her job. Sometimes I feel like she does not get enough time to herself or with her kids, but she has to do what she has to do," Mario Delgado ('20) said.

dened by work emails when they are not at work.

According to fortune.com, "the law requires companies with more than 50 employees to establish hours when staff should not send or answer emails. The goals of the law include making sure employees are fairly paid for work, and preventing burnout by protecting private time."

Without time to truly relax, a person can go insane. With work comes stress, which is known not only to cause mental pain, but physical as well.

"I have to handle school work, chores, a part time job, volunteering, and other activities that take up a lot of my day. These tasks are strenuous and prevent me from relaxing and having time to myself," Armela Xhellima ('20) said.

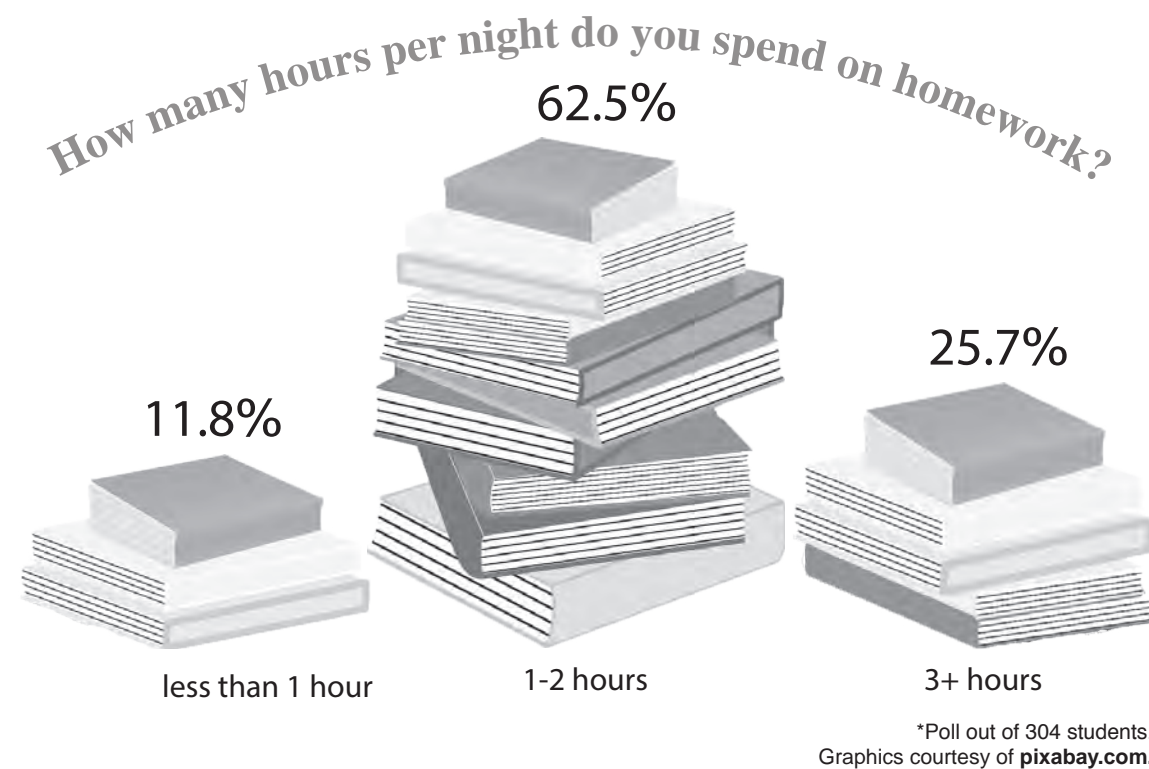
Living in America, it is known that those who put in the extra time get ahead. Our commercials depict it, our universities expect it. As students, we know that the work must get done, no matter what. We must have a moment to just be.

High school is a time for finding things we like and dislike, a time when we are still protected by the safety blanket of our parents, yet expected to behave like adults. But none of this can be done if we do not get a moment to just wonder.

As kids, we see our parents, our teachers, our coaches, working hours after their day should end and we believe this is what working hard means. We believe this is what being great means.

No student should be confined to a cycle of school, homework, sleep, everyday. No adult should have to choose between spending time with family or being successful at work.

Working longer than anyone else has always been the standard for the American Dream, one which we must all come together to change. We must learn how to solve problems creatively and with new eyes each time. We must work smarter, not harder, so that we will have time to do the things we love, or even just figure out the things we love. And most importantly, we must allow ourselves time to just be.



Bottom Line: With American ideals continually pushing for extracurriculars in school, individuals may never see the importance of taking time away from work.

cut down. Students need the opportunity to fully understand the material without drowning in it. Homework should never be a time to learn new material, it should be when students polish their new skills from class.

It seems we want to do things as fast as possible now. It is not enough to think of only high school, but we must think of post-secondary as well, with a strong push to finish early ever-present.

able at this point with a family or other engagements to tend to. So, adults take their work home. Time doing work blurs the lines into time with family or time doing something they actually enjoy, even if they like what they do.

According to *The New York Times*, "both men and women say the cost of saying no to working overtime is resentment from colleagues who have no such family responsibilities, and the worry

Some look up to their parents as their ultimate role model and seeing them work overtime affirms them to believe that this is noble and dignified, something that they should do when they grow up as well.

It has become a part of American culture to work like this, outside of designated hours. However, this mentality does not hold true in other countries. On January 1, 2017, France made it illegal for employees to be bur-

Please submit op-eds and letters to the editor in
Addison Magrath's mailbox in Room 224
or email them to westwordwhs@gmail.com.

Color run coming up on April 7

Olivia Butler
Staff Writer

Westhill broadcasts school pride in many different events, and this spring, the Color Run is back to do just that.

On April 7 at 10 a.m. the Westhill students and faculty will run through colored powder to raise money to be split between the grades and a program called The

WE.

The WE is an organization that donates clean drinking water to underdeveloped countries.

Students can request donations from family and friends in order to meet the 5,000 dollar goal.

All participants must sign a waiver and they can register with any class advisor, including Mrs. Grant in room 310, Ms. Mira-

balles in room 431, Ms. Tobin in room 432, Mrs. Sansone in room 105, Mrs. Poyser in room 206, and Ms. DeAngelis in room 406.

"Last year when I attended the Color Run, I was not expecting it to be so entertaining. The fact that it was for a great cause and still provided an environment for students to show their school pride was an amazing experience for Westhill... I am really looking

forward to the upcoming color run and hopefully there is an even better outcome this year," Claudia Benz ('19) said.

During the run, faculty and those waiting on the outsides of the path throw colored powder onto the runners with music playing in the background.

In the meantime, snacks and beverages are sold by the Parent Teacher Association (PTA) and students.

With this event students are able to hang out with faculty outside school hours, have fun with their friends and family, and still contribute to a life-saving organization.

"The Color Run was an experiment for not only the faculty, but the student body as well. To see how many students follow through in supporting each other and the school is a great way to see how much school pride we have. This year we have made the route longer, to get even more color on any of the participants running," Ms. Tobin, English teacher, said.

As many students know, student government has struggled to fundraise for the proms in the past,

and the Color Run is a quick event that can quickly contribute a decent sum to the cause.

Students and faculty encourage as many people as possible to join in on the event.

"Last year was successful, but there are a lot more students that need to get involved. A lot of people even brought their dogs, including me, and I wish the fundraiser went on a little longer. If we got the word out about the Color Run I am sure parents and students would donate their time to have some fun with their schools," Noah Fuchs ('19) said.

In between periods and lunch waves, students are allowed to purchase t-shirts for ten dollars and sign up.

At the Color Run, extra colored powder packets will be sold for two dollars each or three for five dollars. Bandannas and sunglasses will also be available for five dollars, three dollars each if sold separately.

The faculty wants to spread the word about the Color Run in advance, preparing each day to make sure our school does the best it can for the cause and ourselves.



SPRING FUN Westhill is working alongside The WE organization in helping them donate clean drinking water.

Westhill celebrates Pi Day in style

Sara Gatz
Staff Writer

Every March 14, the Westhill Math Department celebrates Pi Day. Pi is the infinitely long number that is an essential part of most math courses.

Pi is the number that is defined as the ratio of a circle's circumference to its diameter. The beginning digits are 3.14.

Pi Day had been celebrated for years. It started as a large celebration at the San Francisco Exploratorium in 1988 and has since developed into a commemoration each year on that day.

As a result of a non-binding resolution passed (HRES 224) in 2009 by the U.S. House of Representatives, March 14 was recognized as National Pi Day.

Since then, March 14 has become a day of celebration in the math community.

Pi Day is celebrated differently in cities all around the country. Many schools have been known to have pie-throwing contests or competitions where students write or say as many digits of pi as they can.

"[The Math Department] always does something different. Sometimes we [have] pies

or we all wear [pi] t-shirts. Sometimes I have competitions to see how many digits my students can recite," Mr. Capriotti, Math Department Head, said.

Almost all of the department celebrates with festivities around this time.

"The whole Math Department gets kind of goofy. We all wear pi shirts. It is a lot of silliness. I usually order pizzas for my classes," Mrs. Manning, math teacher, said.

Teachers of all different math subjects follow the excitement.

"I just wear a pi shirt. I will see which of my classes deserve to either have pizza pie or some kind of dessert pie," Mr. Weintraub, math teacher, said.

Many students remember that in past years, teachers have brought them different types of pies or pizzas in spirit of the day.

"My teachers have bought pies and given it to us for Pi Day in previous years," Michaela Depreta ('20) said.

Despite some students' enthusiasm towards Pi Day, others students at Westhill do not participate in the Pi Day activities.

"My teachers do not plan

anything for Pi Day," Jackson Williams ('21) said.

To some students, the change in pace for the day is extremely fun and much needed. They get to celebrate by eating and seeing all of the fun the teachers have.

Overall, the essence of Pi Day comes around every March and is enjoyed by many in the Westhill Community.

"The whole Math Department gets kind of goofy. We all wear pi shirts. It is a lot of silliness. I usually order pizzas for my classes." — Mrs. Manning



PI DAY FESTIVITIES Many teachers wore Pi Day themed clothing, while students measured the circumference of round objects and baked pies.

Photos by **Sydney Eben & Harrison Travaglino** / Photographer & Photo Manager.

Media Center renovations update

**Rachel Plotzky
& Sabrina Boyd**

Print Executive Editor & Staff Writer

During the 2017-2018 school year, Westhill was awarded the Low Performing School Bond Grant to renovate and redesign the Media Center. Westhill was one of the two Schools in Stamford that applied for this CT grant and the grant amounted to over 110,000 dollars.

The renovation is split into two phases. Phase One is surface level changes dealing with furniture and technology. No construction to the space is meant to occur. Phase Two consists of building and creating extra spaces for students to be in.

The Media Center as a whole is intended to be more collaborative and encourage teamwork and innovation with these changes.

The redesign is currently in the first phase. This has consisted of new wooden tables, the new tables in the far left back, the new circulation desk, Ms. Letson's new desk, the study cubicles, the high-top table, and the coach chairs.

"I like how they made it more comfortable," Armani McCollum ('19) said.

There is also new technology being brought in for the maker space, the last room on the far left of the Media Center. This space will have four highly advanced computers, eight Virtual Reality headsets, and two 3D printers.

Additionally, the 500s computer lab is being equipped with 15 computers, a chromebook cart, and furniture.

Phase Two has been planned to occur over the summer. This

phase will include building three study rooms on the right back side of the Media Center, and the area in the back left being turned into a presentation/classroom area.

The study rooms will be equipped with a Google Jam Board, a table, and six chairs. The rooms will have windows and will have the ability to be locked from the inside or the outside. There will be an override key in the event that a student tries to lock themselves within the rooms. These rooms will have the ability to be reserved by students or teachers to use throughout the school day.

However, the school has been experiencing some issues with the incoming furniture. During January 28 to February 8, the Media Center was shut down to allow the new tables that were ordered for the 60 computers to be installed. This was a long process as the computers needed to be taken out, the old tables removed, the new tables assembled, and the computers rewired and installed.

Unfortunately, the new tables ordered were the wrong size and did not have a latch feature. This feature would allow for the tables to connect and support the weight of the computers. The current tables in the Media Center cannot support the computers and are being kept untouched until a decision is made about how to deal with them.

"We apologize for the inconvenience to students we understand that it has been an inconvenience. Once we have some direction, depending what it is we can figure out what to do to support them," Mr. Dunlap, project manager and assistant principal, said.

The cause of the wrong tables being ordered has not yet been determined but administration and those involved outside of the school are communicating to figure out the cause of the problem.

"[The renovations] are necessary because they are building rooms for studying but [in the process] they are hindering our ability to learn by doing this," Olivia Wenke ('20) said.

There has also been some concerns by the Media Center Specialists and teachers about the students' safety within the new rooms. New protocols and procedures are intended to go in place when Phase Two is completed to relieve these concerns.

"My biggest concern is student safety because of the closing in of the reference area and the three rooms at the far end of the Media Center and the cubicles that block full visibility," Ms. Benedict, Media Center Specialist, said.

Some of these concerns include not being able to monitor the study rooms and being able to attend to everyone within the Media Center in the event of an emergency or health issue. Another major concern was students being able to take part in inappropriate school behavior outside of where students could be seen by the Media Center specialists.

Although the Media Center renovations have not occurred as planned, almost everyone in the Westhill Community is wondering what the final reveal of the Media Center will contain.

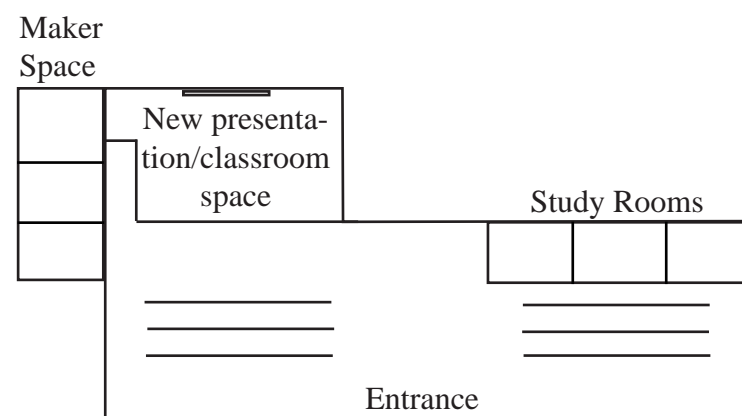
For additional updates in the future go to the thewestwordonline.com or @thewestword on Instagram.



NOT ACCORDING TO PLAN Tables are set up with no computers because of a misdirection in the ordering of the furniture. The source of the problem has yet to uncover.

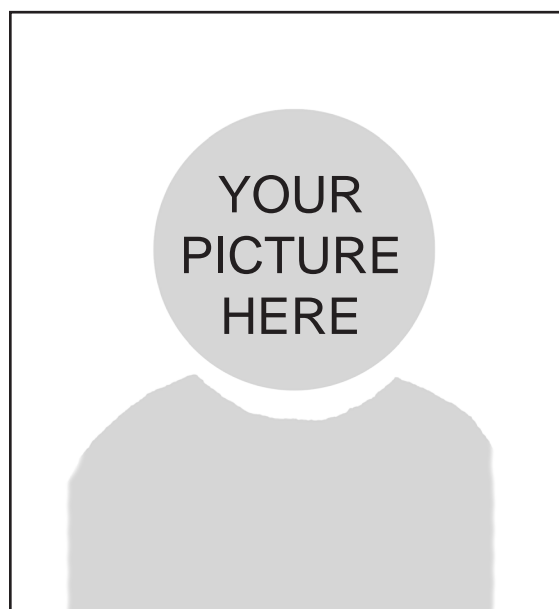
Photos by **Rachel Plotzky & Olivia Berni** /
Print Executive Editor & Staff Writer.

Proposed new Media Center layout



ATTENTION SENIORS: SUBMIT YOUR SENIOR WILLS!

I, name OF adjective MIND AND adjective BODY HEREBY LEAVE:



Your best friend: inside jokes. **Your favorite teacher:** a test that you got 100 on.
Your friend group: your favorite memories, etc.

Senior Wills offer seniors a chance to send one final message to the Westhill community whether it be to friends, family, or teachers.
Senior Wills will be published in the June Issue

CHECK YOUR SCHOOL ISSUED EMAIL FOR THE LINK TO THE GOOGLE FORM OR EMAIL US AT WESTWORDWHS@GMAIL.COM WITH QUESTIONS.

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AND VIEW PAGES 14 TO 27

Westhill wins CDA yet again

Ashley Shapiro
Staff Writer

Westhill theater students made yet another appearance at the annual Connecticut Drama Association (CDA) festival on Friday March 8 at Joel Barlow High School.

Students performed *A Voice in the Dark: A Salem Story*, a play re-enacting the events in Salem, Massachusetts in the late 17th Century, directed by Audrey Molina ('19).

The script was originally written for a 70 minute show, but Molina condensed it to 45 minutes to fit CDA guidelines.

The play follows the story of Abigail Hobbs, played by Franki Mastrone ('20), during the Salem Witch trials, as she faces a very difficult decision.

Hobbs overhears a conversation between her best friend's mother, played by Sydney Steinberg ('19), and Thomas Putnam, played by Lucas Pinto Leite ('20). She can either withhold the information that could save her, or expose the corruption and risk her family's safety.

Westhill left the competition with a first place trophy and multiple other awards.

Westhill's group won Strength of School for "a compelling retelling reminding us that the injustices of the past should never be repeated."

They were also awarded Outstanding Use of Voices, Outstanding Makeup, Outstanding Scenery, and the Stage Management Award for the set.

Lilah Steinberg ('21), Alexandra Watkinson ('19), and Kelly Fox ('20) were awarded honorable mentions for their acting in the show.

Additionally, All-Connecticut Cast was awarded to Sydney Steinberg ('19) and Ava Mastrone ('20) while Franki Mastrone ('20) was awarded Outstanding Actress.

On top of that, the Spirit Award was awarded to Sophia Zanga ('21), Ellie Balestriere ('20), Eva Mitskev-



SALEM WITCH TRIALS Student-actors performing *A Voice in the Dark: A Salem Story* at CDA.

itch ('21), Olivia Wenke ('20), Bethany Welliver ('20), and Samantha Nieves ('22).

Molina was also recognized for her efforts, and was awarded Directing Excellence. Westhill received the Outstanding Production Award placing them in the top two.

Westhill students and faculty previewed the performance at Westhill free of charge on March 7 at 7 p.m. Many students came to support their peers before the big day. The show was followed by a question and answer portion for all actors and crew members.

"It was really spooky and I loved seeing my friends perform. They are such talented actors and it was an honor to support them doing what they love," Morgana Knopoff ('20) said.

Westhill's group competed against 11 other schools and over 200 other students.

They were critiqued by a panel of judges and their overall grade was based on professionalism, tech functions, quality of acting, show choice, and overall quality.

"Directing has been one of the

single most difficult things I have ever had to do. There are so many details to consider and decisions to make that it can be pretty overwhelming at times. But watching the final product bloom into something amazing makes it all worth it," Molina said.

Cast and crew worked tirelessly and their advisor Ms. Cahill was helping them throughout the process.

"I am beyond proud of the work that Audrey has done over the last few months and I am thrilled that she—as well as her cast and crew—was recognized and rewarded by the CDA for her exceptional production," Cahill said.

The students involved enjoyed working with their peers on this passion project and competing against other schools.

Westhill's cast of 28 students has been hard at work at least twice a week, for ten weeks to produce the performance. They hope to continue their winning streak next year.

"It is an amazing experience to be surrounded by such talented people who care about what they are doing so much. We have all grown as actors and have become very close... It has been a difficult process but our extremely talented director has lead us so well so that we can make this show the best that it can be," Ellie Balestriere ('20) said.

CDA itself allowed Westhill's students to compete and attend workshops to increase their knowledge of theater and stage productions.

"CDA was a crazy experience that turned out to be one of the greatest weekends ever. Winning took the best effort from the entire cast and crew and I am so glad we performed so well," Avi Gordon ('22) said.

Now Westhill's group gets to go to the New England Drama Festival (NEDF), a theatre festival for the New England area.

Next year, they plan to work just as hard to take home another first place trophy.

BRIEFS

Rainbow Rave

The Rainbow Rave was the first dance of its kind to support the LGBTQ+ community. It was held at AITE on March 15 and was open to all high school students in Stamford.

The event was run in collaboration with *The Triangle Center*, an organization dedicated to helping LGBTQ+ youth as well as educating others on creating a safe space for anyone on the LGBTQ+ spectrum.

Principal Rinaldi and Assistant Principal Ms. Obas attended the event alongside Ms. Handy, the advisor for the Westhill Gay Straight Alliance (GSA).

The event had a DJ and there was also a live band performance.

Many students think events like the Rainbow Rave are beneficial because they give LGBTQ+ students an opportunity to have fun in an environment with people like them and friends who support them.

"Rainbow Rave matters because it is a fun event for people who otherwise might not be confident or brave enough to go to a normal dance," Izzy Haase-Puissant ('20) said.

If any Westhill students or faculty are interested in going to a GSA meeting, meetings are held after school on Mondays in Ms. Handy's room.



RAINBOW RAVE Principal Rinaldi at the dance to support the LGBTQ+ community.

True Colors

On March 22, LGBTQ+ students from Westhill, AITE, and Stamford High attended True Colors, a convention for LGBTQ+ students to spend the day learning more about themselves and their community.

It was held at University of Connecticut Storrs and had different activities and booths for visitors to attend. The day was full of inclusive events for everyone to participate in.

"True Colors offers a safe space for people in the LGBTQ+ community to connect and share their experiences. Sometimes it is hard to find someone that understands and True Colors gives you that opportunity. It also gives you a chance to meet new people that you otherwise would never get to know. Events like these are amazing because it brings people together and helps to show how many other people are just like you," Maddie Ballard ('20), Gay Straight Alliance President, said.

Events like True Colors can be beneficial to the community because they have the power educate people on various LGBTQ+ issues and allow LGBTQ+ youth to meet people with similar interests.

Briefs by **Danielle Gleaton** / Staff Writer.
Photo contributed by **@westhill_principal** on Instagram.



BRING HOME THE WIN Westhill took home first place at CDA.

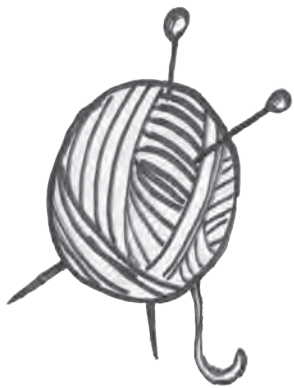
Good Month Bad Month

Column by
Sanjana Nayak
& Jessica Matloub

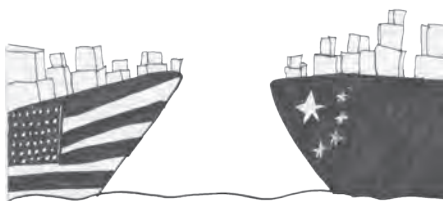


Good Month for...

Knitting Student employees at Ohio Dominican University's Computer Helpdesk have been taking a break in between taking phone calls to invest their time in something for their community. These students have been knitting in order to provide the homeless community with hats, scarves, and blankets. Their goal is to knit over 500 items by Thanksgiving and Christmas of 2019 to help the homeless bear the upcoming cold weather.



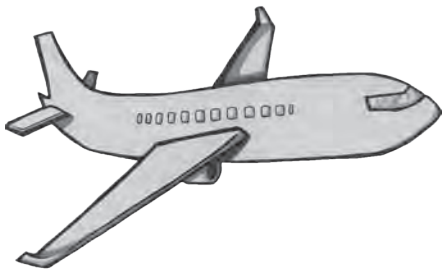
Vaccines Recently, there have been several cases of measles all over the country. Although there is a vaccination for this rare virus, some parents have refused to get their children vaccinated because it was suspected to be linked with the development of autism. However, this March, researchers at the CDC have confirmed there is no association between the measles vaccine and autism. Not only does this eliminate a common misconception, but it also foreshadows a dramatic decrease in the number of measles outbreaks throughout the U.S.



U.S. Economy Barclays stated in their global outlook report that their new goal is a U.S. and China trade deal that sees the government removing the ten percent tariff on over 200 billion dollars worth of Chinese goods. Removal of this tax will benefit American companies by giving them greater market access to the number two economy in the world. The Chinese Vice Commerce Minister stated that tariffs should be lifted if both countries resolve remaining issues, such as trade imbalances. This lifting of tariffs will be a boost to the U.S.-China trade, which has taken damage from tension on both sides.

Bad Month for...

The Boeing Company On March 10, a flight from Ethiopia flying to Kenya crashed soon after take-off. The crash took the lives of all 157 passengers on board. The plane was occupied by individuals of 32 countries, members of the United Nations, and eight crew members. Just five months prior to this crash, another plane of the same model, Boeing 737 Max 8, also crashed. Ethiopia called for a national day of mourning for the unfortunate event.



Luke Perry After suffering a stroke, Perry passed away on March 4 in Los Angeles, California. The sudden death of the actor has left many heartbroken. Perry, who starred in *90210* and *Riverdale*, died at the age of 52. His death has sparked outpourings of love and support from his family, friends, and fans. Perry's fiancée Wendy Madison Bauer opened up about how thankful she was for the years she spent with him. Perry touched the lives of many people throughout his acting career and will be deeply missed and remembered.



Antarctica An iceberg about twice the size of New York City is about to break away from an Antarctic ice shelf due to a rapidly spreading rift. The crack along the ice shelf in Antarctica was first observed in October 2016. It is currently spreading to the East and is set to intersect with another fissure that has been stable for the past 35 years, but is now also accelerating North. These changes could lead to destabilization of the ice shelf altogether. The long-term impact of this iceberg is the major rise in sea level all around the world, which poses a major threat to coastal cities.

Teachers put under the spotlight

Ms. Herz and Mr. Denbaum receive recognition for teaching skills

Ruby Streett Apicella
Staff Writer

Being nominated for an award is an accomplishment and is considered an honor. Recently, two teachers Mr. Denbaum, English teacher, and Ms. Herz, Language Department Head and French teacher, from Westhill were nominated for awards.

This is an accomplishment not only for the school but for these teachers individually. It reflects on their hard work and dedication to their students and school.

Ms. Herz was nominated for Teacher of the Year. She is very active in her classroom, and many of her students are fond of her engagement and teaching style.

"Ms. Herz is always there for when any student needs assistance and is a charming person who deserved to be nominated for Teacher of the Year," Shira Cohen ('20) said.

For these reasons and others, Ms. Herz was nominated for the Teacher of the Year Award.

"Being Teacher of the Year is an acknowledgment of a lifetime's career in education. The joy of teaching [has] always been my passion and the fact that I am acknowledged as one of the best in a district as large as Stamford is very touching. I love being a teacher and I have had wonderful opportunities to do things that I think are important in my students' development," Herz said.

There were three finalists and a number of semifinalists, with Ms. Herz included in the finalist category, but unfortunately, she did not win the award overall.

The other finalists were Stark Elementary School fifth grade teacher Katelyn Tivolacci, who ended up winning the award, and Turn of River Middle School eighth grade language arts teacher Debra Wilson.

Each finalist had to submit a 30-minute video of a class lesson to be reviewed by the selection committee. After the vid-

eos were submitted, interviews were held to determine the Teacher of the Year.

"It was a lively tremendous honor just to be nominated at all and was proud to know that people think that highly of my work," Herz said.

Ms. Herz did not expect to be nominated and felt that the fame of winning would come with too large of a spotlight. However, she was happy to have been nominated for this prestigious award. Being a finalist was more than enough of an honor for her.

Additionally, Mr. Denbaum was nominated for a different award, called the Spotlight Award. He received this award, along with ten other winners.

The Spotlight award winners are viewed as "Lifechangers" who serve a counseling role in their district. The winner of this award received 50 dollars toward the expenses of a class project of the winner's choosing.

"The rewards of teaching are self-sustaining, but any recognition of excellence helps," Denbaum said.

Many in the Westhill community see Denbaum as influential not only in his classroom, but also around the school due to his participation in student events, including the 2019 Lip Dub.

"I have had Mr. Denbaum as my connection time teacher for four years now, and I think he deserves the Spotlight Award more than anyone else, as he has [made] a positive impact on my high school experience," Jake Hansen ('19) said.

Beyond school, Denbaum is also an actor, writer, and influencer.

"I appreciate that the district shares my dedication and focus on higher-order critical thinking as a foundational element of college and career readiness," Denbaum said.

Both teachers are grateful for the opportunity and many of their students recognize the hard work they put in to achieve this.



IN THE SPOTLIGHT Mr. Denbaum won the Spotlight Award and Ms. Herz was nominated for the Teacher of the Year Award, which only exceptional teachers throughout the district receive the honor of.

Photos contributed by **Mr. Denbaum** (left) & by **Anika Tandon** (right) / Contributor & Photographer.

Considering a vegan lifestyle

Victoria Zilins
Reporter

Veganism is defined as a lifestyle excluding the consumption or use of any animal products.

The vegan diet contains plant-based foods, which contains nutrients that benefit the body and help them avoid many health issues linked to eating meat products.

According to *Medical News Today*, “animal fats have been linked to a range of illnesses and conditions, including diabetes,

rheumatoid arthritis, hypertension, heart disease, and various cancers. Many choose to avoid these possible negative side effects by going vegan.”

Also, a plant-based diet protects the body from various types of unneeded chemicals. Individuals will no longer be consuming foods that have been introduced to industrial chemicals and toxins.

A vegan diet consists of higher quantities of fruits, vegetables, fibers and Vitamin C, all helping to build up body muscle.

There are plenty of accessible alternatives that can provide the nutrients usually found in meat. Some of these include tofu, lentils, and avocados.

Many vegans rely on foods like these to maintain a healthy weight and lifestyle.

“I would not want to be a vegan because in my mind I would be losing essential vitamins that certain key foods provide. Moreover, being a vegan means shifting your entire diet to match the strict requirements, so how beneficial could it be,” Marcello Staiano ('19) said.

Milk alternatives such as soy, almond, and cashew milk are staples in vegan's diets. There are alternatives to meat, cheese, ice cream and many more so that vegans can still enjoy the food they eat and receive vital nutrients.

“It is great that some people are making the effort to be vegan, personally I know I could not be. [It would be] too much effort,” Lucia Vigo Pigueiras ('22) said.

Also, according to health.com, a vegan diet can help reduce the “risk of chronic diseases and possible weight loss.”

Veganism can also benefit the

environment. It can help decrease rising climate change issues from the industrial production of meat and other animal products.

According to PETA, the industrial farming sector has a huge impact on greenhouse gas emissions. Fossil fuels are being burnt to raise, slaughter, and transport animals.

In fact, “livestock and their by-products account for 51 percent of annual worldwide greenhouse gas emissions.”

Another issue that can be resolved with veganism is the amount of animals slaughtered each year for consumption.

Eating animals is one of the largest contributing factors to habitat loss and extinction, because raising and cultivating cattle requires large amounts of land.

“I am not personally vegan but I am vegetarian. I think you can be healthy and vegan if you make the right choices. It is great for the ‘exposure’ of the mass production of animals. They are so unbelievably mistreated,” Bella Colangelo ('20) said.

According to *insideclimate-news.com*, poorly managed animal waste products from the meat

industry are polluting our environment and even getting washed into our water systems.

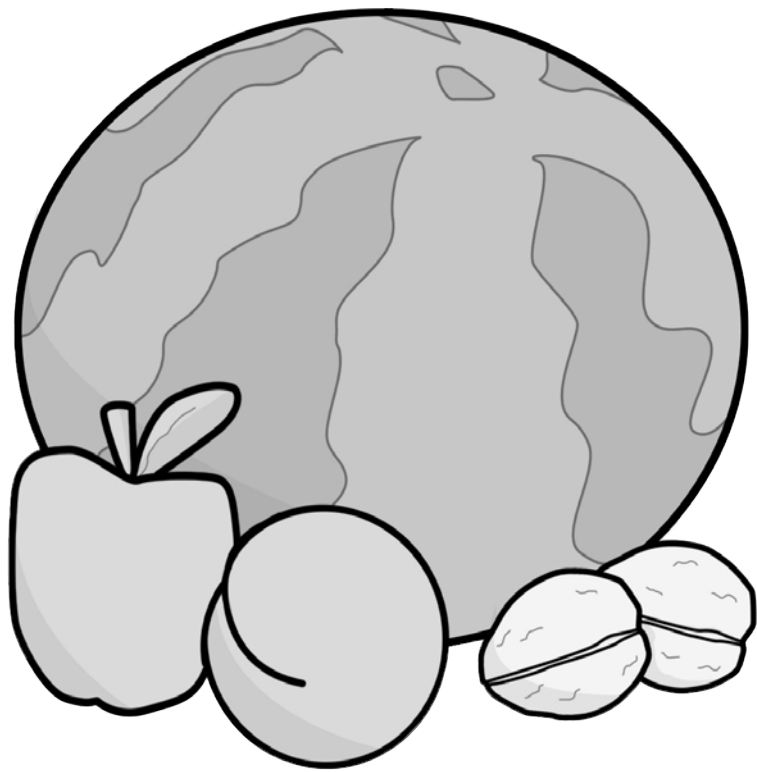
However, something important to note is that there are plenty of options available for vegans still. There are alternatives to dairy and meat products and some new methods are in development.

“I can see the benefits to being a vegan, such as not injuring animals whether it would be for that purpose of eating meat or harvesting their milk, you eat [only] what the earth provides you,” Staiano said.

A common example of possible alternatives is cell based meat, a method expected to become more popular in the following years. It is the method of extracting live stem cells from an animal and cultivating them into actual edible tissue.

Although the meat being eaten is directly from the animal, the animal will not be killed. Vegans may not be interested because it is still animal product, but there are still plenty of alternatives.

Therefore, becoming vegan can still provide human bodies with enough nutrients while also helping protect the environment.



According to PETA, as of 2017, only 2% of the U.S. is vegetarian or vegan.



Evelyn Vasquez
Staff Writer

Veganism is a strict lifestyle that requires a major change in how individuals live their lives and what they put into their bodies.

Not only does this entail eating different foods, but different products have to be taken into consideration as well.

Veganism is complete abstinence from animal products, so even products like leather is strongly discouraged.

People who have never restricted themselves this way may have a harder time switching over to this lifestyle.

Not everyone switches over completely, but others simply start with just the food aspect and slowly stop using anything from animals.

“I feel like culture plays a big role in what you eat everyday. For me, just trying to become a vegetarian would be hard because I was raised and am surrounded by these types of foods everyday. I believe becoming a vegan would [be] nearly impossible,” Jennifer Moran ('20) said.

Becoming a vegan may be difficult for most people that do not take into consideration what they eat on a day to day basis.

“Veganism is unnatural [for humans] and the cons far outweigh the pros. I see no benefit,” Cole Cooper ('20) said.

Going out to eat will become more dif-

ficult because most restaurants that are not specifically selling vegan food will not have a wide variety for herbivores to choose from.

According to *aarp.com*, not being able to consume any foods that are animals or foods that come from animals everyday can make it more difficult to eat the necessary nutrients everyday.

Vegans do not consume meat, fish, eggs, dairy, nor honey so they look for supplements that contain Vitamin B12, Vitamin D, and iron, nutrients people need to be healthy.

“Supplements do not provide you with the sufficient amount of iron or protein that you need to stay healthy. Although people are trying to be healthy when becoming herbivores, natural lean proteins seem like a healthier choice,” Gian Mercado ('20) said.

Many people question the negative impacts veganism can have on individual's immune systems and bodies. Some alternatives may not provide enough nutrients and necessary vitamins.

Also common dairy and meat alternatives such as tofu, almond milk, and dairy free “cheese” are a bit more pricey. It can be expensive to persevere through a vegan lifestyle.

“Hearing about the [health concerns] that veganism brings makes me reconsider wanting to try and ‘change my lifestyle,’” Denisse Polonia ('19) said.

Another change individuals would have to consider when becoming a vegan

is using products that do not test on animals. Although it is very tragic that some companies do test on animals, they tend to be major companies we see in our everyday lives.

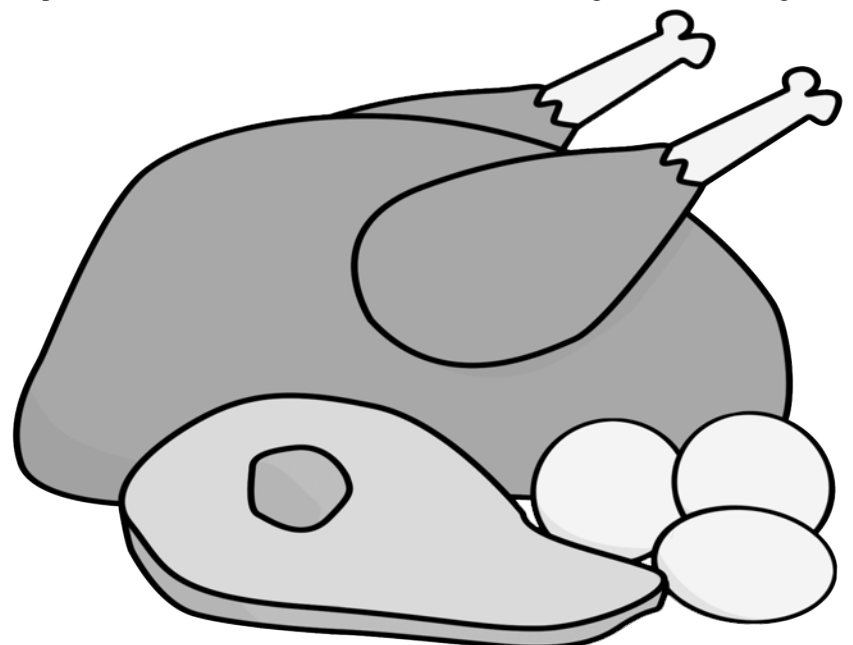
According to PETA, major companies like Avon, Clinique, Maybelline, NARS, Benefit, and Victoria Secret all test on animals.

When deciding to use products not tested or used on animals, these products will be more expensive.

These products are made with more care and ethical testing, therefore raising the price. However, vegans many argue it is a small price to pay for the greater good.

However, this makes going vegan that much harder because it is more expensive to buy replacement products to eliminate animal products.

Becoming a vegan is a complete flip of an individual's lifestyle, and careful thought needs to be put into the decision before making the drastic change.



Graphics by **Angela Ramirez** / Graphic Designer.
Image courtesy of **pixabay.com**.

Recording classes for student benefit

Francesca Rubino-Chuckas
Staff Writer

Students who miss a decent amount of school can feel stressed to quickly make up their school work upon returning.

Students who were out tend to be double checking to make sure they did not miss any assignment or tests that could bring their grade down substantially.

In some cases, students may miss an important topic and not be able to complete their assignment to the best of their ability. In other situations, students may be out for an extensive period of time and not be able to catch up. There are plenty of different cases that can apply to a multitude of students all resulting in evenly stressed teenagers.

Without missed notes to complete assignments, students can find them difficult to do.

"Some students are too disruptive in school to be calm enough for their teachers to record their classes. Some teachers are also too distracted to even teach their classes. It would be more helpful for teachers to excuse the work missed during the days

kids are absent and just give them notes for those days they were absent," Kinga Berent ('19) said.

Berent was absent for more than 20 days this year and her teachers gave tons of work she needed to catch up on as soon as she returned to school.

With no notes and not having been in class for so long, she was not able to do all of the work she received. However, Berent understands that recording classes would be far too disruptive for everyone in the class.

However, if students had a definite way of getting understandable notes, such as video or audio of a class, they would have no excuse for not attempting their work.

Also, when they come back, it would not take as long for them to catch up.

"The students would have a chance to catch up with their lessons while using very clear visuals," Vinny Balaj ('19) said.

Students need to be accommodated better when they are unable to attend school due to a illness keeping them away.

Whether each teacher would be

required to have online sources or an email chain for their students, materials need to be accessible outside of the classroom.

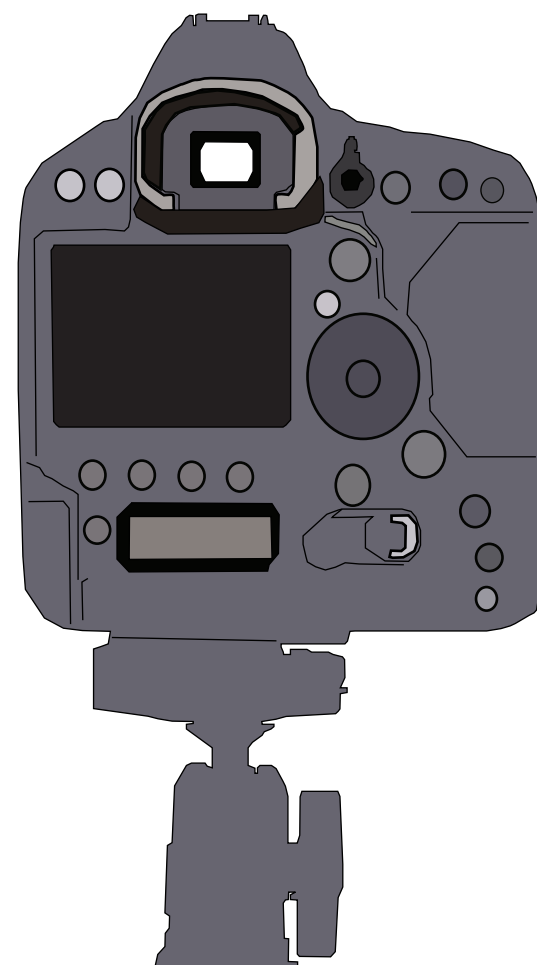
Over the past few years, more and more students have been gravitating to online study materials because even when they are sick, they are able to lay in bed, recover, and still complete their daily requirements.

If people are not receiving an online education, they are missing a full day's worth of work.

Applications, such as Schoology and Google Classroom, have been used to improve the overall classroom experience. These sites allow teachers to post assignments, notes, and presentations to allow students the access to materials outside of the classroom.

It would be beneficial for classes to be recorded daily and filed on a public source for the students to access when they are absent.

With this, students could then ask questions through email or in person to clarify any questions they had on the material, and then come in the next day and be caught up with the rest of the class.



Graphic by **Jason Zarrilli** / Viewpoint Editor.

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How the cost of living impacts you

Timothy McKeithen
Reporter

The cost of living is known as the minimum amount of money needed to survive and live a healthy lifestyle.

The cost of living varies greatly throughout the world depending on country, gender, and income.

Some individuals have the ability to live extravagantly, buying anything and everything they desire due to their high income. Some, on the other hand, live more conservatively only buying the necessities and a few humble wants because they have less extra money to spend on desires.

How many people live in a house also directly impacts the cost of living for a family as well. The more people in a home, the higher the expenses will be each month. There will be more water used, more food bought, and more electricity used.

Also, location plays an especially large role in the cost of living. Between region, school systems, and taxes, expenses can quickly rack up.

The cost of living is exceptionally high in the Northeast due to school systems, lavish homes, and many other factors. Even the cost of everyday necessities is higher in the area we are in.

"[The cost of living] is so high because we live in the Northeast and it is inflated because we live close to New York," Audrey Molina ('19) said.

Here in Fairfield County, the richest county in CT, the price of living is dramatically different compared to other states and regions. The same idea applies to most of New England.

The main three things needed to survive any day is food, water, and shelter.

Anything else including excess clothing, cars, and luxury items are merely wants.

However, these items have become a part of our everyday lives and society, and they are incorporated in our cost of living.

Yet, food has become an increasing expense for many families.

According to valuepenguin.com, the average cost of food per household in the United States is around 6,600 dollars every year.

However according to numbeo.com, the average cost of food for a family of four in the Northeast is 15,000 dollars. This cost can be very high for people that do not make a lot of money each year and have multiple family members to take care of.

"Products have gotten more expensive in the recent years due to [economic factors] but we also live in an expensive area. It would be convenient for [the cost of living] to be lower but practically it could not because they are [so high] for a reason," Yael Roll ('20) said.

North Stamford is filled with million dollar homes and many factors go into this like the distance to New York, the weather, and the businesses that have a home here.

"I understand why the area we live in costs more compared to others. We live next to a huge city but we still have the comfort of being farther away from all the bustle," Elsa Amity ('19) said.

Many individuals appreciate what Fairfield County and CT has to offer, so it is only natural the standard of living would be slightly higher than other locations.

The cost of living will always vary depending on location, and there are both benefits and downfalls to living in these kind of areas.

Sex education is a vital resource for students

Lexi Boccuzzi
Reporter

Sex education, despite being arguably one of the most important topics discussed in the high school level curriculum, is widely disputed.

In many states, sex education is not taught, not only in private institutions, but in public ones as well.

In CT, the state curriculum mandates the teaching of sex education in high school health classes.

At Westhill, this is implemented through two related courses, the first is taught in first semester of freshmen year and the second which is taught second semester sophomore year.

There are two types of mainstream health education topics taught in the United States.

The first, which is taught in its most unrestricted form at Westhill, is called Comprehensive Sex Education. This curriculum entails as the name suggests, an all encompassing look at building healthy sex practices.

Mainstream comprehensive sex education teaches abstinence as the most effective way to prevent contraction of

sexually transmitted infections (STIs) as well as educating students on preventative measures that can be used. Examples of contraceptives to engage in safe, protected sex include condoms and birth control.

However, in some states, only an abstinence until marriage or sexual risk avoidance programs, are instituted.

These types of courses begin the discussion of “controversial” sex-related topics like contraceptives, abortion, and masturbation practices.

According to education.findlaw.com, only 22 states currently require sex education in public schools with only 20 of those requiring the discussion of contraceptives and STIs in the classroom.

Westhill students attend a school where sex education is a graduation requirement and a normalized part of underclassman discussion. With this, they frequently take for granted the very open discourse we have about topics that are largely “taboo” in other parts of our country.

Sex education discussions are incredibly different the farther south one goes. For example, discussion may become more religion-based.

Our program, which in-

cludes education about contraceptives, safe sex and relationship practices, abortion, STIs as well as anatomical understanding is critical in developing students to have a better understanding of the magnitude of engaging in sexual encounters.

“It is really important that schools teach sex education because without it, teenagers will not be educated on what they should do if they decide to be sexually active, and of all the different options they have to have protected sex. Sex education also gives students the opportunity to ask questions that they have and may not feel comfortable asking a parent,” McDonough ('20) said.

According to futureofsexed.org, educating students with a well rounded program makes them better able to communicate about sexual health, less likely to engage in unhealthy relationships, have more respect for themselves and their peers as well as making them more likely to delay sex until they are emotionally mature enough.

Research from the *National Survey of Family Growth* found that in teens ages 15 to 19, those who received a comprehensive sex education program

were 50 percent less likely to experience pregnancy in high school than those who had only been taught an abstinence only curriculum.

“We need to reduce the risk of teenage girls getting chlamydia because it is the most common STD among teen girls as well as a cause of infertility and comprehensive sex education programs like ours do that,” Mr. Bertone, health teacher, said.

Additionally, in 2007 *The National Campaign to End Teen and Unplanned Pregnancy* took a survey of 48 different comprehensive sex education programs. This survey found that 40 percent of these programs had delayed first time intercourse in the students who took part in them and 60 percent reduced the amount of unprotected sex students were having.

Westhill also invites multiple speakers and organizations to come speak with students.

For years, Hopeline Pregnancy Center has come to Westhill to speak about their program. Hopeline allows women, including teenagers, to come into the office for a free pregnancy test, sonogram or STI testing. This proves to be beneficial for students who do not

want to go speak with the nurse or Health Center here at Westhill.

Speakers have also come to speak about the signs of a toxic relationship and what to do if a boy or girl finds themselves stuck in one.

Nevertheless, this does not mean that the program is free from its faults. The curriculum at Westhill largely focuses on preventative sex education, rather than safe sex education.

“There are some things we do not learn enough about. Almost nothing was said on gay relationships. There was very little mentioned about preventing STDs and toxic relationships,” Guilmar Valle ('19) said.

Education on what to do if an individual finds themselves in an unhealthy relationship, having contracted an STI or being pregnant is a valuable addition to any health class in order to make them even more comprehensive and beneficial for students.

Overall, Westhill makes up a portion of schools in the country that teach the most effective and all encompassing sexual education programs.

If any of these events occur, visit the health center or the school psychologist.



Parents question the necessity of vaccines

Husayn Biggs
Staff Writer

Every year, more and more parents are opting out of vaccinating their children.

Their reasons vary, but many arise out of fear of medical complications that can affect their child's everyday life.

According to the Center for Disease Control (CDC), a vaccination is a "product that stimulates a person's immune system to produce immunity to a specific disease, protecting the person from that disease."

A vaccine is created with a dead form of the bacteria it is fighting against.

For example, the flu shot contains a deactivated strain of the flu virus. Our bodies will build resistance to the small amount of bacteria now, so if people do get the flu their body can quickly act against it.

"Vaccines are necessary for societies to evolve and the general well being of every human," Zac Kitay ('20) said.

Doctors encourage parents to have their children vaccinated starting at infancy, but making this decision has been a hot topic of discussion in recent years.

"The idea of parents not vaccinating is concerning because it leads to a population of young adults who have health problems they did not sign up for. The idea of a parent not vaccinating could potentially allow for extreme health problems," Divya Gada ('20) said.

Many families are concerned for the slim chance of negative side effects vaccinating can have on their developing baby.

According to *The Journal of Pediatric Pharmacology and Therapeutics*, the main reasons as to why parents opt out of vaccinating are "religious reasons, personal beliefs or philosophical reasons, safety concerns, and a desire for more information from healthcare providers."

The fear of vaccinations among parents has continued to increase despite the fact that side effects of vaccinations have remained static.

According to the CDC, for every one in one million children, there is a chance of a life threatening allergic reaction to the vaccine. Different vaccines carry different risks and odds of a serious reaction.

Many vaccines contain what is considered dangerous ingredients that researchers claim are linked to life changing diseases.

According to the hhs.gov, "some doctors and researches believe thimerosal, an organic mercury compound found in flu vaccines has been linked to autism."

However, despite the growing group of doctors and parents that fear vaccination effects, most are still on board.

"My legs are paralyzed from contracting polio as an infant in India. My daughter did not face this risk because she was protected

by the polio vaccine. Today, more than any time in history, we are able to save children's lives and prevent disabilities through the use of vaccines," Minda Dentler said in an interview with *The Aspen Institute*.

It has been up to the CDC to debunk these claims circulating the new-parent community.

In fact, a 2004 study conducted by the CDC concluded "the evidence favors rejection of a causal relationship between thimerosal-containing vaccines and autism."

Thimerosal "is a mercury-based preservative that has been used for decades in the United States, for medicines and vaccines."

However, no matter how many times these hypotheses

are proven wrong, the stigma surrounding vaccines has not changed.

Furthermore, the CDC said in the same article that "some people have had concerns about other vaccine ingredients in relation to autism spectrum disorder (ASD) as well. However, no links have been found between any vaccine ingredients and ASD."

Vaccines are not bad for children and parents and doctors should not fear administering them.

"There is no question that vaccinations are necessary. Children have died from disease that they could have vaccinated against... the new California government is saying that you have got to get vaccinated to go to school. There is a whole generation that have not even seen it because they have been vaccinated," Mr. Perri, science teacher, said.

In fact, vaccines have the ability to protect our future generations by reducing or eliminating certain diseases. Anybody who

doubts the power vaccines have should take a look at their long track record.

Smallpox has been completely eradicated and polio has been eliminated in the United States, and their vaccines play a vital role in this.

"Vaccinations should be necessary because there are a lot of people who are unvaccinated that are dying from preventable diseases," Bennet Ehret ('20) said.

According to hhs.gov, "the smallpox vaccination eradicated that disease worldwide. Your children do not have to get smallpox shots any more because the disease no longer exists."

A small vaccine has the ability to knock out disease in one person and eventually an entire population.

Most people recognize the fact that there is a risk factor but they make the executive decision that the pros far outweigh the cons.

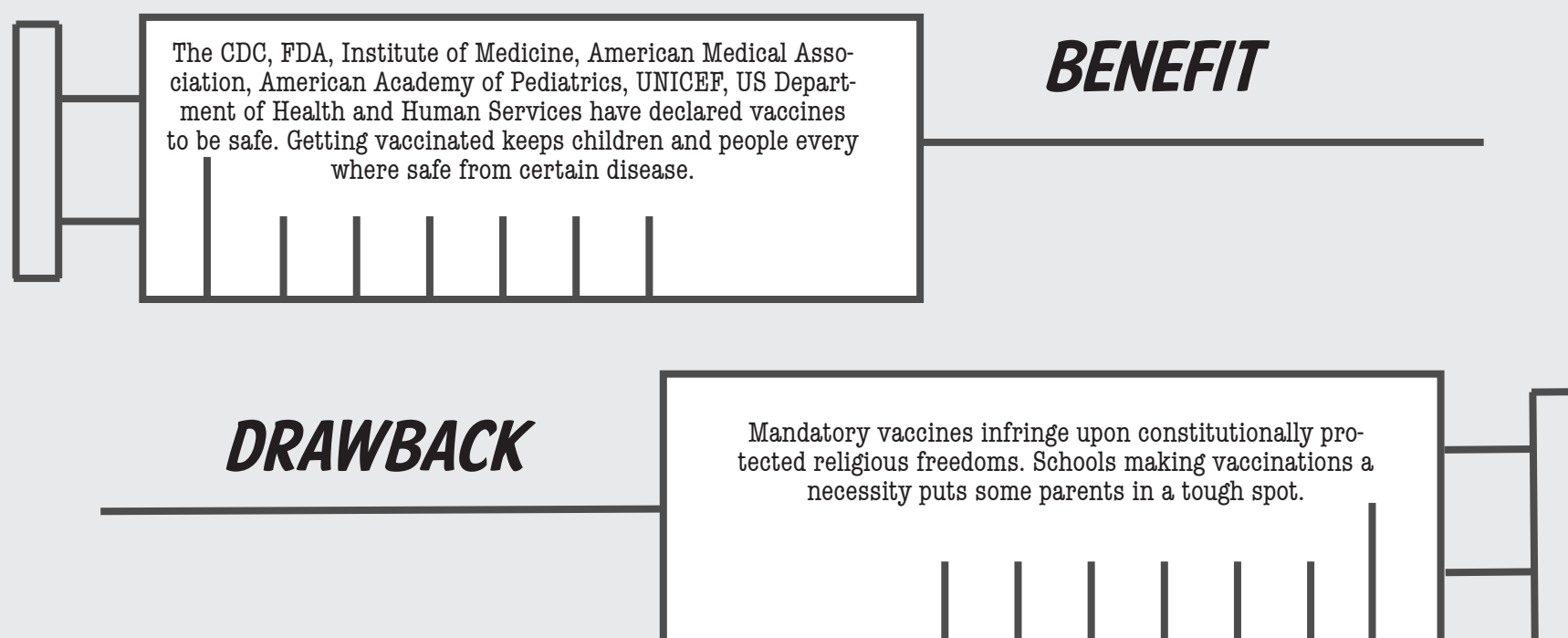
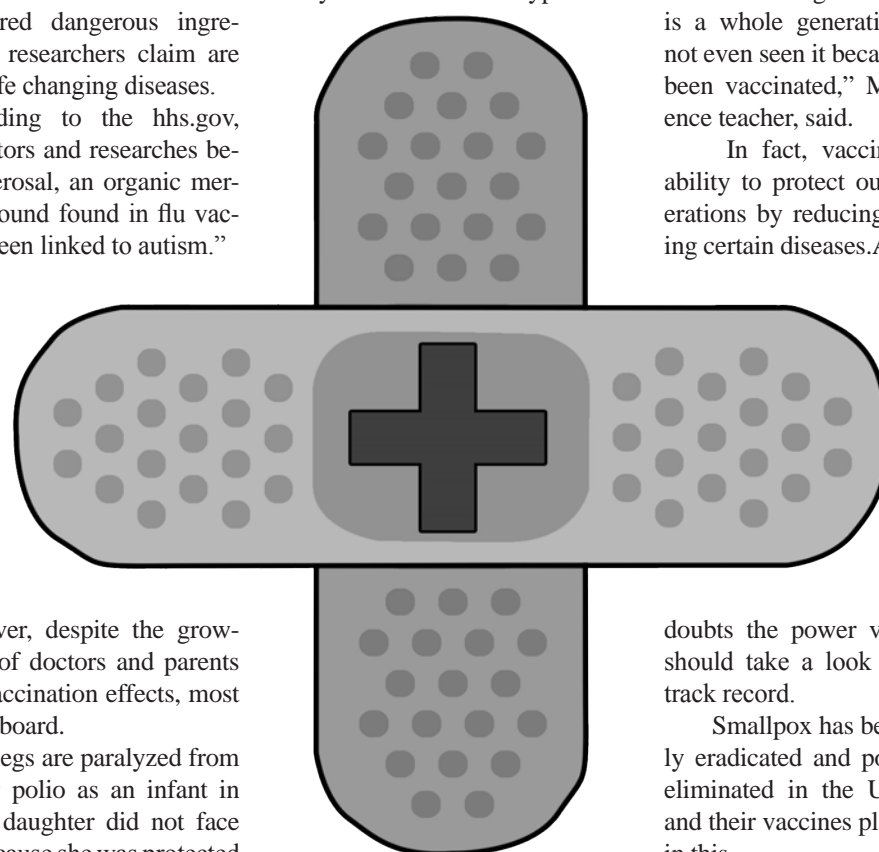
"Vaccines are 100 percent beneficial for society. The studies show that I have read about are either falsified, incomplete, or concentrated on a tiny geographic area," Mrs. Paolini, science teacher, said.

The chance that the child will be fine and grow up with a strengthened immune system is much higher than there being negative side effects, so most parents do not dwell on the decision to vaccinate. They recognize the pros and cons and go with the healthy decision that will benefit their child.

Doctors and parents can have their own opinion, but not force their decision on others. For certain individuals, their beliefs are their beliefs, and they do not plan on changing their mind.

There are many reasons some parents decide not to vaccinate and it is not up to anyone else to try and prove them wrong.

Graphic by **Angela Ramirez** / Graphic Designer.



**Lived:** 1887-1986**Field:** Art**Biography:**

Georgia O'Keeffe was born in Wisconsin in 1887 and became a well-known artist for her pseudo-realistic paintings of flowers and the New Mexico desert.

As a young adult, O'Keeffe learned the skills of realism from The Art Institute of Chicago and New York's Student Art League, which she used to win the William Merritt Chase award with an untitled oil painting.

She became a teacher, and her connections led her to meet artist Arthur Wesley Dow, who preferred to use art as an outlet for emotion over realism. She continued to teach, experimenting with abstract style.

Alfred Stieglitz, a popular photographer, managed to catch hold of 11 of O'Keeffe's works, which he displayed in his exhibitions, according to britannica.com. O'Keeffe and Stieglitz later married, and he worked to further his wife's art career.

Though he acted like a feminist, Stieglitz sexualized O'Keeffe in his promotional photographs of her. These photos caused many to recognize O'Keeffe for her femininity rather than her artistic talent.

After the death of her husband, O'Keeffe made a point to have people see her for her skill rather than her gender.

According to okeeffemuseum.org, she moved from painting the abstract flowers that many interpreted as feminine to drawing inspiration from the landscape of New Mexico, as depicted through works such as *My Front Yard* (1941).

The notion that women could create without focusing on femininity was a groundbreaking concept for women in all fields. O'Keeffe died in 1986 as a respected artist who forever redefined society's expectations for women in art.

Georgia O'Keeffe

Biography:

Margaret Murie was born in Seattle in 1902. Her family moved to Alaska, where she later helped normalize women's education by graduating from the Alaska Agricultural College and School of Mines, being the first woman to do so.

According to wilderness.org, Murie's personal philosophy was, "better to be in the thick of the fight than standing in the corner with your face to the wall."

This became apparent in her avid activism, particularly her fierce defense of the Wilderness Act of 1964. This act protected over nine million acres of land in the United States.

After being inspired by a trip to the Arctic with her husband, she wrote the book *Two in the Far North*. This trip also motivated her to defend the Alaska National Interest Lands Conservation Act, which protected over 100 million acres of Alaskan wildlife, according to britannica.com. This resulted in Murie being called the "Grandmother of the Conservation Movement."

Murie also co-authored a book with her husband in 1966 called *Wapiti Wilderness* and published the book *Island Between* in 1977. Bonnie Krepes also directed and produced a documentary about her called *Arctic Dance: The Mardy Murie Story* in 2002.

Additionally, she was awarded multiple times including the Medal of Freedom by President Bill Clinton in 1998, the Audubon Medal in 1980, and the John Muir Award in 1983.

Murie is remembered not only for her successful writing and political campaigning, but also as a pioneer of female activism.

**Lived:** 1902-2003**Field:** Writing

Margaret Murie

**Lived:** 1921-2006**Field:** Writing**Biography:**

Feminist icon Betty Friedan was born in Illinois in 1921. She received a degree in psychology from Smith College and went on to be a working mother, only to be fired from Trade Union Service, a service that edited newspapers for labor unions, for becoming pregnant with her second child.

Being forced into the position of a homemaker, Friedan was inspired to write her book *The Feminine Mystique* in 1963.

Biography.com reports that many attribute the rise of second-wave feminism to this book.

The book included the experiences of her fellow female Smith College graduates and broke stereotypes about women wanting to stay home. It encouraged women to pursue their own interests and careers rather than being reliant on men. Overall, *The Feminine Mystique* analyzed typical family structures and the ways women were discriminated against by the structure of society.

Friedan did not limit her feminism to writing. She went on to take part in the founding of the National Organization for Women, the National Association for the Repeal of Abortion Laws, and the National Women's Political Caucus. These three organizations were some of the largest feminist organizations of the 20th Century.

Friedan also wrote *It Changed My Life: Writings on the Women's Movement* in 1976, *The Second Stage* in 1982, *The Fountain of Age* in 1993, *Beyond Gender* in 1997, and finally her autobiography, *Life So Far*, in 2000.

Her work greatly contributed to women's rights in the domains of abortion, gender discrimination in the workplace, female representation, and was fundamental in establishing that women are their own independent people.

Betty Friedan

Biography:

Ruth Benedict, born in New York City, is famous for her contributions to anthropology and equality for discriminated racial groups.

She was educated at Vassar College, the New School for Social Research, and later Columbia University, despite being a woman. Her fascination with culture, particularly of Native Americans, was prominent in her studies, which often revolved around social constructs and inequality.

Her first groundbreaking work, *Patterns of Culture*, drew connections between multiple Native American societies and came to the conclusion that all cultures have similar class systems based on a limited scope of human traits.

In 1940, Benedict published a call for racial equality called "Race: Science and Politics." Her obsession with the habits of different ethnic groups led her to the ultimate conclusion that no groups of humans are entirely unique, and that this sameness of all groups necessitates equality.

Benedict was later recruited to the American Office of War in the field of foreign affairs. For this position, she wrote *The Chrysanthemum and the Sword* in 1946, which was essentially a guide to Japanese culture.

According to anthropology.columbia.edu, Benedict went back to teaching at Columbia University after becoming President of the American Anthropological Association, and is now famous for her contributions there.

Unlike many of the women celebrated during Women's History Month, Benedict is remembered for her struggle for racial equality, not female rights. Her cause was one that did not affect her, but she fought for it anyway.

**Lived:** 1887-1948**Field:** Anthropology

Ruth Benedict

made history



Lived: 1912-1997

Field: Physics

Biography:

Dubbed the “Queen of Nuclear Research,” Chinese-American physicist Chien-Shiung Wu played an important role in the Manhattan Project, a United States government research project during World War II that produced the first nuclear weapons, including atomic bombs.

According to biography.com, Wu was born in 1912 in Liu He, a small town in China. As her mother was a teacher and her father was an engineer, her parents highly valued education and encouraged her pursuit of science and math growing up.

After completing her Ph.D. in 1940, Wu moved to New Jersey, where she worked at Smith College and her husband worked at Princeton University. A few years later, Wu became the first female instructor in Princeton’s history to join the faculty.

However, Wu’s most notable impact was in 1944, when she joined the Manhattan Project at Columbia University, where she was able to help answer a problem that notable nuclear physicist Enrico Fermi— the “architect of the nuclear bomb” — could not solve.

Wu experimented with cobalt-60, a radioactive form of the metal cobalt, which disproved the Law of Parity, which held that two physical systems, like atoms, are mirror images that behave identically.

However, two male theoretical physicists Tsung-Dao Lee and Chen Ning Yang used Wu’s research to disprove this important law of physics and won a Nobel prize in 1957, excluding Wu, like other female scientists at the time.

Chien-Shiung Wu

Graciela Olivarez

Biography:

Graciela Gil Valero Olivarez, often described as “Amazing Grace,” was a lawyer that advocated for civil rights and the poor. Olivarez was able to escape from a life of poverty and become a tenacious volunteer and influential lawyer that stood beside presidents.

According to tuscon.com, Olivarez was born in Arizona in 1928 and grew up in a mining town. She dropped out of high school at 15, but later continued her education by enrolling in Lamson Business School after moving to Phoenix, Arizona.

Olivarez was active in the Civil Rights Movement in Arizona and worked her way up from secretary to the city’s first female disc jockey and the Women’s Program Director at a local Spanish radio station, KIFN.

Olivarez worked with Mexican-American families in lowering juvenile dropout rates, an issue she had a personal connection to.

According to *The Washington Post*, through her activism Olivarez met the President of the University of Notre Dame, who arranged for her to attend law school there, despite her lack of complete high school education. In 1970, she was the school’s first female graduate.

Olivarez was a director of the Community Services Administration under President Jimmy Carter before moving to Albuquerque, New Mexico, where she established Channel 41, the country’s first Spanish-language TV station.

Olivarez’s remarkable story has shown the potential to make a substantial impact, regardless of one’s circumstances growing up.



Lived: 1928-1987

Field: Law

Source: Graciela Gil Olivarez Collection, Chicano/a Research Collection, Arizona State University Library.



Lived: 1866-1936

Field: Education

Biography:

Though less renowned than her student Helen Keller, Anne Sullivan was a gifted teacher whose creativity surpassed any expectations in the United States at the time.

Sullivan was born in 1866 in Massachusetts to parents who immigrated to the U.S. during the Great Famine in the 1840s.

She grew up in poverty, struggling with health problems, such as an eye disease called trachoma that severely damaged her sight. Sullivan went to Perkins School for the Blind in 1880 and underwent surgery to improve her vision.

When she came to the school, she could not spell some of the simplest words and got laughed at by other girls, Sullivan quickly became determined to succeed and improved her skills by reading.

When she was only 20 years old, Sullivan began teaching Keller, a girl that was both blind and deaf. Though her pupil was stubborn, Sullivan taught Keller to make associations between words and physical objects, eventually teaching her over 600 words and braille.

Sullivan is known now as one of the greatest teachers of all time, even called a “miracle worker” by Mark Twain.

As articulated by the American Foundation for the Blind, Sullivan’s legacy can best be described as, “a model for others disadvantaged by their physical bodies, as well as by gender or class.”

Anne Sullivan

Nellie Bly

Biography:

Nellie Bly was a notable journalist that introduced a new kind of investigative reporting.

Bly was born as Elizabeth Cochran in 1864 in Cochran, Pennsylvania, according to womenshistory.org. Her parents owned a lucrative mill, but after her father died when she was six, Bly’s family moved and later could not afford to send her to school.

While living at home, Bly wrote a letter to the editor of *The Pittsburgh Dispatch*, pointing out the paper’s negative representation of women. In response, the editor not only printed her rebuttal, but offered her a position as a columnist on the paper. However, she was primarily asked to write pieces only focusing on women, but Bly wanted to write pieces addressing both men and women.

Bly moved to New York City to continue her career. Though it was difficult for women to find work at the time, Bly wrote a series about her time pretending to be mentally ill in an insane asylum on Blackwell’s Island that got published by the *New York World*. This series, called *Ten Days in a Mad-House*, made Bly one of the most famous journalists in the country.

After reading the book *Around the World in 80 Days*, Bly traveled around the world in 72 days, a shortly-held record that nevertheless made her career reach new heights.

Nellie Bly’s perseverance as a writer despite the prejudices held against women not only had a massive effect on journalism, but specifically women pursuing any form of writing.



Lived: 1864-1922

Field: Journalism

Standardized test prep opportunities

Tutoring for the SAT and ACT



Tamar Bellete

Assistant Managing Editor

Standardized testing has become a familiar part of students' lives. Many high schoolers take them to help with their college applications. The Scholastic Assessment Test (SAT) and American College Testing (ACT) can be the two most common and important tests for students to endure in their four years of high school.

With this information in mind, students and parents alike are looking for the best prep classes and tutors to help them earn the best possible score they can.

This help can come from a variety of sources; tutoring centers, specific classes, and private tutors, some use no tutoring at all.

Westhill does not offer any type of SAT or ACT preparation. However, many other schools offer standardized test prep, such as Stamford High, who provides help for the SAT only.

It is specifically aimed towards juniors and is free to

get into. All three parts of the SAT—Mathematics, Reading, and Writing—are covered in the program.

In addition, private schools in CT such as Greenwich Academy provide standardized test help in school. This can be convenient since every student at Greenwich Academy has one free period per day.

"My friends have told me that it is very helpful since they can work on test preparation during their free time at school," Lexi Handrinos ('20, Greenwich Academy) said.

Some Westhill students also attend smaller programs in different cities. One program offered at the Greenwich Country Day School called Carnegie Prep is an eight-week program preparing students for the ACT.

Carnegie Prep offers this program twice a year in the winter and spring. These courses are offered every Sunday for three hours.

"The tutors and the environment that this program provided helped me so much in a short amount of time. I

definitely recommend Carnegie Prep for anyone looking for ACT tutoring," Anna Martelli ('20), said.

Smaller programs like this can provide many benefits, such as the rigorous and challenging environment, as well as more effectively handling the individual problems students may face.

Many students do not even take SAT and ACT prep courses at their high school. Instead, many of them go to Tutor Me SOS in Stamford.

Tutor Me SOS opened in August 2015 and is currently run by its founder, Mona Mitri. It has provided a center for students to not only prepare for standardized tests and academic subjects but to also come in any time and do their homework.

"I created Tutor Me SOS with the idea of making it affordable and providing a good value. All of my students who want support have access to it. I wanted to reach as many students as possible, so I could make a positive impact on our community. Tutoring made

a difference in my academic achievements, and I want to pay it forward," Mitri said.

They have food and drinks set up, along with writing utensils and a friendly group of tutors, so students feel comfortable when doing their work.

In addition, C2, also in Stamford, has also been a popular tutoring center.

It is a "personalized, all-inclusive educational services with a path to college readiness," according to c2educate.com.

"The C2 tutors gave me the confidence I needed. Before C2 I was just sitting in the back [of my classes], not caring about anything. C2 taught me not to be afraid of hard work. C2 will make sure your SAT scores will be greater because of your hard work," Shafin Javed ('20) said.

"I have very good students from the public schools, so I cannot say that private or public education is better. Based on our records, we have a competitive pool of students, no matter where they are coming from. They have been accepted to many Ivy League and top tier universities

over the years," Mitri said.

However, according to capenet.org, the average ACT Composite score was 23.8 for 2015 private high school graduates and 20.7 for public schools.

Those who attend private schools tend to have aid in their standardized testing process to help them get in the best schools.

According to *The Washington Post*, "kids who come from homes with higher incomes and parental education achievement offer young children—from birth through age five—educational resources and stimulation that other children do not get. These conditions presumably carry on through the school years."

Overall, the amount of ACT and SAT prep in the area that is available to students is endless. From private classes to more large-scale centers, like Tutor Me SOS and C2 Tutoring, to local high school classes, Stamford has a lot of test preparation opportunities to offer, and many students have been taking advantage of this.

Food stamp fraud is not what it seems

Marta Zach
Staff Writer

When over 40 million Americans rely on food stamps to eat, anything regarding the issue is bound to be controversial.

Food stamps work almost like actual money—the Supplemental Nutrition Assistance Program (SNAP) provides benefits for low-income families, which they can then use to purchase food.

These benefits are issued through an Electronic Benefit Transfer card (EBT), which functions in a way similar to a credit or debit card.

Maximum monetary allotments depend on household size. A one-person household can receive up to 192 dollars per month, a five-person household can receive up to 762 dollars per month, and so on, according to otda.ny.gov.

A stigmatic topic that has been permeating the news is food stamp fraud.

Food stamp fraud is defined by the United States Department of Agriculture (USDA) as, “the exchange of benefits for cash or other ineligible items (trafficking) or purposefully misrepresenting information on your SNAP application in order to receive benefits that you are not entitled to or more benefits than you are entitled to receive.”

“Even though I do not rely on food

stamps, I know many people do. It is great that such a program exists and food stamp fraud gives it bad stigma,” Caroline Boyd (’20) said.

There have been multiple federal busts involving food stamp fraud.

According to judicialwatch.org, in March 2018, nearly 200 people were arrested in north Florida for operating a sophisticated ring where food stamps worth millions of dollars were exchanged

“Many food stamp beneficiaries might lose benefits after mistakes. They might not realize that certain actions go against the program code, but they will have their food stamps taken away. These people are not criminals.” — Bintou Bane (’20)

for cash and drugs.

Many taxpayers worry that their money is being wasted when people commit such fraud.

Yet, according to *Forbes*, fraud only accounted for 0.9 percent of SNAP benefit costs. Meaning that 99 percent of taxpayer dollars were going where they should.

“The numbers seem high alone, but if you look at the grand scheme of things, one percent is really not that much,” Craig Ottaviano (’22) said.

Food stamp fraud is becoming more rare and difficult to execute. It was more widespread when they were actual stamps, but with the introduction of the aforementioned EBT card, it is much harder to buy and sell food stamp benefits.

In 2016, when she spoke before the House Committee on Oversight and Government Reform, Vice President for Food Assistance Policy at the

These people are not criminals,” Bintou Bane (’20) said.

Despite there being operations that involve legitimate fraud at a large scale, prospect.org details why food stamp fraud is often times not the criminal activity it is made out to be.

SNAP recipients are people who live below the poverty line. Incomes often times fall short, and food stamps only cover food. This means that toiletries, hygiene products, diapers, and other such items need to be bought by people on their own accord.

SNAP recipients might trade their food stamp benefits for cash in order to be able to buy necessities that are not food items.

People wonder if the SNAP should be revamped or scrapped altogether. Yet individuals trading their SNAP benefits in for cash is a rare occurrence. Food stamp fraud is less than one percent of the total 66.5 billion dollars allocated towards SNAP.

Shutting SNAP down or reducing its benefits might reduce food stamp fraud, but could potentially be at the expense of millions of people. Continuing this program that only few abuse means that over 40 millions Americans can put food on their table.

0.9% of the Supplemental Nutrition Assistance Program (SNAP) benefits costs is on account of fraud compared to 0.5% in 2012.



Fraud grew by 61% from \$367.1 million in 2012 to \$592.7 million in 2016.



Along with the jump in food stamp fraud, there was a 5% decrease in the number of people receiving the food stamp benefit in 2018.

Information courtesy of *Forbes*.
Photo Illustration by Katie Gaia / Managing Editor.



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Supplement

The Westword

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Thrifting: From trash to treasure

Katie Gaia
Managing Editor

As fashion trends have evolved throughout history, so has the connotation behind finding treasure in another man's trash. Today's fashion widely consists of pre-existing trends that have made comebacks.

Though the views towards using secondhand clothing have changed drastically in recent years, thrifting has become heavily integrated into America's fashion industry today. More and more people have turned to thrift stores to maintain their budget while possessing fashionable clothing.

Celebrities such as Zooey Deschanel, Drew Barrymore, and Zac Efron, are also contributing to the rise in thrift shopping's popularity by sporting thrifted clothes and being spotted exiting consignment shops, or shops that sell secondhand goods.

In early American history, no clothing item went to waste, as everything that had worn out would be converted into something new.

"If you had a dress and it got worn out, you would tear it up and make a pinafore for your daughter, and when that got trashed, you would tear it up and stuff your chair with it," Jennifer Le Zotte, historian and author of *From Goodwill to Grunge: A History of Secondhand Styles and Alternative Economies* said to *TIME Magazine*.

However, in the late 1800s, this habit changed due to the surge of immigrants, which caused cities to expand rapidly, as well as the industrial revolution, according to *TIME Magazine*.

With this revolution came mass production of clothing, making the materials less valued and dispel the desire to put an effort into repurposing clothes.

From this shift in view also came the stigma that people wearing used clothes that had been owned by someone else was a sign of a lack of money, as well as initial bias against the vendors.

For example, many Jewish immigrants within New York's East End, sold used clothes in pushcarts due to anti-Semitic behavior limiting their ability to acquire more prestigious jobs. "For decades a vast pushcart economy met the needs of this crowded neighborhood. Pushcart vendors sold everything the residents required from books and toys to clothing and food" according to *tenement.org*.

However, according to *planetaid.org*, experts attribute the recent growth in popularity of the secondhand clothing stores in part to a change in attitude towards the action itself, especially during the 2008 Recession.

During the recession, many Americans that had lost their jobs were in debt were forced to adopt frugal measures, shifting the views towards thrifting from desperate to sensible.

In the rise of YouTube during the late 2000s to today, many YouTubers have found a career in publishing videos on thrifted clothing, whether showing the clothes they "hailed" or transforming their thrifted clothes in a Do-It-Yourself (DIY) video.

For instance, YouTuber Nava Rose, whose account has over 600,000 subscribers, makes videos showing viewers how to make pieces out of old materials. In one video, she took her father's old shirts and transformed them into dresses and skirts.

"There is [not] a stigma anymore because more people want vintage clothing and the only place you can find it for cheap instead of going to Urban Outfitters is at a thrift store. More people are now wanting to go thrift shopping," Sophia Font ('19) said.

Many people have also taken advantage of the interconnectedness of the internet to thrift shop online through digital consignment shops like Poshmark and The RealReal. These sights take small percentages or a flat fee on each item sold in order to make a profit, while still selling products at relatively low prices.

However, 60 percent of consumers prefer to buy secondhand goods in person rather than online, according to *planetaid.org*, so thrift stores are likely not going out of business any time soon.

"I shop at thrift stores because it is cheaper and I feel that it is definitely more popular now because a lot of people are getting back into vintage clothing and a lot of that clothing found at thrift stores," Claudia Benz ('19) said.

Despite this, some people retain the stigma against thrift shopping that was formed in the 1800s.

"It is cool [to go thrifting] but people think it is weird to do. They think when you go to a thrift shop it is all old used clothes," Sydney McDonald ('20) said.

Today, thrift stores are an element of a 14.4 billion dollar industry, according to an IBISWorld report on the state of the market.

There are many contemporary options for thrifting. Online, there exists a wide variety of websites that tailor to thrift shopping, although sites such as eBay and Craigslist can be sifted through for the perfect piece.

Across the country, Goodwill has always been a popular place for buying previously owned clothing. Within CT, there are a variety of local-owned stores to choose from. Estate Treasures and Consigned Designs, are both situated in Greenwich, and are highly reviewed on Yelp.

As shopping for vintage clothing and transforming thrifted clothing have become increasingly popular amongst millennials and teenagers today, the thrifting movement is only projected to grow.

D.I.Y. Thrifting

Step 1: Find a shop



Some nearby shops include:

- Goodwill
 - 📍 Stamford
- The Salvation Army
 - 📍 Port Chester, NY
- Rummage Room
 - 📍 Old Greenwich
- Darien Thrift Shop
 - 📍 Darien

Step 2: Search through the clothes

Pro tips:

- Start with what you are most interested in
- Check the rack by the dressing rooms
- Look for sales
- Try everything on



Step 3: Find the perfect item



Factors to consider that are harder to change:

- Color/pattern
- Type of fabric
- Amount of fabric (size)
- Avoid stained clothes
- Shirt collars

Step 4: Revamp it!

Some possibilities are:

- Remove dated sleeves from shirts or dresses
- Turn an old dress into a skirt
- Crop baggy shirts or pants



Images courtesy of pixabay.com, commons.wikimedia.org, [@jeepersmedia](https://www.jeepersmedia.com) (1st picture) & [@marthawmcquade](https://www.marthawmcquade.com) (4th picture) on flickr.com, littlerock.af.mil & publicdomainpictures.net.

Body shaming in clothing industries

Molly Cannon
Reporter

The average American adult woman wears between a size 16 to 18 in clothing, according to racked.com. While the average model, both runway and editorial, wears anything from a size zero to a four.

From Victoria's Secret Angels to Calvin Klein male models, the sculpted, unattainable body shapes are advertised profusely through the media.

Even before any editing or enhancements are done to further the allure of beauty in advertisements, the models portrayed are already significantly different than the people shopping.

With the rise of popular one-size-fits-all clothing stores, such as Brandy Melville, the perceived status that comes with the ability to wear clothes that are known to be small sizes has the potential to not only exclude, but create a heightened state of exclusivity based on just a label.

Wearing a brand that is known to sell only one-sized clothing can be a way to alienate people that are not that one

particular size.

"Clothes that are one-size-fits-all only continue a stereotype in the fashion industry that everyone, especially young girls, should strive to fit a specific mold," Ximena Vega ('20) said.

The ideals placed on adolescents to be slim, especially girls, could have lasting effects throughout their lives.

However, body standards, and celebrities with ideal body types were not always like this, and have changed throughout the decades.

celebrities today.

Although it is unknown when beauty standards and the ideal body type shifted away from the curvy "hourglass" figure, the change is apparent through the growth of one-size-fits-all products in chain retail stores like Forever 21 and Urban Outfitters.

"Clothes like that only account for a small percentage of the population that has the ideal body type. It does not even acknowledge the rest of us. One size does not fit all because no two women look the same and

what size one is or if brands even carry one's specific measurements.

Despite the one-sized clothing brand Brandy Melville increasing in popularity recently, many brands have taken the opposite approach when it comes to their sizing options.

For instance, new clothing brands, such as And Comfort and Soncy, were created with a wide range of sizes in mind.

Additionally, existing brands such as Aerie have increased their size

should not be expected to wear clothes that are one size and that are designed to portray an image," Holly Furrer ('20) said.

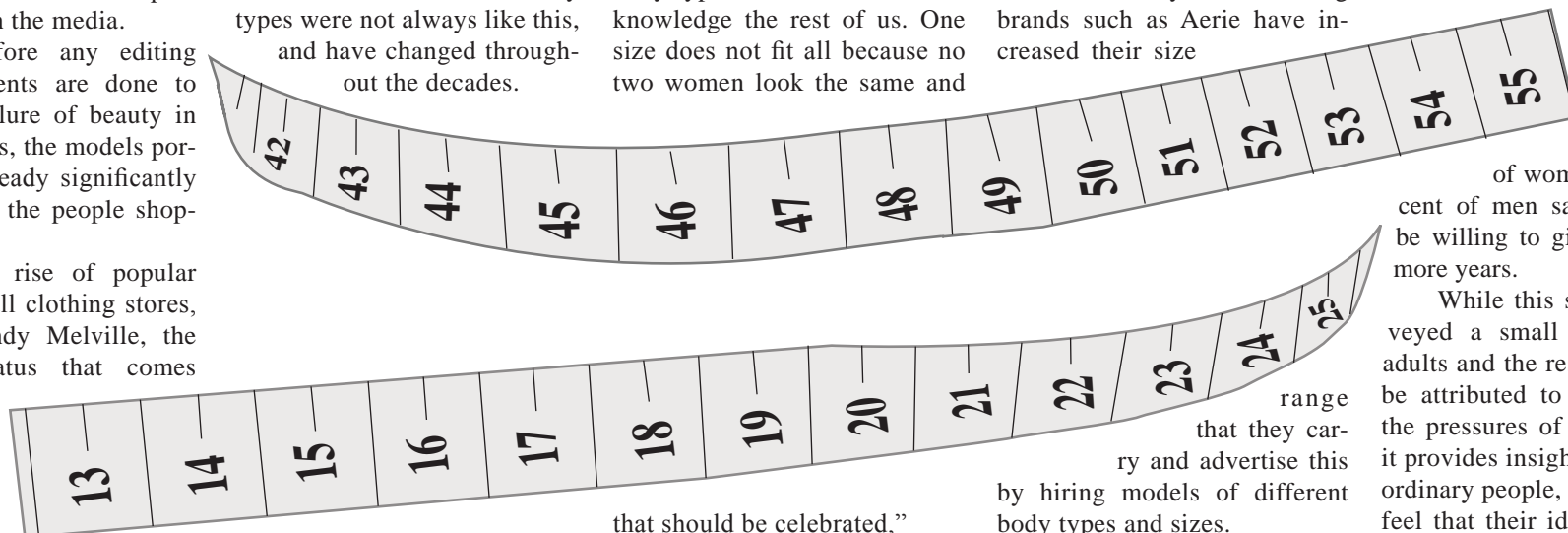
According to psychology-today.com, 56 percent of women surveyed said that they are not happy with their current appearance.

When participants were asked "How many years of your life would you trade to achieve your weight," 15 percent of women and 11 percent of men said they would give up five or more years, while 24 percent

of women and 17 percent of men said they would be willing to give up three or more years.

While this study only surveyed a small percentage of adults and the results cannot all be attributed to advertising or the pressures of clothing sizes, it provides insight into minds of ordinary people, many of whom feel that their ideal appearance would be worth days off their lives.

Perhaps clothing brands should consider the cost of excluding groups of people from accessing their clothes, if not for lasting effects on society, especially kids, but at the least to protect their bottom lines.



Marilyn Monroe, for instance, an idolized celebrity who rose to fame in 1950s, wore a modern-day size six to eight, according to msn.com.

Though she was widely recognized as a symbol of beauty, Monroe's measurements would not likely cut it for most female

that should be celebrated," Morgana Knopoff ('20) said.

Although one-size-fits-all clothing can predominantly be found in women's fashion, it exists in menswear as well.

Since clothing sizing can vary significantly between brands and stores, it can be very difficult no matter what to find

range that they carry and advertise this by hiring models of different body types and sizes.

"One-size-fits-all is unacceptable. Every person is unique in their own way and should not be limited to only shopping for clothes that is only one size. Every girl has a different body and every clothing item fits them differently. Young girls

"Clothes that are one-size-fits-all only continue a stereotype that everyone... should strive to fit a specific mold."
—Ximena Vega ('20)

One size does not fit all: the facts

67% of women wear a size 14 or above.

"...No two women look the same and that should be celebrated."
—Morgana Knopoff ('20)

Customers return an estimated 40% of what they buy online, mostly because of sizing issues.

In 2015, sales of plus size apparel hit \$20.4 billion, a 17% increase over 2013 sales.

Different types of fashion



CASUAL

Casual wear is a style of clothing focused on informality and comfortability. Its popularity comes from its ease to pull off and wear, as well as being as inexpensive as the wearer wants. It is known for emphasizing personal comfort over formality. Some examples of this style would include comfortable hoodies and loose-fitting blouses.

Broomstick(n.): a skirt or dress with numerous pleats and crinkled material.



GRUNGE

Grunge fashion emerged in the mid 1980s as the clothing, accessories and hairstyles of the grunge music genre. It is characterized by clothing that is worn loosely as to de-emphasize the silhouette of the wearer. Clothing that qualifies as "grunge" is often found in thrift shops, deemed timeless, and is durable.



CHIC

Chic fashion consists of monochromatic pieces with sleek, clean lines. Clothing is often white, black, or neutral. Color is usually saved for an accessory that will compliment the outfit yet stand out, such as a trendy bag or pair of shoes. Often, silhouettes resemble modern shapes with straight edges.

Duster (n.): a kimono-style long jacket usually made of silk that dusts the floor as you walk.



BOHEMIAN

Bohemian style, commonly known as "Boho," is a style that includes clothing rooted in earth and neutral tones, and loose, flowing silhouettes. The print on the clothing is often inspired by nature, such as floral patterns. Many people may view it as hippie fashion. This style was popularized in the 1960s and 1970s.

E-tailer(n.): a retailer that is purely online.



VINTAGE

Vintage clothing is made up of pieces from previous eras or decades. For the most part, anything made 20 or more years ago is classified as vintage. Vintage style is a blast from the past, and is made up of pieces that are no longer a modern trend. Different decades, such as the 1970s and 1980s, have distinctive styles.

Shrug (n.): a small women's jacket that is waist-length or shorter.



SPORTSWEAR

Sportswear is a style based on clothing used for participation in sports. Pieces can be easily mixed and matched in this style. It is designed to keep wearers comfortable during physical exercise and when they are just out and about. Examples of sportswear include leggings, shorts, tank tops, and sports bras.

Dark Side of the Loom

Marta Zach
Staff Writer

The fast fashion industry has taken over the world, but few consumers know what is behind the clothes at the mall.

Fashion has become larger, faster, and more disposable, and the effects of such a system have had an immense global impact.

Not only is the fashion industry the second-greatest polluting industry in the world, but the practice also involves the exploitation of people and nature alike, especially in Third World countries.

The whole process begins with the seeds used to grow cotton for clothing. Monsanto, the world's largest seed distributor, has a monopoly over various seeds.

In India, one of the largest producers and distributors of cottonseed, prices have risen

almost 80,000 percent since Monsanto's entry in 1998, according to seedfreedom.info.

This fosters a subsequent cycle of crop failures and debt, which drives many farmers to suicide, according to ncbi.nlm.nih.gov.

The fashion industry of today is very demanding. The goal of fast fashion is to produce and sell as much as possible in as little time as possible. Such an aim requires behind-the-scenes work on an immense scale. Retailers rely on cheap labor, which sometimes even involves child labor.

"It is appalling that in this day and age, children who should be going to school or playing are instead slaving away in factories," Anna Martelli ('20) said.

The heavily sought-after cheap labor is primarily sourced from Third World countries like India or Ban-

gladesh. There, people work grueling hours in factories for low pay.

Many countries do not raise the minimum wage, as that would drive prospects out.

"It is not right for companies in the industry to charge so much for a product when it comes at the expense of others," Abby Sottile ('19) said.

According to whatshe-makes.oxfam.org.au, paying garment workers liveable wages would add, on average, only one percent to the retail price of an article of clothing.

Unfortunately, that is not the case. Workers are not paid liveable wages. Many do not have enough to make ends meet, including being able to buy food. People will skip meals or work overtime to support their families.

However, following recent protests in Bangladesh, garment manufacturers in the country have agreed to pay

employees higher wages, according to reuters.com.

Workers are treated poorly and subject to abuse in factories.

Global Labor Justice conducted nearly 600 interviews at various supplier factories in Asia and later published a report detailing the conditions and abuse present in the factories.

Garment workers recounted the physical abuse, excessive hours, poor conditions, and sexual harassment they were subjected to.

Commondreams.org depicts the account of one man, Mazharul Islam, who was kicked, beaten with a cane, and threatened with death after his wife asked for maternity leave.

The physical environment people work in is also unethical. Garment workers spend up to 19 hours in cramped factories.

The Rana Plaza building, notorious for a collapse in 2013, is an example of the little regard for the safety of garment workers. The accident, which left 1,134 people dead and over 2,500 injured, was the result of poorly built infrastructure and a substandard foundation of the building.

"As a society, we need to be more concerned about the adverse effects of supporting retailers that mistreat their workers worldwide. Many of the unseen practices of the fashion industry are blatantly unethical and must be brought to light," Andrew Hicks ('22) said.

While 20 dollar jeans might seem like a good deal, few realize the true cost of clothing. Behind virtually every piece a consumer buys is the sweat, tears, blood, and sometimes even life of a Third World laborer.

PRIMARK® PULL&BEAR

ZARA



The 2013 collapse of the Rana Plaza building in Bangladesh (pictured) killed over 1,000 people. The surrounding brands are companies that used Rana Plaza to produce their clothes.

FRESH JOE

JCPenney

Walmart

Pollution in the fashion industry

Myra Perez
Reporter

As fashion trends have changed over time, so have the materials used in the fashion industry. However, some of these materials have proven to be harmful to the environment.

Today, the fashion industry is the second largest polluter, according to *Forbes*.

These problems occur because of the materials, including polyester, cotton, and rayon, being used by fashion companies.

As a whole, the fashion industry has contributed to water pollution, agricultural issues, and the accumulation of waste.

"Many people do not know about the problems that can be caused because of certain materials being over-used," Sara Scalzi ('19) said.

According to *theindependent.com*, "when polyester garments are washed in domestic washing machines, they shed microfibers that add increasing levels of plastic in our oceans."

Since polyester is not biodegradable, it becomes more of a threat to aquatic life, as organisms often try to eat it.

Although this is an indirect impact of fashion companies, the materials used have an impact on the en-

vironment when they wash their clothes.

Cotton also has had a growing effect on the environment.

"Cotton growing requires high levels of water and pesticides to prevent crop failure," according to *theindependent.com*.

Due to the way it is manufactured, cotton can affect water, as well as crops that are being produced, since it takes up a lot of agricultural land, which could take away from other things being grown.

Additionally, rayon, a material frequently used by fashion companies, contributes to pollution through its production.

According to *greenchoices.org*, "to make rayon, the wood pulp is treated with hazardous chemicals such as caustic soda, and sulphuric acid."

The manufacturing of rayon contributes to the accumulation of waste. If too much of the material is made, it can lead to a dangerous amount of waste being produced.

Since the fashion industry has become notorious for its pollution, there have been efforts made to stop the effects that some of these harmful materials have on the environment.

Upcycling is one method that has recently been adopted by more companies. In this process, wasted or unwanted materials are transformed into new products with a better environmental value.

Brands like TRMTAB, Reformation, and Elvis & Kresse participate in this process.

"Upcycling is fun and can give you the chance to create new things for a cheaper price," Angela Padilla ('20) said.

There can be various benefits to upcycling clothes, especially in regards to the resources saved when not producing new garments.

According to *eluxemagazine.com*, "making [new clothing] requires over 700 gallons of water, whereas using a pre-existing t-shirt to make something new requires nearly no water."

Upcycling offers other advantages, including saving people money and allowing them to have complete creative control over their clothes. By using existing materials, individuals will only pay a fraction of the cost of new materials.

"Upcycling is definitely something to look into because of its positive impact on the environment," Cindy Palma ('19) said.

People are also attempting to decrease pollution in the fashion industry by using natural and organic fibers as an alternative to the other more harmful options. They are also better for the environment because they do not produce chemicals when made.

These fibers, including silk, wool, and cashmere, can already be seen rising in popularity in the

fashion industry.

In addition, natural fibers are less harmful to the environment because they are made from natural sources like animals and plants, which do not create chemical waste after being produced.

Textile recycling has also been used to combat the pollution of the fashion industry. In this process, old pieces of clothing and other textiles are recovered for reuse and material recovery.

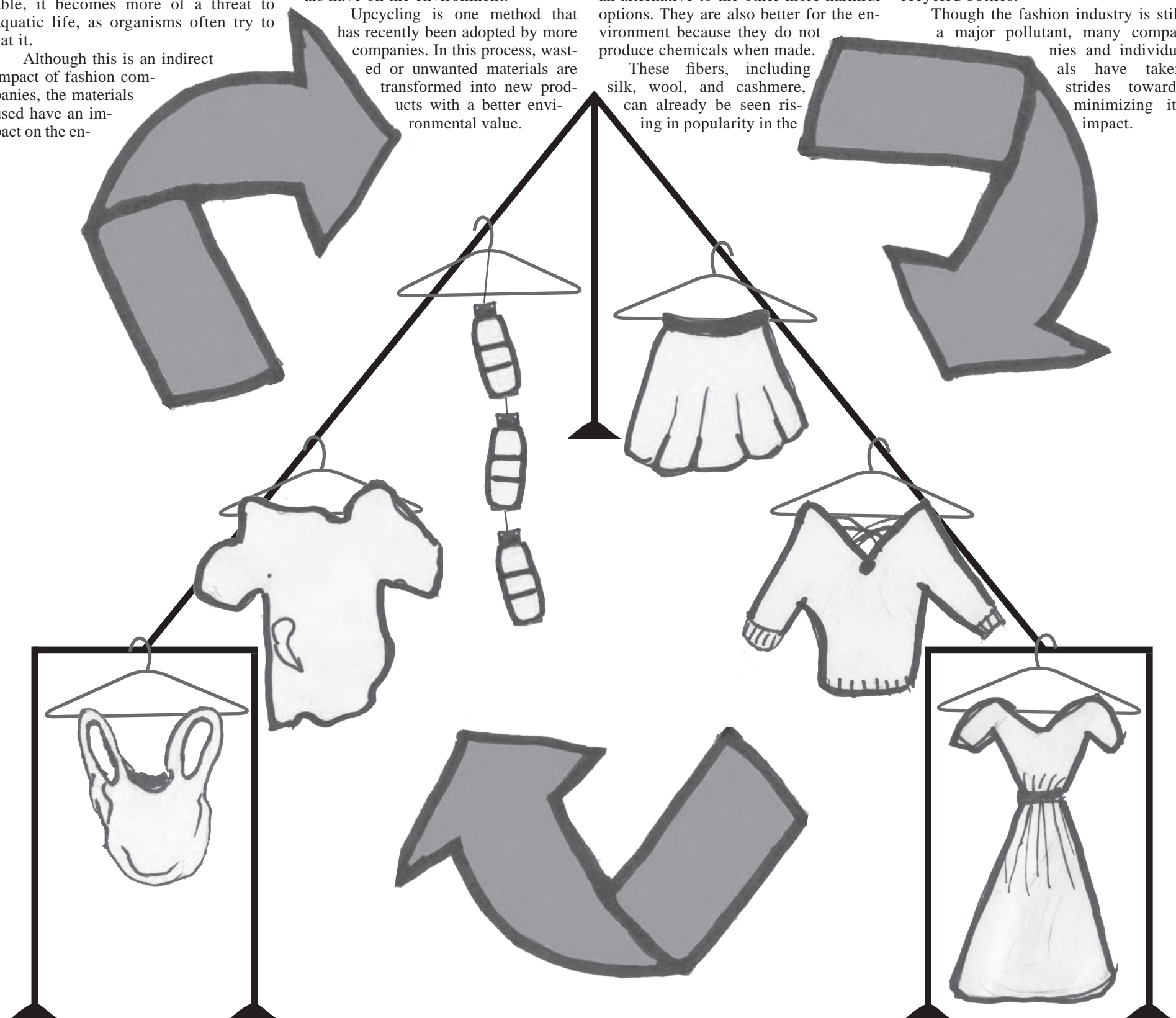
The process of textile recycling begins with finding textile material that can be used in the clothes being produced. Next comes the sorting and processing of textiles, and the process concludes with the transformation itself.

Similar to upcycling, this process can otherwise be used to produce new fabrics.

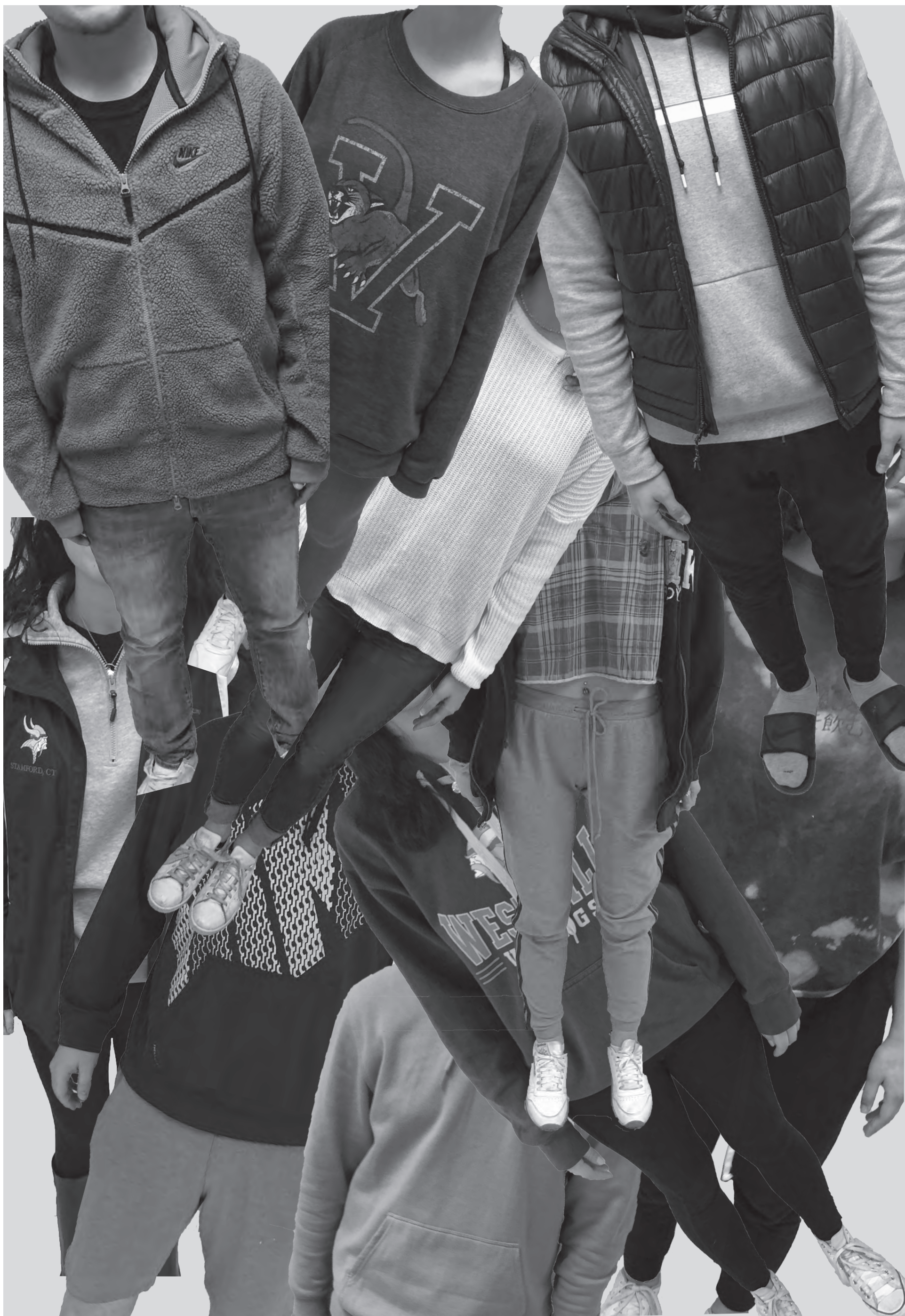
Another material that is used to make clothing is plastic. Though not a commonly known product used in fashion, plastic bottles can be recycled and made into clothing.

According to *earth911.com*, "in 2016, approximately 400,000 graduates from across the United States wore gowns that had been made out of recycled bottles."

Though the fashion industry is still a major pollutant, many companies and individuals have taken strides towards minimizing its impact.



Illustrations by Tamar Frydman / Head Illustrator.



Front cover illustration by **Tamar Frydman** / Head Illustrator.
Back cover photos by **Harrison Travaglino** / Photo Manager.

Nuevos derechos para los Inmigrantes Ilegales

Camila Miranda
 Editor de Las Noticias

Los Inmigrantes indocumentados de Wisconsin ahora tienen una esperanza. Tony Evers ha propuesto dejar que los inmigrantes indocumentados obtengan licencias de conducir. Aunque ya otros estados han pasado esta ley, para Wisconsin es un gran paso, especialmente para los inmigrantes.

Si esta propuesta logra pasar, Evers dice que sería bueno para la economía y que podría lograr que las calles estén más seguras. Pero los Republicanos que se oponen a ésta idea dicen que esto solo promoverá actividad ilegal.

Lo que no saben éstas personas es que cada día que la gente indocumentada de Wisconsin maneja corren riesgos de que la policía los paren y posiblemente separen a sus familias. Es por esto de que si logra pasar esta propuesta, se abrirán muchas más puertas para los inmigrantes indocumentados de Wisconsin.

Aunque esto es algo nuevo

para el estado de Wisconsin, muchos otros estados ya tienen esta ley en vigencia. ¡Por ejemplo Connecticut! Esta ley ha estado activa en Connecticut desde el 2015. Mucha gente indocumentada aprovechó de esta oportunidad que se les dio y obtuvieron su licencia.

Además de Connecticut, esta ley ya está establecida en California, Colorado, Delaware, Hawaii, Illinois, Maryland, New Mexico, Nevada, Utah, Vermont y Washington, y Evers cree que ya es tiempo de unirse a esta lista.

Tal como Wisconsin, el enfoque de esta ley fue primeramente para más seguridad en las calles. La gente de este estado pensó que sería una buena idea para enforzar más la ley sin poner a riesgo a nadie.

“Solo porque seas una persona ilegal no quiere decir que haya algo malo contigo, Es por eso que pienso que es bueno que le vayan a dar esta gran oportunidad a la los inmigrantes de Wisconsin.” Behanka Adonis (’22) opinó.

En Wisconsin hay inmigrantes que hasta caminan al

trabajo todos los días por miedo de manejar y que los pare la policía. Aunque las condiciones del clima están feas, estos inmigrantes hacen un esfuerzo para trabajar y proveer a sus familias.

Tomando todo esto en cuenta, todavía hay gente que piensa que no sería una buena idea. Es una pena que exista gente que piense así porque esta ley haría las calles más seguras, ayudaría a los inmigrantes ilegales tener una forma de identificación, y los ayudará en sus vidas diarias.

Por ejemplo para los republicanos, esta es una ley en cual no están dispuestos a hacer un compromiso.

El Republicano Adam Neylon dice, “Es un punto de no entrada

porque, en primer lugar, no deberíamos incentivar el comportamiento ilegal.”

A pesar de todo lo que dicen los Republicanos Tony Evers piensa que no solo se trataría de darle a la gente sus licencias de conducir, también sería necesario examinarlos para asegurar que sepan manejar como cualquier otro ciudadano.

Esto aseguraría seguridad

en las calles y un sistema de orden para esta nueva ley si llega a darse.

Tomando todo en cuenta, esto podría ser una gran oportunidad para no solo los inmigrantes indocumentados de Wisconsin, sino también para inspirar a otros estados a también tomar en cuenta esta ley y considerar establecerla en los estados que no la tienen todavía.



Cortesía de imagen por [publicdomainpictures.net](#).

Opinión: Nutricion de la comida de la cafeteria

Alessandra Pinto
 Editor de Las Noticias

Cinco días a la semana, la mayoría de los niños por todo el mundo reciben el almuerzo en su escuela. Muchos subestiman el impacto que les seguirá a lo largo de sus vidas, especialmente si los almuerzos no son nutritivos para los jóvenes.

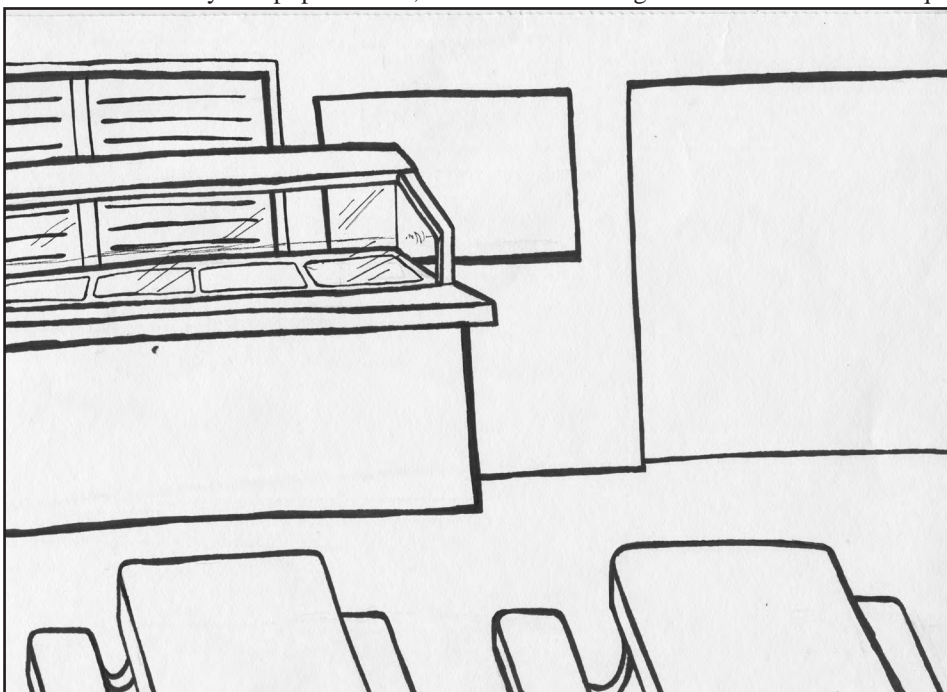
Muchos niños en las escuelas dependen de estos almuerzos, ya que generalmente es la única comida que recibirán durante al menos cinco horas. “Creo que el almuerzo escolar debería ser más saludable porque les dará a los estudiantes de Westhill la cantidad correcta de nutrientes y vitaminas que necesitarán para pasar el día,” dijo Behanka Adonis (’22). En Westhill, una comida típica consiste en una hamburguesa con papas fritas, una rebanada de pizza y otros alimentos que muchos estudiantes se han quejado con tanta grasa.

Muchos comparan los alimentos que se sirven en Westhill como “comida rápida,” pero esto no se recibe como un cumplido. Esto se debe al hecho de que tienen un alto contenido de sodio y son altamente procesados, que son las comidas de las principales cadenas de comida rápida conocidas por.

En un tema similar, las comidas saludables del mediodía pueden mejorar el desempeño de los estudiantes en sus materias, ya que tendrán la energía para prestar atención en la escuela y recordar hechos. Los alimentos nutritivos pueden alimentar el cerebro de un niño, lo que les permite obtener

mejores calificaciones.

En una nota positiva, siempre hay una opción de fruta o verdura, y la comida principal generalmente requiere una verdura. Esto podría mejorarse proporcionando una variedad de alimentos saludables para que los estudiantes puedan elegir, aparte de la manzana o naranja habituales. Además, se sabe que las opciones poco saludables, como el helado y las papas fritas, son

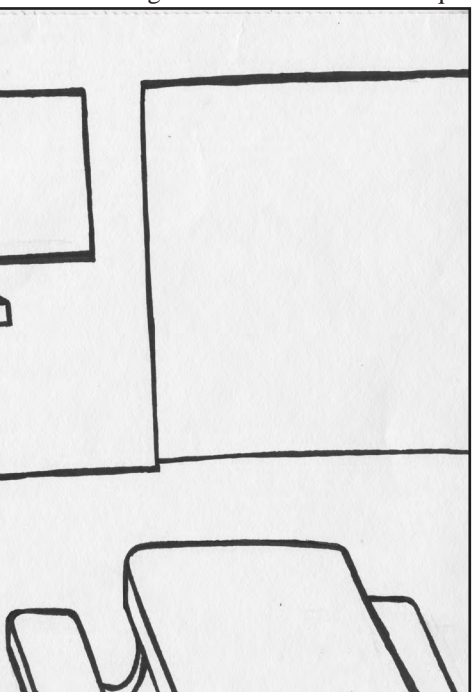


más populares entre los estudiantes, y debería haber un límite para esto.

Además, dado que esta es la única comida provista por la escuela, la mayoría de los estudiantes tienen hambre a lo largo del día y resultan en comprar bocadillos. Los bocadillos provistos en las máquinas expendedoras y en la

tienda JROTC son altos en calorías, sin embargo, son baratos y por eso son atractivos para muchos niños.

Sin embargo, en las clases de salud, hay una unidad de nutrición. Aquí, a los estudiantes se les enseña cómo comer la cantidad correcta de calorías y qué alimentos evitar. Además, se destaca constantemente el “Plato de Alimentación Saludable,” que demuestra la cantidad sugerida de cada alimento que



se debe consumir. Irónicamente, a los estudiantes se les dice “qué alimentos son saludables, y luego la escuela nos alimenta con comida chatarra,” dice Ananya Jonekuti (’22).

Por ejemplo, la educación física es una clase obligatoria que los estudiantes toman, donde hacen ejercicio,

ayudándoles a llevar un mejor estilo de vida. Esto los persuade a cuidar su cuerpo, y la comida es una forma evidente que afecta a todos los seres humanos. Los almuerzos escolares más saludables pueden ayudar de esa manera.

Los estudiantes deben ser alimentados con alimentos más saludables, ya que pasan la mayor parte del tiempo en la escuela, y esto promueve hábitos alimenticios saludables, especialmente desde una edad temprana. Si reciben constantemente alimentos más saludables, comer esto se convertirá en un hábito que las escuelas deben enfatizar.

Un problema importante que esto resolvería es el aumento de la obesidad en niños y adolescentes. Por ejemplo, de 1970 a 2000, la tasa de obesidad casi se ha triplicado, y un estudio mostró cómo uno de cada cinco niños de seis a nueve años sufre de obesidad.

Hay muchas maneras de prevenir estos problemas. Por ejemplo, se sabe que Westhill tiene un programa de agricultura. Este es un buen recurso para recibir frutas y verduras frescas. Se les puede recordar a los estudiantes con mayor frecuencia sobre los peligros de los alimentos poco saludables, dándoles razones para abstenerse de comerlos. Sin lugar a dudas, una mayor variedad de alimentos saludables podría motivar a los estudiantes a comerlos, en lugar de alimentos dañinos para el cuerpo. Inspirar a la generación más joven a comer alimentos más saludables tendrá impactos positivos a largo plazo.

Ilustración por **Neeka Baclayon** / Ilustrador.

Mirada Dentro del Estilo de Alejandro Marquina



Alejandro (Yoel) Marquina tiene 18 años y está en el onceavo grado. Desde pequeño siempre le ha gustado verse bien vestido y presentable.

La manera en que él viste es elegida cada mañana. Él se viste con lo que encuentre a su paso, pero siempre tiene que combinar con su propio estilo. Su estilo de ser es único y siempre lucir bello cada mañana.

Expresarse a través de la moda es una parte muy importante de su vida porque le permite expresarse mientras hace algo que ama. Se consciente mientras se divierte y está a la moda al mismo tiempo.

Sus marcas favoritas son Nike, Adidas, Champion, Michael Kors y Victoria Secret.

Alejandro dijo, "siempre estaré bien vestido, incluso si sólo estoy en mi casa." Si no está vestido de acuerdo a sus estándares, no se siente como él mismo. A pesar de que él solo escoge su ropa por lo que encuentra primero, siempre se asegura de estar bien combinado. Si no, hará todo lo posible para que su combinación funcione.

También dijo que si se prueba un atuendo con el que no se siente cómodo, lo cambiará porque es importante para él sentirse cómodo mientras se ve elegante al mismo tiempo.

Él siempre es muy amable con

todos los que conoce y está dispuesto a ayudarlos.

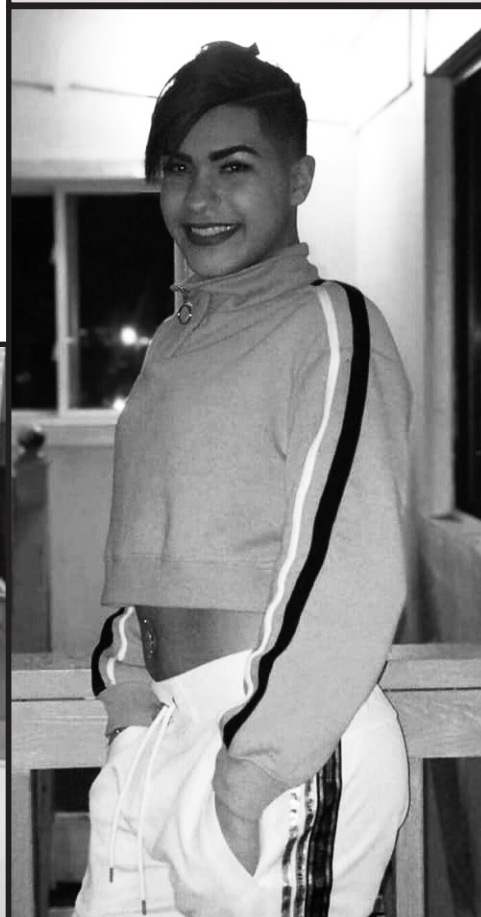
El apareció recientemente en el Westhill Lip Dub del dos mil dieciocho- dos mil diecinueve. En el Lip Dub pudo expresarse con su estilo para que lo viera toda la comunidad escolar.

Alejandro siempre cuida de su maquillaje, es fundamental que su maquillaje luzca bien para sentirse él mismo, él no descuida ningún detalle de su manera de lucir, lo más importante es sentirse seguro y feliz al mismo tiempo, para siempre lucir espectacular el maquillaje permitirá que sus atuendos se unan a su fabuloso "look" final.

Alejandro dice "considero que no necesariamente uno necesita una inspiración para tener un estilo y estar a la moda" desde que él era pequeño su mamá le enseno como estar bien vestido, desde ese tiempo él lo tomó en consideración cuando se viste.

En el futuro Alejandro planea seguir estudiando, prepararse para ser un abogado y defender los derechos humanos. Este sueño lo va cumplir y nunca va dejar ser él.

Siempre hay personas que critican su manera de ser, pero él es seguro de sí mismo y esas mismas críticas lo harán seguir adelante y ser quien.



The inside scoop on this year's Spoons

Bella Vacarro
Staff Writer

One would not expect to walk into Westhill one day in March to see a large number of kids walking around with popcorn buckets on their heads.

In fact, these people are actually "assassins" wielding a blunt form of cutlery as their intended weaponry. They are all participating in a competition amongst students called "Spoons."

Spoons is a game played annually by students of all grades at Westhill. This game usually starts around the beginning of March and can last all the way until near the end of school, depending on how far players make it in the game.

The game takes place during school hours only. As a form of the game "assassin," each participant is assigned a target and their job is to eliminate them from the game by tapping them with a spoon if they are not wearing the immunity of the day or if it is covered.

Once someone gets their target out, their new target will be whoever their previous target had.

The night before every day of the competition, the executives of Spoons, a group of seniors who have previously played, will release an immunity for all the students to see. It is released on the Spoons Facebook group page and emailed to the participants.

People must figure out how to ac-

quire and securely wear their immunity to decrease their chance of getting taken out of the game the next day.

Even if one participates in the immunity, they still have a chance of getting out, as their assassin can cover them to hide the immunity. This can be done with a blanket, a towel, or a jacket, among other things.

Though it is an exciting game for students to play, the Westhill faculty are not all fans. Some believe it is disruptive to class time, makes the hallways chaotic, and is a way for someone to get hurt.

People have gotten in trouble and have had their spoons taken away from them year after year.

This year's Spoons game was extremely competitive, with only 49 out of 121 people left after the first week.



SOCKS AND CROCS Students sport the unpopular footwear trend as an immunity.

Interview with an anonymous player of Spoons this year.

The Westword (TW): Have you played Spoons before this year? If so, how is it going?

Anonymous Player (AP): I have played before and I have not done well. I did not even make it past the first day.

TW: What is your opinion on the concept of Spoons?

AP: I think it is a super fun way for the students to have fun in between classes as long as they do not hurt each other.

TW: Have you seen anyone getting in trouble by teacher or administrators?

AP: Yes, I have seen multiple people get in trouble, which resulted in their spoons getting taken away.

TW: What has been the hardest immunity, in your opinion?

AP: The popcorn bucket has been the hardest because you had to go out and get it late at night and figure a way to secure and strap it on your head.

TW: Do you see a difference this year compared to past years?

AP: This year there are a lot more people that seem to be taking it seriously and competing to win.

TW: What are some strategies you used?

AP: I did not really figure out a plan, considering I got out almost immediately.

TW: What is the farthest you have made it?

AP: I got to the second day.

TW: How do you think this year's Spoons is going?

AP: I think it is going very well, but a little more violent than usual.

RULES:

1. Spoons cannot be thrown.
2. Spoons must be less than or equal to 10 inches when fully extended.
3. Your spoon cannot be plastic or from the cafeteria.
4. The spoon must be touching both the tagger and the target in order for the tag to count.
5. You can only tag your target during the six minutes between class periods or during lunch.
6. If you tag the person who has you as a target, no matter if they have the immunity or not, they CANNOT tag you until the next passing time.
7. You can only tag people on school property.
8. The game runs from 7:00 A.M. to 2:30 P.M.
9. Be honest, no one likes a cheater.

Interview with an anonymous executive member that helped plan and devise the immunities for Spoons this year.

The Westword (TW): How did you pick your executives this year?

Executive Member (EM): No one really picked the executives, we just heard all of us wanted to run it, so we made a group chat and planned from there.

TW: Are you creating your own immunities or using past years?

EM: We are creating a lot of our own immunities, but using old ones to spark ideas.

TW: Have you played Spoons yourself and, if so, what was your experience?

EM: I have played Spoons myself. It was very nerve-racking but also really fun to participate in.

TW: Did you add to the rules this year?

EM: Yes, we altered the rules so that it is not as disruptive to class time.

TW: Do you have any predictions as to who will win?

EM: I personally do have predictions on who could win, but it is all subject to change because anything can happen.

TW: Do you see a difference in this year compared to past years?

EM: I do not see any major changes besides the competitiveness within the players.

TW: How do you think this year's Spoons is going?

EM: I think Spoons is going great this year. We have taken precautions so that the game is safe and not obnoxiously disruptive to the school environment.

Some of this year's immunities:

- ☐ Wear red lipstick
- ☐ Dress up like a snowman
- ☐ Strap a movie theater popcorn bucket to your head
- ☐ Tie a bagel around your stomach
- ☐ Wear crocs or flip flops
- ☐ Wear a suit



GO BLONDE A student wears a short blonde wig, the immunity for the day.

Photos by **Harrison Travaglino & Justin Gonzalez** / Photo Manager & Photographer.
Graphic courtesy of **pixabay.com & flickr.com**.

Teacher Talk: Dr. Forbes

"Teacher Talk" is a monthly column in which The Westword asks teachers to write about themselves so that students have a chance to get to know the staff. Dr. Forbes, Social Studies Department Head, was chosen for the March issue.

When asked to write about myself, I think about my English teacher, Mrs. Green, in tenth grade at Rippowam Cluster Program in Stamford, who used to make us write in journals every Friday.

When we could not think of anything to write, she would have us write over and over again, "I do not know what to write."

Eventually, I would find something else to write. I kind of feel like that at this moment. What do I write to say about myself? What do I want to say about myself?

I once read an article that said it is more important to ask a child when they get home from school, "What question did you ask today at school?" rather than, "What did you learn at school today?" This is an example of something that I would spend some time reading outside of school.

When I meet people out in the world, a common question that is asked is "What do you do for a living?"

Depending on my mood and audience, I may answer this question in a number of different ways.

A simple response would be "I teach." This would usually prompt the follow-up question, "What do you teach?"

Again, depending on my mood and audience, I can answer this in many different ways. Answers could include, teenagers, elementary students, adults, or myself.

If the person was interested enough to continue to talk with me at this point, a follow-up question could be "What specifically do you teach?"

At this point, I think to myself, is there really an easy answer to this question? Is that what the person is looking for? Do you want to categorize everything I do into a simple answer? I simply cannot.

One of the goals I have as a teacher is to help students think, whoever they are. Having studied economics as one of my college majors, I help facilitate

learning about thinking like an economist.

As I also earned a certification to teach social studies in college, I also have to facilitate the thinking about why dictators

come to power.

I did not plan on becoming a teacher, but as I reflect on my life, I always was a teacher. I remember sitting in the auditorium of my elementary school in the Bronx, P.S. 71, and making my little brother review sheets so that he could practice writing letters.

At the end of high school, I went off to college thinking I would make the world of finance my career. Every summer, I would have an internship in the corporate world. Every year, I dreamt of how I could make my life more meaningful than just making money.

My senior year in college, I spent the fall semester in an internship at A.G. Edwards, a financial services holding company, with a woman named Marlene Barger-Bates.

She was an incredible role model and I learned so much about investing from her that I thought I might

still pursue that field. I even accepted interviews at companies such as Cantor Fitzgerald or Morgan Stanley.

Then, I started student teaching at Stratford High School, and the rest is pretty much history.

The first week of my student teaching, I knew what I was supposed to do as a career. I never made it to any of the interviews in the financial world, I am blessed in so many ways.

Mr. White, a current social studies teacher at Westhill, was my United States History teacher. I remember standing in his room at the same podium he uses today and giving a report on Andrew Jackson. I earned a 98. I still have that report in a box. Why did I not get a 100?

A slight annoyance of mine is when students who are supposed to be in class are in the hallway and I either ask them a question or remind them of the period and they respond with, "mind your business." Well, this is my business, not only was I called to teach, but I get paid to be here.

My best advice is to be like Kermit the Frog, or be green. Why? Green things grow.

Photo by Addison Magrath / Editor-in-Chief.



The Hungry Vikings

Column by Maura Johnston, Mary Leydon & Alexandra Lazo



Magee's Curbside

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

Over the past month, the three Vikings have been trying to eat healthier to prepare for the summer and the "Viking Prom."

They have spent the past few months eating delicious unhealthy foods and decided it was time to get in shape. Their meals recently have been consisting of healthier options such as lettuce and more lettuce.

On their way to their next restaurant, the Vikings' boat broke down and the three Vikings needed to take it to Mandi's Auto Body. Luckily for them, Magee's Curbside was located right next door.

They decided that this particular Saturday would be a cheat day for them.

The Three Vikings walked into the restaurant and were the only ones inside. It was pretty small and tight, with just a few tables along the sides and a kitchen and counter in the back.

There was a wall with bags upon bags of homemade chips,

which the Vikings later found out came free with their meal and quickly devoured.

They were a little confused on how to order at first but soon figured it out. They ordered their breakfast at the counter and took a seat close to the window.

They all waited for a few short minutes at the table as their food was being prepared.

The Hangry Viking ordered that curbside totchos, which consisted of tater tots, braised rib chili, chopped tomato, scallions, sunny side up egg, and curbside sriracha. The huge portion was equally delicious and filling.

Her favorite part of the meal was that it was served in the skillet that it was made in.

The Hangry Viking's experience was pleasant and she would love to explore the menu again.

THE Viking ordered the house recipe churro waffles, with sweet cream, dulce de leche drizzled on top, and a strawberry compote also known as the "Chu-

Got to be Kidding Me."

Her meal was so filling that she could only finish half of it.

The service was speedy and THE Viking's food came just ten minutes after ordering. To top it off, she also ordered their homemade orange juice, which she highly recommends.

THE Viking loved her breakfast and cannot wait to return.

The Picky Viking had a hard time choosing something from the menu. Unusually for her, everything sounded appealing and delicious!

She finally decided on the bacon, egg and cheese empanadas, and the Picky Viking surely was not disappointed.

Two large, warm, crispy empanadas were served to her, and within three short minutes, they were eaten. There was not a crumb left on the Picky Viking's plate, and she even had room to try the other two Vikings meals.

Magee's Curbside had pleased even the pickiest of Vikings.

On the ship ride home from Magee's, the Three Vikings were so stuffed that they passed out in a food coma. They had eaten so much delicious food, and all for a reasonably low price.

The portions were extremely large and so was the calorie count. The service was quick, and the rate at which they demolished the food was even quicker.

The three Vikings returned home on their newly fixed ship, thanks to Mandi's Auto Body, and were so full that they had to skip their next meal.

The Vikings are looking forward to their next cheat day, and cannot wait to eat at Magee's again and try the other spectacular-sounding items on their menu.



EAT IN The Hungry Vikings have a cheat day at Magee's Curbside.

Photo by Mary Leydon.

New classes at Westhill

Advanced Algebra and Geometry (Full Year)

This new math course at Westhill originated at Stamford High and is being added to the program of studies so all the high schools offer the same options. As middle school students come into high school at varying math levels, Advanced Algebra and Geometry will try to help smooth the transition to high school.

Depending on how well a student masters Algebra 1 and Geometry, this course will allow them a new opportunity to explore instead of Algebra 2. This class will strengthen the major topics covered in Algebra 1 and Geometry. The class will also cover topics that are used in the SAT and ACT Math sections in case students choose not to move onto Algebra 2.

After completing the course, students would be well-prepared to take Algebra 2, but would not be able to take Precalculus. However, they are free to take other math electives and progress in math classes depending on their grade level.

As students are filling out their schedules for next year, they will notice that there are some new options available. Some of these classes are in the Math, Art, Science, and Computer Science sections. These new classes were added to give the Westhill students more course options and fit the needs of the students. If you wish to switch into any of the new classes listed below, you should contact your guidance counselor.

Intro to Python A and Intro to Python B (Half year)

These will be half-year computer science (CS) courses starting next year. These courses were created by Carnegie Mellon University and will focus on learning text-based programming. The Python A course will have no homework assignments, no prerequisites, and very few tests. Similar to Python A, Python B will feature no homework but requires completion of Python A.

CP Cyber Security and Honors Cyber Security (Full Year)

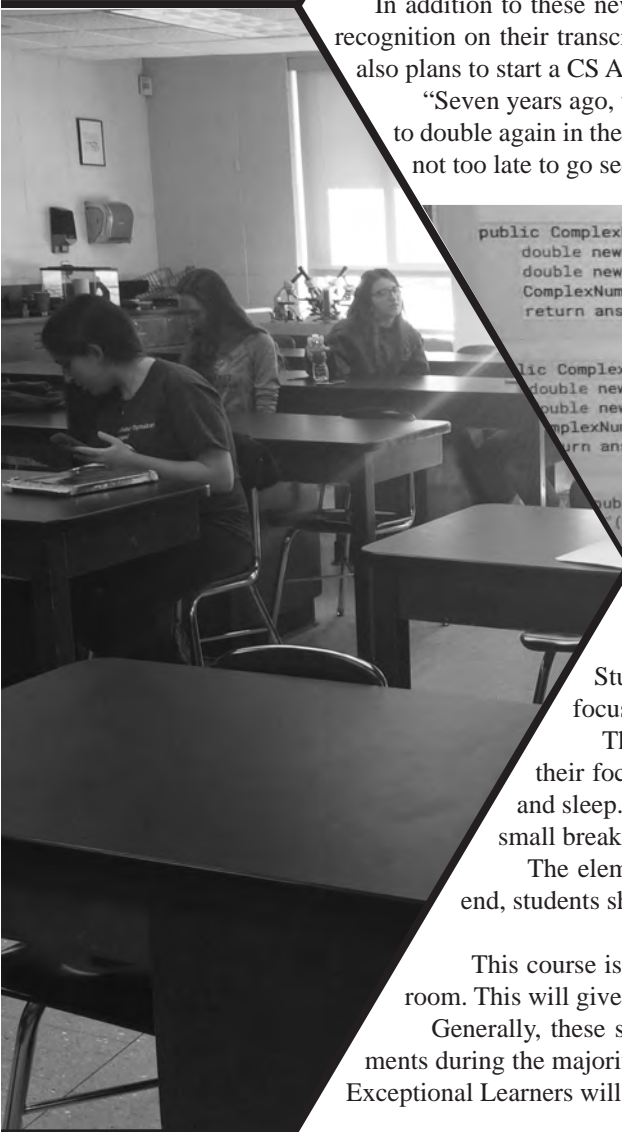
These courses were added to the curriculum for students specifically interested in this section of CS. For both classes, no prior programming experience is required or expected. The class will feature topics such as security principles, classic and modern cryptography, and malicious software. To be eligible for the Honors version of the course, students must have received an A or B in Honors Algebra 2. There are no prerequisites needed for the CP version. There will also be a large difference in difficulty between the CP and Honors courses.

All other CS classes will continue to be offered and students can visit westhills.com or go see Mr. Sarkar in room 414 after school on Mondays, Tuesdays, or Thursdays with any questions.

In addition to these new courses, any student who graduates with at least four CS courses will receive a pathway recognition on their transcript that states they earned a "Concentration in Computer Science." The Math Department also plans to start a CS Academy of Westhill in the next few years.

"Seven years ago, the math department had 17 CS students. This year we have 170. We expect that number to double again in the next three years. That is why we are excited to bring these new classes to Westhill. It is not too late to go see your guidance counselor," Mr. Sarkar, CS teacher, said.

WESTHILL HIGH SCHOOL STUDENT COURSE SELECTION SHEET 2019-2020 GRADES 11-12			
Last Name	First Name	Grade	Counselor
		11	Dunst
Please select enough classes to fill your entire schedule (7 full periods) Put an X in the box next to each class you would like to take next year. Circle two additional classes as alternates. Classes with a * are half-year.			
ENGLISH	SOCIAL STUDIES	MATH	SCIENCE
<input type="checkbox"/> English 11 <input type="checkbox"/> English 11 Honors <input type="checkbox"/> ECE/AP English 11 <input type="checkbox"/> CP English 12 <input type="checkbox"/> English 12 Honors <input type="checkbox"/> AP English 12 <input type="checkbox"/> English 9 Credit Recovery*	<input type="checkbox"/> Civics Honors* <input type="checkbox"/> CP Civics* <input type="checkbox"/> AP US History <input type="checkbox"/> ECE/AP US His <input type="checkbox"/> CP US History <input type="checkbox"/> US History Honors <input type="checkbox"/> AP US Gov & Pol <input type="checkbox"/> AP Micro Econ <input type="checkbox"/> ECE/AP Micro Econ <input type="checkbox"/> AP Macro Econ <input type="checkbox"/> ECE/AP Macro Econ <input type="checkbox"/> AP Psychology <input type="checkbox"/> AP European History <input type="checkbox"/> ECE/AP European History <input type="checkbox"/> Economics <input type="checkbox"/> ECE Essentials of Economics <input type="checkbox"/> Philosophy Seminar Honors (12 th only) <input type="checkbox"/> Law & Justice* <input type="checkbox"/> Intro Psychology* <input type="checkbox"/> Contemporary Issues* <input type="checkbox"/> Latin American Studies* <input type="checkbox"/> World Geography & Cultures* <input type="checkbox"/> African American Studies 1* <input type="checkbox"/> African American Studies 2* <input type="checkbox"/> American History through Pop Culture*	<input type="checkbox"/> CP Algebra 1 <input type="checkbox"/> Integrated Math 2 <input type="checkbox"/> CP Geometry <input type="checkbox"/> Geometry Honors <input type="checkbox"/> Statistics & Probability <input type="checkbox"/> Advanced Algebra & Geo <input type="checkbox"/> CP Algebra 2 <input type="checkbox"/> Algebra 2 Honors <input type="checkbox"/> CP Pre-Calculus <input type="checkbox"/> Pre-Calculus Honors <input type="checkbox"/> CP Calculus <input type="checkbox"/> AP Calc AB <input type="checkbox"/> ECE/AP Calc AB <input type="checkbox"/> AP Calc BC <input type="checkbox"/> Multivariable Calculus <input type="checkbox"/> Algebra 3 & Trig* <input type="checkbox"/> Statistics & Prob* <input type="checkbox"/> Intro to Computer Science* <input type="checkbox"/> AP Computer Sci Princ <input type="checkbox"/> AP Computer Science A <input type="checkbox"/> Data Structures and Algorithms <input type="checkbox"/> CP Cyber Security <input type="checkbox"/> Cyber Security Honors <input type="checkbox"/> Python A* <input type="checkbox"/> Python B* <input type="checkbox"/> ECE AP Stats <input type="checkbox"/> AP Stats <input type="checkbox"/> NCC Bridges Math <input type="checkbox"/> Math Independent Study	<input type="checkbox"/> CP Biology <input type="checkbox"/> CP Chemist <input type="checkbox"/> Honors Chem <input type="checkbox"/> CP Physics <input type="checkbox"/> Honors Phys <input type="checkbox"/> Human Phys <input type="checkbox"/> CP Forensic <input type="checkbox"/> AP Biology (I <input type="checkbox"/> AP Chemist <input type="checkbox"/> AP Physics I <input type="checkbox"/> ECE AP Phys <input type="checkbox"/> ECE AP Ph <input type="checkbox"/> AP Physics <input type="checkbox"/> AP Environ S <input type="checkbox"/> ECE/AP En <input type="checkbox"/> Intro to Rob <input type="checkbox"/> Science Res <input type="checkbox"/> Independent <input type="checkbox"/> Science Fair <input type="checkbox"/> Environ Sci <input type="checkbox"/> Marine Biol <input type="checkbox"/> Forensic Sc <input type="checkbox"/> CP Earth S <input type="checkbox"/> CP Space S <input type="checkbox"/> Bio Ethics* <input type="checkbox"/> Bio Tech* <input type="checkbox"/> Consumer I
		LAP <input type="checkbox"/> Math 11	Sheltered <input type="checkbox"/> Sh Biology <input type="checkbox"/> Sh Chem
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public ComplexNumber multiply(ComplexNumber x){//complex * complex
double newRealNumber = (this.realNumber * x.getRealNumber()) + (-1.0*(this.imaginaryNumber * getIm
double newImaginaryNumber = (this.realNumber*x.getImaginaryNumber()) + (this.imaginaryNumber * x
ComplexNumber answer = new ComplexNumber(newRealNumber, newImaginaryNumber);
return answer;

public ComplexNumber divide(ComplexNumber x){//complex * complex
double newRealNumber = (this.realNumber * x.getRealNumber()) + (-1.0*(this.imaginaryNumber
double newImaginaryNumber = (this.realNumber*x.getImaginaryNumber()) + (this.imaginaryNum
ComplexNumber answer = new ComplexNumber(newRealNumber, newImaginaryNumber);
return answer;

public String toString(){
return "(" + realNumber + " + " + imaginaryNumber + "i";
```

Mindful Art (Half Year)

This half year class focuses on the basic tenets of mindfulness. Students cannot be productive or manage themselves if they do not focus on their mind.

This course is meant to help students reduce stress and anxiety, increase their focus, learn how to self-regulate, and improve their academic performance and sleep. In this class, students will also focus on learning how to take advantage of small breaks in the day and remember to check in with themselves throughout the day.

The elements and principles of design will be incorporated into the course and in the end, students should develop a stronger connection with the creative process and themselves.

Art Partners (Half Year)

This course is designed for Westhill's Exceptional Learners who have special needs in the classroom. This will give them the opportunity to be with the typical student community one on one. Generally, these students are not in regular education classes and are taught in self-contained environments during the majority of the day. This allows them the medical and emotional support staff they need. These Exceptional Learners will now have the chance to cultivate their creative side in a friendly environment in Westhill.

Advanced Clay (Full Year)

Many students have been upset about the lack of a full year advanced potter's wheel or a level two Ceramics class. The Art Department created this class to stop this frustration. Wheel-throwing skills and hand-building skills will be focused on in this class.

The students will also learn techniques to aid them in creating both decorative and functional pieces. This class will also be a stepping stone to the development of AP 3-Dimensional Design Portfolio for next school year.

Advanced Photography Honors (Full year)

There are many students asking for a Level 3 Photography course where they could develop and submit an AP 2-Dimensional Design portfolio with a concentration in photography. Advanced Photography will now be offered, where they will work in a traditional darkroom and digital images.

These students are generally recognized in local and statewide scholarship shows and competitions and will hopefully gain more opportunities with this addition. At this advanced level, students will also receive one-on-one support and learn how to work at a professional level. Anyone can watch this develop by following @artwithmrds on Instagram.

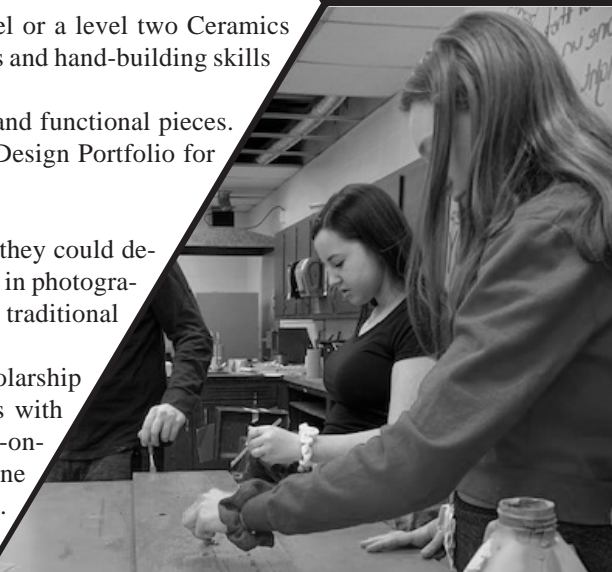
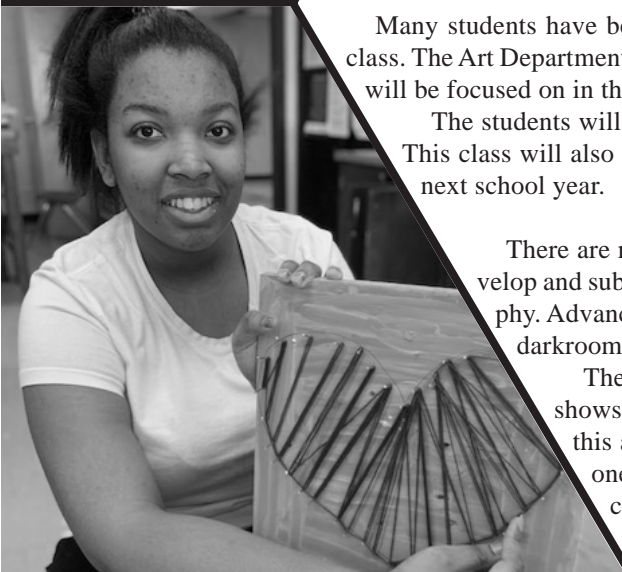
Intro to Robotics (Full Year)

Dr. Khazanchi, a physics teacher, has advised a robotics club after school for numerous years. This club involves inquiry and coding in relation to robots. However, this did not give students enough time to develop the skills needed to compete. This new science class is being offered in the hopes that students will be able to see how robots work and create robots that are ready for competitions.

Science Research (Full Year)

The Science Research class will be a way for students to research topics and do projects similar to what would be done for a science fair. After bringing back the science fair three years ago, the Science Department saw that there was not enough time for students to fully develop ideas because it required a lot of out-of-school commitment. The Science Department wants to encourage problem solving and give students a reason to be excited about science and inquiry.

"The Science Research class is an opportunity for students to do some deeper research and experimentation. I hope to contact universities, which would allow students to work under a professor. This would allow our students access to more sophisticated equipment and guidance in the area they are researching," Mrs. McNamara, Science Department Head, said.



SLAY OF THE MONTH: KATHRYN KOPEC

My personal style emerged at a young age and over the years has developed into what my peers label as edgy, goth, punk, and artsy, among other things.

I am never content with any label because my style is continuously evolving.

My inspiration is derived from social media influencers, music, movies, and my friends, but is always changing.

When it comes to day-to-day outfits, my emotions have a strong influence in dictating my confidence and how I want to present myself.

Social media also plays a huge role in my fashion choice. It also has played a major role in how my clothing style developed, as much of my inspiration comes from Instagram influencers such as @toopoor, @internetgirl, @oanhdaqueen, and @cheriemadeleine.

Seeing frequent outfit posts on Instagram influences my views on new trends and motivates me to present myself well.

The revivalism of emo and punk trends of the 2000s down to the grunge or rock trends of the 1980s are where I

base my style inspiration.

As music and fashion correlate, I pull influence from artists who helped define my favorite genres, such as punk, rock, underground emo rap or hip-hop, and heavy metal. These outfits usually consist of darker color palettes, hardware jewelry, layering, and platform shoes.

Artists such as Avril Lavigne, Courtney Love, and Marilyn Manson have all significantly impacted my style. The 1990s into 2000s skater style also plays a considerable role, as many images from these eras inspire my outfits, plus I love oversized and layered clothing.

I have involved myself in a culture dominated by "high-fashion."

Ian Connor, the creator of Playboi Carti and president of sub-community brands, such as Revenge/Storm and FTP, is one of my inspirations. His influence inspired the flourishing streetwear niche, a dedication to presenting an artistic view on urban city life and dirty chucks.

To narrow down how I choose my outfits, I usually gravitate towards oversized high-waisted jeans and tie off an oversized band tee with a statement belt and Converse shoes.

Color palettes also play a role in deciding my outfits,

as I usually choose complementary or monochromatic pieces to go together. An all-black outfit with one statement color is often most comfortable for me to assemble.

Jewelry is an essential of mine, as I love layering silver hardware necklaces and chains on my neck or as paint chains and always having hoops in all my ear piercings.

Statement earrings are always necessary. I make a lot of my own earrings just because I cannot find them in stores.

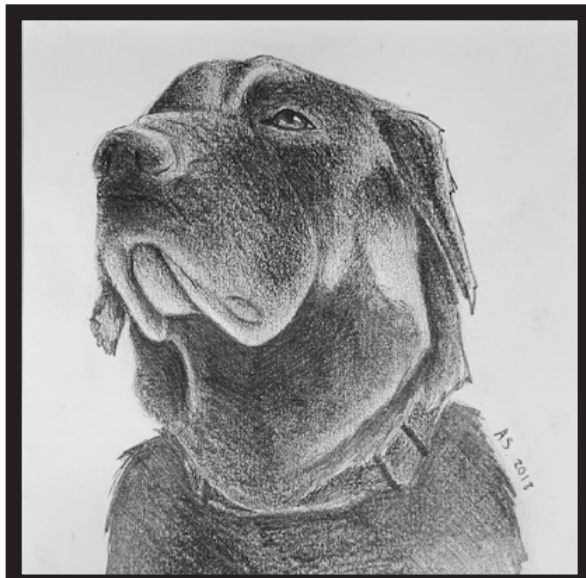
When it comes to finding clothing, I usually thrift a lot of my wardrobe, not only because I do not believe in supporting fast fashion, but I am also able to find unique or deadstock items. Plus, it can be much cheaper.

My version of online shopping resides on reselling apps such as Depop and Poshmark. Brands are not a priority for me; the most enticing quality of thrift apparel is being able to wear clothing that evokes positive emotions rather than promoting a label due to its stature.

Ultimately, my fashion is an ongoing evolution and experimental process that fluctuates due to my own self and societal impact.



ARTIST OF THE MONTH: ADRIANA SPARAN



Addison Magrath
Editor-in-Chief

The Westword (TW): How did you become interested in art?

Adriana Sparan (AS): Art was kind of a pastime, but the more I did it, the more I enjoyed it and it became kind of therapeutic for me.

TW: How would you describe your style?

AS: My style is more like realism and semi-realism because I like putting in the effort and the details. The more details and work I put in, the more proud I am of it.

TW: What has influenced your style?

AS: Mostly just things around me have influenced my style. If I am watching a movie and I see symbols in it, those might inspire me. Just things around me really.

TW: What medium do you like to work with?

AS: I like to use pencils so I can shade and add values. I also enjoy painting because it brings out the texture.

TW: Is there a piece of work you are most proud of? If so, which one and why?

AS: I am proud of one I did recently, a T-Rex, because it really looked like a T-Rex (bottom left image).

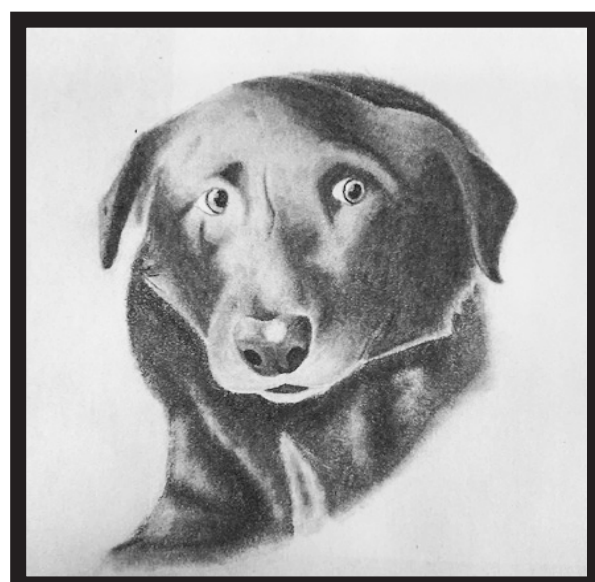
TW: Are there any messages you want to convey with your art?

AS: I try to show that I am really enjoying it, rather than just wanting to do it because it comes naturally to me. I try to show that I actually enjoy art.

TW: Are there any artists you look up to for inspiration?

AS: There are a few artists on Instagram [that I look up to]. They have different styles and techniques. When they post videos of painting, I find it very soothing and informative and it gets me in the mood to paint.

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



AS: My advice would be that if your feelings are strong about art, then do not just give up. If they say you cannot draw a circle, do not just believe it, try it. Because you could draw anything if you just try.

TW: What are some goals you have for your art?

AS: I want to practice more so I can become better at it and I kind of want to go to an art school so that I can, not just do art, but I can make a career out of something that I love.

TW: Are there any specific careers you are thinking of pursuing?

AS: Well I want to do art but I also have an interest in writing so I have two things to choose from.

TW: Did you teach yourself art?

AS: I kind of taught myself because I started when I was in seventh grade.

TW: How do you know when a work is finished?

AS: I know when a work is finished when I feel like what I envisioned is there on the page.

TW: Do you doodle?

AS: Yes, I doodle a lot.

TW: What is your favorite thing to doodle?

AS: I used to doodle eyes and noses and lips at some point, but I stopped because I needed to focus on my work.

TW: Was there ever a time when you could not get what you envisioned on the page? If so, how did you overcome that?

AS: Well, I either could not get what I saw in my head on the page or I would have artists block and no matter how hard I tried I got frustrated. The way I got over it was by doing a warm up. For example, say I was watching Marvel, I would try to draw the symbols of Iron Man or Captain America.



Photos contributed by Adriana Sparan & Ms. Nesbitt.

Comedy shows are on the up-and-up

Alexandra Watkinson
Online Executive Editor

Whether it is *Saturday Night Live*, sitcoms, or stand-up comedy specials, everyone, especially teenagers, seems to be hooked on comedy.

Many individuals and teens are suddenly interested in popular comedians, whether politically focused or not. Although comedy has always been popular, more people have started paying attention in recent years.

Comedy attracts large groups of teenagers because it makes them laugh and they can find solace in the jokes comedians make.

"I enjoy watching stand-up comedy because comedians often have such great stories and observations that make me laugh," Ethan Essensfeld ('19) said.

Many comedians will touch on controversial topics such as mental health and politics.

Comedians usually have relatable comedy, which is appealing to teenagers. Hearing others joke about relationships, anxiety, and high school makes teenagers feel less alone.

Stand-up comedy can feel much more personal than regular television. Comedians often talk as if they are engaged in a conversation with their audience. This can make fans feel like they are being "seen" by these comedians. It reminds audience members

that these stars are people too.

Some of the most influential comedians right now are John Mulaney, Bo Burnham, and Nick Kroll.

On March 3, Mulaney performed twice at the Palace Theatre in Stamford with Pete Davidson. Both shows were packed, with an immense amount of Westhill students in attendance.

"I went to the show because I find Mulaney's humor befitting to my taste. I like his classic style and how wholesome his comedy is," Lilah Steinberg ('21) said.

Mulaney is quite well known and loved by teenagers these days. Some people might argue that he is the most popular comedian with teenagers today.

Teenagers can be commonly found quoting Mulaney's many bits, such as the topical "Horse Loose in a Hospital" bit, in which Mulaney compares President Trump to a horse loose in a hospital, and "Street Smarts," in which Mulaney describes a stranger danger situation.

"I had been a fan of Mulaney for a while after seeing his Netflix specials. I jumped at the chance to see him when the opportunity came up. I really like Mulaney's ability to make random instances relatable and personable to his audience members. His overall charismatic personality makes him enormously enjoyable to watch," Ries Allyn ('19) said.

Mulaney's specials have gained notoriety among teenagers because of his comedic stylings are, as well as how easily accessible they are to viewers. The specials can be found exclusively on the streaming giant Netflix.

Netflix has honed in on the stand-up comedy game, with Netflix producing around 150 stand-up specials in multiple languages since 2012.

This has made stand-up comedy more accessible to teens, greatly increasing the amount of specials teenagers sit down to watch.

While there are plenty of reasons as to why teenagers have increased their interest in stand-up comedy, the main reason appears to be the simplicity.

Also, most teenagers are at the point where they have a general knowledge of real world topics and they are able to learn more even through these comedic bits.

"I love stand-up because it is like a conversation between the comedian and the audience, and I love how they can turn any situation into a funny one," Morgana Knopoff ('20) said.

Today, teenagers have taken a special liking to comedy of many sorts. They watch clips and segments to put a smile on their face and distract from the stress of their everyday lives. Comedy can have this effect on anyone if they let it happen.



NEW IN STAMFORD John Mulaney and Pete Davidson made a pit stop at the Palace Theater to put on a comedy show. Many Westhill students quickly bought tickets to see the two in action.

Photo by Harrison Travaglinio / Photo Manager.

"Sucker" brings back memories

Olivia Berni
Staff Writer

The Jonas Brothers first became a band in 2005, and became well-known for their appearances on multiple Disney Channel shows. The boy band consists of three brothers, Nick, Kevin and Joe Jonas.

They peaked in the 2000s when they were given their own show, released four albums, and were even nominated for a Grammy in 2008.

Although they did not win the award, the group did man-

age to win the Breakthrough Artist Award at the 2008 American Music Awards.

After selling over eight million albums by 2009, the group split in 2010 so the brothers could focus on their work as solo artists. Yet, when they went to get back together in 2012 to craft a new album, the recording was cancelled which led to their ultimate breakup on October 29, 2013. This breakup broke the hearts of many adolescents.

The brothers then started their own successful careers. Since then, nothing had

been produced as a group.

This changed in late February of 2019 when the group announced that they would be releasing a single on March 1.

At the stroke of midnight on March 1, the Jonas Brothers released a three minute song titled "Sucker," ending their six year hiatus.

The song has received positive feedback, and listeners say that it has the "old Jonas Brothers sound."

"I love it. My childhood self is jumping up and down and crying," Malina Lasicki ('20) said.

The song is popular with current high school students because their generation grew up listening to the Jonas Brothers.

"The Jonas Brothers comeback is the best thing to happen to me since my Bat Mitzvah," Marley Schweber ('20) said.

Many students are reacting positively to the song, since it really does bring back great memories. The song itself features a quick and catchy beat and revolves around the topic of love.

"Although it is kind of repetitive, it does have an upbeat [sound] that I do like," Christian DeSimone ('20) said.

Just like most pop songs these days, the Jonas Brothers touch on how they are "suckers" for their significant others.

For example, the beginning of the chorus reads, "I'm a sucker for you, you say the word and I'll go anywhere blindly. I'm a sucker for you, yeah, any road you take, you know that you'll find me."

The lyrics paint an image for the listeners and allow them to really understand what they are listening to.

Soon after the song was released, the Jonas Brothers de-

buted the music video. The video features all three brothers along with their significant others including Priyanka Chopra, Sophie Turner, and Danielle Jonas. It is set in a large mansion in England.

The video also shows all of the women in crazy, extravagant outfits while they examine and hang out with the boys while the brothers looked more reserved.

The brothers can be seen doing crazy things such as fencing and dancing. It appears as if the brothers were trying to impress their significant others while also showing that they will do anything for them.

Many teenagers and adults are extremely excited about the comeback. Still, some believe that the only reason that it is so popular is because it is the Jonas Brothers.

"It would not be as popular as it is if it was not the Jonas Brothers. The fact that they got back together made it better," Abby Sottile ('19) said.

The release was out of the blue and was only announced a few days before it debuted. Despite the surprises, old and new fans were excited to hear a song from the beloved Jonas brothers.



BLAST FROM THE PAST The Jonas Brothers are loved by old and new fans and all still look forward to any music they release.

Photo courtesy of pixabay.com.

The rise of Broadway tunes

Myra Perez
Staff Writer

Broadway shows combine sets and live music to create an experience that is unmatched. However, once the show is over, audience members are able to walk away with one thing besides the Playbill, the music stuck in their head.

The increase in individuals downloading Broadway playlists is becoming more common as songs are being popularized as the show is being shown.

"I listen to Broadway music sometimes more than I listen to regular music because it has more of a story," Chelia Galvez ('19) said.

As people have different opinions on music, some will not listen to Broadway music at all because they lack interest in it. However, for even those who find it hard to sit through an entire show, the music serves as a sweet escape.

According to broadway.org, the most popular Broadway shows are *Les Misérables*, *Wicked*, and *Phantom of the Opera*.

In the past two years, *Hamilton* has become notorious for their unique score and beyond expensive tickets. Even for those who have not seen the show, they would recognize a song from it if it came on the radio.

According to broadway.org, only 13 percent of teenagers in the U.S. preferred

Broadway music over any other type. However, there are rare cases where some high school students love Broadway tunes.

"I really love Broadway music because it tells a story. In particular, I really enjoy *Rent* as it shows a different side of Broadway," Brooke Boccuzzi ('20) said.

One of the reasons listeners may prefer Broadway music is because they recognize all the hard work it takes to put on the show and master the tunes.

Broadway music is different from regular music in many ways. These songs usually have a faster pace, and relate to the story of the show rather than just being done at random like regular songs.

"Broadway music can sometimes be more interesting to listen to rather than regular music, because it has more of a story it is telling throughout the song," Autumn Helens ('19) said.

People have an easier time connecting with Broadway songs, because they tell more of a story: a song with a backstory.

The stories have the ability to tell a story that people can relate to, or become more interested in. Musicals like *Hamilton*, and *Dear Evan Hansen*, have taken viewers by storm and left them with a story that resonates.

Broadway music has become more popular overtime, and has allowed people to hold on to the show they spent money to see.



BROADWAY LOVE Playbills are handed out at every Broadway show and in them are songs and their names, and the cast list.

Photo by **Cailey Koch** / Photographer.

Movie Review: *Captain Marvel*

Madison Thibodeau
Staff Writer

Captain Marvel, released March 8, stars Brie Larson as Captain Marvel. This movie is the first portrayal of a male superhero played by a female in their own film.

Fellow castmates in the film include Jude Law as Yon-Rugg and Samuel Jackson as Nick Fury.

For those who may not know much about Marvel Comics, the company was founded in 1939, introducing many of today's superheroes, such as *Spider-Man*, *Wolverine*, and *The Hulk*, just before the prime time for comics, the 1940s.

Marvel's rival company, D.C. Comics was founded later in 1959.

According to britannica.com, the Marvel Cinematic Universe was then developed by taking these comics and interpreting them through film, which became one of the most profitable franchises in film history.

The first film to be released was *Iron Man* back in 2008, and films continued to be released only months apart from each other since then. Before everyone knew it, characters began appearing as toys, clothing, accessories, and almost anything a fan could imagine.

Larson as Captain Marvel is

a step towards equality for women around the world, especially in the movie industry.

In the past year, many movies have been released focusing on either a female lead or different ethnicities. All have the same goal of making bigger steps towards equality and diversity in Hollywood.

According to *Slate Magazine*, "there is a real hunger among moviegoers for crowd-pleasing, action-packed comic-book block-

busters that also have something to say about contemporary issues of representation and equality."

Throughout the film, Larson is shown continuously standing back up after being knocked down, a very powerful underlying message in this movie.

Directors Anna Boden and Ryan Fleck convey Captain Marvel on her journey as a new superhero, who is in search of her true self along the way. She comes across events of her past and

has to decide the path in life she wants to take.

Larson does an outstanding job connecting with her character, and is able to emotionally connect with the viewers. However, she still manages to bring in a lighter, more comedic tone to the film.

Larson also had to train for months prior to the film to get into her best shape, suitable to play Captain Marvel.

We first learn Captain Marvel comes from the world of

Kree, where she is known as Vers and obtains her powers as a warrior in training. When she comes crashing down to C-53, planet Earth as we know it, landing in a Blockbuster video store, it is the year 1995 filled with grunge and payphones.

The first battle of many with the Skrulls takes place on C-53, where the story of her life before Kree pans out. Hostility between the two tribes comes down to which race can rule the galaxy.

Ultimately, Captain Marvel has to differentiate between what she has been trained to know, and the true reality of the universe. Similar to all Marvel movies, the twists and turns keep the audience engaged and shocked.

All in all, Marvel has yet again brought a thrilling yet humorous superhero movie to the table. Marvel continues to surprise fans and keep them craving more.

According to *The New York Times*, "it is inclusive and monopolistic, predatory and empowering. Every episode is unique—every hero is a complex individual with a singular back story—within an overall structure of sameness."

This is all topped off with the extra end-credit scenes that tease fans by hinting towards their upcoming installments. Be sure to add *Captain Marvel* to your list of must-see films in 2019.



WOMEN RUN THE GALAXY Brie Larson plays Captain Marvel in the new film, the first female playing a character planned for a man in a superhero film.

Image courtesy of [wiki.commons.org](https://commons.wikimedia.org/wiki/File:Brie_Larson_in_Captain_Marvel.jpg).
Graphic by **Addison Magrath** / Editor-in-Chief.

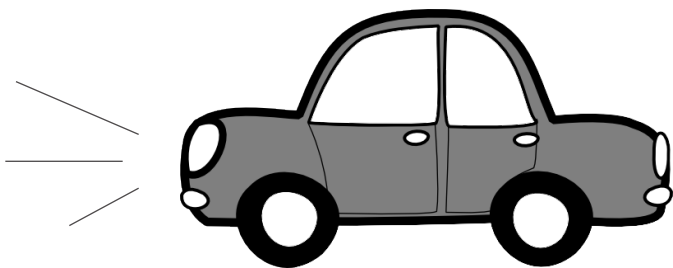
Emergency items to keep in your car

With the weather going through drastic changes, drivers should be more cautious of driving conditions and drivers around them. It is never too late to be prepared for an emergency while driving. Here are a few things to keep in your car for worst case scenario.



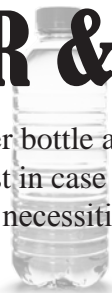
JUMPER CABLES

Jumper cables are great to keep in the car in case the car battery dies with no prior warning. These cables allow you to take electricity and power from a neighboring car and at least start the car one more time to get to your destination.



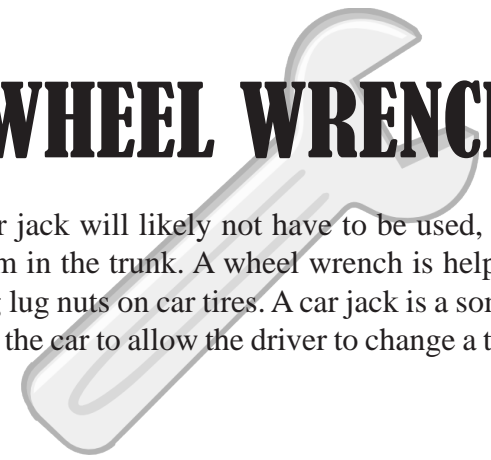
WATER & SNACKS

Always keep an extra water bottle and one or two snacks in the glove compartment. This is just in case you get lost or stuck in traffic and you need to have these necessities in your car.



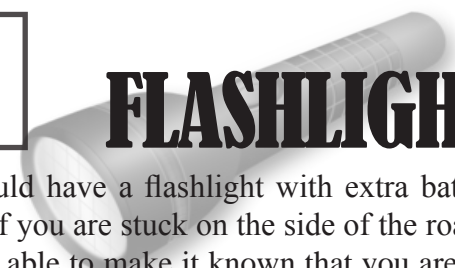
WHEEL WRENCH

A wheel wrench and car jack will likely not have to be used, but it does not hurt to keep them in the trunk. A wheel wrench is helpful for tightening and loosening lug nuts on car tires. A car jack is something used to lift up a part of the car to allow the driver to change a tire.



FLASHLIGHT

All drivers should have a flashlight with extra batteries somewhere in their car. If you are stuck on the side of the road with a flat tire, you need to be able to make it known that you are pulled over. Besides that, a flashlight will always come in handy.



Images courtesy of pixabay.com. & wiki.common.org.
Briefs by **Leiny Otero** / Staff Writer.



MINT PASTA

This mint pasta recipe has become a staple in my very large Italian family. It was conceived by my late grandfather, my Nonno, very soon after he and my Nonna arrived to the United States. The pasta dish is light, yet very flavorful and has become a summer favorite for my family. It is very easy to make, and it has become a tradition for my cousins and I to learn the recipe. You will be hard pressed to find a Boccuzzi family function or Sunday summer dinner without my grandfather's and now my father's famous mint pasta on the table. I hope you can bring this recipe home and enjoy it with your family as much as we have! — Lexi Boccuzzi ('20)

Ingredients

- 1 cup olive oil
- 5 cloves of finely chopped garlic
- 1/4 teaspoon of salt
- 1/4 teaspoon of black pepper
- 1/4 teaspoon of crushed red pepper (add more if you prefer it spicy)
- 1/2 cup mint leaves
- Dash of Pecorino Romano cheese
- 1 pound of linguini
- Lots of patience and love



PICTURE PERFECT This pasta is perfect for any family occasion and is a great dish for a hot summer day.

Directions

- Bring all the ingredients before the mint leaves to a boil (remember to not overcook the garlic) in a saucepan.
- Turn the flame down to medium.
- Finely chop all the mint leaves and add to the saucepan at medium heat.
- Let that simmer for two minutes.
- Add one cup water to the saucepan and let all the ingredients simmer for five minutes heat.
- Taste the mixture to determine if additional salt, black pepper or crushed red pepper are needed.
- In a large pot add four cups of water and bring to a boil. Add one pound of linguine and cook for ten minutes.
- Drain and add mint sauce and pecorino Romano cheese.

Image courtesy of pixabay.com.

Sudoku for beginners

		3	9	5	8	4		6
5	9	6		7		3		
	7		3	6	1		9	2
		5	1				6	
7							4	
2			8	4	7		5	
6		2			3	9	1	4
9	4				6	8		7
	8		4			6		5

Spring Cryptogram

Hidden in this puzzle is a phrase about the changing seasons.
Match the letters with their corresponding numbers to 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
	10				26	14			16	22		19		23		15				9	18		1		17

T						A										I									
13	3	8				21	4	2	24		4	5	8		14	8	13	13	12	11	14				
W						R						D				S									
25	4	5	19	8	5		4	11	21	13	3	8		24	9	11		12	24						
						I										L									
						24	13	4	2	12	11	14	23	9	13	6	23	11	14	8	5				

Women making their mark in sports

Ruby Streett Apicella
Staff Writer

Many female athletes have shattered the glass ceiling of professional sports and challenged the notions of the roles of women on the field, the dance floor, and the courts. For many, these women exemplify not only athletic power, but a strength of character setting them apart from men and women in sports alike.

In the ballet world, a slim body and a fair skin tone populate most of the community. As a traditional art form created in the 15th Century, ballet has been performed predominantly by the Caucasian race.

Overweight or heavier individuals have traditionally been shunned as their body type does not fit the specific ideal, and it is easier to flow gracefully if slim. The struggles of dancing as a profession often result in distorted body image, mental health struggles, and eating disorders.

However in recent years, the professional scene gained someone who would stand up against these factors.

A young woman named Misty Copeland was named the first African American woman to become a principal dancer in the American Ballet Theater Company, one of the top three classical

ballet companies in the United States.

This renounced the stigma that women of color should not be in the ballet community.

Having struggled prior to conform to traditional professional ballet aesthetics, Copeland has now become an advocate for African American women in the dance community.

Her success has provided her the platform to change perceptions about the issue. Copeland has been named one of the 100 most influential people in the world by *Time Magazine*.

Being one of the most decorated athletes, for both men and women in a sport is a groundbreaking and rare experience.

Serena Williams, a professional tennis player, now holds the title for having won more Grand Slam titles than any male tennis player at 23 titles.

Williams has won the Grand Slam so many times that she holds the most titles in singles, doubles and mixed doubles. She received the title of winning all four Grand Slam titles twice, the third person to ever do that in the world.

Williams holds the all time record for the most women's singles matches won at Majors with 335 matches. The Women's Tennis Association named her the

Number One Tennis Player in the world eight times.

"Think of all the girls who could become top athletes but quit sports because they are afraid of having too many defined muscles and being made fun of or called unattractive," Williams said to globalcitizen.com.

One of the main points she sends to her supporters is that women should stick together and empower one another. She believes that standing up for oneself and for others is an important topic in the female community and she supports it through every step.

"It is so important to not let other's negative attitudes weigh you down," Betsy Sachs ('20) said.

Similar to tennis, basketball has typically been viewed as a masculine sport, one for tall, athletic men. The coaches are mostly male figures, and the men's league has always been more popular than women's professional basketball.

Becky Hammon, a 5'6" woman, was always told she would never become a professional basketball player. She was always doubted because of her height and is now seen as an inspiration.

Gender does not define

Hammon's love for the sport. She continues to defy typical gender roles, and since 2014 she has become the assistant coach for the San Antonio Spurs in the National Basketball Association (NBA).

"Seeing how high the bar is set for women makes me want to push myself harder to show that my capabilities are not limited by my gender. Working with men can be tough, but it has made me a more competitive athlete," Sophia Thagouras ('20) said.

In recent years, gymnastics and sexual harassment has become an increasingly important topic. Aly Raisman is a professional gymnast and a silver and gold Olympic medalist. She has won endless competitions throughout her career and is a recognized athlete.

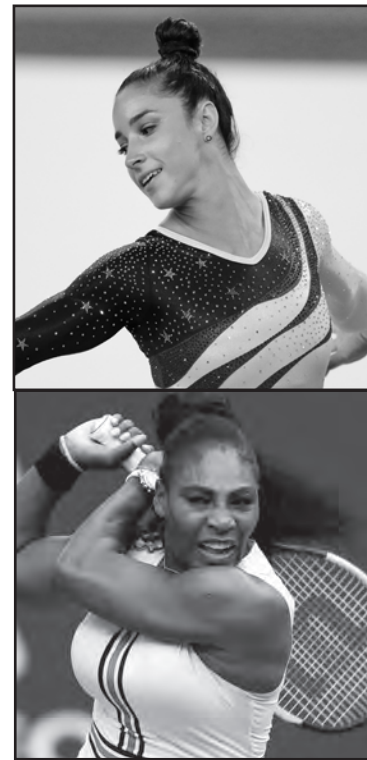
Raisman claimed that ever since she was 15, Larry Nassar, the team's athletic trainer, had taken advantage of her. Raisman chose to speak out against him at his sentencing.

In 2018, Raisman filed a lawsuit against USA Gymnastics and the U.S. Olympic Committee (USOC) claiming both organizations "knew or should have known" about the ongoing abuse.

Raisman supports women who are victims of abuse and sexual violence, especially in the

sports world. She is now working to fight against this issue, trying to stop it from happening to other innocent young women.

Women in sports have proved themselves to be strong and courageous individuals, who will not suppress their talent for any man, statistic, or expectation.



STRONG WOMEN Williams and Raisman have made a name for themselves in their athletic fields.

Photos courtesy of pixabay.com.

Synchronized skaters practice outside of school

Yulia Lozynska
Staff Writer

Besides high school's classic sports such as baseball, lacrosse, and volleyball, some athletes choose to train and compete for a sport outside of Westhill. This is because they are not offered here and athletes are then forced to venture outside the school to play that sport.

One of these sports is synchronized skating, and there are multiple girls from Westhill who practice and compete for various other teams.

A common club team in this area is Southern Connecticut Synchronized Skating which has three teams: elementary, middle, and high school students.

There are eight girls on the team from Westhill with a total of 14 girls on the team. Most of the girls have been a part of the club since they were young, and they worked their way up through the levels.

The team has practice on Mondays and Thursdays from 5:30 a.m. to 6:30 a.m., and Wednesdays and Fridays from 3:30 p.m. to 6:30 p.m.

Each skater has certain requirements and commitments they follow and stick to in order to continue advancing and doing well at competitions.

"I started taking skating lessons when I was six years old, and it just kind of stuck. It was the only sport that I ever really clicked with," Kara McLaughlin ('19) said.

Skaters have individual practice for one hour on the ice, and one hour of exercise.

There are frequent tests outside of practice to make sure they all remain in sync.

Also, the girls have to maintain a certain level of proficiency if they want to move up a level. When the girls start training at a young age, they continue conditioning and practicing to reach the most advanced level.

"I started skating at the age of five, and I joined the synchro team at the age of ten. It has been an amazing six years and I met so many amazing people. It is going to be really hard to leave this year," Neveah Mills ('19) said.

Throughout the season, there are four competitions in total where club teams throughout the Northeast compete against one another.

Synchronized skating is not an easy sport, and it can also take up a lot of time afterschool. Due to this, skaters have to manage their time in school to ensure they stay on top of all their school work.

"I usually take advantage of any time I have during school like study halls to get school work done, and I usually do most of it during the weekend," Alyssa Fish ('19) said.

This year, the girls had an exceptional season where they placed second twice, and came in fourth twice at their state and regional meets.

They recently placed fourth out of 29 at the Eastern Division Conference, earning a Pewter Medal.

Everyone on the team has a role to play to ensure they perform well. The girls are expected to attend every practice, team bonding activities, competitions, team din-

ners, and gatherings.

Being a member of the team costs a decent amount of money due to travel expenses, equipment, and training hours. The price to be on the team ranges between 2,000 to 3,000 dollars every season.

When it comes to competitions and practices, all the girls have to look and dress the same.

During each practice, they are required to wear black pants, a purple long sleeve shirt, and a black jacket. At competitions, they wear dresses, tights, parkas, and their sherpas.

Synchro skating is a very common sport, but many high schools do not have the means to support a team and there have been no requests so far.



ON THE ICE The girls exhibit their hours of work and practice on the ice at a competition.

Photo by Rocío Pontex / Contributor.

Different rules in boys and girls lacrosse

Bella Vaccaro
Staff Writer

There are a lot of similarities between girls and boys lacrosse. However, this sport has become notorious for the difference in equipment, rules, and player expectations.

Both sports rely on stamina, mental toughness, and the goal to get the ball to the opposing team's net. This being said, there are also a vast number of differences. The gear and protection, the style of plays like cradling, and certain physical contact rules and guidelines.

"The most significant difference is that boys lacrosse is a lot more physical than girls. Boys lacrosse requires you to be constantly physical while you play while in girls lacrosse there is almost no physicality at all," Glen Dombroski ('19) said.

In girls lacrosse, there is a much smaller amount of equipment. The girls are not allowed on the field without their stick, goggles, and mouthguard. Along with the goalie who has more layers including padding and helmets in girls lacrosse.

The lack of equipment is due to there being little physical contact. If you check or hit the stick

or a player, it will immediately result in a penalty.

In boys lacrosse there is far more equipment due to the fact that it is a very physical, hands on sport. Men are required to wear helmets, mouth guards, shoulder pads, elbow pads, and gloves. Although boys lacrosse is very physical, violent checking will result in penalties.

Another significant difference in the two is the overall gameplay and rules. In girls lacrosse, in order to start the game and resume play after a goal, two players on each team perform the draw where the ball is placed in the center of each girls stick. The ball will then be flung into the air at the sound of the whistle.

In boys lacrosse, they resume the game immediately following a goal. Their draws are called "face offs." One player from each team are in a crouched position and fight for the ball with their stick.

"Draw controls are important in both boys and girls lacrosse because it gives you the first chance to get it down the field and score," Emily Reid ('20) said.

In girls lacrosse, there are 12 players on the field. There are four attackers, four defenders, three midfielders and a goalie.

Out of the 12 players playing on the field, seven of them are only allowed to be past the restraining line on their end of the field. When they run to the other side, eight players will now be past the restraining line because the goalie is now counted.

In boys lacrosse, there are ten players on the field. There are three attackers, three defenders, and three midfielders and a goalie. Out of the ten players on the field, the three attackers on each team have to stay on the offensive side of the field and the three defenders must stay on their side. Like girls lacrosse, the three midfielders are allowed to run the entire field.

Cradling is an important part in both girls and boys lacrosse. It allows the ball to be kept in ones stick while running. Due to the fact that checks are not allowed in girls lacrosse, it is important and smart to keep a tighter cradle right near your head due to the fact that you cannot check the stick when it is in that position.

"You have to keep the cradle very tight because you do not want a defender on the other team have the chance to take the ball from you," Michaela DePreta ('20) said.

Boys keep the stick and the

cradle farther away from their body so they can pass and shoot with a full range of motion.

All in all, the rules, techniques, and equipment vary greatly.



VISIBLE DIFFERENCES Boys and girls lacrosse practice and play in very different equipment.

Photo by **Harrison Travaglini** / Photo Manager.

A team you will not fore-get

Bailee Esposito
Ombudsman

Boasting over 20 teams, Westhill has no shortage of athletic opportunities for its student body. However, some teams are better known than others. The most popular at Westhill include lacrosse, baseball, softball, football, and field hockey.

Being one of Westhill's smallest teams with only five match players and 12 total, the golf team is a bit less known than its counterparts.

The golf team is one of the few co-ed teams at Westhill. The team is coached by Tom Cooke who does not work at Westhill.

"I only recently found out about the Westhill golf team, but it seems interesting," Claire Anderson ('20) said.

As not many students have been exposed to golf before, the team requires no prior knowledge of the game to join and would be happy to take new players under their wing.

Practicing Monday through Thurs-

day every week in the spring at Brennan Golf Course, team members will quickly acquire the skills necessary to succeed on the course.

With only three golf courses in Stamford, and only two open to the public, it may be hard for prospective players to practice before tryouts.

The team is lead by its two captains, Jared Goldstein ('19) and Rishi Jaaswal ('19) who hope to make their last year on the team count.

Goldstein and Jaaswal have both been on the team for all four years of high school.

"The golf team is looking forward to having fun on the course while also competing at the highest level," Jaaswal said.

While all sports are quite pricey, golf has an especially hefty price tag due to the expense of clubs and clothing. All team members must have their own equipment and wear appropriate clothes not only at matches, but also at practice as most—if not all—courses have dress codes.

For women, the dress code is often athletic dresses, skirts, pants, or knee length capris with a collared shirt. For men, collared shirts with pants or shorts are expected.

Certain garments like jeans, sweatpants, t-shirts, and more are considered improper on the course.

Once players are set with wardrobe and equipment, practice can begin. The team will often practice at the driving range as well as on the traditional course to boost their skills.

The golf team strives to create a

close-knit group of teammates through the teaching of values such as persistence, sportsmanship, and the value of hard work.

"I like team atmosphere. We work together in practice and have built a bond over the years. We are always looking to get better," Goldstein said.

As golf is known as more of a wealthy hobby by many rather than a true sport, the golf team hopes to change people's minds. Seeing the great effort and determination it takes to hone such precise skills will surely convince Westhill students that golf is a serious sport.

Even though the golf team may seem small and obscured, it is the perfect place to learn new things and meet fellow Westhill peers. Joining a sports team is incredibly enriching to a student's life, allowing them to apply what they have learned in the game to real life.

Golf requires focus, precision, and patience; all things that could enhance a student's schoolwork or overall life.

Also, golf is known for its notorious association with business and social aspects of adult life. Learning the sport while a person is in high school puts them ahead of others who may learn later in life not only in terms of skill, but later in terms of social or professional standing.

"Golf is a sport you can play your whole life, it is super fun, and the friendships you form on the team is unmatched," Jaaswal said.

With less than a month until the first match, the golf team is excited to meet new recruits and continue to strengthen themselves as a team.



ALL IN THIS TOGETHER The golf team practices often at the nearby golf course to prepare for their competitions. With only 17 students on the team, all train hard to ensure that they can each contribute to the team.

Photo contributed by **Rishi Jaaswal**

Pomerance showing love on the court



FULL SWING AHEAD Pomerance practicing his swing on Westhill courts.

Photo contributed by **Tyler Pomerance**.

Chloe Giulini
Managing Editor

Tyler Pomerance ('19) has been on the boy's tennis team since his freshman year. Over the last four years, he has contributed his time and dedication to the team and hopes to see it continuing to succeed in the future. Pomerance is seen as a passionate role model to his fellow players and coach. With his strong work ethic and love for tennis, he would not be opposed to a tennis career in college.

The Westword (TW): How long have you been playing tennis?

Tyler Pomerance (TP): Playing tennis runs in my family so I started young. I picked it up at a very young age. I was four.

TW: What first got you interested in playing?

TP: My family definitely got me interested. Everyone played so I knew it was for me.

TW: Do you ever wish you played another sport?

TP: I played a lot of sports as a kid including basketball, baseball, and golf but I stuck with tennis because I was best at it and enjoyed it. I would not change a thing.

TW: Do you plan on playing in college?

TP: As of right now, we will see. I am trying to go to a good school, so I might decide to walk on, play for the team once I get to college.

TW: What match do you play?

TP: I always play singles.

TW: Do you have an athletic role model?

TP: Yes, it would probably be Novak Djokovic. I grew up watching him, and he was the first player I ever watched on TV.

TW: How is the season looking as of now?

TP: We already started conditioning. All the players are trying to get into shape for the season and we practice everyday. We are going to start with some scrimmages to get us even more prepared.

TW: During conditioning, do you work out on the courts or down in the weight room?

TP: We focus more on running and cardio. We almost never go down to the weight room.

TW: How did the season go for you last year?

TP: Not too great. I did not play at the same level as previous years. I am going to try to get back on track this year.

TW: How do you think the team will do this year?

TP: We are looking really good. We have some new freshmen that can be very good. We have some good players so we will hopefully be better than last year.

TW: What is your personal goal for the season?

TP: My goal this season is to be a reliable player for the team and to make it far in the State Championship at the end of the year.

TW: Do you have any game day rituals?

TP: I like to listen to music and have fun in the warm ups before all my matches.

TW: Is there anyone that stands out to you on the team this year?

TP: My coach. He is not a teacher at Westhill. He is a tennis pro who volunteers to coach us. He does a lot for us and he makes the environment super fun.

TW: Is there a piece of advice you would tell the new freshmen?

TP: I would tell them to work really hard to improve their weaknesses and listen to the coach because he is very knowledgeable about the game and can help a lot. Also, have fun!

Reid leads team to victory



WARMING UP Reid is dressed warmly while preparing for a game.

Sabrina Boyd
Staff Writer

Emily Reid ('20) has been playing for Westhill girl's lacrosse since her freshman year, but has been playing the game for nearly a decade. She has already committed to Sacred Heart University. Making captain her sophomore year, she has consistently shown her dedication and love for the sport. She is seen as a role model for the rest of her team. She also hopes her lacrosse career will continue to grow and prosper over the upcoming years.

The Westword (TW): What are your goals for the upcoming season?

Emily Reid (ER): A goal of mine for this upcoming season is to make state.

TW: How long have you been playing lacrosse?

ER: I started playing lacrosse in first grade.

TW: What about lacrosse has kept you engaged?

ER: I love how fast paced the game is and being a part of a team.

TW: Where do you train for lacrosse, and how do you train other than playing the game?

ER: I go to Bluestreak as often as I can, but also try to run and lift on my own. I did indoor track for the first time this winter, which definitely helped get me into shape.

TW: Why are stick skills so important to lacrosse?

ER: Having good stick skills is super important for lacrosse. It is definitely a major advantage and way more fun if you do.

TW: What position do you play?

ER: I play attack and midfield.

TW: You are now a Division I athlete, how do you feel about this big accomplishment?

ER: Being able to play at this level in college for a Division I program has been a goal of mine since I started playing. It feels great to have finally reached it. I have worked really hard to get here, and my family has made a ton of sacrifices, so it means a lot to see it has paid off.

TW: Are you looking forward to playing in college?

ER: I cannot wait to play at Sacred Heart University. I am excited to play at college level. The game is going to be a lot faster so it should be really fun, it has also been a dream of mine to play in college since I was little, so to finally get the oppor-

tunity is amazing.

TW: What is your favorite memory so far from lacrosse?

ER: My favorite memory from Westhill lacrosse so far is beating Stamford High my freshman year.

TW: Do you have any personal game day rituals?

ER: I have a game day ritual that is kind of weird, but I carry this lightswitch in my lacrosse bag. Before I play or when I need to mentally reset, I flick the switch on. It allows me to get in the right mindset, therefore making me play better. Being able to reset after making a mistake is really important for any athlete, I used to struggle with this a lot, so I started using the switch to help me. Lacrosse does not come easy for everyone, it takes continued repetition and hard work and I wish I would have taken it more seriously because now I have one more year before my senior year, which means one more year to give it my all.

TW: What is one piece of advice you would give to freshmen?

ER: Do not be afraid to give it your all. The game takes patience and hard work but it pays off in the end.

Photo by **Harrison Travaglini** / Photo Manager.

Graphics by **Angela Ramirez** / Graphic Designer.



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Visit our website Lusheonline.com

***Westhill students with their ID
will get \$3 milkshakes
with the purchase of a meal
every Monday through
Friday from 2 p.m. - 5 p.m.***

APRIL SPORTS CALENDAR

Week 1 (1-6)

DATE: 2
EVENT: Varsity Boys Lacrosse
OPPONENT: Darien
LOCATION: DHS Center Oval
Turf Field
TIME: 5:30 p.m.

DATE: 4
EVENT: Varsity Girls Tennis
OPPONENT: Wilton
LOCATION: Home
TIME: 4:00 p.m.

DATE: 6
EVENT: Varsity Baseball
OPPONENT: Notre Dame-West
Haven
LOCATION: Home
TIME: 12:00 p.m.

Week 2 (8-13)

DATE: 8
EVENT: Varsity Girls Tennis
OPPONENT: Norwalk
LOCATION: Home
TIME: 4:00 p.m.

DATE: 12
EVENT: Varsity Indoor Track
OPPONENT: Staples
LOCATION: Staples H.S.
TIME: 5:15 p.m.

DATE: 14
EVENT: Varsity Girls Gymnastics
OPPONENT: New Canaan,
Fairfield Ludlowe, Fairfield Warde
LOCATION: GCA Fairfield
TIME: 10:00 a.m.

Week 3 (16-23)

DATE: 16
EVENT: Varsity Girls Ice Hockey
OPPONENT: New Canaan
LOCATION: Home-Terry Connors
TIME: 7:30 p.m.

DATE: 19
EVENT: Varsity Boys Diving
OPPONENT: Glastonbury
LOCATION: Glastonbury H.S.
TIME: 3:00 p.m.

DATE: 22
EVENT: Varsity Boys Basketball
OPPONENT: St. Joseph
LOCATION: Home
TIME: 7:00 p.m.

Week 4 (24-31)

DATE: 26
EVENT: Varsity Wrestling
OPPONENT: Ridgefield
LOCATION: Home
TIME: 3:15 p.m.

DATE: 28
EVENT: Varsity Girls
Gymnastics
OPPONENT: New Canaan
LOCATION: Home
TIME: 5:30 p.m.

DATE: 29
EVENT: Varsity Girls Hockey
OPPONENT: Darien
LOCATION: Home - Terry
Connors
TIME: 7:40 p.m.

Westhill Vikings

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



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