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THE GUIDON

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COVID-19

Take A Shot



Citizens ponder benefits, drawbacks of COVID-19 vaccines as Kansas starts distributions

By Emry Lundy
Hays High Guidon

With COVID-19 still looming over the United States a year after the pandemic began, scientists are doing their best to create vaccines. Two, one by Moderna and one by Pfizer, have been approved in the United States, while others await Food and Drug Administration approval. The vaccines, however, are causing quite the controversy.

Some believe that the vaccines are dangerous because of the lack of testing, while others say that vaccines are the best way to keep us all safe.

"In my opinion, if you're medically cleared to be vaccinated, then, of course, you should do so," science teacher Cheryl Shepherd-Adams said. "But, of course, I'm not a doctor, so if you have doubts, you should discuss it with your physician. That's the socially responsible thing to do."

The vaccines have begun to be distributed across the United States. In Kansas, there is a system that consists of five phases detailing who is eligible and encouraged to receive the vaccine.

Phase 1 included health care workers, nursing home residents and workers necessary for pandemic response.

Phase 2 will get the vaccine to those 65 years or older and those whose work is critical who have

contact with many others, such as emergency personnel, food service and grocery store workers and educators.

The third phase will reach anyone from ages 16 to 64 with severe medical conditions that increase the risk of COVID-19 infection. It will also reach the previous unincorporated critical, non-healthcare workers.

The fourth phase will include those ages 16 to 64 with medical conditions such as asthma, dementia, cerebrovascular diseases and liver diseases.

The final phase includes anyone 16 or older who was not in the previous phases. It may also include those younger than 16, but more studies are necessary before a decision is made.

Senior Alicia Feyerherm, who works at Via Christi as a dietary aide, received the two doses of the Pfizer vaccine on Dec. 28 and Jan. 19. Feyerherm said she thinks that those who are medically and physically able should follow the same course.

"I believe others should

receive the vaccine if it is made available to them, especially those working in vulnerable positions," Feyerherm said. "Everyone should discuss it with their doctor first and make sure it is safe for them to receive the vaccine. Getting vaccinated is better than getting COVID."

Some people want to get a vaccine but want to wait to see the effects of the first rounds of vaccinations.

"I will probably get it a couple months after it comes out to be sure that not many people experience serious side effects," sophomore Avery Harmoney said.

Others still are undecided and want to learn more about the vaccine before they make a decision.

"I don't think I have enough information to be sure of everything surrounding it," PE/Health teacher Haley Wolf said. "I haven't made a decision on whether or not to get vaccinated, but hopefully, everything goes well."

This is an understandable approach. New science, especially in fields one is unfamiliar with, can be difficult to understand.

"I do not really know much about the COVID vaccine, other than you need to get two shots in order for it to be effective," Harmoney said.

The new method these vaccines utilize seems to be one of the more common objections the vaccines are facing.

into contact with said illness again, they are less likely to get sick.

The trouble with developing vaccines for COVID-19 is that the virus has changed so quickly.

This led scientists to turn back to studies on mRNA vaccines. The concept has been in existence for several decades, but no previous mRNA vaccines have made it through testing.

According to the Centers for Disease Control and Prevention, or CDC, "mRNA vaccines take advantage of the process that cells use to make proteins in order to trigger an immune response and build immunity to SARS-CoV-2, the virus that causes COVID-19." This type of vac-

cine gives a person's cells instructions on how to make a part of the virus.

After a cell uses the mRNA strand and disposes of it, the antigen it made is ready for use. The new antigen produces antibodies and T-cells, which fight off the virus.

This new system means that the immune system is able to effectively protect against later infection. The CDC says there are many benefits of this new step in mRNA vaccines, such as the "use of a non-infectious element, shorter manufacturing times, and potential for targeting of multiple diseases."

Social studies teacher Matt Brooks has thought a lot about the vaccine, and he said he is concerned about the lack of trials for children and for pregnant women, but overall, he has confidence in the effectiveness of the vaccine.

"I think it's my responsibility as a citizen, plus a social studies teacher, to be engaged, and I've read as much as I can," Brooks said. "I certainly don't know the details of the science, but there's too much money at stake for these companies to think they're going to push something out that's not going to work. I think this was such a needed thing, and it wasn't just the United States doing this; the entire world was trying to focus on it and figure this out, and that's what really makes me have faith in it."

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VOLUNTEERING

Students help with COVID-adapted Night to Shine

By Nikka Vuong
Hays High Guidon

On Jan. 23, the Tim Tebow Foundation held its Shine Thru Drive Thru Promenade Parade in downtown Hays.

The parade was a unique way for the community to show their support for Night to Shine guests, who have intellectual and developmental disabilities.

Members from the community, including the Hays High cheerleaders and DECA members, lined up on the sidewalks to cheer for the guests.

Guests lined up at the Hays Aquatic Park to pick up gift bags, which included access to the Tim Tebow Foundation Virtual Night to Shine prom experience Feb. 12.

While cruising Main Street, guests could enjoy music and messages through the 88.9 FM KPRD channel.

Seniors Hope Kisner and Hope Schumacher, plus juniors Brenna Schwien and Nikka Vuong, held motivational posters to cheer on the guests who were cruising.

"I have never helped with the Night to Shine events before, but going forward, I would definitely like to vol-

unteer because it was a really great opportunity for me to interact with people I may not see in my everyday life," Schwien said. "I liked being able to see the smiles on their faces as the drive thru was going on."

Kisner said that she enjoyed how much of an impact the community made on the guests and that she volunteered because she knew it was a special event.

Senior cheer co-captain Marissa Raynesford said approximately 18 cheerleaders attended the parade.

"Our head coach [Mackenzie James] let us know that we would be helping out with the parade," Raynesford said. "I think she wanted as many of us to attend as possible, and almost the whole squad came!"

Juniors Kelly Parr and Jocelyn Rigler said that this was the first time cheer has helped with Night to Shine and that seeing the guest's reactions when they cheered was the best part of the entire event.

"Despite the cold, I would participate in this event again," Rigler said. "I had the opportunity to make others happy!"

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NIKKA VUONG / The Guidon

At the Drive Thru Shine Thru event on Jan. 23, senior Hope Schumacher and junior Brenna Schwien hold signs for Night to Shine guests to see as they cruised Main Street.

YOUR VIEW

Which teacher inspires you most?

“Mr. [Luke] Lundmark really inspires me because he’s very passionate about his job, and he wants kids to enjoy learning.”
—junior Grace McCord

“Mr. [Chris] Dinkel, he gets what he needs to done.”
—sophomore Noah Brugeman

“Mr. [Silas] Hibbs, because the way he teaches is different.”
—sophomore Evan Deale

“Mr. [Silas] Hibbs, because he is the most real teacher I know, and he is a leader.”
—sophomore Seth Sumaya

“Mrs. [Sue Ann] Tebo, because she’s just awesome.”
—freshman Conner Roger

What subject would you teach, and why?

“I would teach English if I had to teach a class because it’s my favorite, and I have a good understanding of it.”
—junior Elizabeth Clinigan

“I would probably teach English because it’s my favorite out of all of the classes.”
—sophomore Emily Smith

“Probably history, because I like history, graphing things and planning out different things that involve history and why we have certain holidays.”
—freshman Saige Herl

What do you think would make our school safer?

“More regulations on the parking lot. I feel that the parking lot is the least safe place on campus. People are not watching, and every day I come to school, I expect to at least almost hit one person who isn’t looking both ways or is on their phone.”
—senior Dustin Knoll

“Honestly, I think that we really ought to work on making the parking lot safer as far as leaving times go – maybe a better separated staggered dismissal.”
—junior Carson Brooksher

“People driving safer in parking lots.”
—junior Marissa Hoffman

“I think our school would be much safer if everyone could carry a Taser.”
—junior Alex Johnson

“I think that the school should monitor bullying happening during school.”
—sophomore Kaley Rajewski

RECOGNITION

Principal Straub receives KMEA Honor Administrator of the Year award

By Maysyn Tippy
Hays High Guidon

Principal Martin Straub received news at the Winter Concert on Jan. 11 that he had won the Kansas Music Educators Association (KMEA) Honor Administrator of the Year, presented by KMEA president Gae Phillips.

“KMEA is divided into seven districts, and each district selects an administrator that the music educators in that district feel supports music and the arts very well,” Straub said. “I was chosen in this northwest part of the state. Once I was awarded that, then I

had to fill out kind of a resume and get it to the music teachers so they could get recommendations. So then, that went to a selection committee at the state level, and they chose between the seven winners from the seven districts; I was chosen.”

Upon winning the award, Straub said that he was suprised and honored.

“My wife always goes to games and concerts with me, and this year, she wasn’t able to, but she kept saying, ‘I’ll go to the concert with you,’” Straub said. “She knew that she probably shouldn’t because only parents, administrators and teachers were allowed, so I was a

little confused about why she wanted to go. So, she didn’t go, and as I’m sitting there when the lady [Phillips] came up, I’m thinking, ‘Oh!’. She said why she was there and announced my name. It was surprising, and I’m very appreciative.”

Straub said he has been interested in music his whole life.

“I remember my fourth grade teacher, and there were six of us boys,” Straub said. “We sang a Mass during Christmas Eve, and she taught us songs, and she is probably the reason I thought music was fun. This award made me feel good.”

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AMEDEE RANDLE/Indian Call

At the Winter Concert on Jan. 11, KMEA president Gae Phillips presents principal Martin Straub with the Honor Administrator of the Year award.

Retirements lead to new JAG-K instructor, new counseling secretary

By Alexandra Coveney
Hays High Guidon

A new year brings many new opportunities. At Hays High, two individuals got just that. Trey O’Neil and Tiffany Unrein have joined the staff.

O’Neil is now JAG-K instructor, a position Johnny Matlock retired from at the end of first semester.

“Hays High has given me opportunities to grow as a first-year educator,” O’Neil said. “All my fellow staff members and administrators have given me the proper support needed

for a first-year teacher.”

While O’Neil is familiar with Hays High from being a coach for football and boys basketball, he is jumping into his new role as the JAG-K instructor.

“I have already given students an opportunity to research their top three future careers they would be interested in,” O’Neil said. “For each career,

they had to research the description of that career, working conditions, skills needed, education and certifications needed, salary and lastly a plan to eventually attain that career.”

O’Neil then had students choose their “Dream Career” and explain why they chose that career in a PowerPoint presentation to the class. O’Neil said presenting can be uncomfortable to some, but being in those situations only leads to growth.

“Joining Hays High has really given me new life,” O’Neil said. “I’m excited to come to work every day and be around all the great students that are here. I believe individuals always need to strive to grow, and that is exactly what I’m trying to do.”

The other new staff member, Unrein, is the new counseling secretary, which was a position that Debbie Barnett retired from in December after 15 years at Hays High.

“Hays High has given me the opportunity to work in the education field,” Unrein said. “I have worked in the corporate world and in non-profit, but this is my first time to be in education, and I am excited to be here.”

As part of the counseling office, Unrein works to help the counselors stay organized.

“Supporting our counselors helps the students – helps students get into the classes they want and get their information out about the universities, colleges and organizations they want,” Unrein said.

Unrein said she is thankful to be on the Hays High staff.

“I am very grateful to be here in this wonderful organization,” Unrein said. “It has a solid foundation, always putting students first. I love that, and I am very excited to be starting 2021 off in my new role!”

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District increases security for Hays High with new door locks, cameras

By Emry Lundy
Hays High Guidon

School safety is important for staff and students alike, which is why Hays High has been upgrading its security systems.

“We are always looking at ways to improve the security of our building,” assistant principal John Linn said. “All door locks were recently replaced with a whole new set of keys and keycards. Key-card locks have also been put in place on many of the interior doors.”

One upcoming upgrade is the camera system throughout the school. The cameras currently in the school were mostly installed around 1999 through to a grant that USD 489 received in the for school safety; however, steps are being taken to prepare for a new system.

“All wiring for a new camera system was in-

stalled last school year in anticipation of new cameras,” Linn said. “We are looking forward to replacing our old cameras with a new system.”

While the brand and company from which the new cameras will be purchased is still undecided, the administration is excited for the changes.

“In order to keep our building safe and secure, we need cameras that are reliable and give the best possible picture,” Linn said. “Most of our existing cameras are unable to zoom, and being able to zoom in on an area is extremely important.”

Social science teacher Luke Lundmark said he thinks Hays High is safe, but that there is always room for improvement.

“I think one way [to improve school safety] could be having a police officer out in the school parking lot after school,” Lund-



EMRY LUNDY/The Guidon

Students walk by the hallway security cameras, which have been used since around 1999 and which will be upgraded later this year.

mark said. “There are so many driving issues.”

Each step taken to improve the security and safety of Hays High is a step in the right direction, though, he said.

“We need to feel safe in order to be successful at

learning,” Lundmark said. Science teacher John Neal agreed.

“Students and teachers need to feel comfortable in the environment,” Neal said. “The focus needs to be on student learning and development, which can

only be done when safety is not a concern.”

Hays High is not Neal’s first school. At a previous school, each door had a way for the teacher to prevent entry into their room. However, this was at a small school, so the expenses were not as large as they would be for Hays High.

Neal, however, still said he is pleased with the benefits of new cameras.

“Cameras would increase the safety level for the students,” Neal said. “It would allow administration to investigate complaints from students that occur in the hallways.”

The cameras will increase security in school, which will hopefully improve the environment.

“Safety is always a huge priority in any school, and the new cameras will go a long way in making Hays High School a safer place,” Linn said.

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EDUCATION

PARENT CHOICE REMOTE

Number of families choosing at-home learning option has decreased

By Ashley Vredenberg
Hays High Guidon

Parent Choice Remote (PCR) is a program that allows students to complete school online, due to their parents or themselves having valid health concerns about COVID-19. At the beginning of the school year, the PCR program started with 43 students, while at the start of the second semester, it has about 14 students. “Students realized they missed their friends and teachers,” assistant principal Fred Winter said. “Also, they realized it was more difficult to learn online than onsite. Their grades were much better once they returned.” Most parents have not opted for PCR, as they want their students in the building for classes. The school has also provided data that proves positive COVID-19 cases have not

originated at Hays High. Some students who opted for PCR to start the year have since returned to onsite learning for multiple reasons. To start, PCR students do have to come to school on Thursdays after school from 3:30-5 p.m. for testing days, when they take quizzes and tests for all of their classes for that week. “These days may end up having a student take four tests in one sitting,” counselor Amy Miller said. Another reason that some students have not done PCR or have returned from PCR is that some classes are not available through PCR, including some Family and Consumer Science, Industrial Technology and journalism classes, to name a few. For instance, in the Journalism Department, PCR students cannot take Photo Imaging because the class is hands on,

learning to use the school’s cameras and taking photos at school. This meant that PCR sophomore Celia Brooks, who enrolled in the class for second semester, had to make a change. “I felt okay about having to drop Photo Imaging because I understood that, since I switched from in-person to PCR, I would have had to change some things,” Brooks said. “I ended up taking Emerging Technologies instead of Photo Imaging. I might go back and take the classes I couldn’t later.” PCR students can take core classes and PCR-approved electives, then choose other electives from a program called Edgenuity that offers computer-based curriculum. Edgenuity provides classes, including Career Planning and Development, Contemporary Health, Economics, Healthy Living, Introduction to Art,

Introduction to Business, Introduction to Health Science, Lifetime Fitness and Strategies for Academic Success and Lifetime Fitness. Edgenuity is the same program that the Learning Center uses to allow students to complete their high school diploma in an alternative setting. While some classes can be taken through Edgenuity, PCR students still have to take some classes through Hays High by Zoom. Some students, along with their parents, are grateful for the core teachers working with them because teachers must teach in person and online at the same time during classes. PCR students have also realized it can be more difficult to do PCR because it requires more individual effort on their part. “PCR can get overwhelming at times because it’s difficult to stay

motivated,” Brooks said. While some PCR students have returned to Hays High for these various reasons, others are completely satisfied with the PCR program. “Doing online is a great learning experience,” junior Andrea Garibay said. “I feel as though the teachers are trying their hardest to help PCR students and make sure they succeed with this transition. I feel that it has benefited me in a way that I can easily adjust to different learning styles in the future.” Overall, the program has been successful for those who have opted to use it to learn. “Really the PCR hasn’t changed, except we have gotten better at Zooming in and the number of students is much fewer,” assistant principal Fred Winter said. 21avredenberg@usd489.com

YOUR VIEW

Why did you decide to attend school in person rather than through the PCR program?

“I miss my friends; I miss being able to socialize; plus, being in person, I’m not having as many mental health issues.”
—senior Kaili Bethel

“Having to deal with public school, it’s easier to ask questions to teachers. Personally, I feel more motivated to turn in assignments before deadlines compared to when everyone was quarantined last March through May.”
—senior Emma Vredenberg

“You pay attention more, and it’s more engaging. On-site school can easier prepare your mind for the day. Online school tends to make students unmotivated.”
—senior Matthew Vredenburg

“I’ve been in quarantine before, and it’s hard with some of the classes. It’s easier in school to communicate better with everyone.”
—freshman McKenna Murphy

Students provided opportunity to learn about interview skills

By Kami Steinle
Hays High Guidon

Being prepared for an interview is very important. It assures that, no matter what you are being interviewed for, it will go well. You may be interviewed for a future job, so it is important you know what to be ready for. Juniors and seniors had the opportunity to learn about interviewing skills during a presentation on Jan. 15 by Jacque Beckman. Beckman is the executive director of the Nex-Generation Round Up for Youth, Inc. Beckman said she wanted to present about interviewing because these skills help build

students’ confidence and strengthen communication skills. Students can apply these in interviews or regular, daily interactions. “The interview is an opportunity for students to share information about their knowledge, skills and abilities to a prospective employer or scholarship review committee,” Beckman said. “Good preparation is key; students should consider the types of questions they may be asked and relate the types of work or volunteer experiences they have already had to those questions, providing specific examples.” Students were encouraged to attend the pre-

sentation so they will be better prepared and know what to expect for interviews. Many topics were covered, including practicing interview questions and bringing copies of resumes. “I thought it was very useful when she told us to research the company before the interview to show that we are interested in working for the company,” junior Lauryn Miller said. “She also provided many strategies on how to have a successful interview.” These skills can also help students in day-to-day life. Once a student develops confidence in themselves through being prepared and practicing communication – skills



BRENNA SCHWIEN/ The Guidon

such as making good eye contact, shaking hands and being specific when answering questions – they will improve their interactions with others. Students use these in everyday life regardless of their career. “At Nex-Gen, we are

dedicated to helping students grow,” Beckman said. “When I was young, I would have loved to have had someone provide this kind of training. It not only encourages others, but it keeps us motivated to continue serving you.” 24ksteinle@usd489.com

What is the best tip for interviewing you have heard?

“Just stay calm and confident and just know what you’re bringing to the job. Know why you’d be good for the job and why you deserve it.”
—junior Richie Ariza

“To show up on time and just make sure that you’re prepared for any questions. Also, make sure you’re sitting upright and you’re listening.”
—junior Lainey Hartman

“I think it’s always to be authentic, be yourself and be prepared. Don’t go in with lack of preparation; know what you’re going in for. Just don’t be lazy about it, especially if you want the job.”
—junior Ella Voth

Tribe Broadcasting livestreams events due to restrictions on attendance

By Ryan Schuckman
Hays High Guidon

Since the start of the year, Tribe Broadcasting has offered livestreams for spectators who are unable to attend events due to COVID-19 restrictions. Now, with more events being held indoors, these livestreams have become more popular. Although it varies, some weeks have four or more events that are livestreamed with many receiving 600 or more views. Livestreams have included basketball, wrestling and Board of Edu-

cation meetings, along with Hays Middle School events. Jake Dechant, a Hays High alum, was hired to be the coordinator of the livestreams for this year. “I started back in my freshman year of high school when I got into [Audio/Visual instructor Dan] Balman’s program,” Dechant said. “We used different software back then, so I did have to self-teach a little bit with the new software and setup.” Dechant is working to provide additional livestreams at events for the remainder of the year.

“I think, for baseball, we’re going to try to do something,” Dechant said. “We might also do softball, but it depends on Dusty Glassman Field and what all we can do out there; we are limited to where we can get power from. Soccer is probably going to be in the works.” Many said livestreams are a good way to keep up to date with live events. “It ran smoother than I thought it would,” junior Adam King said, “and you were able to get the actual game instead of the replay.” Junior Kelly Parr has

been able to watch her brother, who plays basketball for Hays Middle School. “I like it because you can watch it wherever,” Parr said. “If some people want to watch from out of town or out of state, they can still watch Tribe Broadcasting.” Although spectators will likely be allowed for inside events by next year, junior Ella Voth said that the livestreams should continue. “There are people that aren’t able to make it to every game, and if they can have a cellular device, they can just watch it on there,”

Voth said. “I feel like that’s something really resourceful for people that aren’t going to be able to make it.” Dechant agreed that livestreaming will continue in the future but said some aspects could be improved. “We need to get some more equipment,” Dechant said. “A lot of the time, we’ll have different games at different locations, so it’s hard to spread out our equipment. With COVID, we’ve done what we can with what we have, and I think we’ve done pretty decent at it.” 22rschuckman@usd489.com

Have you watched a livestream from Tribe Broadcasting?

“I watched the basketball game one time, and it was cool.”
—junior Grace Wentz

“No, I haven’t because I just don’t really pay attention to it.”
—sophomore Hector Amaya

“Yes, I watched the basketball game. I just wanted to see how they were doing.”
—sophomore Liam Buller

“I haven’t because I don’t know where to find it.”
—freshman Tacoma Augustine

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SNAPS

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YOUR VIEW

Would you consider every breakup to be a ‘bad breakup’? Why or why not?

“No, I don’t consider every breakup to be bad. Sometimes things will end mutually, and they don’t hurt as much as other ones. I think it also depends on the situation and how close you are to whoever you’re breaking up with. Out of all my breakups, I think the hardest ones are probably the ones with friends. The ones where you are close, but things just don’t work out? Those are the ones that hurt the most for me.”
—senior Johnessa Gay

“I would have to say ‘no’ because some people just grow apart. It is better for them to just go their separate ways because some people just have different paths in life.”
—senior Tyra Henderson

“Not every breakup is a bad breakup because a lot of people end up being friends with their significant others. Some breakups are needed. Sometimes they’re meant to be friends.”
—senior Cristina Leos

“I would not consider every breakup to be a bad breakup, because sometimes it’s probably the better option to end it than to continue and have an unhealthy relationship.”
—senior Hope Schumacher

What is your favorite memory with your best friend?

“Ice skating when it was really snowy.”
—senior Leslie Ornelas

“When I jumped off a car hood while sledding and got myself thrown into a tree.”
—junior Rosston Eckroat

“My favorite memory would probably be driving around all summer at night.”
—junior Sage Zweifel

“One time, we got yelled at by an old lady in Dillon’s.”
—sophomore Greg Hughes

“Making lake trips and going out for lunch.”
—sophomore Seth Tripp

What has been your favorite Valentine’s Day gift?

“My favorite gift is chocolate because I love candy.”
—senior Alexandra Aldrich

“My favorite gift was a teddy bear from my dad because no one got me anything. It was really great because it was like four days after, and it was on clearance, and I knew he loved me. Thanks, Dad.”
—junior Stanna Flinn

“My favorite would be candy because I love chocolate.”
—sophomore Kaley Rajeswki

RELATIONSHIPS

BAD BREAKUPS

Students describe their worst relationship experiences

By McKena McBride
Hays High Guidon

Throughout high school, dating is common amongst students, which can result in both positive and negative experiences. Many students have had relationship breakups that were considered “bad,” with most of them ending with both parties on negative terms. Junior McKinley Wamser said her ex-boyfriend of six months broke up with her on her 16th birthday. “The breakup was definitely unexpected,” Wamser said. “He broke up with me over text so that he could focus on basketball.” In a 2018 survey of 500 million millennials by marketing company SimpleTexting, 69 percent said they have been on the receiving end of a breakup text. It also shows that a majority of students consider breaking up over text to be unacceptable. Senior Kai Kaufman had a similar experience to Wamser, with an ex breaking up at an inappropriate time.

“My ex broke up with me on Christmas over text,” Kaufman said. “It’s strange because it was an amazing relationship, and then it was just, bam, gone.” Other breakups were not as extreme as being broken up with on a birthday or a holiday, but it hurt all the same. Senior Madison Holloway described a scenario where her relationship was over before it began. “We never really were dating, but she asked me out on a date and had planned everything,” Holloway said. “The date kept getting pushed back until eventually she texted me and said, ‘I really just don’t have feelings for you,’ and, let me tell you, that was a nightmare. I hold none of it against her, though.” Junior Rylee Burd said her relationship ended badly but she learned a lot from it. “It was ‘bad’ in plenty of aspects, but the biggest thing was communication,” Burd said. “Not being able to communicate makes it impossible.”



ALEXIS PFANNENSTIEL / The Guidon

Burd and her ex had been together for a year and a half, but they had broken up multiple times. She said her breakup was both expected and unexpected because of that instability. “Being off and on made it extremely hard to make me fully realize it was over for good,” Burd said. Burd said she is happy now, though, and is glad she has had time to take care of herself; she encouraged others to do the same. “Love yourself,” Burd said. “You’re only a teenager for so long. Make yourself happy. Staying in a relationship where you feel unwanted can truly ruin your view on yourself. Don’t stress or worry about being in a serious relationship in high school.”
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Multiple qualities necessary for long-lasting friendships

By Rylie Fairbank
Hays High Guidon

Most people have that special someone who they do everything with, who they feel like they have known forever, who they first call for fun, who is their favorite person. This person is not their Valentine, but their best friend. As you get older, your friends might change. You can develop new interests, hobbies, or ideas that will lead you to people who are interested in the same things. It doesn’t mean

you have to get rid of your elementary school best friend, but you will become closer to new people. Senior Dawson VonFeldt said that he does not predict an end to his friendship with senior Cooper Young. “Cooper and I have been friends since kindergarten, and I don’t see anything changing,” VonFeldt said. Whether best friends have been together since their youngest years or have just recently become friends, every friendship counts.

“I have been friends with my best friend since fourth grade,” freshman Lacy Droegemeier said. “We had a mutual friend introduce us, and we had a lot in common.” Like Droegemeier, senior Marissa Froelich has a lot in common with her best friend of four years. “We just click, and we support each other through our ups and downs,” Froelich said. “We have always had each other’s backs.” Sophomore Jalynn Weilert, with a best friend of three years, said that honesty is what keeps her friendships close. “Honesty is important in all relationships, and that is the key to making them last,” Weilert said. Like Weilert, VonFeldt said he believes honesty, among other things, is crucial to helping a friendship endure. “It takes honesty, support and a few hours playing ‘Grand Theft Auto,’” VonFeldt said. Time and commitment are also important in friendships. “To make a friendship last, I think you need dedication, as well as trust,” Froelich said. “Trust is the biggest factor, in my opinion.” According to *www.theactivetimes.com*, it takes communication, commitment, forgiveness, honesty, trust, embracing your differences, listening and making memories to make a friendship last for the long term. “I feel like we always have something to talk about,” Droegemeier said. “We always say, ‘We got through a pandemic; we can get through this.’”
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Students share opinions about upcoming Valentine’s Day

By Rylie Fairbank
Hays High Guidon

Cupid, hearts, chocolate, roses, love letters and someone special – with a holiday filled with so much love, how come it is not loved by all? According to *www.history.com*, Valentine’s Day is in honor of St. Valentine, whether he was a priest marrying young lovers in secret, a bishop who is the namesake for the holiday or someone who helped

Christians escape prisons. Valentine’s Day has also taken on the famous cherub, Cupid, who is also known as a Greek god of love. Throughout the years, many cultures have mixed to bring Valentine’s Day as we know it today. “I spend Valentine’s Day with different people every year,” sophomore Halle Lohmeyer said. “Last year, I spent it at the regional wrestling tournament, and this year will be spent doing some activities for

church and with friends. Valentine’s Day isn’t really a special day for me, but I don’t dislike it.” Like Lohmeyer, freshman Madison Meis does not celebrate with anyone in particular. “I’m not a big fan of Valentine’s Day because normally I don’t celebrate with anyone,” Meis said. Freshman Paige Seib does not like Valentine’s Day, but she said she likes the day after the holiday. “I buy candy half-price the next day,” Seib said. What about the love and flowers and romance? According to *www.statista.com*, 55 percent of Americans celebrate Valentine’s Day, but that includes 14 percent of people who are going to celebrate alone. “Valentine’s Day really isn’t a day I celebrate, but it’s fun to do small things for my family, like giving small gifts to them,” senior Kayley Chartier said. Like Chartier, junior Adam King said he actually enjoys Valentine’s Day. “I think Valentine’s is a fun day where you can spoil your significant other,” King said. “I will celebrate with my girlfriend, and we will go out somewhere nice to eat, then probably go try the ice-skating rink.” Even if you do not like the secret Valentine’s Day cards, hearts or love, you can always look forward to the half-price candy the next day.
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CAREERS

EDUCATIONAL PROGRESS

Number of student Certified Nursing Assistants on the rise

By Nikka Vuong
Hays High Guidon

In the fall semester, 25 seniors became Certified Nursing Assistants (CNA) through the North Central Kansas Technical College (NCKTC) Allied Health program. Fourteen of those students are now working towards their Certified Medication Assistant (CMA) certifications.

In Fall 2019, 13 students earned their CNA, and in Spring 2020, six students earned their CMA.

Instructor Jana Donnelly said that, in the past, Allied Health was only offered in one section every morning. Since the program has become located at Hays High, the capacity has doubled by adding an afternoon section.

Allied Health is a program that includes a series of courses, including CNA, CMA, Advanced Health Occupations, Dementia Care, Dining Services, Environmental Services, Medical Terminology and Person-Centered Care.

In order to become a



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In their Allied Health class, senior Devin Talliaferro and senior Madalyn Stahl practice dental hygiene techniques on a mannequin. This fall, 25 seniors earned their Certified Nurse’s Aide certifications, a number that increased over last year.

CNA, students must complete a 90-hour course that is divided into multiple sections. Half of those hours are dedicated to classroom learning, while 20 hours are in the CNA lab, where students practice skills, such as taking blood pressure, assisting with mobility, bathing, feeding and toileting.

After the skills are completed, students then must have 25 hours of

clinicals in a nursing homes or with actual patients. Once students pass the CNA exams, labs and clinical practices, the students are eligible to take the Kansas CNA exam to earn their CNA.

“Due to the danger of spreading COVID-19 to fragile elderly residents, most adult care homes do not allow CNA or CMA students to come into the facility for clinicals,” Don-

nelly said. “The students this year have completed all their clinical hours in the lab, doing as much as possible on each other and our mannequin. We practice scenarios as close to a shift as possible, but it is still not the same as working with actual patients.”

Students who completed this process include seniors Alex Aldrich and Devin Talliaferro.

“The most challenging part about receiving my certification was the amount of class periods that it took up in my schedule,” Aldrich said. “I wanted to take other classes but wasn’t able to.”

Both Aldrich and Talliaferro plan to major in nursing and later become Physician’s Assistants (PAs). They both found the program to be the most convenient and affordable option to becoming a CNA.

“CNAs have many options,” Donnelly said. “They can work with people of all ages, from babies to the elderly, in hospitals, urgent care centers, long-term care homes, home

health care, hospice and clinics. Many also work with traveling agencies.”

Since getting certified, Talliaferro has worked at nursing homes and the hospital.

“I still have restrictions to what I can do, but it is the first step into my future,” Talliaferro said.

Through her busy schedule, Aldrich said that she was able to find a job that works around her schedule at the Russell Regional Hospital in the Long-Term Care Unit.

“The most rewarding part about teaching this program is the relationships that are made,” Donnelly said. “The students work so closely with each other, and with me, that we become sort of a family. And, best of all, in ‘normal’ years, seeing the relationships the students make with the patients they work with in the clinical setting. We all come to love those elderly people who allow us into their homes to learn and grow. We have really missed that connection this year.”

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Teachers discuss experiences of students dropping out

By Cade Becker
Hays High Guidon

Dropping out of high school is a path that a few students take each year, but when a student drops out, it does not just affect the student, but also the teachers who instructed them.

Dropping out is a significant decision in students’ lives, as it can negatively impact their futures.

An article from the Massachusetts Department of Education (MDE) said, “Dropping out of school impacts students’ self-esteem and psychological well-being, faced with the reality that they lack skills and knowledge to fulfill their desires. Earnings for young men and women who quit school have steadily declined over the past three decades.”

While there are many reasons that students may drop out of school, principal Martin Straub said that school districts are trying to address the root causes of dropping out.

“I know that there is a long history with attendance issues,” Straub said. “That’s why elementary schools are currently focused on keeping children in school. A lot of students don’t come to school because the parent can’t get them there; it becomes easier for kids to just call in. But, over time, that can really have an effect on a kid’s ability to stay up with their classmates.”

Attendance can also greatly affect grades, which is another main reason for drop-out rates.

The National Center for Education Statistics (NCES) said, “Students who show up to school regularly have been shown to achieve at higher levels than students who do not have regular attendance.”

Starting as early as kindergarten, being absent can have negative effects, including “lower achievement in reading, math and general knowledge” in first grade and beyond, along with even more absences

in later years, the NCES said.

“In eighth grade, this pattern was even more apparent, and, by ninth grade, attendance was shown to be a key indicator significantly correlated with high school graduation,” the article said.

The NCES article directly correspond to Straub’s claims.

“Thank goodness we have the Learning Center,” Straub said. “That is a great option for many of our kids. Many of them do finish because usually we try to fight for at least one more semester. Maybe it’s that the kid has a bunch of issues to worry about. We usually try to counsel them out of dropping out.”

Going even one more semester allows students to get a better education and be closer to graduating.

“I hate it because, honestly, it really is unfortunate,” Straub said. “A lot of times, I would be reading about someone that dropped out in the news-

paper, and it wouldn’t be about a scholarship or something; it’s usually because of an arrest.”

The MDE article included research that supports this idea.

“Dropouts are 3.5 times more likely than high school graduates to be incarcerated,” the MDE said. “Ninety percent of the 11,000 youth in detention facilities have no more than a 9th grade education.”

Social science teacher Matt Brooks has experienced several students dropping out.

“Most of them go to the Learning Center, and sometimes, it’s the best thing for them,” Brooks said. “School sometimes isn’t the right thing for people and can cause a lot of anxieties. Usually when a student is trying drop out, I will go to them and talk to them and let them know that I am sorry to see them go because I like having them in class. I just hope that it is the best thing for them, but I great-

ly stress the importance of finishing high school. It is very hard to get a career if someone does not finish school.”

Educators have an impact on students who comes through their doors, and students have an impact on educators, as well.

“When I learn that a former or a current student of mine is dropping out, it elicits a variety of emotions – from disappointment to helplessness to sadness,” journalism instructor Jessica Augustine said. “Disappointment that they are wasting their opportunity to get an education and wasting their talents; helplessness that I and my colleagues could not do more; and sadness that their future may not be what it could have been had they remained in school. I always hope that they understand the implications of their choice, and I always hope that they return to school or finish their education in another way.”

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YOUR VIEW

What is the most valuable lesson you have learned in Allied Health?

“One of the most valuable lessons I have learned is that you have to have a lot of patience to work with the residents because some of them may not agree with you. You will have to help them through it.”

—senior Alexa Moeckel

“I’ve learned that not all elderly people are helpless and forgetful. They are people just like you and I. They have likes and dislikes, and they deserve to be listened to. I feel that elderly people are often overlooked when it comes to them expressing themselves. They deserve to be treated with respect because they are people too, even though they’ve grown old.”

—senior Grace Redetzke

“I learned that CNAs do most of the work, and they are not given enough credit, and that in any hard job or assignment, there are a lot of people that do the little things before the big things can be accomplished.”

—senior Brooklyn Schaffer

“It would probably be working well with others because it helps students with different personalities come together in class.”

—senior Kylie Trendel

If one of your students dropped out, how would it affect you?

“If I truly thought that it was in their best interest, then I wouldn’t necessarily advocate for them to stay... but I also wouldn’t talk them into dropping out, either. Conversely, if I felt it was beneficial for their future or the social/emotion component (like when they tell me that they’re going virtual), I usually give them my ‘soap box’ speech about why staying in school is important.”

—instructor Dan Dickerson

“I would be nervous for their current situation and for their future. Typically, students that drop out have a home life that is not supportive to their success. They are likely experiencing hardships that do not allow them to just be a kid. I am well aware that if a person wants to be financially independent, they typically need to have at least a GED or high school diploma. I want my students to live a life that is fulfilling for them and have an understanding that financial hardships make life more difficult.”

—instructor Shannon Funk

Do you think we need more elective class options?

“Yeah, but we either don’t have the money or aren’t willing to put the money in, so I don’t think it’s going to happen.”

—senior Cami Moore

“I think we should definitely have more options, especially hands-on work experience. We have career exploration, but that is only for one hour on one day. I think we could definitely prepare students better.”

—senior Kelby Rice

“I would like to see more languages at the school, like Japanese, because that’s one thing I’ve been keen on learning.”

—freshman Galahad Nichols

Students weigh in on more life-based elective courses

By McKena McBride
Hays High Guidon

Being released into the “real world” after high school can be overwhelming, and not everyone has parents or guardians who are willing to help them navigate it. We are taught subjects that will help us with possible career paths, but do students believe they are learning what they need to be?

Some students said they believe the school should have more options for language classes.

Senior Madison Stanton said learning Ameri-

can Sign Language (ASL) would be something people could benefit from.

“I think sign language would be beneficial because I don’t think it is as thought of when the topic of learning another language is brought up,” Stanton said. “Of course, people normally think of German, Spanish and French, but I think having an opportunity to learn sign language would be helpful.”

Other students said that, instead of a class being added, a different approach could be taken in existing classes.

“I think Life Management is a great class, but I feel like the content can be improved immensely,” senior Ethan Huff said. “Instead of planning a wedding, we should learn how to pay taxes and go through the steps of buying cars or houses. I feel that those things are things that we need to know to manage our lives.”

Huff is far from the only student who said students should be learning more life skills.

Former student Jeppe Selvejer said students could benefit from learning how to pay taxes.

Selvejer said, in his home country of Denmark, all taxes are automatically taken out of a citizen’s bank account, so no extra steps are needed, like how people must file their taxes in the United States.

“I think it seems difficult and takes a lot of time,” Selvejer said. “When I saw how you do it in America, I was so confused.”

Junior Shelby Alexander said she would want to take a class that teaches subjects such as tying a tie or bowtie, knitting, sewing on a button and more.

While students said they need more “life skills,” teachers do emphasize that many classes are teaching those, whether students know it or not.

“We are teaching them skills that they need, not only now but in their future, so I think it is extremely beneficial,” Family and Consumer Science instructor Sue Ann Tebo said. “I feel like every class teaches some type of life skill, but the classes I teach are specifically life skills, and that is why I love what I teach so much.”

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Speak for yourself

First Amendment does not protect speech inciting lawlessness

By Caitlin Leiker
Hays High Guidon

“Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.” – The First Amendment

“Censorship” is broadly recognized as the stifling of speech, ideas and expression – one word that is the enemy to democracy, a system that supports the expression of all ideas, no matter how controversial.

According to the American Library Association (ALA), no legal definition has been federally mandated for hate speech, but the ALA classifies it as “any form of expression through which speakers intend to vilify, humiliate, or incite hatred against a group or a class of persons on the basis of race, religion, skin color, sexual identity, gender identity, ethnicity, disability, or national origin.”

“In the United States, hate speech is protected by the First Amendment,” the ALA stated. “Courts extend this protection on the grounds that the First Amendment requires the government to strictly protect robust debate on matters of public concern, even when such debate devolves into distasteful, offensive, or hateful speech that causes others to feel grief, anger, or fear.”

A test of hate speech was presented in 1969 for the *Brandenburg v. Ohio* trial, in which Ku Klux Klan leader Clarence Brandenburg addressed a small gathering of members, making anti-Semitic and anti-Black statements and alluding to the possibility of a “revengeance.” He also stated that, if the government continued to “suppress the white, Caucasian race,” the KKK would march on Washington, D.C., on Independence Day.

The First Amendment Encyclopedia said Ohio convicted Brandenburg of Criminal Syndicalism, or advocating “the duty, necessity, or propriety of crime, sabotage, or unlawful methods of terrorism as a means of accomplishing industrial or political reform.”

However, the U.S. Supreme Court overruled the case and expanded the “clear and present danger doctrine,” declaring that speech could be punished only “where such advocacy is directed to inciting or producing imminent lawless action and is likely to incite or produce such action.”

For example, if a discussion evolves into “distasteful, offensive, or hateful speech” in such a way that leads to a fistfight, neither participant can claim the First Amendment for protection because it lapsed into “lawless action.”

Based on the Supreme Court expansion, the online calls to arms at former President Donald Trump’s rally on Jan. 6 in Wash-

ington, D.C., followed by Trump’s words rousing the crowd, would not be protected speech. Regardless of the language and its intention, extremists in the crowd interpreted the words as a catalyst for an insurrection.

Whether or not individuals agree or disagree with what was said, the damage remains, leaving lawyers, journalists and Americans puzzling over how far the First Amendment goes – and raising questions about how the nation holds people accountable for their words.

As opposed to physical violence, many remember now-deceased Fred Phelps as a man of violent speech. The Topeka-based Westboro Baptist Church, led by Phelps, opted to preach their beliefs on signs with large black letters in various public venues.

“GOD SENT THE SHOOTER,” after the Pulse nightclub attack in Orlando, Fla. “THANK GOD FOR 9/11.” Signs with LGBT slurs. “THANK GOD FOR DEAD SOLDIERS,” at military funerals.

This led to Snyder v. Phelps, sparked by Westboro’s protest at the funeral of Lance Corporal Matthew Snyder, who was killed in Iraq in 2006.

The U.S. Supreme Court decided the case in 2011, when Chief Justice John Roberts, Jr. concluded, “Speech is powerful. It can stir people to action, move them to tears of both joy and sorrow, and – as it did here – inflict great pain. On the facts before us, we can-

not react to that pain by punishing the speaker. As a Nation we have chosen a different course – to protect even hurtful speech on public issues to ensure that we do not stifle public debate.”

Hays High journalism adviser Jessica Augustine encountered Westboro Baptist Church during her time at Kansas State University. Every year, a man named “Brother Jed” preached the church’s word in K-State’s free speech zone.

“In his loud and obnoxious way, it was definitely hate speech,” Augustine said. “I realized then, just as I realize now as a journalism teacher, that he had the First Amendment right to do what he was doing, but I didn’t have to agree with him or listen to him.”

In *The Atlantic*, Garrett Epps, professor of constitutional law at the University of Baltimore, asserts that, while we have the privilege of free speech, it is important to use it mindfully.

“The reason that we allow speech cannot be that it is harmless,” Epps said. “It must be that we prefer that people harm each other, and society, through speech than through bullets and bombs. American society is huge, brawling, and deeply divided against itself. Social conflict and change are bruising, ugly things, and in democracies they are carried on with words. That doesn’t mean there aren’t casualties, and it doesn’t mean the right side will always win.”

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**“All we say to America is
‘Be true to what you say on paper.’
If I lived in China or even Russia or any
totalitarian country, maybe I could understand
some of these illegal injunctions.
Maybe I could understand the denial
of some basic First Amendment privileges
because they have not committed
themselves to that over there.
But somewhere I read of the freedom of assembly.
Somewhere I read about the freedom of speech.
Somewhere I read of the freedom of press.
Somewhere I read that the greatness
of America is the right to protest for right.”
-Martin Luther King, Jr.**

Right to assemble requires protesters to be informed of laws

By Caitlin Leiker
Hays High Guidon

“You will be pleased to know I stand obediently for the national anthem, though of course I would defend your right to remain seated should you so decide.” – Ira Glasser, Executive Director of the American Civil Liberties Union from 1978-2001

Peaceful, lawful assembly is often carried out through boycotts, marches, picketing, sit-ins and lie-ins, also referred to as “die-ins,” where participants put themselves in the position of a victim – a tactic frequently used in protesting against the death of George Floyd at the hands of police on May 25 of last year.

The freedom of assembly is meant to protect against a tyrannical government, but what happens when the crowd becomes the tyrannical force?

This was the case on Jan. 6 when a lawful assembly of former President Donald Trump’s supporters was held in Washington, D.C., to continue speaking out against the 2020 election results.

Peaceful gatherings turning violent due to the presence of extremists is nothing new, but the aftermath of that day sent shockwaves through the country, just as it did through the Capitol – shattered windows, splintered doors, flags and banners strewn about declaring the superiority of one political group and five people left dead – painting an anarchic picture not seen in the nation’s capital for more than 200 years.

To study the effects of media language, Newsy cross-referenced more than 100 articles from 17 news sources published that day, finding the most common words were “violence,” “riot,” “protest” and “mob.” The most criticized of these words was “protest,” as it gave a sense of democratic legitimacy to what took place.

Regardless of terminology, one detail that is widely agreed upon is that, once the perimeter of the Capitol was breached and the crowd trespassed on federal ground, all bets for a lawful assembly were off.

The definitions used specifically in legal settings further blur the line between “lawful” and “unlawful” assemblies – some-

thing that one would expect to be uniform at the federal level, but is, in reality, left up to each state and even to specific cities.

The general rule of thumb for organizing protests is learning what areas are open for legal gatherings, such as parks, public streets and sidewalks.

As long as vehicular and pedestrian traffic are not obstructed, these locations do not require a permit, but, depending on the projected size of the rally, you may need some form of registration, so it is best to check your city’s guidelines.

But, while you may try to take the steps necessary to validate your lawful assembly, you may experience pushback and dissuasion from your local government organizations if they do not agree with your beliefs.

This occurrence sparked one of the nation’s most important cases on the freedom of assembly, *National Socialist Party of America v. Village of Skokie* in 1978.

The National Socialist Party (aka, the American Nazi Party), led by Frank Collin, sought to demonstrate at Marquette Park in Chicago to protest African Americans moving into the area.

The city blocked the public assembly space through the same methods that it used to block the civil rights protests of the 1960s – stringent gathering requirements and exorbitant permit fees. Outraged, Collin vowed to lead a Nazi parade, not in Chicago, but in Skokie, Ill., the home to many Jewish Holocaust survivors.

Collin also contacted the American Civil Liberties Union (ACLU) to assemble a team of lawyers, backed by Executive Director Ira Glasser, to defend him and his followers.

Sticking to the First Amendment, the ACLU knew that, if the government stifled the expression of the white supremacist group, it could also stifle organizations moving towards positive social change, like the NAACP.

In the end, Collin’s group won the right to demonstrate, but they never did.

Many social justice battles in urban areas never reach small towns, where traditionalists and progressives tend to clash.

This was the case when responses to police

brutality made their way to Hays on May 31 and June 7 last year, during two Black Lives Matter protests – the first led by Hays High alum Anniston Weber, and the second in which Weber joined forces with entrepreneur Demetrius Chance and his wife, Dr. Nuchelle Chance, head of Fort Hays State University’s Black Student Union.

In planning, Weber researched legal locations to hold the gatherings and was contacted by Hays Chief of Police Don Scheibler.

“As a police officer, it is my job to uphold the Constitution of the United States of America,” Scheibler said. “Their right to gather and voice their displeasure is the basis of everything we do. It is our obligation to make sure these folks have a safe and secure environment in which to do that.”

Weber said she and others faced vulgar social media messages, along with vehicles driving by with occupants waving Confederate and Trump flags, flipping off protesters and shouting obscenities.

“A group of boys even parked behind a group of our demonstrators and threatened us,” Weber said. “Thankfully, the Hays PD did a great job of handling that situation.”

Knowing the protests were generated by unethical acts of law enforcement members, Scheibler set a standard for the Hays Police Department to keep interactions positive.

“We firmly believe that

we are here *for* the community and not *because* of the community,” Scheibler said. “Those are two big differences. A police department can become jaded and think, ‘We’re here *because* of these people. We’re here just to keep them in line.’ That’s when they become less of a service organization, and that’s a problem.”

He continued by saying that, while the occurrences in the nation’s law enforcement system do not reflect the dynamic of the Hays Police Department, it does reflect the state of American society as a whole.

“When people were saying, ‘We’re against police brutality,’ I was like, ‘Welcome to the party!’ Scheibler said. “Every chief [and] every sheriff I’ve ever talked to feels the same way.”

Weber said the gatherings were not purely “liberal” demonstrations; staunch Republicans and former Trump supporters were among the protesters.

“It was refreshing to see people of different political backgrounds stand together in solidarity,” Weber said.

Scheibler said it is crucial Americans exercise their right to *peacefully* assemble, but that Americans are “good at projecting our thoughts, but we are horrible, right now, at listening.”

“If we take care of our people, our people will take care of the community, and in our time of need, our community will take care of us,” Scheibler said. “We have to be good neighbors.”

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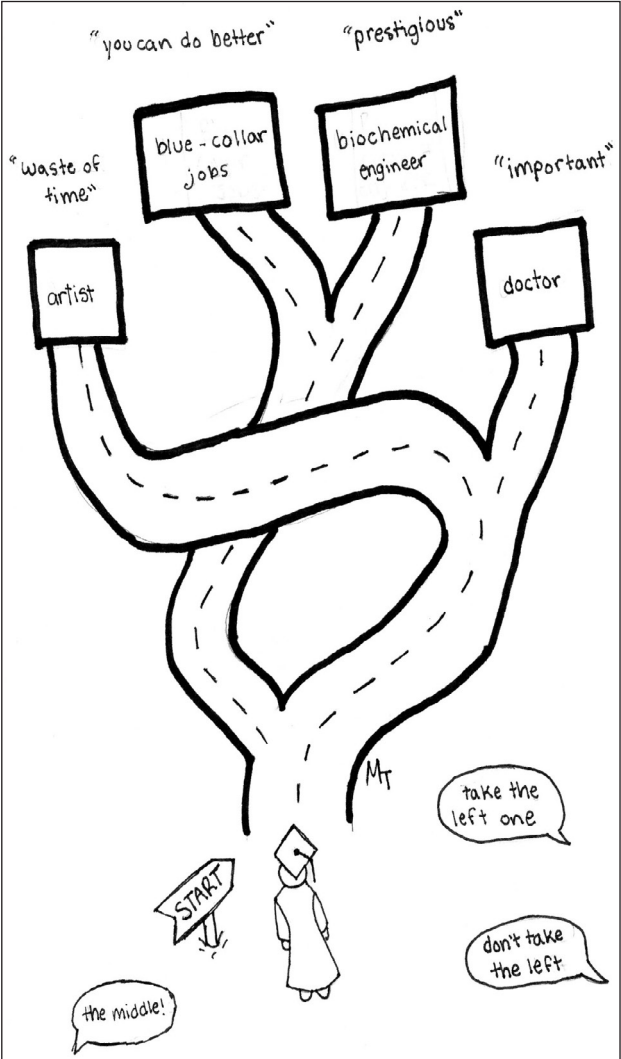
STAFF EDITORIAL

Adults should not criticize career decisions

Choosing a career can be challenging for students. With so many potential options, a clear path forward is not always evident. Adults should not belittle or discourage students from pursuing careers based solely on lack of status or salary. Job outlook and salary should not be ignored entirely. No matter how much a student may love a career, there does need to be a certain degree of feasibility. Every guy can't become an NBA player. Career activities like Xello and student-led conferences help students narrow their career focus and gain insight into their potential career through unbiased sources. Once students reach their decision, adult input should be limited. Egregious concerns should be addressed, but in a constructive manner. Degrading high-achieving students for choosing less prestigious careers is abhorrent. Just because a student is talented enough to become a biochemical

engineer does not mean that he or she is obligated to pursue that field. If those students want to become something that society deems "less prestigious," let them. Saying that an individual is "wasting" their potential by choosing a career they truly want instead of one that fits society's standards of success invalidates the individual's achievements and goals. This, in no way, means we should shame those in high-profile jobs. If a student becomes a CEO and makes eight figures a year, that, too, should be celebrated. If a student undergoes years of medical school and becomes a doctor, that is also amazing. Shooting down career ideas in high school is premature, considering that, according to the National Center for Education Statistics, roughly one-third of students enrolled in bachelor's programs change their major at least once. What students think they want

to do now will very likely change once they graduate from college. Choosing a major and a direction is a jumping point. Once students start their coursework, they begin to see whether their career and major is the right fit for them. Having support from adults is vital to the mental wellbeing of students. Career decisions are hard enough without worrying about disappointing others. Students should listen to the advice of those who have gone before us. The previous generation walked to school uphill, both ways, and they will make sure everyone knows it. With that said, adults should also realize that it is the students' full choice about what they do with their lives and the world has changed drastically since they joined the working world. At the end of the day, it is the students who will be responsible for the consequences – both good and bad.



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PRAISES & PROTESTS

PRAISES

- Billy Joel
- Talent Show
- Indian Call
- The Muppets
- Banjos
- Snow Days
- Freshly Baked Cookies
- Wii Remixes to Songs
- Good Memes
- Compliments
- Getting Things Done Early
- Long-Sleeved Shirts

PROTESTS

- Icy Parking Lots
- Early Mornings
- Stressful Weeks
- Deadlines
- Being Ignored
- January
- Loneliness
- Fake People
- Tik Tok Boys

STAFF OPINIONS

"The Muppets are truly underrated. Whenever I mention my affinity for the loveable puppets, I repeatedly get met with hate. For what? Listen to 'Rainbow Connection' or 'Movin' Right Along' and tell me those songs don't slap. It's not just a show for kids. There are so many hidden gems in the MCU (Muppet Cinematic Universe). Those who dislike The Muppets have truly never taken the time to get to know them. You don't understand the plight of Kermit and his struggles being green. It's not easy."

—Editor-in-Chief
Alicia Feyerherm

"Water is the best drink of all time. In my opinion, it's the number one hydrator in the world. It does so much good for your body, and it tastes like the fountain of youth. Milk comes in a close second because it gives you valuable protiens. Unlike sodas, these two aren't low sugar... they are no sugar."

—Staff Member
Bradyn Dreher

"Disney and Pixar is way better than Dreamworks. Disney has 'Cars,' 'Mulan,' 'Moana,' 'Cinderella.' Dreamworks has 'How To Train Your Dragon,' 'Shrek' and that's pretty much it. Disney is full of nostalgia, unlike Dreamworks."

—Advanced
Staff Member
Cade Becker

Agree: 14

Opinion
of The Guidon staff

Disagree: 5

Americans should not disengage from politics after election

With voter turnout at an all-time high, the 2020 presidential election was one of the most historic elections in American history. According to the Council of Foreign Relations, voter turnout was 159,633,396 people, with 81,283,098 votes in favor of Joe Biden and 74,222,958 votes for Donald Trump.

However, Trump claimed there was fraud, which he and his legal team challenged in state courts, but each case was dismissed, even by some Republican judges who Trump had appointed.

On Jan. 2, a recording of a phone call between Trump and Georgia's Secretary of State Brad Raffensperger surfaced. In the call, Trump asked Raffensperger to overturn Georgia's results and find more votes for Trump. But, the phone call was quickly overshadowed by the events that happened at the Capitol building just a few days later.

In my opinion, as a last resort, Trump called on his supporters to protest



By Brenna Schwien
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at their state capitols and at the U.S. Capitol, which ended with an attempted coup at the Capitol, five people losing their lives and many being injured.

The attack was handled badly; Capitol police now admit that they knew there would be protesters when Congress counted the electoral votes, and yet, it took more than four hours to get the domestic terrorists out of the Capitol. And, while Trump had the power to send in the National Guard, like he did during Black Lives Matter protests in Summer 2020, he did not have them on standby in Washington, D.C.

After the incident, Trump created a short video, telling his supporters to go home, but he ended that video with the words, "We love you. You're very special." Those are not words that a president should share with people who just tried to interrupt democracy.

The unfortunate reality is that, if the people who broke into the Capitol were people of color or even Democratic supporters, the situation would likely have been handled with a more aggressive and more violent approach. As much as people want to say that skin color does not divide our nation, this is a perfect example of why being white sometimes exempts you from police brutality.

Trump supporters claim that their attempted coup was not as bad as the BLM protests, but these events cannot even be compared. The BLM protests were because African Americans were being killed through police brutality and because they wanted equal rights. The act of domestic terrorism

that happened at the Capitol was because their "team" lost. You cannot compare not having human rights to losing an election; citizens of color deserve so much better than what they got while Trump was president.

Despite Trump's attempts to overturn the election, Biden was inaugurated on Jan. 20, and the diversity in the White House multiplied, with Kamala Harris becoming the first female, first African-American and first Asian-American vice president. This provides representation for the little girls who have only seen men in the higher positions in their government. This also provides people of color with hope that they will be valued in the government.

At the inauguration, poet Amanda Gorman read an impactful poem that preached a message of unity and healing, and grief and hope, which aligns with the words that Biden has been using since the beginning of his presidential campaign.

The inauguration was monumental, but Biden's first days in office did not fall short either with him signing 30 executive actions within the first three days of his presidency, including eliminating Trump's ban on travelers from Muslim countries, halting funding for the border wall, rejoining the Paris Climate Accord and canceling the Keystone XL Pipeline, among other actions meant to help the American people.

With the election of any new official, we must be hopeful, but we must also hold them accountable for their campaign promises and for things they support and oppose. If we think that just because Biden was elected, racism and sexism will go away, we are wrong. The fight is not over just because there is a new president, so Americans must remain as interested in politics over the next four years as they were in the election.

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—First Amendment,
U.S. Constitution

HONORS

SHRINE BOWL

Senior Gaven Haselhorst selected to play in the Shrine Bowl

By Cayden Sanders
Hays High Guidon

In athletics, people do not normally talk about prestigious honors during the off-season unless the athletes are stars in their sports, like senior linebacker Gaven Haselhorst is in football.

During Winter Break, Haselhorst collected another honor, as he earned the right to play for the West Team in the 2021 Kansas Shrine Bowl in Hutchinson on June 26. The Shrine Bowl is an opportunity for the Shriners Association to fund and to create awareness for their children's hospitals.

Haselhorst was notified of earning the honor to play in the game through football head coach Tony Crough.

"As soon as I got the word from coach Crough, I had conversations with all of the coaches at Kansas State, and they all said that they all want me to play in the game, as it will be fun, and I will make friends, and they want me



CAYDEN SANDERS / The Guidon

Senior Gaven Haselhorst and junior Gavin Meyers meet their opponents in the middle of the field to participate in the coin flip before the Liberal game last fall. Haselhorst was recognized for his performance throughout the season by being selected to play in the Shrine Bowl.

to have one final memory of playing high school football," Haselhorst said.

Haselhorst is not the only Hays High player to earn Shrine Bowl honors. 2020 graduate Hayden Brown was selected for the bowl in Topeka last summer. Alumni Shane Barrens (2017), Preston Weigel (2014), David Cardinal (2013) and Zach Binder

(2012) have also played in the Kansas Shrine Bowl in recent years.

"Hayden has been every helpful to me in the sense of what to expect during that time and how everything is going to happen while I am practicing for the Shrine Bowl," Haselhorst said.

Before learning about the Shrine Bowl honor,

Haselhorst signed with the Division I Kansas State University Wildcats at the end of first semester. Haselhorst is the first Indian to sign with a DI team since alum Alex Delton signed with the Wildcats in 2016.

"I was glad to get my signing day out of the way because K-State wanted me to get it done, so that

way, they knew that I was fully committed to the program," Haselhorst said. "I had to do a lot on that day. It started at 7 a.m. when the coaches had us recruits open our documents and sign them, so that way, K-State would be able to process the papers to finalize that I was going to be a Wildcat."

On signing day, Haselhorst had a few minutes of actually signing paperwork, followed by 20 minutes of photos with family and friends who filled about half of the cafeteria to support Haselhorst.

Crough added his thoughts on Haselhorst and his accomplishments and awards collected in his final season at Hays High.

"I am so proud of Gaven and what he has done for himself, including getting to play for Kansas State and also getting the honor to play in the Shrine Bowl game," Crough said. "I can't wait for June and August to roll around to get to watch Gaven just tear it up and have fun on the field."

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YOUR VIEW

If you could be the best in any sport in Kansas, what would it be? Why?

"I would have to do the iMessage's (Cup Pong). I am very good at it. I think it would be fun to compete to see where I stand in the state."
—senior Nic Park

"It would definitely be volleyball. It is my favorite sport to play. I feel that you could do a lot with the sport."
—senior Brooklyn Schaffer

"If I would be the best, I would choose baseball because it is the only sport I compete in, but it is also the most fun when you have talent all around you because it makes the game that much more competitive."
—junior Keaton Barnett

"I would choose football, because, like with [senior] Gaven [Haselhorst], there is a lot of recognition that you can get from it, along with multiple scholarship offers that can take you across the country."
—sophomore Remy Stull

"I would have to say wrestling because, in Kansas, wrestling is a big sport and just getting the honors to be able to show off my talent to the rest of the state or even in the surrounding states would be a great honor to be a part of."

—freshman Will Linenberger

Wrestling teams have modified quarantine following COVID cases

By Alicia Feyerherm
Hays High Guidon

While it has been more than a year since the start of the COVID-19 pandemic, the virus continues to upend our lives.

In addition to temperature checks, hand sanitizing and social distancing measures that USD 489 has taken during this school year, quarantines have also been part of the response procedure.

During the week before Winter Break from Dec. 14 to Dec. 18, the entire wrestling team underwent a "modified" quarantine, a different type of quarantine that the school implemented to keep the numerous students within the building but still separated from other students.

"Having to send 56 wrestlers and managers out of our building during finals week would have been a really bad idea," principal Martin Straub said during a Site Council meeting on Jan. 6.

Instead, wrestlers were quarantined together in



FERNANDO ZARATE / Indian Call

Sophomore Adin Flock wrestles an opponent during the annual Bob Kuhn Classic tournament on Jan. 23. Flock was in the 145-lbs. weight class and placed fourth overall, while Hays placed seventh as a team.

the wrestling room with their lunches brought to them and separate bathrooms available to avoid potential spread to other students. All the wrestlers and managers were sufficiently spaced from each other.

"The only thing that I didn't like about it was

being stuck in the same room and desk for an entire day, all week long, whereas at home, I could have walked around and done other things when I had nothing to do," senior Jessica Luedders said.

To help with this, quarantined students could go into the weight room and

lift weights during PRIDE Time when other students were not using the equipment.

"Seven hours is a long time to sit for any one of us," Straub said.

While modified quarantines are an option, they are not always feasible. All the needed pieces must be

available, including staff to monitor the students.

"You have to have staff members that either have had COVID or have to quarantine that same amount of time," Straub said. "We had that, and it just so happened that the wrestling coach was going to have to quarantine, as well."

Straub said the modified quarantine for the team "couldn't have gone better," in his opinion.

"The wrestlers were able to stay caught up and do their finals right there instead of having 50 incompletes," Straub said.

Luedders echoed Straub's point, agreeing that modified quarantine was better than missing a week of school, especially during finals week.

"Modified quarantine was better for me personally because we could still interact with other people," Luedders said. "It also made it much easier for me to get worksheets, tests and art supplies for my projects."

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What has been your experience with quarantining?

"Quite frankly, I didn't like it [when wrestling quarantined] because I just stared at a wall and didn't really do much, and it sucked a lot."
—senior Ethan Flock

"It was pretty awful. My experience is when we had 14 days to quarantine; I sat at home and did nothing. I couldn't go to work or school, and Zooming into class wasn't the same. It was boring, and I appreciated a lot of things now that I didn't appreciate before."
—senior Caden Riat

"It sucked. You lose motivation for everything. School gets boring, and it is tiring only talking to people over the phone."
—junior Richie Ariaza

"It wasn't all that bad. It was hard to see everyone take the tests, but you had to come into the school after hours to take that same test."
—junior Grace McCord

"My experience during quarantine was that I lost motivation, and it goes by really slow because I can't hang out with all my friends."
—sophomore Kaden Dinkel

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ATHLETES
OF THE
MONTH



“Sports have been a part of my life for as long as I can remember. I have learned so much and grown so much as a person through sports and being with my teammates. My favorite memory this year so far has been staying at the hotel when we went to the Colby [Orange and Black Classic basketball] tournament. We all bonded and had a very memorable time.”
—junior Jersey Johnson



“Sports are important to me because of the many relationships and memories that I have created through them. I have met some of my best friends through sports. Sports also have taught me the value of things, like showing up on time, working hard, being determined and how to communicate with others.”
—senior Dalyn Schwarz

SPRING

PRESEASON OPPORTUNITIES

Baseball and softball programs offer training times during the off season

By Brenna Schwien
Hays High Guidon

Working in the off season to prepare for an upcoming athletic season is a way for teams to be ahead of other teams when the season begins, and the baseball and softball programs at Hays High hope that their work now pays off later.

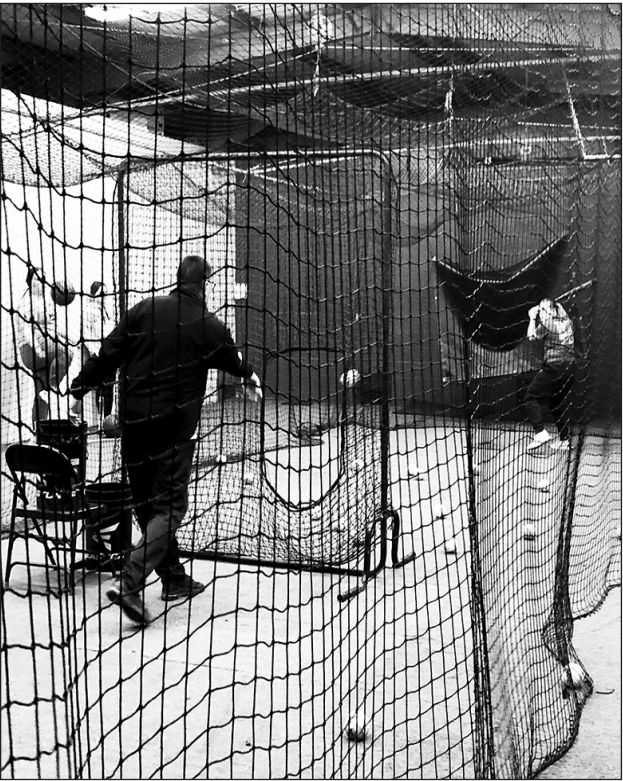
Baseball has sessions at the PIT on Mondays, from 5:30 to 8:30 p.m., plus they go to the gym on their own time.

For senior Dominic Bainter, participating in the preseason activities are beneficial to help him improve his skills.

“It’s a good idea to attend either one of these because it will help you get yourself and your arm in shape,” Bainter said. “It helps you make changes to your game before tryouts and the season.”

There are multiple ways that baseball players or other athletes who are hoping to try out can better their skill sets, such as taking time to throw and work out throughout the off months.

“You can either go to the PIT a couple times a week and condition, or you can go to the gym a few times a week and throw and condition in there,”



COURTESY PHOTO

Retired baseball coach Keith Harper pitches to sophomore Madyson Sennett during one of the softball hitting sessions. Harper hosts the softball preseason opportunities.

Bainter said. “The ones who didn’t have very sore arms during tryouts and aren’t in shape.”

Some school athletic programs do not have preseason opportunities to improve their skills, which sets them behind when the

season begins.

“This will help us be better than other teams who do not offer preseason things because we will be more in shape in every way,” Bainter said.

But, the physical improvements are not the only benefits that these preseason opportunities offer; they also offer a chance for teams to create bonds among teammates.

“I think it helps with team chemistry,” Bainter said. “It’s kind of hard for the whole team to bond together when some of them wrestle or play basketball during the winter. But, yes, it does help the ones who are there.”

The softball preseason activities are at the PIT on Monday nights from 4 to 5:30, and hitting sessions are on Tuesday and Thursday from 7 to 8 p.m.

For sophomore Elle Dreiling, attending the softball preseason activities, such as defensive work at the PIT and hitting sessions, are ways for her to improve her skills.

“These activities allow me to get in the mindset to play and also get to know my teammates,” Dreiling said. “I think we will be ahead of the curve because there are a lot of us bonding and working on technical skills.”

Attending these events do not guarantee success to these teams or athletes, but it does improve their chances in producing a winning record.

“I think any work you do out of season will affect your performance in season for the better, so with as much work as we are all doing, I foresee a great season,” Dreiling said.

These sessions are opportunities to break down their swings and their defensive skills because some athletes have not played since summer.

“It’s beneficial to attend these activities because it prepares us for the season,” junior Grace McCord said. “It allows us to see what we need to work on and perfects our techniques as players.”

Having opportunities for a team to get better before the season is a way to ensure that the athletes will be able to make strides in their abilities.

“This will impact our team when season starts because we will be prepared and well-rounded players,” McCord said. “I believe that this will give our team a head start over teams that do not offer these programs because we will be ready and ahead of the other athletes.”

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Hobby of hunting leads two students to career options in the field

By Cayden Sanders
Hays High Guidon

Many people in Kansas like to hunt, but two Hays High students want to turn an American tradition into their full-time careers. Hays High senior Dominic Bainter and junior Landon Viegra plan to move to Lubbock, Texas, after graduating to work for Dust Devil Outfitters.

Dust Devil Outfitters is a hunting company in Lubbock, Texas, that guides paying hunters around the west Texas area, offering hunts for deer, upland gamebirds and waterfowl.

Bainter and Viegra both started hunting at young ages, and those experiences grew into a passion to have hunting as a part of their careers.

“I couldn’t tell you how young I was when I went on my first hunt, but I have been doing it forever, and the feeling of having a bird fly right by you is a feeling I will never forget,” Bainter said.

Bainter and Viegra use land south of Lacrosse to hunt waterfowl, including ducks and geese. They also use leasing to their advantage, as they pay landowners who do not allow walk-in hunting so they can hunt the farmers’ grounds, but others cannot.

“Recently, the hunters we have been taking around the area are some friends, and we just go shoot birds and get the experience of guiding before we make it a career,” Viegra said.

Both have friends who have helped them along the way.

“I have made friends with this guy from North Carolina that me and Landon have been showing around, and just seeing his emotions of seeing as many birds as we have here is insane compared to what they have,” Bainter said. “He said they see 3,000 birds maybe a month, but here, they could see them in one day.”

Since less people are



COURTESY PHOTO

Senior Dominic Bainter reviews photos on his camera during one of his hunting adventures. Bainter hopes to make his hobby for hunting into his career after graduation.

traveling to hunt because of COVID-19, Bainter said he is open to multiple options in the guiding career.

“I have been in touch with other guide owners across America, but also north of the border,” Bainter said. “I have

Arkansas and Tennessee. And, with me being under Lamb, I would be able to go to anywhere in the country and up to Canada, and I would be able to see the nature and the cool features each state has.”

Bainter and Viegra normally go hunting every chance they get, but the weather doesn’t always pan out the way they thought it would.

“Normally Landon and I don’t care about the weather,” Bainter said. “I have learned that it does have an effect on where we will set up for the hunt and how everything will turn out, but Landon and I try to hunt every weekend, if not every day, in some form or fashion. Even if we aren’t sitting in a blind or in the water, we are fixing our decoys or even scouting the area for our next hunt. I spend a lot of my time anymore doing something that revolves around hunting, and I wouldn’t trade it for anything else in the world.”

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WINTER SPORTS WRAP UP



Wrestling

Junior Prairie Classic

Jan. 16
106 lbs. – freshman Rylee Atkerson (4th)
113 lbs. – freshman Jaiden Desaire (4th)
120 lbs. – freshman Jeston Conger (3rd)
126 lbs. – freshman Ben Schumacher (3rd)
132 lbs. – freshman Corbin Luck (3rd)
160 lbs. – freshman Connor Stanton (4th)
182 lbs. – freshman Kaiden Bunker (3rd)
220 lbs. – freshman Henry Fitzhum (3rd)
285 lbs. – sophomore Brandon Yauch (1st)

Bob Kuhn Prairie Classic

Jan. 23
126 lbs. – freshman Harley Zimmerman (1st)
132 lbs. – senior Cesar Macias (5th)
138 lbs. – sophomore Jake Talliaferro (4th)
145 lbs. – sophomore Adin Flock (4th)
152 lbs. – junior Dalton Dale (1st)
195 lbs. – sophomore Ashton Putz (2nd)
220 lbs. – junior Gavin Meyers (1st)



Boys Swimming

Topeka Swim Association

Dec. 12-13
Team place: 12th
50-yard freestyle – Keanen Rigler (15th); Aiden Debey (21st); Grayson Walburn (25th)
100-yard backstroke – Dustin Rajewski (22nd); Calvin Moore (28th)
100-yard breaststroke – Andrew Prine (20th); Liam Buller (27th); Ashton Bickle (30th)
100-yard butterfly – Anthony Arial (20th); Dustin Rajewski (21st)
100-yard freestyle – Grayson Walburn (14th); Keanen Rigler (16th); Aiden Debey (26th)
200-yard freestyle – Chris Isbell (23rd)
200-yard freestyle relay – Aiden Debey, Anthony Arial, Keanen Rigler, Grayson Walburn (11th); Andrew Prine, Liam Buller, Eli Rohr, Tyler Solida (17th)
200-yard individual medley – Anthony Arial (18th)
200-yard medley relay – Grayson Walburn, Andrew Prine, Anthony Arial, Aiden Debey (16th); Evan Dealy, Ashton Bickle, Dustin Rajewski, Alex Johnson (20th)
400-yard freestyle relay – Chris Isbell, Evan Dealy, Eli Rohr, Keanan Rigler (15th); Jude Tippy, Calvin Moore, Dustin Rajewski, Leo Hernandez (17th)
500-yard freestyle – Jude Tippy (20th); Evan Dealy (23rd)

Hays Invitational Meet

Jan. 19
Team place: 3rd
50-yard freestyle – Keanen Rigler (3rd); Grayson Walburn (5th); Aiden Debey (7th)
100-yard backstroke – Dustin Rajewski (5th); Calvin Moore (7th)
100-yard breaststroke – Andrew Prine (7th); Liam Buller (11th); Ashton Bickle (12th)
100-yard butterfly – Anthony Arial (4th); Dustin Rajewski (6th)
100-yard freestyle – Keanen Rigler (7th); Grayson Walburn (9th); Aiden Debey (10th); Chris Isbell (11th)
200-yard freestyle – Chris Isbell (7th)
200-yard freestyle relay – Aiden Debey, Anthony Arial, Keanen Rigler, Grayson Walburn (5th); Andrew Prine, Liam Buller, Eli Rohr, Tyler Solida (7th)
200-yard individual medley – Anthony Arial (4th); Liam Buller (6th)
200-yard medley relay – Grayson Walburn, Andrew Prine, Anthony Arial, Aiden Debey (4th)
400-yard freestyle relay – Chris Isbell, Evan Dealy, Eli Rohr, Keanen Rigler (6th); Jude Tippy, Calvin Moore, Dustin Rajewski, Leo Hernandez (10th)
500-yard freestyle – Evan Dealy (9th); Jude Tippy (10th)



Girls Basketball



MAGGI LINDENMEYER / Indian Call

Sophomore Carly Lang gets ready to shoot the ball during the Jan. 15 home game against Garden City. The lady Indians moved to 2-6 on the season and 1-3 in the Western Athletic Conference.

Jan. 8
Hays High vs. Liberal
Score: 42-26 (L)

Jan. 12
Hays High vs. Great Bend
Score: 48-34 (W)

Jan. 15
Hays High vs. Garden City
Score: 56-42 (L)

Colby Invitational
Jan. 21
Hays High vs. Goodland
Score: 54-41 (L)

Jan. 22
Hays High vs. Osborne
Score: 53-28 (W)

Jan. 23
Hays High vs. Life Prep
Score: 40-31 (L)



Boys Basketball



MAGGI LINDENMEYER / Indian Call

Junior Carson Kieffer dribbles down the court during the Jan. 26 home game against the Pratt Greenbacks. The boys basketball team remained undefeated with a record of 12-0 at press time.

Jan. 12
Hays High vs. Great Bend
Score: 51-24 (W)

Jan. 15
Hays High vs. Garden City
Score: 70-53 (W)

Colby Invitational
Jan. 21
Hays High vs. Ulysses
Score: 76-35 (W)

Jan. 22
Hays High vs. Garden City
Score: 64-42 (W)

Jan. 23
Hays High vs. Colby
Score: 56-47 (W)

Jan. 26
Hays High vs. Pratt (W)
Score: 74-29 (W)

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New Year, New You!

People try to stay committed to their resolutions for the new year

By **Alexandra Coveney**
Hays High Guidon

A new year always brings a fresh start. Many use this fresh start as a reason to quit a bad habit or create a healthier one. Still, resolutions tend to fall aside and become unaccomplished.

Freshman Ariel Neuburger said her 2021 resolutions are to end the school year with a good grade point average and to start drinking more water.

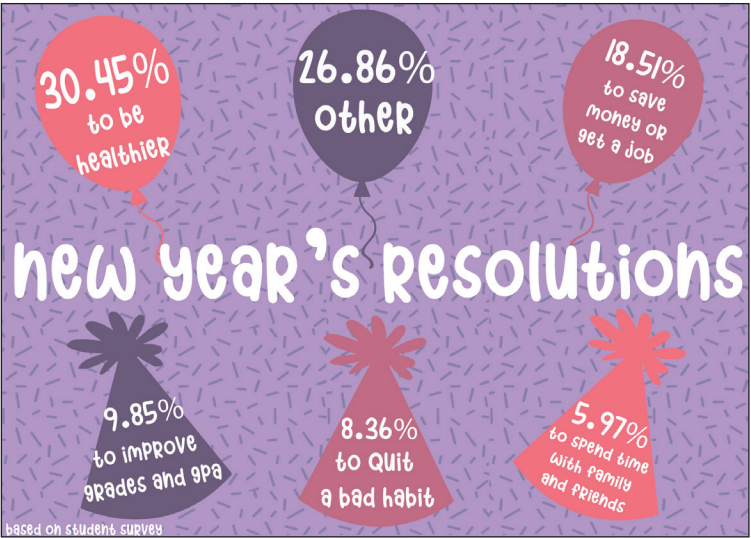
“I have started bringing waters to school and studying more,” Neuburger said. “I didn’t really make any [resolutions] last year just because there was a lot going on.”

Neuburger said she thinks there are several reasons for why New Year’s resolutions fail.

“I think people don’t get their New Year’s resolutions done because they get lazy, busy or they just straight up forget,” Neuburger said.

Freshman Haley Rees has also started working towards her resolution for the year, which is similar to Neuburger’s.

“One of my New Year’s resolutions is to try and drink more water during the school day,” Rees said.



BRENNA SCHWIEN / The Guidon

Rees was able to complete her resolutions from 2020.

“I think I was able to complete them because I stayed motivated,” Rees said. “I think that many New Year’s resolutions end up falling out because people are determined to do what they say they are going to do at the beginning of the year, but they don’t stick with it throughout the rest of the year.”

Social Science instructor Luke Lundmark is working to-

wards his resolution, as well.

“My goal is to spend more time in prayer and reading my Bible,” Lundmark said.

Lundmark, like many others, was unable to complete his 2020 resolution, which was to stay off social media.

“COVID-19 ended my goals pretty quickly because there were too many distractions and stress,” Lundmark said. “I think resolutions end up falling out because people get bored, or

they choose resolutions that are too hard to keep.”

Juniors Gabe Nichols and Chloe Sillmon both have resolutions relating to school.

“I hope to be more active in the school,” Nichols said, while Sillmon said, “My resolutions are to be more social with friends and get good grades in school. Another one of them was to stay positive!”

Both had different ideas to why resolutions end up failing.

“We feel optimistic to do better, but old habits die hard,” Nichols said, while Sillmon added, “I think New Year’s resolutions end up falling out because people just stop caring.”

In contrast, junior Leah Legleiter said she did not make any resolutions this year.

“I didn’t make resolutions because if you are going to make a change, you have to start right away,” Legleiter said.

Similarly, Family and Consumer Science instructor Sue Tebo said she does not make New Year’s resolutions.

“Instead of waiting for the new year, I try to practice what I would like to change/fix/do immediately,” Tebo said.

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Students share importance of observing Black History Month

By **Meg Taggart**
Hays High Guidon

Black History Month, or African-American History Month, is an annual celebration of achievements by African Americans and a time for recognizing their role in U.S. history via the classroom, media and more. It begins on Feb. 1 and ends on March 1.

The designation was started by Carter G. Woodson, an American historian, in 1926. He was upset by the fact that many textbooks and historical accounts minimized or ignored the accomplishments of Black figures. The month was chosen because it covered Fredrick Douglass’s (Feb. 14) and Abraham Lincoln’s (Feb. 12) birthdays. In 1976, president Gerald Ford made “Black History Month” official.

“Seize the opportunity to honor the too-often neglected accomplishments of black Americans in every area of endeavor throughout our history,” Ford said at the time.

Every president since Ford has designated February as Black History Month. They usually decide a theme for it as well. The theme for 2021 is “Black Family: Representation, Identity and Diversity,” and it explores the spread of African diaspora and the spread of Black families across the United States.

“I believe it is important to know what happened in the past with Black history,” senior Nicolas Park said. “I have also spoken about Black History Month with my family and have seen a few

things about it on social media.”

Black History Month is celebrated by governments, people and businesses in the United States, Canada, the Netherlands and Germany. Many people celebrate it by supporting Black artists, Black businesses, registering to vote for the benefit of everyone and just by bringing awareness to it. Google and Coca-Cola are the most memorable for celebrating it on almost all of their platforms.

“This month is important to show how slavery and Jim Crow laws are still deeply imbedded in America and how it effects Black people to this day,” sophomore Spenser Mills-Kumala said. “I also think this month is important for Black voices to be at the forefront to speak about their experiences being Black.”

Mills-Kumala, along with sophomore Savannah Lawson, is celebrating Black History Month in school as well as outside of school. They are both enrolled in the Video Production class at Hays High and plan on making a video dedicated to Black History Month. The video will talk about slavery in the United States, how segregation led to the Civil Rights movement and how it all has importance in today’s world. The video will also mention important Black people in history and the legacy they have created.

“I believe Black History Month is very important,” Lawson said. “It teaches Black history and celebrates people who fought for Black lives everywhere.”

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‘Among Us,’ like other previously popular games, are not among us anymore

By **Cade Becker**
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Video games are a popular way that people across the world communicate, compete, relieve stress and have fun.

Nearly every video game has a life span, meaning that it may be popular to start, but, after a while, it is nearly forgotten.

Many video games, such as “Among Us,” “Apex,” “Fall Guys,” “Flappy Bird” and “Fortnite” have experienced these declines in popularity.

“I played ‘Fortnite,’” freshman Justus Nelson said. “It got super stale after a while, and the community got soured, too. I think it was because of the attention shifts; one thing can only be popular for so long.”

A video game’s community and its actions affect the game’s lifespan. If the community is rude or is a so-called “try-hard,” people will stop playing the game. The fun is ruined

when the fun things people do are constantly interrupted.

“I used to play ‘Fortnite,’” sophomore Liam Gatschet said. “I stopped playing because it just became boring. I think that some games stop being popular after they’ve been released since they get repetitive, or a new fun game comes out.”

After the release of “Call of Duty: Modern Warfare” (2019), they also released “Call of Duty Warzone.” “Warzone” had the same idea of “Fortnite,” but added a few things, such as a g-lag, better graphics, larger maps and realistic weapons.

An article from “Game Radar” said that, when “Call of Duty: Warzone” was launched, roughly 62 percent out of 10,000 teens surveyed said that they were playing only “Call of Duty” while “Fortnite” was being played by only 39 percent.

Like Gatschet said, games often become a lot less popular after not only time, but after

a new game comes out. A game that is more appealing, challenging, fun or unique can cause another game to lose players.

“I stopped playing ‘RuneScape’ and ‘Roblox,’” junior Jackson Reed said. “Their communities died off quite a bit, even though ‘RuneScape’ had a small revival from YouTube. For ‘Roblox,’ I got into it because I had friends that would talk about it, and we would go to the library to play it. I think some people quit playing video games because their life contains lots of responsibilities and other hobbies. People tend to follow what their friends do, and if your friends are not playing video games, why should you? Video games stop being popular because new ones are created, and YouTube find better games to play. YouTube are why many games become popular or have revivals. People tend to follow the leader when it comes to games, and I do not understand

that mentality personally, but it makes sense overall.”

An article from the gaming site Critical Hit says that the impact YouTube has had in the world of gaming is significant with far-reaching consequences.

Reed said YouTube often make games popular or give them revivals.

A recently popular game was “Among Us.” Thousands of people streamed their experiences with this game and allowed it to become popular. Many YouTube stopped streaming “Among Us” after lack of content and many other reasons. This means that “Among Us” had a short lifespan but could always be revived.

“I played ‘Among Us’ when it was popular,” sophomore Greg Hughes said. “I played it mostly every day, and I think it was a cool concept, but they didn’t do much to grow on the central idea, so I stopped playing.”

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The Haha's

Q: What do you write in a slug's Valentine's Day card?
A: Be my Valen-slime!

Q: What did the paperclip say to the magnet?
A: I find you very attractive.

Q: What did the stamp say the the envelope on Valentine's Day?
A: I'm stuck on you!

Q: Why didn't the skeleton want to send any Valentine's Day cards?
A: His heart wasn't in it.

Q: What do you call two birds in love?
A: Tweethearts!

Q: What did the calculator say to the pencil?
A: You can count on me.

Q: What did the lightbulb say to the other lightbulb?
A: You light up my world.

Q: What did one volcano say to the other?
A: I lava you!



Top Picks

1. “Drivers License”
–Olivia Rodrigo
2. “Can’t Take My Eyes Off You”
–Frankie Valli
3. “Yellow”
–Coldplay
4. “Stand By Me”
–Ben E. King
5. “Skinny Love”
–Bon Iver
6. “Thinking Out Loud”
–Ed Sheeran
7. “Sad Song”
–We The Kings
8. “A Thousand Years”
–Christina Perri
9. “Can’t Help Falling in Love”
–Elvis Presley
10. “Love Story”
–Taylor Swift



New Movies

Feb. 5
– “Little Fish”
– “Dara of Jasenova”
– “Minamata”

Feb. 12
– “Land”
– “Minari”

Feb. 15
– “The Wake Of Light”

Feb. 19
– “The Muritanian”

Feb. 26
– “Billie Eilish: The World’s a Little Blurry”
– “Tom and Jerry”