



TALENT SHOW
Guitar Club members showcase their talents during Hays High's first virtual Talent Show
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SPRING PLAY
"Murder's in the Heir" set to be performed March 11-13 with recorded performance available for at-home viewers
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THE GUIDON

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Seniors interview recently for Hansen scholarships

By Alicia Feyerherm
Hays High Guidon

Over the years, the Dane G. Hansen Foundation has awarded more than \$30 million to more than 6,800 students.

High school seniors in the 26-county area can apply for those scholarships. Seven students are awarded the Hansen Leader of Tomorrow (\$10,000 renewable for three additional years), 35 students are awarded the Hansen Scholars (\$6,500 renewable for three additional years) and 70 Hansen Student scholarships are awarded (\$4,000 renewable for one additional year). Career and technical education scholarships are also available but do not require testing or interviewing.

In September, students who achieved a 21 or higher on their ACT and who had at least a cumulative 3.5 GPA had the opportunity to take the Hansen qualifying test, which consisted of a timed five-section test and two essays.

The top-scoring participants were then invited to interview. These interviews were held Feb. 15-19 and Feb. 22-23.

Students noted the questions during the 20-minute interviews were more personal than other interviews.

"It was mostly focused on my future career and different aspects of it," senior

Ashley Vilaysing said. "I was a little surprised at how tailored the interview was to me. The questions were meant for my occupation and for me to think critically."

Senior Marissa Raynesford agreed, noting the difficulty of some of the questions.

"I definitely feel like there were some moments where I felt clueless and did not know how to answer," Raynesford said. "I did not expect them to be so interested in my opinion on certain topics; they were really trying to get to know me and who I am."

The committee also asked moral dilemma questions, which surprised senior Andrew Duke.

"I would advise upcoming seniors to make sure their underlying knowledge base is strong and to think long and hard about what their principles are and what they will say if questioned about them," Duke said.

Raynesford recommended that upcoming seniors study and understand current events to best prepare themselves for the test and interview.

"I would definitely suggest keeping up with the news," Raynesford said. "It will most likely be brought up at some point. I would also say be confident in yourself; it's normal to have nerves, but don't let that overpower you."

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Think Fast

By Alicia Feyerherm
Hays High Guidon

Student Council vice president Ginny Ke watched as hundreds of students filed into the gym, looking for their designated seats before the start of the ThinkFast presentation on Feb. 22. While students may not have batted an eye, the StuCo executive team had been crafting this seating chart for weeks.

"The most challenging part of the planning process was mapping out the gym to maximize participation without breaking COVID guidelines," Ke said. "We had to measure out the entire gym and figure out ways to keep track of where people sat."

Through the Seatbelts Are For Everyone (SAFE) program, in accordance with the Kansas Department of Transportation, schools could book ThinkFast Interactive at no cost. Hays High previously scheduled this presentation last spring, but it was cancelled once school went virtual in March.



FERNANDO ZARATE / Indian Call

WHOEVER, WHOEVER and senior Jonathan Rupe compete for an Amazon giftcard in the final round of ThinkFast Interactive, which educates students about the importance of safe driving.

Developed in 1997, ThinkFast is a program designed to "expose participants to and educate them on important information on hard-to-tackle topics... while simultaneously entertaining them in a safe, relaxed and fun environment," according to its website.

The presentation is in a game show format, with students answering questions via a remote.

ThinkFast recognizes

that its efforts alone cannot stop dangerous teen drivers or drug and alcohol abuse, but it hopes the program can supplement other programs.

"There is a greater likelihood that the behavior in the prevention message will be adopted when multiple channels for spreading the prevention message are used," the website said.

Several years ago, ThinkFast presented at Hays

High, and StuCo plans on bringing them back in future years so more students are given the opportunity to participate.

"I hope the biggest takeaway from the event was that being a safe driver is important," Ke said. "Hopefully, the statistics behind driving, and the numbers push them to become a safe driver."

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ADMINISTRATION

Principal to leave Hays High School after 27 years

By Ashley Vredenburg
Hays High Guidon

On Friday, Feb. 19, principal Martin Straub announced his retirement from Hays High School, effective July 1.

His wife, a reading teacher at Roosevelt Elementary School, is retiring from USD 489 as well.

In an email to the staff, Straub said, "After much prayer, thought and sleeplessness, I have decided to retire/resign my position as Hays High School principal... It feels like the toughest decision I've ever made, but the right decision. Challenging days in our life seem to last forever, but a career passes like a blink of an eye... I've given my best to the students, staff and families of 489 and will continue to do so until July 1, 2021. I hope I've made a difference."

Straub received a Bachelor's degree in education from Fort Hays State University and a Master's degree from Wichita State University and accumulated 37 years in parochial and public education. He taught social studies and coached at Kapoun Mt. Carmel Catholic High School in Wichita for eight years, plus served as KMC's athletic director for one and a half years. He then went to Derby High School, where he as an associate principal for two years.

Following Derby, Straub came to Hays High, where he has been for 27 years, with 19 years as an assistant principal and eight years as principal.

One of Straub's most memorable moments as principal reinforced his values of building rela-

tionships.

"One year, we really focused on healthy relationships," Straub said. "Every kid in our school had a Jana's Campaign T-Shirt on, which was very touching. It really just unified the idea of treating people right within the building."

Upon Straub's announcement, many at Hays High and in the community were surprised, but understanding.

"His second home has been Hays High School, and he has spent many years building a positive culture and helping to create a positive learning environment for all students," assistant principal John Linn said.

As for Straub's qualities, Linn said they were quite numerous.

"Mr. Straub is extremely organized and loves his job," Linn said. "He loves music, so part of what I

will miss is his singing and whistling in the office. I have known Mr. Straub for many years, many of those when I was working in other districts. The encounters we have had have always been positive, with the ultimate goal of making Hays High School the best it can be."

Activities director Lance Krannawitter agreed that Straub has been dedicated to Hays High students and staff.

"I appreciate his commitment to the students and faculty and to standing up for what he believed in," Krannawitter said. "Case in point, he went above and beyond to make sure that the Class of 2020 had a graduation ceremony. Another point is that he allowed for face-to-face education at Hays High when many schools were remote [this

year]. Even though I have been a school administrator for 13 years, I have learned a great deal about the position from him."

Like Krannawitter, Linn said he has appreciated being an administrator alongside Straub.

"I've truly enjoyed working with Mr. Straub and diving into his many years of experience," Linn said. "Every day should be an opportunity for learning new things, and that has happened throughout the three years I have been at Hays High."

While Straub will not be present at Hays High next school year, but instead, will return to Wichita to serve as KMC's athletic director, he did have advice for students.

"Some advice I'd give to future students would be having appreciation," Straub said. "I'm also

proud of how our students are generally respectful towards differences in our school. I think there is someplace for every student to fit in, whether it would be journalism or the electric car, sports, cheerleading or Chess Club. Many clubs were developed by students, and I think that is really cool."

As for being remembered, Straub said he hopes that both students and staff members remember the people that he has brought to Hays High.

"I feel like my legacy here at Hays High would be the young generation of teachers that I was able to recruit and hire here," Straub said.

As for Linn's perspective, he said, "His legacy will be his ultimate commitment to all things Hays High Indians."

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YOUR VIEW

Do you think Hays High School does a good job of making accommodations for the disabled/injured? Why or why not?

“I think they do a decent job at accommodating kids that are disabled, like for the Special Ed classes and stuff, and making sure teachers are with them except for passing periods because there are some kids that get lost. As for injured, I think the only thing they could do is make sure they let the kids go early in class so they get to their classes on time.”

—senior Madison McCormick

“I feel like they do pretty good, especially if you are on crutches or in a wheelchair, because they let you pass earlier and let your friends help you, but I definitely think they could do more.”

—junior Stanna Flinn

“I think that Hays High does a good job of accommodating those who are disabled or injured because, the majority of the time, teachers will let them leave earlier, or they will be given the extra time that they can utilize to get around the school. It’s definitely accommodating for those, and maybe the only other time that I can think of is, in the hallways, it’s rushed, but I think there’s no possible way that you couldn’t avoid some of that issue, but I definitely do think that they accommodate to the disabled and injured.”

—junior Ella Voth

“I feel Hays High does a good job of accommodating disabled and injured students and staff. Teachers, counselors and administrators work with students dealing with injuries or disabilities to help them stay caught up on their assignments. Staff members dealing with injuries or disabilities are allowed time and subs. And, I think the building is set up well to accommodate anyone using equipment to help them get around.”

—business instructor Lindsay Hart

What was the best part of Driver’s Ed?

“My favorite part was going to Mokas with [instructor] Mr. [Justin] Hejny.”

—senior Gabe McGuire

“My favorite part was just driving around learning about the car and the streets.”

—senior Nicolas Park

“My favorite part was getting out early because I was good at driving already.”

—senior Kelby Rice

“My favorite part was just finally being able to drive and getting to be in the car with my friends.”

—junior Tyler Solida

ACCESSIBILITY

OVERCOMING OBSTACLES

People with physical impairments must make adaptations at Hays High

By Alexandra Coveney
Hays High Guidon

Moving around Hays High can be difficult sometimes for both students and staff because of the building’s size and student numbers. But, for those who are disabled or who have had an injury or surgery, getting around can be even trickier.

To allow those with disabilities equal access, the Americans with Disabilities Act is in place.

According to National Education Association (NEA), the ADA is “a federal law prohibiting discrimination against people with disabilities” that “requires employers to provide reasonable accommodations.”

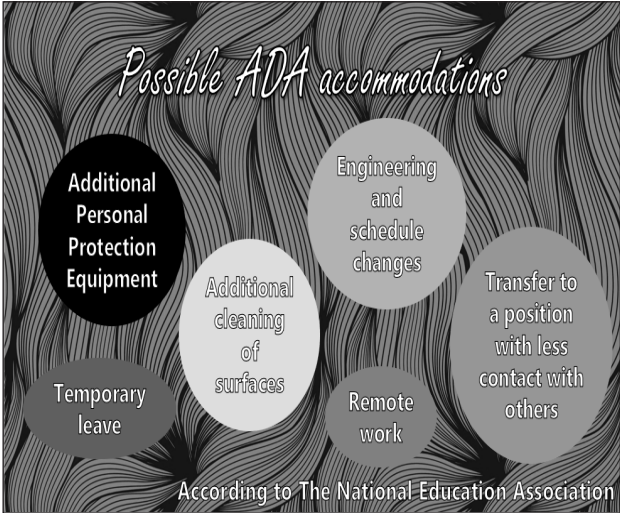
NEA defines a disability as “a physical or mental impairment that substantially limits one or more major life activities.”

“Under the ADA, modifications or adjustments to a job or work environment must be made to enable employees with a disability to continue to perform the essential functions of their jobs and enjoy the equal benefits and privileges or employment,” the NEA said.

Possible accommodations, not only for those with disabilities, but also with injuries or surgeries, include building changes, schedule changes or even temporary leave.

English instructor Diane Mason had a left knee replacement in July 2018 and missed the first three weeks of the 2018-2019 school year to give her knee time to heal.

“Physical therapy followed the surgery for six weeks, so when I returned



ALEXANDRA COVENEY / The Guidon

to school in September, my knee was strong enough to maneuver the building,” Mason said. “However, my right knee was bone-on-bone at that time, so I was still not stable on my feet for very long at a time.”

Eventually, Mason had her right knee replaced in the summer of 2019.

“For a couple of years before my surgeries, I walked with a walking stick, which stabilized me enough to get around; however, I had to get past my pride to use it confidently and without shame/embarrassment,” Mason said.

Mason said having a classroom far from the faculty parking lot was one challenge that she faced.

“When a person hurts, that long walk is a daily struggle, and by the time I reached my room, I had already expended quite a bit of energy,” Mason said. “Every activity in a school building requires a lengthy walk.”

When traveling from her classroom to the cafeteria, gyms, Multi-Purpose Room or other rooms

in the building, Mason had painful experiences.

“For those in pain or physically limited, those walks exhaust a person that only one who has experienced that can understand,” Mason said. “You know, having a motorized way of travel to navigate the building would have been helpful.”

Other helpful accommodations Mason mentioned were chairs and furniture that sit higher.

“Handicapped restrooms with bars and high-rise toilets would assist a person in getting up,” Mason said.

Hays High administration and staff all pitched in to help Mason, not only then, but also now.

“A colleague is gracious enough to retrieve my M3 class from the cafeteria since the walk to/from there can be taxing,” Mason said. “I did run this request by an administrator, who was fine with the arrangement. Colleagues help out naturally.”

Mason has had to overcome other obstacles in addition to her two knee

surgeries.

“I have struggled with back pain since college, and now, arthritis has set in, causing pain/stiffness when rising and after walking or standing for very long,” Mason said. “Thus far, I make my own accommodations by sitting when needed, bringing my walking stick if feeling unstable, taking my office chair to meetings and by accepting the kindness of colleagues who offer to park my car in ice/snow-packed parking lots.”

Mason said she has learned to accept that her situation is different than others’ situations.

“The bottom line: I will eventually get to where I’m going but will be slower than others in my arrival,” Mason said.

English instructor Lisa Renz has had multiple students with disabilities and injuries.

“My door doesn’t stay open well, so I or other students help open/hold the door,” Renz said. “I also let the student leave class a few minutes early to get into the hallway without as much congestion in the hallways.”

Renz has one way to try and make it easier on students get around the classroom.

“I am not really sure about other classrooms, but I try and make a seating chart that gives that student the easiest access to/from class,” Renz said.

When students ask for accommodations, Renz will offer them, depending on the situation.

“Sometimes a student might ask, and sometimes I will offer,” Renz said. “It just really depends on the student’s situation.”

With COVID-19 changing a variety of things, ADA-covered disabilities are included. According to the NEA, “Health conditions that may put someone at higher risk for serious complications from COVID would likely also qualify as an ADA-covered disability.”

“Before COVID, I haven’t been involved with an employee requesting ADA accommodations,” assistant principal John Linn said. “The ADA requires employers to make reasonable accommodations if necessary. Because we have had to quarantine staff at times, and when able, that staff member has been able to work from home, and same for students.”

Linn shared how Hays High follows the ADA guidelines.

“HHS and USD 489 does have Notices of Non-Discrimination, which say that we do not discriminate on the basis of disability,” Linn said. “If necessary, we would do whatever was reasonable in order to help any staff member do his/her job if a modification or adjustment needs to be made.”

Linn said providing ADA accommodations all depends on the situation.

“If it is a change to the physical building, it would be more difficult,” Linn said “However, we would look at all options to make the environment safe and accessible. Depending on the type or degree of disability, we would make any reasonable accommodations necessary to help our students or staff enjoy the same benefits or privileges as everyone else.”

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Students pre-enroll for summer Driver’s Education program classes

By Maysyn Tippy
Hays High Guidon

Whether you are a freshman or a senior, you likely went through or will take Driver’s Education at some point before graduating.

On Feb. 25, Hays High School and Hays Middle School had pre-enrollment for Driver’s Ed, and on March 1, there was a parent meeting about the program.

During Driver’s Ed,

students learn the fundamentals of driving, such as the road signs, the consequences of driving under the influence of alcohol or drugs and the penalties for reckless driving, speeding and other offenses.

Driver’s Ed is taught by an instructor, with the first day in classroom where students study for then take the written driving test. The next two to three days are spent driving around Hays and on the

highways and interstate.

When starting to drive, avoiding distractions is recommended, according to <https://clovered.com/safe-driving-tips-and-techniques/>; staying calm and taking each step at a time are some tips that can help improve your driving experience.

“Have fun and take it seriously,” senior Nicolas Park said.

Junior Tyler Solida agreed that taking Driver’s Ed seriously im-

proves one’s abilities.

“Just breath, don’t overthink it, pay attention and you will do great,” Solida said.

While staying focused can help, a more relaxed learning experience can help you prepare also.

Senior Kelby Rice said that playing “Mario Kart” actually helped him to improve and to be prepared for Driver’s Ed.

While preparing is important, the experience of driving is what can be

most memorable.

“My favorite story was probably when we would listen to game shows while we were driving,” Solida said. “We would try to guess the answers.”

Sometimes things do not go as you would hope while driving with your instructor, though.

“I backed my car into a ditch,” Park said. “[Instructor] Mr. [Dave] Bernasconi had to pull it out with his van.”

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SPRING PLAY

LIGHTS, CAMERA, ACTION

Spring Play cast to perform last year’s cancelled show to limited audience

By Caitlin Leiker
Hays High Guidon

With last year’s Spring Play, “Murder’s in the Heir,” getting cancelled due to COVID-19, the cast will be performing the same play over again, with a twist. This year, the production will be filmed in a movie-like style, combining wide shots of the whole stage with close ups and tracking shots for more special interactions between characters.

Filming the play outweighed doing a live-streamed production, where the risks would be higher – if even one cast member gets quarantined, the show would not be possible.

“Since we had to cancel last year, we made no money,” director Bill Gasper said. “We could’ve started with a new [play], but it would’ve been costly, and I would’ve had to charge admission. I just don’t know if that would’ve worked.”

By repeating last year’s production, Gasper saved money on royalties, play books and more.

Tribe Broadcasting students among the cast, including senior Gabe McGuire, will aid in filming and editing to cover their active project hours for the semester.

When McGuire first received the email from Gasper about the plan to film the play, he said he was immediately excited.

“As someone who wants to be a filmmaker, this is my opportunity to create something special, McGuire said. “Obviously it’ll be a daunting task to edit a feature-length film, but I think it’ll be valuable for me.”

With a drop in cast members due to graduated seniors and other students who were unavailable this year, Gasper casted McGuire and juniors Carson Brooksher, Stanna Flinn and Mazzy Sacia to fill the open roles.



CAITLIN LEIKER / The Guidon

Seniors Gabe McGuire and Dustin Knoll discuss shots for filming before the start of a Spring Play rehearsal. The cast will perform live on March 11-13, but the audience will be limited due to COVID.

Brooksher compared the fast-paced rehearsals to that of working in Chamber Singers, where everyone knows what they are doing when they walk in. On the side of filming, however, Brooksher said he has reservations.

“It’s cool and all, but the whole part about Spring Play is getting in front of people,” Brooksher said. “For a majority of students, it’s not just about doing the actual play. It’s more about the social aspect, and not having an audience hinders that.”

For Flinn, the quick memorization has been the most difficult part of the production as a new cast member.

“I’ve never had to memorize as many lines before,” Flinn said. “It’s kind of weird because everyone else already has everything put together, and their acting styles are done, and I’m showing up here as the ‘odd goose out.’”

No general admission tickets will be sold for the three live performances; instead, for each cast member will have four free tickets to give away to their families and friends.

“I think a lot of students wanted to put this on simply because they felt like they didn’t get the opportunity to perform,” Gasper said. “They put in all the work. This way, at least they’ll have it, and their parents will have it.”
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YOUR VIEW

If you could have any job in a movie, what would you want to do?

“I’d want to be one of the actors or a voice actor because I love jumping into a new role and putting what I know into that character.”
—senior Ashley Vilaysing

“I’d most definitely want to be a voice actress because you might see yourself in that character, and it just makes it more fun.”
—senior Sydney Walker

“I’d want to be the actress because I like to be in the spotlight.”
—sophomore Makayla Koerner

“I would probably be a background character, or I would help make props for the movie. I’m just really good at art, and I don’t want to be a main character. I would be too stressed out.”
—freshman Mahala Gregg

“I’d want to be an actor so I could be famous.”
—freshman Lilian McGrath

“I’d want to film. I think it would be pretty cool. You’d get to see a lot that happens behind the scenes and stuff.”
—freshman Charles Roe

Upcoming Student-Led Conferences to occur for fourth year

By Emry Lundy
Hays High Guidon

Students will be engaging in the fourth annual Student-Led Conferences on March 16 and 17. Juniors, sophomores and freshmen are required to sign up for and lead a 15-minute meeting with their parents and PRIDE Time teachers.

Times available on Tuesday, March 16 range from 3:30 p.m. to 7:45 p.m., and times on the Early Release Day of Wednesday, March 17 range from 1:15 p.m. to 5:30 p.m.

“Both of my parents work in jobs that have slightly unpredictable hours, so it is hard to schedule an appointment that works for them and myself because I am in a

spring sport,” junior Grace McCord said.

However, the vast majority of students work out the times with little needling from their PRIDE Time teachers.

“I have never had a student not attend the conferences,” English teacher Vanessa Schumacher said.

Business teacher Lindsay Hart agreed that her PRIDE Time “has been good about participating.”

For the conferences, students have a suggested script that will guide them through the necessary topics. Schumacher said she encourages students to adhere to their script closely to get the best results, and Spanish teacher Matthew Whitney said that students should practice their script beforehand.

McCord also suggested having Xello updated.

“It is your job to lead this conference, and Xello will help you lead it smoothly,” McCord said.

Xello and PowerSchool are some of the tools that aid the discussion.

“Students will lead the conference and share the results of the activities they’ve been completing in Xello, including personality style, learning style, career interest areas, goals and skills survey results,” Hart said. “We all then make sure that students have a good course plan based on those results and the career pathway they are working towards.”

The main purpose of these Student-Led Conferences is to encourage conversation between par-



EMRY LUNDY / The Guidon

Sophomore Seth Gillock signs up for a Student-Led Conference time in Lindsay Hart’s PRIDE Time.

ent and child about future plans and how to achieve them.

“I think [Student-Led Conferences] give [students] an opportunity,” Whitney said. “It gives them a flexibility to be able to see where they’re go-

ing with their high school journey, as well as after that where they’re headed, whether it be training for skill or going to college, and it allows the parents to hear that firsthand from their child.”

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How have Student-Led Conferences helped you?

“I don’t think they have. I think they are a waste of time.”
—junior Gage May

“I frequently make appointments with my counselor to make sure I’m on track and doing all I need to do in order to be successful, so it really doesn’t benefit me to sit and talk with my PRIDE Time teacher about the steps I need to take to be successful. I also talk with my parents very often about what I want to do in the future and how I need to get there. Since I take a bunch of steps to stay on top of things, I think Student-Led Conferences offer me very little.”
—junior Grace McCord

“It helps me plan my school life with my parents.”
—junior Molly Ricke

Science Olympiad team places second at regionals to advance to state

By Nikka Vuong
Hays High Guidon

Science Olympiad placed second overall in Division C at regionals. Results were announced on Feb. 27 on the Kansas Science Olympiad YouTube channel.

Regionals took place virtually on Google Classroom from Feb. 18-26.

First-place events included Anatomy &

Physiology by senior Katie Christen and junior McKinley Wamser, Astronomy by sophomore Anthony Arial, Code Busters by seniors Alan Enriquez, Marriisa Raynesford and Jonathan Rupe, Forensics by Raynesford and junior Nikka Vuong, Geologic Mapping by senior Alexis White and sophomore Alex Li, Protein Modeling by senior Ginny Ke, Water Quality

by White and Write Stuff by senior Christina Leos and Rupe.

Second-place events included Circuit Lab by Enriquez and Experiment & Data Analysis by Christen, Vuong and Wamser.

Third-place events included Chemistry by Enriquez and Raynesford, Designer Genes by Ke and Gravity Vehicle by Rupe and junior Matthew Bollig. “Science Olympiad has

given me the opportunity to study subjects that are of interest to me instead of just the standard curriculum,” White said. “I am looking forward to testing my skills against the very best in my chosen events.”

Sponsors Beth Schiel and Lynn Zimmerman said they were pleased by the team’s performance because the group did not host weekly meetings outside of school hours to

work on the events.

State competition will be virtual and will take place March 22 through April 3.

“After seeing our performance at regionals, I am excited to see how [we] can improve for state,” Schiel said. “I am interested to see how we might compare with the big schools that have not had in-person instruction.”

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What was the best part about Science Olympiad regional contests?

“Probably hanging out with the sponsors and other members. I like all of them, although not knowing most of them. I enjoy our interactions during work hours.”
—junior Matthew Bollig

“My favorite part about joining Science Olympiad was that I was able to be successful and be around my friends.”
—sophomore Anthony Arial

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YOUR VIEW

Which teacher can you pay the most attention to in class?

“A trick used to keep students attentive by one of my teachers, such as [social science instructor] Mr. [Matt] Brooks, is that he directly calls on students to answer questions, rather than openly asking for the answer to a question. This procedure encourages students to participate and pay attention in class more actively.”
—senior Franklin Owens

“The classes I pay the most attention in are my music classes because I enjoy them the most.”
—senior Alexis White

“I think I can pay the most attention in [science instructor] Mr. [Alan] Neal’s class because he’s just really fun and enthusiastic about what he teaches.”
—junior Jada Thomas

“I am able to pay the most attention in [math instructor] Mrs. [Jayme] Goetz’s class because I’m bad at math, and I need to pay more attention.”
—freshman Lacy Droegemeier

“I’ve got to say [science instructor] Mrs. [Jennifer] Olt’s class because she’s really good about adding random facts that are on topic, and they make me want to pay attention because they’re actually kind of interesting facts.”
—freshman Dakota Normandin

On a scale of 1-10, how prepared do you feel for next year?

“About a 7. I feel like they [the counselors] really set us up for what we need to focus on this year and know what to expect as well. Since many of us are going to different colleges, they made sure we knew what was due and when it was due, which was nice.”
—senior Kaili Bethel

“8, because I’m just a confident person, and I have already been through so many challenges throughout my childhood. I’m usually always ready for anything.”
—senior Alan Melendez-Enriquez

“5. These days are going by too fast, and I feel like I’m not very prepared. I’ve gotten accepted into a college out of town, but I want to get accepted to a college here in Hays because I want to stay with my family and friends.”
—senior Daisy Tinoco

“Probably a 4 or 5, because I’ve never had to do everything by myself and I’m going to be in a different city. It’s just all going to be new.”
—senior Fernando Zarate

EDUCATION

TEACHING TRICKS

Hays High educators share tactics on engaging students

By Alexandra Coveney
Hays High Guidon

Keeping students engaged while connecting class content to the real world is a common goal for many teachers.

English instructor Lisa Renz said she uses Quizlet, Kahoot, Quizizz and other platforms to provide a fun competition element to learning.

She also has an interesting way for her students to learn new vocabulary words.

“I try and show them how to associate actions with certain words to help them remember definitions or orders,” Renz said. “We have fun with this and play ‘Simon Says.’ They are very competitive, and it’s fun to get up and move.”

History instructor Matt Brooks implements vocal tactics during his lectures to keep students engaged, like using more fluctuations in his voice and varying the speed of his speech.

“I try to call on students by name sometimes for specific questions,” Brooks said. “I also try to be somewhat funny – as funny as I can be – which sometimes works; sometimes, I’m entertaining myself



ALEXANDRA COVENEY / The Guidon

English instructor Lisa Renz teaches the day’s lesson. To maintain interest and participation, she utilizes both physical activities and online learning games. Varying instruction forms helps her students retain what they learn.

up there, not the students, but that’s okay, too.”

As a teacher, Brooks said he completes homework of his own to improve his instruction.

“I read as much as I can to stay up on the profession, and really, it’s kind of just being myself and just understanding that it’s the teacher that needs to understand at times; they have to be an entertainer,” Brooks said. “I’m not saying I have to make the class fun all of the time, but I have to be engaged, and I have to show the students that I love what I teach.”

Brooks also said that a teacher must be motivated and cannot be boring.

Student teacher Jessica Clingan also uses activities to maintain student participation.

Clingan, a student herself at Kansas State University, is student teaching in Vanessa Schumacher’s English classes.

“Changing up what we do day to day and not doing the same thing over and over definitely helps,” Clingan said. “And, just

choosing the texts and the things that they are learning that are interesting.”

So, how have these teachers learned to keep their classes exciting?

“Some of my strategies I have learned from workshops/conferences that I have attended,” Renz said. “Others I have made up on my own, and some have been shared with me by some of our other awesome teachers here at Hays High.”

Brooks shared this sentiment.

“I’ve had teachers and

professors that I liked, especially in college, that I try to model my teaching with because I was interested and engaged in their class,” Brooks said. “Also, just going to conferences, I picked up a thing or two that made sense.”

Clingan has also developed her skills through observing her professors and from her hands-on work with Schumacher firsthand in the classroom.

“She has taught me a lot, and she is always very entertaining and energetic,” Clingan said.

On top of that, Clingan draws experience from raising her own family.

“Students like to be treated with respect, and they want you to challenge them, even though they don’t think they want to be challenged,” Clingan said. “I’ve also learned they like boundaries, schedules and routines.”

Whether you are a student, teacher, or staff member reading this, we all have different ways to learn things and different things that keep us engaged. The teachers of Hays High have all worked hard to provide different ways to learn something.

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Seniors remain undecided on college plans, career paths

By McKena McBride
Hays High Guidon

As the end of the school year approaches, seniors are finishing up their plans for next year. Although one may expect these students to have a future plan set, some students are more clueless than you would think.

Some students are fairly prepared for their life beyond high school, while others remain undecided.

Senior Ryan Moore is one of these unsure students. Moore said he does not know if he will get a post-secondary education or if he will join the workforce.

“It’s been difficult for me to decide what I want to do after high school,” Moore said. “But, I don’t feel that pressured to have a set plan after high school.”

Some seniors do not plan on attending a university, but instead, are taking other routes. Senior Stanna Summers plans to attend Hays Academy of Hair

Design for a yearlong program and will start working when she is finished with her training.

“I have put a lot of thought into my future, and I feel that I am going to absolutely love this career,” Summers said. “I am still very nervous, but I can’t wait to see what will work out for me.”

Although some students may struggle to find passions or hobbies they would like to pursue in a careers, others discover these interests and know they want to include that in the rest of their life.

Senior Alexis White said she knew she wanted to major in music education but was originally undecided on where she wanted to go to study; now, though, she plans on attending Kansas State University.

“I am confident that this is the path that I want to follow, but there could be some detours or changes in direction on the way,” White said.



MCKENA MCBRIDE / The Guidon

Seniors Sydney Walker and Madison Stanton have not yet finalized their plans for colleges or careers, and many students are in similar situations.

Even though students have been encouraged to begin thinking about college since middle school, some still find the process overwhelming as seniors.

Senior Ginny Ke has applied and has received interviews with Ivy League universities, such as Massachusetts Institute of Technology (MIT) and Stanford University, but she does not know exactly where she is going next year. She does know that she plans on majoring in biomedical engineering

with an emphasis on the chemical route.

Ke said she feels that there is a pressure to have a plan right now for after high school.

“A lot of the pressure comes from parents, friends and society,” Ke said. “There’s always the fear of not meeting expectations, which brings upon a lot of pressure. There’s also the societal view that if one doesn’t work or attend college after high school, they are labeled a ‘disappointment.’”

Seniors agreed there is no right way to figuring out what one may want to do with his or her life.

“Everyone always emphasizes the idea that one day you’re going to wake up and know what to do, but that doesn’t always happen, and that is completely okay,” Ke said. “Sometimes you just have to figure things out as you go. As long as you do things for yourself and with purpose, everything will work out.”

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ECONOMICS

PLAYING THE MARKET

Stock market participation increases through COVID-19

By **Ryan Schuckman**
Hays High Guidon

At the end of January, the stock market received widespread attention when ordinary people across the country bought into certain stocks like Gamestop and AMC Entertainment.

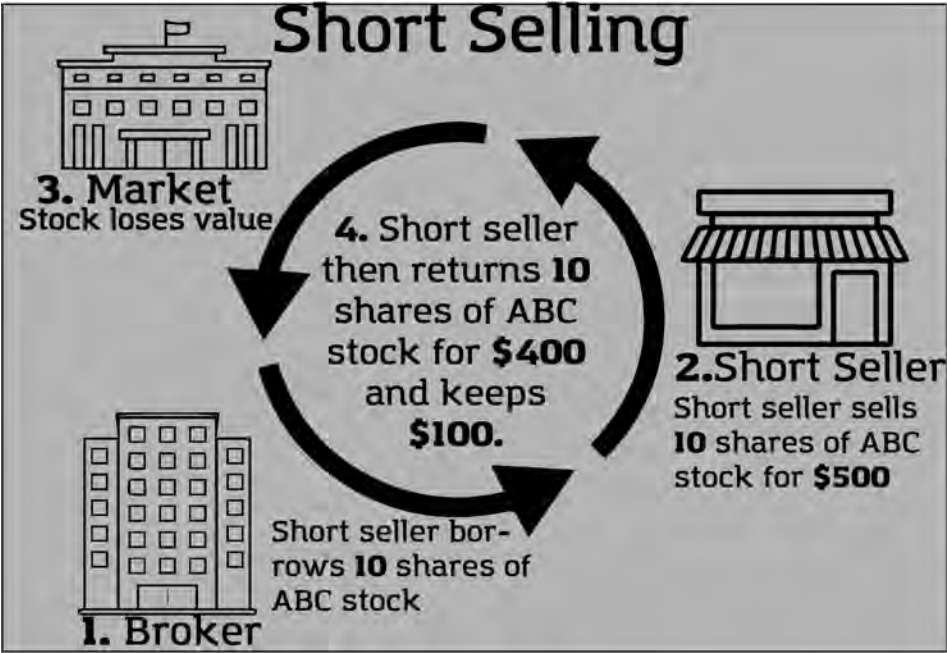
These stocks, which big investment firms bet would continue to decrease in value, suddenly saw an abnormal spike, thanks to ordinary people realizing how exploited the stocks were.

“Short selling” a stock is a process in which large investment firm, called hedge funds, can profit off of stocks losing value. The hedge fund borrows shares of a stock and immediately sells them to the market.

As the price of the stock decreases, the hedge fund will rebuy the shares at a lower price, which allows them to pocket the difference.

Gamestop, AMC Entertainment and other companies that had been declining in popularity and struggling even more due to the pandemic have been heavily targeted by hedge funds.

However, even as these companies struggle, their stock market price has seen huge spikes in



GRANT TESLUK / The Guidon

recent weeks, thanks to small investors banding together against the hedge funds.

The movement first gained popularity on a Reddit forum called r/wallstreetbets but would later spread to other social media apps.

These people realized that by investing in heavily shorted stocks, they could raise the value above the original price where hedge funds would be unable to pocket the difference.

Sophomore Jordin

Meyers, who invests in the stock market, has been following the craze.

“I think that whole situation with Gamestop and other calls by r/wallstreetbets from Reddit is hilarious,” Meyers said. “People who have zero market experience are causing companies who have been in the market for years and for billions of dollars, to file bankruptcy.”

Opinions about the exploitation of these stocks vary, depending on if a person would like to see

the hedge funds or the small investors profit.

Meyers, however, decided to take a chance on the AMC stock, which saw a spike of more than 800 percent within two weeks.

“I did make a few dollars here and there from AMC but no big gains that you’re seeing a lot from other people,” Meyers said. “I wanted to invest more than what I did, but I did have a budget, which limited the number of shares I could buy.”

The increased aware-

ness of what is happening in the stock market has inspired numerous people to start investing. However, Meyers said he has been interested in the stock market even before now.

“I’ve started paying more attention to it and actually started to invest when I started my Business Essentials class with Mr. [Silas] Hibbs,” Meyers said. “I’ve not made a net profit yet, mostly because I’m still learning how to pick stocks that are actually going to make me some cash.”

Meyers said he believes taking Business Essentials and keeping an eye on the news are important for any students interested in investing.

“Mr. Hibbs will teach you everything you need to know to get started,” Meyers said. “If you aren’t feeling like taking a class, you can always google how to start investing using E*Trade, and there’s guides out there that’ll give you a step-by-step guide on how to get started. Once you have an account set up, keep a close eye on the news and think about how what’s happening in the world can affect the different markets.”

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YOUR VIEW

If you had one million dollars, what would you do with it?

“If I had a million dollars, I’d spend it on jerseys, designer clothes, cars, a nice house and food.”

—sophomore Kyreese Groen

“If I had a million dollars, I would spend it on a really cool car and a nice house.”

—sophomore Clair Humphrey

“I would spend a million dollars to buy the whole, entire trailer park.”

—sophomore Brandon Schupman

“I would probably give it to people who don’t have as much money.”

—freshman Avrianna Burk

“I would probably donate some to charity, and then I would buy a nice truck.”

—freshman Lily Garrison

“I would help my parents pay for stuff, I would donate some, I would buy a Jeep Wrangler and I would buy a whole new closet of clothes.”

—freshman Hannah Klein

“I would spend a million dollars on getting a nice car and buying a house. Then I would renovate [the house] and sell it for more and keep doing that until I own a huge company.”

—freshman Kiley Legleiter

“If I had a million dollars, I would put all of it into stocks and make more money.”

—freshman Charlie Rowe

Bitcoin grows in popularity, leads cryptocurrency market

By **Corey Musil**
Hays High Guidon

While “Bitcoin” was an unfamiliar term just a few years ago, the digital currency is beginning to gain traction as a replacement for physical money.

Bitcoin was created in 2009 by an anonymous person or group of people, known as Satoshi Nakamoto, who CNBC says “could represent a man, a woman or a group of people” and is also thought to own 5 percent of the cryptocurrency, or digital funds, which is now worth about \$5 billion.

Bitcoin runs through a system of powerful computers, referred to as miners or nodes, that run complex mathematical code and store the blockchains, according to www.investopedia.com. These blockchains are collections of blocks that contain transactions. All computers see the

same transparent list of blocks and transactions in a digital database, so that miners can create additional coins and can verify Bitcoin ownership.

Those who invest in Bitcoin get a private key to authorize their Bitcoin transactions – similar to an ATM PIN – that they must keep private. Investors also have a Bitcoin wallet on a blockchain – like a bank account – that allows them to trade Bitcoin and to make transactions.

One of the benefits of using Bitcoin is that it is an online currency, so it eliminates the need for paper money, checks or credit cards. Small businesses also like Bitcoin because there are no fees, like with credit card payments.

“Bitcoin could be the future currency for generations,” senior Kyler Beckman said. “People are starting to switch to Bitcoin because it is

easier than using banks. It is smart to invest into Bitcoin right now before it gets popular.”

Other benefit of using Bitcoin is that buyers can remain anonymous, as only their wallet IDs are revealed, which can help protect people’s identities or can help ensure confidentiality when making transactions.

Another benefit is that Bitcoin is not regulated by any specific country, so buyers can purchase anything from anywhere in the world at any time without exchanging dollars.

In addition to paying for merchandise, Bitcoin can be used as an investment, as people hope they will increase in value. According to CNBC, “Major investment banks have been warming up to Bitcoin,” and “Tesla and other firms have also shown support for the cryptocurrency,” meaning that, if major banks



STOCK IMAGE / Unsplash

Bitcoin, a form of digital currency, has gained many investors with the hope of a large pay-off.

and businesses accept Bitcoin, it may increase in popularity and in value.

While there are benefits to Bitcoin, there are also risks, including the possibility of Bitcoin sites being hacked or the reality that, if you lose your private key, you cannot retrieve it, meaning that you can lose any Bitcoin you have. Bitcoin wallets are also not insured by the Federal Deposit Insurance Corporation (FDIC), like traditional bank accounts, which means that, if sites are hacked or if you lose your key, you cannot be reimbursed

for your financial losses.

Another risk for those who invest in Bitcoin is that it is just an investment, just like buying a stock in the stock market, so if Bitcoin decreases in value, you could lose money that you have invested.

Right now, however, the public perception of Bitcoin seems to be encouraging.

“Bitcoin is a pioneer for virtual currencies,” senior Tucker Veach said. “I believe there will be more opportunities like it in the future.”

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What do you currently spend most of your money on?

“I usually spend most of my money on buying new video games”

—sophomore Kareem Bello

“I think Reality U taught me what it’s like to have money for fun stuff, yet still be able to pay for necessities.”

—sophomore Mary Katherine Bollig

“Just having fun, like going to the bowling alley or going to see a movie.”

—sophomore Ryan Brungardt

“Food or just random things when I am with my friends.”

—sophomore Liam Buller

“What I do with most of my money is save it, then spend it when I shouldn’t spend the money.”

—sophomore Crispin Vick

“I save a lot of it, but I mostly spend it on new clothes or gaming, I guess.”

—sophomore Peyton Zimmerman

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EMPOWER WOMEN

STEM stands for Science, Technology, Engineering and Math. STEM careers require countless hours of research and observation, brainstorming, drafting and building state-of-the-art equipment, software and more. This is the future that senior Ginny Ke eagerly looks forward to as a bio-medical engineer.

Ke said she knew that she wanted to go into the medical field since she was younger, but her epiphany occurred in freshman year Health. The topic in question? The opioid crisis. "What if you could stop the addiction with the bottle?" Ke said. "We could create a sensor system within the bottle, so if someone took out more than they should, it would send an alert. Each pill weighs almost exactly the same, so it would be obvious if someone took extra."

According to Catalyst, an organization accelerating workplace inclusion for women, in 2019, women made up only 28 percent of STEM-qualified industries. Women in STEM are paid less than men, as well, making an average of 89 cents per dollar that men in STEM make. In some fields, the wage gap is even larger. Science teacher Cheryl Shepherd-Adams said that, once she got to her upper-level college science classes, she was often the only woman in the room.

"To start off, the guys would hang back in the lab and see if I knew what I was doing... until I showed them that I was there to get the job done," Shepherd-Adams said. "And so, they accepted me."

Bias and stereotypes play a larger role in employment than one may assume, and it starts in childhood.

In several studies backed by Harvard University, groups of children were asked to draw a mathematician or a scientist. While boys universally drew male characters, it was found that young girls were twice as likely to draw men as well. Inevitably, race, along with gender, plays a role in employers' hiring practices. In a 2019 study by the University of Pennsylvania's Wharton School, 40 STEM-based companies were randomly assigned copycat resumes, developed from data banks of real applicants on the basis of school and academic major, leadership skills and work experience. To strengthen the study's results, researchers used names that "would clearly indicate both gender and race."

When placed on a metric of Grade Point Averages, employers in those 40 companies rated the resumes of female and minority applicants with 4.0 GPAs equal to those of white male applicants with 3.75 GPAs.

Out of all female doctorate graduates in STEM, 86 percent are either white or Asian. Fewer than 4 percent of the graduates are Latinas, and less than 3 percent are Black. This lack of representation is also apparent in hiring.

According to Shepherd-Adams, inclusion must be implemented before and at the high school level, encouraging all students to build mental fortitude through Advanced Placement courses, no matter their backgrounds.

"A lot of students who don't take those tough classes end up in a world of hurt and change their major because they're just not ready for the pace or the depth, and I hate to see that happen," Shepherd-Adams said.

Math teacher Erin Deenihan said teaching methods are crucial to breeding more imaginative students.

"Too much of school is based more on testing and less on creative thought," Deenihan said. "Math and science are always interpreted as less creative, and I don't think that's true."

Senior Marrison Raynesford agreed that while science and math-based careers are challenging, they are also ones in which workers can show their unique problem-solving capabilities.

Raynesford plans to attend Kansas State University in hopes of becoming a chemist.

"Chemistry helped me realize that I am capable of solving problems, no matter how unattainable they may seem," Raynesford said. "I look at the world now with a newfound curiosity and desire to know how everything works."

Both Shepherd-Adams and Zimmerman agreed that independent thinking is the key to success in STEM.

"You need to be focused on developing your skillset," Zimmerman said. "Get your priorities straight. And, most of all, find the joy in learning!"

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FEMALE STUDENTS PURSUE CAREERS IN STEM FIELDS

By Caitlin Leiker
Hays High Guidon

March is National Women's History Month, which recognizes the contributions of women in history and contemporary times. In 1980, President Jimmy Carter declared that the week of March 8, 1980, was National Women's History Week. This continued every year, supported by each president, until 1987 when Congress passed a law, 100-9, designating March as Women's History Month. Since 1995, each president has proclaimed March to be Women's History Month and has assigned a theme. This year, the theme is "Valiant Women of the Vote: Refusing to be Silenced," as well as the 100th anniversary of the 19th Amendment, which states, "The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of sex."

However, Hays High social science teacher Abby Gillian said she believes that celebrating and honoring women's history should not be limited to a single week or a single month.

"It is important to celebrate women in our history because, though they may be absent or a footnote in history textbooks, they certainly were contributing to every facet of society," Gillian said. "History can erase people when their stories do not get told, so it's important to identify women's contribution and highlight them to remind us that women were active participants in all facets of our society."

To commemorate women's history, Fort Hays State University (FHSU) recently had a walk-through exhibit about the 19th Amendment from Feb. 1 to Feb. 22. Partnering with the League of Women Voters of Kansas, there were large banners with informational pamphlets about women's rights.

Women have not always received recognition for their accomplishments or roles in history. These women spoke up and fought for the things they believed in, even in a time of punishment and even death.

"Some of my favorite women from history include Alice Paul, who was a Suffragette who played a key and often overlooked role in securing passage of the 19th Amendment," Gillian said. "I also love Ida B. Wells-Barnett. She boldly wrote of the horrors of lynching in the South in the post-Reconstruction Era. I also love learning about Marsha P. Johnson's role in the Stonewall riots and activism in the LGBTQ+ community, particularly for transgender youth. They are a few of my heroes because of their willingness to speak truth to power in order to create more just and inclusive society."

While Hays High does not have anything to celebrate this, March is the perfect time to dig deep into the past or even the present and learn a thing or two about the women who have changed the world.

"I wish we did not have to relegate certain aspects of history to a single month, but human history is a complex story of so many interwoven experiences that those who have traditionally chosen to tell those stories have narrowed their research,"

Gillian said. "But, there are so many more stories to tell of people who have not always shared in the historical spotlight. Hopefully, we will get a more nuanced and diverse view of history in the future, but for now, it is an important step in recognizing the contributions of women throughout history."

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WOMEN'S HISTORY MONTH EDUCATES OTHERS ABOUT ROLES

By Rylie Fairbank
Hays High Guidon

STAFF EDITORIAL

Juniors and seniors deserve a normal, inside Prom

This school year has looked vastly different than previous years. Besides the additional COVID-19 precautions, such as hand sanitization and temperature checks, many events have been either cancelled or changed to meet COVID protocols.

Hays High has not hosted a formal dance this year. Homecoming was informal and outside. There was no dance for Indian Call. Student Council has done its best to provide meaningful activities for students on these occasions, but nothing can compare to an actual school dance.

COVID should not be taken lightly. This deadly disease has taken the lives of more than half a million individuals nationwide.

However, if classes are being held in-person and sports are allowing spectators, students should be allowed to have a Prom that is as normal as possible.

Obviously, masking, sanitizing and tempera-

ture checks must be required. If necessary, outside dates could be eliminated to decrease spread from outside sources. If limited to Hays High juniors and seniors, how is a dance any different than attending school?

We all crowd into the lunchroom each day and eat, unmasked, for 20 minutes. We are all in the hallways together during passing period, and we all are in classrooms together for 86 minutes at a time, often not socially distanced from each other because of space limitations.

Sporting events even add the extra risk of bringing outsiders into the building. Basketball players are running around with other players from other schools, unmasked during their games.

Those basketball players are also allowed to travel and compete at other schools, increasing their potential COVID exposure.

If COVID is such a ma-



MEG TAGGART / The Guidon

jor concern, how are these events allowed? Hosting an inside dance, with masks required, seems much less risky.

Prom was cancelled last year, so this year's seniors have never experienced Prom. And, holding an outdoor Prom on a Saturday afternoon is just not the same experience.

While using the Memorial Union is out of the question per Fort Hays State University restrictions, Prom should be held in Gym A as a formal event. Besides Project Graduation, Prom is the last event that seniors have with their classmates before graduation.

If administration objects, they should heavily re-evaluate their criteria for mass events and publicly share those requirements, so students and staff alike understand the specifics of the restrictions. Student safety should be prioritized, but prioritized uniformly, regardless of the event.

Agree: 14

Opinion
of *The Guidon* staff

Disagree: 5

Safety should come first when determining snow days

USD 489 is notorious for rarely canceling school because of weather conditions.

But, the district should not worry about keeping students in school on icy or snowy days; they should keep us safe so we can continue to attend school.

The district canceled school on Monday, Feb. 8 because it had snowed a few inches. The following day on Feb. 9, it did not cancel school, even though many people had said it was worse than the previous day because of more snow and refreezing ice overnight.

On Feb. 16, the school canceled because of frigid temperatures that swept below -10 degrees; however, even though the rest of the week was abnormally cold, school was in session.



By Cade Becker
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Accidents can be caused by these conditions and can seriously injure people. The Road Weather Management program reported that, in a 10-year span, there were roughly 1,235,000 wrecks that were due to weather-related concerns. It also reported that around 418,000 people were hospitalized and around 5,000 people were killed because of weather-related accidents.

With severe winter weather, we should not chance injuries or deaths. Families could

be devastated because their child, or their mother or father, was harmed while getting to school. It is in the district's hands to keep us safe. If they cannot tell dangerous conditions from decent conditions, they should not be making these decisions.

In addition to risking students' and staff members' wellbeing, many students have vehicles that they saved for themselves or that have deep value. If they get in accidents, not only could it cause severe health issues, but it can also cause major financial issues from wrecking a vehicle or paying for hospital bills.

Bills could stack up on the dining room table of a family. Increased insurance premiums, vehicle rental fees, vehicle repair costs, personal medi-

cal bills and other debts can be generated from just one car accident.

Many students and staff members live across town or even outside of town. Making drivers travel in inclement weather to get to school is ridiculous.

Even small "fender benders" can cost hundreds of dollars. A blog on Direct Auto Insurance said, "Replacing a bumper: \$880-\$1,390 (Cash Cars Buyer), depending on the make and model of the car; Repairing scratches: \$50-\$900 (Angie's List), depending on how many scratches and depth of paint damage; Replacing a windshield: \$100-\$400 & up to \$1,500 (Glass America), depending on the make and model of the car."

Not only that, but weather can also

disturb the mood and the productivity of students and staff. An article on Conversations said, "Wet weather, in particular, means that students are less likely to take part in or enjoy" physical activities. It continued, saying, "If such weather occurs on a regular basis, it makes it harder for school students to meet the national physical activity guidelines, which are designed to ensure kids are keeping sufficiently active."

Schools should stay open when the weather is decent, but schools should not allow students or staff to be in harm's way when the weather is bad.

Even though canceling school can interfere with activities and plans, I would rather be safe than sorry.

PRAISES & PROTESTS

PRAISES

- Queen (the band)
- The Queen of England
- Start of Spring
- Ice cream
- Snacks
- Quality sleep
- Masks that fit properly
- Taylor Swift
- Taco Bell
- Strawberry tea
- COVID vaccines
- 44 regional journalism contest qualifiers

PROTESTS

- Drama
- Sexism
- Pimples
- Greasy hair
- Grilled cheese
- Climate deniers
- Sunny D
- Headphone jacks
- Glitter

STAFF OPINIONS

"Straberry PopTarts are completely inferior to any other flavor of PopTart. The strawberry flavoring is so artificial, it is a disgrace to strawberry flavoring everywhere. Overall, strawberry PopTarts are too sugary to even taste good. I might as well hook myself up to an IV of straight sugar."

—Editor-in-Chief
Alicia Feyerherm

"I think that we all need to disband from KSHSAA all together as an entire state and have a new association that allows students around the state to have fun at games and not ruin the high school experience. Having rules made up in the final weeks of a season to segregate into groups of four, along with no in-game celebrations really takes away from having fun and making memories at the game."

—Staff Member
Cayden Sanders

"I think school should start later in the morning, allowing more students to get the recommended amount of sleep, which is nine hours. If more students got all nine hours, there would be better academic and athletic performance at Hays High. There would also be less tardys."

—Staff Member
Alexandra Coveney

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It is produced as an educational tool to give students the opportunities to inform, investigate, entertain, interpret and evaluate in an open forum and to provide accurate, fair, objective and truthful coverage. The opinions expressed here are those of The Guidon staff and do not express the opinions of the USD 489 Board of Education, administration, faculty or staff.

The Guidon welcomes letters to the editor, as long as they are not libelous or obscene. Letters must be signed and must include the writer's name, address and phone number.

Other policy information is available upon request by contacting jaugustine@usd489.com.

"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 of the right of the people peaceably to assemble, and to petition the Government for a redress of grievances."

—First Amendment, U.S. Constitution

COVID-19

CLOSED EXHIBITS

Museum attendance drops as they face uncertain future

By Cade Becker
Hays High Guidon

While it is widely known that businesses have been thrown for a loop by the COVID-19 pandemic, another area that has also been affected is museums.

Like other businesses, some museums have had to close temporarily or permanently, to create new protocols and to do other things that hinder their functionality.

According to National Public Radio, "In a survey... of 760 museum directors, 33 percent of them said there was either a 'significant risk' of closing permanently by next fall or that they didn't know if their institutions would survive."

Rachel Unruh, the Marketing and Public Relations Coordinator at Sternberg Museum of Natural History in Hays, said the museum has been affected by COVID-19.

"When the pandemic was first happening, we started to notice that this was a very serious ordeal," Unruh said. "We had to end up closing our doors for about two to two and a half months, which obviously affected our visitation. This was also during peak of our visitation, so, like, the summer and spring."

Sternberg Museum closed its doors to the public sometime in early March 2020. Nationwide, other museums, such as the National Art Gallery, the Philadelphia Museum of Art, the Shedd Aquarium in Chicago, the Smithsonian in Washington, D.C., and many others had to close as well.

"After we found out we were going to have to close, we quickly pivoted and started a Facebook Live, which we call, 'Dome from Home,' which allowed us to still interact with visitors online so we could stay in people's minds," Unruh said. "We also got a grant from the county that let us start our own YouTube series. The grant allowed us to buy equipment, cameras and such to make the videos. We want to start a Paytheon to help with revenue, so subscribe!"



CADE BECKER / The Guidon

Sternberg Museum has had to adapt to COVID-19 closures and limits by offering programs such as "Dome from Home," which is a Facebook Live event that people can join to interact with the museum.

of six feet, washing hands frequently, staying home if you feel ill and wearing masks. The Smithsonian and many other museums have these same simple guidelines displayed on their doors and on their websites.

"Since we reopened, we had to take a bunch of new protocols that we had to implement," Unruh said. "Our custodial staff has doubled their frequencies of going around to the high-traffic areas and making sure they are sanitized and cleaned. We had to close off our dig pit because it is obviously difficult to keep sand clean. We had to remove some of our toys and items out of the Discovery Room to help keep it cleaned. We also have a COVID policy on our website that the public can access."

With all the other effects that have taken place, this one has hit the local museum the hardest.

Sternberg had to stop doing all of its tours, including its backstage tours and school tours. They also had to limit the number of rooms available for birthday parties and the amount of people who are able to attend.

The Louvre in Paris has also had to do the same things, along with many other museums across the world.

"We have had to limit package deals," Unruh said. "We also had to limit our critter times and dig pit times, and we cannot do regular events like Star Wars Day, National Fossil Day and Darwin Day."

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YOUR VIEW

What are some events or places that you haven't been able to go to because of COVID?

"I haven't been able to go out as much on the weekends. That kind of just ruins the fun and I usually go out every weekend to go to parties."

—junior Keatyn Barnett

"Some of the events I haven't been able to go to because of COVID have been, like, cheer camps during the summer. Other events I haven't been able to go to are some dance activities, along with family vacations."

—sophomore Kiki Gonzales

"I haven't been able to go to all my Catholic youth events that I usually go to. My last year of eighth grade kind of hurt me because most of the eighth grade year was really fun, and I kind of miss it."

—freshman Will Linenberger

"I wasn't able to go and do track last year at the end of school because they canceled school."

—sophomore Quinton McGuire

"Due to COVID last year, we were not able to have any track events. This year, everyone is hoping that we will have a full season, but we are not entirely sure."

—senior Samantha Philip

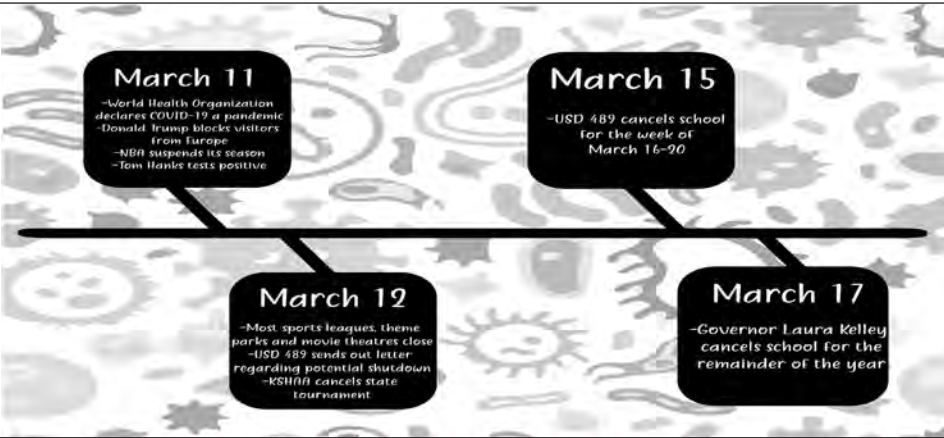
Students remember chaotic week of cancellations in March 2020

By Ryan Schuckman
Hays High Guidon

While other parts of the world were struggling with COVID-19 at the beginning of 2020, it was not until the week of March 8-14 that Hays truly felt the effects.

On Wednesday, March 11, with the World Health Organization declaring COVID-19 a pandemic, then-President Donald Trump blocked visitors from most European countries from entering the United States. Later in the evening, a National Basketball Association (NBA) player tested positive, and the league suspended its season.

On Thursday March 12, with much of the world still in shock from the previous day, sports leagues, theme parks and movie theatres across the country began to shut down. With three confirmed cases in Kansas at that time, USD 489 Superintendent Ron Wilson sent out a letter regarding the potential for a shutdown.



BRENNA SCHWIEN / The Guidon

"In the event that USD 489 Hays Public schools would be required to close at the recommendation of our local officials, I encourage all parents to develop plans now for your children," Wilson said.

Later in the evening, another message was sent out, stating that the Kansas State High School Activities Association (KSHSAA) state basketball tournaments would be cancelled after completion of the night's games. The Indian boys basketball team, which had won

against Topeka Highland Park, 46-43, the previous day, were still in Emporia to play against Basehor-Linwood in the semifinals on Friday, March 13.

"We were all in our hotel rooms in Emporia, and we all kind of saw the tweet KSHSAA put out about it being cancelled at the same time," senior Jason Krannawitter said. "We were in shock, and we didn't believe it was true."

The state basketball tournament was cancelled with only four teams remaining. Although last

year's outcome was disappointing for the players, the team was recognized for being a part of "The Forever Four" with a trophy presentation at the games on Feb. 5.

"I thought it was a cool way to recognize what we had accomplished in front of our fans at home," senior Dalyn Schwarz said. "I'm still disappointed that we didn't get the chance to play those final two games, but I've accepted what happened. It is definitely a huge motivator for me."

On Sunday, March 15, another message was sent by USD 489, which stated that school would be cancelled the week of March 16-20. The plan was to return to school on March 30 after Spring Break.

On Tuesday, March 17, however, Kansas Governor Laura Kelly issued an executive order, cancelling in-person school for the remainder of the academic year. Kansas was the first state to do so, which came as a shock to most students.

"I didn't believe anybody," junior Sydney Wittkorn said. "I remember specifically [choir instructor] Alex Underwood telling us that he thought schools would shut down and the whole world would shut down. Everything he said came to be true."

Although a full year has passed since the world began shutting down, the memory of that week in March has not faded.

"It still surprises me to this day everything that happened," Wittkorn said.

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What did you think when school shut down last year?

"I really liked it because I could just chill at home and get my stuff done at my own pace."

—senior Mataya Quinby

"When school first shut down, I was kind of happy because I got to have no school on my birthday. It was kind of easy to do online school, so I was kind of okay with it."

—junior Hayli Meier

"When school first shut down, I was honestly kind of excited for the first two weeks because being off from school was kind of pretty cool. The longer it went on, I just got more and more sad."


—junior Samantha Vesper

"I was glad, but I was kind of mad, because we didn't get the graduation gathering with my friends, and I couldn't say goodbye to the teachers."

—freshman Lexi Macunber

"I was happy, but I was also sad, because it was my eighth grade year, and I didn't get to go back for my graduation or anything."

—freshman Jacob Wente



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ATHLETES OF THE MONTH



“Sports are important in my life because they have been a part of me for all of my life. Ever since I was young, I was either watching sports or playing them. I have learned many lessons and have made many friendships from them because of how long sports have been in my life. Sports play a big part of my life and have made me the person I am today.”
—sophomore Sarah Zimmerman



“Sports are important to me because I love competing, and they are enjoyable. I have also made really good friends from playing them, so that’s cool. They also help me live a healthy lifestyle by keeping me in shape and leaning me towards healthy foods.”
—junior Gavin Meyers

INJURIES

SETBACKS AND STRUGGLES

Athletes learn how to handle injuries, start the process of rehabilitation

By Meg Taggart
Hays High Guidon

Sports-related injuries are a common problem among high school students, and Hays High athletes are not exempt.

According to the U.S. National Library of Medicine National Institutes of Health, about 1.5 million high school athletes are injured every year playing competitive sports.

Junior Aleyia Ruder was a part of that number this year. In October during volleyball, she injured her hip, but she continued to play the rest of the volleyball season and even the first half of basketball season wearing a hip spike.

“It was not my smartest to continue playing on it, but I think I went through denial in a sense because there were times when I thought I was being overdramatic and the pain wasn’t as bad as it seemed,” Ruder said. “To describe the pain, the best I can do by explaining the sharp stings that just make moving difficult.”

Ruder tore her right labrum in her hip and had to have arthroscopic reconstructive surgery to fix the labrum and her hip socket on Jan. 26 at the University of Kansas Medical Center in Kansas City.



COURTESY PHOTO

Junior Aleyia Ruder hopes for positive results, as she waits for her surgery earlier this year. Ruder, who tore the right labrum in her hip during this past fall’s volleyball season, recently had surgery to repair that torn labrum.

University of Kansas Medical Center in Kansas City.

“Normally, when you repair a labral tear, it takes roughly two anchors or so to fix the tear, but to fix my labrum, it took five anchors,” Ruder said.

The average time of recovery for a surgery like this is five to six months,

so Ruder will miss spring sports and summer workouts. Instead, she must attend physical therapy two to three times per week and will make trips to Kansas City for post-operation checkups as well.

“For the first two weeks, I mostly worked on range of motion, then, as

time went on, I progressed into more weight bearing, and I have done stationary biking, elastic band strengthening, ab workouts and some leg presses,” Ruder said. “Soon, I get to start pool workouts. So, it’s a process.”

Being injured can alter one’s life, not

only physically, but also mentally as well. According to Ruder, the mental toll can be even harder to overcome than the physical issue.

“I struggled, and still do, with how useless my body feels,” Ruder said. “I have been on crutches and such for over a month, and I can’t drive. I have always been a really on-the-go person, and I love to be out and about, so it’s just hard sometimes.”

Ruder is not the only athlete who has sustained an injury this year; sophomore Cyrus Vajnar injured his leg during a wrestling meet. He tore his meniscus, partially tore his anterior cruciate ligament (ACL) and sprained his medial collateral ligament (MCL).

“Attaining this injury made me feel kind of sad because I made it to sub-state, but I couldn’t go,” Vajnar said.

Since his injury, Vajnar has taken steps to recover from his injury, such as icing and stretching, and he plans on going to physical therapy later.

“I think that whole saying of ‘You don’t know how good you have it till it’s gone,’ or however that goes, sounds cliché, but it really is true,” Ruder said. 23mtaggart@usd489.com

Baseball looks to continue winning record after cancelled season

By Brenna Schwien
Hays High Guidon

With the 2020 baseball season coming to a close before it could even start because of the cancellation of spring sports due to COVID-19, the Indians are now looking to continue to uphold their winning record from 2019.

“In 2019, we had a really competitive senior class,” head coach Dustin Dreher said. “They worked hard in the off season and during practice, and once they stepped on the field, they were very competitive. I think this year’s senior class will be much the same. They are putting the time in now to prepare for the start of the season. Once we hit the field for our first practice, we will continue with the work they’ve put in and try to build on that competitive attitude.”

Having athletes who are willing to put in the work outside of the season will likely make a big difference when the season and competition begins.

“I’m looking forward to having a great season,” Dreher said. “I think we’ve got several pitchers that will give us a chance to win every time they take the mound. Our first goal will be another WAC (Western Athletic Conference) title, and then I’d love for this group to make a run at a state title in 5A.”

COVID-19 shut the 2020 baseball season down only two weeks into practice, which left many seniors without a senior season and many others with no baseball in the spring for the first time in years, as many players competed in the sport since childhood.

“Most of the guys played last summer once school ended, so they did get some baseball in last year,” Dreher said. “But, I think losing something you

love to do gives you a greater appreciation once you get it back. I truly hope my guys come back hungry to play the game at the high school level after missing last season.”

With the majority of the baseball team competing within the summer, they were able to get on the field and experience some sense of normalcy.

“I’m ready to get back on the field,” Dreher said. “Losing last year was a huge disappointment, I felt horrible for my seniors. But, I’ve got a great group of seniors and juniors that will step in and be team leaders.”

Senior Dawson VonFeldt lost his junior season to COVID and is now being moved into the leadership role on the team.

“We plan to continue the same mindset we had going into last year,” VonFeldt said. “After missing a season due to COVID, we are very ready to play.”

For VonFeldt, he also said he thinks that the team will be able to uphold its winning record for another season.

“I believe we can make a run in state this year,” VonFeldt said. “We have more underclassmen than upperclassmen, so that leaves room for growth. We have guys ready to fill whatever roll is needed in that moment. There are a few points that make me nervous, such as regional games, yet I feel if we get done what we need to get done, that part of the season will go very well.”

Having a season after an event such as a global pandemic, team chemistry could be impacted, and yet that did not happen for the Indian baseball team.

“You would think our chemistry would be off, but for many of us, we have been playing together for years and throughout summers,” VonFeldt said. “Though we still are working and learning, I feel we have a very good base.”

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Kansas experiences shortage of referees, impacting high school athletic competitions

By Cayden Sanders
Hays High Guidon

Hays High has more than 400 student-athletes walking in its halls who spectators come to see throughout the fall, winter and spring athletic seasons. But, what it takes to put on the sporting events is what a lot of people do not see; people may not realize how difficult it is for league commissioners and athletic directors to find a key piece to have an event – the referees.

The Kansas State High School Activities Association (KSHSAA) is key to having enough referees around the state to have local activities.

“In the state of Kansas, we are suffering from not having enough referees,” Hays High activities director Lance Krannawitter said. “We, as in Hays High, are lucky to have Fort Hays [State University] right here for potential referees because some schools in the western parts of Kansas have problems finding refs.”

Krannawitter said he finds most of his referees from FHSU professor, Dr. Ron Haag, who teaches a class that allows college students to learn how to become referees.

“I love how well the college students do at our games,” Krannawitter said. “They do a great job of making the correct calls and giving us some flexibility of not having to find the refs needed every game day because most of them want to come back.”

With Kansas in need of referees for high school varsity, junior varsity and freshman events, plus middle school activities, KSHSAA has issued multiple advertisements across different platforms, including advertising on radio stations and on social media to recruit new refs.

“KSHSAA is really trying to get young adults to give back to their old passions and referee for the generations after them,” Krannawitter said. “As athletic directors, we love to see young referees ref our JV games, and they do a good job and then decide to come back and ref again.”

In particular, KSHSAA is trying to get refs into sports that have a high turnover or a large demand. For example, KSHSAA has, in the last seven years, lost more than 60 referees for football games. Basketball has seen even more of a dramatic decline, as in the past seven years, KSHSAA lost almost 600 refs in that sport.

“Right now, the state of Kansas is having trouble finding sub-varsity refs for football, and we are having trouble getting in referees for soccer,” Krannawitter said. “Soccer is one of our smallest sports as a state, but we don’t have a lot to begin with, and sometimes, we have gone on with

only having two refs for the soccer match.”

To be a referee in Kansas, one must get certified through KSHSAA. At the varsity level, refs must be certified to make the game official, too. For officials to be certified, the referees need to take a test and pay \$50 to the association.

“I hate to say it, but as a former athletic director at Colby, I even had to throw on a ref uniform and work those games because we simply could not get anyone in for our games,” Krannawitter said.

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WINTER SPORTS WRAP UP



Wrestling

Girls Liberal Tournament

Jan. 22
109 lbs. – sophomore Sarah Zimmerman (1st)
115 lbs. – freshman Elsie Chartier (3rd)
120 lbs. – freshman Kristina Dees (3rd)
132 lbs. – freshman Katie Gutierrez (2nd)
143 lbs. – sophomore Halle Lohmeyer (2nd)
155 lbs. – freshman Lexi Burton (4th)

Boys Liberal Dual

Jan. 26
106 lbs. – freshman Elijah McCullough (L)
113 lbs. – freshman Tacoma Augustine (L)
120 lbs. – sophomore Cyrus Vajnar (W)
126 lbs. – freshman Harley Zimmerman (W)
132 lbs. – senior Cesar Macias (W)
138 lbs. – sophomore Jake Talliaferro (L)
145 lbs. – sophomore Adin Flock (W)
152 lbs. – junior Dalton Dale (W)
160 lbs. – senior Gabe Garcia (L)
170 lbs. – senior Tayshaun Birch (L)
182 lbs. – freshman Kaiden Bunger (L)
195 lbs. – sophomore Ashton Putz (W)
220 lbs. – junior Gavin Meyers (W)
285 lbs. – junior Karson Russell (W)
JV 106 lbs. – freshman Rylee Atkerson (W)
JV 113 lbs. – freshman Jaiden Desaire (W)
JV 153 lbs. – sophomore Tegan Turnbull (W)
JV 160 lbs. – freshman Derek Quach (W)

Garden City Dual

Feb. 4
106 lbs. – freshman Elijah McCullough (L)
113 lbs. – freshman Tacoma Augustine (L)
120 lbs. – sophomore Cyrus Vajnar (W)
126 lbs. – freshman Harley Zimmerman (L)
132 lbs. – freshman Corbin Luck (L)
138 lbs. – sophomore Jake Talliaferro (L)
145 lbs. – sophomore Adin Flock (L)
152 lbs. – junior Dalton Dale (L)
160 lbs. – senior Gabe Garcia (L)
170 lbs. – senior Tayshaun Birch (L)
182 lbs. – freshman Kaiden Bunger (W)

195 lbs. – sophomore Ashton Putz (W)
220 lbs. – junior Gavin Meyers (W)
285 lbs. – junior Karson Russell (L)
JV 106 lbs. – freshman Rylee Atkerson
JV 113 lbs. – freshman Jaiden Desaire (L)
JV 120 lbs. – freshman Jeston Conger (L)
JV 126 lbs. – freshman Ben Schumacher (L)
JV 132 lbs. – senior Cesar Macias (W)
JV 138 lbs. – freshman Ty Dempsey (L)
JV 145 lbs. – freshman Evan Cosgriff (L)
JV 152 lbs. – sophomore Tegan Turnbull (L)
JV 160 lbs. – freshman Derek Quach (L)
109 lbs. – sophomore Sarah Zimmerman (W)
115 lbs. – freshman Kristina Dees (L)
120 lbs. – freshman Addison Otte (W)
132 lbs. – freshman Katie Gutierrez (L)
143 lbs. – sophomore Halle Lohmeyer (L)
155 lbs. – freshman Lexi Burton (L)

KSHSAA Regional Tournament

Feb. 12
106 lbs. – freshman Elijah McCullough (6th)
120 lbs. – sophomore Cyrus Vajna (4th)
126 lbs. – freshman Harley Zimmerman (1st)
138 lbs. – sophomore Jake Talliaferro (6th)
152 lbs. – junior Dalton Dale (2nd)
182 lbs. – freshman Kaiden Bunger (6th)
195 lbs. – sophomore Ashton Putz (4th)
220 lbs. – junior Gavin Meyers (1st)
285 lbs. – junior Karson Russell (5th)

KSHSAA Sub-State Tournament

Feb. 19
109 lbs. – sophomore Sarah Zimmerman (2nd)
143 lbs. – sophomore Halle Lohmeyer (5th)
126 lbs. – freshman Harley Zimmerman (2nd)
152 lbs. – junior Dalton Dale
220 lbs. – junior Gavin Meyers (1st)

KSHSAA State Tournament

Feb. 25
109 lbs. – sophomore Sarah Zimmerman (2nd)
126 lbs. – sophomore Harley Zimmerman (4th)
220 lbs. – senior Gavin Meyers (6th)



Boys Swimming

Garden City

Jan. 28
50-yard freestyle – Grayson Walburn (1st); Keanen Rigler (2nd); Aiden Debey (3rd)
100-yard backstroke – Dustin Rajewski (4th); Calvin Moore (5th)
100-yard breaststroke – Andrew Prine (3rd); Ashton Bickle (6th)
100-yard butterfly – Anthony Arial (4th); Dustin Rajewski (5th)
100-yard freestyle – Grayson Walburn (1st); Aiden Debey (2nd); Keanen Rigler (3rd)
200-yard freestyle relay – Anthony Arial, Aiden Debey, Keanen Rigler, Grayson Walburn (2nd)
200-yard IM – Anthony Arial (2nd); Liam Buller (3rd)
200-yard medley relay – Grayson Walburn, Andrew Prine, Anthony Arial, Keanen Rigler (3rd); Calvin Moore, Jude Tippy, Eli Rohr, Seth Sumaya (4th)
400-yard freestyle relay – Jude Tippy, Calvin Moore, Dustin Rajewski, Leo Hernandez (5th)
500-yard freestyle – Jude Tippy (2nd)

Western Athletic Conference in Great Bend

Feb. 11
Team place: 4th
50-yard freestyle – Grayson Walburn (6th); Aiden Debey (8th)
100-yard backstroke – Dustin Rajewski (8th); Evan Dealy (12th)
100-yard breaststroke – Andrew Prine (9th); Jude Tippy (10th); Liam Buller (11th)
100-yard butterfly – Anthony Arial (7th)
100-yard freestyle – Grayson Walburn (8th); Keanen Rigler (9th); Aiden Debey (11th)
200-yard freestyle – Chris Isbell (10th); Tyler Solida (13th)
200-yard freestyle relay – Aiden Debey, Anthony Arial, Keanen Rigler, Grayson Walburn (5th); Andrew Prine, Liam Buller, Eli Rohr, Seth Sumaya (7th)
200-yard IM – Anthony Arial (5th); Eli Rohr (7th); Liam Buller (9th)
200-yard medley relay – Grayson Walburn, Andrew Prine, Anthony Arial, Keanen Rigler (6th); Evan Dealy, Ashton Bickle, Dustin Rajewski, Aiden Debey (9th)
400-yard freestyle relay – Evan Dealy, Tyler Solida, Chris Isbell, Eli Rohr (7th); Leo Hernandez, Dustin Rajewski, Calvin Moore, Alex Johnson (10th)
500-yard freestyle – Jude Tippy (6:53.27) for eighth; Evan Dealy (10th)



Girls Basketball

Feb. 2
Hays High vs. Scott City
Score: 38-33 (W)

Feb. 5
Hays High vs. Dodge City
Score: 52-26 (L)

Feb. 12
Hays High vs. Colby
Score: 42-31 (L)

Feb. 16
Hays High vs. Abilene
Score: 38-22 (W)

Feb. 19
Hays High vs. Garden City
Score: 39-33 (L)

Feb. 23
Hays High vs. Dodge City
Score: 42-24 (L)

Feb. 26
Hays High vs. Great Bend
Score: 46-40 (L)

March 2 (Sub-State)
Hays High vs. Salina Central
Score: 52-29 (L)



Boys Basketball

Jan. 29
Hays High vs. Salina Central
Score: 47-46 (W)

Feb. 2
Hays High vs. Scott City
Score: 57-35 (W)

Feb. 5
Hays High vs. Dodge City
Score: 44-38 (W)

Feb. 12
Hays High vs. Colby
Score: 73-40 (W)

Feb. 16
Hays High vs. Abilene
Score: 59-45 (W)

Feb. 19
Hays High vs. Garden City
Score: 76-44 (W)

Feb. 23
Hays High vs. Dodge City
Score: 61-49 (W)

Feb. 26
Hays High vs. Great Bend
Score: 50-32 (W)

March 6
Hays High vs. Salina South
Score: 61-48 (W)

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the luck of the irish

People in various countries celebrate St. Patrick’s Day on March 17

By Emry Lundy
Hays High Guidon

Pinching a person if they don’t wear green, searching for four-leaf clovers and eating corned beef and cabbage are American traditions for the Irish-inspired holiday of St. Patrick’s Day, but Ireland takes a different approach to March 17. St. Patrick’s Day began as a tribute to the Irish patron saint centuries ago. But, according to *www.history.com*, the first St. Patrick’s Day parade took place, not in Ireland, but in America in 1601. Before then, the day had just been a day of feasting and religious activity. According to Ancient History Encyclopedia, St. Patrick was a Roman citizen of Britain who did not even see Ireland until age 16 when he was captured by pirates and sold as a slave. He eventually escaped back to Britain and became a bishop, before

returning to Ireland as a missionary. He succeeded in turning the country to Christianity and improving literacy in Ireland through newly established monasteries. According to *www.history.com*, “The most well-known legend of St. Patrick is that he explained the Holy Trinity (Father, Son and Holy Spirit) using the three leaves of a native Irish clover, the shamrock.” The believed day of his death, March 17, is now when people celebrate him. Social studies teacher Luke Lundmark got the chance to speak a friend who had visited a small farming town just outside of Dublin, Ireland, about St. Patrick’s Day. “There are more secularized celebrations in the larger cities, but in the smaller towns, it is more solemn,” Lundmark said. “The Irish immigrants were the ones that brought their celebra-

tions here when they came over during the 1820s to 1930s.” It was not until the late 20th century that non-religious celebrations took hold in Ireland. The holiday was not even considered an official holiday until the late 1990s in Northern Ireland; however, this was mostly due to the large concentration protestants living there who considered themselves more British than Irish. “There are two points of view on St. Patrick’s Day,” Lundmark said. “The church still wants it to be a solemn day for remembrance, but the secular culture has turned it into a celebration of Irish culture. People wear green, they all go to the pub for a pint [and] they also eat traditional Irish food.” Some of these foods include boxty, colcannon, cottage pie, Dublin coddle, farl and Irish soda bread. Interestingly enough, however, corned beef

and cabbage – the food Americans typically associate with Ireland – is not on the list. This dish is more closely related to Irish immigrants instead of the country itself because it would have been quite expensive to make and eat there. The difference between how the day is celebrated, even across its own origin country, is astounding. In the town Lundmark’s friend visited, he said, “They had a parade, but then everyone went home to have supper with their families.” However, in the larger cities in Ireland, nonreligious activities seem to have taken over. Places such as Cork and Dublin host festivals and celebrations. Cultures and histories are so incredibly diverse throughout the world, and it is important to learn as much as possible so that understanding can be cultivated. *22elundy@usd489.com*

Guitar Club members showcase their skills in recent Talent Show

By Alicia Feyerherm
Hays High Guidon

There are many ways people chose to express themselves, such as through writing, speaking or even playing an instrument. As seen in this year’s Student Council Talent Show, the guitar is a popular instrument among students. “I’m bad at communicating with people because I’m afraid I’ll say the wrong thing or make people mad on accident, but with music, it makes me calm, happy [and] proud, and it helps me express how I feel,” junior Ethan Gregory said. Gregory performed in the Talent Show this year, singing and playing guitar to “Dusk Till Dawn” by Zayn. Three of the seven acts involved guitar, including Gregory, as well as sophomore Carter Muelheisen and the freshman duo Gauge Horlick and Brendan Stults. The student body seemed to enjoy these acts, with Muelheisen placing second and Horlick and Stults placing third at the Talent Show.

One thing these acts have in common is their involvement in the Guitar Club. The club has been unable to practice this year due to COVID concerns, but it has been active for the previous five years. Guitar Club is sponsored by Spanish instructor Matthew Whitney. Through the club, students are able to borrow guitars, learn to play, learn to sing and practice with fellow players. “I love teaching kids how to play guitar because there are a lot of things out there for kids sports-wise, but not a lot on the music side outside of music class,” Whitney said. Attendance for Guitar Club has increased over the years, with anywhere from 10 to 20 students at a practice last year. Whitney said he is proud to provide students with opportunities they would not necessarily have if they tried to learn how to play on their own, like a free song book and learning how to incorporate singing while playing.



FERNANDO ZARATE / Indian Call

Junior Ethan Gregory performs “Dusk Till Dawn” by Zayn during the Student Council Talent Show in late January. Gregory and other Talent Show performers learned to play guitar through Guitar Club.

“Singing is optional, but in time, even the quietest guitar player starts singing along with everyone else,” Whitney said. According to Whitney, learning to play guitar is dependent on how much the student dedicates themselves to it. “After my first year with this last group, they just took off,” Whitney said. “Carter Muelheisen comes from a music background, and there are amazing professional players in his family, and he has a natural ability. Ethan Gregory has dedicated himself to it. I was not expecting to see them in the Talent Show, but the next thing you know, there they are, so that was pretty cool.” Gregory joined Guitar Club his sophomore year after years of failed attempts to learn the guitar. He has played percussion in school bands since he was in the fifth grade, but drums never excited him like the guitar did. After finally convincing his parents to buy him a guitar, he tried to teach himself to play through YouTube videos and video games but was never able to get very far. Then Gregory moved to Hays and was able to join the Guitar Club. He said he is grateful to Whitney and the club for teaching him how to play and for providing him with friends when he was new in town. “One lesson I have learned is to be patient,” Gregory said. “You can’t be good at something in one day, you need to practice it, learn it, discover the problems and solve them.” Over the year and half since joining the club, Gregory said he believes he has progressed a lot, which made him want to perform in the Talent Show. He said that, during rehearsals, he was nervous, but he went into his actual performance with confidence. “It’s not about getting first place or being the top performer, but how impactful you can be in other people’s lives and in your own,” Gregory said. *21abrooks@usd489.com*

March Madness bracket challenge for men’s college basketball remains popular

By Brenna Schwien
Hays High Guidon

Every year, millions of people attempt to predict how the NCAA March Madness men’s basketball tournament will play out by filling out their brackets. For some students at Hays High, filling out brackets is something that is a tradition. Senior Dalyn Schwarz said that filling out a bracket is something to do to see if he can predict the results of the games. “Usually, I do fill out a bracket just as something fun to do,” Schwarz said. “My brackets are never close to what happens.” For Schwarz, filling out brackets is also a competition with his family and friends. “I do a competition with my family every year, and sometimes, my friends get together and do something,” Schwarz said. Winning a competition within a group can be fun, but being able to predict how things will play out is extremely rare. According to the Smithsonian Magazine, if a person was to pick randomly, the probability of picking a perfect March Madness bracket is about one in 9.2 quintillion. “I might have won a competition or two, but they are few and far between,” Schwarz said. “There is no way to predict what happens. It’s called ‘March Madness’ for a reason.” Senior Sam Rider said

he filled out brackets when he was younger, but he has not done so in the past couple years. “My bracket never usually makes it past the first round,” Rider said. “I do not think it is possible to make a perfect bracket. There are too many variables that can be constantly changed throughout the game. Unless you can predict the future, it is not possible.” Junior Caroline Robben also does not participate in the bracket challenge. “I do not normally fill out a bracket every year because it usually is not something I really get in to,” Robben said. “I do not really follow college basketball, so my bracket would be very random.”

While some groups fill out brackets for bragging rights, other groups fill them out for prizes. “I have heard of groups competing for money and gift cards,” Robben said. Sometimes, predicting teams is not necessarily scientific, but it is individualized for each person when filling out his or her bracket. “I think you can use their stats and previous game performance to predict who will move on, but I do not think there is a scientific way to determine that,” Robben said. “I think it is based off the person’s view on the game and who they believe is the better-performing team.” *22bschwien@usd489.com*

lol The Haha’s

Q: What do you call a fake Irish stone?
A: A shammrock.

Q: Why shouldn’t you iron a four-leaf clover?
A: You might press your luck.

Q: How can you tell if a potato is not from Ireland?
A: When it’s a French fry.

Q: Where do leprechauns buy their groceries?
A: Rainbow Foods.

Q: Why did St. Patrick drive all the snakes out of Ireland?
A: Airplanes weren’t invented yet!

Q: Why did the basketball player sign up for the crafting club?
A: He wanted to learn how to make baskets.

Q: How do basketball players stay cool during a game?
A: They stand near fans.

Q: Where do basketball players get their uniforms?
A: New Jersey!

Top Picks

1. “God is a Woman”
–Ariana Grande
2. “These Boots Are Made for Walkin’ ”
–Nancy Sinatra
3. “no body, no crime”
–Taylor Swift
4. “Good as Hell”
–Lizzo
5. “Fight Song”
–Rachel Platten
6. “Wings”
–Little Mix
7. “Run the World”
–Beyonce
8. “Dark Horse”
–Kelly Clarkson
9. “Ain’t Your Mama”
–Jennifer Lopez
10. “Confident”
–Demi Lovato

New Movies

- March 5
– “Chaos Walking”
– “Raya and the Last Dragon”
– “Boss Level”
- March 12
– “Yes Day”
- March 18
– “Zack Snyder’s Justice League”
- March 19
– “The Courier”
- March 26
– “Nobody”
– “Bad Trip”
- March 31
– “Godzilla Vs. Kong”