

VOL. 95 NO. 8 • HAYS HIGH SCHOOL

COLLEGE Senior Alisara Arial discusses her plans on attending college in Thailand for vocal performance Page 4

RECREATION

Students use skills learned from playing pickleball recreationally to join tennis team Page 9



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Retiring instructor reflects on 25 years at Hays High

By Cade Becker Hays High Guidon

After 25 years at Hays High School, industrial technology teacher Chris Dinkel is retiring after this school year.

Dinkel attended Fort Hays State University and earned a degree in technical education with concentrations in Metals, Principle Technology, Social Studies, Technical Communications/ Drafting and Woods.

He first taught at La-Crosse High School, where he also coached football, from 1991 to 1996.

While at Hays High, Dinkel has instructed various technology classes, including many different drafting, metal working and woodworking classes.

When I got here, the department was pretty unstable," Dinkel said. "I say that because they used existing instructors to just fill in. When I came, it made the department more stable. We added digital communication programs, such as Auto-CAD, manual drafting and other technologies, such as screen printing, 3D printers and updated wood shop equipment."

Through his instruction, Dinkel has provided many students with opportunities to use advanced technology, including "AutoCAD," "Inventor" and other programs.

"I am disappointed that Dinkel is retiring," junior Dustin Rajewski said. "I hope that the AutoCAD classes stay around and all the classes he previously taught stay in good shape."

In addition to teaching, Dinkel also sponsors the Hays High Industrial Technology Association (HHITA), which designs, builds, races and maintains electric cars, and the Trapshooting Team, which was added last year.

"I think the trap team will stay about the same," sophomore Matthew Berner said. "[Instructor Alex] Ford is like an assistant to Dinkel, and there's a lot of parents that help out, so I think it'll be pretty much the same."

Beyond instructional and sponsorship duties, Dinkel has helped to improve other Career and Technical Education (CTE) areas. For instance, during the summer before this school year, Dinkel, along with others, redesigned and reconstructed audio/visual instructor Dan Balman's classroom, moving it to a new room for better functionality.

Dinkel said he hopes that the school will continue to add other technologies, such as CNC machines, robotics and solar/ wind technology, and that the district will invest the funds to remodel other CTE classrooms to allow the instructors to better educate their students.

While Dinkel will not be at Hays High to participate in these changes, he said he recommends that the school does this to further improve the programs.

"I hope they take the program where I didn't or take the program into areas to advance it," Dinkel said

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SCIENCE Bottoms Up

Environmental Club makes second annual trip to Cheyenne Bottoms

By Alicia Feyerherm Hays High Guidon

Senior Fernando Zarate looked through his binoculars, searching for birds during Environmental Club's trip to Chevenne Bottoms, just northeast of Great Bend, on April 24.

"It was really cool seeing all the unique birds and identifying each one of them using the identification card they gave us," Zarate said. "Our tour guide also knew a lot and helped point things out to us.'

According to Educational Director at Cheyenne Bottoms, Mandy Kern, April to May is peak for birdwatching.

"A lot of our shorebirds and other migratory birds are heading from Chile or other southern areas to their breeding grounds in Canada or Alaska so they're passing through here [Cheyenne Bottoms] on their way there," Kern said.

Cheyenne Bottoms is the largest wetlands in the interior United States with a total of 41,000 acres.

Wetlands can be categorized into four subcategories, with those being bog, fin, marsh and swamp.

Cheyenne Bottoms is considered a marsh due to its soft-stemmed veg-

Environmental Club students pose for a picture in their hip waders during the club's trip to Cheyenne Bottoms on April 24. This is the second year the club has traveled to Cheyenne Bottoms.

etation and neutral pH. It also receives most of its water from surface sources, another characteristic of marshes.

After the driving tour of Cheyenne Bottoms, the group learned about endangered animal species and the dangers of inbreeding through a Black-Footed Ferret activity.

Following having their sack lunches, the last activity the students participated in was an aquatic study in the marsh.

Students suited up in hip waders and were given small wire-mesh nets to search for organisms in the marsh.

"We'll be looking at the larval stages of most of the invertebrates when wading through the marsh," Kern said.

Most students spent their time looking for insects, but senior Antoni Leiker had bigger plans.

"I loved wading through the marsh, and I ended up catching several frogs and

a catfish," Leiker said.

After collecting organisms, Kern looked through the students' finds, identifying what they caught before releasing them back into the marsh.

"This is my second year going to Cheyenne Bottoms," Schumacher said. "It's such a fun trip with a lot of really fun people. I hope the club continues to go after our class graduates.

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Henderson to assume position of principal next year

By Meg Taggart Hays High Guidon

On April 5, the USD 489 Board of Education approved current Russell High School principal, Shawn Henderson, as prinicpal Martin Straub's replacement for next year.

Q: How long have you been a principal at Russell and what will you miss the most?

A: "I have been the Russell High School principal for two years. I was also the principal at Ellinwood Middle/High School for the four years prior to our move to Hays when I started at FHSU. What I will miss about RHS and USD 407 are the great

people. I have always shared with my students that we are each living out the chapters of our very own story every day. Being in education, I am lucky to have many great chapters in my time working with students and spending time with other educators, administrative assistants, cooks, custodians and community members. Knowing this, I am aware that some chapters are shorter than others. My time in Russell was short, but the connections I made there are strong."

Q: Do you have any concerns about switching schools?

A: "I approach each new venture with great optimism and promise. I am a growth mindset person. In short, it means that I embrace the learning process knowing fullwell that we are 'not there, YET.' I have embraced the idea of 'YET' both personally and professionally, and it guides me as a leader. HHS is a strong school with a strong culture of success. It is my goal as a leader to take the good and to push for the great in everyone. My grandmother taught me a quote that I have put up in every classroom and office I have ever taught and worked in. 'Good, Better, Best. Never Let it Rest 'til the Good is Better and the Better is BEST.' I try to

live out this quote in my approach to students, staff and academics. There are always places we can grow and improve."

Q: What made you want to work at Hays High School?

A: "Prior to my time in Russell, I was the Director of Field Experiences at Fort Hays State University for four years. That position actually created lots of collaboration opportunities with K-12 schools and students across the state, region, nation and places literally on the other side of the world. In those partnerships, I was able to work directly with USD 489, and specifically, the staff at HHS. I have great

respect for the teachers and administrators at HHS, and I value greatly their commitment to students and their care and concern for academics, activities and athletics. I look forward to meeting everyone soon and getting started this summer!"

Q: What are you most looking forward to about becoming the Hays High principal?

A: "I look forward to making connections with the students, teachers, staff, parents and community. I have lived in Hays for six years, so getting to engage as a building leader in this school and in this community is a huge honor."

Q: What got you into education in the first place?

A: "I know many people who have changed their minds about their professional paths. Actually, it's quite healthy to do that, but it is something completely unknown to me. I knew I wanted to be a teacher since I was in grade school. I had a mentor once tell me to 'stay where you're known.' It's interesting advice but falls in line with my focus on relationships and connection. Staving where I'm known also brought me to HHS, and for that. I am thankful and excited for the future!" 23mtaggart@usd489.com

News

YOUR VIEW

Do you think the mySAEBRS tool will be helpful to the school to learn about its students?

"I think, to some people, they thought it would help, but I don't think it will help the school."

—junior Ebba Debelo

"No, I believe it is a waste of time and money. I don't think it'll really help the students.

-junior Aidan DeBey

"I doubt it will help students and teachers." —iunior CJ Denny

"The assessment was short for the social-emotional part, and I didn't think it was too bad.'

-sophomore Evan Lind

"The assessment was too easy and not time consuming, but it was boring and useless.

sophomore Toby May

"T don't think Fast-Bridge will help students at all.'

-sophomore Peyton Zimmerman

"No, I think Fast-Bridge was a waste of money. I think it might be helpful to some students, but not all." —freshman McKenna Murphy

STUDENT LIFE **SOCIAL-EMOTIONAL HEALTH**

Teachers, students complete FastBridge evaluations about behavioral health

By Ashley Vredenberg Hays High Guidon

Starting this year, students at Hays High started using a program called FastBridge for state assessments and behavior screening.

According to www. fastbridge.org, "Fast-Bridge saves teachers time by providing all the right tools needed to make the right decisions across math, reading and socialemotional behavior (SEB) with screening and progress monitoring. The Fast-Bridge online system is grounded in research, but you do not have to be an expert to use it. We provide the insights you need to answer the question of who is really at risk and what to do about it."

On Monday, April 26,freshmen, sophoand mores juniors used FastBridge during PRIDE Time to complete the mySAEBRS assessment, which is a self-evaluation of a student's social, academic and emotional behaviors.

"Personally, I believe that they could be helpful



ASHLEY VREDENBURG / The Guidon

Students use FastBridge to take the mySAEBRS assessment during PRIDE Time on Monday, April 26.

when it comes to a high school setting," junior Kayla Apalategui said. "Many emotional and behavioral symptoms can be looked past by adults who may not realize a child is struggling. I think this assessment could be a good thing in the long run for students because I think in a time like this, people need the most help they can get if needed or necessary."

Prior to the students mvSAEcompleting BRS, Hays High faculty and staff received training on FastBridge, and specifically the SAEBRS assessment, at an Early Release Day on March 10.

"The training we had was related to how to use the program so that we could work through the material efficiently," science teacher Alan Neal said. "We were trained in how to use the program, and I believe more training will be coming.'

PRIDE Time teachers then completed a SAE-BRS evaluation on their students during the Early Release Day on April 14. The teacher-based SAE-

BRS, which was 36 questions, took about 10 minutes to do per student.

The intent is that, after both students and teachers complete the assessments, the faculty and staff will be able to identify students with socialemotional needs and to get them the support needed.

FastBridge supports district-wide success by guiding the administrators and educators in a school by allowing them to collect student data and to use that information to improve the students' outcomes by expanding their knowledge in each core subject, along with socialemotional needs. Fast-Bridge allows teachers to screen students in core subjects and for socialemotional behavior, normally in the fall and again in the spring.

While Hays High used to use STAR assessments to gather student data. according to assistant principal Fred Winter, STAR did not meet the new state requirements for dyslexia screening, and a social-emotional learning (SEL) assessment was needed for accreditation measures. Since Fast-Bridge fulfilled both of these needs, plus had reading and math assessments, the decision was made to move to Fast-Bridge completely.

FastBridge also helps the district to implement the Multi-Tiered System of Support (MTSS), which ensures that all students are college and career ready and that all students learn academic and social competencies. At Hays High, if students do not do well on the math and reading assessments from this spring, they may be provided extra help on the subject through MTSS.

The FastBridge math, reading and mySAE-BRS will help identify gaps in student learning, and we will be able to provide interventions for those students," Winter said. "I do believe this system will be very beneficial for students and their families. This will continue to drive rigor and identify students who need help sooner."

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What is your favorite type of food at a barbeque?

"Kansas-style barbeque ribs. What else is there?" —junior Carson Brooksher

"My favorite type of food is the dessert because there is always so much, and it is always so good, so I always flock to the dessert table.

-junior Grace McCord

"My favorite food would probably be hamburgers. -sophomore Raegan Winter

"My favorite food at a barbeque would probably be hot

dogs –freshman Jada Bainter

Barbeque to be held on Friday, May 14 in appreciation of students, staff

By Emry Lundy Hays High Guidon

Students, staff members and administrators have had to make many adjustments throughout the 2020-2021 school year due to COVID-19 in order to remain in school and keep themselves and those around them safe.

As this school year draws to a close, a free barbeque will be held in appreciation and in celebration of those efforts.

"The purpose of the barbeque is to show our

appreciation for students and staff for a great year, despite the challenges we faced," Hays High School Achieve Team president and science instructor Beth Schiel said.

The Achieve Team is a group of faculty and staff members who help to enact the school's goals. Along with Schiel, instructors Jessica Augustine, Jayme Goetz, Luke Lundmark, Alan Neal. Matt Whitney and Haley Wolf, school psychologist Nicki Lind and principal Martin Straub are on the Achieve Team.

The Achieve Team's barbeque lunch will take place on Friday, May 14, which is the last day of school for seniors.

"The Achieve Team decided that we wanted to do something to celebrate the end of the school year and to show our appreciation for the students' and staff members' efforts in keeping us in school, adjusting to changes throughout the year and doing their best during the year," Augustine said.

Bratwursts and hamburgers will be the main course, baked beans and Italian pasta salad will be the sides offered and cherry fluff will be the dessert.

"We hope that students will like the barbeque and will like the fact that it is something different from their normal lunch," Schiel said.

During the barbeque, students will be able to eat in the cafeteria or in a designated area outside if the weather is nice. If the weather does cooperate, lunch periods will be extended to 30 minutes instead of the normal 20-minute lunches.

"The seating will just be tables and chairs set up, as well as if students want to sit on the sidewalk or grass in the area outside of the gym Commons by the totem pole," Schiel said.

Other entertainment and activities will take place during the barbeque as well.

"We will hopefully have music playing while students eat, and we will have drawings for prizes, like gift cards, to give away," Schiel said.

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REGRET

MIX OF EMOTIONS

SENIORS

With school ending and graduation approaching, seniors face many emotions

EHCITEMENT

JOY

PRIDE

By McKena McBride Hays High Guidon

As graduation on Sunday, May 23 approaches, seniors are spending their last days here at Hays High School. The emotions that come with graduation can range dramatically among students.

Some students may feel sad to leave this part of their life behind, while others may feel relieved to be moving forward.

Senior Audrey Rymer said she is excited to graduate and to go to college.

"I am so ready," Rymer said. "I am so excited to be on my own and become my own person. I never thought I would feel this way, but I do. I am ready for college, and I feel prepared."

Another senior, Bill Scott, who is known for is shenanigans around Hays High, said he is having mixed emotions about the idea of graduating.

"[I am] surprised I made it this far, but I am excited to see what the world has to offer," Scott said.

Scott also said he is ex-

cited to see where he, and his classmates, go in life. "It's definitely hitting

a lot more now that, a lot of the kids I see here every day, I may not ever see again, and that's crazy,' Scott said.

Other students are starting to feel sadness about leaving high school as well.

graduation ap-"As proaches, I can feel myself getting nostalgic for the good times that high school brought, but I am excited," senior Brendan Kershner said. "I am really excited to graduate and move onto this new chapter in my life where I can freely explore myself as a person.'

Senior Maggie Robben said she feels ready to graduate, as it has been 12 years coming, but also has mixed emotions.

"It's 50/50 for me right now," Robben said. "Originally, I was excited, but as it gets closer, I have become nervous and sad in a way. I am going to miss all my classmates, but I am ready to leave at the same time. I'm scared because this has been the norm for me for four years now, and such a big change can be scary.

High school is full of memories that will last a lifetime, and for these seniors, the reality of reality of it all is finally hitting.

About to move into the next part of their life, students begin to look back on the memories they gathered in their years at Hays High.

"I will miss getting to do announcements and just being able to walk into the back of the office and nobody asking me questions," Rymer said.

RELIEF

HTTPS://WWW.SWEETYHIGH.COM/READ/EMOTIONAL-STAGES-GRADUATING-HIGH-SCHOOL-051718

EMOTIONAL STAGES OF GRADUATING HIGH SCHOOL

BOREDOM

PANIC

Both Scott and Robben said the friends they have made maximized their high school experience and made it memorable.

"My favorite memory in high school was probably just making memories with my friends, and I loved how high school brought my siblings and I closer," Robben said.

Besides friends, some students will be missing other things as well.

JESSICA AUGUSTINE / The Guidon

IMPATIENCE

UNEASE

NOSTALGIA

"My favorite memory is probably when I hid underneath the piano in orchestra," Kershner said. "I am definitely going to miss Mr. [Dan] Balman and the Audio/Video program."

Overall, most seniors are feeling a bit saddened by graduating soon but are ready for the next chapter in their lives.

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YOUR VIEW

What are you looking forward to the most about your graduation?

"I will enjoy the time off from school to go golfing with my friends and enjoy the last moments before we go to college.

-senior Caden Riat

"I am just ready to start my new adventures outside of high school.'

-senior Monique William

"I think I am most excited for the parties and the celebration that is for you and your classmates, as it's a big deal, and I think that's what I am most excited about.' —iunior Richi Araiza

"I will get to leave Hays and get to explore the world and get out of my parents' house.

-sophomore Claire Humphrey

"I am excited to just grow up.'

-sophomore Aiden Mayberrv

"I am just excited to leave already.

–freshman Ashlynn Banker

"I get to go to college and meet new people and new places, and it will get me out of Hays to explore.

-freshman Edwin Muller

Seniors make decisions involving living arrangements for next year

By Caitlin Leiker Hays High Guidon

Moving out is a big step forward in a young adult's life. While laws vary from state to state, individuals must generally be 18 years of age to move out without their parents' or guardians' consent.

Des-Grace Seniors bien and Sierra Smith, who decided in January to move out after graduation, were anticipating getting a place with a group of three other girls. However, that plan fell through, leaving Desbien and Smith in need of a third roommate.

From there, se-Cynthia Guzman nior from Ness City High School reached out to the two on Snapchat, with the three signing on a house a week later.

"We talked a lot with parents," Desbien our said. "It was mostly figuring out our budget, where we wanted to live, how much bills were going to be and a lot of looking on Facebook to find places."

were really nice, but it was almost \$600 a month, so we couldn't afford it," Smith said.

Senior Alex Aldrich, who also plans to move out after graduation with seniors Addison Jennings and Camry Young, said she followed the same financial sense.

When we first talked about moving in together, I wasn't completely sure how I would afford it," Aldrich said. "But, I realized, if I worked a lot for the rest of the school year, I would be able to save enough to afford rent for the first couple of months."

The three will be attending Fort Hays State University — a decision that Aldrich said will let her visit her parents often.

taya Quinby got her own place this school year. move out as soon as she turned 18 due to tensions with her family members.

At first, Quinby lived with a friend, but there were still challenges, so she decided taking charge of her own living arrangements would be best.

"Honestly, I never thought about what I would need to move

Being able to experience what life is like without parents being there 24/7 helps students grow up and have a more eventful college experience. senior Alex Aldrich

out, besides my birth certificate and Social Security card," Quinby said. "I knew I couldn't bring anything, like my dresser or bed, because it had to be a quick move. My parents didn't know I was leaving. I also had to consider the fact that, after my parents found out that I wouldn't be back, they would be quite mad. I had to make the choice to get out of the toxicity and move forward

harder than it may seem." Since taking this step

and finding a place with boyfriend, Quinby said she has been able to speak her mind, leading her to positively reconnect with her family. She called it "the best decision" she has made.

"I gave them time to be alone to reflect on everything that has happened between us in the past, and eventually, I agreed to seeing

my mom in person after having a couple phone calls with her," Quinby said. Ι "When saw her, I told her things that she did wrong in the past — also things that she should work on now

with my younger brother. aged people to move out After that conversation, only when they have a job a place to go. People told her that she should wait until graduation, but she said she has not had any problems. Her advice was simple:

been or will be the best part of moving out.

"If you are going to college in the same town you grew up in, moving out is a great decision," Aldrich said. "Being able to experience what life is like without parents being there 24/7 helps students grow up and have a more eventful college experience.'

Each also said that it is good to live with other people and have a support system, acknowledging that not every student has the luxury of support from their families.

"You have to make sure to have your budget down, be able to have everything covered and have the right people, so don't move out if you're not good with them and the situation," Desbien said.

Quinby also encour-

Where are you planning on living after graduating? "I'll probably live with fam-

ilv. It's a lot easier financially. it's a lot less of a burden since I'm going to Fort Hays and I'm going to be in the same town anyways - it would be a fiveminute drive and a lot easier overall.'

-senior Japheth Briney

"I am going to Texas. I was going to live with my parents, regardless of if I was going to Fort Hays or not, to save money for my future, so I didn't have to go into debt for school. My whole family is moving, so I'm still going to be living with my parents.

-senior Samantha Tesluk

"I'm planning on staying at home with my mom so I can save a lot of money.

-senior Madalyn William

"I'm planning on going into the military, so I'll probably stay on the military grounds but still go to college. —junior Kambri Bogart

to move out, senior Mawith my life, which is a lot She said she wanted to

her

Smith agreed, adding that expenses were the main factor for them.

"I know we looked at a couple places, and they

was not too excited about going to Fort Hays because I didn't think I would be able to have the full 'college experience," Aldrich said. "But, I believe moving out will help me be more independent and enjoy college more."

While most seniors wait until graduating

things have gotten a lot better. Both of my parents have been noticeably changing and working on bettering themselves as people and parents. I am proud of them, and I hope they keep working on it."

Collectively, the seniors agreed that not having to ask for permission has

"Strive to be happy, and don't listen to others if it doesn't resonate with your person.

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"I could see myself moving in with a friend. I'll probably go to Fort Hays or NCK.

-junior Michaela Medina

"I'm moving to North Carolina with my best friend, and I'm going to be living with her. She had to move there because of her family, so I'm going up there next year.'

—junior Rosa Enloe



YOUR VIEW

If you could move anywhere in the world, where would you go?

"I would stay put because my entire family is here, I love my job and I do not want to leave anytime soon.'

-library secretary Erin Holder

"I would move to Alaska because I like the outdoors. -senior Hunter Harris

"I would move so Sugarland, Texas, because I love Texas.

-senior Hope Kisner

"I would go to Hawaii because the atmosphere and weather seem very warm and welcoming.

-senior Brynn Leiker

"I would move to Colorado because it is just so beautiful there, and I grew up there, and I want to go back. –junior Marissa Hoffman

"I would move to Miami because of the beaches and the sunniness. I am tired of

this bipolar Kansas weather.'

STUDYING ABROAD

SENIORS

Following graduation, senior plans to attend college in Thailand

By Allison Brooks Hays High Guidon

As the school year ends, seniors are preparing to say goodbye to their peers as they head their separate ways. Some will stay in Hays, some will go to other in-state colleges or jobs, some will go out of state and one student will be moving across the globe.

Senior Alisara Arial will be moving to Thailand to study Classical Vocal Performance at Mahidol University in Salaya, Thailand.

"I decided to go to college in Thailand because most of my family lives there, and I want to be closer to them," Arial said. "Thailand is a beautiful country with wonderful people, and I like having the chance to live amongst the culture I was partially raised in."

Growing up, Arial spent her summers in the city of Bangkok, Thailand, where much of her family still lives. The university she will attend is just 20 minutes away from Bangkok.

"During my time in university, I plan to go to Bangkok some weekends through public transportation to spend time with my grandma," Arial said. "I know a couple of the staff members

through my mom, but other than that, I won't know anyone else." Moving away from home can be unsettling for several reasons, but there are a few factors that will help Arial adjust to the change, like being able to speak Thai and having her mother spend the first few weeks



COURTESY PHOTO

Senior Alisara Arial poses for a photo while visiting Thailand. Arial will return to Thailand after graduation to attend college there.

in the country with her to help her settle in.

"I'm very nervous to be going far away from home because I would be living by myself for the first time in a different country," Arial said. "Although I have spent many months living there before, I've never done it alone, so it will be a new experience for me."

In Thailand, the school year starts much earlier than in America, with Arial's freshman orientation being on June 25 and with classes beginning on July 5. She will be moving to Thailand in mid-June, but she said she hopes to visit home in Havs often.

'Since the tuition and cost of living is so affordable, it wouldn't be too pricy to come back once in a while, especially during the off-seasons where people travel less, and the plane tickets are cheaper," Arial said.

Despite some of the worries that come with such a big change, Arial said she is very excited and grateful for this experience. She looks forward to seeing family members, enjoying the tropical weather and taking in the culture.

The things I look forward to the most in Thailand is the food, family and scenery," Arial said. "I'll get the chance to consistently spend

time with the family I usually don't get to see, and that's very important to me. In addition to that, Thailand has plenty of wonderful sights to see, such as mountains, beaches and temples.²

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What is your dream college? Why?

"Marymount Manhattan, because of its location and available majors.'

–junior Mazzy Sacia

"I'd love to go to the University of South Florida because I would want to live out my dream of living there and being able to pursue my career there.

—junior Ella Voth

"John Hopkins University School of Medicine because it is one of the top medical universities, and they have their own research centers and hospitals.

-junior Allyson Werth

"Probably KU because there is a lot of diversity, and they have a good medical program, which is what I want to go into.

-sophomore Sara Shank

"KU because they have a really good band program, and I have a relative who said they offer great scholarships.' -freshman Logan Schmidt

Duke has visited Princeton once and the Duke East Campus several times in the past. Senior year is the

"Princeton has always been my dream school because it has great programs, a great campus and it's just really prestigious," Duke said. "Duke enticed me because I was involved in a summer camp they ran for a few years, and I just had to apply to Harvard because it's such a major university."

The acceptance into the three schools was perhaps enhanced by the fact that Duke had a perfect score on the ACT and a nearly perfect score on the SAT.

"Standardized tests are formatted in a very different way from most normal school assignments, so practicing that style of test is big," Duke said. "I also did my best when taking the tests to really read them and figure out what the questions meant because the readings can seem so overwhelming that people give up before they get to the questions."

Out of the three universities, Duke ultimately decided on Princeton. He said contributing factors were the financial aid offered and the potential experiences there.

"It was surreal to be choosing between such major schools, and especially to be the only one in the class doing so," Duke said. "I'm really proud, but it also gives me a little imposter syndrome.'

As of right now, Duke plans to major in math and pursue a career as a math professor, eventually getting his PhD.

"I would just tell others that it helps to spread out a difficult task so that you don't have to tackle it all at once, whether it be a school project or a college essay," Duke said.

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COURTESY PHOTO

After being accepted into Duke University, Harvard University and Princeton University for the 2021-2022 school year, senior Andrew Duke has decided to attend Princeton.



Y S soft drink, tea

was.

-sophomore George Chapa Senior makes decision after acceptance to three major universities

By Nikka Vuong

chance for students to

apply to any colleges in

which they are inter-

ested in. Senior Andrew

Duke found out on in early

April that he has been ac-

cepted into Duke Univer-

sity, Harvard University

and Princeton University.

cess has been pretty gru-

eling," Duke said. "Back in

December, I had to submit

at least two fairly long es-

says to each university I

applied to, and the other paperwork I filled out was

just as complicated and

difficult. I found out about

my acceptance in the first

week of April, when all

three schools released

their decisions over the

course of two days. I had

to check my university

portals at the end of each

day to see what the news

"The admissions pro-

Hays High Guidon



YOUR VIEW

BASIC TRAINING Current students, recent alum begin military service careers



COURTESY PHOTO

2020 alum Marshall Perryman shows a glimpse of Army basic training. Perryman joined the military following graduation, and two current seniors plan on doing the same after graduation this year.

By Maysyn Tippy Hays High Guidor

From Hays High, two seniors have enlisted in the military. Seniors Conner Harrell and Andrew Prine have both signed up with the Army, continuing the tradition of their families serving the country.

"My dad, my uncles, a cousin, my grandma, both of my grandfathers and all of my great-grandfathers have been in the military," Prine said.

Prine, Har-Like

rell also has a long military lineage.

While their family members' military involvement influenced their decisions to enlist. Prine and Harrell said they also had their own personal reasons. Prine expressed his desire to pay it forward.

"I have always known I wanted to serve our country," Prine said. "I was inspired to join because this country has given me everything, so why wouldn't I serve it during my adulthood and give back to it?" Harrell said his decision was not that simple.

STUDENT LIFE

"I didn't really look into the military until last summer," Harrell said. "I started thinking about life after high school, so I looked into the Army Reserves. The job selection and the bonus money are what convinced me to join. My plans after high school are to complete basic training and get a job truck driving.'

Prine will fill the role of a parachute rigger.

"I will jump out of planes, do repairs and pack both parachutes and airdrops," Prine said. In the summer follow-

ing the end of the school year, Harrell and Prine will begin basic training.

2020 graduate Marshall Perryman, who is currently stationed in South Korea, completed his basic training and is currently serving – a decision that he said was also inspired by family members.

"My uncle was a radio operator, an Airborne First Sergeant and a Second Ranger Regime." Perryman said. "My father was an infantry scout, and lastly, my served grandfather in

Vietnam within Special Forces.'

During basic training, Perryman quickly learned rules and procedures of the military.

"My time at basic [training] was amazing, yet terrifying," Perryman said. "I learned a lot in a little amount of time, but vou're kept on a tight leash. If you breathe too loud... half right face! If you move your eyes at the position of attention or parade rest... half right face! If it's too bright outside and your drill sergeants are in a bad mood, you have to flip and tan the other sides of the rocks. The good news is that's about 1 percent of it; the other 99 percent is high-speed action."

For Perryman, that action involved essential military techniques.

In Week 1, Perryman learned about combat lifesaving, including learning to pack gunshot wounds and use tourniquets for bleeding, then completing a simulation in which he had to "plug a bleeding doll's multiple damages.

During Weeks 2 and 3, Perryman said he pre-"anvil," pared for the

which is ruck - or a fastpaced hike with a weighted pack - for seven and a half miles, and during Week 4, he completed firing range qualifications.

In Week 5, Perryman learned close-quarter combat; in Week 6, he completed "the hammer," which is a 10-mile ruck and two nights of classes and formations; and in Week 7, he learned to use grenades, throwing two dummy grenades, then two real ones.

Before finishing his basic training with a week of uniform preparation lessons in Week 9 and a visit from the Command Sergeant Major and graduation practice in Week 10. Perryman said he had to undergo a rigorous test during Week 8 of training.

"Week 8 was the forge, which is the final test," Perryman said. "It's three nights, 30 miles and pure pandemonium. On the first day, we rucked 10 miles and set up camp. Day 2 was learning about jungle warfare. Day 3 was the worst; we had a battle march and shoot. Afterwards, we prepared for our final night, which was night infiltration."

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Beyond the '9 to 5': students balance irregular work schedules with education

By Kamryn Steinle Hays High Guidor

Some students' part-time jobs require staying up late at night or getting up very early in the morning, which begs the question, "How does this affect performance at school?

Seniors Brendan Kershner and Mataya Quinby, alongside junior Grace McCord, all have jobs that require them to work late or early shifts.

McCord works at McDonald's, usually starting her shifts at 5 a.m. On school days, her shifts end at 7 a.m. so that she has enough time to get ready for school, and on weekends, she normally works until 1 p.m.

"I am in a lot of clubs, organizations and teams, so going into work early allows me to prioritize the activities I'm involved with since I don't need pick work over them," McCord said. "I love all the activities I am in and don't want to give them up. Working lots of early mornings is how I stay on top of things."

McCord said that working the early shifts does not seem to affect her day very much. Instead, she just goes to bed early so that waking up is not as hard for her. Also, working early mornings leaves her

afternoons free for her to do what she wants.

On the other hand, Quinby worked night shifts at Taco Shop almost every night until April 20, with the latest being until midnight. Quinby worked six days a week for 35 hours per week.

Working this often and this late can put a lot of stress on students, but Quinby said she works this often because she does not live with her parents and because she has to pay rent to live on her own. She added that it does affect her sleep and her schoolwork, but it is what she has to do to pay her bills.

"I only have a little bit of time to relax after school," Quinby said. "I have to get all of my stuff done after work and that allows me less sleep, so I am not properly rested for school the next day. Also, the fact that a lot of assignments are due at midnight, and I get off pretty close to that, makes it hard sometimes to turn stuff in exactly on time." Like Quinby, Kershner also works the late shifts at Taco Shop.

"I think when I first started working during the school year, it af-

fected me a lot worse than it does now, but my sleep schedule is already irregular, so I don't really notice it," Kershner said.

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Do you have any family members who have served in the military?

"My grandpa served in Vietnam.

-senior Caden Riat

"My uncle was in the Army.

—junior Aidan DeBay

"My grandpa served in Vietnam. -junior Matthew Dempsey

"My uncle was a Navy

Seal.' —junior Alan Apodaca

"My parent's friends are in

the military.' Logan

-sophomore Chance

"I had a grandpa in the military.'

-sophomore Michaela Dickman

"I have a grandpa who was enlisted.'

-sophomore Devlyn Jochum

"My grandpa was in the National Guard.'

-sophomore Jaden Reed

"My grandpa served in the Navy.'

-sophomore Jacob Taliaferro

"I have a grandpa that trained in the military. -sophomore Eileen Veatch

What has been your worst experience at your job?

"I worked at Sonic, and a man ordered a chili cheese Coney with easy chili, and apparently, it didn't have easy chili. So, he asked for the manager and yelled at him for, like, 10 minutes." senior Alisara Arial

"Last summer, it was super busy and there were no breaks. Everyone was really tired and just over it, and it was over 100 degrees out." —junior Abby Thornton

"I work at First Presbyterian Church, and one time, I got spit up on by a baby in the nursery -sophomore Riley Kershner

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N-DEPTH

Hays High instructors reflect on their own senior years

By Rylie Fairbank Hays High Guidon

Although four years of high school can sometimes feel like forever, according to Hays High faculty and staff, it will pass before your eyes. From hanging out with friends, participating in sports or enjoying clubs and activities, everyone has memories they will never forget. Here, the faculty and staff share their experiences and memories from their own senior years.

What was your senior year like?

"We had a group of friends that hung out in the evenings, and we would do things like whiffle ball, we'd sit around, but mostly we'd listen to music because the music of the '80s was awesome. Senior year, that's mostly what we did, especially in the evenings." –social science teacher Matt Brooks

"I would not have been such a loner and been more involved in school activities." –foreign language teacher Lora Gallegos-Haynes

"As a senior in high school, I came into my own. My sense of self emerged — I was more confident. I had a sharp wit, which helped me navigate moments where I was awk- Schumacher ward and shy. I would have joined the forensics team sooner. As a senior, I took forensics, which was instrumening in the band, participating tal in building my confidence. Once you act like an electric toothbrush ing bonds with my friends." in front of a panel of judges, no high school experience seems as daunting." –English teacher Diane Mason

"I would have taken easier courses. I blur. I wish that I had been was stressed all the time from the pressure to be perfect, not only in school, but in sports and at home. Easing my stress wish that I had had the qualby just taking easier courses probably would have benefited me. That's why I here at Hays High School. I try to have more conversational under- really wish that we had Xelstanding of texts in my class and not 'takehome work.' I see my stressed teenage self in a lot of students. I hated that feeling." –English teacher Vanessa Schumacher

"I was a baseball player and really into debate and forensics. I really enjoyed those two classes, along with my life-altering experience in Spanish class. Señora Sou- younger self one thing, za was a rock star teacher and influenced my decision to become a Spanish teacher. Many of the things that she did, I do now in my classroom. Time with my friends and my girlfriend at the time were also very important to me." -foreign language teacher Matt Whitney

What was your favorite memory of high school?

"My favorite memory would probably be the dances and stuff. We had sock hops a lot; they called them sock hops, the mini-dances. We had bands play. A lot of the students complain now in school, make that the dances that they're not that fun. We had a lot of people that went together, but most the

school went to the dances, so that was a lot of fun. We all had fun at those things, so and keep in contact with friends." that's probably my favorite memory." —social science teacher Matt Brooks

"[My favorite memory was] sitting on the Esplanade, watching the Homecoming parades and being the TA for the auto shop. Missing the simpler life and old friends." -foreign language teacher Lora Gallegos-Haynes "Definitely spending time with my

cousin Michael. We traversed elementary, middle and high school together. Where one of was, the other was not far behind. We shared awesome deep conversations, we survived Prom with our awkward dates, and of course, we attended forensics meets together." —English teacher Diane Mason

"Fun and good old-fashioned orneriness. Being involved in sports and activities." —FACS teacher Sue Ann Tebo

"I have many favorite memories One time, I begged my basketball coach to let me play one quarter of JV when I was a sophomore since I was varsity, and I bet him I could score 20 points. I scored 27 points and made a half-court shot at the buzzer. Because I won the bet, I got to play music during the next practice. I played the song 'Feel Like Making Love' by Bad Company on repeat.' —English teacher Vanessa

> "[My favorite memory from high school was] playin several sports and build--English teacher Kathy Wagoner

"My senior year was a more engaged and not had a half day to go and work. I ity counselors that we have lo back in the day as well... it might have made a big difference for my classmates." –foreign language teacher Matt Whitney

If you could tell your what would it be?

"The serious thing I would tell myself is to not sweat the small stuff, and my actual smart thing would be that Tom Brady is going to be awesome and get all of his rookie card. —social science teacher Matt Brooks

"Enjoy your time more memories with friends, participate

in as many activities as you can -foreign language teacher Lora Gallegos-Haynes

"I would tell my young self that high school popularity has little bearing on the course of life. I would tell her that there is more than one way to be in the world. I would encourage her to open up her heart more — to not be afraid of hurting." -English teacher Diane Mason

"Well, I definitely could have worked on academics more. Self, I am glad that you had fun and were kind to everyone." -FACS teacher Sue Ann Tebo

"One day, you're going to be too old to do all those things that you wanted to do. So, stay wild. Don't be afraid to jump Always live in the moment... and remember, don't get too busy making a living that you forget to make a life. -English teacher Vanessa Schumach-

"I should have listened to my parents... I made the wrong choices. Don't be afraid to take the challenges and opportunities given to you." English teach er Kathy Wag-

"I would have sought out the betmath teachers and paid a lot or more attention in geometry -foreign lan guage teacher Matt Whitney



JPINION

STAFF EDITORIAL

Dress code rules are unnecessarily restrictive

Schools need rules to function. Relying on students to self-regulate all behavior is understandably foolhardy.

And, while most rules at school impact students equally, dress codes are inherently sexist and disproportionately impact female students.

According to the Hays High Student Handbook. "Items of apparel that are considered distracting, unsafe, offensive, revealing, or suggestive (direct or indirect reference to alcohol, drugs, sex, profanity, gang affiliation, Satanism, tobacco, etc.) should not be worn."

References to drugs and alcohol may be easy to spot, but what is considered "revealing" or "distracting"? Bare backs and exposed stomachs are also explicitly outlawed.

Guys wearing cut-off shirts and baggy pants could be seen as a distraction to some, yet they are rarely dress-coded. Some administrators are more concerned about making sure every midriff on the school grounds is properly covered.

This begs the ques-on – why? According tion – to the handbook, "This dress code is intended to promote appearance that refrains from interference with the intended function of the school or school activity or creates potential health and safety hazards.'

I fail to see crop tops as a health or safety hazard, which would place them in the category of "interference with intended function of the school or school activity."

Placing blame on students for "interfer-ing with [the] intended function of school" based on apparel is reminiscent of rape apologists who immediately follow accusations of assault with, "Well, what were they wearing?".

This mentality is horrendously outdated and sends a message to students, especially female students, that they are responsible for the reactions and behaviors of others.

While this does not mean I support students



showing up in bras and thongs for English class, scrutinizing the appearance of students in order to deem whether they are "distracting" or "suggestive" is not only a waste of a time, but is also an overstepping of authority.

Parents may occasionally regulate what their children wear. As the students' guardians this is more understandable.

Agree: 18 Opinion of *The Guidon* staff **Disagree: 0**

Some families may have personal or religious beliefs that keep them from allowing their chil-

ter to be settled between the child and the parent, without involvement from school authorities.

Administration works on cultivating a comfortable school environment. This should extend to dress code, and students should be allowed to wear what makes them com-

fortable, within reason. If an exposed back, stomach or V-neck is keeping you from performing your job as a student or teacher, self-reflection is really needed.

PRAISES & PROTESTS

PRAISES

- Crop Tops • Lorde
- •Summer
- •Sun Dresses
- •Graduation
- ·Capri Suns
- The Office Ladies
- Good Books
- Deep Conversations • Jessica Augustine
- Mothers
- The First Amendment

PROTESTS

- Dark Mode
- Technical Difficulties
- Hays High not having a valedictorian
- Dress Code
- Layout Week
- Finals
- Bugs
- •Headaches
- Rap Music
- •Long Hair

STAFF OPINIONS

"Lorde's 'Melodrama' album is a musical masterpiece. All of the songs are absolute bangers. My personal favorites are 'Supercut' and 'Perfect Places.' 'Green Light' and 'Liability' are also classics. All the songs have this perfect melancholy vibe about them. The album is extremely self-reflective and shares Lorde's thoughts on relationships and struggles with selfconfidence."

> -Editor-in-Chief Alicia Feyerherm

"I think Lomato's is the best pizza place in Hays. The others cannot compete."

> -Advanced Staff Member Cade Becker

"The show 'Avatar: The Last Airbender' is simply the greatest show ever made. With aesthetic animation. childlike essence. a well-developed storyline and incredible character development, this show has blown the minds of everyone I have ever reccomended it to. The writers created more than just a show; they've made a home for their viewers in a wholesome community that you long to be a part of. I reccomend this show to anyone with taste. 12/10."



By Brenna Schwien 22bschwien@usd489.com

total cost for the whole team per season would be about \$1165.50, based on current gas prices.

It would save money

as softball had a field on school grounds, the players believe that more people would come out to watch their games.

This also brings up a double standard for how the different sports are promoted; for football and basketball, students are encouraged to go to the games to support their peers.

And, in my opinion, it seems that, when the athletic male teams are playing, students are encouraged to go to games and to support the players, but for the female athletic programs, that same support is often not shown. Even when scrolling through the Hays High

programs, namely soccer, which already have facilities on campus, to put two new fields on school property, while some programs like softball do not have facilities on campus, that shows that certain programs are prioritized over the others.

pro-The softball gram actually investigated the process to put a field in on school grounds. but they were told that they had to have a turf field because water lines would not reach the location of the field. This was not an attainable goal for the softball program because turf is very expensive.

This left the softball team without a field on school grounds and left them hoping that a bond issue would pass. The issue with relying on a bond to pass to build a field for the softball team is that members of the community seem to be less likely to vote for a bond to pass just for athletic facilities. Members of the community was to see improvements within the school buildings, in classrooms and in hallways first.

A while back, a bond issue to improve the schools was introduced and put onto the ballot. The bond issue did not pass, which left our schools without funding to make basic improvements within the classrooms and to add additional athletic facilities.

Until the community prioritizes their school buildings, where the children of the community spend the bulk of their time, there will be no improvements to the athletic facilities

The community has to improve the buildings that are used every day before they will improve the conditions for athletes, but athletic facilities are still important, too.

Softball team deserves to have its own field Also, if sports such

For the school sports that are not fortunate enough to have a facility on the Hays High campus, there are many obstacles that they face.

To start, the athletes have to commute to their practice and game locations from the school.

For example, each day after school from March 1 until the middle of May, the softball team members travel 2.7 miles just to get to practice at Dusty Glassman Ballpark. That turns out to be approximately 202.5 miles driven by just one athlete; multiplied by the 25 athletes who are on the team, that means that the team collectively drives 5062.5 miles just

for practices.

for the softball players and athletes in other offsite practice locations to not have to drive to our current practice locations. This would also help to reduce the amount of accidents that athletes who are commuting to practice can be involved in. Student drivers are sometimes involved in unsafe driving practices because, when they are trying to commute to practice, be at the location of their practice on time and be dressed and ready to go for practice, they may drive quicker and not pay attention as closely.

dren from wearing fishnet stockings or tops that expose shoulders. Some students also may just want to dress more modestly. This is a mat-

If you use the average gas tank size, which is at least 12 gallons, and vou calculate how many miles you can drive on one gallon of gas, the average miles per gallon was also 12, which means that you could get 144 miles out of a full tank.

This means that, on average, each athlete on the softball team is spending about \$46.62 of her own money to get herself from school to practice. The

Athletics Twitter, it sometimes appears that male teams are the focus.

The softball team members, for instance, have recognized that the same publicity and support are not given to the softball team. If Hays High had a softball field on school property, then maybe the team would receive the same level of importance and backing.

When the district allows for other athletic

If the community is more aware of the disparities among different sports, maybe there will be action taken to change the conditions that athletes currently face or will encounter in the future. The and

district the community should treat its high school teams fairly, rather than creating obstacles for some teams and prioritizing some other teams. 22bschwien@usd489.com

-Design Editor Alexis Pfannenstiel

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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.

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U.S. Constitution

SPORTS

RECREATION

PLAYING PICKLEBALL

Tennis players turn to pickleball as a fun alternative to stay active

By Ryan Schuckman Hays High Guidon

Freshmen Colin Clark and Henry Fitzthum are two players who decided to join the tennis team after gaining experience playing pickleball. Although this is their first year in tennis, both players have been playing pickleball for a while.

"I decided to play tenmainly because my nis dad has always played, and I've always been interested," Clark said.

Fitzthum, however, tried tennis this year due to his experience in pickleball and because he wanted to improve his skills for other sports.

"I have been playing pickleball for a long time,' Fitzthum said. "I wanted to play a sport to work on my footwork to get better for football."

Pickleball, a sport similar to tennis, has the same goal of trying to hit a ball over a net to score points. However, it is played on a smaller court with a paddle and a plastic ball with holes in it. Despite these minor differences, it is enough of a change to distinctly separate the games.

"The main difference is how the ball bounces and also the speed of the game," Clark said. Pickleball is a lot more fast paced than tennis. Also, the size of the court is completely different as well."

With paddle- or racketbased sports, such as tennis, ping pong, pickleball and badminton, the skills are easily transferable. However, it requires some initial adjustments to be able to play each game.

"The difference that I struggled with at first was the power of the tennis racket," Fitzthum said.

The similarities between the games have ended up outweighing the differences and have been advantageous in the long run. Both games require skills like precisely placing a ball on the court and reacting to the opposing team's strategy.



COURTESY PHOTO

Freshman Henry Fizthum serves the ball during a pickleball match at Frontier Park in downtown Hays. Fizthum started playing tennis for Hays High after enjoying pickleball.

very recently.

"Pickleball has helped me improve my ball placement and movement," Fitzthum said. "As of right now, I am liking tennis more, but I also haven't played pickleball in a while. I never have any

time unless it's summer. can never find anyone to play it with, and the weather hasn't been warm since last year.'

Clark said he has also been unable to play pickleball recently.

"The last time I played pickleball was probably late fall," Clark said. "Maybe [in] October or November, so it's been a while. The reason for that is because it just got too cold outside to play, and then, once tennis started, I didn't want to ruin any of my tennis skills because they are very different."

The freshmen are planning to continue playing tennis and pickleball in the future. Both players said that they are currently enjoying tennis more.

"I like tennis more because its more active, and I like having to run around more," Clark said. "Pickleball isn't a whole lot of running around. Tennis takes more skill, so it makes it challenging, which is also really fun." 22rshuckman@usd489.com

YOUR VIEW

What sport would you like to see Hays High have that we currently don't?

"I would love to see Hays High get bowling because every other WAC school has bowling, and we're the only one that doesn't."

-junior Nate Brooks

"If I could pick one sport that we don't have, I'd probably do bowling. I'd probably go out and throw a couple strikes.

-sophomore Kyreese Groen

"I think bowling would be a really cool sport for our high school to have.'

-sophomore Maggi Lindenmever

"I would say lacrosse because I think it's a cool sport, and I've never watched it before.

–freshman Hannah Klein

"I would like boxing because it would be fun to watch.' -freshman Nick Mermis

"The sport I would like to see would be lacrosse because it's cool, an outside sport and I feel like it'd be fun to play." -freshman Edwin Mueller

"Hockey, because I feel like it'd be interesting how

competitive they are and how to control the hockey puck." -freshman Kamryn Summers

Underclassmen fill key positions on varsity softball team this season

UBLIC

"Pickleball has helped

me with tennis because it

has made my reaction time

a lot better and made me a

lot quicker," Clark said. Pickleball has helped

Fitzthum improve his ten-

nis skills as well, although

he said he has not played

By Bradyn Dreher

Hays High Guidon

Beanstack

Like other teams, the Indian softball team has adapted to changes, including the loss of experience due to last year's season being cancelled and having many younger players on the team for this season who have never had high school experience or varsity playing time.

With COVID, the sophomores this year had not yet played in a [high school] game," junior Sage Zweifel said. "I think the biggest roadblock would be them not having that much high school game experience.'

With just seven upperclassmen on the team, and only one of them being a senior, the squad has had to adapt to fill some roles.

'I make sure to always encourage the younger players and answer questions when they need help," junior Brenna Schwien said. "I provide a lot of reassurance to the younger players who are always hard on themselves and remind them that they are still an asset to our team, whether they think so or not. We are a very cohesive team this year, and that helps a lot, too."

With the lack of experienced upperclassmen, many younger players on the team have had to step up to the plate - literally and figuratively - against veteran competition. Despite that, junior Laney Hardman said she believes that young lady Indians have done just that.

FUI

"I think that the younger players have done well competing with older teams," Hardman said. "They have competed hard, win or lose.' Schwien agreed that those younger players have stepped up, even

though it is the first year that they have seen a high school diamond. "The younger players on the team have been playing big roles on our

team and in games this year, especially the freshmen," Schwein said. 'We have [freshman] Aubree Thomas, who has pitched every inning for us this season. She is very talented and determined, which is a good combination when stepping into a new role on any team."

As for facing the veteran competitors, Thomas said she is not scared, but has improved her own techniques during the season.

"It hasn't been much of a trouble pitching against older players," Thomas said. "I have just learned that you cannot leave a ball too close to the zone because the experienced players will see it and crush it."

Since underclassmen have gotten varsity experience this year, many players think that the future of the softball program will be very bright.

"I expect the future of our program to be positively affected by this year's team because we are a talented team, and I know that, as the years go on, the program will only get better when these athletes see more varsity time and get more experience," Schwien said.

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Why is experience important in athletics?

"Just experience in all walks of life will help you be able to know what your doing and taking that guidance you need to get through it."

-junior Keatyn Barnett

"It is important to have experience because it helps you know what you need to accomplish."

sophomore Liam Buller

"If you have experience, you'll really get to know how to do it, and how to do it right the first time. You'll be able to have fun instead of just scrambling around trying to figure out what to do.'

—freshman Lily Garrison



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mer conditioning.

"It has been tough," senior Maia Lummus said.

'There are days where I

wish I could have a break.

With being at school and

at sports, it definitely is

mentally and physically draining. Some days after

practice, I will fall sleep

right after getting home,

and I will not wake up un-

sports, however, Lummus

said that the pros out-

thing in the world for be-

ing so busy all of the time,"

Lummus said. "Knowing

that at some point I won't

be able to do this anymore,

I wouldn't have wanted to

stop playing during high

school because playing

sports is truly what make

21csanders@usd489.com

weigh the cons for her.

Despite the demands of

"I wouldn't trade any-

til the next morning.'

ATHLETES OF THE MONTH



"Sports are important in my life because they are where I feel the most comfortable. I have made memories that I will remember my entire life through sporting events. I am so thankful for the opportunity to be able to do the things that I do, and sports have given me so opportunities. many Sports have opened me to whole new experiences, and I am forever grateful for everything that's happened because of sports."

-senior Brooklyn Schaffer



"Sports are important in my life because I enjoy playing them. It gives me an escape from school and other stuff that I don't enjoy as much. I also just enjoy competing in everything I do."

—junior Dylan Dreiling

FIRING UP OR BURNING OUT?

With multiple competitions every week, some spring athletes feel the effects

ATHLETICS

By Cayden Sanders Hays High Guidon

Whether indoors or outdoors, athletes' bodies experience wear and tear throughout the seasons. From having aching joints, bruised bodies and cramped muscles to experiencing sleep deficits and increased stress, athletes must overcome fatigue.

Some student-athletes who have experienced fatigue include the girls soccer team players.

"The stretch of games where we played three games in four days was very stressful for me," junior Madelynn Martin said. "I missed a lot of school during that time, so it was very hard to keep up with the class work we were handed."

When trying to achieve a balance among time spent at school, time spent practicing and playing and time spent catching up on homework, student-athletes must consider their need for sleep, too.

The Sleep Foundation reported that athletes practice nearly 16 hours during the week in addition to going to school seven hours a day.

The Sleep Foundation also said that studentathletes should be getting nine to 10 hours of sleep per night to rest their bodies properly, but many never sleep the proper amount. Another study by the Sleep Foundation stated that 72 percent of those polled said that they napped regularly to make up for lost sleep.

"It is pretty hard for athletes to find the right balance between school and practice and then try



CAYDEN SANDERS / The Guidon

Members of the Indian girls soccer team play during a game this season. The girls have had to balance their time with multiple matches per week.

and get sleep," junior Jaren Kanak said. "All of the tasks are up to you to accomplish; it's just how are you going to make time for all of those things."

Despite the challenges, though, Kanak said that student-athletes must learn to manage their time and set their priorities.

"There are many chal-

lenges as a student-athlete, but I have found that, if you want something, you need to work hard for what you want, and it will come into fruition even when the season doesn't have a great outlook,' Kanak said.

Many athletes practice and play all school year and devote time to sum-

Athletes begin conditioning, other programs to prepare for fall sports

me happy."

By Corey Musil Hays High Guidon

The 2020-2021 school year will be coming to an end soon for Hays High School students. The last day for seniors is May 14, and the last day for the rest of the students is May 21. With the end of the school year, it means Summer Break, but that also means that summer conditioning will begin soon for fall athletes. During the off-season, each team will be looking to improve for next fall.

Cross Country

Cross country looks to improve from last season, when they had a young team, to next season.

"We are very excited about our cross country team," coach Haley Wolf said. "We had a very young team this year on both boys and girls teams. so it will be exciting to see them continue to improve and progress next season."

Both boys and girls had a season of improvement last fall. The girls finished fourth at regionals, just falling short of a state berth. As for the boys, their team was young, but expects to compete for state this upcoming fall.

For the off-season, the team meets three times a week over the summer to build their stamina on longer runs.

"There is very little pressure on these runs," Wolf said. "New kids just get to get some mileage in over the summer."

Football

The Indian football team is coming off of a Western Athletic Conference championship last season, in which it finished with a 5-3 record.

"I expect this year to be really good, and I expect to be WAC champions again," head coach Tony Crough said.

One goal for the foothall team will be to extend their season next year. "I would expect to make

"We should have a very

good team this coming

season, with a lot of expe-

rience," head coach Mark

from last season were

state qualifiers with a

fourth-place finish at 5A

the upcoming season,"

"I'm very excited about

Like cross country, the

boys soccer team had a

young team this past sea-

son, but should be ready to

The team members

"For the last two years, a deep playoff run, which our program has started underclassmen we haven't been able to do many and now these players are coming back this fall as experienced upperclassmen," head coach Silas

ence.

Hibbs said. Since they have been playing tough competition, Hibbs said they should be primed for success.

"They have taken their licks over the last two years, but now possess the toughness, skill and experience for success," Hibbs said.

The boys soccer off-season conditioning is comprised of a variety of daily play, tournament play, instruction and fitness.

"The intentional training combination allows us to start the fall high school season in high gear with necessary comradery established," Hibbs said.

Girls Tennis

For girls tennis, the team is expecting to have

a lot of returning players from last year's season.

"I am excited for the leadership from the seniors as well as many of the upperclassmen," head coach Kayla Brown said.

Many of the players will be participating in the summer weights program and playing tennis on their own. The team will also have a team camp in early August just before the season starts.

Volleyball

The volleyball team will have an open gym this summer on Tuesday and Wednesday starting on June 8, a team camp from July 14 to July 17 and a youth camp from July 14 to July 16, in which the volleyball players will act as coaches for the youth.

"We will also participate in a couple tournaments, which will be decided upon by the players," head coach Shannon Funk said.

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compete this fall with underclassmen who return with more viable experi-

the last couple of years," Crough said. **Girls Golf** For girls golf, the team had its biggest number of golfers last season with 21

golfers.

Watts said.

Watts said.

Boys Soccer

state.



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SPRING SPORTS WRAP UP

April 22 Hays High vs Great Bend Score: 4-1 (W)

Hays High vs Olathe Christian

Score: 13-4, 10-5 (W)

April 30 Hays High vs Liberal Score: 10-0, 15-2 (W)

May 7

Hays High vs Manhattan Score: 8-6 (L)

Hays High vs Great Bend Score: 3-2 (W) May 8 Hays High vs Manhattan

Baseball

5

April 24

Boys Golt

May 7

April 19 - Hays Bob Blazer Inv.

Team place: Third Team score: 350

Individual: Third - Jason Krannawitter; 10th - Braden Hoskin; 14th - Weston Hoskin; 30th - Ashton Hernandez; 33rd - Blake Buckles; 34th (tied) Skylar Zimmerman and Landen Clark

April 22 - Dodge City Team place: Eighth Team score: 353

Individual: 15th - Jason Krannawitter; 18th - Braden Hoskins; 46th - Weston Hoskins; 46th - Blake Buckles

April 23 - Salina South

Individual: Second - Braden Hoskins; Third - Jason Krannawitter; 10th - Weston Hoskins; 26th - Blakes Buckles

May 3 - Great Bend Team place: Third

Team score: 361 Individual: Second - Jason Krannawitter: 12th - Weston Hoskin: 15th - Blakes Buckles: 18th - Braden Hoskins



Girls Soccer

May 6

Score: 3-0 (W)

April 22 Hays High vs Liberal Score: 6-2 (W)

Hays High vs Great Bend

April 29 Hays High vs TMP Score: 4-0 (W)

May 3 Hays High vs Garden City Score: 2-0 (W)

Softball

Hays High vs Dodge City



April 26

Score: 7-0 (W)

April 20 Hays High vs Great Bend Score: 3-2, 10-4 (W)

April 22 Hays High vs Great Bend Score: 9-8 (L)

Hays High vs Sacred Heart Score: 4-2 (W)



April 22 - Salina South Singles: 15th - Jack Scoby; 16th - Will Linenberger Doubles: 13th - Edgar Alonso and Gabe Garcia; 16th Carsen Riat and Logan Schmidt

April 24 - Garden City Singles: Ninth - Colin Clark; 13th - Logan Daniels

Doubles: Fifth - Henry Fitzthum and Ryan Schuckman; Sixth - Edgar Alonso and Gabe Garcia

May 4 - Garden City WAC Singles: Fourth Colin Clark; Fifth - Gabe Garcia

Doubles: Third - Henry Fitzthum and Ryan Schuckman; Fourth - Edgar Alonso and Logan Daniels

April 26 - Hays 50 Freestyle – Elizabeth Clingan (31.17) for seventh; Taylor Deines (31.31) for eighth; Rilee Schwarz (31.32) for ninth; Lauryn Mill- re (34.06); Grecia Melendez-Enriquez (37.12); Kim Del Real (40.93); Grace Wente (41.89); Kiki Gonzalez (41.99); Erica Wilken (45.20)
 100 Backstroke – Elizabeth Clingan (1:15.13) for first; Grace Wente (1:34.21) for fourth; Lauryn Miller (1:40.36) for fifth; Kiki Gonzales (1:49.14) for seventh

Girls Swimming

100 Butterfly - Kae Dees (1:57.95) for sixth

100 Freestyle - Katie Christen (1:10.05) for fifth; Rilee Schwarz (1:11.37) for sixth; Jada Thomas (1:26.23) for 12th; Kim Del Real (1:33.23)

200 Freestyle – Mackenzie Hagerman (2:50.98) for fifth; Jada Thomas (3:13.30) for ninth

200 Freestyle – Mackenzie Ingerman (2.50.36) for mich, adda Holinas (5.153.01 for mich 200 Freestyle Relay – Lauryn Miller, Rilee Schwarz, Katie Christen and Taylor Deines (2:08.22) for fourth; Jada Thomas, Kae Dees, Grecia Melendez-Enriquez and Mackenzie Hagerman (2:29.14) for 10th; Grace Wente, Kim Del Real, Kiki Gonzales and Erica Wilken (2:51.54) for 13th

200 Individual Medley - Kae Dees (3:57.46) for sixth

200 Medley Relay – Elizabeth Clingan, Grace Wente, Katie Christen and Taylor Deines (2:20.18) for second; Grecia Melendez-Enriquez, Kiki Gonzales, Lauryn Miller and Kae Dees (2:49.18) for sixth 400 Freestyle Relay – Rilee Schwarz, Katie Christen, Elizabeth Clingan and Taylor Deines (4:53.04) for third; Kim Del Real, Mack-

enzie Hagerman, Grecia Melendez-Enriquez and Jada Thomas (5:47,45) for eighth 500 Freestyle - Mackenzie Hagerman (7:59.30) for fifth



April 30 - McPherson

100-Meter Dash: First – Jaren Kanak (10.61), Fifth – Bryce Salmans (11.73), Sixth – Malik Bah (11.80), 11th – Trent Summers (11.98)
 110-Meter Hurdles: First – Roy Moroni (16.04), Second – Ty Adams (16.31), 10th – Harley Zimmerman (18.63)
 200-Meter Dash: First – Jaren Kanak (22.08), Eighth – Chase Summers (24.49), 12th – Trent Summers (24.74)

S00-Meter Dash. First - order Rahar (22:05), Eighth - Orase Souther's (24:74), Each - Henri Summersa (24:74)
 S00-Meter Runcies: Fifth - Gavin Meyers (45:84), 13th - Ty Adams (47:21), 15th - Harley Zimmerman (49:00)
 S00-Meter Run: Fifth - Ty Dempsey (2:17:35), Seventh - Landon Viegra (2:20:59), 11th - Corben Avery (2:35:11)
 1600-Meter Run: Third - Leo Hernandez (4:52:11), Fifth - Elijah McCullough (5:17:29)

3200-Meter Run: Third – Elijah McCullough (11:32.39), Fifth – Matthew Dempsey (11:35.25) **4×100 Relay:** First – Roy Moroni, Logan Casper, Malik Bah, Jaren Kanak (43.38)

4×400 Relay: Seventh - Kyler Beckman, Tucker Veach, Gavin Meyers, Jordan Dale (3:50.36), Eighth - Chase Summers, Logan Casper, Kyreese Groen, Trent Summers (3:50.88) 4×800 Relay: Third – Ty Dempsey, Landon Viegra, Corben Avery, Matthew Dempsey (9:43.44) High Jump: First – Jordan Dale (6-03.00), Sixth – Roy Moroni (5-07.00)

Long Jump: First – Jaren Kanak (22-03,50), Third – Kyreese Groen (21-05.00), Fourth – Kyler Beckman (21-05.00) Pole Vault: Second – Tucker Veach (13-00.00), 10th – Harley Zimmerman (9-06.00), 14th – Nic Park (9-00.00), 15th – Liam Buller (8-06.00) Triple Jump: Third – Kyler Beckman (41-05.50), Fourth – Jordan Dale (40-10.00), Fifth – Kyreese Groen (40-08.00), Seventh – Ben Discus: Second – Grayson Walburn (135-09), Fourth – Karson Russell (125-03), Fifth – Kaden Herreman (123-07), 18th – Matthew

Berner (100-05)

Javelin: First – Bryce Salmans (150-03), 10th – Evan Lind (113-04), 14th – Nate Brooks (111-02), 15th – Chase Summers (109-05), 16th – Tyler Solida (103-02), 18th – Ashton Putz (100-07) Shot Put: 10th – Quinton McGuire (41-10), 15th – Karson Russell (39-07), 16th – Kaden Herreman (39-00), 17th – Grayson Walburn (38-10)



April 30 - McPherson

100-Meter Dash: Ninth – Morgan Shorb (14.31), 10th – Lily Biggs (14.63), 11th – Katrina Delimont (14.74)
100-Meter Hurdles: Fourth – Brooklyn Lewallen (17.13), Eighth – Avery Winter (20.15)
200-Meter Dash: Fourth – Reanna Green (27.83)

200-Meter Dash: Fourth – Neama Green (21.63)
300-Meter Hurdles: Second – Brooklyn Schaffer (47.94), Fifth – Brooklyn Lewallen (52.75)
400-Meter Dash: Sixth – Morgan Shorb (1:08.93), 10th – Landri Dotts (1:13.08), 11th – Samantha Vesper (1:13.57)
800-Meter Run: Fourth – Avery Winter (2:44.54), Fifth – Claire Shippy (2:49.18), Eighth – Jaycine Watson (2:52.01), Ninth –

Hailey Klein (2:52.52) 1600-Meter Run: Fifth – Jaycine Watson (6:15.59), Seventh – Julia Zadina (6:22.16), 13th – Hailey Klein (6:37.77)

3200-Meter Run: First – Brenlynn Albers (13:08.16), Seventh – Michaela Dickman (14:44.52) 4×100 Relay: First – Kacy Dinkel, Lilian McGrath, Brooklyn Schaffer, Reanna Green (51.03), Sixth – Morgan Shorb, Landri Dotts, Brooklyn Lewallen, Katrina Delimont (56.32)

4×400 Relay: Sixth - Brooklyn Lewallen, Lilian McGrath, Landri Dotts, Brooklyn Schaffer (4:41.32)

Hash Low King, Bard Downin Eventin, Jinan Korau, Janar Josev, Downyn Colmin (11102.4) 48800 Relay: Fourth – Avery Winter, Brenlynn Albers, Claire Shippy, Brynn Kinderknecht (11102.45) High Jump: Third – Lilian McGrath (5-01.00), Seventh – Amy Ruder (4-09.00), 12th – Samantha Vesper (4-05.00), 13th – Kenzie

Cunningham (4-5.00) Long Jump: First - Reanna Green (18-02.00), Third - Lilian Mcgrath (15-07.25), Fifth - Lily Biggs (15-05.50), 18th - Kacy Dinkel (13-08.50)

Pole Vault: Seventh - Abigail Norris (5-06.00)

Triple Jump: First – Reanna Green (36-05.75), Second – Landri Dotts (32-08.25), Fourth – Katrina Delimont (32-04.50), Fifth – Lily Biggs (31-10.00) Discus: Second - Halle Lohmeyer (101-07), Sixth - Maggi Lindenmeyer (90-10), 10th - Kaylee Hammerschmidt (86-10), 14th

Nia Kaiser (78-07) Javelin: Third – Maggi Lindenmeyer (97-08), Fifth – Nia Kaiser (88-08)

Shot Put: Sixth - Jillyian Sheldon (31-02.50), Ninth - Halle Lohmeyer (29-08.00), 11th - Kaylee Hammerschmidt (28-02.50) - Morgan Noone (25-01.50)

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April 29

Boys Tennis

Score: 9-0 (W)

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ANROUND THE

CORNER

Students plan for both productive and relaxed Summer Break

By Alexandra Coveney Hays High Guidon

SUMMER

With the school year ending, summertime is on many students' minds. Some will have a busy summer filled with attending camps or conferences, preparing for college, vacationing or working, while some may have a laid-back summer time spent at home watching television or at the pool spent with friends.

"I will be taking a CNA class this summer and babysitting," sophomore Trinity Gnad said. "I will be working at a nursing home once I finish my classes in July. My summer will definitely be busy."

Gnad will also be going to Estes Park, Colo., in July.

Like Gnad, junior Cassidy Wilkie said she will also have a busy summer schedule.

"My summer plans include volunteering, babysitting and traveling," Wilkie said. "My summers are busy with laid-back activities, if that makes sense.'

Wilkie will be going to church camp in New Mexico, to her hometown in Iowa and to Florida to see her family and friends.

"I will be a part-time nanny," Wilkie said. "Last summer, I was new to Hays and did not know anyone, so I went to the gym and babysat, but this summer, I will be hanging out with friends!"

Along with Gnad and Wilkie, sophomore Aspen Melvin said she considers her summer to be very busy.

"I am a pretty 'play-it-by-ear' gal, so I can't say for sure what



my summer will include," Melvin said. "But, I would definitely consider my summer to be busy. I am always somewhere and doing something."

Right now, Melvin said she plans to babysit, participate in sports, attend summer camp and be in her cousin's wedding.

"I will be attending Kanakuk Kamps; it will be my third year," Melvin said. "It is truly the happiest place on earth. My family also always tries to take a vacation to Table Rock Lake during the Fourth [of July]."

Compared to last summer, Melvin has quite a few tasks.

"I will be babysitting four davs a week and working the front desk at Hays Academy on the weekends," Melvin said. "I will also be playing in some basketball tournaments over the course of the summer. I am excited to stay busy and have fun with my friends in my free

Contrastingly, freshman Alanna Kimbrel said she will have a more relaxed summer.

"My summer plans will include hanging out with my group or being at the lake," Kimbrel said. "I will not be attending any camps but might go on vacation and be working at the pool." Senior Madalyn William said

she has similar summer plans. "My summer plans include

working, going to the lake and hanging with my friends," William said. "My summer will be in between laid-back and busy. I will not be attending summer camps, but I will be working."

Freshman Brygette Ross will have a busy summer.

"My plans will include going to the lake, working and playing

sports," Ross said. "I might go to a few camps for basketball and volleyball. My plans compared from this year to last year will be pretty much the same, but with more lake time."

Summer camps and sports will take a large part of sophomore Avery Harmoney's summer as well.

"I am going to be going to cheer camp, as well as going on vacation with my family," Harmoney said. "I will not be working this summer, and I will be practicing cheer. My summer will be a lot more fun and exciting this year compared to last year because I can travel."

COVID-19 will affect some students' summer plans, though.

"I will have to wear a mask at work, of course, and I was also planning to go to a concert in June, but it got cancelled," Gnad said.

Wilkie will also be taking the standard COVID-19 precautions when going out.

"I will be able to do things this summer, but I will continue being mindful of others' health by getting the vaccine before I travel," Wilkie said.

Melvin also said she thinks COVID-19 will not cancel her summer plans, but she will continue to be mindful of everyone else's health.

"I don't think my summer plans will be affected," Melvin said. "With more people getting vaccinated and feeling safer, I think we will start to return to 'pre-pandemic' lifestyle soon." 22 a coveney@usd489.com



Q: Why was the cow sad? A: She was moo-dy.

Q: Why can't cows wear shoes? A: Because they lactose.

Q: What do you call a cow that can't produce milk? A: A milk dud.

Q: What does the farmer say to the cows at night? A: It's pasture bedtime.

Q: What do you call a cow with a nervous twitch? A: Beef jerky.

Q: How do farmers count their cows?

A: They use a cowculator.

Q: Why was the cow afraid? A: He was a cow-herd.

Q: What do you get when you cross a cow with a Smurf? A: Blue cheese.

Q: Which cow is the best dancer? A: The one with the moooves!



1. "Walk Like an Egyptian" -The Bangles

2. "We Didn't Start the Fire" -Billy Joel

3. "Sugar, Sugar" The Archies

4. "Hooked On a Feeling" -Blue Swede

5. "I'm Still Standing" -Elton John

6. "Copacabana" -Barry Manilow

7. "Piano Man" -Billy Joel

8. "If You Wanna Be Happy" -JIMMY SOUL

9. "Tell Him" -The Exciters

10 "I'm a Believer"

Marching band to get new uniforms for next year

By McKena McBride Hays High Guidon

After 22 years, the band will be receiving new uniforms for the 2021-2022 school year.

Band instructor Matthew Rome said the average life span of a set of band uniforms is about eight to 12 years.

"With that age comes a host of problems," Rome said. "The average size of the current set of uniforms is certainly no longer the size of the average student, they're made of a heavy material that doesn't breathe - creating overheating risks during the early part of the season – and a handful of the current uniforms are just worn out."

Rome said he feels both nervous and excited about the change in uniforms and also thinks that students may have mixed reactions to the change.

the more modern look of marching band and how much lighter these uniforms are compared to what we currently have," Rome said. "The more breathable material will certainly make for a safer and more comfortable experience when performing in the blistering heat that lingers in August and September.'

Rome said he hopes that, even if some students are unhappy with the new uniforms, they can still appreciate being in a band while new band uniforms are being purchased, due to the rarity of it occurring.

"Very few ever get to experience this, largely in part to the huge expense of the process,' Rome said. "We are so fortunate to have the support of Hays High administration, particularly [principal] Mr. [Martin] Straub, as well as the backing of the USD 489 Board of Education and Rockwell Administration Center. So much said he feels good about the

money is coming from so many different places, and all for the students' benefit."

To raise money, the band as organized different fundraisers. Last year, they held a mattress fundraiser, in which a company from Wichita came to Hays and set up mattresses in the cafeteria for people to buy. Another fundraiser, which was this year, was an Hour-A-Thon, where band students made phone calls asking for donations.

"Both were quite successful and really helped us hold up our end of paying for the uniforms," Rome said.

A four-year band student, senior Alexis White, said she likes the idea of the new band uniforms.

'It's crazy to think that the uniforms are older than all of the current members," White said

change in uniforms and believes it was long overdue.

"I've seen the new uniforms, and they are a lot cleaner and are made out of better material," Arial said.

Although White will not attend Hays High by the time the uniforms are being used in the band, she said she is happy for the band.

"I'm happy that the future band members will have new uniforms, and I think that a lot of the current members agree that having new uniforms is a big step forward," White said.

Arial agreed that students are excited to be a part of something new for the band.

"This fall will be a huge moment for the Hays High band program," Rome said. "For the first time in over two decades, the band will take the field in a brand-new and completely unique uniform."

time.'

"I am really happy with the updated design that reflects Sophomore Anthony Arial

21mmcbride@usd489.com







May 7 - "Here Today" - "The Human Factor" - "The Water Man"

- "The Paper Tigers"

May 14

- "Finding You"
- "Profile"
- "Riders of Justice"
- "High Ground"

May 21

- "Final Account"
- "American Fighter"
- "Into the Darkness"

May 28

- "A Quiet Place Part II"
- "Cruella"