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Softball players participate in 'fall ball' to continue playing and to sharpen skills
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THE GUIDON

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IMPROVEMENTS

RENOVATED

Some technical education rooms remodeled for this year

By Cade Becker
Hays High Guidon

Over the spring and summer, Hays High re-modeled different sections of the building, with the main area being the E Building.

The renovations included remodeling classrooms for Audio/Visual Communications and Graphic Design, plus adding an overhead garage door for Industrial Technology.

"The new door is a nice addition because we needed room to move projects and equipment in and out," instructor Alex Ford said. "Every metals shop should have an overhead door."

Instructors Dan Balman's and Heath Meder's classrooms were a large part of the project.

Balman moved to Room 504, which was re-modeled to create an A/V studio with a large green screen, podcast/radio rooms with new sound panels and a lab area with larger monitors.

"I absolutely love our new studio," Balman said. "It actually looks like a studio now."

To create the space, Balman got ideas from other high schools and from Fort Hays State University.

"We toured the [FHSU] studios with Nick Schwen," Balman said. "It's not exactly like theirs, but we got an idea of things we wanted to do. I'm excited about it, and I know the kids are, too."

Balman said that,



ALICIA FEYERHERM / The Guidon

Senior Hope Schumacher works in the new podcasting and radio room within the Audio/Visual Communications classroom. Over the spring and summer, different areas of the E Building were renovated.

even though the new space is nice, the students are more important.

"The program is only as good as the kids in it," Balman said. "You could get brand-new computers, cameras [and] rooms, but it's only as good as the students that you have."

Like Balman, Meder also upgraded rooms for his art classes this year.

"I moved to an entirely new room," Meder said. "My new classroom wasn't actually a classroom before, so there was a lot of renovations."

Meder said his new

classroom is better suited as a computer lab for graphic design classes.

"The old room was a classroom that was converted to use as a computer lab," Meder said. "This one was built to be a computer lab, so it's a lot more suited for that."

Leading the projects was industrial technology instructor Chris Dinkel, along with Ford.

"I did the planning and oversaw the renovations. Mr. Ford and I did most of the suspended ceilings, painting, cabinets and counters for Mr. Meder's

classroom, Mr. Balman's sound booths and classroom, as well as the new overhead door."

Dinkel said that the projects were important to him because he wanted to improve the Career and Technical Education (CTE) facilities.

"CTE provides students with incredible learning opportunities," Dinkel said. "The renovations create an environment in which students are motivated to learn and educators are inspired to deliver a great experience."

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School working to secure new student radio station

By Cade Becker
Hays High Guidon

Audio and video classes are underway, but they may add a radio station to their curriculum soon.

In the summer, technology staff members Chandler Kitchen and Scott Summers informed instructor Dan Balman about an FM radio station that was for sale.

"They just notified me in the summer and asked if there would be any interest because they would be interested in helping out," Balman said.

Hays High had a small, web-based radio station until they encountered problems arising from the company from which they had gotten their streaming license.

"We never completely lost the radio station," Balman said. "We just decided not to go further with it because the licensing company that we were going with had a lot of lawsuits against them. So, it was in our best judgement to not get caught up in the issues. We just decided to not have a web-based radio station."

While Balman would like to add radio again, acquiring the station is not for sure, as the Federal Communications Commission still must approve the contract.

"It's really in FCC's hands," Balman said. "I think we've got the paperwork filled out, and so now, I believe it's just up to the FCC to see if they're going to accept the contract. I know Chandler and Scott are doing most of the legwork on that to see where we're at."

If approved, Balman said the station still may not be active until next school year since an antenna, the wiring and the equipment would need to be installed.

"I think the radio station will be really cool," junior Ryan Schuckman, who is in the A/V Communications program, said. "It should make them proud of what they work on because, the population of Hays is going to hear them on the radio."

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CADE BECKER / The Guidon

The new podcasting and radio rooms in the A/V Communications classroom feature new microphones, sound filters and sound panels.

ASSISTANCE

New USDA program allows students to get free meals



MCKENA MCBRIDE / The Guidon

Students eat in the Hays High cafeteria on Oct. 8. The USDA has extended its program that allows students to get free breakfast and lunch.

By McKena McBride
Hays High Guidon

USD 489, like schools nationwide, has been given resources to offer all of its students a free breakfast and lunch on school days, no matter the students' family incomes.

The U.S. Department of Agriculture (USDA) started the program to assist all families – some of which may be struggling due to COVID-19.

Districtwide, about 40 percent of students qualify for free or reduced

meals, according to Director of Nutrition Services Jessica Younker. She added that the number of students on free/reduced lunches, which are based on a family's income, has increased from last year.

"The overall number increased only slightly, so it's hard to say whether COVID is the cause or not," Younker said.

Younker said that overall, there have been more students eating the school meals this school year.

"Since the beginning of the school year, yes, there

has been an increase in students eating meals, especially breakfast," Younker said.

When comparing to previous years, Younker said the total meals served has actually decreased.

"We attribute that primarily to the significant number of students learning from home due to Parent Choice Remote learning, illness or quarantines," Younker said.

Students who have opted to remote learning still have the opportunity to pick up free meals daily at

Hays High. However, according to Younker, only about 30 students do.

Younker said that, from what she has heard, families within the district have been very appreciative of the new meal plan and have taken advantage of it.

"I have heard from several families who do not qualify for free meals, but are struggling financially this year," Younker said. "They are very thankful for the free meals for all students."

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YOUR VIEW

Would you be more willing to go to an in-state college if colleges removed standardized test scores in admissions?

“Yes, I am planning on going into criminal justice, and it would make more likely to go into a four-year college if the admissions were to change the requirements.”
—senior Mason Emerson

“I would definitely go to a four-year college if the admissions were willing to take out the ACT and SAT requirements.”
—senior Morgan Noone

“I don’t think admissions should take out the ACT because you should be able to qualify to go to college, and it wouldn’t make me want to go to a school that takes away the extra requirement if anybody could just go to college.”
—senior Alicia Phlieger

“I think I would. I think that people aren’t the best test takers, and I think that taking it out will help a lot of students not able to take tests very well, like the ACT.”
—senior Kyah Summers

“I would not like to go to a college that has taken away the ACT and/or SAT requirements. I just don’t like the fact that colleges are going to take out the tests because it doesn’t show how a student is capable moving to the next level in their education.”
—junior Shelby Alexander

“I think that colleges making the move of getting rid of the standardized testing requirements are a good thing. I feel that tests could really hinder someone’s life, and I think it should be solely based upon your effort in school, like cumulative GPA.”
—junior Colton Pfannenstiel

“Yeah, I feel that it would take the weight off of my shoulders, and I feel that I would be able to get into the school of my choice.”
—freshman Kyler Riggs

“Yes, because the admissions would be more likely to let me in if they did not look at a test I took for them.”
—freshman Dylan Stull

FUTURE

College COVID admission policies beneficial to incoming students

By Cayden Sanders
Hays High Guidon

COVID-19 has caused almost everyone’s life to change, and even colleges and universities making changes to their admission processes because of the virus.

This year, some post-secondary schools are removing the requirement of having a standardized test, and some are just reducing the requirements needed to apply to the school.

Some of the biggest schools in America, including Duke, Harvard, Northwestern, Princeton and Stanford, are removing the ACT and SAT requirement to alleviate the stress of seniors unable to take the standardized test this year because of quarantines that still exist in some areas. The removal of the requirement is also meant to ease the anxiety of students who were only able to take the test once without the option to take it again to get a better score.

Mrs. Miller a counselor at Hays High said, “Fort Hays has just talked with me and the other two councilors this morning to tell us what the application process would look like, but it likely won’t be implement-

ed until November. Fort Hays also said that they will change their supper scoring for student scholarships” “We do not know of other schools changing their requirement because it would be the students filling out the forms.” said Miller.

The College Board, which is in charge of the SAT, wants colleges to provide flexibility to high school seniors applying to college. The Board released three factors of flexibility for colleges to consider.

The first guideline says that colleges should accept scores on these tests as late as possible, which will give students extended time for test scores to be submitted on their application. The second rule asks colleges to consider that some students could not take exams due to the coronavirus and to cancel the score requirement. The final rule says that colleges should recognize that the test score that the applicants submitted may be their only test score, as opportunities to retake the tests may have been limited.

Students who are applying to schools without test scores are often given alternate requirements, such as writing an essay

about how has COVID has changed their lives or how they have persevered through the pandemic. Colleges also may ask for applicants to write down their volunteer work and their community outreach efforts.

In May, the California Board of Regents voted to phase out of requiring ACT and SAT scores. Now that the tests are not required, students will be able to apply to any of the 10 most renowned schools in California.

In Kansas, the Kansas Board of Regents gave colleges and universities the option of what they wanted to do for their admission requirements.

Mrs. Miller said, “I did get a letter about the change yesterday (Oct. 8th), the Hays high councilors will have to go to a webinar to get a clearer picture of what the state schools are doing about their admissions for this next year.”

At Kansas State University and the University of Kansas, both schools are still requiring the minimum test scores along with a cumulative GPA of 2.0 or 3.0, respectively.

The other Kansas Regents universities, including Emporia State University, Fort Hays



CAYDEN SANDERS / The Guidon

Students take the pre-SAT on Oct. 14 in order to familiarize themselves with the test. While students are still encouraged to take the ACT and SAT, some colleges have removed the scores as an admissions requirement.

State University, Pittsburgh State University, Washburn University and Wichita State University, all have the same requirements for in-state students. These schools have set the requirements to 2.25 or higher as a cumulative GPA or students can submit their ACT or SAT scores.

Locally, students applying to North Central Kansas Technical College must submit a placement

test to be admitted into any of the school’s programs.

Miller finally stated, “I know that the board did want to change the admissions on the state schools and they finally have voted on it, but Kansas private institutions and community colleges still have not decided what they want to do with their admission requirements as of right now.”

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COVID-19 incites ‘appreciation’ within students, staff members

By Alexandra Coveney
Hays High Guidon

Appreciation, a noun, is the “recognition and enjoyment of the good qualities of someone or something.”

Each year, principal Martin Straub selects a new word to represent a new school year.

“I chose the word ‘appreciation’ because it kept coming to mind,” Straub said. “After what I experienced and what

I heard students and staff experiencing, I think that, sometimes, you don’t appreciate things once they become a routine; school has a lot of routines, and we didn’t know how much we appreciated them until we lost them [last spring].”

Many students and staff did not realize how much they appreciated being in the school until they were learning and working from home.

“I appreciate being able to be in school with all that is going on and being able to hang out with my friends,” freshman Emily Hernandez said.

The purpose of the word is also to create a way of thinking for students and staff.

“One way I can apply this word is to show my teachers the respect and recognition they deserve, along with all the staff,” freshman Alexis Bur-

ton said. “I really appreciate the dedication of all the staff and coaches.”

Straub also expressed how he interprets the word.

“I missed being in the hallways every day saying, ‘Hello,’ ‘Good morning,’ ‘How are you doing?,’ ‘Nice shirt’ or something 100 or 200 times a day; I missed watching our teachers develop cool lessons for kids; I missed the activities, sports and concerts,” Straub said.

Being a few weeks into the school year, Straub said he sees how students and staff are showing their appreciation.

“Hays High has been showing appreciation of being back in school by following the COVID-19 protocols, and in turn, keeping us here,” Straub said. “We are probably willing to make sacrifices to protect those things that we appreciate.”

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ACADEMICS

ZOOM CONFERENCES

Virtual Parent/Teacher Conferences planned for Oct. 22, Oct. 26

By Alexandra Coveney
Hays High Guidon

On the evenings of Oct. 22 and Oct. 26 from 4 p.m. to 7 p.m., Parent/Teacher Conferences will be held virtually using Zoom, rather than having in-person conferences with all of the teachers and the parents in the cafeteria, like previous years.

"I think, with the current situation and the precautions our building is taking to prevent the spread of COVID, this is a good option," social science instructor Abby Gillan said. "Everyone's comfort level with in-person things is different, but going virtual will still allow teachers to connect with families, and it does so in a way that helps people that have greater concerns feel safe."

The virtual conferences through Zoom will be similar to having face-to-face conferences, as teachers, who will be in their own classrooms, will meet with one student's parents at a

time, while other parents are in the "waiting room" on Zoom.

"Maybe for parents, it will be more convenient," Gillan said. "Most of the time a parent spends is standing in line, waiting to speak to teachers, and that's not always a good use of parent's time. I have positive feelings in regard to the flexibility it will give to families."

To arrange conferences, each teacher emailed all of their students' parents a schedule on which parents could sign up for a specific 10-minute time period, and each teacher has set up a Zoom meeting for each night of the conferences, to which parents who have signed up will have access.

"I think it's going to be okay; it's certainly going to be different," science instructor Lynn Zimmer-

man said. "I feel like it's necessary that we have conferences. COVID isn't going away for a while, so I think it's better that we do this than nothing at all."

Zimmerman said she believes the change may be beneficial not only to

I think this gives us a really good solution to still connect with our students' parents during a time when face-to-face communication is so risky.

math instructor Jayme Goetz

parents, but also to teachers.

"Since I do not teach many classes that are the required ones, I have a lot of seniors, and I don't have a lot of attendance from everybody," Zimmerman said. "I think I will be able to visit with more parents this way."

Foreign language instructor Matt Whitney agreed with Zimmerman about the benefit of talking to more parents.

"I'm hoping to have parents 'see me,' as sometimes parents are only interested in the core classes, not necessarily elective courses," Whitney said. "I think that parents who have a vested interest in their children will be fine, and those who do not, usually don't come to parent teacher conferences anyway, which is too bad, because many times, they

are the parents that we really need to talk to for their student's success."

Math instructor Jayme Goetz also said she believes that perhaps more parents who would not normally come to conferences may take the time to Zoom in since it will take less time.

"I think this gives us a really good solution to still connect with our students' parents during a time when face-to-face commu-

nication is so risky," Goetz said. "We have a system in place that I feel is very efficient and should run smoothly."

While Parent/Teacher Conferences may look different this year, the faculty members agree that they are still important.

"It's just a good time to hear if there are any issues going on at school," math instructor Dustin Dreher said. "I believe teachers and parents will make it work as best as possible."

Each of the instructors interviewed said the change was a positive and a necessary precaution this fall.

"Much of the viral spread is coming from outside of school and so, for many teachers, this is a relief," Whitney said, while social science instructor Luke Lundmark said, "I feel this change is good because this will be able to keep both parents and faculty safe from the spread of COVID-19."

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YOUR VIEW

Do your parents plan to attend the virtual Parent/Teacher Conferences?

"My parents will attend Parent/Teacher Conferences because they want to make sure my sister and I are doing good in school, and they want to get feedback from our teachers to see how we are doing. Doing the conferences online will not affect whether my parents go or not, but most likely make it easier for them because they won't have to leave work early and won't have to wait in line for a teacher to be available."

—senior Daisy Tinoco-Ramirez

"My parents attended Parent/Teacher Conferences last year, but I don't think they are planning on going this year."

—senior Ashley Vilaysing

"My parents attended Parent/Teacher Conferences last year. I'm not sure if my parents are going to attend this year. I haven't asked them, but most likely they will."

—senior Sydney Walker

"Yes, my parents do plan on attending the Parent/Teacher Conferences. They usually make time to attend them to talk to my teachers about my grades and how the year is going. I think it will be different for them, but I don't think it will affect them attending because they will still be able to talk to my teachers and interact."

—senior Fernando Zarate

"My parents do plan on attending the Parent/Teacher Conferences because they would like to gain more information about my classes and how well I am doing. The Parent/Teacher Conferences being virtual does not affect my parents' decision because they are very flexible with the school's decision on how they do the Parent/Teacher Conferences."

—junior Olivia Kershner

"Yes, my parents do plan on attending because they have not missed a conference yet. I don't know for a fact that it affects whether or not my parents will attend. I just believe that it is a little challenging trying to get on Zoom on time and have the Zoom link that works for me and my siblings."

—freshman Abigail Redding Boyer

Students react positively to different career planning program

By Rylie Fairbank
Hays High Guidon

One of many changes this year is the switch from having students use Career Cruising to using Xello for academic and career planning.

Xello is similar to Career Cruising, but with a different interface and different quizzes that are more user friendly and less time consuming.

"Xello is a lot better than Career Cruising because it was more organized and neat," sophomore Seth Tripp said.

Another aspect of Xello that students like is that the career matches fit the students' abilities and interests more.

"I honestly liked it a lot better because the career options were a lot closer to what I wanted," junior Kacy Dinkel said.

During PRIDE Time on Sept. 28, teachers introduced students to Xello, then the students completed quizzes. From those answers, Xello generated a list of careers that might interest the stu-

dents, and students could select careers to learn more about them.

"I liked it because it showed us what our interests are and what we were good at, and that reflected in the jobs," freshman Lakyn Zimmerman said.

After each session in Xello, the students' options will be saved, allowing them to return to the program throughout the year, as they do different activities during PRIDE Time.

"This is the second school I've been at that has transferred from Career Cruising to Xello," instructor Alan Neal said. "Everything I have heard has been positive, and this includes from the school I was at prior to this and from my PRIDE Time students. They like the fact that it was shorter, and they got better results. I had one student who previously had been suggested that they become a truck driver, not their interest at all, and the results they got this time were much better."

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RYLIE FAIRBANK / The Guidon

Students used Xello for the first time during PRIDE Time on Sept. 28. Xello replaced Career Cruising, which many students disliked.

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YOUR VIEW

If you could play any character in a TV show, movie, etc., what type of character would you want to be?

“I would be Po from ‘Kung Fu Panda’ because I really love pandas, and Po knows karate.”
—senior Ryan Deitering

“I would want to be Elena from ‘The Vampire Diaries’ because Damon Salvatore is *so hot*.”
—senior Addison Jennings

“I would want to be the lady in ‘Pirates of the Caribbean’ just to be a pirate.”
—senior Samantha Phillip

“If I could be in a TV show, I’d want to be a detective because I think investigating crimes is really cool.”
—junior Jada Lucas

“I’d want to be a superhero because they have many different kinds of powers, and I think it would be pretty cool to be able to save the world.”
—junior Jaleesa McCoy

Do you still enjoy the activities that have had to become virtual?

“I would say that I still enjoy Scholars Bowl quite a bit, as we can still have fun, educational practices.”
—senior Andrew Duke

“Yeah, I still enjoy debate a lot. We still get to have meetings like usual, but just tournaments are online. Otherwise, I still like it.”
—sophomore Noah Bruggeman

“I still very much enjoy both debate and forensics.”
—sophomore Parker Dreher

“Overall, I still enjoy Scholars Bowl. It just definitely looks very different this year, and that will take some getting used to.”
—freshman Addison Otte

How do you feel about Indian Grounds not being open?

“I used to get my coffee there in the morning. It helped me jumpstart my day, and now that it’s gone, I’ve been drinking coffee at home. I felt like I was donating more to the school by buying their coffee.”
—senior Kai Shaffer

“I was really sad when I found out it wasn’t opening because I’m not much of a coffee drinker, but I really liked their orange smoothies.”
—senior Hope Schumacher

“I didn’t really use it much, but I know they had some bomb smoothies. So, I’m a little upset because the smoothies are really good.”
—sophomore Ayden Mayberry

ACTIVITIES

AUDIO PLAY

Off-Broadway playwright crafts theatrical work for Hays High students

By Caitlin Leiker
Hays High Guidon

Due to the high demand for creative outlets during the pandemic, Hays High has hired internationally known playwright Catherine Trieschmann to work with a small cast of students in crafting an audio play from scratch. The projected release of the recording is January 2021.

Trieschmann’s writing process will be driven by cast meetings every Thursday after school in the choir room. Each week, the students will be given assignments to mull over for their next session.

“We’ll spend the first month ‘filling the bucket,’ so to speak, with discussions about theme, structure, character, language and other elements of drama,” Trieschmann said. “In November, I’ll start bringing in pages. The students will read them aloud, and I’ll revise accordingly.”

“I was very impressed by the professionalism, diversity



CAITLIN LEIKER / The Guidon

In the first meeting after school on Oct. 8, director Alex Underwood introduces international playwright Catherine Trieschmann to the cast of students she will write characters for in her audio play. The work will be based on social media and its effects on young people today.

and intelligence of the students gathered,” Trieschmann said. “I felt a jolt of joy walking into the room and seeing everyone

poised and ready to go.”
Director Alex Underwood commissioned the project to bring a new experience to

students who are passionate about theatre and other creative pursuits.

He said the group’s main strength is its ability to perform previously written works at a high level, and that participating in this project will further enhance their skills.

“Something that we don’t get to do very much in high school is actually participate in the creation of the work itself,” Underwood said. “To watch something go from the creation process is something that I’m super excited about.”

In the first meeting, Trieschmann asked participants questions about their most influential artistic involvements to get an idea of their personalities and vocal types.

The group read through poetry and other works to draw inspiration for a story arc. After discussion, the cast gravitated towards a plotline based on social media and its effects on the world today. Their first assignment was to watch “The

Social Dilemma,” a Netflix documentary released in January.

Junior Samantha Vesper said she is excited to absorb Trieschmann’s knowledge.

“I’m curious to see what she’ll have us process,” Vesper said. “It was interesting to me that she even thought about tying it back to social media.”

Junior Shirley Lee described the pitfalls of social media as a “crisis” that is not as discussed as it should be.

“It’s something that is always there, but we don’t ever talk about it,” Lee said. “I feel like this topic excited us, and I hope it excites our peers.”

Vesper agreed, saying that while theatre might not be everyone’s cup of tea, she hopes the audio play’s themes will be relatable enough that people will genuinely want to listen.

“It is something that will hit them personally, and hopefully, that will cause them to think about it a little more,” Vesper said.

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Organizations overcome obstacles with new virtual competitions

By Emry Lundy
Hays High Guidon

Despite the majority of on-site classes and extracurricular activities resuming, some students and sponsors have had to adjust to participate in several events that cannot be held in person because of COVID-19.

Some of these events include debate, forensics, journalism and Scholars Bowl.

First-year debate and forensics coach Jennifer Rajewski, Scholars Bowl sponsors Cheryl Shepherd-Adams and Jennifer Olt and journalism adviser Jessica Augustine, have had to guide their participants through a multitude of changes.

“This year has been a huge

year of transitions for the students,” Rajewski said. “Not only are they working with a new coach, but we are navigating a lot of technical issues that arise from going to a totally virtual format. The kids have been great and really rallied around the concept of virtual debate.”

Students in debate and forensics have begun to prepare for their first competitions, which will all be online.

“We anticipate that there will be hiccups as we learn this new format, but, in the meantime, we are working with other schools, learning what has and has not worked for them,” Rajewski said.

Debate and forensics students must also get used to

the loss of a class period to prepare for their events. With previous coach Codi Fenwick changing positions to add German classes to her schedule, classes for debate and forensics were no longer options this year, so students have needed to meet after school, during PRIDE Time and occasionally during GPS to research and practice.

In regards to Scholars Bowl, most of its meets will be virtual, and those that could not be virtual had to be cancelled. However, that is not necessarily a negative thing, as it eliminates travel time and gas expenses, according to Shepherd-Adams.

One major change is that in-person buzzer practice has

been reduced so that students will not have to be in such close proximity with one another.

One of the biggest changes for the fall for journalism was the Kansas Scholastic Press Association moving its fall conference online. Instead of having students attend the conference at Fort Hays State University, the conference will now consist of a variety of 20-minute videos made by KSPA board members and journalism professionals that will be viewable by schools that pay a fee to participate.

“I actually like that the students will have access to all of the virtual conference videos, as normally, when they attend the onsite conference, they

have to choose four sessions out of all those available,” Augustine said.

The other change affecting journalism students concerns KSPA’s regional and state contests. It has already been decided that the regional contests in February will be virtual, but the state contests in May have yet to be determined.

“While not having our regional – and perhaps state – contests onsite is not ideal, we will manage,” Augustine said.

It is clear that both students and sponsors are making the best of the new situations.

“It’s a learning process, but we are doing great, and the students are adapting beautifully,” Rajewski said.

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Staff, students adapt to Helping Hands changes due to COVID-19

By Emry Lundy
Hays High Guidon

The normal bustling of students in and out of the Hays High library before school has greatly diminished this fall.

In previous years, students could order coffee, tea or smoothies from 7:15 a.m. until the first warning bell on Maroon Days in the coffee shop in the library, which was known as Indian Grounds. However, the Helping Hands-run coffee shop has had to close for at least the current semester due to COVID-19 in order to limit interactions with food and drink and to limit gatherings to keep those in the school safe.

In addition to the closure of Indian Grounds, a lot of Helping Hands activities and events have been altered or cancelled to adhere to COVID-19 guidelines.

“All events have been impacted,” teacher Michelle Thacker, who has been involved with the group for six years, said.

One example is Project Prom to Remember, which was planning on having an online and onsite store this year. The store will not be run this fall, but if all goes well, there is a chance for its reappearance in the spring.

Another example is the Helping Hands bakery, which can no longer be ordered from year-round. There will be four specific dates on which orders can be placed for cookies. The most recent deadline for cookie orders was Oct. 2, and the distribution date was Oct. 13. The next distribution date is on Dec. 11, but the order

window is yet to be decided, as the winter order form has not been put together yet.

“We are no longer making deliveries around town, and for now, we are focusing only on HHS as our customer base,” Thacker said.

Despite the changes, the students in Helping Hands are still keeping busy.

“Everything’s been altered just a little, but for the most part, everything seems to be going pretty smoothly,” senior Klineesha Allen said. “Everyone seems to be doing fine with it. Everyone gets along and seems to be enjoying the class so far.”

Helping Hands has taken over or created several events to keep the students busy this semester. For instance, Helping Hands is now in charge of the Hays High food pantry, and Helping Hands will also organize a food drive for the Hays High food pantry, as well as local food pantries.

“We shop for items that the pantry needs and make sure there are supplies for families that need them,” Thacker said.

Some other new activities are the two fundraisers for scholarships. The group is selling T-shirt and hoodies until Oct. 28, and they plan on selling Valentine’s Cookie-Grams in the spring, neither of which have been done by the group before.

No matter the differences, students are still enjoying their Helping Hands class. And, students and teachers can still look forward to the future to see the return of their favorite drinks and social time in the library every other morning.

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YOUR VIEW

Do you follow the Hays High Tea accounts?

“I follow the accounts. I think they’re really funny, but some people go too far. People do need to be exposed, though.”
—senior Grace Desbien

“I like the accounts. They said something nice about me, so that was cool. I don’t know who runs it, but they don’t post negative stuff, so that’s nice.”
—senior Bill Scott

“I follow both of the Hays High Tea accounts. They started out really funny, but now they’ve gotten a little mean.”
—junior Tyler Solida

“I follow both, and I think it’s funny because there’s two different accounts, and they both kind of do the same thing, but they’re competing against each other.”
—junior Abbey Thorton

“I do follow them, but they’re kind of annoying. It’s not really a good thing.”
—sophomore Greg Hughes

“I follow the accounts, and I think it’s pretty interesting to see what they have to say.”
—freshman Morgan Geerdes

What do you think the disciplinary action should be for students who are found to use drugs or alcohol outside of school?

“It’s not the school’s business. If the offense did not happen on school grounds, what’s the point?”
—senior Cami Moore

“I think students should be able to do what they want to do outside of school. If they get in trouble with law enforcement, that’s on them, but the school should not have to do anything about it unless it happened at school.”
—senior Sierra Smith

“Absolutely no consequence. I don’t think it’s their business to be interfering with things outside of school. If coaches want to give players extra consequences, like running, they can, but there should not be any long-term consequences.”
—senior Skylar Zimmerman

“So, for students outside of school, I don’t think they should get suspended or expelled. I guess I could understand it, but if it doesn’t affect their behavior in school or in sports, it shouldn’t matter.”
—junior Mazzy Sacia

“If it’s irrelevant to school, then it shouldn’t matter in school.”
—junior Gracie Wente

SOCIAL LIVES

Hays High’s ‘Tea’ accounts discuss content, cyberbullying

By Alicia Feyerherm
Hays High Guidon

Rumors travel fast, and with the aid of social media, they can spread even faster.

Within the last month, two different Hays High “Tea” accounts have surfaced (@hays.hightea and @hhs_confessions_tea).

Both accounts ask for submissions and then post those submissions on their account anonymously. No one knows who is behind the accounts, and no one besides the owners of the account knows who says what about other people.

“Honestly, I was super bored and just wanted to have some fun,” @hhs_confessions_tea said. “I saw TMP made one and thought that it would be funny if HHS had one.”

@hays.hightea said they also started the account for entertainment and to see what other people were saying about each other.

Since there are two accounts, the accounts have a friendly rivalry.

@hhs_confessions_tea has branded themselves as “the cooler one” and @hays.hightea “the better one.”

@hays.hightea claims they have “more entertaining content,” and @hhs_confessions_tea claims they “add some flavor that the other account lacks.”

Both accounts have approximately 600 followers, and students have been closely watching the accounts.

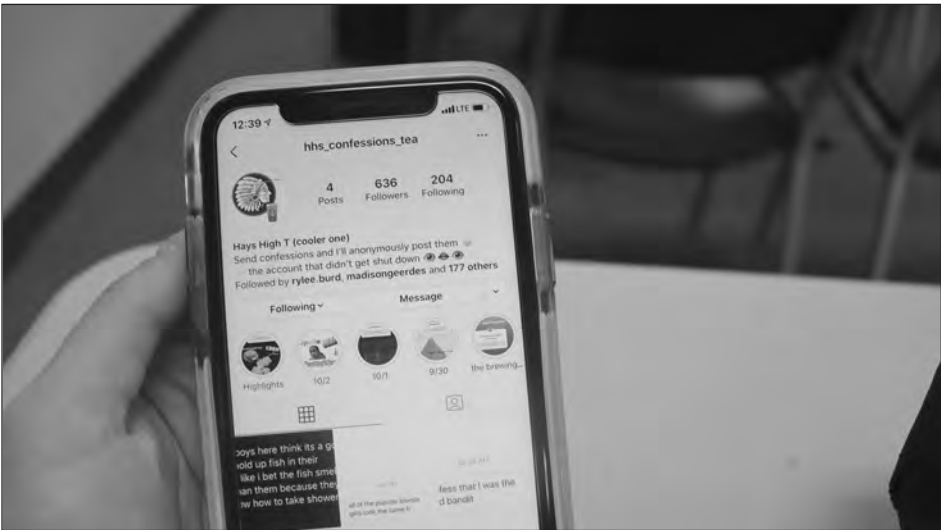
“I thought they were really funny at first,” junior Tyler Solida said. “Now they’ve started allowing comments about people’s bodies, and I feel like that crosses a line.”

@hays.hightea sees no issues with what they post.

“I don’t consider any of it bullying,” @hays.hightea said. “It’s what the students are saying, not me. Don’t shoot the messenger.”

While the accounts do not see their content as cyberbullying, both accounts vet submissions before posting.

“I get a lot of ‘blank is gay’ or ‘blank is a bad person,’ and I don’t post those,” @hhs_confessions_tea said. “It’s not my place to make jokes about someone’s sexuality, whether it’s a joke or not, and I don’t want to out people who aren’t ready. I even made a post on my story saying that. I also don’t like posting things about certain



ALICIA FEYERHERM / The Guidon

Stemming from the creation of the anonymous Hays High meme account last year, two more accounts have been created featuring the “Tea,” or gossip, of Hays High. Students submit information about their classmates for the anonymous moderators to publish for the student body and the public to see.

people because lots of people go overboard with it.”

@hays.hightea said they were more lenient with their content as long as it was not related to anyone’s sexual orientation or something that could “really hurt someone.”

When interviewed, both accounts said they planned to continue posting.

“I plan on keeping it until it

dies out,” @hays.hightea said. “I have zero fear of what Hays High will do to me for the soul reason they cannot do anything at all.”

However, after this firm statement, @hays.hightea deleted its account on Oct. 6 for “personal reasons.”

@hhs_confessions_tea does not plan on revealing its identity anytime soon, citing the

Hays High meme page, started by two juniors who kept their identities hidden for the entirety of last school year.

“I like how the account is right now, but I’m always down for suggestions,” @hhs_confessions_tea said. “I’ve gotten DMs saying that my account is funny, and that’s what keeps me going.”
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Conflicting beliefs arise regarding student drug, alcohol suspensions

By Alicia Feyerherm
Hays High Guidon

From parents, teachers, coaches and administrators, teenagers are constantly bombarded with specific rules and authority figures to whom they must submit. Each authority has their sphere of influence, and for the most part, abide to those understood rules. Your coach is not going to tell you to clean your room. The principal most likely will not harp on you to turn in your math assignment. However, in some cases, including drug and alcohol usage, the line of delegation grows muddy. Should school authorities be involved in substance usage incidents outside of the school?

According to Athletic Director Lance Krannawitter, the school mainly restricts itself to offenses on school property.

“If it’s on school property, it’s five days ISS [in-school suspension], and law enforcement is contacted,” Krannawitter said. “We don’t police situations outside of school unless it is brought to our attention.”

For example, if a report was given to a coach about happenings at a party, the situation would effectively be “brought into the school,” and administration would then be required to deal with the situation.

“We find out any evidence



ALEXIS PFANNENSTIEL / The Guidon

leading to the report, find out if it’s true and follow up, and if it is, we include that situation in our consequence process,” Krannawitter said.

The Kansas State High School Athletic Association guidelines mandates that students found in possession of drugs or alcohol must be suspended from every KSHSAA-sanctioned activity for the next sanctioned event.

“So, if they were a dual-sport athlete, and for example, had a cross country meet on Tuesday and then let’s say a

volleyball game on Thursday, they would have to sit out both of those events,” Krannawitter said.

However, coaches do have the authority to lengthen suspensions or to add punishments as they see fit.

“First, we follow the handbook, and then, if the coaches have any additional situations that they want to follow up, it’s up to the individual sport and what the head coaches’ rules are,” Krannawitter said.

Krannawitter said that, in general, drug- and alcohol-

related suspensions are not a problem at Hays High, and in his seven years as being an AD, he has only suspended around four students for those reasons.

Junior Kiana Pfeifer was one of those students, as she was recently removed from the cheerleading squad after a second offense of outside drinking.

“Krannawitter called me into his office and showed me the picture that was circulating and told me what the coach said,” Pfeifer said.

While Pfeifer said she understands the verdict, she also feels that the school’s lack of involvement until notified leads to unfairness in the system.

“If I was on any other team, I would still be on the team,” Pfeifer said. “The only difference was there was photographic proof of my mess-up.”

Pfeifer also noted that this system leads to snitches being rewarded.

“I’m not condoning what I did, but I also don’t think the school should condone snitches,” Pfeifer said. “If the school doesn’t find out on their own, there should be no consequences. It really destroys the team atmosphere when teammates are out for each other. I was on private property, far away from school, and I thought my teammates would respect me and my privacy -- not snitch on me to the coach to get me kicked off the team.”

At the end of the day, Krannawitter advises students to check the student handbook as well as the athletic handbook to answer questions about consequences.

“We follow the handbook, and there’s some pretty good info in there if anyone is curious,” Krannawitter said. “We don’t go looking for issues, but when they do show up, we use those as our guide in disciplinary actions.”
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Upcoming election inspires political education

By Meg Taggart
Hays High Guidon

Although the majority of Hays High students are not legally allowed to vote yet because they are not 18 years old, many still have formed their own opinions on the presidential candidates and what they represent.

Students have many influences, such as their parents, teachers, friends or media, to hear the differences between the candidates, whether they are unbiased or not.

Some students who are not able to vote in the upcoming presidential election have taken it upon themselves to learn some of the potential candidates for the 2024 presidential election, such as Alexandria Ocasio-Cortez, or AOC, and they follow along with them now to see firsthand what they are like as politicians. A few students even follow along with political commentators with no plan on running for president, such as Ben Shapiro, to hear different views and educated opinions.

"I think that it is very important in politics to do your research on both sides of things; that way you can fully understand where you stand in politics," junior Gracie Wentz said. "Understanding why political parties are different and the other side of your opinion not only makes you a wiser person for looking outside your own perspective, but also a much more relaxed and calm debater when it comes to talking about your views."

Some Hays High students said they are not satisfied with either of the

two main presidential candidates – Joe Biden on the Democratic side and Donald Trump on the Republican ticket – and have to choose to "settle for" one of them because they understand that a vote for a third party candidate, such as Jo Jorgensen from the Libertarian party is a "wasted vote" in the American two-party system.

"I watch every debate, every speech, every address, literally everything," sophomore Mazzy Sacia said. "I prefer to hear candidate's opinions and policies from their mouths before researching further. I get a lot of my information from NPR. Occasionally, I'll use CNN or Fox, but I strongly distrust both and try to use them sparingly. I usually read about policy on the candidate's website, as well as the party platforms."

Finding trustworthy sources can be difficult but also very rewarding because politics really do effect people's day-to-day lives and should be taken seriously and be understood on both sides by the individual before coming to a conclusion.

"Politics is something that, once you start to educate yourself on it, you can't just stop caring," Sacia said. "Being apolitical is easy until you start to realize that your right to marry whoever you love is in danger at the moment, or that your best friend since second grade is being deported. It is like politics and human rights go hand in hand; they shouldn't, but they do. So, once you realize that, you can't just stop caring about it."

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Students get involved in politics in community

By Allison Brooks
Hays High Guidon

High school is a time in many teenagers' lives when they develop ideas, educate themselves and determine which way they lean politically.

All of those factors can lead to students getting politically involved in their communities, whether that means starting clubs, making petitions or attending protests.

Senior Alicia Phlieger attended a Black Lives Matter protest this summer because she wanted to be a voice for the Black community in Hays.

"I wanted to draw attention to the fact that police brutality and racial profiling in America is real and doesn't only occur in big cities," Phlieger said.

Mixed reactions were to be expected from the community for a protest about such a divisive issue in such a conservative town.

"Hays responded exactly how I thought they would – a handful of people who supported us, a handful of people who disagreed with our beliefs and a handful of people who said nothing," Phlieger said.

Phlieger said she believes that it is very important to do your own research on political and social issues before forming your opinions – not just relying on your parents' or your friends' opinions.

"I keep myself politically and socially educated by not only watching the news, but also doing background research afterwards and trying to figure out the truth because the media nowadays can be very one-sided and muddled," Phlieger said.

Junior Shelby Alexander said she receives her news from multiple different publications, and she utilizes social media to help form her opinions.

"I follow various pages and people on Instagram and Twitter, all of different political followings, so I can see everyone's stances and then come to form my own," Alexander said. "I even take it a step further sometimes if I read, watch or hear something to research or fact check it, and then have conversations with friends and family."

Alexander said she is in the process of trying to get a Political Science Club started at the school. Although COVID has set back her plans a few times, she is in the final stages of getting the club started.

"The reason for starting the Political Science Club is to give students a

place to share their opinions and views with one another, while still being respectful and having structured debates to give everyone an opportunity to step back and see things from a different perspective," Alexander said.

Instructor Abby Gillan has agreed to oversee the club, which will be made up of two divisions, Young Republicans and Young Democrats.

"With everything going on in the world right now, everyone has an opinion on everything," Alexander said. "The Political Science Club gives students an opportunity to become more politically involved by having those structured debates, sharing opinions, forming others and growing together."

Alexander said she believes that the future of America is in the hands of the younger generation.

"I think it is very important for students to be politically involved and aware because one day we will be running this country," Alexander said. "By starting the conversation about politics, the hope is that it will set everyone up for future success."

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ALICIA FEYERHERM / The Guidon

During the Black Lives Matter protest in Hays on May 31, Hays High senior Sophie Garrison and TWP senior Annie Wasinger get involved by supporting the BLM cause.

Recent petitions call for more political correctness

By Rylie Fairbank
Hays High Guidon

There have been many changes this year, or at least many movements for change, especially regarding political correctness not only nationally, but also locally.

Two local movements have been the renaming of Moose Road west of Hays and replacing the Indian as the Hays High mascot.

During the summer, the Ellis County Commission unanimously voted to change the name of Moose Road to Rome Avenue – pronounced like the city of Rome.

In June, Hays resident and lawyer John T. Bird wrote a letter to the county commissioners, which was published in the June 13 *Hays Daily News*, calling for the road to be renamed.

Within the letter, Bird said, "Recent events have reminded us that we subconsciously tolerate racism in many forms. Many years ago, when Ellis County was called upon to assign names to all the roads and streets in the County, one of your predecessors thought it would be clever to name the road that begins at the 12th Street bridge and runs west to Yocemento, formerly known as old Highway 40, Moose Road. The name selected was racist then, and it is racist now. It is a direct reference to one of the worst events to ever take place in our county... My family has owned and lived on land on this road for more than 100 years, and I have regretted that I did not protest more loudly when the naming of it took place."

According to Bird's letter, which references the doctoral thesis of James N. Leiker, the road was named "Moose Road" because three black soldiers – Luke Barnes, James Sponder and Lee Watkins – from Fort Hays were lynched at the wooden railroad trestle called "Hangman's Bridge" over Big Creek in 1869. Later, in 1871, another man, Jack McGee, was hung there as well.

"The purpose of this letter is to insist that you do the right thing and change the name of that road, immediately," Bird stated in his letter. "It's not debatable as to whether it should be changed... Hopefully, you will do the right thing."

After Bird's letter, the movement to change the name of the road received a lot of attention in the community and on social media, resulting in the Ellis County Commission changing the name to Rome Avenue.

Candidate merchandise sparks conversations

By Meg Taggart
Hays High Guidon

With the 2020 Election Day upcoming on Nov. 3, Hays High students are starting to represent the presidential candidates on their clothes.

Campaign merchandise for both Republican Donald Trump's and Democrat Joe Biden's bids for the White House can be found on the internet and in some stores. These sites or stores offer items, such as cups, hats, hoodies, shirts and even masks now. Prices are around \$30 to \$35 dollars from either of the candidates' websites.

Junior Aaliyah Neuburger and her sister freshman Ariel Neuburger both own their share of "Make American Great Again" (MAGA) and Trump 2020 merchandise; some they purchased for themselves, and some were gifts from their family members.

"I decided to buy MAGA/Trump merch because I like to wear clothes that show my beliefs, although I think wearing my Trump/MAGA merch really accomplishes nothing," Aaliyah Neuburger said. "People have their own opinions, and they will not change their ideas based on what I am wearing. I do like it when adults tell me they like my merchandise, though."

Merchandise that supports Biden is rarer at HHS, even though there are Biden supporters. Senior Thomas Drabkin is among the few who own Biden merchandise, purchasing his lone sweatshirt online.

The commission renamed the road to Rome Avenue to recognize the first settlement, called Rome, which grew into Hays later. There are informational plaques by the bridge over Big Creek and one on West 12th St. about the old Rome Townsite.

"I like that they changed it," sophomore Amelia Jaeger, who lives on the newly named Rome Avenue, said. "The name before was really terrible, and I appreciate that they put into consideration people's opinions and changed it."

The road's name being changed was not the only call for action from this summer. Hays High alumni Delphine Sophie and Margo Moore started a movement to change of the mascot from the Indian to something more appropriate, as they said that the current mascot glorifies a racist and troubled past.

In a July 5 interview with KWCH News out of Wichita, Sophie said, "This is something I have been reflecting on since I graduated... I was involved in a lot of other activism when I was in school and never spoke out against the mascot, which I feel is racist. And I just know there are plenty of Native Americans that do not find it to be a positive representation. They find it to be a caricature of their culture... As our nation reflects on our racist past, I thought this was sort of a minor change, a minor good thing that I could do."

In reaction, sophomore Cade Becker started a petition on www.change.org to keep the mascot as the Indian, which more than 3,000 people signed, stating in his petition that, "There is no racism shown. It's just a symbol of a race, but not a symbol of racism."

"I decided to start the petition for the mascot to stay because I feel like it shouldn't be changed," Becker said. "It is not only because of the costs [that would be involved with the change], but also because of the students and athletes that back the Hays High Indians mascot and have history here and also the alumni that went here to keep their history of being a Hays High Indian."

Other Hays High students said they agree with Becker.

"We should keep our mascot because it is our school, and it should never be changed," sophomore JW Perry said, while freshman Brook Leiker said, "That's what it's been. What else are we going to be? It's what everyone knows it as; we all know us as Indians."

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STUDENTS

DONALD TRUMP..... 55.5%

JO JORGENSEN..... 7.1%

DIVIDED

32.9%JOE BIDEN

4.3%HOWIE HAWKINS

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STAFF EDITORIAL

Two-party system leads to uninformed voters

Democrat, Republican, Liberal, Conservative, Left, Right – there are so many words used to categorize an individual’s political views. While having a two-party system may seem beneficial, this system causes voters to make uninformed decisions and to vote purely along party lines.

With millions of young people eligible to vote in the upcoming elections on Nov. 3, which includes the highly debated presidential election, educating youth on political issues is vitally important. Students may feel pressured to conform to their parents’ or friends’ political views without doing their own research. They may know which party their families and friends support, but have these young voters actually determined their own views on the individual issues?

Life is busy for most Americans, and it is easy to fall into the trap of just checking the box with an ‘R’ or a ‘D’ because their parents vote for that party, and they have always voted for that party. However, politics should not be treated like sports. You should not just stick

with your “team” through thick and thin and root for them “because you’ve always been a fan.” Changing your views as you mature and as politics change should be normalized.

Politicians realize the stubbornness of voters, and therefore, focus on swing states and so-called “purple” states because spending time campaigning in historically “red” or historically “blue” states would be a waste of resources.

Once elected, our state and national senators and representatives succumb to these pressures, too, and vote on issues based on party lines. They know their base of supporters and know that working across the aisle or compromising with the other party is viewed as weak.

By abolishing the two-party system, individuals would be forced to re-examine their beliefs and vote for the candidate they truly feel would best lead the country.

Abolishing the two-party system would also lead to better relations between those with differing opinions. The amount of



MEG TAGGART / The Guidon

hate and divisiveness between political parties is astounding. All you need to do is say, “Trump 2020” or “Settle for Biden,” and suddenly a normal conversation turns the whole room into a political war zone.

We cannot discuss difference of opinions because, in some cases, we cannot even agree on the facts. The term “fake news” gets thrown around like confetti and distracts the minds of in-

dividuals. What even is real anymore? What information can we trust?

At the end of the day, we all want what is best for the country – we just have different opinions on how to reach that goal. Labeling people and forcing them into political boxes leads people to vote for “the lesser of two evils” instead of voting for someone who truly represents what they want.

So, for those of you who are old enough to vote, be-

fore hitting the ballot box in November, do your research and vote for whom ever you personally believe is best for the country or the state, regardless of party affiliation. For those of you who are not yet 18, do your research, too, and stay informed on the issues and the candidates for the future.

Our ballots are secret for a reason. Take advantage of one of America’s most fundamental freedoms – the right to vote.

Agree: 14

Opinion
of The Guidon staff

Disagree: 1

Teachers should not be exempt from wearing masks

High school students experience a multitude of different stressors in their daily lives, including school, athletics, jobs and even friends — just to name a few.

In addition to the chaos of our normal tasks, we have recently had to adapt to the stressors of COVID-19, including remembering to socially distance and to wear face masks around our peers and while at school.

Although these trying times have taken a toll on everyone, teachers not following the same COVID-related rules as students should not be added to the list of stressors that impact us throughout the day.

Yes, masks are not comfortable to breathe in for hours at a time, but if students are expected to do so, and if workers all



By Alexis Pfannenstiel
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over the world can do so, so can our teachers for our safety and for their own.

Yes, it is extremely unpleasant to speak for a long period of time in a mask; even our own principal Marty Straub has removed his when socially distanced to speak to large groups of students and parents.

But, some teachers have taken to removing their masks as well while lecturing or teaching from a distance of around or

even less than six feet. Being six feet apart does help to slow the spread of COVID, but staying around or less than six feet apart in a compact classroom packed with students is just not enough to stop the spread completely. A teacher’s rough ‘guestimation’ of around six feet is not something on which any student wants to bet his or her safety.

Wearing a facial covering of any kind does muffle our voices slightly, but some of my teachers, such as Kathy Wagoner, Matt Brooks or Jessica Augustine, do not have a problem projecting their voices loudly and clearly, while keeping us safe at the same time.

Teachers must choose between wearing a mask and putting our safety at risk if they come a little

too close without one. The safety of hundreds of students should not be at risk just so an instructor can be comfortable while speaking.

If students from pre-school to high school can wear a mask for these nearly eight hours a day, all of our teachers should, too – if not to protect us and themselves, then to set an example for the students.

COVID-19 has become an extremely political disease, and some students and staff do not think the facial coverings are necessary at all. But, wouldn’t it be better to be safe than sorry? What is there to lose by wearing a mask? At worst, you are minorly inconvenienced for a few hours at day. However, if teachers chose not to take the policy of wearing masks seriously,

they are endangering students’ and other staff members’ lives. They could be responsible for illnesses and even deaths. While wearing a mask may seem trivial, the possible implications are astronomical.

Who is keeping them accountable? Students are not comfortable calling teachers out in class, teachers often do not feel comfortable for policing their colleagues and administration can only send out another reminder about the importance. There are no consequences.

We know that our teachers care for us, and enduring face sweat, foggy glasses and muffled voices is no easy task, but it is something all the staff members and students should do — for each other.

PRAISES & PROTESTS

PRAISES

- Chocolate
- Halloween
- Tropical fruit snacks
- Sleep
- Oceans
- Sweatpants
- Butterflies
- Sunsets
- Starbucks
- Pumpkins
- Strong Wi-Fi
- Biscuits and Gravy
- Ice Cream

PROTESTS

- Waking up early
- Grumpy people
- Cramps
- Stress
- Tangy fruit snacks
- Birds
- Dresses
- Grammar
- Holes

STAFF OPINIONS

“The texture of Styrofoam cups make my skin crawl. Something about my lips touching the foamy, chalky consistency of Styrofoam makes me very uncomfortable. I understand they are very good at insulating, but that doesn’t excuse their awful texture, and they should be replaced with something better.”

–Editor-in-Chief
Alicia Feyerherm

“I love Styrofoam cups. They’re far superior to any other cups, especially the thin, plastic ones. They don’t sweat and get your hands all wet, plus they keep your drink insulated and cold. The only downfall would be that they’re awful for the environment, but so are plastic ones. They are easily a solid 10/10.”

–Entertainment Editor
Meg Taggart

“Dollar Tree fish eye lens slaps.”

–Managing Editor
Nikka Vuong

“Taco Shop Dr. Pepper is better than any other Dr. Pepper. You might think I’m biased because I work there, but I promise you, I’m not. Something about the kind of ice they use just makes it so good. The promise of a sweet, sweet Dr. Pepper is literally the only thing that makes going to work bearable. If I am ever hospitalized, put Taco Shop Dr. Pepper in my IV; I don’t care if I die, at least I’ll have that holy liquid coursing through my veins.”

–Multimedia/Photo Editor
Allison Brooks

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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.

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—First Amendment, U.S. Constitution

INVOLVEMENT

FALL BALL

Fall softball provides opportunity for improvements

By Brenna Schwien
Hays High Guidon

Athletes who play spring sports having been waiting for months to be able to play their sport since the spring season was cancelled last year due to COVID-19, but girls who play softball have an opportunity to play ball during the fall.

Sophomore Morgen Berry is playing her first season of “fall ball” with the Tigers team.

“My favorite thing is seeing all my teammates from out of town most weekends and getting to play a lot of the weekends,” Berry said.

Most of the girls who are participating would say that playing in the fall is more fun and relaxed, but is also beneficial.

“I think it’s more enjoyable in the fall than it is in the summer because the weather is nicer,” Berry said.

Berry also said she feels like playing during the fall helps her develop and sharpen her skills for playing on the Hays High team.

“I think it will help me to get more prepared for



COURTESY PHOTO

Sophomore Morgen Berry swings at a pitch during one of her fall softball tournaments. Berry plays for the Tigers team during the summer and fall softball seasons.

the [spring] season,” Berry said.

Sophomore Harlee Dan-

nar’s fall ball team is Hustle, which travels to tournaments in Wichita, Sa-

lina and other locations.

“My favorite things about playing softball in the fall would have to be the laid-back atmosphere and the cooler weather,” Dannar said.

The atmosphere and the weather are not the only things that are exciting to Dannar. She said fall ball also provides more experience and opportunities to improve throughout the game of softball.

“I think it’s more enjoyable because it really just about getting extra experience to get you ready for spring and summer,” Dannar said. “There is less pressure to perform well during fall ball and more emphasis on working on your technique.”

The benefits of playing softball in the fall as well as the spring are plentiful, and it provides chances for the athletes to see different types of pitching and to get more experience in the field.

“Playing in the fall is definitely going to be beneficial come school season because, rather than idling on the skills you currently have

all fall, you get to improve throughout it,” Dannar said.

Getting to play softball in the fall is a time to improve skills, but it is also a time to make memories.

“My favorite memory I’ve had so far is for sure the game where we played the top seed in the tourney as the bottom seed and ended up beating them, or last fall during the Halloween dress-up tourney,” Dannar said. “It was fun to play in those costumes, and the weather was perfect.”

Junior Sage Zweifel also plays for the Hustle team with Dannar and said she agrees that playing during the fall is more beneficial for when the school season starts in the spring.

“I think that it is beneficial because you are playing more games before the season, rather than just hitting and other practices,” Zweifel says. “It is good to get competition before the season starts. A lot of people don’t do fall ball, so it also gives you an extra advantage over the people that just play spring or summer ball.”

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YOUR VIEW

How has playing your sport outside of the season helped you during the school season?

“I go to work out at the gym to help myself prepare for the season.”

—junior Ashlynn Flax

“Over the summer, we have basketball and volleyball, which can help form the program, which is super helpful, so you already know what you’re getting, what offense you are running or what you are going to do during the season.”

—junior Aleyia Ruder

“It gives me more experience for the school season.”

—junior Reagan Smith

“Playing a sport in the fall as helped me grow and develop and become a better player for the school season.”

—sophomore Elle Dreiling

“It helps me improve on my positioning and my placement, and my hits are harder.”

—sophomore Kayler Wellbrock

“I worked hard on juggling and footwork during quarantine for soccer, and I would like to say that I’ve improved a little bit.”

—freshman Addison Otte

Coaches strive to balance their jobs, their families

By Brenna Schwien
Hays High Guidon

For parents, spending time with their children is one of the first things they do after they get home from work and their students get home from school, but for coaches, spending time together gets pushed back until after practices during their coaching seasons.

Spending time away from family, because of practices and games, is one of the drawbacks for parents who coach.

“Every coach struggles with this because, if you’re coaching the right way, you spend a lot of time away from your family,” football head coach Tony Crough said. “However, as my kids are growing a bit older in their youth, I watch them at our practices and events and know they are loving their life and learning valuable life lessons watching their dad’s teams. They are being raised by a community of people, which is an incredible way to grow up.”

Growing up in this family atmosphere teaches his kids – and his players – that there is always someone there for them, according to Crough.

“I make sure my family and team understand that we are one big family,” Crough said. “My kids are at practice running around, and I want them to be involved with what I do. Same for my players – they are my family as well, and I will be available for them anytime they need me.”

Shannon Funk, the new volleyball head coach,

agreed that one of the hardest parts of coaching is time that is spent away from her family.

“To truly devote the appropriate amount of time to the team, a coach must spend a significant amount of time outside of practice preparing and also time away traveling,” Funk said.

When it comes to balancing family, teaching and coaching, sometimes taking a break from coaching duties, whether that is for a different season for a year, is necessary.

“I actually took a year off in 2019 for this very reason,” Funk said. “There are times where I find it almost unbearable to spend so much time away from them [my children]. If I didn’t love volleyball so much, it would not be worth it. But, I have come to love my teams and my school, and that helps so much.”

For soccer coach, Silas Hibbs, who chose to quit coaching the girls soccer program to be able to spend more time with his daughters.

“Giving up coaching the girls soccer program this past spring was directly related to the timing of my second daughter, Rivvy, being born,” Hibbs said. “Two daughters under two-years-old require significant attention, patience, and effort, but most-importantly, love.”

During the coaching season, there are tasks that get pushed to the back burner when time becomes an issue.

“In the evenings, I completely devote my

time to the family,” Funk said. “My dishes aren’t done, my laundry is piled and my grass is three feet tall. But, that time is very important to focus on the kids and husband and just reconnect. My weekend time is very precious, and I really try to spend it with them, as well.”

Because of the time commitment, not only on the coaches’ but also the students’ part, both Crough and Funk said that they would understand if their children do not want to participate in sports.

“I truly believe that sports can be so fulfilling if you love them, but they can be such a burden if you are forced into them,” Funk said. “I want my children to choose their own things that they love. I know that just because I love my sport, that doesn’t necessarily mean they will, too.”

Crough does not expect his children to participate in athletics, but he hopes they will choose to play a sport because the lessons they learn are irreplaceable.

“My kids are young, so I haven’t coached them much yet,” Crough said. “When I have coached them, it is in youth sports which are supposed to be about fun, learning sports and exercise. So, it has not been hard for me at all because my expectations are for them to be kids, not competitive athletes, which is where I think most youth sports parents make the mistake.”

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BRENNA SCHWIEN / The Guidon

Football head coach Tony Crough and his twin boys watch as Hays High students participate in the Homecoming class games before the bonfire on Oct. 8.

What do you appreciate most about your coach?

“I appreciate how much time and effort they put in.”

—junior Lainey Hardman

“What I appreciate most about my coaches is that they always push me to do my best in practice and at meets.”

—sophomore Ashlyn Hamerschmidt

“I appreciate my coaches because they work with me, and they help me grow throughout practices.”

—sophomore Nia Kaiser

“I appreciate my coach because, if we do not understand something, she will go over it again and help us understand it.”

—freshman Jada Bainter

“One thing I really appreciate about my coaches is their sense of humor and how they make us laugh every day.”

—freshman Katie Guterrez

“I like how my coaches are always supportive and pushing me to my hardest, and even when they are yelling at me, I know they just want me to be better.”

—freshman Kamryn Summers



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ATHLETES OF THE MONTH



“Sports have always been a part of my life. I have played them since I was five years old. I have met so many friends throughout the years, and I have loved every moment of it. This year, golf has been a season I will never forget; we have accomplished so much as a team and individually.”

—junior Taleia McCrae



“I think without sports, I would not be the person I am today. I’ve played soccer since I was little and throughout my life. Even though this season has been a roller coaster, I still wouldn’t trade it for anything.”

—senior Sam Rider

By Cayden Sanders
Hays High Guidon

With the fall sports season nearly complete, Hays High athletics have been working within the COVID guidelines since June.

The football team has encountered a lot of road blocks in its season so far, starting with having to replace Wichita East with a new opponent because the Wichita district restricted play and travel for its teams to just Greater Wichita Athletic League competitors.

The football team also had to move the Homecoming game from Oct. 2 against Abilene to Oct. 9 against Dodge City because Abilene quarantined

its team, so they cancelled their game against Hays. And, the Indians’ freshman football team recently had to quarantine.

“It wasn’t that surprising to me that the freshman team would have to quarantine,” head coach Tony Crough said. “The coaching staff and I knew that, at some point, one of our teams was going to quarantine. It was just going to be a matter of time that it would happen.”

In September, the administration gathered the freshman team after school to tell them that they would have to be quarantined.

“The players were upset,” Crough said. “They really want to be in class

and to be on the practice field. Fortunately, the team only lost one game out of its schedule because of the quarantine.”

Freshman Cooper Sanders weighed in on the topic. “I was mad,” Sanders said. “I was looking forward to playing more games and being able to experience my first Homecoming, especially with my brother Cayden being in his final year at Hays High.”

The freshman football team was not the only team that has had to quarantine, as the junior varsity boys soccer team had to quarantine as well.

“It was really disheartening,” boys soccer head coach Silas Hibb said. “I know a lot of those play-

ers have been working their tails off to try and get varsity minutes. We actually saw some of our varsity guys that played very minimal JV minutes against Dodge City now quarantining.”

The team members were notified in the morning on Oct. 8 that they would have to quarantine for 14 days because a teammate tested positive for COVID-19.

“When they called us in, I knew that we were going to have to quarantine,” sophomore Payton Zimmerman said. “I felt like this meeting was going to be about the coronavirus before it started. The JV guys and myself were all upset initially; it felt like

the wind was punched out of everyone. The room just turned very quiet. After a while of sitting there and thinking, we finally came back together as a group before we left the school.”

The Indian boys soccer team had 12 players left on the roster to play in the remaining varsity games in the next couple of weeks.

“The guys that are left able to play for the team are very appreciative that they are able practice and play still,” Hibbs said. “I do see that they are sad to not have the entire team with them, and I think it will be hard for them to just know it will be only them for two weeks.”

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COVID-19

QUARANTINED TEAMS

COVID-19 causes teams to have to quarantine during the season

Seniors attempt to earn athletic scholarships to continue playing

By Cayden Sanders
Hays High Guidon

Senior athletes across the country are entering the final stretch of their high school careers – to play one last game with their teammates, to hear one last buzzer going off, to ride one last bus with their “family” and to sing one last alma mater after a victory.

While the end of high school will be the end of athletics for some seniors, other seniors are hoping to continue their sports in college; however, this year has created uncertainty for some, not knowing if they will get that shot in college.

For current seniors who focus on spring sports, they did not get to have a junior season to get their names and abilities recognized by colleges to be able to earn scholarships. For those seniors who focus on fall sports, or even winter or spring sports, they can never be sure when their final game will take place.

Last spring, the Kansas State High School Activities Association cancelled the spring sports season, and while it has allowed a fall sports season, it could always change that, depending on the severity and spread of COVID-19.

Some Hays High athletes do hope to take their talents to the next level.

For senior TJ Nunnery, the 2019-2020 basketball season was cut short, but he has offers from colleges in different states and divisions.

“I have been recruited by multiple schools in the past couple months,” Nunnery said. “I have offers from Colby Community College, Concordia University in Nebraska, Western Colorado University and Southwest New Mexico University.”

Senior Jason Krannawitter is on the basketball and golf teams, which were both affected last year by COVID-19.

“I am really hoping

to have a senior season to try and get any offer I can to move on into college golf,” Krannawitter said.

Like Krannawitter, senior Re Green missed her junior season of track due to COVID-19.

“I would love to have an offer to go to a school and be a part of the track team, but the sad thing is girls track is heavily recruited their junior year,”

Ever since I committed, it has been really nice to see the city of Hays behind me and my decision.

senior Gaven Haselhorst

Green said. “For me, I did not get my season, so I feel it would really be hard for me to get my name out there now. I don’t think that I will get an offer this year because of the fact that I missed my junior season, but I am going to work as hard as I can to try and get one.”

Senior Brooklyn Schaffer is a three-sport athlete, participating volleyball, basketball and track, whose older sister has

been giving her tips on the recruiting process.

“I am really hoping to find a place that fits me, since the NCAA has changed recruiting because of COVID,” Schaffer said. “I have had visits, but I am keeping my options open to know find a school that will give me success in the long run.”

Over the summer, the NCAA modified a rule for college athletes who missed out on their winter and/or spring sports, saying that

those athletes are able to return and compete for their school. With this rule, colleges may not have scholarships to give to incoming freshmen, so they may not recruit them aggressively.

Another three-sport athlete, senior Maia Lummus is a part of the Indian volleyball, girls basketball and girls soccer teams.

“I have received offers from two junior colleges in Kansas, and I have a Divi-

sion II offer from Northwest Missouri State, all for soccer,” Lummus said. “I don’t know where I want to go, but I will decide when the time comes.”

Senior Gaven Haselhorst is a defensive end on the Indian football team, and he has racked up multiple offers already. Over the summer, Haselhorst was invited to the Sharp Combine held in Valley Center, Kan.

“I got to go to the combine because I wanted to expand my recruitment, and I wanted to show what my hype is all about,” Haselhorst said.

Haselhorst was contacted by Kansas State University to offer him a scholarship, which he accepted in a verbal commitment. He will officially sign on Feb. 3, 2021.

“Ever since I committed, it has been really nice to see the city of Hays was behind me and my decision,” Haselhorst said. “It’s a great feeling to know that Hays supports student athletes.”

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FALL SPORTS WRAP UP



XC

| | | |
|---|--|---|
| McPherson Sept. 29 Girls Varsity: Second Boys Varsity: Fifth | Junction City Oct. 3 Girls Varsity: Third Boys Varsity: Fifth | Salina Central Oct. 10 Girls Varsity: Fourth Boys Varsity: Ninth |
|---|--|---|



Football

| | |
|--|---|
| Hays vs. Dodge City (W) Oct. 9 Score: 29-6 | Hays vs. Maize South (L) Oct. 16 Score: 21-20 |
|--|---|



Volleyball

Hays High Quad
Hays vs. Salina South:
25-14, 15-25, 23-25 (L)
Hays vs. Dodge City:
23-25, 20-25 (L)
Hays vs. Norton:
23-25, 20-25 (L)

Hays High Triangular
Hays vs. Liberal: (L)
Hays vs. Phillipsburg: (L)



CRISTINA LEOS / Indian Call

The volleyball team celebrates together after scoring a point during the Hays Quad.



Girls Golf



MORGAN ENGEL / Indian Call

Freshman Abbie Norris tees off at the Hays Invitational, where she placed fourth.

Hutchinson Invitational
Oct. 1
Team: Fifth
Individual: Taleia McCrae - Fifth (82), Katie Dinkel - 17th (90)

Great Bend Invitational
Oct. 6
Team: First
Individual: Taleia McCrae - First (85), Sophia Garrison - Second (86), Katie Dinkel - Third (86), Abbie Norris - Fourth (87)

Class 5A Regionals
Oct. 12
Team: Second (365)
Individual: Katie Dinkel - Eighth (87), Taleia McCrae - 13th (92), Sophia Garrison- 14th (93), Sierra Smith - 17th (94), Abbie Norris - 18th (95)



Boys Soccer

Hays High vs. Liberal (L)
Score: 3-1

Hays High vs. Dodge City (L)
Score: 10-0



GRACE DESBIEN / Indian Call

Sophomore Hector Amaya kicks the ball to the opposite side of the field in the game against the Wichita Warriors Home School team on Sept. 12.



Girls Tennis



SOPHIE GROSS / Indian Call

Senior Maggie Robben walks back to her side of the court after earning a point in one of the matches of the Hays meet on Sept. 3.

Great Bend Round-Robin
Sept. 30
Singles:
Maggie Robben - Second
Jamie Haddaway - Third
Doubles:
Caroline Robben & Sage Zweifel - Second
Taylor Deines & Britnee Leiker - Second

Scholarship Opportunities

The VFW (Veterans of Foreign Wars) and Auxiliary support these scholarships:

- VOD (Voice of Democracy) – Audio essay contest for grades 9-12
- Patriotic Art – Art contest for grades 9-12
- Continuing Education Scholarship - awarded to Members, as well as the child or grandchild of a VFW Auxiliary Member – 18+ years



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PSYCHOLOGY OF HORROR

Horror movies use intense music to add fearful effects

By Caitlin Leiker
Hays High Guidon

A shower. A shadow. A knife. A scream. Screeching violins – bows tearing at the strings as a shrouded figure stabs away. His target slips down to the shower floor in shock, covered in blood. The water continues to run.

If you have ever watched Alfred Hitchcock’s “Psycho” you probably know the scene just described. For years, masterful directors have learned how to sell psychological warfare, always finding ways to make you go to sleep with the lights on.

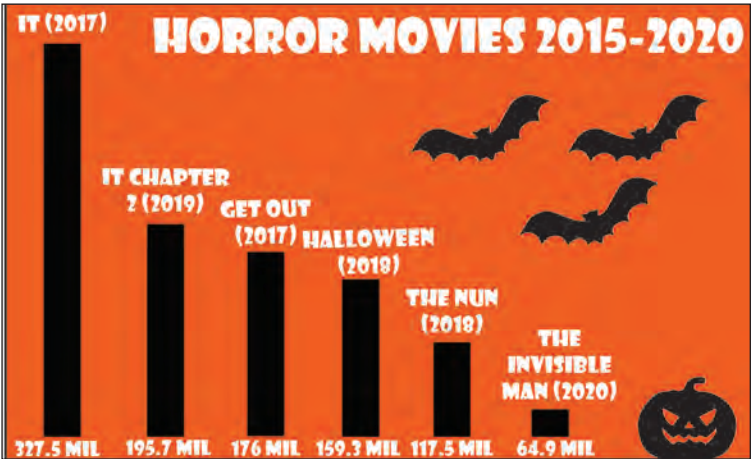
But, where did it all begin? According to “The History of Horror” by University of Southern California, “Le Manoir du Diable,” or “The House of the Devil,” is credited as being the first horror movie, released in France in 1896. But, the three-minute silent film by Georges Méliès was not intended to invoke fear in its audience.

Instead, it was performed as a comedic pantomimed sketch, depicting an encounter of two soldiers with the devil and his servants. It was also the first film to feature a bat-to-human transformation, sparking a distinguishing trait of what would become the “vampire.”

Horror movies have undoubtedly become scarier through the years. Besides technological advances in special effects, how have directors tapped into audiences’ sense of fear to make their movies even more unsettling?

One of the most influential ways has been through music. According to “Sound Field,” a PBS educational extension, holding long notes, especially at high frequencies, sparks anxiety and suspense. This environment may be punctuated by “stinger chords,” when musicians attack the notes to reinforce the moments of surprise or to fake out the audience before a big scare.

Other tactics include the use of “tone clusters,” which are groups of notes at close fre-



GRANT TESLUK / The Guidon

quencies played at the same time, creating a jarring result; “leitmotifs,” which are reoccurring themes in the music tied to certain characters; and the “tritone,” a clashing interval that was believed to summon the devil, circa 1550-1750.

Another strategy is the use of familiar music in a sinister context, like the repurposing of religious texts or children singing nursery rhymes or lullabies.

David Poeppel, a professor of neural science at New York University, said experimental work has shown that fear-based screams are known to have a very specific acoustic signature, or “roughness” – a “scraggly, fluttery vibe” – whether vocally or instrumentally produced. Sounds with increased roughness light up a person’s amygdalae, the almond-shaped structure in the brain that process fear and other emotions.

“The Exorcist,” released in 1973, took this idea to new heights, forever changing the world of horror music.

The score featured the experimental work of Krzysztof Penderecki, a leader of the Polish School of Avant-Guard Composers in the 1950s and ‘60s. Most of

Penderecki’s music was inspired by the real horrors he witnessed as a boy in World War II.

The soundtrack of “The Exorcist” backed the movie’s disturbing scenes in a way that caused audience members to faint and vomit in theaters; there were reports of heart attacks and miscarriages, and protests arose regarding the movie’s release.

Its treatment of the Catholic church and the film’s demonic influence over popular culture resulted in it being the first horror film to be nominated for the Academy Award for Best Picture, going on to win Best Adapted Screenplay and Best Sound out of the 10 awards for which it was nominated.

Junior Gracie Wenthe said she agrees with music’s immense influence on a film’s fear factor. She said her favorite horror installment is the “Scream” series, directed by Wes Craven, who was also the mastermind behind “A Nightmare on Elm Street.”

“I remember the first time watching them,” Wenthe said. “I got so into trying to figure out who the killer was and the ways the killer worked around people trying to solve the mystery. It was cool to watch brilliant minds work, both on screen and off.”

I think what it really comes down to is how far the movie takes me out of the real world...
senior Gabe McGuire

YOUR VIEW

What is a fear or phobia that you have?

“This is silly, but I’m super scared of clowns. I don’t know why, but I always have been.”
—senior Caitlin Ferrell

“I have a fear of drowning.”
—senior Ryan Moore

“One of my most debilitating fears is that I’m not wanted by anyone.”
—senior Franklin Owens

“I have the fear of wasps. They are the imposter.”
—senior Kelby Rice

“My main fear is probably acrophobia, which is the fear of heights. I also have emetophobia and the fear of failure.”
—senior Sydney Walker

“A fear that I have is drowning.”
—senior Fernando Zarate

“A fear that I have is being alone, because I think that is one of the saddest things.”
—junior Emily White

“I have a fear of the dark and spiders.”
—sophomore Kiki Gonzalez

Students learn to cope with common phobias

By McKena McBride
Hays High Guidon

Chances are that the average student knows someone who has a phobia.

Based on diagnostic interview data from National Comorbidity Survey Adolescent Supplement, an estimated 19.3 percent of adolescents had a specific phobia. The prevalence of phobias among adolescents was higher for females than for males. Having a phobia was 22.1 percent more common in females while the chance of males having a phobia was 16.7 percent.

For example, arachnophobia is defined as, “the extreme or irrational fear of spiders.” This seems to be a common fear, according to students.

Sophomore Jude Tippy said he considers himself to be an arachnophobe, as he said that a spider’s legs are what makes spiders seem scary.

“Spiders are spooky, and they are everywhere,” Tippy said.

Although Tippy said his fear towards spiders is at an extreme level, seeing spider Halloween decorations does not faze him.

“I don’t care about fake spi-

ders, and Halloween is the best holiday ever,” Tippy said.

Senior Ashley Vilaysing is not a fan of spiders, as well.

“I’m afraid of spiders,” Vilaysing said. “I freeze and feel like I’m going to throw up.”

While some students have common fears, others have fears that are unusual.

Senior Ginny Ke has globophobia, which is the fear of balloons.

“One thing that I am afraid of is balloons popping,” Ke said. “I just don’t like unexpected things so that pop really scares me.”

Ke said she is specifically scared of a balloon popping and causing her to get a papercut.

“Paper scares me too, I have an irrational fear that, if I get a paper cut, I’ll just start bleeding uncontrollably,” Ke said.

Ke said she considers her fear of balloons popping fairly mild. However, she still takes her precautions.

“I still blow balloons up and mess with them, but I always am tense when someone is blowing a balloon up, and I always glare at them and keep an eye on them so I can somewhat expect the unexpected,” Ke said.

Senior Gabe McGuire said that the quality of a horror movie relies heavily on its lore and its execution. McGuire referred to one of his favorite horror movies, “Hereditary” (2018), as being a “masterpiece” due to him having to turn it off the first time he attempted to watched it.

He also said that the horror genre is appealing because of its ability to draw the most intense reactions from him.

“I think what it really comes down to is how far the movie takes me out of the real world and into the world of the movie,” McGuire said. “Sure, I bawl my eyes out watching ‘Schindler’s List,’ and I have an existential crisis watching ‘The Truman Show,’ but there’s nothing like sitting in fear as Toni Collette sets her own husband on fire.”

In an opinion article on *USA Today*, author Hannah Yasharoff said that people’s relationship with horror has changed throughout the years, stating that the genre is the best at playing up societal fears.

“That’s why ‘Invasion of the Body Snatchers,’ a horror/sci-fi movie about aliens trying to turn Americans into brainwashed ‘pod people,’ came out in 1956 amid the Red Scare,” Yasharoff wrote. “In the ‘70s, as Vietnam, the Kent State shootings and Watergate sapped optimism, ‘The Texas Chainsaw Massacre’ depicted young people falling prey to a group of murderous cannibals and ‘The Exorcist’ presented an innocent girl who becomes the victim of a ruthless, unknown evil.”

While all horror movies follow their own mode of storytelling, Yasharoff said the common theme rings true — young people experience trauma from things that are out of their control.

“As American political rhetoric shifts, so do the things people fear,” Yasharoff wrote. “And right now, what Americans are most afraid of is one another.”

21cleiker@usd489.com



Q: How do you fix a broken Jack-O-Lantern?
A: With a pumpkin patch!

Q: How was the best dancer at the Halloween party?
A: The Boogiemani.

Q: What do black cats like to eat on hot days?
A: Mice cream cones.

Q: What do you call a skeleton that sits around all day?
A: A lazy bone.

Q: Who do witches call for breakfast while on vacation?
A: Broom service.

Q: What do demons eat from breakfast?
A: Deviled eggs.

Q: How does a scarecrow drink his juice?
A: With a straw.

Q: Where do baby ghosts go during the day?
A: Dayscare centers!

Q: What medicines do ghosts take for colds?
A: Coffin drops.



1. “Monster Mash”
–Bobby “Boris” Pickett
2. “Who Needs Love”
–Trippie Redd
3. “Bad Moon Rising”
–Creedence Clearwater Revival
4. “Tonight”
–Brayke
5. “Thriller”
–Michael Jackson
6. “Heather”
–Conan Gray
7. “Money Longer”
–Lil Uzi Vert
8. “Ghostbusters”
–Ray Parker, Jr.
9. “Magic”
–Lil Skies
10. “Spooky Scary Skeletons”
–Andrew Gold



- Oct 23
– “Astro Kid”
– “Death on the Nile”
- Nov. 6
– “Black Widow”
- Nov. 13
– “Happy Halloween Scooby Doo”
- Nov. 13
– “Deep Water”
- Nov. 20
– “No Time To Die”