



TALENT
Senior Ashley Vilaysing earns title of first chair clarinet player at KMEA state band contest
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CONCERTS
Band, choir and orchestra perform recent concerts with COVID-19 protocols, plan upcoming events
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THE GUIDON

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Students adjust driving practices to construction of roundabouts

By Bradyn Dreher & Staff
Hays High Guidon

On June 1, 2020, the city of Hays began its \$13.1 million North Vine Street Traffic Corridor Improvement Project, with the first construction season being completed on Dec. 5, 2020, and the second construction season starting on March 15.

In the first season, construction crews completed a double or “peanut” roundabout at the Vine Street intersections with 32nd and 33rd streets.

In the second season, which is planned through November, crews will add three more roundabouts at the 37th Street and Vine Street intersection, the Interstate 70 interchange and the 41st Street/Mopar Drive intersection with Vine Street.

Sophomore Greg Hughes said younger drivers particularly need to pay attention while driving.

“We have a few years of driving under our belts,” Hughes said. “The roundabouts will be hard for students who don’t drive much or are aggressive.”

In a roundabout, there are not stop signs or traffic lights; instead, traffic flows through the roundabout with drivers on the right yielding to those coming from the left, then entering the roundabout when it is clear. It is also important for drivers to stay in their lanes and

only change lanes outside of the roundabout.

“I have learned to drive defensively and be mindful of everyone because they may not be driving like you,” Hughes said.

The U.S. Department of Transportation says that roundabouts can reduce accidents by 37 percent and reduce injury collisions and fatal collisions by 75 percent and 90 percent, respectively, because there are less conflict points for vehicles to collide, there are slower recommended speeds and there are no head-on or T-bone collision possibilities.

While the city intends for the roundabouts to alleviate issues, not everyone is pleased.

“I think the roundabouts can be frustrating to try to adjust to,” senior Bill Scott said.

Scott has made the most of the roundabouts, adding a mattress, a basketball goal and even household appliances to them at various times.

“The craziest thing has been the couch,” Scott said. “I low key need it back. The cops took it.”

Despite the chaos that these roundabouts have brought, drivers are getting used to the changes.

“I think anything that’s new is difficult to adapt to,” Scott said. “People are smart, though, and are going to figure it out.”

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SCIENCE

Up, Up and Away

Aerospace/High-Altitude Ballooning students complete recent launch

By Ryan Schuckman
Hays High Guidon

Led by science teacher Cheryl Shepherd-Adams, students in the Aerospace/High-Altitude Ballooning class launched and chased a high-altitude air balloon on March 19.

Two more launches are scheduled this semester for a total of four.

“On one, they’ll have to work to design and build their experiments,” Shepherd-Adams said. “On the other, we’re going for maximum altitude, so they’ll have to learn how to build and code Arduino devices to gather their data without having heavy equipment on board.”

The balloon, which traveled about 70,000 feet high, carried various scientific instruments that the students monitored during the flight.

“We had to make sure all of our sensors in our boxes were ready to go,” senior Amanti Debelo said. “We then went outside to connect all the payloads and fill up the actual balloon. After that, we tracked the progress of the balloon



HOPE SCHUMACHER / Indian Call

Students in the first-year Aerospace/High-Altitude Ballooning class work together to launch a high-altitude air balloon on March 19 east of the school.

with a GPS in one of the boxes and went after it.”

Skills in STEM (Science, Technology, Engineering and Math) is a major foundation of the class. However, real-world skills, such as communication and teamwork, are also practiced while designing the experiments, according to Shepherd-Adams.

“I hope students will learn how to contribute constructively to a group project, how to design and build and analyze an experiment, how to compensate when things don’t go according to plans, what engineering is like and other content areas, like aerodynamics and atmospheric physics,” Shepherd-Adams said.

Aerospace/HAB is a semester-long course that will be offered again next year for anyone who has completed Geometry.

“I would suggest anyone take the class,” Debelo said. “It teaches you how to work together on a tight schedule.”

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OBITUARY

Community remembers student killed in accident

By Cayden Sanders
Hays High Guidon

On March 30, family and friends of, as well as the Hays High community, learned that 18-year-old Gabriel “Gabe” Christian Rupp, a senior at Hays High, died as a result of a roadwork-related accident on U.S. Highway 36 in Jewell County.

Rupp’s mother, Stacie Rupp, said, “While I was at work, [Gabe’s father] Mike had called me and told me to leave work so I could meet him at his house. Once the police officer came on the phone call and told me the same thing, I knew it had to be with Gabe since he was out of town. As soon as I pulled up, the cop met me and confirmed that Gabe has passed.”

Gabe Rupp was born on Oct. 11, 2002, at Hays Medical Center to Michael “Mike” Huskey and Stacie Rupp. In addition to his parents, he is survived by two brothers, Reece and Ethan; one sister, Isabella; his grandparents, Mitchell and Geri Rupp of Hays, Terry and Linda Morris of Newburg, Mo., and Theresa Horrell of Truxton, Mo.; and numerous aunts, uncles, cousins and friends.

He was a member of and an altar

server for St. Joseph Catholic Church, and he attended Holy Family Elementary School and then Thomas More Prep-Marian High School before transferring to Hays High for his junior year.

“Gabe didn’t like school and the classes we had to take all that much, but he would always love lunch,” TMP senior Katie Gottschalk said. “That is where you would see Gabe having the biggest smile – in the cafeteria, being able to be himself. One day at lunch when Gabe was at TMP, he had put multiple butters on top of each other and took a fork and stabbed right through the butters, creating a mess all over. The butter flew across the table, and of course, Gabe didn’t care that he got in trouble and would just laugh about it.”



COURTESY PHOTO

Hays High School senior Gabe Rupp died on March 30 in a work-related accident in Jewell County, Kansas.

Prior to working in road construction, Rupp worked at Freddy’s Frozen Custard. In his free time, Rupp enjoyed various activities, including drawing, fishing, listening to music, playing his guitar and spending time with his family and friends.

“What I loved about Gabe was his laugh and his infectious attitude,” Hays High senior Bill Scott said. “That guy was so happy and loved people. You couldn’t keep a straight face in a conversation with him. He was such a joy to be around. My favorite memory of him was when me and [senior] Weston [Hoskins] asked to hang out with him one day, and we picked him up, but I hid in the trunk to make everyone think I went home. After five minutes, I was knocking on their seats,

and they realized I was in the back, and Gabe was so excited to see me. Just like that night, nights would never be dull being with him.”

While a formal visitation was on Monday, April 5 at Hays Memorial Chapel and a funeral mass was on Tuesday, April 6 at St. Joseph Catholic Church, Rupp’s friends also memorialized him with several events, including one large-scale event. On Saturday, April 3, family and friends gathered at a candlelight vigil at Frontier Park that was organized by his former roommates. Hundreds of people gathered to mourn the loss of Rupp.

“Gabe and I have known each other for years; he started working at Freddy’s when I was there a few years ago,” Hays High senior Aleciz Cano said. “It was such a strange feeling to attend his funeral and wake. It didn’t seem real to me, and it hurt a lot. The impact he had on me and everyone he talked to is just unbelievable. Gabe had the power to make anyone’s day and light up any room he walked into. Everyone will really miss him. He had such a positive attitude about everything, and there will be another guy like him.”

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YOUR VIEW

How do you feel about having two administrators leave after this year?

“I’ll miss both Mr. [Martin] Straub and Mr. [John] Linn each for many various reasons, but I have confidence that the new principal and assistant principal selected will be just as valuable to our Hays High family in continuing the success of our students.”
—teacher Jennifer Klaus

“Both men have put a lifetime into this profession, and education has changed a lot over the years. It has become more stressful, and I’m sure they are tired and ready for a change in pace, so I am happy for them to move on and go into their second act.”
—teacher Diane Mason

“I really like both of the administrators that are leaving. This is going to be a hard adjustment because they are hard to replace. They have a lot of experience, and Mr. Straub put a lot of years in here. I think we have good candidates and good people hired, and hopefully, they will be able to fill their shoes.”
—Heath Meder

What was your favorite part of competing in KSPA journalism contests?

“I’ve done all writing-based contests since my sophomore year, and I’ve always enjoyed those, but getting to explore the visual design submissions this year has been awesome!”
—senior Caitlin Leiker

“Yeah, so mine was the Winter in the Heartland photography contest. I love shooting photography, and for me, that was great. I placed third, and I just can’t wait for state.”
—senior Cayden Sanders

“My favorite thing I have done for KSPA regionals was probably the yearbook sports writing contest. I had to write about a cross country season and use all of the information from the requirements. I also placed with it, so that was fun too!”
—junior Jersey Johnson

“Competing in advertising design has been my favorite part about KSPA regionals. I was able to be creative with my ad and practice my skills in [Adobe] Photoshop.”
—junior Nikka Vuong

“My favorite thing I had to do for the KSPA regionals was going to film for Video News package with [junior] Ryan [Schuckman]. It was a great experience, and I got to understand the behind-the-scenes aspect of businesses that are dealing with the pandemic. We had a lot of fun filming it, and getting to go out in the world to actually do something was a great experience.”
—sophomore Cade Becker

ADMINISTRATION

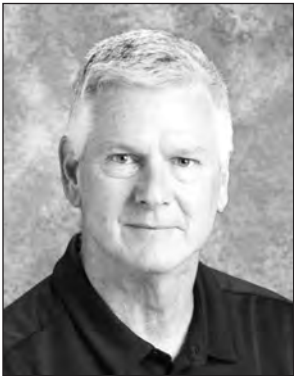
NEARING RETIREMENT

Assistant principal John Linn decides to retire after 34 years in education

By Allison Brooks
Hays High Guidon

The end of this school year will signify a lot of change for the Hays High School community, from the end of a year altered by a global pandemic to the end of some instructors’ and administrators’ careers. In addition to principal Martin Straub leaving Hays High at the end of the year, assistant principal John Linn will be retiring after 34 years in education. Linn has worked at Hays High for the past three years after a long career spanning the entire state. Before Linn was an administrator, he taught business classes at various high schools throughout the state, including in Bucklin, Kansas City and

Victoria before earning his administrator’s license. “I worked my way up, got my administrator’s license and became the principal in Victoria for six years,” Linn said. Linn then served as the principal of Royal Valley Middle School for five years before being offered the assistant principal position at Hays High three years ago. When it came to choosing a career, Linn said that going into education just made sense to him because he had always enjoyed working with kids and even coached a lot of kids while in high school. “When I was in high school, I had some very good teachers who influenced my decision to be a teacher,” Linn said. Linn said that one of



COURTESY PHOTO

Assistant principal John Linn will finish his third year at Hays High before retiring.

his favorite parts about his job has been getting to see students’ personal growth throughout their high school years. “I just enjoy seeing suc-

cess from kids, how they grow from when they come in as freshmen to when they leave as seniors,” Linn said. “I know I have a very, very small part of that, but at least I have a part in it.” In addition to enjoying the students at Hays High, Linn said he is also grateful to the staff at Hays High for welcoming him and is appreciative of working with fellow administrators who have the same goals and beliefs. “I honestly could not imagine working with a better or more dedicated group of people,” Linn said. “They hold each other accountable, they work hard and they want our students to be successful.” Linn said that looking back at his career is bittersweet since he does not

know what his future will look like after this year. Although he has not had a lot of time to think about retirement, he is looking forward to not being tied down to one thing every day. “I do not know what the future holds just yet,” Linn said. “I know that one day God is going to tell me what to do, and I will do it.” Choosing to retire was not an easy decision for Linn because he said this career is all he has ever known for the past 34 years and education has allowed him to make connections and have opportunities. “It is difficult to walk away from that because that is what I have enjoyed for so long,” Linn said. “I am going to miss working with a lot of good people.”
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Journalism students qualify 44 entries for KSPA state contests in May

By Kamryn Steinle
Hays High Guidon

Starting on Dec. 3 through Feb. 22, the Kansas Scholastic Press Association (KSPA) had their annual regional contests for high school journalists. KSPA divided contests into visual and writing contests. There were 16 prompts for the visual contests released on Dec. 3 for students to begin working on, and there were nine writing contests released on Feb. 19. All submissions were due on Feb. 22 by 11 p.m. This year, due to COVID-19, the KSPA Board of Directors, of which Hays High journalism instructor Jessica Augustine is a member, moved all of the contests online. “Because of COVID, the universities where regionals are normally held are limiting large gatherings, so it was not possible to have onsite regionals like usual,” Augustine said. “In addition, the board members had concerns about students gathering together and about students having to miss contests because of being quarantined or isolated on the normal contest dates.” That was not the only change to contests this year. Categories that were only offered at state contest prior to this year, including Multimedia Storytelling, Review Writing

and Social Media, were added for regionals contests, and three video contests, including Video News, Video Public Service Announcement (PSA) and Video Sports Promotion, were also added to provide more opportunities for students who specialize in video production. Another change was that, instead of Academic Photography, KANSAS! magazine sponsored a “Winter in the Heartland” photography category, in which the first-place winners will be published in the magazine. “Since some schools in the state have not been in person most of the year to get normal academic photos, like we have at Hays High, KSPA’s Executive Director worked out an agreement with KANSAS! Magazine to sponsor a general contest that any student in any school could do,” Augustine said. “The perk, of course, is that if a student wins, he or she also receives prize money, which is something that KSPA has never done before for contests.” Each school could register two entries per contest, or three if it is one of the school’s three “Wild Card” entries. After students submitted their regional entries, judges from journalism-related businesses, programs and universities critiqued and ranked the entries, with

the top six qualifying for the state contests in May. According to Augustine, students from Hays High have been participating in KSPA regional contests since at least 2006 when former adviser Bill Gasper was at the school. Last year, in Augustine’s first year, 19 entries from Hays High qualified from regionals for state, and seven entries placed at state. “I think regional and state contests are a good opportunity for kids to gauge their work against other students’ work,” Augustine said. “But also, these contests allow our journalism students to showcase their abilities and their talents on work that isn’t specifically for our newspaper and yearbook and to earn honors for that work.” This year, there were 44 state-qualifying entries from Hays High. To qualify for state contests, they had to place in the top six spots. Eleven Hays High entries earned first place, nine in second, five in third, five in fourth, six in fifth and eight in sixth. “The journalism program is very successful every year, and this year, we had 44 out of 50 entries place, and that is a crazy amount of qualifiers,” junior Brenna Schwiens said, “I am proud to be a part of this program.”
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FIRST PLACE:
CADE BECKER - VIDEO NEWS
ALLISON BROOKS - FEATURE WRITING
ALLISON BROOKS - REVIEW WRITING
ALLISON BROOKS - ALICIA FEVERHERN
- MULTIMEDIA STORYTELLING
ALICIA FEVERHERN - EDITORIAL WRITING
CAITLIN LEIKER - HEADLINE WRITING & DESIGN
CAITLIN LEIKER - NEWS PAGE DESIGN
CAITLIN LEIKER - YEARBOOK COPY WRITING
EMRY LUNDV - COPY EDITING
HOPE SCHUMACHER - OUTLINE WRITING
BRENNIA SCHWIEN - NEWSPAPER SPORTS WRITING

SECOND PLACE:
ALLISON BROOKS - HEADLINE WRITING & DESIGN
ALICIA FEVERHERN - VIDEO NEWS
JERSEY JOHNSON - BRENNIA SCHWIEN
- YEARBOOK THEME & GRAPHICS
NICKENA MCBRIDE - NEWS PAGE DESIGN
NICKENA MCBRIDE, BRENNIA SCHWIEN, NIKKA VUONG
- MULTIMEDIA STORYTELLING
ALEXIS PFANNENSTIEL - DIGITAL ILLUSTRATION
RYAN SCHUCKMAN - VIDEO SPORTS PROMO
FERNANDO ZARATE - OUTLINE WRITING
FERNANDO ZARATE - YEARBOOK SPORTS WRITING

THIRD PLACE:
ALICIA FEVERHERN - FEATURE WRITING
SOPHIE GROSS - DIGITAL ILLUSTRATION
LEAH LEGLEITER - AALIYAH NEUBURGER
- YEARBOOK THEME & GRAPHICS
CAVDEN SANDERS - WINTER PHOTOGRAPHY
NEG TAGGART - EDITORIAL CARTOON

FOURTH PLACE:
SOPHIE GROSS - EDITORIAL CARTOON
JERSEY JOHNSON - YEARBOOK SPORTS WRITING
RYAN SCHUCKMAN - GRACIE WENTE - VIDEO PSA
HOPE SCHUMACHER - FERNANDO ZARATE
- VIDEO SPORTS PROMO
FERNANDO ZARATE - YEARBOOK DESIGN

FIFTH PLACE:
RYAN FAIRBANK - STUDENT LIFE PHOTOGRAPHY
ALICIA FEVERHERN - VIDEO PSA
AALIYAH NEUBURGER - YEARBOOK COPY WRITING
ALEXIS PFANNENSTIEL - INFOGRAPHIC DESIGN
HOPE SCHUMACHER - YEARBOOK DESIGN
BRENNIA SCHWIEN - SPORTS PHOTOGRAPHY

SIXTH PLACE:
CADE BECKER - EDITORIAL WRITING
ALEXANDRA COVENEY - STUDENT LIFE PHOTOGRAPHY
GRACE DESBIEN - SPORTS PHOTOGRAPHY
JERSEY JOHNSON - YEARBOOK COPY WRITING
NICKENA MCBRIDE - COPY EDITING
CAVDEN SANDERS - NEWSPAPER SPORTS WRITING
HAUSYN TIPPY - REVIEW WRITING
NIKKA VUONG - ADVERTISING DESIGN

KSPA STATE QUALIFIERS

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RESOURCES

IMPROVING TECHNOLOGY

District receives results of recent technology audit to identify weak areas

By Kamryn Steinle
Hays High Guidon

Technology is an important tool for learning in today’s society. Making sure that it is maintained and used to impact schools positively is crucial.

Recently, USD 489 received the results of a technology audit conducted by K12itc Inc. A technology audit is an official inspection and evaluation of the information technology infrastructure in a school or a business.

“Superintendent Ron Wilson had done a tech audit in his previous district,” principal Martin Straub said. “He felt like they gained a lot of good information as far as how to improve their technology offerings.”

K12itc Inc. is a technology service company based in Kansas City that focuses on K-12 technical services. With more than 150 years of experience in K-12 schooling, they were founded by a nationally award-winning Director of Technology. Their vision is, “Delivering innovative technology solutions to K-12 organizations. Anytime. Anywhere.”

The evaluation was spilt in nine categories, including physical envi-

ronment, network infrastructure/design, disaster recovery/recovery, end-user devices/software, technology support, technology processes, communication, budgeting/purchasing/life-cycles and instructional technology.

K12itc Inc. found that the district leadership mainly is concerned about network security and the aging infrastructure. Concern from the staff was also expressed toward the numerous Wi-Fi “dead spots” and the response to work orders from the Technology Department.

“One thing that mainly stood out to me was that we might just be understaffed,” Straub said. “For example, we have one person here [in the Computer Care Unit (CCU)], and we have 850 kids and 100 staff members. That’s a tall order.”

Following the audit, recommendations for all nine areas were made.



For physical environment, the audit suggested that the district have a designated space for communications closets that can hold suitable racks and also have monthly inspections and cleanings of those spaces.

Regarding network infrastructure, the group suggested annual audits to ensure everything is running smoothly. Better backup solutions and disaster recovery plans were recommended, as there neither of those exist.

Many recommendations were made for technology support, including implementing a Web-based helpdesk and ensuring that hardware devices are covered on a

warranty.

“Some problems with technology at our school that I’ve noticed is the obvious problems with the headphone jack,” senior Sydney Walker said. “But, for me personally, my screen randomly freezes, and the option for Bluetooth will disappear at random.”

For technology processes, K12itc Inc. suggested that the Technology Department establishes work order prioritization levels, and for budgeting, that it makes an overarching technology vision plan to work towards as a district and ensures that funding is in place to resolve technology issues.

Finally, recommendations for instructional technology included making a comprehensive plan to accompany new technology use and having students and staff be trained regarding how social media is a good tool to expand resource options.

“Technology is a tool that educators use to positively affect how students learn in the classroom,” assistant principal John Linn said. “Technology is the norm in most all areas of life in today’s world. How it is used will determine its effectiveness or ineffectiveness. It can open up multiple opportunities in so many areas, including research, guided practice, design, virtual labs and countless others.”

Since the evaluation, the district’s Technology Director, Scott Summers, has submitted a grant called E-Rate. It is a government program to make telecommunications more affordable for schools and businesses. It is still unclear if the grant will be accepted and if the improvements will be made, but the administration is hopeful.

“Students need a variety of teaching strategies in order to learn effectively,” Linn said, “Too much of anything can sometimes be a hindrance – and that includes technology. However, used in the right context and with the necessary parameters, technology can be a path to many wonderful learning experiences.”

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YOUR VIEW

Do you think that technology is beneficial to learning?

“For the most part, it’s just caused a lot of laziness, but I think it can be used productively sometimes, and other times, it’s not.”
—junior Abby Thornton

“I think it’s important, but, I have had some technical difficulties with my device this year. I have noticed that my headphone jack doesn’t work, my email doesn’t work and I have had trouble with Lockdown browser working.”
—sophomore Riley Kershner

“Yes, because the world is changing, and we need to learn how the technology will influence our lives in the future.”
—sophomore Jordin Meyers

“Yes, technology gives us access to answer any questions we could ever have in a matter of seconds versus before when people had to look up what they wanted to know in an encyclopedia. Even then, there was no guarantee that what they wanted to know would be in there. I think that, when used properly, technology is an excellent tool used in education.”
—sophomore Jalynn Weilert

“I think is it because it helps students learn at their own pace, and it also helps use less paper, which is better for the environment. It can be a distraction, but I don’t think it is most of the time.”
—freshman Jessica Feyerherm

City removes mask mandate, but Hays High still requires masks for now

By Maysyn Tippy
Hays High Guidon

On March 10, the Hays City Council allowed the mask mandate that had been in place since July 23, 2020, to expire.

Earlier that day, the Ellis County Health Department reported that the seven-day average of new cases per day was down to two cases and that it was the 14th day in a row that the county had an average of five or less cases per day, making city leaders more comfortable with rescinding the mandate.

Senior Marrisssa Raynesford said that a different approach should have been taken.

“I do not think it should have been removed until more people in Ellis County received the vaccine,” Raynesford said. “That would have been a better deadline than just lessened cases. Herd immunity is how we move forward after this pandemic, then we can finally see everyone’s faces.”

Choir instructor Alex

Underwood said he has listened to health officials throughout the pandemic, but he also said he hopes it is not too early to remove the mandate in Hays.

“They understand the complications of the pandemic, both in how the virus works and how it spreads in our society,” Underwood said. “If the Centers for Disease Control, the Kansas Department of Health and Environment and our Ellis County Health Department officials say we can relax the mandate, then I think that is okay. If they don’t, then we shouldn’t. And, if there is disagreement, I think it’s wise to stick to the most cautious piece of advice. Wearing a mask is something we have adjusted to. What does it hurt to keep wearing them for a few more months while the population is vaccinated and the pandemic subsides?”

Although the mask mandate in Hays was re-

moved, at Hays High and throughout USD 489, students, staff and visitors are still required to wear a mask.

“At the beginning of the year, the faculty representatives approached the Board of Education about creating a memorandum of understanding to add to our negotiated contract,” journalism instructor Jessica Augustine said. “Within

If wearing a mask can save the lives of vulnerable people, it is the least we can do.
instructor Alex Underwood

that, it had an item that said all students, staff and visitors will be required to have a mask on while in the building, and that only expires on June 30 – unless the faculty would approve any changes before that date.”

Most students agree that wearing masks throughout the rest of the school year is a good idea.

“I’m honestly kind of

impartial to the removal of the mask mandate; however, I do strongly support the idea that we should continue to wear masks for the rest of the 2020-2021 school year,” senior Franklin Owens said. “There are multiple reasons for this; however, the biggest would be that the masks are working and are doing the job that they were intended for: to protect students, staff and family, while still being able to retain as much normalcy as possible (i.e., allowing sports to practice and compete, dances, assemblies, etc.)”

Owens said that his opinion on masks have changed since the start of the pandemic.

“I used to really dislike them, and even the idea of wearing one to school made me very uncomfortable,” Owens said. “However, after wearing one for almost an entire school year, cheer season and more, I’ve grown ac-

customed to them, and their presence no longer bugs me like it used to, especially because, without masks, I probably wouldn’t have had the chance to experience those things.”

Underwood agreed with Owens about the continued need for wearing masks at school and even in the community.

“While the masks can be irritating, the safety of our community is the most important thing to me,” Underwood said. “Ellis County has more than twice the number of deaths compared to the national average. The community where I am from next door in Russell County has more than four times the number of deaths than the national average. The disease prematurely claimed the life of Russell’s mayor, of a school speech pathologist and of countless other loved ones. If wearing a mask can save the lives of vulnerable people, it is the least we can do.”

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Do you wear your mask outside of school?

“Yes, because I work in nursing home, and I don’t want residents to die.”
—senior Taylor Deines

“I wear it to the store, but I don’t wear them at work because we don’t require them.”
—senior Cristina Leos

“I wear it sometimes when I go out, but at home, no.”
—junior Esmeralda Guzman

“If I go out, I don’t wear my mask.”
—sophomore Evan Deale

“It depends. If there are lots of people around, then yes, but otherwise, no.”
—sophomore GeorgeAnna Dorzweiler

“No, because they are annoying and itchy on my face.”
—sophomore Eli Rohr

“Yes, I wear my mask outside of school because COVID still exists, and it’s good to take the proper precautions.”
—sophomore Seth Tripp

“No, because I don’t want to.”
—freshman Hailey Bond

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YOUR VIEW

What causes you to procrastinate on your work?

“I like to do a lot of fun stuff during the day. It’s usually when I get to spend time with my friends. I always think to myself, ‘I can stay up all night and catch up on homework,’ but it usually always fails.” —junior Matthew Bollig

“I always feel like I’ll get it done later, so I wait and hold it off because I expect myself to do it later, and I think I’ll have enough time.” —sophomore Lily Biggs

“I procrastinate because I’m lazy, and I don’t ever want to do anything.” —sophomore Harlee Danner

“I procrastinate because I’m too busy watching TikToks.” —sophomore Ashlyn Hamerschmidt

“I procrastinate because I like to live on the edge.” —sophomore Eileen Veatch

“I don’t like doing work. Work sucks.” —freshman Trenton Holde-man

“I would say I procrastinate because my brain thinks I can do it later and have enough time when I’m ultimately very wrong.” —freshman Connor Rodger

How do your pets make you happy?

“I don’t really know if they make me happy. They are just happy cats and dogs.” —senior Alexiz Cano

“I have one cat, and he makes me happy because, whenever I am sad, he lets me pet him.” —sophomore Kiki Gonzales

“Pets make me happy because, whenever I am sad, or I am lonely, my cats will come in, and they’ll just sit on my bed and cuddle with me.” —sophomore Kaden McBride

“Pets make me happy because they are cute, and I like to pet them. They are also very nice.” —sophomore Ansen Miner

“My pets make me happy whenever they watch TV and climb on my shoulders.” —sophomore Seth Tripp

“They like snuggles.” —freshman Kae Dees

“It is good to see something that is innocent and nice after seeing all the hate from school.” —freshman Corbin Luck

“They don’t really make me happy.” —freshman Galahad Nichols

“I have a dog and three cats. They are just very comforting and fun to play with.” —freshman Mika Zimmerman

HEALTH

PUTTING IT OFF

Students feel effects of procrastination with summer approaching

By McKena McBride
Hays High Guidon

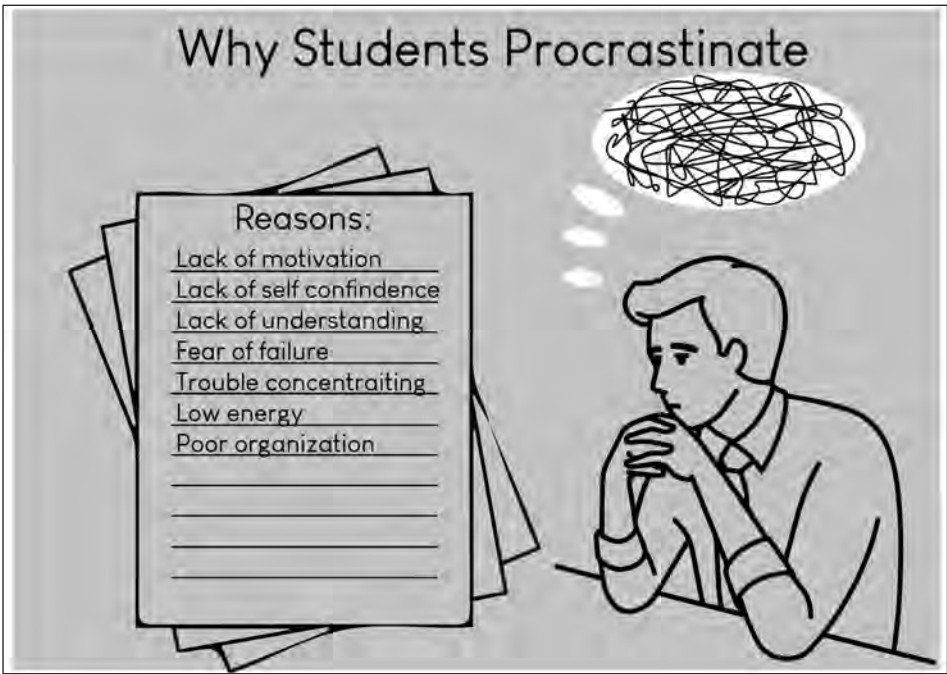
As the school year continues through second semester, the realization sets in that there are still weeks between now and the beginning of summer. With this in mind, students can find this time of year difficult to stay motivated and on task with their schoolwork. With these feelings comes procrastination.

The reasons for procrastination can be anything between relatively reasonable and completely ridiculous.

For students, avoiding schoolwork can be a major area in which students procrastinate.

According to an article by Oxford Learning, “Procrastination is a combination of motivation, confidence and comprehension issues.”

The article states that reasons students procrastinate are lack of motivation, low self-confidence, fear of failure, lack of



GRANT TESLUK / The Guidon

understanding, trouble concentrating, poor organization skills, low energy levels and perfectionism, among others.

Senior Ashley Vilaysing said the main area in which she procrastinates is homework, but she al-

ways makes sure to complete it.

“I procrastinate a lot because I’m tired all of the time,” Vilaysing said. “Finding motivation to do work is difficult, so it’s easier to say I have time for it later.”

Vilaysing said she feels as though her procrastination habits have increased during second semester.

“Second semester definitely is a bigger struggle than first semester, and I think it’s because we are so close to being

done,” Vilaysing said. “I do get most of my homework done even though I procrastinate. My perfectionistic habits kick in and prevent me from completely failing what I’ve pushed off.”

Sophomore Rylee Burd agreed that second semester makes her procrastination worse because spring sports begin, along with applications for scholarships and internships.

On the other hand, sophomore Anthony Arial said his motivation has been better than first semester.

“It being the second semester motivates me a lot more since I want to finish things on good terms,” Arial said.

Burd said procrastination has its pros and cons for students.

“I think procrastination is good and bad,” Burd said. “For certain things, it causes you to do worse, like homework, but as long as you get it done, it’s not a bad thing.”

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Having pets provides multiple benefits for their owners

By Cade Becker
Hays High Guidon

Man’s best friend is a simple phrase to emphasize the importance of pets to the people who love them as a part of their families.

Having the companionship of animals can be psychologically and physically beneficial, as pets help to relieve anxiety, stress and some other mental health issues and as pets can motivate people to stay active, help people with disabilities and serve in other capacities.

“A pet can be a great source of comfort, companionship and motivation for their owners,” the Mental Health Foundation said in an article on its website. “In many ways, pets can help us to live healthier lives.”

During the pandemic quarantine in 2020, sophomore Hannah Eikenberry said her pets helped her mentally.

“When we went on lockdown, everyone was immediately thrust into complete isolation,” Eikenberry said. “Having my pets around helped me to counteract that loneliness that I was feeling. For all the rough days I had last year, I had an unconditionally loving furry friend to balance it all out.”

Like Eikenberry said, the Mental Health Foundation (MHF) agreed having a pet is a way to combat loneliness.

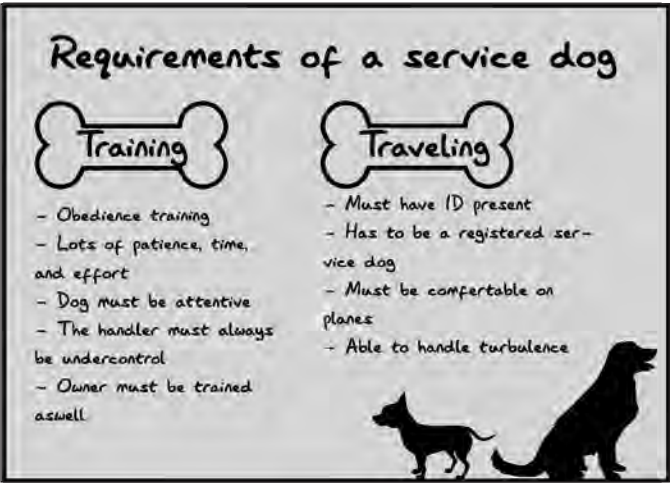
“A pet is great companion,” the MHF said. “They give owners company, a sense of security and someone to share the routine of the day with. Pets can be especially valuable company for those in later life and living alone.”

Psychology teacher Matt Brooks said pets can provide a multitude of benefits for humans.

“Pets are beneficial to everyone,” Brooks said. “They can boost moods [and] offer emotional support. Pets have shown that they can provide enjoyment in people’s lives. It can improve their lives mentally, physically and otherwise.”

In addition to mental benefits, having an animal can have an impact on the physical health of a person.

“They can increase opportunities to exercise, get outside and socialize,” the Centers for Disease Control (CDC) website said. “Regular walking or playing with pets can decrease blood pressure, cholesterol levels and triglyceride levels.”



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Therapy animals are a type of goal-directed intervention in which the animals meet specific criterion as part of people’s treatment processes, either for individual or group therapy.

“Therapy dogs provide relief to those in anxiety-provoking situations, bring comfort to those who are grieving or lonely and offer affection to humans who are in institutions such as hospitals, nursing homes and schools,” the American Kennel Club said on its website.

Dogs that are used for therapeutic interventions are well trained and well behaved. These dogs offer many benefits, such as lowering a person’s blood pressure and heart rate, reducing patient anxiety and increasing a person’s levels of endorphins and oxytocin, which in turn makes the person feel calmer and happier.

Also, pets can be used as service animals that guide people who may have autism, Attention Deficit Disorder or Attention Deficit Hyperactivity Disorder, blindness and other issues. A service animal is specifically trained for the person who it will be assisting.

“It has been claimed that in the case of people with autism, animals can reduce stereotyped behavior, lessen sensory sensitivity and increase the desire and ability to connect socially with others,” the Mental Health Foundation said.

Marjorie Solomon, Ph.D., a licensed psychologist at the University of California and a member of multiple health groups, studied the role of service animals in relation to people with autism.

According to an article from Interactive Autism Network that outlines the study by Solomon, “The dog had enticed the man’s daughter to play spontaneously at the park, getting her to throw him a Frisbee, laughing and otherwise engaging at a level the father had rarely witnessed.”

In addition to helping people mentally and physically, animals also assist in difference careers, such as firefighting, law enforcement, military, search/rescue, security and others.

“There are specific studies that prove a lot of these things,” Brook said. “I can’t recall the details of the studies, but what they found was that pets are beneficial to everybody, not just people who need emotional support or anybody struggling with a psychological disorder.”

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ALUMNI

PUT A RING ON IT

Recent alumni prepare for marriage, despite young ages

By Caitlin Leiker
Hays High Guidon

The sun sinks toward the horizon, casting orange light over a field a mile east of Munjor. Cracking gunshots ring out over the tranquil farmland, as a couple is in the midst of target practice. 2020 graduate Kenna Pfannenstiel goes to dump her shotgun shells when the gun jams, and she turns around to see her boyfriend, Blake Spencer, on one knee.

“I just looked at her one night and knew it was the thing to do, so I bought a ring and asked her dad,” Spencer said. “Before I was even thinking about proposing, her dad was like, ‘You should marry her.’”

Pfannenstiel, 19, and Spencer, 21, have been together for two years and said they met through mutual friends.

“As soon as I got to know him, I knew he was the one,” Pfannenstiel said. “There’s a piece of you where you just feel it and you know.”

2019 graduates Shelby Knoll and Dalton Trickle, both 21, said they felt a similar spark soon after meeting when they were 15. They first talked at a birthday party and largely communicated through Facebook messages and FaceTime calls before hanging out in person.

In 2019, the two boarded an Alaskan cruise with Knoll’s family, where Trickle led the group to take a comedic “Titanic” photo — the perfect guise for a proposal.

“I actually never gave a true answer because I was

crying so much,” Knoll said. “He had to ask again, and I finally answered. It was better than I could have ever imagined.”

Knoll said that, after being together for about six years, they were ready to take the next step in their relationship, but she advised that young couples should take a few years to consider everything that comes with marriage.

“I feel that it depends on how stable you are in your relationship,” Knoll said. “I feel that lots of people rush into it, and that’s why there are so many divorces now. It really depends on the person and what they are planning on doing with their life.”

While it may seem that young marriages are on the rise, it is actually the opposite. A well-known fact is that, overall, divorce rates hover around 50 percent, but both marriage rates and divorce rates in the country are decreasing, primarily due to Millennials choosing to wait to get married, but then stay married longer.

According to the U.S. Census Bureau, the average age at which women get married is 27.8 years old, and men are usually married at the average age of 29.8 years old — an increase of nearly 10 years over the past century.

Only 29 percent of Americans ages 18 to 34 chose to marry at all in 2018, compared to 59 percent of that age group in 1978.

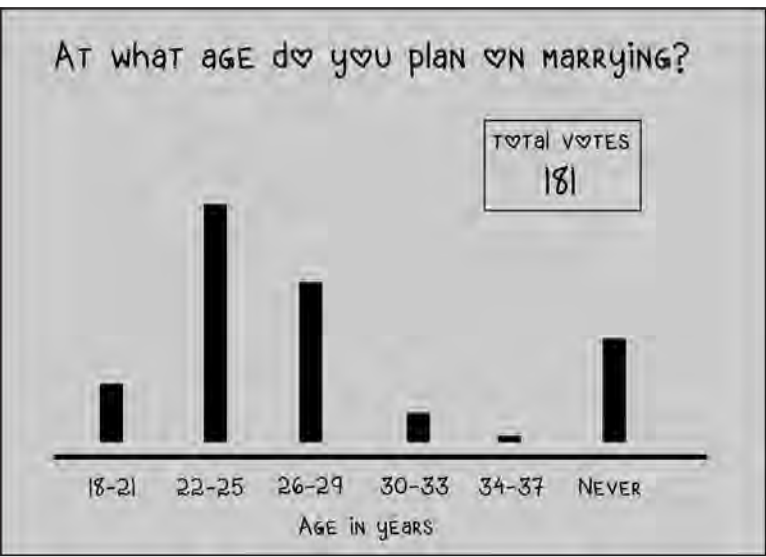
2020 graduate Nathan Erbert agreed with Knoll in saying that there is no one-size-fits-all approach

to marriage. However, he also said that a couple could find many blessings in choosing to move forward with an official union despite their ages.

This ideology led him to propose to his bride-to-be, fellow 2020 graduate Lynsie Hansen, on Jan. 6. Upon interviewing Hansen, she said that, “as of 4-2-2021, we have been dating for almost four years, 10 months, 30-ish days,” playfully adding, “not that I’m counting.”

“I can confidently say — in the most macho-man fashion possible — that I was terrified the day I proposed,” Erbert said. “I was not scared of her saying ‘no’ or that I was making a poor decision, but I had a dichotomous feeling of being in complete peace and in overwhelming anticipation. I took her to a spot that holds special meaning in our relationship, down at a tree-laden nook by a pond, and I made the biggest and best decision of my life.”

Young couples who decide to get married often face challenges, such as balancing college and work schedules, moving in together and becoming financially stable. Couples may experience tension from these things, as well as the energy it takes



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to make a marriage work and pressure from disapproving relatives, which Pfannenstiel and Spencer could relate to.

“We’ve heard ‘you’re too young,’ and ‘that’s not gonna last,’ from family members and others, but Blake and I know that this is meant to be, and it is true love,” Pfannenstiel said. “I got diagnosed with MS [Multiple Sclerosis] in January. Ever since all this stuff started, he’s been my rock.”

Likewise, Erbert and Hansen expressed that their faith has also gotten them through challenges.

“I knew that God placed us in each other’s lives for a reason,” Hansen said. “It’s not that we are intentionally getting married young. It’s more that our relationship is just ready at a time that our world considers young. It may be ideal to wait until your life is more secure, but I really think you should just listen to what the Lord is saying.”

Communication has played one of the largest roles in Pfannenstiel’s and Spencer’s relationship.

“Being honest gets you a long way right away, in being able to talk and not be afraid to hold anything back,” Pfannenstiel said.

Hansen said it is crucial to see what your significant other’s life is centered around, such as by asking if they are serving others, or serving themselves.

“As you get to know the other person, remember what’s most important,” Hansen said.

Erbert said codependency should not be the goal of marriage, but something quite the opposite.

“The person you are pursuing should never be someone that will ‘complete’ you, or you will be emotionally dependent upon,” Erbert said. “Each individual should be strong in their convictions and should treat the other as a person of unique God-given value.”

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YOUR VIEW

At what age could you see yourself getting married?

“I don’t think I’ll ever get married, just because I don’t really see that for myself.”
—senior Franklin Owens

“I would say definitely after the age of 30, just because in my 20s is way too early, and I don’t want to be settled down in life by that point.”
—junior Andrew Gillette

“I would say 22. I wouldn’t want to get married before I was 21. I’d like to be able to drink at my wedding.”
—junior Abbey Klein

“I’d want to get married at 25 after college when I’m starting teaching and probably getting a house.”
—junior Macie Meyers

“Probably after 25, maybe... I wouldn’t want to be much younger than that.”
—junior Colton Pfannenstiel

“Early 20s is when I plan on getting married, and maybe in my late 20s, having kids.”
—junior Tyler Solida

“I say absolutely never. Marriage is a waste of time.”
—junior Gracie Wentz

“I’d probably get married around 24-25. You’ll have time to get out of school and get your job, and that’s a good age.”
—sophomore Sheena Klaus

“I would get married at 25. You’re usually — hopefully — financially stable by 25, and that’s why.”
—freshman Galahad Nichols

“My significant other and I have agreed on not getting married right out of high school because some relationships just don’t last that long. It’s important to marry someone you really love, but to do so, so quickly, I just don’t feel like it’s the best decision.”
—freshman Calliope Green

If you returned to teach at Hays High, what subject would you want to teach?

“I would probably teach Welding.”
—junior Cameron Roth

“If I had to come back and teach, I would probably teach English because I like English.”
—sophomore Maggi Lindemeyer

“If I could come back to teach, I would be a P.E. teacher.”
—sophomore Crispin Vick

“If I were to come back to teach at Hays High, I would teach dentistry. I would not be qualified, but it would be fun.”
—freshman Brooks Baczkowski

Two alumni return to alma mater to train in education

By Kamryn Steinle
Hays High Guidon

At Hays High School, there are many student teachers, support staff and substitute teachers, and some of them are actually Hays High alumni.

One of these alums, Ethan Shippy, who graduated in 2017, is a biology secondary education major and student teaches with science instructor Beth Schiel.

“My favorite part of student teaching is the students themselves,” Shippy said. “Hays High is filled with so many amazing young individuals with

fun, positive and motivated personalities. This has made it very easy for me to connect with them and build the relationships necessary for personalizing my instruction.”

Shippy, who recently accepted a teaching position at Chapman Middle School in Chapman, Kan., said he was inspired to become a teacher by his mother, who is a teacher at Lincoln Elementary School. By seeing how much she enjoyed her job as he was growing up, he was motivated to pursue a similar career.

“It [student teaching] has been a major learn-

ing experience for sure,” Shippy said. “But, I do enjoy getting to know my students as I learn how to implement and adapt my instructional strategies to best fit their educational needs.”

Over the years, Hays High has had many student teachers, especially with Fort Hays State University being in town. Student teaching allows college students majoring in education the opportunity to experiment with different teaching strategies and styles in a classroom with actual students for realistic field experiences.

While Shippy is cur-

rently student teaching, another alum, Dago Cano, who graduated from Hays High in 2018, said he hopes to student teach next spring.

Cano is currently a paraeducator in English as a Second Language (ESL) with Linda Mayer at Hays High, but he is majoring in physical education at FHSU.

In the future, he would like to have a full-time job as a physical education teacher at Hays High.

“Honestly, a lot of my Hays High teachers inspired me to become a teacher, and there was one coach I had that said,

‘I think you’ll be a great physical education teacher,’” Cano said. “I looked into that major, and I loved it, so that is why I decided to pursue a career in physical education.”

Although Cano is not yet student teaching, he said he said he is still getting valuable experience in the classroom in being a para.

“I enjoy my ESL para job because I’m helping my kids overcome those language barriers they have and show them that with time and dedication, anything is possible,” Cano said.

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ANSWERS: 6, 8, 9

THERE IS NO PLANET B

ENVIRONMENTAL CLUB PARTICIPATES IN KEEP AMERICA BEAUTIFUL MONTH

By McKena McBride
Hays High Guidon

The month of April includes the celebration of or awareness of many events, such as April Fool's Day, World Autism Awareness Day, World Health Day and International Amateur Radio Month. But, two of the most important for the future of the planet are Earth Day and Keep America Beautiful Month.

These events are meant to bring awareness of and support to environmental issues. The Keep America Beautiful Foundation attempts to advocate for these subjects.

The Keep America Beautiful Foundation is a U.S.-based non-profit organization with three basic missions: reducing waste, preventing litter and beautifying communities.

Keep America Beautiful Month began in 1971 when the Girl Scouts and Boy Scouts of America, in conjunction with Keep America Beautiful, Inc., founded Keep America Beautiful Day.

A week of activities followed in 1982, in which cities celebrated with beautification events, school contests and educational committees.

By 1984, city officials across the country proclaimed Keep America Beautiful Month and planned expanded events and programs to improve their communities.

According to the U.S. Environmental Protection Agency (EPA), students and teachers can help reduce waste in many ways. For students, this includes looking through

past school supplies to see what they can reuse. This can also be buying school supplies with less packaging material or buying bulk packages, purchasing supplies made from recycled objects and saving certain kinds of packaging to keep for later projects.

Senior Cassandra Zimmer is one of the students who started the Environmental Club at Hays High during the 2019-2020 school year. When it comes to reducing waste, she said she does her best to do her part.

"When shopping, I either bring reusable bags or take less plastic bags home," Zimmer said.

I think students should add simple, sustainable practices in their daily routine slowly. Students should also realize how much their waste adds up.

senior Cassandra Zimmer

In a small town in the middle of Kansas such as Hays, one may not think littering is an issue. Littering is knowingly depositing, in any manner, litter on any public or private property or in any public or private waters, without permission to do so.

When people think of littering, they may think of dropping a candy wrapper on the ground, letting a napkin blow out of the car or throwing a water bottle out of their car window when they are done with it. It is hard for one to comprehend what they are contributing to when they conduct these actions.

Only 19.9 percent of litter on land comes from un-

secured items in the back of trucks or trash receptacles, and the other 80.1 percent of litter originates intentionally. Keep America Beautiful found that 76 percent of litter on roadways comes from motorists and pedestrians.

According to Texas Disposal Systems, the justification behind littering is narrowed down to one of these four reasons: laziness or carelessness, lack of access to trash receptacles, lenient law enforcement and presence of litter already in the area.

Litter can cause immense problems for the environment. As litter degrades, chemicals and microparticles are released. These

chemicals are not natural to the environment and can, therefore, cause several problems.

For example, cigarette butts can contain chemicals such as arsenic and formaldehyde. These poisons can make their way into the soil and freshwater sources, impacting both humans and animals. In fact, 60 percent of water pollution is attributed to litter.

As well as soil and water, littering also affects the air as well. Researchers estimate that more than 40 percent of the world's litter is burned in the open air, which can release toxic emissions. These emissions can cause respiratory issues and other health prob-

lems and even be a starting base for acid rain.

Littering affects animals' quality of life as well as the planet's. Researchers estimate that more than one million animals die each year after ingesting or becoming entrapped in improperly discarded trash.

Specifically, marine animals are notably affected by litter. Each year, more than 100,000 dolphins, fish, turtles, whales and other animals drown after becoming entangled in or digesting plastic litter.

All the 50 states have a fine for littering, this does not stop some people from doing it.

Zimmer said she believes littering is an issue in Hays. "I see litter just about everywhere in Hays, and the waste eventually goes into Big Creek and destroys animals and plants," Zimmer said.

An article written by a Plastics SA administrator states, "While reducing waste and recycling more are two solutions to prevent pollution, there is still a need to take part in community clean-ups to remove litter from the environment. The more people that participate in these events, the better the results."

Although it may not seem like it makes a difference, Zimmer said students and staff members can do small things every day to help with this worldwide problem.

"I think students should add simple, sustainable practices in their daily routine slowly," Zimmer said. "Students also should realize how much their waste adds up."

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DO YOU BELIEVE IN CLIMATE CHANGE AND GLOBAL WARMING CAUSED BY EMISSIONS AND POLLUTION

NO! 19%

MAYBE 31%

YES! 50%

BASED ON A STUDENT SURVEY

GLOBAL WASTE QUIZ: HOW MANY YEARS UNTIL THE EFFECTS OF GLOBAL WARMING ARE IRREVERSIBLE?

- A. 50
- B. 100
- C. 10
- D. 250

HOW MUCH PLASTIC IS PRODUCED EACH YEAR?

- A. 10 TONS
- B. 380 TONS
- C. 456 TONS
- D. 28 TONS

WHAT % OF LAKES IN AMERICA ARE TOO POLLUTED TO FISH OR SWIM IN?

- A. 5%
- B. 7%
- C. 10%
- D. 40%

CHECK ANSWERS IN THE TOP LEFT

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WHAT CAN YOU DO TO HELP?

STAFF EDITORIAL

Open lunch ideal in theory, but not practical in reality

Over the years, having an open lunch period has been discussed among the student body. While the appeal of eating out during lunch is understandable, logistically, this idea is flawed.

The biggest argument against open lunches is scheduling. Students can barely eat their school lunch in the current 20 minutes, meaning that, if there was an open lunch, the lunch periods would have to double or triple in length to provide adequate time for students to leave the campus, eat their lunch and return to school.

With mandatory educational minutes at the forefront of administrators’ minds, there is no simple solution. Lengthen the school day? Extend the school year? Neither of those options would go over well with students or with staff.

Another consideration is that about 40 percent of students district-wide qualify for free or reduced meals. Those students rely on school meals. They would not be able

to eat out, which would alienate them from their classmates.

Freshmen would be impacted by an open lunch, as well. Most freshmen are unable to drive to school or do not have their own vehicles. Therefore, even if they wanted to, they would be unable to leave campus for lunch unless they rode with upperclassmen every day.

For those who cannot leave or who opt not to leave for open lunch, sitting around another 20 to 40 minutes to wait for the lunch period to end every day would be awful. Students could potentially use that time to do homework or be productive, but killing that time every day would be horrible, especially when students know that time is being made up for elsewhere.

While eating lunch in the cafeteria is in no way glamorous, it does build a sense of community. Right now, some students may eat with people who they normally would not talk to, depending on their assigned lunch schedule. If



MEG TAGGART / The Guidon

open lunches were an option, students would instinctively fall into their previous cliques. Friend groups would go out and eat together, decreasing the chance of different students building new relationships with one another.

High schoolers are also notoriously bad at money management. Eating out every day or even every

other day is financially irresponsible, as just \$6 or \$7 a day can add up quickly. Even if parents are financing their lunch money, eating out consistently builds bad habits.

Fast food is not health food, either. At school, students are provided with meals that meet certain nutritional benchmarks. While students can opt to just eat

a bag of chips and drink a bottle of Propel, fruits and vegetables are available. Students are more likely to choose healthier options when they are easily accessible, and school lunches do, indeed, provide that nutrition.

Students have summer vacation to eat what they want; another school Crispito is not going to hurt anyone.

PRAISES & PROTESTS

PRAISES

- Scholarships
- Chocolate hummus
- Gym memberships
- Jimmy John’s
- Psychology
- Fully charged batteries
- Nice weather
- Cute sundresses
- Sunglasses
- Picnics
- Long drives with friends

PROTESTS

- Running out of hot water
- The term “females”
- People who spend a lot of time in the bathroom
- Canned tuna
- State assessments
- Red ink
- Essays
- The Snapchat update that shows the Bitmojis of those who snap you

STAFF OPINIONS

“Olive Garden’s breadsticks are superior to any other breadstick. The breadsticks radiate elegance and class while delivering the wonderful flavor we all know and love. While I understand the appeal of other breadsticks, like Pizza Hut’s, those other breadsticks simply do not have the same vibe. Anything from Pizza Hut reminds me of HRC dances, which is not ideal.”

—Editor-in-Chief
Alicia Feyerherm

“I think that the tennis courts at Hays High should have a wall to hit balls off of because it would be useful for practices.”

—Advanced Staff Member
Cade Becker

“The U.S. military needs to re-evaluate their recruiting tactics through public education. There is a clear correlation between military intervention and schools in low-income communities, only fueling the idea of ‘Rich Man’s War, Poor Man’s Fight.’ When the time comes, who are we really sending to war? No high school student should ever have to consider economic stability above their own personal safety.”

—Assistant Editor
Caitlin Leiker

Agree: 8

Opinion
of The Guidon staff

Disagree: 5

KSHSAA managed winter sports season poorly

Whether you go to an athletic event just because your friends are there or whether you are an avid sports fan like me, you may understand the frustration of having problems with the referees, with the league or even with the association that your school is in.

Some fans, including me, have been upset with how the Kansas State High School Activities Association (KSHSAA) has handled the winter sports seasons this year.

Since the end of the fall athletic season, KSHSAA changed its rules regarding spectators from only allowing essential people like coaches and players to attend, then permitting parents to watch, to letting host schools determine who can go to the games. While KSHSAA was being cautious about COVID-19, I think that, to start the season, they should have allowed at least a parent or two in the stands to be able to be there if their student-athlete would have been injured during



By Cayden Sanders
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the game, in addition to being able to watch their student-athlete.

Another issue that some fans were angry about is how KSHSAA changed the boys and girls basketball postseason. Instead of having a substate bracket that ranked all the substate teams from No. 1 to No. 16, KSHSAA had the closest teams compete to get to state, and it had already determined which substate champions would compete against one another for the first round of state.

This year for the state tournament, the teams with the highest seeds got to host the first round, unlike previous

years when all the state tournament rounds took place at one location, like Emporia for the Hays High boys in 2020.

Along with high schools hosting the first round of state, KSHSAA decided not to reseed the teams based on the teams’ winning percentages but matched up the teams based on proximity, which ended up pitting stronger teams against each other and weaker teams against each other in the first round, rather than how a higher-ranked team would normally play a lower-ranked team.

The 22-0 Hays High boys basketball team saw this issue, as they had to take on Topeka West with a 19-2 record in their first round of state, while Kansas City-Washington with a 9-4 record had an easier chance to advance to the second round of state, as they beat a Mill Valley team that was 11-11 on its season. If the teams would have been reseeded for the first round of state, Hays High likely would have played Mill Valley, and

if Hays were to advance, which they likely would have done, they would have played Bishop Carroll or De Soto in the second round, perhaps not meeting Topeka West until the championship game, which would have prolonged the Indians’ stellar season.

Even before the postseason, some Hays High fans, especially students, were upset with KSHSAA, too. The Hays High administration and students caught a lot of attention after storming the court after a buzzer beater win against sectional rival Salina Central on Jan. 29. People complained to KSHSAA, so when the postseason started and Hays High hosted substate and the first round of state, KSHSAA forced the Hays High administration to spread out the student section and to monitor the students more.

Before the games, the student section quickly filled up the small areas that the students could have in the bleachers.

While KSHSAA does reserve the right to ensure that the student section stays in check during the games, it was not necessary to have four principals and three other monitors watching the student section before, during and after the games.

Fans attending KSHSAA events just want the organization to do the right thing for all parties concerned. If I was on the KSHSAA Board of Directors, I would open the board seats up to more people who are invested into the activities they oversee, giving seats to student-athletes, students and parents so that other parties had representation - not just athletic directors and KSHSAA administrators. I also think that KSHSAA should have more representatives from the western part of the state, as the west is not like the east and vice versa. That way, everyone interested in high school athletics from across the state would be represented.

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—First Amendment,
U.S. Constitution

SOCCER

IMPROVEMENTS

Soccer coaches, players look forward to new fields at Hays High

By Meg Taggart
Hays High Guidon

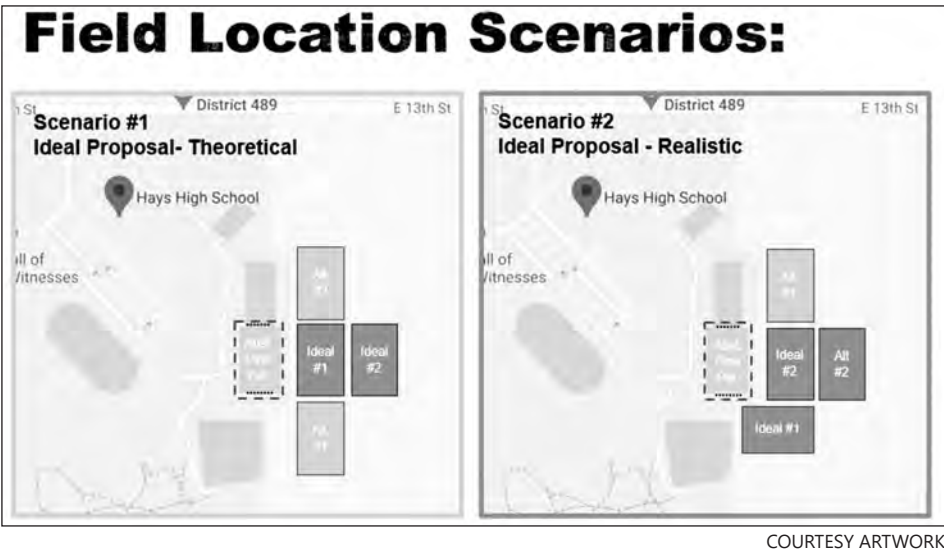
On Feb. 23, ground was broken for the new soccer fields at the Hays High campus for both the boys and the girls teams.

Currently, there is just one soccer field positioned between one of the football fields and the baseball field behind the school. It is used for the varsity and junior varsity practices and games for both the boys' and girls' teams. It is also used by all ages during the summers for a variety of programs.

"I am very thankful that we even have a field to go play soccer on, but there are a few things, like holes everywhere and really short grass, that make it a little harder to play and have fun," sophomore soccer player Trayton Roa said.

In the plans, the field will get new Bermuda grass because Bermuda does not require much water and is more drought tolerant and cost effective.

Another addition to the current field will be a perimeter of 50 to 75 trees,



COURTESY ARTWORK

which will act as a shelter belt from the Kansas winds, allow for spectator comfort and serve an aesthetic purpose. This field will have new irrigation systems for the new trees.

Finally, the existing field will have two Kwik Goal backstops, which are 20-feet by 80-feet nets that will be placed behind each goal.

Along with these changes, two new practice soccer fields will be added near the current field. This will make access for practices easier, both during and outside of the season. Having two practice fields will eliminate wear and tear, too.

"I think we are blessed to be getting two new fields and the new updates to our current field because it will make playing more fun and convenient," Roa said. "And, it will hopefully bring new spectators."

All of the improvements to the soccer complex have been funded by anonymous donors.

"The donors who stepped up had observed the program's progress, dedication and commitment to the larger Hays community over the last four years and wanted to help," boys soccer coach Silas Hibbs said.

Hibbs, along with assistant coaches and some players, presented the improvement proposal to the Board of Education on Feb. 22. The board approved the proposal, and ground was broken the next day.

"It's a really big win for us, and I'm excited to help out," sophomore soccer player Jordin Myers said. "We're all grateful for the donations."

Hibbs said this project has been in the works since he began coaching soccer at Hays High three years ago. He has been saving money within the program's current budget by playing home games at the home field rather than renting the Fort Hays State University's soccer field near the Bickle-Schmidt Sports Complex.

"What I believe made this project a reality was that the soccer program was not out soliciting/asking/fundraising for money for their own benefit," Hibbs said. "Rather, the soccer program was looking to provide the members of the Hays community with true, long-term value while being good stewards of their existing soccer facility. There is a lot of symbolism encapsulated in the project as it is truly a 'generational' venture. It has always been about what is truly best for the Hays community."

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YOUR VIEW

What areas of the school do you think need renovation?

- "The ceiling and the bathroom stalls definitely need redone, plus the girls' locker room and the air conditioning."
—senior Addison Jennings
- "The lunchroom needs updated because the food is bad."
—junior Landon Viegra
- "I think the placement of all the bathrooms in the whole school needs redone."
—sophomore Hannah Eikenberry
- "Everything."
—sophomore Savannah Lawson
- "The bathrooms for sure; they need new stalls and everything."
—sophomore Toby May
- "The bathroom in the E-Hall."
—sophomore Eli Rohr
- "The northwest side of the building or the Spanish hall needs redone."
—freshman Edwin Muller
- "I think the track and football field need redone."
—freshman Logan Schmidt
- "I think we need new chairs in the lunchroom."
—freshman Andrea Zarate

Girls soccer team welcomes new coach to program amid pandemic

By Emry Lundy
Hays High Guidon

School sports have faced challenges this past year because of the ongoing pandemic, with the Hays High girls soccer team being among them.

Tyler Rueschhoff started as the team's head coach last year, but because spring sports were cancelled, he never coached them in a game. Rueschhoff has encountered a variety of changes, but he and the team are

doing their best to make this year's girls soccer season a successful one.

Q: Did you play soccer in high school? If yes, do you have any favorite memories or experiences?

A: "I played soccer at TMP in high school, and my favorite memory would be beating the Hays High boys soccer team for the first time in TMP history my senior year. We played then twice that year. [We] won the first game and then tied the second."

Q: Have you coached soccer before?

A: "I have coached six total seasons — four as an assistant for TMP boys soccer, and this will be my second season with the girls here at Hays High."

Q: What made you want to coach soccer?

A: "I wanted to start coaching soccer because, when I was a kid, the soccer club was a big thing, the high school soccer programs never hurt for numbers and soccer in Hays was just so competitive."

Now, I believe soccer in Hays has gone back in the shadows a little bit, and as a head coach, I want to bring soccer back to this town stronger than it was when I was a kid."

Q: How have you prepared for coaching?

A: "Preparation is key for running smooth practices. Most of my free time is spent researching different tactics and theories in soccer, finding new drills and trying to learn more than I know already."

Q: How did COVID-19 affect your first year of coaching at Hays High?

A: "COVID affected my first year of coaching in a couple ways. I had a great senior class and team that I was really excited about getting to coach. We had one week left before our first game before everything got shut down. On the other hand, I learned a lot about the administrative side of being a head coach, like working with the AD [athletic director] and other people within the school."

Q: Has COVID-19 and its protocols affected the morale of the team?

A: "I see a lot of boosted morale this year. I think the girls realize they lost a season of playing soccer, and I can really tell they are ready to work hard this year. They are a great group of girls. Every single one of them shows up with a smile on their face and are ready to work hard."

Q: What are your expectations for the season?

A: "I have very high expectations for this season. These girls work harder than any boys' team I have coached. I truly believe I have the best group of girls out there right now."

Q: What are you looking forward to most about the season?

A: "The thing I always look forward to is watching my players grow throughout the season. Being able to see progress throughout the season is very exciting to me."

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How was your first year of coaching?

"It's my second 'first' year, and it's been going great. I've got a great group of guys that have been working hard since January to prepare for the season. We should have a fun, fast, hard-playing group at all three levels!"
—coach Dustin Dreher

"Your first year of coaching is really important to get the culture you want to establish for your program. Depending on the previous coach, that can be a pretty easy task or a pretty difficult task. The first year of my program was important when it came to instilling the values and principles I wanted my program to stand for."
—coach Silas Hibbs

"My first year at Hays High, I coached basketball and track, and it was a good learning experience for me. I had coached at multiple levels before, but this experience was different. I really enjoyed coaching and learned a lot from the coaches I worked with, which has made me a better coach today. I now also coach cross country and love that as well. I've enjoyed the kids that I've worked with."
—coach Haley Wolf

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ATHLETES OF THE MONTH



“Sports are important to me because they have helped me develop skills that I wouldn’t have learned from school. Sports have given me a family and a distraction from bad days. Sports have taught me valuable lessons, like how to be a leader and a team player.”

—senior Emmy Morely



“Sports are very important to me. They have taught me many things in life, and I’ve made some of my best friends through them. They teach you many important values and are an amazing experience. I don’t know where I would without these sports because they have opened many opportunities for me.”

—junior Jaren Kanak

RECOVERY

TAKING THE FIELD AGAIN

Sophomore Raegan Winter learns importance of sports within her life

By Brenna Schwien
Hays High Guidon

Anyone’s life can be changed in the span of just a few minutes, but for sophomore Raegan Winter, those few minutes set her back about a year athletically. During quarantine in Spring 2020, Winter and her father were involved in an UTV accident near Syracuse. In jumping a sand dune, they landed on the nose of the UTV, rolling multiple times, which led to Winter fracturing two vertebrae in her neck, breaking her

finger and getting a lot of bumps and bruises. The injuries she sustained set Winter back in her athletic career, particularly in softball. “My outlook on the game has not really changed much at all, but my love for the game grew a lot,” Winter said. “Not being able to play summer or fall ball really motivated me to get back to where I was a year ago.” Returning to the field was always the end goal for Winter. She wanted to join her team on the field and continue to play the game that she loves,

and with just a few hurdles, like difficult sessions at physical therapy and sitting in the bleachers instead of playing in the field, she made it there. “I knew that I was going to be able to play again, but it was more of ‘When was I going to be able to play?’” Winter said. Winter continued to go to physical therapy with her goal in mind; however, this goal was pushed back when she was not cleared to play in summer or fall. “My doctor told me that summer ball was a definite no, so when fall ball came around and he had told

me it was still too soon, it was very defeating, and I felt really set back at the time,” Winter said. Not being cleared to play fall ball was a driving factor in Winter’s determination to be back for spring softball pre-season conditioning. “When he cleared me in November, I was super excited to be able to start practicing again for pre-season,” Winter said. Being cleared to play was the news that Winter had been waiting for. “The most rewarding thing so far has really been to play with my

friends again since none of us had a season last year and since we do not all play together in the summer,” Winter said. Getting to play with your friends is something that makes the experience better for every athlete, but after not being allowed to play for a year, Winter was behind where she was. “The hardest thing for me has been having to realize that I’m not going to be where I was last season and that I am going to have to keep working to get there and continue to get better,” Winter said.

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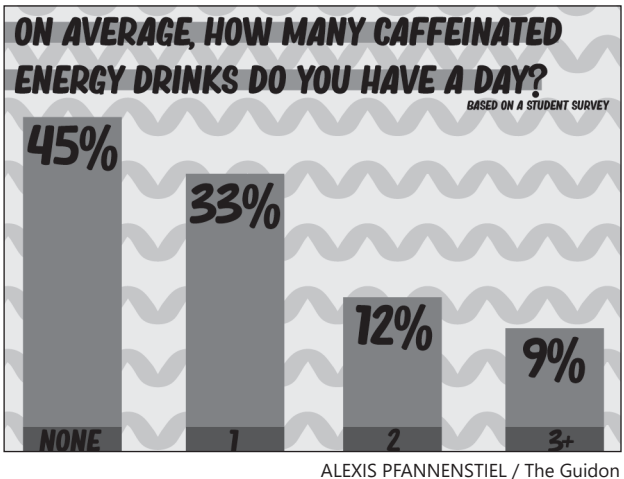
Energy drinks provide quick boosts, but have negative side effects

By Rylie Fairbank
Hays High Guidon

When students feel drowsy, they often turn to energy drinks. While these beverages can provide a quick pick-me-up, they also can have underlying health risks. According to the National Center for Complementary and Integrative Health, “Next to multivitamins, energy drinks are the most popular dietary supplement consumed by American teens and young adults.” “I drink a Monster every morning, and I have another energy drink before my workouts,” sophomore Kaden Dinkel said. “I drink energy drinks as a pickup in the morning and as a boost in performance for my workout.” Energy drinks can have a variety of ingredients, including B vitamins, caffeine, ginkgo biloba, ginseng, glucuronolactone, guarana, l-carnitine, taurine, antioxidants, sugars and trace minerals. In moderation, these ingredients may not be bad, but when mixed together in large amounts, they can become harmful.

According to United States Preventative Medicine, “Caffeine takes effect on the central nervous system within 30 minutes of consumption. It acts as a stimulant, causing the release of neurotransmitters like adrenaline, which increase your heart rate and blood pressure. In small doses, caffeine usually causes no harm. However, a typical energy drink contains four to five times more caffeine than a cup of coffee. Experts recommend that healthy individuals consume no more than 400 milligrams [mg] of caffeine per day.” The amounts of caffeine in energy drinks vary, depending on the brand. Some have anywhere from 350 mg of caffeine, such as Spike Hardcore Energy, to 75 mg, like in Ocean Spray Cran-Energy. According to Harvard School of Public Health, the Food and Drug Administration (FDA) does not regulate energy drinks, however, it enforces a caffeine limit of 71 mg per 12 ounces of soda. Energy drinks typically contain about 120 mg per 12 ounces, exceeding that recommended limit. Some energy drink

manufacturers may choose to classify their product as a “supplement” to sidestep the caffeine limit. “I don’t drink any kind of caffeinated drinks anymore, but I used to,” sophomore Riley Kershner said. “I drank energy drinks because I liked the taste; they didn’t really wake me up much. I started drinking them because my brother would always buy them, and I was curious what they were like. I thought of the health effects all the time, and that is why I chose to stop.” Although drinks such as Amp Energy, Bang, Five-Hour Energy, Full Throttle, Kick-Start, Monster, Mountain Dew, Ocean Spray Cran-Energy, Red Bull, Rockstar, Spike, V8 Energy and more are popular, they can have negative side effects. These negative effects include increased aggression, anxiety, blood pressure, dehydration, digestive problems, insomnia and stress in the shorter term and damaged blood vessels, heart rhythms and cardiovascular and nervous system health, in addition to increased risk-taking behav-



iors and addictive behaviors, in the longer term. “I drink a Monster or Redbull once a day,” junior Myles Hilton said. “I am trying to cut down because I do have concerns about what they are doing to my liver. I started drinking them because I was a drag in the mornings, and I didn’t want to fall asleep in class.” Freshman Ava Shoenberger, like Hilton, said she occasionally drinks energy drinks for a boost of energy. “I don’t drink energy drinks very often, maybe like one or two a month,” Schoenberger said. “If I do

drink one, it would be to have the energy to do my work or before practice.” Teens and young adults are at higher risk to develop health problems because of their still-growing bodies and brains. “[I drink] at least four cans a week on average,” junior Karson Russell said. “I like the taste of a lot of energy drinks, and also, when I work early in the mornings, it gets me going. I do occasionally [consider health effects], but not very often. I don’t really care about the health effects of them.”

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SPRING SPORTS WRAP UP



Girls Swimming

Haysville-Campus
April 1
Team place: Fourth
50 Freestyle – Seventh - Taylor Deines (31:42), Eighth - Elizabeth Clingan (32:22), 11th - Lauryn Miller (34:06), Gracie Wente (42:00), Kim Del Real (42:06), Erica Wilken (46.75)
100 Backstroke – Fourth - Elizabeth Clingan (1:22.66), Seventh - Rilee Schwarz (1:36.97), Eighth - Gracie Wente (1:39.83), 10th - Lauryn Miller (1:43.27), 11th - Kae Dees (1:43.28)
100 Freestyle – Seventh - Rilee Schwarz (1:13.33), Eighth - Taylor Deines (1:13.55), Ninth - Katie Christen (1:13.62), Kim Del Real (1:42.58)
200 Freestyle – Sixth - Mackenzie Hagerman (2:52.93)
200 Freestyle Relay – Fourth - Katie Christen, Taylor Deines, Elizabeth Clingan and Rilee Schwarz (2:09.99)
200 Individual Medley (IM) – 12th - Kae Dees (3:44.65)
200 Medley Relay – Fifth - Katie Christen, Elizabeth Clingan, Gracie Wente and Rilee Schwarz (2:32.86); 12th - Lauryn Miller, Erica Wilken, Kim Del Real and Kae Dees (3:14.93)
400 Freestyle Relay – Fifth - Katie Christen, Taylor Deines, Mackenzie Hagerman and Kae Dees (5:14.88)
500 Freestyle – Sixth - sophomore Mackenzie Hagerman (7:59.14)



Baseball

April 6
Hays High vs. Washburn
Score: 5-3 (W) , 7-3 (W)

April 9
Hays High vs. Garden City
Score: 16-6 (W), 23-22 (L)



Boys Tennis

McPherson
March 30
Singles: 14th - Gabe Garcia (2-2), 14th - Edgar Alonso (1-3)
Doubles: Eighth - Colin Clark and Henry Fitzthum (1-3), 16th - Logan Daniels and Jack Scoby (0-4)



Boys Golf

McPherson
April 8
Team place: Fourth
Team score: 351
Individual: Fifth (tied) - Jason Krannawitter and Braden Hoskins, 28th - Weston Hoskens, 44th - Skylar Zimmerman, 51st - Ashton Hernandez, 53rd - Blake Buckles



Softball

April 1
Hays High vs. Abilene
Score: 13-4, 10-6 (W)

April 6
Hays High vs. Dodge City
Score: 6-1 (L)

April 8
Hays High vs. Dodge City
Score: 9-6 (L)



Girls Soccer

March 29
Hays High vs. Maize South
Score: 1-0 (L)

April 1
Hays High vs. Topeka
Score: 2-1 (L)

April 8
Hays High vs. Liberal
Score: 3-2 (W)



Boys Track

April 1 - McCook, Neb.
Discus: Trey Adams – First (174-06); Kaden Herreman – Ninth (121-03)
High Jump: Jordan Dale – First (6-0.300); Roy Moroni - Fourth (5-09.00); Brett Orth - Ninth (5-05.00)
Long Jump: Jaren Kanak – First (22-05.25); Kyler Beckman – Second (21-03.25); Roy Moroni – Fourth (20-05.00)
Pole Vault: Tucker Veach – Third (13-00.00); Nic Park – 10th (8-00.00)
Shot Put: Gaven Haselhorst – Third (48-08.50); Trey Adams – Fourth (47-03.00); Grayson Walburn – 15th (35-01.75)
Triple Jump: Jordan Dale – Fourth (40-08.50); Kyler Beckman – Sixth (40-03.50)
100-Meter Dash: Jaren Kanak- First (10.66); Logan Casper – Eight (11.67); Trent Summers – 10th (11.96)
110-Meter Hurdles: Ty Adams – Second (17.48); Roy Moroni – Fourth (17.69); Gavin Myers – Fourth (18.11)
200-Meter Dash: Jaren Kanak – First (22.16); Trent Summers – Sixth (24.70); Jordan Dale – Ninth (25.15)
300-Meter Hurdles: Gavin Myers – Fourth (45.47); Fernando Zarate – Seventh (47.42); Ty Adams – Eighth (47.43)
400-Meter Dash: Diego Mueller – First (54.05); Brett Orth – Fifth (56.84)
800-Meter Run: Tyann Dempsey – Seventh (2:21.11)
1600-Meter Run: Leo Hernandez – Seventh (5:24.63); Landon Viegra – Eighth (5:28.82)
3200-Meter Run: Matthew Dempsey – Sixth (12:11.85)
4x100-Meter Relay: Logan Casper, Trent Summers, Roy Moroni, Jaren Kanak – First (44.69)
4x400-Meter Relay: Brett Orth, Kyler Beckman, Gavin Meyers, Diego Muller – Second (3:43.70)
4x800 Relay: Leo Hernandez, Elijah McCullough, Tyann Dempsey, Landon Viegra – Fourth (9:47.28)



Girls Track

April 1 - McCook, Neb.
Discus: Halle Lohmeyer – Fifth (105-07)
High Jump: Amy Ruder – Fifth (4-8.00); Lilian McGrath – Sixth (4-06.00); Kenzie Cunningham – Ninth (4-04.00)
Long Jump: Reanna Green – First (17-00.00); Lilian McGrath – Sixth (14-6.00)
Shot Put: Jillyian Sheldon – Sixth (31-05.00)
Triple Jump: Reanna Green – First (34-10.00); Landri Dotts – Fifth (30-10.00)
100-Meter Hurdles: Brooklyn Lewallen – Third (17.78)
200-Meter Dash: Reanna Green – Third (27.29) Lilian Mcgrath – Fourth (27.96)
300-Meter Hurdles: Brooklyn Schaffer – First (48.63); Brooklyn Lewallen – Third (51.61)
400-Meter Dash: Amelia Jaeger – Sixth (1:08.30); Samantha Vesper – 14th (1:16.59)
800-Meter Run: Claire Shippy – Seventh (2:56.78); Jaycine Watson – 10th (3:07.07)
3200-Meter Run: Brenlynn Albers – Third (13:42.24); Brynn Kinderknecht – Fourth (13:45.24); Landri Dotts – Fifth (13:56.24)
4x100 Relay: Landri Dotts, Brooklyn Schaffer, Kacy Dinkel, Reanna Green – First (51.91)
4x400 Relay: Landri Dotts, Amelia Jaeger, Brooklyn Schaffer, Brooklyn Lewallen – Fourth (4:31.25)
4x800 Relay: FAvery Winter, Jaycine Watson, Claire Shippy, Julia Zadina - Fourth (11:47.38)

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Clarinet Expert

Senior Ashley Vilaysing named principal clarinetist at state KMEA

By Nikka Vuong
Hays High Guidon

This semester, senior Ashley Vilaysing earned first chair in clarinet for the 1A-4A ensemble at the Kansas Music Educator Association (KMEA) state band contest. The audition included five objectives: a prepared scale, a chromatic scale and three musical excerpts.

Q: How long have you been in band? Why did you choose to play the clarinet?

A: “I have been in band since sixth grade. Clarinet was one of the instruments that interested me. I wanted to play flute more since my mom use to play flute. But, when I went to try the instruments I was interested in, I could not make any sound on the flute. So, I decided to play clarinet.”

Q: What is your practice routine like?

A: “I try to practice every day and take a day off once a week. I practice in the mornings before school starts, and if I have time after school, I’ll try to practice then. On Gold Days, I

get about 20 minutes before I go to Jazz Band. I’ll typically practice scales or small sections that need work. On Maroon Days, I get about 30 to 40 minutes of practice, where I’ll work on larger sections or work on running etudes or parts of my solo.”

Q: What has been the most rewarding part about being first chair in band?

A: “When I found out about earning first chair for state KMEA, I was really shocked. The previous time I had audi-

tioned, I was completely overwhelmed and underprepared. After having that experience, I was determined to be prepared and to get in. I was so grateful to have gotten in, and even more so in being the principal chair. It was incredibly rewarding to know that all the hours dedicated to that single audition paid off, and paid off big.”

Q: What are your plans for college and for the future?

A: “For college, I plan to attend Fort Hays State University

and major in Music Education. I realized I was passionate about music the summer before freshman year, but the decision to go into music as a career wasn’t made until I was in my junior year. I want to be a band instructor to support and inspire students in the way my teachers have done for me. Helping students discover what they are truly passionate about and offering an ear or help to those who need it is rewarding in and of itself.”

Q: What advice would you give other students looking to follow a pathway like yours?

A: “For those wanting to pursue music in any form, do it! For me, it was really scary deciding to do it because, for so long, I had thought I was going to go into medicine. But, I found someone who believed in me, and that helped me realize the path I actually want to follow. I would also say practice. Practice, practice, practice. Music can be incredibly competitive, especially music performance.”

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COURTESY PHOTO

Band, choir and orchestra perform for early spring concerts

By Alexandra Coveney
Hays High Guidon

The music groups all had spring concerts in late March and early April. Band had its 34th annual popcorn concert on March 18, orchestra had its ice cream concert on April 1 and Chamber Singers had its concert on April 10.

For the band, the Symphonic Winds performed West Highlands Sojourn “Stow-on-the-word,” “Brandford Ballade” and “On Derwentwater” by Robert Sheldon and “Into the Clouds!” by Richard L. Saucedo.

The Wind Ensemble performed “Chorale” and “Alleluia” by Howard Hanson, “Sheltering Sky” by John Mackey and “America Exultant” by Henry Fillmore and arranged by Andrew Glover.

The combined bands performed a premiere of “Moving On” by Frank Ticheli.

In addition to the performances, 11 seniors were recognized, including Alisara Arial on oboe, Cooper Eiland on percussion, Mason Emerson on trombone, Sophia Garrison on trumpet, Madison Holloway on trumpet,

Kai Kaufman on French horn, Cami Moore on flute, Andrew Prine on saxophone, Ashley Vilaysing on clarinet, Matthew Vredenburg on trombone and Alexis White on clarinet.

Director Matt Rome also presented awards to band members, with Eiland receiving the Ben Gibson Memorial Percussion Award, Garrison being the Outstanding Band Member and Vilaysing getting the Outstanding Senior Musician Award.

For the band and the orchestra concerts, in-person attendees were allowed, and live-streams were available as well. Non-senior band members could invite two audience members, allowing seniors to invite more people.

Due to COVID-19, popcorn was not provided at the band’s popcorn concert like in previous years. In Gym A, band was also divided into Symphonic Winds and Wind Ensemble bands to allow for smaller groups. As for the orchestra concert, ice cream sandwiches were served instead of scooped ice cream.

The Concert Orchestra performed “A Riverside Celebration” by Brian Balmages, “The Horizon” by Yukiko Nishimura

and “Music from Brave” arranged by Robert Longfield.

The Chamber Orchestra played “Hoedown” from Rodeo by Copland and arranged by Stephen Bulla, “Greater Than” by Brian Balmages and “Incantations” by Richard Meyer.

Director Joan Crull also recognized both Concert Orchestra and Chamber Orchestra seniors. For Concert Orchestra, seniors Trinity Carrasco, Kiley Crain, Ryan Moore and Taya Riedel were recognized for violin, senior Jarod Moore was recognized on cello and senior Jonathan Rupe was recognized on viola.

For Chamber Orchestra, seniors Bryan Delarosa, Tom Drabkin, Marrissa Raynesford, Kai Shaffer, Ashley Vilaysing, Sydney Walker and Alexis White were recognized for playing violin, while seniors Alisara Arial and Brendan Kershner were recognized for viola, and senior Cami Moore was recognized for bass.

“For the concert, we did sit a little closer so we can hear each other better,” Crull said. “Because a person doesn’t expel aerosols while playing a string instrument, we don’t have a

time limit to our practices and can practice pretty much for the whole class period. We have to practice spread out six feet from each other but are used to it.”

For the Chamber Singers’ concert at the First Presbyterian Church, they performed “Jesu, meine Freude” by Bach, which is a 20-minute piece in German, and movements No. 3-6 of “Afro-American Fragments” by William Averitt with the lyrics and poems of the piece by Black poet Langston Hughes.

Orchestra will also perform at the All-City Strings Concert in the Hays Middle School gym on May 3 at 7 p.m. Seniors in orchestra will also be awarded at this concert. As for an audience at this concert, priority will be given to the parents of seniors and fifth graders.

Band will have its spring concert in the Hays High gym on May 18, and choir will have its final concert of the year on May 20, at which choir will recognize its seniors.

“I’m very proud of how hard the students have worked and can’t wait until we can have full audiences again,” Crull said.

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Hays Arts Council Spring Art Walk event scheduled for first Saturday in May

By Ashley Vredenburg
Hays High Guidon

Every year, Fort Hays State University holds an exhibition at the Hays Arts Council. Hays Arts Council’s Spring Art Walk brings many unique art pieces to downtown Hays. However, because of COVID-19, the Spring Art Walk will be on a new day of the week and in a new format.

Last year, the Hays Arts Council was not able to hold the event, which is usually on a Friday night, thus the 51st annual Smoky Hill Competition was delayed and was featured as a summer exhibition, running until Aug. 14, 2020.

This year, the Spring Art Walk and 52nd annual Smoky Hill Art Competition Exhibition will be on Saturday, May

1 from 10 a.m. to 4 p.m.

The change from a Friday during the evening to a Saturday during the day was made to allow attendees a longer time frame to enjoy the event and to avoid a lot of people clustering together at the same time. There will also be COVID-19 precautions, such as exhibits being spread out to help with the number of people together in a confined space and drinks and food being limited at the exhibits.

“It will be a great day for all these amazing eating and dining establishments, eateries, bistros and coffee shops we have here in downtown Hays now,” HAC executive director Brenda Meder said. “People can truly spend the entire day, and you don’t have to give up the wonderful little hos-

pitality aspect. You can go to the restaurants, then give yourself a mask break and really enjoy the day.”

The art walk will mainly include work from FHSU faculty members, graduate students and selected undergraduates. The event will also contain work from a variety of areas, such as ceramics, digital media, interior design, painting, photography, printmaking, sculpting and others.

The Spring Art Walk will also show an ongoing video, displaying projects that the participants have been working on, such as different animation, branding, design and marketing projects. During this time, there will be a live drum circle, as well as an outdoor concert in the downtown pavilion.

The annual Smoky Hill Art Exhibition is a statewide juried fine arts competition open to any student or artist currently living in Kansas. Any original two-dimensional or three-dimensional works completed in the last two years are eligible.

At the end of the event, there will be cash awards, totaling \$2,750. According to the Hays Arts Council, additional awards are made possible through the support of sponsors, including Emprise Bank, Jeter Law Firm and Northwestern Printers. Because the Hays Arts Council proudly hosted a retrospective of Eugene Skip Harwick’s work in the 2018, his daughter, Kirsten Harwick Mills, has provided for commemorative Smoky Hill Awards in her father’s memory.

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The Haha's

Q: When do monkeys fall from the sky?
A: During APE-ril showers.

Q: What season is it best to go on a trampoline?
A: Spring time.

Q: What do you call a rabbit with flees?
A: Bugs bunny.

Q: What do you get when two plants kiss?
A: Tulips.

Q: What falls but never gets hurt?
A: The rain.

Q: Why couldn't the flower ride its bike?
A: It lost its pedals.

Q: Why did the bird go to the hospital?
A: It needed tweet-ment.

Q: Can bees fly in the rain?
A: Not without their yellow jackets.

Top Picks

1. “Here Comes the Sun”
–The Beatles
2. “Soak Up the Sun”
–Sheryl Crow
3. “Walking on Sunshine”
–Katrina and the Waves
4. “Come in With the Rain”
–Taylor Swift
5. “I Can See Clearly Now”
–Jimmy Cliff
6. “Deja Vu”
–Olivia Rodrigo
7. “What Makes You Beautiful”
–One Direction
8. “What Dreams Are Made Of”
–Hilary Duff
9. “Ain’t No Mountain High Enough”
–Marvin Gaye
10. “Waterloo”
–ABBA

New Movies

April 2
– “Sky High”
– “Just Say Yes”
– “Every Breath You Take”

April 9
– “Thunder Force”
– “The Tunnel”

April 10
– “As Luck Would Have It”

April 22
– “Stowaway”

April 23
– “We Broke Up”

April 30
– “The Mitchells vs. The Machines”