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Walk-In Rally Leaves Students Liberated

Lexi Quilty
Assistant Editor



Photo by Lexi Quilty

Students gathered in the Wildcat gym for the Walkout rally listen to sophomore Lauren Moore speak regarding the lack of action being taken by adults.

On April 20 at precisely 10:00 A.M., over 300 students walked out of their second block classes in order to protest for gun safety. Guyer was one of the many schools that participated in the nation wide walkout. However, instead of walking off of campus, the students walked- in to a completely student-led rally.

"We must take a step back to realize the true severity of this issue," sophomore and speaker, Lauren Moore said.

The Walkout rally, held in the Wildcat gym, lasted approximately 45 minutes. The rally consisted of four speakers, sophomore Lauren Moore, senior Zoe Neale, junior Caleb Brock, and junior Trinity Trout. They, along with other organizers, led the crowd in chanting, and a mass call and Twitter storm to congressman Michael Burgess.

"Congress has ig-

nored [this issue] for too long," junior Caleb Brock said. "The youth are not going to sit back anymore and wait for them to watch us get killed."

Each organizer wore orange tags around their necks with a bolded \$0.03 printed on them, representing the amount of which Texan government officials give to the NRA, divided by the amount of students in Texas.

"It was a shock to me," Moore said. "To them, our lives are worth next to nothing."

Media networks arrived to broadcast the event. Although they were not allowed inside the gym for the event,

"The youth are not going to sit back anymore."

students videotaped the walkout and shared it all over social media and to the reporters. The student organizers also stayed after the event to be interviewed.

"[Gun violence] is affecting us," senior Zoe Neale said to the reporters. "It's happening here, now, in our schools."

There was some opposition of the walkout rally. Various students wore *Make America Great Again* hats and brought flags in support of having no restrictions on guns and lethal weapons. After being sent out of the walkout rally for excessive interrupting, the anti-protesters had their own mini-rally in the Black gym, filled with chants, booing, and an impromptu speech from the movie *Independence Day*. Only 40 students met in the Black gym in protest of the larger organized rally happening two gyms over.

"There were people yelling all the Ameri-

can amendments and shouting the National Anthem," junior and witness Nicole Ubing said, "It was insane. But that's how they were raised and they were standing up for what they believed in. I get that."

Ryan Hill, a sophomore who did not attend either walkout, believes that there was more that should be done on both sides to make even more change happen.

"I think if we have educated people from both sides sit down together, we could have an extremely beneficial debate," Hill said. "It could be broadcasted on the news, and it would be worthwhile."

During all lunches following the walkout, a table was set up to register students who were eligible to vote for the next election.

"I felt so empowered,"

senior and newly-registered voter Abby Stovall said. "I can't wait to vote."

The overall goal of the walkout rally was to bring an end to gun violence, without banning guns, and to advocate the importance of gun safety.

"We wanted there to be change in our community," Brock said.

After the walkout, students believe that the political atmosphere is stronger and more well-known among the students. Now, they believe that they have the power to make a difference, and let their voices be heard.

"I really hope the student body is just more aware and takes a stronger, more active position in politics," junior Trinity Trout said, "[They should] use their voices because they have one whether they realize it or not."



Photo by Lexi Quilty

Sophomore Minnah Imtiaz signs petition against gun violence.

Net Neutrality Vital for New Technological Age

■ by Cameron Kirby
Staff Writer

Net Neutrality was voted to be repealed by the Federal Communications Commission on December 14, 2017. Net Neutrality is the principle that Internet Service Providers should enable access to all content and applications regardless of the source, and without favoring or blocking products or websites.

Net Neutrality is a necessary measure to ensure the freedom of users of the internet and limit the companies that wish to take advantage of its customers.

Net Neutrality regulated the actions of companies to create an even playing field across the internet. No matter what kind of website, access to it couldn't be slowed down or blocked in favor of others. It also stopped Internet Service Providers (ISP) from charging companies for access for 'fast-lane' activity.

As Net Neutrality is removed, the regulations that ISPs had to follow will go along with it. ISPs can introduce paywalls to many common use applications, such as social media, music streaming, and video stream-



Photo By Lauren Moore

Students surf the web in the mornings in the library, a luxury that may come at a price in the coming years.

ing. By building these paywalls, ISPs are enacting a form of censorship on the American people.

Freeing Internet Service Providers from regulation, they are now free to do whatever they want to their customers. For example, they could not only charge their customers for access to specific parts of the internet, but they could charge companies

as well. If a small startup business must compete against tech-giants such as Netflix, Google, and Facebook, it has no chance anymore.

There also isn't enough competition to drive business innovation, which is the sole purpose of the FCC removing these regulations. In places such as Denton, Corinth, or Lantana,

ISPs purchase contracts with the city to purchase the provision rights to entire blocks of residency. This practice forces consumers to purchase internet plans that don't necessarily fit their specific needs. If Verizon is the only available option for your ISP, who is there to compete with?

A common point that ISPs make is that paid prioritization is a way of American Life, as if the Internet was an airline and customers are expected to pay for a first class ticket to experience what they have already been using all of a sudden. Also, the Internet is not a solely American thing, hence "World Wide Web." By charging Americans for access to international services, such as social media, service providers are limiting our freedoms.

Students can help win the fight in restoring a free internet by contacting their state representatives and letting them know that Net Neutrality is a necessary tool for the future of the Internet.

Grading Policy: You Can't Reassess Life

■ by Lexi Quilty
Assistant Editor



Photo By Lauren Moore

Pre-AP Algebra 2 and Math Models teacher Mr. Labelle always has a desk full with countless reassessments. Most of the reassessment grades are lower than the original grade.

Students in the entire district were affected by a new grading policy that was put into place during the 2014-15 school year. This grading policy allows students to reassess tests and quizzes if they are wanting to improve their grade. This has led to the abuse of the system in which students rely on the re-

assessments rather than studying for their tests beforehand. It has come to the attention of the school district that a change should be made. Various board meetings have been established to revise the current policy; however, the board has yet to come to a conclusion. The current policy in the district should be removed

and replaced by a policy that adequately prepares students for the future, and puts less of a burden on the teachers bogged down with reassessment work.

For those who would like to attend college, colleges do not offer retakes if students want to improve their test grades. Scholarships.com says that a high school's main goal is to prepare students for college. If Denton ISD is offering retakes to students, then it is not preparing them for the rigorous grading in college.

Students in the school district know that they have a second chance if they don't do well on a test. Since this is in their head, they don't take studying as seriously, leading them to a loss of good studying habits that would be very beneficial for college. This also creates a lack of responsibility in students, because they don't study the first time and have to use up extra time on the back-

end.

Teachers also have a bigger workload put on them. Since students allow room for error, this requires teachers to re-create more tests and quizzes. They must also add extra tutorials, taking out of their own time to help students wanting to reassess. And even then, most students still don't do better than the first time.

Although this policy benefits a few students, it doesn't compare to how much it will hurt them in the future, whether it's in college or at a job, for the fact that they will be putting off their work.

Students and parents must voice complaints to the school board and ask for a fair change in the current grading policy. Denton Independent School District should consider to slowly change their grading policy back to the standard "no-reassessment" policy, or set a regulated grade that students cannot reassess above.

Injustice of Juvenile Delinquency How Can We Help Delinquents Re-Enter Society Effectively?

■ Lauren Moore
Editor-in-Chief

Madison. 16. Born into an abusive home with a mother who wouldn't care if she was dead or alive the next day. She relies on her boyfriend, a 20-year-old drug dealer, for a place to stay, becoming bait and a criminal confidante because she "doesn't know what else to do." She fears for her siblings who are too young to comprehend that their situation isn't normal. She believes that she is a lost cause, and everything that the system has done only pushes her further and further away from her own happiness and success. Thus, she acts out by stealing, has barely any other friends, and is on the brink of becoming a dealer herself.

Sadly, over 320 million children and adolescents since America's fruition have endured circumstances such as these. These juveniles not only have criminal records, but are also deemed as a threat to society for the rest of their lives, sentenced to a life of seclusion, hardship, and most likely, more crime. Should children who act out of fear, necessity, or ignorance be punished as severely as those who act out of malice? The obvious answer is no, yet we continue to believe that every case is identical, and a person's actions are an inherent flaw in their character. Although the justice system has "tried to fix" their mentality by sending children to countless abusive military camps and psychologically torturous group homes, their lackadaisical efforts are futile when looking at the long-term. From there, the system gives up, and virtually nothing has been done to actually

help that child.

Nothing.

The "rehabilitation" these kids are often provided with has little to no retention rate and often leads to a higher risk of children never escaping the cycle of criminality, especially if their past home lives do not support a healthy living environment. Hopeless and helpless, the kids behind the crimes only grow more hardened and less child-like with each passing day in remedial boot camps. The sternness of camp/home leaders is often more totalitarian than helpful. The overpowering strength of authority tends to vilify youth, making them entirely defiant against adults in the future. By antagonizing children and their actions at a very young age, we cultivate the mindset that their very existence is wrong, completely reversing any progress that was made by that child.

Also, education often takes a backseat when adolescents have to constantly deal with the stresses of rehabilitation. In fact, students who are in the system typically read 1 to 5 levels lower than their grade level. Once a child is in the system, they are no longer a person. They are a problem. A problem that, to the government, needs to be solved as soon as possible. Fine arts and creativity are out of the question, stunting the growth of imagination.

So, what exactly can we do?

We, as members of society, can begin to mend the stigma of deeming juvenile delinquents as "less than." Juveniles that enter back into schools and environments clearly want to rejoin society, and not giving them a second chance is the true crime in all of this. Society sees nothing but the worst in these kids, and dramatized television shows

such as *Scared Straight* have done nothing to change the narrative. Instead, it blurs the line between fact and fiction, pushing progress back to the starting point. Until the ostracization and initial antagonism are relieved, we can never effectively re-enter a child into a society that only sees the crime and not the person behind it.

We can also support programs and schools that truly help juveniles rather than hurt them. The current philosophy that a child's freedom and mental health are a financial burden to the government is detrimental to both the system and the child. Investing in programs that seek out the emotional and psychological struggles within each child instead of strictly the behavioral is vital. The main goal of any juvenile delinquency-based program is to get children to escape the criminal mentality for good. Programs that include family therapy, education, and creative outlets are imminent for the future of our children.

Either way, the "one size fits all" mentality that has been put into place for juvenile delinquents is the very definition of insanity (doing something over and over again and expecting things to change). Personalizing the journey, having adequate educational tools, and releasing societal judgment when transferring kids from the courtroom to the classroom all must be implemented so that adolescents like Madison don't turn to criminality as a result of feeling less like a person, and more like a statistic.



The outside of Davis School DAEP, the school DISD suspended youth are sent to. Buddy Dunworth, principal of Davis, assures that the suspended youth of DISD have the tools and teachers necessary to succeed in the future.

FINAL EXAM SCHEDULE

Monday, May 21 (REG): B2, B4

Wednesday, May 23 (ER): AB1, B3

Tuesday, May 22 (REG): A2, A4

Thursday, May 24 (ER): A3, AB5

REG: Regular Release

ER: Early Release

Native Americans and their Misinterpreted History

by Misbah Imtiaz
Guest Contributor



Source: Wikipedia, Public Domain

Native American chiefs in the mid 1860's.

History is our compass to making better choices through the comprehension of our mistakes from the past. However, history at times has been falsely constructed and fabricated. An ideal example of this continuous phenomenon is the misrepresentation of Native American history within the Western world. Although some people may believe that the distortion of Native American history is a miniscule problem, in reality, history, specifically Native American history, is the fulcrum in connecting individuals to their roots and is an instrumental part of making individuals aware of the problems with the United States policies.

From fifth grade, we are informed of how the United States “interacted” with the Native

Americans. However, these “interactions” were watered down by the idea of Manifest Destiny and didn’t include or tell the full history. For example, as a way to “control” native populations and mitigate conflicts, the United States implemented boarding schools, which provided “valuable” education to Native American children on reservations. However, history books don’t reveal the wicked implications of boarding schools. These boarding schools separated Native American children from their families and fractured their native cultural identity through the forced assimilation into Christian values by beating children who participated in their native cultural practices.

There is a deep contrast between the taught and recorded

histories, but why does this divide in information exist in the first place? History is described by those in “positions of power,” and for several hundreds of years, those perspectives have been dictated by capital and military violence. Therefore, to solve this deeply rooted problem in our society, we ought to change the method our learning to encompass both ends of the spectrum and eliminate the bias perspective. Solutions come in the form of wide scale changes in the curriculum towards Native American history to the independent learning by students. It is our duty as students and people to understand and respect the history and lifestyle that has been robbed.

We don’t live forever; however, the legacies we leave do. Thus, the only thing we leave behind is our mark which represent us through our traditions and practices. However, if that mark is erased or changed, then we are distorted, forgotten, and cease to exist. In the case of the Native Americans, that mark has been changed. Therefore, it is our responsibility to fix our mistake and restore that mark by remembering the injustices they once faced. We must remember the Native Americans and their history, reviving those whom we have forgotten.



Source: Wikipedia, Public Domain

Omaha children in boarding school cadet uniforms instead of their traditional garb in order to be americanized.

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NEWSPAPER POLICIES

As the student newspaper of John Guyer High School, *The Wire* provides a forum for student writing and opinion. The opinions (signed) and staff editorials (unsigned) contained herein do not necessarily reflect the opinions of the principal of John Guyer High School or the Board of Trustees of Denton ISD. Staff editorials represent the opinion of the paper. Letters to the editor and guest columns are welcomed, but are subject to mass editing for reasons of clarity, space, accuracy and good taste. *The Wire* reserves the right not to print letters received. Give letters, guest columns, and classified advertisements to Lauren Moore or Mr. Turner in room H166 or E-mail to: Lturner@dentonisd.org

“Some material courtesy of American Society of Newspaper Editors/KRT Campus High School Newspaper Service.”

Jive for Instrument Supplies FFF Hosts Swing Dance to Support Music Students in District

by Lauren Moore
Editor-in-Chief

Music, dancing, and a cause worth fighting for. On January 12, the organization Funding for Fine Arts, or FFF, came together and hosted “Swing Dance for Charity,” a fundraising event to help underprivileged students pay for their instrument fees. Each sole ticket was \$8, and pairs of tickets were \$15.

“The main purpose is to raise money so that we can give it to the middle schools who can’t afford supplies for things that are necessary [for band/orchestra] that the district won’t pay for,” FFF leader Jasmine Fahardy said.

The event took place in the orchestra room from 7:00 to 10:00. Over 30 parents, students, and even teachers came to the event, most showing up for a swing dancing lesson from 7 to 8.

“We hired the dance instructors for the first hour,”

Fahardy said. “They went around and instructed everyone how to dance, and how they do it on the Square.”

Many timely decorations were placed on the walls of the orchestra room, some of which were made by Student Council to support the cause. The “Grease” theme was well-received among the students as well, many dressing as if they were from the era of jiving and doing the jitterbug.

“The decorations turned out really well,” Student Council member and attendee Vishvani Patel said. “I loved how people were so into the theme and the dancing. I’m glad STUCO helped out.”

With only a week to set up the venue, make decorations, and hire dance instructors, FFF made their dream of helping others around



Photo By Lauren Moore

Students dance to 50’s swing music using the moves they learned in the dance lesson prior to the dance.

them a reality. In total, the Swing Dance raised over \$300 to go to reeds, solos, and other necessary items students need for musical success.

Orchestra director Jeremy Atkins was very proud that his students cre-

ated this event.

“[My students] had the initiative to spend their own time in an unselfish way to help others,” Atkins said. “I am very honored to teach students with such giving hearts.”

Silhouettes Celebrate Black History

by Lauren Moore
Editor-in-Chief



Photo By Lauren Moore

UMOJA members work together to hang a silhouette of African-American poet and activist Maya Angelou outside of the library.

African-American figures have shaped America into the society that is today; however, their efforts are often shadowed and not even recognized by today’s youth. In order to celebrate Black History Month, Student Council and UMOJA created and displayed many posters all around the school in order February 1st

to educate their peers about important black historical figures that aren’t normally celebrated.

“[Student Council and UMOJA] felt that doing announcements about black history wasn’t enough,” UMOJA president Ellie Agawu said. “So we decided that putting up silhouettes along with an informational card by them

would give people the chance to stop and look.”

Many stand-alone silhouettes were posted all around the school, each one pertaining to the historical figures’ accomplishments. The posters present UMOJA’s main colors (green, black, and red), and shows each key figure as a silhouette, with a nametag and facts written around them.

“We themed each hallway depending on the classes that were taught,” Student Council president Maida Rao said. “We put mathematicians in D-Hall, poets and authors in C-Hall, musicians in F-Hall, athletes by the gyms, and so on.”

Over 24 people were celebrated via the posters. The figures highlighted include Frederick Pollard, Maya Angelou, Mae Jemison, Benjamin Banneker, Elbert Frank Cox, and many others. Both clubs worked side by side throughout the entire process, all the way up until the end.

“The UMOJA members were really helpful,” STUCO member Iman Shah said. “Some even

came in during their lunch period to make sure everything was running smoothly.”

UMOJA, a new club created just last year, celebrates cultural diversity and equality. Their weekly Thursday meetings provide members a space where they can speak freely about race relations within the United States, and propose ideas that will give a resolution.

“UMOJA [is] an everybody club,” Agawu said. “It’s a club that welcomes anyone who would like to learn more about African-American history and culture.”

Both STUCO and UMOJA believe that this project allowed their peers to understand the significance of black history, and become informed about major forces in history they don’t learn about in school.

“If we’re not informed by history, it repeats itself, and it tends to repeat itself in the nastiest ways,” Agawu said. “It’s up to us now, the current generation, to do what we have to do to change the future.”

Renovations Build Tension

by Rylie Nabors
Staff Editor



Photo by Lauren Moore

Construction workers work on the canopy landscape that will be located in the courtyard.

As of last year, the school has been involved in a construction project during school hours and hours beyond the school day. The Balfour Beatty company, who has helped the district take on many construction projects, built a new student parking lot last year and is working to add a new wing to the campus along with many other features. So far, the school has changed its traffic pattern, parking spaces, and how students enter and exit the building.

“We need the room,” Assistant Principal Mr. Parker said.

The renovations include a freshman wing on the south end of campus, a wing for social

studies and science classrooms on the north end of campus, a new band hall, and a brand new secure entrance to the building to make the campus safer. There will also be a designated student gathering area.

“There’s lots more room for teaching and learning,” Parker said. “There’s collaboration spaces for students.”

According to Parker, the project began with parents in the community saying they wanted their students to attend this school. The school’s freshman class is projected to be extremely large next year.

“We try to be a good neighbor and a good community partner

with all our parents and all of our community,” he said.

Parker says the construction process begins with the district projecting how many students will be here. Then, the district has to get voters to pass a bond to fund it and board maintenance has to approve construction plans.

“It’s [been] years really,” he said. “There’s lots of planning before we actually go to the point of building.”

Senior Benjamin Runner says he hasn’t seen much change on campus and views it to be “pretty peaceful” and overcrowded. He is fine with the project, but says it won’t have much effect on freshman just starting high school.

“It will just make [the building] bigger,” he said.

Sophomore Raquel Moore says the building is crowded and many students have come in over time. She says there is a space problem because the hallways are always filled completely with students during passing periods. High school is a big thing to get used to, she says, and the freshman building will give freshmen a better opportunity to adapt to high school.

“I think it will make everyone happier and more comfort-

able,” Moore said.

The school has struggled with minor student problems such as student vandalism, but Parker believes it is not as much a problem in this school as other schools and can be resolved if everybody is involved.

“If you see something wrong, you have to tell somebody about it so we can address it,” he said.

Parker says it takes leadership and a faculty who cares about kids to run a school successfully.

“Everybody in the building has to be invested in student success,” he said.

The school expects to be finished with the project by August 2018 to open both wings for the start of the 2018-2019 school year. The project has mostly been struggle-free as they have only been delayed on a few occasions by rain and cold weather. After the project is over, the school is hoping to begin work on updating the fieldhouse and athletic fields.

“We’re going to have a building that is more user friendly for teachers and students,” Parker said. “We’ve taken real steps to make sure kids have opportunities to learn in different ways.

I AM SECOND Spreads Joy Around School

by Callie Tate
Staff Writer

I Am Second, sponsored by Mrs. Hinchey, is an “on campus student-led bible study” group. Since its beginning six years ago, the club has met every Friday morning to read from and study the bible as a group.

Grace Korak, one of the servant leaders of the club, says that their goal is to “improve [their] relationship with God.” The club is available for all students who want to join. Mrs. Hinchey said, “[I sponsored the club because] there needed to be a Christian based club on campus that anyone could join.”

“The main activity of the club is Friday morning meeting for bible study and group discussions, as well as mission work in the community, and local youth pastors often come as guest speakers,” Hinchey said.

Freshman Caroline Chraska, has been in the club since the be-

ginning of the year and said she loves meeting with the club.

“I wanted to have more time to meet with others and praise the Lord [and] to participate as a community is so much better,” she said.

“I wanted to have more time to meet with others and praise the Lord.”

Many members joined when Grace Korak told them that “anyone is welcome”. Caroline, as well as the members of I Am Second, praise the club as a “wel-



I AM SECOND members lead the other students in worship.

coming environment.”

The club has recently been working on a project called “Pops for Peru.” The purpose of the project is to raise money for a home for abused boys in Peru. The club has raised money for the boys’ home every year since their start 6 years ago.

To raise money, they sold ribbons, lollipops, and money from the Chick-Fil-A biscuit

and sandwich sales at the homecoming carnival also went to the project. According to Mrs. Hinchey, “the club has raised about \$500 dollars”.

Spanish teacher Mr. Salas will travel to Peru in the spring to deliver the club’s donation, which consists of 12,000 vitamins for the children and various medical supplies.

REALM Writes its Way into History Student creates district-wide literary magazine

■ Lexi Quilty
Assistant Editor

A magazine filled with pages of artwork and literature could have only be imagined eight months ago by Sophomore Lauren Moore. A student-led publication was unheard of, and seemed to be an impossible dream. Now, one full issue later, REALM is a reality.

REALM is the all-new district wide art and literary magazine. REALM is an acronym that stands for: Respecting Everyone's Art and Literature Magazine. REALM provides students an outlet where they can express their talents within the arts, including art, photography, poetry, narratives, performance art, and much more.

"REALM's mission is to appreciate and celebrate all of the art and literature that is being produced by Guyer students," Moore said.

The idea of REALM started over the summer when Moore realized that there was not a creative writing outlet for students at Guyer that she could potentially join as an extracurricular activity.

"There's nothing really about how students process teenage life, process adolescence, and process everything that they're dealing with," Moore said. "Using art and literature and performance art, that is an outlet in which people express themselves, and I wanted to create something that allowed students to do that publicly."

REALM is a club where students help other students express themselves and become more comfortable with their artistic expression. Magazines for sale can be found Tuesday and Thursday mornings in the library or in Ms. Price's room (C204) before and after school.

"We create a magazine once every semester and sent them out to the

public," Moore said. "We appreciate student art and we present it in a magazine."

Students submit their work through a Google Form that can be found on Ms. Price's website, the Guyer PTA page, or the library's page. Artwork and literary pieces are not the only content that can be submitted. Videos of students playing their instruments, acting, and singing may also be submitted.

"We have one section where we let people put in QR codes, allowing students to see a video of them doing whatever they like to do," Moore said.

REALM meets bi-weekly on Thursdays in their sponsor, Ms. Price's, room C204. Typical meeting consist of talking about fundraising opportunities, t-shirt ideas, future ideas, and past experiences that they can implement in the future.

"We have about 25 members, they help out in whatever way they can whenever they can," Moore said.

Member Iman Shah is happy to have a maga-

"I wanted to create something that allowed students to express themselves publicly."

zine that has everything from art to literature in it.

"It feels really cool to see all the art and literature come together," Shah said.

Another member,



REALM Editor-in-Chief Lauren Moore records members' comments on the submissions for the Spring issue.



Sophomore Maleeha Imtiaz reads a short story entitled "This Man" while members of REALM listen intently.

Emily Chase, loves to review all the artwork and literature. Chase feels that's interesting to see other peoples artwork-ing come to life.

"[I hope to see] spring submissions come out, and new artwork and literature from students around here," Chase said.

REALM is funded by various fundraisers, such as carnival sales, bake sales, and t-shirts. The members are excited to have received a \$600 grant from Denton to help out with their magazine.

"We are going to use that \$600 strictly for printing, so instead of personally binding the magazines we were

thinking about sending it to an actual publishing company," Moore said.

The Sping issue of REALM has been published, each professionally-binded copy being sold for \$5. It encompasses work from all over the district, including Harpool and Bettye Myres. REALM hopes to have more people gain interest in the organization, have more submissions, and see more students join REALM.

"We're appreciating more student activity in creative field," Moore said. "REALM is an amazing club, and I'm happy that it happened."

CEPAC Provides Place for Political Discussion

■ by Rylie Nabors
Staff Writer

Bella Plaza and Caleb Brock were walking around campus with an idea, seeking a sponsor. Then, they ran into Mr. Storck looking for directions.

“He became their ‘angel from Heaven’ offering to sponsor their club,” Plaza said.

CEPAC offers a safe place where people can discuss their opinions with others. The club has been in existence since spring 2017 and meets every other Tuesday in B225. It was founded by Juniors Kayla Haynes, Caleb Brock, Bella Plaza, Grace Goodwin, and Rachel Brandt.

“[The mission is] to inform students about the events happening in the world and help students develop their opinions and views,” Plaza said. “We give a space for all sides of the political spectrum to have their opinion heard.”

Club sponsor Mr. Storck teaches AP World History. He says he is interested in the debate over immigration in the American Congress since it is “the first time in a while since we’ve had a serious debate on the senate floor on a major issue.”

“I’ve been impressed by the depth of discussions students have had,” Mr. Storck said. “In meetings students frequently approach issues in a variety of unique perspectives.”

For meetings, club officers create a powerpoint bi-weekly with a few cur-

rent events explained for discussion. The club talks about one political and one world event. Plaza remembers the meeting discussing gun control after the Las Vegas shooting, where she says they had their highest attendance and a very diverse group. She says the discussion kept going even after the meeting ended.

“Caleb presents the facts, then the members discuss their opinions,” she said.

Junior Clanna Cooksey has been a part of the club since a few months after it started. She is interested in politics and likes knowing what is going on in the world. She enjoys most the discussions and helps research topics and find unbiased sources.

“I personally like topics people know a lot about and have opinions on,” Cooksey said.

Junior Julian Mendoza joined to become more aware of world events. He enjoys the “interesting” topics especially about Trump and has learned French politics and European dilemmas.

“It kept me updated and knowledgeable about current events,” he said.

The club is currently at war with Bike club.



Photo By Lexi Quilty

CEPAC President Caleb Brock speaks out for gun control in the United States at the Walkout rally.

“We are at war because of their president Andrew Winn and loyal member Ibi Eni,” Plaza said.

The club plans to host their own voter registration drive to get students to vote in the senate race, along with other community service projects. They also inform members of local marches that they can partake in.

“It promotes students to learn current events and develop their own opinions,” Plaza said. “And promotes community service and (students) partaking in the things they believe in.”

Stork says “an understanding of the world and what goes on in it is the first step towards enacting any changes you want to see in the world.” Many events taking place around the world from the “South African elections to the winter Olympics.”

“I would encourage students to come, even just for one meeting,” he said. “They might find they know more about current events than they think.”

Debate Team Affirms Program Growth

■ by Lexi Quilty
Assistant Editor



Debate members Caleb Brock and Alejandro Moran speak to their fellow debaters.

Mr. Willis, one of the debate team teachers, has high hopes for this year’s competitions.

Willis has been teaching debate for 17 years, the last two here.

“I did debate in high school

and college and just loved it,” Willis said. “I accidentally fell into it.”

Willis planned on going to law school until he got a phone call asking him to be a debate teacher at Cypress Falls in Houston, TX.

“They wanted someone who knew debate,” Willis said. “I don’t regret switching gears, it doesn’t feel that much like work.”

The team consists of several “exceptional students,” Willis says. Some of them being sophomores Misbah Imtiaz, Hasan Mubarak, Ciarra McClinton, and senior and President Sara Mansoorshahi.

Sara Mansoorshahi “stumbled upon debate” after watching a Youtube video of a competition. She has been part of the team since her sophomore year. She hopes to become “more aware of what’s going on in the world.”

The debate team meets on Wednesday in room H148 and on Thursday in H152. All grade levels can participate in the class and the practices. After school the team works on

their debate skills, practices preparing, writing, defending arguments, and sometimes work with skill coaches.

Competitions, such as the Texas Forensics Association Competition, take place on Fridays and Saturdays throughout the year. They help prepare and qualify students for UIL and State competitions. To qualify for Nationals, students must score well in the National Speech and Debate competitions.

The goal this year is to “grow to be competitive.” Each year the team has increased, helping their chances at competing in State and National competitions.

“Denton kids have the talent to compete with kids anywhere,” Willis says. “Guyer Debate is going to be as good as any other debate team in the state.”



Dreams in Black and White, Elizabeth Hubner



Cat, Mia Carr



Mountains, Jaden Tucker



Perched, Allie Steelman

Mother and Daughter, Matthew Hunter



Canyon, Abby Hunt

Varsity Boys' Basketball Looks Forward to the Future

by Lauren Moore
Editor-in-Chief



Photo By Cameron Been

The Varsity Boys' Basketball team huddles together in prayer before they begin playing Plano High School on January 16.

The Varsity Boys' Basketball team had a perfect district season (14-0), and have suffered only one loss in the entirety of their 2017-2018 season going into playoffs. Their record (38-2) has earned them a ranking of not only number one in the district, but also number one in the nation going into playoff season.

As they approached the end of their regular season and go off to playoffs, these Wildcats prepared for a district, and even state title. The basketball playoff season began February 20.

"Guyer Basketball went from not being ranked at all to being top 100, to top 50, to top 25, top 10, and now to be number 1 out of every other team in the country," junior and starting point guard De'Vion Harmon said. "That's pretty amazing.

The team, comprised of sophomores, juniors and seniors, practice every day during and after fifth block to be as prepared as

possible for games. They lift weights, condition daily, and practice their skills as a team, and are often doing personal drills on top of the extensive practices to stay in shape.

"We do scrimmage-like practices, so we can get more experience going into playoffs," Harmon said. "[We] never want to be satisfied. We want to go get it until we have it."

Personally, players have their own sort of "pregame" routines and rituals that put them in the zone to dominate on the court. Team captain and small forward Grayson Carter, for example, follows the same pregame routine as his basketball inspiration, Kevin Durant.

"It's the love of basketball that brings us all together."

"I do [the routine] with my coach 2-3 hours before the game," Carter said. "Then I go home, take a 25 minute nap, eat some cereal, and get ready to play."

When the Wildcats step foot onto the court on game day, all of the players come together and work as one concisive team in order to win so effectively.

"Everyone can put their egos aside and we can focus on the game that we love playing," sophomore and shooting guard Kaedric Cobbs said. "It's the love of basketball that brings us all together."

However, it is not only on the court where the team has grown together. Off the court, the team has become a true brotherhood, always spending their free time together.

"We've bonded together as friends," Carter said. "We all have the same mindset this year. Last year we were all 'me, me, me,' but now we all have the same goal. We

go game by game, day by day."

The popularity of the basketball team is evident within the crowds. Home basketball games are always packed to the brim and are always loud, the Blue Crew migrating over from the football field and over to the basketball court, cheering for their team.

"The gym is always packed with tons of students, parents, and even scouts," Blue Crew member Morgan Helgesen said. "The energy is really high, and seeing our team winning just makes it all more exciting."

Most athletes on the team plan to hang up their Wildcat jerseys and replace them with collegiate gear in the future. Carter, for example, after declining offers from many top-tier Division 1 schools such as UC Berkeley, UCLA, Texas A&M, and many more, is excited about his continuing his craft at Georgetown University on a full-ride

scholarship next year.

"[Being scouted] was a hectic experience," Carter said. "I prayed on it a lot. But at the end of the day, Georgetown had the best of both worlds; an academic and athletic aspect."

With all of the press and attention going towards the young high schoolers, there is some pressure brought upon the team of being at the top. However, the team pushes through and strives for excellence as they inch closer to a state title.

"I think all of us do a great job of keeping our eye on the prize, and that's the state championship," Cobbs said. "[Our goal] is not to be number one right now, it's to be number one at the end."

Though the Wildcats did not get a state title this year, the team remains hopeful for the future, determined to go "game by game" in the season to come.



Photo By Cameron Been

Junior De'Vion Harmon prepares to shoot a free throw after getting fouled by Marcus High School.

Girls’ Track Focused Solely on State

by Lauren Moore
Editor-in-Chief



Photo By Christy Earle

Senior and state qualifier Eni Akinniyi competing in the Triple Jump event.



Photo By Christy Earle

JV track girls sit on the sideline while watching their teammates compete.



Photo By Cameron Been

Sophomore Megan Freeze leading the 800 meter race ahead of her competitors.

Breaking new records and speeding past the competition, the Girls’ track team has had a successful season as a whole. Not only have they had victories as an entire team at various meets, but the program now has three state bound athletes: senior Eni Akinniyi, sophomore Christalee Kirby, and freshman Brynn Brown. These three will compete in the Mike M. Myers Stadium at UT Austin from Friday, May 11 to Saturday, May 12.

“I hope I make Guyer proud [at State],” Kirby said.

At the Regional meet, Kirby won first in shot-put, Brown won second in the 1600 meter run, and Akinniyi won third in triple jump, solidifying their slots in the state competition.

“It’s the Guyer way or no way,” Kirby said. “And gold is my favorite color.”

The track girls intend to support their teammates as they compete at State. Morgan Helgesen, sophomore and JV high jumper, plans to give the girls a proper send-off, and support them from Guyer.

“I’m so proud of them,” Helgesen said. “I’ll be cheering them on every step of the way.”

The road to State hasn’t been easy. Every day during fifth block and after school, the girls practice in their specific disciplines. From the weight room to the court, each athlete trains on the sole goal to get better.

“[I love] to work together [with my team],” JV 800 meter runner Jenna McKenzie said.

Through the practice and meets, the team still manages to have fun together. The athletes believe that they have become close and have bonded because of track, and are excited for continuing their careers next year.

“My goal is to PR (break my personal record) next year,” McKenzie said.

Next year, the team hopes to improve even more, and have even more state qualifiers in the years to come. Sophomore and Regional qualifier Jade Thompson, for example, hopes to qualify for State and break the school record in her events.

“I love running,” Thompson said. “I also like spending time with my coaches. It’s pretty cool and I have a lot of fun.”

Yearbooks
are available
for pick-up on
May 16!

Strange Summer Holidays

May 25 - National Brown Bag It Day

May 31 - National Macaroon Day

June 4 - Hug Your Cat Day

June 10 - Ball Point Pen Day

June 18 - International Picnic Day

June 21 - National Selfie Day

July 7 - Chocolate Day

July 13 - Embrace Your Geekness Day

July 30 - International Day of Friendship

August 4 - National Clown Day

August 11 - Presidential Joke Day

Have a great summer!

Source: <http://holidayinsights.com>

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WIRED ZODIAC BY STAFF

AQUARIUS: JANUARY 20-FEBRUARY 19

Listen to your heart. Hear the beating of the strongest muscle in your body pump blood and help you survive. After all, the heart is the literal center of your being.

PISCES: FEBRUARY 20-MARCH 20

Take a deep breath and stop focusing on the negatives. It's time to start looking at the positives. Like soft serve ice cream.

ARIES: MARCH 21-APRIL 20

Enjoy the little things! Like seeing a small dog or petting a soft cat. Or those tiny wood fairies that watch you when you sleep. Enjoy them. They're here to stay.

TAURUS: APRIL 21-MAY 21

It's time to put your phone down stop putting things off to the last minute. It's starting to take its toll on you. Also those things are starting to feel bad. They deserve the attention too, y'know.

GEMINI: MAY 22 - JUNE 22

This is the time to start making changes! Your life is starting to go down a new path. A dark path. A scary path, actually, with lots of snakes and rats. You should watch your step. Maybe take a flashlight too.

CANCER: JUNE 23-JULY 23

Stand out this new year. Don't stick to being an outsider. Break out of your shell and start meeting new people. You never know what will come out of it.

LEO: JULY 24- AUGUST 23

Love is in the air. And also in your eyes. And now your lungs. Are you okay? Maybe you should go see a doctor about that.

VIRGO: AUGUST 24-SEPTEMBER 23

You are too hard on yourself, young Virgo. This new year, focus on taking a step back and enjoying your sweet adolescence. Before you know it, you'll be 80 and have a head of gray hair (or no hair at all).

LIBRA: SEPTEMBER 24-OCTOBER 23

You should smile more. You have a beautiful smile. And great teeth. Maybe a little sharp for my taste, but that's your business.

SCORPIO: OCTOBER 24-NOVEMBER 22

Look out for the spiders. They seem like they're going through a lot and I feel like they need a friend. Give them a hug for me.

SAGITTARIUS: NOVEMBER 23-DECEMBER 22

A new guy will be entering your life soon. He's average height, with dark hair and dark clothes. He's very mysterious. And he sleeps a lot. He's asleep right now actually. Maybe we should wake him up? It looks like he has a world to save.

CAPRICORN: DECEMBER 23-JANUARY 19

Treat yourself. Eat that candy you've been saving for a special occasion. Go out with your friends. Buy that \$355 Kanye West X Adidas Yeezy Season 1 French Terry Sweatshirt you've been looking at. You deserve it.