



INFINITE PATHS

With so many options after graduation, making a choice in high school can often feel overwhelming for students

JW

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How senior Maya Parks is preparing for her future career as a pilot

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A look at some of the most popular conspiracy theories and their origins

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The school's move from 5A to 6A, and how that will affect sports going forward

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Editor in Chief Avery Gathright	Photo Editors Luke Wood Elizabeth Summa	Copy Editors Natalie Merley Baylen Monson	Reporters & Photographers Madelyn Welch Sydney McGlasson Anna Zwahlen Leah Dresvyannikov Maggie Wieland	Hailey Perrin Abby Riggs Ian Chern Kai Tolly Luci Guess
Online Editors in Chief Gabby Delplesh Emma Clement	Design Editors Chloe Miller Julia Shumaker	Social Media Editors Grace Brookshire Katelyn Krosky		

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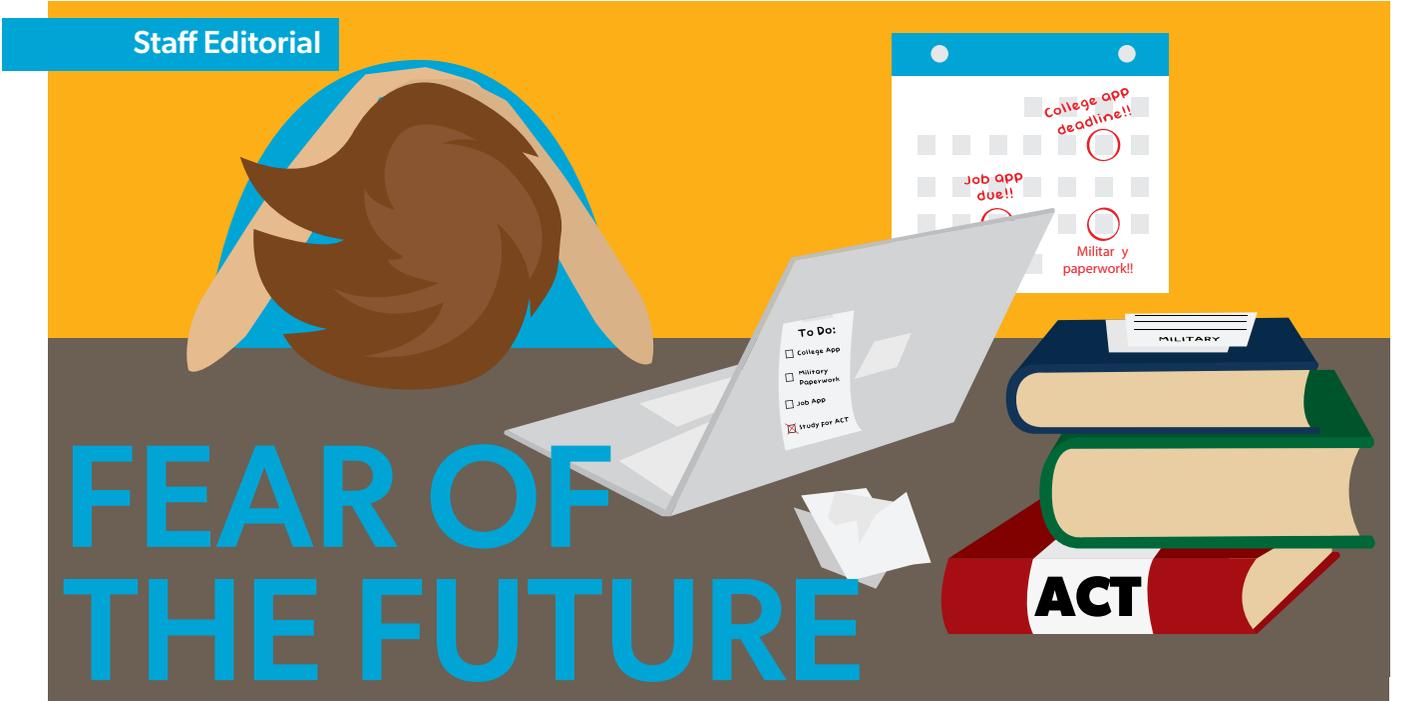
JagWire Office
5900 Monticello Road
Shawnee, KS 66226
Phone: (913) 422-4351
Fax: (913) 422-4039
Email: jagwirenewspaper@gmail.com
Adviser: Kathy Habiger khabiger@usd232.org
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Students face hardships as questions about their future careers continue to persist
by jagwire staff

As whenever talk of the future arises, the first question asked is typically about what college we will attend. The conversation then turns into what career path we plan to take and stay in for the rest of our lives.

These life-defining questions leave many students feeling stressed when they don't have everything figured out. The default is to get a degree at a four-year college because that's what is expected of most students, but this is not necessarily the best option for all students.

Additionally, asking students to pick a career they are interested in, then work backwards to find the education necessary to attain that job can make the future seem overwhelming. This perception that college is key is only further reinforced by all of the representatives from colleges students see in the cafeteria on an almost daily basis.

In a world where university is viewed as the correct path, students can feel isolated when their career doesn't meet expectations. This isolation can even deter students from pursuing other routes such as trade school, military or entering the workforce.

The shame felt by many students who don't intend to attend a four-

year college is a symptom of a larger stigma around post-graduation plans.

In order to minimize the influence of the stigma surrounding post-high school plans, students should work towards finding a career path based on what they love doing. To accomplish this, students should feel

“In a world where university is viewed as the correct path, students can feel isolated when their career doesn't meet expectations.”
Jagwire Staff

empowered to utilize high school programs like CTEC and EDTEC, clubs and activities and military representatives at lunch-time.

Using those experiences to explore career routes can help students find what they actually enjoy doing. High school should be seen as an op-

portunity to try out new things, not as a time to pick one thing and focus on it to get into a particular college or career.

Additionally, while acknowledging the good intent behind the school's attempts to guide students, some of the resources provided by the school can increase the stress and stigma around future plans, especially when conflated with societal norms.

To improve, the school can help students learn more about available career options by bringing in people who have entered the workforce or gone through trade school to talk to students about the variety of options.

The school could also utilize closed seminar time on Thursdays for future preparation in other ways than IPS and Xello. Though these resources can be helpful, many students do not see them in this way and this time could be better focused by educating students on non-university options with speakers or information.

Until we, students and schools alike, are able to look at trade schools, workforce certifications and the military as viable post-high school options in addition to four-year college, the stigma around future plans will continue.



LATE START IS HERE TO STAY

With late start starting November 30 this leaves students with more time in the morning

by **lucienna guess** **by gabby delpleash**
writer/photographer online editor in chief

The USD 232 Board of Education approved a schedule proposing weekly morning staff collaborative team time and a subsequent 30-minute late start at their regularly scheduled meeting Monday, Oct. 3. The policy will take effect Wednesday, Nov. 30 and will not delay student arrival time and bus transportation.

The USD 232 Board of Education approved a 30-minute late start schedule allowing for weekly morning staff departmental meetings. This new schedule will not affect bus transportation and subsequent student arrival times.

Students who arrive at a regular time on late start days will be supervised by staff excluded from the collaborative team time schedule in the commons. Breakfast will continue to be served.

The schedule was proposed by a combined group of De Soto and Mill Valley staff and administration. The staff cited meta-analysis from 50,000 education-based studies demonstrating how collaborative team time among teachers allows for better support to individual students' academic achievements.

The schedule will implement the

Professional Learning Community, PLC, model allotting required time before school for teachers in the same subject area and discipline to learn and work together to improve student academic growth.

Principal Dr. Gail Holder, who worked in tandem with DHS principal Sam Ruff, played an integral role in creating and endorsing the learning model in hopes that it will elevate the school's success rate and the teaching profession over the next year.

"I believe very strongly that every student deserves the opportunity, not the right, the opportunity, to grow one grade level each and every year," Holder said. "And, without professionals coming together we can't discuss how we are going to work with [students]."



Social Studies teacher Angie DalBello helps junior Jasmine Cruz-Ramirez with her assignment Tuesday, Oct. 18. **Photo by Elizabeth Summa**

Prior to the new collaborative time, no department had a common plan, making it difficult to find time to collaborate. The new schedule will allow social studies teacher Angie DalBello to work with other teachers in her department to develop innovative ideas for improving the school experience for her students.

"When you're at a school that's already pretty successful, it takes a lot to nudge it in the direction and take that next step," DalBello said. "Hopefully, [with the addition of late start days], we'll start to see those changes."

THE NEW SCHEDULE The new late start schedule will be implemented beginning Nov. 30 and will be effective every Wednesday

- 1ST BLOCK: 8:20 - 9:40
- 2ND BLOCK: 9:45 - 11:05
- 3RD BLOCK: 11:10 - 11:35
- 4TH BLOCK: 11:40 - 11:35
- 5TH BLOCK: 1:35 - 2:55

- FIRST LUNCH: 11:41 - 12:08
- SECOND LUNCH: 12:08 - 12:35
- THIRD LUNCH: 12:35 - 1:02
- FOURTH LUNCH: 1:02 - 1:30

Daily collaborative team time will be from 7:30 a.m. to 8:15 a.m. with block classes beginning at 8:20 a.m. and ending at the normal dismissal time. Each block will be shortened by five minutes.

This new schedule will allow more time for students like junior Nathan Anderson to start their morning, get more sleep and stay more attentive in class.

"I think I'll really like [this new schedule] because I don't think I get enough sleep at night on school nights," Anderson said. "Waking up even 40 minutes later will probably make a huge difference for me."

For students like freshmen bus riders Cat Rivas and Ian Weatherman, collaborative team time will give them an extra 30-minute study hall in place of more time to sleep in. For Rivas, this is a downside.

"That's one of the reasons why I'm not really for it because of the buses," Rivas said. "It'll just be a little challenging getting to school when it's early in the morning [and] when school starts later."

For Weatherman, arriving at school during the regular time on



Principal Dr. Gail Holder holds a meeting on Friday, Oct. 21. In the meeting she talked about placement of students and the new late start days. **Photo by Elizabeth Summa**

Wednesdays will give him more time to focus on school work.

"Especially if I forgot to do an assignment the night before maybe or if I was just tired the night before, if I stayed up doing something, it's going to be nice to know, 'Oh, I have that [extra-time to finish it].'" Weatherman said.

Anticipating how the implementation of collaborative team time

will affect students and staff, Holder chooses to keep an open mind.

"Ultimately, I hope that we see a good deal of student achievement and our scores being raised and our kids doing better," Holder said. "I hope that we see a good deal of student achievement and our scores being raised and our kids doing better."

STUDENT RESPONSES Students explain how they choose to spend the extra time that they have in the morning prior to the start of the school day



"I get the rest I need and make sure I eat breakfast and just be ready [for school]."

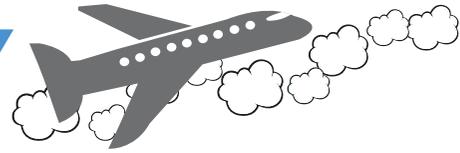
Junior Andre Arnold



"If I don't have EDTEC, I usually go out to breakfast with a friend or my mom."

Junior Lily Jensen

FLYING AWAY



Senior Maya Parks is already preparing for her future career as a commercial pilot

by baylen monson
assistant editor

High in the sky, accompanied by a family friend, senior Maya Parks was the pilot of a small, home built RV-7 plane for roughly ten minutes. In April of this year, Parks took what is referred to as a “discovery flight”, one of the first steps she is taking to become a pilot.

She has researched the education, certifications, and skills necessary to fly, and has laid out the path for her future. Parks can still recall the first time she realized she wanted to be a pilot.

“When I was in eighth grade, I took a trip to Hawaii,” Parks said. “On the way back there was a really pretty sunset. I just imagined what it would be like in the cockpit.”

In the past year, Parks and her mother, Shaunda Cohen, started discussing career interests, and Parks mentioned becoming a pilot. They began to learn more about piloting through research and figured out what steps Parks would have to take. In addition to this research, Cohen has helped Parks find scholarships and plan her college route.

Parks is not currently taking flying lessons, but will attend ground school at Johnson County Community College during the spring of 2023, where she’ll learn the basics of flying.

In the fall, she will major in professional piloting at the University of Central Missouri to earn her private pilot license. During her time in Missouri, she will earn more licenses, working up to a commercial multi-engine license.

Parks shared that her main goal is to become a pilot for a major airline like Delta or American.

“I want to work for a major airline and be able to fly internationally,” Parks said. “That’s always been a huge goal of mine, and [to] be able to go to a new country.”

Although the end goal will be rewarding, the education to become a pilot may be difficult with a price tag



Senior Maya Parks, who is studying to become a commercial pilot, stands next to a plane that she has been learning to fly. She has been practicing for a little over a year. **Photo by Maddy Welch**

of \$75,000.

“The price is going to be a huge factor, I’ve been saving up a lot to help out,” Parks said, “I also think the math and physics is going to suck, and having to know calculus.”

According to Cohen, Parks will have to navigate being a female in a male-dominated industry. Cohen has supported Parks through the process, even though it can be nerve-wracking.

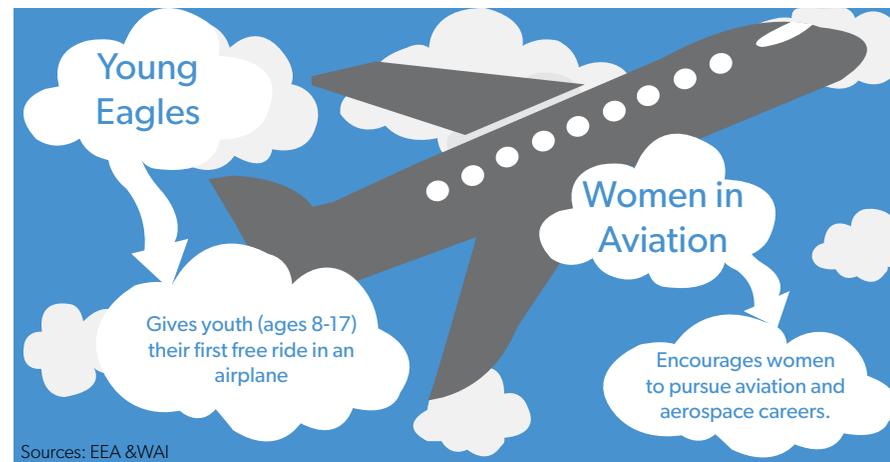
“I have to admit the idea of Maya flying makes me nervous,” Cohen

said. “If Maya is living her best life by traveling the world and doing what she loves, then I have to support that”

Despite the potential challenges, Parks is looking forward to seeing new places.

“It’s just something I’ve randomly fallen in love with. I just love flying,” Parks said. “It’s a whole new experience being up in the air and being able to go to different places, whether it’s another state or another country.”

THE CLUBS The aviation clubs Parks participates in to help prepare her for her future career as a pilot



STUDENT PHOTOGRAPHER

Freshman Eden Christian pursues her passion for photography by working as a freelance photographer and showing off her creative talents

by avery gathright
editor in chief



Kneeling down for a better angle, freshman Eden Christian takes pictures of her sister on Tuesday, Nov. 1. **Photo by Luke Wood**

Ever since receiving a camera for Christmas in 6th grade, freshman Eden Christian has had a love for capturing the world around her. With a particular interest in portrait photography, Christian enjoys being able to showcase the lives of her peers.

Christian had a photo published in Elementia magazine in May when she participated in a contest for the prompt “Exploring the Unknown.” Christian used herself for the subject of her photo, titled “Are we out of the woods yet,” and explains her editing process for the pictures.

“I did a video, and it was kind of hard, I set up the camera and all the settings and I didn’t have any kind of autofocus,” Christian said. “So I just turned on the camera, went and did the poses and then I edited it.”

While Christian enjoys submitting photos for contests, her work

can primarily be seen on her Instagram page, @edenphotography65. There, Christian posts portrait photos that she has taken of her various friends and clients.

Freshman Mariana Loya, a friend of Christian’s since elementary school, commissioned Christian to take her portrait near the beginning of the school year. For around \$20, Christian produced portraits that Loya was satisfied with.

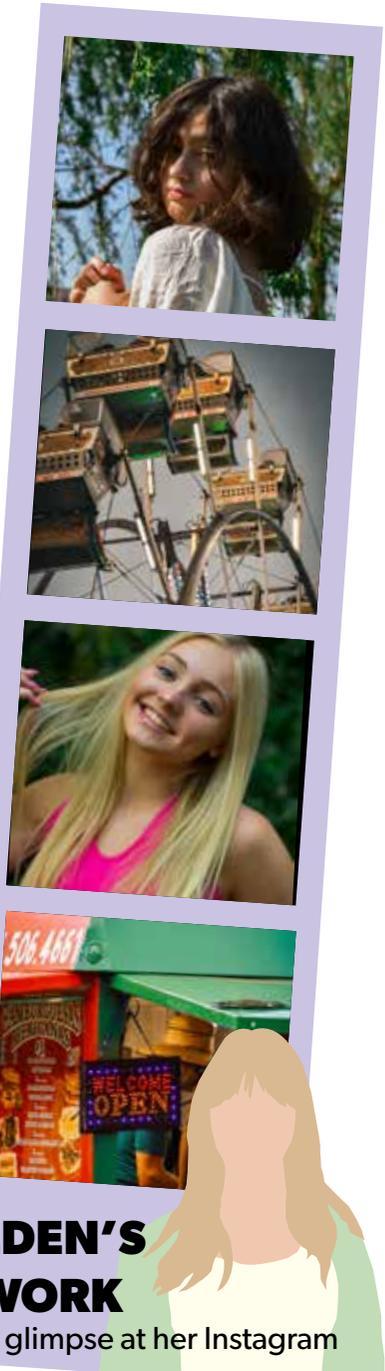
“I was really happy with [my photos]. I felt confident,” Loya said. “I would recommend having Eden [take your photos], her work is really cheap, and it’s really good.”

Christian enjoys photography as it lets her explore her creativity in different ways each time she picks up her camera.

“It’s a different hobby I think,” Christian said. “I never get bored of it, because I don’t do it every single day. I just do it once in a while, which I like because I don’t get bored of it. It’s always fun and it’s usually different every time I do it.”

According to Christian, portrait photography is one of her favorite types of photography not only because it is familiar to her, but because it lets her showcase different people.

“[Portraits are] what I started out doing,” Christian said. “I like capturing people’s beauty.”



WHERE TO FOLLOW?

@edenphotography65

EDEN'S WORK
A glimpse at her Instagram

FOREVER FRIENDS

Seniors Laney Reishus and Acacia Weis are long-time friends through soccer

by Leah Dresvyannikov
writer/photographer

Ever since they were first introduced into the world of soccer, seniors Laney Reishus and Acacia Weis took advantage of one of the most important opportunities that soccer provided for them: the opportunity to form a life-long friendship.

They always had a passion for soccer, but it was not until their parents signed them up for a soccer team when they were 12 years old that they became friends. After playing on this team for a while, both girls moved on to playing for the Olympic Development Program, a national scouting system that locates talented youth, where their relationship grew through their many wins and successes.

“We met on a trip to Memphis and have grown up traveling together since,” Reishus said via text. “We would always drive or fly together and would often room together on out of town trips.”

Reishus and Weis have made many memories having fun and playing together. Although the girls have practically grown up together, it was when Weis moved from Salina



Seniors Laney Reishus and Acacia Weis pose in their matching K-State soccer commits t-shirts on the soccer field, Friday, Oct. 14. Weis and Reishus have formed a friendship through playing competitive soccer that started at age 12. **Photo by Gabby Delpleash**

to Kansas City in August 2021 to be closer to soccer practices that their friendship truly blossomed.

“[Weis] moved here so that she wouldn’t have to drive so far every-day and she could play on one of the best teams in the country,” Re-

ishus said. “She lived with me for three months and then [her parents] bought a house [in the district] and [she] started going to Mill Valley.”

Even though their friendship is reliant on soccer, Reishus and Weis have gradually begun to map out

where they want their time playing soccer to take them in terms of their future.

Both girls have played for a soccer club called Sporting Blue Valley for roughly the last three years. They play for this club in the fall and the school soccer team during the spring. Both enjoy the competitiveness of soccer and the team environment of both their club and school teams.

“We strive to have a competitive but positive attitude and an attitude to always want to win,” Reishus said via text.

“We encourage each other to have fun and work as a team”
Laney Reishus

Noticing their ability to lead and motivate the team, the girls’ high school soccer coach Jason Pendleton comments on the impact they have had on their teammates.

“Their focused approach to training and competing helped set the tone for our group,” Pendleton said via email. “They give our squad more confidence because of their own belief in themselves which is contagious.”

Watching how Reishus and Weis interact, Pendleton emphasizes how their friendship has strengthened

through soccer.

“Sometimes they give each other looks that tell me they are on the same page about something, specifically relating to soccer, that nobody else on the team really has,” Pendleton said. “The best part of their friendship is how they are connected but not dependent on each other.”

Reishus and Weis’ connection through soccer motivates them to show up to practices and give it their all. Neither girl plans to play soccer professionally, a fact that allows the girls to maintain a positive mindset toward soccer.

“You are probably at your best when performing in any sport when you are having fun and [the sport] is not too much pressure,” Weis said. “Just have a positive mentality really, because I do struggle with that.”

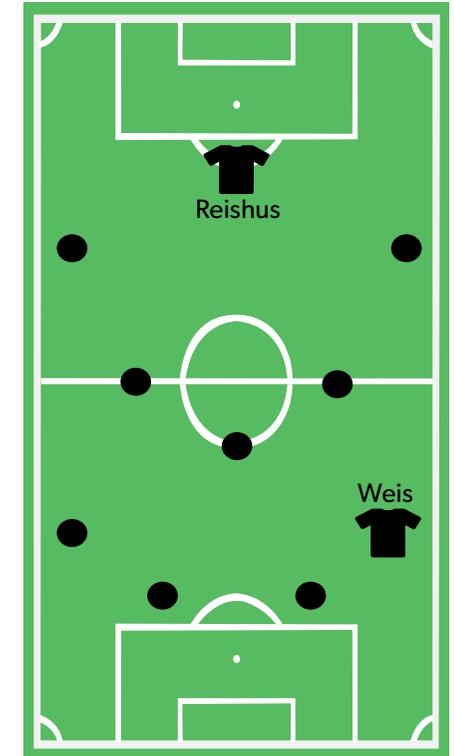
Planning on playing soccer at K-State next year, Reishus and Weis both know that the competitive level will be higher than it is playing for Mill Valley. However, they know that their positive mindset toward soccer should not change, something that Pendleton emphasizes is important for athletes, especially for those looking to continue playing their sport in the future.

“For those that are going to play in college we know that the playing level will be higher, however the mindset of doing everything the right way should not be different,” Pendleton said.

Both girls want to achieve high standards in soccer, however, both mentioned pursuing a possible career in the Psychology department. Whether or not they decide to play

ON THE FIELD

Where on Reishus and Weis stand on the soccer field



after college, they have their eyes fixed on their current game plans.

“[I want to] have a fun time with the team, get some minutes, and win some games,” Reishus said. “Soccer is a huge part of our lives that we really enjoy, and we are so thankful for it, but you always have to remember that it is just a game and your why [for playing].”

THEIR ACCOMPLISHMENTS

Reishus’ and Weis’ awards and accomplishments they have won in soccer

LANEY REISHUS

- Named Sunflower League Midfielder of the Year in 2022
- Member of 2022 All-Sunflower First Team
- Member of 2022 5A All-State First Team
- Sporting Blue Valley club team is third in the nation

ACACIA WEIS

- Named a member of 2022 All-Sunflower First Team
- Member of 2022 5A All-State First Team
- Club team, SBV, is third in the nation
- Multiple tournament wins



At center field, senior Laney Reishus prepares to kick in the goal scoring the only point in girls soccer’s victory against Olathe North Thursday, May 12. **Photo by Casey Cunningham**



With possession of the ball, senior Acacia Weis dribbles down midfield Thursday, May 12. **Photo by Casey Cunningham**

POPULAR CONSPIRACIES

A few of the most widely believed conspiracy theories



ALL ABOUT BIGFOOT

Various accounts of Bigfoot, Sasquatch and the Yeti have been recorded throughout American history, though the legends are much older. The proliferation of many of these myths is a result of the superstitious climate of post colonial America. As Americans headed westward into new land, taking with them the fear and superstition that characterized society of the time, many 'sightings' of these large, furry creatures were hyperbolized.

Sources: History.com, Oregon Encyclopedia

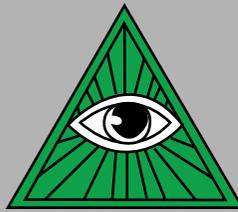
ORIGIN OF THE FLAT EARTH



Misunderstandings of scientific discovery and distrust for authority are the two main contributors to the flat Earth theory. Religious interpretations and movement in the 1800s to return to biblical literalism, where parts of the bible supported the theory. This movement originally occurred in evangelical Christian churches, but recently there has been a rise in the belief in Islamic cultures.

Sources: Smithsonian, Scientific American

DOES THE ILLUMINATI EXIST?



Despite its designation as a modern-day cult conspiracy, the term illuminati, plural for the Latin word illuminatus (meaning "revealed" or "enlightened") has been in use since the 15th century, used as a designation for unusually enlightened individuals. The "light" which these select individuals experienced was believed to come directly from the divine. The first leader of these select individuals was María de Santo Domingo, who was designated as a mystic who could converse directly with Jesus Christ.

Source: Britannica

WHY DO WE BELIEVE IN CONSPIRACY THEORIES

The background on why it is so easy to believe conspiracies

Throughout history people have believed conspiracy theories and myths during crisis situations such as during natural disasters, rapid societal change, violence and wars.

Feelings of powerlessness resulting from this lead people to

find answers wherever they can. These answers often result in sometimes outrageous conclusions, which often take root and evolve over time. From old wives' tales to government plots, humans seek to understand their surroundings



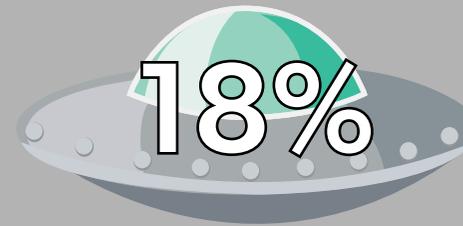
CONTROVERSIAL CONSPIRACIES

About the conspiracy theories that have impacted peoples beliefs

STUDENT BELIEFS

The amount of students that believe in each conspiracy theory

ALIENS ARE REAL



Non-believers



WE LIVE IN A SIMULATION



PARANORMAL ACTIVITY



Survey of 203 students

IS THE THEORY TRUE?

Conspiracy theories that have been debunked and found true

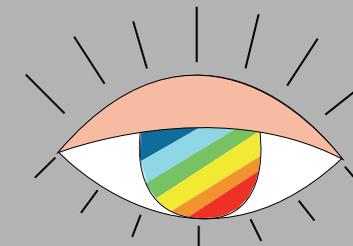


WEATHER CONTROL

The CIA did, in fact, create rain clouds via cloud seeding in 1972 in the Vietnam War to wash out roads and hinder enemy troops.

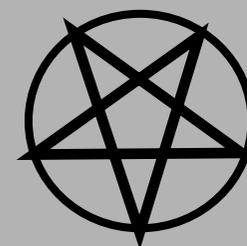
MIND CONTROL

During the Cold War, the US government looked into LSD as a form of mind control for interrogation and it worked.



SATANIC CULTS IN THE U.S.

Satanic panic arose in the 1980s but, according to the FBI, true Satanic cult practices have never existed in the United States.





Students' plans for after graduating high school and the pressures influencing their plans

by avery gathright
editor in chief
by emma clement
online editor in chief
by anna zwahlen
writer/photographer

As college application season arrives for seniors, many are forced to confront what's coming for life after high school. While for some students college is a no-brainer, others may find themselves questioning the benefits of attending a 4-year university and considering other options like entering trade school, the workforce, or the military. When making that decision, many students face self-imposed pressure to know what comes next. These are only exacerbated by the financial, academic and familial pressures that come with choosing a path. Dealing with these issues first-hand, students share their stories about navigating their futures.

COLLEGE BOUND

Many students at Mill Valley plan on attending a four-year college, and though this is the norm, external pressure can be persuasive in determining a student's post-high school decisions.

For college-bound junior Sarah Anderson, the pressure isn't just to decide on a college major, but also to decide on the career she wants to pursue.

"I feel like there's a lot of pressure to decide on a career choice very early," Anderson said.

While Anderson has not chosen the exact pathway she would like to pursue in college, she has narrowed down her options to dental medicine or engineering through various career and college quizzes.

"Quizzes kind of help me see all of the jobs within the field that I want to go to or within a field of interest," Anderson said.

Every student at Mill Valley is familiar with the concept of a career quiz, especially with weekly Xello and IPS lessons. However, many students are not aware of the uses that these programs might have to their planning.

School counselor Chris Wallace encourages students to look at the larger picture of their results on Xello quizzes and other programs. Wallace finds that these ideas can help students narrow down their interests.

"There's themes that can be picked up on the results, and that can sometimes guide students down a certain path or direction to pursue," Wallace said.

The search for inspiration is not limited to online quizzes and IPS lessons, but can also be found in family members, real-world experiences and simply trying things. Senior Amit Kaushal, who wants to attend the University of Dallas to major in software engineering, gains his inspiration from his father, who owns his own business.

"My dad is an immigrant so he did ev-



JUNIOR SARAH ANDERSON

SENIOR AMIT KAUSHAL

erything from the ground up and that inspires me a lot to one day be able to do things like him because if he can move to a whole other country and do that, I know I can do it too," Kaushal said.

Similarly, junior Caroline Alley was inspired by family and hopes to attend the Air Force Academy. Alley was motivated to go to the academy instead of a typical university in order to more efficiently pursue her goal of being a fighter pilot.

For Alley, the school's attempts to bring in military representatives was helpful, but most of her decision was made through individual research.

"When military recruiters would come in I would speak to them, so that did help while I was at Mill Valley, but most of the information I got was self found," Alley said.

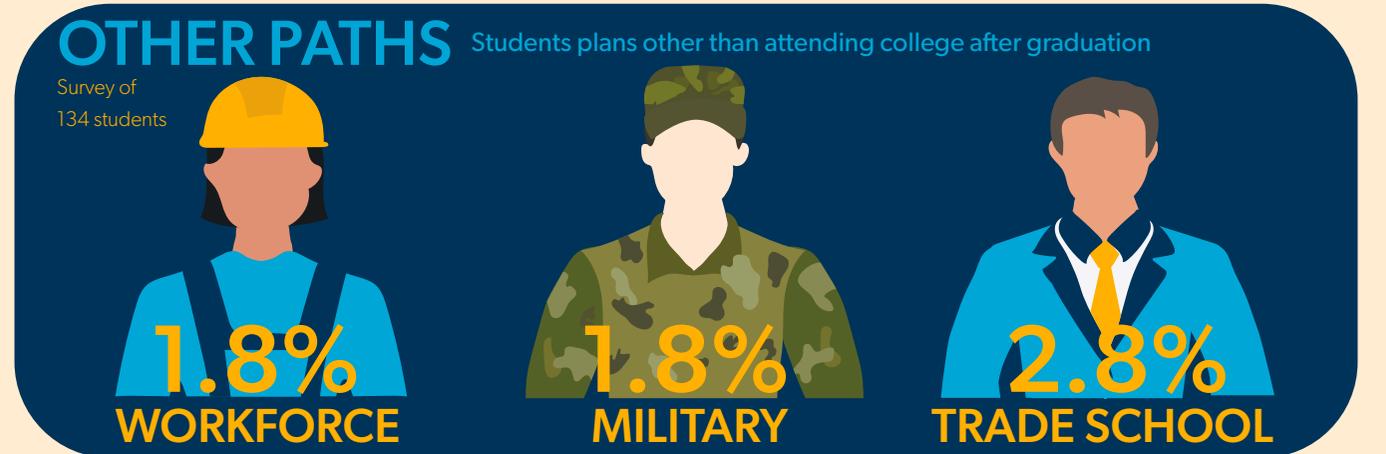
While Kaushal is well-decided on his path after high school, that was not always the case. Initially in his career search, Kaushal planned to pursue medicine, but experience working with geriatric patients at JCCC persuaded him otherwise.

"I first thought I was gonna go into the medical field," Kaushal said. "I tried it out and it wasn't for me. I'm glad I recognized that now instead of actually going into pre-

med in college because I saved a lot of money and I saved that time."

Both Anderson and Kaushal found that the best way to figure out their plans was simply to try things. Kaushal advises that by trying and experiencing different options, students can find the things that interest them and be confident in their planning decisions.

"I think more people should go out and experience things because if you go into a field where you don't like the job, it's going to be really hard for you so it's better for you to do it early on and see if you don't like it," Kaushal said.



ALTERNATE PATHS

Although they are surrounded by college-bound peers, there are many students at Mill Valley who plan to pursue their interests in other fields such as military, trade school or entering the workforce.

Alley, who has found her path to the military through family, has always wanted to join the armed forces.

“I always knew that I wanted to be in the military. All of my family has been in the military in some aspect,” Alley said. “My dad [is] a medic in the Army. I just never knew exactly what I wanted to do in the military.”

Also considering an alternate path, senior Jack Melvin is looking at trade school, though he is ultimately undecided on his plans. Similar to Alley, Melvin’s family has supported his interests in trade school.

“I feel like my parents are pretty open with the idea of me going to trade school or college,” Melvin said. “They’re pretty open with my ideas after high school.”

For junior Jack Shaffer, baking has been a passion which he has already begun to pursue where he currently works at Strang Hall. In

addition to working, Shaffer hones his craft in his free-time to prepare himself for the job market so he can be able to do what he loves. Shaffer plans to continue working in baking after high school, and even potentially open his own restaurant.

“I like the creative options [baking] gives me and I’m actually really

“I think high school really prepares students for college but not real life, and real life and college are not the same”
Jack Shaffer

passionate about it,” Shaffer said. “I do a lot of research. I do a lot of home baking. [It] just kind of grows. Doing something that I’m passionate about personally, I think that’s one of the meanings of life, really.”

According to Shaffer, having al-

ready chosen and begun working toward a career makes the required IPS and Xello unimportant.

“[Xello has] not really [helped with my goals],” Shaffer said. “I think Xello is more for people who are trying to learn what they want to do, not people who know what they want to do. I don’t think it’s a bad idea to do Xello, but I don’t think it should be mandatory for a lot of students.”

Additionally, Shaffer finds the efforts the school puts in toward preparing students for college to be at a higher priority than preparing them for alternate paths.

“I think high school really prepares students for college but not real life, and real life and college are not the same thing,” Shaffer said.

This real-life preparation is critical for students like Alley with her Air Force career. In order to enlist in the program she is looking at, she must keep in mind enlistment restrictions and requirements including academic prerequisites in high school and a congressional letter of recommendation.

“Having made that decision now helps me do the things that I have to get done before I can get to that level,” Alley said.

FACING THE UNKNOWN

Even with all of the options for future plans, many students are still unsure what they want to do after high school which can create a new array of stressors.

Though Melvin is considering trade school, he is still unsure of what he wants to do after high school because of his many interests. Additionally, Melvin feels social pressure to have chosen a future path already.

“A lot of the people and friends around me already know what they’re doing,” Melvin said. “A lot of people have plans early on [and] they want to be a teacher or a nurse. I just never really had one solid interest.”

Though Anderson has found a path now, she agreed that it seems as if everyone knows their plans early-on, even going back as early as middle school.

“In seventh grade I felt like everyone around me kind of knew what they wanted to do and I didn’t, so that was very stressful,” Anderson said.

Despite the uncertainty Melvin feels, he reassures fellow students that though it can be helpful, college is not the only option. He has also found that many of the current ca-



SENIOR JACK MELVIN

reer planning activities and events the school offers have helped him to narrow his plans down.

“I feel like the school does talk quite a bit about what our future career paths could be; We do Xello and we talk with our counselors,” Melvin said. “So I feel like they do try and help us plan for it.”

Wallace echoes this thought, tell-

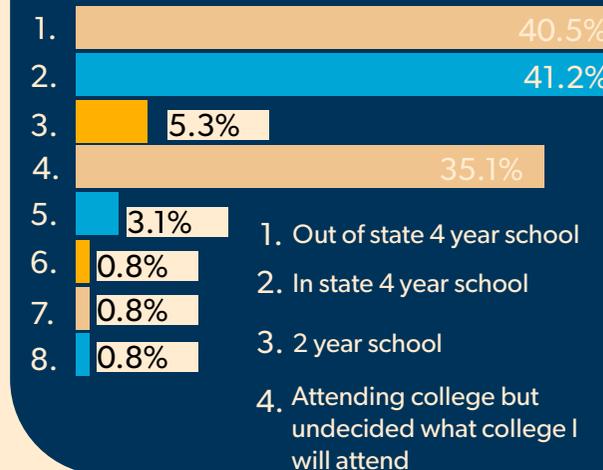
ing students that there are still ways to find the right path for them. Even if it may seem too late, there are always options available, Wallace reassures.

“There’s still all sorts of resources and opportunities available to students who start their college journey later on after high school rather than right away,” Wallace said.

POST HIGH SCHOOL PLANS

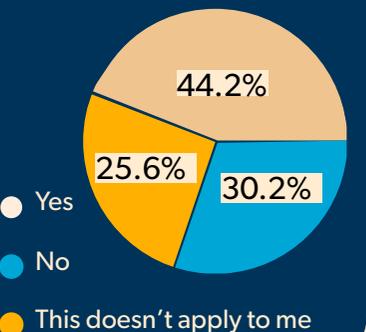
Students respond to a survey over their plans and the pressures they face

WHICH OF THESE CATEGORIES BEST FITS YOUR COLLEGE PLANS?



85.3%
Of students feel pressure regarding their future plans

IF YOU HAVE AN OLDER SIBLING, DO YOU FEEL PRESSURE TO LIVE UP TO THEM?



Survey of 134 students



JUNIOR CAROLINE ALLEY

JUNIOR JACK SHAFFER

PULLED IN TOO MANY DIRECTIONS

Students should explore their future options in school



by luke wood
photo editor

It's like a routine at every birthday party, holiday and family get-together; the infamous question is asked, "what do you want to be when you grow up?" My go-to answers have been "I'm not sure yet," and "I still haven't decided." As the youngest child in a family with successful older siblings, these answers can be almost embarrassing.

The indirect pressure from the success of my siblings adds to the direct pressure from my parents. Every time I get a piece of mail from a college or a recruiting email that shows up in my mom's inbox, the pressure builds. It feels like my life revolves around planning and looking into the future. At times it seems as though there is no living in the present.

Entering my junior year in high school, I feel behind on both where I want to go to college and what I would like to study. To me, planning

my future feels like weighing out an extensive pros and cons chart. When deciding on a college, what is far enough away from a big city that I won't have to deal with traffic, but still close enough to a Target when I want to go? Is there a college that has an active social environment so

"To me, planning my future feels like weighing out an extensive pro and cons chart"
Luke Wood

that I could relax when I want to, but it's not so active that I can't focus on school?

The same pros and cons situation can be applied to my field of study. What can I do that makes enough money while still being fun to do? What jobs will still be around by the

time I can retire? Do I want to go into a two-year program or a four-year program?

Fortunately, this year I have made a lot of discoveries about what I would like to do. I have been taking classes at CTEC and trying new things in the newspaper room such as stepping up to the role of photo editor. As the photo editor, it gives me a new perspective on journalism and has taught me how to be a leader. At CTEC, I am enrolled in the Emerging Tech and Intro to Welding classes. Inside the classroom, I have learned a lot about what styles and fields of jobs I can go into. Outside of the classroom, we go on field trips to local businesses that have jobs related to programs that we learn about.

While the road to college comes closer every day, I begin to feel more prepared. I continue to give myself experience and knowledge to narrow down my paths. Knowing that I am getting closer to making a decision makes answering the "what do you want to be when you grow up?" question a little easier to handle.

BRIDGING THE GAP

Hailey Perrin shares her opinion on the topic of being feminine and a feminist



by hailey perrin
writer/photographer

The clash of femininity and feminism has been something that I have experienced first hand. I have noticed the struggles that arise when you are a feminine-looking feminist. It seems as though you are frequently looked down upon by other feminists who appear more androgynous or masculine.

"I feel that women need to go back to a girls support girls mentality"
Hailey Perrin

common among my friends I worry about what may happen. I experience this because of people who have made assumptions based on my style or light-hearted personality. This has occurred often enough to impact me socially.

When there is going to be a discussion in my history class, especially if it involves women's rights I will second guess my outfit choice. Going for baggy pants and a basic t-shirt rather than the crop top or skirt I planned on wearing.

Despite my efforts I am often too nervous to join a political conversation, especially if it involves feminism. This has disconnected me from the political views of my own generation. This feeling is not only associated with men but other women as well, if not more so.

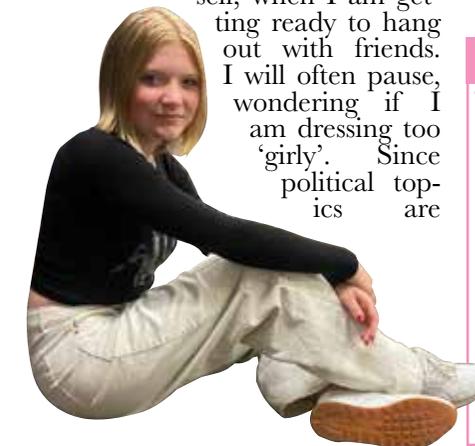
A woman named Briar Clark who published *Femininity vs Feminism: Why should I have to choose*, expresses a lot of the same points I am, explaining how there is an ideal invading feminism. Clark puts it as, "...the idea that women who choose to present themselves as feminine are in some way derailing the ideals of the movement."

I am aware that this idea does not apply to everyone. However, from observation and experience, I do believe there are multiple individuals who subconsciously make this inference. I especially see this in people my age. There is often un-

derlying judgement. I consider myself a feminist, and believe that all women should have the opportunity to join any career she chooses if she meets the criteria. I am very open about this opinion. However, despite how much I may be a feminist, I will always question if people see me as a 'good feminist'.

I feel that women need to go back to a girls support girls mentality. A woman should never feel isolated from other women simply because she wore a pink dress one day. We need to stray away from the idea that your intelligence is based on your clothing style. So, I challenge readers to ask themselves, are you truly living a supportive feminist lifestyle or have you fallen into the rabbit hole of judgment?

LessWrong.com writer Nathan Barnard wrote an article called *Feminism and Femininity*. He briefly explored four different views surrounding feminism with the example of "should feminists wear lipstick?". One view he discussed is a side I often see: the double standard that you cannot be a feminine feminist. For example, a feminist shouldn't wear lipstick. I have experienced this myself, when I am getting ready to hang out with friends. I will often pause, wondering if I am dressing too 'girly'. Since political topics are



DID YOU KNOW?

As of 19 September 2022, there are 28 countries where 30 women serve as Heads of State and/or Government. At the current rate, gender equality in the highest positions of power will not be reached for another 130 years

UNWomen.org

Better representation will ensure women's voices are heard and their issues fairly recognized, as studies show that women legislators are more likely than men to address women's interests.

representwomen.org

INFLUENTIAL WOMEN

Two women in politics who are giving young girls and women voices



KAMALA HARRIS

"What I want young girls and women to know is: you are powerful and your voice matters."



ALEXANDRA OCASIO CORTEZ

"Ultimately feminism is about women choosing the destiny that they want for themselves."

JOIN THE CLUB

The Mill Valley Booster Club supports every student organization and team

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*In order to be eligible for scholarships, you must join by December 20, 2022

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- Activities & club coverage
- Fall sports coverage
- Multimedia stories
- Features on students & staff
- MVTV broadcasts
- Digital newspaper issues

DENIM STYLES '22

Students discuss their current choices in jean fashion

by baylen monson
assistant editor

by madelyn welch
writer/photographer



OLIVIA PAGE



BRIANNA GUERRERO



KARSON CHALUPNIK

In recent months, many students have been sporting brightly colored jeans. This trend strays away from the typical blue denim and creates opportunity for expression through color.

Senior Olivia Page is one of many who follows this trend, explaining that she enjoys the atypical colors.

"I think people like [these] jeans because they're fun and different and you don't see them around as often. I follow this trend because I like colorful things," Page said. "What's best to wear with these jeans is something more neutral because these jeans already speak[volume]."

High-waisted jeans are a clothing trend that has spanned many years. Initially, high-waisted skinny jeans were popular, but around the time of the COVID-19 pandemic, a baggier style took their place.

Junior Brianna Guerrero often wears these jeans because of their versatility.

"They're a basic clothing piece and you can match them with everything. I just like the way they fit," Guerrero said. "I can wear them with tank tops, shirts, long sleeves, hoodies, it really doesn't matter."

A style that has been popular through the decades is bootcut jeans. They can be worn as a fashion choice or simply due to their practicality. Lately, students have been wearing bootcut jeans for both reasons.

Senior Karson Chalupnik chooses to wear these jeans because they serve a purpose in his everyday life, and he often wears them with HeyDude shoes or boots.

"I usually wear these jeans because I have work after school. I can really do anything and destroy them," Chalupnik said. "[People wear them] because usually they're meant for boots."

COST OF THE STYLE

What the cheapest and most expensive pair of jeans are

Colored	High-Wasted	Boot Cut
Cheapest: Target \$14	Cheapest: Macy's \$35	Cheapest: Walmart \$23
Most Expensive: Nordstrom \$80	Most Expensive: Levis \$188	Most Expensive: BootBarn \$169



MOST STREAMED SONGS

Swift has had 30 "Billboard Top 10" hits throughout her career, including the five songs below Source: Screen Rant

I Don't Wanna Live Forever	1.271 Billion
Blank Space	878 Million
Shake It Off	813 Million
Look What You Made Me Do	747 Million
ME!	660 Million

3 FUN FACTS

Interesting things you may or may not know about Swift Source: Insider

She grew up on a Christmas tree farm



She's named after singer-songwriter James Taylor

She wrote every song by herself on her third album, "Speak Now"



TAYLOR SWIFT'S BIG REPUTATION

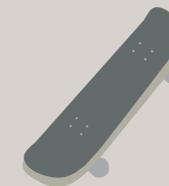
A look into the career and life of one of the biggest names in the music industry

FOLKLORE LOVE TRIANGLE

Folklore, Swift's 8th album, has a unique aspect to it. Three of the songs, as listed below, tell a story of a love triangle between three characters: Betty, James, and August Source: Entertainment Weekly

"Betty"

"Betty" provides the most direct information about the affair. The song itself appears to be James' account of how the affair between him and Augustine started, and his attempt to win Betty back by showing up to her party unannounced and apologizing.



"Cardigan"

"Cardigan" seems to be Betty's account of the situation, as she reminisces on the lost love many years later. In the song, she compares how she felt to an old cardigan, stuffed under someones bed. She mentions how she knew James would come back to her.



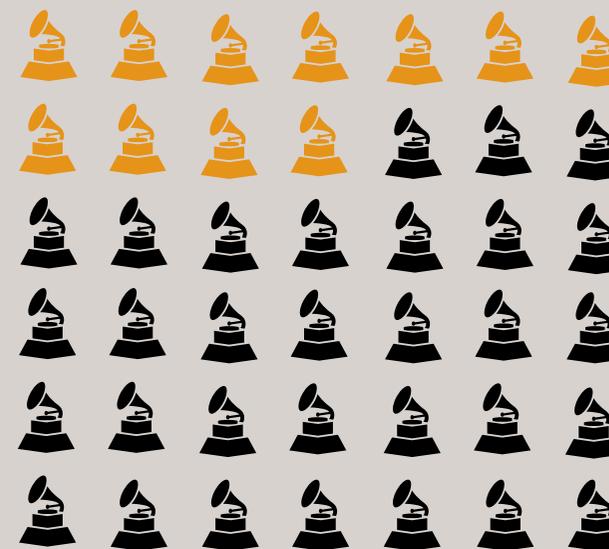
"August"

"August" is told from the perspective of the "other woman" The character, who Swift fans believe is named Augustine, describes the summer fling between her and James. Just like in "Betty," the song reminisces on the prior relationship emphasizing that Augustine was hurt in losing James and that he was never hers to lose.



GRAMMY NOMINATIONS

Swift has had a grand total of 42 Grammy nominations and 11 wins Source: Grammy



TOP ALBUM SALES

Swift has sold over 70,000,000 albums prior to 2022 Source: Best Selling Albums



1989:
14,300,000



Fearless:
11,900,000



Red:
8,800,000

STUDENT OPINION

Red

Students said this was their favorite Taylor Swift album
*Out of 83 responses

Love Story

Students said this was their favorite Taylor Swift song
*Out of 134 responses



6A SPORTS SWAP

Sports have made the switch to 6A due to school size

by abby riggs
writer/photographer

For only the second time in school history, Mill Valley has been moved up into the 2022 6A classifications. To be considered 6A, a school must be in the top 36 largest schools in the state of Kansas, which Mill Valley hasn't been since 2018.

At 1,340 students, Mill Valley is the smallest school in 6A. It beat out Hutchinson for the last spot in 6A with only 34 more students enrolled. It will now compete against schools almost double its size, like the largest 6A school, Wichita Southeast, which



Senior Jack Gilmore runs to the ball to kick it before his opponent does. If soccer makes it to state, the team will be going up against 6A teams. **Photo by Sydney McGlasson**

has 2,430 enrolled students.

The change in classification leads to many sports being put in a unique predicament as they now have to compete in the postseason against a different set of schools than they have in years past. While this may make competing at state more difficult, it doesn't make it impossible. While previously competing at 6A in 2018, the girls cross country team and girls golf team both brought home State Championship titles.

Sophomore Meghan McAfee is a returning member of the varsity girls cross country team. Last year, the team won the 5A state championship. This year, however, they are competing against even tougher

teams in 6A.

"[Moving up to 6A] makes competing at state way harder. If we were still in 5A, we would most likely win, but in 6A, Olathe West is a very dominant team this year so we might not win," McAfee said.

This sentiment is shared by boys soccer coach Jason Pendleton who believes moving up to 6A will make the road to State more difficult for his team.

"There is more depth of good teams in 6A," Pendleton said. "It will be more difficult to advance in 6A, but the top few teams in 5A are as good as the top few in 6A."

McAfee believes that becoming 6A will affect how the cross country



Driver in hand, junior Kathryn Yockey takes a practice swing before teeing off. Golf competed at the 6A competition, Tuesday, Oct. 18. **Photo by Molly Morgan**

5A AND 6A STATE CHAMPIONSHIPS

A consecutive list of state titles that have been gained throughout numerous 5A and 6A qualified sports.



SCHOOL SIZES

Between the small gap of 5A and 6A school sizes, it can be difficult to determine which school fits into which category; this list showcases each high school and their category, as well as school size. Surrounding area schools are highlighted

5A

- Hutchinson HS 1306
- Emporia HS 1279
- Topeka West HS 1239
- Kansas City-Turner HS 1199
- Bishop Carroll HS 1150
- Salina-South HS 1096
- Blue Valley Southwest HS1053
- Newton HS 1021
- De Soto HS 1002
- Highland Park HS 990
- Spring Hill HS 981
- Hays HS 938
- Salina-Central HS 920
- Kapaun Mt. Carmel HS 907
- St. Thomas Aquinas HS 883
- Basehor-Linwood HS 857
- Arkansas City HS 810
- Piper HS 780

- Maize HS 1292
- Leavenworth HS 1247
- Topeka-Seaman HS 1221
- Shawnee Heights HS 1163
- Washington HS 1134
- Maize South HS 1080
- Valley Center HS 1024
- Goddard-Eisenhower HS 1020
- Pittsburg HS 999
- Andover HS 986
- Goddard HS 939
- Great Bend HS 924
- St. James Academy 919
- Lansing HS 888
- Sumner Academy 875
- Andover Central HS 816
- FL Schlagle HS 801
- Bonner Springs HS 735

6A

- Wichita-Southeast HS 2430
- Wichita-North HS 2185
- Garden City HS 2174
- Olathe North HS 2072
- Olathe Northwest HS 1941
- Washburn Rural HS 1861
- Wyandotte HS 1785
- Gardner Edgerton HS 1781
- Wichita-South HS 1749
- Olathe West HS 1650
- SM Northwest HS 1613
- Lawrence HS 1596
- Blue Valley West HS 1582
- SM North HS 1527
- Blue Valley Northwest HS 1486
- Blue Valley HS 1471
- Wichita-Heights HS 1463
- Kansas City-JC Harmon HS 1342

- Wichita-East HS 2400
- Derby HS 2182
- Dodge City HS 2084
- Manhattan HS 1948
- Olathe East HS 1889
- Olathe South HS 1839
- Lawrence-Free State HS 1782
- Wichita-Haysville Campus HS 1771
- SM East HS 1678
- Junction City HS 1640
- SM West HS 1612
- Topeka HS 1586
- SM South HS 1557
- Blue Valley North HS 1497
- Wichita-Northwest HS 1477
- Wichita-West HS 1469
- Liberal HS 1358
- Mill Valley HS 1340



Taking the finish line, sophomore Carter Cline runs in the 6A regional meet coming in 14th place Saturday, Oct. 22. **Photo By Maggie Wieland**



Serving the ball, junior Kaitlyn Burke throws the ball in mid air, winning against Olathe East and heading to state. The team played in sub-state in the 6A level Saturday, Oct. 22. **Photo by Elizabeth Summa**

team prepares for State.

"[Moving to 6A] changes how we are preparing mentally because if we were going into 5A state we would have had the pressure of being expected to win, whereas in 6A, we're not expected to win, we're just working to be on the podium," McAfee said.

While many sports feel the change in classifications has put them at a disadvantage, junior Kaitlyn Burke explained how the volleyball team faced easier competition at 6A sub-state than they did last year in 5A.

"I think that in both 5A and 6A state is going to be tough," Burke said. "We're ranked third in 6A, so that gives us an advantage because we probably wouldn't have been ranked as high in 5A. Last year when we were 5A, we got put into a pool with St. James [at substate] which made getting to state really hard because they are typically one of the

top teams."

All sports are being affected by this change in classifications, with the exception of football and girls tennis. Girls tennis classifications are determined based on the previous years' enrollment, so the team will move up to 6A next year. However, football classifications are determined based on different requirements than any other sport. Not every school has a football team, so, only the 32 largest schools in the state are considered 6A when competing in the football postseason.

While switching to 6A has its downsides for many sports, one thing that most teams can agree upon is that escaping competing against the private schools that dominate 5A across many different sports is a silver lining. Athletic director Brent Bechard notes how this is one positive aspect of moving up to 6A.

"It is no secret that the private schools are very dominant across 5A," Bechard said.

The girls golf team experienced a lot of added difficulty competing at state at the 6A level. Last year, while competing in the 5A division, the team placed third overall at the state tournament. This year, however, only two athletes were able to qualify as individuals and the team as a whole did not qualify for the tournament.

Golf coach Chris Wallace explained how the change in classifications negatively affected the team.

"If we had stayed 5A, we would have qualified for state as a team and probably would have placed or come close to placing," Wallace said. "If you would have taken their scores and put them in 5A, [both individual players] would have medaled. They played their best all season at state, which is what you'd like to see."

Starting on his first plant, senior Jackson Stutheit shovels dirt into a glitter decorated pot with the helping hand of senior Macee Moore Wednesday, Oct. 26. **Photo by Leah Dresvyannikov**



PLANTS WITH A PURPOSE



Jaguar Gardens support special education students through the process of making and selling potted plants and other items



Painting a big pot with a sponge and pink paint, sophomore Reese Hartwich helps decorate the pots Tuesday, Oct. 18. **Photo by Sydney McGlasson**



With a shovel in his hand and potting on his mind, senior Gus Gosch shovels soil into an already decorated plastic pot Wednesday, Oct. 26. **Photo by Leah Dresvyannikov**



Adjusting the amount of soil, junior Gus Gosch removes dirt from a pot with the help of his peers Wednesday, Oct. 26. **Photo by Leah Dresvyannikov**



Filling up a potted plant, senior Macee Moore assists senior Jackson Stutheit with planting Wednesday, Oct. 26. **Photo by Leah Dresvyannikov**