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HHS Journalism, Room A-13

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Newsletter
Vol. 1, Issue 19
May 19, 2026

“What The Hay Is Going On?”: Past & Upcoming Events, Activities, Tests etc.

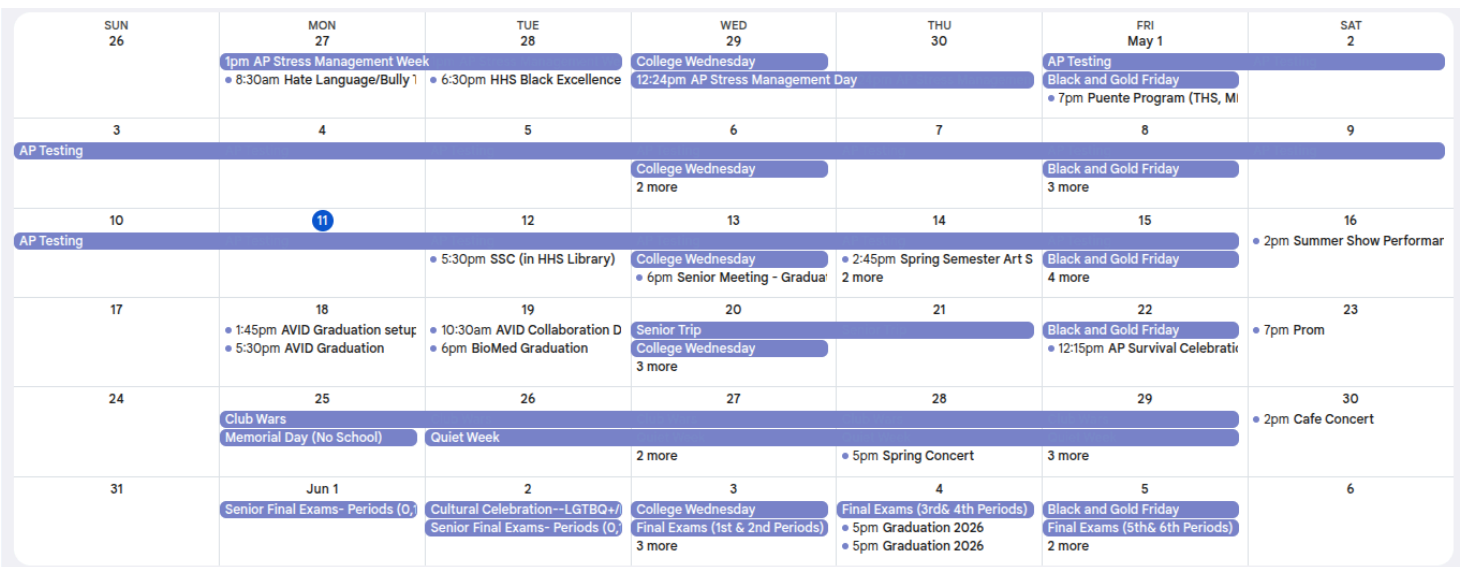
THE END IS NIGH YOU MUST PREPARE

By Joshua Cook

With the end of the school year approaching, it’s about time to wrap up the year in a nice little bow. What better way is there to do this than constant events and activities? For ~340 students, the seniors, this is their last year ever! Because of this, some vigorous testing is coming up and it’s important to know when they are so that studying can be applied with proper equity. Below is all of the information in chronological order about every event major enough to be outlined:

May 11: AP Calculus A/B Testing
May 12: Pre-Calculus Testing at 8AM
Psychology Testing at 12PM
May 13: English Language Testing at 8AM
Spanish Literature Testing at 12PM
Senior meeting at 6PM
May 14: Spanish Language and Culture Testing at 8AM
Comp Science Testing at 12PM
May 14 and 15: Mandatory Senior Trip parent meeting,
Summer show performance 6-8PM
Spring art show 5-8PM
“The Shorts” Theater plays at 6PM
May 15: Senior Athlete Send-off lunch rally
Color Run 3:40-5:40 on campus
May 16: North Coast Section track all-day
Summer show performance 2-4PM
“The Shorts” Theater plays at 2PM
May 18: AVID Graduation in the gym at 5:30PM
late/make-up AP testing
May 19: Bio Med Graduation in the gym at 6:00PM,
AVID collaboration
May 20: Pacific Islander Recognition Night at Mt. Eden’s Performing Arts Center at 6:00PM
May 20 and 21: Senior Trip
May 22: AP Survival Celebration
May 23: Prom
May 25: No School Monday (Memorial Day)
May 27: Senior Awards in the gym at 5:00PM
May 28: Spring Concert at the Performing Arts Center, 5PM
May 29: Hay Day
May 29 and 30: Cafe Concert at 2PM
June 1 and 2: Senior finals
June 2: Senior Sunset in the field at 4:45PM
June 3: Senior Clearance Day
June 4: Graduation at East Bay, 5PM
June 5: Diploma pick-up day, last day of school
June 3, 4 and 5: Finals
Not even 20 days until graduation, can you believe it? Make sure to ready yourself for these events, I wish you good luck in graduating and, if you’re a senior, everything else following high school life!

Traditional HHS Calendar for the last six weeks of school, outlining every major event that will happen in this time period



Student Voices: Upcoming Senior Trips

By Idtruin Rosas Perez

For this year's senior trip the destination will be Disneyland. I interviewed a couple of seniors who will be going on the trip. My first interview was with Sidona, in which I asked her what she was the most excited for. Sidona responded saying "I'm excited to go on all the rides with my friends”. The next question I asked her is if this was her first time visiting, and she responded saying “No I’ve been when I was a kid a long time ago”. The next question I asked her was “What will you miss while you’re gone?”. She replied saying "I'll miss my room”. Next I asked, “What's one thing you’ll do there?”. She replied saying “I'm gonna take a lot of pictures with my friends”. I then asked how this trip will impact her and she replied “This trip… it will be so much fun because I get to spend a lot of time with my friends”. The last question I asked was " how will you prepare for the trip?”. She replied saying "I'll probably have to pack all my things and then I'll probably, like, get my hair and nails done too”.

My next interviewee is Dani where I asked him what he was most excited for on the trip and he replied saying “Hanging out with people that I don't usually hangout with”. Next I asked him about who he was going with and he replied saying “ My friend Valerie”. The next question I asked him was how long he’ll be at Disneyland. He replied saying “the whole day”. The next question was about what he planned to do out there, and he replied saying he’s simply going to “Just explore”. The next question I asked was about what he was most nervous about. He said “Not getting back in time for the prom because prom is like right after”. The next question I asked him is how he will prepare for the trip and he replied saying “Get a good sleep”. The next question I asked him was about what he’ll miss while he’s gone. He replied saying “My cat”. The last question I asked was about how he thinks the trip will impact him and he replied saying “I think it’ll make me happy because I'll get to make memories with my friends”.



The main attraction of the Disneyland parks, the Sleeping Beauty Castle



Lakeside photo of one of Disneyland’s main attractions

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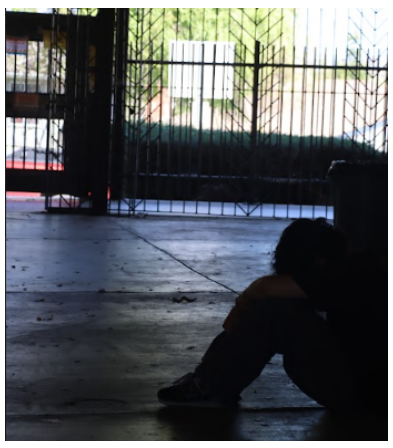
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OPINION: We Need to Start Being Nicer to One Another

Do we deserve the slack that we get? Do others deserve the slack we give them?

By Joshua Cook

Child feeling the effects of bullying





Unity between students

I feel like bullying and just being a mean person in general has become a little too normalized in today's society. This isn't a lone sentiment either, Mr. Hernandez of C07 says "It's weird because I don't see the same bullying like I used to. Before, it was more direct and now it's a lot more indirect so it looks and feels different. I wanna say yeah, [BULLYING] looks different because it has been more normalized.. We used to say 'stop it, that isn't cool'.. Bullying used to be interrupted or shut down, people used to speak up against it", and the thing is that there's really no way to prevent it. You'll find hell freezing over before you find anybody within a position of power except for *maybe* (and this is a big maybe) family and friends actually caring about your issues in regards to this subject and it's pretty sad to see. I mean, at least be the 90's jock kind of bully where you shove people into lockers and try to start fights with people below you and then maybe you'll get your teeth handed to you on a silver platter but people have seemed to abandon that. Why? I'd assume it's because they're weak cowards who know that they'd never win such an interaction.

Now, I will say this; I've never been bullied before, and because of this I'm not even as passionate about this as I probably should be. But one thing I'm pretty good at is speaking out when I notice something is wrong and bullying is absolutely wrong and should classify as harassment in any and all cases. According to numerous studies, bullying has countless effects on the mind, especially students' mentals. Key aspects of these effects include but are not limited to several different kinds of emotional distress such as anxiety, depression, panic attacks and insecurities, and in more severe cases changes in behavior such as withdrawal when faced with social situations, the destruction of self-confidence, changes in eating and sleeping habits, avoidance of environments which may lead to bullying, substance abuse and in the worst of scenarios PTSD and suicide. All of these factors are amplified by ten times if somebody is already facing a mental condition that negatively impacts social and basic fundamental skills such as autism, which in itself already makes them a more-likely target of bullying

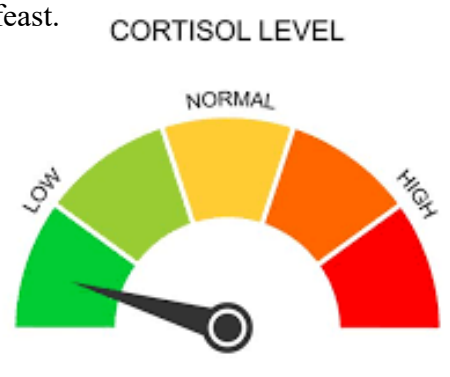
There is no excuse for bullying, as made obvious by the effects mentioned prior but it is worth noting that there are explanations. Bullies themselves are often victims of bullying themselves but from alternative sources, such as a toxic living situation at home or outside of school. Sometimes it's because of the insecurities bullies have themselves, which can make them seek power through the form of abusing those who they consider below them. It can also simply be for power and a lack of empathy, since bullies are often more popular than the average person and aren't completely aware of the effects it has on the victims. Of course as I mentioned prior these aren't excuses but are explanations for their behaviors and work should be done to prevent the cycle of abuse and bullying overall even outside of school and especially in households with children.

Now that we have reasons for why you shouldn't bully, and why people usually bully, I feel we should go over why you should be nice, the effects of people being nice to you, why people usually are nice and what you can do to work towards being nicer. First, the effects of people being kind to you, which are plentiful. Being kind is "subjective" in a couple of ways, one teacher who chose to stay anonymous describes their definition of kindness as "putting other people's needs above your own and also being polite, having good manners and being considerate" while a student with the initials of AR chose to describe it as "Being nice to somebody even when they don't deserve it" but based off of what the general definition of kindness is, being "The quality of being friendly, generous, and considerate", the positives can range from improving mental health in ways that effectively negate the effects of bullying such as the reduction of anxiety and depression, the improvement of self-esteem, optimism towards another day, and happiness overall. It can actually, in fact, help physical health as well, lowering blood pressure and therefore improving heart health and, above all, reducing cortisol levels and therefore stress. As a direct product of all of the above effects, it increases social interaction, helps conquer challenges by making them seem less daunting and boosts a sense of community.

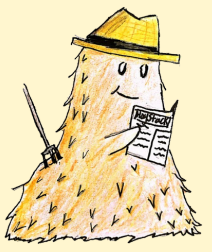
Similar effects are seen in being kind yourself. It shares effects in helping heart health, reducing depression and anxiety, improving self-esteem and optimism and of course lowers cortisol and stress as a result of this. There are other interesting effects as well, though, such as a longer lifespan. Studies have shown those who are kinder to others especially under the age of 55 actually have a significantly lower chance of an early mortality in comparison to those who are bitter, and can even (believe it or not) reduce the workload placed on your immune system while fighting bacteria, helping gene expression and helping your immune system fight off bacteria faster and easier as gene expression helps your internal workings adapt to newer scenarios easier, such as the invasion of bacteria.

Now, in my opinion, most people are kind for the wrong reasons. While there are many who are kind for genuine reasons such as empathy, moral values, upbringing or habit there are a lot of others who are kind for the avoidance of conflict, the build-up of reputation and/or social image, reciprocity, social connections or emotional rewards (feeling better about themselves afterwards). If you are going to be kind, never see it as a means for improving power or reputation socially, or even for any reasons in relation to personal gain in general. Instead, do it solely because it makes somebody else better, with the personal benefits laying in the back of your mind being seen as an extra little reward that doesn't really mean much, even if it does.

Lastly, as I've said before, the definition of kindness is subjective and may be hard to pinpoint nowadays. Because of this, and the fact that I'm not sure what resources people may have that could help them to be kind, I feel the need to list off ways you can be kind to others free of charge and with little labor, being giving away seats to the pregnant, physically/mentally disabled, old, homeless, et cetera, helping carry your neighbor's groceries inside, giving your full, undivided attention to those who are speaking to you, holding doors open for people (not if they're too far away though since you're creating an unneeded sense of urgency by doing this), volunteering in homeless shelters, picking up trash and other pollutants, respecting others' boundaries, and asking them their boundaries upon opening a conversation with them for the first time, letting somebody else go before you, writing somebody a letter or sticky note to congratulate them and using good table manners at a public feast.



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OPINION: Do We REALLY Need Summaries in Essays?

They've been a key part of professional essays for a long time. Are they even necessary?

By Joshua Cook

Essays aren't exactly the easiest thing to produce. This is kind of a big part of it, their entire role is to be a giant wall of text (maybe with some breaks in it) about a certain subject that serves to get your point across very thoroughly about this subject. Summaries can be argued to be the most significant part of essays. Summaries have a rough definition of an overview of topics, key points and key supporting details discussed previously in the essay, all condensed into one paragraph usually shorter than a body paragraph designed to be objective, accurate to what has been discussed and one last defense on what makes your points correct or important to hear. They've been a part of essays for as long as essays have existed, an essay can't even be classified as an essay by most sources without a summary but one thing I've always wondered is why they're even a necessity in the first place.

It might be a ridiculous idea to suggest at first, that summaries aren't needed in essays, but it's rooted in at least a little logic. First of all, I feel like questioning what the need for conclusions was in the first place. After a bit of research, the general consensus around why they're needed is so comprehension is built better around materials that the essay is about while also demonstrating your progress in this understanding and improving the conciseness of an essay. And to this I say; what is the point of the above body paragraphs? What is the purpose of the already-conducted research surrounding the essay's topic? Would, fundamentally, an essay not be more concise without the conclusion? By asking students to create a summary while making the meaning behind their constructions for increasing conciseness and improving subject understanding you are undermining what they've already done in their hard work making the essay come to life, or just come to be in the first place.

Summaries in essays also, inherently, have a root in laziness. If you've already read an essay, there is no need for a summary. What, were you not following along? Is your memory bad enough to the point that I need to spoonfeed all of the information you already read about? If you skipped to the end of the essay looking for answers or a stance, why not read the entire thing? Do you not have, at most, 10 MINUTES to look at MY work that I put HOURS into? It's disrespectful, to say the very least, to suggest any of the above reasons, convenience for a reader and reinforcing memorization, are valid reasons summaries should exist. Train your brain to memorize stuff better. The human brain can hold approximately 1,000-2,500 TERABYTES of information, it would be an insult to evolution or whatever god you might believe in, who created YOU in THEIR image, not to train your brain to its fullest potential. I can assure you a few pages wouldn't hurt when this much storage is enough for about a FULL DAY of 4K video.

Another big reason I feel summaries aren't actually needed is because they're primitive. While I've already said summaries have been a part of essays for as long as professional essays have existed, I said this without acknowledging the fact that summaries have existed since the early 19th century. Since then, AI has become a very large force in the education system for both students and teachers, with, according to some studies, up to 86% of teachers using AI in some sort of way and averages throughout several studies coming to a conclusion that ~60% of teachers utilize it in some way. (figures vary heavily between studies, some such as edweek report as small as 32% of teachers admitting to use AI but this is still almost one-third of teachers). So, why write summaries if your teacher can just take (literally) a minute to paste your writing into something like ChatGPT and read the summary from that? Yes, it's less reliable and less authentic but it's still what the greater majority is doing, statistics don't lie. (Advisor's note: statistics like the above are, in fact, often made up and used to lie all the time) Students can do the same thing if they need a summarization of their work, for whatever reason.

Also, around when summaries were introduced to standard essays, they were longer. As mentioned prior, it was in the early 19th century that summaries were introduced, and essays have actually, on average, gotten shorter over time. Restraints in publication made the range of lengths for essays more lenient, while the standard switching from handwritten pages to typewriters to 20th century computers to 21st century computers have made essays easier to write while also still being "longer" even if not in word or page count. Basically, a part of the reason why summaries aren't needed is because they were made for longer essays, not the 5-page ones that most seem to be receiving nowadays.

It's also worth noting that nobody else will be seeing your essay aside from yourself and your teacher (who can make a summary of your work themselves, as mentioned earlier) making summaries limited in use. This is unless other students view it, but other students shouldn't be making use of your summary since the point of a summary to others is to provide a quick recap of all that is discussed in the essay and if undergoing a rework like this the student should be looking at the entire thing, not just the summary, on top of not all essays having the option for fellow student revision, again limiting their use cases.

In conclusion, I'm not writing a conclusion. You can decide whether I should've based on what I've already said.

Song review: Human Sadness by The Voidz

By Isla Salgado

If you enjoy The Strokes, try The Voidz.

The Voidz is an experimental rock band formed in 2013. Their lead singer is Julian Casablancas, who is also the lead singer for the well-acclaimed band, The Strokes.

The song begins with an eerie, yet whimsical hum. Then a muffled voice utters: "put money in my hand and I will do the things that you want me to do," to which in an interview on the music media blog, stereogum, Casablancas informs that the lyric is "...Just regular, all-encompassing human behavior since the dawn of time".

The combination of Mozart's Requiem in D minor and the bass is hypnotic. I honestly wish that it appeared throughout the song.

In act II, the song picks up more speed; it still has a melancholic tone but it does not contain the same melody and the percussions are much more prominent. It feels as though it is the song's turning point or break through, from sorrow to indignation.

The chorus returns at the outro of the song as well as the previous Requiem in D minor melody (only the bass is subtle) Personally, I find the first 3 minutes of the song to be the best part. It feels raw and conveyed more emotion to me than the fourth and fifth verse.



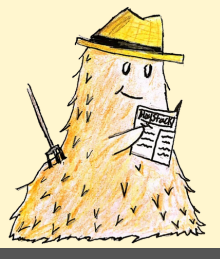
"Human Sadness" Single Cover

While the song focuses on a variety of predicaments; it primarily tells a story of Casablanca's relationship with his estranged father along with the emotional struggles of coming to terms with the severance. A plaquing of distress, human sadness.

The song slows as Casablancas sings his final lines: "To be is not to be, to be is not the way to be," this may convey that Casablancas, who's contemplating on how to respond to his struggles, believes that the best way to counter them is to start over. This is concurred by the song's softer ending which served as a resolution, acceptance.

This song takes a more experimental approach that fans of The Strokes may find to be unique and possibly off-putting. I highly recommend giving this song a listen.

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What Are Journalism Sections About?

How do Journalism's sections work and how are articles categorized under these?

By Joshua Cook

With the school year coming to an end it's a better time than ever to start recommending classes to people. Before you do this, however, you must inform them about some information surrounding this class. Journalism is absolutely my #1 recommended elective between the few that are currently available. The class is easy, and you get to write about literally anything you want to, at least most of the time. Such freedom in variety of topics to write about obviously leads to a lot of articles that can't really be reliably tracked, so the Journalism class decided to make 6 (now 5, 4 not counting another category we'll talk about later) sections, each about different topics so that this is easier. Let me tell you about them!

Local: Local articles are articles that apply strictly to Hayward High, but emphasis is put on its inhabitants. Almost every section can relate to local in some way, but are more so subgenres. Every local article could be read by somebody not enrolled in Hayward High and not be understood by this person to the same extent as somebody enrolled.

Op/Ed: Opinion and Editorial articles. Editorial articles are the opinion of the organization or group that creates articles, and in this case an editorial article would be the Journalism class. An editorial article has yet to be created in this year. Opinion articles are the opinion of an individual or multiple individuals, but not an entire official group or organization. These articles are characterized by usually being either more or less light-hearted in speech than the average article. The only section allowed to use biased language, as this is the entire point.

Entertainment: Entertainment articles are focused on media, literature and extracurriculars, most of which can be found on campus. What defines an entertainment article is tricky and may be subject to change, but it's mostly made up of reviews of books and movies and of course can center on other things or events that can be closely associated with more fun, extra media in general. They're usually less serious and more lenient than the average article and can be easier to write since most entertainment articles are done on media that the writer enjoys. All articles reviewing theatre shows and art productions are automatically classified as entertainment articles.

Sports: Sport articles are focused on the sports world, intertwined closely with both entertainment and local articles as 9/10 articles about the topic of sports are done on Hayward High sports, and sports are very entertaining to the right audience. Students may need to take extra caution in writing these articles as spirits in sports are so high it's hard to avoid biases (and also misinformation since students interviewed may twist information to avoid having the blame put on them, which is a threat we've encountered before).

Business/Technology: Business and Technology articles are about finances and technology. These two subjects are joined together because the Journalism class may have issues finding newer things since both sections, if separated, wouldn't have many things to talk about. Even with this, it is still the section (that exists, in a sense) with the least amount of articles attached to it. It can be said, though, that this is the most important section when it comes to topics discussed since both technology and business are the future, whether it be the country's or yours, and with finances becoming significant exiting high school business, too, is an undeniably essential section. Despite all of this, troubles with finding articles have led to this section's retirement, which is why I said we originally had 6 sections and now have 5.

Uncategorized: The "No Man's Land" of articles. The only section that has no articles as of the writing of this article. This section exists only unmentioned as a section exclusive to the website (www.farmerhaystack.com, if you didn't see it at the top of a newsletter already). These articles are just about the bottom of the barrel, articles who never found their identity (weren't able to match the criteria of any of the above sections) and got thrown where they are as a result of this. Really only exists to accommodate articles whose sections probably didn't get much thought but into them before the concept was written out.

And the best part about all of this? If any of the sections above interested you, you can still talk to your counselor RIGHT NOW about joining Journalism and YOU have an opportunity to become the section manager of one of these sections, commanding your underlings to perform various tasks, on top of being the #1 writer of the section you're attached to. So what are you waiting for? Sign up for Journalism NOW and don't miss out on the objectively most fun and EASIEST elective!!!

STAFF INTERVIEW: Ms. Ogden

By Ava Flores

Hello. My name is Ava Hourel Flores. For this interview practice I interviewed Ms. Ogden, who is a teacher at Hayward high school. I asked her about her own advice and experience as a teacher so that other teachers can learn from them. This is how the interview went.

How long have you been teaching and what do you teach?

I've been teaching since 2001 for about 23 years, I teach social studies, AP Human Geography and Government/Economics.

What's one teaching strategy that works well in your classroom?

A strategy that helps is a hook to get people curious. Things such as a photograph for students to make guesses about, or incorrect problems to solve. Something that will hook and engage the students to get them curious about the lesson's topics.

Applying things using real world examples is another strategy to hook students as well, as it also helps them learn in class and stay educated on current real life topics at the same time. An example of this is one of my economic lessons being about minimum wage and rent control in San Francisco, as well as the mock city council meeting that took place in semester one.

What advice would you give to new teachers?

Some advice I would give is to enjoy the students. Don't get so busy teaching that you forget about the students, focus on what's going on right now in the classroom and in school, because you will always immediately know what's "wrong" or what is not going right. It's just as essential to focus on the good things and what is going right despite it.

How do you keep students engaged in lessons?

I have work and questions in class that still keep them engaged with the real world, have them talk to each other whether it is group work or discussing with the person next to them, which all helps build community.

What's the most rewarding part of being a teacher?

The most rewarding part is knowing that the conversations I have with students in the classroom matter when they are able to apply what they have learned in real life situations. Also having relationships with the students, the privilege of talking about things that matter in the world to youth. I like to come to my job everyday and I feel lucky about that. I also love creating new lessons.

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