

THE REGISTER

OMAHA CENTRAL HIGH

EST. 1886



TAKING A BOW

Zoia Morrow
executive editor

Carrying her cello across the brightly lit stage, junior, Anastasia Wilson felt the weight of the world on her shoulders. She was given the rare opportunity to be a featured soloist in the Omaha Symphony, with who she performed at the Joslyn Art Museum on Oct. 25.

She played "Hungarian Rhapsody" by David Popper in which she had been studying and working on in the solo repertoire while the rest of the Omaha Symphony played the complementary part. For the past two years, Wilson has spent countless hours perfecting the way her fingers effortlessly move up and down the cello to create unparalleled tones. This time though, her experience was different because instead of performing by herself, she had the pressure of an entire orchestra.

To date, this is the biggest thing Wilson has done in her career as a cellist. In the fourth grade, at only 9-years-old, Wilson joined a music club. She was the only cellist in the club, so she was bound to stand out; thus her career as a musician truly began to flourish. Wednesday was the first time Wilson had performed completely solo. Since she joined the music club, Wilson has been playing in multiple sections of different orchestras around Omaha.

"I'd seen people do it in the past and I knew it was an opportunity there," Wilson said. While Wilson has previously performed with smaller orchestras, she knew a solo with the Omaha Symphony was a big deal, and she wanted to take full advantage of such an opportunity. "You get to work with high caliber musicians," Wilson said. Performing at the Joselyn Museum in front of a large-scale crowd and with people who are experienced in the profession she aspires to join, Wilson believes that it is important as a growing musician to take advantage of as many opportunities as she can.

"[Performing] is a really great way for me to convey all my emotions and I work really hard at it, so I get to put everything

I have been working on into this performance and share it with people," Wilson said.

Despite the overwhelming fear of messing up to the point she could not recover encompassed Wilson's emotional state the day of her big solo. "If I mess up, then the orchestra of 40 some people do too," Wilson said. By time the fourth performance took place, Wilson felt more relaxed, comfortable and had more fun with it. Understandably, her stage fright occurs when she is doing something new. The pressure is more intense as a soloist, but it is something she is trying to master as she plans to further her career. Beforehand, due to the few practices, Wilson knew everything would be okay, but the nervousness was still present.

A nerve-racking aspect was Wilson playing amongst such talented individuals. "It was all these people who have gone to music colleges and they are the top musicians in the area and I'm like 'all of you are judging me' but they weren't...They were all really happy about it." The most anxious part of Wilson's role in the symphony was the fact Central's orchestra came and watched her play. "I knew that all my peers were going to be there and that was scary, but I was happy they were able to attend," Wilson said.

Before, during and after her performance, Wilson just had to remind herself to breathe and focus on the music by not thinking about anything. "It felt really good to say, 'hey, I did this' after all that work and to see people enjoy just made me happy," Wilson said.

At such a young age, Wilson never thought she would have the experience of working with all the orchestra.

Without the help of her mentors, Wilson believes there would have been no way for her to be completely ready for this symphony. So, she credits her mentors, teachers and parts of herself as huge roles in her development of the cello as the years have gone by.

In the meantime, Wilson will play more solo acts as the year comes to a close and as she plans for her future.

Air quality of certain classrooms a point of concern for staff, students

Alec Rome
staff writer

With an old building like Central, there are bound to be issues that arise. Creaky floors and withering walls are considered to be normalities; interesting bits of character hidden inside a historic landmark. Along with minor problems come some that require more attention, and the English department realized this after teachers began to notice something.

First, a chemical smell enveloped the English rooms on the second floor, between the four and one side. A smell that resembled rotten eggs or sulfur was the culprit, becoming a minor nuisance. That odor has floated through those rooms for years, according to Jodie Martinez, English department head. "This issue has been a problem since I started working here in 1987," Martinez said. She also said that teachers who may have been new to the building were more concerned than she was, as the smell was intermittent. "I always thought it was just a minor inconvenience, a minor feature of the building that we just had to tolerate," Martinez said. "It wasn't so intrusive [before] as it seemed to have been now."

"This issue has been a problem since I started working here in 1987."

JODIE MARTINEZ
English department head

Teachers learned that it was because of possible leaks in tanks that held waste from the chemistry rooms directly above, but nothing was for sure. The problem continued, particularly in rooms 249 and 211. Some teachers began getting health symptoms, and thought the smell was a sign that there was a larger problem in the building.

Room 249 is where Anna Wiksell teaches English, including AP Literature and Composition. While the smell was not as noticeable to her at the beginning of the school year, another problem along with it soon became apparent.

"Teachers in that room and in the rooms around it began reporting after spending a long time, [about] two periods or longer, we would get dizzy, we would be nauseous, light-headed and have headaches," Wiksell said.

After consultation between some of the teach-

CONTINUE TO 'AIR QUALITY'
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WHAT'S ON THE WEB



In the coming years, Central is expected to add a new side catered to the arts. An update of the works can be found online.

CENTRAL'S NEW ADDITION

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9 100 WINS

Head softball coach Ryan Neel - with the help of his team - reaches the status of 100 games won.



15 HELPING HANDS

A new school nurse has a long history of medicine and is prepared to bring her experience to Central.

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World maps and globes have been necessities in schools since their origins. Recent studies have found these maps to be inaccurate.



the REGISTER staff

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EDITOR'S NOTE:

I am so excited and honored to present to you the second issue of *The Register* of the 2017-2018 school year. Minor aesthetic changes have been made to the paper to enhance the appearance of professionalism and sophistication. This year, my goal is to maintain national recognition while simultaneously experimenting with various creative processes.

As student journalists, we know that we are gradually moving away from an era of print journalism, but with an effort to create a more visually and aesthetically pleasing paper, we hope that our readers will still give *The Register* a chance.

We want this student newspaper to be an interactive experience. Join the conversation on our Facebook: The Central High Register, our Twitter: @CHS_Press, our Instagram: @chs_press and our Flickr: chspress. In addition, if any of our readers are interested in writing a piece for the paper or illustrating a graphic, we highly encourage it. Thank you for your continued support and readership of *The Register*.

Anna Kaminski
Editor-in-Chief

It is the goal of the Central High Register to represent the student body in issues affecting their lives as young people and students. If you feel that we are not covering an issue that is important to you, we welcome contributing writers who bring fresh ideas to the issues. If you would like to write a story for your student newspaper, please contact Hillary Blayney at hillary.blayney@ops.org or come to room 029 to discuss your idea.

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The Omaha Central High School Register seeks to inform its readers accurately as to items of entertainment, interest and importance. The staff strives to uphold the principles of journalism in all of its proceedings.

The Register is a member of the National Scholastic Press Association (NSPA), the Nebraska High School Press Association (NHSPA), the Journalism Education Association (JEA), Quill and Scroll and the Columbia Scholastic Press Association (CSPA).

The Register is an 11-time Best-in-Show winner for large newspapers at the JEA/NSPA national conventions in San Francisco, Boston, Phoenix, Dallas, Washington, D.C., Seattle and Chicago. The Register also won first place in Front Page News Layout for large newspapers at the JEA/NSPA convention in St. Louis.

The Register has won multiple NSPA Pacemakers, which is considered the Pulitzer Prize of high school journalism. It has also won many Cornhusker awards from NHSPA, and has been awarded the Gold and Silver Crowns from CSPA for its overall work.

Unsigned editorials are the opinion of The Register staff and do not necessarily represent the opinion of Central High School.

Signed editorials are the opinion of the author alone, and do not necessarily represent the opinion of Central High School or The Register staff.

Special thanks to all the faculty and staff of Omaha Central High School and Omaha Public Schools. Your cooperation with our students helps us maintain a professional atmosphere in order to teach media education.

Thank you, readers.



ALEXIS BLANKENFELD | The Register

Advanced Placement government teacher Jordan Boyer engages his students through jokes and plenty of pop culture references.

AP gov. teacher brings comedy to class

Carlson Koch
staff writer

Retired AP Government teacher Jay Ball was replaced by history teacher Jordan Boyer, who prioritizes student's engagement in class through enthusiasm.

Ball increased the enrollment of AP Government classes throughout his years teaching at Central, and Boyer hopes to keep the enrollment high in this class. "He was always willing to give me materials and thanks to him, my goal is to keep AP Government built up," Boyer said.

Before he taught at Central, Boyer taught at Nathan Hale for four years, but he always wanted to teach high school. While Nathan Hale transitioned into a new school year and extended school days, he was given the chance to change schools. Boyer took the opportunity and eventually ended up at Central, and is glad that he did. "I think if teachers had a chance to teach high school for a week or so with no strings attached, they would not want to go back [to where they taught before]," Boyer said.

This year marks Boyer's ninth year of teaching at Central and only his second of AP Government classes. Many people consider government boring and a dreadful waste of time, but Boyer's hope is to change that, "it is kind of like I have my own comedy show, and I have a captive audience who must be in there," Boyer said. "I feel like I was the class clown in high school anyway, and I feel like I can be that still and help students learn."

Boyer uses a teaching style that may consider unorthodox. Rather than standing in front of the class and lecturing,

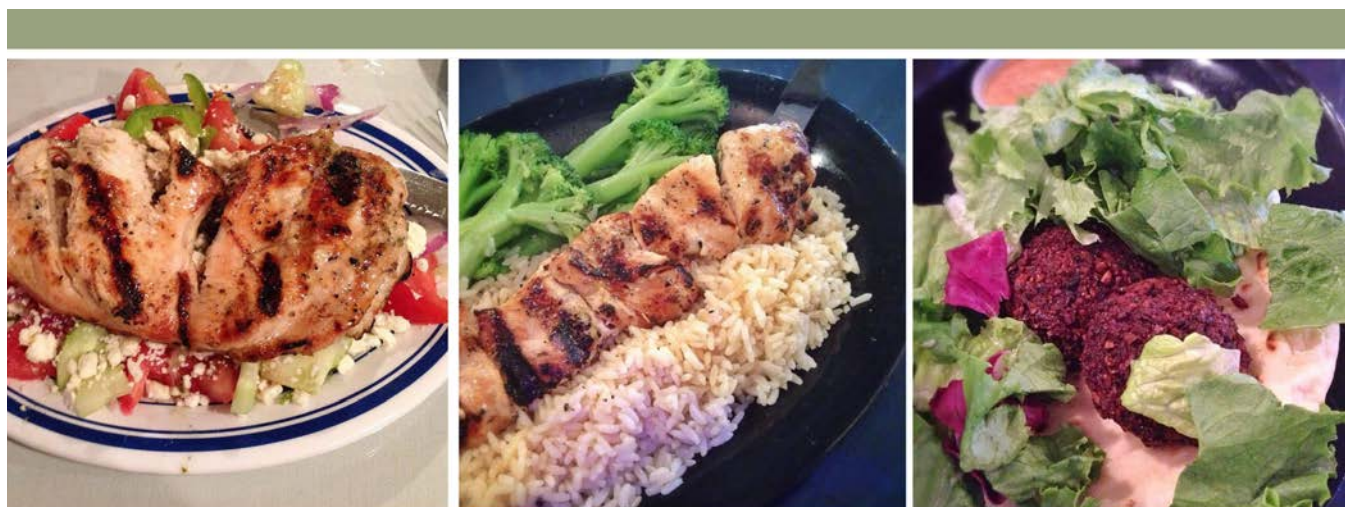
he tries to engage students with memes and videos pertinent to the content he teaches. "It is really easy to go out and find a meme or video that helps explain the content thanks to technology," he said.

Not only does he utilize videos and popular trends to help deliver his lecture, but he also is enthusiastic about each lesson. "The more excited you are as a teacher about the lesson the more excited the students are to learn," Boyer said. "Edutainment, the more you are able to entertain the kids with the content, then the more likely they are to listen."

Boyer spoke of one of his past students who contacted Boyer and thanked Boyer for his influence on politics and now the student is majoring in political science. He enjoys that he could help this student build a basis for his political ideology based off what he learned in AP Government. "I hope that my students remember the content because of the way that I teach," Boyer said. "It is good for me to see that it has sparked that interest for him."

It is challenging for a teacher for sometimes control a class and keep them on topic, and according to Boyer, this can sometimes exhaust teachers and not make them love their job. Class management is important because of this, "if they do not create their own kind of class management, they will burn out and hate their job and then the students can pick up on that and act out," he said.

"If you love what you do, you never work a day in your life," Boyer said. "And I truly believe that I do not want to be an administrator or principal, but stay in the classroom until I retire because I enjoy going to work every morning."



GREEK ISLANDS

3821 CENTER ST.



Photo Courtesy of SUPREAME PRICE

Supreme Price proposes plans for soccer field to InCOMMON's board of directors. Price is currently an intern for the organization.

Senior works with nonprofit to improve neighborhood

Maddie Grabow
staff writer

InCOMMON Community Development is a nonprofit organization based in Omaha that focuses on bettering the neighborhoods surrounding Park Ave. “The mission of inCOMMON is to alleviate poverty at a ‘root’ level by uniting and strengthening vulnerable neighborhoods. Because we believe the greatest strength of any neighborhood are the residents who call these places home, we’re committed to transforming neighborhoods through neighbors themselves” said Partnership Director Rachel Bahl. Through strength-building and empowerment inCOMMON is able to “transform communities through community” (incommoncd.org).

The organization offers many different services and opportunities that are available to residents of “vulnerable neighborhoods”. There are many services that offer support for those in need through their CommonLife and Listening Project programs. However, inCOMMON is well-known for their COMMON Good program. This program

“assists low-income residents gain living-wage employment through personalized, one-on-one job coaching and entry-level employment opportunities” (incommoncd.org). COMMON Good currently offers a recycling service called CG:Recycling that is available to all businesses in the downtown and midtown areas.

inCOMMON greatly values faith and identifies as a Christian-affiliated organization. This idea is encompassed in the Neighbors United program. Community members and volunteers come together every Saturday at 11:30am to share a meal in each other’s company. “The primary goal of the Community Meals is to cultivate relationships among area residents, as well as develop CommonLife relationships” (incommoncd.org). The Community Meals are donated by Trader Joe’s and distributed by volunteers.

In addition to all of their programs, inCOMMON offers many services at its headquarters; Park Ave Commons. Located at 1340 Park Ave in Omaha, “The Park Ave Commons is a safe and hospitable place for residents to come together to build community, receive services, and take part in empowerment-based opportunities and train-

ings.” The organization offers English and Spanish classes, GED classes (in both Spanish and English), Zumba, Salsa classes, Job Readiness services, as well as programs for children.

Senior Supreme Price states that inCOMMON “makes me feel powerful, and they connect us with city officials and stuff like that”. Price is an intern for the organization and is also takes part in a youth group called “The Diamonds”. He has been involved with inCOMMON for a little over a year. Since becoming affiliated with the organization “I’ve gained leadership skills, and I’m more well-spoken” said Price. On the subject of his achievements with inCOMMON, Price said “I’ve been honored for the Neighborhood Superhero Award, we’re getting closer and closer to our goal of building a soccer field, we built a playground [on Park Ave], and I’ve met city officials and local politicians”.

Price has plans to volunteer with the organization in the future and to keep improving the Park Avenue neighborhood.

WW II vetran to speak with students to preserve Omaha legacy

Simone Davis
staff writer

During World War II, there were 16 Tuskegee Airmen from Omaha. Today, Central alum Robert Holtz, 92, is the last remaining Airman. But the memory of all of their service won’t be lost, as Robert Rose, Air Force veteran and president of the Alfonzo Davis Chapter of the Tuskegee Airmen of Omaha makes it his duty to preserve their history.

The Tuskegee Airmen were a group of African Americans who were pilots in the second World War. The United States Army Air Corps didn’t want black people fighting with them, but created a segregated unit and called it an ‘experiment’. Robert Holtz was one of the Tuskegee Airmen from Omaha, and even in his old age he still tries to speak on his experience with the help of Robert Rose and the Alfonzo Davis Chapter of the Tuskegee Airmen.

The Alfonzo Davis Chapter of the Tuskegee Airmen was founded in Omaha in 1988 by Bobby McGlown, and it was named after an airmen from Omaha who was killed in combat. Their goal is to remember the sacrifices that the Tuskegee Airmen made and to help keep their history alive.

“As president of the Alfonzo Davis Chapter my goal is to perpetuate the legacy of the Tuskegee Airmen,” Rose said. In order to do this, he keeps himself busy. He has located the contact information for the families of the Tuskegee Airmen, and though most of them have moved

away or passed on, a lot of their family members have stayed in Omaha.

“I would hope that they would be interested in preserving this legacy of their family members,” Rose said. He hasn’t heard back from the families yet, but he’s hoping that they get in touch with him.

Another part of Rose’s job is to use the Tuskegee Airmen’s story to get youth interested in math and science, and the Alfonzo Davis Chapter goes to different schools and partners with other organizations to do so.

“Most of our functions are for the youth. One of our major programs is to take kids out to Offutt Air Force Base and they actually get a chance to fly themselves,” Rose said. He partners with the Experimental Aircraft Association and they give him a quota of kids that he gets to work with, and he tries to get them to be STEM focused. Though the Tuskegee Airmen were a group of black men, the Alfonzo Davis Chapter works with students of all races. Rose states that they “don’t see color and will take whoever shows up.”

Another part of the Alfonzo Davis Chapter is to inform people as to who the Tuskegee Airmen were. They visit schools and Robert Holtz answers questions about his experience and Rose gives a synopsis of everything else. The two will be visiting Central and speaking to a small group of social studies students on Fri. Nov. 10, and it will be a unique experience to speak with someone who lived to tell the story of one of the worlds most famous wars.



EMILY HODGES | The O-BOOK

A large number of volunteers proved to be difficult to manage. In the coming years, minor changes will be made to accommodate large numbers.

Record number of participants for blood drive causes issues

Simret Habte
staff writer

The first recorded blood banks were created in 1917 during World War I to help injured soldiers. Today, the blood collected from donors helps millions of people around the world. Blood donations help people who are in surgery, have been injured, or have diseases that require transfusions. Blood drives are typically held by nurses from the Red Cross or another similar organization. They test donors and collect blood to be stored in a blood bank until it is needed for a patient.

At Central, there is a biannual blood drive in which students are allowed to participate in. It's run by Jared Hyland, the Foundations of Healthcare teacher. The blood drive at Central High has been going on for 10 years. Hyland has been in charge of the blood drive for the past two years. The blood drives are some of the most important school events of the year.

This year, it was a little different. A little over 260 students

signed up to donate blood. While their enthusiasm was appreciated, Hyland said, "The volume of people we had sign up was somewhat challenging."

Many health factors disqualify someone from donating blood such as low iron levels or weight. But those factors cannot be determined until the student has been tested for their iron levels or weight and any other disqualifying factors. So even though some of the students who signed up to donate blood could not do so, it still took time to process that information. Trying to make sure all paperwork was organized so all donations were properly done was a difficult task to accomplish in just one day.

"After assigning appointments, and writing passes for students on the waiting list the day of, it was quite an undertaking," Hyland said.

Hyland said this year's first blood drive would have been impossible without the help of Candi Kadar, Human Growth and Development teacher at Central. Although, the number of students caused some organizational issues. "Realistically,

in one day, it would be impossible to get through a number this large, but," Hyland conceded that, "it is a good problem to have."

The blood drive will continue to be held for years to come. In the future, the process for how the drive is run will stay similar to now. There will probably be some minor changes made to avoid such a large number of students. There may be a cap on the number of students allowed to sign up. The number of students willing to donate blood was positive, but it caused some issues.

Those problems may be solved with these small modifications to the blood drive that may stop a student from being able to donate blood, but they are overall positive changes that will improve the blood drive. The limit is supposed to make sure the blood drive runs smoothly and stays on time.

The blood drive's important impact will not be hindered by these changes, it will however, relieve some stress from those who are in charge of keeping the day of the blood drive as orderly as possible.

First ever freshman to qualify for all-state chorus from CHS



DILLON GALLOWAY | The O-BOOK

Freshman Claire Bouma is the first OPS freshman selected for All-State Chorus.

Emily Engel
staff writer

All-State chorus is an annual state wide musical ensemble that brings together the best young musicians in the state to perform. This year, for the first time, a freshman from an OPS school was selected to be in the ensemble. This freshman was Central's own Claire Bouma.

"To get in you need to have experience singing, singing auditions and singing for other people," Bouma said, "singing for people takes a lot more practice than people think."

Any student in Nebraska who is taking choir can audition for All-State, but getting in requires lots of work and practice. Students must learn the audition songs and be able to perform some of them in a random order for their audition.

"You have to learn five to seven songs well enough to perform for your audition. You have to sing three pieces that are randomly selected, so you don't know what you'll be singing until the day of the audition. You only get one take for your audition so it's important to practice how you'll perform." Bouma said.

Hundreds of students audition but spots are limited. Practicing was a key factor to standing out in auditions. Students who wanted to audition needed to buy the audition tracks to practice and

show up to OPS group practices.

"I worked at least once a week during the summer to practice all of the songs, I went to all of the OPS sponsored group practices," said Bouma, "It's a lot of singing on your own and getting help from your teachers and vocal coaches."

Outside of All-State, music remains a big part of Bouma's life. She's in Central's musical, 'Grease,' and both her parents are music teachers at Central.

"Music is basically my life, it's so important to me. I've grown up surrounded by music, it's always helped me through tough times and I just love singing, I love playing the piano, I love performing, I love all of that stuff." Bouma said.

Part of her musical success Bouma credits to her parents being Central's choir teachers. Her parents got her interested in music at a young age, they got her voice lessons, and encouraged her to pursue music.

"My parents always make sure that I'm practicing and singing enough," said Bouma, "They have always been very supportive and helpful. They have really helped me grow as a musician and become the singer I am today."

The All-State chorus, band and orchestra will take place in Lincoln on Nov. 16 - 18.



ALEXIS BLANKENFELD | The Register

Students in K-Pop club watch videos of popular Korean artists, learn more about Korean culture and attend Korean festivals. The club plans to perform in the 2018 Road Show.

K-pop genre gains popularity in the United States with teens

Sydney Prescott
staff writer

K-Pop, which stands for Korean Pop, is a growing genre of music. Now, Central students have created a club that focuses on this. Every other Wednesday, they meet to bond with people who love the same kind of music, learn more about Korean Culture and occasionally dance.

Although many people believe PSY's "Gangnam Style" started K-Pop, which broke YouTube records and received worldwide attention, it began in the 90s according to billboard.com. This is because of idols, who are the Korean stars of music, fashion, and choreography, started to appear. Since the idols could combine both Korean and American music they slowly became more popular and eventually reached many nations around the world.

In K-Pop club, students will listen to the music and watch the YouTube videos, complete with lyrics and choreography, up on the screen. Although the overwhelming favorite band amongst fans of K-Pop is BTS, there are others like EXO, Girlfriend, and BlackPink. Along with listening to music, they also are adding different elements like playing games, learning more about Korean Culture, going to festivals and Korean dinners once or twice a year. One of their favorite games is a K-Pop version of telephone. In this case, they divide into two teams and one

person shows a dance move to one member on each team. The two teams race to finish the fastest with the most accurate translation of the move, and whichever team wins gets treats.

One of their goals is to perform a K-Pop dance for the Road Show, a talent shows with a twist, that has run for over 100 years at Central. The girls did a dance to a mashup of three K-pop songs by EXO and Twice last year but weren't accepted into the final cast. "Hopefully we'll be in the roadshow this year," says Melessa Brings Him Back, the president of the club. "We plan to dance to either BTS's Go Go or DNA."

Since leaders Joanna Glesmann-Albright and Melessa are seniors and won't be coming back to Central next year, one of their hopes for this year is to have enough people come that the club will have a legacy. "My goal is that the club will keep going after the senior, like me, leave," says Melessa. They're looking for 10-20 new members, especially those who would like to help with the dance for the Road Show. The promotion manager Abigail Huffman will be putting up fliers and having the club be announced on the morning announcements.

K-Pop club is just starting its second year at Central, and hopefully there will be many more to come. To people wanting to join, "Come and enjoy diverse music and have fun with us," Melessa said.

Freshman experiences many cultures after growing up overseas

Aaliyah Thompson
contributing writer

I For kids that want an American education overseas, they have an American international school, so I went to the American International School of Chennai, India (AISC)," Jamie Reiff said about her early years.

When Reiff was two-years-old she attended AISC. Kids from all over the world would go to the school, but the length of each student's stay would vary. According to Reiff, it was rare that people stay as long as she did, which was six years.

"Kids are coming and going," Reiff said. "You never get used to having one set group of friends because they'll leave you in two weeks." Reiff mentioned that the cost to attend the school was expensive and about \$5,000 per school year because they are giving students a "super great education." She described some of the memorable qualities of AISC.

"At lunch, the food is catered from restaurants around the city including Pizza Hut, Sparky's, and Asian restaurants, so it's pretty nice and I loved it," Reiff said. "Sparky's was my favorite as a kid. AISC had this giant building, but pre-K through 12th grade [had about] 1,000-1,500 people."

Her father was offered a job in India. She left India with her family after 2nd grade because her father wanted to return to the United States. Some things have changed since she's lived in the US.

"I used to be able to have the little accent, but I don't anymore," Reiff said. "There were no stray dogs here [in the US], which was disappointing because I love dogs. Reiff claimed that it was hard growing up as a little girl in a place where she only knew English.

"You can't go out to the mall or anything with your friends because it's not very safe," Reiff said. "When I moved here, I was allowed to walk up the street to a friend's [house] to whereas in India, you couldn't do that."

It was a culture shock when she compared the social norms between India and the US. Reiff believes she appreciates her luxuries more in America due to her time in a third world country. "I look at things somewhat differently than some kids do here," she said. One of the two friends that stayed with Reiff throughout the whole time she was at AISC was named Vinay Rao. He's known her for 11 years after meeting her in pre-school year 2006. "She was super nice and always a person to talk to," Rao said. "We spent quite a bit of time on the playground and jungle gym of the school."

Best friends Rao and Reiff lost contact with one another until Reiff found his g-mail. Since then, the two consistently text, use Google hangout spots, and video chat, while Rao is in Michigan and Reiff resides in Nebraska. They remember an experience taking place at a playground within the school campus.

"She had a rock that cut her hand," Rao said. "She had her hand over a hole on some playground equipment and I pushed a rock through it so we would both see what would happen and when it went through the hole, it cut her."

Reiff traveled a lot growing up overseas. She was exposed to many cool people and delighted in numerous experiences around the world.

"I've been to fourteen countries because my parents wanted me to experience new cultures," she said. "My favorites were Australia, Columbia, and I really liked Germany. They are really different from the US, but have many similarities."

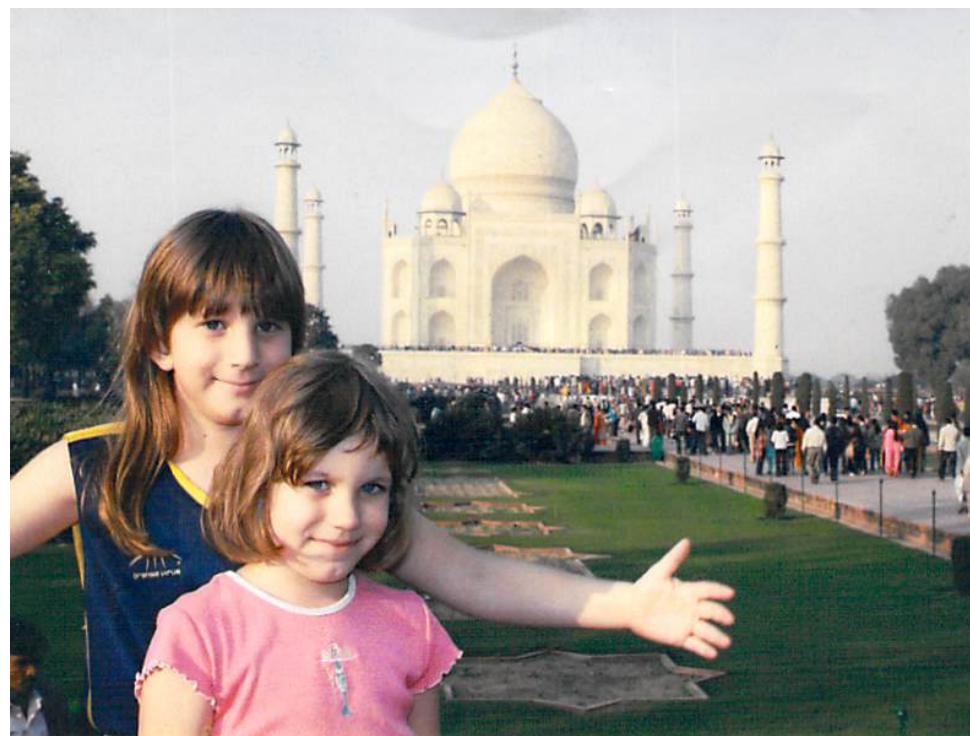
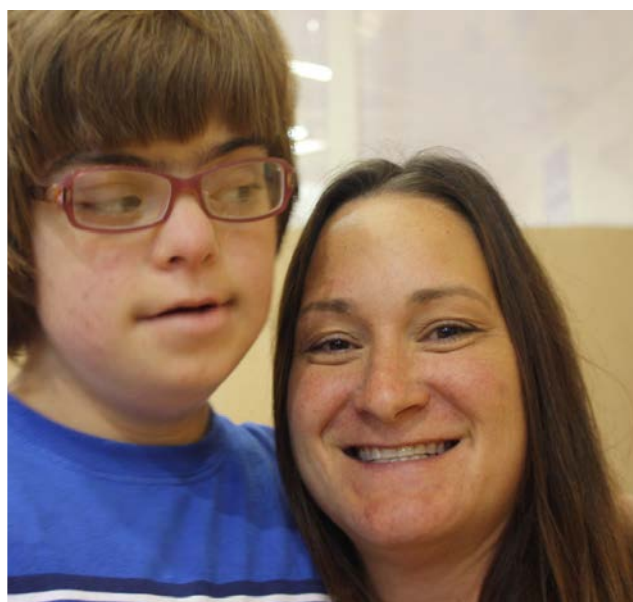


Photo Courtesy of JAMIE REIFF

Jamie (front) poses with her sister in front of the Taj Mahal. Reiff spent three consecutive school years in India until leaving after second grade.



DIVERSITY.

This year, Central has placed a great amount of emphasis on taking pride in the school's diversity. But what is below the surface? Is Central as diverse as it claims to be?

Two students attest to lack of diversity in upper level classes

Molly Ashford
staff writer

Senior Ra'Daniel Arvie has been a consistent AP and honors student for his entire high school career. Mariana Perez, a senior who started on a high-level academic track this year, is on her way to becoming the most educated in her family. They are excelling scholars and young people of color breaking the stigma associated with AP and honors programs, which despite the overwhelming diversity of Central, remains predominantly white.

"Central's diversity is not well-represented in high-level classes," Arvie stated. "In all honors or AP courses that I have taken at Central, I am one of two to three minorities in the class, and in some I am the only one."

Perez seconds this, as she stated that her education can get lonely at times. "It's not necessarily a bad thing, I think it makes me appreciate and understand things in a more personal way."

As Arvie said, Central is one of the most accepting and diverse schools in the nation. Despite this widespread acceptance, he admitted that he is still faced with shock, disbelief or even an-

ger from others that he could succeed over his white peers in the same classes. "Even worse, there are people in my classes who believe that, for some reason, they must talk down to me at some level that I'm not at," he said. "At this point, it is just ridiculous."

Self-segregation has long been blamed for these racial disparities in classrooms, and Arvie says that Central is no different. "Like most public schools, we tend to self-segregate. This mostly stems from students being afraid to meet different people and instead choosing an environment that they are used to." Perez agrees. "I think it's more of a comfort thing," she said. "The people who I hang out with understand what I'm going through, racially, so why wouldn't I be with them? As opposed to someone who is, not in a bad way, but more entitled. What can I talk to them about, aside from things like the English homework?"

Solutions to these discrepancies are hazy and difficult to navigate, but Arvie believes that the administration should get involved, not by attempting to diversify classrooms directly, but by regulating the amount of schoolwork. "I know a plethora of minority students who I believe would excel in AP

courses, but because of extracurriculars, they choose not to," he said. "It's infeasible for a teacher to believe that any student can go to school for seven hours, have practice or rehearsal for a few hours, deal with life itself, and somehow complete five or more hours of homework each night. That's not even including a decent amount of sleep."

Perez mentioned that there are many minority students who have to work in order to generate income for their parents and siblings. "I know kids in my community who have to work 50-60 hours a week to support their families, and for them, they just don't have time for honors classes on top of that."

There is no denying the statistical diversity of Central, but the interconnectedness of ethnic groups is often seen to be lacking. "There's a lot of kids from all ethnic groups here," said Perez. "But are we connected with our diversity? No. People stay with their ethnic group, their religious group, or with the people they've always known."

As Arvie said, "We have a long way to go before we can truly call ourselves diverse, across the board."

MARIANA PEREZ



“ There's a lot of kids from all ethnic groups here, but are we connected with our diversity? No. ”

RA'DANIEL ARVIE



“ We have a long way to go before we can truly call ourselves diverse. ”



WHY DID YOU COME TO CENTRAL?



ILANA LEWIS
SENIOR, BURKE

"I came here because of the International Baccalaureate Programme, and because Central is historic."



ZACH BROWN
JUNIOR, PAPILLION

"I went to Central my freshman year and didn't want to switch when I moved."



KIM KATHKA

SOPHOMORE, NORTHWEST

"Central was really appealing during my first visit, and no other school could compare."



HUNTER JOHNSON
SENIOR, BENNINGTON

"I love the diversity and the challenges the school presents me with."

ALEC ROME, ANNA KAMINSKI | The Register

Upper level classes fail to cater to minorities

Simone Davis
staff writer

If you ask just about any Central student why they chose to come to Central, their answer would include something about diversity. The other part of their answer would probably include something about the amazing academics at Central. While Central is one of the most racially, linguistically and religiously diverse schools in the state, it's questionable whether or not the diversity at this institution can be fully experienced with the way the building works.

When the subject of Advanced Placement or "AP" classes come up, most students and teachers alike can form a picture in their head of what that looks like. And it's not a bunch of black kids. If an outsider who was completely unfamiliar with Central came into the building and looked inside of an AP class, they would probably laugh at the diversity that we claim at every chance that we get. AP classes are, for the large part, white. This includes both the students and the teachers. And I'm sure that upon reading this, some readers will think "well, we can't help that white people are the ones who choose to take and teach advanced classes," and those people would be somewhat correct. But, does it not strike them odd that it is almost exclusively white students taking AP classes? It's not necessarily anyone at Central's fault, but it is an issue. White students aren't smarter than students of other races, and I don't believe that white AP students believe that to be true either. But the question still stands, why do white Central students feel more inclined to enroll in AP classes than students of color do?

The answer to this question goes much deeper than the confines of this building. If people don't see themselves represented in something, they subconsciously begin to believe that that 'some-

thing' is not for them. Students of color can brush off an AP class and pass it as a 'white' thing, and to be frank, it is a white thing at the moment. Another reason AP classes lack a lot of color may be the curriculum taught in these classes. Honestly, learning about American History isn't as fun when it's from a predominately white point of view and any other race's story is secondary or told as an afterthought. English isn't as fun when almost every piece of literature read is written by a white author and focuses on white characters. And none of these are the teacher's fault, but it comes down to the curriculum, and this may be a contributor as to why students of color don't seem to feel that AP and honors is catered to them as much as it is to their white peers.

And with this all being said, there are a few students of color that are in AP classes here, myself included. This is part of the reason that I know that this is an issue. I hate the fact that in each AP class that I've taken here, I have been one of maybe three black girls in the class. I hate the fact that there are even less black boys that I've seen in AP classes. And I hate the fact that this is rarely talked about. I don't know the answer to getting a wider array of students into more advanced classes, but acknowledging that the issue exists is the first step.

Once the lack of diversity in advanced classes is acknowledged, one has to question the authenticity of the 'diverse' experience that Central students are supposed to be gaining. AP students are without a doubt not gaining that experience in the classroom. Seeing students who don't look like you in the halls and at lunch is one thing, but actually talking, learning and interacting with them is another. And if AP classes are almost all white, then the students in the program are virtually gaining the same experience as students who go to notoriously all white schools in Omaha.

Diversity in the halls does not extend to classrooms

Anna Kaminski
editor-in-chief

As Dr. Bennett's voice booms over the intercom every morning, students have become accustomed to hearing his prideful statements of "Downtown proud," or "We are diverse, and we are proud." A principal who possesses such enthusiasm in the embodiment and celebration of students' differences is something that many high schools cannot claim to have. But many high schools are not located in the city of Omaha — a city whose very foundation and subsequent developments are deeply rooted in racist principles.

The suburbs were formed because of white flight from the northern, southern and downtown areas of Omaha and this segregation was only amplified through the formations of school

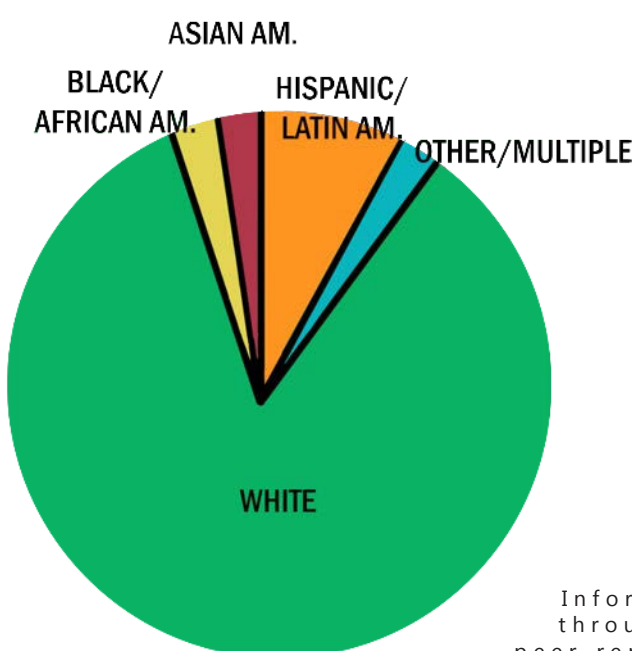
districts such as Westside, Millard, Elkhorn and Papillion/La Vista.

In a 2006 effort to unite the city of Omaha under a single school district system, that being OPS, parents and officials from Millard, Ralston and Elkhorn schools were outraged. A majority of people living in West Omaha and surrounding suburbs believed OPS and the schools, faculty and students associated with it were inferior to other districts.

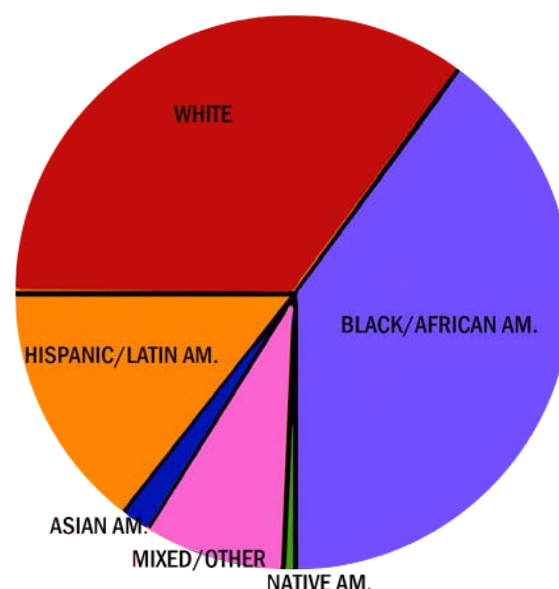
Every Omahan knows the extent of segregation within Omaha. North Omaha is predominantly black and African American, South Omaha is predominantly Hispanic or Latin American, West Omaha is overwhelmingly white and East Omaha is a blend of all of the above.

CONTINUE TO 'DIVERSITY'
ON PAGE 8

SENIOR AP ENGLISH



SENIOR REGULAR ENGLISH



Information acquired through personal and peer-reported observation.

Abnormally high carbon dioxide levels an issue, but not serious

CONTINUED FROM 'AIR QUALITY' ON PAGE 1

ers, they recognized that those who taught classes in the rooms around 249 and 211 were having the same symptoms. Wiksell estimates that around September, teachers approached building administration about the problem, wanting some sort of investigation into what was wrong.

Air tests were conducted by officials from the Environmental and Safety department of the school district. They found high concentrations of carbon dioxide, meaning that fresh oxygen was not coming into the room as much as it should. This was caused by problems in the ventilation and

the air exchangers in the ceiling. The high amounts explained some of the exhaustion and headaches teachers were feeling. Once those air exchangers were fixed, air tests found that carbon dioxide levels were still "high, but acceptable" from what Martinez was told.

Then, focus was shifted back to the tanks that were attributed as the source of the sulfur smell. Supposedly, they were resealed and rerouted to fix the problem temporarily, but environmental officials want to remove the tanks. That would be a much larger five to six day task, so Martinez believes they will come back around Christmas time.

As far as student safety was concerned, no symptoms or issues had been reported, as one period of high concentration

carbon dioxide was not going to cause any issues. However, due to the smell still being prevalent in some of the rooms, windows were opened to dissipate the stench. Students had to bundle up to stay warm, but discussions about novels and plays commenced as normal. Distractions were minimal, and students began to tolerate the smell.

Overall, both Wiksell and Martinez were happy with how the air quality issues were taken care of, and believed that building administration and district officials worked as quickly as they could. They hope the only smell around the English classrooms moving forward is the smell of old pages in *A Tale of Two Cities* and that everyone can breathe a little easier.

Apply to college week results in successful turnout, helps seniors

Hayley Raney
staff writer

Central held the second formal Apply2College week for seniors Oct. 16-20. A total of 338 seniors participated in Apply2College week and more than 500 college admission applications were submitted.

College counselor Angela Meyer, school counselors and college representatives were there to help students apply for college admissions. Apply2College week was founded by EducationQuest and was participated throughout Nebraska. "High schools are encouraged to sign up during October," Meyer said. EducationQuest provided stickers and a banner for Central's college week.

"We have always had Apply to College days to help students, but this was a formalized week for everyone," Meyer said. With the results of Apply2College week Meyer felt it encouraged students to stop procrastinating and that it was not as difficult as it seems. Later in the year, Meyer will find out how many of senior's admissions were accepted.

Meyer feels Apply to College benefit seniors by giving them dedication and assistance from professionals. College representatives from Metropolitan Community College, University of Nebraska-Omaha (UNO) and Nebraska-Lincoln (UNL) were there to aid students during their application process. Meyer had to fill out reports on how many seniors participated, how many applications total and how many Nebraska schools did students apply to. Then, reports were

sent back to EducationQuest for the state of Nebraska. Feedback that Meyer received from seniors was that it was easy and did not take as long as they thought it would have. The week for Meyer was a 'fast paced event that went very smoothly.' Apply2College will continue every school year.

George Lupercio was one of many seniors that participated in Apply2College week. Lupercio applied to Metropolitan Community College, both the Community College and University of Denver, CO. The weekend after applying to the three he received an email from the Community College of Denver, Colorado saying he had been accepted. "I was so happy. I couldn't believe it. I was in shock," Lupercio said. Before Apply2College week Lupercio thought about going to college but if it wasn't for the week to apply at school he feels he would have never applied.

Apply2College week was motivational for Lupercio. "It was a push for me to see what was out there," Lupercio said. Though, Central has a week dedicated for seniors to help apply for college he feels Central should help seniors more. "OPS should have a required class for seniors that teaches aspects of college and fundamentals students will need in real life," he said.

Though Apply2College was motivational for Lupercio he feels Apply2College week 'should be longer like two weeks'. After high school Lupercio plans to work a full-time job to help his parents with rent and bills. He hates seeing his family go through hard times and is determined to help them. "My family and I are all in this together," Lupercio said. Apply to College will be back by popular demand in the coming years because of its successfully run week.

Central's claim to diversity not as simple as it may seem

CONTINUED FROM 'DIVERSITY' ON PAGE 6

As a relevant and upstanding establishment of education, Central might like to believe that it is a conglomeration of varying races, cultures, ethnicities, religions, sexual orientations and opinions. And it is, but there is also a direct parallel between Central High School and the city of Omaha.

Omaha itself is divided up into specific factions; the same can be said about Central. As of the 2016-2017 school year, OPS is 35% Hispanic American, 25% black, 28% white and 6% Asian American. As of fall 2016, Central is 24% Hispanic American, 25% black, 40% white and 3% Asian American.

If a student were to walk into a freshman honors English class, there would be a fairly balanced ratio of racially diverse individuals. As students move higher and higher up the academic chain, fewer and fewer minorities are present. For instance, four years after those freshman English classes took place, if a student were to compare the demographics of a senior AP English class and a regular senior English class, they would find the results to be staggering.

AP English Literature and Composition is 86% white this year, AP Government and Politics is 87% white, AP Statistics is also 87% white and over half of the students participating in the IB Diploma Program are — you guessed it — white.

Compare this to a selected section of English 7-8; the course is 40% black/African American, 30% white, 20% Hispanic/Latin American, 7% multiple races/unknown, 2% Asian American and 1% Native American.

A very noticeable discrepancy between the two English courses is evident, in addition to the overwhelming majority of white people in upper level classes and programs.

One question remains: whose fault is it? Is Central's administration to blame? Is the district to blame? Is the city of Omaha at fault?

Although it would be nice to pinpoint a single scapegoat, the problem of modernized segregation in public schools runs much deeper than any principle or administrative staff. s

No school can be perfect, but progress is nearly impossible when an individual, a school, a district or a city fails to look within.

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INJURIES 10-11

Features on student athletes who experienced injuries while participating in a fall sport.



BEHRENS 12

Once again coaching varsity basketball, Eric Behrens and son Roman prepare for the upcoming basketball season.

FOOTBALL WOES

13

Despite a winless season, coaches remain optimistic for the future.



sports & leisure

the REGISTER • November 9, 2017 • Volume 133, Issue 2



PITCH PERFECT

For seven consecutive seasons, softball coach Ryan Neel has led the team to success and 100 wins.

Javier Lepes
staff writer

Winning a hundred high school softball games is a feat many head coaches has yet to experience. Ryan Neel is one of the most recent to achieve this feat in high school softball. Neel has been coaching softball since 2008 as the junior varsity coach and was promoted to head coach at the start of the 2011 season.

Born in Littleton, Colo., Neel has been around baseball for most of his life as he is also a coach for central baseball, he was recently promoted to varsity baseball as a side coach. Neel became a softball coach because there wasn't enough coaches at the moment during the 2008 softball season. "I became a softball coach because there was a need for a coach and I filled the need".

A graduate from Hastings College, he now is married to his wife Lauren and has three young kids. As he describes himself as a caring and loving man for everyone that has strong family values he became a physical educator because he always loved the idea of education. "I loved going to school, I had lots of great teachers that made me want to become a teacher". Neel eventually decided to make a career out of it, he currently teaches weight training and physical education.

From waking up to 7 p.m. during the softball season Neel is focused on softball and work.

He's been getting up everyday during the fall sports season thinking about what happened at softball yesterday to what they can do next practice/game to improve and succeed. "I gain a way into helping young people, it fuels me. If my players succeed, I succeed." Said Neel. Neel has helped change the softball program for the better as five of last years softball players are planning to play softball in college.

His goals for each one of his softball players is to understand what it takes to succeed in the world. "It takes hard work, dedication, and a passion for something." He enjoys the freedoms coaching allows him. Coaching allows Neel to help develop kids mentally, physically, and to overall become better human beings, for Neel being able to do that gives him happiness and fuel as he maintains a goal to help others in life.

To Neel, winning a hundred games as a head coach means a lot of years of hard work. To Neel it's all about perspective. There has been tons of coaches who has coached twice as long as Neel and have yet to achieve the 100 wins feat. "It's pretty cool. My sister played softball for him when he became the varsity coach so I've kind of been around him for these seven years he has coached central softball," Courtney Young said in regards to Neel's hundred wins feat.

Going into his first season as a softball coach Neel's goal was "just to survive" said Neel. Now with seven full seasons of experience he plans to keep making the program better and better. His next goal as a softball coach, 200 wins. "I can't wait to get to 200 wins. I'll try to get to the next hundred faster," Neel said. "It just takes a lot more hard work and dedication."

Nebraska football hires well-experienced Bill Moos as athletic director

Ari Saltzman
staff writer

Last month University of Nebraska-Lincoln Chancellor Ronnie Green and University President Hank Bound hired Bill Moos as the schools' Athletic Director. This was a day after an unscheduled memorial to the 2007 football season and Bill Callahan, as the Huskers fell behind Ohio State 35-0 at halftime and lost 56-14, ten years to the week after Oklahoma State lead Nebraska 38-0 at halftime and beat Nebraska 45-14.

The football program is the reason why former AD Sean Eichorst was fired, his dislike in public appearances and failure to connect with athletes did not help. Green said he was looking for a veteran AD when the search for a new AD on September 21, he got one in former Oregon and Washington State AD Bill Moos.

Moos brings a ton of experience to Lincoln, and that is a good thing. He was at Oregon from 1995-2007, during that time the Duck football program soared to unprecedented heights under legendary coach Mike Bellotti. Moos was also instrumental in making Nike founder Phil Knight start writing the big checks to Eugene. This resulted in the Oregon Athletic Department nearly tripling their fundraising efforts.

In 2007, Moos left Oregon due to a falling out with Knight, and retired for three years. In 2010, he was hired by his alma matter in Washington State. There he made his big football hire by picking Mike Leach to lead the Cougars' football program. In year four under Leach, Wazzu

started the year 6-0 and in the top 10 of the AP poll. Moos has been in the Pacific Northwest nearly his entire life, and knows a lot of people including oddly enough, current Nebraska head coach Mike Riley, from his days at Oregon State.

Mike Riley is of course, the reason why Moos is here in the first place. Moos will need to decide if he will fire Riley later this month when the season ends, the Huskers are trending towards a record that could be an incomprehensible 4-8. This would of course require a coaching change, perhaps the most important in Husker football history.

This is why Moos is a good hire: his main task here is clearly to hire the right replacement for Riley. Moos is a football guy as he was an all Pac-8 player at Washington State in his college days, as well as being involved in the sport for nearly his whole life. Because of his connections, Moos will have an easier time finding the right guy. Two years after he left Oregon, the current head coach at Central Florida was hired by Oregon. If Riley is indeed fired, Scott Frost will be the frontrunner to get the job.

Moos also had a reputation in Pullman as being a media friendly AD. This is also something Nebraska needs desperately. Moos is also able to connect with people and start a conversation with anyone quite easily, something Eichorst failed to do. At the end of the day, Green and Bounds made a hire that makes sense and could end up being very good for Nebraska. Hopefully, it ends up like the last former Oregon AD who became the Nebraska AD, Bill Byrne, would lead Nebraska from 1992-2003.

INJURED ATHLETES

The biggest concern when playing a sport are injuries. High school athletes are prone to injuring themselves during the season.

DAYZANEQUIE HAYNES

BASKETBALL

Brynn Nelson
contributing writer

Dayzanequie Haynes is a junior at Central High School. Dayzanequie Haynes is a basketball athlete who plays for Legacy in the Summer, swings JV to Varsity during the school year, and has been playing basketball since she was three. But in the summer of 2017, in the beginning of July “I felt like someone kicked me in the side of my knee” she said. Dayzanequie’s basketball career would take a turn for the worst.

“At first they told me I didn’t tear my ACL, but then I got my MRI and I completely tore my ACL and have an indent in my knee.” An ACL injury is an anterior cruciate ligament, or ACL, injury is a tear in one of the knee ligaments that joins the upper leg bone with the lower leg bone. The ACL keeps the knee stable. Injuries range from mild, such as a small tear, to severe, such as when the ligament tears completely or when the ligament and part of the bone separate from the rest of the bone. But this minor setback won’t stop her from following her dreams and accomplishing her goals. Two more weeks Dayzanequie has left to use her crutches as of Oct. 3.

The injury is not long term and Dayzanequie can return to play basketball. Going through this rough patch in her life Dayzanequie does not have to face this challenging period of time in her life alone. “My mom is my biggest fan because she supports me in everything, especially

since the injury she’s helped with making sure I’m doing everything that I have to do to get better.”

Jacqueline Haynes mother of Dayzanequie uses the word “competitive” to describe her daughter. “Because she loves to take a challenge from anyone for anything.” What effect the ACL injury has had on her daughter she responded with “It has humbled her but at try he same time, she is driven to come back 110 percent and make a serious impact in basketball.” As for Dayzanequie’s future Jacqueline says “Complete college with a degree of her choice. Have a great family of her own. Possibly play in the WNBA. But first and foremost make sure God is the head of life and he will provide her every need”. Those are her wishes for her daughter.

With that being said basketball isn’t the only thing on Dayzanequie’s mind. Dayzanequie is already very determined and focused on her future. “After I graduate I plan on majoring in journalism.”

Majoring in journalism takes four years in order to get a Bachelor’s degree but at some universities it is possible to complete the program in three years, or it may take longer if you’re working while attending school. “I don’t know yet but I’m thinking about K-State, KU, or USC” Dayzanequie says as she is keeping her options open. Dayzanequie is working on accomplishing her goals regardless of her injury.

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CAMRYN LEWIS-PAYNE

SOFTBALL

Olivia Gilbreath
contributing writer

Sixteen-year-old Junior, Camryn Lewis-Payne tore her hip ligaments and muscle while at her first practice for a select softball league. Up to bat without stretching, Camryn twisted and swung through, sustaining the injury. That night, Camryn was taken to the hospital by her mother, saying that she “just knew something was wrong.” She completed a couple weeks of physical therapy to teach her how to do everyday things like sitting and walking. Her mother, Dionne Payne, was a large help to her during her time in need.

“I felt bad and sad that Cam was in pain and could not play,” said Dionne. Dionne advises other parents of injured players to seek medical treatment and be supportive. Dionne

took off almost two weeks of work to stay with her daughter and support her in the time that she had to stay at home. According to Camryn, her mother was a big help through her recovery. In addition to taking off work, Camryn said that Dionne “sat at home with me and took me to all my appointments and therapy.” Camryn really showed how necessary and nurturing a mother is in times of need and during her daughter’s injury. Dionne helped Camryn through every step of the recovery.

Stuck on the bench for a while, Camryn felt helpless watching another player in her position. “I saw a girl in center field, and normally that’s my position. I play center field and pitcher. Every ball that was hit to center field, she would drop. Every. Single. One. That frustrated me, I just wanted to throw

the crutches and put on my uniform and go out there.”

Although she wasn’t supposed to do much physical activity over the summer, Camryn still played for her recreational softball league. Her hip pain can still be triggered by too much physical activity, although it isn’t “excruciating pain” she can still definitely feel more subtle pain like aching or cramping caused by too much movement. Her hip is supposed to take roughly a year to heal, but Camryn doesn’t let this stop her from living her everyday life.

Still facing recovery, Camryn will probably not be playing softball again next season, and she is unsure of when, if, she will be playing again.

CHS makes effort to inform athletes' families on risk of injury

Alec Rome
staff writer

A snap or a pop can be a nightmarish sound for an athlete hoping to compete at a high level on his or her field of play. One injury can ruin a game or a whole season, depending on the severity. In hopes of preventing this, Central has a qualified athletic training staff that is tasked with treating and educating players and parents on how best to prepare for the risks involved in varsity sports.

One of the trainers at Central is Bryant Pasho, who has seen some recurring injuries with his athletes. While knee and ACL injuries have been more common recently, the one injury that has been seen increasingly across the board are concussions.

The concussion protocol has become increasingly more complicated with the science behind head contact, particularly in football. Legislation on the issue was passed and enacted in the Nebraska unicameral, under LB 260, more commonly referred to as the Concussion Awareness Act. It contains provisions that require information to be provided on an annual basis to students and their parents before participation in a sport.

More importantly, it lays the framework for concussion protocol, such as the steps required for a student to return to the field of play. If a student is suspected of having a concussion, they are removed from physical activity until they are seen by a licensed health care professional. That professional must give the student written permission to return to play, and then the parent or guardian of the athlete must provide written per-

mission.

Another provision that changed the way concussions are handled are concussion management teams. Central's concussion management team includes athletic training staff, athletic director Luke Dillon, nurse Doreen Herbert, attendance staff, SAT coordinator Jamie Miller, and other academic coaches. These teams are used to return kids to normalcy in all aspects.

"The goal is to return kids to school first," Pasho said. "That's why we have people like Jamie Miller involved, because he knows how [to handle the academic aspects]. It's great to be able to hand it over to them because they can handle all of the academic stuff and then when they are ready to come back to sports, then that's where I come back in."

Because of this, all of the members of the concussion management team are notified, to make sure the athlete can succeed in the classroom before going back on the field. The nurse and trainers complete frequent symptom checks, to see if lingering headaches or other signs continue to be seen.

Concussion treatment and policy is always the same, no matter what sport. Because concussions are an injury that cannot be seen, training staff must follow the same protocol for all athletes, even if each case is unique. This varies greatly from other injuries, as the timelines for return are more definite. "If a kid breaks a bone, you know they are out four to six weeks," Pasho said. "Get hit in the head, you're out until you're back. We just don't know what's going to happen."

Once an athlete is cleared by a doctor, there still remains a transition period or "progression" of physical activity to see

how an athlete reacts to different forms of physical exertion. If any symptoms linger, the training staff want them to be treated before the athlete returns to play. In the case of football, coaches can limit the amount of contact a player is exposed to, or set levels of progression until the athlete can return to normal play. That way, the risk of further injury is lessened. "We can be assured that we're not putting this kid out too soon and putting them at risk for further injury," Pasho said.

As for other injuries, Pasho recommends strength training and nutrition to his athletes, as they are vital components of preventing injuries. "In football, you're going to get hurt. You collide with people as hard as possible," Pasho said. "But if you're in shape and you're eating well before the season starts, you're way ahead. If something does happen, you will recover much faster."

Athletic training and medicine has changed over Pasho's time as a trainer, particularly in how trainers are involved in every aspect of injuries. He said that those who have expertise are more involved with policy, especially at the NSAA, since they are the ones who are doing studies.

In the next ten years, technology may advance, but Pasho believes education on injuries is where athletic medicine may advance the most. "There are a lot of things we don't know, but there are a lot of things we do know. I think we can be more on the forefront in letting parents, coaches and everyone around this about what we already know."

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GRAPHIC BY ANNA KAMINSKI
INFORMATION FROM SPORTS & SPINE ORTHOPEDICS



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Senior awarded selective scholarship, has big plans

Vasili Sgourakis
staff writer

For more than two decades Wendy's has recognized men and women who strive for greatness on the field in the class. The Wendy's High School Heisman is a prestigious award given to students at the high school, state, and national level.

Winners are awarded in five phases. School winners receive a certificate and a Wendy's High School Heisman patch. State Finalists receive a bronze

medal, a Wendy's High School Heisman patch and a \$25 gift card. From this group of State Finalists, one senior male and female will be selected from each state and announced as state winners on October 19, 2017. The scholarships then range from \$1,000 for state winners to \$25,000 for national winners.

Courtney Young, a senior softball player at Central was one of the seniors around the country given this honor. Young was a state winner of the Wendy's High School Heisman for her brilliance in the classroom and on the softball field.

Though she did receive this award, it came as a

surprise. Young said, "I honestly wasn't expecting to get it. I was really glad to know that somewhere, someone decided that the work that I've done for softball and school should be recognized."

This award proved to be another example that hard work pays off. "Getting this honor really is a confidence booster for me. It makes me feel like I will go far if I work hard enough," Young said.

Young plans to continue her education and softball career at University of Nebraska Omaha.

Despite season, coaches remain hopeful

Ari Saltzman
staff writer

Last month, the football team finished one of the worst seasons in school history, sporting an 0-9 record with the average margin of defeat at 34.77 points. First year head coach Lance Griffin, who took over for Jay Ball, had a roster that only returned only four starters, and one that was plagued by injuries.

On offense, the Eagles were held to under 200 yards a game, and only scored more than 20 points once this season. They averaged 8.9 points per game. Central finished the year averaging 92.1 rushing yards a game, and averaged 3.2 yards per carry. The leading rusher was senior DJ Ware-Johnson who finished with 50 carries for 230 yards and a touchdown. Griffin said he would like to find, "consistency (and) cohesiveness with the offense."

Through the air, the Eagles completed 47 percent of their passes with an average of 12.4 yards per completion as well as an average of 82.6 passing yards a game. They threw seven interceptions to go along with six touchdowns. The leading passer was senior Richard Avila who was 30/74 for 502 yards and four touchdowns.

"I think the biggest thing is finding consistency at the quarterback position, we started four different quarterbacks this year, and your offense is going to struggle with four different guys throughout the year," Griffin said. The

leading receiver was senior Jalen Harris who finished with 19 catches for 467 yards and 2 touchdowns. Harris also passed for 107 yards and a touchdown, as well as rushing for 107 yards.

The defense also struggled this year at times. They gave 43.7 points a game, and held their opponent to under 30 points twice this year. The Eagles picked off four passes and recovered seven fumbles. The leading tacklers were junior Zech Paladino, and senior Malachi Brown, who both finished with 35 tackles. D.J Ware-Johnson also intercepted two passes. "We need to make sure we tackle better next year, especially one on one tackling, we had guys in position, but they just missed the tackle," Griffin said. The coach also mentioned he would like to work on "creating more turnovers" as well.

Griffin holds an optimistic view for next season, as the team returns a lot more starters than this year's squad. He said, "One of the things we worked this year was bringing a lot of experience back." He hopes that the playing time some of the younger players had this year will be able to help them next year. Next year the Eagles will try to end a two year drought without making the state playoffs.



ALEC ROME | The Register
Head coach, Lance Griffin believes Central's biggest downfall was the lack of consistency at the quaterback position.



Photo Courtesy of ROMAN BEHRENS

After three years on Central's varsity basketball team, senior Roman Behrens faces his toughest challenge yet with his father as his coach.

Father-son duo have high expectations for upcoming basketball season

Jackson Godwin
staff writer

For any basketball team, one of the most important parts is having a well-rounded coach. To some students, the newly hired basketball coach at Central is no big deal, but to others, he is known as one of the best basketball coaches in Central history.

Head coach Eric Behrens has led Central to seven state championships in his years before taking an opportunity to coach at Peru State. After previous coach Ben Holling resigned, Behrens realized the benefits of returning to coach his son Roman for his senior year.

Not all athletes get the opportunity to play under their father as a coach. To senior Roman Behrens, having his dad as his coach brings many advantages. "Some advantages that come with having my dad as the coach are that I played for him a lot growing up. We're pretty comfortable with it and we think about the game pretty similarly," Roman said.

"What brings a lot of teams closer together is building a strong team chemistry and a stable bond with the coach," our goal this year is to win the state championship" Behrens said. The team has been preparing for this upcoming season getting closer as a whole and gaining team chemistry to improve.

A strong factor into accepting the new job as head coach is if Behrens and Roman would be able to work well with each other in coach and player relationship rather than the father son relationship. What comes with switching from college basketball to high school basketball is change.

"College players are a little older but overall, it's still coaching, and I enjoy working at both the college and high school levels," Behrens said.

Something that was beneficial in this process was knowing that Roman has played under his dad as a coach in previous years. "I've played for him before so it didn't feel out of my comfort zone or anything with him now being a part of the team."

Not only is it important for one player to feel comfort-

able but the entire team should be having the same mindset without other distractions while playing. Another factor that came into play was knowing what coach Behrens has already accomplished for this school brings the expectations higher.

Lastly a big part to having a father as a coach is continuing to have the team be treated as one instead of individually picking people out,

"He makes me work harder and instills a sense of confidence in not just me, but all of the players and I think that has had a lot to do with his success as a coach," Roman said. "Being able to rely on your coach to make you a better player will always help improve your game and help the coach learn what to and not to do."

Lack of youth development leads to U.S. men's soccer demise

Vasili Sgourakis
staff writer

For the first time since 1986, the United States Men's National Team failed to qualify for the world cup. While they had struggled through qualifying, it came down to one game against Trinidad Tobago. A win would put the United States in and even a draw would give them a chance at a playoff spot.

In the end, the U.S. could not pull out either result they needed to keep their World Cup hopes alive, losing 2-1. While there are many flaws in youth soccer development and philosophies in the United States that attribute to this failure, it all begins with the will and desire to win. The United States is more talented than Trinidad and Tobago, in one match, regardless the circumstances, they should be able pull of a win.

Aside from will to win, youth soccer development in the United States lags greatly behind other nations. Although we are a country of 330 million, the talent pool is relatively small. This is because of the "pay-for-play" reality of soccer in the United States.

A study showed that of all sports in our country, the lowest participation rate among the lowest income class is in soccer. In other countries, the opposite is true. Soccer is a simple game; it can be played on nearly any surface and only a round object even resembling a ball is required. We need to make soccer more accessible for those of any socio-economic class.

Moreover, the MLS "academies" that house players of younger ages and then develop them under their brand only further this problem. While these academies look for the most talented players, it does take money to even be noticed initially. Typically, a player is one a select travel

team first (which may cost upwards of \$1,000 a year) before being brought in by an academy. A potential alternative would be establishing five centers of excellence dedicated to finding talent, spreading them across the country, and making them free.

The United States is also void of a playing identity. Most soccer fans can recognize the tactical and possession oriented style of Spain, the grittiness of Italy, or flashiness of Brazil; however, the United States does not have a certain style or tactics they are known for. While we may not be as talented as these countries, it is important to have an identity through the youth ranks all the way up to the national team. Therefore, when a player gets bumped up to the next level of competition they do not miss a beat.

Like other sports, pure athleticism is many times put at the forefront ahead of technical ability in soccer, beginning at the youth levels. Herculez Gomez, former USMNT player and current ESPN soccer analyst said, "If you're a young player coming through the ranks and you don't necessarily have the size or athleticism but maybe you have different things like technical ability that are valued in different types of soccer cultures, you're not valued [here]." Though athleticism is important and having a few players on a squad with exceptional speed or athletic ability is important, those with vision of the field and knowledge of the game are also crucial to the success of a team.

Though there are plenty of issues with soccer in the United States, it is important to recognize the good. We still have some young talent in Josh Sargent, Timothy Weah, Cameron Carter-Vickers, and Christian Pulisic who is only 19 and may be the most brilliant player on the team already. While missing out on a World Cup is always disappointing, the priority should now be to revamp at the lowest levels, focus on fixing the flaws in youth development, and set our eyes on qualifying for the next World Cup in Qatar.

MAKING A RUN FOR IT

The girls cross country team qualified 3 runners for the state competition and the boys' team as a whole qualified for the first time in five years.



EMMA NEILAND | The O-BOOK

Top left: Five female runners take their mark before a group run. Top right: Sophomore Mohussin Abakar finishes her race strong. Bottom left: Sophomore Madeline Krause (left) and junior Anne Gallagher (right) pose for a photo after an event. Bottom right: Eric Seger-Pera, sophomore, runs beside Millard South opponent near the finish line of their event.

Two girls qualify for state golf, draw inspiration from one another

Carlson Koch
staff writer

For the first time since 2012, the girls golf team sent competitors including senior Elisa Gambará and junior Lauren Tse to the state competition.

Tse and Gambará were only able to tee off at state because of their performance at their district competition in Grand Island. Tse grabbed ninth place with a score of 94 and Gambará squeezed into tenth with a score of 95. From districts, only the top ten placing individual golfers and the top three placing teams advance to the state competition, which was hosted at Norfolk Country Club.

A golfers' first time playing in such a big tournament like the state competition can be nerve wracking and influence their performance. "This was my first time playing in such an important tournament," said Tse, "I remember my hands were shaking for the first few holes."

The same nervous feeling was present for Gambará at the first day of state. "I was really stressed," Gambará said. "State is different because there are just good players who really care."

However, state was not first tournament for Gambará and Tse; each tournament during the regular season

prepares the players to deal with pressure and anxiety. After overcoming these potential difficulties, golfers in general are more likely to perform better. After dealing with the pressure, Tse said "I ended up deciding to just play the best golf I could and really take in the experience."

"I am more concentrated on my golf game than ever before," Tse said. "My goal has always been to qualify for state, but now I want to place in the top twenty." After golfing at state, Tse learned more about exactly what kind of score it takes to place in the top 20.

For Tse to place in the top 20, she will have to practice more, but the way in which golfers practice differs individually. "Practice by playing the real golf course," said Gambará is the most effective method to hone her skills.

"Hitting balls at the range and putting at the putting green improves my golf score the most," Tse said. Some golfers prefer to just play the sport, but many believe their golf game would be so much better if they spent some time on the range or putting green.

Golf is not a common sport among high schoolers; in fact, many schools struggle to fill a team of golfers. But Gambará has been dedicated to golf beginning at a young age, "My entire family in Italy plays golf, at the

beginning I was not interested, but since I was five I have been really interested," she said.

The girls golf head coach Brent Larson followed each girl at state, trying to relax their nerves and calm the girls to play their best however he can.

"Coach Larson reminded me to slow down and take in the experience," said Tse, it is common for athletes to rush their fundamentals when they feel nervous or anxiety. For Gambará, Coach Larson helped in a similar way, "Coach Larson is really positive and encouraging, he never loses hope," she said.

Besides only helping during tournament play, Coach Larson and assistant head coach, Jodi Dierks, during practices focus on practice at the putting green and the range to help develop the golfers' swing. "[The coaches] were both very supportive," Tse said, "they kept me focused and concentrated at practice to play my best golf."

Neither coaches nor the feeling of competition can truly improve a golfers' ability to play well. The

According to Tse, a quote by Bobby Jones, a famous golfer, shows the connection between golf and life. "Golf is the closest game to the game we call life," Jones once said "You get bad breaks from good shots; you get good breaks from bad shots, but you have to play the ball where it lies."



BOARD GAMES 16

Four Central students discuss their favorite board games in a time where video games dominate.



LGBTQ IN TELEVISION 19

Read on to find out how some millennials feel about more LGBTQ characters being televised.

REVIEWS 21

The Register reviews particularly lesser known restaurants, cafe's and television shows.



arts & style

the REGISTER • November 9, 2017 • Volume 133, Issue 2



ALEXIS BLANKENFELD | The Register
The nurse's office gains a new employee from Nebraska Medicine. Doreen Herbert loves working and educating kids about their health.

HEALING HANDS

Central's new full time nurse has worked in the medical department for 24 years.

Zoia Morrow
executive editor

Dressed in her print scrubs and matching crocs, nurse Doreen Herbert is ready to tackle all the health and medical issues the world may throw at her. Twenty-four some years ago, Herbert had no idea she would working in the nursing of Central High School. Her history with Central goes beyond what meets the eye. Over two decades ago, Herbert met her husband, Tim Herbert, on the very third side of the first floor that hosts the main office. Now, she is a new addition to the school's team of nurses.

After seeing the position opening listed online, Herbert saw it as an opportunity to become a part the Central family and acquired the position of full-time nurse. "We have been a Central family for many years now, my husband has worked here for 27 years...I kind of needed a new setting away from the hospital and I love kids," Herbert said.

Although Herbert now a part of the Eagle family, she was at Nebraska Medicine for 14 years. Along with Nebraska Medicine, Herbert worked at Children's Hospital and for the Red Cross. What prescribed her prompt change of scenery and decision to work at Central was the

tradition and atmosphere the school is commonly known for. "There's so much about Central. The community support, my husband working here, and I know they [Central] does a lot outside to benefit the community," Herbert said. They were all factors in Herbert's decision to tackle a job at Central.

But before then, Herbert had always known she wanted to be a nurse, not only because it runs in her family, but because she has always loved people. She received her nursing degree through Bishop Clarkson College which paved the way for a successful career, "I always wanted to make a difference in someone else's life. When I started, I was working in a nursing home and I loved taking care of the elderly and loved hearing about their stories," Herbert commented.

Moreover, Herbert describes one of her fine qualities pertaining to her experiences as a nurse. "All my patients or the people that I help, I treat them like I would my own family

CONTINUE TO 'NURSE'
ON PAGE 22

Numerous options for fall activities available in Omaha

Summer transitioned to fall in what seems like the blink of an eye. In the midst of the fall season, people are constantly searching for activities to do. And though Omaha is by no means a big city, there is still a ton of festive things to do that are both fun and in season.

A great way to start off fall is by carving pumpkins. Most people associate this with Halloween specifically, but they can be used as decorations long past the spooky holiday. Pumpkin patches are a plenty in Omaha and the surrounding areas and suburbs. Some of the patches include Wenninghoff Farm, Bellevue Berry and Pumpkin Farm and Valas Pumpkin Patch. Not only can the pumpkins be carved in decorative fashions, but many bake the seeds that are found inside.

Another fall activity to do is volunteering at a homeless shelter or donating to those in need. Obviously it's colder in the late months of the year, and many people are in need of coats or a warm meal. Not only would this make you feel better, but it would significantly brighten someone else's day. And as a bonus, seniors can get National Honors Society Hours. Some soup kitchens to volunteer in and donate to includes the Open Door Mission, the Heartland Hope Mission and the Sienna Francis House.

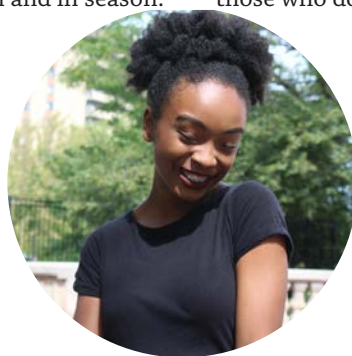
When November comes to mind, most people think of food. There is plenty to bake in this season that is both festive and fun to make. Now is a great time to make pies, such as pumpkin

and sweet potato. Warm homemade baked cookies also fit into this season, as do pumpkin flavored baked goods. Recipes are aplenty, and can be found on websites such as Pinterest. And for those who don't have the time or the desire to make the hearty fall foods themselves, Omaha is full of restaurants that will do the job.

Similar to food, Omaha has a lot to offer when it comes to coffee shops. There are a ton of local coffeeshops that serve drinks specifically catered to fall, such as apple or pumpkin flavored. In the Benson area, some of the coffeeshops include Aromas and Omaha Bicycle Company. In Dundee, there is Blue Line Coffee and Caffeine Dreams. Downtown has coffeeshops such as Urban Abbey's and Sozo. Each of these will provide a warm environment and seasonal drinks.

Yet another fall activity is shopping. As November goes on, Christmas draws nearer, and the time for giving gifts is upon us. Therefore, a trip to the outlet mall in Gretna or Westroads mall can lead someone to shop for their loved ones at chain stores, or the option of shopping a locally owned boutiques and shops is available as well.

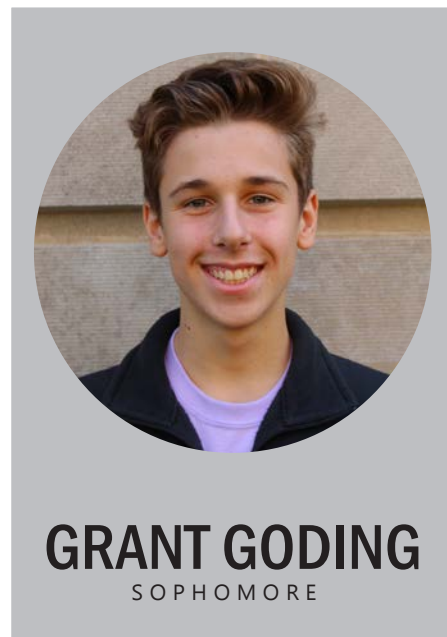
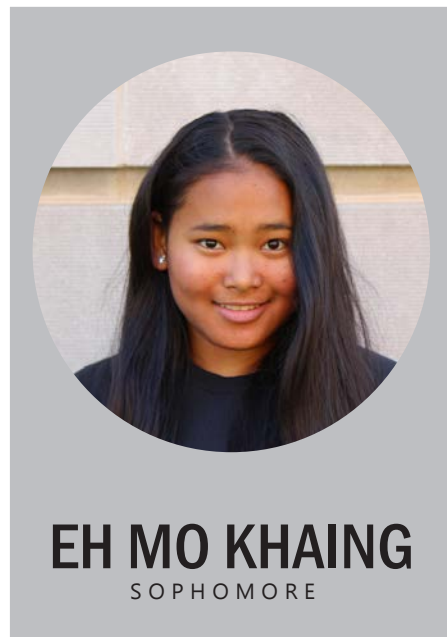
So if an effort is made, it is possible to have a good time in Omaha during the fall season. Through giving, shopping and eating, there is enough to do to keep anyone occupied.



SIMONE DAVIS
SIMON(E) SAYS

BOARD GAMES MAKING A COMEBACK

In the age of Xboxes and PlayStations, people are using board games less and less. Even so, board games have always been a way to show off an individual's competitive side and bond with loved ones. That aspect is still an important part of why people continue to play board games today.



MANCALA



Q&A

Simret Habte
staff writer

WHAT IS YOUR FAVORITE BOARD/CARD GAME?

ALEXA GONZALEZ: "My favorite board game is Mancala."

EMILY JOHNSON: "UNO."

EH MO KHAING: "I really like Monopoly."

GRANT GODING: "I would probably say my favorite board game is Axis and Allies, it's a game based on the world powers during World War 2."

WHY?

ALEXA: "You can interact with people while talking and having fun. Also, it's a game that's not boring, it can keep going and it's competitive."

EMILY: "It's fun to play."

EH MO: "It's a fun pastime to play and it's also a really competitive game which is what I like."

GRANT: "It takes a lot of strategy and I love strategy. It also involves history which is something I love learning."

WHAT IS THE BEST PART ABOUT PLAYING BOARD GAMES?

ALEXA: "Interacting with people and the competitive flow of it, to see who's gonna win."

EMILY: "I get to have bonding time with the people I play with."

EH MO: "If you play with the right people, you can keep playing for hours and hours."

GRANT: "It lets you have fun, it uses your brain instead of physical talent. It takes mental talent to play board games. It's something to relieve stress."

WHO DO YOU LIKE TO PLAY BOARD GAMES WITH?

ALEXA: "I like to play with my family, just to spend more time with them. Sometimes I play with my friends if they come over."

EMILY: "I like to play with my friends and family, mainly my friends."

EH MO: "I mostly play with my family because they're always around me, but it's also fun to play with my friends because I can yell at them, but with my family I can't really do that."

GRANT: "My friends."

VIDEO GAMES OR BOARD GAMES?

ALEXA: "I like board games because computer games are usually set up, you're not playing with anyone else."

EMILY: "Board games, you get a better experience."

EH MO: "I like board games more because computer games are too technical and I don't like that. And with board games, I'm actually physically there and competing, but with computer games I'm behind a screen and I don't like that either."

GRANT: "I would probably say board games, because board games you get to interact with other people and spend time with other people. I always thought board games were a better way of bonding with people than movies and stuff like that."



DILLON GALLAWAY | The O-BOOK

Always knowing she wanted to be a teacher, Kane originally thought of teaching English, but eventually followed her passion for art. To her, art is about expression and content.

New art teacher brings creativity, talent to fourth floor classes

Javier Lepes
staff writer

As a first year Art Teacher, Libby Kane has found a home to express herself at Omaha Central. Born and raised in Omaha, Kane was raised as an only child. She attended Skutt High School and later graduated to pursue and achieve a Bachelor's science in education with endorsement in Kindergarten through 12th grade and a minor in Art History at the University of Nebraska Omaha.

Kane, a twenty-two-year-old knew she wanted to be a teacher ever since she was young. Before becoming a teacher, Kane has worked in catering and at a retirement home. During High School she had plans on becoming a teacher of a subject other than art.

"During high school and college, I thought of becoming an English teacher" Kane said, but instead her art teachers from Skutt convinced and inspired her into becoming an art teacher. Having graduated last May, she started student teaching English and art classes at the end of her senior year in college.

Art is a subject that holds a deep place in Kane's heart. "Art has given me a voice that I don't think I had before I became an artist" Kane said. Art allows her to express her feelings in different ways she could not before. Performance art is one of her favorite types of art. The

definition of performance art varies due to its how the person thinks of performance art. But to Kane it means to be physically apart of your art. Performance art and art in general has helped Kane deal with past experiences and grieve her grandma's death.

If there is anything she wants her students to get from art is to express themselves. "I think that art is a way for my students to express themselves, art is about pushing yourself and being able to say what people are not able to say aloud" Kane said. To Kane, art isn't just about making a project "It's not just making something pretty and putting it on the wall," Kane said.

Kane's goal this year is to become a better teacher. She plans to learn from her students and other people around Central and transform that into becoming a better teacher. Central already had a special place in her heart. After just starting teaching here earlier this school year she is loving Central, "I love Central, I love the community here. There is a unique sense of community here at central, something different than other schools I have been to."

She's very appreciative of the three other art teachers that have welcomed her into the art department. "The three other art teachers have been really supportive for me here at Central" Kane said. The students have also been very helpful and a joy for her as she enjoys how the students are putting all their talent and work into the art projects.

Traveling to Europe, students will have hands-on experience

<p>14 DAYS TOTAL</p> <p>3 DIFFERENT COUNTRIES</p> <p>1 UNIQUE OPPORTUNITY</p> <p>PRESENTED BY THE CHS WORLD LANGUAGE DEPARTMENT</p>		<p>AUTHENTIC GERMAN/FRENCH/SPANISH CUISINE</p>
		<p>SIGHTSEEING</p>
		<p>CAPTIVATING EXPERIENCES</p>

JULIAN HOCK-BEATY | The Register

Heidi Heyden
staff writer

"The World is a book, and those who do not travel read only a page"- Saint Augustine. Throughout the multitude of foreign language classes offered at Central, the number of cultural learning experiences seem endless. Along with the diversification that Central proudly showcases, students are able to explore different cultures and ways of life on a daily basis. One surefire way that this diversity is consistently exemplified is with an international trip that is offered every one to two years. The locations vary from year to year, but each trip provides students and chaperones with the benefit of international travel and memories that will last a lifetime.

The summer of 2018, students have the opportunity to visit Europe for two weeks. "Students will see things they have learned about in language, art, history and literature classes," German teacher and world language department head Erica Meyer said.

During this trip, students will have the chance to visit various cities in Spain, France and Germany. "They will get to try their language skills and sample the local cuisine," Meyer said. They will also learn firsthand about historic landmarks such as the Eiffel Tower and the Berlin Wall.

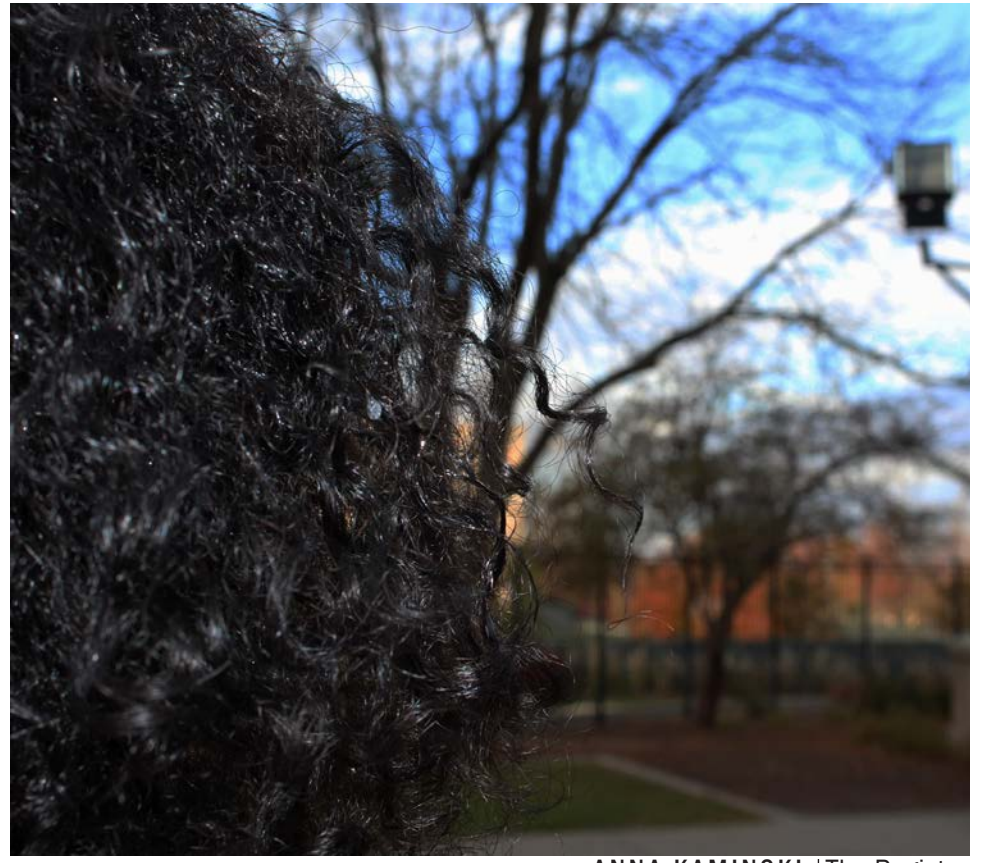
"There is so much more out there than just what one can experience in Omaha," Meyer said. Travelling to three countries will put a perspective on how different cities all around the world compare to Omaha. In total, travelers will visit nine cities during their time in Europe.

The trip will offer visits to select attractions, a professional tour director, a tour diary and so much more. Travelers will stay overnight for 12 days with breakfast and dinner provided for each of those days. For students, the total payment is expected to be \$4,309. For adults, it rises slightly to \$4,974. Fortunately, there are multiple plans that help students pay for the expenses regardless of their economic status.

Although the travel expenses may be high, the experience students will gain from being immersed in other cultures will be unparalleled. "I believe it is important to travel in order to continue widening your scope of what you think you know and don't know," French teacher Micah Ringlein said. "There is such an overwhelming amount of information in the world; the most interesting and challenging method is to interact with it inside of its community."

Besides gaining real-life skills in using the language they are learning, students are able to experience the art, the cuisine, and the overall culture of each city they visit. "Hopefully, they gain more appreciation for these places," Meyer said.

Usually, the perception of cities that are not in the United States are created based on what people see in the news, and visiting the cities in person will help students gain a perspective that people normally would not have. This, in turn, can have the ability to change the way people view worldwide issues, allow them to become more open-minded and help them grow as individuals.



ANNA KAMINSKI | The Register

Left: Simone Davis has properly transitioned to natural hair after many years in the works. Right: Kendyl Clayton is in the transitioning stages of embracing her naturally curly hair.

Natural hair becomes the new normal for black women

Aaliyah Thompson
contributing writer

Central High has an apparent growing population of girls wearing their naturally curly hair this school year. It is common for people of African descent to have curly or coily hair patterns. They could be mixed with many ethnicities, bi-racial, or just black. Some females like wearing their hair natural just for the simple fact that they delight in their curls.

"I don't like damaging it [or] wearing it straight all the time," Junior Raya O'Neal said explaining why she prefers her curls.

Junior Ariya Bell-Coston, another Central High student, and O'Neal both recently started styling their natural hair instead of getting perms or flat-ironing it. Perms include high levels of heat and chemicals that damage hair. Even without these methods of styling hair, it is still difficult for black women to maintain or acquire long hair.

"When hair curls very tightly, the tight curls put stress at each turn in the fiber of the hair," Cindi Pearson wrote in the article, "Ethnic Differences in Hair." "The hair can become fragile as a result and break easily. [It also] can often be dry because, although African hair produces a lot of sebum, which is protective oil, the tight curls prevent the oil from spreading out evenly along the hair fiber."

Because curly hair includes some struggles and the well-known trial and error process, the hair of Bell-Coston and O'Neal among many other black or mixed females are in the recovery and reconstruction stage. Bell-Coston's advice to those who also have curly hair or are pondering over wearing their natural hair is to have confidence even if you have to cut some of it off.

"The big chop shouldn't stop them from getting healthy hair," Bell-Coston said. O'Neal suggested that

curly haired people use shea moistures and leave-in conditioners. Shea trees, small tropical African trees, bear oily nuts from which shea butter, moistures, and oils are obtained. Natural oils, such as coconut oil, Eco Style gel, and Cantu products are strongly encouraged within the black population.

"If you do it, try different things," O'Neal said. "One regimen won't work for ever. Find out what works for you."

The perspectives on the maintenance of curly hair varies, but O'Neal admitted that it is time-consuming. According to O'Neal, she cannot put a lot of product in her hair because it is too soft to hold any of it. She also washes it weekly opposed to how Bell-Coston handles her

“ Only 10 percent of women feel proud of their curls and only four out of 10 curly-haired girls think their hair is beautiful. ”
Dove

Global Study of 2015

hair because it is thicker and a different texture.

"Sometimes you get lazy but if you want to keep it healthy, use leave in conditioners [and/or] moisturizers," O'Neal said. As stated by Karen Marie Shelton, author of the article, "Natural Curly Hair Facts", Not all naturally curly hair responds equally well to hair care products tailored for curls since some curl patterns require more moisture than others.

"Shampoo is really not necessary and is actually pretty bad for your curls," Victoria Herr wrote on Odyssey, the website. "Try a cleansing conditioner, sulfate-free shampoo, or just a good old-fashioned scrub to keep your

hair clean and healthy."

Brushes should not be used on curly hair. Wide tooth combs along with the strategy of finger combing give a more desired result for detangling curly hair. Brooke Shunatona proposes a technique to use when combing curly hair in her article, 18 Life-Changing Hacks for Curly Hair.

"When combing...your hair, gradually move upward instead of starting at the roots," Shunatona wrote. "It's much easier to comb through knots at the ends first."

Dove released statistics in 2015 from a global study conducted by Edelman Berland and H&E and Launched their Love Your Curls campaign, proclaiming that people with curls should not be ashamed of them. "Only 10 percent of women feel proud of their curls and only four out of 10 curly-haired girls think their hair is beautiful," Dove said.

Many girls at Central share a common knowledge of Miss Jessie's brand. Miss Jessie's was founded by Titi and Miko Branch, Black-Japanese sisters, in 2004. They respond to multiple curly hair patterns. Tiffani Knowles wrote for Newd Magazine about companies other than Dove that are consistently "catering to a multi-racial clientele", including Miss Jessie's brand.

"Their haircare lines attempted to make natural curls softer, less unruly and more manageable for mixed women," Knowles said. Revealing a domino effect, more females are showing off their natural curls at Central. By females wearing their natural hair, they are encouraging others to do it as well. The popularity of recommending helpful products that will keep hair healthy is increasing.

"Embrace your curls for 2017," Victoria Jowett wrote for Cosmopolitan. "Whether your hair has natural ringlets or big, bouncy curls, there's a hairstyle out there for you... it's time to step up from the straighteners."

Couples lingering in hallways should be restricted from PDA

They are littered throughout the hallways. They are lurking in the stairwells and the cafeteria. Throughout Central there are countless couples playing footsie between classes. Many of these couples simply "cannot survive" the day without seeing their significant other.

But when couples meet up in hallways, they do so in a way that is irritating and public for their peers. The excessive public displays of affections (kissing, groping, disgusting pet names) in the dead center of the hallways simply to gain an audience often get in students' way and annoy those around them.

As well as being irritating, with the public displays of affection can spread germs. When a couple kisses, they swap as many as 80 million new bacteria. The bacteria can be spread from the initial couple to countless students, which causes an outbreak that impacts everyone.

Additionally, single peers may see these couples and become jealous, which creates unnecessary resentment. But a strong codependency on each other can be a negative thing for couples, especially if one person starts displaying obsessive behaviors.

These behaviors include extreme jealousy, restricting interactions, and clinginess to a great extent. These obsessive behaviors could escalate to abuse. Nearly one in three teenagers will experience dating abuse in their lifetime, and around one in ten have already experienced this abuse.

The key solution to all of these issues is to restrict how many public displays of affection are going on in the halls. This will eliminate multiple issues and create a less disgusting school.



KAITLYN ENGEL

"DETAIL"

A NEW KIND OF DIVERSITY



JULIAN HOCK-BEATY | The Register

Increase in LGBTQA+ television characters shows progress

Emma Whaley
staff writer

With the recent changes in politics, many new, and some old, issues have risen concerning the LGBTQ community. Amongst bathroom bills and athletic classification, there is the debate of adding queer characters into television shows meant for children. LGBTQ characters have been popping up on Nickelodeon and Cartoon Network since the 1990s. Recently, more and more parents and guardians are noticing these queer subtexts and taking offense, saying they don't want their kids being exposed to such mindsets at that age.

Though Central students may be a bit out of the demographic for these shows, some of the programs are very popular among younger children. Cartoon Network's "Steven Universe" is well-known for its LGBTQ representation. The program about personified gemstones battling alien warriors is popular among young boys and girls alike, as the large majority of the characters are presented as female. Many of them have clearly displayed relationships with one another.

The Nickelodeon show "The Legend of Korra", a spin-off of "Avatar: The Last Airbender", revealed at the end of their last episode that the protagonist and her female friend were dating. These shows are marketed towards children in elementary school, yet they tackle some more mature themes, one of which being gender and sexuality.

While most Central students aren't parents, it doesn't stop them from being very opinionated about topics such as these. Junior Alex Truesdell stands on the pro side of whether or not to show LGBTQ characters in children's shows. "I think it's good," she said, "It's important for children to know that

being gay is fine even if they don't have that influence on their life normally. I think that a lot of people are doing really poorly about that and I wish that would change."

Sophomore Jacob White has his own views on the subject. "What I really disagree with is implementing any politics into kid's TV shows," he said, "It's more about learning the basic concepts ... A lot of the LGBTQ stuff has a lot to do with sexuality, it has a lot to do with sex and I don't agree with oversexualizing our youth [television programs]."

Of course, no one is forced to watch Cartoon Network or Nickelodeon. If parents don't want their children to see LGBTQ characters, they can simply switch the channel. However, some families aren't that lucky. Lower-income families may not be able to afford cable or Netflix and may rely on public broadcasts such as PBS to entertain. So, should anything as controversial as queer rights be put on public television?

"As far as ... the Corporation for Public Broadcasting, I don't think [LGBTQ issues] should be in there at all," White said, "Private television corporations, they can do what they want, you can choose to watch them or not. But as far as publicly funded, I don't believe that's something that should be implemented in there." It seems some people don't want their tax dollars going towards something they don't support and don't want their families exposed to.

Truesdell falls on the opposite side of that argument. Some may remember the recent episode of Sesame Street in which they introduce a transgender puppet. As Truesdell put it, "God forbid that you show your children people being decent human beings to each other. I get that some people may claim that their religion says that's a bad thing ... If you think that this is a problem, that you're spending your taxpayer money to show your kids people being nice to each other and

accepting their differences ... If you're upset about that, maybe you need to be watching Sesame Street so you can get over your childish tendencies."

For many people, whether to see these shows as a fun, arty cartoon or as a leftist political agenda is a large issue. After all, one of the freedoms Americans have is the ability to choose their own political alignment. White believes that queer characters force leftism on the youth. "...they haven't formed their political opinion," he said. "Everyone has the right to believe in what they believe in and I don't believe we should be indoctrinating our kids to believe a certain way via cartoons. That's an opinion that they should be having on their own through actually engaging socially with other people."

Truesdell, however, has a different stance on the politics of these cartoons. "It is art," she said, "First and foremost it's art. But art has always been about pushing some sort of political agenda ... It's art but it shows and supports a political view that I think everyone should have in this day and age." Those political views Truesdell referenced are the "basic human rights" that some of these cartoons teach as far as acceptance.

This is clearly a divided subject. Even teenagers have strong opinions on a topic many would write off as being a parent's issue. In the end, whether it's a children's show or not, or maybe even because it is for kids, what goes into these programs is a big deal. Shows like Steven Universe are created to entertain young viewers and implant them with life lessons. How to be kind and accepting is infused in the plot and some will say that with these lessons, creators sneak in their own agendas. The only thing that's clear is that these shows are getting high ratings that aren't going down anytime soon. If the creators are infusing their personal beliefs into their creations, someone likes it.

Student's iPhone cleanse turns out to be beneficial to health

Lately, cell phones have become a necessity in our society. In America, almost everyone has a phone or portable device that they use at least once every day. Out of these people, many of them have become addicted to their phones, spending hours upon hours on them on social media. Personally, I have found that as my social media presence increases, the time I spend on my phone increases.

Before I had Instagram and Snapchat I didn't spend much time on my phone but now hours pass of me doing nothing but mindlessly scrolling. To try and combat my iPhone addiction in the making I decided to give my phone up for three days to find out how I can survive without it.

On the first day that I went without my phone, there were many times that I found myself missing my phone and instinctively reaching towards my pocket for it. I realized that anytime there was an awkward silence or extra time at the end of a class, instead of talking or working I would get on my phone and do absolutely nothing. At first, I felt out of the loop not being able to check social media and see what everyone was up to but also, in a way, it was freeing to not have to worry about anyone else's life but my own.

By the second day more problems became apparent. In the morning, I relied on one digital alarm clock to wake me up as opposed to a hundred alarms on my phone. With one 'snooze' in the morning my whole day was rushed. When I did homework in the evening I needed a calculator, dictionary, and Spanish to English dictionary on top of each class' textbook. Though this did make completing homework take longer, without the distraction of a cell phone I got done at the same time, if not earlier. I even ended up getting more sleep than usual because, when I was

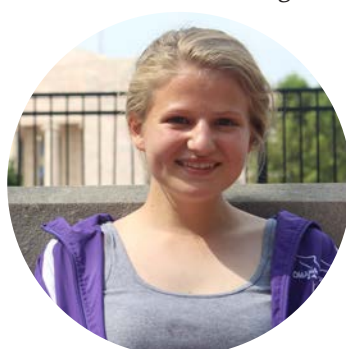
tossing and turning at night, I couldn't stare at my phone for hours to distract myself.

On the morning of the third day I woke up well-rested and as on time as ever. At this point I had mostly gotten used to not having my phone and I wasn't missing it. In the halls I talked to people I previously would have missed, at lunch we played cards, and during excess time in classes I got homework done. It seemed that after three days without my phone I had completely adapted to life without it and didn't need it. That is until the cross-country meet I was supposed to run in that day was cancelled and I didn't know until an hour before because I didn't have my phone. Aside from that incident, the rest of the day went smoothly and I felt happy to put distance between me and my phone.

Above all, this experience showed me that I am unnecessarily dependent on my phone. There were many times in these three days that I would have a simple question and, instead of thinking about it, I would immediately want to Google it. Not being able to do that allowed me to be more independent.

Though at first it was difficult, I was happy to be unaware of everyone else's personal lives and to not have to worry about what others were doing. Without a phone to use as a crutch when I was uncomfortable I was forced to do things out of my comfort zone, in a good way. After this experience I went think I will still continue to use my phone daily, or at least

keep it with me, just because it's good to be up to date though I do plan on using it less. And, if I do get back to overusing my phone, I know that I can always go on a three day iPhone cleanse.



EMILY ENGEL

NAP ENTHUSIAST

TOP 3 HIP-HOP ARTISTS

Lizbeth Hermsillo-Najar
staff writer

Omaha is growing city that happens to have quite the music scene that is also growing. Omaha has a various artist who are trying to make a name for themselves and express their love for music. More specifically the genre of hip-hop/rap that has many artists that have talent and are worthy of mentioning.

1. TAVARES REX

Kaiden Tavares Pauba a 17-year-old, who is currently a senior ,creates music that anyone can vibe to. He wants to make peoples favorite songs. Rex started making music just for fun, he would always be bored then just started freestyling. He would make music in his free time. Growing up he listened to a lot of 90's hip hop artists. In terms of his sound he draws more influences from Andre 3000, Chance the Rapper, and Kid Cudi. You could listen to some of Kaiden's upbeat and fun music at soundcloud.com/tavare-swells

2. LIL RUQ RELOADING

Brandell Braimah is a 18-year-old who started making music as a fun hobby. Brandell made music to get his name out there and for people to listen to his music. Ruq's style of music could be described as original. He gains his influences from Chief Keef, Lil B, Lil Wayne and more importantly his older brother. Ruq sees himself as role model, the person in his life he could depend the most on. He hopes to achieve respect and admiration from the underground music scene and work his way up to a larger platform like XXI magazine. Some advice Ruq would like to give to other artist would be to keep extremely positive and you will shine like a star. You can give a listen to his music at soundcloud.com/brandell-hollis-braimah

3. JUST-US

Justus Henderson is a 19-year-old Central alumn who goes by the name Just-Us. He is a rapper, musician and DJ. Justus first started getting into music around the age 7 when he started taking private piano lessons at the Omaha Conservatory of Music; he did that from about 9 years, then he became interested in producing, He already knew the basics of how to produce music from "Garage band," a digital audio workstation. He would use "Garage band" during his free time, then later started rapping because he wanted a voice on his tracks.

Justus' current music influences are Trippe Red, A Boogie Wit Da hoodie and Muse. "They all have great music and their production is always son point" stated Justus. His role models would have to be his parents because they taught him to keep pushing and his grandfather because he helped a lot with his music. One-day Justus hopes his music is heard by the world, he's not trying to be famous but just known. Advice for other artist would be to not give up, the music industry is difficult but with the right connections and moves you'll be set. You can hear some of Justus songs at soundcloud.com/justus-henderson



Justus Henderson



Brandell Braimah



Kaiden Tavares Pauba

Photos Courtesy of Henderson, Braimah & Pauba

TOP 4 TEA PLACES

Kayla Johnson
staff writer

THIRST TEA

Thirst tea is the first official boba tea spot in Omaha. Their menu caters to all kinds of variety, ranging from delicious snacks to hot and rich teas. Their shop creates a warm and friendly environment for new customers to stop in and try a new nice refreshing drink as well as providing regulars a place to relax and socialize! Staff members are always fast and informative of products as well as ingredients. Their midtown location provides an exciting and upscale vibe. Stop by and try out their boba tea for a fun experience.

TEA SMITH

Tea Smith is centrally located around 78th and Dodge. Their tea blends are extraordinary and are packed with flavor. There are dozens and dozens of blends to chose from! So why not try them all when you stop by? Their shop is a great and quiet place to do homework at while sipping on a hot or cold tea. Staff members are very knowledgeable regarding blends, ingredients and techniques. Stop by for a tasty drink while doing homework or reading a book.

13th STREET COFFEE COMPANY

13th Street Coffee and Tea is an exciting place to catch up with friends or just enjoy a tasty drink. They specialize in everything from pastries, coffee, teas, and expresso drinks. The two-story building is very spacious as well as whimsically shaped. Stop by for a new and exciting spot to enjoy pastries and tea.

SNOW BOWL

Snow Bowl is located around 144th and Center. Their building is very modern and clean and caters to adults and children alike. Their menu provides a very wide variety to choose from. Many people think the shop is only an ice cream parlor, but they actually specialize in teas, coffees, and coffee, and ice cream as well as other products. Stop by to admire the modernized decorations and architecture all while trying out various tea flavors.



CAFE:

Sozo Coffeehouse is one of the best in Omaha. Late hours, pool tables and delicious coffee make it notable.

Simone Davis
staff writer

There are dozens of local restaurants and coffee and tea shops all around the city. Coffee shops in particular are scattered throughout different parts of Omaha. Sozo Coffeehouse is located in the Old Market and provides a nice setting and even better coffee.

To enter Sozo, one must go through the basement of a building shared with other venues, and instantly the atmosphere feels relaxed. The place is warmly lit, which makes it look comfortable and chilled out. Upon entering, there are tiny tables and love seats for people to sit and drink their coffee and chat with friends or do homework. In the center of the room sits pool tables that are usually occupied by friends. The walls are old brick and give the place a rustic, old timey feeling. In the back of the room is where the counter is so customers can order their food and drinks. It's a fairly tiny area, which is probably to keep comfort the main focus of the space. Off to the side, there is another room which can be used for rentals. Back there is a DJ station, a few couches, a stage and open space. It's large enough to accommodate a big party but small enough to keep the intimate vibe that the whole space has.

Just like the venue, the menu is great. The options are written out on a chalk board behind the server, and there is a ton to choose from. As with almost all coffee shops substitutions for dairy items and other things can be made. The cold drinks are served in glass mason jars which is pretty unique. At a coffee shop, most would expect to drink out of a mug of some sort, but the mason jar works, it somehow fits in with the style of the place. The latte that is offered on the menu has a sweet flavor and a ton of foam on the top; it's delicious. In addition to their menu they have fridges full of soda and juices. The only negative to their menu is the price. Some of the drinks that aren't simply coffee or tea costs way more than what it probably should.

One of the best parts of Sozo is that it is open so late. They stay open every day until midnight, which is perfect for a college student who is pulling an all-nighter for a paper, or simply for someone who wants to be out but not in a party scene. The stage in the back of the venue often has live music, which is a nice addition to relaxing with coffee. Sozo opens at seven in the morning, which is perfect for people who go to work early, especially since there are so many business people in the Old Market.

Overall, Sozo is a very nice coffee house to relax and hangout in. The aesthetics are cozy and warm, there is live music, the drinks are good and the hours are flexible. Anyone that has the opportunity should stop by and experience Sozo Coffeehouse for themselves.

FILM:

Bladerunner 2049 proves a worthy sequel, visually stuns.

Julian Hock-Beaty
graphics editor

“Blade Runner 2049” was released in theaters on Oct 6. Ryan Gosling and Harrison Ford star in this sequel to the 1982 original, directed by Ridley Scott. “2049” is directed by Denis Villeneuve, known for his previous films “Arrival” (2016) and “Sicario” (2015). Villeneuve blew audiences away with his successful expansion to the Blade Runner universe.

Sitting at a lengthy two hours and 44 minutes, the film's runtime provides the extensive plot ample time to unfold. Villeneuve has recently revealed that the film's original runtime was supposed to be in excess of four hours, split into two parts. Had Villeneuve decided to keep this cut, audience reception could have dramatically changed.

The story follows Officer K (Ryan Gosling), who works for the LAPD in the year 2049. Civilization has greatly advanced in this cinematic universe, and in the 21st century, humanity created bioengineered human slaves called replicants. Replicants are genetically identical to regular humans, but have been scientifically engineered to have enhanced strength and a heightened pain tolerance. Their memories are artificially implanted upon their creation.

K is a replicant, but by 2049, his kind has been integrated into society. K is tasked with tracking down and “retiring” replicants that have escaped from their past “crimes.” K being forced by the government to hunt his own people is a heavy concept, and really added to the depth of his character. “2049” follows K as he discovers a conspiracy concerning the true capabilities of replicants and humans, which eventually involves Rick Deckard (Harrison Ford), the protagonist from the original “Blade Runner”. Extra plot pieces are being released in the forms of prequel short films, expanding the scale of this universe even more.

Simply put, “2049” is a beautifully executed film. The story is given plenty of room to breathe and unfold, which is rare for blockbuster films. “2049” also perfects the dystopian future aesthetic with the use of many different cinematography techniques. It's very evident that Villeneuve worked closely with Cinematographer Roger Deakins to visually engineer each scene from the ground up. Because of the effort put into the way the film looks, “2049” showcases some of the best visuals seen in film for quite some time. Without a doubt it has raised the bar for the entire sci-fi genre. Taking hints from “Mad Max: Fury Road” and its predecessor “Blade Runner”, “2049” brings a huge focus to the presentation of color within the film.

Specific color palettes are masterfully used to compliment the tone of each scene. All CGI and impressive practical effects aside, the color is probably the most striking thing about this film. Color tone (if used correctly) can be used to give the audience details of a location without directly presenting them. “2049” is a great example of a film that utilizes color as a storytelling tool to its fullest extent. Each environment presented feels like it's organic, with a story behind it giving it character.

Some scenes are abundant with color, employing hundreds of shades at a time to create a feeling of busyness. The street-level shots in the city are filled with flashy signs and big corporation logos, and the light from their advertisements creates a haze of neon pinks, blues and greens. This really emphasizes the state of society within the film, as the excessive advertisements show that consumerism has completely devoured the way people think. All of this was inferred by looking at the way color was used in these scenes. Everything is overly flashy, it almost feels intimidating to a point.

Essentially, the color palette makes the city very reminiscent of a red-light district. The contrast between the grimy, graffitied concrete and the neon vomit of the billboards really gives out a filthy urban vibe. The color interacts very well with the characters and their dark-colored wardrobes for the same reason.

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ON PAGE 22

TELEVISION:

TV series Rick and Morty has taken the entertainment world by storm.

Malcolm Durfee O'Brien
staff writer



Image Courtesy of IMGUR

“Rick and Morty” is a strange show. If you've done as little as watch a two-minute clip of it, you'd still be silently screaming at me for giving you no real insight, as that is about as obvious to anyone who has watched the show as the Sun in the sky. However, this bears repeating as it is the best single adjective to describe “Rick and Morty,” whether it be from the episode in which the titular Rick and Morty go to an intergalactic Spa where they get swallowed by a creature which coats them with oil from its stomach or because of the contrasting styles of humor, which vary from drawn out and intricately designed character arcs that eventually reveal themselves to be a joke to fart jokes or because of the strange yet believable dynamics of the show's main family.

To begin, let's start with this shows positive elements of which there are many and far outweigh the show's bad or below average qualities. To start, the show is absurdly creative with a concept or joke a normal human being would never think to make appearing every few minutes and lends to the strange atmosphere of the show. “Rick and Morty's” world also feels fully fleshed out as though it could actually exist and be functional. The show's entire cast of characters is energetic and interesting, though none hold a candle to the character of Rick, the genius inventor Grandfather of Morty who is so narcissistic and selfish that he destroys whole planets, communities and families for personal gain and shows no remorse or empathy and yet he still makes the audience root for him to succeed thanks to his rare human moments. The whole cast of voice actors do a great job, especially the show's co-creator Justin Roiland who voices both Rick and Morty. The animation is fluid and unique and uses its style to portray the show's world as a filthy and sleazy one that shows signs of reality. Darkness pervades the show, both in plot and humor with a brother accidentally murdering his sister to mock the overindulgence of rich alien parents within an immortality shield. As should go without saying at this point, the writing is concise and interesting with dialogue taking a backseat to the more far-fetched and weird imagery. The creators' goal to make a strange yet believable world pays off greatly as they succeed effortlessly.

“Rick and Morty” does unfortunately have a fair share of faults. Most prevalent is the fact it falls into the same error most cartoons have fallen into since the dawn of animation: it is extremely formulaic. The formula is Morty is unwittingly pulled into an adventure by his Grandpa and hilarity ensues. This makes most of the episodes rather predictable and removes most of the tension from a large portion of the show. That's why most of the superior episodes are the ones that remove this formula. Fortunately, in comparison to the show's previous two seasons, season three contains many such episodes that forego the show's basics with episodes like “Pickle Rick”, “The Whirly Dhirly Conspiracy” and the “Ricklantis mixup” all dropping the shows titular team-up to go on more personalized adventures for each character but the show is still plagued by its “by the numbers” episodes. This show is also one that I can see being divisive as many of its jokes depend on how dark a person's sense of humor is, so if you feel you wouldn't like the show, don't watch it.

In conclusion, “Rick and Morty” is a strange and creative show with quirky characters and fun environments, however it's not everybody's cup of tea. If you're the kind of person that likes to feel uncomfortable or confused by comedy, “Rick and Morty” is the show for you. On the whole, I give Rick and Morty an A- out of 10.

FOOD:

Shucks seafood restaurant offers Midwesterners a taste of the coast.

Vasili Sgourakis
staff writer

Being in the heartland, it can be difficult to find a solid seafood option. However, Shucks Fish House is an exception to this logic. With three locations, off 120th and Pacific, in Legacy Plaza, and a Downtown location on 19th and Leavenworth, Shucks is one of the premier seafood options in the metro.

While they are known as an “Oyster Bar”, there is tremendous diversity on the menu. In terms of appetizers they feature Calamari, Shrimp Cargot, Maryland Crab Cakes and even chicken wings. For entrées Shucks features options such as Crab Legs, seafood risotto and a Blackened Chicken Alfredo. They also have a Shucks Burger and jumbalaya for those who are not looking for seafood options.

Out of this multitude of options, I would recommend the Shrimp Po' Boy: a grilled hoagie with shredded lettuce, remoulade and muffaletta relish, with potato cakes and slaw. The shrimp is fantastic and the remoulade and relish add another level of sweetness to the Po'boy. While every option on the menu is solid, the Shrimp Po' Boy is a safe bet to satisfy anyone looking for a unique seafood experience.

Although their food quality and menu is exceptional, the one area they are lacking is service. It is apparent that this is not a priority for them and while visiting you should not expect anything exceptional is this capacity.

This is not to say that the waiters and waitresses are rude by any means. However, compared to other restaurants it takes longer for a water to be refilled or for your order to be taken after the appetizers arrive. In short, do not visit Shucks for the “exceptional” service you will receive, instead go with the knowledge that you will be getting some of the best seafood in the area.

Even for how much food you get, the prices could be considered considerably steep. However, I would not discourage anyone to give Shucks Fish House a try. It is undoubtedly one of the best seafood options in the metro and a family-friendly menu.

New nurse begins transition from hospital to school setting

CONTINUED FROM 'NURSE' ON PAGE 15



ALEXIS BLANKENFELD | The Register
Herbert and her husband both work at Central in their own departments respectively.

members.” As understanding and benevolence is what she considers a part of the job and one of her own special values. “I think that it is important to show compassion and kindness and pretty much the Golden Rule,” Herbert said.

According to Herbert, there are some underlying advantages and disadvantages to working in a school versus a hospital or clinic. For starters, “I would probably say the resources, the equipment, you don’t have your staff and physicians right here with you to help diagnose immediate things,” Herbert said. While she has no opinion on which setting is better, she likes that there is more flexibility and the fact she uses her judgment and women’s intuition more in a school atmosphere. As for her goals for the future, “I hope to not only take care of the students here, but help with the staff on educating other staff, students, and parents on differing health issues,” Herbert said. It’s important to note that Herbert is bringing her 24 years of experience for the benefit of bettering Central’s health department.

To have such passion for a career, one must favor an ideal that comes with the job. For Herbert that is, “I would have to say making a difference in someone’s life and just helping them, educating them and making them feel better. [I like] helping them be more

independent in their care,” Herbert said.

Herbert responds to her feelings of being in the same workplace as her husband by jokingly saying, “He’s far from me.” She takes her and her husband’s job position’s overlining in great stride. It’s almost like a homecoming for all their years together. After her son graduated from Central and having another son currently in attendance, the school seemed like the perfect fit to Herbert’s readiness of into a new chapter of her life.

She had no real expectations upon getting the job, aside from Central’s traditional excellence. She’s expressed her gratitude and gratefulness toward Paula Lollar, Central’s health aide. “Well, I was thinking I was flying solo for a while, but Paula has been my rockstar, she has been my guide, I couldn’t do it without her,” Herbert said.

As for other staff members properly welcoming Herbert, “The staff has been wonderful, everyone has been so supportive and a lot of people have come in and introduce themselves. I’ve met new and old staff, they have popped their heads in,” Herbert said. That much could be deduced through the plentiful flowers sat atop the counters.

Doreen Herbert is a passionate nurse with a knack for educating all those who care about their health while maintaining a positive attitude and outlook on life.

Blade runner release lives up to expectations despite opening ratings

CONTINUED FROM 'BLADE RUNNER' ON PAGE 21

On the opposite end, some locations are tastefully devoid of color. This creates a mysterious, almost sinister feel to complement the characters within the scenes. The main antagonist, Niander Wallace (played by Jared Leto), is a sociopathic tech mogul with a deep-rooted god complex. His building is modern in its aesthetics, very corporate and simple. Most of the rooms are a sickly, faded gold color cast in heavy shadow. This subtle touch of color and its presentation really amplifies the unnerving personality of Wallace. Similar locations in the film follow the same pattern.

It is said that a film’s score can boost the experience just as much as the visuals. This is absolutely true for “2049”, with the legendary Hans Zimmer composing the soundtrack. Zimmer captures the dark, menacing tone of the future’s Los Angeles. “2049” pays homage to the original film’s score by retaining that distinct “Blade Runner” tone, but puts a more modern, produced sound to it. When expertly paired with the striking visuals, the score makes “2049” a mesmerizing experience. It’s always extremely satisfying when there’s a healthy balance of quality between the audio production and the visual presentation of a film, and it seems “2049” has found the perfect formula.

With such great production value, it’s shocking that the film did so poorly in its opening weekend. October’s box office had the lowest earnings in the past decade, and “2049” took a major hit. Coincidentally, the first “Blade Runner” was not received very well with critics. It took years for the original film to gain positive reception, and “2049” will probably receive similar treatment.

Despite the film’s bad opening weekend, it really deserves more recognition for its ambition. The plot is rich with social commentary, existential conflict and well-written characters. At its core, “2049” is a humanizing story that reminds audience of how small they truly are. The film emphasizes that in the grand scheme of things, not everyone is as important or significant as they’d like to be. The plot is very rewarding to those tired of typical storytelling formulas. Without revealing much, first time viewers will definitely feel a whole spectrum of emotion while experiencing “2049”.

Overall, “2049” is an underappreciated work of cinematic art. With any luck, Villeneuve will release an extended cut for the DVD distribution. Perhaps the underappreciation will be fortuitous for this film in the long run, as it is following a reception pattern similar to its predecessor’s. “Blade Runner 2049” deserves a 9.75 out of 10. Nearly perfect in every aspect, this film is guaranteed to get its due acknowledgment in the future.



Photo Courtesy of COMIC BOOK MOVIE

THERE’S NO BETTER TIME TO BE A MAVERICK

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MODERN LIBERALS

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Modern liberals tend to pretend to care about social issues to gain popularity on social media sites.

AMERICAN FLAG

26

The American flag represents symbolic American values, but placing extreme importance causes major outcry.



GREASE GALLERY

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Photos from the drama department's fall performance.



perspective & commentary

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OFF THE MAP

Seh Na Mellick
staff writer

For the past 500 years, Americans have been paying the government (in the form of taxes) to teach ideals of white supremacy to their children. In the education system, certain curriculum is grossly under-researched, therefore causing a simple geography lesson to take a turn for the worse when the topic of maps is introduced.

Maps are, for obvious reasons, an integral part of geography. Unfortunately, however, every mapmaker in the history of cartography (the science of mapmaking,) has suffered the pain of being inaccurate. Due to the Earth's relatively spherical shape, transferring the features of the globe onto a flat surface with complete accuracy is mathematically impossible.

Because of this predicament, every map is slightly distorted. Different shapes of maps (for example, rectangular, circular, or other various shapes) create different types of distortions. These can occur in the forms of distorted shape, size, direction, and area of the continents. Due to these inconsistencies, no map is completely accurate.

For the past five centuries, schools around the world have utilized the Mercator projection of the world map. This is most likely because it doesn't distort the shapes of countries, and it assumes a practical rectangular format.

Despite its undeniable advantages, the Mercator projection grossly distorts size by a significant margin. It substantially enlarges the countries and continents that are near the poles. For example, Greenland is displayed as slightly larger than Africa. In reality, however, Africa is almost 14 times bigger than Greenland.

In addition, Europe is drawn considerably larger than South America, but in fact, South America is almost twice the size of Europe.

Unfortunately, these aforementioned discrepancies are not the most concerning consequences of using the Mercator projection. These size-related errors are also presumed to advocate racist ideologies.

The Mercator projection enlarges the Northern Hemisphere (which houses predominantly white countries,) while the sizes of countries in the Southern Hemisphere are significantly reduced. Coincidentally, the countries that are magnified are predominantly white and more developed, while the countries that are reduced are predominantly non-white countries.

Psychologists have discovered that, especially from a young age, humans tend to associate bigger size with impor-

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tance and power. Thus, the Mercator projection creates the illusion that predominantly white countries are superior because they are displayed as larger than non-white nations. This contributes to the "third-world mentality" that is extremely common in modern forms of racism.

And most shockingly, this mindset can be instilled in young children as soon as they are introduced to geography.

From an early age, students grow up believing in European/North American bias and ethnic inferiority. Because of this fallacy, the educational system should be motivated to select a different projection of the world map as their default, in order to create an accepting and welcoming environment for people of all backgrounds.

Nevertheless, schools are reluctant to change the default map, because they are worried about "adjustment issues."

These "adjustment issues" still should not deter leaders in the education system from attempting to eliminate potential racial tensions that originate from biased curriculum.

While the transition to a new map projection might be tedious, there is an obvious alternative: a globe. Maps will always experience distortion; a globe is completely accurate. For the past five centuries, the education system could have avoided utilizing a flawed map in favor of this more authentic, ethnically inclusive substitute.

America's education system has changed to, for the most part, promoting a welcoming setting. Therefore, the Mercator projection should not be used because it contradicts the fundamental American value of equality.

Ebonics is crucial to American pop culture, unknown to many

Zoia Morrow
executive editor

It's no secret that black culture is profited from, marketed and commercialized. Ebonics, also known as African American Vernacular English (AAVE), is black culture straight from the roots. It is a variety dialect, ethnolect and sociolect of American English. It is most commonly spoken amongst urban, middle and lower class African Americans. Ebonics is the language black people speak and the way that it's spoken. It simply means black speech. It was created by Africans who wanted a sense of unification and identity, so the common white person would not understand. But as of today, AAVE is spoken on a national level by people who don't even know it. According to linguisticsociety.org, scholars use the term Ebonics to highlight the African roots of African American speech and its connections with languages spoken in the Black Diaspora.

In the 90s, black sitcoms and television shows were predominant on cable networks, which started the common trend for cultural appropriation, but that's a story for another day. Shows like The Fresh Prince of Bel-Air, Sister Sister, Martin, Bernie Mac's Def Comedy Jam, The Jamie Foxx Show, Kenan

and Kel, Family Matters and plenty more debuted on networks displaying black culture and speaking Ebonics. With the abundance of black television shows came the normalization of Ebonics in everyday life but instead of it being exclusively for black people, everyone was using it. It goes to show the intertwining of Ebonics and "regular" English in American culture.

Two years ago, Peaches Monroe created the slang term "on fleek." The phrase was in many commercials, it was featured on t-shirts upon t-shirts, even celebrities used it, yet she did not get a penny off the phenomenon she created.

Have you ever had "beef" with someone? Ebonics. Remember the television show, MTV Cribs? Ebonics. Did you get some new "kicks" over the weekend? Ebonics. But it's not just words; it's phrases and the way black people speak. It's seen as improper and "ghetto" on a black person, from which the language derives from, but on anyone else, it's trendy.

But because black culture and Ebonics has been commercialized, it is okay to "talk black" because it's trendy and cool and brings personality to an otherwise boring person. It is a part of black culture, but like everything else, we can't have anything to ourselves. Almost as if black people live and breathe to help replenish the white person's aesthetic.

As stated before, Ebonics is also classified under pronunciation. When a nonblack person of color or white person "talks black," this means they are speaking like the trendy, ghetto black person. It is regarded as a sign of limited education when a person does not speak "the correct way." This comes from the association of Ebonics between indentured servants and slaves in American history and their known socioeconomic status.

In areas on the West Coast, Ebonics is recognized as a language and taken into consideration along with regular English in mostly elementary and middle schools. Especially areas like Oakland where black is the predominant race. Negative connotations came with Oakland's school districts decision to recognize Ebonics. It was believed that schools were teaching Ebonics rather than respecting and acknowledging its existence alongside "regular" English. Ebonics/AAVE is when a black person talks and drops the 'g' from plain words like dropping or dancing or replacing isn't or aren't with ain't.

All in all, Ebonics is not largely known across the United States. The average American probably has not heard of Ebonics or African American Vernacular English because of America's whitewashed history and disrespect for black culture.

Modern liberals hide behind false pretense of activism

Simone Davis
staff writer

Everyone at Central knows that the majority of the student body lies on the liberal side of the spectrum. That obviously doesn't mean that every student is a democrat or even that every student agrees on the same topics and issues, but it goes without saying that a large portion of the student body is left wing. Therefore, it has become somewhat of a trend or fad to be up to date with current events. There is absolutely nothing wrong with staying involved in politics and knowing what's going around in the world around you, but there is an issue when people only pretend to care about issues that genuinely affect members of marginalized groups lives everyday just to fit in.

Though Central has a famous reputation for being the "diverse" school, we aren't really that diverse in terms of political views. And because the school has such a strong sense community and closeness, it's usually common knowledge when someone doesn't fit under the term 'liberal.' So to fit in with the rest of the crowd, it's seeming like more and more people are pretending to care about social issues to gain popularity. But this isn't just a phenomenon at Central. People are plastering now famous slogans such as "Black Lives Matter" onto their social media bios yet none of their actions are demonstrating their concern for police brutality.

And as black people are being slaughtered in the street by those who are supposed to protect them, the commercialization of a phrase meant to show solidarity towards them is hurtful. Again, it is okay to use this phrase, but it has to be genuine. You must truly mean it and show their solidarity in some way other than a tweet or instagram post. The phrase 'black lives matter' applies to all black people, whether they are gay, old or uneducated, and unless you respect all of them, you should not claim to care about the black lives matter movement.

Yet another way people demonstrate they don't actually care about the topics that they claim is by talking over the people that these issues concern. There is a point where one has to realize that their empathy isn't equal to marginalized people's experience and they have to let them talk.

To demonstrate that you actually care about social issues doesn't mean you have to be an activist. It simply means that you have to practice what you preach. Social change comes from average citizens changing their behaviors to better other people's lives. If you come from a racist or homophobic family, try and change their beliefs to more humane and modern standards. If you hear or see someone doing something problematic, correct them. These small interactions serve as a catalyst for change more so than tweeting about an issue to gain likes or retweets. Although it is fine to post about issues on social media, it is meaningless if you don't actually care about the issues that you claim to.



TARA RODIE | Contributing Cartoonist

Nebraska basketball coach on hot seat, must win this season

Ari Saltzman
staff writer

It is now or never time for Tim Miles and the Nebraska men's basketball program. Miles begins his sixth season as the head coach of the Huskers Saturday night against Eastern Illinois, and Miles has a toasty seat at the moment. It is now three seasons ago when Nebraska made its memorable run through Big Ten play and earning their first bid in the NCAA tournament sense the turn of the millennium.

Now Nebraska needs to address the ugly fact that, thanks to Northwestern, and Vanderbilt fouling with 30 seconds left up one, Nebraska is now the only power five program yet to win in a game in the NCAA Tournament, sporting an 0-7 record all time in tournament play. If Tim Miles does not fix that fact this season it is probable new Athletic Director Bill Moos will pull the plug and fire him.

The main reason why this would happen is because Nebraska has its most talented roster in the Miles era, and Miles had a very talented 2014 team, led by Terran Petteway and Shevon Shields, that started in the top 25 of the AP poll preseason and went 13-18. If Miles fails this season he will be 0 for 2 in taking NCAA tournament caliber rosters to the NCAA tournament. But, this roster is quite different featuring new players who should have an immediate impact.

Nebraska got a break, as shocking as it might sound, in the offseason when the NCAA granted transfer Isaac Copeland a full redshirted year, instead of the half redshirt year he already had. This means he will be able to play the entire season instead of the second half of the season. Copeland has 6'9" size, and will help take the burden off of Jordy Tshimanga in the paint.

The Cornhuskers also added Thomas Allen, the best three point shooter in this years high school recruiting class according to many scouting websites. Tim Miles' squad struggled last

year from beyond the arc, shooting a dismal 32% from downtown, which ranked 303 of 347 Division I teams. Three point defense was also a major struggle last year for Nebraska. Opponents typically shot the lights out when facing the Huskers, converting on nearly 40% of three point field goal attempts. That was worse than 344/347 Division I teams in three point defense.

Nebraska also has returning talent in Jordy Tshimanga and Glen Watson Jr. Tshimanga was a good surprise for the Huskers last season as he improved drastically in Big Ten play because of the absence of the injured, Marquette forward, Ed Morrow Jr. Glen Watson Jr. was very inconsistent in 2016-2017 when he could score 0 or 32 points in a game and it would not be a surprise. He will probably play point against a slate of very good teams.



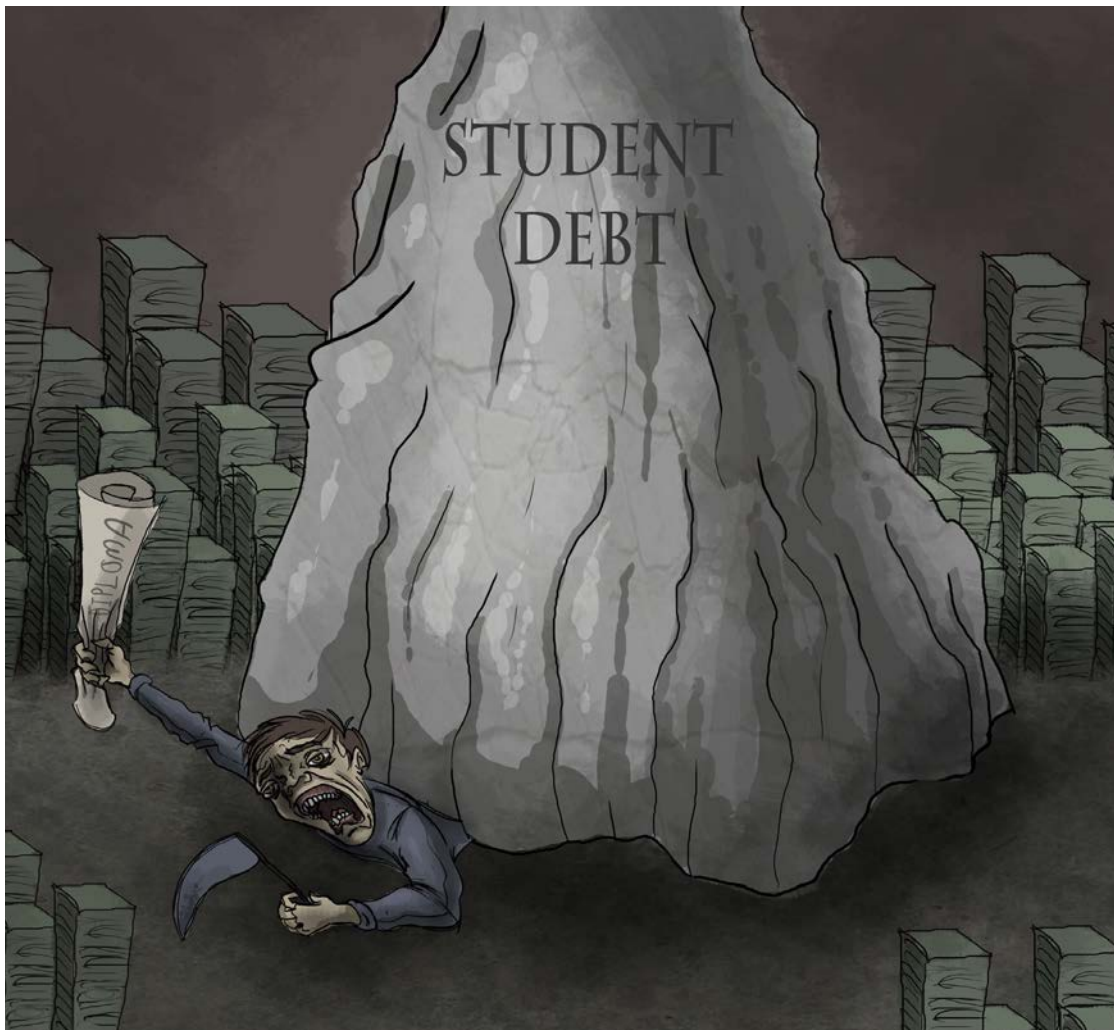
ARI SALTZMAN
GO BIG RED

Last year, Nebraska faced the 14th hardest schedule in the nation according to statistics website kempom.com. The slate will not get that much easier this year. As the Huskers travel to New York to take on St. Johns five days into the season as part of the "Gavitt Tipoff Games." Nebraska then play in the AdvoCare invitational tournament before Boston College comes to town as part of the "ACC/Big Ten Challenge."

After those contests are complete, Nebraska plays the meat of their schedule. On Dec. 3, the Huskers open up Big Ten play on the road in East Lansing to take on Michigan State, then two days later Minnesota comes in Lincoln. Nebraska then returns to nonconference play that Saturday when they play Creighton in Omaha. After a week of rest, the Kansas Jayhawks come to town on December 16. After an insanely difficult two weeks, Nebraska has three gimmies at home as the get set for the continuation of Big Ten play January 2 in Evanston against Northwestern.

It will only be a matter of time before we see how good the Huskers are. With that hard stretch just three weeks into his sixth year at Nebraska, we will know if Tim Miles has what it takes to save his job, and take NU back to the NCAA tournament.

IS COLLEGE WORTH IT?



BEN LANE | Contributing Cartoonist

The price of attending college is at an all time high. With the rising costs, more and more students are heavily weighing the positives and negatives of going to college.

COLLEGE PROVIDES SKILLS, TEST RUN FOR REAL WORLD

Kaitlyn Engel
staff writer

With the rocketing cost of tuition, many high school students find themselves questioning if higher education is worth it. Despite the discouragingly high costs to earn a degree, college education is still worth it for most people.

Without a degree, most jobs are simply unattainable. Companies are requiring degrees from employees even for basic jobs such as file clerk, receptionists, secretaries, etc. People who do these jobs do not need a college degree to do them, but the companies that hire them believe that a degree makes them harder workers and more capable than those without degrees.

The new requirement for college degrees is the result of a highly competitive job market. Those without a college degree are passed over for jobs like file clerks and receptionists and forced into jobs that make minimum wage, such as manual laborers and waitresses. While it is possible to get a career without a degree that pays well, these careers are few and far between.

Opponents of college education will immediately point to the grossly high tuition costs. Over the past thirty-five years the price of tuition has quadrupled for states schools (with an average tuition of over \$9,000). While inflation has played a role, the main reason for the sharp increase in price is the decreasing amount of government subsidies for public schools.

But the long-term benefits of a degree outweigh the initial cost. According to a study by Pew Research Center, current college graduates are paid more than \$17,000 more early in their careers than their high school graduate counterparts. The already high college salaries will most likely continue to grow, which creates an even bigger wage gap between them and high school graduates.

In addition to the high wages, the quality of life is much better for college graduates. According to a study by the University of Maine, college graduates are nearly four times less likely to smoke, get arrested or be overweight than high school graduates. This increases the life expectancy of college graduates by seven years.

Trade schools may be an adequate replacement for a four-year degree program, but in reality, these programs are hardly a substitute. Trade schools can cost almost as much as a bachelor's degree, depending on the school a student attends. After graduation, there is less job security for trade school graduates, as for new technology could eliminate their jobs.

Students also learn great social skills during college. For the vast majority of students, it is their first time since kindergarten where they know virtually no one. This stark plunge helps prepare college graduates' social skills for the world outside academia. Additionally, many people

As well as standard social skills, romantic skills also prevail during college. College students have more dates because they favor shorter relationships, according to Campus Explorer. This allows college students to have more "practice" dating. Obviously, this practice pays off -28% of married couples meet each other in college, according to one USA Today Study.

Despite the downfalls of the university system, America needs the college experience to survive.

COLLEGE: NO LONGER NECESSARY

Emily Engel
staff writer

Starting as early as elementary school, students are told that they have to go to a four-year college to be successful, but college may not be as essential as its made out to be.

Right now, the biggest problem with universities is how expensive they are. In the 1980s, students were able to pay off their entire tuition by working a minimum wage job. Since then, the cost of college has increased by about 260%. Now, two thirds of students require some sort of financial aid to afford their tuition. Most of these students aren't able to pay off these student loans while still in school so, 73% of people who needed financial aid in college enter the workforce already in debt. As of 2015, the student-loan debt was at \$1.3 trillion. For most, this debt follows them for ten years until they are able to completely pay them off. Because of all of these costs, 57% of prospective students believe that a college degree is not worth the financial trouble. So why even go?

A main argument for college is that a degree is necessary to get a job, but that just isn't true. College classes do a good job of teaching what subjects are but overall, they don't teach how to apply concepts into the real world or how they will be used in a job. Even after getting a degree from a university, no company is going to hire you for a high-level position right off the bat. In most companies, entry level positions like secretaries and assistants, are open to anyone that applies with at least a high school education. Regardless, in the future, it's projected that the need for jobs that don't require a college degree will continue to grow.

A better alternative to expensive four-year college is a job specific trade school or apprenticeship. With these trade school's students don't need to spend thousands of dollars extra on classes they don't need to take. Though most people usually associate these schools with professions, there are many different trade schools covering a variety of subjects. For example, in Omaha there is the Omaha Code School, a 16-week program whose main goal is to get students hireable as computer programmers and software engineers. The creator of the school, Sumeet Jain, promises that graduates will leave with the skill set required for jobs paying a median of \$80k. Schools like this are cheaper, less time consuming, and more practical for the workforce than four-year colleges. Even if the field you want to go in to doesn't have any sort of trade school, high school internships and two year colleges still offer a cheaper alternative to four year universities.

Free speech zones detrimental to society, protesters must be approved

For some reason, America has seen an increased number protests in the last year or so. Most recently, NFL players have been kneeling during the national anthem before their games. It seems perfectly reasonable to me that people are offended by these displays. The players are, after all, disrespecting the American flag (OUR flag) and somehow also disrespecting the military (I forgot how exactly, but I'm sure there was a perfectly logical explanation).

What could possibly be worse? No, seriously, I dare you to think of one thing that would be worse than football players kneeling during the national anthem. I understand that the players want to shed light on issues of inequality and police brutality, but do they have to do it in a place where millions of people are watching? As Treasury Secretary Steven Mnuchin wisely said, "They can do free speech on their own time."

Fortunately, there is a solution. We just need to designate specific "Free Speech Zones" where people can protest and express their views, while parks, football stadiums and other public places remain free of such shenanigans. The Free Speech Zones would, of course, be in secluded areas where they wouldn't interfere with the normal workings of daily life, that way protesters could blow off steam without inconveniencing upstanding Americans with uncomfortable truths.

The application process for these zones would be simple. The protest organizer would simply have to fill out a short form to specify the purpose and estimated length of the demonstration,



MAC O'BRIEN
MATTER OF MAC

the number of people involved, the sex and ethnicity of the organizer and a few other details, and within six to eight business days, they would have an appointment (assuming their application was accepted). I know this proposal might seem like a little much, but consider the benefits: No longer would Americans be forced to endure the excruciating pains of waiting in traffic blocked by protesters. The media could stop covering the protests and finally focus on what really matters: celebrity gossip. It is absolutely ridiculous, baffling that I haven't seen a story in the news about what daycare Beyonce is going to use.

But most importantly, it would allow us all to simply kick back, relax and watch millionaires give each other concussions, without having to think about the institutional racism ingrained in our society.

Of course, there will always be people who decide to break the rules and protest anyway, but I'm sure they'll stop once they realize that no change has ever come from civil disobedience. Then, and only then, can we be truly free.

Artificially inflating value of symbols puts nation in jeopardy

Mac O'Brien
staff writer

Pride in the United States is abundant, but it is not always well-placed. The American flag is the subject of much of this undeserved reverence, and has become practically sacred to many. If Americans really care about upholding the ideals they hold dear, they have to accept that defending the flag is not the same thing as defending what it represents.

Although the Supreme Court established in 1989 that legal punishment for flag disrespect or desecration is unconstitutional (flag desecration laws still exist, but cannot be enforced), the mistreatment of the flag is still seen societally as highly unpatriotic. The American flag is revered in schools during the pledge of allegiance and during the national anthem at sporting events. The value Americans place on the flag has become so bloated that when it isn't worshipped or treated as sacred, a national outrage erupts.

The most recent controversy regarding the flag was the NFL protests, where players knelt during the national anthem in protest of racially charged police brutality and injustice. President Trump responded to the issue, saying "I think it's a very important thing for the NFL to not allow people to kneel during the playing of our national anthem, to respect our country and to respect our flag."

The more Trump talks about the issue, the clearer it becomes that he is using disrespect for the flag and disrespect for the country interchangeably. However, it is imperative that Americans understand that they are not equivalent. The American flag is a symbol. It can represent patriotism, freedom, American pride, equality, oppression or injustice depending on who you ask. The meaning of the flag, like any symbol, is subjective, and if it can be used to demonstrate pride, it can also be used to point out flaws in the country.

The mistake Trump, and many others have made is equating their interpretation of the flag with the flag itself and giving the two equal value. However, a symbol almost never has the same value as what it represents, and it certainly doesn't in the case of the American flag. If the American flag is worth protecting, there must be tangible benefits from doing so. This just isn't the case. A flag can be used to represent freedom, but when it is burned, no one's freedom is endangered. Artificially inflating the value of symbols can be detrimental to the very ideals they are supposed to represent by forcing us to put time and effort into defending them. Any time spent defending a symbol is time that could be better spent defending what it represents.

In the case of the NFL protests in particular, the cost of defending the symbol goes beyond simply distracting from the ideals represented by flag, and actually places one of the core ideals in peril. It would be truly ironic if the President pressured the NFL into restricting the freedom of speech of players in order to protect the flag.

The American flag can be a useful tool for representing ideas. It is not dangerous to simply use the American flag as a symbol of patriotism, but by teaching children from a young age to worship it and treat it as innately valuable, we are placing the nation's values in jeopardy.



CONNOR PAINTIN | Contributing Cartoonist

White feminism plagues modern movements, more awareness needed

One day, while sitting in class, I was thinking about the various labels and branches of feminism. I abruptly turned to my woke friends and I nervously asked, "Am I a white feminist?"

First, let's address the varying branches of feminism: white feminism, liberal feminism, womanism, intersectional feminism.

White feminism is a brand of feminism that is centric around the values and struggles of cis-gendered, heterosexual white women above the poverty line. White feminists emphatically ignore pressing issues such as racism, xenophobia, homophobia, transphobia, classism and hyper incarceration. These people classify themselves as feminists because it has become a trend to be one, but they only advocate for it when it's convenient for them.

Liberal feminism is an individualistic brand of feminist theory that hones in on a woman's ability to achieve and maintain equality through her own actions. According to thoughtco.com, liberal feminists prefer a

movement concentrated on "gender equality in the public sphere" including equal access to education, equal pay, ending job segregation, better working conditions, etc. "Private sphere issues are of concern mainly as they influence or impede equality in the public sphere." Some of these include Susan B. Anthony, Betty Friedan and Hillary Clinton.

Womanism is a brand of feminism that was derived from the second-wave movement and the term was coined by poet and activist Alice Walker in 1983. "Womanist is to feminist as purple is to lavender," she said. Womanism emphasizes a universal feminism that encompasses and supports all women; most significantly, it is used to distinguish a separation from the term feminism and its association with white women.

Intersectional feminism is the holy grail of feminism. The concept is fairly simple: intersectional feminism forgoes predetermined boundaries such as gender binaries, sexuality, race and, ideally, political affiliation.

Next, let's address my concern with being dubbed a white feminist. It's not exactly used as a positive term, in fact, it typically has blatantly opposite connotations. People who are white feminists are generally considered to be self-serving and "slacktivists." In a lot of cases, people are not aware of whether or not they are a white feminist — which is the reason for my anxious outburst.

In an age where political correctness is almost crucial to social survival, it can be difficult to be a fully dedicated advocate to each and every cause you stand for, but this is different than marginalizing an entire

group of the female population.

Along with the white feminist movement comes such notions as rape culture, the wage gap and cis-normative gender-stereotyping. While these are vastly important issues, white feminists pay no mind to members of the LG-BTQIA+ community or women of color. It fails to acknowledge that, although white women make less than men, black and Latina women make even less than that. They also forgo acknowledging crises overseas where women are forced into marriages, wars, slavery, trafficking, etcetera.

Long story short, white feminism is not the way to go. If you think that you might be a white feminist, the best thing to do is to check yourself. You're not going to do everything right, but it is better — and much more humbling — to be on a side of movement that recognized diverse opinions and cultures rather than one that does not.



ANNA KAMINSKI
AND THAT'S TEA

Disabilities create differences, not inferiority, all should be treated equally

Throughout history, people with disabilities have been treated as inferior. They were the Nazi's first victims, they are societal outcasts, and from infancy, kids are trained to avert their gaze from a disabled person in public.

However, I, a teenager with a severe hearing disability, have found camaraderie amongst the solitude. Although sometimes the solitude suits me, myself and countless others, have at one point in our lives wished that the barriers between us and society were broken down.

Prior to a recent revelation, it was with courage behind my convictions that I asserted that my differences have isolated me from others.

I have recognized that in society, pity and avoidance are prevalent in the presence of someone with a disability. However, people have yet to realize that pity and avoidance are not the same as passing judgement.

Everyone has directed some form of pity and avoidance at least one, if not multiple, time(s) in their lives. Whether the subject of these emotions has a physical, mental, visible or nonvisible disability, all people with disabilities have been victims of pity and avoidance.

Unfortunately, gestures and influxes of sympathy often direct attention towards the subject's disability, therefore making him/her feel isolated. Because of this frequent, all-too-familiar sequence of events, I've come to the conclusion that these actions should be viewed by its subjects as humanity's natural ability to sympathize, instead of a primal instinct to assess others. Adopting this perspective allowed me to see that although I may be slightly offended by someone's choice of words or actions, I should realize that they are most likely expressing sympathy, not discrimination.

I am in no way attempting to undermine the struggles of those who have disabilities; that

said, I believe that, more often than not, society has been falsely labelled as a critic, when it should be labelled as an oblivious bystander. The inquiries and comments imposed by others are often viewed as insults (or even threats,) when they should instead be addressed and accepted as a question from someone who is unfamiliar with said topic.

This mindset changed my view of others from ignorant and hurtful to innocent and curious, and therefore pushed me towards the realization that I am not as lonely as I thought.

In addition, another monumental struggle for me was the discovery that people subconsciously lower their expectations automatically upon learning that I am deaf. This also isolates me from my peers by degrading any achievements that I may accomplish.

Now, when I learn from others that I have "achieved" something, I wonder if I have been successful according to the regular standards, or the lower standards that might be perceived as more "realistic" for a person who is under my circumstances. Granted, while people with disabilities should accept some of their basic undeniable limitations, others should strive to treat them as equals.

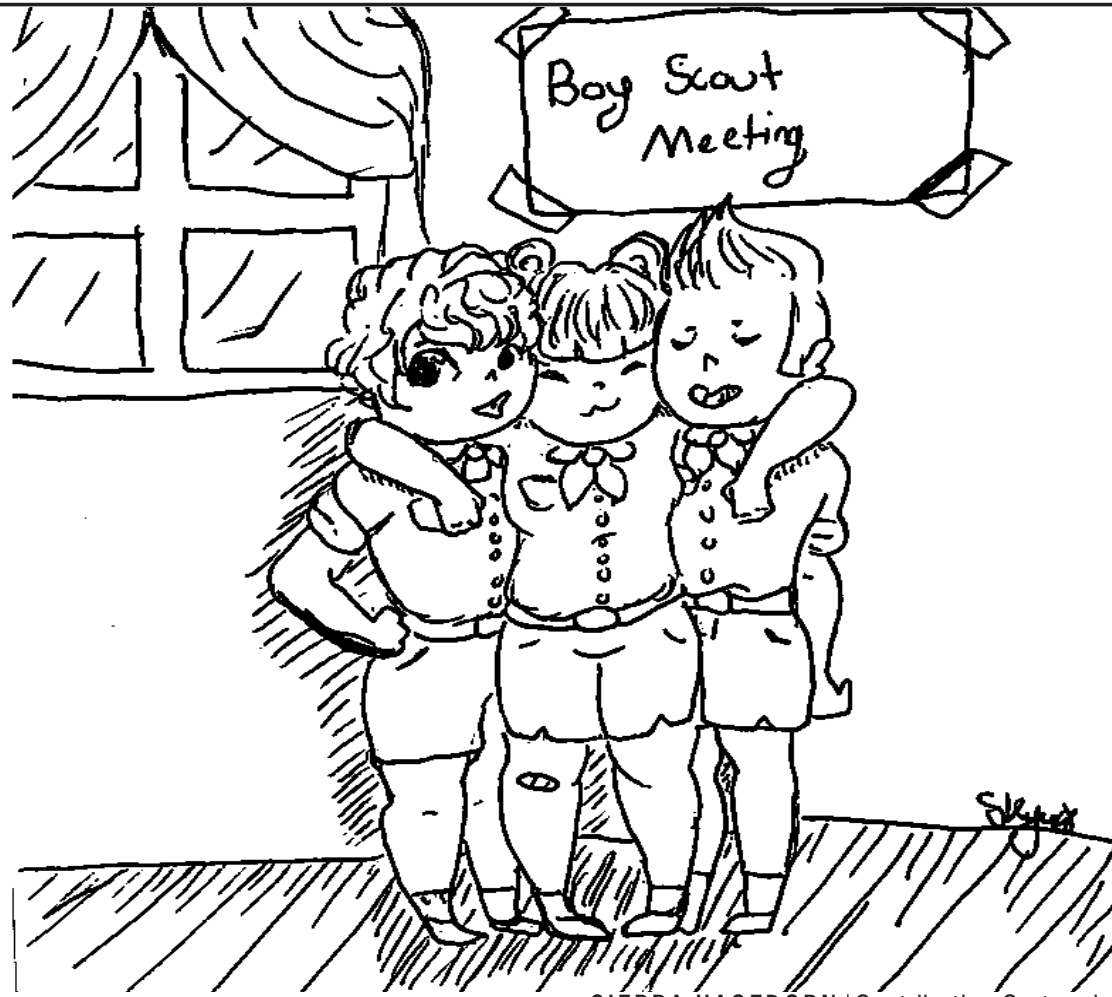
Although my experiences are largely distinguished because of my circumstances, my words of advice are for people with and without disabilities. Therefore, I urge you, in view of my testimony, to improve your treatment of others.

Regardless of the status of their health, no one should be isolated or discriminated against. Likewise, regardless of the status of their health, everyone should be treated equally.

Again, history has seen yet another example of how society causes a rift for minority communities, but this rift can be mended through the proper and equal treatment of others.



SEH NA MELICK
NOT CHINESE



SIERRA HAGEDORN | Contributing Cartoonist

Co-ed scouting beneficial to children's life development

Emma Whaley
staff writer

Recently, the Boy Scouts of America, or BSA, made an announcement that they will be allowing girls to join their programs. Between this and the change in the summer of 2015 lifting the ban on openly gay scout leaders, the BSA has been getting more progressive. However, it is still outdated. Boy Scouts is unnecessary and damaging to developing boys, as is the Girl Scouts of America.

These organizations encourage gender separation during childhood which leads to discrimination, misogyny and the promotion of rape culture. Being in any scouting program, boy, girl or coed, doesn't guarantee good morals for life, but mixing may allow young boys and girls alike to have a clearer idea of how to deal with the opposite sex.

Firstly, the opportunities Girl Scouts offers don't even compare to what Boy Scouts does. Boy Scouts get to camp, hike and do generally adventurous activities. Girl Scouts, on the other hand, do crafts, sell cookies and the most exotic place they "camp" is the shark tunnel at the aquarium. Boy Scouts earn merit badges like Automotive Maintenance, Fly Fishing, Rifle Shooting and Welding, all very masculine hobbies. Girl Scout badges promote different values; girls are able to earn Babysitting, Room Makeover, Social Butterfly, Dinner Party and Flowers. Even from a young age, Boy Scouts and Girl Scouts of America promotes gender roles and encourages children to only do activities deemed appropriate for their gender.

When boys grow up without having sufficient interactions with girls, they are more likely to commit an act of sexual harassment in the future. 18 out of every 100 Boy Scouts goes on to be a Troop or Pack Leader. These leaders have been found to commit some acts that are not as honorable as the BSA wishes all Boy Scouts to be. There are 1,900 files that were uncovered by Los Angeles Times reporters, locked away by the BSA describing 3,100 cases of sexual abuse within the scouting organization. Case documents and court records are available from the year 1949 through 2005 all across the US.

While most of the adults involved in these incidents were expelled from the organization, many cases were disregarded until there was irrefutable evidence, such as the case of Troop Leader James Schmidt and many others who sexually abused boys in the 70s and 80s. The Idaho-based troops, which were sponsored by the Mormon church, covered up dozens of sexual abuse cases, sometimes even dismissing leaders who reported the cases.

Of course, the Girl Scouts of America aren't without fault. While the organization puts on a mask saying they want to help girls grow up to be strong and independent, they have a hard time living up to those promises. Sure, it teaches girls how to grow in business and marketing, but any former Girl Scout will say that once a girl turns about 12, she has to sell with one of the younger girls because it's really a cute face that draws buyers. In fact, Girl Scouts' seemingly feminist agenda doesn't even begin to show until the Brownie level at grades two and three. Girl Scout meetings are rarely truly about bet-

tering oneself or the community; meetings are rife with crafts and ice breaker games.

It is for all of these reasons America desperately needs a co-ed scouting organization. Such a thing does exist already, but it is not as beneficial as it could be. Venturing is a co-ed program run through the Boy Scouts of America for teenagers. It is basically Boy Scouts for everyone; there's rock climbing, camping and many other outings the groups go on. However, one can only become a Venture Scout when they finish the 8th grade. This is too late for people to truly learn how to behave around each other. Many Venture Scouts were Boy or Girl Scouts and a handful of them most likely went to an all-girls or all-boys school prior to joining Venturing. When this is the case, those young people haven't adapted to those different from them.

Gender mixing should be an integral part of a child's development. Those who oppose this will claim there is a sort of comradery that comes with being a Boy Scout or Girl Scout. That doesn't matter. Children can find comradery with their own gender on the playground. There is no other reason for there to be separate scouting organizations for boys and girls. Letting girls join the BSA won't help either. They'll feel left out and as though they don't belong. The only way to truly accomplish a more equal and accepting next generation is for the scouts to band together as one. After all, they want the same things: to help others, to serve God and their country and to live by the Scout law.

Money invested in building addition should instead be spent on technology

The new hot topic at Central is the renovations and additions coming to the building during the next two years. They plan not only to create a 50 thousand square-foot addition to the one-side, but to also repurpose many of the classrooms that will soon be in the new east side building. Students had many reactions: happiness that they would have better places to work on their performing arts, sadness that the one side would lose its iconic view, or indifference since it did not affect them. For me personally, I don't think that we need this new addition at all.

The first reason why I believe this addition is not necessary is because not all the students will benefit from the building. Although it is amazing for the art department, theater department and music department; the rest of the students do not use or need this extra space devoted primarily to performing arts. Some may argue that it may free up space, both in the school and more room for other departments, and that is true. Central is one of the biggest schools in OPS and is packed, but we survive. All the students and teachers can get to their classes without too much foot traffic and thrive with the space despite the limited size.

The second reason why Central doesn't need 50 thousand more square feet is because the money can be used for something so much better that would help more students. Although maybe one-third of the students at Central have a class or work in a production with the performing arts department, almost every student could use some better technology, better stairs and elevators, or more modern classroom appliances.

For example, during MAP testing this year, there were many complications with the server and with the computers itself. Almost all students need use technology for classroom activities, projects, and homework. If the Central Foundation had chosen to use the fundraising money

to assist with technology, such as upgrading the computers, or giving the students tablets, or even hiring more tech support for the broken computers, it would have been more influential to Central's students.

Another example is escalators and better elevators, since we all have classes not on the first floor. If Central added escalators, it would cost about \$3.4 million assuming it cost \$210 thousand for each flight of stairs (according to RSMeans' Building Construction Cost Data) in the main building making students' lives easier and more efficient. All in all, the \$22 million dollars could be better spent for technology or stair/elevator renovations.

The third reason why Central doesn't need the extra additions is because of the disruption they pose to the school day. Since my first weeks as a freshman, there was always been some sort of renovation going on around the school, making the learning classroom both chaotic and hard to focus in. In my English class for example, the scraping sound outside the room was so disruptive that my teacher stopped teaching until the sound was muffled to a dull roar. By choosing to create a new building on the school grounds, it has shaken the building, annoyed students and staff and interrupted traffic and bussing.

In my opinion, the addition of the one side building is not worth the cost. It doesn't apply to all students, the money could be used for other technology that would be more influential to Central students, and the construction disrupts. I am not saying I am ungrateful to all the people who gave their money to help Central educate high school students better. I am just saying that maybe next time they should ask the students what would be most helpful and influential to them.



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