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BUILDING INACCESSIBILITY

Central students and teachers unable to use stairs face a frustratingly inaccessible building, disruptions to class time and often-broken elevators.

Noemi Gilbert
news editor

When senior Lily Callon returned to school, using crutches after surgery, she questioned how she was going to reach her anthropology class in room 042.

"The only way that I could realistically get down there would be the elevator that is right by the gym," Callon said. "That elevator is broken."

Callon and her teachers tried to find an alternative. Central proposed taking her out of the building in a wheelchair and reentering the gym lobby, a process that would be lengthy but would allow Callon to get to class without using stairs. But when fourth period came, a wheelchair was nowhere to be found.

"I ended up having to go down a half-flight of stairs on crutches," Callon said. "This is a class I wanted to take, and it feels like it's not important enough for me to get down there."

Central students and teachers who cannot use stairs must navigate a frustratingly inaccessible building and often-broken elevators.

"The elevator for the main building is terrible because there isn't a lot of room," senior Eli Calderon-Palacios said. "It's hard when you're in a wheelchair, especially if someone is helping you get around, it's hard for both of us to fit in."

"It irritates my soul," freshman Treasure Harper said. "The elevators move super slow. If I'm late for a class, and I'm still waiting for an elevator, I'm like, 'This is crazy.'"

Harper has been late to her classes, and her lunch period, because of elevator malfunctions. The cramped and unreliable elevators are only one element of the building's inaccessibility.

To access classrooms on the fourth floor, students take the elevator to one side of the fourth floor, then use storage tunnels to get to other sides. The storage tunnels are dark and industrial, with slabs of unfinished plywood serving as ramps. On the west side of the auditorium, there are three steps, which make moving from the basement to the main building a lengthy and exhausting process.

"I wish there were ramps," ACP teacher Lindsey Rosenthal said. "If they could add ramps to



The main building elevator is often slow or broken. Photo courtesy of The Register

that section, that would make a huge difference."

"When you're getting dropped off, you have to go to the elevator that only goes up one floor, then you have to go down to the other elevator, which is not reasonable if you have a non-motorized wheelchair," English teacher Jen Stastny said. "It's exhausting." Like Callon, Stastny has "very carefully" walked down stairs instead of using an elevator.

Central's main building was built without an elevator shaft. The elevator was built to fit the available space. Because of the elevator's unique shape, replacement parts must be custom built, which makes repairs a lengthy process.

"The district has not prioritized that eleva-

tor," Stastny said. "It's important! You gotta fix this elevator!"

Any elevator repair is complicated, said assistant principal and activities director Jodi Dierks. Because of Central's status as a national historic building, new construction must meet certain aesthetic and architectural standards.

"There are five elevators we're trying to maintain," Dierks said. "This building is so choppy and spread out. When you try to fix one problem, there's another one."

There is a work order for the elevator to access room 042, but Dierks didn't know when any action would be taken. Supply chain disruptions and the difficulty of acquiring parts often

lengthen the repair process.

"We want it to be accessible," Dierks said. "This can't keep happening. We're constantly addressing it and we're not giving up."

In the meantime, students wait for eventual elevator repair. Sometimes, they are late to classes or miss classes entirely.

Last year, Calderon-Palacios was in the basement when she found that the elevator door wouldn't open. "I went to the library and stayed there, and I missed the whole class period," she said. "It was really hard to get me transported from class to class."

LGBTQ+ students experience prejudice at Catholic schools

Jane McGill
arts & culture editor

As their last year of high school draws to a close, seniors at Skutt Catholic taking the compulsory Senior Studies class must complete a final project on a social issue of their choosing. Work on the project takes place over the course of their final semester, and students who fail the class are not permitted to graduate. "My issue was a little bit of an unusual topic for Skutt," said Percy Stefan, who

graduated in the spring of 2022. "I chose to talk about discrimination against LGBT youth at Catholic schools."

As part of his project, Stefan conducted a survey of 26 LGBTQ+ students at Skutt about their experiences at the school. Seventy percent of respondents said that they had experienced discrimination at Skutt Catholic. Over half of respondents said they had considered skipping school because of the discrimination they faced. Fifty percent of students said they had seriously considered suicide because of

discrimination they faced at Skutt Catholic and 26% of respondents reported attempting suicide because of the severity of the discrimination they experienced at the school.

The results of this survey represent some of the only quantitative data collected about the experiences of LGBTQ+ students at an Omaha Catholic high school, a demographic which has become increasingly visible since the Archdiocese of Omaha unveiled its new policy on transgender students.

The policy, which would apply to students

at the 70 archdiocesan schools across the Omaha metro area, prohibits Catholic school students from acting in any way which the Archdiocese deems to be inconsistent with their sex assigned at birth. Among other guidelines, the policy requires the use of the name students were assigned at birth or an approved nickname and pronouns consistent with the sex they were assigned at birth.

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Caffeine integral to routine for Central students and staff

Alice Larson, Hadley Forsen-Yepes
copy editor, proofreader

Roaming the halls of Central, it's easy to identify that a large number of the students and staff are addicted to some form of caffeine or another. Cans of fruity energy drinks and tumblers filled with aromatic coffee are tightly clutched in many's grasps, and packs of powdered caffeine are safely stored in book bags in case a midday jolt is necessary. While people hyper focus on the negative effects of nicotine, alcohol and drugs on growing minds, people often fail to remember teenagers are directly affected by a legal, societally acceptable and highly addictive drug daily—caffeine.

Juniors Sarah Spomer and Casey Sanden both began drinking coffee in middle school. While Spomer has stuck strictly to coffee since seventh grade, Sanden, after drinking coffee every morning from sixth grade to eighth grade, introduced energy drinks to her daily routine in high school. Spomer was drawn to caffeine because of the taste, but Sanden was drawn to it as an antidote for her drowsiness. "Sophomore year and freshman year I was sleeping through a lot of my classes, so that's when I ramped up the caffeine consumption," Sanden said.

Spomer, who averages two cups of coffee a day, does not rely on the beverage to keep her awake, but for a consistently delicious flavor. "It just became a daily thing for me. I don't think having to wake up early or having such long days affected how much I would drink, I just always ended up drinking it," she said.

Drinking a Red Bull every morning and occasionally a cup of coffee from Blue Line after school, Sanden doesn't believe that she is addicted to either caffeinated drink, although she was in the past. In eighth grade after attempting to lay off coffee for a week, she experienced extreme migraines and genuine withdrawal. Now, she considers herself "cured," having gone all Thanksgiving break without a drop of Red Bull and only having coffee on occasion.

"If the world was short of coffee, I would



From left to right: Ella Novak, Bailey Peters, Sarah Spomer, Sophie Youngs | The Register
Casey Sanden.

probably survive," Spomer said. Due to her lack of withdrawals, she does not think she is a coffee addict, but her day is thrown-off if she does not have it. "It's just a part of my routine, and I don't like to change my routine," she said.

Senior Bailey Peters believes it is the amount of work she took on as an AP scholar in her junior year that drove her to energy drinks. "Junior year was rough—it was really the first time I really had to start pulling all-nighters and trying really hard to do well in school and energy drinks were a nice little pick me up. They're really my secret to success in high school, because you don't need sleep if you have caffeine," Peters said.

On breaks from school, like the past Thanksgiving break, Peters didn't consume any energy drinks because she simply didn't feel the need to. In regard to why she insists on drinking

energy drinks at school, Peters said, "I feel like I'm a better person to those around when I have caffeine. I think it really helps me get into a better mood and take on my day." When asked if she got into a mood over break without her energy drinks, she simply responded, "No, because I was able to get 12 hours of sleep, but at school, stay away from me if I don't have my energy drink."

Peters said on a typical school night she usually gets about five hours of sleep. "I live out west, so I have a long drive to school, so I have to wake up earlier. I have to work after school, so I get home a lot later. It's rough. It's a lot of time awake and I don't really have time to nap, which I need, I need something to pick me up so energy drinks really save me there."

Peters noted sometimes she'll be so drained from her day that she doesn't have the

strength to start her homework at night and will down an energy drink at 9 p.m. just to make it through her assigned work. This will in turn keep her wired into the wee hours of the morning, so she'll triple a dose of melatonin so she can fall asleep. "At this point, my sleep schedule is completely artificial," Peters said.

Peters, who consumes on average two to three energy drinks daily, said when it comes to her caffeine intake, "I'm not addicted, I like to call it dependency." She has never experienced withdrawal and does not think her anxiety is heightened by caffeine, a common symptom of the drug. However, she did note she now has the "jitters" or shaky hands quite frequently, but she said, "It's just part of who I am now."

While Peter's caffeinated habits were brought on by the stress of being a high school student, senior Ella Novak began drinking caffeine from a source of comfort. Novak said her caffeine consumption increased a lot in high school because, "I'm tired all the time, so I drink a lot more coffee now." However, her initial interest in coffee did not start as an antidote to drowsiness. "My mom was drinking it and I wanted to be like my mom. I love my mom. Overall, I think that coffee is a very comforting thing for me. I grew up around coffee, even in elementary school I just remember my mom drinking so much coffee and I just remember the smell in my house, and I have all these good memories with it."

Consuming a tumbler of home drip coffee, and usually another cup of coffee after school from Blue Line, Novak said, "Unfortunately, I think I am addicted. I get really bad headaches and dizzy [without caffeine]. I don't want to believe I'm addicted, but if I'm going through withdrawal symptoms and I drink coffee I instantly feel better."

Even though all four students have varying habits and relationships associated with different forms of caffeine, it is evident that it is an integral part of the Central community and the everyday life of high school students.

First boys join Central Step Team

Chlöe Johnson
staff writer

Stepping is a type of percussive African-American dance that has been around at Central since the 1980s. It is one of the most iconic shows of the pride that Central has in its Black history. Traditionally, both Black sororities and fraternities performed step. "Now it's pretty much girls that do it," step team captain Amirra Cox said.

That is, until this year, when step gained its first male members: sophomores Aiden Ramirez and Thadah Si. However, this is not the first year due to any previous denial of boys; the step-team has been trying to become co-ed for quite a while. "We been trying since freshman year," Cox said.

Interestingly, this year has one of Central's smallest ever step teams. Cox believes this is a symptom of a bigger issue of teenagers being afraid of trying new things. "I feel like the latest generations, they base their life off of what's told to them," she said.

Within this context, the willingness of Ramirez and Si to try a new activity as the only males is all the more impressive and appreciated. Basketball games, where the team performs at halftime, just started, and the team is already sensing the value of their new members.

"We'll do something and they'll do the same thing as us but add something. They have their own swag," Cox said.

Both boys had some background in dancing but never with step. "I did not find out about step until the jump start and I was like, 'wow this is very cool I really want to try this,'" Ramirez

recalled. He has not regretted his choice. "It's just an awesome experience," he said.

Si has also enjoyed step so far. "They were very welcoming," Si said. "Since this is my first year its harder to grasp things."

This humbleness shouldn't fool anyone into thinking these boys are lacking skill. "They catch on quick too," Cox said.

When asked to describe step to someone who had not heard of it, "Making beats with your body" is what Si said. However, these students have not just made beats but also connections to what Central truly can be. Having a multi-cultural and co-ed step team is just another example of the unique way Central does things: deeply rooted in tradition yet always excited to see what new faces can bring to the table.

I am thrilled to present the third issue of The Register for the 2022-2023 school year. I look forward to informing readers through the documentation of remarkable stories and graphics.

As Editor-in-Chief, I am confident in the work the staff has produced over the past month, and I am proud of the final presentation. My hope is that our love for journalism shines through this issue.

I hope you find The Register compelling, informative and welcoming. Make sure to check out our website, omahacentralregister.com, to keep up with current stories and events. We are also active on Instagram at @chs.register and Twitter at @chsregister. Thank you for your continued support and reading of The Register.

Shyla Youngs
Editor-in-Chief

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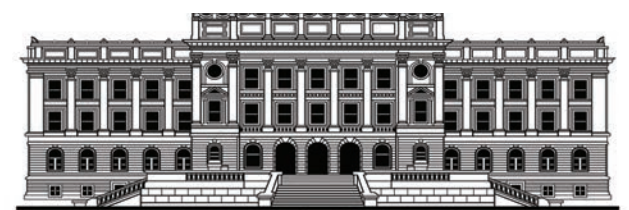
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It is the goal of the Central High Register to represent the student body in issues affecting their lives as young people and students. If you feel that we are not covering an issue that is important to you, we welcome contributing writers who bring fresh ideas to the issues.

If you would like to write a story for your student newspaper, please contact Broderick Hilgenkamp at broderick.hilgenkamp@ops.org or come to room 029 to discuss your idea.



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OMAHA CENTRAL HIGH

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LGBTQ+ students at Catholic Schools

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The policy states that students who express views on gender and sexuality at school, in public, or on social media that contradict those of the Catholic Church may be expelled from their schools. The policy also applies to Catholic school parents, guardians, teachers and volunteers.

The policy was intended to go into effect on Jan. 1, 2023, but its implementation was delayed until the beginning of the 2023-24 school year after backlash following its announcement. In a letter to parishioners, Archbishop George Lucas said, "We will use feedback to draft revised norms that will be more clearly focused and will not compromise the teachings of Jesus Christ and the Church." Three independent religious order schools, Creighton Preparatory School, Marian High School, and Duchesne Academy, have thus far declined to implement the policy.

Amidst the renewed visibility brought to LGBTQ+ students at Catholic schools by the controversy around the policy, the Register reached out to LGBTQ+ students at six Catholic high schools across Omaha, inviting them to share their experiences.

LGBTQ+ students who spoke to the Register described the issues they face at their schools, including bullying, threats of violence, ignorance, and failures of administration to protect them from mistreatment.

All students currently attending Catholic schools will remain anonymous out of consideration for their safety and privacy.

The Archdiocese of Omaha did not respond to multiple requests for comment regarding LGBTQ+ students at Skutt, Gross, and Roncalli, the three Archdiocesan high schools.

LGBTQ+ students from Skutt Catholic described the school as an unsafe environment, one characterized by discrimination and mental and physical abuse by peers. "If you come out at Skutt, they'll threaten to beat you, they'll threaten to rape you, they'll throw rocks at you," said a student at Skutt. "There's just a lot of bullying, slurs, physical harassment. I've never heard more slurs in my life before I went to Skutt."

Students felt that bullying and threats against LGBTQ+ students were often handled improperly by school administration. "The Skutt administration is rather lacking in action," said Stefan. "When it comes to sexual assault, bullying, suicide or even the school shooting threats that were made specifically against queer students and students of color, they don't take things as seriously as they should."

Rob Meyers, principal of Skutt Catholic, did not respond to multiple requests for comment.

In one such incident which occurred in November 2020 and was cited by multiple current and former Skutt students as an example of what they viewed as inadequate action from administration, a Skutt student posted a picture of themselves on social media wearing merchandise supporting then president Donald Trump while brandishing a firearm. In a caption on the photo, the student threatened a school shooting if any LGBT students at Skutt publicly expressed support for then Democratic presidential nominee Joe Biden. Upon arriving at the school, the student's backpack was searched for a weapon, with none being found. The students said that administrators at Skutt forced the student to delete the post, but did not suspend or expel the student as a result of the threat. Multiple openly LGBTQ+ students who spoke to the Register said that after the incident they continued to attend class with the student who issued the threat.

Students also said that administrators will assist parents attempting to change their child's sexual orientation or gender identity. "The administration knows that queer kids exist, but the fact is they want to change queer kids instead of accepting them," said a Skutt student. "They want to turn queer kids into straight kids. They tried to send me to conversion therapy. They will actively work

actively work with parents who want to 'fix' their queer kids."

Conversion therapy is a pseudoscientific practice of attempting to change a student's gender identity, expression, or sexual orientation, which is recognized as ineffective and psychological harmful by the American Medical Association, American Psychiatric Association, and the American Academy of Child and Adolescent Psychology.

Gabe, a former Skutt student who graduated from the school in 2022 and requested to be referred to only by his first name, spoke to the Register about his own experiences with mistreatment at the school. "Percy (Stefan) and I were the only students, to my knowledge, that were open about being transgender. A lot of the kids who weren't accepting didn't mind us, but then there were the extreme conservative students and their parents who would threaten other kids."

Gabe said he experienced the administration's inaction firsthand when he was abused by his peers. In one instance, he said administrators did nothing after he was assaulted by his classmates while on a school fundraiser walk around Lake Zorinsky. "I'm just chilling with my friends." He said, "I was walking with them and I suddenly got hit in the back of the head. I turned around and was like who the [expletive] just threw that?"

The blow came from a group of Skutt students who began throwing rocks at him while yelling homophobic and transphobic slurs. "They were younger kids, so they're still at Skutt. It continued throughout the entire walk. Only one of my friends stood up for me during that time and corrected them on my pronouns and name. After that, they only threw three more rocks and just kind of left."

Afterwards, Gabe reported the incident to administration and provided them with pictures of the students and their names. A member of the Skutt faculty later admitted to him that the students had faced no punishment for their actions.

LGBTQ+ students at Gross Catholic also described a school environment where intolerance and discrimination had become the norm. "I know a lot of kids that are LGBTQ+ but 90% of them are not out," said a Gross student. "There's just a lot of prejudice in general. I know multiple people who have been called slurs because of their sexuality. That makes the environment a lot more hostile for anyone who isn't heterosexual."

Students who reported experiencing bullying, including the use of homophobic slurs, said that they were dismissed by administration. "I think that on some level, Gross admin and the Archdiocese as a whole is against bullying queer kids," said another student at Gross. "But they're also making homophobia and transphobia official school policy, so when students see that and decide to bully queer people at their schools, admin tends not to be super responsive, because at the end of the day they believe the same things about LGBT people as the bullies do."

"I was considered one of the first openly trans kids [at Gross]," said a former Gross student. "Many of the teachers were very openly against it. One of my theology teachers almost called me the f-slur, but instead of saying it he spelled it out at me. Another theology teacher yelled the word 'genitals' at my face. There were a lot of backhanded, snide remarks from teachers too."

The student said they transferred to Bellevue West after the Archdiocese's policy was announced. Speaking on their experiences at public school so far, they said, "I don't feel as othered. The teachers at Gross were allowed to discriminate against me and at West even if they feel that way about me, they can't say anything about it. I feel like at West, there's a higher tolerance because there's just more openly LGBTQ+ people."

They said that a gay, lesbian, or bisexual student at Gross could remain safe from mistreatment if they were only open about their sexuality with trusted friends, but that the school was inhospitable for transgender students. "If you're an openly trans person like I am and you're trying to be openly trans

at Gross, your best case scenario is to just transfer. There is no level of acceptance that really meets the needs of trans kids that Gross provides."

"There's a lot of mistreatment," said a Roncalli student about their experiences at their school, "Everyone just accepts it. There's no outrage. I've been attacked, not physically but like verbally, in the middle of class, and all I could do was just take it, and the teachers and other kids didn't do anything."

The student, who identifies as transgender, said that backlash they received due to their gender expression while at school has worsened over time, "Last year I had a lot more freedom to do things. Like I could wear makeup, I could have bigger earrings, but this year I can't. I think it's going to be a lot worse next year when the policy does start, because there were no rules or guidelines before, teachers could just do whatever they wanted, but now even teachers who are allies have to go along with it."

Speaking on the how teachers at the school had received the Archdiocesan policy, they said, "Some teachers are really upset about it. But it's also emboldened some other teachers to be even meaner. It's supporting a conservative culture that isn't really Catholic at all, because at the end of the day would Jesus care if I wore a skirt? No. Jesus said, 'Come as you are,' and for them to be like 'No, don't come as you are,' says a lot about them."

LGBTQ+ students at Creighton Prep described the school as having a culture of fear and intolerance around LGBTQ+ students, despite efforts by administrators to improve their situation. "I would describe the social climate around queer students as a regime of low-level terror," said a Creighton Prep student. "It's pretty normal to hear people using slurs in day-to-day conversations and being very openly homophobic. People aren't getting beat up in the halls or anything, but there's a culture which normalizes homophobia to the point that where it's hard for us to always feel safe at school."

Students said that fear of bullying and isolation prevented them from being open about their identity. "If you come out at Prep, you'll be completely isolated from the rest of the student body," said another Prep student. "But, because so few of us are out, it's hard to say how much physical danger we're actually in."

Speaking about the Creighton Prep administration's actions with respect to LGBTQ+ students, another student said, "They started clubs like Prep Accepts, where they try to reverse that culture and turn it around and introduce more acceptance. I don't know if it's particularly effective, but I guess it's an outlet for people who really don't have one." The student said that homophobia was not promoted in any way by administrators or the Prep curriculum. "The administration is great about stomping out bigotry wherever they can, but it's just so pervasive that they can only do so much."

A spokesperson for Creighton Prep declined to comment for this story.

"It's a really awful school to be at if you're like me, and your parents would never accept you if you came out and won't let you transfer," said another Prep student. "I think that everyone needs people in their life who just accept you for who you are, and a lot of queer students aren't getting that at home, and they aren't getting that [at Prep], and that's really damaging just to your sense of worth as a person."

The experience of being an LGBTQ+ student at a Catholic school is shared by many of the former Catholic school students who now attend Central High School. "[Being gay] was one of the main reasons I went to Central," said senior Cecilia Zahm, who attended Saint Margaret Mary's School from kindergarten to eighth grade. "My other option was Duchesne, which was kind of my dream school if it weren't for the religious element. But I'm very happy with my choice to go to Central in being able to be myself. I think I would've felt very constrained at a Catholic high school."

Speaking on her experiences at Catholic

grade school, she said, "There wasn't any bullying or anything like that, but just like a message of, 'this is not okay' coming from the teachers. And if it's coming from other students at a public school you can brush that off. But when it's actually being taught in your classes that it's not okay to be trans, it's not okay to be gay, I think it's really despicable and I think it makes kids hate themselves. If you wanna talk about indoctrination, that's indoctrination."

Junior Giuliana Weber, who attended Saint Pius X/Saint Leo Catholic School from second grade to eighth grade, said that the anti-LGBTQ+ education at their school began in fifth grade. "In our religion class every year, the teacher would bring up how homosexuality was a sin. And sometimes we'd have priests come in and talk about the same idea. We were told that we should pray for them to not be gay so that they could get into heaven."

Both students said that the anti-LGBTQ+ education is something that still affects them after leaving Catholic school. "It prohibited me from coming to terms with my true identity," Weber said. "I didn't even consider that being true about myself until after I left that school. I guess there are still moments where I feel like I'm not normal and I wish that I were."

"I've been suicidal because I couldn't get some of the things they taught me out of my head," Zahm said. "It's really hard to make the self-hatred go away. If this policy goes into place they are directly killing children."

Speaking on their reaction upon reading the policy, Weber said, "I thought about little kids like me, but who were a little bit braver. They're going to have to live with that, and that's going to make them feel horrible. It's denying who they are."

One feeling expressed by many students who spoke to the Register was that the lived experience of being an LGBTQ+ student at a Catholic school was not well understood by those who had never attended one.

"It is a lot of being looked over and a lot of being patted on the head," said a Duchesne student. "It comes with a lot of shame, and a lot of internalized stuff that really hurts you and is really hard to go through. And people need to understand that religion can be a really horrible thing. If you find comfort in religion, that's totally cool with me. But it's using religion to excuse your hatred that is just not healthy."

"It's dangerous for us," said Gabe, reflecting on his own experiences at Skutt. "Any support system helps a lot, especially for these students who are LGBT and depressed and not doing well. A lot of the LGBT students I know, their families aren't supportive and are neglectful or abusive. And then they come to school and are neglected, verbally harassed, told that their sinning, told that they are not loved, and that will make everything worse. It is dangerous for queer students to go to Catholic schools. And it's not our choice, it's our parents' choice."

Although his own days of attending Catholic schools are behind him, Percy Stefan's advocacy continues on. He is now part of Omaha Queer Kids at Catholic Schools, a group of current and former Catholic school students which aims to raise awareness about issues facing LGBTQ+ students in Omaha Catholic schools through social media. "Right now, we are just pushing for open dialogue," he said. "We want the Catholic schools to recognize that queer people do exist and their actions do have negative consequences on kids' mental health."

With the Archdiocesan policy on transgender students slated to be enforced for the 2023-2024 school year, he said that the fight for recognition and acceptance of LGBTQ+ students at Catholic schools is only just beginning. "Nothing that Catholic schools will do to try to squash them and erase them is going to erase them. They're going to be there no matter what."

The full version of this story can be found at omahacentralregister.com.

The Omaha Central graduate who saved thousands of lives

Eric Nieto Garcia
contributing writer

Until 1944, during World War II, there weren't much more than rumors, but in 1944, people around the world started to notice what the Nazis were doing with the Jews. So finally, after a long time waiting, the Treasury Department had enough reasons to convince Franklin D. Roosevelt, the U.S. president at that time, to help the Jews as much as possible.

Roosevelt gave them permission to use all their resources on saving the Jews. They created the War Refugee Board (WRB), but they needed a leader, so they gave the position of director to John Pehle.

Pehle always looked like how many people would say "a normal guy." Born in Minneapolis, and raised in Omaha, Pehle graduated from Central in 1926. He also studied at Creighton University and Yale Law School. Social studies teacher Scott Wilson said, "Nothing about his life suggested like (he was) destined for greatness." But sometimes it's just the normal people who take the necessary step for change. And the change that Pehle made was to be the WRB director.

The purpose for the WRB with this program was saving as many Jews as possible from Europe, and they did it by creating fake IDs, papers or bribing the soldiers. "They were human beings, they took the money, they looked the other way," Wilson said.

"You don't have to be anybody incredible to make a change."

Pehle put much effort into his job. Even when his brother Richard Pehle died as an American soldier in France, he didn't stop working to go to his funeral, because he knew that every moment could mean the life of someone.



Maybe in his youth he wasn't incredible, but as the WRB director, he demonstrated how incredible he was. At the end of the war in September 1945, when the program was dissolved, the WRB already saved tens of thousands of Jews. After that, Pehle just continued with his normal life. He liked to go golfing and bowling, and he worked as a tax financial lawyer, but it doesn't change what he did.

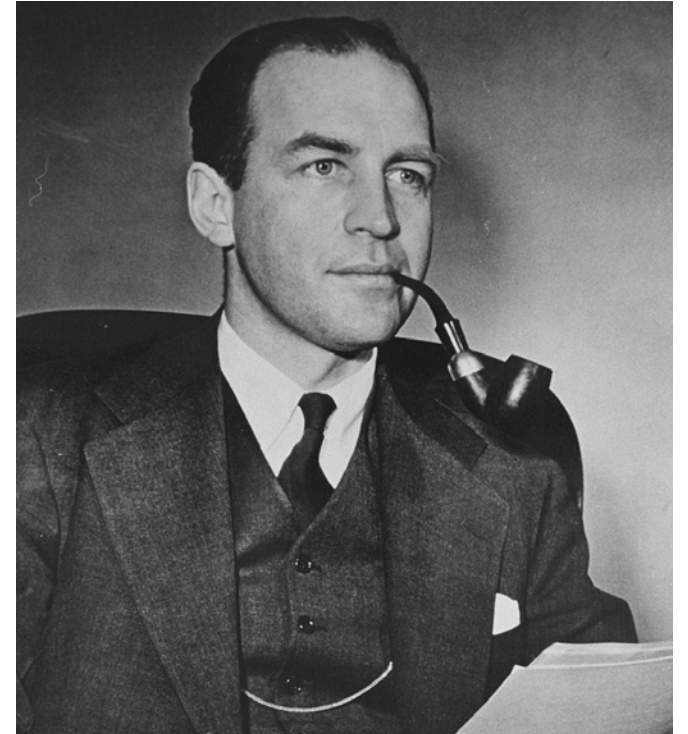


Photo Courtesy of SCOTT WILSON

And he deserved to be remembered. In 2006, he received the Congressional Gold Medal for his rescue efforts. He was also featured in a documentary by Ken Burns, Lynn Novack and Sarah Botstein called "The U.S. and the Holocaust," that was released in September.

Wilson nominated Pehle to the Central High School Foundation Hall Fame In 2021, where he won't be forgotten.

NASA prepares for new Artemis moon mission

Claire Nipper, Hadley Forsen-Yepes
staff writers

Fifty years after NASA's Apollo 17 mission, which was responsible for the sixth and last manned Moon landing, NASA is preparing for another group of individuals to step foot on the lunar surface in its upcoming Artemis mission.

The mission's name comes from the Greek goddess Artemis, who is the twin sister of Apollo in Greek mythology. The project began in 2017, and its purpose is for humans to begin establishing a presence on the Moon and to prepare for further space exploration. "The Moon should lead to Mars, and we should be there within the next couple of decades," said NASA astronaut Randy Bresnik in an informational video from the NASA YouTube channel.

This time around, NASA aims to send a



Photo Courtesy of NASA

group more representative of the United States' diversity. The administration has vowed that Artemis will be sending the first woman and first person of color to the moon.

The launch of Artemis I, the first phase of the mission, is incredibly significant to the future of space travel. The goal of the launch is for a spacecraft to progress further into space than any spacecraft built for human travel has before. During the four to six weeks it will take to complete the mission, the Orion spacecraft will travel 70,000 kilometers from the Moon, spend about six days in a distant retrograde orbit around the Moon, and then return to Earth, according to NASA. By successfully launching and retrieving Orion, the safety of the technology used to achieve this mission will be assured, and a crew will be able to travel on the next mission.

The Artemis I launch at the Kennedy Space Center in Florida, which was originally

scheduled to take place on Aug. 29, has been delayed three times due to a multitude of issues, including temperature regulation malfunctions, engine bleed and weather implications brought on by Hurricane Ian. The Space Launch System rocket and the Orion spacecraft both arrived to the launch pad on Nov. 4, and the launch is now scheduled for Nov. 14. Orion is expected to land in the Pacific Ocean on Dec. 9.

Artemis II will take a similar path as Artemis I, but Orion will be manned by four astronauts. It is not until Artemis III that astronauts will touch down on the Moon's surface. If everything goes as planned, Artemis II will launch in 2024 and Artemis III will launch the following year.

The Artemis mission is paving the way for humanity's future on and off the Earth.

New Spanish teacher adjusts to teaching high school

Bobby Winton
staff writer

Omaha Central has a new Spanish teacher, Denise Forrest. Forrest previously taught at Marrs Magnet for thirteen years, teaching fifth grade Language Arts in Spanish as a part of their dual language program.

"It was a great place to work. I would have been happy to keep on doing that until I retired, but the new elementary schools in South Omaha finally opened up this year and fifth grade was moved out of Marrs and into the elementary schools," Forrest said.

When she was offered the opportunity to work at Central in the World Languages department as a new Spanish teacher, she decided to "say 'yes' to the adventure."

Forrest knew figuring out reasonable expectations for student behavior would take some time, as most students at Marrs entered her classroom at 10 years old.

"I knew transitioning to working with students who were so much older would take recalibrating," she said.

While adapting to an entirely new age group, Forrest has also appreciated the level of independence she has been able to expect from students at Central.

"To give you a bit of an extreme example, back when I was teaching fifth grade, I once had a student barf on me," Forrest said. "They were unsure about the procedures for how to ask for permission to go to the nurse or get their own trash can, so the student walked up to me to ask..."

While at Central, she sees students demonstrating the independence and maturity it takes to both understand and follow the expectations and procedures, as well as apply common sense about how to handle situations when the procedures have not been explained explicitly and can still infer appropriate behavior.

"Like the evacuation we had September 13: no one I spoke to, teachers or students, remembered there ever being circumstances quite like that before, and I certainly had not explicitly explained to my students what to do, 'in the event of extended a power outage, followed by an evacuation,' yet no one panicked. I saw thousands of students showing good judgement and adult behavior."

Forrest has not only found a love for the students, but also being part of the World Languages department, stating that all her colleagues have been helping and welcoming.

Though her start to Central has been successful, Forrest finds herself missing qualities that come with working with the same group of educators for such an extended period.

"I used to know exactly who to ask for help setting up a field trip or getting a set of Spanish graphic novels for my classroom," she said. "I knew which administrators preferred I send an email to and who liked having a conversation face to face. It takes time to build that kind of institutional knowledge, but everyone has been so patient with me whenever I have questions about how we do things here at Central."

Forrest also misses the "special days" Marrs staff held for the younger students. One such event included a fifth grade Comic-Con day, co-founded by Forrest. It consisted of encouraging students to dress in cosplay, while teachers built their lessons around fantasy and sci-fi themes.

"I don't know if high schoolers would think they were too cool for that kind of fun, but I hope all the students at Central are finding clubs, activities, and friends that help them have fun and be themselves in all their quiriness."



Photo courtesy of The Register

opinion

STUDENT TROUBLES

Two students explore problems they are facing in high school and beyond.

College application fees unacceptable, increase inequality

Noemi Gilbert
news editor

As high school seniors across the country consider their next educational steps, they navigate a system built on inequality. Though higher education has attempted to become more inclusive in recent years, one element of the college application process is obviously unethical and exploitive of families: the application fee.

For most colleges and universities, application fees range between \$50 and \$80. Students and their families pay this fee when they submit an application, then months later, students discover whether or not they were admitted.

Application fee waivers are offered to students eligible for federal Pell grants, and students who are eligible for free and reduced lunch. These waivers are essential to removing barriers to college for low-income students. In the University of Nebraska system, all Nebraska resident students can apply for free.

For students paying application fees, the cost adds up quickly. A student applying to several colleges could find themselves forking over hundreds of dollars to institutions that may not even let them in—institutions that are often overflowing with money already.

Take the elite Princeton University, for example. Undergraduate applicants pay \$70 to submit their application, and 35,370 students applied to Princeton in 2022. According to educationdata.org, 34% of undergraduate students receive Pell grants (and thus fee waivers,) so around 23,000 Princeton applicants paid an application fee. From application fees alone, Princeton University brought in approximately \$1.6 million.

This is a ridiculous amount of money. It far exceeds the salaries of application readers or technology fees of processing application. Application fees move an absurd amount

of wealth from individual families into obscenely wealthy institutions - institutions that do not need any more money. Princeton has an endowment of \$37 billion dollars. With that in mind, the \$1.6 million from application fees is just a drop in the bucket. Financially, Princeton and other wealthy universities do not need application fees. So why do they exist?

According to the college consultant site College Raptor, application fees offset the cost of processing student applications and serve as a financial barrier to ensure that applying students are serious about their application. The need for funds to cover the processing of applications is understandable. Though for institutions with billion-dollar endowments, I doubt application fees are a practical necessity. Surely institutions that take in hundreds of millions of dollars of tuition can use those funds to cover processing costs. The use of application fees as a financial barrier, however, is simply unacceptable. If students want to apply to a certain college, the thinking goes, they should be able and willing to pay for the chance of being admitted.

Application fees reinforce economic inequality in higher education. Students should not need to pay for the chance of being admitted to a college. When students consider their application list, and when application fees quickly add to a financial burden, they are less likely to apply to a wide variety of institutions. And when institutions have limiting application fees, they receive applications from a pool of more homogeneously wealthy applicants.

To truly achieve educational equality, all students should be able to apply to all schools, without the financial limitations of application fees. Application fees are unethical, unfair and unnecessary. Schools thrive when they have students from a diversity of backgrounds. Removing application fees would allow colleges to consider more students from more backgrounds and allow students to truly consider the institutions that are best for them.



Chlöe Johnson | The Register

Complaining has a deeper meaning

Ella Levy
opinion editor

All through the halls I hear students complain. They complain about teachers and the work they've been given. They complain about the amount of tests or assignments. I too am guilty of this.

For me, it is a lack of confidence. I question if I will get it all done, pass that test, or even complete that assignment. Some days I think I do not have the mental capacity to do it. However, most days I find I do not have a choice at all. Most days has turned into all days as the year goes on.

I lack confidence in myself to get good grades. There is no evidence in the past saying I cannot; in fact, it says nothing except I can. However, I cannot seem to prove to myself I can do it.

I complain about assignments because I do not think I can earn the grade I want. I complain about tests because I am nervous that they will bring my grade down.

I want to leave the classroom proud of myself for the work I have done. This is almost never my reality. I leave the classroom anxious about the work I have to do when I get home. I worry

about how I will write my essays and what grade I will receive on the test I have next period. This story is not meant to put down teachers. It is not meant to make the person reading this feel sorry for me. It is not a complaint. In fact, I would like to acknowledge the teachers of the world and give them a round of applause.

I am only a student, meaning I only see the student side of the assignments and tests. I do not have the task of teaching nor grading. It takes a strong teacher to teach a hard class. I feel as though students do not realize how much they've learned or could learn if they put in the work. Every assignment, test, and essay are meant to be a learning experience.

I also feel as though students have too much to stop and learn with every assignment. They are responsible for doing the best they can on each assignment. But to do that, one must learn information, retain it, and then throw it away to make room for the next lesson.

I also feel everyone is doing the best they can. Teachers are trying to teach, and students are trying to complete work.

Through every ounce of anxiety I have, I feel I owe the teachers a thank you for staying after school to help, giving feedback, and putting in extra work to make each student better than the day before.



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NEW GOVERNOR on page 8

Block schedule deserves more credit

Hadley Forsen-Yepes
staff writer

For the first few weeks of school, my classmates and I were constantly complaining about the newly implemented block schedule. Adjusting was difficult for students who were accustomed to Central's nine-period schedule, so naturally, it became the topic of all our conversations.

However, slowly the complaining has trickled away into nothingness. I now find myself much more comfortable with 90-minute class periods, and while block scheduling has given us all challenges to adjust to, the switch has proved to be rewarding.

The most obvious con to block scheduling is that classes feel much too long. Last year, class periods were the perfect length—short enough that sitting at a desk for 45 minutes was not grueling, but long enough that a decent amount of content could be covered. Now, students get restless because classes seem never-ending. Sometimes I think that the period is almost over, and then I realize we are only halfway through. A longer period leads to intense boredom and time passing painfully slow.

Having classes every-other day is another inconvenience. Students are bound to forget the content they learned in each subject by the time they show up to the same class 48 hours later, and the only way to avoid this is to study for each class every night, which I know my classmates and I are not going to do. The new schedule also means that I only see some of my classmates every other day, when last year I would have seen them every day. This situation is not ideal for fostering friendships.

Being in the International Baccalaureate (IB) program in conjunction with block scheduling has presented its own set of challenges. Because of the hour requirements of IB science courses and because all IB junior's science classes fall in the third period of the day, every IB junior has a working lunch at least every other day. Since I have both Chemistry and Computer Science during third period, I have sacrificed my 30-minute lunch for all five days of the school week.

We are still allotted time to eat, but usually it is short, and occasionally we must multitask by eating while listening to a lecture. Block has also unevenly split our IB classes; there are two junior Theory of Knowledge periods, and while the one I am in has 16 students, the other one has only five. Such a small class size limits discussions and activities, and this would not be an issue if it were not for block scheduling.

However, twice the time in each class has its benefits. This school year, homework is typically due two days after it is assigned, so students get significantly more time to finish it than they would in a nine-period-a-day schedule. It is a huge weight off my shoulders not to have to complete homework for eight classes every single night, and I am sure that my peers can say the same. Longer classes also bring with them more time for in-class discussions, which means that conversations are not getting cut short and students can develop a better understanding of the content they are learning. More time is especially beneficial in my Chemistry class because it is much easier to do labs without a strict time restraint. There is less running around throughout the school day, too, so students do not have to constantly pick up their belongings and change locations. Block scheduling feels much more relaxed than last year's schedule for those reasons.

Another convenient aspect of the new schedule is that all our class period start and end times end in fives and zeros. Last year it was difficult to remember my class times because they ended in every number imaginable, so this new fives and zeros system has allowed me to flawlessly memorize my junior year schedule. Not to mention the fact that we only have to remember half the number of times we did during the 21-22 school year. I feel euphoric when someone asks me what time class ends and I can immediately spit out an answer.

The best part about block scheduling is the fact that there is always a day to look forward to. Everyone has a day they prefer over the other—mine is my B day—and this provides students with a glimmer of hope that no matter how stressful or difficult or boring one day is, the next day will be better. Despite its many drawbacks, the block schedule might be something that Eagles will learn to love and appreciate.



Photo courtesy of BAILEY PETERS

Dear freshman self,

Shyla Youngs
editor-in-chief

One of the first things people tell you your freshman year is how fast high school goes by. They drill this into your head, that these four years will be the best and worst years of your life, and they'll be over before you know it. Now, you're a couple months into your senior year and all you can think about is how everyone was right—high school went by way too fast.

Freshman year felt like it was yesterday and so long ago at the same time. We've definitely changed a lot. Coming from a small Catholic school, Central was a lot at first. Courses were more academically challenging, the building felt huge, and you were slightly overwhelmed with the busy rush of your peers and the group of unfamiliar teachers you met on the first day. Over time, we learned to navigate the halls of Central with the "floor, side, room number" system, and along with this new chapter in your life comes new friends, new life lessons and new opportunities.

Your friend group changes and grows over time, but come senior year you have the best group of friends; the kind you'll have for a long time. Not only do you have these strong relationships, but you also discover more about yourself. You develop your own sense of style and become comfortable with who you are. This was a long journey and we

had some questionable phases, but we love every part of the process.

You don't know this yet, but 029 and the journalism department will be a pivotal component in your high school career. Joining newspaper, and becoming a part of the broadcasting crew, was one of the best decisions you made. Now, you are the editor-in-chief of The Register. Becoming so heavily involved in journalism also forced you to grow close with the teacher, Hillary Blayney. You would not have been able to navigate these four years without her. You look up to her not only as a teacher, but as a person outside of the classroom. She's not at Central anymore, but you still text her daily with updates, rants, and countless pictures.

The college application process was hard, and so tedious, but you got through it and decided you're going to become a Husker. You even received some scholarships, and plan to major in journalism.

It's a bittersweet feeling, growing up. Cherish every moment you have with friends and the memories you make with them, because it will be over before you know it and you'll be getting ready to move onto the next stage in life: college. But for right now, live in the moment and enjoy high school for the insanity that it is. So go out with friends on the weekends, attend all the football games, go to every dance, but most importantly, remember that life is too short to stress over small things. These next four years are hard, but I promise we turn out alright.

Dinkers Bar and Grill



2368 S 29th St



IB makes literary analysis easier with commentaries

E Dona-Mundoz
staff writer

A big part of Central's curriculum is teaching literary analysis from the beginning of freshman year. Occasionally, students sit down to write an analytical essay, called themes, in about 45 minutes. One of my first assignments in my English class was to buy a Style Book and Theme paper from the school store in order to write these essays. While timed writing has been useful as I went into my junior year and my first year in the International Baccalaureate Diploma Program, the rest of the specifics regarding themes are not used at all.

In IB, instead of themes, students write commentaries. These essays are also timed in order to help prepare students for the exams at the end of their senior year. But commentaries are much easier for several reasons.

The main reason is the flexibility these essays have. Instead of the Point, Illustration, Explanation (PIE) format used in themes, commentaries do not have a specific format. Instead, the way the essay is structured is up to the writer. The writer may choose to continue using the PIE structure, but they also have the option not to do so. The process of preparing for a commentary is much easier, too. Outlines for commentaries do not need a specific format, unlike those for themes, and there is no need for a Quotes Page. The student has the literary work they are analyzing with them while writing. Since commentaries are only written about an extract of the work, usually about a page or two, all the writer needs is the page numbers for the extract.

Additionally, themes are written about an entire literary work, while as stated previously, commentaries are only about an extract. IB emphasizes how one must avoid talking about information outside of the extract. While this may seem difficult at first, it solves a major issue I have personally encountered when writing themes. I would get downgraded for the amount of context I would imbue in my writing. I found it more difficult to find the right amount of context to include. My English teacher freshman year would tell us that we needed to write as if the reader did not know anything about the work we were discussing, but summarizing the work was not the point of the essay either. By only focusing on a page or two of a literary work, summaries do not take as long. Having the extract be all the context needed takes away the feeling of providing it directly in the essay.

IB has a reputation of being the elite of academic levels, and that may seem intimidating to most students. But themes are much more difficult to write and get a good grade on compared to commentaries. The latter focuses more the analytical content being written while the former focuses on having the right format. Because of this, I prefer writing commentaries instead of themes.

Teenage life without a cell phone

Chlöe Johnson
staff writer

Something that never left the home a few decades ago has nearly become part of human anatomy. I'm talking about the switch from home phones to cellphones. Phones come with us everywhere. Clutched in our hand, they go with us to the grocery store, on car rides, even to the school bathroom. As a babysitter, they remind me of the ratty comfort stuffed animals of small kids.

However, when my phone broke last month, I was forced back in time to having a just a home phone for weeks. The "home phone" was actually a laptop with my iCloud that stayed at home, as it had no cellular. While I could text and access my photos when at home, that was pretty much it. Not carrying a cellphone led to several realizations about my relationship with my phone.

The first thing I learned was how dependent I was on this little metal box. Just entering my car, I realized would have to deal with the radio Top 40 instead of my music from an aux. Another habit I became aware of in my car was my reliance on GPS. As someone with no internal sense of direction, directions are how I find new places. Without a phone in the car, I was forced to map out my routes to new places with pen and pencil, "left at the stop sign, take the exit here." If I didn't have my wallet on me, I had no way to buy anything. Another luxury I went without was the ability to immortalize experiences through photos at any time. I had slim to no evidence of my senior cross-country season and no quick grabbing notes in class. Having no Snapchat or Instagram made communicating frustrating, there was no way around that. Certain people I just could not reach for organizing events for my environmental club or getting homework help. Often, I was the last to hear when something went down with my friends.

While not having a phone was definitely annoying, there were some surprising benefits. No connection to my music library forced me to listen to full albums on CD, which is a very different music experience. No music in the car meant no music at school either, leading to

talking to classmates who I may have previously ignored in favor of my playlists. After a few weeks of being forced to pay more attention to my surroundings, my sense of direction actually improved, and I was not even mapping routes out. Not having a camera always available ended up allowing me to be more present because capturing the moment simply was not an option, so I just had to soak it all in. Also, instead of just snapping pictures of a PowerPoint, I actually wrote down and highlighted notes, which helped me retain information.

Without social media no longer were my everyday actions up against everyone else I knew. Not until it was gone, did I realize the weight of being constantly able to compare and question, if I was maximizing my time. Maybe I missed out on some memories or the chance to immortalize them, but the memories I did make were richer and more peaceful because of it.

The other big take away from not carrying a phone, was how much we are on phones simply to fill time. Teacher isn't paying attention, we open our phones. Walking to class, we check notifications. Waiting in line, we scroll through Instagram. With this habit forcibly broken, I went back to spending free time in class as I had in grade school: drawing. Whenever I had to wait for something, I actually observed what was happening around me or just stewed in my thoughts and daydreams. Now that I have a phone again, I am trying to keep this habit broken. However, that is not to deny the strength of the pull that phones have. This pull makes us intolerant to the slightest boredom, even though it seems this boredom is the very ingredient needed for creative thought.

The interesting thing is while certain things were made less efficient and sometimes frustrating by not having a phone, it was not a need. If I absolutely needed to reach someone, I used a friend or even stranger's phone. If I needed direction, I wrote them out ahead of time. If I needed to know the weather I walked outside. If I needed to make plans, I waited until I got home. Socially, we have been conditioned that after a certain level of inefficiency an activity is obsolete, but this is simply not true. Not only



Chlöe Johnson | The Register

are inefficient methods very possible, but sometimes the efficiency is a trade-off for a more valuable experience.

Not having a phone eliminated choices, increasing the value of the choices available. It reminded me of a study by Harvard Business Review where the less ice cream flavors a shop offered, the higher customer satisfaction was. While in line at a store, I didn't swipe through all of my apps, I just people watched those around. I did not have to choose between savoring a moment and taking a photo to capture a souvenir. Getting in the car, I picked between a few good albums, not all the music in the world. Not being able to see what all of my friends are doing, made the time spent with those I was with more enjoyable. Because I had to rely on others more, the sheer number of connection with other people increased. Also, I actually had much more free time, because tasks were not interrupted by the constant stream of distractions a phone provides. The freedom of not having access to all the information, people, and entertainment in the world at my fingertips, is actually a feeling I miss now that I have a phone again.

Jim Pillen policies harmful to state's future

Charlie Yale
sports/web editor

Jim Pillen has been elected as Nebraska's 41st governor. Republican Governor Jim Pillen's policies are disastrous for the teen and young adult population of Nebraska. By neglecting transgender Nebraskans, campaigning to reinstitute prayer into schools and fighting to ban abortion, he will create detrimental effects for the future of Nebraska's constituency and its economy.

Pillen ran on a platform that alienated the young population, campaigning to take away the rights of transgender Nebraskans, "[Putting] God back into schools" by teaching "Christian" values, banning statewide sex ed standards, ending abortion in the state—something most Nebraskans don't support—and "[restoring] patriotic education" by banning Critical Race Theory. Pillen's policy "Playbook" is full of reactionary conservatism that will only harm Nebraska in a multitude of ways.

Pillen's threat of "Putting God Back Into Schools," as his policy playbook explains, is inflammatory at best, and outright unconstitutional at worst. He explains that the "erosion of Christian faith is hurting America... We need to put prayer back into K-12 schools."

The First Amendment to the Constitution establishes the freedoms of speech, petition, assembly, press and religion. Pillen should know this, as his holy grail of the Second Amendment, the constitutional right to bear arms, appears just one line after the right to freedom of speech. Pillen's plan for reintegration of prayer into schools is vague – intentionally to gain the support of devout and extreme Christians in the state. But that doesn't take away the harm that it could cause.

While the Supreme Court has not explicitly banned prayer in schools, it has repeatedly ruled against "state-sponsored" and "state-organized" prayer in schools, according to the Freedom Forum Institute. The Supreme Court has made it clear that prayer – even prayer "delivered" by a student – in public schools, violates Americans' First Amendment rights.

Christians ought to be treated with the same respect by the state in the way which it treats other religions. But our state must separate itself from all religion, including the Christian church. The establishment of a state religion by our government would violate the civil liberties of its nearly two million citizens.

Forcing a Christian prayer upon students who do not have a say in whether they get to hear it or not, especially for students who are not Christian, imprints an idea of what is "correct" and "accepted" by society. But I am afraid that defining Christianity as "correct" outrightly is what the Republican party in Nebraska is fighting for.

Not only is Pillen planning to roll back Nebraskan's First Amendment rights, but he plans to reject the rights of transgender Nebraskans as a whole. Pillen's policy on transgender people is one rooted in bigotry and transphobia. One in five Gen Z Americans identify as LGBTQ+, according to a Gallup Poll, and 1.4% of Americans aged 13-17 identify as transgender.

Pillen directly denies the existence of trans people. "There's no place for men in women's sports, women's bathrooms, and women's changing rooms," Pillen said in his policy Playbook. "There's no excuse for subjecting minors to treatments that mutilate their bodies and harm healthy growth and development. I'll oppose the radical transgender agenda at every turn." He goes against the informed claim of the scientific community, that transgender healthcare is proven safe and effective.

It is, quite frankly, disgusting that the candidate projected to win the Nebraska gubernatorial election thinks of my peers as "mutilated" and "radical."

Is the mere existence of queer children radical? Is it something to oppose?



Photo Courtesy of NEBRASKA.EDU

What Pillen doesn't realize is that his claims will directly lead to the suicide of trans Nebraskans. The UCLA Williams Center reports that mistreatment and discrimination in education and other aspects of life is associated with a higher prevalence of suicide attempts for trans people. The prevalence of "past-year" suicide attempts by those who were denied equal treatment were more than twice the amount of those who "had not experienced such treatment (13.4% compared to 6.3%)." Closer to home, The Register reported that "26% of [trans] respondents reported attempting suicide because of the severity of the discrimination they experienced" at a Catholic high school in Omaha.

Moreover, these effects will not be purely social. The future economy of Nebraska will take a serious hit from Pillen's politics. Nebraska businesses should be worried that right-wing politicians, like Pillen, will push young consumers out of the state.

If Pillen moves forward with his plan of banning abortion in the state, the workforce will suffer because of it. One third of job seekers in the United States say that they will not apply for a job in a state that has outlawed abortion, according to a Resume Builder survey. One in four job seekers in a state where abortion is restricted are actively searching for a job in a state that is likely to keep abortion legal. 34% of workers under 40 are considering switching jobs to work for companies offering more "generous" reproductive healthcare benefits, according to a Lean In survey.

If Pillen wants to stop the brain drain and "keep our kids here," like he claims in his playbook, he will have to take a more neutral stance on issues like abortion, transgender and other LGBTQ+ rights and religion. But he has shown an unwillingness to do so, an unwillingness to care about the youth and the future of the state.

Lorde's "Melodrama" akin to Greek play

Bobby Winton
staff writer

Lorde's sophomore album *Melodrama*, released in 2017, is structurally, and symbolically, an Ancient Greek play. The opening song "Green Light" invokes the muse, the chorus, and questions of morality aimed at the audience.

In ancient Greek theater and poetry, the story always begins with the invoking of the Muse. For example, Homer's *The Odyssey* begins with "Speak memory, of the cunning hero, the wanderer blown off course time again after he plundered Troy's sacred heights."

The invoking of the Muse sets up the scene and the characters, while also serving as a premonition of the

entire story. "Green Light" serves this function. It sets up where Lorde currently is in the story. She is trying to let go after a breakup and not being able to, while also pleading for a change. "I wish I could get my things and just let go."

This is where the chorus shows up. In ancient Greek theater, the chorus was part of the performance, while interacting with the audience. The chorus explained and reacted to what was happening in the plot through song and dance, and helped the audience know how to feel about the story.

Usually wearing masks and having no individual characters within the plot, the chorus acted almost as an emotional bridge between the audience and the performance. Much like the gang vocals throughout *Melodrama*. Anytime there is an effect of many people singing togeth-

er, this acts as the chorus. In "Green Light", the words that are sung with gang vocals are, "I'm waiting for it that green light, I want it."

Another thing the chorus does in Greek plays is given a voice to the Greek people, portraying moral and political issues they are currently dealing with, and how they interact with what is happening in the play.

When the gang vocals say, "I'm waiting for it that green light, I want it," it is portraying both a premonition of the plot of the album, which is Lorde finding that green light and resolving the plot's conflict, while also portraying an emotion of the audience that interacts with the emotion of Lorde's character. Now that the scene is set, we can continue to the rest of the story.

arts & culture

SUPERNATURAL EXPERIENCES AT CENTRAL

Students and staff share eerie and ineffable happenings at the school.



Sophie Youngs | The Register

Chlöe Johnson
staff writer

It's dark outside, around 9 o'clock. You stayed extra late after school to work on the set for the play again and are the last one in the building. Ready to return home, you are walking out the door when you realize you forgot an assignment in your locker. You sigh, and head back up to the first floor. As you walk down the deserted hallway, you feel a yank on your backpack—swinging you around. You turn around, to see who it was, but no one is there.

This was the real experience of a Central theatre student years ago.

Maybe at a different high school such an incident could be dismissed as a coincidence. Old buildings make weird sounds all the time, and people can get in their own heads when alone. However it is harder to rule out the eerie when the entire school is over a hundred years old and looks like a gothic castle.

The sheer number of spooky incidents makes the supernatural at Central harder to dismiss. Not just the quantity, but the variety of people who report unexplainable events is unsettling. "There are rooms I won't go in, day or night," says Mr. Javon, a Central security guard.

Students, psychology teachers, security guards, and coaches have witnessed the abnormal.

Just the fact that Central has had a Ghost Hunting Club for decades is interesting enough itself. These students believe spirits live in the building and go after hours to explore the school using a variety of ghost hunting tools. One is an EMF meter, or electromagnetic field meter, which blinks when it detects electronic energy waves, a sign that something is there.

One specific story shared by Robert Tucker, psychology teacher and Ghost Hunting supervisor, was not of seeing a ghost, but smelling one. Back in the 1920s, room 111 used to be the principal's office. The principal at the time was known for smoking in this office, janitors have said for years from time to time they smell a strong scent of tobacco smoke wafting from the room. The room also lit up the EMF readings.

Once, while exploring room 029 in the basement, Tucker began to get all kinds of EMF readings. At this time, the reader was on an app that could translate the electrical signals to their word equivalent. The only words that came up on his phone on that expedition seemed not to make sense—they were all doctors and medical related. However, a former custodian, who came along was spooked, he explained that the room had been leased out to Creighton dental students in the early 1900s to practice medicine.

Outside of the direct search associated with Ghost Hunting Club, Tucker has

experienced his own Central paranormal sightings. Once night, while working late in the old fourth floor library alone, he heard a book fall from a shelf into a trash can. When he went to see who else was there, he found no one. To make matters worse, the book that had fallen was an old book titled, "Corpses, Coffins, and Crypts."

Molly Mattison, the Ghost Hunting supervisor for the past six years, has had a couple odd experiences as well. Multiple times while alone at the school on Saturdays, she has heard footsteps following her and turned around to find no one there.

Recently, the club conducted an activity in the basement to see if a spirit might respond better to a certain student. They recorded nine students asking the question "Is anybody here?" thinking they would play it back and see if a spirit responded. "But when you play it back you hear 10 voices, so I don't know who—or what that was" Mattison said.

Certain places are more prone to eeriness than others. The auditorium is one of these places. "We find we get a lot of EMF activity in the auditorium," Mattison said. In the space where the pit orchestra is, students have reported hearing disembodied voices. The large stage light is also known for weirdness. "When we have been down here, we have asked are there any spirits around and the light has flickered in response to that voice," Tucker said. Contractors, doing the rewiring

to update the auditorium, struggled with inserting wire into empty pipes, as something, or someone, seemed to push it out.

The Ghost hunters are not the only students to experience eeriness at Central. Administrators staying late at the school alone have also been creeped out. The divider between the main office and the athletic office has been known to swing open when no one is there to push it.

In the courtyard, there is a photo from the 1980s of some Central students sitting at lunch. Most kids are talking, but one dark haired girl is making direct eye contact with the camera, and once you have made eye contact with her you can't lose it. No matter what direction you go from there, her eyes seem to follow you.

The most widely reported ghost at Central is not of a student, but a custodian. Teachers, students, and security guards have all reported hearing rolling, such as from a mop bucket at times when no one should be in the building. Why a custodian would return to Central, or anyone, for that matter is unclear. The case for ghosts existing to begin is also unclear. However, Tucker believes that scientifically we should not rule them out. "We have energy running through our bodies. Energy can either be made or destroyed, so when you die your energy is not destroyed, so what happens to it?" he asked.



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The twists and turns of 'Barbarian'

Claire Nipper
staff writer

2022 has been one of the greatest years for fans of horror films since the beginning of the genre. With the release of "Nope," "X," "The Black Phone" film connoisseurs have been flocking to theaters en masse. Zach Cregger's highly anticipated debut film "Barbarian" sold millions of tickets to theatergoers across the country.

"Barbarian" has a peculiar narrative structure. The first act spans about 45 minutes and follows Tess (Georgina Campbell), a young woman of color who is scheduled to be staying at an Airbnb a short distance outside of Detroit so she can attend a job interview in the city. When she arrives at Airbnb for the first time, in the middle of the night during a rainstorm, she finds that the key is not where it belongs in the lockbox mounted next to the front door. Tess attempts to call the owner of the Airbnb, but only manages to reach a voicemail inbox. After a few more calls go unanswered, Tess pounds on the door of the Airbnb in frustration. To her surprise, a man answers the door. After Tess explains her situation to the man, who introduces himself as Keith (Bill Skarsgard) the pair find out that their Airbnb has been double-booked by the owner. The way the first act is framed largely follows the traditional pattern of horror movies. The main character Tess is introduced, and immediate threats are established. Yet the second act turns the story on its head.

Right as the first act closes, a cutscene shows a man named AJ (Justin Long) cruising down the highway in a sports car. As the scene progresses, the audience finds out that AJ is a famous actor and is facing accusations of assault against a woman he worked with on a movie set. After setting up his background, AJ's story connects to Tess's when he arrives at her Airbnb.

The movie's structure is untraditional because a new character is introduced in the second act. This proved to be a sticking point for Cregger while attempting to get his film produced. Although it does work well in "Barbarian," the introduction of a new character causes some issues with pacing in the film during its final act. Due to the fact that the character AJ is only introduced 45 minutes into the film, he is only shown as part of the plot for slightly over half of the movie even though he is one of the leading characters. His story is only delved into for a short amount of time, which makes it feel as if the movie is cut short when it ends. When the credits started rolling at the theater, I was confused as to why the movie ended so soon. To fix this, Cregger should



Photo Courtesy of 20th Century Studios

have lengthened the third act of the film to extend AJ's story.

Although Barbarian had issues with its plot, Cregger proved the value of his film with its cinematography. While filming in the upstairs area of the Airbnb that Tess and Keith were staying in, Cregger took much inspiration from David Fincher, a renowned director. This means that Cregger and his cinematographer, Zach Kuperstein, used lots of motivated camera movements in which the cameras followed the characters and mimicked their movements. The camera stayed steady, which allowed for the calmness which characterizes the upstairs of the Airbnb and the first section of the film. In contrast, Cregger took inspiration from another director, Sam Raimi, when filming in the basement. Raimi is characterized by fast push-ins, canted angles, and quick cuts. This type of cinematography paired with a Sony Venice camera in order to film in the lowest possible light levels allowed the energy to ramp up during the haunting, high-energy chase scenes which "Barbarian" masterfully captures.

Another piece of "Barbarian" that expertly showcases the

sophistication of the film is the Reagan-era flashback in the second act. One of the most noticeable differences between the flashback and the other section of the movie is its different aspect ratio. The flashback has an aspect ratio of 4:3, whereas the rest of "Barbarian" has a standard ratio of 1.85:1. An aspect ratio denotes the size of the image that the movie will have on screen. So, for the flashback in "Barbarian," for every 4 inches of width in the image, there will be 3 inches of height. This is a notable element of intelligence from the filmmakers because the 4:3 aspect ratio is characteristic of older films, such as those filmed during the 1980s. The altered aspect ratio adds to the immersion of the audience in the movie.

Overall, the details that compose "Barbarian" make the film one of the best horror movies of 2022. Its originality is something that should be seen more in modern cinema, and Cregger's perseverance with his script is undoubtedly inspirational. "Barbarian" is worth its runtime, and I am enthralled to see more of Cregger's and Kuperstein's work.

'Derry Girls' final season emotional, hilarious

Noemi Gilbert
news editor

Disclaimer: The following article contains spoilers for the third season of Derry Girls. After three seasons following the adolescence of five Northern Irish teenagers, BBC/Netflix series "Derry Girls" has come to an end. "Derry Girls" is a masterpiece of modern television, written and created by Lis McGee, featuring a charmingly complicated friend group and universal storylines. Season three is representative of the best elements of the series, combining Northern Irish history and humorous coming-of-age.

"Derry Girls" takes place during the Troubles, the conflict between loyalism and republicanism in Northern Ireland. The show, however, is far from a dark war drama. While the political turmoil is always in the background and affecting the story, the heart of "Derry Girls" is the girls themselves – Michelle, James, Clare, Orla and Erin – and their shared shenanigans as they grow up and develop their identities. "Derry Girls" shows that even when the world is thrown into political chaos, life continues – a sentiment that young people who have spent much of their adolescence in a pandemic-ridden politically chaotic world can deeply relate to.

In season 3 episode 3, Erin, Orla, Michelle, and James are on a train for a summer holiday, when James inadvertently switches his bag with that of another passenger. When they open the bag, they discover some unexpected supplies – cash and a gun.

"Derry Girls" doesn't make light of the terrorism across Northern Ireland, and it doesn't minimize the real effects of the violence. The friend group is understandably horrified at the cash and gun. But "Derry Girls" doesn't dwell on horror. For its characters, who have grown up knowing violence, the potential for terrorism has become normal.

"Derry Girls" places us in the perspectives of young people growing up during times of crisis. When they discover the bag's contents, the protagonists spend a few moments in shock. But people rarely stop in the face of shock and horror. Despite everything, young people continue to be young, making mistakes and sharing in growth. So, Erin, Orla, Michelle, and James try to switch the bags back in a hilarious show that resolves with some wonderful high-heel holographic boots.

For high schoolers today, who have spent two years dealing with the horror of the pandemic, "Derry Girls" is deeply relatable as well as entertaining. We've become desensitized to consistently traumatizing news. Quickly rising death counts, a total restructuring of daily life; the pandemic challenged everything many people knew. Yet, despite everything, the everyday dramas of teenage life continued. Friends fought, relationships started and ended. Throughout global tragedies, people continue to be fundamentally people.



Photo Courtesy of Netflix/Hat Trick Productions

The most transcendent moments of "Derry Girls" are when these dueling conflicts, personal and political, connect in the lives of the characters. Season 1 ends with a triumphant montage of Michelle, James, Clare and Erin joining Orla onstage during her step aerobics routine from the school talent show. The music cuts and the scene flashes to Erin's home. Erin's family is huddled in front of their TV watching in horror the news of a fatal bombing.

"Derry Girls" challenges us to realize that the joy of growing up and the trauma of conflict are not mutually exclusive. For Michelle, James, Clare, Orla and Erin, adolescence doesn't fit into binaries – good or bad, together or apart. What truly matters is the connection they build with each other and their moments of self-discovery despite their hometown's conflict.

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Taylor Swift returns to pop on 'Midnights'

Ann Carlson
staff writer

"It's me, hi, I'm the problem, it's me," sings Taylor Swift in her single "Anti-Hero" from her 10th studio album, "Midnights." This is a prevalent theme in Swift's new album where she reinvents herself as a pop singer.

Swift's music career began in 2006 with her debut country album, "Taylor Swift." In 2012, Swift switched her style of music from country to pop with the release "Red." Swift stayed with this genre until 2020, when she transitioned to indie folk with the release of "Folklore" and "Evermore," before returning to pop with "Midnights."

If pop album "1989" is the party, "Midnights" is the afterthought. The thrilling and charming pop album contains more unforgettable lyrics and catchy beats than ever before, and is one of Swift's best albums. Swift described the album as "a collection of music written in the middle of the night, a journey through terrors and sweet dreams."

The album opens with the words "Meet me at midnight" in "Lavender Haze." The song immediately starts off with a pop beat, leaving all "Folklore" fans in disbelief. The song has an upbeat start and tells the story of a newfound romance.

The theme of romance is switched into vulnerability and self-hate on track three, "Anti-Hero." It has a cheerful beat but deals with her self-deprecating thoughts, which makes listeners feel the song deep within their souls. "You're On Your Own, Kid," track five, is another song on the album that dives into Swift's emotions. This song features Swift's most personal lyrics and quickly became a fan favorite. Swift sings about the challenges of feeling unsupported by the world and the people around her and the loneliness behind that. Lyrically, the song offers a perspective on Swift's growth through the years and navigated relationships, losing and gaining friends.

Swift then changes the tempo back to pop, showing her roots to back to "1989" in song "Karma," track XI. The song starts with a spirited pop beat that leaves listeners dancing. This song talks about an unbothered state of mind and feeling happy for the right reasons. Catchy lyrics like, "karma is my boyfriend" and, "karma is the breeze in my hair on the weekend" make you want to scream the lyrics and take you



Photo Courtesy of Taylor Swift Official Store

right back to the "1989" era.

The final song on the original 13-track album is "Mastermind." The song starts with upbeat sounds that slowly intensify and echo around the words sung throughout. This song sounds like it is describing a romance, but also depicts the success Swift has had throughout her career. Lyrics like, "No one wanted to play with me when I was a kid, so I've been scheming like a criminal ever since to make them love me and make it seem effortless," are said in showing the

mastermind behind her success as an artist. These songs echo electric groove, as well as the deep lyrics, are the perfect way to end the original tracks and keep the listeners thinking about the songs they just heard.

"Midnights" is an album that captured Swift's lyrical strengths of storytelling and vulnerability as well as her range of vocals. The album reinvents Swift as an artist by exploring with different sounds and returning to her pop roots and is arguably one of her greatest albums.

Lowertown releases first studio album



Photo Courtesy of Lowertown

Charlie Yale
sports/web editor

Lowertown investigates the tumultuous nature of growing up and growing out of old friends in "I Love to Lie." Atlanta's newest indie duo released their first LP following their recent singles "Antibiotics," "Bucktooth" and "No Way." The duo, who are both 19 years old, were signed to the label Dirty Hit before they even graduated high school. Lowertown's freshman album blends rock with the electronic lo-fi the duo has become synonymous with.

"I Love to Lie" features the duo's specialty in versatility, every single song enjoyably contorting you in ways you would not expect. You will not get bored listening to "I Love to Lie." Lead singer Olivia Osby's telephone-esque vocals coupled with Avshalom Weinberg's pliability with the guitar pumps out hit after hit.

I was first drawn to Lowertown by their single "Best

Person You Know" about two years ago, and since then, I have yet to be disappointed by the duo. "Friends" and "The Gaping Mouth" are two excellent EPs providing a precursor to "I Love to Lie." Each EP showcases a different strong suit of Lowertown's, and "I Love to Lie" ties the styles together.

Moving into "I Love to Lie," "My Friends" starts the album off with a downbeat, angsty tempo. It conveys the fast-paced life of New York, where Osby lived at the time of writing this song. She wrote it shortly after moving to the city and was adjusting to the "larger than life" and "spontaneous" crowd of the city, Osby said in an interview. "My friends are thicker than blood/My friends will drive me around and leave me in the mud/My friends know I don't know how to trust," Osby belts. "I detest, I detest."

"Antibiotics" brings the album back into Lowertown's comfort zone after its violent kickoff. The floaty, low-fi melody of the song is complimented by a different, softer Osby. "Defibrilate me/Shine a light into my eyes/See if I'm

still alive." Osby's vocals have a unique sense of clarity. She captures the essence of leaving a dead relationship, the exact circumstance she wrote this song after.

Songs like "I'm not" and "At The End" capture the grungy essence of the band's album seen in "My Friends." We are blessed with Weinberg solo vocals in "At The End" overtop his expressive guitar. Their combined funk creates a fun essence around the album.

Their music isn't perfect; no good music is. Many of their songs sound slightly off tune, out of key, which adds to the jovial and youthful heir the band creates. This shines particularly in "Goon," an unexpected favorite of mine on the album.

"Waltz in Aflat Major" is the song that truly brings out Osby's classical training, a complete shift in pace from the rest of the album. The slow song is accompanied only by a piano and Osby's flowery voice, which complement

each other wonderfully. "You used to be exciting/But now you're bored," Osby hums. The music showcases an incredible depth, especially for a duo as young as Lowertown.

However, I do not know if any of the album compares to its conclusion, "It's Easy For Me." The guitar instrumental track is genuinely beautiful, I don't think there is any other way to describe it. The song serves as a marvelous final chapter, a bewitching bowtie that boxes the album up perfectly. The tension that builds and drops in this track alone--without any words whatsoever--is a true signifier of musical talent of the band.

Lowertown's freshman LP is exactly what I wanted to see from their first studio album. The duo shows their versatility while at the same time unwavering in what they built their first EPs on. I thoroughly enjoyed the album because of its intense depth, flowy versatility and all-around great production value. This album only excites me for what Lowertown has to come.

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A Piece of the Pie: The Register Reviews

French Silk Pie

Shyla Youngs
editor-in-chief

I love French silk pie, but I was highly disappointed in Village Inn's.

I think one of the major faults of this pie was the whipped cream to chocolate filling ratio. There was an overwhelming amount of whipped cream, and at times I could not even taste the chocolate. When there was filling in my bite, the flavor was too sweet. So much so, that after a while my stomach began to hurt.

Another significant flaw in Village Inn's pie is the crust. For their French silk pie, they use a standard crust, one you would buy pre-packaged at any store. It was incredibly dry and bland, and made the pie even more mediocre. I think a chocolate crust would have complimented the flavors better.

A small detail that added to the overall flavor in a positive way was the chocolate shavings on top. There was a substantial amount, and they didn't overpower the other flavors already present.

I purchased my pie to-go because the atmosphere at Village Inn is not desirable. The stores have an outdated look with dark lighting, carpeted floors, and miscellaneous pictures

of random landscapes on the walls. Many local shops have a much more appealing aesthetic with more unique flavor options and higher quality ingredients.

Personally, I prefer to support local businesses, and suggest everyone else do the same. Small businesses are the backbone of our local economy, and in turn by supporting them you put money directly back into our community.

An area where I cannot complain is the price. The total before taxes and a tip was only \$14 for a whole pie. This is a good deal, but you get what you pay for, and if I was given the opportunity, I would not purchase this again.

Village Inn does have a good deal on Wednesdays. They give a free slice of pie with every entrée purchased from 10 a.m. to 10 p.m. But even with this benefit, I will not go back. While they do have a lengthy list of other options to try, overall, the negatives outweigh the positives.

As a lover of everything chocolate, I was disappointed in the execution from Village Inn. I have had better pie from the frozen section of the grocery store—for half the price. If you're looking for somewhere to get a good slice, I suggest looking elsewhere.

Rating: 2.5/5 slices

Chocolate Strawberry Tart

Ella Levy
opinion editor

While the Bubbly Tart has many things on the menu, I chose a chocolate strawberry tart: Tasteful chocolate crust with a strawberry jam filling and layered chocolate frosting.

I enjoyed the differing textures of filling, frosting, and crust. I appreciated the chocolate crust, but it fell short of comparing to graham cracker crust.

The gooey strawberry jam filling reminded me of the kind my grandmother used to make, the kind I would only eat in my peanut butter and jelly sandwiches. It was sweet and blended with the chocolate to form a symphony of flavor in my mouth. And the chocolate frosting was nothing short of impeccable. It had a nice ratio of strawberry and chocolate; however, the chocolate did overpower the strawberry.

Overall, the tart had a classic yet fun presence almost a business casual taste if you will. The tart had a classic look but was not plain, topped with a single sliced

strawberry on top of a sphere of frosting.

The décor did not draw me in, nor did it push me away. It seemed to complement the flavor. A timeless look, but not too plain.

When it comes to price, individual tarts are \$6.50. I was a little skeptical because the tarts appeared small. However, half the tart was almost too much to eat in one sitting. They were filled and had plenty of layers to fill the stomach.

The Bubbly Tart has so many more treats I was eyeing. I could separate the tart from its baker, but I did not have to. The employees were pleasing and patient waiting for me to decide. I recommend not only the chocolate strawberry tart but the Bubbly Tart as a whole.

The tart earned 4.7/5 slices.

Chlöe Johnson | The Register



Cherry Pie

Alice Larson
copy editor

A flaky, buttery crust and a sweet yet tart filling are elements crucial to a scrumptious fruit pie. At Farmhouse Café & Bakery customers will be delighted to find both in a slice of cherry pie.

Farmhouse Café & Bakery is a quaint, homey establishment off South 84th Street in Omaha. While the restaurant offers a lengthy menu of traditional American breakfast, lunch, and dinner dishes, their kitchen staff truly excels at baked goods – specifically their pies. Upon my arrival a colorful glass case housing a myriad delectable pies greeted me at the door; a cheerful cherry pie in particular caught my eye. My order was a break from my tradition of ordering a cream pie and I was quite pleased with my choice.

Farmhouse's cherry pie has a beautifully baked buttery golden-brown crust, a delightfully ruby red, tart and sweet cherry filling. Although there was nothing wrong with the pie's texture or aesthetics, personally I did not find it sweet enough. The pie's crust was almost too buttery,

and I wish it had been slightly sweeter, given the pie's filling was incredibly tart. If either the filling or the crust was slightly sweeter the overall taste of the pie would have been greatly improved. However, because both the pie and crust were rather lacking in sweeteners, my overall rating of the pie is slightly lower at 3.5 as opposed to a perfect 5.

Despite my limited enjoyment of the pie's sweetness, the pie was very well priced and I was served quickly, which was enjoyable for a busy gal on a budget. While my slice of Farmhouse cherry pie did not entirely satisfy my sweet tooth, the establishment's homey, friendly feel made my dining experience a pleasant one and I would recommend Farmhouse to anyone seeking a decent piece of pie.

Rating: 3.5/5 slices

Key Lime Pie

Jane McGill
arts & culture editor

Once in a while, you have the great fortune of coming across a dessert that perfectly balances sweetness and tartness in a manner which is not only enjoyable, but indeed, scrump. I must confess that I had my doubts upon learning that I was to review Bobby Winton's homemade Key lime pie. How could it possibly compare to the professionally made pies available at Omaha's many bakeries? How foolish I was to ever have such thoughts.

Upon arriving in the journalism classroom, I was utterly unaware that I was about to indulge the most exceptional culinary creation ever to grace room 029. It had an alluringly classic look, a brown crust with a glistening pastel green filling. My doubts about its quality were swiftly dispelled by the very first bite of this stunningly succulent dessert. I was so overtaken that I did not initially comprehend the true significance of the pie. The more I ate, however, the more readily apparent the true lusciousness of the pie

became.

Soon, it was evident to me that Winton intended this painstakingly crafted equilibrium of flavors to stand as a testament, not only of his own baking prowess, but of the principles of individual effort and creative initiative which underpin all homemade treats. Just when I thought I had experienced all the delights the pie had to offer, I tasted the magnificently sugary crust, which served to further complement the filling in a way which enhanced the flavor of the filling.

More than anything else, this Key lime pie impressed upon me the value inherent in homemade treats. While the desire for convenience may compel you to simply drive to the nearest grocery store and buy a pre-packaged key lime pie, I strongly encourage all our readers to resist this slovenly urge and instead locate the nearest Bobby Winton if they consider themselves Key lime pie enthusiasts.

Rating: 5/5 slices

sports & leisure

JUNIOR GARNERS DIVISION I OFFERS

Caleb Pyfrom has received multiple Power Five offers since the beginning of his junior year.



Photo Courtesy of **CALEB PYFROM**
Pyfrom is photographed during his visit of Kansas State University. "I want to go to a school that can set me up with a good career when football is over," Pyfrom said.

Ann Carlson
staff writer

One year ago, junior Caleb Pyfrom was a backup offensive tackle. This fall he is one of the top football prospects in Nebraska with Division I offers to Nebraska, Iowa State, Kansas, Kansas State and Missouri.

"The difference between this year and last year was really just the amount of work I put in," Pyfrom said. "I worked hard in the offseason because I knew it was my turn to step up on the field and be that guy."

Pyfrom first started playing football in seventh grade for his middle school. Before football he had played basketball and continues to play today for Central. Pyfrom is also a thrower for the track team.

"I enjoy taking part in multiple sports,"

Pyfrom said. "I get a week off after football season then head straight into basketball."

Pyfrom said he spent the summer between his sophomore and junior year working on improving his agility and strength.

"I got more experience on the field because I worked harder than I ever had before in the off season," Pyfrom said. "I knew before the season had even started that this would be a good year for me because of all my hard work in the offseason."

Head football coach Jay Landstrom said he noticed all the hard work Pyfrom put in this summer to improve his game.

"He put in a lot of work and really proved himself," Landstrom said. "He went from a sophomore who didn't start to a junior who started every game and is being recruited by Division I schools."

Pyfrom is currently rated as a three-star recruit and the 54th ranked player at his position in the country. He is the third offensive lineman from Central to receive a Division I offer in the past two years.

"Central has so much success on the offensive line because of the great coaches," Pyfrom said. "They push us to keep working and make it to the next level."

As far as the recruiting process goes, Pyfrom is in the beginning stages. Although he has five DI offers he hasn't taken any official visits to any schools.

Pyfrom said he enjoys the recruiting process, especially getting to talk with the coaches.

"Coaches first follow me on Twitter, then I get invited to go watch a game on campus," Pyfrom said. "After getting to talk with the

coach they give you an offer then try and stay in touch with you once a week to check in on you."

Pyfrom, an honor student taking AP classes, said he does not have a favorite school yet. He wants to attend a college with strong academics that can prepare him for his future outside of the playing field.

"I won't always have football, so I'm not going to decide a school based only on that," Pyfrom said. "I want to go to a school that can set me up with a good career when football is over."

Pyfrom was wearing Missouri, Kansas, and Nebraska wristbands as well as a Central football wristband, indicating he is far from making a decision. Pyfrom hopes to make a decision some time during senior football season.

Landstrom not retained as head football coach

Charlie Yale
sports/web editor

Former head football coach Jay Landstrom will not return to the helm of the football program next season.

"Coach Landstrom and I met a week after the season ended," Athletic Director Rob Locken said in an interview. "We decided to go in a different direction with our football program."

Landstrom led the team to an 11-25 record in his five-year tenure as head coach – which included the 2020 season which was canceled for all OPS schools because of COVID-19 concerns.

"We thought it was time for a new voice," Locken said.

Locken explained that the status of the rest of the coaching staff has been left up in the air.

"That part is unique. The best way to get into it is, whoever we get for the next head coach has the autonomy to pick and choose and see what best fits for their system," Locken said. "It just depends on where they're going to fit in the new staff."

According to Locken, the listing for the position was a week old as of Nov. 11. He explained the process of vetting and interviewing candidates.

"Once it closes then HR goes

through, vets all the candidates, then they will send us a list of candidates that we will reach out and schedule interviews with," Locken said. "An [example timeframe] would be we had a soccer resignation mid-September. We posted that October; we're interviewing this week for those soccer positions. It's priority one to get it filled, but we are one position in front of a district of 90-some buildings."

Locken re-emphasized his gratitude for Landstrom and all he's contributed to the program.

"I appreciate coach Landstrom and his work for the five years," Locken said. "He worked very hard with the program."

Landstrom touched on the emotion of the situation.

"I'm going to miss coaching here," he said. "As far as the season went, obviously, our record wasn't what we wanted it to be or needed it to be. But, we played a tough schedule, and we had a great group of kids and our players kept battling, kept playing hard, stuck together."

Despite the end of his tenure as head coach, Landstrom said that he saw many bright spots for the future of the program. He talked about junior lineman Caleb Pyfrom, who has already gathered multiple Division I Power Five offers. He emphasized the great future for freshman quarterback BJ Newsome,

who played his first game against Elkhorn South, a team with only one loss on the year.

Landstrom said that he appreciates the opportunities afforded to him by Central and is excited to continue teaching.

"I want to take the opportunity to really thank Central, you know, I've coached football and basketball here for 17 years... It was a good run," Landstrom said. "I'm still glad I'm teaching here for sure. Teaching comes first."

"If I could, I would still be the coach here," Landstrom said. "But I was not given that opportunity."



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Eagles establish eSports team

Conor Harley
staff writer

The next great phase of Central sports domination might not be on the turf or hardwood, but instead on the joysticks and in front of a computer monitor.

The Omaha Public Schools district established eSports programs at each of its high schools, and Central is on the forefront of the initiative.

"I want Central to be the center of it all, to be known for it," said eSports coach, John Franta "I want it to be one of those sports where we are the leader, because we have a rich history in sports."

The process towards becoming the premier eSports destination amongst Nebraska high schools has not been an easy task, however.

"A lot of jokes have been made, because it's the 'fake sport,'" Franta said. "They don't understand how grueling it actually is... [the hardest thing is] you can't look your opponent in the eye, so you are constantly watching videos to see how others do things."

Beyond how the sport is perceived by the general public, there is also a problem with raising funds. The very nature of eSports is predicated on having the highest quality equipment to utilize in competition, and the cost of that equipment can reach six digits very quickly.

"Unfortunately [eSports] is very expensive. Your average gaming computer, just for the PC itself, is a little over three thousand dollars," Franta said. "The question is, do we ask the school to pay for that? Well, do we ask the school to pay for football players' cleats?"

Monetary issues have really slowed down the upstarting of the program, as leaders of the eSports team figure out how to get north of \$150,000 worth of equipment. This has led Franta to go towards private funding and district payments, to which some individuals have shown interest in funding the program.

The time commitment and monetary commitment required to excel can be a turnoff, but Franta is of the opinion that if you are going to spend hours playing video games, you might as well get something for it. Collegiate opportunities have emerged as potential fruits of the labor required.

"I've looked at local scholarships that you can get for eSports," Franta said. "Doane College, [Metropolitan Community College], Bellevue University. Lincoln is looking into eSports, if I can get students ready that can put us above other schools."

The next issue that has come up has been time. With the preseason for the PlayVS 2023 season already started and the regular season starting in February, it has launched a time crunch for all schools to be ready as soon as humanly possible.

"I want to have people seeing what it's all about by mid-November," Franta said. "The reason I want it so fast is because we need to see what the issues are going to be."

The NSAA and OPS run their eSports programs through PlayVS, the top Nebraska eSports league. Through PlayVS the high schools will compete in a collection of different games through a 8 week season and subsequent post-season.

With eSports presenting itself as the newest sport within in the NSAA's catalogue of events, it has sparked a scramble across the state to ready the schools for a rapidly approaching season. Across OPS, Central is the furthest along, with some schools still looking for coaches, let alone funds.

Franta has been the reason that Central is taking the lead for eSports amongst OPS schools.

"I've been doing paperwork for this whole thing, since before anyone was even named the head coach," Franta said. "Everyone is going to tell me to slow down, but I'm not going to."

Franta's leadership has given Central a head start over the competition, which he is hoping will result in wins 'on the sticks.'

COLUMN: NWSL, women's soccer excuses abuse

Ann Carlson
staff writer

A new investigation reveals allegations of sexual misconduct and verbal abuse by coaches in the National Women's Soccer League. Unfortunately, this has been a pattern in women's professional soccer the past 25 years and must stop immediately.

Last month, Sally Yates, former U.S. deputy attorney general, released a report detailing the abusive behavior in The National Women's Soccer League. Yates's report focused on three NWSL teams: Portland Thorns, Chicago Red Stars, and Racing Louisville. Coaches Paul Riley, Rory Dames and Christy Holly were among those accused of verbal, emotional and sexual abuse towards players. All three coaches have resigned or been fired since the report came out.

Abuse has been rooted in women's soccer since it first came to be. The first professional league for women in the United States was called the USL W-League and was formed in 1995. The league folded after three years due to lack of resources and support from fans. In 2007 the WPS was established which lasted until 2012. Both of these leagues struggled to get viewers and funding. They also suffered from abuse by coaches.

For years, abusive coaches were able to move to different teams within the league. If a coach had allegations from one club they were still able to apply to coach at another without notification from the club of the previous coach. Paul Riley, a WPS coach, first

allegation of sexual abuse occurred in 2010 while coaching for Philadelphia Independence. In 2013, he was hired to coach The Portland Thorns in the new league, NWSL. While with the Thorn, Riley was accused of mentally abusing players and buying alcohol and hotel rooms for certain players. Riley also made negative comments to players about their weight and appearance. Despite multiple allegations, Riley was still able to move from club to club.

Jen Gillespie, former leading goal scorer for Old Dominion University, professional player for the USL W-league and current assistant coach for girl's soccer at Central, said there should be background check policies applicable to all coaches. "Paul Riley was able to move from club to club because owners thought he was a good a coach," said Gillespie. "Teams would hire him without asking previous players if there were any problems."

If a background check policy was to be put into place, owners would be required to talk to former players and find out if the coach had any problems.

Abuse happened in the NWSL because players' complaints were not taken seriously. Players repeatedly brought their concerns to owners but those in positions of power brushed them off. They didn't investigate the complaints and no preventive measures were taken. "The responsibility lies on the owners of the team to make sure the person they hired is the right fit," Gillespie said. "If players complain, it's up to the owners to address the issue and expand on it more."

Another reason abuse is such a problem in the NWSL is because there are no safety nets put in place for players reporting abuse.

"Players get nervous when reporting abuse because they might get less playing time then before or potentially lose their contract," Gillespie said. "If the league puts in safety nets for the players they won't have to fear their losing their contracts."

Yates' report ends with a list of recommendations: better enforcement of rules by US Soccer, holding owners responsible for not reporting player abuse allegation and creating a more professional environment.

"Players and coaches have to know what's expected of them and the guidelines that come along with it," Gillespie said. "By holding coaches accountable for their actions players will feel more comfortable playing professionally and will feel more comfortable reporting abuse without worries of losing jobs."

While the abuse allegations have resulted in negative publicity, the response appears to have had a positive impact for players. Gillespie believes it will open the eyes of players and coaches not only professionally but also in college and high school. "This hopefully cleaned the house for future generations and nothing like this should ever happen again."

Gillespie said being a coach is a privilege, not a right. Going forward the NWSL officials need to make sure they follow Gillespie's sentiment and that the abuse of the past never happens again.

Ruf reflects on past season; looks ahead

Charlie Yale
sports/web editor

Omaha native and Creighton University graduate Darin Ruf's season ended last month after the New York Mets lost to the San Diego Padres in the National League Wild Card. Ruf began the year in San Francisco as a designated hitter for the Giants. On August 2, 2022, the Giants traded him away. Now a DH on the Mets playing with the slugging likes of Daniel Vogelbach and Pete Alonso, he reflected on the past season and the trade process.

"I was hanging out at our place in San Francisco. I was swimming with our kids," Ruf said. "And I came in and had a missed call from our manager. So I called him back."

Ruf said that being traded can be hard for players, not only physically but mentally.

"I mean, it's hard. Physically, it was really hard, obviously. But you know, mentally and emotionally was probably the most difficult things to deal with," Ruf explained. "I was

happy I was with my family, and then, you know, to have to go to somewhere that was a very, very different location."

Ruf said that he had to go to the clubhouse and pack within hours. Later that day he was on a plane to meet the Mets in Washington, DC in their series against the Nationals.

"I had to then go into the clubhouse in San Francisco, which was, you know, very difficult, as well," he said, "to say goodbye to everybody. My family stayed back and kind of packed up our house in San Francisco."

While on the Mets, Ruf had the opportunity to pitch as a position player, where he broke records for the team. He became the first Mets position player to pitch two scoreless innings in a row. His line? Two innings, one hit, no runs, no walks and 10 strikes in 14 pitches.

"I mean, obviously your team is getting beat pretty bad if a position player has to come in and save the bullpen," Ruf explained. "We were getting beat pretty bad in Atlanta. I pitched the year previous in San Francisco for an inning. I think I was

maybe one of the only position players with experience doing it."

He then detailed how to keep the likes of Robert Acuña Jr. and Dansby Swanson – two top hitters in the league – scoreless.

"The plan was only do one inning. But I mean, obviously want to position players pitching hitters tend to be a little bit more aggressive," Ruf said. "So [you] throw 55-60 miles per hour. And so I told [the manager], I could go to one more. But yeah, you know, it's fun at the time, and you got to enjoy it. Definitely... exciting."

Ruf, a former KBO League player, was looking forward to returning to South Korea this summer to play in a showcase. But much in the way players find out they are being traded over Twitter leaks, Ruf found out the showcase was canceled from a South Korean beat reporter.

Ruf talked about how his KBO experience prepared him for returning to the MLB.

"I think going over there was pretty much the best thing for me. I had the support of my team. I really struggled the first

month, adapting to being in a different country, and being the guy the team counted on to do a ton," he said. "And I think it having the mentality of--for three years--[that] this team is counting on me to perform every single night to drive in runs [helped]."

Ruf appreciates the wonderful ride that baseball has taken him for. But he said that it is nearing time for him to hang up the spikes.

"I'm on your contract for one more year," Ruf said. "And then we'll see from there. If I go out and have a good year, I'll leave over in the possibility of playing maybe one more year, but I don't I don't see myself playing more than two more years max, for sure."

"This could very possibly be my last year," Ruf said. "But we'll see how it goes."

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Why do we run?

Chlöe Johnson
staff writer

Why would you ever do that? is an entirely reasonable thought many people have when they see someone jogging, panting and grimacing. Not even runners can deny that running is uncomfortable. "In running it's just like endless, just moving your legs and pumping your arms" said recreational runner junior Ella Levy.

However, even in the US, a largely sedentary country, 50 million people run regularly according to Statista.com. Central high school alone is full of runners: cross country and track teams, as well as students and faculty who run on their own.

Why do so many people choose to run?

Contrary to popular belief, most run for their mental rather than physical health. This is confus-

ing to non-runners. Levy explains this saying, "Generally, there is no scoring. You are not winning anything." Instead, the sense of personal accomplishment, of hard earned self improvement, or personal records, are the motivators.

"Sometimes it is really hard to get up and go run," said senior Tate Grabher, a top runner on the school's cross-country team, who run an average of five miles a day in-season. "But I try keep whatever goal I have in mind. It's usually the goal that motivates me the most."

Accomplishing the goal—whether a PR, or just finishing a workout—stimulates dopamine production, the reward neurotransmitter in the brain.

This mental boost is present for runners who do not participate in organized sports as well. Levy runs multiple times a week at home. As someone in the top of her class academically, she said, "I'm doing it

for my mind, just to free up some space." In a world where people are constantly being asked to divide their attention, the singular goal of a run allows for some needed time for thoughts to marinate. "After a morning run, I feel energized," Grabher said.

While the running itself does not always feel great, afterwards the feeling is unmatched. A literal "runner's high" is experienced after a hard aerobic workout, where the body releases pain killing endorphins, even after the body is no longer experiencing physical pain. The effect is to the effect of morphine.

"I really do feel euphoric following a really hard run, and it helps me be a better mom and a teacher because I'm happy," said girl's cross-country coach Martha Omar.

Proving to oneself the capability of surviving, even thriving, through pain, builds self-esteem. While cross coun-

try runners are not known for being cool by any means, many report an increased level of confidence during the season. Senior cross country runner Andrew Demare said, "Running helps me as a stress relief, making me feel better about myself when I run." Nationally ranked former Central track runner Corey Vaughan described running saying "You kind of feel like an unstoppable force"

Running outside is also a chance for people to get a nature fix. "Being out on the trail or the road is what works for me," Omar said.

Nature Deficit Disorder, which most young people are at risk for, according to the National Library of Medicine, causes diminished use of the senses, attention difficulties, and results in higher rates of physical and emotional illness.

Getting out for a run is a beautiful way to stave off the dangers of nature deficit. "In the fall I've got

the leaves crunching under my feet and I look up and it's all orange," Levy said.

Nonetheless, these advantages are not enough for most people to ever desire to run. Omar thinks this is because, "You sometimes you tell yourself you can't push through on a run, but I have tested it over many years of running, and you can push through."

Considering that research from the U.K. National Health Service found that the dopamine and serotonin boosts from running can be equally, if not more effective, treatment for mild depression than medication, the better question might be,

"Why would you ever not do that?" The hardest part is starting, but as Ella Levy said, new runners should remember "It's okay to struggle, as long as you keep going."

National Letter of Intent Signing Day

NLI Signing day is traditionally the first day that high school athletes can sign college scholarships. NLI's restrict a recruit to signing with only one school in the NCAA. Two spectacular Eagles signed with their school of choice Nov. 9, 2022.

Amaya Garrett: North Dakota State University



Gabrielle Garrett was the leading scorer for the Eagles Girl's soccer team in the 2021-22 season, racking up five total goals and five assists. Left to right top to bottom: Ann Carlson, Nell Farrington, Casey Sanden, Fran Brannen, Ella Easton, Hattie Moeller, Fran Carlson, Hanna Sortino, Ainsley Green, Chlöe Johnson, Amory Vasquez, Ashlyn Coreas-Marquez, Madeline Hartley, Kaylee Fisher, Elliana Sitting Eagle, Indigo Torres, Gabrielle Garrett, Amaya Garrett.

Left to right: Bobby Winton | The Register; Photo courtesy of GABRIELLE GARRETT

Gabrielle Garrett: North Dakota State University



Amaya Garrett finished the season with three goals.

Left to right: Photo courtesy of GABRIELLE GARRETT; Bobby Winton | The Register

Follow the yellow brick road

Adriana Aguilar | The O-Book

The drama department puts on their first production of the year, "The Wizard of Oz." Students spent many hours preparing for the three shows held in Central's auditorium.

