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#2 Newspaper Column Writing

Champion: Natalie Hill, Millard North

Natalie Hill

Headline: Policing the Pages

Subhead: Why book banning has no place in a flourishing society

It's ten o'clock on a sunny Wednesday morning, and third graders walk single file down the halls of their elementary school, stifling excited whispers as they eagerly anticipate their beloved "library time". However, upon arriving in their sanctuary of books, they are dismayed to find a limited selection, excluding anything that has not been approved by grown-ups in big, fancy buildings that seem far, far away.

It won't come as a shock to anyone who makes a habit of consuming local news that the topic of book banning has been hotly debated in the Nebraska unicameral as of late. This issue is not confined within our borders alone but can be found in legislatures nationwide.

Some representatives, and, we can thereby conclude, citizens, believe that books containing content that is deemed "inappropriate" should be banned from schools and libraries.

Although this may seem like a valiant effort to protect young readers from content that may be too upsetting or mature, various problems arise the moment one begins to think about the complexities and logistics of the issue.

Firstly, who decides what is and isn't appropriate for young audiences? It has been no secret throughout government history that the lines of obscenity are blurred, as they differ from locale to locale and individual to individual.

Even books that are now considered indispensable classics have been banned in the past. Among these are "The Wizard of Oz", "Nancy Drew", and, perhaps most notably, "To Kill A Mockingbird", which was banned because of its "progressive" position on race. If these books were considered too problematic for children to read, what other valuable literature might be? Who decides what is "too much"?

Thus, moving to ban books based on a wholly subjective qualification is inherently problematic. Debates over what is and isn't appropriate for children will arise, causing tension and wasting precious government time that could be used to pass legislation that would more directly benefit citizens and their communities.

Not only is it impractical to ban books that are "unsuitable" for young audiences, but it's ill-advised, and even morally reprehensible.

Children and adults alike benefit from being exposed to a variety of viewpoints, especially ones that may be unfamiliar or uncomfortable to them. If they aren't, how can society be expected to progress?

Since printed communication's birth, it has been used as a medium to express one's opinions and provided a platform for writers to fully explain their viewpoints in a way that can be easily consumed by audiences from all over. If these opinions are stifled, so is social and political progress.

I have always been enamored by books. In elementary school, I could often be found scanning the shelves of the library, looking for my next favorite read. Through this neverending exploration of my resources, I was exposed to books about all sorts of people, some of whom I had yet to encounter in real life. This helped me to gain an understanding and appreciation for others, even those who may be different from me, that I strive to carry with me to this day.

This is an effect that should not be overlooked. When children understand those around them and appreciate their value as people, bullying and exclusion decrease drastically. This has endless benefits for the mental health and social skills of our youth, which, one must note, have been on the decline in recent years.

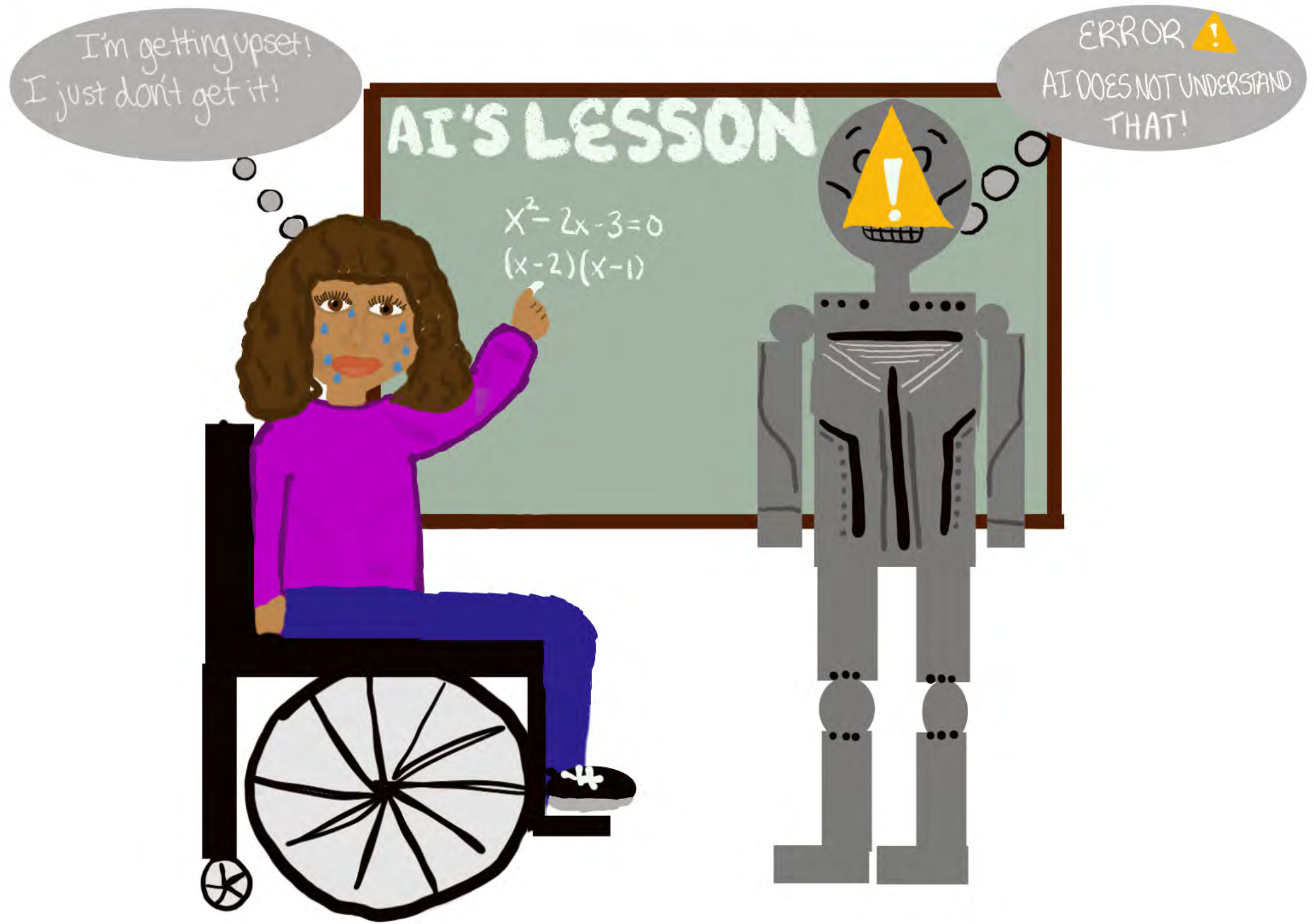
Still, if parents are truly concerned about the content their children are reading, all they need to do is establish rules within

their own homes. If they deem a book their child wants to read to be inappropriate, they don't have to let them read it.

By keeping these restrictions on reading confined within the home, we create a freer society in which the preferences of some do not affect the opportunities of many.

For example, if a book does not align with the Christian faith, it is up to each Christian parent to decide whether or not their children are allowed to read the book. However, that book can stay in libraries to be read and enjoyed by children whose families allow them to read it.

Put simply, the fact that some deem a topic to be problematic should not bar those who don't from reading about it. Books are a beautiful medium for storytelling and the expression of opinions, and they serve a purpose in our society that cannot be filled by any substitute.



#3 Editorial Cartooning
Champion: Violet Bredenkamp, Millard North

#4 Editorial Writing

Champion: Eleanor Prekker, Papillion-La Vista

Writing the same thing over and over again until it's burned into one's mind, copying it until it becomes muscle memory—that is typically considered a punishment, unless it happens in a cursive class. In that case, it's just normal practice.

Whether they consider it tedious or soothing, cursive writing is about to become very relevant to our student body. Our school is implementing a new policy that will require students to spend at least one quarter of the English classes they take per year on learning cursive in order to graduate.

This new requirement, while instated with the best intentions, is short-sighted and unnecessary. It makes teachers use up valuable class time to teach students a skill that will likely be unhelpful in the future, if not completely useless.

At one point, cursive handwriting was a much more relevant skill. It was common to write letters in cursive, so being able to write and read it was necessary for communication. However, these days, most communication and writing is done through typing on keyboards, which makes handwriting unimportant. Now, even when students are required to write by hand, it's much more common to write in print, since that is easier and more legible for most people.

To be fair, learning cursive does provide some benefits outside of communication. It can improve fine motor skills and strengthen connections in the brain between language and memory. What also needs to be considered, though, is the value of those benefits in comparison to time in English class lost.

In English class, students learn so much more than just how to write grammatically correct sentences. We also learn how to express ourselves, how to make our opinions known, and how to construct an effective argument, among other things.

In the age of AI, where everyone knows someone who's used ChatGPT to cheat on an essay, it's more important than ever to have English classes teaching students how to write for themselves. Taking away our time to learn English, in addition to creating even more of a time crunch for our teachers, also makes students more likely to try and cheat.

Think about it– if English teachers have to cut things out of their curriculum, what are they most likely to get rid of first? Any extra practice and in-class work time will be the first things to go, because those can be done at home.

Now, once they're at home, students can do whatever they want on their personal devices, since those don't have the same website restrictions as school computers. For someone who hasn't practiced in class, who doesn't know where to start or what to do, it's so, so easy to just pull up an AI assistant to write in their place.

Even if an essay is required to be handwritten, students can simply copy what they see on their screens. Therefore, while this policy is intended to prevent AI usage and plagiarism, it actually indirectly encourages it.

Additionally, the lost class time and lost practice will likely translate to worse test scores, since students won't have access to the technological crutches they're used to during tests like the AP exam or the ACT timed write. For those who don't have practice to fall back on, writing an essay in 40 minutes becomes a monumental task.

For the benefit of all of our students, the cursive requirement for graduation should be removed immediately, and it should not be allowed to take effect next school year. While being able to write on paper is still useful and relevant, spending time learning cursive when writing in print is an option is the pinnacle of inefficiency. All it does is take away students' time in English class, while providing very few benefits in return. Instead, English classes should remain as they are.

#5 Entertainment Review Writing
Champion: Kinley Harris, Papillion-La Vista South

NSAA Journalism 2024
Entertainment - A
Kinley M. Harris

Music has been used throughout history to tell stories and help people express their feelings. This is especially clear in love songs with people expressing their devotion to one another. A good example of this is in “Steal the Show” by Lauv, an American singer and songwriter. The song was written for Disney/Pixar’s *Elemental* and is played during a montage of the two main characters, Ember and Wade, going on dates together and it appears again during the end credits.

Having been released as a single on June 2, 2023, two weeks before the movie itself came out, “Steal the Show” was part of the audience’s introduction to the film. As a storytelling device, the song helps to give viewers a look into the dynamic between the two main characters before they ever even enter the theater. The lyrics of the song itself help establish Wade’s devotion to supporting Ember with lines such as “If you’re the sky, then I’m the weather,” and the repetition of his determination to follow her. This helps to show how Wade takes a more supporting role in the relationship, simply wishing to be by Ember’s side to allow her to shine brighter.

Even more of the character’s personality is shown in the simple animation that accompanied the song’s release. The short clip showcases both characters appearing on the screen before they smile at each other and Wade follows Ember out of frame. The way each character enters the frame, with Ember rising up confidently and Wade falling from the ceiling, helps to show off Ember’s feisty, determined nature and Wade’s more easygoing, silly one. Wade following Ember off screen also helps to show their relationship dynamic when paired with the song, showing Ember taking a more leading role and Wade a more supportive one.

While managing to get its meaning across well, “Steal the Show” is quite simple musically. It utilizes the same simple drum beat throughout almost the entire song to give it a stronger sense of coherence and uses repetition frequently. The repeating phrases not only make the song easier to memorize, it also helps to really establish the song’s central theme of wanting to support your lover no matter what. This can be seen all the time in modern music, especially pop songs, because it makes them easy to sing along to and get stuck in your head.

Its similarity to modern pop songs is both one of its greatest strengths as well as its most glaring weakness. The simple, catchy beat and constant repetition of simple phrases makes it easy to catch on to, but it also serves to make the song feel rather cliché and forgettable. While the lyrics may be sweet and poetic at times, they feel like something that you could see in any pop song on the radio, making it easy to get lost in the sea of modern pop songs about love.

Another issue that this presents is that the song isn't really that specific to the characters. Given the context, it's able to show Wade's devotion to Ember, but it could just as easily be used to show almost any two characters' love for each other. While this does make the song really easy to relate to, it also makes it so that it doesn't really have a strong connection to the film or the characters just from hearing it on its own.

Overall, the story that "Steal the Show" tells is a classic one of love and devotion. It uses common techniques seen in modern pop music to make itself appeal to the current market. The animation that accompanies it and the song itself both help to show the listener a bit about the personalities and relationship between the main characters of *Elemental* without feeling too specific to film, allowing the song to stand on its own while also weakening its connection to the movie it was made for.

#7 Headline Writing

Champion: Elias Pipinos, Millard North

#7 Newspaper Feature Writing Champion: Natalie Hill, Millard North

Natalie Hill

Headline: Double Jeopardy

Subhead: After previous 'Jeopardy!' appearances, math teacher Daniel Barker is back for a second chance

Under "Edgemont Teachers for 1000", your clue is "A math teacher who has appeared on the popular game show, 'Jeopardy!', multiple times, and is back for another round." The answer, of course, is "Who is Daniel Barker?"

Barker, Edgemont's most famous math teacher, was featured in multiple episodes of 'Jeopardy!' last spring and is now back to compete in the 'Champions Wildcard' tournament. The tournament will feature winners from seasons 37 and 38 of the show as well as the winners of the 'Second Chance' tournament, which Barker will participate in.

"'Jeopardy!' invites contestants who win between one to three games into a 'Second Chance' tournament, and the winner from the tournament will then qualify for the 'Tournament of Champions'," Barker said.

For students who wait with bated breath to see whether or not Barker will be one of the four second-chance winners to advance to the next tournament in December, there is relief on the horizon. An early screening of the episode has been arranged specially for Edgemont students and will take place on October 6 at four o'clock in the afternoon in the Edgemont theater, and Barker encourages all students to attend.

"The show airs at seven p.m. when the spring musical takes place, so I was able to ask 'Jeopardy!' to give me early access to the episode," Barker said. "...Swing by and it'll be a good time."

The premier will feature not only the showing of Barker's latest 'Jeopardy!' appearance, but also t-shirts reading 'Barker Barks' and desserts sold by the quiz bowl team, which is led by their student president, Brittany Beekerman, and sponsored by Barker himself.

“Our team will be cheering Mr. Barker on. He does so much for this school and our team,” Beekerman said.

Barker’s contributions to the quiz bowl team are noticed and appreciated not only by its members, who all plan to attend the viewing party, but by Edgemont Principal Mallory Dean as well.

“As the quiz bowl sponsor, you can see why our team is very competitive with Mr. Barker at the helm,” Dean said.

Not only is Barker beloved as the quiz bowl sponsor, but as a human being. He is known throughout the Edgemont community as a passionate teacher and a kind individual, so it’s no shock that students are eager to attend an event in his honor.

“His personality is infectious and his love for students apparent,” Dean said. “We cheer when we hear him give Edgemont a shoutout!”

Perhaps it is for this reason that Barker was chosen, out of a pool of options, to reappear on ‘Jeopardy!’.

“Mr. Barker represents his school well and we wish him the best of luck,” Dean said. “...It is quite an honor to be asked back on the show.”

Despite these glowing testimonies, perhaps no one is prouder of Barker than his mother, and fellow Edgemont educator, English teacher Roberta Barker, who has fostered her son’s love of learning since he was a child.

“[Daniel] has been a steadfast learner of history and facts for as long as I can remember. I love that he is able to share his trivia talents with the world,” R. Barker said.

With such a long-standing love of learning, a passion that seems to have bled into his career as a teacher, it follows that students and staff alike are confident in his performance on the show.

“He is going to crush the competition,” Beekerman said. “[The quiz bowl team is] sure of it.”

Overall, it seems that Barker is as easy to root for face-to-face as he is on the television screen, and students are abuzz with excitement as they await the screening of the episode that is sure to be one of the most memorable events of the school year.

Delaney Lueck
Newspaper News Writing

#8 Newspaper News Writing Champion: Delaney Lueck, Millard West

A new perspective on respect

Juniors and seniors from around Nebraska meet quarterly to discuss sportsmanship

Every school year, football stadiums, gyms, baseball fields and other activities are flooded with students and fans hoping for a win. Even with positive excitement and love for a team, negative backlash and hateful actions are too easily and commonly paired with passion. Knowing simple actions can be easily taken out of hand, the NSAA started a group in hopes to do something about it.

At the beginning of the 2016-2017 school year, the NSAA Board of Directors approved the formulation of a Student Advisory Committee (SAC). The group is made out of ten juniors and ten seniors that applied through a rigorous application process. A student's entry is based on the activities they are involved in, GPA, three essay questions and three letters of recommendation. The group is made up of a very diverse group of kids in a lot of different senses like what schools they go to, activities they are in, and their ethnic backgrounds.

After the application is filled out and the members are chosen, SAC meets at the beginning of August. This meeting is where they will choose their main focus of the year and set goals to impact positive change within their schools and communities. The group meets quarterly and for the 2023-2024 school year, members of SAC chose to focus on improving sportsmanship and organizing community service projects. Assistant Director, Colton Wiersbicki, has been a part of the committee for the past ten months and manages the sports side of the NSAA.

Wiersbicki became the Assistant Director of SAC after recently being a paraprofessional that helped severe and profound kids as well as being a Director of Admissions at Roncalli Catholic High School.

"Growing up, I was raised in a household where I was taught to lend a helping hand whenever needed," Wiersbicki said. "As a paraprofessional, I saw people that can't function every day in the same way that I do, yet the joy and excitement they get coming to school every day left a big impact on me."

Being athletic and activities minded as well as having a background in supporting others, Wiersbicki made it one of his goals in life is to make an impact on as many people as possible and being a part of this job will help him do so, specifically in the state of Nebraska.

As a director of the committee, Wiersbicki helps the students mold their ideas together as well as coming up with the logistics behind them. This year alone the group has made sportsmanships PSA's that are played at championship events, held a blood drive at state basketball, a coin drive at dual wrestling, and plan to host a blood drive in North Platte.

The group also holds an officials appreciation week once throughout the period that each of the three sports season's are played. During this week, SAC hands out goody bags, makes signs and continues to remind fans on how to be respectful of everyone even during those tough

games. Word travels fast to Athletic Directors around Nebraska as well as many schools implementing a 'Zero Tolerance Policy directed at those who yell at officials'.

By serving as a liaison between students, administrators, NSAA staff, and Board of Directors, the members are able to continue improving and making changes within the NSAA sanctioned events and improving the sportsmanship of players and fans that attend.

#9 Newspaper Sports Feature Writing Champion: Addison Schmid, Papillion-La Vista

From dusk until dawn he is on the move; one day he is in his office reviewing game schedules, the next he is on a bus ride to a tournament. The days seem endless, the nights steal time away from his leisurely life, but the numerous championship trophies and remarkable athletic success is the sole aspect about Bobby Frost's job that he has never taken for granted.

In 2021, Northeast Nebraska Community College welcomed Frost as their new Sports Information and Athletic Event Coordinator. For the past three years of holding this role, Frost has carried the weight of many duties for the college and has contributed heavily to the growing strength of the athletic department.

"I coordinate all of our athletic events, run our social media feeds and run our websites," Frost said. "When I took over we launched eight new Twitter accounts, and our Instagram following has increased roughly 300%"

On the forefront of Northeast's historical excellence has been Frost, with the Men's Soccer team currently ranked as the No. 1 team in the NJCAA; the first time any Northeast program had been ranked first nationally. Frost gives accolades of this recognition to head Men's Soccer coach Adam Potter, whom Frost has supported relentlessly during his time at Northeast.

"In the last two years Coach Potter has been here we have won regional championships and district championships, and have played in the national tournament in Tucson." Frost said.

Frost's desire for competition has stood strong since his childhood, as has he always showcased his love for sports.

"Growing up, I was always a kid that loved sports but was never really athletic," Frost said.

That passion for sports as a young child unexpectedly blossomed into support for his student athletes and coaches.

“I pride myself on being there for our student athletes and being energetic,” Frost said. “A huge part of my job is leaving my door open to make sure my coaches know my line of communication is there if they ever need anything from me.”

Frost has never settled for less than taking priority in his athletes first, and coaches second. That obligation has only led to impeccable outcomes for Northeast athletics.

“Six of our athletes were named All-Americans for their sport,” Frost said. “It feels like almost everyday we’re setting a new benchmark.”

For Frost, there is no ‘I’ in ‘Team’ when it comes to being active in his role as the Athletic Event Coordinator.

“When we walk on the field we’re not only representing our team but we’re representing our entire college,” Frost said. “It’s important to build a relationship and feel like one big family, and we want to be something they can rely on.”

Like every sport, it takes vigorous work from athletes to achieve greatness. In a similar way, Frost considers his job to be very tedious and physically demanding.

“It can be stressful for sure,” Frost said. “When most people are off of work we’re working. We work a lot of nights and weekends.”

Despite this, Frost’s position at Northeast has rewarded him and his athletes with an abundance of success.

“It becomes worth it when you win games and win championships. That’s why we have such great student athletes and great coaches we can rely on.” Frost said.

In only three years as the Athletic Event Coordinator, Frost has been the trailblazer for national recognition for this two-year college in Norfolk, NE. Thankfully for Northeast, Frost will continue to push his athletics along the horizon of greatness for years to come.

#10 Sports News Writing

Champion: Addison Schmid, Papillion-La Vista

It is the biggest moment of their lives. The silence was deafening to the young men on the field. Anticipation hushed the atmosphere of all the faces that watched. In the blink of an eye, an insinuation of triumph erupted on each wall of Memorial Field in Lincoln. As one team lifts the trophy of the Class B Nebraska State Football Championship, the other hobbles away in shame. It was a picturesque moment that any young athlete can only imagine. But just 48 minutes prior, not a single player, coach or fan could determine this remarkable of an ending.

The Jackson High School Rabbits had all the aces in favor going into this year's state championship game after going 12-1 on the year. Not far behind were the Summit High School Hawks, who were 10-3 and went in as the 12th seed in the tournament.

Although both teams were historically decorated in the sport, making numerous state tournament appearances, this would be Jackson's state championship debut and Summit's first return since 2005.

Given the opportunity for both teams to introduce new hardware to the trophy case, the Class B state championship game was nothing short of a tooth-and-nail fight. Within the first 11 plays Jackson gained 73 yards, and running back Dan Smith scored on a 4-yard run to put the Rabbits on the board. This was the first of a handful of statement plays by Smith, as he was the Hawks' kicker.

"He's [also] a heck of a running back," Summit head coach Rod Johnson said.

Later in the first Summit responded quickly with a 35-yard field goal from Joe Welch, but as the second quarter winded down the Hawks asserted the lead further after a Summit fumble eventually led to 17-yard run touchdown. Heading towards the locker room the Hawks still held their heads up, as this game was far from finished.

"We were disappointed at halftime, being down 11, but we were still confident," Summit Quarterback Larry Brown said.

The 3rd quarter declared the start of a whole new ball game. On their first possession, Jackson lost a turnover and heads turned as the Hawks regained possession. A 41-yard field

goal and a 23-yard touchdown later, Summit narrowed the score to a one-point game going into the fourth.

A back-and-forth quarrel between the two only got more intense as the clock winded down. With 5:38 left in the fourth quarter, Welch plummets a 31-yard field goal to grant Summit their first lead of the game.

It was then with under a minute left when tables turned and left everyone under the lights of Memorial Field stunned. It was 4th and 1 at the Summit 27, when a Jackson first down was negated by a holding call, and the Hawks were left with the inevitable choice.

"I thought that holding penalty was going to cost us the game," Jackson running back and kicker Dan Smith said. "When coach said we were going to kick it, I got a big lump in my throat. I've only made a few kicks over 40 yards in practice."

All eyes on the young star from Jackson, as adrenaline floods from the field into the stands. As the ball soars past 44-yards, one could barely imagine what would be next. Until the silence was broken by roars of celebration, and the blinding lights of the scoreboard read 17.

"When I hit it, I knew it could be good." Smith said.

After attempts from Summit to win back possession, the game ultimately went unfavorably against the Hawks. As the final seconds of the game wasted away, triumph and defeat clashed all at once; one team victorious, the other blanketed with failure. However, there is no doubting that this ball game was a momentous and remarkable showcase from start to finish.

"Wow. What an amazing football game," Jackson head coach Jeff Wittry said. "Summit's kids played a whale of a game. I can't say enough about their heart."

Despite having a state title to go home to, the Jackson football team was faced with emotional news that would end in a salute to a legacy.

"I just told the kids in the locker room that I'm retiring after this game," Wittry said. "[And] I couldn't ask for a better way to end a 25-year career in coaching."

With their backs to the wind, Summit can only move forward in hopes of securing success in the following years.

“I was proud of my kids for battling back after being down 11 at halftime,” Johnson said. “This is what a championship game should be like.”

With a fresh yet uncertain beginning for the Jackson Rabbits and a pursuit for revenge for the Summit Hawks, the remaining question still stands: Who will proudly hoist the Class B State Championship trophy next year?

#11 Yearbook Feature Writing Champion: Parker Neville, Millard North

Parker Neville

Despite the non-stop activity of the day, the group of students still maintained a steady stream of gleeful chatter as parent chaperone **Jeffery VanWesten** led them to their rooms for the night. He completely understands their excitement, after all, he felt the same way. Nobody could wait until the next eventful day in Vietnam.

Over winter break, a group of fourteen International Baccalaureate (IB) students and two chaperones from Cornerstone High School traveled to Vietnam, immersing themselves in Vietnamese culture and history with a focus on creativity, activity, and service (CAS). In an 11 day tour led by CAS Trips, the group made several stops as they traveled from the country's north side to its south side, including areas such as Hanoi, Mai Chau, HaLong Bay, and Ho Chi Minh City.

The trip provided a variety of rich, creative experiences for the students, including a cooking class, dance classes in the Lac Village in Mai Chau, and a To he (colorful figurines made of glutinous rice dough) workshop taught by a local master artist in Xuan La Village. They also had a chance to view some of the natural beauties of Vietnam as they traveled to small villages, far away from major urban cities.

"During our third and final visit to the village, we took an hour and a half hike through the mountain valleys parallel to the rice paddies. It was the most beautiful place I've ever seen in my life. I didn't know that there was such a beautiful place in such a small village. This experience was life changing," CAS President **Benny Chavez** said.

In addition to the CAS-centered activities, the group visited the U.S. Embassy in Hanoi as well as various historical sites and museums. The trip also offered them a much different perspective of the Vietnam War, through places such as the Cu Chi Tunnels and the War Remnants Museum.

However, this trip offered students more than just a sightseeing opportunity. According to history teacher **Dr. William Smith**, the students also refurbished and built structures for Mai Chau's hospital playground. With a focus on social and cultural sustainability, they performed several tasks, including sweeping and cleaning the area, working with an architect to design the playground's new layout, repainting old playground structure, and much more.

The group's tour of Vietnam touched on all three parts of the CAS focus. They had creativity through lessons with local artists, activity through hikes and museum visits, and service through their aid to the Mai Chau hospital, which serves the town's 60,000 residents. The mix of these three elements is what made the trip an immersive experience, unlike anything else the students had done.

"Students have told me that this trip was one of the most transformative events that they had done in their life," Van Westen said. "The trip really helped us to understand and be involved with other cultures and I found it was really an incredibly rewarding and unifying trip for everyone who attended." *story by Parker Neville*

#12 Yearbook Sports Feature Writing Champion: Ella Miller, Papillion-La Vista

Ella Miller

From food fights to gossip, lunchrooms see it all. Within those four walls where the aroma of food wafts through the air, a slightly different stench involving sweat has been invading students noses.

At Sage River High School, PE Teacher David Savage added a new activity labeled lunch volleyball onto the menu. This new menu item transformed the lunchroom into a safe, social haven for the students.

Savage was gifted this opportunity during just his second-year teaching at Sage River. He used his affinity for the sport to better the lunch room with this new activity for the students.

"I first went into the gym with my friends when it was raining because we didn't want to be stuck outside. We ended up really liking it there and we just kept on going," freshman Bently Norton said. "It's been a great experience and I've been able to connect with some new people."

The students of Sage River have seen the positive effects of lunch volleyball, not only in their new connections with other students but in being given the opportunity to try out volleyball for the first time as well.

"I started going to lunch volleyball because I wanted to see if I liked playing the sport but I didn't want to jump right into the commitment of a team," junior Amanda Cru said. "Now that I have been in the gym more at lunch, I have made a ton of new friends that share the same interest in volleyball as me."

The student body's collective involvement in lunch volleyball further contributed to Savage's social haven. Since the start of the strenuous, but fun activity, students' behavior has bettered due to the new outlet for their energy.

"We used to have school issues that would happen over lunch because students would be bored and getting into trouble," Principal Monica Powers said. "Since we started lunch volleyball, we've seen a trend of better behavior from our students."

With lunch being allotted only 38 minutes of the school day, Mr. Savage, who was coined "a savage volleyball player" has reformed the student's typical day to day with his smellier menu choice.

#13 Yearbook Theme Copy Writing
Champion: Elizabeth Piernicky, Omaha Marian

Elizabeth Piernicky

Opening Division:

Edgar Allen Poe High School:

100 Annabel Lee Drive., Poe, Nebraska.

Student Population: 383 students.

Mascot: The Raven.

School Colors: Black and White.

This is our high school on paper. An address. A few numbers. A couple bland words. But our school is so much more than something that can be typed out on a sheet of paper. 100 Annabel Lee Drive isn't just an address, it's where we learn, grow, discover our passions, and create memories with friends and classmates. A number - 383 - is not a comprehensive sum of our students. Our student body is actually a sum of culturally diverse and unique individuals who pursue their passions - whether that be participating in the Community Service Campaign or beating our rivals the Richardson Rockets on the football field. The words that have been used to describe our school - raven, black, white - do not encompass what our school is all about. The word *energetic* is the perfect description for the Poe Parade. *Excitement* could be felt at State Football. *Integrity* and *character* can be used to describe our Community Service Campaign.

When we step into our school each day, we know that Edgar Allen Poe High School is so much more than what can be listed on a piece of paper. If you pay close attention, you will see that there is so much more Beneath the Surface.

Closing Division:

Edgar Allen Poe High School:

A building full of friendship, learning, and memories. A diverse student population that cares about their educations, their communities, and their futures. A place full of energy, creativity and individuality. A school year composed of nine months of classes, after-school practices, club meetings, and community events. A place that prepares our seniors for their careers, as well as their annual trip to Worlds of Fun. Hallways that will miss the presence of our principal Mr. Roddy Usher throughout the summer. While it is just four walls, a few classrooms, and a gym, a Raven will always remember the memories they made, the lunches they ate with their friends, State Football Championship Games, and our Poe Parades. Edgar Allen Poe High School is place that is so much more than what can be written on a piece of paper, a place that has so much more Beneath the Surface.

Academics Division:

Our curriculum is not surface level; it encourages that students look Beneath the Surface to discern their passions and hobbies. You can discover your love of the fine arts through our programming in music, theatre, and speech, and participate in our State Championship winning Play Productions. Challenge and prepare yourself for college with late study nights and quick course pacing in one of our 11 Advanced Placement courses. Explore our Career Academies to gain the skills needed and learn more about what your future might look like in the automotive, agricultural, construction, welding, culinary or health industries. Our Mental Health curriculum and Diversity, Equity, and Inclusion programming strive to make Edgar Allen Poe High School a place where everyone has the opportunity to thrive and pursue what they are truly interested in. We dive deep, embrace our strengths, and are given the chance to grow in our talents and abilities throughout each school year.

A couple of caffeinated choices

Alexa Leiting
In Depth Editor

Each day of the week, 2.25 billion cups of coffee are sipped by people across the world. However, this drink isn't for everyone. In a singular day, the globe additionally drinks 8.2 billion cups of soda beverages.

"I've tried every kind of coffee known to man," social studies teacher Lula McCaskill explained, "and it doesn't work for me."

Years ago, McCaskill was tested and found out that she is a 'supertaster'. According to Healthline.com, supertasters have more taste buds and receptors, so their perception of flavor is stronger than a normal person. This can mean that they are sensitive to bitter tones in foods such as broccoli, chocolate, and coffee among other things.

"I've never liked coffee or tea. Things like [coffee] are very bitter to me. And so, when I started teaching 20 years ago, I needed caffeine to stay up in the mornings to be bright eyed and bushy tailed. So, that's when I started having a Diet Coke for breakfast."

As stated on the Wikipedia website, caffeine is a stimulant of the methylxanthine class, affecting the central nervous system. It is mainly used as a cognitive enhancer, making its consumer feel more awake. As reported by the U.S. Department of Agriculture, a cup of coffee contains 95 milligrams of caffeine. A Diet Coke, as stated by the Coca-Cola Company, holds 46 milligrams of the stimulant.

Caffeine, German teacher Jordan Pullen explains, isn't the only reason why he drinks coffee over soda.

"I do drink [coffee] as a source of caffeine but also for its taste. Soda and energy drinks have lots of sugar and other ingredients that coffee doesn't, and that's another plus for me for limiting the amount of sugar I consume. I also have seen students drinking lots of energy drinks and the effects it has on them."

However, the fact that coffee doesn't have very much sugar in it is exactly why English teacher Joanne Miller chooses soda over the drink.

"Coffee is good if it tastes like hot chocolate, which means that it has a ton of other stuff in it. If I were to drink coffee black it would probably be okay, but I can't. So my drink of choice is Diet Cherry Dr. Pepper," Miller stated.

Because of the effects of consumption, both Pullen and Miller try to limit the amount of their drink that they consume.

"Sometimes I've noticed that I'm drinking more coffee than I usually would in a day, and I don't feel great (jittery, tired, anxious, etc). So that's when I begin to cut back and drink more water. But I don't think I'll ever quit drinking coffee," Pullen commented.

"I have tried to stop drinking soda because I know it's bad for me, but I love the taste of it," Miller said.

"There have been times in my life when I have been completely off caffeine. But it only takes one incident of my drinking a caffeinated drink to get hooked again," Miller went on to say.

Similarly, McCaskill also found herself also dealing with a related issue.

"I was at one point in time where I drank up to probably nine or 10 Diet Cokes a day, but not anymore. Now I drink one Diet Coke a day usually, because of course they say now, the diet sodas aren't good for you, etcetera," she explained.

According to Healthline.com, both caffeine and soda pose problems with sleep disturbance and are linked to risk of certain diseases. However, both drinks also help with million of people around the globe stay awake throughout the day, including our teachers here at Millard South.



Art by Anna Gurciullo



Art by Anna Gurciullo



A savory sip of Omaha's cafés: a review of coffees and foods

August Yancey
Artist

The Mill : Coconut Cappuccino & Chocolate Covered Fruits

- Atmosphere
Tons of books and merch.
- Drink was pretty good but was pretty bitter & burned my tongue.
- Chocolate covered fruits were bomb.



Spielbound: ★★★★★ Chai tea & chicken Latte & Tenders

- Tons of cool coffees and other drinks, even food and board games.
- Chai tea latte was honestly so fire, gave me the jitters
- I had some chicken tenders. Two words: Chicken Tenders.



Stories : Dulce De Leche Cold Brew & Sausage Egg Sandwich

- Very big on the inside, food was really good & foam on the coffee tastes like actual Dulce de Leche.
- Saw lady holding baby that REALLY looked like a doll.
- They got my mom's name wrong & called her Celestia.



Artist Statement:

I wanted the handwriting of my classmate's reviews to look like it was written on napkins at the coffee shop/cafes. I took the information from the student who did the review and put the notes in my own handwriting on blank laser printer paper from our classroom printer. I drew the stars and did the writing with a black fine tip sharpie and scanned the parts on a flatbed scanner. It took several attempts at each of those parts, so the names of the cafes, the items, the stars, the number /5 and the bullet point reviews were then pieced together in InDesign as separate .jpps. I found a pen online and placed it near the writing to make it appear as if the notes had been written with that pen on those napkins. I rotated the pen so it would be parallel to the napkin edge. The napkin and coffee splatter also came from an already digital image online. I did not scan actual napkins or blot actual coffee on a napkin to place on the flatbed scanner. After the parts were scanned, I opened them in PhotoShop and popped the contrast a little to make the black more saturated so the writing would be as legible and clean as possible.

Navigating the pathways

Post-secondary options for after high school

Leah Pickhinke, Staff Reporter

In the vast field of post-secondary education, the journey from high school graduation to higher learning is different for everyone, offering a plethora of pathways for students to experiment. Each option, from traditional universities to trade schools and gap years, presents unique opportunities and challenges.

Two-year colleges and universities stand as post-secondary options that help perfect a student's understanding of academic material, offering a wide array of disciplines and research opportunities for their future degree. An article by Metropolitan State University explains that a student may decide to go to college if they are looking to gain knowledge about a chosen field, begin networking with professionals or expand on skills. College graduates also have the advantage of having a much more flexible career path than others due to the degree in their hand.

However, the rising cost of tuition and student debt burdens cannot be overlooked. According to the College Board, the average annual tuition and fees for in-state students at public four-year institutions reached \$10,560 for the 2022-2023 academic year, placing a significant financial strain on many families.

A big misconception is that trade schools and technical colleges are for students who didn't get the best grades in school or lack intellectual ability to go to college. In reality, trade schools offer specialized training in trades and practical lifelong skills. Massachusetts Institute of Technology highlights the importance of vocational training in meeting the demands of the modern workforce. Trade education equips students with hands-on skills that are directly applicable to various industries, addressing the growing need for skilled workers in fields such as healthcare, construction and information technology.

Moreover, trade programs often have shorter completion times and lower tuition costs compared to traditional universities, making them a good option for those seeking a more hands-on approach to their careers.

**#15 In-Depth Newspaper Coverage
Champion: Leah Pickhinke, Eddie Shi, Quinn
Burton, Blake Kahler, Mohammad Khan,
Millard West**

For some students, a gap year—a period of time taken off between high school and college—is gaining attention as a post-secondary option. According to the American Gap Association, a gap year allows students to step outside their comfort zones, gain real-world experience, and clarify their academic and career goals. This is especially helpful for those who don't have a career in mind after high school. Whether volunteering abroad, interning at a local organization or trying out a solo adventure, gap year experiences help young adults with their personal growth.

Concerns about academic momentum and potential delays in degree completion often deter students from pursuing this non-traditional path.

The plethora of post-secondary education options is as diverse as the individuals navigating it. Whether embarking on university education, honing practical skills through trade school training, or doing your own journey of self-discovery during a gap year, each option offers a unique set of personal and professional development. To decide what to do, consider individual aspirations, interests, and circumstances, guided by informed decision-making and support from educators, mentors and family members.

POST-SECONDARY OPTIONS

COLLEGE

The most common suggestion for students is to attend a college after high school. Colleges provide an in-depth understanding about certain topics you want to study to earn a degree.



TRADE SCHOOL

Trade schools are an option for students who want a more hands-on approach to their careers. Occupations that lay in the trade school field include technology, healthcare, construction, culinary arts, cosmetology and others.

GAP YEAR

For students who do not know what they want to do after high school, gap years are optimal to figure out what it is you want to study in the future. Gap years help provide time to focus on personal growth and aid students in learning their schooling options when the time comes.



WORK AFTER HIGH SCHOOL

Students who decide that going to a trade school or traditional college is not for them may decide to begin working after high school. Although it is not recommended in schools, it is always an option for a successful future.



Veering from option to option of what you want to do after high school may be consuming your brain, but by informing yourself on what would be the best option it may help ease some tension. Whether it is college, trade school or a gap year to continue your education, there are always people to help you navigate your way through.

Charting the course to college

A quick guide to navigating applications

Eddie Shi, Staff Reporter

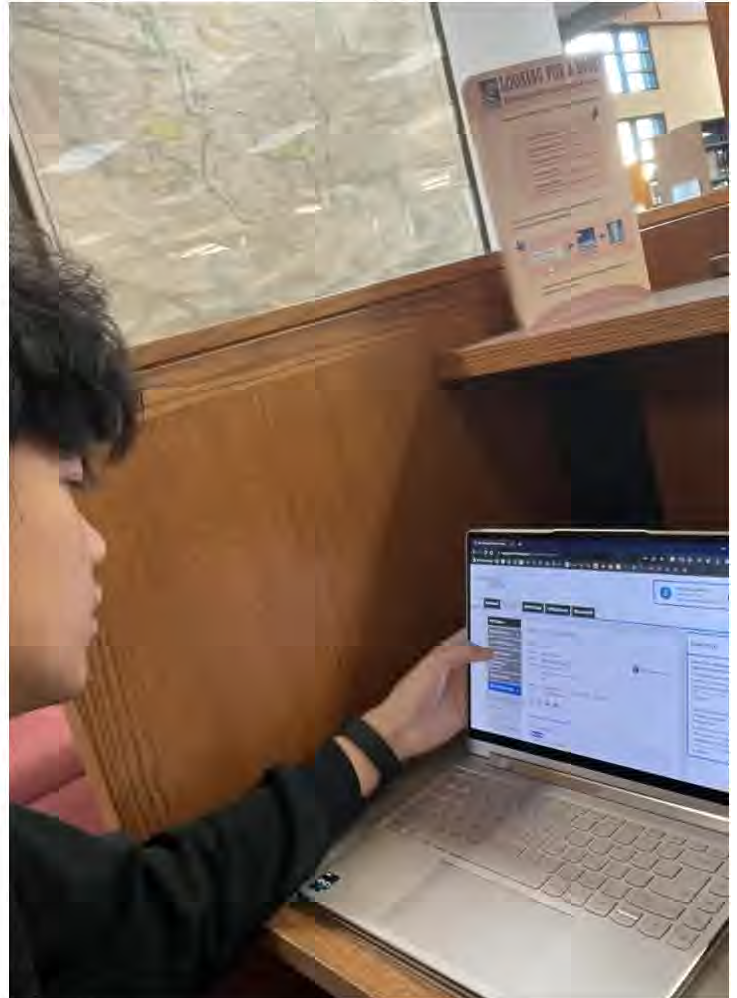
The journey to college marks a pivotal transition in a student's life, brimming with potential yet often clouded by complexity. Understanding the college application process is the first step towards demystifying this path. It involves more than just filling out forms; it's about presenting oneself holistically to potential colleges. This journey demands careful planning, self-reflection and strategic execution, turning what seems like a daunting task into a manageable endeavor.

Central to the application process for many students is the Common Application, a platform that simplifies applying to multiple colleges. This convenience is pivotal in reducing the workload for students, allowing them to focus on the quality of their application rather than managing numerous different forms. The Common App's wide acceptance among colleges underscores its efficiency in connecting students with institutions, thereby broadening their opportunities. If you are applying to one college or a few colleges, a common application might not be necessary.

"I heard of many good band programs in Nebraska, but after reaching out to many schools, I think Drake University is my best option," senior Miles Hamill said. "I didn't need to use the common since I'm only applying to a few universities."

For students applying to a plethora of colleges, the first step in the Common App involves creating a profile. This section, while straightforward, is crucial as it sets the tone for the rest of the application. By providing personal and contact information, students establish their basic identity for colleges. This fundamental step, though simple, is the foundation upon which the entire application is built.

The Family section of the Common App adds a personal dimension to the application. Here, students detail their family background, offering colleges a glimpse into the environment that has shaped their upbringing. This information can provide context to a student's achievements and challenges, offering a more rounded view of the applicant. A student can explain extenuating circumstances or other major life events here.



Eddie Shi

Colleges using the Common App typically look for well-rounded candidates who demonstrate not only academic excellence but also character and leadership. The platform also offers a transfer option, catering to students who wish to move from one college to another, requiring specific information about their current college experience. Key tips for applicants include: being authentic in essays, highlighting unique experiences, thoroughly checking for errors and meeting all deadlines.

In the Education section, students input information about their high school and academic accomplishments. This section is critically evaluated by admissions committees as it directly reflects a student's academic preparedness and potential for college-level work. Grades, coursework and class rank, if provided, play a significant role in admissions decisions.

The Activities section of the Common App allows students to highlight their involvement outside the classroom. This section is vital as it showcases a student's initiative, passions and skills that aren't reflected in grades. Colleges look for well-rounded individuals and this section provides the space for students to demonstrate their diverse interests and commitments.

"Swimming is one of my biggest interests in school and I want my abilities outside of grades to show in my application," senior Elisey Kolesnikov-Cherenkov said. "Volunteering and work is also very important to me and I think work should be included in applications if possible."

The Personal Essay is perhaps the most distinctive element of the Common App. This essay gives students a platform to express their unique voice and story. Colleges seek students who will contribute to their community and the essay offers a peek into the student's personality, values and aspirations. It's an opportunity for students to stand out and connect with the admissions committee on a personal level. This is the student's place to explain circumstances and experiences not yet mentioned. There are 3 writing possibilities in Common App, the personal essay, the COVID-19 essay and the additional essay. Each college might have additional writing prompts as well.

In addition to the Common App, students must gather supplementary materials. This includes official high school transcripts, standardized test scores (if required) and letters of recommendation. Recommendations usually come from teachers or counselors who can vouch for the student's academic and personal qualities. At Millard West, students request letters from teachers in person and then submit a request through Naviance. Schools also request a Secondary School Report (SSR), which is completed by the high school counselor and includes the student's transcript and the school profile, so reach out and connect with your counselor as soon as possible.

Students should also prepare to report their awards and recognitions, which can range from academic honors to community service awards. This information adds value to the application by showcasing the student's achievements and dedication. The college application process is also a time for self-reflection and exploration. Students should consider what they want from their college experience, including the type of institution they prefer, the location and the offered programs. Researching colleges, visiting campuses (virtually or in person) and attending college fairs can provide valuable insights.

Staying organized and mindful of deadlines is paramount in the college application process. This involves keeping track of multiple elements like application deadlines, essays, recommendation letters and financial aid applications. An organized approach alleviates stress and ensures that nothing crucial is overlooked or left until the last minute.

"Completing the Common App took a while for me since I was stuck on the essay part, with classes and work going on I don't have much time to work on it," senior Albi Del Apa said. "Doing an application alone isn't easy which is why I had teachers and friends help look over my applications and double-check everything before I submit."

While applying to college is a multifaceted and demanding process, it's also a journey of self-discovery and growth. With careful planning, organization and support, students can navigate this process successfully and embark on an exciting new chapter of their educational journey.

Students need to look after their mental and emotional well-being during this period. The pressure of college applications, coupled with regular academic responsibilities, can be overwhelming. Balancing applications with self-care, hobbies and social activities is vital in maintaining a healthy state of mind.

Standardized stereotype

The detrimental impact of colleges requiring applicants to submit ACT and SAT scores

Quinn Burton, Editor-in-Chief

As the 2023 school year begins to come to a close, seniors are beginning the transition between high school and college. With approaching application deadlines and scholarship due dates, the overwhelming amount of work for seniors has begun to consume their lives. The college application process has long been a daunting hurdle for these students. One of the most contentious aspects of this process revolves around standardized testing, particularly the ACT and SAT. The requirement imposed by colleges to submit these scores has caused a detrimental impact on students.



graphic by Quinn Burton

Mandatory test score submissions create immense pressure on students. The weight placed on these scores often overshadows years of hard work, extracurricular achievements and personal growth. Anxiety and stress levels soar as students perceive these scores as defining their worth and potential future success. According to the UCLA Center for Mental Health in Schools between 40% and 60% of students have significant test anxiety that interferes with their performing up to their capability. This undue stress can lead to mental health issues and adversely impact their overall well-being.

It's also essential to acknowledge the inherent biases embedded within standardized testing. These tests often favor students from privileged backgrounds, providing them with a distinct advantage. Factors like access to expensive test prep materials, tutoring and a supportive environment significantly influence scores. According to the Washington Post, "students from families earning more than \$200,000 a year average a combined score of 1,714 on the SAT, while families earning under \$20,000 a year average a combined score of 1,326." So for many, these tests do not measure intellect or potential accurately but rather socioeconomic status.

Furthermore, the rigid reliance on standardized tests overlooks a student's capabilities and potential. Many applicants possess unique talents, experiences, and qualities that cannot be encapsulated within a numerical score. Forcing students into a narrow assessment framework dismisses their creativity, resilience and diverse skill sets. According to the University of Chicago, "Grade Point Averages (GPA) are a five times stronger indicator of college success, because they measure a very wide variety of skills and behaviors that are needed for success in college, where students will encounter widely varying content and expectations.

The financial burden associated with these tests is another critical concern. The costs of taking the ACT, SAT, prep courses, and sending scores to multiple colleges can be exorbitant, posing a barrier for students from low-income backgrounds. This perpetuates inequality in higher education, hindering access for deserving candidates solely due to financial constraints.

Colleges and universities must reassess their reliance on standardized testing in admissions. Implementing test-optional or test-flexible policies can foster a fairer and more inclusive evaluation process. By considering a broader spectrum of a student's achievements and potential, institutions can better identify talented individuals from diverse backgrounds.

The mandatory submission of ACT and other standardized test scores in college applications perpetuates inequality, undermines student well-being, and fails to accurately represent their true abilities. It's time for a transformative change in the admission process, one that values diversity, equity and individuality over standardized metrics.

Navigating the FAFSA

Understanding the importance and utility of federal student aid

Eddie Shi, Staff Reporter

A major overhaul has been made to the Free Application for Federal Student Aid (FAFSA) for the 2024–25 school year with the goal of refining, streamlining and modernizing the application procedure. In order to improve the application experience, this year’s form has a “soft launch,” which began on Dec. 31, 2023, enabling the Department of Education to keep an eye on any problems and take immediate action. The soft launch period lasts until February 2024, although application processing doesn’t start in earnest until late January.

The FAFSA is primarily used to determine a student’s eligibility for financial aid. It serves as the main entry point for students to apply for loans, grants and work-study programs, among other types of government help. In addition to federal aid, the FAFSA is frequently required for financial support from states and institutions. A major function of the FAFSA is to assess a candidate’s eligibility for government funds, such as the Pell Grant. The fact that these subsidies don’t need to be repaid makes them extremely advantageous. They are designed to assist lower the barrier to higher education by targeting undergraduate students who have a strong need for financial aid.

A significant modification to the latest FAFSA form compared to the prior edition is the elimination of 72 questions. This update improves user efficiency by streamlining the procedure and integrating the import of federal income tax data. An additional 610,000 students are anticipated to become eligible for federal aid, including Pell Grants, as a result of the redesign.

The Federal Student Aid (FSA) office will take scheduled breaks for site updates and maintenance during the soft launch. These breaks are intended to make the system function more smoothly while also improving the overall user experience. As users move through the application, their data will be safely saved in the system despite these sporadic pauses. This indicates that families and children don’t need to feel pressed to finish the form quickly because they have plenty of time to do so.

“I had to help my son fill out the FAFSA form before the early decision deadline of Jan. 15th for financial aid,” parent Emily Wang said. “It was difficult to find time to complete, but once I got time, the process was really easy.”

It is recommended that educational professionals postpone the FAFSA completion events until late January to mitigate any possible disruptions caused by website maintenance. Students and families should also be aware that financial aid offers from colleges are anticipated to arrive several weeks after FAFSA eligibility information, which is not received by institutions until late January.

“I couldn’t access the document earlier, but the colleges I’m applying to are understanding and they moved the deadlines,” senior Elisey Kolesnikov-Cherenkov said. “Colleges are understanding, all I needed to do was send a formal email.”



Federal Student Aid

The FAFSA can be started online through the Department of Education’s website. To complete the form, it is highly recommended to have a parent or guardian with you while completing the form. After submitting the form, it will take a few days to process your application.

Among students and the educational community, there is a certain amount of frustration and uncertainty about limited access due to the soft start. It's unclear exactly when schools will start getting completed application data. Financial aid officials find it challenging to give students and families a schedule for when they will receive financial aid offers because of this uncertainty. The FAFSA is still an essential step in obtaining financial aid for college, despite these difficulties. Families and students are urged to fill out the form to find out if they qualify for any financial aid, such as the Federal Work-Study Program or the Pell Grant. Given that it is not repaid, the Pell Grant in particular is a noteworthy type of financial assistance.

"I think the FAFSA is a great tool for students that may not have a great financial situation," senior Miles Hamill said. "FAFSA makes in-state tuition even cheaper, so it is always worth it to fill it out, even if you think you don't need it."

The FAFSA's ability to make federal student loans more accessible is another important feature. In comparison to private student loans, these loans—which include Direct Subsidized and Unsubsidized Loans—usually have lower interest rates and more accommodating repayment schedules. They are therefore a better choice for a lot of students.

The federal work-study programs are also accessible through the FAFSA. Through these programs, students can perform part-time jobs and earn money to help pay for their school while also receiving essential work experience. States and educational institutions commonly use the FAFSA to assess an applicant's eligibility for financial aid programs, in addition to federal help. This means that for students looking for any kind of financial aid for their education, filing the FAFSA may be essential.

Although the 2024 FAFSA soft launch introduces novel aspects to the application procedure, the changes are intended to improve the system's usability and accessibility. It is recommended that families and students keep themselves updated on any adjustments and modifications to the application process, particularly concerning state deadlines and procedures for financial aid. Notwithstanding the difficulties with the soft launch, the FAFSA is still a crucial step in obtaining financial aid for a college education.

The price isn't right

Rising cost of college causes problems across the America

Blake Kahler, Staff Reporter

For centuries, higher learning has dominated society's thoughts, seen as the one surefire way to gain financial freedom and live a meaningful life. However, freedom is the last word that most would use to describe the state of higher education today.

For many families, higher education is essential and planning starts early in their children's lives. Many students start to plan well before the doorway opens as well. Some students wish to go to the university they've rooted for throughout their life or their family's alma mater. Another great portion of college hopefuls seek to escape their normal, venturing outside the nest to a brand new place to reinvent themselves. Often, however, they are met with a harsh reality.

College is too expensive, and the cost is only going up. The same education that drew in the post-WWII world as a low-cost option to drive future success has become completely inaccessible for some families. According to the Education Data Initiative, the average cost of college tuition & fees at public four-year institutions has risen 179.2% over the last 20 years for an average annual increase of 9.0%. This price increase, which has outpaced inflation, has put immense stress on all parents and students tasked with paying for their education.

The portion of students that seek to leave their home state have an even more difficult time finding an economically sustainable solution to their problem. According to the Education Data Initiative, in the United States, public four-year undergraduate degrees have an average out-of-state tuition of \$26,382 vs. \$9,212 for the same degree in-state. This price discrepancy is due to out-of-state families not having paid taxes toward the state's schools. Often, this costly issue leads to students giving up on their dreams of attending a school outside of their state, and ultimately limiting their potential.

For many families with students seeking to study at a prestigious institution, college is simply not affordable. Per CNN Business, the average price of a year of tuition at a private college is just under \$40,000. That number does not include any other living costs or fees such as books that students are expected to pay. It is not uncommon for families to pay over \$200,000 to send a child to college.

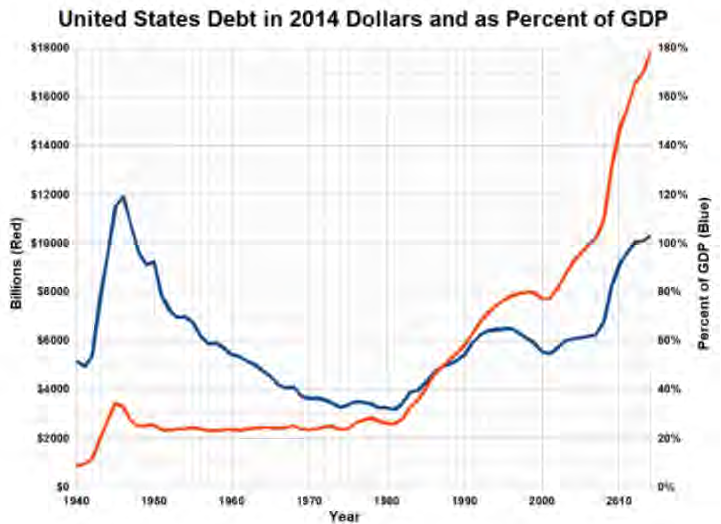
According to Business Insider, the average family has \$62,410 in savings. This leaves much funding to be desired by families to support their kids in college. Financial aid from the government is available to students by way of the FAFSA, but often the amount provided by the first come-first serve system is not enough to offset the cost.

This problem has caused a widespread student loan crisis in America. Fifty-four percent of undergraduates leave college with debt. This has caused issues for the economy, as new graduates have been forced to gain financial footing before entering the field their degree relates to.

The truth is, higher education is an industry. An \$800+ billion dollar one according to IBISWorld.

While public, land grant universities may not be considered "for-profit" entities, they still manage to pay coaches, athletic directors, administrators, and more millions of dollars in salary. Tuition is also often spent on athletic and campus facility projects that are entirely unnecessary.

All of these problems leave people in peril, with more graduates than ever struggling to make ends meet. College is simply too expensive for the average student, and unless universities make it a point to put their students first, the cost for education will only increase. If college is truly meant to set its attendees up for success, learning institutions and the government must put the people they serve first.



Wikimedia commons

Chart showing the increase of student debt and percent of GDP over the years according to

Campus tour

Juniors and seniors visit colleges

Mohammad Khan, Staff Reporter

As upperclassmen such as seniors start to get near the end of their high school years, they start to look at where to go for college. During the school year or even during summer, these students go and tour the campus of the college they like.

There are many factors that influence where a student should go to college. These factors can include money, proximity, the atmosphere of the college and whether or not the college offers the students' major. If one or more of these factors are not met, students may not want to go there.

For senior Margaret Scott, she needed to have a college where she can major in her field. Scott is majoring in Landscape Architecture and will need a college where they offer classes for that specific degree. Scott visited a lot of colleges such as UMass Amherst, Rutgers, UVA, Penn State, George Washington University, Northeastern and UNC. When she visited these colleges, she made sure they had the classes she needed.

"I'm majoring in Landscape Architecture and minoring in French and Francophone studies," Scott said. "I like a school with a sensical set-up, my major, and a dance program so it's important for me that the college I'm going to go to has these requirements."

Another huge factor for college is how far away the college is and if it is in state or out of state. Going out of state will cost more but students still usually go. For senior Madeleine Larison, going out of state for college is a big factor. She mainly visited colleges that were out of state such as KU, Kstate, Michigan State and University of Chicago.

"Yes, I intend to go to KU," Larison said. "I wanted to go out of state and enjoy a new city and I felt like I couldn't do that in Omaha or Lincoln. I also wanted to go to a school with sports because I enjoy watching them."

College tuition is a major factor that most students look out for when trying to choose where to go for college and visit. They don't want to go to a college that has a lot of tuition. Scott, when visiting colleges, kept in mind how much each college costs. She didn't want to leave college with a lot of debt. Scholarships would help but they are not that easy to come around. You have to be really good at academics or sports to gain a scholarship.

"I will be paying for my college but I'm hoping to get it covered by merit scholarships and my savings bank account," Scott said. "This heavily influences where I go because I would like to graduate with my master's debt-free. I have also applied to many scholarships but I have not heard back from any of them."

Choosing a college to visit and then potentially go to for school can be hard. There are many factors that play in it. This decision can potentially alter your life in many different ways. That's why it's important to choose the college that's right for you.



Scott posing in front of the many colleges she had visited. Scott wanted to pick the right college for her. She had many factors that she kept in mind. She eventually decided to go to UMass Amherst, UVA, or Penn State. "I looked at colleges with the intent to discover if I liked them and was able to narrow down my list," Scott said. "I like a school with a sensical set-up, my major, a dance program, on the east coast, not too cold, and really when I visit I just kind of found out if it felt right."



MADE FOR THE *Game*

BY IZZY GERHARTER

Senior middle blocker Mia Tvrdy prepares to play in the upcoming Under Armour All-American volleyball game.

The average beach vacation consists of relaxing, swimming and spending time with friends or family. For senior middle blocker Mia Tvrdy, her upcoming trip to Orlando, Fla. will be spent differently than the typical tropical getaway.

Tvrdy will be playing in the upcoming Under Armour All-American Volleyball match, which will be broadcast live Jan. 2, on ESPN U. Under Armour hosted the first football camp and game in 2008, and ever since the company has grown the program to seek out the best of the best from around the country in multiple sports.

“Usually for the Under Armour games there is a camp that you go to. At the camp you either get invited or you don’t,” Tvrdy said. “I ended up getting an MVP hoodie, so the highest player of the camp. They emailed me and told me I was invited, which is super exciting.”

Athletes who were able to impress the coaches at camp had the opportunity to be invited to play in the high-stakes game with 22 of the best high school players in the nation, and Tvrdy, standing tall at 6-foot-1, did just that.

“It is the top 22 in the nation that they choose. It is more like a social media thing; it’s a lot about Under Armour and we wear their brand and post for them,” Tvrdy said. “We practice, and we get put onto two separate teams, and we play a game on ESPN on the last day.”

With plans to attend and play collegiate volleyball at the University of Oregon next year, Tvrdy continued to stay motivated to work hard for the remainder of the 2023 season. With Oregon’s recent move to the BIG 10, Tvrdy has never once let her

#16 Newspaper Layout

Champion: Isabelle Gerharter, Papillion-La Vista

excitement for the future get in the way of pushing forward for the rest of her high school volleyball career, including preparing for her upcoming Under Armour event.

“She is very hard-driven, she stays focused and she holds everyone accountable,” junior defensive specialist and libero Karlyn Francis said.

Now in only her fifth year of playing competitive volleyball, Tvrdy has shown growth throughout every season at the high school level. Regardless of her later start to the sport, Tvrdy has many accomplishments in what is considered to be a shorter volleyball career compared to others.

Her late start to the sport can be attested to Osgood-Schlatter disease, which is a common cause of knee pain in many highly active adolescents. For Tvrdy, it is what caused her switch from the sport of soccer to volleyball.

“I used to play soccer, until I got Osgood-Schlatter and Achilles Tendon disease,” Tvrdy said. “I couldn’t run as much. My doctor said that volleyball would be the next best option.”

Beginning competitive volleyball in eighth grade, Tvrdy learned that leaning on her team for support has had a large impact on her games. For many athletes, no accomplishment or award is achieved without the support of teammates and coaches. The team’s morale and positive energy allows for a productive environment during games.

“I feel like we are all a big family,” Tvrdy said. “We are all super close to each other so just having that factor of we’re [the team] are here to lean on each other is important and helps us with our game.”

While Orlando may seem best for vacationing, Tvrdy and her All-American team will be working to perform their best for the week leading up to their highly anticipated match.

PHOTOS: IZZY GERHARTER

1. Senior Mia Tvrdy celebrates during the 2022 NSAA Class A quarterfinals.

2. Tvrdy and the team celebrate after winning a point against Papio South on Oct. 10, 2023. While the Monarchs fell to the Titans during this match, they would defeat the Titans in the Metro Semifinals, where Tvrdy tied the school’s record for blocks in a match.



Class A

#17 Photo/Artistic Illustration

Champion: Anna Samuels, Millard South

<https://wearemillardsouth.com/4920/features/the-history-of-valentines-day-showing-love-for-centuries/>

#18 Action Photography
Champion: James Johnson, Creighton Prep





#19 Feature Photography
Champion: Garrett Hawkins, Oshawa Central

#20 Yearbook Layout

Champion: Albany Tobin, Lincoln Northeast



Let Us Create

Voices 'n Harmony

Creating Greatness

Voices 'n Harmony is the varsity show choir group at Northeast. They are known for their complex use of props and scenery to tell a story. VNH is 35 students strong and is led by music teacher, Nicolas Caberos. Connor Scott, a junior, is in his second year in show choir. When asked what show choir means to him, he said, "Well, when I first joined, I thought it would be like any other sport, but once I got more into it, I found a family, a group of friends." Show Choir is a dancing and singing group, but beyond that, it really is an outlet of self expression. For Connor, Show Choir helped him get out of his shell and be social. Lucie Franova is a exchange student from the Czech Republic—where they don't have a show choir class. Lucie took dancing classes but nothing like the Show Choir class at LNE. VNH helped her find friends in a new and scary place. It also helped her with the stress of missing home. When she started choosing her classes, she wanted a class that involved dancing. After talking with Mr Caberos about show choir, she knew she wanted to join.

(Right) Nothing But Perfection! Senior, Calysta Wagy, and Sophomore, Faye Harpham, sing and dance while on a box



(Below) Competition Ready! Seniors, Samara Follette, Lauren Zucco, Hannah Dean, and Sophomore, Ed Cole sing during their ballad.





(Left) Standing On Business! Some of the dresses during the second half of the show after their quick change.



(Above) Our Painting! Senior, Lauren Zucco, and Junior, Lydia Atim, reveal the painting Senior, Harmony Hanson, made for their show.



(Left) Peace Up! Senior, Hadlee McCoy, and Juniors, Devin Fry and Lucie Franova, pose for the camera.



(Left) Dance Fever!! Sophomore, Ethan Yoakum, dances his heart out during the second half of the show.



Keaghan Kumpula has been in VNH all four years. He joined Show Choir because his sister was in it and told him that he should go for it, so he listened. He almost quit during the Covid year but, with convincing, he decided to stay, which was the best decision he made. Some of his favorite memories are from his Sophomore year. They made finals at Wahoo and was the assisting lead in Young Frankenstein.



Miranda Nadrchal started out in Dynamixs but the last two years she's worked her way into VNH. Miranda joined Show Choir after music teacher, Caberos begged her everyday for months and after watching them preform at Hollywood Bowl her Freshman year she realized she wanted to be up there with them performing. Her favorite memories are from competition season getting to do all of the Dynamixs girls' hair.



Sirr Murry has been in VNH all four years. He joined because his sister told him to and he thought it would be fun. He's so happy he did because he ended up having the best time and everyone was just so welcoming to him. It was the most positive of atmospheres. His favorite memory is from his Sophomore year during Young Frankenstein. He received a large applause while doing his tap solo.

Senior SpotLights

(Right) Cant Stop, Won't Stop! Junior, Devin Fry, sings his solo in their 2nd song of the show called Livin It Up.



#21 Yearbook Theme Development
Champions: Jacqueline Melendez Aleman, McKenna
Getzschman, Eros Hernandez-Mendoza

2023
THE
BLACK
+ GOLD
FREMONT,
NEBRASKA

FREMONT HIGH SCHOOL

LO

QUE

SERÁ,

SERÁ

QUE
SERÁ,
SERÁ

[WHATEVER
WILL BE,
WILL BE]

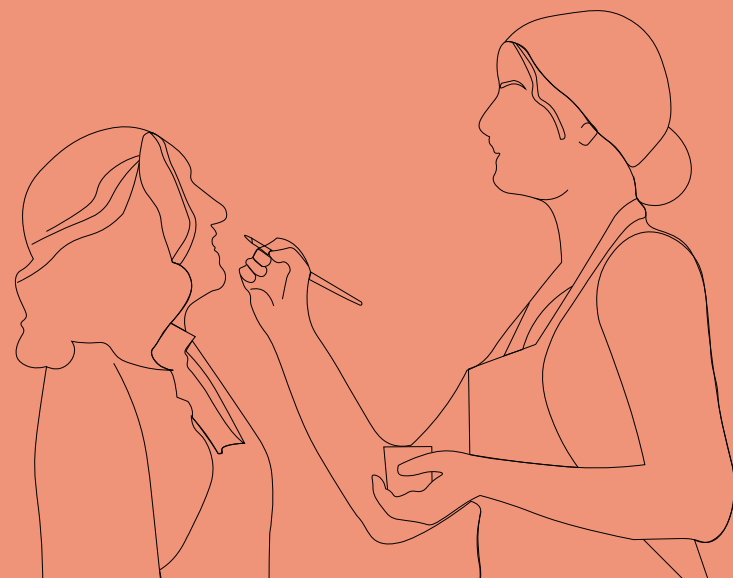
VOL. 118

[WHATEVER

WILL BE,

WILL BE]

LO QUE



[AUTUMN] **OTOÑO**

IT IS WHAT IT IS

ES LO QUE ES

004

SERÁ,



YOU DON'T KNOW WHAT YOU DON'T KNOW

INVIERNO

[WINTER]

NO SABES LO QUE NO SABES

40

SERÁ

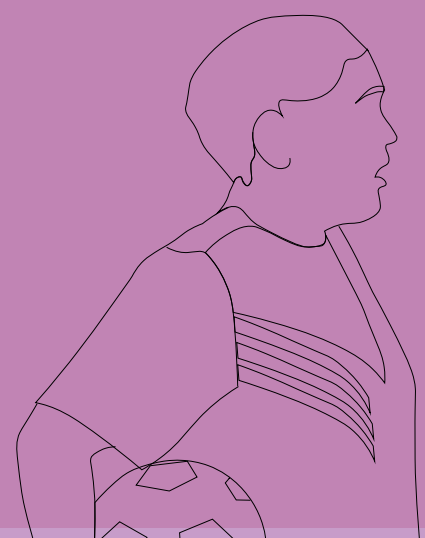


INDIVIDUOS

YOU ARE WHO YOU ARE
ERES QUIEN ERES

[PEOPLE]

070



[WHATEVER WILL BE,
WILL BE.]

[SPRING]

SUPLEMENTO

WHAT'S YET TO COME
LO QUE ESTA POR VENIR

DE PRIMAVERA



LO
QUE SERÁ, SERÁ
[WHAT WILL BE WILL BE] 2024

The Black & Gold
El Negro y Dorado
Volume 118

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1750 N Lincoln Ave.
Fremont, Neb. 68025
(402)727-3050
fremonttigers.org

Principal Myron Sikora
The Tigers
1683 Students
151 Staff

Director Myron Sikora
Los Tigres
1683 Estudiantes
151 Empleados

LO QUE SERÁ, SERÁ

When you think about the future, you have a vision of what it's going to be. However, it rarely turns out the way you picture it. This school year is no exception.

From the chaotic construction and remodeling, to teachers pushing their classrooms on a cart, students and teachers can agree it caused frustrations and confusion for many Tigers.

BUT

IT IS WHAT IT IS

and you are put in those situations and positions where you don't have a choice, but it doesn't necessarily mean it's always going to be the downside because

YOU DON'T KNOW WHAT YOU DON'T KNOW.

LO QUE SERÁ, SERÁ

— whatever will be, will be. Nothing is in your control and you can only do so much. At the end of the day

YOU ARE WHO YOU ARE SO

don't make choices for others. Choose to be your own person and tap into your own potential. Accept

WHAT'S YET TO COME,

even in the most inconvenient times. Everything will work out —

LO QUE SERÁ, SERÁ.



ROAR OF THE TIGER During the halftime show for the Sept. 1 home game, senior Zoey Smallwood plays her trumpet for the first song of the Agent 54 marching band show. Carrying on the tradition she started last year, Smallwood plays with Steve, the stuffed tiger, on her trumpet. Steve was named in honor of Steve Rogers from "The Avengers". "I first decided to put Steve on my trumpet during my Junior year as a fun way to represent the Fremont Tiger Marching Band, but I found that Steve got a lot of smiles from the band and from my friends," Smallwood said. "After that night, Steve has made an appearance at every halftime show; it has become a small tradition for me to show him off on the field! Not only does the stuffed tiger serve as a mascot, but it helps calm the nerves that come with performing in front of our community. It is a reminder to me that band isn't so much an activity, but a family." Photo by Jaime Ortega-Castro

IN FOCUS Shielding her eyes from the sun, sophomore Breanna Nelson gazes out onto Schilke softball field while on a photography assignment. As one of the photography editors for Tiger's Eye Media, Nelson photographs various sports and events throughout the school year. "I like to take photos of sports because the environment is so fun and exciting, and there are endless photo possibilities," Nelson said. "I love shooting softball because I'm on the team and it let me bond with the varsity girls. Most challenging part is trying to take different photos; there are only so many angles and subjects to get a photo of at a game." Photo by Jaime Ortega-Castro

ENFOCADA Protegiéndose los ojos del sol, Breanna Nelson, estudiante de segundo año, observa el campo de softbol de Schilke mientras realiza una tarea fotográfica. Como uno de los editores de fotografía de Tiger's Eye Media, Nelson fotografía diversos deportes y eventos durante el año escolar. "Me gusta tomar fotografías de deportes porque el ambiente es muy divertido y emocionante, y hay infinitas posibilidades fotográficas," dijo Nelson. "Me encanta jugar softbol porque estoy en el equipo y eso me permite vincularme con las chicas del equipo universitario. La parte más desafiante es tratar de tomar fotos diferentes; hay tantos ángulos y sujetos para tomar una foto en un juego." Foto de Jaime Ortega Castro

LO
QUE
SERÁ,
SERÁ

And just like that, it was fall — whether we were ready or not. Some of us accepted the inevitable that the school year was going to suck, whereas some of us desperately manifested a good year. Now if only we could find a parking spot....

"I had to adjust my schedule from waking up in the middle of the day to waking up at 6:30 in the morning."

"Parte de la escuela esta cerrada. ¿Donde estan mis clases?"

"I had to drop some classes so I could afford to buy a car."

"Me preocupaba no poder balancear los extracurriculares con mis clases."

"A lot of the homework was thrown at me even though I had other responsibilities."

"The halls are so cramped — there's always a traffic jam and someone is always stepping on my foot or pushing me."

Hallways blocked off. Not enough parking spots. The largest freshmen class ever. Crowded classrooms. This isn't what we expected...

PERO
ES LO QUE ES.

BUT

IT IS WHAT IT IS.

[AUTUMN] ~
OTOÑO
IT IS WHAT IT IS ES LO QUE ES



A SUMMER [UN VERANO ABOARD] ABOARD

Huenniger tours Italy and Spain
"My favorite place was Valencia because it felt as if I was in a fairy tale. It definitely changed me because I realized there is so much more to the world. It also taught me to look for the good in everything because nothing is perfect."
- EMMALEI HUENNIKER, 11

UN VERANO [LA SPIRITED SUMMER] ESPIRITUAL

students attend summer church camp

EGGCELLENT SPIRIT Trying to keep their eggs steady on their spoons, sophomores Fredy Cifuentes Lopez and Axel Cortez Hernandez compete in teams to win a relay. Both Cifuentes Lopez and Cortez Hernandez participated in a competitive game at a summer camp at Iglesia de Cristo pan de Vida. "What I loved most about the camp were the games and competitions, especially the water slide," Cortez Hernandez said. In addition to the games and activities, students also learned more about Christianity. "If the church invited me to the camp again, I would go because you learn many things from the Bible," Cifuentes said. "At the same time you are entertained and distracted." Photo by Jaime Ortega Castro



THAT ONE TIME AT J-CAMP [ESA VEZ EN J-CAMP]



IN THE NEWS ROOM (Top) After the J-Camp completed, junior Annabelle Bignell, junior Jaime Ortega Castro and senior Gryphon Smith stayed behind to watch "Border of Dreams: A Textura Documentary" with journalism professor Scott Winter. The documentary showcased undocumented Guatemalan immigrant families trying to change their life in the United States. "The documentary shows a side of immigration that isn't really discussed about and the hardships and struggles immigrants go through just to experience what we go through every day," Smith said.

journalism students pose with their certificates and awards. The "Journalistic Enthusiasm" award was given to junior Jack Fortney. "Camps always have such a great vibe because you're coming together with complete strangers, but over the course of the camp you build this camaraderie with people who you will never see again," Fortney said. "There's something so special about these limited friendships that really drives everybody to have such a great time." **STACK IT UP** (right) Representing the broadcasting track, senior Kyle Stearns stacks cups as fast as he can during "Mandatory Fun" time. Photos by David Stevens

What is something you worried about, but realized it is what it is?
"People come and go. Not everyone is going to like you and that's okay. You just need to be okay with yourself. You can't love others if you don't love yourself."
Lilly Grummett, 12

THAT SUMMER [ESE RITMO DE VERANO] BEAT

BAND STUDENTS ATTEND SUMMER CAMP by MJ Ideus

One of the many benefits of summer vacation is the opportunity to sleep in. However, over 70 band students did not have the luxury. Instead, they were hitting the field bright and early for summer rehearsal.

"Throughout the summer we have band rehearsal on Mondays from 6 p.m. to 9 p.m. and from there we practice music, we work on dots, get ready for the John C. Fremont Day Parade," clarinet section leader senior Armando Monarrez said.

Though the band members practiced through the boiling summer heat, they not only improved their skills but also bonded as a group of performing artists.

"Like sports, it takes conditioning to prepare students for the marching season, and our summer hours help us in that regard," band director Chris Weddel said. "However, unlike in sports, in band we are only able to function with 100% participation. Whereas in sports there may be a number of players that are on the sideline or bench waiting to play, in Marching Band everyone is a starter and missing one person affects everyone around them and the overall scoring for competition."

The band will attempt to continue their two-year streak of winning superior ratings at the NE State Band Association where they compete against other bands across the state.

Much of the band's success will be determined with what happens at summer band camp.

"What I notice most is the building of relationships and musical growth during camp," Weddel said. "These young guys and gals come together for a common goal and a love of music and work tirelessly to achieve these goals. My role at camp is simply to help them realize their potential and hopefully make them the best version of themselves."

HITTING [ESTRENANDO EN BROADWAY] BROADWAY



THE BIG APPLE Thespian Society students, their parent chaperones and sponsors Caitie Hays and Eric Kimberly pose for a group photo in front of Natural History Museum. Hays explained that this was an educational trip where students learned more about theater and even tour the sights of New York City. In addition to watching three Broadway shows, the group toured 30 Rockefeller Plaza, Empire State Building, Statue of Liberty, Ellis Island, Natural History Museum and even saw New York City skyline at night. Photo submitted



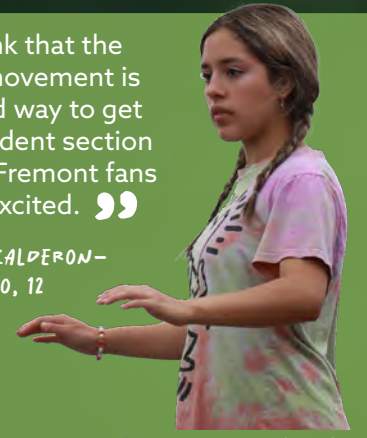
IN THE SPOTLIGHT Under the guidance of Broadway actor Rob McClure, senior Alexis Frank performs a monologue from "Radium Girls". McClure critiqued and helped Frank workshop her monologue while she the audience watched. "It was really nerve-racking, and I learned so much," Frank said. "My acting improved immensely. Performing the monologue helped release pent up emotions, and it felt good to have an outlet." Photo submitted

AND THE BAND PLAYS ON [Y LA BANDA SIGUE TOCANDO] ENTER AGENT 54



"I think that the first movement is a good way to get the student section and all Fremont fans excited."

- KRISTAL CALPERON-MORENO, 12



Helping the entire band keep time, senior Kristal Calperon conducts.

ayuda mantener toda ca banda en tiempo.



Members of the clarinet section practice marching formations. Los miembros de la clarinete seccion practican la formacion de marcha.



Paying attention to the drum major directing them, sophomore Elio practices different formations. Prestando atención al mayor de tambor que los dirige, el estudiante de segundo año Elio practica diferentes formaciones. "I am willing to give up my summer for band camp because it is something I love and dedicated to," Engel said. "I love everyone in band, they are like family to me." Mod photos by Jaime Ortega Castro

"My favorite part of band camp is definitely all the themes. Then getting to know the new people that join the band."
- ARMANDO MONARREZ, 12

007 SUMMER/VERANO MJ Ideus, Jaime Ortega Castro

BEST DRESSED



PINK, PINK, PINK!

AIDEN WESEMAN, 12

CROPPED > ANYTHING ELSE

POPS OF COLOR!



SLEEK ALL BLACK

LONDON SCHURMAN, 12

STRAPLESS MINI DRESSES



LIGHT AND ELEGANT COLORS

LUCIA PLESKAC, 11

DAINTY FLORAL EVERYWHERE.

FEATHERS FOR THE WIN



TWO STRAP HEELS

SIMPLE GOLD JEWELRY IS A STAPLE!

KAMI SPILNEK, 10



SURFING QUEEN Senior Lesly Barceñas surfs across the gym on student-waves after being crowned as this year's homecoming queen. Photo by Jaime Castro

DANCE OFF! Senior Kenna Getzschman and English teacher David Stevens pose after they danced during the pep rally. Dance team members chose teachers for partners and they practiced a few days leading up to the rally. "This is one of my most memorable moments in my teaching career," Stevens said. "Who would have thought I would actually dance in front of 1600 students while also wearing a tiger onesie and a tutu." Photo by Jaime Castro Ortega

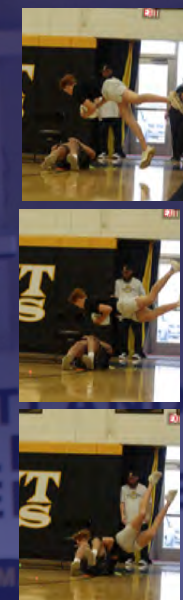


ON THE COURT Seniors Zoey Bisson and Max Smith walk across the Al Bahe gym court during their Homecoming Court coronation during Fremont's annual homecoming Fall pep rally the day before the homecoming dance. "Being on the homecoming court was super fun, and I was even able to share this moment with one of my best friends, which made it all more exciting," Bisson explains. "Homecoming this year was very fun. It's my senior year so I definitely saved the best for last." Photo by Jaime Castro



BUST A MOVE Michael Schleicher, Assistant Activities Director, busts a move during a pep rally staff dance. Photo by Jaime Castro

A SERIES OF EVENTS



THE EYE(S) OF A TIGER... ONESTE

TIGERIFIC TUG-OF-WAR

SENIORS NEARLY LOSE TO THE SOPHOMORES FOR THE FIRST TIME IN SCHOOL HISTORY



ALL OR NOTHING Senior Dakota Coon puts in all his strength and effort as anchor on the senior side in a game of tug-of-war. Coon led the senior team to a gradual victory. Photo by Jaime Castro Ortega



HOLDING IT TOGETHER Juniors Ava Rasmussen and Jenna McClain, members of student council, hold the center of the infamous tug-of-war rope. Photo by Jaime Castro Ortega



PULL! Sophomore Kaden Mehaffey pulls his team's side of the tug-of-war rope in an attempt to win the annual fall pep rally tug-of-war match. Photo by Jaime Castro Ortega

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What is something you dislike or hate about yourself, but you've realized
YOU ARE WHO YOU ARE!
"I use to dislike that I liked to read but then I just realized it's what I like to do and one of my favorite things."
-Alex Sissel, 09

LO QUE SERÁ, SERÁ

Winter blew in like a warm autumn. People blamed El Niño for the unseasonable temperatures. We didn't even have snow until Christmas Eve. At the start of the second semester, winter finally hit like a chancla hitting you upside la cabeza.

We started with missing four sporadic school days in January. Roads became undrivable, and temperatures fell into the negatives. One time it felt like -47. No one expected winter to hit this — especially with global warming.

On top of the winter blues, we felt drained, drowsy, bored out of our minds. But doubts also started to settle in and we began to question our future.

"I don't know how tomorrow is going to turn out." "¿Sera Lana de Rey presidente en el futuro?"

"Will I make it through college?" "¿Estaré en quiebra financiera?"

"Our we gonna die because there is drama in the political world?" "¿Cuando va a terminar?"

"Can I get deported during school?" "Will my job get taken by robots?"

"... and what the heck is a snow squall anyway?"

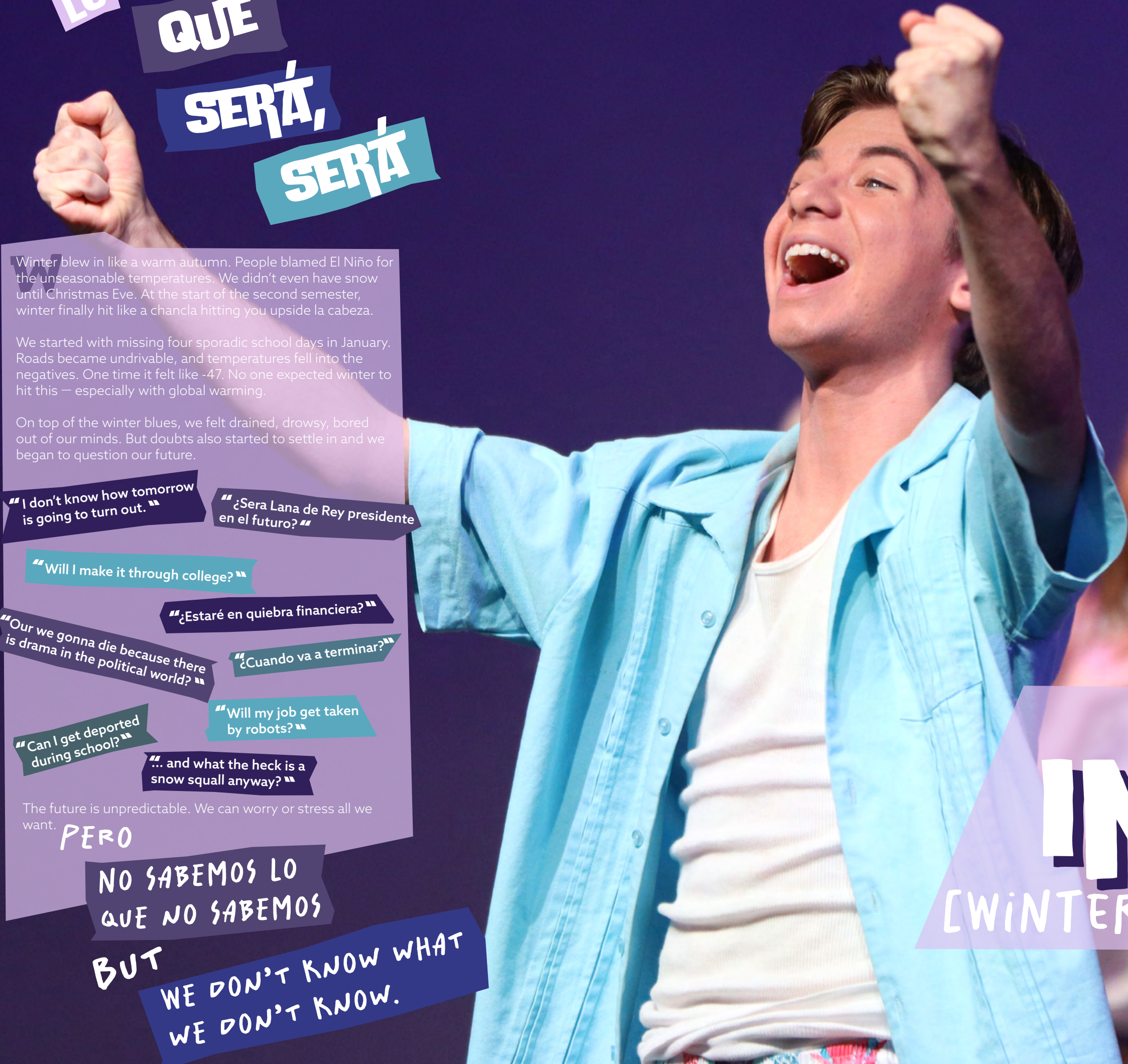
The future is unpredictable. We can worry or stress all we want.

PERO NO SABEMOS LO QUE NO SABEMOS

BUT WE DON'T KNOW WHAT WE DON'T KNOW.

PARTAY! Playing as Starcat, sophomore Jack Larsen yells that he decides to not return to school to be a psychologist. Instead, he wanted to party and live his life at the fullest by being a beach bum and surfer. "Starcat was kinda fun to play because he was very irresponsible and careless," Larsen said. "I liked playing the part of a rebellious teenager." Photo by Breanna Nelson

¡FIESTA! Jugando como Starcat, el estudiante de segundo año Jack Larsen grita que decide no regresar a la escuela para ser psicólogo. En cambio, quería divertirse y vivir su vida al máximo siendo un vagabundo playero y surfista. "Fue divertido interpretar a Starcat porque era muy irresponsable y descuidado", dijo Larsen. "Me gustó interpretar el papel de un adolescente rebelde". Foto por Breanna Nelson



NO SABES LO QUE NO SABES INVIERNO

[WINTER] YOU DON'T KNOW WHAT YOU DON'T KNOW

CURL PLEASE Although sophomore Lillian Goodrich is an ensemble cast member, she helps junior Zach Gibson with make-up before a one act dress rehearsal. "Zack said that he needed someone to help him curl his lashes so I offered," Goodrich said. "We were getting ready for a full hair and makeup run of the show Psycho Beach Party!" Photo by Breanna Nelson

CURL POR FAVOR Aunque la estudiante de segundo año Lillian Goodrich es un miembro de teatro, ayuda al junior Zach Gibson con el maquillaje antes de un ensayo de vestir de un acto. "Zack dijo que necesitaba a alguien que le ayudara a rizar sus pestañas, así que me ofrecí", dijo Goodrich. "Nos estábamos preparando el cabello y maquillaje para el programa Psycho Beach Party!" Foto de Breanna Nelson

[ESTUDIANTES DEL GRADO DIEZ]

SOPHOMORES

ALL ABOUT THAT BASS With her bass guitar, junior Silvia Woods plays during a half-time Fremont football game. To keep the beat, Woods zones everything out. "Here I'm performing for the Fremont home crowd during half time at a football game with the band," Woods said. "I was just counting in my head, not really thinking about anything." Photo by Jaime Ortega Castro

TODOSOMOS ESO MAMI Con su bajo, la estudiante del grado once Silvia Woods toca durante el entretiempo de un partido de fútbol americano de Fremont. Para mantener el ritmo, Woods excluye todo. "Aquí estoy presentando para el público local de Fremont durante el entretiempo de un partido de fútbol americano con la banda," dijo Woods. "Solo estaba contando mentalmente, sin pensar realmente en nada." Foto de Jaime Ortega Castro

[ESTUDIANTES DEL GRADO ONCE]

JUNIORS

Class A

#22 Broadcast News Story

Champion: Hudson Carrico, Papillion-La Vista

<https://www.youtube.com/watch?v=IOcW077wJkg>

#23 Broadcast Sports Story

Champions: Hudson Carrico & Isabelle Gerharter, Papillion-La Vista

<https://www.youtube.com/watch?v=8Xl6dfgHfQQ>

#24 Broadcast Feature Story

Champion: Hudson Carrico, Papillion-La Vista

<https://www.youtube.com/watch?v=9UTsFnHYOHc>

#25 Broadcast Public Service Announcement

Champion: Carley Bailey, Millard West

<https://www.youtube.com/watch?v=5hFEvfQpGYA>