

Cumulative folders now open for students' viewing.

Folders open for student inspection

A bill passed by the Nebraska state legislature now gives all Nebraska Public School students access to their personal records that have been kept by the students' teachers since the students' entry into the Omaha Public Schools.

The folder, which contains grades, national test scores, and teacher comments, must be given to the student by state law. Central counselor Mr. Jack Wiechmann said the student can look at his cumulative folder "by simply walking into his counselor's office and asking for it."

The bill, Legislature bill 370 which was introduced by State Senator Ernest Chambers of Omaha, also states that any disciplinary comments will be deleted from the folders. It is school board policy that requires counselors to also delete

any derogatory material in the files.

After graduation or a three year absence from the Omaha school system, the files are shredded or burned. The only records kept on students are the official transcripts, which list grades and test scores but no comments from teachers.

According to Mr. Wiechmann, "No one other than the student, his parents, and his teachers can see the report without the student's written permission."

Presently, in the United States Senate a bill proposed by Senator James Buckley of New York will allow students to see their files on a national basis. The bill has yet to be passed. One educator said the bill will probably cause colleges and high schools to eliminate teacher recommendations.

Programs offer credit for school graduation

Many do not realize that there are several ways to receive credit outside of school.

The two programs at Central which offer credit for out of school jobs is business education and distributive education. These programs are basically the same although they deal with different types of work.

Business education, instructed by Miss Helen Coulter, deals with office practices. "The program, Cooperative Office Education, is a joint effort between the business community and the schools to train students through half-day on-the-job training," Miss Coulter stated this program is available to seniors who have a suitable background in business subjects. A person in this program will attend business class along with required courses in the morning and work at an office job in the afternoon. This person will receive a credit for the class and a credit for the job along with the income from the job.

Distributive education is a two-year program dealing with working in retail stores. "During the first year, a student learns the fundamentals of operating the cash register and selling techniques," stated Miss Thelma Grush, distributive education teacher.

During the second year, a

student expands his knowledge on the marketing process. He receives a credit for this class and a credit and grade for the job outside of school connected with the class.

Two other ways of receiving credit which, not directly connected with high school, are through extension or correspondence courses and adult night school.

University of Nebraska offers a correspondence instruction course which is a form of independent study. This program makes a variety of high school courses available through supervised independent study. The major purpose for supervised independent study is to expand the high school curriculum and to make available such things as vocational courses, college preparatory courses and courses for the accelerated student.

Adult night school is a way to receive or make-up credits. A student between the ages of 16 and 21 can attend these classes at no cost, except for books. "The classes are run like regular high school classes, homework included," Mr. John C. Peace, principal of the Adult High School, stated. "The only difference is that night school is run from 6:30 to 9:30 p.m., Monday through Thursday, which is nearly the same amount of time as regular high school," he added.

Of Central Importance

Road Show changes act

Road Show, the annual variety show, will be held February 28 and March 1. This year's Road Show will not announce a theme prior to auditions. Last year many students did not try out for the production because they felt their act did not fit in with the theme, according to Mr. Lynn Moller, instrumental music teacher. The theme will instead be announced after the acts have been accepted. Mr. Moller stated that he hoped the change would encourage more students to audition.

Many students are unaware of the voting procedures for Road Show acts. To deter any rumors that may develop on the procedures, the method will be stated. There are 12 faculty members who serve as judges, each given one vote, while the five student managers are each given one-half vote. A manager participating in an act does not vote on that act. There are four categories of voting, yes (definitely), maybe, no (definitely not), and only if they have to use it. A seventy-five percent yes vote means the act is in, twenty-five to seventy-five percent the act is possibly in and less than twenty-five percent means it is up to the producers' discretion whether the act is accepted.

Debators win at meets

Friday, November 1, at Bryan High, Ken Allen and John Faier won second place in the novice tournament which qualified them as junior varsity debators. Saturday, Nov. 2, the team of Joan Barna and Anita Shodeen obtained three wins and one loss in the J.V. tournament held at Mercy High.

The following weekend Nov.

8 and 9, the Metro Kiwanas Invitational Tournament was held at Westside High. The best teams from 12 schools competed in the championship and varsity rounds. There was also a speech competition which was divided into three divisions: oratory, dramatic, and extemporaneous speaking. Five trophies were won by the Central debators at this tournament. Paul Hoffman and Rose Kudlacek took first place in the championship. Joan Barna and Anita Shodeen placed first in the varsity, while Ken Allen and John Faier took fourth.

In the speech competition Paul Hoffman again took first place in extemporaneous speaking. Third place in oratory went to Rose Kudlacek while, Tina Jenkins obtained fifth in dramatic speaking.

Friday Nov. 15, the debators went to Norfolk Nebraska, to compete in the Roger Maxwell Novice Invitational Tournament. Ken Allen and John Faier took first place at this event and Rose Kudlacek and Joan Barna obtained a 1-3 record.

Tests reward students

Recently, seven Central students were named as Black PSAT/NMSQT Commended Students. These seven, Anita Acevedo, Kathy Bronson, Donald Bryant, Cynthia Fitzgerald, Frank Hughes, Phillip Jefferson, and Terri McAlister, were chosen on the basis of their PSAT/NMSQT selection scores. Over 50,000 students were eligible for the award.

According to Mr. L. C. McMillan, Vice President of the Achievement Program, "Commended students do not receive a citation, but we hope that they will be encouraged to continue their education."

central high

register

Vol. 89

OMAHA, NEBRASKA, NOVEMBER 27, 1974

No. 5

Teachers claim championship skill

CRACK!

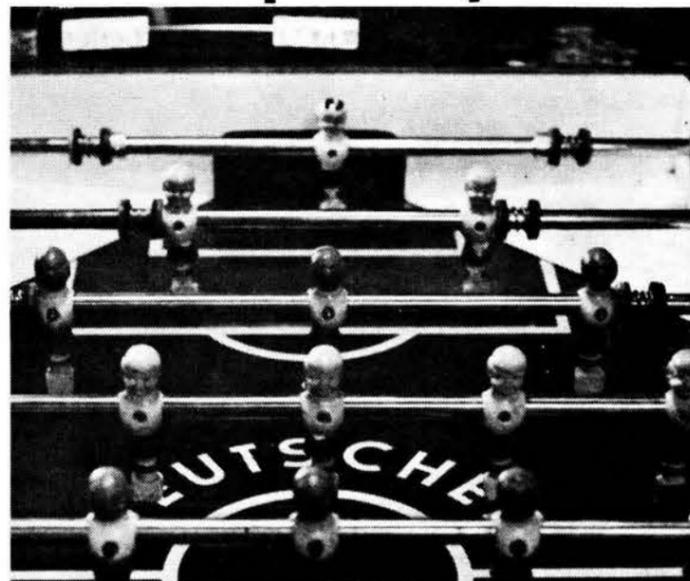
With a swift and dexterous snap of the wrist, the athlete hurls the ball deep into his opponent's territory. Despite a frenzied attempt to block it, the ball lands in the goal box, winning the game for the inspiring sportsman.

Is this a game of hockey or soccer? No, it's foosball, an indoor sport sweeping the nation.

Never heard of foosball? Then ask Central High teachers Mr. Stephen Turbot an English teacher and Mr. Robert Olander a mathematics teacher about it. Both men are avid foosers, and working as a team they are undefeated at Central.

Foosball can be compared to a miniaturized game of soccer. The game table is a shallow, box-like thing, with two goals at either end. Eight parallel rods run the width of the box and affixed to each rod are varying numbers of small rubber "men." The rods have handles (four to a side), which allow the players (from 2 to 8) to move their men across the width of the field. When the handles are rotated, the men also rotate, although they cannot be spun completely around.

The object of the game is to shoot the ball into an opponent's goal while he tries to



Players ready for kick off.

block its movement. The ball is maneuvered around with the block-like feet of the rubber men and snapped into the goal with a quick wrist movement. The game requires skill, timing, and a very strong wrist, as the ball moves in and out of a player's control with lightning speed.

Mr. Turbot, learned to "foos" three years ago, says, "It's a game that you can work up a lot of sweat playing, without getting yourself injured." Turbot, who wishes he had his own

table at home, has noticed that foosball seems peculiar to certain geographic areas of the country, with Nebraska as a big center for the game. Mr. Olander, who discovered the game in college, says that he plays almost every night, and he knows of a few Central students who foos too.

So take heed, Central foosers, and start limbering up those wrist muscles. Given a little time to organize, Central High could soon become "No. 1" in foosball, too!

Assembly needs changes

Three years ago, an editorial was written asking the question: if by changing the name of the student government would it become more effective? "The conference delegates agreed that a 'representative body' reflecting student opinion into action should be established. To prove the difference between the old and new government the name of the new government would be the Student Assembly." It seems obvious to most students that things have not drastically changed since the government was re-organized. The problem now arises as to whether we should begin again or if positive steps can be taken in making our Student Assembly more effective without changing the basic structure.

We feel that the problem is not with the structure of the Assembly but rather with the students directly involved in the Assembly and the remaining student body. A small group of students is not going to be able to represent and please the entire student body, yet with the proper backing it could be more effective. It is up to the students with legitimate complaints or problems to bring them to members of the Assembly. Action cannot be taken if members are unaware of the problems.

Equally if not more important is the lack of creativity and responsibility being taken by Assembly members. These members are supposed to be the leaders of the student body. It is up to them to undertake and fulfill the responsibility they have committed themselves to. The logs in the parking lot were supposed to be painted, but this was never completed. In previous years the Assembly has set up mini-courses for the students. The year is already one-fourth over; it is time to be taking these steps.

There are a few solutions that might help Assembly back on its feet. Perhaps it is time to re-organize the election process. Too many people are either voting for a name or for someone they don't even know. When elections come around next year, there should be auditorium homerooms so each candidate could make a short speech. Granted the speeches would have to be limited, but at least the students could have a chance to hear the candidates. Also, at the end of last year the Assembly was cut from 60 to 40 members. Already one-fourth of the year is over and the 40-member Assembly has not accomplished what a larger Assembly has in past years. If the Assembly was again increased it might be able to take more positive steps towards action as a larger segment of Central students would be represented.

The administration is usually willing to listen to the ideas of the Assembly. They do have an open mind towards the Assembly. Therefore it is the faults of the students that our Assembly is not working. It is time for Student Assembly to wake up and become more involved by turning their words into action.

perspective

soap box

Students need unity

Becky White's commentary (October 23 Register) was one commentary that really impressed me. For one thing, it called on the School Board to recognize the student; there are some things that I would now like to add to that.

The way that some students get pushed around by the administration is almost as much our fault as it is the administration's. The students of Central High, as well as the students of other high schools, are just too apathetic; we're all too uninterested. How in the world can any one person help to keep an administration responsive to the people if he doesn't voice an opinion? How will people be able to deal with and abolish an oppressive policy if they haven't got the nerve or initiative to question it? If people refuse to act on the basis of their beliefs, then their idle complaining is a waste of time.

There are many bad things that are practiced by the School Board, school administration, etc. that we have to deal with. But if we do not endeavor to change them, they will always use us and we will always be subject to their oppression. As the students of Central, we



must prove we can no longer be manipulated.

We must prove that we can deal with our problem with maturity and intelligence. What it comes down to is that we have to get involved. We must unite to solve these problems. The school board won't solve them for us; they've only shown that they can create more problems. Once we are united, we would not have to worry about any administration putting anything over on us. It is time for us all to get together and solve Central's problems. It's up to you and me, so why don't we get involved.

Hubert Brown

Schools differ in various aspects

by Beth Gendler

Traditional education in a traditional setting versus modular scheduling and a day cycle school week in a more modern setting this is one of the basic contrasts among Central, Westside, and Burke high schools. There are many differences in these three high schools including: curriculum, classroom structure, and facilities; but the set up of the school day accounts for many other contrasts.

Westside and Burke are both on modular scheduling. Their school day consists of 21 mods, each 20 minutes in length. The classes vary in length from one mod to three mods contrasting to Central's 40 minute periods with the exception of the science labs. Burke is on a six day school week. With this day cycle and modular scheduling, the students do not miss classes because of holidays. The modular scheduling allows the students more free time or the option of taking more classes.

There is a basic difference in curriculum among the high schools. Central is the only one of these three that offers an extensive honors and advanced placement program. Westside groups its classes in three areas of difficulty. A Group One class is considered

the most difficult and requires extensive work. Group Two classes however are the most common and cover the majority of academic areas. There are Group Three classes that are more general and usually do not require any work outside the classroom. There is no difference in these classes in terms of grades and credit. Burke offers only regular classes in all areas.

The classes at Burke and Westside are organized on a large group/small group basis. Students meet in a large group consisting of anywhere from 30 to 300 students to hear lectures. The small groups usually includes 12 to 18 students. In these small groups the students are allowed more interaction and involvement as well as individual attention from a teacher. In this way, the students are exposed to a two-classroom setting.

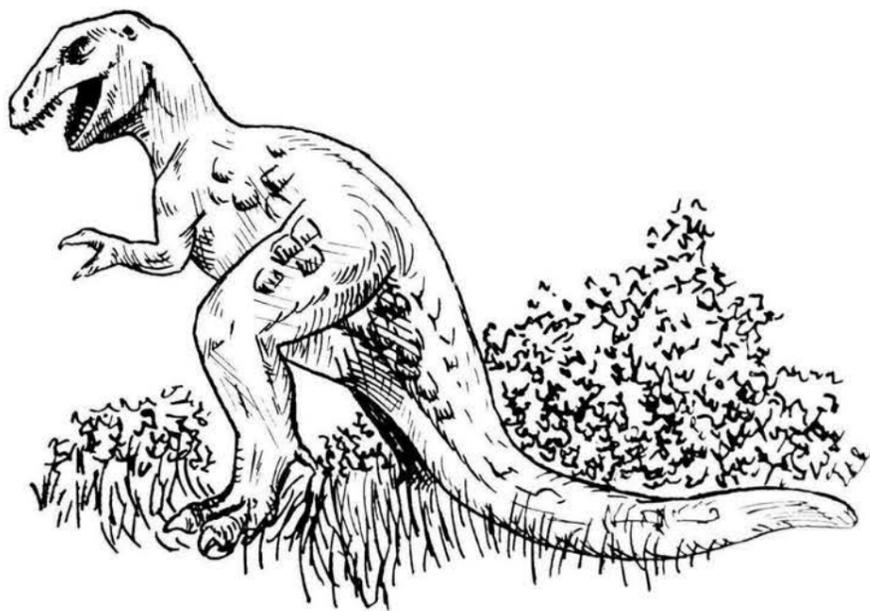
Because Burke and Westside are newer high schools, their facilities are more extensive for the students. Westside contains many resource centers available to the students. Burke's centers are not as extensive as Westside's; nevertheless, there are other good facilities at Burke. The television station and the graphic's department are both unique fa-

ilities, but like Central's radio station, they will be moved to Tech at the end of this year. Burke also has a planetarium for the students' use.

Many Central students complain of lack of freedom, but the open campus at Westside is not as liberal as it appears from the outside. Seniors are the only ones who are allowed to leave the school during the day. Nevertheless, they must have at least three mods free in order to leave; students are also allowed to come late if they have a certain period of time free. Burke students do not have open campus and have the same privileges as Central students with shortened day passes. During the day after the bell has rung to begin classes, Burke closes its halls until the next mod. This was a great contrast after seeing numerous Westside students roaming the halls any time of the day.

Although the physical structure and classroom set up is very different among Central, Westside, and Burke, students are still exposed to similar academic environment. As one student stated, "The quality of education that a student receives is not predicated on new facilities, but rather on the students' attitude towards his education."

Student employs techniques used in famous film classics



Foam rubber muscles, rubber latex skin, and a toothy smile.

A broiling sun created by a movie light shines down on a figure of painted rubber latex standing on a plain of plaster and talc. Only a few frames of Super 8 film are exposed before a hand slowly reaches across the plain and moves the figure a fraction of an inch. Then the same sound of the camera and the hand appear again; this ritual is repeated until the creature has made a single step.

This process, known as dynamation, has been used in classic movies such as "King Kong". Central student Doug Baumann is currently using this technique for a film he is making.

A steel skeleton with ball and socket joints will be covered with foam rubber "muscles". Then over the muscles, a layer of rubber latex will be used as skin. After the skin has dried, Doug will then paint the figure with a rubber adhering paint.

"You must study how the muscle system is put together and how it works in order to make a realistic working model." Doug states, "In most

animals you have to do research. However, if fantasy creatures are used then not quite as much work has to go into how the creature moves."

Doug attended a film revival about a year ago and saw the original uncut version of "King

Kong." When Doug was asked about the censored scenes of "King Kong" he said, "I saw the spider sequence, the incident of the men after they fell off the log, and Kong eating a villager which the censors, back then, thought were too violent."

CENTRAL HIGH REGISTER

The Central High Register is published semi-monthly except for vacation and examination periods by the Journalism Classes, Central High School, 124 North 20th Street, Omaha, Nebraska, 68102.

Second class postage paid at Omaha, Nebraska. Mail subscriptions \$2.00 per year.

editor-in-chief: Bruce P. Rips
 executive editor: Kenneth Milder
 editorial editor: Beth Gendler
 associate editor: Steve Wise
 sports editor: Neal Steinbart
 assistant sports editor: Brian Simmons
 feature editors: Gary Brown, Terry Hanson
 distribution manager: Leslie Barton
 business manager: Mark Greenberg
 reporters: Justin Cooper, Journalism I Students
 photographers: Peter Buffett, Kevin Anderson, Mark Simon
 graphics: Joel Davies, Mike Laier
 advisor: Mr. T. M. Gaherty
 principal: Dr. G. E. Moller

Centralites appear on television

Central High School has produced three television stars so far this year. Mr. Edward Clark, Central English instructor, Jill Wiesner, and Steve Spratlen, Central seniors, have all participated in the filming of Public Television's "Omaha Students Look at Books." Mr. Clark appeared with two students from Northwest High School, while Jill and Steve worked with Mr. Alan DiMauro of Northwest.

The students that joined Mr. Clark were Cynthia Morin and Tim Green. Both of these students have a former Central teacher, Mr. Robert Cain, for English. Mr. Clark said, "We discussed the novel *The Turn of the Screw* by Henry James." Mr. Clark added they examined the novel with a "psychological

study of supernatural evil." He added, "I always enjoy performing."

Jill and Steve, however, had different opinions of "acting" before television cameras. They discussed the play *Antigone* by Sophocles. "I didn't even notice the T.V. cameras," Jill stated. "I just discussed the play."

Steve, on the other hand, "was really psyched out." Steve noted that the show was his debut on television. "We began by introducing ourselves. It was quite an experience. I was very nervous at first, but Mr. DiMauro kind of carried me. *Antigone* is a very interesting play," Steve said.

Everything didn't go quite as well as planned, though. "We messed up the ending of the show," Steve admitted, "because we were all laughing."



Charles Peterson stares down back-seat "pilot-photographer."

Kennedy shows tree

If you are hopeful for a "White Christmas," you can get a headstart by visiting room 118. This room, which is best known as Mr. James Kennedy's counseling office, contains a Christmas tree decorated with a lone Easter Egg.

When asked about this plastic evergreen, Mr. Kennedy smiled as he replied, "It shows that Christmas is all year round." Mr. Kennedy, formerly a Sociology teacher at Bryan High School, had his "tree" follow him when he left Bryan to begin counseling here at Central.

"Early in the school year, I received a beautifully wrapped package, which I assumed was filled with flowers," Mr. Kennedy explained. "I was puzzled because I could not imagine who would be sending flowers to me. When I opened the

package, I discovered that the Bryan faculty had sent me a 'smushed-up' tree and a styrofoam holder," he said.

Mr. Kennedy had used the tree for his Sociology class at Bryan. The purpose was to decorate the tree in September and to record people's comments when they passed by the room. After a while, the tree began to grow on the class. "We liked the tree so much," continued Mr. Kennedy, "that we decorated it for Halloween, Thanksgiving, again at Christmas, and at Easter. That is why I still have the Easter Egg hanging on the tree."

Mr. Kennedy is now using the tree for hanging important bulletins. He said, "I hope that the tree will attract attention. I have to admit that it gave me a 'warm feeling inside' when I got the package from my former faculty members."

Pesky pigeons present problems

Life at Central High would not be the same without our unofficial mascot, the pigeon. One can hear them cooing melodiously outside many windows in the building at all times of the year. Although some may claim that seeing and hearing the pigeons is comforting and they help break up the hum-drum of school life, pigeons do present several problems. In addition to many jokes about aerial warfare, pigeons can present a health hazard.

Their droppings coat statues and disintegrate them. In some cities, they contaminate the food sold by sidewalk vendors. Pigeons attract fleas, bugs, ticks, mites, and rats which present their own health problems. Pigeons droppings dry and crumble and become airborne. Airborne droppings can be inhaled by humans, transmitting diseases, some of which cause respiratory and permanent damage.

Cryptococcus meningitis, an inflammation of the membrane covering the spinal chord and brain, is the most serious, and is transmitted by airborne particles.

Histoplasmosis, caught in the same way as cryptococcosis, usually is a minor respiratory ailment that resembles a cold. A study in Kansas showed that children living in buildings with a high concentration of pigeons had a histoplasmosis infection rate three times higher than in children living in areas without pigeons.

Encephalitis, known as "sleeping sickness," is a virus

usually transmitted to humans by mosquitos that infect the nervous system.

Salmonellosis, a bacterial food poisoning, found in about two percent of all pigeon droppings and a threat to outdoor markets and vendors.

Pigeon ornithosis is usually a mild virus transmitted to humans through pigeon droppings and sometimes by human carriers.

Although few people contract these diseases, the number of pigeons in cities presents a problem because they are suffering from a population explosion. A hen will lay two eggs six or seven times a year for ten to fifteen years. Baby pigeons in cities have an incredible survival rate of about 70 percent. If there are 10,000 feral pigeons in a city and each one raises ten young a year, there will be 100,000 new pigeons in the city in one year. Pigeons are able to use their abundance of unnatural food available in cities. Pigeons are able to feed off of garbage and hand outs from people.

Many cities have tried various methods to remove pigeons. Several have tried to use the pigeon's fear of owls to shoo away the birds. A New York building, once put rubber owls on its ledges to ward off pigeons, but the pigeons got used to the idea and began perching on the owls' heads. San Francisco tried using an electric owl that periodically exploded carbine shells, but the pigeons got used to them. They

Peterson flies the friendly skies

Emelia Earhart, Red Baron, Charles Lindberg, and Charles Peterson. What do all these people have in common? They all are historical airplane pilots. But who is Charles Peterson?

Charles Peterson is a junior at Central High School. Charles is a pilot just like the rest of his family. He says his "whole family likes to fly, but it was my father who first started the engine back in 1968."

In learning how to fly, Charles attended a Military academy in Indiana for 2 years, where he went to a Ground School which is like drivers education.

When asked how long he had been flying, he said, "since late 1971. But to really add it up," he added, "you take the amount of log hours which is recorded in a log book. This will really show how many hours you have been flying. My total so far is

about 150 log hours, which may not seem like much, but it really is."

He stated that he and his father own two planes, a Twin Engine Baron, and a Decaflin, which is like an acrobatic plane. He added, "You have to keep your plane in top condition which calls for maintenance and that is very expensive." He continued, "Fuel is also expensive. To fly the twin engine, it takes \$40 worth of fuel just to fill it."

Charles and his father belong to the Midwest Acrobatic Club in Council Bluffs. He said, "About 40 people belong to the club. We have special meetings and we also give acrobatic shows."

He said the furthest he has traveled was when, "My parents flew to Indiana to pick me up to go down to Palm Springs. I helped my father control the plane all the way down, but I didn't actually solo any part of the trip."

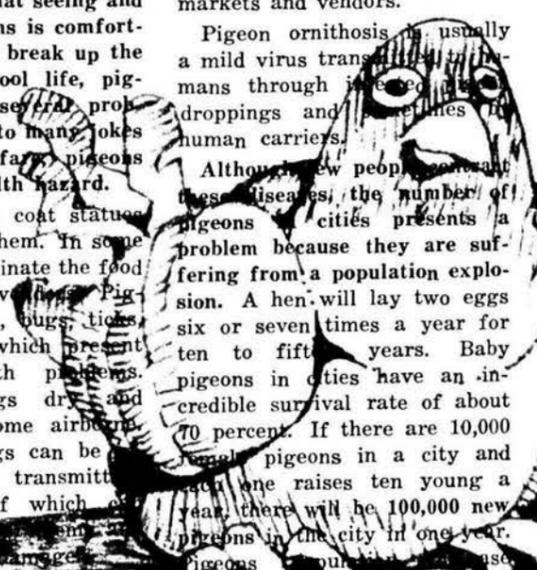
Steiner compares city, country through vocabulary list analysis

In an effort to explore the possibility of a cultural barrier existing between urban and rural students, a questionnaire is being circulated among high school students at Central and Genoa, Nebraska.

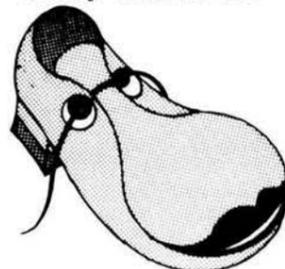
The project is being undertaken by Mr. Creighton Steiner and his Anthropology classes. This project is related to the cultural and not the physical output of the course. Senior Jeff Cox stated the project will, "Test and compare the awareness of terms in each school." Some of the terms given to the rural students are foxy, condominium, dude, and calosach.

To aid in this project, define the terms below and drop in one of the boxes. The boxes are located near the east entrance and by room 320.

- Dray.....
- Culvert.....
- Clevis.....
- Quansite.....
- Maul.....
- Go Devil.....
- Hesten Header.....
- Yolk.....
- Shropshire.....
- Charalois.....



IF THE SHOE FITS, WEAR IT.



But if you want to make sure your shoes fit, go to Corbaleys: Where we'd rather miss a sale than miss a fit.

CORBALEYS
WESTROADS - CROSSROADS

1970 1/2 Kawasaki Mach III 500. Show room condition, low mileage. Very fast. \$600.00 firm. See Mr. Watson, H.R. 215.

THE BARN DOOR ALBUMS —

\$6.98 Our Price \$4.60

\$5.98 Our Price \$3.85

- Candles - Plants
- Jewelry
- Handcrafted Leather
- Incense
- Pipes

THE BARN DOOR
4967 Dodge
Omaha, Nebr. 68132
(402)-551-3939



Sidelines

by Neal Steinbart

In its long history, Central High School has built up collections of treasures, tokens, and trash that can perhaps dwarf the Smithsonian Institute in diversity. Even more esteemed than the collection of lost books, gallery of classic restroom graffiti, and priceless cigarette butt collection, is the "Brass Menagerie", an accumulation of high school trophies.

The trophy collection is so large, housing has been a problem. Many occupy the trophy cases outside of the office. Others, after many years of enshrinement in the fourth floor tunnels, were moved last year to a more inspiring memorial, the boiler room.

With the help of Dr. Don Benning, vice-principal, I looked into the nooks and crannies of the building and found more than 250 trophies. They vary in size and shape, but most interesting is the array of subject matter covered.

Varsity sports are honored by the vast majority of the trophies. I found wood and brass sculptures displaying championships in baseball, track, wrestling, golf, math, debate, cross country, chess, football, and tennis. Only one State Basketball Championship trophy (1974) was found, so the search for Central's 1911 trophy goes on.

Less publicized trophies in this "Brass Menagerie" include a 1939 award to Colin B. Schack from the Nebraska Tuberculosis Essay Contest. Ariga Keruzis won the Grand Prize Costume Design trophy, and in 1959 Edward Foster earned the Safe-Teen in Action award. A "space-age" rocket hovers above the General Motors Excellence in Design and Craftsmanship trophy presented to Louis Amato in 1963.

One mysterious trophy displays the inscription: H.R. Basketball Tournament, 1932-33. "What could 'H.R.' possibly stand for except Home Room," explained Dr. Benning despite the interpretations of my vivid imagination. The Journalism Department houses one of the most envied awards, for Jack Slosburg won the 1968 Register sponsored Paper Airplane Contest.



Runner displays Pepsodent on district championship trophy.

My most prized find was a 1960 trophy of a runner holding a tube of Pepsodent. Dr. Benning theorizes the display to be some student prank, but I still contend that we were the district toothbrushing champs.

Metro names Bullard, Sims

For the first time in a number of years, Central placed a number of All-Metro and Honorable Mention football players.

"Since it was my first year at fullback, I didn't expect it. It was really a honor," said Gordon Sims, All-Metro first team. "I thank the line most of all, though. If it wasn't for the line, I wouldn't have made honorable mention."

Although all the players were happy, reactions were different. Some included: "Dy-no-mite!" "Dy-no-mite!" "Happy, happy." "That's right!"

Other Central football players who received All-Metro recognition are Clayton Bullard first team, and Ed Anderson, Chris Sorenson, Bill Duncan, Jim Carpenter and Rob Firth Honorable Mention.



Three returning starters look to the coming season. From left to right: John C. Johnson, Clayton Bullard, Sylvester Pierce.

Basketball returns

Basketball practice started Nov. 18 with the enthusiasm of a championship team. Three returning varsity starters were among the 35 that came to try out.

This year Nebraska high schools are getting two less weeks of practice. Mr. James Martin, varsity basketball coach, explained the importance of returning starters this year more than ever. "We're finding experience, enthusiasm, and leadership in seniors Clayton Bullard, John C. Johnson, and Sylvester Pierce," replied Mr. Martin.

The team plans to basically use the "man-to-man" defense, and experiment some with the zone. "Last year we had only one effective offense," said Mr. Martin. "This year I want to implement some new offenses that will make us a more complete team."

Season opens soon

Mr. Martin figures Central's first game to be "really tough," as the Eagles play Ryan away on Dec. 6. Ryan will have several returning starters in this year's line-up.

Solid Gymnastics team finishes well

Solid team performances marked the season finish for the Central High Gymnastics team. The gymnasts placed 3rd in their district and in doing so produced the highest point total in eight years.

The meet ended with Dale Ellefson finishing 1st on trampoline, Phil Farber finishing 5th on high bar, Barry Carlsen finishing 3rd on side horse, and Steve Jones finishing 3rd on still rings, 4th on parallel bars, and 3rd all around.

The State Meet at Lincoln High School produced the first finalist for Central in six years. Barry Carlsen went into the last day of competition in a 4-way tie for 5th place.

Mens Ski Boot, 9 D, 3 years old, excellent condition, Humanic. Cost \$70 new, first \$15 takes. Great for beginner. See Mr. Watson H.R. 215.

Your Key to Books

Paperbound, Hardbound, Best Sellers, Reference At
Kieser's Book Store
207 N. 16th 341-1518

TAKECHI'S JEWELRY & FINE GIFTS

The place to buy your Sieko watches with a guarantee that counts

Unusual gifts from the orient
TAKECHI'S
1510 Farnam

We've earned our letter by helping students save.



The Big N-Nebraska Savings & Loan

Kastinger
Rossignol
Dynamic
Kneissal
Scott
Lange



"Central's Ski Shop"

ski racquet

74th and Pacific
397-7550

The Marine Corps gives you as many educational opportunities as the Air Force, Navy or Army.

Now, what makes us different:

To find out, visit your Marine Corps Representative or call 800-423-2600.

The Marines
We're looking for a few good men