

OUR ONE-HUNDREDTH YEAR

Dr. Moller praises CHS

Margi Shugrue

As students walk the halls, they may recognize Central principal Dr. Gaylord Moller as just an authority figure. But what does the average student know about him?

Dr. Moller has been at Central since 1963; the first five years he served as assistant principal.

Dr. Moller moved a lot as a teenager, attending nine schools in communities ranging from small towns in Nebraska to big cities on the west coast. Because of this, he sympathizes, "I really try to take time to give attention and support to people who change schools because it's very difficult."

As principal, Dr. Moller tries not to be intimidating. He says he does not like that kind of authority, "yet it is necessary to make sure an educational environment can take place."

Central's Record

Dr. Moller feels Central has many qualities that make the school outstanding in the area. He believes Central is strong athletically and academically. He is proud of the devoted athletes, the National Merit Scholars, the Regent Scholars, the number of students admitted to prestigious out-of-state colleges, along with a number of others.

"I personally like to boast,

although I don't want to sound too boastful, but I won't be bashful of what we believe in. We have many strengths that a lot of schools don't have for one reason: tradition. We inherit tradition."

He said the only time he felt Central did not live up to its reputation was in the extreme activist days. From 1968 to 1972 the students were more radical. Problems coincided with the Vietnam War and national radical problems. Students wanted more authority and liberalized rules and regulations. "Some days I didn't like to go to work. Listening to the demands of students became very time-consuming." He said the quality of education suffered at this time. Many minds were not on education.

School Achievements

Among the times Dr. Moller cited as making him feel proud are the state basketball championships, last year's football championship, and Central leading the state for the number of National Merit Scholars. Others he mentioned were the selection of Central's Academic Decathlon team to represent Nebraska, math team state champions for two-thirds of the time the contest has been in existence, and state debate cham-

pions. He said he did not mean to omit any group. "Achievements made by our students are contributed by the entire student body. They bring vicarious rewards."

Dr. Moller would like to attend all extra-curricular activities but is unable to because of the time involved. He usually attends activities involving a number of students not only for supervision but also because he enjoys them. "All of them deserve support," he said.

Compliments

One of the biggest thrills is receiving a letter from parents over how they were pleased with a school related activity or how they had observed a student doing something rewarding. He said these letters were compliments to the whole faculty.

Dr. Moller never teaches classes but often visits them. "My philosophy is MBWA," he said. "Management by Walking Around. The students and faculty should be able to see the principal a lot."

Becoming the superintendent has only been a fleeting thought. Dr. Moller is satisfied with what he does. "It's a hard job which is very time-consuming. One should do it who enjoys this kind of work. I plan to stay here for a long time."



photo by Phil Berman

Seniors Sam Rizzuto and Monica Hart were crowned Homecoming King and Queen at the UNO ballroom Saturday, September 28.

Lincolnite Hillegass oversees 'Cliffs Notes' operation

urt Hubler

Last year, former Centralite Arthur Kosowsky, now a freshman at Washington University in St. Louis, was assigned to say something about the Academic Decathlon, in Los Angeles, about his home state of Nebraska. Instead, he merely displayed a small yellow paperback book with black stripes, entitled "Great Expectations," that brought the other students to their feet with cheers and applause.

The book is just one of a library of about 225 other classics in literature broken into short summaries either by chapter or act. The title these summaries share is the now world famous "Cliffs Notes."

Mr. Cliff Hillegass, founder of this collection, and Lincoln resident where his main office is located, explained how it began for him. "I became interested in 1958 when Jack Cole, a close friend of mine from Canada, had written a few stories in revised form. I lent copies of the 16 major plays of Shakespeare to college bookstore owners across the U.S. and later received personal letters from the owners saying that the students had responded well."

Mr. Hillegass said that even though the series is named after him, he has not written a single copy in the collection. "I never pretended to be a literary expert. We have carefully screened professors and teachers who want to write for us do the revising."

Our bestsellers each year are usually "Hamlet," "Macbeth," and "The Scarlet Letter." "These were the bestsellers ten years ago and are the best sellers of today and probably will be the bestsellers in the next ten years."

Though many students see "Cliffs Notes" as a blessing, some teachers believe them to be a menace.

"They distract from the work itself," said Mrs. Terri Saunders, Central English teacher.

She added that she used the notes in college for Charles

"Cliffs Notes" continue to revise their contents whenever necessary to provide a valid source of information.

Dickens' "Bleak House," but now sees them frequently being overused in the sense that students will read the notes and not the book.

"In English class, the function is to think and interpret the literature. I'm sure they were intended as an aid for students, but now they are more like a crutch and a drawback."

"I'm not naive enough to say that it has not happened," Mr. Hillegass said, "but surveys show that brighter students use them more often to get additional grade points. And I do believe that the student today is more dedicated and doing a better job."

Mr. Dan Daly, head of Central's English department, said, "If a student is having a hard time with a book, he or she should come talk to me about it because that's what I'm here for."

"I do not forbid them in class, but I hope that the items discussed invite the students to the work. A group learns from each other, and they understand the day's work better. I also try to give a critical position with an attitude towards the literature. Some of the notes are well written, but they should not stand in the way of the book. That is the problem."

For Pete Holmes, Central senior, and Eric Lee, junior, "Cliffs Notes" provide useful information in summarizing the material they read.

"I like to read fast," Eric said. "The notes compact everything together and let you read ahead and understand."

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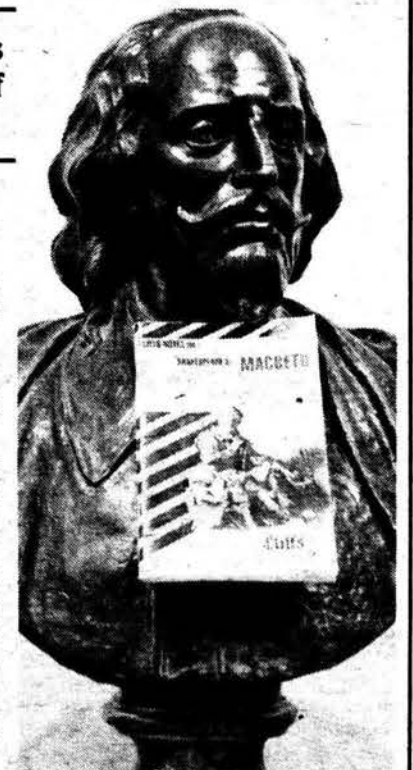


photo by Tim Combs

Students place Cliffs Notes on Shakespeare's shoulder.

Viewpoints

How important are your GPA and class rank to you? Do you feel that it is important in regard to colleges?

Wendie Kirkpatrick, senior

Yes. I don't think that someone should go totally by GPA, but I feel that it helps. If you do bad in one subject and good in another, it evens the GPA out. I also think that if you go totally by GPA, it can be misleading because one bad subject can bring your GPA down.



Shari Dreier, junior

Yes, it is really important. It gives a good representation to your college about what you can accomplish in high school.



Eric Skeen, sophomore

Yes, they are. They show colleges how good a student is. It is important to me to get a high GPA in high school.



Matt Flick, junior

Smaller colleges won't look at a GPA as much. I don't think it (GPA) should matter to a college if a student can do the work. It does look good. Many people might have a high GPA in high school, but it may go down in college.



Andrea Peterson, senior

Yes, it is really important. If you get a high GPA, you can feel confident about getting into college. This year I want to work hard and do well in my classes.



Sevrin Huff, sophomore

Yes, I think it's very important. It will help you get into college. It shows how well you work in high school and how important your school work and getting good grades are to you.



photos by Val Spellman

GPA's lose importance

What does a high GPA and getting into college have in common? Very little, and that is a problem that many students need to overcome.

A student's GPA is a number that shows what kind of grades a student receives. In a regular class a one is worth 4 points, a two 3 points, a three 2 points, etc. In Honors and AP classes a one is worth 5 points, a two 4 points, etc. When the school determines the student's GPA, they divide the sum of the points by the number of classes.

According to Dr. Stan Maliszewski, guidance director at Central, the purpose of the GPA is to determine class rank. The delusion of many students is in regard to the importance of the GPA, and the reality is that the importance of class rank rests in the minds of students and not in those of college admissions officials.

"The competition for class rank gets carried away. Students seem to blow it out of proportion. In reality, it is one of several variables that influence colleges, and it is definitely not the most important one," said Dr. Maliszewski.

"We look at the whole picture. Students have an extreme amount of pressure in regard to grades, that's not necessarily the picture in college," Jane McGrath, Creighton admissions officer, said.

Teacher recommendations, a student's essay, test scores, extracurricular activities and the difficulty of a student's classes are all taken into consideration. The class rank is merely an indication of the student's performance compared to the

"The competition for class rank gets carried away. Students seem to blow it out of proportion."

other students in the class.

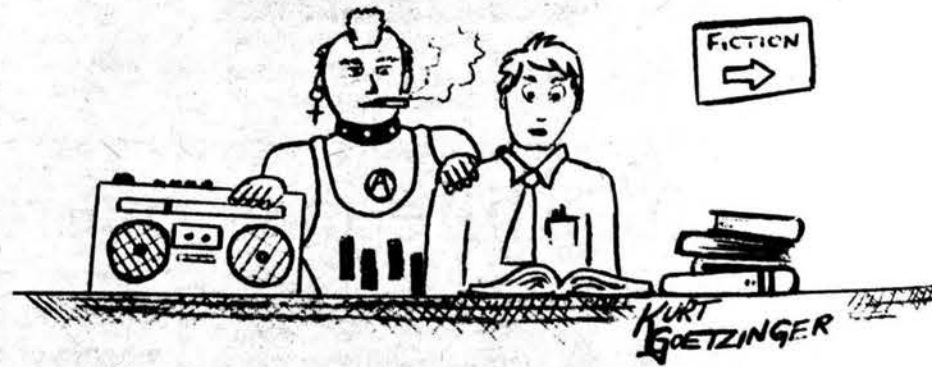
One way to simplify the GPA system and possibly eliminate the unnecessary competition would be to switch to a 4-point grading scale. All classes, including AP and honors courses, would be included.

While some students may argue that this may affect their class rank, according to Dr. Maliszewski, it would not change a student's class rank by any great amount.

A 4-point system would be easier to understand. When a student receives a 3 GPA is that in all 4-point classes, or is it taking honors classes?

A 5-point scale for honors and AP classes is a nice reward for taking a tough class, but it may not make a difference. At least at Central, 80 percent of the students in a 5-point class would take the class whether it was worth 4 or 5 points," Maliszewski said. The benefits a student receives for taking a difficult class outweigh the value of the grade received.

It is important to be concerned about grades, but it is also important not to become obsessed with grades. GPA's, as well as class ranking. When parents and students become overly concerned about GPA's and class ranking, they aren't looking at the whole picture.



ID's will quiet library

Roller skating, running around, smoking cigars, and socializing in large groups. This may sound like fun to some people, but this "fun" should not occur in a library.

Due to an increase in incidents such as these, UNO's library now requires high school students to show an identification card before they enter the library.

Those students who believe that this plan is an "infringement on their rights" should consider the rights of students who go to the library looking for a quiet place to study.

According to Ms. Merri Hartse, head of circulation at UNO, this system will create a quiet at-

mosphere for students who are serious about studying.

The new system regulating activity in the library should have very little effect on Central students. According to Mr. Dan Daly, English Department head, UNO never complained about students at Central.

The only students that the new system will affect are those students that are not mature enough to study in the library the first place.

The use of the UNO library is a privilege. This new system will have little or no effect on Central and will create a better atmosphere for studying.

REGISTER

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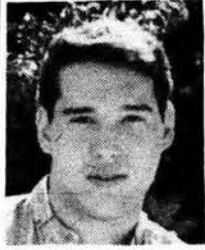
Letter

Dear Editor,

We had a new Homecoming theme, a new location, and new ideas. Now let's get some new music and a new source. Yes, Skeet was fine for the first 4 times, but I think his time is over. We need a variety of music to satisfy a variety of likes and dislikes. Whatever happened to live bands? Let's get some live music and throw out the Memorex.

Pete Holmes
 Sara Lundberg
 Mike Salerno
 John Skoog

Todd releases hate list



That's the Way It Is

by
Todd Peppers

plugging her own morning cartoon show. Mary Lou, go home and get a real job.

2) Dynasty. Fake, fake, fake. Tell me the truth, do you believe for one minute that anyone acts like that in real life? The only episode I ever watched was the final show from last year and only because "T.V. Guide" said the entire cast was going to be machine gunned by terrorists. "T.V. Guide" was right; it was the happiest moment of my life.

Why can't they bring back good shows like "The Beverly Hillbillies," "Green Acres," or "The Addams Family?"

Country Western Singer

3) Madonna. This is a very touchy subject, one wrong word and I might start a riot with the sophomore girls. All I'm going to say is she really should be a country western singer instead of a rock star, she has the voice for it.

4) Michael J. Fox (the star of "Back to the Future"). I know some people will say I'm jealous, but I don't know how a kid, who is shorter than my grandmother, can be a sex symbol.

Scuffmores

5) People come up to me in the hall asking if I really want to be a sophomore again. Give me a break, do you really think I would want to be the lowest form of life at Central? I'd rather cut off my left leg than become a "scuffmore" one more time; you guys just don't know propaganda when you read it.

Thank you for giving me this time to air a few of my thoughts on areas that get my blood boiling. I hope none of you were angered by my opinions, but I quite honestly feel Madonna and Willie Nelson would make a great team.

Postscript: If any of my readers wish to remark on my hate list, please feel free to leave a letter in my mailbox (Room 315). I may print some of the responses in a later column.

I have had enough. I am normally a quiet, mild-mannered reporter (I sound like Clark Kent), but after this week there are certain things I need to get off my chest. That's what's nice about having your own column: providing I wash the editor-in-chief's car once a week, I can talk about anything I want in my column—the only forbidden subjects are the Chicago Cubs, Mr. Spock, Bambi, and Cyndi Lauper.

What you have before your very eyes is Todd's "I can't stand that" list, compiled after years of hard work and research. You disagree with any of the selections, please don't tell me, I might put you on the list next time.

1) Mary Lou Retton. That's right, the darling of the 1984 Olympic Games. Hey, first I was like everyone else—I loved it when cute little Mary Lou won us the gold. And I thought it was sweet when she was invited to the White House. And I thought it was great when Joan Rivers hugged and kissed Mary Lou on the "Tonight Show."

America's sweetheart

However it was not cute when I pulled out my box of Wheaties last Monday morning and was face to face with Mary Lou. I mean in the morning, I don't want to eat breakfast with America's sweetheart. And now, I can't watch T.V. without seeing darling little Mary selling McDonald's hamburgers, batteries, breakfast cereal, or

Death teaches about life



Afterthought

by
Vina Kay

him. I never knew how to respond to that. The most important person to Harry was his wife, Rose. He was 92 and she was 93. They shared a room together at Montclair. I always wondered how they could spend so much time together and never grow tired of each other. But I have never seen two people so much in love. They belonged together.

"... I'll always love you,"
Rose whispered ...

Death. I used to think about it a lot. Is it a good feeling? Warm, relieving, and gentle? Or is it cold and lonely?

I sat and stared out the window at the soft summer rain. The buzzing and humming of machines, the sounds of the coronary care unit faded away. I held Harry's hand tightly.

I remember when I met Harry. It was my first day as a nurse's assistant at Montclair Nursing Center. He made me smile and laugh despite the pressure I felt to do everything right.

"Do you want to see my teeth?" he'd ask. Without waiting for an answer, he'd take them out of his mouth. "My son made them for me. Where'd you get yours?"

Sometimes when I walked him to bed at night, he'd sneak a kiss on my cheek. His scratchy whiskers tickled my face.

He was a funny man, but I don't think he was always happy. He had only been at Montclair one month when I met him. He loved his freedom, but I couldn't always let him have it. I had to restrain him to his chair or bed to prevent him from standing up and falling. I knew what was good for him, but he didn't care. We argued endlessly everyday, but he always finished it by saying I was the only one who listened to

"No matter what happens, I'll always love you," Rose whispered from her wheelchair the day Harry went to the hospital.

Every day I went to visit Harry and hold his hand and talk to him. I don't know if he heard me, but it really doesn't matter. Sometimes he squeezed my hand tightly and tried to talk, but the words never came out. He moved his lips slowly and I knew he was asking, "How's Rose?" I would assure him that Rose was fine and that she missed him.

The last time I saw him I knew I had to say good-bye. He wasn't awake, but I knew he would understand. I promised him that I would take care of Rose. I told him that I loved him. And I cried.

Harry has been gone for a few months now and I don't cry anymore. No one else has ever taught me so much about life. He always told me that life has its good parts and its bad parts, but there is always a reason for the bad.

I don't think about death so much anymore because I know there are more important things to wonder about. Like life.

Where ever you are Harry, thanks.

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Lincoln man finds 'Notes'

• Continued from Page 1

Eric has been reading "Cliffs Notes" since his sophomore year. He appreciates the quick facts and the information about symbolism the most.

Pete Holmes started using "Cliffs Notes" in his freshman year. He stressed that he uses the notes merely as a way to review material.

"Cliffs Notes' are very good in reviewing for tests," Pete said. "I will read the book or separate chapters, and then read the information from the notes to help prepare for tests."

Pete also credited the notes as a builder in confidence of understanding but said a student can't totally rely on them.

"It should be a student's decision on whether or not they use the notes, but if you just read the notes, and not the book, you won't do too well on final tests," Pete said.

Both Eric and Pete claimed they would continue to use "Cliffs Notes," but seniors John Fogarty and Bob Thorson said they have never read the notes and probably never will.

"It's extra material to read," John said. "If you read the book, you are bound to understand what the meaning is."

Bob said he didn't know why he never used them and does not know if he will ever use them in the future. "I guess it's easier to just go over the original material," he said.

Competition is welcomed.

Like any other type of business, "Cliffs Notes" have had their share of competition with the release of "Monarch Notes" in 1962, and the new chain of notes released by Barron's publishing company last year.

But Mr. Hillegass said that he welcomed the challenge. "Things like this are fun. When they came out, they were of the same quality and a bit superior in some ways. It made us work harder to revise our copies and make them better and better."

Mr. Hillegass mentioned that library experts have read specific books, followed by the various types of notes. They stated that "Cliffs Notes" are in a class by themselves. "Monarch Notes" have not been revised since they were distributed over 20 years ago, while "Cliffs Notes" continue to revise their contents whenever necessary to provide a valid source of information Mr. Hillegass said.

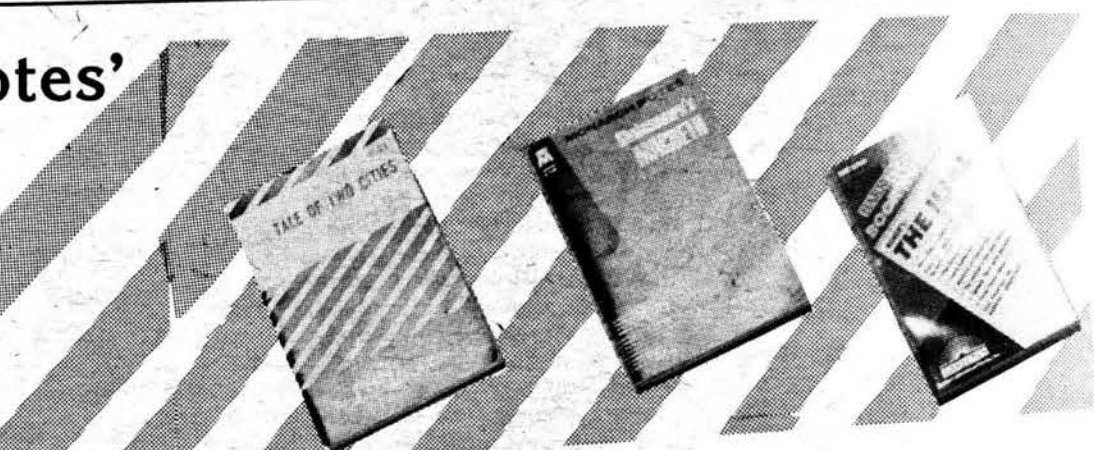


photo by Tim Combs

Summarizations of literature by Cliff's Notes, Monarch Notes, and Barrons Book Notes.

Teacher tells of N.Y.C. school system

Margi Shugrue

"Students at Central High are lucky," said Dr. Edward Rauchut, a new Central junior English teacher. After teaching for eight years in the Manhattan sector of New York City, Dr. Rauchut won't miss hometown so much after being introduced to the comforts of the Omaha Public Schools.

In spite of the fact that New York City is in need of 14,000 teachers, Dr. Rauchut left because he didn't want to raise his first child, due in December, in an unsafe atmosphere.

He had visited Omaha before to see inlaws and was even given a house as a wedding present here in Omaha. Thus, being familiar with the area, he and his wife chose Omaha as their new residence.

"The school system in New York is so big, no one cares if you move or not." He said half of all newly hired teachers quit before the first two weeks of school, and most of the rest will leave by the end of the year.

He explained that in New York, he had to spend more time disciplining the students than

teaching them. "Students are always threatening the lives of teachers."

He made a comparison of the school he taught at to a recent movie about a New York high school with a number of problems. "If teaching in New York was like the movie 'Teachers,' it would be a vacation."

The school where he taught does not have the type of college preparatory program that Central has. In fact, 50 percent of all students drop out by high school and about half of those in high school are in special education.

No extra curricular activities are offered except, perhaps, a school newspaper, because there is no room for facilities. Teachers and students aren't interested in extra school involvement, Dr. Rauchut stated.

Dr. Rauchut attended Catholic schools all his life. He said parochial schools in New York were better as a whole than the public schools, but he chose not to work in one because they paid considerably less money.

A number of factors about Central have pleased Dr.

Rauchut. "Teachers like their work here and are happy to be teachers. In New York, most teachers are unhappy with their jobs. Students here are bright and enthusiastic. They're very well-mannered."

Dr. Rauchut has no disappointments with his decision to move to Omaha. Of course a few things will be missed. He had been working on two books with a friend, and he's worried that he may not have a chance to finish them. He'll also miss his family and the "great restaurants".

He likes Omaha because the pace is slower and the city is not crowded. He feels the people are much friendlier than in New York.

He intends to stay in Omaha for at least a few years but plans never to move back to Manhattan. If he were to move back to the East, he'd choose Connecticut or somewhere in New England.

Dr. Rauchut is proud to be a new member of the Central High staff. He is eager to work with outgoing and cooperative students.

"I feel like I'm teaching for the first time," Mr. Rauchut said.



photo by Phil Berman

Her name? Tipton . . .

Gretta Tipton,
private investigator.

Margi Shugrue

Instead of working for a fast-food restaurant last summer, Gretta Tipton, senior, had a job with a little more adventure, excitement, and even danger: she worked for a private investigator.

While staying with her father, a Long Island, New York, resident, Gretta was introduced to Rose O'Keefe, who was running a private investigative service by herself and was in need of a new partner. Intrigued by the opportunity, Gretta begged Rose to hire her. Rose agreed because people had begun to notice her following them. She thought a teenager would look inconspicuous.

For the first few cases, Gretta

Central student became spy

"I was scared all the time. I finally, felt like someone was watching me."

sat in the car and took notes while Rose investigated. "Rose wanted me to pay my dues," Gretta said.

Eventually, Gretta eavesdropped under open windows, took pictures, and even watched people through binoculars. In one case, a wife allowed Rose and Gretta to bug her husband's boat.

"I needed a way to meet people somehow so I'd go to the person's door and say that my pregnant dog was in their backyard and asked if I could look for it.

In this way I could feel a person's personality and get a chance to see who was in the house."

Gretta often followed people from a distance by herself. "I was scared all the time. I finally felt like someone was watching me."

Gretta wrote reports, but Rose never let her appear in court to testify against the client's spouse. Often the accused spouse would harshly condemn the agency for interfering in the family's business.

"Once we served a husband

with the divorce papers which never responded to so we had to go back. He was on his back asleep but then turned on the light and pointed a gun at us," she says, "Leave."

At the end of the summer Gretta didn't want to leave her job. "Rose was just starting to spy on the director of a popular movie. I got involved for a few days but had to move back to Omaha."

The seven day a week, eight dollar an hour job was never boring, Gretta said. She is considering pursuing law enforcement investigative reporting in the future. Gretta said there was a good chance that she would move back to New York next summer.

Retired teachers recall former experiences

Todd Peppers

High school is only a small part of most people's lives. It is during the three years of high school that many hone their skills for college and the world beyond. After they depart from high school, most people only return to their alma mater for class reunions or to visit their own children now attending high school.

78 years of service

However, three individuals, retired Central teachers Dorothy Cathers, Roy Busch, and Edward Clark Jr., gave more than three years of their lives to high school. The three taught at Central High School for a combined total of 78 years, and both Miss Cathers and Mr. Clark attended Central as students.

Miss Cathers, retired history teacher, taught for 40 years, 30 of which were at Central High School. She graduated from Central in 1931 and started teaching at her alma mater in 1944 after receiving her masters degree in history at UNL.

The Central Miss Cathers attended in 1931 was different from the school now. Her gym class would walk across the street to the former Knights of Columbus building and use the swimming pool during gym class, and if students had the last period of the day free, they could go down to the various Omaha theaters and take part in the plays as chorus members.

Miss Cathers retired in 1975 after deciding "that forty was a good round number."

Mr. Busch came to Central after World War II and taught both chemistry and physics.

"I enjoyed physics the most," Mr. Busch said, "and when I became science department head, I switched myself permanently from chemistry to physics."

Mr. Busch remained at Central until 1964 and then served at Joslyn Castle until 1967.

Mr. Clark came to Central in 1946 but was quite familiar with the school since he had graduated from Central High School in 1932. In high school Mr. Clark served as editor-in-chief of the Central Register and was a member of both A Cappella Choir and Junior Honor Society.

Mr. Clark came to Central as an English teacher but soon found himself teaching both French and German.

"I was an interpreter during the war since I was fluent in both French and German, and at one time I taught three German classes and two English classes at Central." English was his first love, and Mr. Clark became head of the English department in 1968.

Interaction with students

To all three teachers the job of instructing students was not looked upon as drudgery, and

this fact is reflected in their comments on what they miss about teaching.

Miss Cathers said, "I miss the enthusiasm of the students and their desire to learn." Mr. Busch also agrees the students were the part of teaching he missed most, and Mr. Clark added, "My real joy was in communicating with the student and the joy of informing."

32,000 cards filed

When asked what they disliked about teaching, both Miss Cathers and Mr. Busch agreed it was the paperwork.

"I hated all the paperwork you had to send to the office," Mr. Busch said. "One time I figured out that the first week of school students filled out 32,000 cards."

Discipline was an area that Mr. Clark disliked about teaching. "I disliked punishing anyone for an infraction."

"One event that sticks out in my mind is a student I had in the first years I taught at Central. The boy, who could be labeled as a jock, grew angry and threw a book at me. That boy later went on to be a teacher; a principal, and eventually a superintendent."

Students never change

Miss Cathers believes that students really have not changed in the thirty years she taught at Central.

"There are always the ones who want to work hard," Miss Cathers said, "but it's harder for students to work now because of diversions like television and MTV." The only time I thought students were changing was in the late sixties. I would ride the bus home, and I would be bothered by the fact that none of the students seemed to take books home. You see students carrying their books home again, which is good."

Retirement

All three teachers spent most of their lives at Central high school, but their lives did not end at retirement.

"I try to go to Europe at least once a year," Mr. Clark said. "Since retiring I have been to the South Pacific, Hong Kong, and twice to China." Mr. Clark also enjoys writing and has composed 12 plays during his retirement.

Miss Cathers does volunteer work at the Western Heritage Museum and helped raise money last year for the vintage soda fountain now installed in the museum. In 1978, she went to Washington D.C. as an instructor in the "Presidential Classroom" program and also works at the Omaha Education Association Retirement Store.

Mr. Clark, Miss Cathers, and Mr. Busch prove that there is life for teachers after the final school bell rings.



photo by Tim Combs

Miss Dorothy Cathers, retired history teacher, misses "the enthusiasm of the students and their desire to learn."

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UNO Library's new policy requires passes

Vina Kay

On a brisk day you walk a few blocks to the UNO library. You've just been assigned a research paper for your English class and you want to get an early start. Hurrying to meet a friend, you head for the door. Stop. A man behind a bright blue sign informs you that you cannot enter the library without an identification card.

After August 26, some Central students may have encountered the above situation. The university library has started a new system of identification in which high school students must have a pass to be admitted into the library. The passes are issued by all Omaha area high schools to students who need access to the library. Students must sign a contract stating that they will maintain a "quieter study atmosphere" and that they understand

the consequences of improper conduct.

"We needed an effective system of identification," said Ms. Merri Harste, head of circulation at the university library. In past years the library has had problems with high school students roaming around and talking in the library. "We even had complaints of cigar smoking, skateboard riding, and roller skating (in the library)."

The new system will allow library officials to request the identification of disruptive students. After a second warning about his conduct, the student will be asked to surrender his card. The high school principal will then be notified.

"I have no complaints about the system at all," said Mr. Dan Daly, Central English department head. "It is our privilege to



be able to use the library. They (UNO) are providing a great service to the city."

The requirement of the identification is not infringing on the rights of the students in any way according to Ms. Harste. While it is true that UNO is a state funded school, the system is "not in

violation of any law."

"In every system there must be order," said Mr. Jack Blanke, social studies department head.

The main advantage according to Ms. Harste is that "students who are serious about using the library will go to the trouble of obtaining a card. We've eliminated much of the

behavior problem right th

Although Central has received no complaints about it's system in the past, according to Mr. Blanke, the system will do "more good than harm. Some students will receive the quiet atmosphere they deserve."

Central hopes for successful decathlon team

Mike Mehann

"There is no reason why Central can't be in the top ten in the nationals," said Mrs. Marlene Bernstein about the 1985-86 Academic Decathlon.

The Decathlon is a competition among teams consisting of nine students, who are interested in challenging and expanding their knowledge.

The students are selected on the basis of their grade point average (GPA). Three students from each of the following GPA levels are chosen, 3.75-4.00,

"There is no reason why Central can't be in top ten in the nationals."

3.00-3.74, and 2.99 and below. The team is made up of six members and three alternates.

All the students are under the guidance and direction of Mrs. Bernstein, who has been their coach and organizer for the past three years. The students are tested in three areas ranging from economics to speech. Mrs. Bernstein stated that try outs for this year's team are open to any students interested, though most

students trying out this year have already been invited to do so.

A student must have the free time to participate and practice since preparation for the

Decathlon takes five hours a day for four months. "I would consider cutting people with outside jobs from the team," stated Mrs. Bernstein.

The students prepare in the mornings before school and Sunday at team member's homes for the local and national

Decathlon competitions.

The state champion local competition is then held to compete in the national Orange County, California Open, Oct. 22, 1986.

Mrs. Bernstein's expectations for the team this year is to be "in the top ten in the local for Central." She said that "Burke and South are gunning for Central at a local competition, which is at South High School Feb. 26."

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In Brief

Central has tied two schools for the most Merit Scholarship Semifinalists in the state. Central's 1985-86 finalists include Brent Adair, Anita Barnes, Bill Carmichael, Heather Carpenter, Eric Gledston, Tom Maycock, Greg Pioreschi, Chris Swanson, and Denise Wenke.

Monica Hart was named runner-up in the Greater Omaha Youth Leadership Award competition. Contestants were chosen on the basis of academics, extracurricular activities, and community involvement.

Central National Society is continuing the mentoring program this year. Students in need of academic help. For more information, contact Mrs. Faye Johnson, Guidance counselor.

Bill Carmichael, senior, was one of the six awards for the National Council of Teachers' English.

Mr. David Martin, English teacher, has been elected president of the Nebraska Council of Teachers' English.

Athletic expenses heavy at Central High



Extra Point

Travis Feezell

program. These funds come from revenue, ticket sales at basketball and football games, and from the sales of student activity cards. Excluding coaches' salaries which are paid for by the OPS Board of Education, Central must pay for everything from this allotment of money.

Last year's \$42,000 went towards buying necessary items such as uniforms and equipment. However, hidden costs do exist. Costs such as transportation, officials, security guards, and salaries for ticket sellers are just some of the less obvious expenses.

"Last year we spent \$42,000 on athletics"

"The baseball and football teams are prime examples," explains Mr. Jones. "Last year we spent \$3200 on baseball. Over half of that went towards new uniforms and equipment. The other half included umpire fees and transportation. The same goes for the football team. Before the kickoff of the Prep-

Central football game, we will have spent almost \$1000."

Larger Sports

This in turn brings about another question. Why is so much money spent on larger sports such as football and basketball? The answer is a simple one. The larger sports are revenue makers and partly support themselves. Also, the equipment costs are much more than those of lesser sports.

"We seem to need the money more," explains head football coach Mr. William Reed. "Although all sports are important and should be treated fairly, we are the money makers and our costs are much more expensive." And how do minor sport coaches react to this?

Head tennis coach Mr. John Waterman says, "There are no hard feelings at all. We (the coaches of minor sports) realize that they bring in money for everybody. Naturally, they should receive more."

Budget

With all the money involved in athletics at Central, one would think a specific budget would be in order, a budget which would allot a set sum of money to each

sport. This, however, is not the case.

"At Central there is no budget," explains head basketball coach Mr. Jim Martin. "Basically, we (the coaches) make our needs known to Mr. Jones. If he thinks our needs are in line, he will buy what we want. In the case of basketball we usually are allowed to buy one major thing a year like warmups, gym bags, or suits."

"It's a trust system," says Mr. Jones. "They (the coaches) will never ask for anything outlandish, and in turn I will never deny them anything which is necessary. So far no coach of a Central High team has ever broken our agreement."

Player Costs

Besides the costs the school pays, the players must also pay for many things. A locker fee, a student activity card, and insurance are among the expenses which participants have. But a major expense is the equipment players provide. A football player must supply shoes and extra padding he might want. A tennis player must pay for a racket which costs anywhere from \$30 to \$200. A baseball player

must pay for special shoes and a glove.

Yet this doesn't seem to bother the players. As senior baseball player Tony Mancuso states, "It's not so bad. I'd rather have my own equipment than something I don't like which the school supplies."

"It's a trust system"

Athletic costs, as everything else, are on the rise. "In the next few years, expenses for even the minor sports will go up," says Mr. Jones. "Last year football helmets rose 30 dollars. What will happen with everything else."

The athletic program at Central is an expensive one, yet internally funded. "Yes it's expensive," explains Mr. Jones. "But it is quite important to the school just as all the other extracurricular activities are. These activities will be some of the best memories for people when they get out of high school."

this decade called the times, money is a driving force. It takes money to do things these days, whether it be to see an enjoyable movie or to enjoy an elegant dinner. Dining is free in these inflation-ridden days. Such is the case with the athletic program at Central High School.

Although many spectators feel that athletics at Central cost little or nothing, evidence of this year's spending list proves otherwise. "Last year we (Central) spent roughly \$42,000 on athletics," says Mr. Richard Jones, Central athletic director. "And this money comes directly from Central, not OPS."

Expenses

Indeed, Central, as do other schools, funds its own athletic

Tennis: State Title?

atcher Davis

The 1985 Central varsity tennis team may rank higher than other Central teams in state competition, said Mr. John Waterman, boys' tennis coach. "I think we'll be in the top three teams," predicted Coach Waterman.

The possibilities of the 1985 team to succeed in competition rest on the team's raw talent. The team possesses the top ranked singles player, sophomore Joe Salerno, and the ranked doubles players,

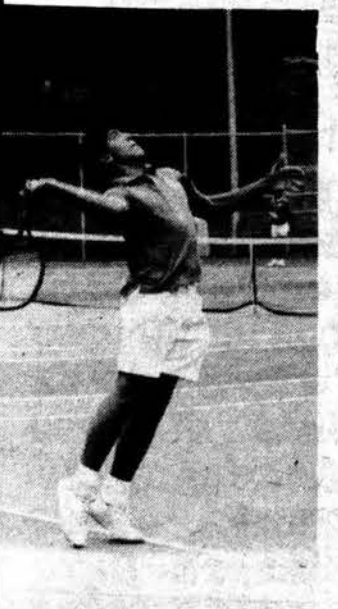


photo by Lisa Jensen Mark Ebadi practices serves.

seniors Travis Feezell and Mike Beasley.

"This team possesses more talent than any of my other teams during my role as coach," commented Coach Waterman.

The team members include Joe Salerno, Jason Hiatt, Steve Likes, Mark Ebadi, Jason Gaughan, Gene Huey, Jeff Palzer, Mike Beasley, Travis Feezell, and Gene Huey.

Problems

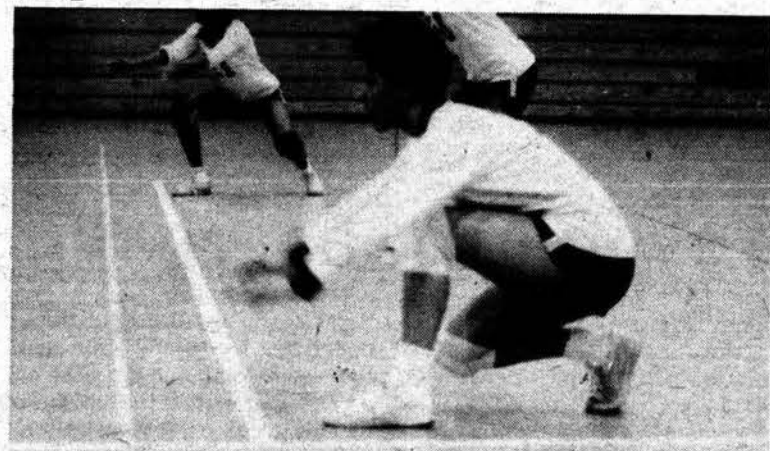
Coach Waterman sees the main threat as Burke High School. In this season's Papillion High Invitational both Joe Salerno and the doubles team of Travis Feezell and Mike Beasley lost to Burke players.

Top seeded Joe Salerno has two upset losses this season, due to a slow start this year. "After these losses Joe will realize he is going to have to try harder if he is to regain his state title," said Coach Waterman.

Junkyard Dogs

Coach Waterman doesn't see his team as the "usual" tennis team. "We have a 6'4" basketball player and a baseball starter playing top ranked doubles. Our number one seed, Joe Salerno, lives at the Dewey Park Tennis courts and, we have a brother doubles team who both have the name Gene Huey," commented Coach Waterman. "I guess you could call us a successful team of junkyard dogs."

Spikers look ahead



Tonya Hoffman readies herself

photo by Val Spellman

Dan Rock

Nebraska is starting to adopt some California culture. The Beach Boys and waves may take a while to arrive, but thanks to Mrs. Sue Gambaiana, Central volleyball Coach, volleyball is becoming as competitive here as it is in the Golden State.

Sue Gambaiana took over the position of head coach this fall after four years as assistant volleyball coach. Her program consists of hard work and fun. She hopes to bring Central and the rest of the Metro into the light of competitive volleyball.

Coach Gambaiana said that the Eagles and the rest of the metro are at a disadvantage. "Schools like Millard, Ralston, and some parochial schools have had competitive leagues set up for their girls since they

were in the fifth and sixth grades." To overcome this, Central set up the only sophomore team in the metro three years ago.

Coach Gambaiana plans to do additional things to improve competitive volleyball. She set up a summer volleyball team for high school girls last year. They played in the United States Volleyball Association against women who have played college volleyball.

As for this season, she is pulling the team together. In the first five games, Andrea Stonehouse, junior, and Shelly Bang, senior, agreed the team played as individuals. "They're winners if they think they are, they just have to play as a team," said Mrs. Gambaiana.

Sidelines

Girls' golf team placed eighth in the Metro tournament on Thursday, September 26. The 2-3 lady golfers are having a successful year. "We should make the state tournament," said team member Val Spellman, junior.

Cross country team continued its successful ways with a fourth place finish in the Bellevue West Invitational and a third place finish at the Lewis Central Invite. Senior Eric White added a second and third place finish to his dual wins, and Jim Martin added a twelfth and ninth place respectively.

Boys' tennis team raised its unblemished dual record to 5-0 with a 6-3 victory over Abraham Lincoln. The number one doubles team of Travis Feezell and Mike Beasley remained undefeated as did the number two doubles team of Gene Huey, senior, and Gene Huey, junior.

Varsity volleyball team added another strike in the loss column with a 3-15, 1-15 loss to Marian. Shelly Bang and Kirstin Leach led the 0-4 Lady Eagles with one kill spike each.

Varsity Football team dropped a 49-8 decision to the top-ranked Creighton Prep Junior Jays. Leodis Flowers rushed for 102 yards for the 3-1 Eagles. The JV team lowered its record to 1-2 with a 19-6 loss to Prep. The Sophomore team raised its record to 2-1 with a 26-0 win over Northwest.

Coach Reed: man and myth



Coach Reed sits at desk where by day he spends his time as math teacher. photo by Mary Turco

Thatcher Davis

Mr. William Reed, Central varsity football coach and math teacher, is respected by Central students and faculty alike. Mr. Richard Jones, assistant principal, said, "Coach Reed is a great benefit to Central."

Coach Reed came to Central seven years ago after being assistant varsity football coach at Benson High School. Now Mr. Reed feels that he "couldn't be doing a better job of coaching anywhere else."

Coach Reed attributes his successes to the freedom a coach has at Central and the "open lines of communication between coaches and players." However, Coach Reed feels that some of Central's faculty are unaware of the time devoted to extra-curricular activities by students and teachers.

"The coach-player relationship should be one of communication," says Coach Reed. "Players should know there is a place they can go with problems, ideas, and questions."

Coach-Player relationships

Coach Reed's players find him to be both benevolent and stern at the right moments. "If a player is having problems, Coach Reed will discuss the problem with the player until he understands where his mistake is occurring," said senior Pat Boyle.

Coach Reed also acts as a friend to some of the players, but football comes first. "Away from the field he is like a friend; on the field it's business," says senior Kevin Ballew. Pat feels that their respect for Mr. Reed as a friend and coach drives the players to impress him.

"I don't want to say I'm superstitious, but I just don't want to take any chances," says Mr. Reed.

Superstitious

Growing up in Louisiana, Coach Reed found it very hard not to be a little superstitious. "It's hard to find anyone from Louisiana who's not superstitious."

Even his players find him somewhat superstitious. Kevin noticed if someone or something didn't quite fit on the team, Coach Reed would try to change it. "He doesn't want any bad luck around," said Kevin.

Mr. Reed said that last year before the Prep game he had to take a two mile detour to avoid a black cat that had crossed in front of his house.

Birds of prey clash as rivals

Dan Rock

Pluck the bluejays! Neuter the bulldogs! Send the huskies back to the Yukon! These are some cheers that Central students have made up about rivals.

"Central has three rivals: Prep, Burke, and Northwest," said Preston Hogan, senior. Not all students can rattle off as many rivals but most students know the meaning of the word "rival."

"I can't remember when Prep wasn't our rival," said Mrs. Pegi Stommes, former Central student and present drama teacher. Prep has been a traditional rival of Central's for as long as most can remember but in the last 5 years the competition between the two schools has grown enormously. "Central and Prep are the best schools and when you have the best they are going to go after each other," commented Phil LaVoie, senior.

Mr. Richard Jones, Central athletic director, made the decision to play Prep in football this year. "I like to play rivals," said Mr. Jones. "It brings in a lot of

money from the gate fee and it's a lot of fun."

Not only does Mr. Jones enjoy playing rivals, but so does the student body. Lance Windorsky, junior, said, "Prep always brings out the electricity." Jessie Owens, senior, said, "Prep and Burke are going to be tough this year, but by the time we get to State I think we will be ready for them."

Prep is not Central's only rival. When it comes to girls' basketball perhaps an even greater rivalry comes to hand. The Central-Marian game proves to be an annual heart-stopper.

In 1984, Central defeated Marian in the state championship in the last second. In 1985 the Lady Eagles lost to Marian in the Holiday Tournament but regained their number one ranking when they beat Marian in the regular season. However, Central did not make it to the state championship game.

Aimee Haley, former Marian student and present Central sophomore, said, "The excitement just wasn't there

without Central."

Central football and track coach Mr. Joe McMenamin said that when going into the week of a rival game that the coaches usually prepare the team better. "When you play a team year after year the coaches know insights and weaknesses of the other that will help the team out." Coach McMenamin said he likes to play rivals and thinks it is important to have one in your schedule every year.

Playing rivals brings out strange occurrences. Coach Joe McMenamin recalled a big game a few years ago when Central arrived at the field; only the home school had headsets that let the sidelines talk to the press box. One of the former coaches of Central went over to the home schools' side and cut the wires to make the teams equal.

The athletic director from the other school, not knowing that the wires were cut, loaned Central walkie talkies. Throughout the game Central had communication with the press box and the home school did not.

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