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 Vietnam: "It was
 twenty years ago
 today..."
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Tess Fogarty

Rehearsing for murder are Eschelle Brooks, Wess Loon, Lori Pendleton, Scott Focht, and Chip King. The production will be performed April 29 through May 1 at the Central High School auditorium.

Spring play 'totally different' for Central Small cast stages murder mystery

Justin Kerr

The student matinee for the Central High School's annual spring play aired yesterday, beginning a series of shows, the second and third of which open tonight and tomorrow evening at 7:30 and the fourth on Sunday at 3:00.

The play, *Rehearsal for Murder*, by D. D. Brooke, deals with the killing of Broadway playwright Alex Dennison's fiancée, Monica, and his attempt to catch the murderer.

As described by the official press release, Alex "invites actors and others to a 'cold reading' of his new play. But it is really his scheme to trap the killer of his

actress/fiancée, Monica Welles, who was murdered a year earlier. In a darkened theater, the five suspects reenact the events leading to Monica's death as imagined by Dennison."

"It's totally different from [any production] I've done before."

Ms. Pegi Stommes, Central drama instructor and play director, stated that she had "read [the play] a couple years ago and really liked it.

It's totally different from anything I've ever done before," adding that she had "normally done comedies."

Unlike some of the plays presented at Central, this one is double-cast, meaning that two actors or actresses will share one part between them.

Ms. Stommes stated that double-casting was an advantage with *Rehearsal for Murder* because "there is a

smaller cast, and more people will get a chance to act. This has enabled me to have at least five more people involved."

She encountered a few difficulties with the play, Ms. Stommes said, including

moving the location of a curtain and the problems with acoustics inherent in the Central auditorium.

"Central's auditorium is large for the sound system,

"You have to be flexible, and fortunately, I have talented kids."

which is set up as a PA system, not a performance system."

Another problem was that "one person who we had

cast could not do it. We had to juggle parts around." Ms. Stommes stated, however, that "these things happen, you just have to be flexible, and, fortunately, I have talented kids."

Not only the drama department is responsible for this play. Mr. Larry Hausman, Central stagecraft instructor, stated that the stage crew shares much of the work required for a Central production.

"Our responsibilities are to make the sets, do the lighting, do the sound, move props and sets around during the play and make sure that everything runs right."

Register follow-up

Students 'drum up support' for voting ammendment

Amy Buckingham

On February 17, 1988, approximately 50 Central High School students went to Lincoln as a part of the annual American Government class trip to view the Nebraska legislators in action. However, this year the students also provided moral support for fellow classmates testifying in favor of Legislative Resolution 253 (LR 253).

Urging passage

Seniors Charlie Tomlinson, David Bentz, Wade

Peterson, and Wes Vogel testified in front of the Unicameral urging the passage of a Nebraska state constitutional amendment that would allow people who would be 18 on or before a final election to vote in the primaries.

Senators Carol Pirsch and Ernie Chambers sponsored and testified for the bill. According to Mr. Dean Neff, Central High School social studies teacher and chief lobbyist for the bill, Senator Chambers was a "great help.

(He) asked that they amend the rules that day so that the group (of students) could see the bill in committee."

"Testifying in the Unicameral was definitely a learning experience," said Wade.

Mr. Neff feels that the students "learned a lot of the behind the scenes negotiating and deals that the senators make with each other."

Still some opposition

After the first hearing David, Wade, Wes and Mr. Neff

made a total of four more trips to Lincoln to lobby for their bill. "Most senators felt that they could support the bill," said Mr. Neff. "But there was still some opposition."

Priority status

LR (253) was attached to another bill sponsored by Senator Hall. This bill was a constitutional amendment to change the wording of law with referendum and initiative and had received priority status.

The bill passed with both amendments, taken on

March 25, 1988, was 43 to 3 with three absent.

Drum up support

"The thing we have to do now," said Mr. Neff, "is drum up support. We have gotten the approval of the League of Women Voters. We will contact both political parties and the American Legion for support also."

Legislative Resolution 253 will be put to the voters in November.

Forum

Do you feel that motorized vehicles should be banned from the Old Market on weekends?



Tanya Hoffman, senior: "Yes, because people should be able to wander around and look at the shops freely and not have to worry about traffic. I like open markets where cars are not a problem like in Europe"



Charles Kay, senior: "Yes because when you go down there it is too congested. Everything is close together, anyway. You should be able to walk without worrying about cars."



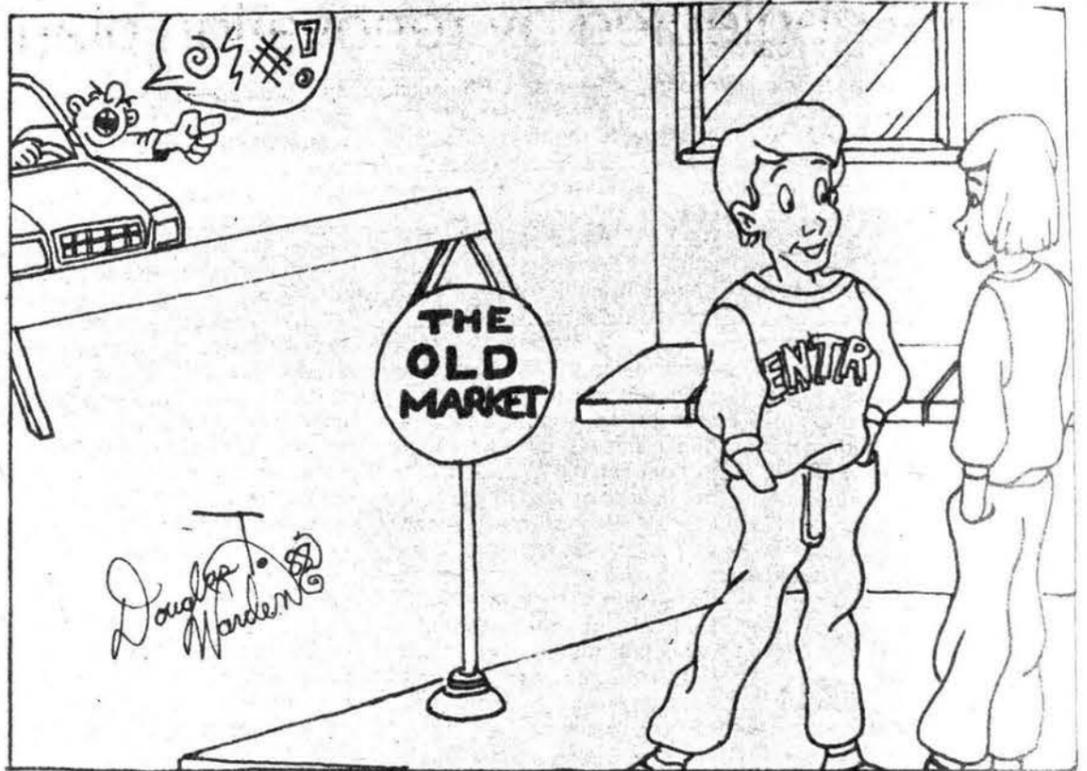
William Floyd, senior: "No, I don't think that they should close the streets because people like to go down there and see their friends and mingle."



Galen Anding, sophomore: "No, I think it should be open to cars. You might just want to cruise through there; there's a lot of teenagers there, too."



Leslie Robinson, sophomore: "Yes; when you go down there on the weekends, cars are backed up all the way around the block. It takes about an hour just to get through."



Car ban imperative for Market

How often have you tried to go down to the Old Market on a Saturday night only to find that the line of cars entering the Market is five miles long?

For a number of years now, the congestion of the Old Market has been steadily increasing as more and more pedestrians and motor vehicles crowd into the area, and it has reached the point where even the slightest movement has become a monumental task.

Back in October of 1987, the Omaha City Council banned skateboards from the Old Market in an effort to alleviate the backlog of traffic and to protect the pedestrians in the Market.

Despite the moratorium on skateboards, the Old Market is becoming an ever-increasingly popular area, and in order to provide the best possible safety and service to those who frequent the Market, the time has come for a change.

Thus, the *Register* staff recommends that the City Council go one step further and prohibit all motor vehicles from the streets of the Old Market.

A historic site, part of

the Old Market's charm stems from its cobble stone streets, roads which are blatantly hidden from view by hundreds of cars. A ban on cars would enhance the region, for more of the Market would be exposed.

More importantly, a removal of cars would free up the Market to pedestrians, the real users of the area, the ones who patronize the many shops and restaurants.

More importantly, a removal of cars would free up the Market to pedestrians, the real users of the area, the ones who patronize the many shops

and restaurants.

Traffic would move along much more quickly, for no longer would the people be confined to the sidewalks: the streets would be theirs as well.

As an added benefit, a ban on cars would increase safety in the Market where numerous personal and automobile injuries occur. Nothing can ever prevent all types of accidents, but car-free streets in the Old Market will surely help.

Other cities, like Denver, have already implemented such measures and are experiencing great success as pedestrians can wine and dine without the trouble associated with motor vehicle traffic.

And as downtown Omaha prepares for its long-awaited expansion and redevelopment plans, designs which include the Old Market, the congestion of the entire downtown area will only continue to increase.

Thus, as a measure of safety and convenience, the *Register* insists that the streets of the Old Market be free of cars and open strictly to pedestrians.

Track Day rewards seniors

This year Central High School officials responded to an annual "rite of spring," namely, senior "skip days," with a legal day off for seniors.

The pre-determined date is May 20, the day of the state track meet.

Part of the reasoning behind the "track day" is that, because so many seniors skip that day, it will curb the group skipping that takes place in the "spring."

Principal Dr. G.E. Moller explained that when "the Omaha Public School system began operating State Track Day several years ago, a lot of seniors wanted to attend because their friends were competing."

In addition, many teachers and coaches have to take time off from school to oversee the activities. Those students who compete are absent that day, and, because of these points, "we decided that rather than fight them, join

them," said Dr. Moller.

The *Register* staff believes this action is a magnanimous one on the part of the administration and commends Dr. Moller and all those involved.

Certainly, after thirteen years of study, seniors deserve a break. And the recent day off, coupled with a week off before commencement exercises, is partial compensation for years of hard work.

As is the case with most privileges, one must earn them. The underclassmen may be a bit peeved because they do not receive a day off, but they are still able to view the final track competition on Saturday, May 21.

Dr. Moller made an excellent point when he stated that, because the juniors will be out of school for the track meet next year when they are seniors, "everybody gets his turn."

In the end the situation is beneficial to everyone. The athletes and coaches can still take part in the state track meet activities. The members of the senior class receive a break from studies before final exam week.

The sophomores and juniors are seniors of tomorrow and will receive the privilege of a day off in future years.

And, hopefully, the administration's attempt to put an end to senior skipping will be successful because of a legal "skip" day.

It is too late to prevent a tragedy like that of last year when a young man lost his life on senior skip day.

But it is not too late to learn from the mistakes of the past. And for an institution whose job is education, the lesson comes at an opportune time and is one which the members of the *Register* staff applaud.

Central neglected by renovation plan

During the past few weeks, the Omaha Public School's Board of Education has been tossing around several renovation and building proposals for the distant and the not so distant future.

Plans range from extensive science renovations at three high schools to the building of new elementary schools in western Omaha.

Most notable and conspicuous among the proposals is that of adding air conditioning systems to South, North, and Benson High Schools. Such a plan would mean that all OPS high schools would possess air conditioning except for one in particular: Central.

If enacted, the proposal would enable every high school, with the exception of Central, to survive the sometimes unbearable fall and spring sessions, and, in the opinion of the *Register* staff, this is discrimination and should be rectified.

Should Central be passed over for air conditioning, such a situation would create as many problems as it would solve.

Because only a few high schools currently have

cooling systems, OPS must frequently send students home in early September and late May as a result of the heat.

If all OPS high schools contained this cooling feature, these "heat days" where the temperature outside necessitates a release from school, could be eliminated.

Central's lack of air conditioning will still require all high schools to release their students on heat days for OPS heat releases currently apply to both schools with and without cooling systems.

Heat days are already responsible for cutting down on the number of instructional class hours. Perhaps if Central had air conditioning, high schools could be exempt from the rule, and thus eliminate heat days and possibly move up graduation.

Clearly, more benefits could be reaped from the addition of air conditioning to Central.

For the simple fact alone that the excessive heat makes life in school intolerable, Central should be included for air conditioning in the current school board proposal.

When the school year starts at the end of the sum-

mer, a date which is constantly being moved up, the average temperature is around 80 degrees.

Yet when the exterior temperature is a balmy 80 degrees, the inside of the classrooms often reaches a scalding 90 degrees.

And some rooms, especially the courtyard, have little, if any, access to a window, and such areas have very poor cooling and ventilation.

Granted, Central has received in the past rather generous building appropriations for such projects as the courtyard and the auditorium, and these are very much appreciated.

But air conditioning can be a matter of health. Excessive heat can cause serious medical problems, not to mention down right uncomfortable conditions.

As the School Board prepares to vote on the multi-million dollar building proposals, the *Register* feels that Central should be added to the list of schools that might receive air conditioning, if for the sake of uniformity alone.

It is, after all, not so unreasonable a request to be equal to other schools.

Letters

To the staff of the Central High *Register*:

We, as representatives of Amnesty International, were not only appalled that the *Register* staff favored the death penalty, but were surprised at what appears to be a lack of investigation of this human rights issue.

The staff defended the death penalty as a deterrent to murder. However, nearly all studies still show that states that actively use the death penalty have among the highest murder rates in the country. Meanwhile, states that do not have the death penalty have among the lowest murder rates in the country.

The staff said the death penalty has been approved by the Supreme Court, but the Court recognizes that if the death penalty risks executing an innocent person, then the death penalty is indeed unconstitutional. This is why the death penalty must go through a string of appeals. However, the innocent are in fact executed. The most recent victim was Willie Darden of Florida, executed on March 15, 1988.

The staff indirectly indicated that the death penalty is cheaper than putting the criminal away for life. However, evidence has proven the opposite to be true. Since the death penalty is capable of executing an innocent person, death penalty cases go through a string of appeals in an effort to insure that the innocent are not executed. This process causes the death penalty to cost over twice the amount it takes to keep a person in prison for life.

Furthermore, the staff seems to believe that every murderer receives the death penalty. Thirty-two people in Nebraska were convicted of first-degree murder from 1980 to 1987. Only three received the death sentence.

We disagree with the staff's opinion that there is no other alternative to prevent the wickedness of murder. There are other alternatives, and states that use them have managed to maintain lower murder rates than the states that currently execute prisoners.

The important aspect of this entire issue is that the death penalty is clearly a violation of human rights. According to the Universal Declaration of Human Rights, article three, "Every person has the right to life, liberty, and the security of person." By definition, human rights apply to every member of society, by the sole fact that they are human.

We, as representatives of Amnesty International, are confident that Nebraskans will someday recognize the injustice of the death penalty and remove it from our law books. In addition, we hope that with this information the Central High *Register* staff and their readers will see the need to abolish the death penalty. There is simply no reason to snuff out any human's life.

Amnesty International

Letters to the editor are always welcome, but only signed letters of opinion, please. And considering that the next edition of the *Register* is the last one, HURRY UP! Time's a wasting!

Register

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Closed courtyard disrupts students

Recently large groups of students have packed the halls of Central High School. While this is certainly not uncommon during passing periods, the event is now taking place immediately after school.

Dr. G.E. Moller, principal, explained that the administration has started to close the courtyard after school due to problems faculty members have had evacuating the area after the last bell.

In the past many students lingered in the courtyard and did not cooperate with efforts to clear the area when the bell ended the day at 2:50.

Granted, several non-conformists loitered longer than they should have in the courtyard. Still, the entire student population should not be punished for the wrongful actions of a few.

The *Register* staff believes that the courtyard should be opened for student use after school and calls upon the administration to do so.

The courtyard at Central is unique to the Omaha metropolitan area, and both

community and school groups - students included - should be allowed to use it as the architects intended.

Students are required to leave after the 2:50 bell because of security reasons; the school simply does not have the numbers of people necessary, the administration feels, to police the building and provide for the safety of both students and school property.

When the courtyard must close immediately following the last lunch period to allow people to set up for evening events such as cheerleading tryouts and the scholarship auction, students are often inconvenienced.

Most must find alternate routes to their classes. Still, the majority of students are willing to adjust for a few days, and the traffic in the halls does not increase greatly.

Now, however, when school ends, many of the 1859 students enrolled at Central make their way to an exit, and others simply wait to converse with friends, giving rise to con-

gested areas in the halls on the ground floor.

Simply stated, the courtyard, when it was open, cut down on congestion in the outer halls and provided a quicker means of exiting the building. It was also a convenient place for students who planned a quick rendezvous at the end of the day.

Earlier this year Dr. Moller closed the courtyard during the lunch periods because students would not pick up after themselves, a conflict that was resolved thanks to cooperation of the students, the Student Council, and the administration.

As in the past, the situation dictates that the parties involved reach an alternative, and the *Register* staff proposes that the administration open the courtyard after school.

Hall congestion aside, the students of Central High School should be able to use the courtyard for a short period both before and after classes.

Punishing an innocent student body for another's crime is most blatantly wrong.

Hair extension new trend



Meredith Hammans

A Central student demonstrates the hair braiding process. The process uses real hair and usually takes two to three hours to complete.

Emily Rasmuss

"[Extended hair] is a fashion trend, a new look," Pamela Haynes, Central High School sophomore, said.

Pam, along with many other Central High students, has had hair added to her natural locks.

Two to three hours

Senior Charla Doleman also has extended hair. Charla's cousin wove pieces of human hair to the roots of Charla's hair, and the process took "about two or three hours," Charla said.

She added that her cousin is not a professional hair stylist, but "knows how to work with hair."

Pam's brother, Phillip McClain, is a hair stylist at a hair salon called JRube's. Mr. McClain added two sections of hair to Pam's natural hair. He explained several techniques for this process.

According to Mr. Mc-

Clain, people may add either artificial or human hair to their own. Artificial hair is shinier than human hair, but it doesn't always blend or match the texture of a person's natural strands.

One technique used to add strands of either artificial or human hair involves the use of a weaving machine.

Stitch or braid

Mr. McClain said that this machine creates either a macrame type stitch or a braid to affix the extra strands to the natural roots. Braiding is the stronger of the two weaving methods, he said.

Another technique makes use of a braid but does not require a machine. However, Mr. McClain said that this process "is sometimes not knitted as well [as that woven with a machine]" and tends to be weaker.

The final process is bonding, which requires a sealing agent to attach sec-

tions of unnatural hair. This is the most flexible as far as styling is concerned.

"All three techniques require professional applications and continued professional maintenance," Mr. McClain said. Otherwise, the process "can cause damage to natural hair."

People know

Pam and Charla said that they were not embarrassed to let people know they had extended hair.

"People can tell, so why be embarrassed," Charla said. Pam added that "there are a lot of movie stars and celebrities that have their hair woven."

Celebrities

Mr. McClain said that people first wore extended hair to make their hair longer. Now, he said, it "has become a fashion statement."

Central Eagle Scouts top ranked

Rob Glasser

"Hey, old lady, you need any help crossing the street?" asks the over-zealous boy scout as he begins dragging the elderly woman across the busiest street in town. Cars are screeching to a halt, avoiding the boy and his unwilling companion.

"I...uh...wait...I'm..."

"Did you say something?" the boy scout asks, still hauling the old woman. Remarkably still intact, they reach the other side of the street.

"Aren't you going to say 'thanks' or somethin', lady?" the scout inquires.

"I was waiting for the bus," she states flatly, a look of disgust on her face. "And I'm only thirty-five, you little squid." She pounds him over the head with her purse, knocking him out cold.

An Eagle Scout would never do this.

Nine Central students: seniors Chris Bashus, Andy Haggart, John Miller, Joe Schlesselman, Larry Snider, Danny Weise, and Drew Weiss and sophomores Bryan Lynn, Larry Rock and Chris Weise have all undergone the trials and tribulations required to earn the prestigious honor of being an Eagle Scout.

The Eagle Scout is the highest rank obtainable in the group known as the Boy Scouts of America, and it takes years of hard work and dedication to acquire this elite status.

"It took me six years to get my Eagle badge, with a lot of procrastination," said Andy. "Though if you do everything on time you can get it in two."

"[It] took longer than I thought it would," said Chris Bashus, who worked for seven

years to get his Eagle badge. Chris joined because he thought the "boy scouts looked good when I was a kid, and the Eagle is the top rank I could get."

To receive the Eagle Badge, a scout must work his way up through the ranks. Drew listed the six ranks preceding the "eagle" as: scout, tenderfoot, second class scout, first class scout, star scout, and life scout.

Each rank requires a certain number of merit or skill badges, and, to earn the last three ranks, the scout must do a certain amount of community service, of which the eagle rank requires the greatest number of hours.

"You have to complete fifty hours of community service," said Drew. "It's a lot of work, hectic work."

Just what can a scout seeking his eagle badge do for community service? Many scouts help build parks or, as

Chris did, paint and labor for the Henry Doorly Zoo. A more unique task would be similar to the one that Larry Rock undertook.

"I did a traffic survey at a busy intersection near a school. Then I made a proposal to the city to put up traffic lights," Larry said. Larry didn't get his lights, but he did get stop signs. Making a difference is one of the things Eagle Scouts are encouraged to do.

All the Eagle Scouts agree that even though it is a lot of work, it is definitely worth it, and it has many benefits.

"Once you're an Eagle

Scout, you're always an Eagle Scout," said Andy. But he went on to add that he hasn't been extremely active in the group. Chris Bashus also confessed to not doing as much as he probably should, pertaining to the Scouts.

Larry Rock believes that he will end his scouting career this summer after attending his third and last jamboree. Drew is planning to "bask in my accomplishment."

To some Centralites being an Eagle means more than attending an historic, educational establishment, it means sacrifice, work and dedication.

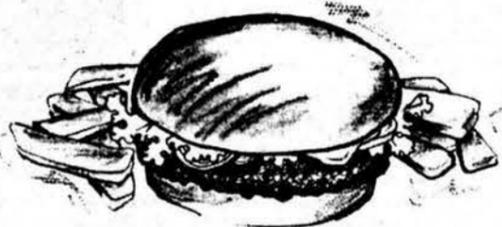
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Chemistry students take high honors

Ann Kay

Adding the final ingredient to his bubbling, green potion, the mad scientist raises the test tube and screams, "Eureka!"

That same scream came from the AP and first year Chemistry students at Central High School. The students in Mr. John Williams' AP class take national exams five times a year.

"I offer the tests to anybody who will take it on an assigned day; the 'team' turns out to be the five top scorers on that test," explained Mr. Williams. Because the top testers are different after every test, the team changes following every test.

According to Mr. Williams, the National Science

class are, respectively: James Kemp, Allen Klopper, Eric Rihanek, Todd Weddle, Sevrin Huff, Lance Grush, Steve Likes, Ann Sitzman, Heidi Clark and Ken Hui.

From Mr. Jerry Doctor's first year class, the following students are currently placing: Lisa Hobson, Richard Pallat, Angie Plendl, Larry Rock, Arin Stark, Eric Troy, and Ziqiang Wu.

According to Arin Stark, sophomore, the students have already discussed most of the questions on the test. "Sometimes we take practice tests or he'll explain the material to us."

Jennifer Weiss, sophomore, does not spend

"The good thing that happened from this test is that out of 113 high schools, the first year class ranked fifth, and out of 50 high schools, the AP class ranked fourth."

League gives the test, and it consists of ten questions.

Every test has some questions on it that require information which Mr. Williams has not taught yet, so he spends some time the day before the test reviewing the material.

"The good thing that happened from this test is that out of 113 high schools, the first year class ranked fifth, and out of 50 high schools, the AP class ranked fourth," said Mr. Williams.

After this last test, the scores sent in from the AP test were from James Kemp, Lance Grush, Allen Klopper, Sevrin Huff and Eric Rihanek, respectively.

However, the cumulative top scorers from the AP

much time preparing for the tests.

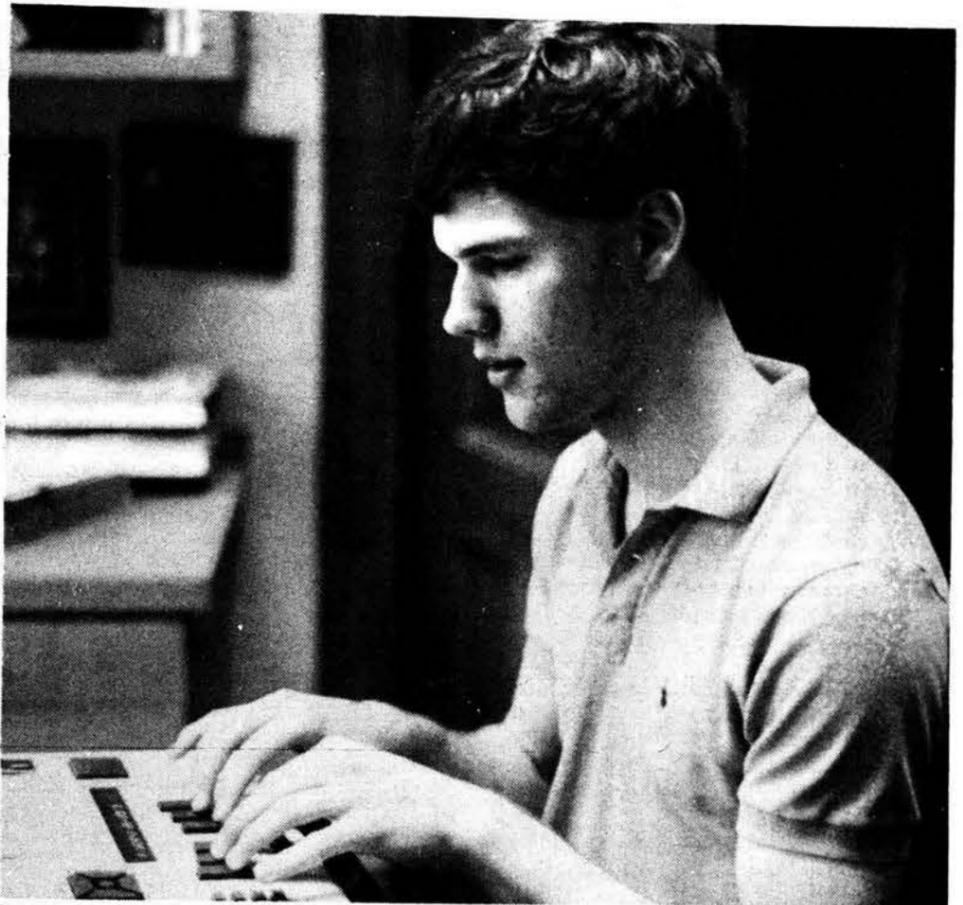
"We get extra points for every question correct after the first half," commented Jennifer. "I know most of the material on the test; some questions are difficult, but most are not."

The classes took another test in March and will take the last one in April before the end of the year.

"[The test] gives us a chance to review and a chance to work on questions that are a little different than the normal ones," said Mr. Williams.

"It's a chance to have a little friendly competition for fun," he added.

Currently, the classes are awaiting their final placings for the year. The results should be in by May.



Jill Ogden

Due to necessity, John mastered typing in the fourth grade, long before most of his classmates.

Miller 'not considered different'

Justin Kerr

An honors student, math club president and academic decathlon competitor, Central High School senior John Miller also involves himself in several advanced placement classes, various physics and math projects and the study of music.

This is an impressive array of activities and accomplishments for anyone. Not only in his achievements, however, does John differ from the norm; he is also blind.

"I've been blind since I was three and a half [years old]," stated John, adding that his blindness was caused by an hereditary disease. "It didn't seem to affect me. . . . I was only four years old at the time. Now, it seems normal."

John became used to his blindness at an early age. "I realized that my big brother could find the milk sometimes, and I couldn't, but that's it."

His family was very supportive, said John, and "they saw that I got to go to a school that would be good for me."

Learning Braille

In elementary school, John stated that, in addition to the "three R's," he also learned Braille. "While everyone else was reading their little stories when you go to take naps, I was learning Braille." He considered it simple to learn and "no big deal."

John said that he also needed to familiarize himself with the Omaha transportation systems, which basically consisted of knowing "where the bus stop is."

In addition, he had to memorize his neighborhood and surroundings, "simply memorizing the routes in blocks: like two blocks this way, one block that way."

According to John, "I do it how you do it, except I'm not relying on visual stimuli; I have a cane."

Memorizing the routes at Central was not hard, stated John, "only the basement. I haven't learned the basement yet. I don't think anyone has."

One thing which John mastered much earlier than other students was typing. "I learned how to type in the fourth grade. I had a use for it, more so than the other students [did]," he stated.

Schoolwork is "not a problem" for John. However, "it takes a little extra time to study in Braille. Research is hard."

Even though some of the documents required for research are Brailled and available in the libraries, "for the most part it consists of getting someone else to get the material in print and read it to me," stated John.

For writing this information down, John uses a computerized device called a versa-Braille. "It doesn't take much time. I can write faster on it than you can," he stated. Visualizing concepts in class is also not a problem, "if someone's willing to describe [them] correctly."

In class, John is "like anyone else," stated Mr. Dan Daly, AP English teacher. "He takes notes and writes themes. The only difference is that I send material out for Braille and give it to John."

For an in-class theme, Mr. Daly added that John types it on his versa-Braille "and then prints it out at home."

Extra-curricular activities

In addition to his schoolwork, John is also a member of the Central academic decathlon team. "I got first place overall [in the competition]," he stated, and he plans to go to nationals with the rest of the team.

John placed first in the metropolitan Science and Engineering Fair with his project on the "fractal convergence of Newton's formula. I spent a couple weeks over Christmas break working on it, he explained.

Besides being an active member of French Club and presiding over the math club, John participates in several hobbies, in particular, bicycling.

"If I go on highways, I ride a tandem ten-speed, but otherwise I'm okay [by myself]. I just know the neighborhood."

Also an accomplished pianist, John started playing "eight years ago." He uses Braille music, which is music "written in Braille and completely symbolized. There are no graphics at all.

"I read a little bit and then play it and memorize that part," he said, adding that "memorizing a five-minute piece with a couple thousand notes takes a little time. You can't do it in a day."

Post-high school plans

John's post-high school plans, include college, but he stated that he is undecided as to which school he will attend.

After four years in college, he may "stay in college an extra year or two, gather a couple more debts and get another degree, or possibly hit the [job] market as an electrical engineer."

Whatever John decides, his adaptation to blindness will always characterize him. As Mr. Daly stated, "If there's anything amazing about John, it's the fact that he's not [considered] different."

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Central senior collects classic cars

Amy Buckingham

Big, spacious trunks, large, pointed fins and lots of shiny chrome are just a few of the characteristics that Central High School senior Don Heck loves about classic cars.

Don has always had a fascination with cars. He said that he learned all about old cars from his father, who currently owns four classics ranging from the years 1950 to 1965.

"It's a hobby," said Don. "I collect old cars. They represent a time in American history when everything was so laid back, when no one needed to economize and they could afford big things."

Don has three cars that he has purchased with money that he himself earned.

Two years ago he started his collection by purchasing a 1965 Chevelle Malibu SS Convertible. Subsequently, he bought a 1958 DeSoto, two-door hard-top, and a 1959 Dodge, two-

door hard-top.

"I found all three cars through the classified ads in the newspaper," Don said. "They were all good buys for the money. If I ever get rich, I'll restore them to their original condition."

Although Don's cars do not have all of the original features that Don would like, they do have a few features that are extinct in today's automobile manufacturing plants.

"From the late fifties to the late sixties the gimmick was push button gears," said Don.

"Both my Dodge and DeSoto have push button gears to the left of the steering wheel with the standard gears; park, reverse, neutral and drive, a button for each. It's really fun because you just push the button and go."

The Dodge monitors speed with a bar rather than the traditional circle. "From zero to 30 MPH the bar is green," said Don. "in between 30 and 35

MPH the bar starts to change to orange and stays that way until it hits around 55 MPH and turns red."

Another feature of classic cars that appeals to Don is the spacious trunks. "I can lay down in the trunk width-wise with an inch or so left over on each end," said Don. "You could sneak a lot of people into a drive-in movie in those cars."

Don does not plan on buying anymore cars until he graduates from college but says that if he has the extra cash and if one shows up, he would buy a 1959 Cadillac.

"That is the ideal car for me," he said. "They run 20 feet long, and I believe that they are the longest factory mass produced car in history, aside from limousines."



Karen Smith

Central senior Don Heck relaxes after school with two of his cars, his 1965 Chevelle and his 1958 DeSoto.

Central students tour colleges

Emily Rasmuss

As colleges send out application information and graduation draws near, students are making important decisions about whether or not to attend college and, if so, which college is best for them.

Recently, six Central students toured several colleges and universities in the southern United States in order to help them make college decisions.

Juniors Angela Martin, April Morris, Donya Craddock and Kladanj Craddock and seniors David Chambers and Tony Finch visited six southern universities with predominantly black enrollments.

These students have decided to apply to several of the colleges they visited. The atmosphere of the smaller colleges, along with the classes offered and cultural emphasis, influenced the students' decisions to apply.

The group of 22

Omaha area high school students and their chaperones visited Langston University in Oklahoma, Alabama State and Tuskegee Institute in Alabama, Grambling University in Louisiana, Jackson State in Mississippi, and Atlanta University in Georgia.

Among the six Central students, the most popular of these schools is Clark College, one of four colleges in Atlanta that together make up Atlanta University.

Angela, April, Donya, and Kladanj all said that they plan to apply to Clark next year and David has already applied. Tony and Kladanj both expressed interest in other colleges that are part of Atlanta University: Morris Brown and Spellman.

These three colleges of Atlanta University offered subjects that the students wished to major in: communications, business, and pre-law.

According to the students, an important aspect

of the smaller colleges was their supportive atmosphere. Angela said that these colleges offer support groups and "have a better teacher to student ratio, with no more than 35 students in a class." April added that this ratio allows for "more time to work individually with the teachers."

The cultural emphasis was also important to the students. Donya said she "saw her black heritage in all the businesses built by blacks [in the South]."

April added that one reason for choosing a black college was to learn more about black history. "You have to take a history test [stressing black history] to get into most of the colleges."

The tour exposed the six Central students to life in small, predominantly black colleges. According to Donya, "The tour was a good opportunity to gain an outlook on what colleges to look for in the future."

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Class makes deerskin garments Students study artifacts, recreate history

Ann Kay

Imagine buffalo roaming the great Central plains near an Indian tribe's camp, possibly fires for cooking roaring in select spots and various clay vessels for food storage dotting the landscape. A group of the Paleo Indians have gathered near one fire to skin an animal and tan the hide into soft cloth.

This could be the scene that Mr. Gary Kubik is trying to reconstruct in Nebraska. Mr. Kubik is a science teacher at Central High School.

He is an anthropology teacher, which, according to Webster, means he teaches the study of man, especially man's physical and cultural characteristics, distribution, customs and social relationships.

His anthropology instruction often takes him and some students out to desolate areas, sites for artifacts.

"The most common artifacts found are projectile points," explained Mr. Kubik. These are what most people would picture as arrowheads but are projectiles.

Currently, one Central student is excavating a site in Springfield, Nebraska with Mr. Kubik. They have found drills, scrapers and projectile points.

"What we try to do is determine the cultures of different types of people of a certain period of time," explained Mr. Kubik. "A lot of the work I do is with UNL or UNO groups."

The ultimate goal for



Senior Bryant Williams works with intricate beading used on the Sioux deerskin garment.

these researchers is to find a site of man. "We want to historically reconstruct what exactly happened in that area," said Mr. Kubik.

Some time ago, he found a 7000-year-old buffalo skull in Nebraska. Such finds are record-breaking bones.

Mr. Kubik as an anthropology teacher has his students study the evolution of animals. They are then able to identify the period of time from which the animals came.

Dealing with the advanced anthropology class, students research various

aspects of the science on which to report. According to Bryant Williams, senior, the class is unlike most others.

"We are always learning through class discussions. The discussions on man fascinate me," said Bryant.

Currently, Bryant and another senior, Alex Haecker, are working on a project involving the Sioux Indian tribe. Their project consisted of researching the culture of the Indians, and thus producing a replica of the garments the Sioux wore.

To complete the gar-

ments, Bryant researched the various patterns of the Sioux Indians to duplicate them in his bead work.

Bryant explained that there is a problem in wearing the garments when they are completed. "Because I don't know what the symbols mean, I don't feel right about wearing (the garment). When I make up my own stuff, it has its own meaning."

Alex and Bryant became interested in the way all Indians dressed and how they made their garments. "It's all made with nature," Alex concluded.

Requirements for sophomores changed

Social studies curriculum revised

Ann Kay

This year sophomores at Central High School enrolled in American Government and economics.

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In previous years American government was a junior class, and economics was only an elective. According to most students, the new program is a better system than the older method.

Before this year, sophomores enrolled in World Studies, a two-semester course. Juniors took American government for a semester and world history for a semester. And seniors took a two-semester American history course to fulfill graduation requirements.

According to Mr. Jack Blanke, Social Studies department head, the new program will not offer World Studies for sophomores. American government and economics will take its place.

Both are offered as regular and honors courses. Juniors will enroll in world history. "We have increased the requirements for world history to two (semesters), making it a year-long class," said Mr. Blanke.

"The present Honors World History II changes to World History I-II Advanced Placement. Students taking that class as juniors will be able to take the A.P. test for college credit and defer the credit until they enter college," said Mr. Blanke.

Mr. Blanke explained the reason for the switch. "We needed to follow the OIP [Omaha Instructional Process]

plan. After next year, every school will be synchronized with one another at the same levels."

Mr. Clyde Lincoln, honors American government teacher, commented, "It [the new program] does not cause any particular problems. Occasionally I will find that with sophomores I must explain more [and] go a little slower."

"However," he said, "it is easier to teach American government to tenth graders, as opposed to world history."

Senior Koren Mann took economics last year. She opposes the fact that the course is mandatory.

However, she explained that the new system is an advantage to the underclasses. "They get two courses out of the way, instead of having to take two social studies classes as a junior or senior."

"You need more time for Mr. Semrad's class [honors world history]; he [has to] cram too much material into a short time," said Koren.

Mr. Paul Semrad, honors world history teacher, likes the extra time he will receive to teach his course.

"I think it's good to have world history for a year," he said. "I've always felt pressed for time. In terms of what will be taught next year, that will change to fit the OIP system."

"Really, what I'll do for

part of the first semester is teach world studies. World history was always more world culture; in the new plan I'll focus more on past history, instead of stressing the present situations. I'll relate the past to the present," said Mr. Semrad.

Mr. Semrad's plan for next year consists of twelve major outcomes. The new additions are studies involving the ancient civilizations and the Middle Ages. However, the major theme will remain "cultural diversity."

Senior Charlie Tomlinson feels that the old system did not "mandate a change."

"I guess I feel it is a disadvantage to the sophomores because I have gone through the social studies program the right way. There is no real problem with the new system because, as sophomores, the only course available is world studies."

Charlie felt that world studies was a good background course to the classes ahead. "I gained a lot of detailed information from the course. Now I feel I'm doing well in Mr. Blanke's class, and, in the past, did well because of the world studies course."

Charlie concluded that either program is fine as long as students receive a good education in American government and the other social studies courses.

In briefs

Teaching award

Miss Rita Ryan, Latin teacher, received a "Good Teaching Award" from the Classical Association of Middle West and South. She also received a stipend.

Photography award

Senior Tess Fogarty received first place in the Nebraska Press Women Association Journalism Contest.

Journalism contest

In the state-wide Nebraska Journalism Championships, the following students will go to the finals, May 7, at UNL: Tess Fogarty, photography; Joël McCulloh, entertainment; Justin Kerr, features; Johnny Musselman, sports feature; Lance Grush and Chris Vachaud, sports news; Beth Christ, Emily Robards and Alex Zinga, yearbook layout; Alex Zinga, yearbook theme writing.

Gunnar Horn

Lance Grush, senior, received the Gunnar Horn journalism scholarship. The award is for \$2000 towards his college fund. The scholarship was awarded based on his journalism ability as sports editor on the *Register* staff.

Chess Team

Seniors Don Shennum, Joel McCulloh, Phil Hall, Joe Schlesselmann, junior Steve O'Hara and sophomores Niv Palgi and Eric Troy traveled to Albuquerque, New Mexico to compete in the 1988 National High School Chess Championships. Central's team placed 29th overall out of 63 schools.

National Merit Scholarship Winners

Seniors John Miller, Stuart Oberman and Lisa Wolff, are winners in the National Merit Scholarship contest. The winners received scholarships from the schools they are attending next fall. Bob Fuglei is still a contender in the contest.

Nebraska District Music Contest

In Class AA, A Cappella Choir and the Central High orchestra each received a superior rating of "1." Central High Singers competing as both a Chamber choir and a swing group also received ratings of "1." The Central High Band received a rating of "2," or excellent, and the Central Jazz Band also received a "1."

Ma Bell disturbs minds of the unconscious

I hate telephones.

Well, I don't really *hate* telephones. What I mean is, I could probably stare intensely at one for quite a long time, and I don't have any real problems with living in the same house as one - actually they can be quite handy, sometimes - but they can often be more trouble than they're actually worth.

It's the people that call (telemarketers and the such-like) that make me uneasy when the phone rings. Of course, this doesn't exactly make me a telephobic or anything. Quite the contrary: actually I worked as a telemarketer for a month or two, and this job is precisely what made me so paranoid and pessimistic about the whole subject.

But when I was working, it was different: it was *me* calling to annoy my victim to the point of stupid slobbering and, eventually, to bully them into submissively searching their wallet for a credit card, dragging them - kicking and screaming all the way - through the tape recorded confirmation of their unwanted order.

Too bad; I did it fair and square, and I got paid rather well for it - so I personally couldn't care less.

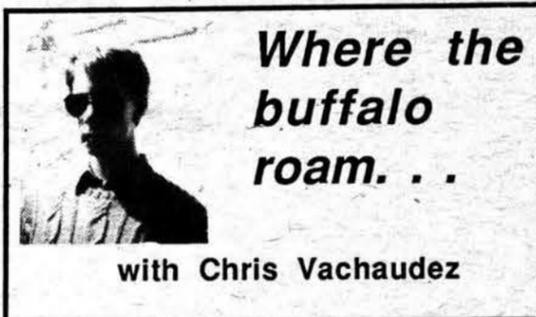
It's when little creeps like me call *my* phone that the fun stops - or, sometimes, when it starts.

One Saturday morning - at 10:00 in the morning, mind you - I got a call. I picked up the phone in a hung daze (since I wasn't awake and hadn't planned on waking up for several more hours, yet) and screeched out a hoarse greeting. I couldn't have properly prepared myself for what was about to happen next.

"Hi! My name's Bob - and I'm a computer!" said a jolly voice.

"Oh no," I thought, "They've come to get me..."

Bob continued: "...and I'd like to interest



**Where the
buffalo
roam. . .**

with Chris Vachandez

you in buying cartons of FRESH cigarettes for only a dollar!"

This caught my attention. The words "cartons of FRESH cigarettes for only a dollar" had hooked me, and the fog in my brain gradually began to lift.

As it did, I kept hearing Bob babbling on about something or another, but the catch phrase "FRESH cigarettes" always came back to me - about ten times as a matter of fact. Obviously Bob wanted to leave my mind as free of outside thoughts as possible.

Now my brain began to function, and I thought, "Hmmm, 'FRESH cigarettes,' huh?" Visions of the deal of the century danced in my head, and even the thought of a twisted business venture popped up (overseas sales, aid to the Contras, "Smokes for Farm Solidarity," etc.) - amazing how the brain works when it's much too early to think, isn't it?

Well, Bob babbled on in an endless babble, and I schemed an endless scheme, but then Bob cut the vicious circle short by informing me that if I wanted in, I'd have to leave my name, address and phone number after the beep. Beep did his part, and then, figuring it couldn't hurt, I did mine. And then it was all over.

Unfortunately, or perhaps fortunately, I never heard another word from Bob. Oh well, I suppose there's no bargaining with a computer anyway.

Much, much worse than Bob ever was are the Armed Forces recruiters.

"So, ah... *Chris*," it always starts out, "why don't we schedule an appointment for you at your local recruiter to set you up in the Marines, okay?"

"Well, okay," I'd say, baiting the poor geek. "But I don't want to do anything in electronics or nothin' - I wanna *kill*."

"What?" a startled return.

"Ya. I can do that, can't I?"

"*Kill*?"

"Sure. You know: blood and guts, veins in my teeth, standing knee deep in eyeballs and dismembered torsos while I napalm villages... you know."

At this point there are two ways out: 1) you can burst into a rousing solo of the "German Beer Song" followed by the chorus of "The Road to Glory is Paved With Bones," or 2) You can continue with a more subtle approach:

"No, no." I'd have to cut him off right there before it got too messy. "Never mind, I'll just do free-lance work, thanks."

By that time the poor sap is totally spent on his sales pitch and usually not bright enough to trudge through the obstacle I've put before him, so he reluctantly and slowly began to let me off the phone.

Then comes the good part - the part I wait for - because the only real satisfaction one can derive from such a thing is when he compromises with you - making a very dark and cynical deal.

"All right, ah... *Chris*. But you wouldn't happen to know of any of your friends that might be interested in a career in the Marines, would you?"

"Sure I do..."

Students help youngsters discover 'kid-ability'

Robin Leavitt

Kid-Ability is a prevention program for children. The purpose of Kid-Ability is to teach children to identify and protect themselves from sexual abuse.

It started at the Girls' Club of Omaha in 1978 after the discovery that two eight-year-old girls had been sexually abused. At first, it was only offered to the girls in the club.

A few years later, after the abduction of two paper carriers in Bellevue, Nebraska, the community was looking for a program to handle the fears of parents and to avoid further abductions, explained Ms. Clare Burton, director of the Kid-Ability program.

The Task Force on Human Growth and Development recommended that the Omaha Public School District provide child abuse prevention information to first, second, and third graders.

Kid-Ability is now offered in 23 of 56 schools across the state. The program requires one certified instructor per class plus five or six volunteers, creating a ratio of one volunteer to every five students.

Said Ms. Burton, "Since so many volunteers were needed, I looked into the possibility of high school students as volunteers."

Ms. Burton said she contacted Mrs. Joann Roehl, Central High School Child Development and Home Economics teacher, and made arrangements to train her students to serve as

volunteers.

Ms. Burton then came to Mrs. Roehl's Child Development classes for four days and worked with the students. Training included films, background information, and the dynamics of child abuse.

"The students actually did some of the activities that we do with the children. They colored on mats and role-played just like the children do," explained Ms. Burton.

Kid-Ability is built around helping children develop skills to prevent sexual abuse. "We don't just give them information, but we also give them a chance to practice what we teach," Ms. Burton added.

Kid-Ability consists of four main objectives. The first is to "increase the children's self-confidence and to help

them identify their own strengths," explained Ms. Burton.

Secondly, she said, kids need to be able to identify potentially dangerous situations, and they need to make safe decisions.

The third objective is to teach children how to distinguish between a "good touch" and a "problem touch."

"Good touches include hugs, kisses, a pat on the back or fun touches like tickling," explained Ms. Burton.

"A bad touch is a good touch that has gone beyond comfort. For example, hitting, pushing, kicking and, of course, touching the genitals are all problem touches."

The fourth objective, Ms. Burton concluded, is to help the kids find out who they can ask for help and how to ask for help effectively. Children

may use the program as an opportunity to disclose personal situations in order to seek help.

"We have had some disclosures. The certified instructors are trained to handle any disclosures and report the incident to the authorities," added Ms. Burton.

"Some of the kids tell the volunteers that they've been sexually abused. We're supposed to tell the certified instructor [of any disclosures]," said Angie.

"The program could probably not be presented effectively without the help of the team coaches [student volunteers]. They've been real good at it, too," commented Ms. Burton.

Central students liked volunteering. Nicole Newton, senior said, "I really liked going, and the kids liked us, too."

"The kids really liked it, and they seemed to learn a lot," concluded junior Kris Ferrante.

"I would hate to pass up a chance to help prepare a kid to say 'no' in a dangerous situation. If someone else gets this chance, they shouldn't pass it up either," advised Lydia Watkins, junior.

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Tell me . . . where did the time go?

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with Rob Glasser



In this time of sincere procrastination, it is imperative for us all to take a long serious look at time. Time, to most people, is an inflexible object that can dictate, ruin, or enhance their lives. But to students at this time of year, time takes on a new meaning. It throws off its cloak of imperious power and allows itself to be molded into many different, twisted schedules.

To any tired, stressed, and overloaded student, time is both an enemy and an ally. The student comes home from school, worn out and frustrated, and contemplates getting back to his/her studious duties when they decide they have enough time to categorize and label everything in the house. It seems a constructive task and shouldn't take long at all.

Suddenly it's time to go back to school, and the procrastinator is just ready to start applying labels to each individual toothpick in his/her domicile.

Shocked that time flew by so quickly, the confused student goes into a violent rage because his/ her homework is still not done. Time threw a curve ball and in one decisive blow destroyed the life of one more aspiring scholar. It's "time's" fault.

Another bizarre, and yet true, feature of time never told is the strange occurrence of individual time warps. These time warps can have a duration of an instant, or in more chronic proportions, weeks. Everyone, whether they know it or not, has been tossed around mercilessly in a time warp at least once in their life.

To prove my point, I will use the television. You are sitting before the T.V. set and without provocation or reason everything on the screen speeds up like someone pushed fast forward. That is a time warp. You are few seconds ahead of schedule, or you lost a few precious seconds. It depends how you look at it.

This is just a small harmless individual time warp. The more dastardly warps usually have a duration of about a day, and in extreme cases, a week or two. You will recognize the single day time warps as soon as you ask them what day it is. When you receive the information it could be a joyous occurrence or a tragic slip that shatters your mind, especially if you have two Mondays in a row.

Time warps of one to two weeks will be noticed when it is time to hand in that research paper (it's not done) and you think to yourself, "Where did the time go?"

Now, for a grand finale I will decipher the intricate patterns of time that people bend and shatter every day. Just what is the difference between "just a second" and "just a minute"? "Just a second" allows a person to mess around for another ten minutes, at least. And "just a minute" will allow a person to take on a "more important" project, or even better think of a way out of whatever it is they are trying to delay.

The foil to both of these wondrous little phrases is an omnipotent and frightening word...instantly. Do this instantly, or do that instantly; it makes one cringe in terror.

Two more little gems of phraseology are the blessed "in a bit" and "in a while." I don't know who thought these up, but they deserve a national award or something. "In a bit," I'll do it "in a bit."

The user of this phrase is still bound to his responsibility but probably has enough time to eat a whole ten-pound watermelon and watch the last remaining episodes of "Dr. Who."

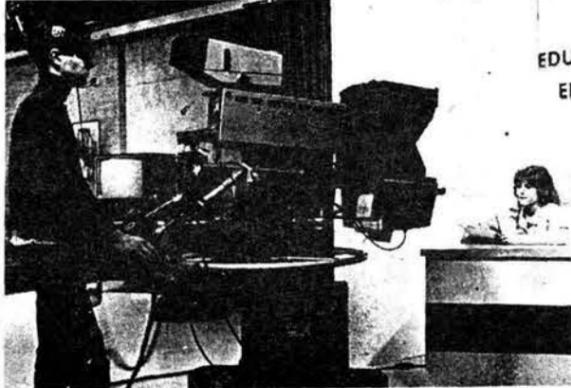
Now "in a while" is an indefinite time period altogether. "In a while" is a boon to mankind; it is the very hallmark of many a procrastinator's life. When a person says "I'll do it in a while," you might as well do it yourself because they are obviously going to ignore your request (without denying your wishes, or hurting your feelings). A true phrase of humanity.

Well, those are a few secrets of time, and if I ever wish to tell you more (and if I think you deserve it), I will open up my immense vault of unsurpassable knowledge and invite you in for a little look around.

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'It was twenty ye

Atmosphere at Central: 'very tense'

Renee Besancon

Vietnam. For some people, this single, controversial word forever symbolizes the history of a generation. It conjures up images of apathy and apprehension, hurt and hatred, duty and disagreement.

Vietnam in 1968 was a country in turmoil, fractured into two warring factions that could not see eye to eye. And, in its own way, Central High School felt the aftershock half a world away when the crisis in southeast Asia escalated that same year.

According to Dr. G.E. Moller, principal, the atmosphere at Central during the years that American troops occupied Vietnam was "very tense; almost all of the time it was very tense.

"Certainly we felt it right here in Omaha, both at the college and [at the] high school levels. There was an atmosphere of protest, of distrust, that just made young people very restless," he explained.

"A large enough number [of students] to make themselves heard and felt" believed that Vietnam was "not a rational war," and they said, in effect, "we're not going to support it."

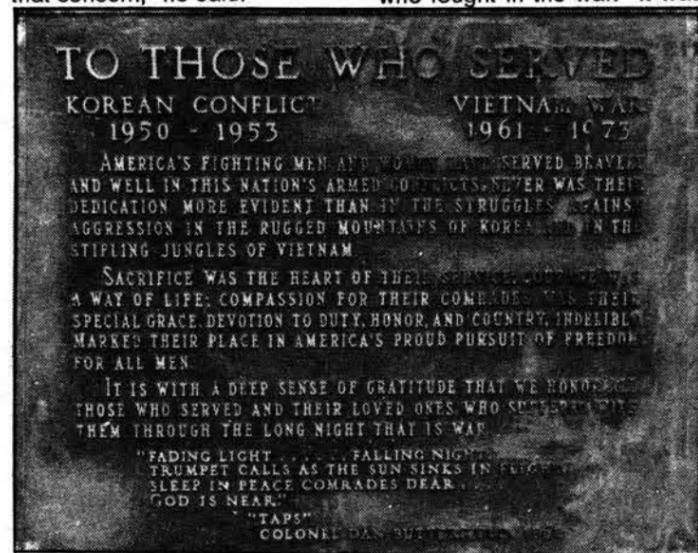
Students, he added, made "demands for changes." The major change they desired was "that young people be treated differently, that they be a part of decisions. And I'm willing to admit that some demands were, maybe, overdue.

"[These] feelings came out especially in public institutions where it was felt [that] changes were possible," Dr. Moller said.

Social studies

instructor Mr. Paul Semrad expressed the concerns of most young people, himself included, in 1968.

"In the back of your mind there was always that thought, 'Am I going to get drafted?' There was always that concern," he said.



Mr. Semrad came to Central at the beginning of the 1973-74 school year, after the war was over. Still, he related his experiences as a teenager during that time.

"My draft number was 68, which is pretty low. Most of my friends had draft numbers over 200," he said.

Because the chance is "very slim" that the Army will even get as far as draft numbers greater than 200, Mr. Semrad explained that most of his close friends never worried very much about being drafted.

"I didn't want to go to Vietnam; I wanted to go to college," he said. Still, he added, "I would have gone if I had been drafted. I feel there is that re-

sponsibility and that duty there."

Although he and his close friends never went to Vietnam, Mr. Semrad said, "I knew of quite a few people who went to Vietnam. A lot of people my age knew of someone who fought in the war. It was

included several Nebraskans.

According to an October 12, 1987, *Omaha World-Herald* article, Nebraskan Judy Knopp was "stationed in Vietnam from March 1967 to September 1969" as a nurse.

In the article Ms. Knopp stated that many people do not know women served and died in Vietnam.

Approximately 7500 military women served in Vietnam while United States troops occupied the area, according

to the U.S. Department of Defense.

Eight women died in Vietnam. And engravers have carved their names into the wall of the Vietnam Veterans Memorial in Washington, D.C. Today they are in their proper places among the names of 58,148 men.

Bound to the numerous feelings of those close to and far from the crisis were the differing views concerning Southeast Asia.

"Some saw it as an effort to stop Communism and preserve the democracy in South Vietnam. The people there called on us for help. We tried to help them, and I think that was good. It just didn't work," Mr. Semrad stated.

Much of the anxiety, he believes arose from the fact that "in World War Two we knew what we were fighting for, but in Vietnam a lot of Americans did not understand why we were there."

The hard feelings and misunderstandings lasted even after the United States' involvement came to an end.

The majority of veterans returned home to find no parades in their honor, no

crowds full of pride, no respect because they had served their country in a situation which the nation refused to call a "war."

For most Vietnam veterans, the lack of recognition was a disappointment, poor compensation for a duty done.

According to Mr. Semrad, "they had a right to be upset. They risked their lives the same way any other veteran did in any other war. I think they should be recognized."

In fact, recognition on a national scale did not occur until 1982 when the National Park Service constructed "The Wall," the Vietnam Veterans Memorial, in Washington, D.C.

The years following Vietnam held a potpourri of changes. According to Dr. Moller, the students forever changed the educational system. Today, he contends, they are more involved with regulations that concern them.

And, as Mr. Semrad remarked, the foreign policy of President Lyndon Johnson's administration significantly influenced American foreign policy after 1968.

In the present United States, "one effect of Vietnam is that some of our Congressmen are more hesitant to send in troops because they don't want another Vietnam."

He added, "The question the country asks now when the government suggests foreign aid is, 'Will it involve sending Americans in?' (And I think it's a question they should ask.)"

"Vietnam had that one effect, and it's an important one."

New generation, new perspective

Movies 'picture' Vietnam crisis

Jonas Batt

This article contains opinions of the writer

The conflict in Vietnam captured the attention of the entire nation and of the world in the late 1960's and early '70s. The controversy surrounding the war lingered in the minds of all Americans before taking a backseat to other, more pressing matters of following years.

The jungles of Southeast Asia, the guns, the protests, the thousands of dead Americans seem a long way from the relative safety of the '80s in which we live.

Recently, Various sources have brought the Vietnam war into new perspective for our generation, a generation which was either very young or not even born at the time.

Movies like *Platoon*, *Full Metal Jacket*, *Hamburger Hill*, and *Good Morning Vietnam* have offered us information about what the war was really like for those who fought it, the soldier's feelings about the conflict around them and mostly about the truth, tragedy and destruction of any war.

Central junior Seth Kotok has learned most of what he knows about the Vietnam war from these movies and other television programs on the subject.

Seth feels that the movies have helped to broaden our generation's understanding about the conflict.

"From what I know, the movies are [very similar to] the way it was."

John Williams, senior, disagrees. He said that the movies "glamorize" the war to make it more enjoyable for audiences. "Books picture [the war]

differently," said John. He did concede that the movies have definitely sparked popular interest in the war.

John, like many other young people, decided to find out more on his own and read books on the subject.

But, also like many other people, he found that answers were not easy to come by.

John is convinced that much information about the war is still classified or in "closed" government files, making it "very difficult" to get answers.

"The subject of Vietnam is under published. The government is still trying to cover [some] things up," he said.

On the other hand some people feel that they can ask people and they will be willing to talk about it.

Sophomore Stacey Gottschalk said, "I could go to my parents and I'm sure they would tell me what they know."

Many students find that not only are some answers hard to come by, but also that school provides very little information for interested students.

John said "We study World War One and Two, but not Vietnam. It was not technically a war, only a conflict, but [about 365,000] people died."

No matter what information students obtain, they still have definite ideas and impressions about the war in Vietnam.

Lisa Ihle, junior, said "people still seem to have bad feelings about the whole thing."

John has definite feelings on the subject. It was "a big mistake," in his opinion.

"We weren't forced into it. We were [in trouble] to begin with. We didn't take a look at history."

Years ago today ...

Vietnam: causes to conflict

Amy Buckingham

Vietnam. Where was it? What was it? And why was the United States involved?

Vietnam is a long, narrow country situated between two Asiatic nations, India and China. Geographers often refer to it as a part of Indochina.

Two thirds of the country is made up of a mountain range. The other one third is a coastal plain which lies between the Mekong and Red River deltas.

Three out of four of the 47,000,000 Vietnamese people live in this coastal plain. It was in this stifling, jungle-ridden, coastal plain that troops fought most of the Second Vietnam War.

The Vietnam Conflict that the American public is so familiar with today was not the first war in which that country was involved.

From 1946-1954 the Vietnamese fought a war against a long-standing French rule. The Communist leaders of the North and the anti-Communist leaders of the South joined forces to drive out the French.

In May of 1954, the French surrendered. Under the armistice agreement, Vietnam was divided at the seventeenth parallel into two countries: North Vietnam, which became a

Communist state, and South Vietnam which became an anti-Communist state.

Almost immediately, the government of North Vietnam waged war against South Vietnam in order to create a Communist monopoly in Southeast Asia. 1955 marked the start of the Second Vietnam War.

The policy of the United States toward Communist aggressions at the time was one of containment. This meant that officials would try to stop a Communist takeover of any anti-Communist state.

So, when the President of South Vietnam asked for U.S. economic and military assistance, President Eisenhower obliged both by pumping funds into the South Vietnamese economy and by training the South Vietnamese Army in military maneuvers.

When John F. Kennedy became President, he increased Military aid. By 1963. The United States had 15,000 military advisors stationed in Vietnam. Two years later, President Johnson committed 23,000 military advisors to combat duty.

The American military force in Vietnam grew from 184,000 in 1965 to 385,000 in 1966 to 474,000 in 1967 to its peak of 543,000 in 1969. Even with the large number of American forces sent to Vietnam, Congress never declared war. It was strictly a police action.

Another complication of the Vietnam war was the enemy. The soldiers were not just fighting the North Vietnamese Communists but they were also fighting South Vietnamese Communist sympathizers called the Vietcong.

The police action continued through President Johnson's term and into Richard Nixon's term. Not until August of 1972 were the last American troops pulled out of Vietnam.

In the 12 years that the United States provided military assistance to the South Vietnamese a total of 2,800,000 soldiers served. 51,000 of those soldiers died and 1,400 were reported missing in action. 270,000 American soldiers were wounded and 21,000 of those soldiers returned home permanently disabled.

Shortly after the American troops left Vietnam the North Vietnamese government overthrew the South Vietnamese government creating a Communist Vietnam.

Communist North Vietnam

U.S. occupied South Vietnam



Rebellion, drugs, war highlighted sixties

classer
The 1960's, a time of music, political strife, drugs and war. Vietnam War, equal rights, integration, and other things of the time had everyone off their feet wondering how the height of the drug (the hippies) and the Vietnam War into this explosive era would in a time

There was not a single locale in the U.S. that was not touched by at least one event in the sixties, not even Omaha's Central High School.

"The attitude was very militant, very divisive, students and teachers were at odds with each other and with themselves," said Mr. John Keenan, English teacher.

Mr. Keenan was teaching at Central through those tumultuous years and remembers that it was a time of conflict and protest.

Mr. Keenan told of a time he nearly got into a fist fight with a student who wanted

to take down the American flag (in his English room) and put up the North Vietnamese flag in its place.

Mr. Keenan also told of an "average kid" that sat in his class and who was shipped off to Vietnam. "His name was Jimmy Fous. He won the Medal of Honor for jumping on a grenade that was thrown into a crowd," Mr. Keenan said.

English teacher Mr. Dan Daly, who was also teaching here during the sixties, described the decade

as "uncomfortable. No one had neat feelings," pertaining to Vietnam.

Mr. Daly said that there were many people who were polarized to extreme positions and others who were lost in the middle whose opinion would change. "People would feel one way one day and another the next," he explained.

In such a difficult time, it was difficult for most people to form and maintain defined and reliable opinions.

Not only were people concerned for their fellow countrymen who were overseas fighting, but they were also in a state of violent political unrest.

"Kids were politically volatile," said Mr. Keenan. "A kid was beaten up at a George Wallace political rally because of his differing opinion," Keenan said.

Because of Wallace's view on the rights of black Americans (he didn't think they should have equal rights), many students walked out of school the day after his rally.

Go out and get *Naked*, now

Jonas Batt

What do you get when you combine the musical styles of jazz, pop, Moroccan Rai, Caribbean Zouk, tango, samba, and a little blues?

You get Talking Heads new album, *Naked*.

David Byrne, Chris Frantz, Jerry Harrison, and Tina Weymouth are the Talking Heads, and for a number of years they have been producing music that, in most cases, does not follow accepted industry or popular standards, but always receives critical acclaim.

lovers of all the before-mentioned styles. The rhythms are addictive and a listener may not be able to get enough.

The progressive style of *Naked* comes partly as a result of its unconventional production.

The band originally worked on a large number of beats and melodies, refining them, combining them, working in vocal melodies, and finally adding words before recording.

From the beginning to the end, The Talking Heads maintain a unique spice, flair and fire in their music.

The new album is no exception to their rule. After the more pop-style Lp's *Little Creatures* and *True Stories*, Byrne and the Heads decided to try something new, even for them. *Naked* is a totally new audio experience. The album has something in store for

This approach definitely gives the music greater freedom and allows for interesting musical progression within the songs.

The album comes out swinging, and you know instantly that you're in for something special.



The Talking Heads have produced yet another classic, *Naked*, and are continuing to make up their own rules in the world of music.

From the blare of the first trumpet to the close of the last song, the music maintains a unique spice, flair, and fire that only the Talking Heads could muster.

The best music for dancing comes at the beginning of the album.

You'll want to get up and move to "Blind," where David Byrne's ever-changing

voice meets the horn section. You get "Mr. Jones," a groovy tune about a groovy guy, and "Nothing But Flowers," which gets a lot of airplay on local radio stations.

The second half of the compilation is on the slower side, but still has its moments.

On other albums there are good songs and bad, but on *Naked* each song is enjoyable. With unique horn

arrangements, guitar riffs, drum beats, or Byrne's vocal wizardry, the Talking Heads keep the energy high.

The Talking Heads have produced yet another classic as they continue to make up their own rules in the music world.

If you haven't done it yet, go out and get *Naked* as soon as you can.

But, please don't tell them I sent you.

The Unholy A demon from Hell

Rob Glasser

This is a movie of convenient plot motives, transparent theme development, and an incomplete mystery. It may not be as bad as most thrash, slash, smash, and shred gore movies, but it is up there. The movie's only redeeming quality is the inclusion of a beautiful red headed woman.

Female attraction

She happened to be in the first scene and needless to say she helped keep my attention throughout the whole flickering procession, she was the only thing that kept my attention.

Pit of Hell

The Unholy is a ghost or rather a demon from the deepest pit of Hell. What do you think its job is? a) Giving flowers to people and spreading the joy of Donny Osmond to all non-believers. b) Drawing small portraits of dead insects floating in the bird bath. c) Reaking havoc in churches and mutilating the bodies of priests. If you guessed (d), you are a serious genius. Though the movie is based around a mytery (or maybe misery), the produc-

ers/directors/whoever forgot to add one small little suspect among their lines of completely whacked out freaks...the actual culprit, the (echo voice now) Unholy...ly...ly...ly.

Register Review

Some highlights of the movie are when a certain gentleman lets out projectile vomit of a rather alarming color and when another man bursts into flames while he is hanging crucified on an upside down cross. Oh yeah, he has also been disemboweled. A lovely sight, be sure to take the wife and kids to this one.

Morally uplifting?

My rating...go if you're desperately bored and feel like blowing four bucks, but only if you're in a good mood and DON'T EXPECT A LOT. It is not the most morally uplifting movie, and its aesthetics are on the ground but hey, what the heck, its not everyday you get to see demonically possessed people hurl themselves from tenth story windows.

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Possible spots for a night on the town

Scribbles Located right across the street from the Central Park Mall on Farnam Street (between eleventh and twelfth streets), Scribbles offers a wide variety of dishes to meet the tastes of all.

The food ranges from pasta dishes, steak, red snapper, filet mignon, and various fish dinners, to chicker, taco salad, nachos, and a variety of grilled

The following reviews are a collection of some of the favorite restaurants of the Register staff members. We hope this guide will be useful in that special situation.

Mertz has a reputation around Omaha for a nice evening with that special someone, and for good food.

The only drawbacks are that it is always crowded and the people browsing in the Passageway shops can be distracting.

Salvatore's An Omaha institution for 15 years, Salvatore's offers an excellent menu of Italian cuisine and a unique and pleasant atmosphere. Located midtown, on the corner of Saddlecreek and Leavenworth, the restaurant makes a good place to go for prom, or any other social occasion when one wishes to impress.

The cost of an entree averages \$12.00, but a tempting selection of appetizers and desserts can make the cost of dinner more expensive. Especially tasty is the sweet peppers fried with veal sausage, or any of the other pre-meal treats.

The menu is huge and offers many dishes, some of which are prepared at the table; however, because of this, Salvatore's is not the place for flammable formal wear.

For an intimate evening with your date, reserve table 22, which is secluded in a separate alcove. To get the table, however, reservations should be made far in advance, in addition to securing a standard reservation.

Although not for everyone, Salvatore's offers an excellent alternative to the trendy, standard, prom, eating establishments.

Neon Goose Well, now that you've heard about the

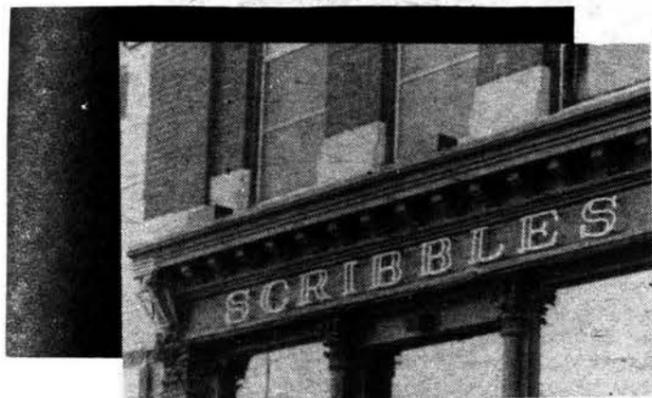
fancy-schmancy, uppity yuppie swanky restaurants, I have one more to add to the potpourri. The Neon Goose offers a more casual atmosphere for more casual people, even if they're wearing formals. The price is tolerable, though the wait is often unbearable, and they don't take reservations on weekends. But I would still recommend the "Goose" just for their own special appetizers: goose bumps, deep fat-fried, breaded cheese. MMMMMboy. Good stuff.

taste, except cheap ones: their fine cuisine does not come without a price.

"Standards" include a New York-style cheesecake with a berry sauce and a carrot cake which has quite a wide following.

But M's Pub's originals are what really set the establishment apart from the rest. For instance, their Chocolate Marquee is like a chocolate mousse with brandy-soaked lady fingers; it resembles a tort.

The Creme Brulee is a light custard with a caramelized sugar topping, the Baklava is their Greek pastry special, and, of course, their Chocolate Tort is wonderfully self-explanatory.



sandwiches. The prices are quite reasonable ranging from \$4.95 to \$11.95. The management also requests a well-deserved fifteen percent tip.

Scribbles also has a relaxing, homey atmosphere with a den-like setting in one room and the option of dining outdoors on the "front porch." The quiet sound of a piano playing also highlights the atmosphere.

V. Mertz Located in the Old Market Passageway, V.

If a lot of people don't bother you, or if you're uncomfortable with your date, go. The food is finely prepared, and the style is very impressive. On the other hand, if you like conversation with your meal, find a more out-of-the-way place.

The average price of an entree at V. Mertz runs about 15-20 dollars, but one could easily spend 50 dollars on a dinner for two. Reservations are necessary.



Now though the food sounds delightful enough, the

catch is M's

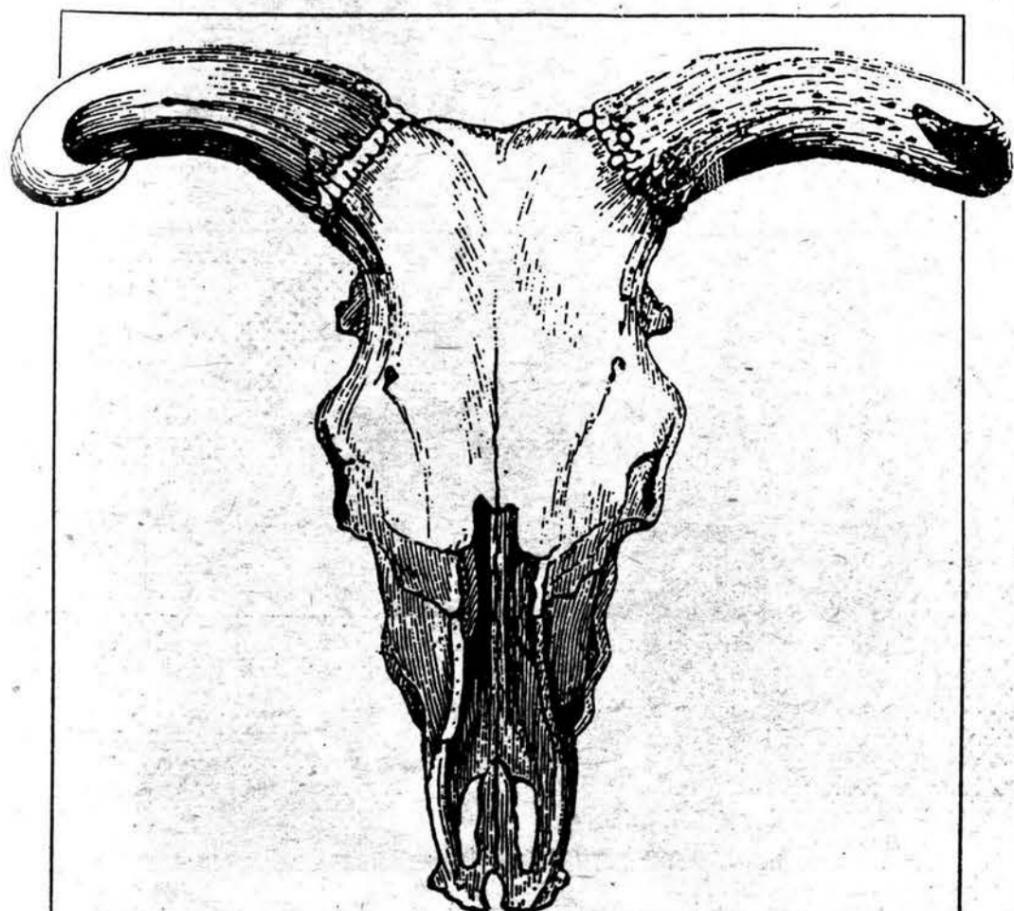
itself. The

pub caters to

a decidedly older audience, one that might snicker at little promsters. But if you are willing to brave the criticism, M's Pub just might be the icing on the cake for prom; you certainly will not be disappointed in the food.

Ranging from standard classics to exotic specialties, M's Pub offers something for almost any

Cont. on page 14



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| Sexuality and Education | Pregnancy and Parenting |
| 326 Saying "No" To Sex | 130 How To Get A Pregnancy Test |
| 322 How To Talk To Your Child About Sex | 131 Symptoms of Pregnancy |
| 122 Talking To Your Parents About Sex | 336 Alcohol and Pregnancy |
| 325 The Importance of Sex Education | 132 Drugs and Medication During Pregnancy |
| 325 Teenage Sexual Concerns | 133 Teenage Pregnancy |
| Birth Control and Family Planning | 215 Adoption: A Loving Choice |
| 124 Birth Control - How Well Does It Work? | 134 Early Abortion |
| 125 Which Method Should I Use? | 135 Men and Abortion |
| 126 Is There A Safe Time Of The Month? | Health |
| 129 Birth Control Information For Men | 334 Menstruation |
| 116 Natural Family Planning | 136 The Pelvic Exam |
| 115 Condoms and Foam | 339 What is a Pap Smear? |
| 117 The Pill | 340 Breast Self-Examination |
| 118 How To Take Your Birth Control Pills | 113 Chlamydia |
| 119 Problems With The Pill | 114 AIDS |
| 120 The Diaphragm | 219 Drugs, Sex, Rock 'n Roll |
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School Daze Bring a book

Justin Kerr

School days, school days, dear old golden rule days...

No, not school days, *School Daze*, Spike Lee's newest film.

Lee, after his relative success with *She's Gotta Have It*, probably decided to make another film dealing with black cultures. However, the message that Lee is trying to commune is lost in the script. *School Daze* can best be described as a plotless series of anecdotes dealing with life at a predominantly black college.

Dubbed "a comedy with music," *School Daze* does contain some funny scenes and some musical numbers, but most of the film is an exercise in boredom. I found myself looking at my watch after only one hour and thinking that the movie would never end.

Part of *School Daze* deals with Half-pint, the undersized character whom Lee plays,

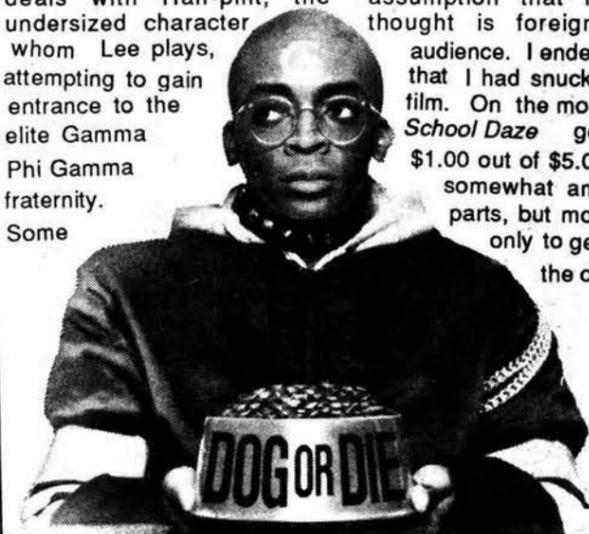
attempting to gain entrance to the elite Gamma Phi Gamma fraternity. Some

Register Review

of the incidents played during the initiation are highly entertaining, not to mention the attire of the Gamma Phi Gamma inductees. For most of the rest of the film, however, bring a book.

The "inner message" that Lee is trying to commune to his audience, dealing with racial segregation among blacks, is woven throughout *School Daze*, at points with a complete lack of skill. The tensions between the two conflicting groups of characters erupt in several scenes, including a dance act in a beauty parlor which is one of the few well done things in the movie.

The end of *School Daze* left me clamoring for the exit. Lee must have made the assumption that individual thought is foreign to his audience. I ended up glad that I had snuck into the film. On the money scale, *School Daze* gets about \$1.00 out of \$5.00, a film somewhat amusing in parts, but mostly good only to get in out of the cold.



An evening out

Cont. from page 13

Timothy's Sweets Have you ever wondered why your dad took his dates to the soda shop? And why did Mom go? I mean, it sounds like a cheap date to me!

Well if you want to find out the answers to all these questions and more, go to Timothy's Sweets on 132nd and Center Streets in Baker's Plaza.

This little ice cream shop is decorated with antiques sought out from all over the country. It has the typical fifty's soda shop motif from the bar stools right down to the water cups.

The menu is full of those old time favorites: fizzes, shakes, banana splits, phosphates, floats and sundaes just to name a few.

The nice thing about the mom and pop store is they give you BIG helpings. Not just one or two scoops of ice cream but four scoops. Yes folks, your eyes do not deceive you, four scoops.

So, if you want an old fashioned good time and a tummy-filling desert, take your family and friends over to

Timothy's Ice Cream Shop. It's guaranteed to be loved by all.

House of Genji With prom on the way, people need to start making reservations for dinner. It may seem unnecessarily early, but the weekend before is not enough time for a reservation. So, here's a tip.

If you are going in a group, preferably a group of eight, the House of Genji is a great place to have fun. It's located at 87th and Dodge, near the Indian Hills Plaza.

The restaurant allows all eight people to sit at a table where waiters prepare the food at, or on, your table. The food is Japanese and has a variety of different foods such as steaks, seafood, chicken, and combination meals.

The dinner is by courses--soup, salad, main dish. Prices? Well, they vary by what you order, but are in the neighborhood of \$12.00 and up per person.

The House of Genji won't begin to serve you unless most of the seats at that table are occupied. So this is the ideal restaurant for groups. Have fun and make reservations early.



Joël McCulloh

Casual sex may be taboo in our society today, and it should definitely be outlawed in movie theaters. No, I haven't lost it, and yes I am making sense.

Ultimate stupidity

What I am referring to is the new movie *Casual Sex?*, starring Lea Thompson and Victoria Jackson.

Casual
Sex? ♀ ♂

If it's a question,
the answer is no

Casual Sex? reaches the ultimate of stupidity and stereotypical. We have the basic dumb jock, the bubble-headed blonde and of course the sensible-brunette who gets the hot sexy hunk that everyone wants. And naturally everything takes place in a health spa.

Feeble attempt at humor

Now don't start to think that there is a story woven somewhere within the feeble attempts to create laughter, because there is not. The closest thing to a story are the ending credits, but I didn't

get a chance to catch them. I walked out before the movie ended.

Register Review

The entire movie was an insult to anyone with an I.Q. over 50, and an uncalled-for slam on the sexual trends of today. So my advice is to avoid *Casual Sex?* at all costs. (I mean the movie.)

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A meeting with 'the ghosts of geography teachers past'

Central archives reveals history

Justin Kerr

The archives. When one hears that phrase, one of two images comes to mind: either a Smithsonian chamber with orderly, organized files and bookshelves or a Gothic dungeon, replete with ancient torture instruments, prison cells and the ghosts of geography teachers past. The Central High School archives are neither.

school supplies, paperwork, and, in the back, all of the old Central High *Registers*.

"We make an effort to insure that we have a bound volume of the *Register* each year," Dr. Moller said, adding that "it's a pretty darn accurate account of what transpired each year."

The other archive location is "in an old vault, on

"We have a box for each year going back many, many years in which we have put memorabilia: old schedules, old yearbooks and interesting material that might tell something about that year to a historian."

Central principal Dr. G.E. Moller describes the archives as "two small rooms where we keep most everything." The first is an area, the size of two large closets, connected to the main office. "We call this the security room," stated Dr. Moller.

The main feature of the security room is an aged, oak file cabinet, possibly four feet high and six to seven feet wide. In it, said Dr. Moller, lie the records of "all the students who ever attended Central, their grade records and some test scores, also the year they graduated."

He added that "it used to be important that a counselor attached some kind of evaluation of the person," but "it was decided that it was constitutionally questionable to keep things like that."

Along the shelves of the security room rest various

the east side of the building," Dr. Moller explained. "It's over there because it used to be just across from the old offices."

According to Dr. Moller, the vault was "built for the safety of permanent records. It's a fairly safe room, ... with a steel vault door on it."

In the vault room lie boxes, labeled individually by years. "We have a box for each year going back many, many years in which we have put memorabilia: old schedules, old yearbooks and interesting material that might tell something about that year to an historian," Dr. Moller said.

However, "there has never been a clear plan to take care of these [boxes]," explained Dr. Moller. "Mostly it was done by a principal who said: 'Well, that might be interesting for the future.'"

Although "no one is assigned to be in charge" of the archive boxes, "it's kind of understood that [the principal] is responsible for it," Dr. Moller stated.

"I can put things into current boxes when I think of it, and there are others who give me things that they think should be saved

... It's kind of a cooperative effort." He concluded that "I guess I'm the one who makes sure that something gets in there."

Opening one of the



boxes, labeled 1902, Dr. Moller unearthed several old documents: an old program listing, a magazine-like edition of the *Register*, a program for the spring play and an archaic photograph of the track team. "Very, very interesting," he murmured.

Next to the rack where the boxes are kept, another ancient, oversized, file cabinet, similar to the one in the security room, jutted into the cramped, three-cornered chamber. In it rest grade records of some of the past students who attended Central.

"If you take the number of students graduating by the number of years, that gives you some idea of how many permanent records we have on file."

Dr. Moller thought that the long rows of program cards represented students numbering "in the many thousands. If you take the number of students graduating by the number of years, that gives you some idea of how many permanent records we have on file here."

He went on to say that "much of the records are now put on the com-

puter or, are microfilmed. We don't keep nearly as much in the building as we used to."

Concluding that "it's a good thing" that the records will be compacted on different media, Dr. Moller elaborated that "we obviously would run out of space sooner or later."

In front of the file cabinet sat several trophies, representing everything from academic accomplishments to sporting achievements. Dr. Moller stated that "eventually you get so many [trophies], you don't have display space for all of them."

He then led the way to the one side of the basement,

to a small door which he unlocked and pushed open. A short flight of stairs led down into the bowels of the building.

In a room adjacent to an ancient air circulation system, scores of dust-covered testimonies of achievement rested on the floor. We had reached the trophy graveyard.

Dr. Moller summed up the obvious: "Most of these are quite old." He again cited the reason of a lack of space as the motive for not displaying them.

Even though all of the archives may not exist with a specific purpose, they provide support for the historical backbone of Central: Dr. Moller

finalized: "When a school has been around as long as this one has, it and its records have some real historical value."

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'Have a real good chance of winning state'

Track teams excel with combination of depth and experience

Lance Grush

The Central High School boys' and girls' track teams are off to an excellent start thanks to a combination of depth and experience, according to Head Coach Joe McMenamin.

"This is the second year I've been the head coach for the girls, and this team has much more balance and depth and probably can score in more events, than last year's state championship team," said Coach McMenamin.

Mallery Ivy, senior and state record holder in the 100 meters, said both Central teams will contend for state titles. "We are a real strong team this year," said Ivy.

Senior Heather Jones, the Lady Eagles' top hurdler, also feels good about the team this year. "We're a real young team this year, and I feel real good about our chances at state," said Jones.

"We have a lot of underclassmen backing up the seniors," added Ivy. "We have a real good chance of winning state because we have so much depth."

Mr. McMenamin feels that the balance of the girls' team has helped them

tremendously. "In the past Central was known primarily for sprinters," said McMenamin, "but now we're more balanced."

In most of their meets the Lady Eagles have had two or three girls place in the top six in several events. Juniors April Morris and Amy Albertson usually both place in the discus and shot-put (sophomore Letha Pugh has also placed).

Jones and sophomore Kim Osler usually both place in the 100 meter hurdles, and sometimes the 300 meter hurdles.

Sophomores Angie Green, whom Coach McMenamin calls "the top sophomore in the state," and Theresa Watson often place in the sprints (100, 200, and 400 meters) along with Ivy.

"I'm really happy with

placing first and second in most of the meets.

Sharpe still feels that his performances in the discus and shot-put could improve. "My performance could be improved. I want to throw about a 190 [feet] in the discus," commented Sharpe. "A lucky wind is all you really need."

"The surprise of the year has been Kelly Yancy in the sprints," said McMenamin. "He ran a 10.7 in Central's meet which is the second fastest time in the state." Yancy, junior, runs the 100 meters, 200 meters, and a leg on the 400 meter relay team.

"Sherman Williams has been doing excellent in the long jump," commented McMenamin. "He won at the



Lavella Moore, freshman, competes in the long jump at the Central Invitational. Moore is one of three freshmen girls competing on the Lady Eagles track team.



Kelly Yancy, junior, crosses the finish line in the 100 meter dash at the Central Invitational. Yancy placed first in the meet with a time of 10.7.

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how hard the team works," commented McMenamin. "Marcie Reed has really been a leader on the team along with Mallery Ivy."

Mr. McMenamin feels that the girls' top competition at state will come from Lincoln High and Lincoln Southeast. "Lincoln High has the top three two-mile and one-mile times in the state," he said.

The boys' track team finished only three points out of second place at state last year, although they finished fourth. "We really finished on a high note [last year]," said Coach McMenamin. "Martin and Stillmock had an excellent state meet and kind of gave us momentum going into this year."

The team has been placing really well in the weight events, with seniors Dan Stillmock and Jody Sharpe

Millard South Invitational and Ralston Relays."

Williams hopes to qualify for the state meet. "I'd like to make state," he said. "It's my first year long jumping and triple jumping, and I think I've done pretty well."

Coach McMenamin feels that the boys "will be contending" for the state title. He feels that the Eagles' biggest competition will come from Kearney, Lincoln Southeast, Grand Island, Fremont, and Papillion.

"I think it's a good team, it's just a matter of working together," said Sharpe. "I think the girls should take state and I think the boys have a good chance also," commented Williams.

"We've been blessed with a lot of talent," said McMenamin, "and I feel our coaches are second to none."

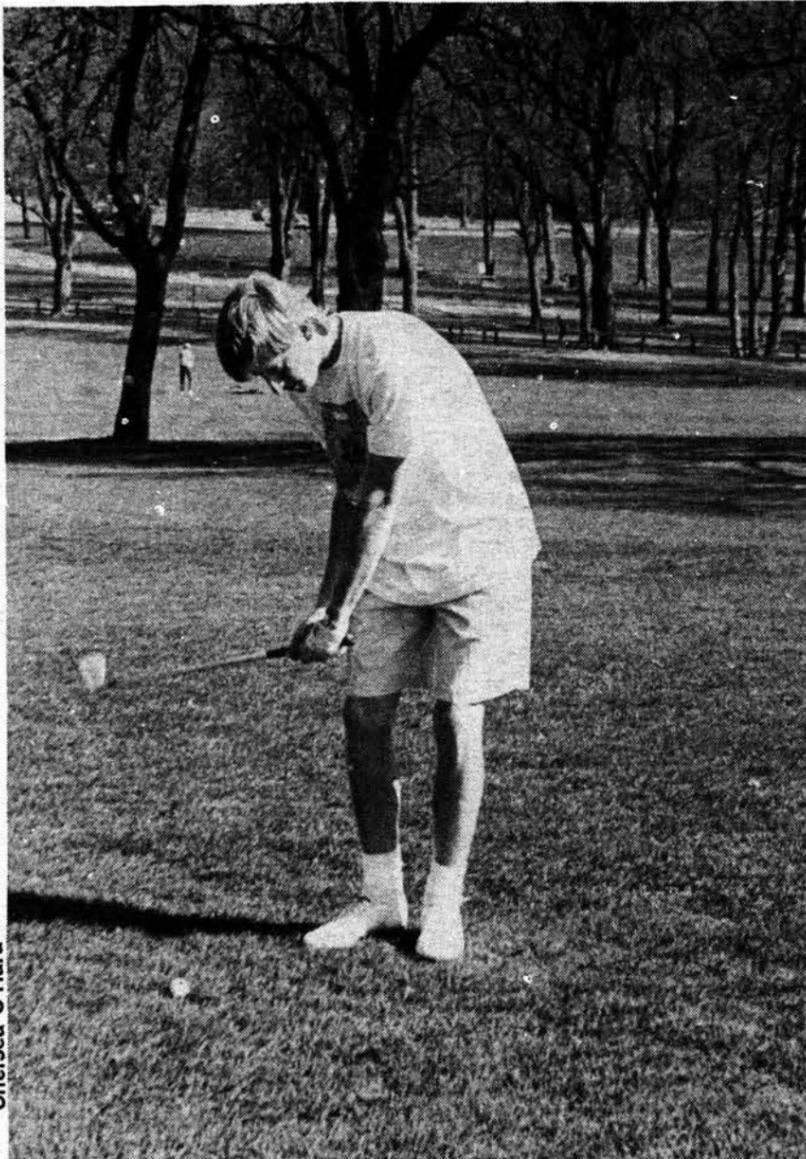
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Golf team 'could do very well' if entire varsity plays well



Chelsea O'Hara

Danny Pansing, junior, practices his putting at Elmwood Golf Course. The boys' golf team hopes to qualify for state after returning three starters from last year's team.

Bridget Buckley

"We could do very well; the whole varsity team has to play well," said Jim Kemp, Central High School senior, of this year's boys' golf team.

At a dual match, two teams compete, each with five seeds. Points are given for each seed won.

The Central team had the top four seeds set with the players with the lowest scores in order from one to four, lowest score playing first seed.

The player on the fifth seed "is what we call the guy on the bubble" meaning that he can be challenged. He must prove he can play varsity golf. Scores from the preceding practice determine the fifth spot for the dual.

"We can handle all (teams) we play in duals; Ralston could be tough," said Coach James Galus, social studies teacher and golf sponsor.

Other teams which the boys play are North High and South High, which they feel should not be too difficult.

Top two with hopes

Jim Kemp placed in Metro two years ago and John Musselman was a state qualifier last year. "If we go to state, those two will do it for us," said Galus. The top eight individuals at districts go to state.

"I want to go to state this year. Johnny went last year. I didn't my freshman or sophomore years, so I want to go and win it this year," said Kemp.

Jim did not attend Central his junior year. He tries to practice and play as much as possible, hitting, chipping, and putting. He also asks friends to watch him to see what he is doing wrong.

"I want to win Metro. My chances are as good as anybody's. I want to qualify for state and give myself a chance to win," said Musselman.

Johnny Practices at least two and a half hours a day. "I pound (hit range balls) three days a week and play four times a week," said Musselman.

John has been trying to get more tempo in his putting stroke. "Putting is at least half the game. I spend more time practicing it; I try to visualize the putt going in," said Musselman.

He has been working on lengthening by ten yards the range he gets with his one iron. The one iron has a flat angle and is used for making long distance shots. The longer the distance a player can get using it, the fewer strokes he uses to get the ball into the cup.

Lack of tournaments hinders

Coach Galus said that not getting into tournaments hurts the team. Tournaments are usually invitational. Most schools that hold them try to keep the same teams in every year, to keep competition constant.

Some schools allow their teams to miss every Friday to attend a tournament, but since Central stresses academics, that is not possible. Mr. Galus said that he would like to get the team into two more invitationals this year, but he had not heard anything yet.

Not getting into tournaments inhibits the team's ability to withstand tournament pressure. Galus defined this pressure as the pressure caused by many people watching the players and strict observation of the rules.

'Most get nervous'

Galus said that most team members have had tournament experience at the country clubs or elsewhere, but some still get nervous each time they play. "By districts," Galus said "they will be used to the pressure."

Other team members are Dan Pansing, Mike Lawler, Carl Yech, and Tyler McLeod, juniors, and John Hass and Jake Torrens, sophomores.

"For the team to do well, less experienced players will have to rise to the occasion to do well as a team," said Musselman.

Marketing teacher admitted to wrestling coaches hall of fame

Chris Vachaudes

Central's Mr. Harry Gaylor, in a late March week which he described as one of the best of his career, was honored as Nebraska's Marketing Teacher of the Year and, to further inspire pride, was inducted into the Wrestling Coaches Hall of Fame.

Coach by accident

The successful marketing teacher and sponsor of the defending national champion Central DECA club - who has drawn parallels between the competitive natures of marketing and wrestling - has had a long history in wrestling - both as a wrestler and as a coach.

After winning a Big Eight wrestling medal and eventually breaking his leg in

the national competition, Gaylor had no intention of becoming a wrestling coach, but, by accident, he once again found himself involved in the sport - this time "Imparting the wrestling skill, which is the highest level of artform in the world of sports."

As a new Marketing teacher at Tech High School, Gaylor stumbled into Tech's wrestling program, of which Central's Mr. Larry Hausman, Art teacher, was assistant coach. Explaining his re-emergence into wrestling, he said, "Once you have any athletic skill in your blood... it must stay with you."

'Not for masses'

"Wrestling is not for the masses, because the masses can't understand it," he explained, "It involves physics, it involves biology, it

involves a whole lot of psychology, it involves tough physical training, and, of



Mr. Gaylor

course, it's a combat - it's man against man - and so a lot of

people don't like that because there's going to be a loser, and a winner."

Coached past olympians

Gaylor, who helped Tech to a state championship, later toured with some of his best wrestlers all over the country and, eventually throughout the world. Some of these wrestlers then made the national team and represented the United States in the Olympics. Gaylor then served as an assistant coach for the

University of Nebraska at Omaha.

The Wrestling Coaches Hall of Fame, which each year inducts three coaches from the Metro area, earned Gaylor a plaque, a line in the *Omaha World-Herald*, but most importantly earned him the respect of his peers.

"Anytime you are recognized by your peers - the people you're shoulder to shoulder with in the trenches - then that's a much bigger recognition than any other."

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Nebraska football legislation; good intentions, wrong method



Over
time

with Lance Grush

Should college football players receive a salary? Simply because of the huge sums of revenue they rake in for universities every year? Aren't they risking permanent injury and sacrificing countless hours a week in the fall for little reward?

About a month ago Nebraska's state legislature passed a bill that would require the payment of a stipend to Cornhusker football players.

The bill would have required four other states in the Big Eight Conference to also approve the legislation for it to take effect. But before the bill

could reach the other states for consideration it was vetoed by Governor Kay Orr.

Nebraska state senator Ernie Chambers, the sponsor of the bill, had good intentions when he brought the bill to the senate floor. Although many of college's football players receive full-ride athletic scholarships, that doesn't give money to players for everyday living expenses.

A player is receiving a free education as a reward....

And a good number of players receiving full-ride scholarships come from poor financial situations at home. Nebraska's Head Football Coach Tom Osborne would support an NCAA rule allowing players to receive sixty or seventy dollars a month for general college expenses, but he opposed the bill since it

would greatly hinder and demolish the Husker football program.

One important thing to keep in mind is that for most college football players their careers will end after college. There are only 28 teams in the NFL and each is only allowed to maintain a roster of 45 players. So athletes priority should always be the classroom and not assuming they will be able to play in the NFL.

A player is receiving a free education as a reward for his athletic ability and should be grateful for the opportunity to play a sport they love. And fortunately the majority of them are.

I feel the same way that Osborne does about paying football players a small stipend of around sixty or seventy dollars a month for college expenses.

After all, a player is unable to hold a job during the season by NCAA rules, and there are a lot of costs that

contribute to the cost of college in addition to tuition, room, and board.

...Probably help weed out some of the crooked agents....

Providing athletes with a little spending money would also cut down on the temptation factor if an agent or alumni member were to offer them money. It would probably help weed out some of the crooked agents from signing players early and costing them a year of college experience.

Senator Chambers argued that since universities' athletic departments make thousands of dollars from the football team every year, the members of the team should reap some of the profit. He failed to realize that players are playing a sport they love, and the publicity should just be considered a bonus.

Besides if the bill had been passed, and was supported by four other Big Eight states, it would have made the players ineligible to play under NCAA rules (since it prohibits schools from paying athletes).

Such a bill would limit Nebraska to strictly Big Eight opponents, prevent them from playing on television, and make them ineligible to take part in Bowl games. What a sad season that would be!

Such a radical bill will never pass through enough legislatures to convince the NCAA that football players deserve some sort of payment for their participation in intercollegiate athletics.

I'm sure the bill was written up with good intentions, because it was simply trying to convince the NCAA to change the rule about payments to players. However, attempting to do it by getting the Big Eight kicked out of the NCAA is heading in the wrong direction.

Male defies the odds; makes junior varsity cheerleading squad

Johnny Musselman

Next year's junior varsity cheerleading squad will be minus one short skirt but will have a male member for the first time since 1977.

Sophomore Allen McPhaul started thinking about cheerleading in ninth grade while he was at Lewis and Clark Junior High. Allen has been involved in gymnastics since seventh grade and also competes in track.

According to Allen, gymnastics and track are an integral part of the sport of cheerleading. "My track and gymnastics abilities encouraged me to become interested in cheerleading," said Allen.

When Allen got to Central, he still had a vision of cheerleading. Allen said he casually brought up the idea of trying out among his family and friends, and most people were supportive of him. "Many people didn't think I was

serious, but my close friends and my family were real supportive of me trying out," said Allen.

Since male cheerleaders are not very common in high school athletics, Allen was obviously bombarded with ridicule and was the center of numerous lunchroom jokes. Allen, however, disregarded all this and decided to try out for cheerleading.

"I felt like I had the whole school behind me."

Allen's mother, Donka McPhaul, helped Allen get through this time. She said that "if anyone ridiculed you, don't pay any attention to them and just do what you want."

When Allen began his battle against the past and about thirty-five competitors, he realized that he had school-



Laura Grillo

Allen McPhaul, sophomore, demonstrates his flexibility by doing a 'Russian' jump. McPhaul is the first male to make a cheerleading squad at Central since 1977.

wide support. "When the tryouts began, I felt like I had the whole school behind me," said Allen.

Dr. G.E. Moller, Central High School principal, told Allen that he had a big responsibility if he was to get involved with cheerleading. "Dr. Moller told me I had a big responsibility, patted me on the back, and said 'good luck'," said Allen.

What once started out as an off-beat idea or something different to do soon turned into a serious goal for Allen. "I wanted to take the tryouts seriously and do my best to prove that it wasn't a joke, or something that sounded good at the time; I was serious," said Allen.

When Mrs. Gerry Zerse, counselor and cheerleading sponsor, first realized that Allen was trying out, she "thought it was nice we finally had a male try out for cheerleading."

During tryouts, Allen struggled with a feeling common to anyone under pressure: nervousness. "During tryouts, I got the tingling in my fingers," said Allen. Many of the cheerleaders helped ease Allen's nervousness during tryouts. "I talked to some cheerleaders who helped me through this time," said Allen.

"They all gave me a lot of support."

Along with the "tingling in the fingers," Allen had to deal with a problem that students were giving him. "People were saying that since I was a boy, I was forcing the school to put me on cheerleading," he said.

"I didn't want to be on it was just because I was the only boy trying out; I didn't want to be treated any different than anyone else," stated Allen.

"Everyone was really impressed with his techniques and his gymnastics ability."

Many of the cheerleaders noticed how athletic Allen was and saw that he had a great chance to make cheerleading. Jennifer Collins, sophomore and cheerleader, said that "everyone was really impressed with his techniques and his gymnastics ability."

When the moment finally arrived, the announcement of next year's cheerleading squad, Allen was extremely nervous. There were only twelve spots open for junior

varsity cheerleading. "Eight names had been read off, and I was becoming very nervous. The ninth name was 'Allen McPhaul', and a big surge of energy ran through my body," said Allen.

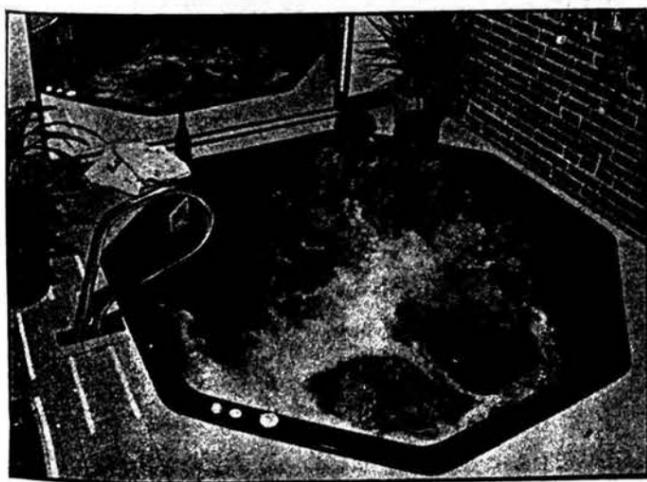
Sophomore Eric Neal, a friend of Allen, thinks that Allen's accomplishment "is great for the guys. Girls can play football and this kind of equals things out. I'm really happy for him."

The cheerleading squad next year, according to Melissa, "will be overall different." Mrs. Zerse hopes that Allen "supports the athletics at Central." She is also optimistic for next year's cheerleading performance. "We should have an excellent varsity squad next year which includes Allen," said Mrs. Zerse.

Allen hopes his accomplishment will "encourage other boys to try out for cheerleading." Allen is excited about cheerleading for Central. "I will put all my heart into it," he said.

Allen's determination and desire have earned him a spot on Central's junior varsity cheerleading squad, but according to Allen, he would have struggled through the entire process if it were not for his supporters.

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'Soccer at Central is just beginning'

Johnny Musselman

This year's Central High School boys' varsity soccer team, coming off an upset win over last year's state runner-up Millard North, is optimistic for a successful season.

For most of the soccer players, the season started with conditioning and drills without a soccer ball. Team members lifted weights and ran stairs at Central. For others, like Andy Haggart, Andy Huff, David Bushey, Adam Sortino and Peter Festersen, competitive soccer is a year round sport.

"We didn't do much with the ball the first week," said junior Adam Sortino. "We gradually began running through drills with soccer balls."

As practices progressed, head coach David Martin, as well as many players, saw potential for this year's team. "I was pretty optimistic when we started to practice," said junior Peter Festersen.

Sortino thought that this year's team "was more organized than last year." He was also impressed with the turn-out for try-outs this year.

According to Coach Martin, sixty-five people signed up for this year's soccer team, compared to forty people last year.

Senior Andy Haggart, felt that, as the team's practices progressed, they "showed a lot of potential to go a long way."

The team's first win was against Northwest, and then they lost a close battle with Ralston. Currently, the Eagles are 4-2-1 and are hunting for a successful state tournament.

Their third win came rather unexpectedly. Last year's state runner-up, Millard North, hosted the 2-1-1 Eagles. "The tall and aggressive Millard North team," according to Coach Martin, had the Eagles down 2-0 at half time.

The Eagles came back from the half time deficit, behind senior David Bushey's four goals and defeated the Mustangs. "We came out and played with more emotion," said Festersen. "That got us through."

According to Sortino, "we beat Millard North with sheer spirit, because we were more pumped than they were." In addition to this "spirit," the victory over the Mustangs was the first game that the Eagles were in full force.

Many team members expressed disappointment in the fact that rarely were all of their starters healthy. According to Coach Martin, between four and eight starters were injured for the first few games.

Junior Andy Huff said that "if so many players had not been injured, we would be undefeated so far."

Coach Martin sees the injury problem as the key to the season. "We have a lot of talent, but our success will ride on how healthy we stay."

The team is eager for the rest of their season and a possible state championship berth. Coach Martin has many young players whom he sees coming together to help this and next year's teams.

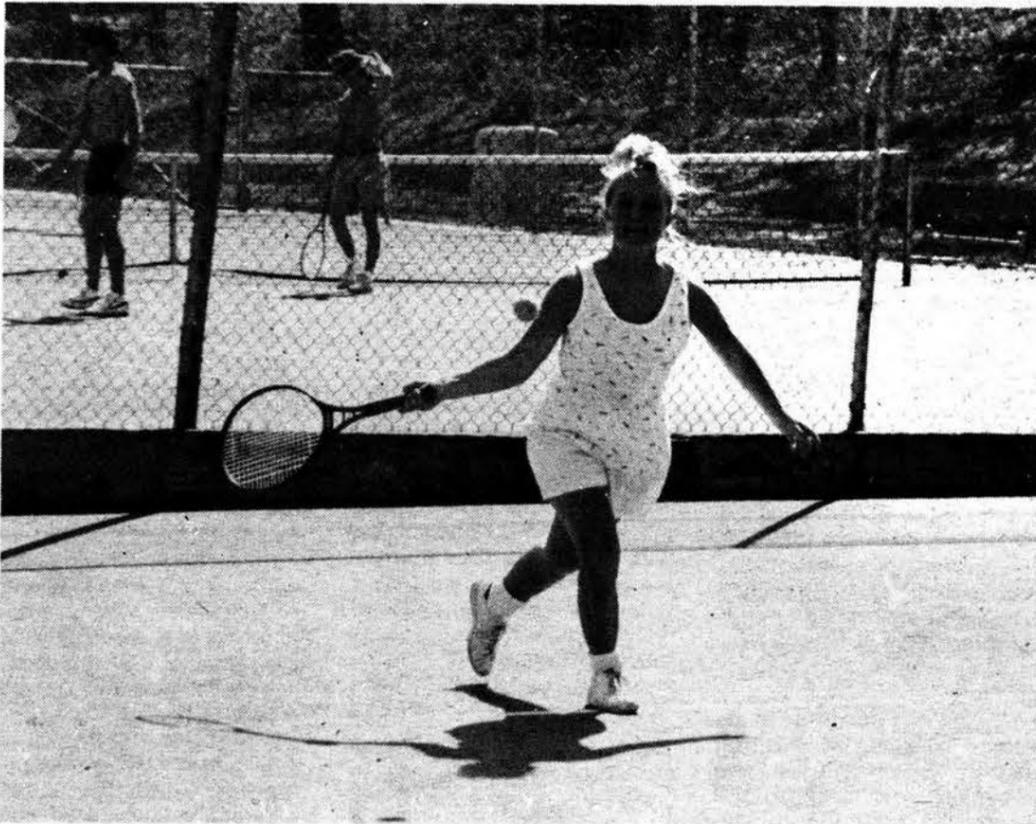
He said he feels that "soccer at Central is just beginning."



Rob Glasser, senior, heads the ball during a soccer game. The team is optimistic after it's win over Millard South, last year's state runner up.

Jill Ogden

Experience and improvement build tennis team



Jeff Howard

Amy Hoffman, senior, keeps her eye on the ball when returning a volley. Amy is one of four returning seniors who add strength and experience to the team.

Chris Vachandez

The 1988 Central High School girls' tennis team, according to Head Coach Ms. Susan Parr, is a much improved team from last year - relying on the strength and experience of the returning seniors and guaranteeing their future with the development of several fine sophomores.

"I think we're pretty good. I think we're better than last year, and we've got a lot of strong players back from last year," said Coach Parr.

Looking toward the future, she added, "We've also got quite a few other

"We're going to beat the lower teams, split with the middle teams and play the top teams tough."

sophomores that are pretty solid players that are going to work well for us next year and the year after, I think."

Keeping closer to the season at hand, Coach Parr expects to have a good 1988 season. "I think that we're

going to beat the lower teams, split with the middle teams, and play the top teams tough. I think we can because the kids all really work hard."

Jennifer Urias, senior, the team's top player, expressed concern for the rest of the season: "There are a lot of really tough competitors. It's going to be pretty tough."

Despite the team's tough schedule, Coach Parr still has high hopes for the State and Metro tournaments - the only two tournaments in which the team will participate. "I think we'll finish better than last year," she said.

Coach Parr went on to say that the "luck of the draw" will drastically affect their outcome in both tournaments.

"Metro and State tennis have a lot to do with what draw you get," she said. "Your top players might not earn any points for the team, and the lower players might earn enough to win. It all depends on what draw you get."

So far this season, the team has lost both of its meets: 0-9 to Abraham Lincoln and 1-8 to Gross.

According to Coach Parr, Gross has an excellent team this year. "Gross has a lot of really strong, young players. These are people that are very strong in Missouri Valley tennis. . .they're going to be really tough to beat."

The doubles team of seniors Bridget Buckley and Amy Hoffman accounted for the team's only win against Gross. "We did a lot better than we expected because Marian lost to the team we beat," said Buckley.

The team's top four players, in order, are: Jennifer Urias, senior; Lori Anderson, sophomore; Tiffany Whitney, junior; and Amy Hoffman, senior.

Coach Parr commented on the team's top two: "Jennifer [Urias] is our best player, our toughest player. She's got a lot of experience and is really a very, very consistent player and works very hard on her game."

"Lori [Anderson] has also had a lot of experience other than on the tennis team. She plays a lot with her family.

When you play all year round, it really makes a difference." Coach Parr and the rest of the team have high hopes for Anderson and also for Tiffany Whitney.

"Lori and Tiffany have a lot of promise and should be able to keep their game together for next year," said Buckley.

With the four seniors on the team all graduating, the team will have to rely on the underclassmen, but considering the large number of sophomores and the three juniors on the team, Coach Parr believes the future looks bright for the girls' tennis team.

"It all depends on the sophomores. We've got a lot of good sophomores, and it all depends on how they develop and how much they play tennis over the summer, in the fall, and over the winter," said Coach Parr.

"I think if you can get players when they are young and keep them out... and interested you'll really build a strong team."

She concluded by saying, "I think if you can get players when they are young - and next year we'll even have ninth graders, which will even be better - and keep them out and keep them playing and keep them interested, then you really build a strong team - maybe not a state champion team, but a strong team."