

Central students give the gift of life

Marrie Parrott
On March 16, numerous Central students and faculty bravely lined up to Central's west porch to give up their veins for those in need.

The American Red Cross Bloodmobile recently visited Central High School and Red Cross volunteers and students and teachers to help donate blood.

The Bloodmobile was sponsored by Central's Student Council and Student Council member Mrs. Judy Storm said, "Student Council has always sponsored the Bloodmobile. This is a way to help our community service."

According to Mrs. Storm, there was not a shortage of do-

nors at this year's blood drive. "There were more students that wanted to give than we could actually schedule," she said.

John Mitiplier, junior, gave blood at the Bloodmobile and said that he "decided to give blood to help others."

Gwen Allen, junior and Student Council member, also gave blood for the blood drive. "I felt that I should participate in the blood drive since I'm a part of Student Council."

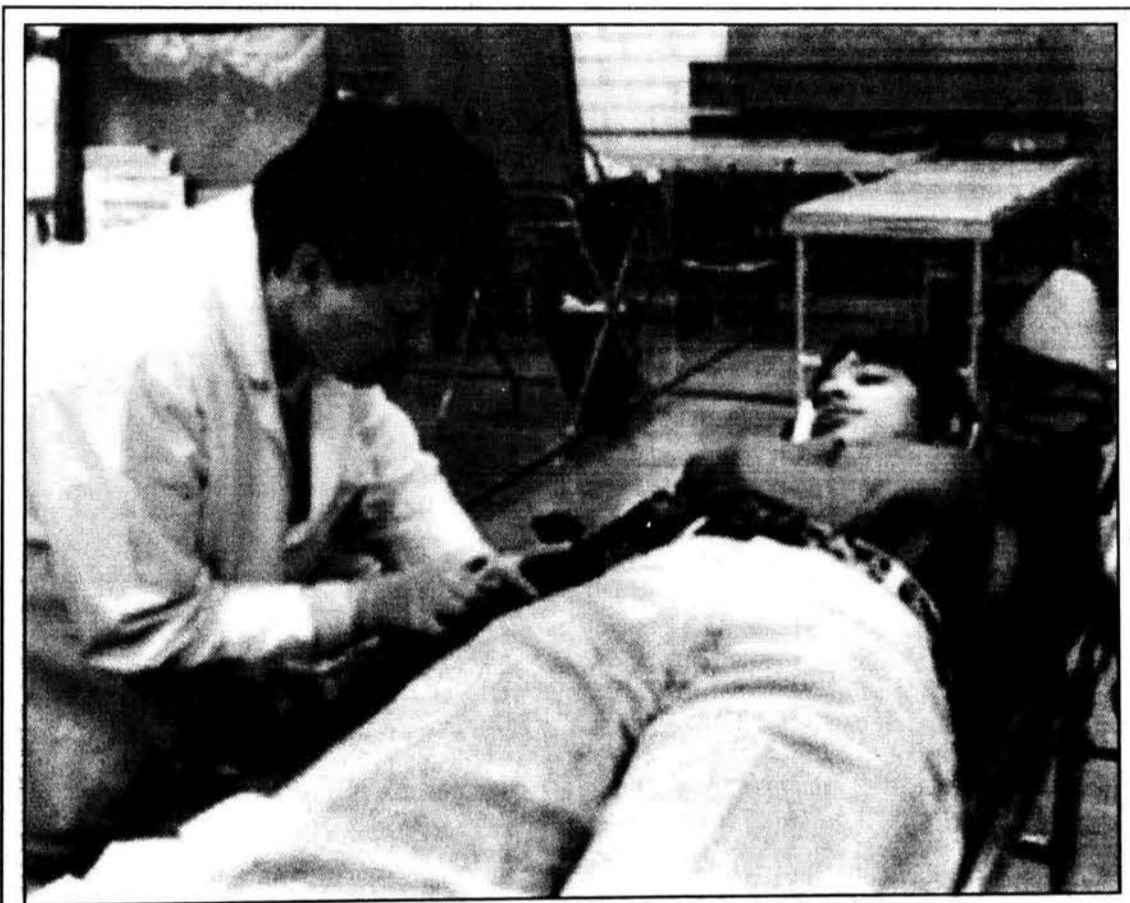
When a person goes to the Red Cross or to a Bloodmobile to donate blood, a pre-check first occurs, where a person's Social Security number and donation history are reviewed.

A person must be 17 years old, weigh more than 100 pounds, be free of any maladies/diseases, and must feel well the day of donation in order to donate blood. Also, 52 days must pass between blood donations.

The actual drawing of a person's blood then occurs, taking only five to seven minutes, and donors are then sent to a refreshment area, where they are allowed rest, drink and food for approximately 15 minutes.

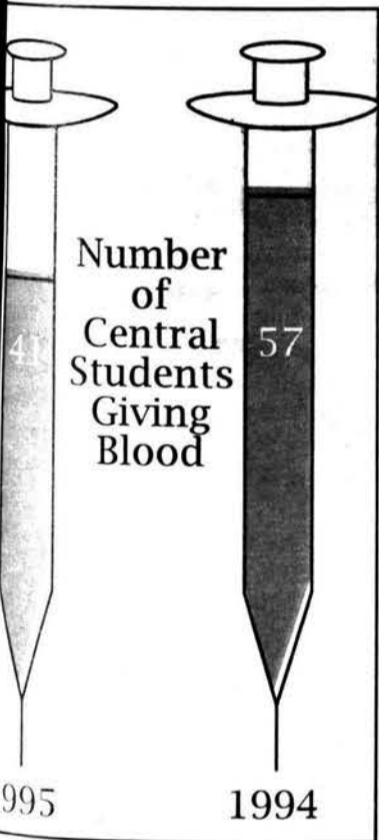
Last year, the midwest region of the Red Cross collected 100,000 units of blood, along with additional blood components. This year, they are planning to collect 110,000 units.

According to Ms. Susan Allen, who works in the communications department of Nebraska and western Iowa's American Red Cross, roughly 10 percent of the blood donated to the Red



Making a donation: High school students throughout the metro area continuously donate blood to the American Red Cross. Ten percent of blood donations come from high school and college-age students.

Courtesy of American Red Cross



Cross is donated by high school and college-age students.

"We've been really fortunate to have student groups throughout the metro area and throughout our region supporting us. I don't know of any high schools in the area that haven't been extremely helpful."

Ms. Allen said that there is a continual need for blood donors because "all blood components have a definite shelf life." Red cells taken

from blood must be discarded after 42 days, and platelets must be thrown out after five days.

"We're really encouraging new donors to come in, and we're trying to arise new interest in people who haven't donated for awhile," said Ms. Allen. "If everyone would donate blood twice a year, there would be no blood shortages."

One thing Ms. Allen tries to emphasize when encouraging oth-

ers to donate blood is that "You cannot get AIDS, or any other blood-borne disease, from donating blood. We use new, sterile needles for each donation."

Would you like to donate blood? Ms. Allen said that the Red Cross is always happy to have people come in and donate blood. "We encourage people to make appointments, but drop-ins are always welcome," she said.

Dogs will detect drugs under Daub's proposal

Trin Beal
Drug-sniffing dogs may be one of many new additions to the Omaha Police Department if the Omaha Policing Strategy becomes a reality. This proposal was completed March 15 and includes six new K-9 teams, two helicopters for Metro Area Air Police and extensive updating for police communications systems.

During a press conference which was held on March 15, Mayor Hal Daub suggested ways in which the proposed K-9 teams could be used. One idea was for dogs to be taken into schools to aid in drug detection. The reason for the additional dogs is to improve the capability of the police department in this area. Ms. Jennifer Meyer, Mayor Daub's communications coordi-

nator, said. "The hope is that [the dogs] would act as a deterrent," Ms. Meyer said.

On the other hand, some educators question the necessity of canines in the schools.

"The use of drugs while students are in school is minimal so I am of the opinion that there is not a need for dogs in the schools," Dr. Norbert Schuerman, su-

perintendent of the Omaha Public Schools said.

The use of drugs while students are in school is minimal... There is not a need for dogs in the schools.

-Dr. Schuerman

near future in which both this and other issues will be discussed," Dr. Schuerman said.

Dr. G.E. Moller, principal, said that if a large amount of drugs was found in the school, dogs would be needed. Though he believes that there may be drugs in the school, few are ever found.

"I can't believe that it is anywhere near out of hand, where we would have to resort to such drastic measures as to employ dogs in the building," Dr. Moller said.

"[Evidence of drugs found by dogs] would not stand up well in a legal hearing. A student could always say that they don't know how the drugs got in their locker or blame their locker partner for having the drugs," he said.

"Most of the time people who have drugs don't put them in their lockers. If they do bring in the

dogs, the people aren't going to put the drugs in their lockers where they would be found," senior Andrea Hartso said.

While currently there is no grand plan to bring dogs into the schools, people are already beginning to take sides or throw criticisms.

"Personally, I think that it's a good idea because there's too much crime and violence anyway in the school. However, I also think that it's an invasion of privacy," junior Crystall Travis said.

Sophomore Sarah Fischer thinks that the dogs are unnecessary. "Mayor Daub has no close relation with the schools as is evidenced by his criticism of our snow days. It would be a waste of both the police department's and the administrators' time, as well as our tax dollars."

Daub's criticism unwelcome

Mayor Daub is perhaps the most observed individual in the city. His opinions on issues and decisions for the city are intently covered by the press and watched by the citizens of Omaha. As in the case of most public officials, Daub has a responsibility to be discrete in his words, understanding that what he says in public will be listened to no matter how meaningless. Mayor Daub has been in office for only 2 1/2 months, and in that time he has made regretful decisions in the way of public speaking. Well publicized comments Daub made regarding the gambling practices of a neighboring state were clearly inappropriate, but what is just as troubling is Daub's attention to and misplaced comments about issues concerning public education and area school systems.

On Tuesday, March 7, Omaha Public Schools and many other area schools closed due to weather conditions. According to the *Omaha World Herald*, OPS Superintendent Norbert Schuerman based his decision to keep the schools closed on the city's street maintenance crew's prediction that only 30 percent of the streets would be cleared by 7 a.m. Tuesday morning Mayor Daub said he felt that the streets were, in his words, "open and passable."

The Omaha city charter states, "the Mayor shall be responsible for the proper exercise of his executive and administrative powers." Please note the word "proper." Publicly voicing his opinions about whether or not he agrees with the superintendents' decision to close schools is not the proper exercise of the mayor's powers. Actually, in this circumstance, it is an inappropriate use of influence. The mayor has no control over the decisions of the city school system nor should he feel inclined to comment on them. These powers are designated to the superintendent of schools. The superintendent answers to the School Board as well as every parent in his district. He should not have to defend his decisions to the mayor. Issues of educational importance should not be the subject matter of political focus. The superintendent is elected by the School Board so as to avoid the influence of politics in the school system. Clearly, the mayor should not publicly criticize the decisions of school superintendents, nor should he feel his opinions in these matters are of public importance.

During a press conference on Wednesday, March 15, the mayor revealed aspects of his new law enforcement strategy. Included in his plan is the possibility of using police patrol dogs to visit area schools and check lockers for illegal substances. As reported by *Omaha World Herald* writers, Daub said he had discussed the idea with area school superintendents and felt that they looked favorably on the idea. However, when questioned, the superintendents from OPS, Ralston and District 66 said they had not talked to the mayor about the searching dogs proposal. Dr. Schuerman said he could not form an opinion on the idea of drug-sniffing dogs because the Mayor did not discuss the idea with him.

Forty-three thousand five hundred seventy-seven students in 77 schools are under Dr. Schuerman's authority, and the Mayor failed to discuss with him an idea, which could have great significance on issues under the superintendent's control, before announcing the idea to the public. If the Mayor feels that area schools figure in his law enforcement strategy, it is only logical that he communicates his ideas to the individuals who would know if the ideas would work, the superintendents.

In the future, Daub should remember that our education is not open for political interference. If Mayor Daub wants to make a positive impact on the education in Omaha, he will communicate directly with the superintendents and not thoughtlessly make his opinions know through the press.

Funding changes, a hungry mistake

Congress is trying hard to cut unnecessary costs and excessive spending. The American people expect the government to cut spending and downsize but not at the expense of children and their well-being. A plan presented by Congress to give states control of three federally-funded nutrition programs puts children at risk.

The creator's of the proposed legislation estimate that their plan will save \$6.7 billion over the next five years by cutting administrative costs. They plan to do this by giving individual states control of a system of grants that provide funding for school lunches, daycare nutrition programs and Women, Infants, Children (WIC). WIC is a program that provides supplements for pregnant women, nursing mothers and children under five.

The Federal School Lunch Program began with the National School Lunch Act passed in 1946. The Federal School Lunch Program enables 14 million children to eat nutritional lunches at free or reduced prices. In Nebraska a total of 62,618 children eat lunch free and 24,160 children pay a reduced price. The total cost of the Federal School Lunch Program to U.S. tax payers is \$4.5 billion a year.

School districts that rely heavily on the subsidies for lunch programs will be especially hurt by this legislation. Connie Stefkovic, administrator at Nutrition Services, expressed concerns about a decrease in program availability if this legislation is passed because some districts will not be able to pay more for the same program. As availability decreases, the amount of children that go hungry will increase.

Currently in Nebraska, every school meal receives a \$.35 subsidy. If the proposed legislation is passed then all school meal prices will increase by at least \$.35. If a student pays \$1.35 a day or \$6.57 a week for lunch now, then under the new legislation, that student can expect to pay at least \$1.70 a day or \$8.50 a week. Over the course of the school year that is a \$70 increase. However, most families have more than one school-aged child. For some families on a restricted budget a \$70 increase is difficult but possible, however an increase well over \$100 is may not be possible.

Continued on Page 3.



By Nick Stender

Shades of Gray



By Sara Corbett

This issue: The cost of summer school

As you may recall, no funds were allocated for remedial summer school at the secondary level when the budget for the 1994-95 school year was adopted last August. The Omaha School Board is justified in its decision last year to increase the cost of secondary remedial summer school to \$75 a course. I applaud the School Board's decision and see it only fit.

Public education gives every student the opportunity to learn and to be challenged to the fullest. The student's education is paid for by tax-paying citizens. In return, these students help fund education for the next generation of students, and the cycle perpetually revolves.

If a student chooses not to take advantage of the educational opportunity presented to him, why should tax-payers have to pay for his second, third or possibly fourth chance at it? The tax-payers did not let the opportunity pass them by and, rightfully, should not have to pay it.

Opponents of the School Board's decision have no right to complain. The School Board is simply cutting off free money for free loaders who can, but do not attempt to pass. No budgetary reductions were made at the elementary level or for secondary students enrolled in ESL or special education classes.

In fact, students taking summer school should be thanking the School Board for keeping the cost of classes so low.

Finally, I find it rather ironic that these students won't think twice about spending \$75 at the mall, but they'll complain when they have to pay that much for an education that they could have had for "free."

I am against the \$75 fee per class for summer school. It is ridiculous to assume that every student who needs to attend summer school can afford the fee. Not to mention, the people in the city of Omaha pay enough money for education through taxes.

There are students out there who need summer school to graduate the following year. Some of these kids come from households that can't afford the expense of summer school. The School Board is being unfair to these students. Students in this situation can't take advantage of the opportunity of summer school. Academic opportunity is a sad thing to lose, and the School Board is ensuring it.

Taxes are another reason that there should be a fee. People pay taxes year-round, not just during the school year. They shouldn't have to pay even more for summer school. There are other ways the School Board can pay for summer school. The city could use the money from cigarette or alcohol taxes to pay for summer school expenses. If they can't do that, there has got to be another way to reduce the fee.

If students cannot afford the high fee of summer school, where are students going to go to make up classes? If they can't completely work the fee out, they could reduce the fee to an affordable rate.



Register

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Register Your Opinions.

Does home schooling provide students with the educational opportunities equal to those of students in public and private schools?

Yes 34%
No 66%
125 students polled



"No, because parents aren't qualified to teach all subjects."
- Brian Walter, senior



"The education is probably the same, but they don't learn social skills."
- Dave Echternach, sophomore



"Yes, because it teaches students to think for themselves without the bias of teachers."
- Janelle Latta, senior

The Mailbox

Send all letters to room 315 or look for the mailbox in the Courtyard.

It is the policy of this newspaper not to print unsigned letters.

Dear Editor,

As you know, it is difficult for the marketing teachers to discuss "our side of the story" due to student privacy issues. We weren't prepared to discuss the issue with the press when your reporter approached us for information. In response, I have prepared a brief overview of the situation.

The first issue is the violation of school policy. The second issue is the penalties issued. The students made the decision in the first issue, and it is the administrators who will make the decisions in the second issue. These seem to be the facts!

In my opinion, a third issue exists; students that take risks by knowingly violating school policies, but not being concerned about it until they GET CAUGHT! Then the students argue, appeal, lie and never admit, "hey, I did violate the policy and now I must serve the consequence." It seems to always be someone else's fault that the student made a bad decision.

Getting caught is an issue. It could have been students on a foreign language hayrack ride passing a bottle of booze around and...*getting caught*. It could have been students attending a football or basketball game under the influence of drugs or alcohol, being searched and...*getting caught*. It could have been a group of athletes celebrating with drugs and alcohol after a game and...*getting caught*. Have the above-mentioned violations happened at some time?—not until someone GETS CAUGHT! Only when someone gets caught and other students see how the situation is handled will we know whether or not the risk is worth GETTING CAUGHT! Not everyone gets caught speeding on the highway, but sooner or later it will be you. Is it worth the risk? I hope the consequences of such violations will deter students from violating policies that were written to protect students.

Vicki Wiles, marketing instructor

Funding changes, a hungry mistake

Continued from page 2

Hunger and its dangers cannot always be seen from the outside. Studies have proven time and time again that hungry children do not do as well in school as their class mates who enjoy adequate nutrition. For example, Tufts University School of Nutrition reported that low-income elementary school students who participate in school breakfast programs show significant improvements in their school work. School officials have noted over the years that children who do not eat breakfast or receive the proper nutrition often tire quickly, get sick easily and have trouble concentrating. A decrease in the availability of free or reduced-price school lunch programs and other nutrition services will cause an increase in malnourished children who are not capable of succeeding because they are hungry.

In a perfect world there would be no hunger. Every individual would have adequate nutrition. We do not live in a perfect world. Hunger exists and is a reality for many children. School lunch programs, daycare nutrition programs and WIC help children get a good start in life with proper nutrition. The efforts Congress is taking to cut unnecessary and excessive spending is admirable. However, the proposed legislation will hurt children who depend on these programs to keep them healthy.

THE CENTRAL FILES-

A LOOK AT CENTRAL'S PROUD HISTORY THROUGH PAST EDITORIALS

1965-Spring fun foiled by semester finals

"Now is the time for all good students to hit the books. Yes, finals are just around the corner and it's time for every student to settle back and begin to review the semester's work. We all know that we are just fooling ourselves by saying that, "It's too late to study." Even the brightest minds need refreshing.

Just how to go about studying for finals is a great puzzler. What should be reviewed? What is important? These are just a few of the questions students are asking.

Begin by collecting all your class notes, study guides, and examinations. Make sure that you have your textbook, also. Read all of your notes very carefully. Study your past tests and take special notice of all errors so that you won't make the same mistakes again. Scan your textbook, giving extra attention to all words and phrases in bold face type. These are the most important items.

After you have studied all of these items carefully, you have probably done about all you can in the way of studying. Be certain to get a good night's sleep the night before the final."

1989- Central calls for recycling programs

"Omaha and many other cities throughout the United States are making a commendable effort to recycle. Central should join the effort.

The city has made a plan with a company which will sort the city's trash and recycle it. Surely the city would pick up recyclable materials from schools if they would pick up recyclables from homes.

Schools have an abundant supply of recyclable materials. Considering all the paper used and pop cans emptied by students and teachers, Central's contribution would be a large one. Beginning a recycling project would not be difficult if groups such as the Student Council, National Honor Society or any other clubs were willing to spend some time organizing.

Recycling alleviates two problems: where to put trash, and more long-term, how to preserve resources. The city officials who are researching recycling and actually instituting recycling programs deserve recognition and support. Central should do its best to follow the city's lead."

"You won't be able to do anything else."

...tual artists who have taken art classes? Couldn't the science, history and English departments coordinate so that all term papers are not due within a week of each other? Shouldn't we avoid giant field trips and midterms falling close to each other? But no, teachers are becoming like little children, refusing to share their new toys.

Every department is guilty of this to some extent. Athletics falls into the same problem. One student told me that they were told "You have no life except for us." They only want you to participate in their event, nothing else.

Does this bother any of you the way it bothers me? What happened to "getting a full and enriching high school experience"? What happened to "taking advantage of all the opportunities presented to you as a student"?

The sad reality is, that high school is turning into another red-tape theme park, where you have to stand in line for three hours to get one good ride, and if something goes wrong with the ride, you're out of luck.

Many of these people claim it is because students don't have time to do more than one thing. My first point is that if our parents could do it, why can't we? My second point is that if teachers would coordinate their efforts, students would have more than enough time for almost anything they wanted to, sports, journalism, theater, art, debate, etc.

So where does that leave you, the student? With two options, neither of them very enjoyable. Your first choice is to not participate in anything at all, an option that leaves you out in the dark and not very well off. The second one is what I'd recommend and the option I took myself, do everything that you want to and take the abuse.

Sooner or later, teachers are going to realize that we as students are not going to stand for this treatment anymore. I encourage all of you to enjoy as many opportunities as you can and to get around doing only one thing, despite what teachers tell you. Remember, this is your youth, not theirs.



REFLECTIONS IN THE WATER BY CLIFF HICKS

There's an issue that's been bothering me for a while now. Everybody talks about it, but no one actually stands up and denounces it, but that's what I'm here for, right? That issue is school politics.

People deny that high school is immimently political, but those people are usually adults. How can we tell high school has the inner workings comparable to any bureaucracy? Quite simply, look around you.

"If you join us, this is all you'll have time for all year." How many times have you heard that? Myself, I've heard it twice, and to be blunt, it just isn't so.

Teachers seem to treat students like commodities, hoarding them for their own life. They believe that their cause is the only cause and that they shouldn't be forced to share you.

Have your parents carried on as much as mine have, about the things they did when they were in high school? Truth be told, all our parents were involved in a lot more activities than many of us will ever be, simply because teachers will *not* work together.

Let's talk cooperation. Is it that hard for departments to get along? Wouldn't it be wise for the department to ask for aid from any other departments of the school? Can you imagine how much better set backgrounds would look when done by ac-

Central equestrians gallop through high school

By Mimi Douglas

The amount of pressure that is placed on students today can be excruciating, especially if they don't have a form of emotional release. For some CHS students, this release can be found in horseback riding.

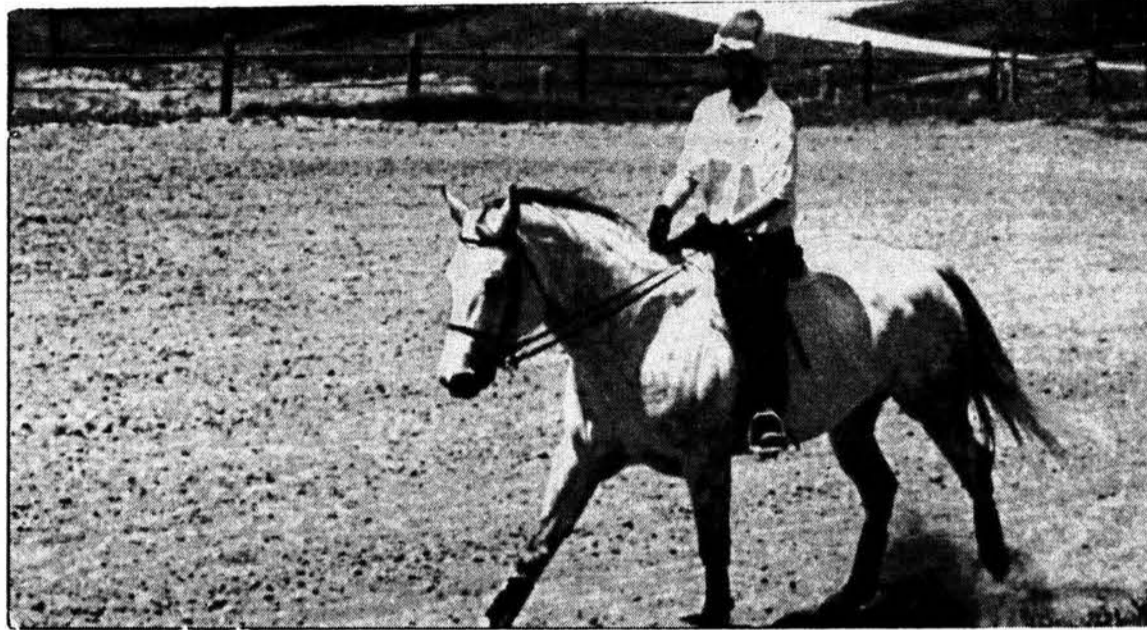
Senior Julie Whitney enjoys riding because it "keeps your mind off of your problems. If you get in a fight with someone, you don't have time to think about it while you're riding." Horses demand your complete attention, she said.

Julie started riding eight years ago following her inquiry into an advertisement in the newspaper. It offered a special deal for a certain number of horseback riding lessons at Ponca Hills Farm.

Back then, Julie had no idea that her interest would lead to eight years of horses.

Julie rides at least once a week, and three to four times when she is exercising horses for other people.

Junior Laura Perry has also been riding for eight years. Like Julie, Laura doesn't own her own



Courtesy of Laura Perry

Riding high: Laura Perry, junior, aboard Irish Lace, hones her riding skills as a way of relaxation and enjoyment at Ponca Hills Farm.

horse, but she leases one from Ponca.

Laura rides about five times a week and agrees that riding is a great stress-reliever.

"Riding takes your mind off of

school [and takes you away from] the city and your pressures," she said.

"You have to be calm when you ride; it's all that you can think about," Laura said.

Concentration is especially essential when you are jumping, which is both Laura and Julie's favorite event.

"You have to concentrate on guiding the horse and helping him

along," Julie said.

Although both girls thrive on the atmosphere of competitive show jumping, they both agree that the most relaxing aspect of riding is being able to get out on the open trails.

"Going on trail rides totally relaxes you," Julie said. "It's quiet," Laura agreed and added, "you're out in the open, you're in another world."

Senior Erin Varner also rides, but unlike Laura and Julie, she does it strictly for pleasure. She rode a little bit when she was younger, and it has "become a hobby," she said.

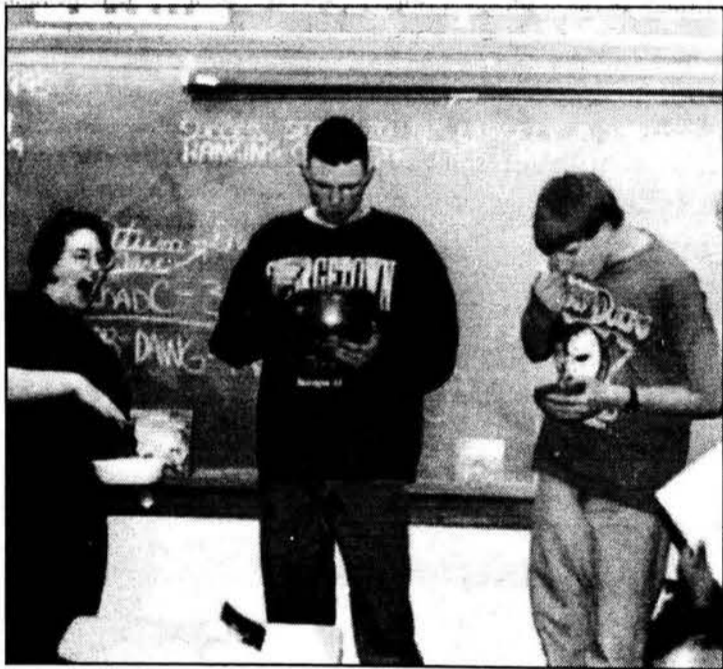
"It's the horse and rider working together; it's a stress-reliever," Erin said.

Erin owns her own horse which she boards in town.

She rides occasionally, when she has the time, though not as often as she would like to.

The best feeling, is after a lesson when you feel like you've accomplished something, or when you teach your horse something new, Laura said. "The experience is really rewarding."

Reading class benefits many



Jenny Hurst

Actions speak louder than words: Mrs. Mary Branson's 10th period reading class acts out *Goldilocks and the Three Bears*.

in a *World-Herald* advertisement with their Creative Teacher Award.

Mrs. Branson's students enjoy her class and said that they are learning a lot. Anne Gilbert, senior, said, "There's more excitement here [than in English class]."

Todd Partusch, sophomore, said that his reading has improved. "It [reading] is my most fun class of the day. I know definitely that I read faster, and I also know that I probably wouldn't read if I didn't have a time set aside each day to read."

Students participate energetically; remembering sayings to help them in their reading.

Mrs. Branson said that if a student mispronounces a word, the class responds with "you must not be 'Hooked on Phonics'." Or if a student does not want to read his story in front of the class, a fellow classmate may respond with the slogan above the chalkboard, "Your 'I will' is more important than your IQ."

Mrs. Branson said that she tries to incorporate all methods of teaching reading from suffixes and prefixes to phonics in her class. She believes that "a strong phonics background helps anybody."

Attim Jones, senior and student in Mrs. Branson's class, said, "This reading program allows people to pinpoint what they need to work on in their dictation and phonics." Therefore, the students are able to read and learn more efficiently.

Jones added that a lot of students don't realize "how illiterate they are until they read some of the material our English classes offer." Mrs. Branson hopes to end this illiteracy, and judging by the class' current popularity, she is.

them [the students] to put their books down."

Mrs. Branson has found ways to get her students to put their books down though.

By incorporating innovative and creative activities into the classroom, she has kept her students' interest.

Some of these activities include hiring professional story-tellers, video-taping students' readings of their own fairy tales and taking field trips to local elementary schools to read to third and fourth grade ESL [English as a Second Language] classes.

In fact, Mrs. Branson's teaching techniques are so superior that she has been awarded a \$2200 grant for her class. ConAgra provided this grant and recognized Mrs. Branson

By Jacob Slosburg

It is required that students read certain literary works for English classes. In Mrs. Mary Branson's class, however, it is only required that students read.

Mrs. Branson teaches the elective reading course at Central. In her class, students select their own novels to read and do not take quizzes or tests over them. They do, however, have to participate in discussion and write response journals revealing their attitudes and feelings toward certain circumstances in the work.

The class is based on effort and its chief goal is to make students "want to read." Mrs. Branson said that she is not having problems meeting this goal.

"My biggest problem is getting

"Virginity" Is Not A Dirty Word

It's okay to wait.

It's your choice to say "no," especially if you feel you're not ready. It's a fact of life if you have sex without safe, effective birth control, you're going to get pregnant.

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of Omaha-Council Bluffs

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132nd & Center Baker Square 330-1444

7924 Dodge 391-1881

7777 Cass Street at Sharky's Brewery 397-7770

PEOPLE BEHIND THE SCENES

By Erin Beal

While the cast in Road Show was commended for their efforts and the finished product, one essential part of the production was not noticed.

However, if told this, the stagecraft crew would take it as a compliment. Their objective is not to be seen, heard or noticed in any way.

Stagecraft is a group of eight students who build and take apart all of the sets, move the props between acts, run the separate curtains at the appropriate times and arrange the lighting sequences for each performance.

"[Stagecraft is] responsible for the smooth transition of how a play goes," said Mr. Larry Hausman, stagecraft and art teacher. "We do all the backstage work."

"We make sure that the creativity of the actors is embellished to its fullest for the audience's pleasure," Mr. Hausman said.

Mr. Hausman also said that, in addition to the Stagecraft class which meets daily during both ninth and 10th hours, these students also stay after school every

day during the two to three weeks before a show so that they will be on hand during rehearsals.

Mr. Hausman said, "While the stage crew gets no applause, it does all the work."

"If you know that you did a

good job and can quickly cover-up your mistakes, you're content with what you've done," said junior T.J. Brumfield, stage hand.

Although Brumfield does not take the stagecraft class, he helped out during Road Show.

Junior Crystal Rhoades, student director of Road Show, said,

the Orpheum, and the people who make it work are the stage hands. However, they really are a lost and unknown people," Mr. Hausman said.

Mr. Hausman has taught at Horace Mann Junior High, Omaha Technical School, and the Individual Study Center before beginning at Central.

His teaching of stagecraft began fifteen years ago when he had little knowledge of lights, the sound board or other important aspects of stagecraft.

"I learned with the kids," said Mr. Hausman.

"I also read many books on the subject and got help at times from Mrs. Georgeson [drama teacher]."

The most important thing about stagecraft is the

people involved. We're very important to one another," Mr. Hausman said.

According to Mr. Hausman, the most magical thing about it is that the audience doesn't know who we are, but we make everything work.



Jenny Hurst

Stagecraft: A student works alongside Mr. Hausman to design new sets for *You're a Good Man, Charlie Brown*. This set will be stagecraft's last project this year.

"I've learned a lot about sound board, the lights and the ropes for curtains. Mr. Hausman is very patient and understanding. Without him, the show would never go off."

"The performances are as good as going to the Playhouse or

Privitera studies opera

By Sarah Danberg

"Opera is something I just fell into," said senior Rebecca Privitera. Already Rebecca has fallen into many roles in productions throughout Omaha. Next year, Rebecca plans to go to Italy to study opera.

Rebecca's first stop next year will be in Catania, Sicily. There she will stay with relatives, take voice lessons and get a "basic understanding of the language." After she masters the language, she will take regular classes at the university. Probably within a year's time, she will apply to The Milan Conservatory, located in Milan, Italy. Rebecca said that she will apply to the Conservatory as she would a normal college, but she must go and audition in person. "Talent-wise, they know what they are talking about," she said. If accepted, she will take voice lessons there and study to become an opera singer.

"Italy was one of the birth places of opera. It is so much larger than life. They really try to build it up," Rebecca said. She said she chose Italy to go to because of this reputation, her relatives and also her father knows many people in the music business there. Although he was almost an opera singer himself, Rebecca said that he never pushed her. "There is no way you can do it if you don't want to. It takes too much emotion," she said.

"It has really been luck or fate or something," she said. Rebecca was only 13 when she had her first audition, which was for Opera Omaha's production of "The Magic Flute." Her former music teacher, Ms. Jacque Hosbach, was the one who first encouraged Rebecca to try out. Ms. Hosbach also sings with Opera Omaha.

"I auditioned for a boy's part in 'The Magic Flute,'" Rebecca said. She added that she had to sing in German, and at the time she was taking French. "They put out a line, and I had to sing it," she said. Originally Opera Omaha was looking for a male to play the part, but it was given to Rebecca. "That was where I got my start," she said.

Subsequent roles followed. Rebecca played the part of the Shepherd Boy in Opera Omaha's production of "Tosca." Her sophomore year at Central she played the role of Cupid in the world premiere at Opera Omaha of "Gardens of Adonis." Rebecca said she had fond memories of that opera, which only had seven characters, because the composer, Hugo Weisgall, frequently came to rehearsals and praised her work.

Perhaps one of her most memorable roles was when she was in the world premiere of "Requiem Variations" last summer. Rebecca was in the offstage chorus and sang a solo. She said that the experience was "thrilling" because she got to sing for Andrew Lloyd Webber, the famous composer of opera. "I sang my solo the best when he was there. When I was 11 years old I was infatuated with him," she said.

Rebecca said that she is looking for more challenging roles. "I am at this point of life when I can't do little boy roles anymore. My voice is changing. Opera is a lot of hard work, but I think it is worth it. I love hearing the applause and being with other singers," Rebecca said. Until she leaves, she will concentrate on building up her voice and taking care of it. She practices singing daily in CHS Singers and A Cappella here at Central.

Curriculum specialists versus department heads Central holds to tradition when managing school departments

By Laura Richards

What is the best way to manage a department? Should a teacher who is very knowledgeable in a certain subject area control the specific department for all grade levels, or should someone who is not necessarily a teacher take over four to six subject areas? The answer varies between high schools in the OPS district. Many administrators and teachers have high opinions on the matter.

Department heads, primarily found only at Central in OPS, are teachers who only work in their specific field of study. Curriculum specialists are not active teachers, and they cover a variety of subjects, not specializing in any one subject. Curriculum specialists also mostly do administrative tasks.

Central has found success with department heads and will continue to use them under principal Dr. G.E. Moller. "It is a building's prerogative to choose their system [of curriculum format]," said Dr. John Mackiel, assistant superintendent for personnel. Dr. Moller chose to keep Central with department heads.

"The chief reasoning [for keeping department heads] is education," Dr. Moller said. He sees department heads as the best of two worlds: good teachers still teaching and helping with administrative tasks. "When we take teachers out of the classrooms, we are damaging the quality of education that we deliver to the students."

Mr. John Waterman, math department head, said that one obvious

benefit is that they are teachers, so they know what the students are learning and are aware of new teaching methods. Teachers often say that administrators haven't been in the classroom, so they don't know what it is like.

Dr. Moller said, "With department heads teaching classes, they still know what is going on in the classroom—a significant factor."

"My expertise is math and that is definitely an advantage for the students," said Mr. Waterman. Dr. Moller agreed, "Department heads are experts in their fields of study; [curriculum specialists] can't be in every subject."

Mr. Waterman said the major problem with curriculum specialists is they cannot be a "specialist" in all of their assigned fields. In all actuality they become "pseudo-administrators" for their departments.

Mrs. Karen Burmood, principal at Burke High School, said that a disadvantage to department heads is that all they can manage is their department and classes, there is no freedom to go in depth on other projects.

Mr. Keith Bigsby, business department head, said he likes the department head system, but there are advantages to curriculum specialists.

For example, if the schools group certain subjects together, there can be a common underlying thread that can be beneficial to all teachers, according to Mr. Bigsby.

Burmood said at Burke they are in the process of changing systems because curriculum specialists are able to "focus full-time on curriculum, have a lot more opportunity to work with the curriculum and are able to help with other school projects."

Burmood said that curriculum specialists were able to get more done than department heads because they were not teaching classes which is helpful in a larger high school.

According to the 1994 OPS salary schedule, curriculum specialists make five percent more than department heads, but they work an extra two weeks. Once averaged out they would make approximately the same amount. Mr. Harry Gaylor, marketing teacher, said that curriculum specialists are cheaper in the long-run because there are fewer of them than department heads.

Mr. Gaylor said that there are positives and negatives to both sides.

"If the school has been re-organized under curriculum specialists to fit complementing curriculums together, then I think that it is a

good system, and it reduces cost." He said "curriculum specialists were designed to be a teacher support-system."

The chief reasoning [for keeping department heads] is education.

-Dr. Moller

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C O M I C S

1215 Harney St. - Old Market



Different Ways to Learn

Learning without leaving home

By Sarah Pugh

"Homeschoolers are exempt from the state," said Mrs. Kathleen Lenzen, president of the Nebraska Christian Home Educators Association, or NCHEA. "Neither the parent nor the child is required to do anything after the paperwork is complete." Between 700,000 and one million children in the United States are currently taught at home.

According to Mrs. Lenzen, the paperwork in this case consists of "filing for Rule 13."

Rule 13 of the Nebraska Department of Education details procedures a parent must follow if they choose not to meet state approval and accreditation.

In Nebraska, "sincerely held religious beliefs" are the only legal reason a parent could create his own school at home. Presently about 3,000 children between the ages of seven and 15 in Nebraska are home-schooled.

"My kids didn't hear anything about humanism, evolution or Darwinism," Mrs. Deb McGaffin said. Mrs. McGaffin home-schooled her three boys for a total of four years. "I got to teach them exactly what I wanted them to know."

Parents have the freedom to teach their children everything or nothing if they choose the home school option. Mrs. Gerry Zerse, Central guidance counselor, said there should be more direction.

"The educational standard should be regulated but not controlled," she said.

Most families choose to purchase pre-arranged Christian curriculum packages. The most common programs are ABEKA, Sexton or Bob Jones.

James McGaffin, now a freshman at Central Christian High School, was home-schooled for four years. Mrs. McGaffin used the ABEKA program to teach her three sons in a classroom they created downstairs.

"We had three regular school desks just like a normal classroom," James said. "We usually woke up at nine in the morning. It doesn't take as long with only three students, so we usually spent about four to five hours on school work."

Due to the freedom of action in a home school environment, the daily schedule varies with every household. Mr. Leonard Widhalm, Central mathematics teacher, has a daughter who was home-schooled in eighth grade. When his wife began teaching their

daughter in 1985, Mrs. Widhalm had to develop her own curriculum.

"My wife would schedule class work in the mornings," Mr.

Widhalm said.

"In

subject matter. Some families incorporate Bible study or morality into the curriculum. At the McGaffins, each boy took turns making breakfast and lunch for the family. Mr. Widhalm's daughter was able to learn typing in eighth grade.

"Not being in age-segregated classes opens more opportunities," Mrs. Hooley said. "My five-year-old greatly benefits from being with individuals across the age spectrum."

Home schooling parents typically run into questions about whether or not the proper social skills are learned. Mrs. Hooley also runs a support group for other home-schooling families. According to her, home schooling offers a big advantage for students because they immediately become part of the real world.

"They don't get involved with that artificial academic world," Mrs. Hooley said. "My children are already doing things like community service jobs for society."

Mr. Widhalm said school is a valuable tool to learn life-time lessons. "Kids need to learn how to deal with situations in a school setting," he said. "Peer relations and basic interaction skills are practiced."

While the freedom associated with home school appeals to most students, there are drawbacks. "All my friends are gone until three or four, when they get home from school," James said. "It gets boring, and you get kind of aggravated playing with your brothers."

Mrs. McGaffin said her boys complained very little. The biggest difficulty was with sports.

"There is no way to excel in sports at home," Mrs. McGaffin said. "We have some basketball fanatics here. There are some programs out there though, and we got involved with the YMCA."

The majority of the families involved in home schooling believe that the benefits far outweigh the problems.

"My children tell me regularly they greatly appreciate not having to attend traditional classes," Mrs. Hooley said. The McGaffins and Mr. Widhalm said they were very satisfied with the situation.

"There's a place in our society for all the educational alternatives," said Mrs. Zerse.

the afternoons they would go on field trips, usually with other adults.

The quality of the lessons learned in a home school situation have been questioned. Seven years ago the state legislature was considering ending, or severely limiting, home school.

"I know my students very well," said Diane Hooley, a parent who home schools her four children. "Individual tutoring targets their needs. The education level is highly superior."

According to the spring issue of the NCHEA News, 79.6% of home-schooled students score significantly higher than the national average. 54.7% of these students score in the top quarter.

Mrs. McGaffin said it depends on each household. "If you're not diligent with it, there could be problems," she said. "If you stay with it, it far exceeds traditional schooling."

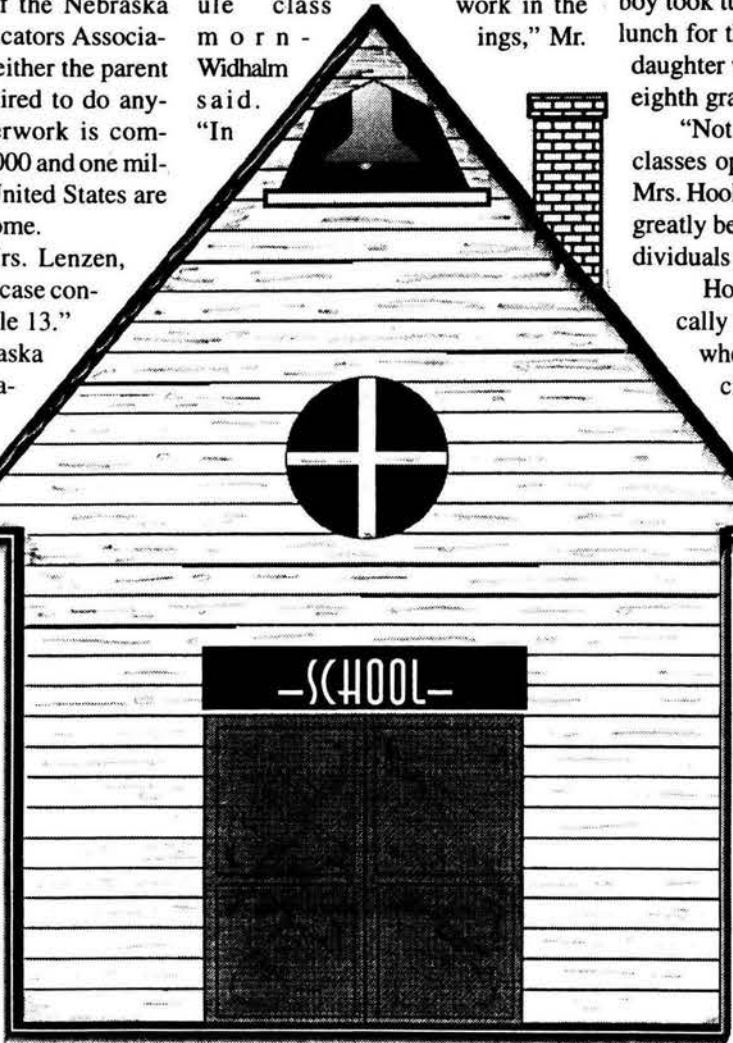
James had few problems moving into a high school setting. He did well in math and science at home but ran into some difficulties. They ran out of time and were unable to get all the way through the math book.

"The first month it was hard to learn new stuff," James said. "My mom did most of my science project too, since I didn't have a clue as to how to do what."

Mr. Widhalm was pleased with his daughters experience.

"She got to go at her own pace and do things a normal classroom setting wouldn't allow," he said.

An alternative classroom setting allows room for a wider variety of



ISC

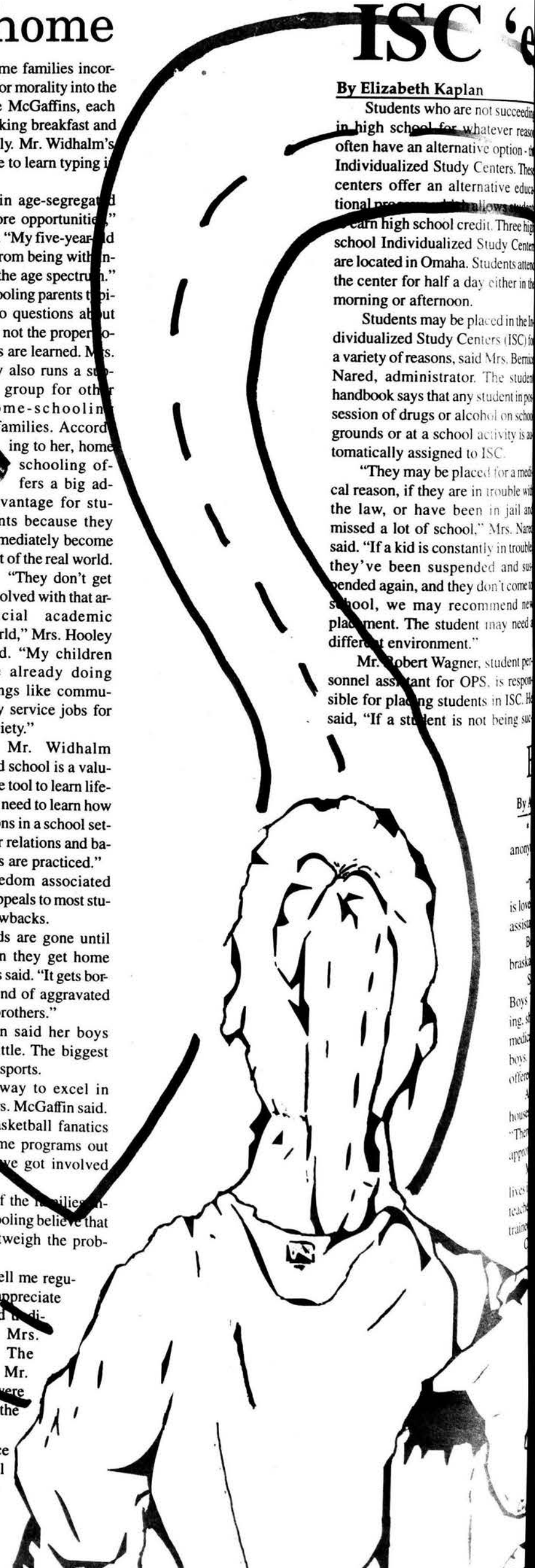
By Elizabeth Kaplan

Students who are not succeeding in high school for whatever reason often have an alternative option - Individualized Study Centers. These centers offer an alternative educational program which allows students to earn high school credit. Three high school Individualized Study Centers are located in Omaha. Students attend the center for half a day either in the morning or afternoon.

Students may be placed in the Individualized Study Centers (ISC) for a variety of reasons, said Mrs. Bernice Nared, administrator. The student handbook says that any student in possession of drugs or alcohol on school grounds or at a school activity is automatically assigned to ISC.

"They may be placed for a medical reason, if they are in trouble with the law, or have been in jail and missed a lot of school," Mrs. Nared said. "If a kid is constantly in trouble they've been suspended and suspended again, and they don't come to school, we may recommend new placement. The student may need a different environment."

Mr. Robert Wagner, student personnel assistant for OPS, is responsible for placing students in ISC. He said, "If a student is not being suc-



your ABC's and 123's 'Educational utopia' for some students

in a school, Central for ex-
 when Central has the obliga-
 see if the student can be
 at Central." A student assis-
 team consisting of
 counselors and a
 psychologist reviews
 students' problems to
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 in t
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 Wagner said that
 program is an effort
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 the Individualized Study
 students can work at their
 ce. Mr. Wagner said that stu-
 take five or six classes at a
 they are given the course out-

lines and assignments and can "take the time they need" to complete the work of the semester courses. "It may take [a student] a month, six weeks

student earned 12 credits last semester at ISC, but that some students earn no credit while at the Center. "When students walk into an Individualized

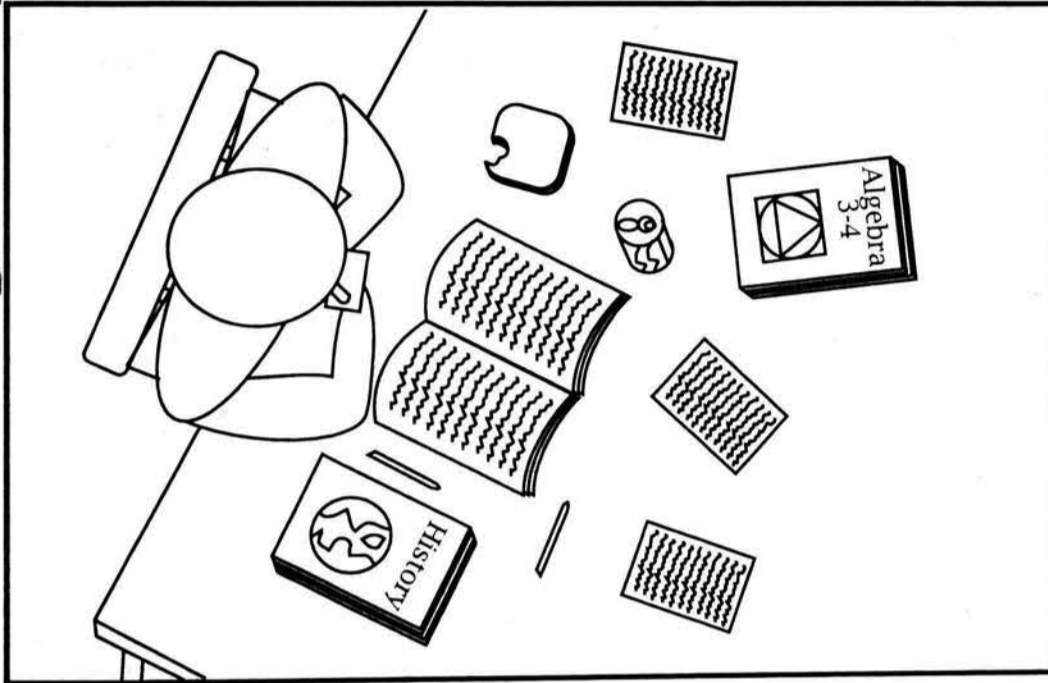
Central but is now attending ISC. "I like it there," he said. "I try to work hard so I can get my credits and get out of it."

Another ISC student who used to attend Central, Holly Connealy, senior, was falling behind in school due to an illness that kept her in the hospital for periods of time. She enjoys attending the study center because it allows students to work as "fast as they want."

Tim said the classes at the Center are "about the same as at regular school, but are smaller. Sometimes I'm the only one [in the class]." He said, "I'm doing the same work as students at Central. We have a folder in each class with a list of the work we need to do. After you have all the work done, you get a credit. Your work depends on how much you want out of the Study Center. If you work hard, you can get a credit in under a month, or if you put it off it could take a year."

Holly goes to the Center from 7:30 to 10:30 in the morning. "I really like that I get out at 10:30 because I can go to work earlier and work longer," she said. "I like it better than regular school. I'll probably be done with most of my classes soon." Holly will be able to participate in Central's graduation ceremony and will receive a Central diploma because she has only attended ISC for a short time. She said it is up to the administration to decide if student's can graduate with their class. Some students graduate with an ISC diploma.

Tim said that he wants to come back to Central. "[ISC] may sound appealing because the days are short, but you miss out on being with your close friends, you don't eat lunch there, you can't play sports, and there are no clubs to join," he said. "They say your high school years are the best years of your life, but being in ISC is like letting those years slip away. You miss out on too many activities."



or six months to complete the work, but they can go at their own pace." Students work one-on-one with teachers at ISC and must ask for assistance on assignments.

Mr. Wagner said that a Central

Study Center, they walk into one of the finest educational programs we have. For some students, it is an educational utopia," he said.

Tim, a sophomore who wishes to remain anonymous, used to attend

environment at the Study Center is more "relaxed." Students can eat and drink during class. "If you're in English class and don't feel like working, you can ask to go to another class," he said.

Boys Town creates home and school environment for youth

By A
 been changed to protect
 our program is that each child
 Lee Denker, public relations
 Town.
 was founded in Omaha, Ne-
 Father Edward J. Flanagan.
 in 1917, the purpose of
 been to provide food, cloth-
 ation, spiritual guidance and
 meless, neglected and abused
 care, since 1979, has been
 to Mr. Denker, Boys Town
 ately 550 students. He said,
 family homes on campus with
 ouths that live in each home."
 said that a married couple also
 and serves the role of family
 the couples are "extensively
 these homes.
 or, senior at Boys Town, said
 that she likes the most about
 Boys Town is the atmo-
 sphere. "It is really safe
 out there, you don't have
 to look over your shoul-
 der," she said.

is happier at Boys Town because "it's a smaller school so you can get more personal with not only the teachers, but also the students, because you live with them."

One main difference that Chandra said she noticed from the transfer from Central to Boys Town is that at Boys Town the classes are "a lot smaller."

*John, an employee at Boys Town, said, "The ideal is to have around 10 students in a classroom." He said, "We may have eighth graders who do not know how to read yet," so the classes need to be more individualized.

Many believe in an environment such as Boys Town, where the students not only go to school, but also reside, that relationships among teachers and students are stronger.

"I think there is much more bonding going on because there is a certain amount of trust level that these youths are getting at Boys Town with the school teachers and the family teachers," John said.

Chandra agreed and said the family teachers are a tremendous help. She said they help out by talking to

you if you're having problems.

Chandra said that going through the experience of Boys Town has helped her because "they help you set goals and also help you realize what you are going to do with your life in the future."

Chandra said, "It was very different coming from Central."

Chandra said the atmosphere of Boys Town is "very structured."

One example of the structure at Boys Town is their "point card" system. Chandra said when a student arrives at Boys Town, they have a daily number of points that they have to earn.

Chandra said that by reaching the

requirement, the student then gains privileges such as free time or use of the telephone.

Chandra said a few examples of how points are awarded may include going to school, doing chores and various other things. Chandra said as the student's skills progress, "their [number of daily points] is lowered"

I think there is much more bonding going on --John



Megan Anton

"He's not heavy, he's my brother:" The statue has become a symbol of Boys Town. Other institutions across the country have studied Boys Town's successful programs and used their strategies

Chandra said there are a lot of things she would like to do, but, "I don't have the freedom to do it."

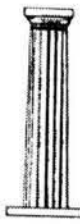
Chandra said although her freedom is limited at Boys Town, "They keep us busy with other things."

John said his experience at Boys

Town "has been a real challenge, but it is very rewarding."

He said, "Sometimes it takes a long time to see a child succeed, but if you can get just one child to learn how to read, or do a math problem, it's a real big accomplishment."

STEPPING OUT



Happy Easter!
Register April 5



Showerscopes

Capricorn Dec. 22-Jan. 19

The house may still be busy, but it should be fun for you and in no way stressful. Go someplace for your own enjoyment. Make sure to add your personal stamp on anything you do.

Aquarius Jan. 20-Feb. 18

Set out on your own this month, venturing out into the unknown. Your life will be filled with conflicts in family life and in romantic involvements.

Pisces Feb. 19-March 20

You will be filled with a new feeling of self-confidence, so make the most of it! You will feel more attractive and social, and others may take notice of the change, too.

Taurus March 21-April 19

Attention will be all around you at the end of April. Financial matters will improve greatly, as will romantic involvements. Enjoy yourself!

Gemini April 20-May 20

Pay close attention to the advice of peers. They may help you through the rough times. Life at home is still rocky, but it will pass with time.

Cancer May 21-June 21

Friends will mean a lot to you this month, so listen to what they have to say. Late in April, you may want to let others be in charge while you relax.

Leo June 22-July 22

Your position in life and society will noticeably improve. You will be aided by someone of a background different than your own. Employment opportunities are heightened.

Virgo July 23-Aug. 22

You will be very charitable now, but don't assume that charity always works at home. Be willing to help anyone in need of assistance.

Libra Aug. 23-Sept. 22

Second thoughts and rough times may cause you worry, but don't take them seriously. Take a road trip or another vacation if you can spare the time.

Scorpio Sept. 23-Oct. 23

In April, your main form of communication will be vocal. In May, though, you will be more prone to demonstrating your feelings physically. You will find peaceful feelings later in the month.

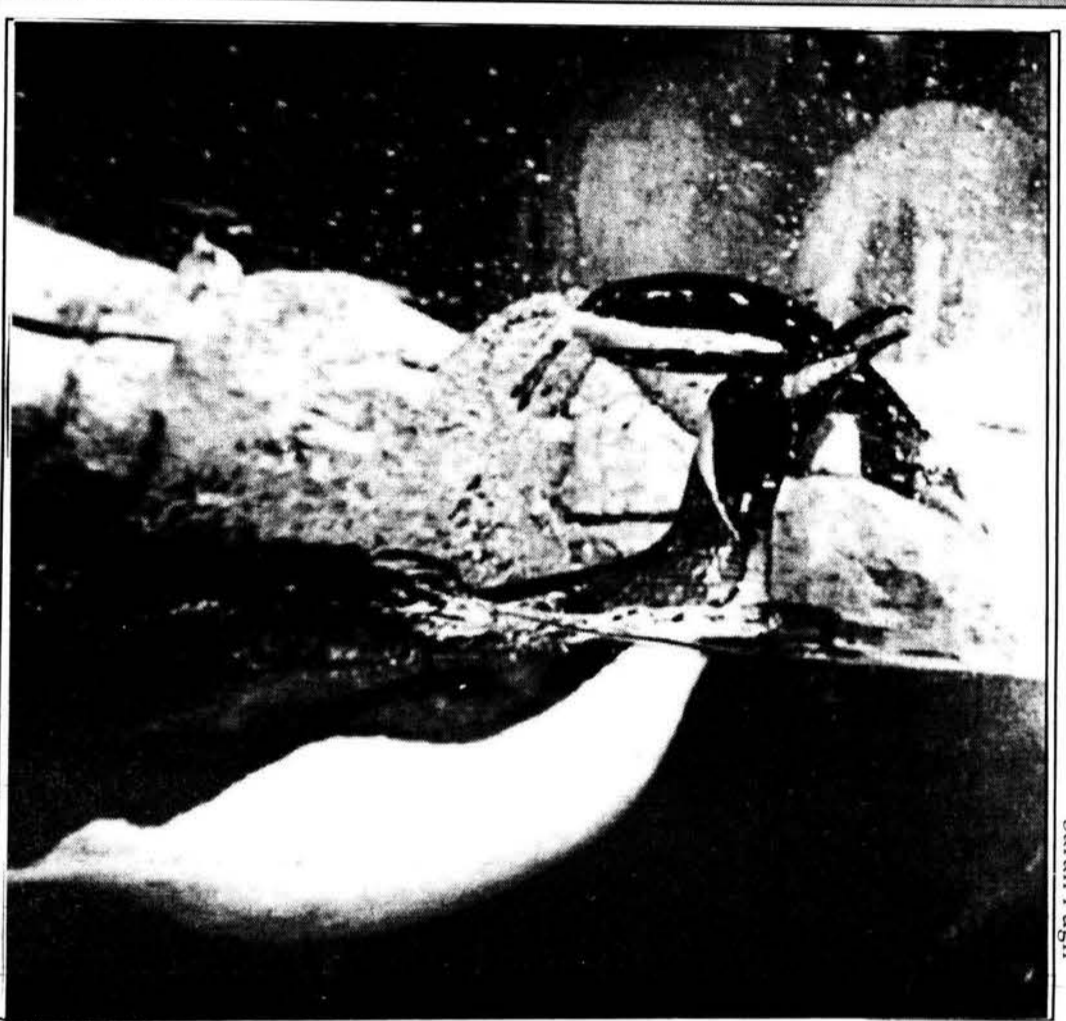
Sagittarius Oct. 24-Nov. 22

Your love life will significantly improve in the end of April. Make the time you have more enjoyable by spending the time alone with your significant other. A relationship with a business associate will help you reach your goals.

Pisces Nov. 23-Dec. 21

You feel as if you need some time away, so go for it! A vacation may be just what you need. Take any extra time in May to work on your physical shape.

'Sea Things' The Kingdoms of the Sea



Sarah Pugh

By Andrew Kammerer and Sarah Pugh

After \$16 million and two years of construction, Omaha's Henry Doorly Zoo is making quite a splash with its new aquarium exhibit, *The Kingdom of the Seas*, which opened Saturday, April 1.

It has been well worth the wait. As the ad campaign promises, you are assured to "Sea things in a whole new way." This 71,000 square foot building is world class in size and layout, and features aquatic habitats from the polar regions, cold oceans, coral reefs and the Amazon.

The Kingdom of the Seas is actually built around the existing aquarium, correctly being called an addition rather than a new exhibit. Although, this "addition" is estimated to add \$51 million back to Omaha's economy in the first year.

The tour begins with the 2,500 square foot Interpretive Hall providing visitors detailed information about the aquatic life along with interactive computer programs. Thirty-foot video screens give visitors a sneak peak at what they are about to see.

Past the opening scene, the puffins are the first animals to greet visitors. Almost extinct in the 19th century, the birds are now gaining numbers in their native area along North America's coast. Puffins are a black and white bird with a parrot-like beak. Not only are they all agile fliers but also use their wings when swimming to glide through

the water. The visitors are lucky because Henry Doorly is one of only 10 zoos in North America to exhibit puffins.

Next are the playful and energetic Arctic penguins. Forty penguins, borrowed from Orlando's Sea

World, make up the exhibit's natural habitat. These penguins will be returned to Orlando after a sufficient breeding stock has been formed in Omaha. Each day twenty tons of man-made snow is artificially produced, and dropped from five ceiling ducts replicating the natural habitat of the birds. Viewing these creatures is made easy by looking into a 60-foot long window featuring above and below water viewing. The birds are agile and playful swimmers, moving at up to 15 mph.

North America's longest and largest underwater walk-through tunnel. The glass tunnel allows visitors to surround themselves with the underwater ecosystem and give them the feel of walking directly on the bottom of the ocean.

With nearly a dozen sharks and hundreds of fish species, the tank maintains a living coral reef inside of the aquarium. This is a feat because the corals require a lot of life support and light. Being housed in the furthest location from the sea is also an accomplishment of the aquarium.

Dr. Lee Simmons, zoo director, describes this new addition as a giant classroom for visitors to expand their knowledge of the underwater world.

"Some of the most important ecosystems in the world are never even seen by most people. I want the visitors to leave with an understanding of one of the most important ecosystems we have. Without the ocean nothing else would exist on Earth," said Simmons.

When asked if the aquarium would be completely finished by April 1, Simmons added, "It will never be finished. It will continue to grow forever."

Some hints about what to expect in the zoo's future are a conservation center, a new nursery area and an I-Max theater. Simmons admits that these are all just speculative plans but guarantees something new for Henry Doorly Zoo's future.

Some of the most important ecosystems in the world are never even seen by most people.
--Dr. Lee Simmons

INSIDE:



Bye, Bye Love, the lighter side of divorce, p. 12

Green Eggs and Spam® changes the curriculum, p. 12

Clerks contemplates convenient store life, p. 13



As my career as a high school student comes to an end (22 days! Woo-hoo!), I look back at my plethora of report cards with a sense of longing and regret. I feel I've taken a well balanced selection of classes, but I can't help but wonder about the classes I wanted to take,

Green eggs and spam® ordnance disposal

but never did...
As I flip through next year's course guide (you guys are so lucky! Next year you guys have Internet Hacking and Advanced Placement Individual Sports!), I find myself getting a little teary-eyed at the thought of registration. Gosh, how I'll miss standing in the long, dreary lines trying to get my schedule changed so that I can take Ballroom Dancing instead of AP Calculus.
You know, Central could really use some help with course selection. I'd be more than willing to help decide some of the new classes to offer all of the gifted, warm, caring students of Central. For instance, I've always wanted to take Underwater Basket Weaving 5-6 Honors. I passed the first two years with fly-

ing colors, but I wish they had the third year. I was just starting to get the hang of it.
Also, I wish I had the opportunity to learn about the wonderful world of cave exploring. I can just see the name of it now: Spelunking—"the underground caverns and tunnels under the ground that we walk on. Every day."
I also would have enjoyed taking some art classes. How about Graffiti for Beginners? Or Hair Styling as a Classical Art Form?
Central also needs to offer some survival skills courses—Door-Stop Dodging 1-2. That, and Opening Lockers from the Inside and Crossing Dodge Street Safely and Legally. Don't worry, they're freshman only classes.

And of course there would have to be some science courses. How does Ordnance Disposal sound to you? Or how about Mutations and Massacres Made Easy? Or Build Better Bombs. Faster? For the athletic minded people, I'd offer Brisket Ball Strategies and Techniques as well as Minefield Dodging 101. And speaking of gym, our wonderful PE teachers should really consider a career in the prison system. I mean, you've got a great system going—everyone has to wear a degrading uniform, everyone is forced to shower together in extremely close quarters and everyone has to degrade themselves by playing immature, violent competitive games that waste everyone's time. If that isn't a weekend up at Kearney State

Boys' Reformatory, I don't know what is!
And for all of you home-economic fans, I haven't forgotten you. In addition to the popular classes such as Foods 3-4 and Clothing Appreciation, I'd offer exciting classes like How to Cook Ramen Noodles in a Tea Pot (something every college student needs to learn), Crocheting for Fun and Profit and Peanut Butter and Jelly for the Finicky Eater. Exciting, right?
But alas, no one in the administration listens to my ideas. No, they only listen to their own ideas. I mean, who needs classes like Algebra or Biology? I'm sure as heck no one's gonna need to know where the spleen of a paramecium is to be successful as an exotic dancer.



Do you sit at home staring at the boob-tube for hours on end? Do you wistfully think about Samantha from *Who's the Boss*? If so, you'll feel right at home with this month's *Study Hall Eye Openers*. Play with your friends and family! It's a fun-filled festival of cheesy sitcom history brought to you by your friends at the *Register*!

Characters

- On that classic piece of Americana affectionately called *Who's the Boss* what was the name of Samantha's first boyfriend?
 - Harvey
 - Charlie
 - Alex
 - Barry Williams
- Who was the beloved neighbor of the Keaton family on that classic show *Family Ties*?
 - Yippy
 - Skippy
 - Dippy
 - Barry Williams
- What was the full name of the millionaire on *Gilligan's Island*?
 - Thurston Howell IV
 - Thurston Howell III
 - Ted Howell III
 - Barry Williams

Saturday Morning Funtime

- What was the name of the oh-so-splendid cartoon about the teenage boy who, when he got really hot and sweaty, would turn into a miniature corvette?
 - Pole Position*
 - Turbo Thrust*
 - Turbo Teen*
 - Not Barry Williams*
- What was the original name of *Saved by the Bell*?
 - Zach & Co.*
 - Good Morning, Miss Bliss*
 - Saved by the Bell*
 - Bayside's Best*
- What was the name of Slater's pet lizard on the classic show *Saved by the Bell*?
 - Arnie
 - Artie
 - Sam
 - Slater Jr.

Classic Comedy

- How many Darins were there on *Bewitched*?
 - two
 - three
 - one
 - none
- Mama, a popular character on *The Carol Burnett Show*, received her own show later on. What was its title?
 - Mama*
 - I Remember Mama*
 - Mama's House*
 - Mama's Family*
- What was Sam's nickname on *Cheers*?
 - Blowhard Malone
 - Mayday Malone
 - Liver Lips
 - Stud-muffin Malone
- What was the name of Carla's hockey-playing husband on *Cheers*?
 - Nick
 - David
 - Eddie
 - Alex
- What was the nickname for Margaret on *M.A.S.H.*?
 - Hot Pants
 - Hot Lips
 - Sweet Checks
 - Major Hot Lip
- The Brady Bunch* has had how many spin-offs?
 - two
 - three
 - four
 - six million
- Guy Williams, star of Disney's *Zorro*, received the role of Don Diego because:
 - he could fence
 - he was co-producer
 - he fit the mask
 - he could ride a horse

Answers
1. b 2. b 3. b 4. c 5. b 6. a 7. a 8. d 9. b 10. c 11. b 12. c 13. a

Bye Bye Love adds humor to lost love

By JB Jones

Bye-Bye Love is a charming look at the world of divorced single families. The film is a weekend long saga of the dating and child-rearing woes of three divorced dads, played wittily by Paul "Mad About You" Reiser, Matthew "And the Band Played On" Modine and Randy "Davis Rules" Quaid.
Donnie (Reiser), is struggling to cope with the delusion that he will get back together with his ex-wife, Claire, who is re-married. His daughter, played with finesse by Eliza Dushku is bitter about the divorce and makes his life more difficult.

Dave (Modine) is a confessed womanizer whose invitations to women land him in hot water with his newest girlfriend. As if Dave's women troubles weren't enough, his kid's don't like his girlfriend.

Perhaps the most touching tale of the three is Vic's (Quaid). Unlike the other two, Vic is definitely not on good terms with his ex-wife.

The side plot of the film deals with an adopt-a-geezer at McDonald's. The geezer is played touchingly by Ed Flanders.



Donnie's daughter has a crush on Max, the geezer-adopter, neatly connecting the two stories. Flanders is a widower who ends up adopting Max more than Max adopts him. All and all it's pretty cute.
The movie is a serious date film. So most guys should be expected to be dragged there and to enjoy it.

This film is truly touching and funny at the same time. It boasts a great script that is only improved by the portrayals of the actors. My suggestion is to grab a date and go see it.

***1/2

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HEARD IN THE HALLS

Student hopes to star with Reynolds, Dern

Sophomore Erika Wulff has been called back for a supporting role in an Alexander Payne movie. The movie, *Devil Inside*, will be filmed in Omaha beginning April 6 and will be released in the late summer or fall. The movie stars Laura Dern and Burt Reynolds.



Erika Wulff

ing at the Playhouse.

Love Letters showcases Central talent

Several "actors" from Omaha that are appearing in the cast of *Love Letters* at the Omaha Community Playhouse have ties to Central High School. The play is simply composed of letters that the actors read, not memorize, and is minimally rehearsed. A different pair of actors performs nightly for the play running through the month of April. Those starring include: Ray Crossman, senior; Liz Crossman's grandfather; Dr. Jack Lewis, Central High School's Team Physician; Kim Lauritzen, senior; Clark Lauritzen's mother; Dennis Lundgren, Central High graduate, and Woody Bradford, senior; Jono Bradford's father.

**** If you have any entertainment news, put it in the mailbox in the courtyard.**

Central student stars as future Mrs. Frankenstein

Senior Christina Belford is portraying Elizabeth Lavenza in the Omaha Community Playhouse's *Frankenstein*. Elizabeth Lavenza is Dr. Frankenstein's fiancée. The show was featured in the last issue of the *Register*. Christina is currently intern-

7-11 comedy entertains audience

Clerks cashes in

By JB Jones

It's about time. After about three-billion months *Clerks* finally found its way to the Big 'O'. The fact that it took so long to get here is a whole other criticism altogether, so I'll stick to the film.

Clerks is the whimsical journey through a day in the life of a convenience store clerk, Dante, and his friend Randal, the clerk at the adjacent video store. This film is a hysterical treat for anyone who has ever worked as a clerk/cashier anywhere. Even if you haven't, you can still enjoy Kevin Smith's quirky treat.

The performances are first rate. Brian O'Hallorhan is refreshing as Dante, the convenience store clerk and the more sensitive member of the duo.

Jeff Anderson is hysterical as the caustic, sarcastic Randal, every customer's worst nightmare; every clerk's idol.

The film also boasts a brilliantly funny script. Randal and Dante engage in three-in-the-morning conversations such as can only be found on slow days behind the register. Topics range from everything from why guidance counselors go insane to whether independent contractors working on the

Deathstar in *Return of the Jedi* were innocent victims (don't ask).

Besides such philosophical

people like this (I, of course work with them, but that's another story.)

I don't know if it is a new trend in the cinematic world (convenience store films) but if future ones are more like this (and a lot less like *S.F.W.*) I could see a future for them in the independent channels. The thing that makes quirky films like this successful is the separation from the money-obsessed studio system. Before I step off this soapbox, I will add that Kevin Smith should have a long future in films if he keeps up the quirky quality of his work.

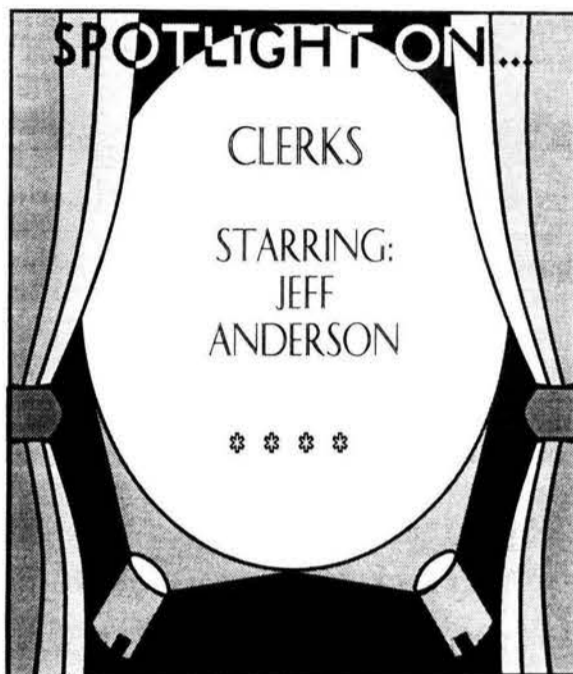
Both O'Hallorhan and Anderson will most likely have full acting careers, providing that other places

have more showings of the film than the fluff-flooded Big 'O.'

The cinematography is representative of convenience store camera but fits the tone of the film well.

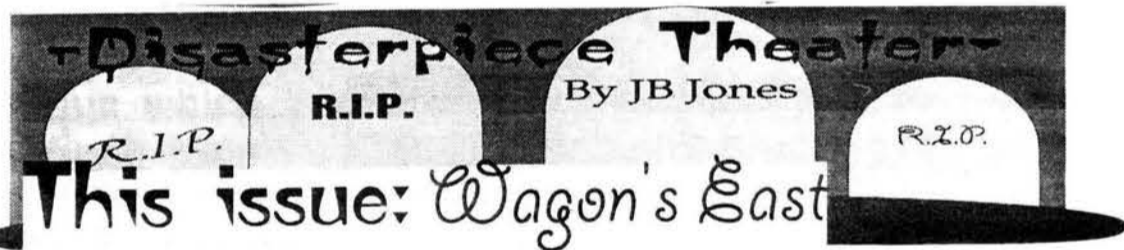
The soundtrack is well chosen and fits its corresponding segments to a 'T.'

My suggestion, grab your five dollars, drive over to the Dundee and see *Clerks* before it escapes.



quandaries as these, the storyline of the film is an avant-garde gem in itself. The twisted side plots involve a roller-hockey game on the roof of the Quick Stop Grocery, a wake of an old friend, and a rendezvous between Dante's ex-girlfriend and a corpse (you really don't want to ask.)

I found myself near rolling on the floor as I realized that I knew these people; everyone knows



I've figured it out folks, the great cover-up in Hollywood. That's right, John Candy's death. You thought he croaked from eating six chickens in a single sitting didn't you? Well, that's what the studio system wants you to think, but I found the truth. What John Candy really died from was the embarrassment and fear that this movie might ever be seen by (giggle) his fans.

"But JB," you say, "how can a film with both Richard Lewis and a lot of bathroom humor be an embarrassment to John Candy's career?" Good question. True it takes a lot to make one John Candy movie look more insipid and like an Andy Kautman tribute to Wyle E. Coyote than another. This one takes the rest to the bridge and heaves them into the East River.

So you want to know the plot. I know you say: "There is one." The answer is yes there has in fact been an attempt to grace the actors with a storyline of some sort (it's what sort of storyline we're all worried about though.)

Anyway the concept of the movie is that a bunch of settlers in the West get tired of living out on

the homestead and decide to take a wagon train east. Sure it sounds like an idyllic anti-hero western, no worse a western concept than John Wayne as Ghengis Khan (which is a whole other bad movie disaster in itself.)

Just in case you might have thought that this sounded like a pointless, which it is so let me rephrase that, conflictless movie they threw in an evil antagonist determined to stop our hero from going East, the railroad industry.

Oh, yes, in what appears to be yet another slam on the great empire of the Iron-Horse, Hollywood and the writers expect the intelligent viewers to believe that if a group of losers headed by the drunkard wagon master from the Donner party (more about this strangle of plot later) were leaving the West that the railroad would not breathe a sigh of relief but instead send out a mercenary to get them back in the West.

Now we come to the plot twist (and oh does it twist groans out of the viewers unlucky enough to still remain awake). After a deanticipation involving the trip scatter-brain: "Now I remember where I heard about him, he was wagon master for some party."

Richard Lewis: "What party?" "I can't remember I think it was

one of Santa's reindeer. Comet? Cupid? Blitzen. That's it, the Blitzen party?"

Richard Lewis: "You mean the Donner party."

"Yeah that was it," the screenwrite tries to force into a sappy moral confrontation. (Apparently I wasn't the only one who doubted the comic level of the script.)

I shouldn't even talk about the other members of the group, but who am I to deny you the grisly details. There's a prostitute who's in love with Candy, a homosexual bookseller, a mail-order bride whose "husband" is a family of disgusting, smelly, mountain men, her would-be lover, the banker and his wife and Phil (Lewis) and his family. Basically even Gilligan wouldn't be caught dead on this two-hour tour. Just paint three heads in theater seats on your screen and the film takes on a whole new understandi-

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Ten-Minute Misconduct

Sports Opinion by
Michael Sigmond

The NCAA basketball championship held in late March and early April is one of the most talked-about sporting events of the year. Most would group the "Big Dance" with the World Series and the Super Bowl. While I admit that I also enjoy seeing my favorite schools compete with the best in college basketball, I have noticed three fundamental problems with the tournament and with college sports in general.

CBS recently signed a contract to air the "Road to the Final Four," the coverage of the NCAA tournament, into the 21st century. CBS has consistently made more money on the tournament than on any other sporting event with the exception of the Super Bowl.

I have no problem with CBS, the NCAA or the individual schools making money from the telecast of these games. That is their right. On the other hand, the college players are simply being exploited for their talent. In the professional sports, the players put forth far less effort yet they not only receive millions of dollars in salary, but they also receive millions of dollars in endorsements.

Certain college players, like Kansas' Greg Ostertag, have wives and children to be concerned with aside from basketball and studies. For most of these players, basketball is a full-time job, school is the part-time job and there isn't time for anything else. These players cannot support themselves, let alone their families.

Some will argue that a free education is enough of a reward. There

are too many faults in this argument. First, there is far too much pressure on the players to leave school early for the NBA. That free education won't be waiting for the players after they bust a knee after two years of service. How good is a free education without a B.A. or a B.S.? Second, the schools make much more money off of their players than they offer in a scholarship.

The players who compete in the tournament are placed under even more pressure to avoid their other priorities in life. Making it to the "Big Dance" is, of course, a nice first step to the NBA, but it also draws the players away from school and work for an extra month. Players, like Ostertag, simply have too much to be responsible for and need some compensation for the time that they give to their schools and for the publicity that the schools receive.

Schools and the NCAA should benefit from their participation and success in the basketball tournament. The change should be that the players should have some benefit as well.

The NCAA has become a developmental league for the NBA. Students should be going to college to learn and prepare for their entire life, not just for the next ten years. The NBA has become a league of overpaid brats, and the only way to slow this down is to stress that college is for education first and athletics second.

The NBA should stop allowing early entries into the NBA. Players should be required to complete their term at college and then move on to the big money. This way they are prepared to attack life after basketball.

TRYOUTS GIVE GLIMPSE OF FUTURE

Cheerleaders strut their stuff

By Josh Cohen

Have you ever wondered about what it is like to be a cheerleader? Standing in front of the crowds at football games, cheering on your team in hopes of a victory. It looks pretty easy doesn't it? Hey, bet you think it would be a piece of cake to even make the squad, right?

Well, it isn't that easy. The cheerleaders you have the privilege to have in front of you, or behind you, if you're playing on a team, really work hard and put a lot of time and effort into being there supporting their school.

Sophomore junior varsity cheerleader Krista Griess gives you an inside look and feel to what it would be like to try out for cheerleading at Central.

Tryouts are the first item on the agenda for anyone even remotely interested in cheerleading. Krista, who last year was one of four sophomores who made the junior varsity squad, said that the tryouts are very demanding.

"Tryouts are really tough. Some people get very stressed out and nervous, but I seem to enjoy it," Krista said.

The week before tryouts there are special clinics that are like mock tryouts that teach all the cheerleaders basically what to expect. "We have to learn a group cheer and chant, as well as make up our own individual cheer," Krista said. "We also have to prepare an entrance for the day of tryouts because we try out in groups of three, and individually we enter into positions in front of the judges. It's basically a chance for more acrobatic cheerleaders to impress the judges with flips and jumps."

When the day of tryouts arrives, the girls have to be at Central around nine a.m. on a Saturday or Sunday morning. They all try out in front of judges who are not in any way directly related to Central, and are

usually former cheerleaders themselves.

"There were nine judges at tryouts," Krista said. "And two of them were guys who were cheerleaders in college." The judges judge the girls on their overall enthusiasm, form, in jumps and such, spirit and other technical points.

"First we do our entrance and run into the gym and shout something like 'GO EAGLES!' and do a jump or something. Then we have to do a russian, a herkie jump, which is a jump with one leg back and the other out in front, and finally we get to choose a jump, which is one that we are better at than others. After that we have to do a cartwheel, a roundoff and then the splits," Krista said.

"After all of that stuff, we have to do the individual cheer that we

made up, and also the group cheer and chant that the varsity cheerleaders had made up during mock tryouts. After all the tryouts are finished the waiting process begins. "Some girls went shopping or stayed at Central, but I went home and went to sleep so the time would pass more quickly," Krista said. "When I got back to Central to see the judges' results, I was excited a little bit nervous, but when I saw the list who had made the different squads, J.V. and varsity, I was static, because I made the varsity squad as a junior. And not many juniors make varsity."

Krista said that she really enjoys cheerleading and looks forward to next season. "It does take up a lot of your time, but I really think it's worth the time and effort we put into it," she said.

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Casey Brennen

Working on hang time: This man has spent about 30 minutes practicing, punting and kicking on the Astroturf during eighth period. His hopes are to try out for a professional team of some kind.

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Central student's shot at Olympics

Josh Cohen
Caroline Foley, Central sophomore, has a very interesting hobby most people in Nebraska might not know too much about. She sails

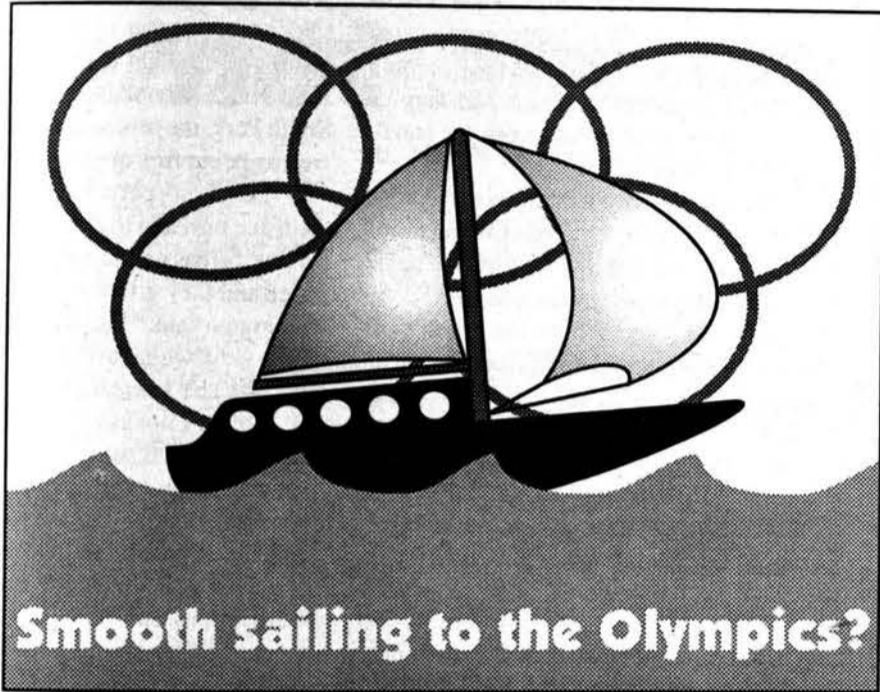
food and drink, and we literally lived off the boat," Caroline said. Caroline has sailed with her team for 3 1/2 years. Her team is ranked number one in Maine.

because without them I don't think I could have gotten this far."

She has been sailing since she was four years old. Caroline said "Sailing is the best thing in the

world." She spends most of her time sailing. On weekends she travels to Minnesota to sail and she spends almost her entire summer in Maine sailing with her fleet.

"Sailing is great! I have enjoyed it my whole life. It's just too



Smooth sailing to the Olympics?

She said that spending the summer on a boat really helped sharpen their sailing skills.

Sailing is not new to Caroline. "I started when I was really young and I guess that is why I got so good, but I do have to give credit to the three guys I have been sailing with

bad that not many, if any, people around here can experience this like I have had the opportunity to do," Caroline said. "It's really fun and I hope everyone gets a chance, sometime in their life, to at least try sailing."

Men's volleyball spikes into action

By J. Specht
According to some players, crowd support and hard work is what is making the Central men's volleyball team achieve early-season success.

We will definitely finish in the top half of our league.
- Coach Reichmuth

of our league," Coach Reichmuth said. "We played a little tight with a few exceptions, but physically we are ready. Mentally, we aren't there just yet."

Coach Reichmuth went on to praise some of the individual efforts displayed by some of his players.

"Clay Wulf led the team with seven kills and Kyle Small led us with 12 assists," Coach Reichmuth said. "Andy Bensalah had four kills and led us in hitting percentage

at .800. Bensalah, a senior outside hitter, hit four kills out of his five attacks.

Even though Central is a senior-dominated team, Coach

Reichmuth praised the efforts of his only underclassman starter, Adam Rinn, junior. "Adam is one of our most competitive players, very intense," Coach Reichmuth said.

"I just like to focus in and compete," Rinn said. "I play within myself when I focus, but I enjoy working with my teammates in a team atmosphere and we get a lot of things done."

Along with individual-style play, Coach Reichmuth believes in running a simple and basic offense.

"We play two setters, serve tough, and handle the ball very carefully," Coach Reichmuth said. "We don't favor a lot of strong attacks."

Coach Reichmuth himself has an extensive background in the sport of volleyball having played setter at the University of Nebraska at Lincoln.

"College volleyball isn't sanctioned as an NCAA intercollegiate sport yet so it is a club event, but we played other Big Eight and Big Ten conference teams anyhow," Coach Reichmuth said.

Coach Reichmuth's team won the Big Eight championship his junior year and finished second in the conference last year, his senior year.

SPORTS POLL

Question: Who do you think has a greater impact on the sport of basketball?

Michael Jordan or Shaq O'Neal

113 Students Polled
91% said Jordan
and
9% said Shaq

Track places high at Burke

By Josh Cohen

Central Eagle varsity track team competed in the Burke Invitational Relays on Sat., March 18, 1995. The Eagle runners managed to take quite a few of the events and came away with a lot of medals in many different events.

Head Coach Joe McMenemy said, "I was really pleased with our depth. The seniors put out a superb performance, and I was really impressed with our freshmen, as well."

Sophomore Kyle Thomas was the M.V.P. of the meet. He earned the most points of any individual there by placing first in two events and third in two others. "Coming from a sophomore it's very impressive," Coach McMenemy said. "We hope for big things out of Kyle in the future."

There were three first place finishing relays, consisting of a 4 x 100 and 4 x 200 relay of seniors Damion Morrow, Ahman Green, junior Parnell Walton and Kyle Thomas. The other first place finishers were the ninth grade team of Diante Grixbey, Lydel Shepard, Cecil Evans and Lamar Fuller.

Kyle Thomas placed third in the high jump event with a jump of five feet 10 inches. Also, in the triple jump event, senior John Skipper placed third, with a jump of 42 feet even. Finally the low hurdle team of seniors Jake Bond and Tony Hudson, junior Nick Dubas and freshman Diante Grixbey, with a combined time of 51.3, and the 1600-meter medley relay of Ahman Green, Kyle Thomas, Damion Morrow and sophomore John Zendejas, with a combined time of 4:12.8, both finished in third place.

Fourth place finishers were Jake Bond, Tony Hudson, Nick Dubas and sophomore Warren Hardy, in the 280 meter high hurdles. Also Keenan Wright and John Skipper placed fourth in the triple and long jump events respectively. Last, the freshman relay of Tim Riveria, Chris Grunke, Josh McMahan and Ian Mitchell took fourth in the mile relay.

Also, Central had its 3200-meter relay team of Tim Riveria, Chris Grunke, Josh McMahan and Ian Mitchell finished sixth. Kelly Allen, junior, also placed sixth in the discus toss with a throw of 199 feet 11 inches.

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Quality of facilities come into question among athletes

By J. Specht

"When dealing with the scheduling of gym space, it's just impossible to get every coach to agree with the amount of time each team should have," Mr. Paul Pennington, Central athletic director, said. "If a coach is happy with the amount of time his team is getting to practice, then the scheduling is probably not very fair."

Central is, according to Mr. Pennington, a school that is in need of certain renovations, but also a school that should be satisfied with having what other schools don't.

"I would like to see a wrestling facility incorporated into the new gym, but there just isn't enough room right now to build it," Pennington said. "The difficult thing is that whenever I talk to Dwayne Haith [OPS Head of Athletic Directors] about certain things I think Central needs, he shifts the conversation over to the fact that Central has two gyms while Burke, Bryan and Northwest don't."

Dr. G.E. Moller, principal, said that he believes the school's athletic facilities are adequate. "There are definitely certain things that I would like to see done, but, of course, I'm happy with what we do have."

Moller said that when he first arrived at Central the football field was only one-third of what it is now and consisted only of rock, gravel and glass. "There really was no soil in which to grow any grass on, and there certainly wasn't any astroturf available," Moller said.

In 1979, the new gym, football field and track were added to form what Moller classified as a "100 percent improvement."

"Student parking was still not available and there was limited staff parking, but the athletic renovations were an improvement," Moller said.

"I wish we had a stadium, a swimming pool, and a regulation-size track, but with the problems that the lack of parking and seating presents, these types of renovations are just impossible," Moller said.

Pennington believes that, although parking and seating are significant problems, the main problem with holding events such as varsity basketball games is not because of inadequate parking or seating, but lack of supervision. "Our lobby entrance [to the new gym] is simply too small to hold a large number of people, and because we would

have to sell tickets right at the gym entrance, it would be impossible to monitor the flow of people in and out of the bathrooms [located directly across the lobby from the gym doors]. Another reason is that the student parking lot doesn't have any available ramps for handicapped individuals.

Both Moller and Pennington agreed that one of the primary renovations Central needs to make is the reconstruction of the boys' locker room located in the basement.

"At South High School, the coach's office in the boys' locker room is centered in the middle of the room, with windows on every side, so that the coaches can see every person in the room," Pennington said. "By having a locker room that is constructed the way South's is, vandalism and other crimes are cut down making discipline much less of a hassle for the teachers."

"The boys' locker room was terribly laid out when it was constructed and definitely needs to be redesigned," Moller said. "But things like that take time, and I don't see it happening anywhere in the near future."

Many people believe that, because Central plays games and holds practices at a

variety of different facilities, costs are outstanding and procedures a hassle. Pennington said, however, that in order for any Central team to use a field or court at either North Junior High School, Dewey Park or Seymour Smith Park, the procedure is fairly simple, as well as being free of charge.

"For most sports I usually just fill out a form and turn it in to either the OPS business service office or the Parks and Recreation office and they give me a permit for usage," Pennington said. "But in order for us to get a soccer field, we have to pay about a \$10 fee to the Parks and Recreation office."

While Pennington would like to see Central develop a wrestling facility, which at one time was supposed to be built, Moller favors an enlargement to the weight room as the number one priority for renovation.

"Each year we request different sorts of modifications, and I think it is definitely time for the wrestling facility, as well as a new and improved gym floor," Pennington said.

"There is always a great deal of wishful thinking among the coaches here, but they are realistic and their cooperation is greatly appreciated," Moller said.

Men's soccer starts out season with three wins

By J. Specht

"We are right about where I expected us to be, but we haven't peaked yet," men's head soccer coach Tim Herbert said. The team has pulled out three straight victories to start the season out at 3-0 while attempting to keep focused on what Coach Herbert said will be the team's toughest week of the season.

"We play Ralston and Burke this week, and I anticipate that those two teams will be two of the top five teams in the state when the rankings come out," Coach Herbert said. "After those games, we'll have a good indication of where we stand."

Although the team is 3-0, until a 2-0 victory over Creighton Prep, some players were not convinced that the team was where it should be.

Dominic Digiacoimo, senior forward, said that he believes the team's victory over Prep was sort of a monkey off the players' backs. "This was the first time we've beaten Prep in three years, but we had a lot of confidence and counted on winning," Digiacoimo said.

Coach Herbert agreed by saying the players were able to put the obstacle behind them by looking at the game as being just another game, not an obstacle. "We didn't con-

sider the Prep game an upset and we didn't even make any serious adjustments that we felt would work to our advantage," Coach Herbert said. "Once we got ahead, we just basically stalled and kept possession of the ball."

Both Central goals came in the first half with the wind at the Eagles' back, and both were scored by juniors. Jeff Driscoll chipped in the Eagles' first goal off a throw in by junior Steve Farrington and Matt Hein lofted a 20-yard shot over the head of the Prep goalkeeper and into the net to account for Central's scoring.

Eagle baseball gives Mustangs a run

By Michael Sigmond

The term "Boys of Summer" seemed ironic as Central took the field on a gray, misty, 35° day against top-ranked Millard North. The gloominess of the weather seemed to affect the players as the Eagles dropped their second straight game 4-3.

Central appeared the dominant force through the first three innings. Senior Gus Jespersen got the start on the mound and breezed through the first three, yielding just three hits and a walk. "The cold didn't bother me," Jespersen said. "Once the adrenaline gets to you, you just don't feel it."

Central jumped on the

scoreboard first in the first inning.

Sophomore Ryan Behrens walked to lead off the inning. Then, senior

Jason

Lawrence

singled and

Behrens

moved to second.

Senior

Khareth

Bartee hit

into a

fielder's

choice, moving

Behrens

to third.

Behrens

scored on a

wild pitch to

Jimmy

O'Connor

giving Central

the early

1-0 lead.

"I saw

the ball in the

dirt, anticipated

the play, the ball

got by the

catcher and I

made the move for home," Behrens

said.

Lawrence

singled again with

one out in the third and stole second.

Bartee walked, and Lawrence and

Bartee combined for a double steal,

giving the Eagles two men in scoring

position. O'Connor fouled out, and

junior Tom Shearer grounded back

to the pitcher killing another

scoring opportunity.

The fourth inning truly turned

the momentum against Central. On

the first batter, Jespersen's 1-0 pitch

was rocketed right back to him.

Jespersen tried to elude the incoming

ball but was nailed on the elbow.

Jespersen left the game in obvious

pain and was taken to a local hospital.

Fortunately, the x-rays were

negative, and his status is day-to-

day.

Behrens was moved from the

base to pitcher and struggled ear

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Central refused to die, thoug

as they came to bat in the bottom

the fourth. Senior Jono Bradfo

led off with a single to right

reached second on a throwing err

by the Millard North catcher. in

failed pick-off attempt. Sophomo

Jed Ortmeier walked and moved

second on a sacrifice bunt by seni

Justin Specht, moving Bradford

third. Senior Britt Sullivan hit

ground-ball to third, Millard Nor

attempted to make the play o

Bradford at home, but he score

making it 4-2, moving Ortmeier

third. Behrens hit a sacrifice fly

right, scoring Ortmeier, the fin



Megan Anton

He shoots, he scores: Central scores against Creighton Prep.

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