

Inaccuracies, bad plot ruin children's movie
See Review page 10A.



WEDNESDAY
December 14, 2005

the Central High School REGISTER

**OFFENSIVE TO THE RACE
NOT JUST SLANG
DON'T BE DISRESPECTFUL
POWER TO THE PEOPLE
MY FAVORITE MUSICIANS SAY IT, IT
THERE'S NOTHING WRONG WITH SAYING IT**

JUST A WORD

**I'M EXERCISING MY FIRST AMENDMENT RIGHTS
IT DOESN'T MEAN ANYTHING
WHO TAUGHT YOU TO SPEAK LIKE THAT IN PUBLIC?
THIS WORD DOESN'T BELONG IN SCHOOL**

With derogatory words being used more in society, they can hurt worse than sticks and stones

BY CLAY LOMNETH

The stares on the street got worse when she came here. The name-calling was worse. She was allowed in less public places than in Louisiana.

The racism was worse when she moved to Omaha in 1965, but it wasn't the first time she'd been called the n-word.

Mabel Childs, grandmother of senior Christopher McLucas, grew up in a town outside of Little Rock, Ark. In a typical day, she said she was kept away from the things all the white kids had, even in movie theaters, where they sat in different sections.

"We had to go upstairs," she said.

The segregation was not as bad as it was in Mississippi or Georgia, she said, but it was still bad. She had to pick cotton for a job every day. With three sisters and her mother, she said they could usually pick around 1,000 pounds a day, 300 of which were hers.

"You can chop cotton all day and get \$2.50," she said.

Childs said growing up, she remembered the use of the n-word.

SLURS

Usually she heard the word coming from children. She said these children would hear the word being used by their parents and then call her it on the street.

She said she still remembers the first time it ever happened to her. She passed two white girls on the street and they began saying the word, taunting her.

Childs said she ran to her father and asked him what it meant and why they would ever say anything like that to her.

"He said, 'you know there are some people that are ignorant in the world,'" she said.

She said her father told her to never let it get her down because if she dwelled on it, it would fester on her inside and get to her.

"(He said) it will get better, times will change, because they're changing now," Childs said.

Social studies teacher and African American History Club sponsor Rod Mullen and his club decided to make an announcement trying to convince students to stop using the

Continued to **Words** on Page 4

PHOTO ILLUSTRATION BY MOLLY MULLEN/
REGISTER

WOULD YOU SPEAK TO YOUR GRANDMOTHER LIKE THAT?
SEX, RACE RELIGION, CREED ETHNICITY, SOCIAL CLASS, APPEARANCE
CONGRESS SHALL MAKE NO LAW RESPECTING AN ESTABLISHMENT OF RELIGION, OR PROHIBITING THE FREE EXERCISE THEREOF; OR ABRIDGING THE FREEDOM OF SPEECH OR OF THE PRESS, OR THE RIGHT OF THE PEOPLE PEACEABLY TO ASSEMBLE, AND PETITION THE GOVERNMENT FOR A REDRESS OF GRIEVANCES.

Technology stolen from first floor

BY MOLLY MULLEN

Spanish teacher Farouz Bishara walked into room 120, her classroom, she found her LCD projector missing on Friday.

"I have some special needs kids in my class, so I would use the headphones and use my projector," she said. Now she will have to use a television.

"There is no way 32 kids will hear a TV," she said. She said she didn't understand why someone would do that.

"Now all the students have to suffer so someone can watch movies on my projector," she said.

She said there were two problems that easily lead to the projector being stolen. First, there are several dozen keys that could fit her door, she said. Also, even after two requests since last year, she did not get her lock replaced.

"After asking the principal and the department head, what more can I do?" she said.

The lock does not always work unless she locked it just right. There was not enough money in the budget to fix it.

This meant that if there was a lockdown in the building, she was supposed to get all 30 plus students to move into a classroom next door because she couldn't lock it from the

room.

"Other than me and a few other teachers, no one would be able to get their fingerprints on my keyboard or the console," she

said. "I would never let my students touch that."

She said there was \$25,000 worth of technology in her room, much of which was useless now that she had no LCD projector.

"I have some special needs kids in my class, so I would use the headphones and use my projector," she said. Now she will have to use a television.

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room.

Continued to **Steal** on Page 5

Students handle stress with 'academic steroids'

*Name changed to protect identity

BY MOLLY MULLEN

Some students are turning to drugs like Adderall to help them buckle down and study.

In today's society it seems like there is a pill for everything, from headaches to sleeping problems to depression.

When students can't find them legally, they get them other ways.

Adderall is prescribed to teenagers mostly for Attention Deficit Disorder (ADD) and attention deficit hyperactive disorder (ADHD) according to the Food and Drug Administration (FDA).

Junior Jane Doe* has taken all honors classes since she was a freshman.

She decided to spend her junior year working on Advanced Placement (AP) classes in addition to honors classes.

"I knew it was going to be hard, but I wasn't prepared," Doe said.

She thought she needed some help. She said even when she wasn't working to her full extent,

she was still studying five to six hours a night. She quickly got over-stressed and had to find a way to buckle down and get her work done every night, before she got behind.

She said she started to feel guilty for using drugs, even if she was being careful. A 19-day suspension and rehabilitation is mandatory if caught with any illegal substance. She would buy the pills for \$5 a pill and only take one at a time.

The FDA classified the drug as high risk. Before it was prescribed as Adderall for ADD in 1996, it was called Obetrol.

Obetrol had been prescribed for weight loss for 20 years before being prescribed for ADD.

That is why the drug has side effects such as anorexia and sudden weight loss, even to those prescribed to. Adderall is not considered a new drug, according to the encyclopedia.

Jack Kerouac wrote the classic novel "On the Road" in three weeks while using dextroamphetamine, the active ingredient in Adderall.

Doe said she had to look at her school situation. Even

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Band Aid auditions

The new show will take place during week-long art fair.
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INSIDE

Coach plans retirement

Football coach Joe McMenamin says goodbye after 32 years.
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Students get glance at Ponca tribe

BY CLAY LOMNETH

Students got a chance to see the Ponca tribe in Nebraska lived. Teachers, administrators and students from Central and North High filed in to room 233 to see what the cultural director of the Ponca Tribe Angie Starkel had to say.

Myles Jones, Central's Native American adviser, said he expected 75 students to show up. By 7th period, some teachers had brought down their entire classes, he said. All teachers were invited.

Starkel talked to the students about the history of the Ponca tribe. She said a lot of students were surprised and had good questions. She said some of them didn't even know there was a Ponca tribe. Starkel is part of the Ponca and Ogalalla Lakota tribes.

With her she brought the buffalo box, a collection of objects that all came from buffalo. She said her tribe used all the parts of the buffalo they possibly could.

"The bladder was used to carry water," Starkel said.

The horns were also used for things such as containers. Starkel said if they were softened and molded, they could be used as spoons. She said her goal was to teach the students about the history of their area and of the Ponca tribe.

"How America is today, a big part of that is the native heritage," she said.

Jones said over 85 percent of the food people eat now the Native Americans knew about before any Europeans.

Freshman North High student Paige Drapeau was present at the 8th period presentation.

"I'm (American) Indian, so I wanted to learn more about it," she said.

Drapeau said some of her family came from the Yankton Sioux tribe.

Competition directed by Math Club

BY ASTRIKA WILHELM

Twenty-four middle schools around the metro area competed in a challenging competition to discover what school exceeded all of the others when it came to mathematics.

This competition has been a 65-year tradition.

Greg Sand was the director for this year's competition.

"It was a chance for middle school students to explore math," sophomore Carli Culjat, one of the helpers said. She, along with more than a hundred other volunteers from the Math Club, helped the hundreds of middle school participants.

Sand thought this competition was a great opportunity for the middle school students.

"They can see what they got, and they can say to themselves 'I need to learn more math,'" Sand said.

The volunteers helped the students prepare for the test a little while before they had to take the tests.

The competition lasted for two hours. Students in E-math wrote questions during class for the tests.

There were three different types of tests.

One was called the leapfrog test, which involved two people.

They had two separate tests, and at the end of a selected time, they switched papers, and would then have to finish their partner's test before time ran out.

The next type of test was called the sprint round. For this test, students had 30 minutes to answer a variety of questions.

The last test was the oral round. Students were given ten questions, and they would give their answer to their proctor, who would then hold it up if their answer was correct.

In all of these competitions, the questions were mainly geometry and algebra related.

The top three students in each competition received medals and trophies.

This year the top were Westside Middle School, Buffett Middle School, and St. Mary Magdalene Middle School.

CALENDAR



Senior Sajmir Gasa concentrates on his next move in a chess tournament held at Central. The high school students played their games upstairs, while middle school tournaments were held in the cafeteria.

PHOTO BY CLAY LOMNETH/REGISTER

Central hosts Metro chess competition

BY ANDREW REINWALD

Metropolitan area students came to Central on Nov. 19 to compete and test their strategies against one another in games of chess.

The Central Chess Tournament was divided into 12 different categories for each of the 12 grades. Computer programming teacher Drew Thyden has been running the Central chess tournament for five years.

He said his favorite part of the tournament was promoting the game and getting new students to have fun with it.

He said he hoped by introducing young children to chess, they would be inspired to start their own chess clubs at school.

"I get a pretty positive reaction from most," he said. "Some kids who play at home come here and realize they're not the best."

The Central Chess Tournament, the biggest of its kind in the state, is something the middle and elementary school students can make a goal for every year.

Thyden said a major part of the success of the

tournament was to excite the parents about their children's interest in chess.

"Some of them (students) like the competition. They get to play chess with new people," he said.

Junior Timothy Fisher has been playing chess for about five years and said he sometimes played with the Chess Club.

"It's basically a game of wits," Fisher said.

He said it was his first time at the Central Chess Tournament and he liked the fact that players get to meet a lot of new people.

"You're basically putting a lot of people who love chess in one building," he said. "You can make a lot of friends because chess brings people together."

Fisher said he thought everybody used their own different strategy in accordance with their opponent's.

"People base their strategies on other people's and then adapt to them," he said.

Sophomore Shadow Jones said he likes seeing everyone's different playing strategies.

"It differs from person to person, not everyone plays the game the same way," he said.

The diversity of the competition and the varying skill levels involved really appeal to Jones.

"It's good to have people from other schools come to this competition," he said.

Jones has been playing chess since he was 7 years old so to join the Chess Club was a natural choice for him. Chess has always been an interest of his because the strategies involved remind him of a battlefield.

"It's war, that's how I look at it," Jones said. "When I see a chessboard, it's war."

Sophomore Jesse Tye came to this year's chess tournament to not only prove something to himself, but to the chess club as well.

"I thought if I came I could get a little respect from the members (of Chess Club)," Tye said.

Tye's strategy starts with a good opening and then brute force throughout the rest of the game. He said this works a lot of the time, but there is always a chance it couldn't.

"You meet different people and you don't know their strategies, but some people could just be nervous because of the tournament," Tye said.

Upcoming Events

December

17-30 (Sat.-Fri.) Metro Holiday Basketball Tournament

A five-round basketball tournament will be held on Nov. 17, 21, 28, 29 and 30. The first games for both the girls and boys varsity teams will be held on Saturday. The boys will be facing Northwest at 1 p.m. in the University of Nebraska at Omaha gym. The girls will play Benson at 6:15 p.m. in Benson's gym. All other dates and times are to be announced.

19-31 (Mon.-Fri.) Winter Break

Students will return to school on the second day of the new year after time to celebrate the holidays and prepare for finals.

25 (Sun.) Christmas Day

25-26 (Sun.-Mon.) Hanukkah

26- Jan. 1 (Mon.-Sun.) Kwanzaa

The first Kwanzaa was celebrated in 1966 and is based on harvest festivals in Africa.

January

3-5 (Tues.-Wed.) Roadshow Tryouts

Students are given the opportunity to audition for 16-18 potential slots in this year's Roadshow. Each act will be judged by invited faculty, seniors who applied and members of the drama and music departments. MC auditions will also be held. A Cappella, CHS Singers, Bel Canto, Band, Jazz Band and Orchestra are already set to perform.

9-11 (Mon.-Wed.) Finals

On the Jan. 9, students will take exams for first, fourth and seventh hour classes. On Jan. 10, exams for second, fifth and eighth hours will be given. All other finals will be held on Jan. 11. All exams, with the exception of zero hour, take 60 minutes. All other classes will be 32 minutes long.

13 (Fri.) Semester Break Day

Teacher work day. Students will have a day off to prepare for the second semester.

Teens find new trend message belt

BY EMMA PHILLIPS

They flash and light up. Messages crawl across the price range is between \$50 and \$60, they are the newest trend among students.

Sophomore Monika Spurlock said she bought her message belt a few months ago before they became common as they are now.

"There were a lot of people wearing them (message belts), but not a whole lot," she said.

Spurlock said she paid \$50 for her belt. She said she bought it because it appealed to her, and she thought it was worth the money.

"I like them and I think they're cool," she said.

She said she has worn her message belt to school and didn't have any problems with teachers telling her to turn it off. She said when she wore it to school she programmed it to scroll her nickname.

Freshman Wynter Davis said she saw the message belts for the first time at her middle school also on television.

Davis said six different messages could be programmed into the belt buckle to scroll across the screen.

She said the person who owns the belt decides what it should say and they do not come pre-programmed.

She said when she buys a message belt she plans on programming it to scroll her name.

According to the Omaha Schools student handbook, anything that is distracting or disruptive to the school environment can be considered against the dress code.

Administrator Dionne Knapp said she did not think the message belts directly violate any of the school handbook rules.

She said she hasn't had any problems with the belts and the reason she would ask a student to remove the belt is if they program inappropriate messages that are not school appropriate.

Film club offers cheap holiday gifts

BY EMMA PHILLIPS

Students have a chance to receive their sweet tooth and receive a present before the winter break. They receive a "Super Sweet Thoughts" from their friends.

"Super Sweet Thoughts" were sold by the Film Crew members in the courtyard during the holiday periods from Dec. 7-Dec. 14.

The "Super Sweet Thoughts" were given to the recipients on Friday before Winter Break in their homerooms on Dec. 16.

Film Crew sponsor and Studies teacher Derek Leslie said the Film Crew members started selling "Super Sweet Thoughts" earlier than their own around Dec. 1.

Leslie said the "Super Sweet Thoughts" were little notes attached to candy canes.

"It's personalized. (students) can write a note to a person for the holidays. Plus, it's inexpensive," Leslie said.

Leslie said the "Super Sweet Thoughts" were cheap and cost about 50 cents.

"They'd like to purchase equipment to make a short film," Leslie said.

He said the short movie the Film Crew members were going to make was not going to be a documentary. He said Film Crew was planning on spending the money they made from selling the "Super Sweet Thoughts" at school to make a fiction film instead.

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Students mix it up during lunch

BY LAUREN CRIST

Colorful posters publicizing for the Mix it Up at Lunch Day hung in the counselor's office and around the school before the event. A few teachers donned bright stickers and sat with new students for the day. Mix it Up is a nationwide event that takes place once a year during school lunches. Many students throughout the United States participated.

"It's aimed at focusing on breaking down social clique boundaries by meeting new people on your school campus," guidance counselor Jen Cirulis said.

She said they have done a little more each year with Mix-it Up ever since they began having it at Central.

"The counseling department wanted to work together on the project," Cirulis said.

She said they plan to have a variety of other clubs and have the student council play a large role in the effort next year as well. She said she expressed an interest in being more involved this year.

"I hope we'll continue to promote this," she said. "It seems normal and natural for Central to do this."

She said sometimes people tend to group themselves with whom they are most comfortable with and may associate with people who are similar to themselves. She said this wasn't always bad, but it is a good opportunity to extend what someone believes to be true about others.

On the tables, they placed questions that students could talk about during lunch.

The cards included fun questions such as what someone would be famous for and more serious questions about how the students at your school treat other students who are different." Cirulis said no one was assigned to tables.

She said overall, she thought the day went well. She said it had a positive impact and was supported by the administration and teachers.

"It's a step to eliminate the social boundaries and meet new people," she said. "It only takes one person to make a difference."

English teacher Jane Luethge participated in Mix it Up at Lunch Day this year after receiving a notice in her mailbox from the counseling department.

"I thought it was really interesting," she said. "It was different for me and different for the kids."

She has lunch duty seventh hour, and said she had noticed different tables and students. She said the day before Mix it Up at Lunch Day she had asked the students if it was OK of she sat with them during the event.

She said one of the questions was what the students wanted to be famous for, and she was impressed because one said they would like to help others. She said she would want to be famous for publishing a book.



PHOTOS BY CLAY LOMNETH AND MOLLY MULLEN/REGISTER

Principal Jerry Bexten (TOP LEFT) was shadowed for a day by Lt. Ruth Popp (BOTTOM LEFT) from the Omaha Police Department. Business executives who shadowed principals were awarded a certificate at the ceremony at the end of the day.

Day gives insight to work of principal

BY CLAY LOMNETH

Once a year, business executives get a chance to see what it's like to run a school. The fourth annual Principal for a Day ceremony took place at Central this year. Members of prominent businesses in the community followed around principals from Omaha Public Schools (OPS).

Superintendent of schools John Mackiel said the Principal for a Day event gave the businesses a chance to see what went on from the perspective of the students and the principal they shadowed. Also, Mackiel said, the day gave them a chance to see the business aspect of how a school is run. He said often the business area of a school is ignored and forgotten by some.

"Out of awareness comes understanding," he said. "Out of understanding will grow support."

The idea behind Principal for a Day came from contributors Dick and Mary Holland. The Hollands were inspired from a similar program in New York.

Mackiel said his overall goal was 100 percent participation from all the OPS schools. This year, he said he guessed it would be close, but probably 95 percent participation.

Mackiel said the purpose of public education was to inform students and build individuals to get them ready for the future in the marketplace, voting booth and jury room. Overall, Mackiel said, public education is used to ensure that democracy is put into action.

Mackiel said he hoped the people would leave with a renewed appreciation for the work of educators and how sophisticated the students were these days.

Amy McLaughlin is the project coordinator for the Greater Omaha Chamber of Commerce. The Greater Omaha Chamber of Commerce organized the event at Central.

McLaughlin said 74 different school principals were involved. Seventy-eight people were matched up with principals. Principal Jerry Bexten was one of the principals

who had two businesspeople matched up with him for the day.

Lt. Ruth Popp of the Omaha Police Department and Scott Anderson with Anderson Partners Advertising shadowed Bexten. Popp said she had been to Central before, but only when students got in trouble.

"I had a different perspective of Central," she said.

She said because she wasn't there on business, the behavior of the students was a pleasant surprise.

Popp said she received a tour of the school and got to see the stadium from the cafeteria windows. She sat in on an administration meeting, and saw two different language classes, one at a high level and one with beginning students.

During lunch, Popp said she was surprised how calm the students in the cafeteria were compared to other schools. McLaughlin said the business executives involved were mostly from businesses that had expressed interest in giving to OPS. She said a lot of the businesses were non-profit, so financial support isn't the only way to help.

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STICKS and STONES

Students say different things in different settings. Even if they are just chatting with friends, people overhear the derogatory words and take offense.

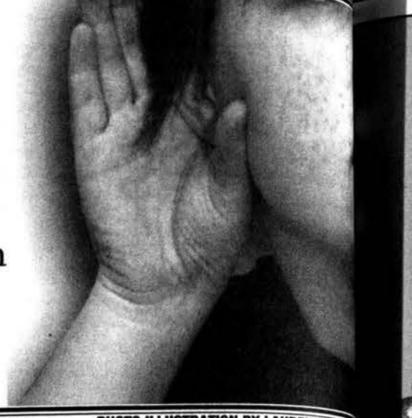


PHOTO ILLUSTRATION BY LAUREN CRIST

■ 'WORDS' CONTINUED FROM PAGE 1A

n-word. The club made one announcement, Mullen said, because that was enough and there were always going to be people claiming they didn't hear the announcement.

Mullen said the important thing for students to remember was to be conscience about what language they were using.

Mullen said he thought the announcement has been working so far. He said students and faculty have come up to him and said they appreciated the announcement.

"Once you get it in people's heads, they'll at least think twice," he said.

Mullen said he thought well over 50 percent of the school heard the announcement and now it was up to them to tell others not to use the n-word. Enough people heard it, he said, that it should be easily spread.

Mullen said some students say the n-word all the time and seem as though they can get away with it. He said it is a socially pervasive word in the black community, especially in entertainment and music.

"I think it's bigger than a problem, it's an epidemic," Mullen said.

He said he makes it a point in his classes to mention his

views on the n-word and how they'll be punished. Mullen said he also made sure to punish any students who did use the word immediately.

He said if he heard the word in one of his classes, he would first give a warning. For the second time, he said his policy is to make the student write a one-page essay on why the n-word is offensive and get it signed by their guardians. If they don't get it signed, they get a referral.

Mullen said students need to stop using the n-word themselves first, and then tell their friends and peers, who will in turn tell more peers. Mullen said this "domino effect" doesn't apply to the n-word alone, but all racial slurs, racial jokes, derogatory words for any group of people and obscenities in general.

Sophomore Rachel Reno said she is called derogatory words for Jewish at school. She said names like "rich Jew" and even worse were common last year, happening about two or three days every week. This year she said it happened less often, only about twice a month.

Toward the end of school last year, Reno said she saw someone with a swastika drawn on his hand. She said she told him to wash it off and asked him if he even knew what it meant. Reno said the student didn't wash it off and she ended up telling a teacher, but nobody knew who the student was.

She said when people called her a name she spoke to the person and told them why they should not call her that. She said often she did not speak calmly to them and ended up yelling because she was so upset.

Reno said her reaction depends on her day, and how many times someone has already called her a name. She said when friends called her a

name, it was usually OK with her because she knew they were joking. Holocaust jokes were never acceptable, she said.

"I could physically hit someone if they said something rude," Reno said.

Randall Kennedy is the author of a book about the n-word. Kennedy said he had never before seen any books about the word, and it had so much history behind it.

"(The n-word) is a word I've heard many times," Kennedy said.

The idea for the book came up when Kennedy was thinking for a subject to talk about to his law classes. He said he often bases his talks about certain words, such as discrimination and racism. Kennedy said he wondered where the word came from and began to research it.

Kennedy said research for the book was very interesting for him. He looked up court cases in which the word was an issue. Searches on the Internet brought up hundreds of results, he said.

"That's when I knew I was on to something," he said.

Kennedy said he also went to libraries and asked the librarians for books that had anything to do with the n-word in the titles or subjects. Kennedy said the research for the book took him places that he wouldn't have normally ended up.

"I just kept an eye out for this word," he said.

In today's society, Kennedy said he thought the n-word was used too much. He said it was used both to insult people and in normal conversation. This, he said, was still bad. Kennedy said when people used the n-word, they were just copying others they have heard say it without knowing the history behind it.

The best way to educate people not to use this word, Kennedy said, would be to talk to people and tell them why they should not to use the word.

"Speak to them as you would want to be spoken to," Kennedy said.

Some use of the word Kennedy said he would defend. When a novelist or comedian uses it, for example, Kennedy said he would defend them if they used it in ironic contexts or if they were using it to describe racism's impact.

"I defend Mark Twain's use of (the n-word) in 'Huckleberry Finn,'" he said.

Bramlett said racial slurs were different than other obscenities.

"That's racism," he said. "The feeling of one group's superiority over another group."

Bramlett said the n-word didn't start off as anything bad. Originally, it was a Spanish word for the color black that was borrowed into French, then into English, where it became a racial slur. Not only did it change in meaning but the spelling also changed.

When the slave trade started, it became the epithet it is known as today, Bramlett said.

Words form like that fairly often, he said. For example, he said derogatory words describing homosexuals were used every day by some people and were still derogatory to other people.

The relationship of how the people's ideas of the word can change, he said. As the usage of the word changes, the word could become negative.

"Over time all words change," Bramlett said.

Bramlett said only to a degree was the n-word "just a word". He said there is a lot of power behind the word, and anyone who uses it should be prepared to face the social consequences.

"To say it's just a word is to significantly underestimate its impact," he said.

THE EFFECTS OF WORDS

Reno said the only way to stop people from using derogatory words was to educate people. She said most people knew about other racial slurs and not to use them, but there was not enough said about what Jews went through and the Holocaust. She said there was not enough about it in her history book for example, and nobody ever thought about it. Reno said most people only know the basic information but not everything.

"People don't really know what went on," she said.

Reno said the danger of anyone using derogatory words was hate crimes and hate music started that way. The best way to stop them was to tell everyone about the dangers, she said.

"What can we do?" she said. "What we need to do is get it

out more in public."

Senior Christopher McLucas is the president of the African American History Club. He made the announcement about the n-word.

McLucas said whenever he hears someone say the word, he approaches them and tells them politely not to use it. He said he had never before seen any books about the word, and it had so much history behind it.

"(The n-word) is a word I've heard many times," Kennedy said.

McLucas said his grandmother used to tell him what happened to her as a child, including walking 16 miles to school because closer schools wouldn't let her in.

When he heard her stories he was flabbergasted.

"(She) faced discrimination almost every day," he said. McLucas said he could not believe the discrimination his grandmother told him happened even less than 40 years ago.

Junior Brenton Donaldson said nobody could stop him from using the n-word. He said some people were bringing up the word.

"Of course people are going to use it," he said.

Donaldson said the severity of the word depended on it was being used, and there was a difference of what it was depending on the spelling.

"It takes on a whole different meaning," Donaldson said.

Donaldson said he thought one of the ways a word loses its negative meaning was to use it. For example, if someone was being called fat every day for a long time suddenly they used the word to describe themselves, then calling them fat wouldn't have anything to say.

"It's kind of taking their power away," he said.

Donaldson said nowadays, the word is so common almost part of slang in today's society. He said it doesn't have the same meaning as it did 30 years ago.

"Now it's just a common 'hey, how's it going,'" Donaldson said.

He said it changed because people assumed if the word was going to be called it anyway, they would accept it. He said it in this manner was a good way to take away the effect of the word.

"It basically cancels itself out," he said.

Despite that, Donaldson said the word would always have its effect and history behind it.

He said nobody could restrict who can say it. He said the word meant was "ignorant," and it just happened to be associated with black people.

THE IMPORTANCE OF OBSCENITIES

Dr. Frank Bramlett, from the English department at the University of Nebraska at Omaha, said the Anglo-Saxon word for defecation over time became the obscenity it is today. First, the word was "scitan" in Old English. Bramlett said people know it as the s-word.

"It's a natural human function and only over time became taboo," Bramlett said.

Bramlett teaches linguistics, and touches on the history of the English language in his classes. Bramlett said he had never before seen any books about the word, and it had so much history behind it.

where obscenities originally came from, but he said he had never before seen any books about the word, and it had so much history behind it.

They'd been around since the beginning of language.

Bramlett said the word damn, for example started as a word meaning "to condemn." This was all it meant, but over time it became only a reference to a person's future. Over time, it changed to something else and is now considered an obscenity.

To make something taboo, Bramlett said the relationship and ideas about a word have to change.

He said it was hard to say if any language needed curse words. He said some people used curse words so much that it was hard for them to stop, and they would probably feel the need for obscenities.

Bramlett said regardless, obscenities do serve a purpose in the English language.

One purpose, Bramlett said, seems to be bonding. School boys, he said, may curse within their group of friends. Bramlett said the context and whom it was said around were the most important part of using obscenities.

Obscenities are also used to express anger, frustration, or extreme displeasure, Bramlett said. He said they usually tell what the person is thinking.

"They're very flexible and are what we call 'context words,'" he said.

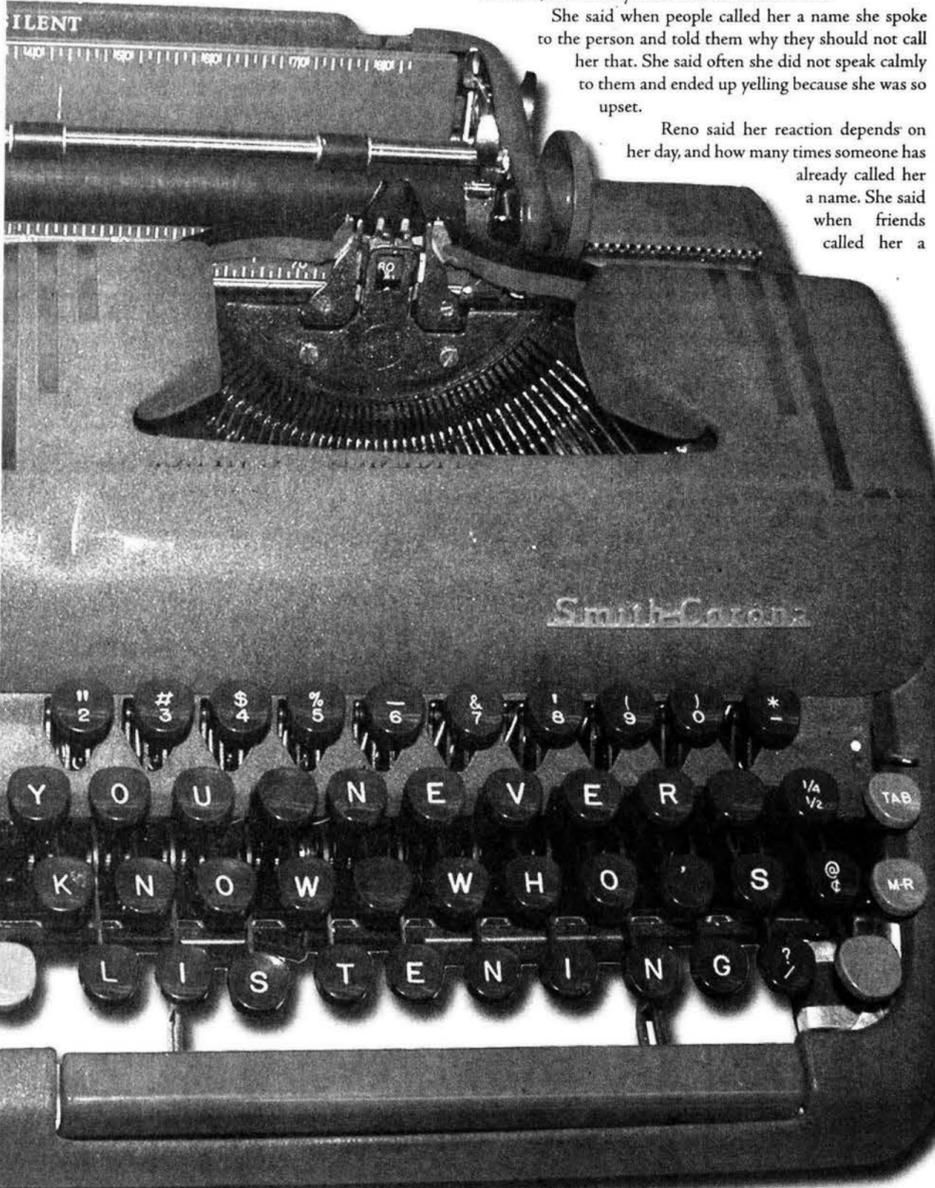


PHOTO ILLUSTRATION BY LAUREN CRIST/REGISTER

Central's population is the size of a small town. With this many people in the hallways and classrooms, anyone could be listening at any time. Someone could take offense to an overheard comment when walking to class.

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FROM THE TORTOISE TO THE HARE

To some students, whether prescribed or obtained illegally, the drug Adderall makes the brain go from 0 to 100 in a matter of minutes

According to the University of Nebraska Medical Center, Adderall is a mixture of amphetamines. This means its purpose is to make the brain overrun the body to feel awake and concentrate even when it's dead tired.

It is prescribed to make people with Attention Deficit Disorders concentrate and study.

It is also said to make the material seem more interesting to the student.

The drug is considered dangerous because people who use it illegally can become addicted to the fact that it makes them diligent.

Unfortunately, they usually can't recognize when their body really does wear out.

It also raises blood pressure, so students who take it and are active or involved in athletics are at risk of heart attacks.



PHOTO ILLUSTRATION BY LAUREN CRIST/REGISTER

Illegal drugs offer new purpose to teens

ADDERALL' CONTINUED FROM PAGE 1A

She said she didn't use it regularly, she still knew she had to "backed off school a lot," Doe said. She used to gun for straight A's and to be in the top percentage of class, but not anymore. She said now she looks for a balance. "There are more important things in life," she said, "or at least should be." She said friends and staying happy were now more important to her than class rank. She said she wasn't happy when she was working that hard. "I felt like a machine," she said. "School, homework, sleep, every She said grades shouldn't be that important to a teenager. "My only worth was how efficient I could be," she said. She said she knows many other students with her workload who rely on drugs, prescribed or otherwise. "I don't know how they can manage," she said.

She knew it could be harmful for her, she said. Anything that tampered with her brain chemicals had the possibility of negative effects.

Adderall made her work faster and made the material seem interesting, she said. Now that she doesn't work so hard, her parents don't seem to mind.

"They don't care as much about grades as I do," she said. "They want me to be happy."

A Register poll of 200 students said out of the 10 percent of students who said they have used Adderall, only 2 percent have been prescribed it for ADD or ADHD.

Still, 13 percent of those polled said they used some kind of stimulant to help them with their schoolwork or tests.

A pharmacist from University of Nebraska Medical Center said the drug can have adverse side-effects, even if the person is prescribed it.

"At least if it is prescribed the patient has a doctor checking their blood pressure," she said.

The pharmacist said many people don't know Adderall can cause a heart attack in young people, especially those who run or play

sports. She said it raised the blood pressure significantly because it is an amphetamine, and activity would increase the pressure even more.

She said for this particular drug it is very important to be monitored by a physician.

"It basically makes the brain override the body," she said. "Your body could be physically worn out, but the brain would make you feel like you have energy."

She said another popular drug for ADD is Ritalin, which has also been highly abused.

One type of quick-release Adderall has been banned by the FDA in Canada because it resulted in several adolescent deaths, most of which were heart-related.

The illegal use of Adderall is extensive throughout the United States, with different terms and nicknames throughout. In the Northwest they are referred to as "BBs" or "Blueberries" for their color. In other regions they are known as "Railguns." Common names are "ralls," "bennies," "amps" or "jollies." People who take more than 100 mg a day call them "goofballs" for the short, small high it gives in large doses.

Police have no leads on stolen goods

'STEAL' CONTINUED FROM PAGE 1A

inside. Security guard Frank Zavorka said a projector like that was worth around \$1,500.

"That's a great loss," he said. "That's a tragic thing to have missing."

Principal Jerry Bexten said the projectors were bought with money from the CHS Foundation.

This was the second projector stolen from the ceiling, he said.

"Someone cut the padlock," he said. "There was no sign that someone had forcibly entered the room."

The projector was stolen the night of a JV basketball game. Bexten said there were two sets of doors between the gym and main building, one of which should have been locked at all times.

He said neither set was locked that night.

Bexten said as of right now it is a mystery who stole the projectors.

Senior Ben Bilyeu takes Advanced Placement Spanish in Bishara's room.

He said he used the projector last year and this year.

"She always had our assignments and lessons on the projector," he said.

Now most of their work is verbal because he said Bishara prefers not to work on an overhead projector, Bilyeu said.

"There's a definite difference (in the class)," he said.



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FIRST AMENDMENT OF THE UNITED STATES, RATIFIED DEC. 15, 1791

EDITORIALS



Please, thanks and

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WHAT COMES OUT OF YOUR MOUTH

What is heard in the hall is repulsive and offensive, and nobody knows who can overhear it. Students need to cut down on the use of ugly language, from racial slurs to general obscenities.

Anyone could be listening. When students choose to use questionable language, anything from derogatory words to obscenities can be heard walking through the halls. Students let them roll off their tongue like they are talking about a movie they saw last weekend.

Not only do they pollute the halls, but in almost any classroom, too. The administration needs to do something about it.

Some teachers may be afraid to say something. They think the students will confront them and not change their ways. Teachers need to begin to punish the students and do it immediately.

Curse words express anger and frustration, said a linguistics professor from the University of Nebraska at Omaha Dr. Frank Bramlett. So in some way curse words could be important because they offer an alternative to bottling emotions up.

But there is still a time and place for them. Not

everybody is used to hearing them and not everybody uses them. Students should be aware and courteous enough to realize they are not the only ones in the school.

Derogatory words are especially dangerous. They are senseless and rude. Even in jest, racial slurs should simply not be said, period.

Some teachers are strict about this, as they should be. Nothing like that should be heard in any class, they easily offend and are extremely powerful. Anyone who uses them should be prepared to face the consequences. Society has decided that racial slurs are inappropriate, and that rule should apply to students at Central.

This should apply to all racial slurs and any name to demean any group of people.

Just by overhearing it, anyone can be offended.

The sad thing is that every imaginable offensive word is heard in the halls. What does an environment where racist and sexist slurs are OK teach teens? It teaches them

it is all right to say it. It teaches them it is OK to hate others.

Administration claims Central is diverse, and that is one of its strong points. But how can we have a diverse school and not get along?

If children are taught that these words are OK, problems begin. According to hate crime statistics from the Federal Bureau of Investigation published last year, 52.9 percent of all reported hate crimes were race related. Religious hate crimes were at 18 percent and sexual orientation hate crimes at over 15 percent.

In all, the report stated that 9,035 offenses were committed. This is pathetic.

Things like this include not only harassing and racist slurs, but also more extreme things. But where do they start?

They start with that racist joke told at a lunch table. If started with that attitude, the attitude that it's not hurting anyone.

But if that attitude continues, it will. It's got to be killed at the source.

The year is 2005 and people still cannot get it. It's because of racial slurs, racial jokes and any derogatory words being used in normal conversation.

At a school like Central, anything said in a classroom or hallway is heard by dozens of people right off the bat.

Why offend someone you don't even know?

An announcement was made by the American History Club, telling students to not use the n-word. This is the positive step that needs to be taken by the school.

Students will, of course, claim they didn't hear the announcement. That's why the message needs to be sent from person to person, from peer to peer.

Perhaps the most infamous racial slur with a long history behind it, the n-word has a horrid history behind it. Heard in the halls, it can easily offend anyone.

There are teachers in the hall everyday. Can we stop the students from saying at least the offensive and loud comments? At least give a warning. Do something.

EDITORIAL

The OPINION of the Register staff

Davenport is chaotic after school

It is 7:30 a.m. and minivans, sedans, SUVs and pick-up trucks are lined up on Davenport to drop off students. In the jumble of vehicles there are also students walking between the moving cars, carelessly placing themselves in harm's way.

The congestion at Davenport is terrible as each student opens the car door, puts on his back pack, gathers his books and meanders half-asleep out of the flow of traffic, while there are a dozen vehicles waiting behind him.

There are two other popular places for parents to drop their kids off for school. These are the Joslyn parking lot and Dodge Street. While these are also busy at the beginning and end of the school day, they do not compare to the disorganized confusion of Davenport.

Each of these areas has more space to drop off students and is therefore less congested than the one-way, narrow Davenport street.

On Dodge, there are five lanes of traffic. Davenport has anywhere between two and four, all trying to turn left.

The problem at Davenport could be solved if students were simply willing to be dropped off at a more convenient location and walk a block or so to school.

The crowd at Davenport is provoked by the drive to get as close to the school building as possible before stepping out of the car.

Often times the traffic is exacerbated by parents who pull up too far and must maneuver their way back into the flow of traffic, simply so their child can be ten feet closer to the school building. If a student is so late to school, he should plan ahead and arrive earlier.

Central students are not the only ones who use Davenport. There are also teachers trying to get into the parking lot and Creighton students in the apartment buildings on the other side of the street.

All of the confusion prevents these groups from having a quiet, peaceful morning and thrusts them into a dangerous teenage jungle at 7 a.m.

It also results in an unnecessary hazard for students.

EDITORIAL

The OPINION of the Register staff

Opponents of One City, One School prove racism still here

Envision a classroom separated by color, by how much you pay for lunch and what culture most influences you.

This is what One City, One School is about to me; the racial and socioeconomic differences. I believe that Brown v. Board of Education, the court case in which blacks were given the same right to education as whites, did not change the ideas of segregation of schools.

Brown v. Board has enabled opportunities for blacks to receive education, but there is still segregation in the school system. Fifty years ago, segregation of schools stopped, but are Omaha and Millard schools still segregated to this day? Yes, I believe OPS is still divided by color even now.

I don't think the real problem is the funding Millard schools will lose, or different ways the students will get to schools. I think the true problem is racist non-colored kids will have to share the class and the teacher with black boys and girls. Integration is a very controversial idea, one that makes old racists like the former Alabama governor George Wallace turn in their graves.

But this idea is still prevalent, especially in our school district. I may not be an expert on the subject, but I see Omaha drifting back into the years where racism and all white schools were common.

Millard School District has a two percent black population compared to the population of OPS at 31 percent. Underneath all this debating over who is taking over whom, is the strong but subtle scheme of racism. Basically, OPS is mostly a minority and they plan to take over certain suburban districts that are mostly white. And this oncoming fear for the Millard faithful will began the flight of whites.

This is when so many whites began to move out of an area because of racial mixing in the neighborhood.

This is what will happen to Millard. Race is not something to hate or to be afraid of, yet racism is still prevalent here. The fact is the threat of classrooms with blacks and whites together scares Millard students and parents. But if you keep people around a certain viewpoint, they began to believe it and deem it justifiable. The One City, One School district plan is the best

course of action for me because it forces people to accept changes. And changing from one to the next is, to me, the only way for people to succeed.

If Millard doesn't want to blend with the rest, then reasonably they should be forced to. This prejudice is becoming more than a Millard problem.

It is becoming a city-wide problem. I believe it is just another prejudice in America.

Unless people change their ideas, how can we get the education that we deserve. This is the issue of the One City, One School district.

plan is just messing up their own education. I guess the saying "separate but equal" isn't true for everyone is it?

Voluntary integration is a joke. What to middle class white Millard family would come and share the same study tools and resources with middle to working class blacks.

I'm sure there are a few chosen Millard residents who have no problem with integrated schools, but they are the chosen few who are too afraid to speak out. Why is integration an idiot idea when there are so many opportunities to make racism non-existent. To me integration needs to be forced because voluntary integration only leaves opportunities for those who want to integrate because they feel as though it's a blend.

Millard schools were not made to integrate in my idea. There are not made for Americans to be successful or even to be integrated.

That is why Millard, Ralston, Elkhorst Westside are in protest. To me Westside nothing to do with it, they are not even an issue. They are so close to Omaha that they be for integration.

But there protest just shows that it is even more close to home than people think. All black students are not academically inferior animals or a threat to your child's life. Should this stereotype be able to continue.

Is the real issue Millard's ideas of color? how they can't deal with the fact that black is a part of American history. I believe that blacks, America would not be as it is today.



OUT OF MY WAY

A Column by Matt Wiley

05-06 REGISTER

The Omaha Central High School Register seeks to inform its readers accurately as to items of interest and importance.

The staff strives to uphold the principles of journalism in all its proceedings.

The Register is a member of the National Scholastic Press Association (NSPA), the Nebraska High School Press Association (NHSPA), the Journalism Education Association (JEA), Quill and Scroll and the Columbia Scholastic Press Association (CSPA).

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The Register staff is also responsible for the publication of the Edge feature magazine, which has won a first place Best-in-Show award for specialty publications.

The Register has won multiple NSPA Pacemakers.

The Pacemaker is considered the Pulitzer Prize of high school

journalism. It has also won many Cornhusker awards from NHSPA.

It has been awarded Gold and Silver Crowns from CSPA for its overall work.

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Letters to the editor are encouraged.

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OPINION

"I think the pep rally was the best ever. The dance contest was off the chain. I think Eddie was the best part of it. But what's up with the power outage? But this one was by far the best."
Lewis Culliver (11)

LETTERS TO THE EDITOR
COLUMNS
REGISTER YOUR OPINION
POLITICAL CARTOONS



A CONTAGIOUS SMILE
A Column by Pascale Roussel

Teen appreciates her unique family

Somebody asked me the other day what it's like to have a black mom. They kind of caught me off guard because a lot of people are scared to say anything about it. I didn't know what to say.

I told them the truth, which is that I think it's cool, and I support my mom, no matter who she wants to date. But a few years ago, that was very difficult for me to say.

My parents got divorced when I was 7. We moved to Tennessee and lived in one of my Grandpa's apartments for awhile. Not too long after we moved into my mom's partner's house. We've been living there ever since.

When that happened, I didn't really know what being gay was, so it didn't bother me at all. Actually now that I think about it, I don't think my mom ever really told me straight out. I was too young to understand, or even care.

But when I got to be around 9, the kids at school started teasing me. I remember one time in fifth or sixth grade, one of the boys was making fun of me at lunch, and I didn't know what to do, so I began to cry. My friends helped me by taking me to the counselor, but that didn't change what they thought about my mom, or about me.

So from that point on, I stopped telling people, period. If I did tell someone, I had to trust them with practically my whole life.

I would tell them not to tell a soul because I thought of it as my deepest darkest secret. I also wouldn't tell them unless they were coming over to my house because I didn't want them to catch off guard.

After a couple of years, I got sick of thinking that I had to keep it a secret. So, I didn't make a big deal about it. If someone asked, I would tell them, but I still kept it quiet.

When I got out of junior high, I wanted to change myself. I decided not to worry about it. I didn't want to care about what anyone thought of me. I figured if someone asked me about it, I would tell them.

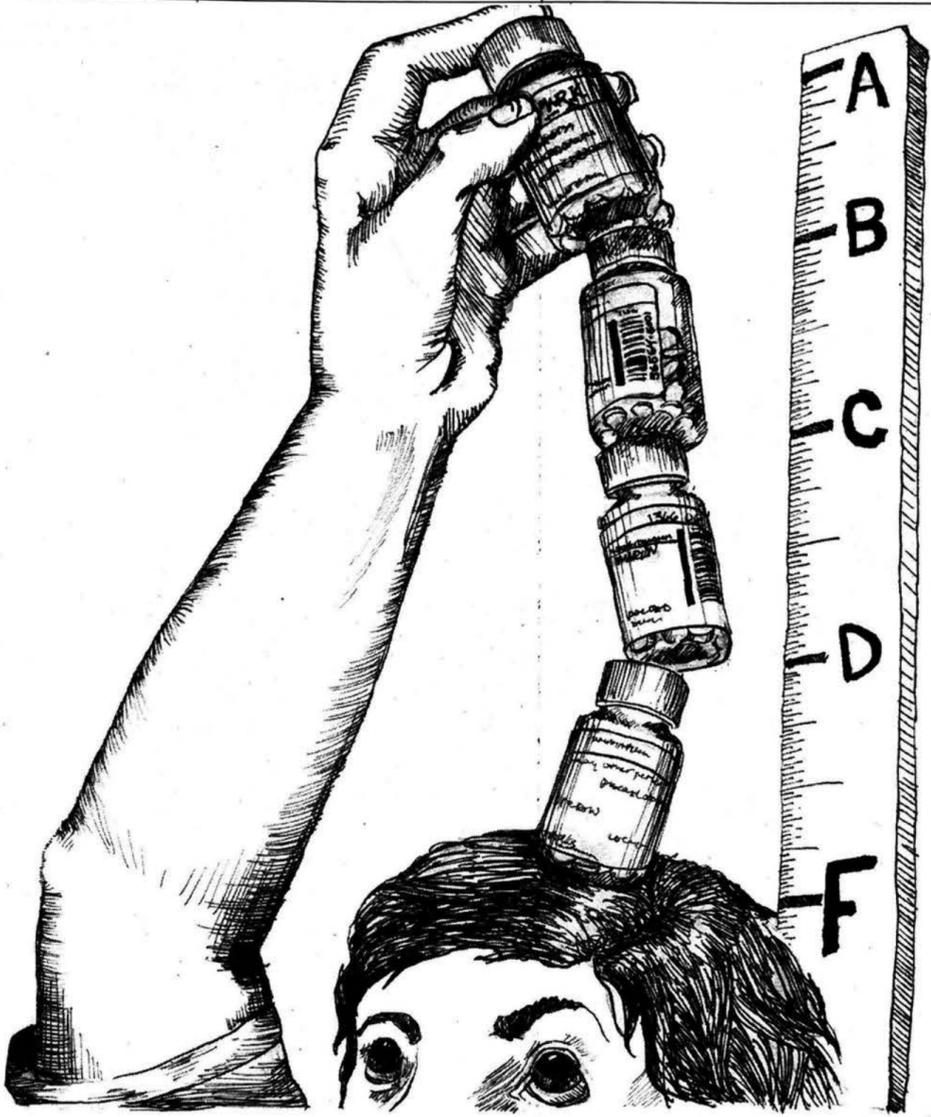
Now, mostly my friends are just curious about it. They'll ask me all sorts of questions. And I actually kind of like to answer them. It's almost like I'm informing them on what it's like to have a different lifestyle than the rest of them.

Students at Central are so supportive about it. Some of them don't care, and some of them want to know more. I really appreciate the care who knows about it. I'm not sure if that's because I'm fed up with caring, or if I realized teens my age were being treated with it. Maybe it's because of the age, but I'm just glad they're cool with the whole situation.

Our lifestyle at home is very old-fashioned. My mom is very strict, and raises me as her mom raised her. The only difference is, instead of saying to go ask your dad, she'll say ask Margo."

My mom is definitely one of the greatest people I know. I'm not only am I supportive of her but also, she's very supportive of me.

She loves my friends and the decisions I make. I almost don't think of myself of my mom. Well...except for the whole sexual orientation thing.



Cheating in class goes to new level

Why is it that many honors and Advanced Placement (AP) students don't see cheating as cheating? Applause is deserved for the high school students who choose to take a full load of AP classes and pull the all-nighters synonymous with college and do their own work.

There are plenty of students who don't use anything. They suffer through senior year, getting little sleep so they won't have to pay for a few extra classes in college.

EDITORIAL
The OPINION of the Register staff

It's not like the classes have even been deemed as the most difficult in the district.

Some students have been turning to Adderall to assist them in their college-level endeavors. They weren't prescribed the drugs and they are buying them from dealers like run-of-the-mill narcotics.

There are too many problems with this reality to count, and the biggest problem is many people don't see anything wrong with it.

They rationalize and give excuses and never admit to using illegal stimulants to help them get better grades.

These are academic steroids, quite a few steps above a Mt. Dew or caffeine pills. Just like steroids in sports, the pills won't make them any better athletes; Adderall will not make students any smarter. It is a quick solution to get a better grade.

It is pathetic. Hopefully students who are supposedly responsible enough to get college credit or extra points on their grade point average can see this for what it is, cheating. This is plain cheating just like using steroids in pro sports is cheating.

Why do other students feel like it's their personal right to use enhancers? Why should they get better treatment?

If people think it is safe to take, think again. Canada pulled a type of Adderall from the shelves because officials found out it carried a risk of "sudden death for children" according to the Food and Drug Administration.

Some people have used Adderall for weight loss. This is no surprise, the ADD (Attention Deficit Disorder) Help Center said. Before the FDA approved it for treatment of ADD in 1996, it was a weight loss pill. It was created 20 years ago under the name Obetrol. Now it's the same pill, new name. This makes it obvious why one of its side effects is anorexia. Is that really a good trade off?

Whatever the use, people need to know the risks. Insomnia, dizziness and extreme weight loss are all side effects.

Students need to stop being selfish and realize what they're doing. Drug abusing cheaters ending up on the honor roll or in National Honors Society does not paint a good picture of the school, while so many good, healthy students in regular classes get no recognition other than a high school diploma.

REGISTER YOUR OPINION

Is there a time or place when derogatory language should be allowed in school?



"Yeah, I think so. For example, if you run into a desk and say a curse word."
Kiyuanna Pryor (10)



"There's no way it should be allowed. There's not really a reason to use it."
Mandy Flemmer (10)



"I believe it is disrespectful to the people around you and to the people you are talking to. There are a few exceptions."
Adam Hankins (10)



"Yeah. In my opinion, it's fine. For me, it's using bad words while arguing."
Jessica Creighton (11)



"Not really. I mean, there's no cause or purpose to use bad language."
Ian Danielson (12)

LETTERS, E-MAILS, FAXES, POLLS, CARTOONS

Drug story needed to be written

Dear Editor,
In the last issue of the Register, there was some controversy over the front-page story. People were saying things such as "That's unethical!" and "That's not necessary!" contrary to popular opinion of the last issue, I found your story incredibly interesting and informative. I didn't even know that Oxycontin existed before the story hit the press. I don't think the story did any harm at all. The Oxycontin story shined light on the facts of drugs and alcohol. This story is real. This story needed to be written.
Liz Rockwell (10)

Social skills disappeared

Dear Editor,
At the beginning of this school year, the faculty was supposedly strongly enforcing the five social skills. Well, all I heard of that was about three of my teachers reading rules off a book and unrealistic roll playing for ten minutes. However, I do think the idea was a good one and necessary.
Since the second week of school there has been no continuation of these lessons, and no improvement in student-teacher relationships and student-to-teacher relationships. I'm just curious if there will be any further attempts to enforce these five social skills, or possibly new ways of doing them.
Claire Anderson (10)

Profane language shows ignorance

Dear Editor,
Derogatory words are extremely offensive-especially those that are chauvinistic, which will not be named. Derogatory words only symbolize ignorance. When there are so many words in the dictionary (and insults), the use of repulsive derogatory words is upsetting.
Delaney Kunz (10)

Spanish language should be English

Dear Editor,
My opinion is the English should be the national language.

LETTERS TO THE EDITOR

Letters to the editor are gladly accepted in room 030, via e-mail to Central. Journalism@OPS.org or can be placed in Mr. Deabler's mailbox in the main office. Letters must be factual and contain the author's full name and grade. Incorrect or unsigned letters will not be printed. The use of pen names is not allowed.

I'm happy to learn another language like Spanish, French and German, but it also upsets me when I walk into a store and everything is written in Spanish. Now, they're barely translated into English anymore. I'll admit Spanish is a fun language, but a lot of people don't know it. I like learning Spanish, but I can't speak to half the people in my neighborhood because they don't understand a single word I say. It's the same thing with them to me. Honestly, since it is America, I think we should have different languages, but English should be the main language.
Elizabeth Reynolds (9)

Only uneducated people use bad language

Dear Editor,
I feel that derogatory words are for uneducated people. Uneducated people will use derogatory words because their language is not expanded, and they want to be cool in front of their friends. Derogatory words should not be used. They make you sound like you do not know what you are talking about.
Fatima Flores (10)

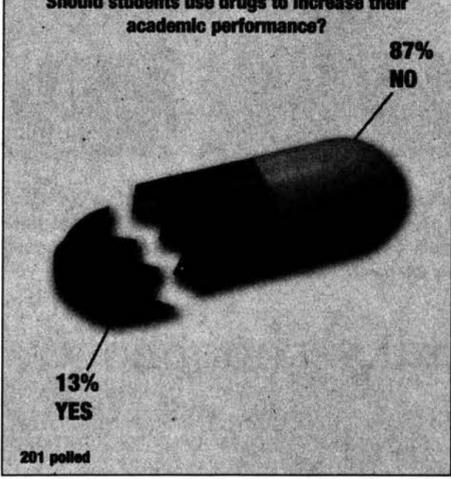
Moral classes should be offered

Dear Editor,
I think that ignorance is a growing problem at Central High School. Students and faculty are ridiculing each other because of their sexuality, how they dress and who they hang out with. People seem to have no morals and can never just accept people for who they are. I think the source behind this is jealousy and uncertainty of oneself. I think classes should be offered that promote awareness of this issue. It should also address equality. This way, not only will the students and faculty be more sure of who they are, but learn to accept others as well.
Lauren Alston (10)

Students desire to throw away ID badges

Dear Editor,
I understand the faculty and the police want to ensure our safety, but people are not wearing the IDs. If someone does wear the IDs, most of them wear them on the

STUDENT POLL

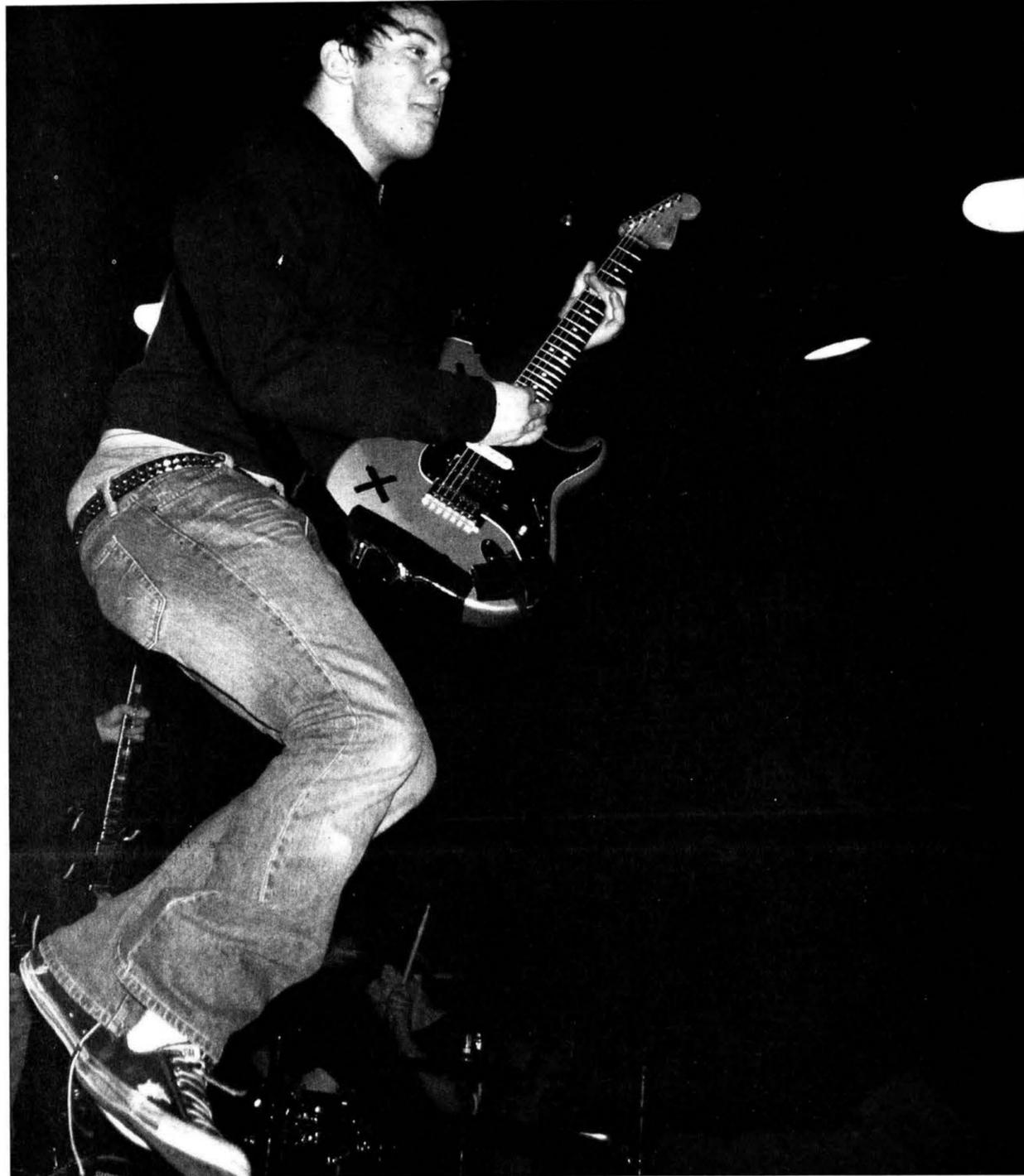


stomach or below. You cannot force a student to do something, much less wear a stupid picture on their body. I have wanted to throw my ID away so many times and I am a controlled person. Perhaps, some students have trashed their IDs. Also, the picture of the student comes out dark, ugly and the student usually looks possessed. Am not the only student who feels this way. I am one of many.
Clarissa Lovegren (9)

Questions need to be answered

Dear Editor,
What are these ID badges really for? Will this really give us protection? (These are) things that get asked every day by students. I would really want those questions answered. What happened that caused the school to make us wear them?
Darius Wynne (9)

(RIGHT) Sophomore Julian Egger plays guitar in Toad, one of the groups that auditioned at Band Aid. Toad has played numerous concerts at different venues, known for their "surfer rock" style. (BELOW) Alumnus Josh Koterba, class of 2004, plays in his band Rochester. Rochester was one of the five groups chosen, and only featured one current Central student.



PHOTOS BY LAUREN CRIST/REGISTER

(ABOVE RIGHT) Senior Michael Greenberg works on setting up his drums before the tryouts. Greenberg worked closely with junior Trevor Moore to schedule the concert, and is a member of one of the bands selected to play in Band Aid. (ABOVE LEFT) Guitarist junior Andrew Wahl and Benson student singer Stephen Bilis audition with VirginiaJoyce. Each band was allowed to play two songs for the audition, so judges could get a good idea of the groups' overall sound without taking up too much time.

MAKING THE BAND

After Band Aid's near cancellation, musicians get ready for a newly scheduled spring concert as part of a week-long art fair.

BY ZACH PLUHACEK

Band Aid was back on the calendar and tryouts were only a week away, but it was another hurdle in junior Trevor Moore's path to the stage.

Along with a few of his friends, Moore had pushed for much of the year for the once-canceled student concert back in the books.

After being rescheduled several times, the date for Band Aid was finally set for Mar. 24 as one of the nighttime shows in a fine arts week planned for early spring by the Parents, Educators and Pupils organization.

Now Moore, who made it his priority to get the concert date set and approved, would have to make the cut for it in front of members of Student Council and the music department.

A week later when he and his band, VirginiaJoyce, showed up in the auditorium on Nov. 21, they didn't know what to think. One rumor was that dozens of other bands had heard about the auditions and were planning on trying out.

"We saw some kids in the hallway and they were talking about trying out on Monday," Moore said.

He still felt pretty comfortable that he would be able to play in Band Aid, but he was facing some tough competition.

While students waited in the seats to be directed by Band Aid sponsor Steve Smith, they started asking each other for advice, equipment and cell phones. Some could call the missing members of their bands.

The atmosphere was far from competitive.

All in all, seven bands showed up to audition and five were selected to play: VirginiaJoyce, Elysium, Amarthatic, Toad and Rochester. Every band that auditioned, with the exception of Rochester, was mostly composed of Central students.

Freshmen Corey Himes was a member of Blutikhund, one of the two bands that was not chosen to play in Band Aid. Since the auditions, the group has changed its name to Prometheus.

"When we started, we wanted to try out. It was like three weeks before the auditions," Himes said. "We're gonna stick with it. We knew we weren't really going for Band Aid, but we tried out anyway."

All of the other bands that auditioned had at least some more prior experience than Blutikhund. A few had been playing together for years. Many of the musicians in these groups had even been involved in previous Band Aids, giving them a higher level of experience.

"It (auditioning) helped me with stage fright," Himes said. "This is my first time performing in front of a small audience. I think we just need a lot more practice."

Even though some of the bands had less experience than others, Moore was still happy with the turnout, as well as the diverse group of musicians who had been selected to play. He said the music ranged from hard core and punk rock to what he called "surfer rock."

He agreed with most of the bands selected to play, and felt the members of Student Council were a good group of people to have judge.

"They had a little bit more of a say in it, I think, than a teacher would," Moore said. "Student Council can relate to the music more. They listen to that kind of stuff. Some of the kids in Student Council have been to some of our shows."

Sophomore Carli Culjat, one of the Student Council representatives who helped judge the tryouts, said she enjoyed the bands that played.

She thought there was plenty of talent in the group, but would have liked to see some more diverse types of music.

"I'd like to see a little bit less screaming," she said. "There's a different type of music and we've only seen one. But...whatever's popular. We're only gonna attract a type of fan."

Another sophomore, Adrian Monge, felt the music was diverse enough, but noticed a great deal of difference not only in the types of music the different bands played, but also in the skill level.

She could tell some of the groups had practiced together a lot more than others, just by hearing them.

Monge was disappointed that Tomorrow's Heroes, another one of the bands that tried out, didn't make the cut. She enjoyed the bands that performed, especially Rochester.

Culjat and Monge were chosen by Judy Storm, the Student Council sponsor for the concert, to be two of the judges.

Even though Storm's choices were largely based on availability, she said another reason she picked particular students was because of their varying interests.

"What I tried to do is divide it by grade levels. I just tried to get a representation of students for the whole student body," she said.

Storm was asked by Smith to put together a list of students to be the judges. Smith, who played a large role in the planning of the concert and tryouts, met with Moore and senior Michael Greenburg next month to discuss ticketing and other organizational matters for the show.

One of the things Moore and Greenburg have been most excited about is the technology for this year's show.

Band Aid, for the first time, will feature student-engineered sound and lighting, as well as a merchandize store for CDs, T-shirts and buttons to promote the band.

Alumna's middle-school hobby turns to profession with release of new album

BY BOB AL-GREENE

"Jazz," Camille Schmidt said. "That's where my passion lies."

Schmidt graduated from Central in 1980, after attending for her junior and senior years. She recently attended her 25-year reunion, but that's not the biggest event on her calendar.

Schmidt's first album, "Easy to Love," on Clarion Records, a local label that distributes nationally, will appear in music stores on Dec. 10. Schmidt describes the album as "straight-ahead jazz."

"There's a lot of jazz standards," she said. "Songs like 'Misty' and 'Our Love Is Here To Stay.'"

Not only is "Easy to Love" Schmidt's first solo album, but also the label's first jazz record. She said she sang on all the tracks and played piano on one. All tracks were accompanied by a band.

"It's a really great, full jazz band. Great sound," she said. "We've got members of the U.S. Air Force band, and a great saxophone."

Schmidt said she'd waited until now to record a jazz album for a reason. She said she played in a Top 40 band while at Central, in addition to being involved in music programs like the CHS Singers, A Cappella and Stage Band. She said music probably wasn't the most important part of her Central career, though.

"As good as the music was, the English classes were just as essential," she said. "It's that academic challenge that makes it important."

Schmidt said she first started writing and singing jingles for businesses after Central, when she was in college.

"I'm proudest of the Godfather's Pizza tune and what I wrote for the Sheraton Chicago," she said. "That's when I first started getting paid."

While attending the University of Nebraska

at Lincoln, Schmidt received a letter from the Berkley College of Music. She said she felt drawn to that school and that life. She said singing is her favorite thing to do, and her favorite thing to sing is jazz.

After college she lived in Boston and Nashville, and has played piano in different clubs around Omaha. Currently she works at Benson High, playing piano with the choir.

"I feel a little more seasoned at this point in my life," she said. "Where I used to do other styles, I'm able to sing jazz for real now."

Schmidt said she used to listen to Ella Fitzgerald records in elementary school and junior high, and lists Fitzgerald among her sources of inspiration.

"I'm really into old R&B," she said. "I like Bonnie Raitt, Mel Torme, Nat King Cole, Sarah Vaughn... I love listening to Carmen McCrae. I can really hear her depth."



PHOTO BY EMILY HARRISON/REGISTER
Alumna Camille Schmidt, from the class of 1980, released her first album Dec. 10. "There's a lot of jazz standards (on the album)," she said.

Artwork shown to colleges across country

BY EMILY HARRISON

The best of her artwork sprawled across desks. Senior Dena Rennard stood next to the inquisitive and critical eyes of a college representative preparing to review her portfolio. Alex Hamil was not from Harvard and he was not at Central to recruit star athletes or the valedictorians. He came to talk to juniors and seniors interested in attending an art school. Rennard and two other art students spoke to Hamil on Nov. 17. They showed him their artwork and asked questions about the school. To be accepted into an art school students need to have a portfolio showing their talent, passion and devotion to their artwork. Hamil had the authority to accept Rennard on the spot based on the work in her portfolio. The quality of work in a portfolio could determine not only whether students could be accepted into a school, but also what caliber of scholarships, if any, a student would be able to apply for.

Rennard said she was not planning on attending an art school when she graduated, although she may get a master's degree from one attending a regular university.

For her the review was not about being accepted, she did it to get a critique of her work. Rennard said it was good to get the opinions of an external source.

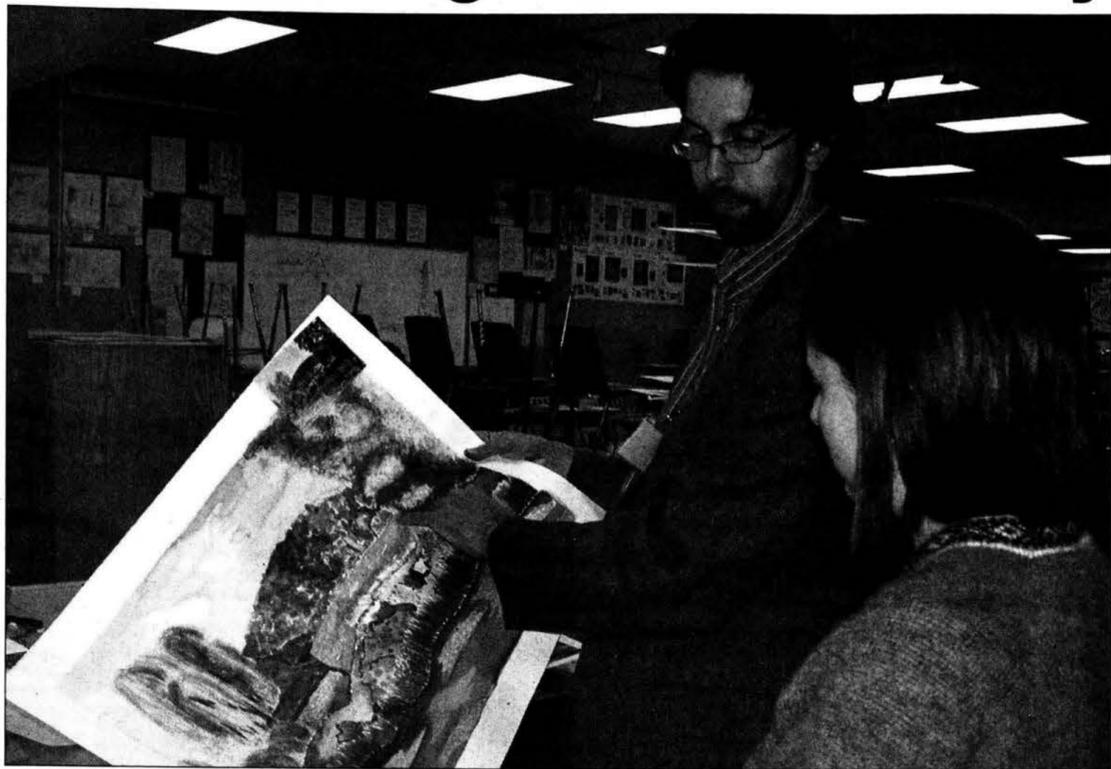
Rennard said all the representatives were encouraging her to loosen up her drawing style, which she called meticulous. They told her to experiment with her style and try new mediums and ways of drawing.

"I want to get myself to where they are saying I could go," she said.

The work for the portfolios comes from Rennard's work in class and at home.

Art teacher Larry Andrews said his studio reviews were meant to help students develop their portfolios.

He said there were certain things every representative was looking for. They wanted to see perceptual drawing in color and in black and white, still-life paintings and figure drawings, he



Senior Dena Rennard shows a landscape piece to a scout for an art school. She said although she had no plans of going to school for art, she appreciated the critiques.

PHOTO BY EMILY HARRISON/REGISTER

said. Andrews has required his students to create artwork that fills these categories in class and helps them to achieve the level of work schools are looking for.

In the fall art schools contact Andrews, who is the head of the department, to work out a time to come give presentations and portfolio reviews for their schools.

This year Milwaukee Institute of Art and Design and Chicago Art Institute have already visited.

Andrews said many of the representatives

consider Central a top priority. He said they know Central has a good art department and there are many students who they have recruited from the department who are doing well at their schools.

"Some students are victims of a bad department," he said. He said those students did not get access to the equipment and teachers students had here, but representatives can recognize when students have talent, even if the students aren't experienced.

Rennard said she was amazed at how the opinions of each representative differed.

"Art is so subjective," Rennard said, every one has a different opinion of what makes art good.

The difference of opinion between people is why it is beneficial for students to get the input of someone other than himself, Andrews said.

Each school also has a different personality, he said. The original impressions of the schools sometimes depend on the attitudes of the representatives.

If a representative is personable, he can have a positive influence. If students do not like them they may think twice about attending the school.

CD assists victims of hurricane

CD REVIEW



'LAGNIAPPE'

Key track: "Hypnotized"

BY BOB AL-GREENE

It's the kind of CD you want to give a good review to.

"Lagniappe", Saddle Creek Records' new benefit album for Hurricane Katrina victims, is now out on iTunes. It's a novel idea; however, there was the sense that "Lagniappe" would be able to raise much more money if it was more enjoyable to listen to. Yes, it is in response to a horrible disaster, but the mood shouldn't make the listener feel worse about the world.

It started off promisingly enough; Cursive's "Ten Percent to the Ten Percent" set a high standard for the rest of the album, a standard that wasn't reached again.

The album moved slowly and without a hint of interesting music. Song after song on "Lagniappe" decreased any sense of enjoyment to be had. Even Bright Eyes, fresh from Conor Oberst's recent twin releases "I'm Wide Awake, It's Morning" and "Digital Ash in a Digital Urn," couldn't salvage the wreckage. Halfway through the album, the prospect of finishing the album well seemed hopeless.

Then The Faint arrived. The Faint's contribution, a track entitled "Hypnotized," almost single-handedly saved "Lagniappe." Sure, even a great song at this point couldn't completely salvage the wreckage, but it did set the better tone for the rest of the album.

If not fun, then at least the rest of "Lagniappe" was heartfelt and thankfully different from the tedious norm. Simple, enjoyable tracks like The Good Life's "New Year's Retribution," the finale of the album, were probably too little and too late, but they weren't as insultingly dreary.

"Lagniappe" is a French-Creole word meaning "a little something extra." It was traditionally a term used in New Orleans gift shops and boutiques; a free gift to please the customers and ensure their return.

"Lagniappe" the album certainly couldn't use a little something extra. All proceeds from the album went to help the Red Cross' efforts, and that's admirable, but I can't imagine any other reason why anyone would want to return and listen to it again.

Film about journalistic integrity proves long overdue

BY BOB AL-GREENE

It's about time. It's about time this movie was made. It's about time a journalist was once again cast as the protagonist. It's about time we all remembered Edward R. Murrow was. He was a hero.

"Good Night, and Good Luck", from director George Clooney, did exactly that. Clooney stretched his wings of filmmaking with "Good Night, and Good Luck", and came away with a masterpiece.

In the mid-50s, America was overrun with the specter of Communism within our borders. The forefront of the movement was Sen. Joe

McCarthy, who often stretched the truth in his indictments of suspects.

McCarthy was finally debunked by newsman Edward R. Murrow, played by David Straitharn. The film, named for Murrow's nightly sign-off line, was crisp, meaningful, dramatic and entertaining throughout.

The dramatic elements were of course well done, but what was surprising was the humor, which added a lot. For such a tense subject, any amount of humor would of course have been necessary.

That's why it's called comic relief, and never before has that term been so clearly defined or deftly used.

MOVIE REVIEW

'GOOD NIGHT, AND GOOD LUCK'

Starring: David Straitharn

Probably the most intriguing aspect of the film was the inclusion of all real video of McCarthy. A common complaint among uninformed audiences was the actor portraying him was too over-the-top.

However, seeing the true McCarthy in all his glory (or lack thereof) could only add to the viewer's sense of disgust and disdain for him, and made the moment all the more triumphant and

justifiable when he was finally confronted, and asked, at long last, "Have you no sense of decency, sir?"

McCarthy lived just long enough to see himself on the big screen.

Towards the end of his career and life, Edward R. Murrow saw the fault in television, in entertainment over information.

No doubt Murrow would comment on the phenomenon we are observing in the modern media if he was alive today, but in his absence we can rely on powerful films and their messages to guide us.

"Good Night, and Good Luck" is one of those films, and it could save us from ourselves.

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Angel dances to the song "Today You, Tomorrow for Me." Both the play and movie did a good job of revolving around one central topic of "no day but today." This was a strong theme for the film because it discussed AIDS and poverty in the United States and hit the audience hard.

PHOTO COURTESY OF SONY PICTURES



PHOTO COURTESY OF 20TH CENTURY FOX
Joaquin Phoenix plays Johnny Cash in a movie about the Cash's early career, focusing on when he met his second wife, played by Reese Witherspoon.

Movie offers look at life of Man in Black

BY CLAY LOMNETH

Johnny Cash is the latest dead musician to have a movie made about his early life. "Walk the Line" may at first seem like a rip-off of "Ray," the story of Ray Charles, but it stands up on its own as tough as the Man in Black would, swung around his back.

The similarities to "Ray" are still almost uncanny. Both men had a child, both lost a brother, whose death followed the rest of their lives.

Both also felt responsible for the deaths, and both used drugs as a way to forget.

In his early adult life, Cash, played by Joaquin Phoenix, worked as a door-to-door salesman. Even in these scenes, the audience could see his yearning to make music. He was distracted by anything music oriented.

His first wife in this movie, played by Sandra Ellis, didn't seem to come across as the unsupportive, stressed-out wife. She was more in the beginning, complaining about his time away from home.

Eventually, her steam ran out. Could the director have realized this? She disappeared from the rest of the movie, leaving her like an unfinished thought.

Cash's shows away from home showed his drug addiction beginning.

He started to take pills because "Elvis takes appearances by Elvis and Jerry Lee Lewis characters in the movie well worth watching for nostalgia purposes.

There was a wave of laughter when the audience got a glimpse of Elvis, peering down at June Carter (Reese Witherspoon) from the shadows of backstage.

His first tour was when Cash fell in love with Carter. His wife and kids at home are completely forgotten when Carter at first rejects him, she too is left for several groupies. It was surprising how fast Cash fell in love with Carter, but completely convincing.

The close-ups during live shows improved as the movie went on. They were sweaty and intense and usually fueled. Phoenix played the role of a man with an addiction very well. The shaking hands and tantrums when he couldn't find his pills, and the lying to his friends about whether he was still using were well done.

Cash's pursuit of Carter's hand in marriage was the central part of the whole movie.

Though in the beginning, the movie starts out with Cash more than anything. After Carter came in the picture, the focus veered toward her and stayed there. His life of performance began to revolve around her, wanting to tour if she was around.

The highlight of the movie was placed at the end with a proposal by Cash on stage. The relief on the face of Phoenix summed up everything great about the movie. He looked as though an incredible weight had been taken off his back, and he could now breathe again.

That facial expression alone was one that Phoenix should be watched in the future. With roles like that, Phoenix should be seen walking away from the Oscars with at least a nomination within the next few years.

Phoenix easily becomes Cash himself. Not only does he have a strange resemblance to Cash, but he sounds like Cash, too. Phoenix almost looked like he could be Cash years from now, with wrinkled skin and that mischievous half-smile.

Witherspoon also shined in this way in the movie. She was almost a perfect representation of her character, down to the last detail.

"Walk the Line" isn't just a movie for hardcore Cash fans. Some may be disappointed by it because the movie didn't play an entire song. But if they are true fans, they appreciate both the early life of Johnny Cash, and the music that he played.

'Rent' reflects Broadway show

BY MOLLY MULLEN

N*SYNC and Scary Spice.

"Rent" not only won the Tony award when it first hit Broadway in 1996, but also a Pulitzer Prize for musicals.

Now an Oscar might be on its way after this hit rock opera turned into a blockbuster.

Since the creator and director of the first show, Jonnathan Larson, died before opening night, the film director did a great job of keeping most of the show and its characters intact.

He also kept the original cast with Anthony Rapp playing Mark Coen and Adam Pascal playing Roger.

They could have easily picked other actors who have played these roles on Broadway since 1996, like Joey Fatone of

When the screen opened up it gave one the same feeling as when the curtain rose, hearing the first chords to "Seasons of Love," which shared the message of the whole movie "Measure life in love," and "no day but today."

MOVIE REVIEW



'RENT'

Starring: Anthony Rapp

Although there was some confusing camera work, the audience just had to remember they were at an artsy, Bohemian movie and not to expect the norm.

One of the pluses of having a real set as opposed to a stage was the first scene when Mark and Roger sang the song "Rent."

It ended with everyone from two apartment buildings throwing trash cans of burning paper into the street so everything was illuminated.

Unfortunately, the movie lost out to one of the best songs, "Contact," when every couple was having sex at once and describing it with hot, graphic words. Everyone on stage would be dancing erotically to the music.

That's not to say that there weren't sexy scenes. Mimi played the stripper and did a great job at it, too.

Her dances, part punk rock, part strip club mimicked the stage show almost exactly.

Both versions did a great job of shedding light on real life problems from poverty to AIDS.

It showed support groups, and the fear each person has, "because reason says I should have died three years ago."

Whether or not the stage version was better, the overall message of "Rent" was a good one.

The movie did a good job of portraying the feeling that each character had his own problems and identity.

Disney themes, adult humor create bad plot

MOVIE REVIEW



'ZATHURA'

Starring: Jonah Bobo

BY MOLLY MULLEN

When walking into a movie theater to see the new children's movie, "Zathura" one might expect to see a replica for "Jumanji."

For the most part they would be right. Two brothers got bored one afternoon when they discovered a game their dad used to play. They give it a whirl and the game came to life.

If one played Jumanji simultaneously next to "Zathura" the result would be as creepy as playing Pink Floyd's "The Wall" next to "The Wizard of Oz."

When Dax from the MTV show "Punk'd" showed up in an astronaut's costume, one half expected Robin Williams to be inside the helmet.

Not to say the audience should have no imagination with this movie, but there were ridiculous inaccuracies.

One scene was devoted to showing they were in a zero gravity atmosphere. The older brother stood on the front porch of his house and spit into the vast oblivion. The spit was



PHOTO COURTESY OF SONY PICTURES
Walter (Josh Hutcherson) and his brother Danny (Jonah Bobo) are stuck in space after playing a board game that comes to life. This plot was strangely similar in some ways to a 1995 movie "Jumanji."

simply floated away to show that audience there was literally nothing out there.

Why didn't they float away off the porch, then, if the writers wanted so much for everyone to think there was no gravity? And why could the brothers breathe if the space astronaut had to wear a helmet?

What was more strange was the underlying tones of adult humor.

The big twist in the movie involved Dax being an older version of one of the boys. This was weird because the annoying older sister had a crush on Dax, so there was some level of incest in this Disney flick.

That was probably what made the movie funniest to a teen audience, but to young kids it was just disturbing.

This plot was more complex than

"Jumanji," as far as one can remember. It went past the children's issues with divorce and into people wishing their siblings were never born.

One cool part of the film was the space aliens. Instead of stampeding rhinoceri, there were meat eating, lizard-like space creatures firing missiles at the house.

This was a sad attempt of a Disney remake or recreation.

Film uses satire, noir to create new style of action-comedy

BY BOB AL-GREENE

As thrilling and suspenseful as they sometimes are, and as original as they may sometimes be, films in the genre of detective thriller tend to wind up clichéd and repetitive.

"Kiss Kiss, Bang Bang" managed to escape that fate, succeeding where others have tried and failed, and relieved audiences from the drudgery of seeing a movie they swear they've seen before.

The film did this by breaking many of the established rules while still staying true to a

framework of events executed with tongue-in-cheek quality and naturalistic acting.

Robert Downey Jr. played Harry Lockhart, a small-time New York thief caught in a blatant, superficial and violent world called Hollywood. Escaping from a botched robbery, Lockhart stumbled into auditions for a detective movie. Before he knew it, he was in a Los Angeles full of muted-tone blue city streets, shady alleys and shadier criminals, attending party after party, mixing with the locals, and accompanying a real private investigator to learn the trade. Soon he became intertwined

with the case, with the introduction of an old love interest, her suicidal sister and a rich celebrity's daughter.

Lockhart was the hero and the narrator of the film, but instead of the gruff, cool manner usually employed for narration in detective films, Downey pulled off a neurotic manner of voice-over that immediately set "Kiss Kiss, Bang Bang" apart from other films in the genre.

His monologues were so spontaneous, unexpected and humorously unorganized, it's easy to imagine much of it was improvisation.

He addressed the audience directly instead of passively, and occasionally tampered with the film or characters in it as it happened. His conversational narration contrasted with his wide-eyed ineptitude during the actual events on screen.

Val Kilmer played the private eye Lockhart was shadowing, Gay Perry.

The character was the complete opposite of Lockhart; slick, commanding, and competent, while at the same time, effeminate. Kilmer's Perry did at times seem very lofty and jaded, however.

Former athletic director helps commemorate wins



PHOTO BY TANIKA COOPER/REGISTER

Former athletic director Paul Pennington cleans off a trophy he plans on displaying in the new gym lobby. He said principal Jerry Bexten invited him to help with the project because he worked here so long and helped win many of the awards.

BY ZACH PLUHACEK

Nearly 150 plaques and trophies were placed carefully on tables in the hallway.

Some of them dated back over 50 years. Many were missing letters and gold figurines had been snapped clean off others, lying coated in dust in the basement.

Former athletic director Paul Pennington was pulling them out, one-by-one.

They had been kept in the South storage room, the holding place for trophies that are unable to fit in the numerous cases lining the courtyard and hallways.

Pennington was preparing the trophies for their next big potential move, to the eight new display cases in the gym lobby.

"When you've been around as long as Central has...(there are) a lot of trophies with no place to go," he said. "What we're gonna have to do is prioritize. The biggest thing is getting those that are State championship trophies fixed."

Some had suffered damage from humidity and dust, especially the older ones that were previously stored in the East fan room before being moved.

Pennington estimated Central has somewhere over 450 awards in storage or being displayed in the halls. These include awards in academics and other school functions.

Unfortunately, very few of the athletic trophies are from the past decade. In recent years, Central has had individual awards in sports like cross country and wrestling, but no team has won a State trophy since soccer in 1992.

"I'm on one of them," Pennington

said, pulling out a 1975 State basketball trophy.

It was in relatively good shape, missing only a few of its gold-colored letters. His name was still engraved on it as the assistant coach.

He squeezed the trophy back into its box, and motioned to a large wooden plaque just to its right. It read: "Paul Pennington Coach of the Year Award."

The award was made last year, Pennington's final year as athletic director, in dedication to over three decades of service to Central.

When presented, the first name will be placed on the plaque at the end of the school year.

"We have to get a committee together to come up with the actual guidelines," Vicki Wiles said.

Wiles, one of the teachers who organized the award, said she would like the nominations and the presentation to be an inclusive thing, involving more than just a select few. Most likely, the award would go to a coach who achieved great things in the year, but will not necessarily be win-based.

"I've always thought of myself as somebody who tries to support the coaches all the time," Pennington said.

He felt it was an honor to have something awarded in his name that was long-lasting.

Any other gift for his leaving, he said, wouldn't be as special.

That plaque, along with the State championships and runner-up trophies are to be placed in and around the gym lobby later this winter, preferably before the first "real" home basketball game.

For now, most of the awards are being sent away to Center Trophy for repair.

Coach Mac will retire at end of school year, leaving huge void

On Sun., Nov. 6, I found out the head varsity football coach was going to retire at the end of this

You might know him as coach Mac. I'm not going to cry over the subject, but he deserves a lot of credit.

Joe McMenemy may not have that many championships under his belt, but he has coached who have had successful careers in football at the college and the professional levels.

Whenever I think of Central football, Coach Green always comes to mind. After that I have the Grixby brothers.

Then separate athletes like senior DJ Jones, Jason Williams and David Horne.

What does this say about him? Some people may not be able to coach high school

football, but he knows how to find great student athletes.

You cannot say Ahman Green is not one of the most successful halfbacks to come out of Central.

Coach McMenemy was also one of the assistant coaches on the 1984 team and we all know what happened that season.

In case you forgot, I would be happy to remind you. 1984 was the last year Central or any Omaha Public School won the high school State championship. It was a victory over Omaha Burke 34-14.

In my opinion, The University of Nebraska of Lincoln would not have two national championships without McMenemy's help, due to the fact of the Central players who were on the team including star running back Green.



OFF THE WALL

A Column by Todd Healy

At that time coach McMenemy was an assistant coach at Central.

In my opinion, he is probably one of the best coaches to coach in Nebraska.

Some people may say the greats are coach Petito at Millard North or coach Joworski from Creighton Prep.

Coach Petito had an advantage over coach McMenemy due to the fact that most of Petito's freshmen kids had football experience and half of McMenemy's didn't.

Coach Joworski is allowed to go out and recruit players where it is against OPS policy for McMenemy to do so.

Now think about if coach McMenemy did not retire this year and perhaps maybe not even in the next 10 or 15 years.

He probably would be able to capture one or two State championships due to the fact that starting next year OPS is allowing middle schools to have tackle football.

He also has a new stadium to work with.

I would say he could take a freshmen, no-talent football player and by the time he was a

senior transform him to be one of the most feared players in the state.

Future players who are coming up which could one day be playing on College Gameday are Ronnell Grixby, Harland Gunn and Chris Griffin.

You probably could see Griffin playing quarterback at Iowa State or Missouri, Grixby playing corner at Nebraska and Gunn playing offensive line for the Hawkeyes.

The fact is he knows how to turn nothing into something. For that I give Coach McMenemy not only two thumbs up, but he is a hall of fame coach in my book.

I just wanted to say thank you coach McMenemy. Enjoy your retirement. I-Back High will not be the same without you.

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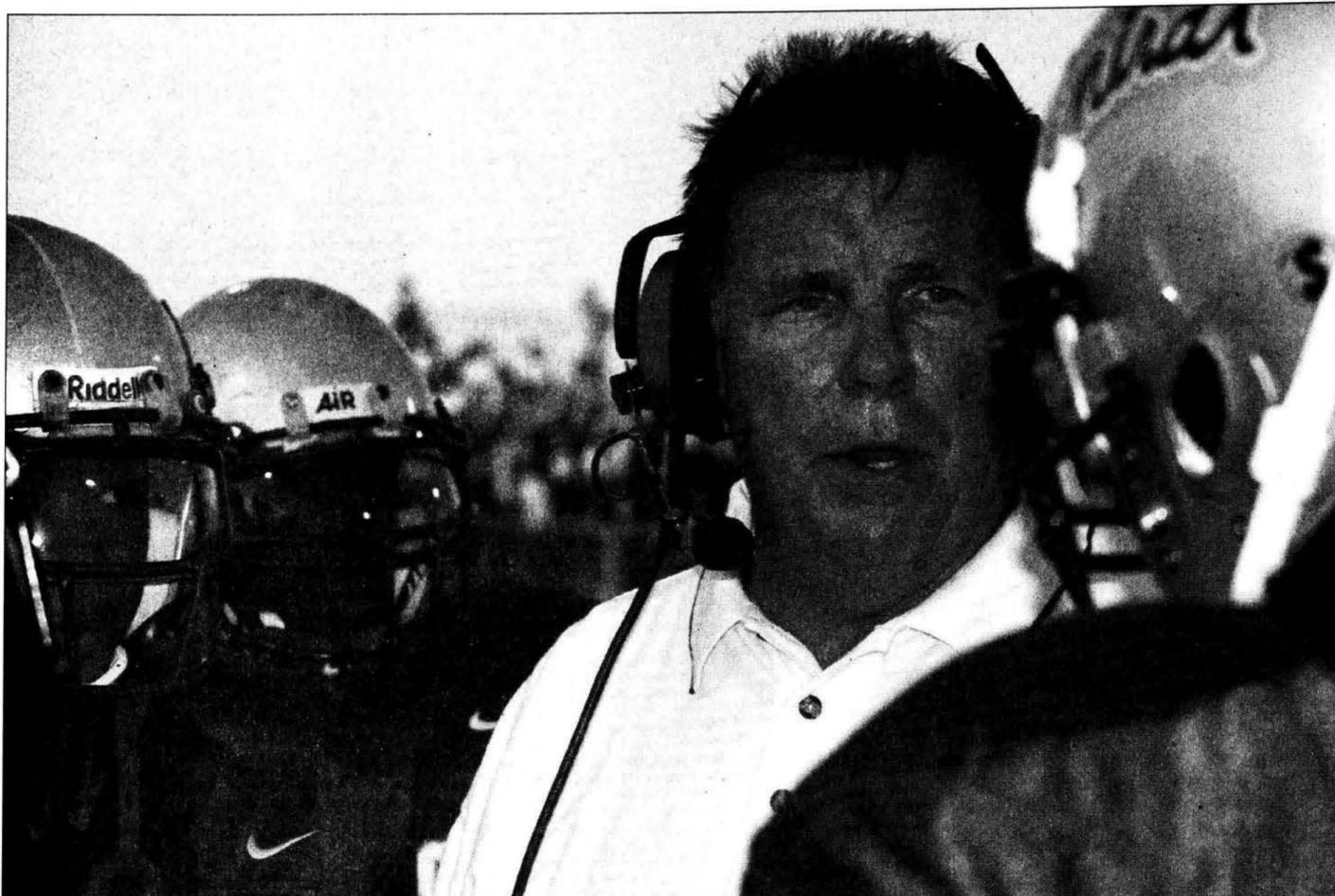


PHOTO BY CLAY LOMNETH/REGISTER

Football coach Joe McMenemy has been coaching for 32 years at Central and is retiring from coaching and teaching weight training after this year. McMenemy said he does not know what he'll end up doing afterwards. "I'm not sure yet," he said. "I'll be doing something."

Coach retiring after 32 years

BY CLAY LOMNETH

One of the biggest highlights over the last 32 years was 1984, when Central beat Burke in the State playoffs in football. The man who was behind that win, the only one in OPS since then, is retiring at the end of the year.

Football coach Joe McMenemy qualifies for the 85 rule, or early incentive retirement. When a teacher reaches the age of 55 and his experience with the school district adds together to make 85, then he can retire.

"Just about everyone in OPS when they hit 55 they retire from the school system," McMenemy said.

McMenemy's experience plus age equals 87 years, but he was not old enough to retire two years ago. McMenemy said he thought the football team had a successful season this year. Seven of the 10 teams it played were ranked in the top 10, he said.

"You can't really judge our season by wins and losses, necessarily," he said.

McMenemy said the hardest part about retiring would be

leaving the players. He said this year he had a fairly young team, and he would miss players.

"I'll be sure to follow the guys and give them support," he said.

McMenemy started coaching at Central in 1978. McMenemy said he liked it because of its history and reputation for academics. The football program at Central was weak and it was known more for basketball, McMenemy said.

"I was a little bit nervous," he said. "Maybe more anticipating how we're going to do."

From 1978 until 1984, McMenemy said each year the football team got better. He said it qualified for state nearly every one of those years. But, in 1984, McMenemy said things fell together well for Eagles, and they had a group of talented players. McMenemy said there wasn't any additional pressure to win more State championships after that game. He said expectations at Central were to just put forward a good football team and improve, no matter what happened previously.

McMenemy said he didn't know what he'd end up doing

after the year was over.

Sophomore Ronnell Grixby has played football for two years and said he has gotten to know McMenemy. He said with the players the Eagles will have next year, they will have a fairly strong team, but the new coach could take some time to get used to.

Grixby said McMenemy was a good coach to work with. "He really cares about his players," he said. "He's a good person to know."

Grixby said McMenemy has helped him improve his football game by giving him a more positive attitude about things.

"He's made a leader out of me," Grixby said. "He makes a leader out of everybody."

Athletic Director Darin Williams said they have no replacement for McMenemy yet, but the job will be open to people in January.

Williams said the biggest difference next year would be for the students, because McMenemy meant so much to them.

Boys season starts with win against Wildcats

BY CLAY LOMNETH

As the crowd filed in, there were whispers about a One City One School reference.

It was the first boys basketball game of the season, and the Eagles ended up with a close win, 77-68. They never trailed in the game, but had a few scares when Millard began to fight back near the end.

Central had a strong start, with five easy points within the first two minutes. Three pointers were very common but few were good. Sophomore Ronnell Grixby was the first to show promise in the game with a few drives to the middle and a jump shot that left Millard in the dust.

Halfway through the period, Central was already up 20-7. Millard West senior Kyle Junge was the one who kept Millard alive in that 1st period. Almost an exact opposite of Grixby, Junge had the height to drive it through the lane.

Coming into the 2nd, the score was 24-16. The number of fouls went up during this period.

Junior Ben Kline got some more time with his hands on the ball and did what he does best, shooting three pointers.

Also, senior Bryant Cotton saw the foul line a few times. He seemed to be one of the best at the line and he knew how to draw the foul when he went past the defense.

Fouls called against Central also started to rack up. Even if players missed some of them, those extra points would put them into Central's scoring range.

Both teams easily gained 10 plus fouls, and the players started making more shots at the line. At the end of the 2nd, Millard could see hope, the score was 40-35, Central in the lead.

There was controversy with some of the Central students during the game.

Senior Ben Zimmer and others wore T-shirts that said "If this were One City, One School District I would have gotten in for free."

He said he was told to turn his shirt inside out by administration.

He said over 50 shirts were made, but only eight students wore them.

The game started off again with an almost immediate breakaway by sophomore Josh Jones. Kline seemed to step it up in this half, attempting and making more two and three pointers. Millard was almost left behind by this, but its offense managed to keep putting it in the hoop.

The gap between the score narrowed. Fouls were not as bad as in the first half, but they were still a major source of points for both teams. Kline even ended up with an offensive foul, which drew boos from the Eagle fans.

Coming back from a nervous break for both teams, the 4th period again saw a steep rise in fouls, especially toward the end.

Kline and Grixby again got their chance to shine during this period, both with their long-distance jump shots that made them key players in the game. Grixby even began dribbling up the lane for shots and getting rewarded with a chance at a free throw.

In the final few minutes of the game, the fouls almost got obscene.

Chants were traded back and forth between the student sections, which were right next to each other.

"Let's play football," came from the Millard West side.

"Drive home safely," responded Central's fans, jingling their car keys with 30 seconds left on the clock as Kline stepped up to the line to shoot for two.

Another chant from the Central student section was quickly brought to standstill from Central administration. With 23 seconds left in the game, an "OPS" chant started up.

The final foul of the game happened with 9 seconds left, and Jones put in one shot for the team. The game was over, 77-68.

Head coach Eric Behrens said the offense played well in the game, but the defense needed some work.

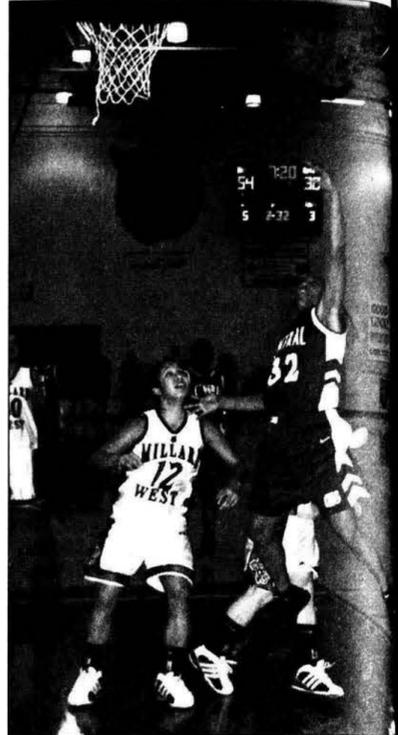


PHOTO BY CLAY LOMNETH/REGISTER

Junior Jasmine Johnson shoots a basket during a game against Millard West's senior Jenn Yee. The Eagles lost the game after a close 1st period.

Lady Eagles fail to keep up from start

BY CLAY LOMNETH

The first Eagles girls basketball game of the season ended in a 72-40 loss against Millard West. In the 1st period, both teams stayed within three points of each other, but Millard took over in the 2nd.

Junior Jasmine Johnson and senior Brianna Tapley were especially strong during the 1st half. Fouls started to pile up against both teams fairly quickly, and Tapley saw the throw line quite a few times.

The majority of the shots were attempted by the point guards, with only a few making it.

The mild 1st period ended at 17-14, Millard West in the lead, and Central's problems began to start.

Coming right into the 2nd there was an obvious change in Millard West's defense.

It began to stick to Johnson and junior Rachael DeMore. Central's offense put up a fight and it became a struggle for control of the ball. Steals were common and fouls got worse on both teams.

By the 6:00 mark, Central was down 23-15.

In most of the second period, the Eagles seemed worn out already. Tapley and Dryver still stood out in the period and the three pointers lessened. They instead relied up the middle more often and frequently ended up with free throws.

Still, Millard West defense continued to hammer the Eagles. Players stole the ball and drove it down the court. At the end of the half, Millard West almost doubled Central, 41-23.

After the halftime break, both teams came back in the 3rd period that resembled the 1st.

The teams were equally matched after taking a break and began to go at it again for control of the ball.

More and more often two girls would end up grabbing the ball at the same time, only to have one yank it out of the other's arms with enough force to knock her down.

More three-point attempts came from Central, but few were made.

Both offenses were very closely matched.

As the 3rd period continued, the gap continued to widen.

The 3rd period itself almost seemed to be split into two halves, the half where the Eagles held on, and the half where they were devastated by Millard West's defense.

The 3rd period ended with 52-28, Eagles behind.

The 4th period started and Tapley was at the foul line again within two minutes. Dryver and Johnson stepped up especially in this period, but it seemed too late.

The girls started to score again, but Millard West was too far ahead.

The crowd cheered the loudest during this period because there were signs of hope for a close score.

Millard's scoring slowed for a bit, allowing the Eagles to get a chance to step it up.

But like the 3rd period, the Eagles seemed exhausted. Millard defense took the ball and got it down the court more often.

Head Millard West coach Kip Colony said he expected a good game because he knew Central was an athletic school. He said it was a good starting game to get his team ready for the season by playing a team like Central.

Colony said the change after the 1st period was attributed to his team's change in defense.

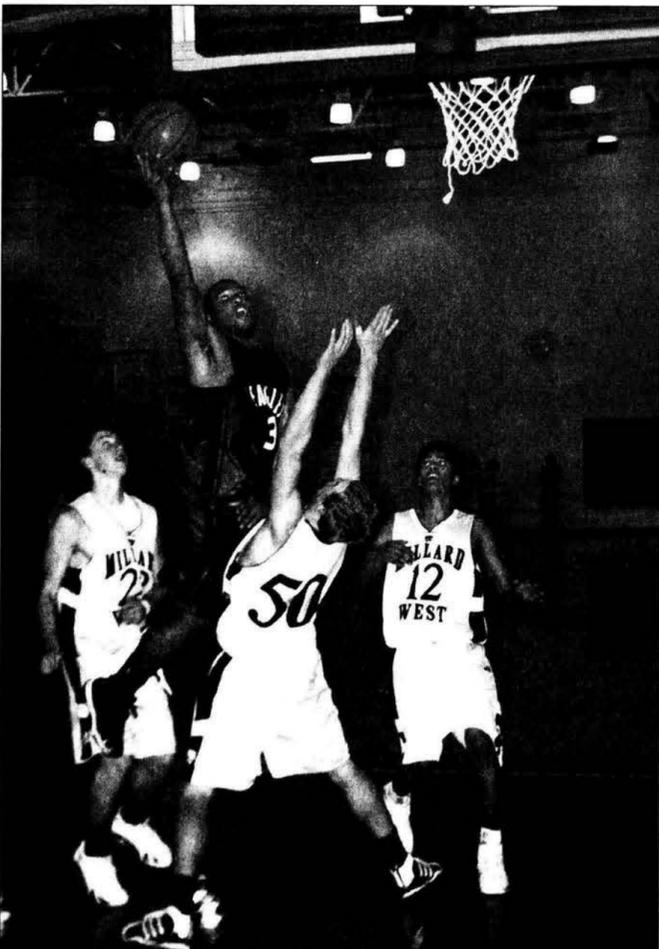


PHOTO BY CLAY LOMNETH/REGISTER

Sophomore Ronnell Grixby lays up the ball, pushing over Millard West's Ross Brenneman. The Eagles won the first game of the season, 77-68.