

Central Register

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'Good fortune not found overnight'

Sophomore repeats lead in 1983 Nutcracker

Mia McSwain, Central sophomore, has hopes of becoming a professional dancer in the future. Mia is currently involved in the Omaha Ballet's production of the *Nutcracker*. "I have been in the *Nutcracker* for four years," Mia said. The parts she has held have been from a snowflake child, flower child and Russian child to the lead of Clara. She has played the female lead of Clara in the past and will again in this year's production in December.

The story of the *Nutcracker* is basically a dream that a young girl named Clara has a gift she has received from her uncle. The show will present several child performances. "There are many children in the cast," Mia said.

Mia started taking dancing as a young girl. She has taken modern dance, ethnic, jazz, and tap along with ballet. "I've only seriously been taking ballet for about three years," Mia said. Mia owes the credit of starting dancing to her mother. "I went with my mom to the dance classes she taught. Eventually I started participating and practicing with the class."

Next step is paid soloist

Mia was a member of the Dance Theater of Omaha, a modern dance company which is now non-existent. Mia is now a member of the Omaha Ballet Company. Her position in the Omaha Ballet Company is that of coryphee. It is the position between the core and the demi-soloist on the latter of ballet positions. "I've almost been promoted!" said Mia.

The ballet dancer starts as a junior apprentice, then strives for the apprentice, to the core, the coryphee, to the demi-soloist,

to the soloist and finally to the principal dancer. A dancer does not get paid until she reaches the soloist position. Mia, 15 years old, is the youngest member in the coryphee position. However, she does have many friends in the company.

Mia did not stumble on good fortune and become a good dancer overnight, she has had to do a lot of practicing.

Dance Theater Harlem is future ambition

"I practice five days a week," Mia said. An hour and a half of practice is reserved for her classes. Another hour and a half is left for rehearsal for the *Nutcracker*. On Saturdays Mia practices a longer time. "My practicing does take a long time but I enjoy it so much that I can manage to get both practicing, and homework completed every day," said Mia.

Mia has an ambition to be involved with the Dance Theater Harlem in New York City. She was able to visit New York this summer. "Mr. Arthur Mitchell, director of Dance Theater, invited me to come to New York when he saw me dancing in a company class at the Orpheum Theater last year." It wasn't until last summer that Mia was offered a scholarship to help pay for expenses to spend six weeks working with the New York City Company. They did not offer scholarships for children until last summer.

Mia hopes to attend a year at Julliard School in New York City after she graduates. After that, she said, "I would really love to travel with the Dance Theater in New York."

Mia has many ballet goals for the future, but in the meantime she will continue to practice and work hard with the Omaha Ballet Company.

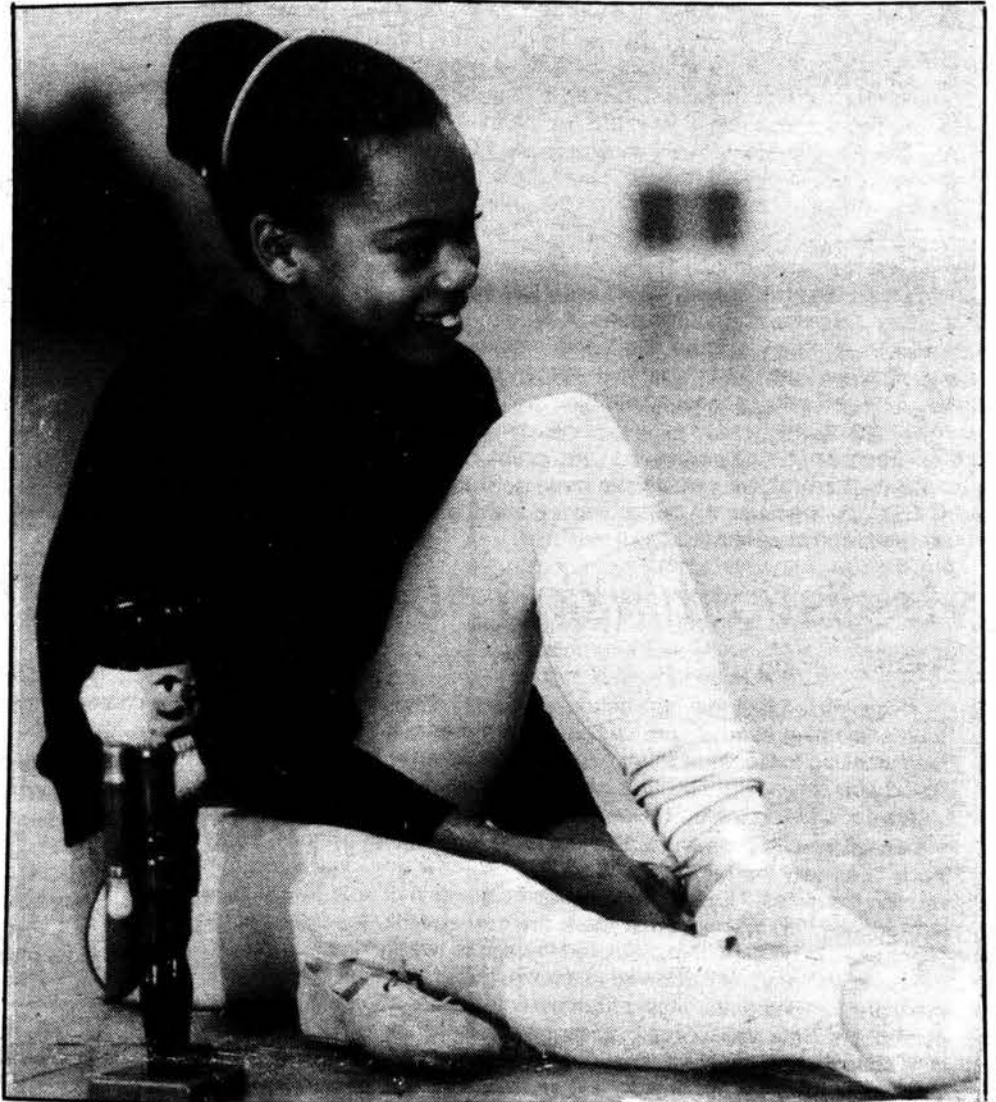


photo courtesy of Kurt Johnson

Mia McSwain is the enchanting doll-like character "Clara" in the *Nutcracker*.

Student teacher image: 'better than a substitute'

"You learn on people," according to Mr. Gerry Brown, head of Central's science department. Student teachers do just that — presently college students are observing classrooms, assisting teachers, and practicing actual teaching at Central and other Omaha schools for usually a semester each in fulfillment of course requirements.

"These early experiences are a vital part of better-prepared future teachers," according to Dr. Paul Hartnett, director of field experiences at Creighton University.

'A warehouse of knowledge'

Although college students majoring in Education have more pre-job experience than they used to, Mr. Dan Daly, head of the English department, said he looks forward to the day when practice teachers have a whole year of "residence" in a school situation. Mr. Daly admits that he himself could have been better prepared: "I had one, maybe two years of marginal competency when I started teaching."

But most Centralites say that student teachers "know their stuff." Senior Suzanne Vargo said of her student Spanish teacher, "She was kind of scared, but she knew what she was doing." Cooperative teachers, or those who give their classes over to the partial or full control of college students, are quite positive about this semester's practice teachers. Mr. David James, a biology teacher who has Mr. Jerry Burke, a student teacher, working with his class for the first quarter, praised him extensively. "Mr. Burke has excellent credentials and a vast background in biology, just a warehouse of knowledge," he said.

A Creighton graduate, Mr. Burke said he selected Central for its outstanding academic record, inner-city location, and racial mix. Although he said full-day teaching can be "hectic," he thinks that his background is

"fairly good," and since he is "fresh out of college, I'm on top of things." He said at first he lacked some practical knowledge of how to handle disciplinary situations, however. "The image of a student teacher is a little better than that of a substitute," he said.

Courtney Davis, a senior who had a practice teacher in an algebra course last year, said, "About 50 percent of the class respected him less than the regular teacher." He said the cooperative teacher helped the student teacher discipline the class and would rephrase the idea the college student had presented if the students were confused. "He knew how to do it, but he had some problems. He just had a hard time teaching the class what he knew," he said.

Mr. John Keenan, an English teacher, said student complaints about practice teachers may be justifiable. "Sometimes you are fortunate to get someone bright and energetic, and other times you must endure," he said.

'About 50 per cent of the class respected him less than the regular teacher'

If a student teacher doesn't prepare properly for presentations, is frequently absent, or is generally incompetent, the department head or cooperating teacher may arrange to send him back to his college, although this seldom happens. Mr. Burke named college courses and teacher evaluations as two main parts in the "weeding-out process." "If they want, they can make it extremely difficult for you to get a job," he said.

Mr. James stressed that working with a student teacher was "a team effort." Mr. Brown said, "You would never want to hire a teacher who hasn't had the practice experience," but he said he would rather teach his own classes. "My classes are mine," he said.

Central band aces contest

October 15, 1983 will go down in history for the Central High School Marching band. On this date the band, directed by Central band instructor Warren Ferrel, scored a superior rating at the Wisner-Pilger, Nebraska competition. This is the first time in the history of band that they have ever accomplished such an outstanding feat.

The CHS band had originally planned on performing at the Grand Island, Nebraska, Competition but Mr. Ferrel decided to cancel that. According to Mr. Ferrel the Grand Island event was cancelled because the Central group was too busy and would not have time to prepare for an early October event. Mr. Ferrel thought that it might have been "more of a negative experience than a positive one" because of the lack of preparation time. He wants the band to have an "enjoyable, fun experience."

Van Dang, Central senior and band member agreed with Mr. Ferrel. "It was fantastic, I really enjoyed winning." Van added, "All of those 7 a.m. practices really paid off!"



photo by Roxanne Gryder

Marisa Lathrum, drum major, leads a section of the band onto the field.

Seniors make political promises

Who will be the leaders of the Central High class of 1984? This question will be answered on Monday, November 14, in the announcement of the winners in the final class elections. On Thursday, October 20, Dr. G.E. Moller, principal of Central High, held a senior auditorium homeroom announcing all of the 1984 candidates. All students who received a grade point average of 2.0 or higher and felt that they had good leadership qualities were eligible to apply for candidacy.

On Tuesday, November 1, all Central seniors were asked to vote in a primary election. On Wednesday, November 2, another senior auditorium homeroom was once again held announcing the three final presidential candidates. Each of the three candidates talked for two minutes making their political promises. On Thursday, November 10

seniors will cast their final ballots.

As senior class president, the winning student will make a speech at the commencement ceremony, plan senior activities, and make arrangements for the annual senior picnic at the end of the school year. But the president's job does not end in May of 1984; the president will hold the 1984 title for years to come. The president will be in charge of planning all future class reunions.

The primary candidates for senior class president were: Jim Dahlin, Guy Duncan, Rod Hauck, Peter Lankford, Maria Morgan, Beretta Smith, Joe Snipp, Andrea Tkach and Tom Zerse.

Other offices to be filled are vice-president, secretary, treasurer, girls sergeant-at-arms, and boys sergeant-at-arms.

Student smoking: recognition or control

by Sheila O'Hara

Was Central's no-smoking rule for students created just to be broken? Obviously not, but many students that smoke at Central seem to overlook not only the smoking rule but other non-smoking students rights.

According to Mr. A.A. La Greca, assistant principal, the main problem in enforcing the school law seems to be a lack of man power. "With the LID Bill cutbacks on money for school security aides we had to let some security people go," Mr. La Greca said. He added, "If we had enough time and money, we would definitely increase our efforts, but kids are ingenious, they'll always find a way (to smoke)."

The punishment for smoking on school grounds is a parent conference for the first offense, three days in In-School Suspension (ISS) for the second, and five days in ISS for the third offense. Any continual offenses following that results in expulsion. This rule has existed since Central was founded. "I feel we, as educators, have a responsibility to continue to enforce the smoking ban because of the Surgeon General's report that smoking is detrimental to our health."

"It is up to kids to decide if they will or will not smoke, but it's not up to us to condone it," said Mr. LaGreca. This attitude, or tradition, makes it impossible for the administration to create a smoking area for students, as that would be condoning smoking on school grounds. "If we would say yes to smoking, many parents would be up in arms," said Mr. George Taylor, school security aide, "they would say we were advocating smoking."

Then what is the answer to the problem? "If there was a simple solution the problem would have been solved years ago," said Mr. La Greca, "but because it's not solved we aren't going to put our heads in the sand and condone it."

Realistic thinking needed

by Erika Herzog

It is a known fact that high school students smoke. Now is the time to do something about it. As Julie, a sophomore, commented, "I have been smoking for three or four years." When asked if she smoked during school, she said, "Sure I do. But I don't smoke in the bathroom." Others do, creating a problem that needs a realistic remedy.

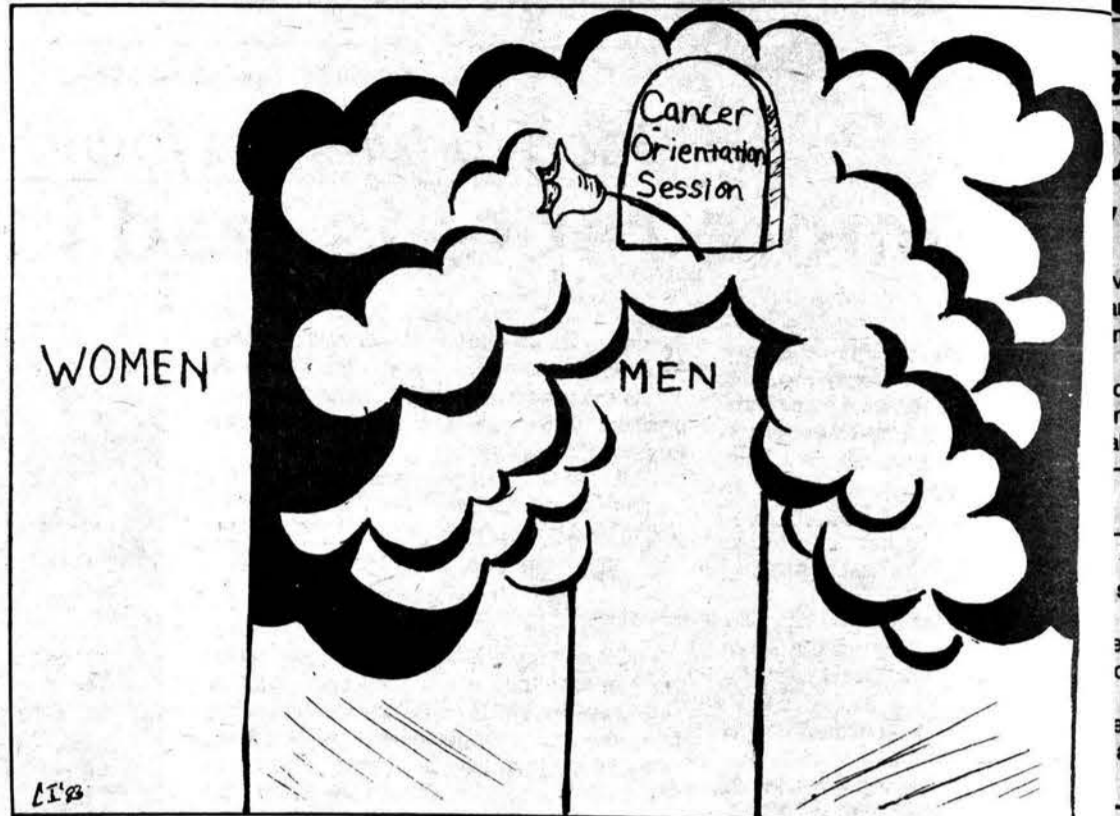
Assistant city prosecutor Richard Dunning remarked that the city law is "basically ineffective because you can now buy cigarettes from vending machines." The city law makes no mention of age. Mr Dunning also added, "I don't think that there are any specific laws any more. There used to be a law that restricted the age to twenty-one."

So legally anyone is allowed to smoke, but on the high school level, there are punishments ranging from parent-teacher conferences to expulsion. Mr. Stan Maliszewski, guidance director, pointed out that most high school students are "already conscious of the fact that cigarette smoking is bad for your health." He went on to ask, "How many times can you tell them? Now the choice is up to them."

Since the choice is already made in high school, a remedy should be put in effect to recognize that most high school students are adults with adult responsibilities relating to adult sexual behavior, working, drinking, as well as smoking.

Mr. LaGreca said he is "open to a better solution." One solution might be to have a designated area outside on the north portion of school. Suggested areas could be by the gym entrance, by the large garbage container, or in the enclosed area between the main part of the building on the east side and the auditorium.

But the administration does not want to condone smoking from their position as educators. The time has now come, however, to treat students as adults. To recognize the problem of burnt toilet seats, smokey bathrooms, and a marred reputation is not condoning smoking.



Student smoking

Registered Opinions

Students in this week's poll were asked the following question: What do you think about smoking on school grounds?

Lisa Hadland - Junior (at right)

"Why should Central be excluded from having a smoking area if other schools do?"

Derek Jones - Sophomore

"People shouldn't smoke because it's bad for their lungs and it affects other people."

John Balkovec - Senior

"I don't smoke myself so I don't care for a section for those who do."

Denny McGuire - Sophomore (at right)

"A separate section for smokers is a good idea so that non-smokers won't be bothered by those who do."

Regina Murray - Sophomore

"I don't think they should smoke on school grounds. That's not what school grounds are for. Students should smoke on their own time."



Photo by Bryan Hildreth



Photo by Bryan Hildreth



Rocky Road

Linda Rock

It happens every year about this time. It's Friday night the night of a weekly ritual. I drive to Berquist Field with all of the necessary purple equipment needed for cheering a team on to victory. I am drawn to the gate by an unseen force and stare blankly at the empty field. Then it hits me — the post-football/pre-basketball season what-do-I-do-on-Friday-night syndrome!

Many people will have a quick solution to this problem — go to a party (cookies and milk only, of course!). If this idea does not appeal to you, perhaps the old standby, West Dodge Road, might be an interesting way to spend an evening. Somehow, I have a problem seeing myself "cruising" in a family station wagon that has an infant seat hanging next to the driver's seat.

So what can one do on a Friday night if one does not wish to engage in "carousing" and "making merry"? Be creative! How about a simulated winter scene? Six large bags of popcorn, a suitable place (a living room will do), a bunch of friends, and a little imagination can prove to be a fun evening.

I often feel sorry for people who have to work on Friday nights, so why not make their evening a little more enjoyable? Get a large group of friends together and run into a 7-11 store pretending like you've been playing a

game of charades for hours. The outcome of this escapade can be extremely funny especially if someone yells out the "answer" to the charade which is, of course, completely irrational.

Grocery store check-out people must get awfully bored on weekend evenings, too. Spice up their evening by gathering all of the parts to a cow out of the meat section. As the checker is ringing up your bill, say, "I sure hope I didn't forget anything. I have a biology project due Monday."

Drive thrus are also a prime target for Friday night fun. Next time you happen to go to one, remember to order escargot. The fast food worker will naturally say they don't serve escargot there. Convince him/her by saying, "Well, it says right here, 'Whopper, hamburger, escargot.'" You'll know that you have successfully confused the workers if one of them suddenly comes running out to look at the menu.

If you really want to bother some people, try some distracting techniques. For example, go to an "inspiration point" all alone and just stare at people. You'd be surprised how paranoid some of them will get. For a mellowing end to an evening, you could sit at the exit of UNO's library and stare at the people leaving. Again, paranoia overcomes some of these studious college-types.

Friday night are no fun if you are forced to spend them alone. If you get into this situation, take advantage of one of the many dial-a-whatever services.

The bottom line to finding a cure for this syndrome is just to go out and have a good time whatever way you know how. Heaven forbid that anyone should have to actually do homework on a Friday night!

Letter to the editor

Dear Ms. Editor,

I find your editorial on the funding of activities demeaning and tasteless. Your cartoon paints a picture of an athlete demanding money from the administration. This allusion is outrageous. As a football player, I spend much time and money on my sport. The financial side of this has cost my parents and I over two hundred dollars this season. I have one hundred and ten dollars in shoes alone, not counting the little miscellaneous items that must be paid for. (I can provide an itemized list if the REGISTER staff desires it). Once again, this does not include the cost of transportation to and from practice and so on. I can understand the fine art's point of view. However, we do not always get what we want or need as a necessity. Some teams, like Burke and Westside, have everything they want and then some. We are given what we need and that is all. Once again, I do understand the fine art's view, but the other side of the argument should have been investigated first. I thank the REGISTER for the opportunity to reply with my position on this subject. Ask Mr. Jones how the money is spent and who makes the decisions. Please do not punish the athlete for an administrative decision.

Sincerely,
Rod Hauck, No. 53

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Central - 'Lites'

Greek cuisine offers flavor Diners choose specialty

by Four's Company
If you've never had a gyro (or even if you have), you should try the best in town: Athenian Gyros and Greek Pastries at 4007 Farman.
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Owner serves gyros
Victor Matry, the owner, is always there to serve his Middle Eastern specialties, one of which is the gyro made of a specially prepared meat topped with onion, tomato, and a sour cream based sauce.
Also served are pitas, a fine pastry crust filled with a choice of mushroom or spinach and a couple other 'flavors.'
The pastries really outdo those at other

gyro restaurants. They are bigger and better with the same price. Some favorites are chocolate butter cookies, chocolate cream cheese, and of course the ever renowned baklava. (But do try the pousa as long as you're there!)

"fast, good food"

However, the food is not the only good thing. The service is quick and as one sits in the neatly furnished restaurant with framed pictures of Greece, Victor serves his food on plates with silverware not on paper with plastic utensils as in some places; it's fast, good food minus the cheap fast-food touches.

The bill is a student's type of bill. Compared to other gyro restaurants you get the best amount of food for you money, and compared to hamburgers, it's a cultural and special eating experience.

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Sophomore participates in pageant

"The Quality pageant for Quality Girls," stated the letterhead on the Miss T.E.E.N. Pageant news release. Central sophomore Wendie Kirkpatrick has been selected to compete in the Omaha Miss T.E.E.N. Pageant to be held at the Red Lion Inn on November 25 and 26.

Wendie said she was in her third year of volunteering for the Red Cross when an article appeared about her in the Omaha **World Herald**. Soon after, Liz Lauer, City Director of the Pageant, contacted her and gave an application.

"It's not a beauty pageant. They judge more on personality and character," Wendie said.
Contestants will be judged on scholastic

and volunteer service achievements, appearance, poise, personality, speech or talent, and formal presentation. There is no swimsuit competition.

Among the prizes the winner of the Omaha T.E.E.N. Pageant will receive is a \$500 cash scholarship; a full tuition scholarship in self improvement, modeling and personal development to the International School of Modeling in Omaha; and an all expense paid trip to compete in the Nebraska Miss T.E.E.N. The Nebraska State Winner will receive a \$1,000 Cash Scholarship, Personal Appearance Contract; and an all expense paid trip to represent the great state of Nebraska at the National Miss T.E.E.N. Pageant in Albuquerque, New Mexico, where prizes will total more than \$25,000.

Math educators convene

Omaha was the site of the 1983 National Council of Teachers of Mathematics Convention. According to Mr. John Waterman, Central math department head, over 600 of the top educators from all over the country were expected to attend the October 27-28 conference at the Holiday Inn convention center.

The convention consisted of many sessions conducted by influential people from the field of mathematics. Topics of these

sessions included everything from computers and problem-solving to teaching methods and paper folding. Mr. Waterman said that these are particularly helpful for his enrichment math class. He commented that these sessions were also a great way to be exposed to important people like math textbook writer, John Saxon. Mr. Waterman's interest in this convention was certainly exemplified by his participation in it. He was the chairman of the Education Materials Committee. As Nebraska's state representative, he had the privilege to meet with Steven Willoughby, NCTM president. Another honor which he held was as a presider at one of the sessions. Here he introduced Adele Hanson, president of Mu Alpha Theta, a national high school honorary society.

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of Central importance

Library face-lift completed

Exhibit shows teacher's art

Three art works by Mr. Larry Andrews, Central art teacher, are part of an exhibit of recent works of four Omaha Public School Art teachers. The works are displayed in the fourth floor gallery of the W. Dale Clark Library. The show started on October 18 and runs through November 7.

Mr. Andrews did the art work while waiting for his master's degree in art. He and Jan Lehmer, an elementary art teacher, received their degrees last summer.

His three pieces of a serigraph (a silk-screen print), a graphite drawing, and a watercolor painting. Says Mr. Andrews, "It is really a pretty good show."

Before coming to Central to replace Mrs. Quinn, former art teacher, Mr. Andrews taught five years at Horace Mann Junior High and then five years at Martin Luther King Junior High.

Mr. Andrews is currently one of eighteen members of cooperative in art called the Village Gallery located in the Old Market.

As for teaching at Central, he says, "There is quite a big of difference (teaching here) than in junior high. I hope to be here next year."

'symbols of work'

Latin club earns letters

Many Central High School students will earn letters in some activities this school year. However, this year there will be a few more students bearing the honorable letter. For the first time Junior Classical League (Latin club) members are eligible for the letter.

The honor of receiving a letter traditionally belonged to the outstanding athletes of the school. In the past few years Central students have been honored with letters for receiving purple feathers. Purple feathers signify outstanding academic achievement. Band members also may receive letters for the activities they attend, such as football games and district competition. Football players receive letters for the amount of minutes spent in playing varsity games. It is possible for a football player to receive a letter up to three times: sophomore year, junior year, and senior year.

Linda Rock, Central senior and JCL senior council member, came up with the idea of JCL members receiving letters. Linda feels that a lot of work is put into JCL and students should be rewarded for their efforts. Linda said, "A letter symbolizes the work you put into a club."

Miss Rita Ryan, Latin instructor at Central, took Linda's idea to Mr. Richard Jones, assistant principal at Central, who approved the idea. Linda designed a system determining how a student would receive a letter in JCL. Linda said, "It is based on a point system. A member who receives a minimum of 40 points will receive a letter." A student receives points on attendance at chapter and state meetings and at other club activities such as the upcoming hayrack ride.

Monday, October 3, the library opened its doors to expose its new interior.

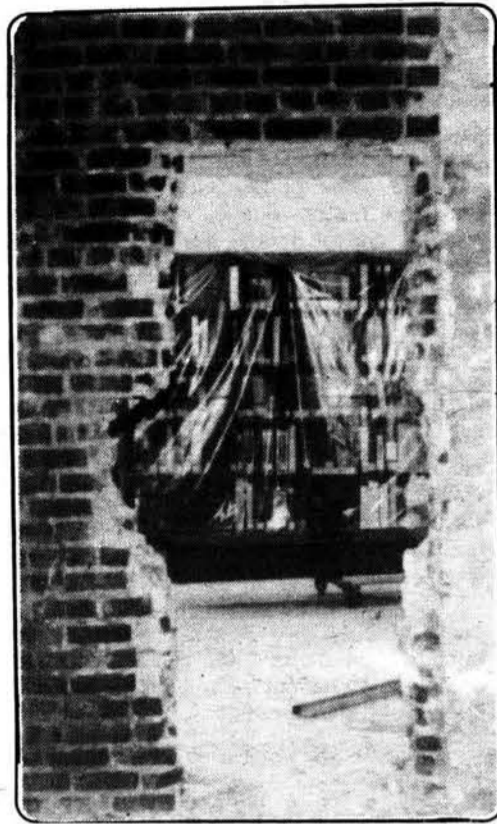
According to Mrs. Betty Majeski, librarian, the library had been closed for four and one-half months for renovation. The library closed early for several reasons. Study halls were held in the library while the study hall rooms were being renovated. AP tests were also held in the library due to renovation of the study halls.

On May 24, 1983, work began with some 750 books of 1600 being packed. This was done in order to add a doorway to the library office and take out the wall between room 221 and room 225 of the library to make one big room.

The once two-room library is now one large room, divided only by the circulation desk. The periodicals were moved to the spot where the circulation desk once stood. Students can now use the entire room to study.

Since some book cases had been moved and some new ones added, all 1600 books had to be reshelved. According to Mrs. Majeski, one benefit was that more shelving space was created by the new bookcases.

The bookcases had seven shelves. With increased space they were turned to 6-shelf bookcases. The change of the shelves that larger books can be put on the shelves properly. In the past many books were shelved on their sides where their titles could not be seen.



Four months after the beginning of its renovation, the library opened its doors to students.

Students run competitive organizations

Each semester a Junior Achievement (JA) representative visits Central High School to recruit more students into the organization.

According to material written on JA, an economic education program. Many school students learn the basics of the American free enterprise system by running their own companies.

JA is a non-profit organization which is supported by the business community. Volunteer advisers from the business community help individual companies.

Companies consist of students who begin their project by selling shares of their product.

Sue McDaniel, a Central graduate, participated in JA for three years. She said each company is required to produce a product, advertise, and sell the product. A president and vice president are also elected and establish and see that every company runs correctly.

Sue felt she learned a lot about the business world and that everyone benefits from JA.

scholarships awarded to members

According to Sue, each year students in JA have the opportunity to win awards. Officers take a test and the top scorers are interviewed by people from local businesses. These people then select who gets the certain awards, for example, Salesman of the Year.

Sue said scholarships are also awarded for seniors. All seniors are allowed to apply but sometimes a certain number of students will help an applicant to receive the award.

According to Helen Ryan, a past secretary for the JA office of Omaha, money earned by products goes toward awards and travelships. One such travel is to Japan. Each year two students are chosen to go to Japan.

Ms. Ryan said that competition is a factor in JA. There is always competition between members and other companies. She said that the JA organization in Omaha has Open House, Trade Fairs, where students can sell their products, lock-ins, and banquets.

Ms. Ryan said there are 40 companies in Omaha including members from Council Bluffs, Millard, Bellevue, Columbus, and Lexington. Therefore students have a chance to meet students from all over the world with understanding the business world.

Daly honored

On December 3, many seniors will take the Scholastic Aptitude Achievement Test in English department which features two 20-minute essays. This year Mr. Dan Daly, English department head, will leave three days after to take part in the grading process.

Mr. Daly is among a number of English teachers from across the country to be invited to Princeton, New Jersey to grade the compositions. Invitations were based on in-school recommendations.

Although this is the first time he will be grading the tests, he says that he knows the format of the process from people who have been there.

According to Mr. Daly, he will be giving grades of one through five based on a "benchmark" pattern. He says that this pattern is not that different from the method he uses to grade his students' themes. He said a one would mean that that particular paper has met a "standard" or "certain aspects that I look for in the paper."

He said that the experience "will be professionally rewarding."

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New approach excites students

Central juniors and seniors in Mr. David Martin's English classes, are experiencing an innovative approach to writing this year. Mr. Martin, who is new to Central this year, uses a different style of writing depending on the audience and the reader.

Various methods that he uses to teach writing fundamentals include Central's standard theme, journal writings, and letter writing. Mr. Martin actually completes every assignment along with his classes. "I let the students grade samples of my writing. We discuss and share ideas — it's only fair."

"It's nice to go to college and to be able to understand *Moby-Dick* and Hawthorne," Mr. Martin said, "but a student needs to know himself. Writing is a good way for students to learn to know who they are."

Mr. Martin said that Central students seem more interested in writing than his students at South High School. One of his junior students, Shawn Murphy, said he's impressed with Mr. Martin's style of teaching. "I think it's the first time that a teacher has been appreciative of students," he said. "We get something back for our effort."

In one of Mr. Martin's letters to his classes, he sums up his ideas on writing by saying, "Writing is a lot like farming. The sheet of paper is the field to be plowed, prepared and planted. Words, like seeds, make ideas bloom; the seeds are planted in rows symmetrical. With the final draft or a published manuscript the crop is harvested."

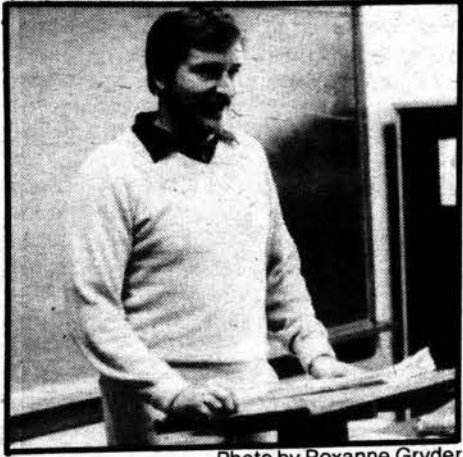


Photo by Roxanne Gryder

Mr. Martin at the podium.

KC Review of student portfolios

Studio art students are taking an opportunity for professionals to look at their portfolios.

The students will leave early tomorrow morning and arrive at the Kansas City Art Institute in Kansas City, Missouri, where representatives from 21 colleges and universities will meet to review or receive student portfolios.

Patty Mallory, senior, said it is an opportunity to learn about the colleges she may

want to attend and to see what a portfolio needs for submitting to a college.

Dalene Adams, junior, said the portfolios can have up to 12 pictures. Mr. Andrews added that the entries would consist of water paintings, pencil drawings, and other art forms.

Mr. Andrews said the students are responsible for "organizing their own transportation." Patty and Dalene both expect the answer to transportation will be a carpool.

High school education shows diverse approach

Ann Ostermiller Feature Writer

What type of education does a student receive when he or she enters high school? The type of education Central High School offers is called the "traditional approach." According to Mr. Richard Jones, Central administrator, the school has always used the traditional approach in teaching the basics of English, mathematics, and sciences in a very structured setting. This means having scheduled classes every day at the same time with a fixed campus. (No leaving the school grounds).

Dr. G.E. Moller, Central principal, said the traditional approach is a good system. Three reasons he gave were 1) It keeps track of people; 2) It imposes a responsibility on students to abide by a structured day; 3) It allows students an opportunity to take electives. "Our system has been proven that it works well by our good academic reputation," Dr. Moller said.

Another type of education used is a modular schedule with open campus. This type of system is used at Westside High School. The students have thirteen "mods" (or periods) every day. Mods five through ten are 20 minutes long while the other mods are 40 minutes long. There are also "free mods" when the senior students may leave campus, or go to an In School Media Center, (I.M.C.).

Dr. James Tangdall, Westside principal, said that modular scheduling has been in effect at Westside since 1967. "Originally there were twenty-one 20 minute mods a day. Now modified to a thirteen mod day, Westside has many opportunities for a good education," said Dr. Tangdall. Three advantages of modular scheduling for students are: 1) The students can take many courses; 2) The students develop self-reliance, a needed quality for college bound students; 3) Instructors have a great flexibility in approaching teaching.

Mr. John Hudnall, Westside Journalism teacher, also believes the mod system is working well. Mr. Hudnall has taught under both the traditional and mod systems and said that he liked the mod system better. "I think it is the greatest thing that's ever been invented."

Rick Gannon, Westside senior, said that one of the good things about modular scheduling is that you don't get bored because each day your schedule is different.

Rick said some days he may have an eighty minute chemistry class with all the chemistry students. Perhaps the next day he would not have a chemistry class but instead a "free mod."

During these free mods, seniors, if given stamped ID cards, can leave the building. All students are allowed to go to an I.M.C. An I.M.C. is a library-type center where books and teachers specialized in certain areas are located. If during a free mod a student needs help in social studies, he or she can go to the social studies I.M.C. and teachers skilled in this area will help the student.

Mindy Jensen, Westside junior, said, "I like going in to get help in an I.M.C. even if my teacher is not there; other teachers can help me because they all teach a certain subject."

The students have thirteen "mods" (or periods) every day. Mods five through ten are 20 minutes long while the other mods are 40 minutes long.

Dr. Tangdall said, "The resource centers are very good aids for the students." Rick mentioned that these centers are very helpful but sometimes can be very loud as some students go to an I.M.C. just to talk with friends.

Mr. Hudnall said that this type of freedom is very helpful for teachers too. "From the journalism standpoint the free mods are a dream. I have students that have three or four free mods a day that come in to work on different things." Hudnall also said that the freedom allows a great burden of responsibility on students as far as time allotment is concerned.

Rick said that the freedom in modular scheduling really does help students manage their time. "Of course there is the problem with skipping classes...people going to Countryside Village often lose track of time and sometimes don't come back to class." Westside does have "bouncers" who go over to Little Petes Coffee Shop and bring the students back to class.

"There is some abuse of the system," commented Dr. Tangdall, "but not any more than most traditional high schools." Rick agreed saying, "Most students are at school to learn and get as much out of classes as they can. Therefore they don't want to abuse their privileges because they don't want to

Students gain experience on TV

Five Central seniors are gaining broadcasting experience this year by working on the Omaha Public Schools' news program, Education Alive. Initiated last year, Education Alive provides students from OPS high schools an opportunity to write, direct, produce, and anchor five-minute news programs. The five participants from Central are Dawn Bruckner, Jackie Hynek, Lorraine Hemenway, Nani Soares, and Andrew Sullivan.

According to Mr. Dan Terice, broadcasting teacher at Tech, the program was started last year because "We (Tech) felt that there was a need for students to transfer print journalism skills to broadcast journalism." With Tech's facilities in broadcasting it had the "ability to create a good opportunity for students."

To be eligible to participate in the news program, interested journalism students were required to attend a broadcasting workshop held at Tech. Each student gained first-hand experience with broadcasting

equipment and actual on-camera reading. According to Dawn, a humorous presentation on performance by Jeff Hanson of KETV was "very helpful."

Andrew, who takes a journalism broadcasting class at Tech, is involved in all facets of Education Alive. Andrew and Dawn are sharing anchor duties for Central's broadcasts, and as a broadcasting student at Tech, he is required to help with technical aspects of other schools' productions.

Although all five expressed concern with the organization process of putting together a newscast, they all said that the broadcasting experience is beneficial. Lorraine said, "I thought it was kind of fun. It was an inside view of how networks are run."

Education Alive airs on cable channel 13 at 9:55 p.m. Mondays, 8:25 p.m. Tuesdays, 7:25 p.m. Wednesdays, and 9:55 p.m. Thursdays. Seven of the Omaha Public Schools' high schools alternate weeks of broadcast. Future weeks that will feature Central include those of January 15-18, March 11-14, and May 6-9.

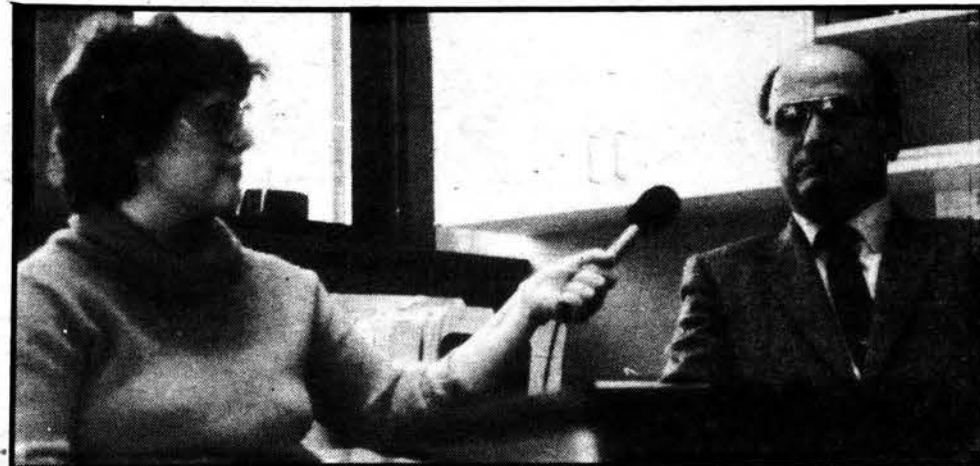


Photo by Roxanne Gryder

Jackie Hynek interviews Mr. A.A. LaGreca.

lose them."

Many Central students feel that having these kinds of freedom privileges would be beneficial. Marty Kay Boro, Central senior, said that she would like to have some time just to go out and relax a while. "I'd be happy just to get a small break and I would be sure to come back."

Amy Thomas, Central senior, said, "Our school is very respected, and having an open campus would not upset the balance of our academic standing. In fact, most students could manage their time much better."

Mindy Jensen said, "Being able to manage your time is great for people who have to work. People can finish their homework in school and not have to worry about getting out early to go to work."

Although there are some advantages of free time in an education, Mark Ryan, Central senior, said that an open campus, being allowed to leave the building, would cause a lot of problems with people being late and skipping classes. As for modular scheduling, Mark felt that a student would not learn as much as through the traditional approach.

Tiffany Colquette, Central junior, agreed that in a modular schedule you would not have a sufficient amount of classroom time each day, and that in a planned-out schedule you are bound to learn more.

Mr. Jones said that mod scheduling is just a "fad" in education and that having an open campus at Central would be impossible. "First of all, there is not enough time for students to go anywhere during the 26 minute lunch period. Second of all, there is the case of liability. If a student were to get hit by a car while leaving the building, whose fault is it? The schools for letting them out, or the city?"

"Of course there is a problem with skipping classes...people going to Countryside Village often lose track of time and sometimes don't come back to class."

—Rick Gannon
Westside senior

Dr. Moller agreed that the mod system is a fad, and not as many schools use it as originally conceived. "In order for this type of system to work, you must have at least one person who really believes in it and will work hard to make it succeed. When the mod system occurred, it came into a society which was more permissive...we're not as liberal as we used to be," Dr. Moller said.

The modular system was tried out in the Omaha Public Schools at one time. Burke High school had tried it, according to Dr. Edward Klima, Burke principal. "It was disposed with when I became principal. The community, the staff, and the students all wanted to dispense with the system." This type of program is designed for a small group of students according to Dr. Klima. "When Burke's enrollment reached 2400, it was just too crowded for the free mod system to work," Dr. Klima said.

"In order for this type of system to work, you must have at least one person who really believes in it and will work hard to make it succeed."

—Dr. Moller

"There have been many changes in society and people were more inclined to follow rules then...the drop of the mod system was not a disgrace to the Burke students, it was just human frailties that caused it not to work," Klima said.

Dr. Moller also stated that it's just human nature for people to get interested in something else and get sidetracked with all the freedom in mod scheduling. "The excessive freedom would be just too hard for the students to handle," Dr. Moller said.

Besides freedom in the school in District 66, there is another element. "We are fortunate to have one high school," said Dr. Tangdall. "We don't have to conform to other schools and be sure to have specific equity or the same rules and regulations as everyone else."

It is not as if the O.P.S. students are going to schools in a prison, however. "At Burke, we have Honor Passes, where a student can sign out of a study hall for a period of time and not have to check in with the study hall teacher but go directly to a certain place. For example, to a teacher's room to get help," Dr. Klima said. There are requirements to obtain this type of pass however.

Mr. Jones said, "The Central students are lucky to have the freedom to eat down in the courtyard." (Something most schools do not have.)

These are some of the flexibilities in the traditional system and according to Mr. Jones, the types of educations will always be going through fads, but the basics will always be around.

6 JROTC victorious in orienteering contest

Orienteering, a strong point of Central's JROTC team, is negotiating a terrain with a map and a compass, or "simply finding your way around," according to Sgt. William Middleton, group sponsor. This JROTC student eyes the map before beginning his expedition.



photo by Jacqueline Hynek

The Junior Reserve Officers Training Course (JROTC) has been at Central for many years. JROTC was started at the Omaha High School, now Central, in 1893 and was called the Cadet Corps, according to Rod Hauck, senior and battalion commander of the Central unit. He said that students are taught military science, including map-reading, first aid, drills, staff procedures, and marksmanship.

According to Rod, the main thing a student gets out of JROTC is a sense of responsibility and discipline.

"It teaches you civilian leadership, as well as military leadership," said Willie Hannah, senior and publicity-recruiting officer for Central's JROTC unit.

Willie said that JROTC is a good idea for a person considering going into the military because such persons will almost immediately be promoted.

Willie also said that many JROTC students go into the military service because of the job opportunities. Rod got interested in JROTC because of the high scholarships available for JROTC students.

On October 15, 1983, the Central JROTC orienteering team took first place at the 8th annual Creighton University and UNO Land Navigation Meet. Team members were juniors Orest Lechnowsky, Rich Walters, Brian Turner, and Debra Carter, and seniors Mike Gearhart and Richard Stewart.

Priorities classified GPAs, college choice extra activities top

With the first quarter marking period approaching Central students, many assignments are being done in a frenzied manner. Many students are finding that exams are extra studying. Time has to be distributed to complete requirements. Berman, junior, put it, "You cram, and you cram!"

Steve and other Central students feel that this problem comes up quarterly. "Time grades come out."

This brings up the question of priorities. What are today's students' priorities, time spent wisely, and how will that affect their futures?

"I think I spend a little time on things — colleges and important. School isn't my first priority, but people going to hate me for saying that," Charlotte Ross, senior.

grades "a poor measure" of learning

Rayshelle Willis, senior cheerleader, said that along with cheerleading, "academics are really important" but "I don't want to spend so much time thinking about my future. I don't enjoy myself now."

Many Central students rate academics as a top priority because of necessity. This is especially important, especially for seniors, who are planning a college education.

And many students do put academics at the top of their lists as seen by the number of students taking several AP classes.

As Pete Lankford, a senior with a 3.5 GPA, said, "My priority is learning. Grades don't always reflect that. They are a poor measure."

But where does the responsibility for placing priorities lie? How do schools take themselves? (This was asked in the recent school report.) Should the student be responsible for himself?

As for getting homework and doing it, "It's the student's responsibility. I can't play nursemaids. My job is to direct and oversee," Mrs. Pegi Stommes, one of the musical's directors, said. "Kids should do what they can handle before they get overwhelmed."

According to Mr. Clyde, cheerleading sponsor, any cheerleader receives two or more 4's or one 5 is eligible from the squad for the entire year and eligible to try out the next year. "The rule should be stricter, maybe two 3's," Susan Shonlau, junior Eaglette.

Goals of growth

Big Brothers-Big Sisters produces special friendships

This article is the second of a series to be published exploring areas of adult health and family relationships that concern high school students.

"Big Brothers-Big Sisters of the Midlands is one of the twenty largest programs in the country of its kind," said Mr. Ronald Troy, executive director of Big Brothers-Big Sisters. With seventy percent of the budget coming from the United Way, Big Brothers-Big Sisters offers a service which helps "boys and girls in need of special friends to help themselves, to have fun, and do better in their personal lives and interpersonal relationships through counseling and volunteer friendships."

In the stated "Goals for Growth," the program for Big Brothers-Big Sisters of the Midlands is "not only just fun and games." The goals explain that the program is a time for "looking inside yourself, deciding what you like and what you do not like about yourself, and then trying to do better, both personally and in terms of your getting along with other people."

But what exactly does the Big Brothers-Big Sisters program do? Big Brothers-Big Sisters of the Midlands makes a match of one adult to one child, both of the same sex. A commitment is made for once-a-week activities that are out in the community. The adult and the child choose their own activities. The adult is an adult volunteer of Big Brothers-Big Sisters and does not replace the parent in the family situation. But the Big Brother or Big Sister is not a guidance counselor, tutor, babysitter, chauffeur, "rich uncle," or parent. The adult volunteer is just a good, exemplary friend.

The criteria to be a Big Brother, Big Sister, Little Brother, or Little Sister are that one has to be a heterosexual man or woman between the ages of 18 and 60 while boys and girls have to be between the ages of 7 and 14. All must live in the three-county area (Pottawattamie, Douglas, and Sarpy) and must be willing to spend three or four hours a week in the program. The adults have to have access to a car, and the boy or girl usually has to come from a one-parent family.

The human characteristics that Mr. Troy pointed out are not as subjective as the above listed four areas of eligibility. They are the qualities of whether the people are able to relate to a child or adult. Mr. Troy also added that the Big Brother/Big Sister must be self-assured and be able to plan well.

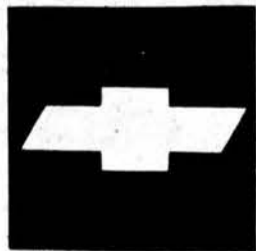
The Big Brothers-Big Sisters of the Midlands feel that if the child of their program learns only to receive and never to give of him or herself to others, then they have failed to utilize a great opportunity to contribute to a child's growth and development.

The Big Brother-Big Sisters of the Midlands agency can claim success. An "Orientation" bulletin says, "About 500 boys and girls each year have fun and do better in our Big Brothers-Big Sisters program, with more than 80 percent of the children showing significant improvement in one or more of their 'goals for growth' during the first year of membership."

For more information, call the executive office of Big Brothers-Big Sisters of the Midlands at 9015 "F" Street, 339-9720.

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New P.E. program seeks greater enrollment

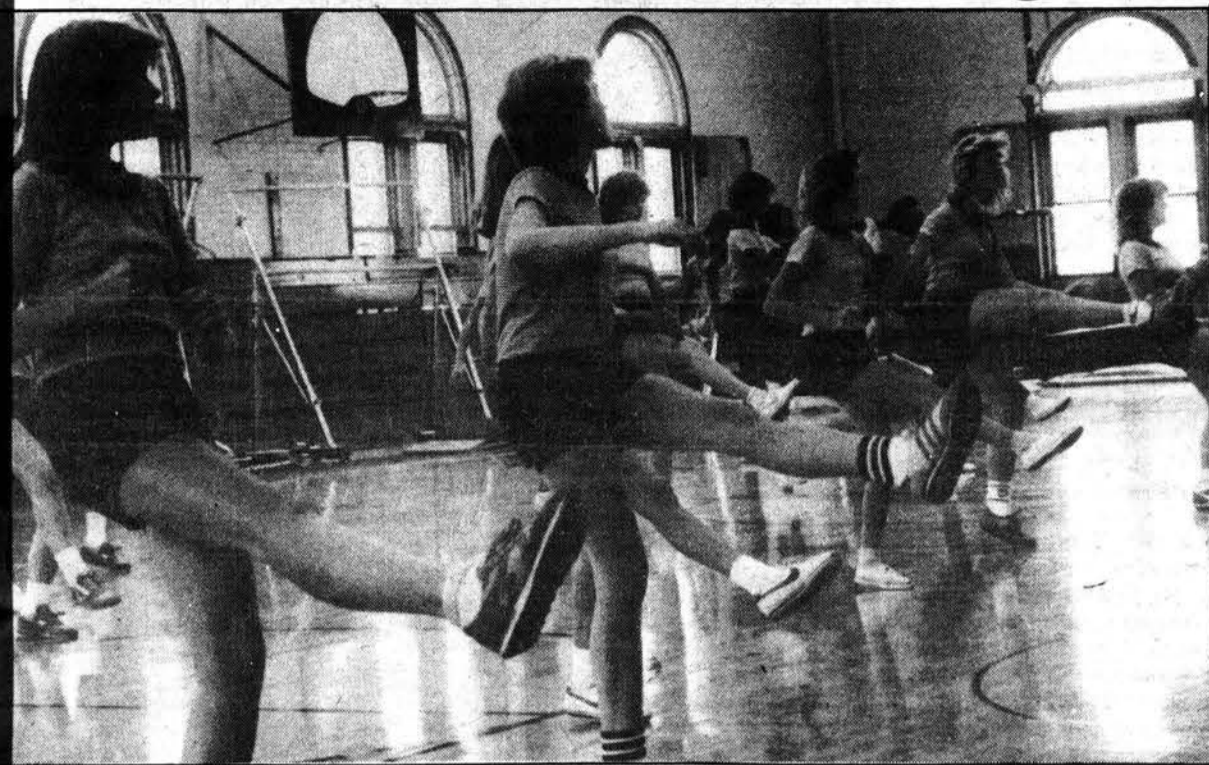


photo by Patricia Grow

Though aerobics is open to all interested students, until now only girls have been participating.

Sabrina Curto

This fall marks the beginning of a new physical education program at Central High School. Now classes such as aerobics, physiology of exercise and physical fitness are being offered along with weight training, advanced weight training, team sports, and individual sports.

According to figures taken at the beginning of the year, majority of boys are taking weight training and team sports, while the majority of girls are participating in aerobics.

Miss Joyce Morris and Mr. Stan Standifer, Central P.E. teachers, like the way the program is geared towards fitness life. "By the time you get out of junior high you already have all the skills for volleyball and basketball," said Miss Morris. "But, when you get to be a sophomore, junior or senior, you need to develop an exercise program that will last you a lifetime."

Though some classes have been closed due to high enrollment, the average class size still remains small. Mr.

Standifer believes that smaller class sizes will help the P.E. teachers to aid students individually.

Physiology of exercise is taught by Miss Morris. According to her, the class studies the relationship of exercise to different systems of the body and takes a scientific look at the muscles. The students set their own goals and work towards them individually three times a week. The rest of class time is spent listening to lectures on specific subjects they may be studying.

Mr. Standifer is teaching the physical fitness course. According to him, the class helps students obtain a fitness program that will last a lifetime. He said that the class works on building up the heart and lungs. They do this through running, aerobic-type games and fitness tests.

Gina Lassek, sophomore, said she took the physical fitness class so she could get in shape and lose weight. So far she has been able to lose ten pounds.

Pam Hamilton, another sophomore, also takes the physical fitness class. According to her, she has benefited a

lot from the class. "It has got me into shape," said Pam. "Mr. Standifer makes sure your heart is running."

Aerobics, another addition to the program, is 100 percent girls according to Miss Morris. She would like to see some boys participate in the program because she believes it is good for overall conditioning. Aerobic classes taught by Miss Morris revolve around the different stages of aerobic evolution such as dance aerobics, aerobic exercise and Jazzercise. Brenda Gray, a Central junior taking aerobics, feels that aerobics is a good alternative to general P.E. because "It's what I want to do."

Along with the addition of new classes, there have been changes in the old. One such change occurred in weight training classes. According to Mr. Joe McMenemy, P.E. teacher, students are no longer lectured. Now the emphasis in first year classes is to learn techniques and one basic workout. Advanced lifters work on increasing their strength and size through various workouts.

Another change in the weight training program is the enrollments of girls. According to Mr. Al LaGreca, assistant principal, there has been a definite increase in girls taking weight training.

Willie Hannah, a senior in a weight training class with girls, said, "It's the 80's. If girls want to lift or boys want to take aerobics, they should." Although Willie doesn't think he's competing against the girls, he does believe there is some competition in all sports.

Beretta works out with the boys. She jokingly admitted about spotting a lifter with a lot of weight, "If it goes down, it's staying down." Beretta says she doesn't really have that kind of trouble because Mr. McMenemy will help if the lifter is really unsure of the weight he or she is trying to lift. Beretta thinks she will probably continue her lifting in college because "it's great for overall toning."

In the past, students in regular P.E. classes were given a choice between certain activities. "Students presently enrolled in team and individual sports classes are surveyed to see what they want to participate in," said Miss Morris. According to her, students enrolled in individual sports classes may participate in a team sport activity and vice versa. Julie Sutton, a senior and participant in the old and new P.E. programs, feels that individual classes are a good idea. "If a student benefits, then chances are they'll retake the course next year. The old system tried to put too much in, in too little time."

Mr. Standifer believes that because of the variety of classes more students will decide to take P.E. for a second or third year. "It's something they want to take, not just something they need to take in order to get a credit," said Miss Morris.

Right place, wrong time



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Injuries plague athletes

Injuries are a concern to all athletes. In some of the more violent sports, such as football and wrestling, they can be quite commonplace. How players and coaches react and seek to treat these injuries is a subject of much interest.

You don't have to wait until a player is injured to begin treatment; many things can be done to prevent injuries before they occur. Mr. David James, Central cross-country

From
the
Grandstands
Lee Garver



coach, and Mr. William Reed, Central varsity football coach, are both advocates of stretching the muscles before beginning practice. According to James, it loosens up the body and reduces the chances of athletes getting pulled muscles.

Mr. Gary Kubik, J.V. football and wrestling coach, believes lifting weights can also reduce risks. He said, "It can be used not necessarily to build your strength but to strengthen joints and the muscles which surround them."

According to him, although it may not seem important, people should realize what they are getting into when they go out for sports. "You have to be an aggressive person," said Kubik. "Many people go into a sport completely unprepared."

He also believes, in a sport such as football, it is important for athletes to play the game correctly. According to him, there is a fine line between being aggressive and being needlessly violent.

According to Reed, a recent rule which seeks to reduce the number of injuries in football states that players cannot block below the waist more than three yards off the line of scrimmage. Although Kubik believes that this is sometimes the only way for a smaller player to tackle someone, he still supports the rule. He is concerned about the damage that could occur.

Another rule which seeks to reduce injuries is one that makes it illegal to block or tackle using the helmet or facemask. According to Kubik, this rule has reduced the number of neck and spinal injuries significantly. In the past, many players have been left quadriplegics from using this method.

But once an athlete is injured, what can

Eagle gymnasts prepare for state

Central's boys' and girls' gymnastics teams have displayed considerable strength in a year that Kent Friesen, gymnastics coach, described as "a fun experience in which a lot has been learned."

The girls' squad is one of the best teams Central has ever produced. Before placing second at Metro, the team closed their regular season with an undefeated record of 5-0.

In addition to being unbeaten, the team has shattered almost every school record in existence. They easily erased Central's old meet record of 114 points when they amassed a total of 134 points at a recent meet.

Friesen said, "The girls are pretty tough; I think they are one of the top five teams in the state." He would like to see them finish among the top four, but hopefully in second place. According to him Northwest is a powerhouse, and it is highly unlikely that any team will defeat them.

Volleyball ends with tough losses

In past years, the Central high volleyball teams have had up years and down years. The 1983 volleyball season seems to be one of the down years. In the last two games of the regular season, Central lost to South and Bryan, dropping their regular season record to 5-9.

Mr. Stan Standifer, Central High volleyball coach, showed that he believed in the team by saying, "We could have beaten everyone we played." He said the biggest factor contributing to the down season was lack of concentration and confidence. Standifer said the volleyball team seemed to believe that, because they didn't win any home game they were under some kind of jinx.

be done to treat his or her injury?

Kubik, who has acquired some medical training through coach's clinics and Red Cross first aid courses, claims that ice should be immediately applied to the injury. This is to stop the flow of blood and prevent the build up of fluids in the damaged area. Once swollen, a joint is very hard to move.

Little else can be done by the coaches. Kubik, although he has some training, has no authority to diagnose an injury. About all he can do is determine the seriousness of it and provide therapy.

Because Kubik once suffered a knee injury himself, he has a special interest in helping players cope with injuries. He said, "I think I have empathy for how they are feeling."

According to him, many injured players have trouble dealing with the emotional aspects of an injury. He said, "Players with injuries are sort of looked upon as freaks. Some coaches disregard it (the injury) as a reality. You're not supposed to be hurt, therefore you're not. I don't like to see that."

Players often have to cope with feelings that they are letting the team down or they are not tough enough to play. Kubik said, "Of all the teams I've been involved with, there has been generally less of this at Central."

He also believes the treatment of injuries can sometimes be psychological. According to him, he might tape a player's ankle, and although it may do nothing to alleviate the pain, the player might believe it does.

Although there is a legal doctor at every football game (Dr. Jack Lewis), there is not a trainer on the team. Reed says he has had some U.N.O. students offer to work as part-time trainers but that the school refuses to pay for one.

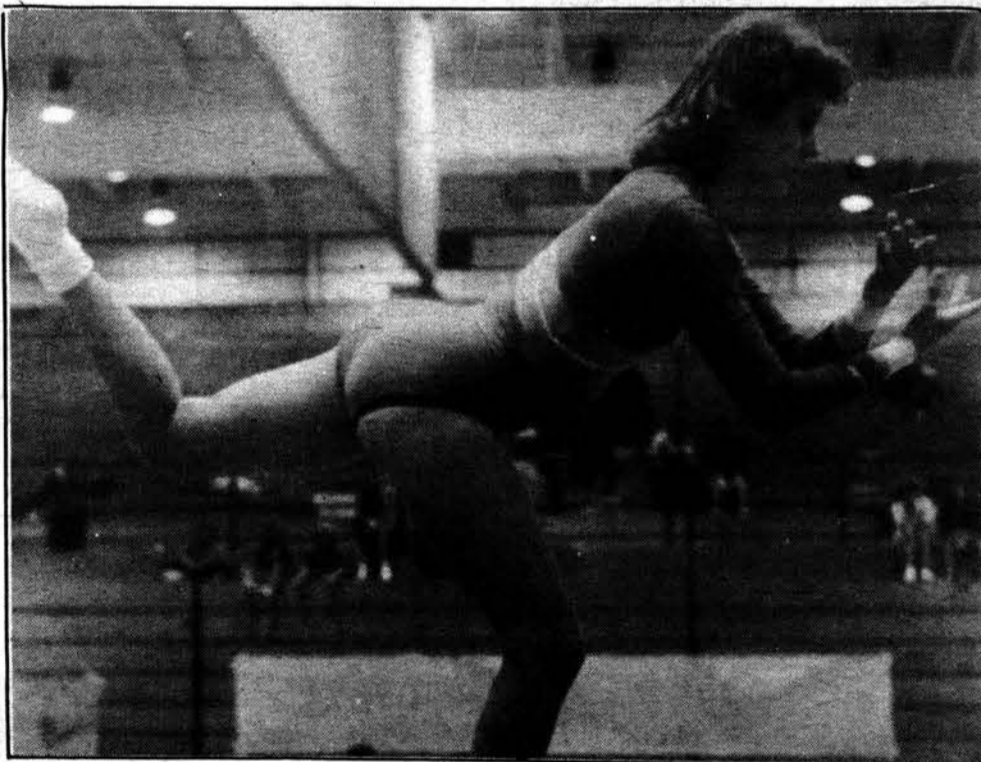
Because of this, Kubik believes that Central should have an organized program for student trainers. According to him, the program would allow students to do small jobs such as taping players and preparing whirlpools. He said, "It would be more than managerial duties; they would be able to work with injured athletes from all sports."

David Hornstein, senior, holds a position on the football team similar to what is proposed above. This summer, to get the necessary training, he attended an intensive week long course on the cure and prevention of injuries in athletics. He has hopes of someday becoming a professional trainer.

David is worried that there won't even be a manager on the team next year. He believes his role is important, and he hopes a workable program can be started.

In the spotlight

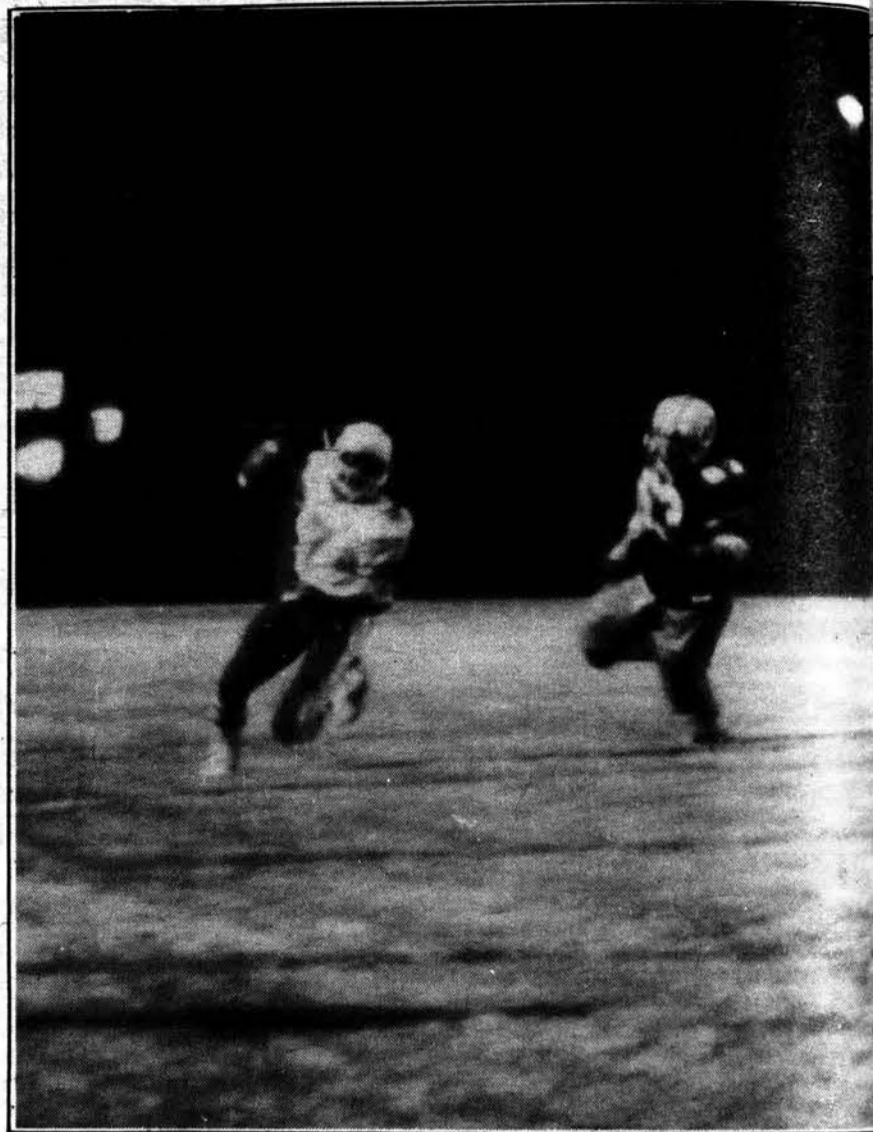
Jackie Slezak: competitor and teacher of gymnastics



Jackie Slezak, captain of the gymnastics team, displays her poise on the balance beam.

Jackie Slezak, one of Central's top female gymnasts, is a young lady who has multiple interests and talents. Her athletic ability enables her to excel in several different athletic events.

At the influence of four sisters, two of whom used to be gymnastics teachers, Miss Slezak began her gymnastics career at the early age of four. She said that her parents were also gymnasts so that was added incentive. This is her fourteenth season as a gymnast, and through the years she has



Quarterback Glenn Mathews races from an oncoming Burke defender during Burke game October 14. Burke won 17-14 and dashed Central's playoff hopes for the year.

Gridders end season

Keith Jones sets metro rushing record

Although Central's football team didn't qualify for the playoffs, Central's running back, Keith Jones, did dive into the record books. By rushing for 1710 yards this year, he became the new modern Metro record-holder for yards carried in a season.

His total, 1710 yards in 188 attempts, broke the old record of 1624 yards by Victor Breakfield of Burke in 1981. What makes the record really significant is that Breakfield ac-

cumulated his yardage over 11 games needed only nine.

Central's season had some bitter pointments. After defeating Thomasson 37-6 on October 27, the Eagles' record standing at 6-3. Central's losses, all to teams going to the playoffs, were by margins of one, two and three points. Gross, Prep and Burke beat Central.

Central, "I have learned more in the years than I ever have." She also competed outside of Central at the South Omaha Gymnastic Club. During the past year she competed for South Omaha State nationals. She captured fifth place in the all-around competition, but she was first in the young ladies from South Omaha. The meet was held in Pittsburgh, Pennsylvania. Besides participating in gymnastics five days a week for Central and three days a week for Sokol, she also finds time to teach. She teaches gymnastics at South Omaha Sokol and Plattsmouth Gymnastics. Miss Slezak teaches girls, ages 9-11, and she also substitute teaches to that same age group.

She is the only senior on the Central High School girls' gymnastics team. She has been the captain of the team for the past two years. She said of gymnastics, "Gymnastics is nerve racking, adventurous, and one thing leads to another." She said of competition, "Competition is tough and it's one-on-one and also competing against a team." Although the sport is tough and strenuous, she said, "I wouldn't give up gymnastics for anything else."

Miss Slezak has set her eyes on the State meet for the 1983 season. She said that because of the district that the girls gymnastics team is in, she is sure she will qualify for the state meet in one event. She said, "My goal this year is to place high in an event at the State Meet." High Gymnastics assistant coach Rick M. Lunami, said of Miss Slezak, "She is a team leader, a very hard worker, and probably our most consistent all-around gymnast."

In the summer of 1984, she will travel to Toronto, Canada, to compete in the International Meet against other Sokol

Photo by Jackie Hynek

become an all-around performer. During her fourteen years of gymnastics, she said there was a point in which she wanted to quit because of the atmosphere she was in, but it changed so she said, "I then set a goal for myself and in order to accomplish it, I couldn't quit." She said, "I've learned from experience that if you want to get anywhere, you have to set a goal."

Miss Slezak competed in Junior High gymnastics for Lewis and Clark Jr. High School. She said of her past two years at