

NHS members announced

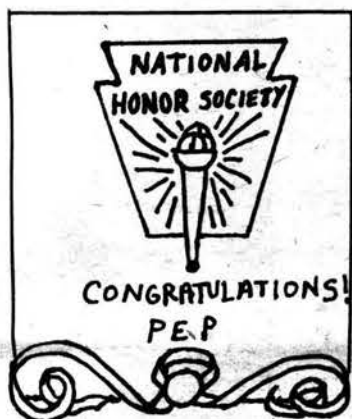
The 1984 National Honor Society members were announced on Tuesday, January 11, by posters placed in the new members' lockers.

According to Dr. G.E. Moller, Central principal, the National Honor Society is an honor roll of students who have been selected by a fifteen-member faculty committee, on the basis of academic eligibility (3.0 grade average or better), academic performance, leadership, service to school and community, and character.

The National Honor Society, now headquartered in Washington, D.C., was first proposed to the National Association of Secondary School Principals by the National Honor Society Masters, a Central principal in the 1920s, in the hopes of honoring students of outstanding academic achievement.

Central was the second school in the United States to adopt the NHS.

A free formal brunch, sponsored by Central, for the honored students and their families, will be held at the Red Lion on March 18, 1984. Each student will receive a certificate and an NHS pin and will automatically receive a feather on Purple Feather Day, Central's own day for honoring students of academic excellence.



The 1984 Central National Honor Society Members are:

Adkins	Theresa Nelle
Agosta	Sheila O'Hara
Anderson	Jeffrey Olson
Aufenkamp	Ann Ostermiller
Begley	Michael Pankow
Berger	Rebecca Powers
Bernstein	Christina Price
Biggs	Elizabeth Prystal
Blair	Angelo Randazzo
Boro	Linda Rock
Champagne	Cathy Ruch
Curran	Ronald Ryan
Currie	Patrick Salerno
Danielson	Rebecca Siebler
Davis	Beretta Smith
Delahanty	Haunani Soares
Galenda	Janet Soukup
Garver	Valerie Sterck
Gryder	Sandra Stiles
Hannah	Sarah Stohs
Hansen	Kimberly Strain
Harris	Lessa Sundt
Hauk	Julie Sutton
Haynes	Todd Swartz
Henderson	Sarah Thalling
Herzog	Amy Thomas
Hoden	Andrea Tkach
Irey	Michael Tyler
Jaksich	Paula Tytkowski
Johnson	Suzanne Vargo
Kalkowski	Diane Vazzano
Kent	Gina Verschelde
Kurtz	Mary Villella
Lankford	Dale Volquartsen
Lathrum	Shawn Wallace
Liakos	Thaddeus Ware
Lockwood	Catherine Wendt
Marks	Deborah Zdan
Meares	

Central Register

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Inside

Drinking age.....p. 2
In-school Suspension...p. 5
Unemployment.....p. 6
Sport's spotlight.....p. 7

Retarding 'obsolescence'

Teachers expand in education

by Tracy Bernstein

"Education is the key to a future," is the age-old proverb constantly relayed to students by teachers. But this does not apply only to students. At Central, there are faculty members who are continuing their own education by taking classes in addition to teaching them.

One such teacher is Mrs. Marlene Bernstein, English teacher, who anticipates receiving a Ph.D. in English Literature. "My standard comment on why I'm going for my Ph.D. is 'When I got my Master's no one called me doctor,'" said Mrs. Bernstein. When she first completed college, Mrs. Bernstein didn't ever want to go back. "I was beat. I didn't go back to school till I got honors kids for the first time, and I decided I needed course work in American Literature." Once she started back to school, Mrs. Bernstein decided to get her Master's degree in English Literature.

While in England doing some research to complete her last three hours for her Master's, Mrs. Bernstein made a decision to work toward a Ph.D. On finding out that a doctorate degree was needed to read certain original manuscripts at Oxford, Mrs. Bernstein thought, "I could do that."

Mrs. Bernstein has had to arrange back-to-back classes so she can rush out to the University of Nebraska at Lincoln (UNL) for her own classes.

"I have become more sympathetic to kids who have pressures from every direction, but I don't understand those who say they don't have time to get things done. If I can do it, they can."

Mrs. Bernstein plans to receive her Ph.D. in three years after first doing some additional research in England. "Part of my topic is Tennyson's *Idylls of the King*. Tennyson went to all the places he described and I want to do the same thing," she said.

Mr. David Martin, another English teacher at Central, holds a Master's degree and continues to take classes at UNL in education and English. On planning for another degree, Mr. Martin said, "I don't know. I think I'll be a permanent student for the rest of my life. I've always enjoyed learning for learning's sake — that's why I'm a teacher."

Mr. Martin is also in his third year of teaching a freshman composition course at UNO. "The class is a requirement, but some



photo by Roxanne Gryder

Mrs. Bernstein relates her education experiences to captivated Lessa Sundt, senior.

seniors wait until the last minute to take it. I have some really tremendous students and others who are afraid. Some people have been burned early and are afraid of writing. My job is to make writing fun and educational," Mr. Martin said.

Mr. Martin thinks that education should never stop, even for teachers. "Most teachers teach because they enjoy it (learning), but some teachers become satisfied with what they know. Doctors and lawyers have to keep learning about new methods and cases . . . and so do English teachers, because the language constantly changes."

Mr. Robert McMeen, vocal music teacher, is taking courses in a new field: guidance and counseling. He has been working toward this Master's for the past five summers. Mr. McMeen reasons that, "Should the opportunity present itself, I could go into another area of education," but adds, "I'm not planning on retiring (from music) soon."

"I've enjoyed the process of going to school and the challenges in a different subject area," Mr. McMeen said. Mr. McMeen has received help from his students in several projects for his counseling practicum and advanced practicum courses. Students volunteered to be recorded and/or taped for counseling sessions. "I received good help from students and made friendships," he said of the sessions.

Because of the demanding number of projects the vocal music department involves itself in, Mr. McMeen has no time for taking courses during the school year. "It (taking classes) costs personally in extra work, time, and tuition; but the experience is rejuvenating," Mr. McMeen believes that continued learning "keeps you on your toes," and that counseling is "a handy background for teachers regardless."

Mr. Stan Maliszewski, Central's head counselor, is currently pursuing a Ph.D. in adult and continuing education, emphasizing human resource management. This concerns such areas as career management and career pathing. Mr. Maliszewski has held jobs in many different areas of counseling, including work for Disneyland and Hughes Aircraft in California.

About his many endeavors and education, Mr. Maliszewski cites, "I've learned a lot about myself and others. These are growing experiences."

"We grow through change. Some teachers can teach 30 years and do an excellent job, but they need to keep updated (in their fields). People **should** go back to school or at least go into continuing education or workshops. There are new theories every year," Mr. Maliszewski said. He added, "We can never stop obsolescence, but we can retard it."

After-hours security at Central

'Use common sense'

by Sarah Thalling

With Central offering after-school activities ranging from basketball, wrestling, and swimming to club meetings and Road Show rehearsals, many students come to school before the sun rises on rush-hour traffic and leave after the streetlights come on. However, although Centralites said their school's area "isn't the greatest," they weren't overly concerned about after-hours security. Central is "as safe as any building downtown," according to Mr. George M. Taylor, head of security at Central.

"Go down to the bus stop. . . At night you seem to find vagabonds down here. People that walk the streets down here aren't the cleanest," Charlie Liakos, senior, said of Central's location. "This neighborhood has the reputation of being 'rough 'em up.' You can't change that," he said.

Mr. Warren Ferrel, Central's instrumental instructor and Road Show coordinator, said people think that because Central is an inner-city school, "there must be problems, but suburban schools have problems as well."

Jozette Boone, Central senior and varsity basketball player, said when basketball practice lasts until 6:15 at night she sees people waiting on the bus stop until 6:45. Jozette said taking the bus home at night is

"very dangerous, but most people leave in groups. It's okay if you have a ride." Mr. Ferrel advised: "The rule of thumb is to use common sense."

Adrienne Biggs, a senior and one of this year's Road Show managers, said most students either ask friends for rides or call parents to pick them up after the Show's practices. Rehearsals end at approximately 5:30 or 6:00 p.m., according to Terri Nelle, a senior and another Road Show manager.

George Taylor said he leaves school before 3:20 p.m., and the night custodians work from 3 p.m. to midnight. He said no night security guards are on duty after he leaves. The head of security pointed to an alarm system protecting Central with an "electronic eye," which the night janitors activate after their work shift. Mr. Taylor said Central has not been vandalized once this term.

However, students tell of suspicious characters at Central after hours, when the doors remain unlocked. Terri, for one, related a story in which, at about 8 p.m., a bum came in the building and asked if Central offered night classes.

Mr. Ferrel, who said that people off the streets who do come inside Central are trying to avoid the elements or are simply curious, said problems have been "isolated

incidents." The Road Show coordinator said: "I'm not saying it's a perfect situation, . . . but it's (student's way of getting home) not the school's sole responsibility." Mr. Ferrel stressed the need for parental and community support in getting students home safely after "late nights."

"You can't have enough security," Charlie said, but added, "around here that's just not possible." Charlie said he thought one girl had been harassed at one of the Dodge Street bus stops outside Central. "Nobody's ever been attacked," Jozette said. "They could have more security around the building in the evening," the basketball player said.

According to Mr. Ferrel, at evening school functions, "we assign a number of faculty — twelve or more — so there are no real problems. Their presence is obvious," as well as that of one security guard. However, he said that the teachers' primary job is to teach, not to act as security guards. "I have not seen a need for extra security," he said. "Very few times has the security of Central High School been an issue."

But, as Mr. Ferrel said, "Whether it's good or bad, we have a lot of night life" around Central, and "with things like in Bellevue going on, it's a tense time to think of safety."

Drinking Age: limit = solution?

It seems like every time one turns around someone is flashing another statistic about teenage drunk drivers and the accidents they cause each year. The number is always very large and horrifying, for about ten minutes. Then, human nature being what it is, we tend to ignore those unpleasant facts and push away thoughts of friends who we've seen driving while they're intoxicated. It's too bad we can't always learn from other people's mistakes. But all the horrible statistics and frightened parents in the world aren't going to stop kids from drinking. The alcohol is always available somewhere, if they really want it. This fact doesn't mean that the search for ways to diminish the number of drunk drivers should stop!

But a single answer won't provide a solution. A combination of several ideas is the key to diminishing the number of car accidents caused by drunk drivers.

One idea manifested itself in a bill presented to Congress on October 4 and 5, 1983. According to a national newsletter put out by Mothers Against Drunk Drivers, the bill would prohibit the sale of alcoholic beverages to anyone under 21 in the United States. The bill has caused controversy in two main areas: nationalizing the drinking age law and raising the legal drinking age to 21. The most important factor in this controversy is the nationalization of the law. Changing or raising the legal age will be a deterrent to some kids, but if they can go to another state and buy alcohol legally, what is the purpose of having an age limit in the first place? It is important to have a national drinking age to insure consistency in enforcement of the drinking law. Then the states should vote on the legal drinking age.

However, a nationalization of the drinking age law would only be part of a successful move to control drunk driving. Every person should be educated through school and at home about alcohol and the responsibilities one accepts when making the decision to drink and drive. Perhaps the harsh and sometimes gory footage of police-file films should be shown not only to driver's education students but to all students. Further, drivers ed. should definitely be required before receiving a driver's license.

Stronger deterrents or punishments in the laws concerning DWI (Driving While Intoxicated) offenses are also needed. These could include higher fines, longer jail sentences, road blocks in various strategically located areas of cities, or even "branding" the automobile of a convicted DWI offender with a sticker to let other drivers know that the driver was convicted of DWI and to report the driver to a probation officer if they notice unsafe driving. This is a tried and true practice in Fort Bend County, Texas, according to a report from the Gannett News Service.

A combination of all of these solutions is probably the best answer to lessening the amount of drunk driving. It is not a problem that can be stopped by using extreme measures. Human beings will tend to react to extremes with opposite extremes. Especially in America, where all of our liberties are highly important, radical withdrawal of a right will be strongly opposed. In contradiction to that, people would go crazy if there weren't any age limits on drinking at all. However, if the problem is approached with slow steps, allowing time for adjustment, a higher national age limit may eventually be reached, along with improved education and harsher deterrents against drinking and driving, which is, above all, an ignorant combination.

The Career Game Nice try, but...

"What is right about me?" This thought provoking question is tumbling out of every Central student's mouth after Friday, January 6th's highly informative all-school assembly. The **Career Game**, a Rick Trow Production, which, by the way, was sponsored by the "Army College Fund," was provided for the students with the intention of giving career guidance and advice on how to find out "who we really are." The biggest problem this production had was that it was geared to an audience of grade-school kids. "Can you name 15 birds?" This is the question the program recommended to test for self-confidence.

Sorry, guys, I think we should stick to the old visit-to-the-professional-guidance-counselor-in-the-career-office method of getting valuable information concerning our futures. Maybe next time we decide to take 40 minutes of free time out of the school day we could do something that is really beneficial to the student body, like rallying for school spirit or an all-school study hall, that is, now that we know ourselves.

1984 - 'Big Brother' is everywhere!



Rocky Road

Linda Rock

We might as well face it: the ominous 1984 has arrived. Even though it's not exactly the way George Orwell predicted in his book, **1984**, there are more than a few similarities between his concept and what reality is today, maybe more than some of us care to admit!

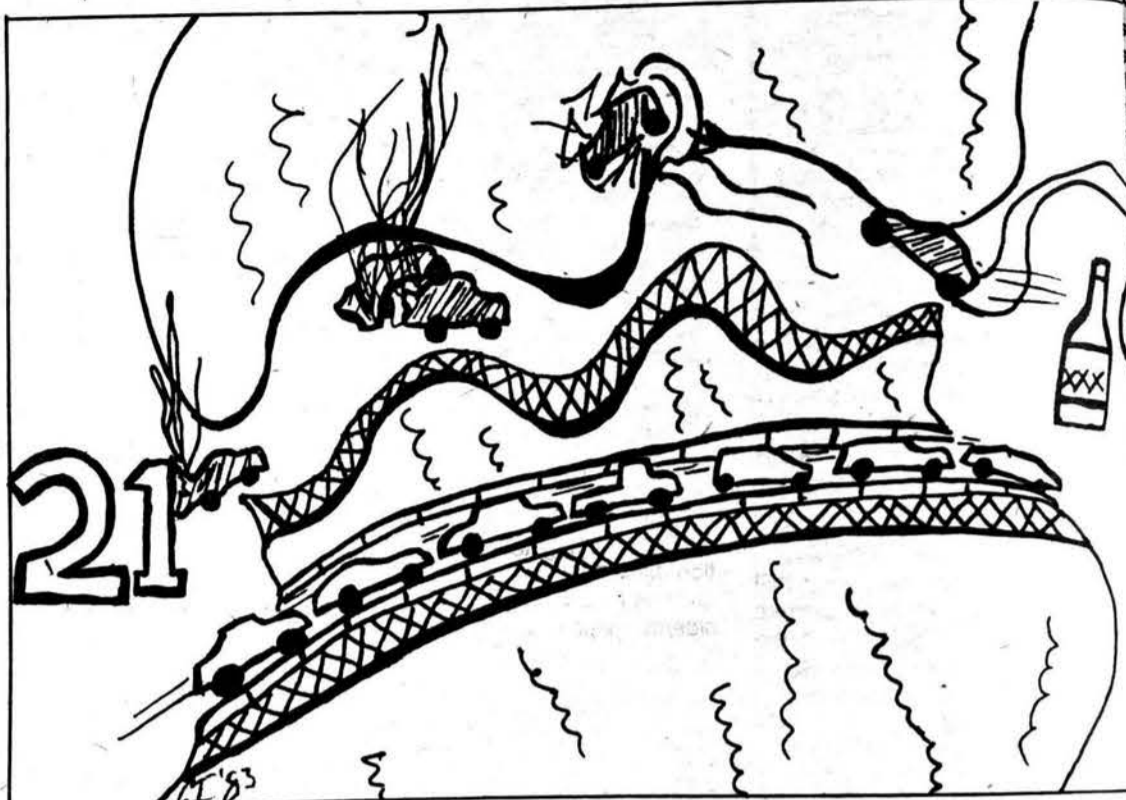
Mr. Orwell's conception of a totalitarian society in which "Big Brother" knows and sees all shouldn't be so shocking — parents have always possessed this power. I think that this omniscience is something that is acquired when the stork drops a bouncing bundle of joy on their steps. My mom con-

stantly amazes me with her ability to see me taking an extra cookie — even when she's in the next room! Her psychic powers are keen enough to penetrate the closed doors of my room and sense the unmade bed and cluttered floor which lie within. Dad has similar supernatural powers except his specialty lies in the area of automobiles. I always wondered how he knew that I had scraped the car before he even saw it.

The theory of mind control isn't new, either. Teachers have been using it for years. How else could they know that I don't know the answer and consequently call on me? Actually teachers only perfected mind control; it was invented by the supposedly mindless animals. Animals have always possessed a special kind of mental presence. Haven't you ever gotten a little paranoid when your cat stares at you with a little smirk on its feline face and a twitch in its tail? The thought of a four-legged creature psychoanalyzing them tends to give people an alienated feeling.

Old George missed the mark a little with his concept of telescreens. In the book, **1984**, they are used as means by which members of the government may watch everyone, everywhere, at all times. In today's society, the inverse seems true. Almost from birth, children are glued to the flowing screen mesmerized by its hypnotizing effects — and that's just the test pattern! Today's society finds itself a servant to television timetables. Rushing home from school, leaving work to wait until "late," and ignoring cries from a body longing to exercise. Americans worship the television god. The cause of all of this commotion? Why, reruns of "Brady Bunch," of course.

Well, maybe Orwell wasn't completely correct in his visions of the world to be, but many of his ideas are surprisingly (and hauntingly) true of today's world. After all, who is to say that there isn't an all-seeing being controlling our lives when a team of freshmen from a little Florida city can beat Doctor Tom's undefeated Cornhuskers?



Registered Opinions National or state drinking law

This week, students were asked if they felt the Federal government should decide on a national drinking age, or if the states should have the right to dictate at what age people should be allowed to drink.

Tom Zerse - Senior (at right)

"The laws should be kept local because states should have the right to decide. not the federal government."

Jozette Boone - Senior (at right)

"It should be a national law because the majority of people will drink anyway, and maybe a national law would cut down on accidents."

Toni Koob - Sophomore

"The drinking age should be the same in all the states because when the laws are different and states are easy to get to (like Council Bluffs) in Iowa people go from one state to the other to get drunk and then come back to their state and get into accidents."

Calvin Minor - Senior

"The drinking age law should be up to the states. People I know will find a way to drink anyway. A national law won't mean fewer accidents; the people in most accidents are too young to be drinking anywhere anyway."

Darryl Hutton - Senior

"I think it should be a national law. Now underaged kids from one state have the tendency to go to states with lower drinking ages if they're close enough."

photos by Bryan Hildreth



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Use of disappearing cases

Ellie Johnson

On Tuesday, November 22, 1983, Jane, junior, brought two sales cases, dated with hours of debate research, to be returned with the intention of returning them to rightful owners. However, when Jane left the debate office, she found it locked and when she returned, they had disappeared.

According to Jane, then team did not know that the cases were missing until the day. Assuming that Mrs. Ellen Pritchard, the coach, had taken the cases into the office, Jane asked her partner Stacey, junior, if she had received her cases. When Stacey said that she did not know where her case was, the team began to look around for them. Jane said, "We first thought that the custodians had discarded them because they were of no value to anybody."

Not instruments of practical joke

As time passed, it became evident that the cases had not simply been misplaced. Mrs. Sterck, a senior and now an explorer who owned the other missing case, thought that someone had taken the cases for a joke. According to Jane, it is not uncommon for debaters to use practical, "mafia"-type jokes upon one another. Soon, however, Mrs. Pritchard and

Jane said that the team realized that the missing cases were not instruments of a practical joke, but rather that someone had taken the cases to cause detriment for the team.

'Hours of work' destroyed

"When it first happened, and we felt we knew who did it, we got the run-around," said Jane. "It was frustrating to see the people who we felt did it getting off." Finally, after several circular announcements and an overheard conversation, one of the two accused parties admitted to taking the cases. However, according to Mrs. Pritchard "hundreds of hours of work" had been thrown away and destroyed.

After the fate of the missing cases was made clear, the team regrouped. Jane said that she and Stacey spent "days at the library" and "hours at the photocopying machine" trying to regain the lost information. Mrs. Pritchard said that the stolen cases have had no "lasting effect" on the team considering Jane's and Stacey's success at a tournament at Augustana in Sioux Falls, South Dakota, January 6-7.

Mrs. Pritchard said, "They did better than anybody from Central ever has. Out of fifty-nine teams in their division, Stacey and Jane made it to the semifinals."

Volunteers needed

Book speaks for blind

Anyone looking for something enjoyable and worthwhile to occupy their time should consider becoming a volunteer for the Omaha Radio Talking Book, a radio program for the blind or disabled.

According to Mr. David Robinson, Director of Radio Talking Book, the purpose of the program is to supply reading of current events and other literature to people who have a "loss of sight or other disabilities." The program is located at Technical High School but is a "separate entity" with its own board of directors and professional staff.

The program is aired 97 hours a week and is available free of charge on a special transmitter to those who qualify.

"We're always looking for volunteers," Robinson said. "We don't require professional reading like an actor. Most volunteers are just regular ordinary-type people who enjoy reading and read well."

The World-Herald and Lincoln papers are read afternoons and evenings, and one hour each day is devoted to an installment of a full length book. According to Mr. Robinson, the program strives to "supply information found only in print, especially current information."

Material other than daily news is chosen by the volunteer reader and is checked to see that it has not been duplicated by the Library for the Blind. Much of the material is prerecorded so volunteers can set their own reading schedules.

At a recent OPS School Board meeting, \$15,000 was allotted to help fund the program. The board will review the program after six months.

Of the six month review period, Robinson said, "The program is valuable enough to the school district to justify expenditure in the over-all scheme."

The Omaha Radio Talking Book started in 1974. Since this time, the program "gradually expanded" to include more hours and currently has approximately 2,500 listeners, according to Mr. Robinson.



Central - 'Lites'

Browser discovers treasure in Old Market

by Four's Company

She is a browser, and her favorite place to browse is the Old Market. It is where she finds every kind of store she loves to shop at.

She usually starts her shopping at the Rainbow. She examines all the coffee and teas the store has received and selects the best for when her own supply runs dry.

Then, on to Nouvelle Eve. The clothes and accessories are exciting to look at and provokes her to committing items to memory, such as a beautiful royal-blue cotton sweater, for future days when buying for her wardrobe.

Next, the old passageway is scoured. The Art Gallery holds all the decorating possibilities (for her future apartment.) Souks and Handsones have all the modern jewelry and gifts. At the Linea she finds soaps and imported accessories. The Poppy Shop and Handsones are her favorite patronages.

The smells of Trinis wafts its way around the passageway as she looks to see who is sitting in Vmertz's. She thinks of the last time she was there with her mom and dad for lunch.

Then the handmade crafts of the Craftsmen guild and the silver/goldsmith shops are to her fancy. The pottery, old fashioned and modern, are in single or whole place settings. Expensive jewelry well made and creatively displayed at the Silversmith and she enjoys every moment of the metal and gems.

When she walks out she feels that Spaghetti Works is the next place to go (the stomach decides.)

She is a browser and it costs her nothing to enjoy looking and organizing her future spending, (the day she gets rich) and the Old Market is the perfect place to find variety of every kind.

Teachers grade essays

College board examinations are a fact of life for nearly all high school students at one time or another. Scholastic Aptitude Tests (SAT) and Achievement Tests are the reason of many early Saturday mornings for students hand in their papers. The papers still have to be graded.

Two Central English teachers have been part of the grading team for the "English Composition with Essay Achievement Test." Mr. Cain, English teacher, first began grading these tests in 1969, in Atlantic City, New Jersey.

Mr. Dan Daly, English Department Chairman, accepted an invitation to grade the Achievement Test this past December. Princeton, New Jersey was the convention site of the 175 educators, including teachers from a variety of fields as well as high school and college English teachers.

As both Mr. Daly and Mr. Cain commented, Central students have top level abilities in comparison to those of students across the country. Mr. Daly boasts, "Central students rank with the best."



photo by Jackie Hynek

Mr. Daly feels Central students among best in country

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4 of Central importance

Math team tallies points at South High Invitational

Central's math team took first place in the fourth annual South High Invitational Math Contest on Saturday, Jan. 14, surpassing 26 other teams from 14 other schools in the Lincoln and metropolitan areas.

The math team consisted of two teams of four competitors each. Seniors Tim Berger, Peter Lankford, Jeff Olson and Angelo Ranzazzo formed one team, and sophomore Anita Barnes and juniors Arthur Kosowsky, John Lexau and Dan Mirvish formed the other.

"Either team can win," Mr. John Waterman, math team coach, said before the contest. Angelo exhibited team confidence

before the meet as well. "We're going to blow them away," he said.

Mr. John Waterman, who attributes the math teams' success to student ability, said this contest is "one of the toughest" of the four in which the team as a whole will participate this year.

The junior-sophomore team scored 94 points, while the senior team scored 85. However, Central's teams received first place as one.

Tryouts 'computerized'

February 17, 18, and 19 at 7:30 p.m. Central High School will present its annual Road Show. The show will consist of twenty acts including skits, instrumentals, and singers.

Road Show has been a tradition at Cen-

tral High School for seventy years with minor changes taking place over the decades. One of the changes that took place this year was a new procedure for tallying the judges' scores.

Mr. Gerald Brown, chairman of the science department, devised a program to use in one of Central's computers. "This program," said Mr. A.A. LaGreca, Assistant Principal, "will tally up the score for each act in less than forty minutes instead of the three to four hours the procedure had previously taken to do by hand."

Mr. Brown is just one example of the cooperation Road Show has received from both students and faculty. The managers, assistants and stagecrew, as well as some of the judges on the show, are all students. Central teachers are only participating, for the most part, as advisors.

Beautillion recognizes two seniors at formal

Months of practice and determination helped Courtney Davis and James Hartzel seniors, become winners in the Beautillion. The Beautillion is a competition open to all graduating males in the area and is sponsored each year by the Ban League of Nebraska.

According to Courtney, the winners were announced at the Beautillion held December 4, 1983. The dance is a formal affair to which the committee brought dates.

James and Courtney each scored \$800 in ads and tickets and were 2nd runners-up, respectively. Each received a \$150 prize and a plaque.

New in the cafeteria: taste tests and courtyard lunches

Musicians sample veal patties

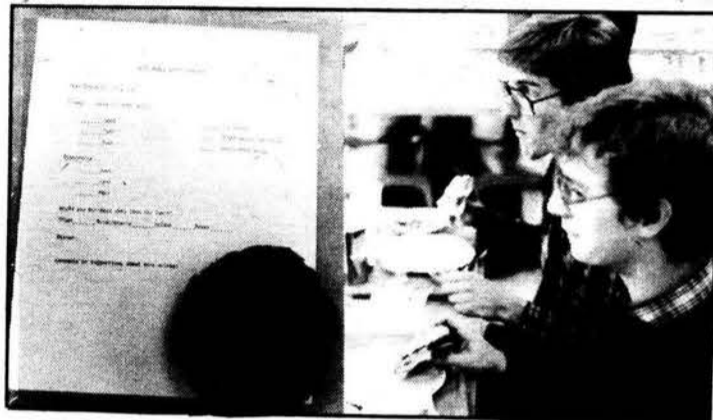
This 1983-84 school year brings with it many new innovations in the Central High School cafeteria, the first of which is veal.

On December 7, veal was introduced in the cafeteria as a test. Central band members were invited to taste the new product and fill out a questionnaire as to the desirability of the veal as a steady product in the cafeteria. The band members were rewarded for tasting the veal with free ice cream cones, but other students were welcome to comment.

Several other products have been tested in the cafeteria, such as nachos. According to Jane Lexau, CHS cafeteria manager, these new products are being tried, "in an effort to get more students to come to the cafeteria."

The veal will be tested again in January and will be considered as a permanent addition to the cafeteria menu.

The cafeteria welcomes any comments or suggestions about current or new cafeteria products.



Band members Greg Smith, junior (at right), and Mike Tyler, senior, eye a veal taste survey, at left.

photos by Bryan Hildreth

Atrium sack lunches

Sack lunches went on sale in the courtyard on Wednesday, January 12, for \$1.15 per lunch. Students with lunch will also be able to use them in the courtyard.

Two types of lunches are available: sandwich, chips, fruit, and milk or salad. Dessert items are also available.

According to former cafeteria manager Jane Lexau, who instated the program, courtyard lunches are an effort by the central cafeteria to "go with the recent 'bagging' trend."

Central junior Dana Wayne said, "I think it's great for the people who don't enjoy eating in the cafeteria and who don't like making a lunch every day."

Staff members win national limerick contest

by Dave Albrecht

Three members of the Central High School faculty won the "Rhyme Time" Cable Contest in national cable magazine, **On Cable**. The faculty members, Mr. T.M. Gaherty, journalism instructor; Mrs. Patricia Heese, English department secretary; and Mr. Dan Daly, head of the English department, are three of the ten people who won the nationwide contest. As winners they will receive a free rhyming dictionary.

The contest, whose winners are listed in the January issue of **On Cable** were asked for limericks about cable personalities or shows. Mr. Gaherty was the only one of the three to have his limerick printed in the magazine. Mr. Gaherty's limerick reads:

A rodent's been loosed in my house.
Not a yak or a newt or a louse.
But I'm not in a snit

Or throwing a fit
'Cause that fellow's named Mickey Mouse.

Mr. Daly is the one who actually started the interest in the limerick contest. Mr. Daly said he was paging through the magazine one Saturday morning to find something to watch when he noticed the ad for the contest. Mr. Daly said that he "can't resist a contest" and he knows limericks so well that he could practically "write them in my sleep." Mr. Daly wrote four limericks and chose two to enter. (Two being the contest limit.)

Mrs. Heese typed the limericks for Mr. Daly and she thought they were "kind of cute." She looked the article up in the magazine after typing the limericks. Mrs. Heese said after reading them, "I could do this, I'm going to write one too." Mrs. Heese was surprised that all three of them won and she knew that there was no way the judges

knew they all three worked together was one other winner from the Omaha area.

Mr. Gaherty said that he too noted the contest, but he did not think too much of it until Mr. Daly brought it up to him. "I accepted the challenge to see if I could do as well as Mr. Daly," Mr. Gaherty said.

As for entering further contests Mrs. Heese said, "I just wish they would have a contest; we'd be a little more challenged."



photo by Jackie Hynek

The winners: Mr. T.M. Gaherty, Mr. Dan Daly and Mrs. Pat Heese (left to right)

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Undercover Investigation: Painful minutes in In-School Suspension

Erika Herzog

This article contains opinions and of the writer, who was placed in In-School Suspension for a day as an undercover reporter for the Central High School.

10:30 a.m. I can hear everyone walking to first but here I am sitting in In-School Suspension (I-SS). I just finished copying the rules, and my motivation has gone down. If I get caught writing this I'll get in trouble.

11:00 a.m. This is one of those places where "other" people are sent. As one student who has been in I-SS said, "You expect to see other people in there, but when you are in there it is really unexpected." But it is also surprising to see how quickly "other" people come you.

11:15 a.m. I received the Omaha Public Schools' Student Code of Conduct in the Central pamphlet to each student on the first day of school. The punishable infractions resulting in I-SS are:

1. Being late to school.
2. Talking back to a teacher.
3. Using profanity.
4. Using vulgar language.
5. Using obscene gestures.
6. Using obscene language.
7. Using obscene drawings.
8. Using obscene clothing.
9. Using obscene accessories.
10. Using obscene behavior.

11:30 a.m. I can hear singing. Should it be a song? I'm doing my English. (They say that with every changing of the guard.) Soon it will be time for the second round of the guards.

11:45 a.m. I usually what Mr. A.A. LaGreca, principal, refers to as "second of rules resulting against theft, verbal abuse to staff (both threatened and unthreatened), vulgarity/profanity, use of parking in the wrong lot, and use of the school building."

12:00 p.m. LaGreca added that he likes "to have a conference first" before putting a student in I-SS. He remarked, "We don't want to abuse I-SS. We want it to be meaningful. We're not punishing them with a

"vendetta and we're not out to get anyone. We want to be corrective." Mr. LaGreca added that "students are going to have to conform to rules all their lives. That is just the way our society is. It is better that students learn that now."

One junior was in I-SS for his first and (as he says) "last time." His punishment for two violations of vulgarity to two teachers was three days in I-SS.

10:30 a.m. "I'm Dreaming of a White Christmas" is heard from below.

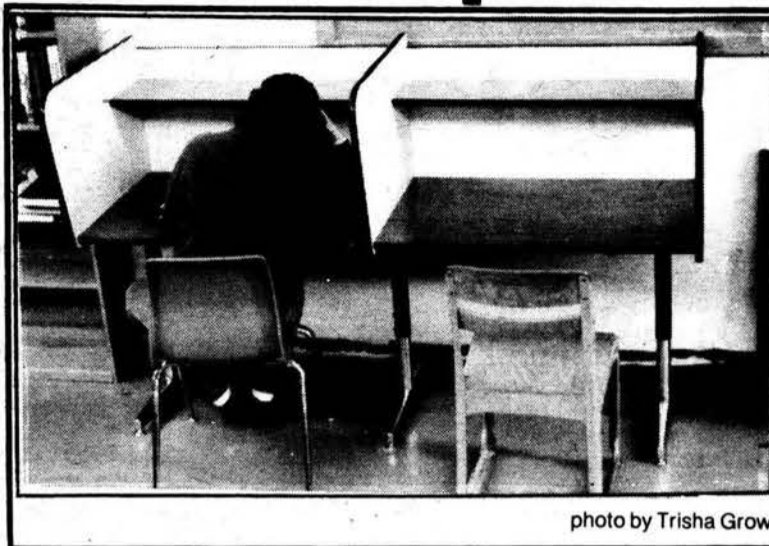
"I thought it was going to be like I could sit back and relax," he said. "I wouldn't have taken any chances if I would've known what it was like. It is almost just as bad as prison."

11:15 I finally get to go to the bathroom. A girl talks to me and says she is proud to be in I-SS. The only thing I can think of to say is that she must be really self-sufficient in terms of human companionship. The study carrels aren't exactly cheerful. I haven't really talked in three hours.

Another student, a sophomore, also recalled frustrations during his three days in I-SS for truancy. "First I was frustrated, but then I got bored because I didn't have that much work to do. There is no communication. You sit there and go crazy."

Mr. LeGreca and the other administrators (Mrs. U. Barbee, Mr. R.D. Jones, and Dr. G.E. Moller) are the only people who can put a student in I-SS. "But we may choose to put a student in I-SS on a teacher's recommendation," Mr. LeGreca said.

The day before you are put in I-SS, you receive a canary-colored sheet giving you preliminary instructions. It says that your parents have been notified and that the next day you are to report to Room 245 by 8:15



Erika Herzog, undercover reporter, studies during her day in In-School Suspension.

photo by Trisha Grow

12:00 a.m. Notable is a punishment for lateness that reads: "TIME WILL BE ADDED FOR TARDINESS." The sheet of instructions also warns that absolute silence and no leaving the room without permission will be enforced.

12:35 p.m. Bell just rang. Am tired - want to sleep but am not allowed - am hungry - have to wait - and am burned out. I want to talk to someone, move around.

When you are placed in I-SS, parents and teachers are notified and your name is placed on the attendance sheet. Your teachers send you work and you have a continuous study hall. The first thing you have to do on your first day in I-SS is copy a two-page sheet of rules.

Mr. Gordon Thompson, Industrial Arts instructor and I-SS teacher for eighth, ninth, and tenth hours, said that "by having students

1:40 p.m. I feel like I'm being tossed around from person to person with the changing of the guards. You don't get the feeling that you are important at all. (After a lonely lunch hour I've had time to philosophize.) If you do attention getting, no one looks up. You don't even get any negative attention. You just get punished. Lunch was an ordeal. You get leftovers and you eat by yourself. The food was cold.

copy the rules, hopefully we are getting them to read them. Otherwise, they might not read them."

On the sheet of rules, an explanation is given for all procedures in I-SS. No credit for work assigned by teachers is to be given a grade better than a 69%. Additional or extra credit work can bring up that grade.

If you are absent the day of your I-SS assignment, you must report to I-SS on the day you return, regardless of your absence. You also get an additional day for an unexcused absence.

At the end of the sheet is a line for the student's signature and date. By signing the

sheet (which is mandatory), a person is restricted from reading "pleasure material" (comic books?!?), from being able to buy ice cream, from eating candy and gum, from talking and socializing, and from using such items as combs, picks, brushes, and cosmetics.

2:30 p.m. I usually get out by now on shortened day. This has been one of the longest days I can ever remember. I thought time would fly and it wouldn't be that bad, but I can feel every minute pass painfully by. I feel punished and separated. Other kids want to know "what" I did.

Dr. Marjorie Stejskal, Lewis and Clark Junior High School principal, said, "We are able to keep students in school and not suspend them" with Lewis and Clark's program on which I-SS is based, SAAC (Student Alternative Attendance Center). Since the first year it was put into affect in 1978-1979, Dr. Stejskal said that SAAC has been "very successful."

3:00 p.m. Always a perpetual music from Room 145 below, but if I didn't have a watch on I would feel like I was in a timeless environment. No outside forces interfere except yelling kids during passing periods and the changing of the guards.

The opinion of success is also expressed by Mr. LaGreca. He explained, "It became mandatory for all schools in the Omaha Public School system to have I-SS. At first we at Central were not in favor of it, but it is better than sending a student home."

3:21 p.m. It is hard to hear everyone else leaving. The teacher just said we would have to stay later if we didn't work up to the bell. It is going to be a long four minutes.

The junior, reflecting back on his experience in I-SS, said, "It was very effective." But he conceded that "the punishment is not as bad as it could be."

'Unique community' increasing

Dr. Gaylord Moller, Central High principal, describes Central as having a "unique school community." Because almost five hundred students live outside of the Central attendance area, and because of the policy of enrollment from all over the city that Central practices, the school has no real core of a geographic community.

Dr. Moller said, "I think we have pretty good community involvement in the school." Though he admitted that there is always going to be a significant number of parents who aren't involved with the school, Dr. Moller pointed out that the twenty to twenty-five parents on the PEP (Parents, Educators, and Pupils) board are all involved extensively at Central.

"From a realistic standpoint, total community involvement is not going to happen," Dr. Moller explained. He elaborated on this theme by pointing out that people who have no close contact or are not personally involved with Central High or any other school system just don't consider school important to them.

"It has always existed and it always will to these people," Dr. Moller added. "It is hard to interest people in the school if they are single or married with no children. They lose interest naturally."

At Central the community has started to enlarge because of events scheduled at the

school, a new program of sponsorship, and because of the new track. Mr. Stan Maliszewski, guidance director at Central, also pointed to Central students who are involved in the community at the Nebraska School for the Deaf, at the Creighton School of Dentistry, and at elementary schools teaching various languages to students there.

Mr. Maliszewski said that beside Central drawing students from all over the city to the school to take the SAT or ACT College Board Tests, Central draws from the immediate community. An example of this is across Dodge Street at InterNorth. "InterNorth is our sponsor," Mr. Maliszewski added. "One industry sponsors each high school in a program called 'Adopt a School'. They create a working relationship with each other. The C.H.S. Singers are planning on performing at InterNorth during a luncheon in the near future."

Mr. Maliszewski related that as an "expression of gratitude to InterNorth for subsidizing the artificial turf on the track, InterNorth employees are welcome to use the track when it is not in use by Central students."

The amount of community involvement in the school system is increasing due to the sponsor program and other services offered at Central.

A.P. - college credit opportunity

Annaliese Festerson

Central offers a variety of special programs for the academically-motivated student. The Advanced Placement (A.P.) program is an example of such variety.

The A.P. program consists of challenging in-depth courses that, through examination, may lead to college credit.

Advanced Placement classes exist in many disciplines. Central offers A.P. classes in English, American history, mathematics, foreign language (German, Spanish, and Latin), and science (chemistry, biology, and physics).

According to Mr. Stan Maliszewski, Central's A.P. program has long been "one of the best in the state." He said Central is one of the few public schools that offers A.P. classes in almost every discipline.

Mr. Maliszewski described A.P. classes as "difficult, comprehensive courses for very industrious students, mostly seniors who have completed sophomore and junior honors classes."

College credit for A.P. classes comes from the College Board's national A.P. examinations. These exams are not required for high school credit but are necessary to obtain college credit.

The exams include multiple choice as well as free response (essay or problem-solving) sections. This year the cost per exam is \$46, according to Mr. Maliszewski.

Traditionally, students take the exams once a week in May. However, this year, according to Mr. Maliszewski, the exams are administered over a two-week period (May 7-11 and May 14-18).

Grades on the A.P. exam are reported on a five-point scale, according to the College Board's "Bulletin for Parents." (A "five" designates an "excellent well-qualified" credit standing.) Credit reports may be sent to the parents of a student's choice.

Central's A.P. teachers tend to approach their students and subjects differently than they do regular students and classes.

Mr. Dan Daly, Central English Department Head and A.P. English teacher,

said, "I allot more responsibility for discussion to my students. I have to — they are obviously competent in the subject matter."

Mr. Daly added that he assigns heavier reading assignments and more important themes to his A.P. students because "they won't wilt under the pressure."

Mr. John Waterman, Central Math Department Head and A.P. Calculus teacher, commented that A.P. Calculus tends to revolve around formalized lecture more than other math classes.

Advantages of taking A.P. classes are manifold. According to Senior Mike Tyler who takes A.P. Calculus, History, and Chemistry, Central's A.P. program offers "a good opportunity for a headstart on college work" and, therefore, "more time to adjust to college life."

Senior Mike Jamison, who takes A.P. English, History, Calculus and Physics, and Sophomore Anita Barnes, who takes A.P. Calculus, agreed and added that A.P. classes present a "challenge that keeps us from being bored."

Mr. Maliszewski pointed out that the completion of A.P. classes raises a student's grade point average as well as saves him time and money by awarding academic credit which may lead to fewer college graduation requirements.

Sheila Monen, a Central graduate now a freshman at the University of Colorado/Boulder, agreed and commented, "It's important to find out which tests you can take for (credit at) your favorite college because the tests are so costly."

She then explained that A.P. credit awarded at some colleges may enable a student to take advanced courses at the college, but won't necessarily satisfy the college's distributional requirements.

Sheila took A.P. English and History at Central.

Maggie Rathouz, a Central graduate who took A.P. English, Calculus, History, and Chemistry, said she is glad she took those courses.

Maggie, a freshman at Boston University, said the A.P. credit she earned last year at Central enabled her to take advanced courses that "picked up right where I left off."

Clinic provides family planning services with stress on confidentiality

by Erika Herzog

This article is the third in a series that explores areas of adult health and family relationships concerning high school students.

Since 1935, the Planned Parenthood of Omaha-Council Bluffs agency has offered, as they stress, "comprehensive family planning services to the community." Dani Ehrenheim, Education Coordinator, said, "Most of our services are geared for birth control counseling and prevention."

Concerned with teenage pregnancies, the Planned Parenthood of Omaha-Council Bluffs organization states its beliefs:

— Every child has a right to be born wanted and loved.

— Birth control should be a matter of free choice.

— Everyone has the right to family planning information and services.

— Comprehensive reproductive health care should be available to all who seek it.

— Family planning and responsible parenthood are direct reflections of a reverence and respect for life."

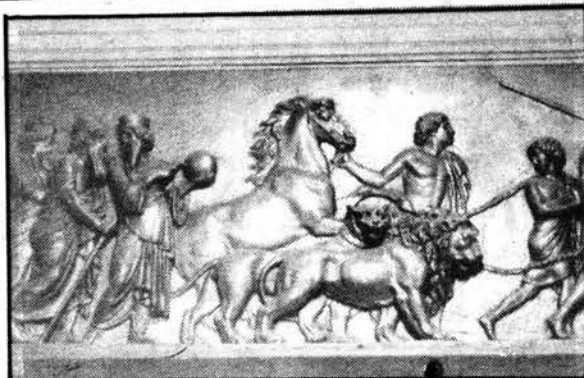
Planned Parenthood also stresses confidentiality. Ms. Ehrenheim said, "All transactions are confidential. No information is given without the patient's written consent." Even parents are restricted to no information although, as Ms. Ehrenheim said, "We encourage minors to talk with their parents."

The services Planned Parenthood offers are numerous. The agency provides complete medical services on all contraceptive methods. Clinic services are also available. They include information about birth control methods, a confidential interview and medical history session, both pelvic and breast exams, a Pap Smear for cancer screening, and other lab work checking for diseases like anemia, diabetes, and gonorrhea. Other services include an annual follow-up exam, contraceptive supplies, and referrals for medical services that the Planned Parenthood clinics do not provide. Among the services people are referred for are clergy counseling, abortions, adoptions, and venereal disease treatment.

Fees are posted on a wall in the waiting room area. They are based on a sliding fee scale. Basically, that means patients pay according to their individual incomes. "The products supplied are less expensive but are the same quality as sold in stores," Ms. Ehrenheim stressed.

Education plays a major role in the Planned Parenthood agency. Filing cabinets of materials: films, pamphlets, and colorful posters, line the walls. Educational services are available to the public. They are: PALS (Pregnant Adolescent Learning Series) designed to help teenage women deal with unexpected pregnancy and parenthood; Be An Askable Parents — a program to help parents clarify their own sexuality values; The Family Connection — designed to improve communication within families.

To get an appointment at Planned Parenthood of Omaha-Council Bluffs, individuals may call or go to the clinics directly. The main clinic is located at 4610 Dodge Street and the phone number is 554-1045. The North Clinic is located at 3012 Grant Street and the phone number is 455-2121.



"The Great Frieze" illustrating Alexander's entry into Babylon inspires students in room 215.



photos by Roxanne Gryder

'Great Frieze' replica donated in 1907

Artifact dwells in Central's hallowed halls

Many interesting artifacts dwell in the hallowed halls of Central High School. The moulded frieze on the east wing of the building is one of the oldest historical donations. With the help of Mr. Howard Hamilton, a researcher writing the history of Omaha, an article was obtained from a 1907 edition of the *Excelsior* containing the facts behind the frieze.

This artwork, known as the "great frieze," is located outside study hall 215 and is the entire mould of the Triumphal Entry of Alexander into Babylon by Thorwaldsen. "Most of us at Central had noticed the frieze, but where it came from nobody knew," said Mr. A.A. LaGreca, Central administrator.

The frieze was originally executed in 1812 in the palace of the Quirinal in Rome. A copy of this was made in marble and was

placed in the Museum of Copenhagen. The frieze at Central is a copy of this structure. The senior class of 1907 asked the P.P. Caproni & Brothers firm of Massachusetts to make a mould of this for \$1,200. The class presented the masterpiece as a parting gift to their alma mater.

The frieze extends over thirty feet, and each panel represents a specific action. The beginning of the frieze starts with a palm, a symbol of peace and victory, that overshadows a market place. A caravan, a river bank, and a fisherman, all are indicative of peace.

Further down the frieze is the approach of Alexander's army with men in boats. The symbol of wheat represents the fertility of the region.

In the next frame, a shepherd boy drives

his sheep from the fields. Figures in the city stand on guard at a gate.

The last of the procession is men, astrologers, wild animals, horses, and musicians. Down the Alexander is seen leading a group of captives in his chariot. Armor bearers and a huge elephant carrying booty walk behind an extensive cavalcade of soldiers.

A final horseman ends the procession and at the very outer edge of the frieze, Thorwaldsen, the artist, beneath a palm tree, watching the events that he will depict.

This extensive mould is one of the most interesting artifacts that are unique in Omaha. Many years ago huge sculptures were sent in the hallways. Unfortunately, in the years, these artforms have deteriorated or vandalized.

Unemployment: multi-faceted problem

in large proportions anytime soon.

It seems that unemployment is a situation which still remains and will continue to remain, requiring social consideration. What relief (physical and emotional) is available to families faced with loss of one or two providers? In Omaha, where the unemployment rate was 5.1 percent in November, 1983, one place to look for assistance is the Nebraska Job Service.

Mr. Harold Howell, a Job Service insurance officer, said that after a claim is taken by the service and benefits expedited, insurance benefits usually amount to one third the total of what a worker's previous wages had been. The maximum payment is \$120 per week. "We feel that unemployment insurance does the job that it is intended to do by helping the out-of-work person between jobs," said Mr. Howell.

Other agencies in the Omaha area, such as "Together," are in existence to provide unemployed families with food if they are running short between unemployment checks. While many services abound to help families cope with material matters, emotional strains may not be repaired quite as easily.

According to Mr. Rick Wemhoff of the Catholic Social Service, "unemployment tends to create stress in the family. It tends to magnify other problems such as problem drinking." He said that tensions placed on students include insecurity in not knowing how to obtain money, possible drops in status among peers, and suf-

fering peer relationships.

When unemployment strikes, students find it necessary that they do something which may lead to adverse effects at school. Mr. Stan Maliszewski, guidance counselor at Central, said, "If a student is contributing to a family and by working more they can provide more money, working definitely becomes a priority."

Both Jane and Mary said that their friends treated them basically the same even though their mothers were unemployed. Jane said, though, "I sometimes find it difficult to hang out with friends with 'lots of money' who are always eager to spend money that I don't necessarily have."

"When you don't have money, you worry more about it."

Mary agreed that some positive effects came out of her mother's unemployment — mostly in her attitude. She said, "It made us (she and her siblings) see that our parents are here. Jobs feed us and entertain us. I would not do it then; I still do. When you don't have money, you worry more about it."

A multi-faceted problem, unemployment affects many people in many ways. Although no easy solutions exist, Wemhoff said that unemployment does not appear to have far-reaching effects on children.

Three years after her mother's unemployment, Mary reflected on the changes in her life by saying that although she is more "ultra-capitalistic," she is more aware of money.

Upon receiving her Ph.D. from the University of Nebraska at Lincoln, Mary's (not her real name) mother lost her teaching job at UNL due to a university policy which bans professors who earn their Ph.D.'s at UNL from teaching at UNL. Shortly thereafter, Mary's divorced mother obtained a job at a government agency. But, according to Mary, the conservative agency was not a haven for her mother because she was "kind of active politically." Mary's mother was fired from her job, and despite "steady job-hunting" remained unemployed for three years, before she relocated her family in 1980.

Central senior Jane (not her real name) lives with her divorced mother. Her father, who was laid off from his job as a statistician, is in the process of starting a business, which in its fledgling stages has not been profitable. Forced to disregard child-support payments, Jane's family depends solely upon her mother's income to maintain comfortable living standards. To compound problems, Jane's mother was also unemployed for a brief period of time last year.

Nationwide rate declining

Although the nationwide rate of unemployment has declined from 10.8 percent in December, 1982, to 8.4 percent in November of 1983, unemployment is still a problem facing not only the economy, but also many American families. And, according to an article in the December 19, 1983 issue of *Business Week*, jobs are not going to be available

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Starks, Moody, and Turnbo share the spotlight Junior 'big men' add new dimension; provide squad with strong inside game

Glenn Mathews

For some people, being very tall, can be a big advantage. This is the case with the juniors on Central High School's basketball team. David Moody, Bertrand Turnbo, and Shawn Starks are potentially as good or better than any other set of big men in the Metro conference.

Shawn Starks, a 6'4" forward officially called "Moose" by his teammates is one of the most powerful rebounders in the Metro conference. His rebounding ability is shown by the fact that he is the leading rebounder on the team.

Starks find satisfaction in being rebounder

Shawn plays the role of a power forward. He said, "I enjoy playing the role that I do because I feel that it is helping the team."

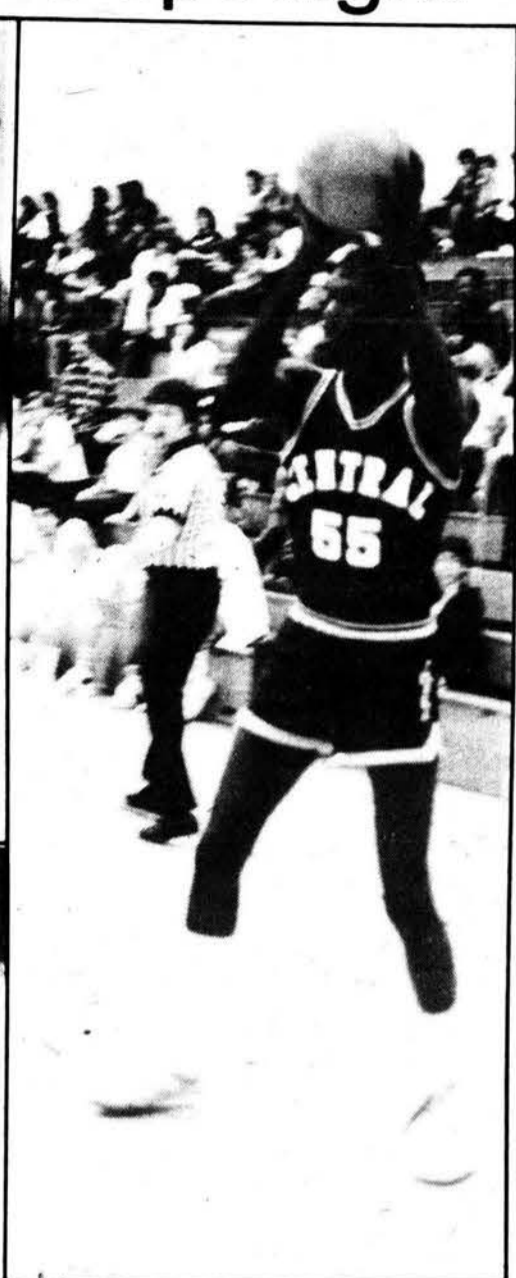
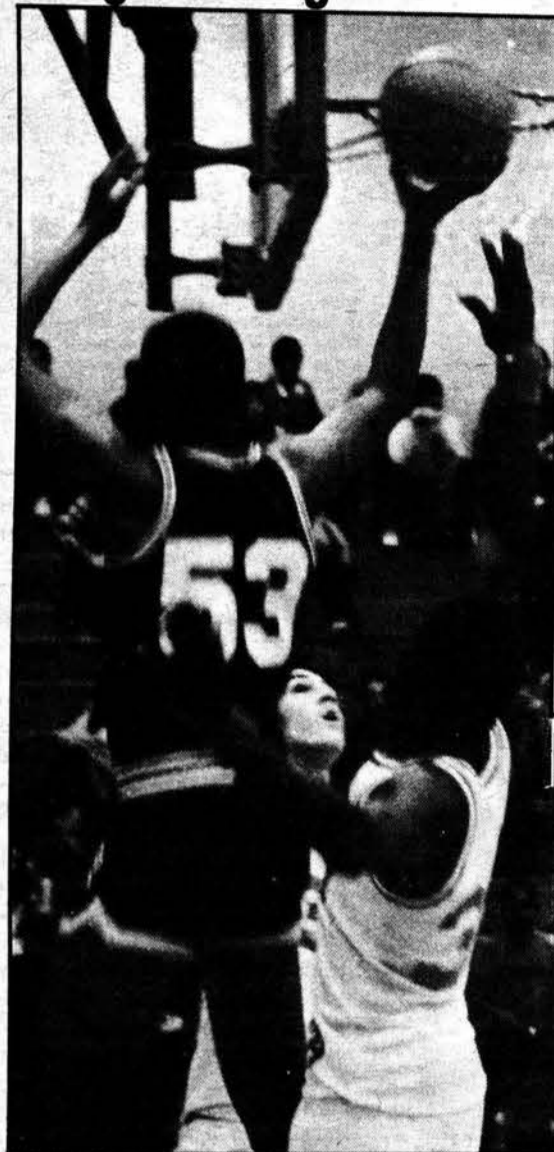
Being a rebounder, and not a scorer, could cause a player to have a bad attitude towards the game and his teammates. Shawn said, "My attitude towards the team is good, I only want to see the team achieve its goals. I don't worry about scoring all that much; I just want to get rebounds and play good defense."

Although he seems to have a strong all-around game, Starks said, "My weakest point in the game of basketball is dribbling, sometimes I tend to relax too much on the court." He does feel that he has played to his potential this year.

Moody looks to seniors for leadership

David Moody, a 6'7" center, officially called "Big Dave" by his teammates could be the way to earning numerous honors. He is the leading scorer on the team, and has been playing good basketball. Yet, he said, "I don't feel that I am playing up to my potential. I think that I could play better and hustle more."

Speaking of his role, David said, "I enjoy playing the role that I play on the team, not just because of the points, but also because I know that I am helping the team." Although he is a major part of the team, David said, "I don't look to Glenn Mathews, Robert Johnson, and Herbert Johnson (seniors) for leadership. They are the captains of the



photos by Jackie Hynek

David Moody (above) rises above South defenders to shoot a short jump shot. Shawn Starks (right) shoots a free throw during the Eagle's game against South. Bertrand Turnbo (far right) studies the opponents defense as he prepares to throw a pass. All three juniors have contributed to the success of the Eagle team.

team, and they know more about what's going on."

David said, of Coach James Martin, "He does his job well and he takes the time to emphasize important points to the players." He said, of his teammates, "I enjoy playing with the fellows."

Speaking of Moody, Coach Martin said,

"This is the first really skilled big man we've had up here since Dwayne Dillard, who graduated in 1968."


Bertrand Turnbo, a 6'6" forward, officially named "Job" by his teammates, has been playing good basketball and has contributed to the success of the team. He said, "I feel that I play an important role on the team, maybe not as important as the seniors, but I

got a little varsity action as a sophomore. That gives me a little more knowledge of the system."

About the team, he said, "I feel that we have a good basketball team, but we need more leadership. In time I feel that I can be a good leader on the team."

According to him, his goal for the year is to help the team win the state championship.

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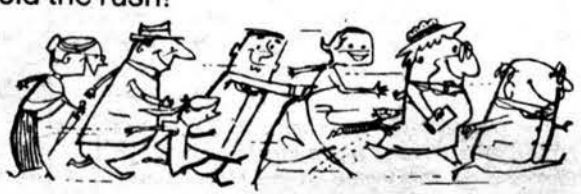
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Girls' sports get attention

Central High coaches recall early years

Girls' sports, which are getting a lot of attention at Central due to recent state championships in basketball and track, have really not been around very long. Only in the last decade have girls' teams achieved equality and received the attention they now do.

From
the
Grandstands
Lee Garver



As recently as 1970, no sanctioned sports were available in the Omaha Public Schools for interested female athletes. Mrs. Jo Dusatko, girls' track coach, was a physical education teacher at this time. She said, "Present students have no idea what we went through just to get a team."

Before OPS sanctioned girls' athletics, female athletes were limited to participating in intramurals. The Girls' Athletic Association, which no longer exists, organized in-school competitions between girls. According to Dusatko, one day out of each year was set aside as "play day." Girls from most of the Omaha area schools would get together and compete. At this time, this was the only interschool competition existing.

Eventually, during the 1971-72 school year, girls' sports were offered at Central for the first time. Dusatko became coach of the golf team and track teams, and Miss Joyce Morris, another physical education teacher, became coach of the swimming and tennis teams.

'People thought it wasn't lady-like or that we might hurt ourselves'

According to Dusatko, many men now coach girls' teams, but at that time it was a different story. She said, "Then you couldn't get any guy to coach a team."

What had prevented schools from offering girls' sports much earlier? Possibly existing traditions were strong, but Dusatko believes it had more to do with the opinions of some people that females were fragile. She said, "People thought it wasn't lady-like or that we might injure ourselves."

By 1972, attitudes were changing as shown by Congress' passage of Title IX. Title IX did more to foster the growth of girls' sports than anything else. This federal law required that schools have an equal number of girls' sports as opposed to boys' sports, that girls' and boys' coaches receive equal pay, and that in general girls' athletic programs receive equal treatment.

Mrs. Carol Gebhard, swim coach, was attending South High School at this time and can remember basketball being offered for the first time. Although it did not concern her much then, she did get the impression that girls were not treated as exact equals. She said, "We always had to use the old equipment."

Mr. David James, cross-country coach, at one time had to have girls running on the same team that his boys were on. Omaha Public Schools would not sanction a girls'

team; rather it had female runners compete as boys. Some people held the opinion that in sports such as cross-country and swimming, males and females were competitively equal.

James considered them crazy. He said, "There is a definite strength difference." According to him, males' times in the two sports are generally better by a difference of about ten percent.

According to James, an angry parent's talk of taking Omaha Public Schools to court over the issue helped bring about the sanctioning of a girls' team. Although boys and girls would be headed by one coach, each would compete separately. James was willing to accept the extra responsibility without a pay raise.

At first, girls' teams did not have as many competitions as did the boys' teams. Gebhard claims that when she was in school this was the difference that she noticed most. Her teams did not have as many extra meets and invitationals as she would have liked.

'I don't think spectators took girls' basketball very seriously when it started'

According to Mr. Paul Semrad, who has been coaching the girls' basketball team since its introduction nine years ago, there was no holiday tournament, District meet or state meet his first year. These were all to come later.

"I don't think spectators took girls' basketball very seriously when it started," said Semrad. According to him, girls, the majority of whom had not played much basketball prior to high school, did not have the talent which they now possess. Good junior high programs were yet to be instituted.

Semrad said, "In the first few years you could win consistently with one or two really good players." He believes that those days are part of the past. According to him, some really excellent girls' basketball players are entering high schools, and it now takes an entire team of talented individuals to be successful. He said, "Spectators that come to the games can probably appreciate the athletic ability of the girls."

Improvement coming slowly but steadily

Semrad believes that girls' basketball has been improving slowly but steadily and that it will continue to do so. Dusatko said, "The future is looking great; there are just as many people at girls' games as there are at boys'."

Male athletes at Central have for a long time been able to look back and admire graduates, such as Gale Sayers, who have achieved athletic fame. Dusatko is hoping that in the future female athletes will be able to look back and admire graduates of their own. Jackie Washington, who is presently training for the Olympics, could possibly someday get the publicity that would make her an inspiration to future female athletes at Central. Ten years ago this would not have been a possibility.

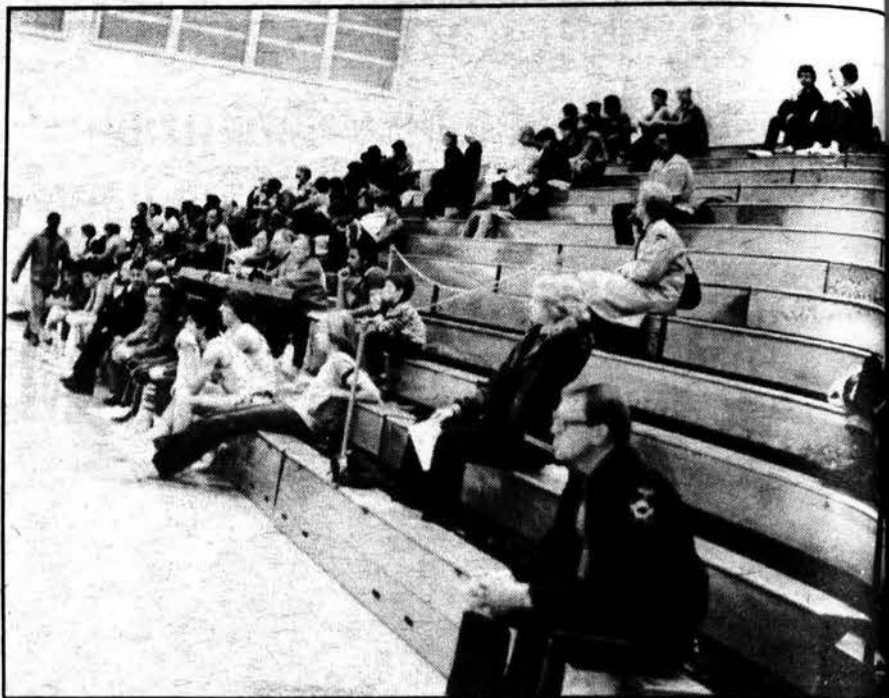


photo by Jackie

Attendance at this year's basketball games do not fill the stands. This was the case at a recent game against South.

Attendance signifies lack of school spirit

by Natasha Brown

Central's school spirit seems questionable in the eyes of many coaches. Attending games only when a team is on a winning streak appears to be the behavior of most Central fans.

According to boys' basketball coach, Mr. James Martin, perhaps winning is not enough, "I was surprised to see that there were so few students getting out to the holiday tournament. It seems as though winning isn't enough anymore. Westside Coach Tom Hall, told me, kids just don't want to go to basketball games anymore!"

Mr. Paul Semrad, girls' basketball coach, spoke of an experience he had with a spec-

tator after a game during the holiday tournament. "He asked me, 'How do you get to play like that?' I think that is quite a compliment," said Semrad.

He added, "Attendance has significantly improved because the girls' team has been successful over the last two years. I think the boys, on a whole, supports the team during the state and district tournaments."

Wrestling coach Gary Kubik, said, "I think the other schools have more spectators, but I don't think wrestling is a spectator sport." Kubik believes that people do not come to Central for the basketball team. It seems to be his opinion that basketball and track are the two sports that attract the Central fans.

'Improving' cagers suffer from lack of concentration

Central's boys' basketball team topped number one rated Millard South 50-49 January 14 after defeating number five rated Bryan 46-43 the night before. The team, which holds a record of 10-3, seems to be on its way to a very successful season.

Much of this success came during the Metro Conference Holiday Basketball Tournament in which the Eagles posted a 3-1 record. Victories came over Roncalli 66-57, Bryan 51-43, and North 60-43. The only loss in the tournament came at the hands of then number one rated Millard South.

Although the team has a winning record and seems to be playing good basketball, Mr. James Martin, boys' basketball coach, believes the team needs more work. He said, "We are improving, but maybe we aren't coming to grips with some of the things we need to do in order to keep getting better."

Although the Eagles at one point earned the number three rating in the state, Martin believes that there are some things that the team lacks. One of the problems that he expressed was a lack of concentration. Accord-

ing to him, this may be the reason why the team has been shooting such a low free throw percentage. In addition to free throw percentage, Martin believes that the team is missing a few layups, which could also tie in with the teams' lack of concentration.

Martin said, "At times we tend to be reckless and out of control." He stated that this happens a lot after the team forces a turnover or makes a steal. He said, "We need to get our kids to better their attitudes."

Martin believes that he should use the bench more and give more players a chance to play. According to him, executing offense may be the team's biggest problem. He said, "I'd rather fight some battles and peak later in the season when it's critical."

Looking to the future, Martin said, "The immediate goal is to keep improving. The long range goal is to go to the state playoffs." He added, "We need sub-goals set along the way in order to reach and achieve our goals."

Martin makes TV debut

Mr. James Martin, sponsor of Central High's chapter of the Fellowship of Christian Athletes, made his television debut on December 26, 1983 at 6:30 p.m. on NBC. The title of the special was "Sharing the Victory," and it received one hour air-time.

According to Martin, he flew to the province of Ontario, Canada on July 4, and prepared for the filming. He said the filming took place from July 5-7 in Park Hill and Strothroy, cities in Ontario.

Martin said, "It was really done first class. It was made for network television and was supposed to be run as a nationwide special."

Phil's Story, which lasted 5-8 minutes, was the name of the skit in which Martin starred. Martin played the part of a high school coach that had a player who was an alcoholic. The player would drink before practice and in between classes.

At the end of the skit, Martin visited the player in the hospital after the player had been in an accident that killed his friend. Martin talked to the player about the death of his friend and also got the player to admit that he was an alcoholic.



photo by Trisha Grow

Senior Monica Murray swims the butterfly at a recent practice at Norris Junior High. At this point in the season, the girls' team owns a record of 4-1, and the boys' team holds a record of 3-3.

Lady Eagles bag holiday tournament

Riding on the crest of what appeared to be an unstoppable wave of destruction, the number one rated lady Eagle's basketball team will collide with Westside tonight. Having won the Metro Conference Basketball Tournament, the team's confidence is high. They cannot be beaten.

Yet, according to Coach Paul Semrad, this is not true. After trouncing South, the girls' team had a very tough game against Gross.

According to Semrad, the team made some uncharacteristic mistakes and played with a lot of intensity the first half. In the second half, Gross trailed by seven points.

Central eventually won 62-53. Semrad believes the experience may have been good for the team. He said, "I learned with Gross that we have to be prepared for every game."

The lady Eagles were certainly well prepared for their next contest. When they met number two rated Marian, Central won 72-53. The team beat a very good squad 72-53.