

# Back to basics' could be setback to students

High school is a time to experiment and diversify.'

—Clyde Lincoln

Leslie Johnson

The culmination of four months of investigation within the Omaha Public Schools may be seen when credentials of the graduating class of 1988 are compared with those of its predecessors — those classes, thus uniform graduation requirements. The beginning of the quest for uniformity and "back to the basics" began last spring, when the National Commission on Excellence in Education publicized the results of its investigations and recommendations.

Following this national trend, the state of Nebraska implemented a task force to investigate Nebraska schools and to propose recommendations to the governor. These recommendations, along with others were synthesized into Legislative Bill 928, which was introduced on January 9, 1984. Locally, on Friday, January 27, 1984, the Omaha School District's task force made recommendations which stipulate that more rigorous graduation requirements be fulfilled by students in grades 9-12.

### Task Force Recommendations

The Governor's Task Force's recommendations for graduation requirements (to be completed by students from 9th to 12th grade) are as follows:

- four years English/language arts
- three years mathematics/computer education
- three years social studies

two years foreign language and/or vocational education

two years science

two years fine/performing arts

one and a half years health/fitness

The curriculum recommendations of the Omaha Public School's task force include the following:

Requirements for grades 9-12

four years English

four years social studies

three years mathematics

two years science

one year fine/performing arts

two years foreign language or vocational education

two years physical education

### Fear of increase of drop-outs

Among other task force recommendations are an increase in the number of school days, a higher base pay for teachers, the scheduling of extracurricular activities outside of the school hours, and more stringent standards concerning shortened days.

According to Dr. G.E. Moller, Central principal and task force member, all seven of the Omaha Public Schools high schools would be affected by the adoption of the task force recommendations in that one more year of math would be added to current requirements along with one to one and a half additional years of social studies, one year of fine/performing arts, and two years of foreign language or vocational education would be required.

"College-bound students would be affected pretty significantly," said Dr. Moller.

Dr. Moller also said that he fears the drop-out rate will increase with more stringent graduation requirements. He said, "If a weaker student has to meet all these re-

quirements, he has no choice. Now, a weaker student can take less challenging classes. They will either have a hard time getting through some classes, or we will have to develop some classes that are, in essence, modified so that low-ability students can succeed."

Mr. Clyde Lincoln, social studies teacher, said that although he does not think that the social studies department would be greatly affected if the task force recommendations pass unaltered, he foresees that more students would probably need to fulfill course work in night school and summer school. Mr. Lincoln reiterated Dr. Moller's statements, saying that he, too, fears that more students would drop out of school.

"The plan also will take away some diversity. High school is a time to experiment and to diversify," Mr. Lincoln said.

### "Difficult to major in fine arts"

Loss of diversity with respect to the fine arts is sophomore Caroline Nubel's major concern with the task force's proposals. "If they limit the fine arts, so that a student has to take one year, but maybe not any others, it will be difficult to major in fine arts at college when a student only has time to take one year in high school," she said.

Dr. Moller also said that the recommendations would provide less time for electives which could result in fewer classes and fewer teachers. Sophomore Misty Surverknubbe said that having "no electives would affect everybody's grades. It's not fair to people with good grades."

### "Increase content of courses"

While the current educational trend seems to be centered on complete overhauls of educational standards, Mr. Lincoln favors revamping the current curriculum

offered in the Omaha Public Schools. "I think we have a good program as it is," he said. "Maybe we should look at courses — instead of increasing the curriculum, we should increase the content of courses."

Another recommendation is that high schools incorporate an early morning period, which would mean beginning the day at 7:30 a.m. According to Caroline, this would "cancel marching band." Mr. Lincoln said that the assumption of starting early, ending early, "would affect all morning activities such as cheerleading and band practice."

Beretta Smith, senior, favors the increased requirements because "at Central you take those courses anyway. It helps you to become well-rounded and to prepare for higher education." She said, "A lot of below average students are suffering now, which might not be attributed to schoolwork only but also to laziness."

### Task force goals

The purpose for re-emphasis on education and educational standards is the subject of an open letter at the beginning of the governor's task force's report. It states: "Essentially the Task Force found Nebraska's schools are sound, but not without room for improvement. We have attempted to avoid getting embroiled in traditional battles, and have instead attempted to address all issues with an eye to the future and with the emphasis on excellence in education."

Expectations for adopting a curriculum based on the task force's recommendations varied from Dr. Moller's and Mr. Lincoln's fears of increased drop-out rates and decreased enrollment in electives, to Beretta's comment that "eventually" everyone would adapt.

## State funding questionable for driver's ed

The decision of whether or not driver's education should be state funded is under serious discussion in the State Legislature. Nebraska Governor Bob Kerrey has drawn up his budget for 1984-85 and driver's education is not included.

According to Mr. Richard Werkheiser, an official from the Joslyn Castle, Gov. Kerrey does not feel it is the states responsibility to fund driver's education. Mr. Werkheiser said that driver's education funding has been proposed to be dropped before but the State Unicameral overrode the proposal. It will be known by March of this year whether the State Legislature will override it again or if it will be approved.

### 'LID' makes changes

Driver's Education is now offered by the Omaha Public Schools as a summer school course and has been for several years. Driver's education was offered as a high school course until the passing of the LID bill. Mr. Werkheiser said that at the time the bill passed the school board decided that only basic courses should be offered and driver's education is "above and beyond" the school system's responsibility.

### No tax money

Mr. Werkheiser said, "Right now driver's education is about ninety dollars with a large return after successful completion of the course." He added, "We'll still make an attempt to offer driver's ed, but no refunds will be given. The school system will receive absolutely no tax money so every penny the student pays will be necessary."

According to Mr. A.A. LaGreca, driver's education will be taught at Central this summer. "This will be the first time since Central's renovation that summer school has been taught at Central."

### Good practical experience

Sophomore Julie Howland feels that driver's education is very important. She said that her parents would have taught her to drive but she wouldn't have received all of that on road experience. Parking, traffic rules, and traffic signs are things that Julie learned in driver's education but felt her parents could not have taught her properly.

Senior Melissa Meares also took driver's education. "It was good practical experience." Melissa felt that if driver's ed was not offered her parents could have taught her just as well.

Senior Sheila O'Hara said that she needed to take driver's education because her parents got frustrated with teaching her.

# Central Register

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## Road Show 1984 Spans the generations

by Ann Ostermiller

Despite the low turnout of students trying out for this year's Road Show, the production will still be an annual success according to Mr. Warren Ferrel, band teacher. With a mixture of vocal, dramatic, and instrumental acts, this year's production has widespread variety. Road Show's student helpers include eight managers and six assistant managers, who are responsible in keeping this variety show together.

Senior manager Cheri Curran, said that the managers have a big role in moving props, microphones, instruments, and in publicity and representation of the student body in judging. The auditions took place three weeks ago in front of a cross section of teachers and students. "An astounding amount of acts dropped their audition," said Mr. Ferrel.

Yet, the production seems to be heading off to a good start. "Road Show is a well-thought-out production, and with rehearsal it will be a high quality show," said Adrienne Biggs, senior.

For the second year, Mr. Ferrel has used a shortened version for rehearsal time. "Instead of having long nightly practice, we divide the show into three groups," said Mr. Ferrel. "This cuts rehearsal time at least an hour and I have the chance to talk with the managers afterwards; we can really key in on what to do for the next rehearsal," said Mr. Ferrel.

This year's Road Show has twenty-five acts in all ranging from old forties jazz tunes to modern pop.

Adrienne Biggs coined the term "Spanning the Generations" as the theme for Road Show. Since the show encompasses so many different modes of music, this term covers it all.

Dramatic and dance acts include "Myron" and "Thriller." According to sophomore Matt Gucciullo, "Myron" is a three-part skit that presents the problems in the life of Myron. "Thriller" is a Michael Jackson song performed by twelve students. With combined dance movements from "Beat It" and "Thriller" choreographed by



photo by Bryan Hildreth

Centralites put a big finish on their version of Michael Jackson's "Thriller" in the 1984 Road Show.

Paula Syznskie, junior, the dance presents a modern mode to the show.

Heather Carpenter, sophomore, is in one of the instrumental acts this year. Her piano performance of Prelude I by George Gershwin is one of two piano solo acts. "By my senior year I want to play 'Rhapsody In Blue' in Road Show," said Heather.

Mr. Ferrel said that Road Show has better organization than past years and has a good mixture of old and new.

The three Road Show performances are February 17, 18, 19 at 7:30 p.m. Tickets for Friday are \$1.50 with S.A. ticket and \$2.50 for adults, for Saturday and Sunday \$2.00 for students and 2.50 for adults.

# Proposals bring student outcry

by Tracy Bernstein

Inspired by recent national and state reports, Omaha is finally taking an active interest in education. A 39 member Omaha task force on education was formed in September to evaluate the reports and make local recommendations of their own. The committee has proposed, as the **World-Herald** phrased it, a "tougher path to diploma." The recommendations include stricter course requirements in all subject areas. Apparently the idea is to raise the level of the "norm." Ideally, students would exit high school after four years of intense study and enter society as well-rounded individuals. All students would be experts in the areas of pythagorean theorems, the ionization of a molecule, Cicero's birthday, and discus throwing.

If these recommendations are realized, needless complications could arise. Students who already have trouble reaching the current norm level may become discouraged and drop out. Why pile more courses on students when many are struggling and striving to maintain the current load?

Currently students enjoy a moderate amount of freedom in selecting a class schedule. This approach of setting minimum course requirements along with credit requirements seems to have worked well. To fulfill the correct number of credits, a student can take courses in his/her field of interest as a means of experimenting and preparing for the future. But according to the new plan, there would be limited opportunity for diversity in electives, and students would be held to a rigid schedule regressing to that of junior high.

Another problem: Presently students are able to take a "shortened day" — a class schedule where one or two periods are eliminated because of outside jobs. Many students depend on jobs to supplement their personal or family's income. The extra course-load is not fair to students who realistically don't have the time.

The student is not the only one that would be affected by the new plan. Teachers of required subjects may find that they have to lower standards in the classroom to reach the student who is not competent in or motivated for that particular subject. An over-enrollment in required classes combined with under-enrollment in elective ones would upset balance in all departments.

Elective courses, especially in the fine and performing arts area would suffer. If another suggestion is realized — beginning school one hour earlier — then band, which meets for that hour, especially during football season, could be wiped out altogether. For vocal music, students in CHS Singers who are also required to take A Cappella Choir, would probably not have time for both. As an alternative, Singers could meet only several times a week, hold rehearsals after school (which would conflict with athletics), or cease to exist.

Two confusing questions come out of this conglomeration of reports, recommendations, and proposals. Why change a system that is working? If improvement is needed, shouldn't concentration be on quality instead of quantity? The four years of high school are a transitional growing period that should inspire as well as teach.

## Church vs. State

The Faith Christian School in Louisville claims that its religion is so intertwined with the education given its students that it would be destructive to have the teachers certified by the state. The feeling is representative of approximately twenty Christian schools in Nebraska. Basically, they feel that the state government should not regulate churches and the schools are a part of their church.

Separation of the church from state control is a reasonable stand and one supported by the first Amendment which promises freedom of religion. But, education is a different matter. The state has to have some way of keeping a control on education. If parents were solely responsible for assuring their child's education, and if there were not state regulations on educational requirements, then it would be impossible to insure education of the public, and increased illiteracy would definitely be detrimental to our society. True, parents do have the right to decide in what environment they want their children to be taught, but the state has the responsibility to assure that all children receive a viable education.

When it comes right down to it, if other private and parochial schools can function under the state certification laws, so can the other Christian schools in Nebraska. They should be able to bend a little to obey the law. Rigidity in the law isn't good, but if it is benefiting the majority of the people, and a change would shake the foundation of our school system, then the minority should compromise and stay within the limits of the law.

## Valenhogs Day??



### Rocky Road

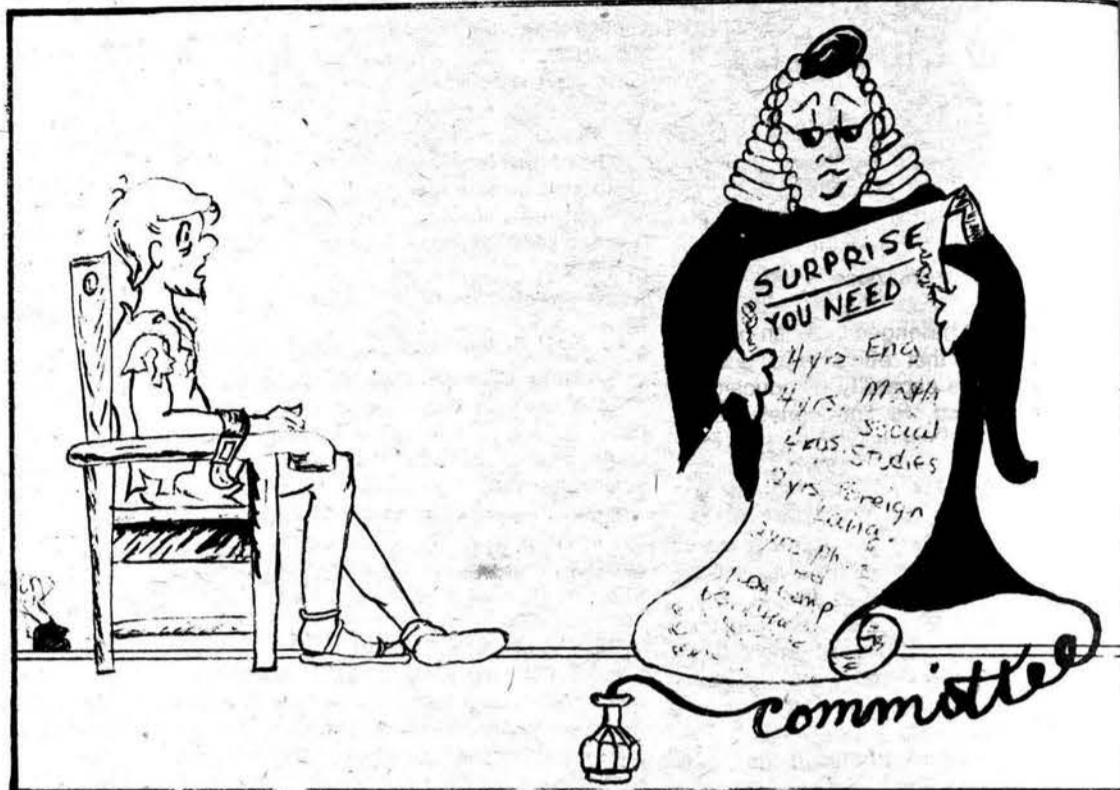
Linda Rock

By tradition, every February 14th is set aside as a day to show affection towards the ones we love. Also, every February 2nd is devoted to the length of winter. With the recent debate over creating new holidays, why have two holidays so similar in nature in the same month when it's perfectly obvious that they can be combined as one? My proposal is that we eliminate these two holidays all together and instead add a combined holiday — Valenhog Day. Taking the average of the dates of the two existing days, and the date for this new holiday would be February 8.

Actually, the new holiday can be

beneficial in more ways than one. For starters, it can reduce some of the current, illogical rituals. Let me ask you — does it make sense for a guy to give a girl whom he really likes a huge box of chocolate? Does he want her to turn into a 300 pound zit? With Valenhog Day, a young gentleman would be able to show his love by giving a girl a box of groundhog patties. But of course, if you really insist on chocolate (Richard Simmons help us), a life size solid chocolate replica of a groundhog would be quite appropriate. Be careful, however, of cheap imitation gopher hamburger and chocolate statues.

With the new holiday, we can prevent children from thinking that their bodies function because there is a little valentine heart inside of them. I can see it now: candy stores getting rid of traditional sweet candies and making room for — you guessed it — groundhog hearts! It's the perfect gift for all biology teachers; something that they'll never forget.



## Registered Opinions Schedule questioned

In this week's poll, students were asked: "Do you feel that the new proposals for increased academic credit requirements, including a required year of Fine Arts, would be beneficial to Central?"

Bob Soukup-Junior (Pic at right)

"No! The new proposal would destroy Central! It's true academic requirements need to be improved, but a required year of Fine Arts would be destructive to Central's established Fine Arts program in forcing disinterested students to take the courses."

Chris Bates-Sophomore (Pic at right)

"I hate the proposals because Central has a good standard of academic and Fine Arts courses now. Changing it will make a lot of people unhappy."

Liesl Wanzenried-Senior

"Students should only take Fine Arts if they want to; not everyone is interested. Electives and Fine Arts are good for college — we shouldn't cut them out of the school system."

Susan Schonlau-Junior

"The proposals are not good. Increased academic requirements would mean fewer graduates because people who don't care now, won't care more just because requirements are increased."

Rashelle Serghini-Senior

"There are good and bad points to the proposal. I think the bad points outweigh the good though! What will happen is if they are accepted the students that would and should take electives won't be able to and won't enjoy school. The students that would need to take more basics will be turned off and drop out."

Editor:

The proposed schedule for the upcoming 1984-85 school year is an outrage. This will not only virtually eliminate any type of OPS instrumental music program but also will eliminate a majority of the fine art programs in Omaha public high schools.

Speaking for students (whose numbers are steadily increasing) involved in any type of music program, this student feels that this prospective schedule will greatly diminish the chances of students receiving possible music scholarships and maybe even more importantly, opportunities in later life.

Music plays an integral part in the life of some students currently involved in it; so it would be a devastating blow to these students if this schedule is followed.

Granted, the school system has extended several dollars in favor of instrumental music, but why should the authorities take away that support now?

Respectfully,  
James Quigley  
Instrumental Music Student



photos by Bryan Hildreth

## Registered

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Photographers: Patricia Grow, Roxanne Gryder, Bryan Hildreth, Jacqueline Hynek  
Advisor: Mr. T.M. Gaherty  
Principal: Dr. G.E. Moller

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# Adopt-a-school program implemented Businesses join with schools

by Erika Herzog

When Dr. Jack Taylor stepped into the office of Superintendent of Schools during the 1982-1983 school year, a new program became a priority. As Dr. Don R. Benning, Assistant Superintendent and head of the Department of Human-Community Relations Services, said, the newly prioritized program focused on "building better relationships between schools and businesses."

### Purpose stated

In the tentative guidelines for the Adopt-A-School program, the purpose of the friendship was clearly stated: "The magnitude of complexity of the challenges in urban public education suggest that effective solutions may be beyond the capability of educators acting alone. Indeed, to find constructive solutions, educators are seeking assistance from partners in their communities."

So two years ago, the rough form of Adopt-A-School came into being under the name of School-Community Partnership Program. Dr. Benning stressed that from the beginning he and his office tried to get "as many schools in the district involved as possible." Reiterating, he said, "There is a need to build better relationships between business and the schools."

The only problem that Dr. Benning has had with the program, according to both himself and Regina Pennington, Program Coordinator, is a limited staff to work on the Adopt-A-School program. Dr. Benning commented that there has been "a lot of interest from businesses. Things have kind of caught fire."

Two important goals for the Adopt-A-School program, written in the tentative guidelines, were concerned with two objectives. They are that "the primary objective of each community and school partner is to plan and implement a program which helps

prepare students to compete more successfully in modern society. Secondly, the partners should seek to improve administrative managerial activities through application of combined professional expertise."

The image of combined resources has what Dr. Benning calls a "community-public relations thrust." But Dr. Benning stressed strongly that "the major concern of the Adopt-A-School program is not to acquire money. We are not asking for money. The thrust is more toward the effect where businesses secure a better understanding of schools who in turn become more supportive of business, kind of like a two-edged coin."

The history of the Adopt-A-School program has not been limited to the past two years of its existence in Omaha. Dr. Benning said, "Historically, schools have worked with businesses individually, and yes-other cities and other states recognize the same need. It has proven beneficial for both parties."

### Historic relationship

In relation to Central, Dr. Benning replied that Central is an example of a school that has historically had a relationship with InterNorth over the years. He said that relationship has "intensified with the Adopt-A-School program."

"Prior to the Adopt-A-School program," Mrs. Pennington pointed out, "InterNorth donated money for the track and other projects. They have been tremendously generous."

As for the future, both Dr. Benning and Mrs. Pennington agree that the surface hasn't been scratched yet in regards to business-school relations. As Dr. Benning put it, "Public schools and businesses need to do more if both are to prosper."



photo by Roxanne Gryder

Mr. Doctor, creator of a series of computer programs for lab use, demonstrates his expertise.

## Teacher wins Cooper Award

Mr. Jerry Doctor, science teacher, has won a Cooper Award for a project which he submitted by letter, to the Cooper Foundation. The project was made up of a series of computer programs which "can be used in labs," according to Mr. Doctor.

Mr. Roger Rea, a chemistry teacher at Northwest High School, worked with Mr. Doctor, and they shared the \$1,000 prize money, according to Mr. Doctor.

Mr. Doctor and Mr. Rea spent two consecutive summers planning for the project before sending a letter to the Cooper Foundation in Lincoln, Mr. Doctor said.

The Cooper Foundation annually invites Nebraska teachers to submit descriptions of innovation in teaching and learning in certain categories, according to the January 17 edi-

tion of the Omaha World-Herald. Mr. Doctor learned that he had won on January 15. He said that it is the biggest award that he has ever won.

Mr. Doctor attended the University of Nebraska at Lincoln where he majored in science. After graduation, he taught chemistry at Clearwater High School in Clearwater, Ne., where he stayed for one semester. He then taught for nine years at Benson High School. Mr. Doctor is now in his seventh year of teaching chemistry at Central.

Mr. Doctor belongs to the American Chemistry Subcommittee on High School Testing and is the president of the Omaha Area Chemistry Teachers.

## Exchange representative chosen

Emelie Ring, a sophomore, was chosen as Central High School's representative for the Congress-Bundestag Youth Exchange Program. A representative has been chosen from all high schools in the United States of America and at least two of these representatives from each state will receive full scholarships to become exchange students to West Germany.

Included in these scholarships will be: extensive pre-departure/post-arrival orientations (including language instruction), receptions and meetings with top-level government officials in both countries, placement with a specially-selected German host family, attendance at a German high school, seminars on comparative government, trips to Bonn and Berlin and other special activities

in Germany, travel to and from Germany, and activities in Washington, D.C. upon return to the United States.

To be eligible to apply for this scholarship a student needs: a grade point average of 3.2 or above on a 4.0 scale, sophomore or junior class standing and at least fifteen years of age as of July 1, 1984, demonstrated leadership potential through extra-curricular activities, work experience, or community involvement, and to be a United States citizen.

The application consists of the completion of a questionnaire which requires the student to answer personal questions about himself or herself. Along with the questionnaire any participant was required to write a 500 word essay on a dimension of German culture.

# Central - 'Lites'

## Mannheim Steamroller goes 'To the Moon'

by Four's Company

The Mannheim Steamroller came into the Omaha music scene in 1975 with their first album, Fresh Aire. Since then, and four albums later the steamroller is still going strong. Chip Davis, the power behind the group, composes and conducts all of their pieces. Other group members are Jackson Berkey and Eric Hansen.

The Steamroller recently released their newest album, Fresh Aire V. Unlike their other four albums where they used local talent for their backup, in Fresh Aire V the group collaborated with the London Symphony and the Cambridge Singers for a most impressive sound. This album has an out-of-space sound to it. In fact, side one is entitled "To the Moon" and side two, "On the Moon."

The Mannheim Steamroller is known for their use of modern instruments together with a Renaissance period flavor. Davis plays the drums, flute, and, according to the album cover, "other toys"; Berky plays the piano, harpsichord, synthesizer, and toy piano; and Hansen plays the bass guitar.

During the first few albums, the Steamroller had limited exposure outside of Omaha. Last year the group went on tour, giving them more exposure.

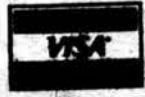
The Fresh Aire albums have a reputation of excellent sound quality. The instruments are clear and concise. Because of a special process these discs are more expensive than the regular K-tel record, but the cost is worth the enjoyment you receive when you listen to them.



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ANNOUNCING!!!

# 70th Road Show '84

"Spanning the Generations"

February 17, 18 and 19.

7:30 p.m.

Admission:

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Adults - \$2.50

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## Freshmen Open House

With the coming of the second semester, freshmen prepare to make their final decision concerning the high school they want to attend. To aid in their decision-making, ninth grade open house was held on Monday, January 23, at 7:30 p.m. In attendance were about 330 freshmen and parents.

The evening started out with a short presentation by Dr. G.E. Moller, Central principal. Dr. Moller spoke to the freshmen and parents about the concerns of incoming students, i.e. enrollment, credit requirements, discipline, shortened days, schools transportation, early graduation, cheerleading, and the conservativeness of Central's traditional schedule. Dr. Moller also spoke of the newly completed renovation and the use of the courtyard for socializing and eating lunch.

Informality was stressed by Dr. Moller, who said that he wanted the freshmen to experience the "warm and friendly atmosphere" present at Central.

After the presentation, parents and students were advised to roam Central freely and talk to administrators, counselors, and teachers from all departments. Special activities for the open house included a computer demonstration, foreign language lab demonstration, computer use in career and college planning, business education computer demonstration, a weightlifting demonstration, and information about cheerleading.

One freshman felt the open house was a good idea because it was "a way to get to know your way around the school." Others agreed that they liked the chance to be able to see the school and meet some of the teachers before next fall.

## Vocational Education Week

During the week of February 12, the vocational educational departments of business, home economics, marketing and industrial arts will take part in Vocational Education Week. The theme will be centered around "Vocational Education: Creating Partnerships for Excellence."

## Dickens subject of video

In a videotape of the novel, *A Tale of Two Cities*, "Barbie" dolls did the acting. Natalie Baker, a sophomore, filmed the tape at her home using her own dolls, according to Mrs. Terrie Saunders, sophomore honors, English teacher.

Natalie did the tape as an assigned project in her tenth hour English III class, which is taught by Mrs. Saunders. The students had to do a project pertaining to the novel, *A Tale of Two Cities* by Charles Dickens, which they were studying at the time, according to Mrs. Saunders.



photo by Roxanne Gryder

JROTC members unveil both the American and Central flag in a Color Guard ceremony during inspection. Members are (left to right) James Estwick, Michael Lewis, Shane Brown, and Angelo Vieyera.

## JROTC inspection held

Central High's Junior Reserve Officers Training Corps unit received its annual inspection on Tuesday, January 24.

Every year, each school's JROTC unit is inspected for intelligence and leadership, according to Major Richard Yost, a JROTC instructor. Maj. Yost said instructors active in Military Science conduct the inspection. The inspectors, according to Cadet Staff Sergeant Maj. Debra Carter (junior), first briefed the primary staff and inspected the records kept by Debra, the administrator of Central's unit. Each of the staff members made a speech on what their job is.

Maj. Yost said that every two years, two awards are given to two units. The first award is for the unit deserving the title of honor unit with distinction. The second award is a second place award for the unit deserving the title of honor unit. The unit of the first award will receive gold stars to put on their uniforms, and the unit of the second award will receive gold stars for their uniforms.

## CHS hosts Latin certamen

For the past eight years, Central Latin students have participated in a city-wide cer-

tamen. This year's certamen took place at Central on February 8 from 12:30 p.m. to 2:30 p.m. According to Miss Rita Ryan, Central Latin teacher, 12-14 schools participated.

According to Miss Ryan the translation for certamen is "quiz" or "contest." The certamen involved a contest in which the levels of Latin students are divided into the years the students have taken Latin. The levels are 1st, 2nd, 3rd, and a combination of 4th and 5th years. Each school is allowed to have two teams consisting of four students for each level.

According to Julie Sutton, fourth year Latin student, the certamen is an oral competition in which all participating schools submit questions. Miss Ryan said that the questions are based on mythology, Latin grammar, derivatives, Latin vocabulary, and Roman life and history.

Julie said that two teams at a time from different schools compete. A teacher from another school, other than the two competing, serves as a mediator and reads questions. Teams are not allowed to be given questions which their schools submitted.

Miss Ryan said that there is a buzzer system and competitors buzz when they think they know the answer to the question. The team is given 10 seconds to give the correct answer for one point. If wrong, the opposing team has ten seconds to answer the question for the point. Each round of the competition consists of 15 questions, but the winning teams must have a 2-point lead in their win, so more questions may be used.

## Fasan elected to Board

The Omaha Area Youth Orchestra recently formed a Student Advisory Council to which Jacques Fasan, a junior, has been elected.

According to Jacques, the five-member council acts as a go-between for students and the Omaha Area Youth Orchestra Board. The council brings students ideas to the board.

Jacques said that the idea came from Mr. Stephen G. Hobson, a Music Director.

## CHS students view Hamlet in Playhouse performance

Nearly five hundred Central students, on Wednesday, February 8, saw the Nebraska Theatre Caravan's modern production of Shakespeare's *Hamlet*.

Each year the Caravan performs for high schools and junior high schools in Omaha, in addition to several community and traveling performances.

## Former grad stars on TV

Have you ever wondered what you will be doing in fifteen years? Lindsay Bloom, Central graduate of 1968, probably did. She is now stars in the new series, *Mike Hammer*. She plays the role of Mike Hammer's quickwitted, trustworth secretary. The series premiered Thursday, January 26, as a two hour TV movie. It is scheduled to air Saturday at 9:00 p.m. on CBS.

While Ms. Bloom was at Central, she was very active in clubs such as the Drama club and the Thespian club. Another activity she participated in was Central's Road Show. Since her days at Central, she has appeared in such programs as "Dallas," "Dukes of Hazzard," "Six Pack," "Annie," and various made for TV movies.

According to a recent article in the *World Herald*, Ms. Bloom went through a lot to get her part as Velda. She tried out for the part but was rejected. In one week she lost 20 pounds and dyed her hair. The second time she went back, she got the part.

Now that her career is blossoming, she will be seen more in the future. Mr. Brauns, Central Economics teacher, remembered, "She always told me that she would be a star."

## Minority seminar held

A Career and High Education Black Minority workshop, sponsored by the Office of Human Community Relations department, was held at Central on Feb. 1 from 6:30 a.m. to 9:30 p.m. for "minority students across the city" and their parents, according to Mrs. Linda Huzuka, Central counseling paraprofessional. Approximately forty people attended the workshop, Mrs. Huzuka said.

"We've had reasonably good attendance before," said Dr. Don Benning of the Human Community Relations department, citing last year's figure of 314 people. "There seems to be a continued interest in this kind of program," he said.

Speakers at the workshop discussed the Financial Assistance Program, family support, college preparation, vocational and trade centers, test-taking strategies and techniques, and job options beyond the school.

"The reason we're doing this is not for any separatist movement; this program is merely in addition to what's already been done for the whole student body," Dr. Benning said.

Dr. G.E. Moller, Central principal, said the workshop was "an effort to assure the minority youngsters not only have access to this sort of information but also be made aware of the need for such information."

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# NEA in the limelight

## Teacher group directs influence

Sarah Thalling

The National Education Association of the United States (NEA) and its state and affiliates are presently "in the limelight" as a result of the Presidential report on the state of mediocrity inundating the nation's schools, according to Mrs. Vickie Anderson, a Central teacher who acts as a high representative on the Omaha Education Association (OEA) Board of Direc-

Although the focus on the figuratively crumbling walls of educational institutions is relatively new, its foundation in the NEA has existed since 1857, building from the National Teachers' Association to the National Education Association to the National Education Association of the United States. However, although the labels may change, the purpose of the Association remains the same: it attempts "to elevate the character and advance the interests of the profession of teaching and to promote the quality of education in the United States," according to a pamphlet entitled **NEA Government Instruments**.

Many Central teachers are actively involved in the OEA as well as the Nebraska Education Association (NEEA). According to Mrs. Anderson, only three out of 92 Central teachers do not belong to the NEA, with membership almost 97 percent. This compares with 95 percent in OPS.

### Protection's price

Dr. Robert Wolff, a Central teacher now working on the Government Relations Committee of the NSEA, explained that members yearly dues to belong to all three levels of Association at once. The cost is a little \$200, depending on the teacher's

in a world of imperfect laws, regulations and losses," he said, "the protection provided by the Association is worth the cost. Without the NSEA, we probably wouldn't have tenure in this state."

When asked whether she advocated the payment of dues for all three levels in lump sum, Mrs. Anderson replied, "If I had my druthers, no. But if you split up dues, you would have a weak national branch." She said the powerful force of the present million-member NEA would be quartered if teachers paid dues for local, state and national levels separately.

Many of the teachers do not really understand the state and federal association.

They only care about the local organization because they see 'things happening,' Mrs. Anderson said. She said teachers view the OEA as an organization that takes political stands, negotiates for better benefits and provides insurance. They are unaware of the services [national level offers], and they resent hav-

ing to pay the money to belong," she said.

Mrs. Arlene Newell, a Central teacher who has participated in NSEA activities, said of the three levels, "Things work together." She said the national level employs researchers to investigate subjects ranging from teacher-parent interaction and teaching techniques to pro-education political candidates.

### Political influence

The NEA is "by far the larger of the nation's two major teacher unions," the other being the American Federation of Teachers (AFT), according to "Merit Pay and Stipend System," an article by David R. Carlin, Jr. in the October 29, 1983 issue of **America**. The Association's strength in numbers gives some weight to teachers bargaining for higher salaries. "Teachers used to take what ever they were paid; it was arbitrary," Mrs. Newell said. "There were a lot of abuses of teachers as professionals and as people."

"NEA members contributed \$1.5 million to political candidates in 1982 and, it is expected, will contribute \$3 million in 1984," according to the article "Teachers Union Boss" in the October, 1983, issue of **Ebony**.

The NEA recently endorsed Democrat Walter Mondale for the Presidential candidacy. "That doesn't mean we're telling all our people, 'You have to vote for Mondale,'" Mrs. Newell said, continuing, "Just on education, this is the better candidate. It isn't just a rubber stamp."

### 'I'm voting as a human being, not as a union or organization'

When asked if he thought the NEA was too political, Dr. Wolff responded, "I wish we were as political as the enemies of the NEA say we are," adding that the Association's political contributions "don't hold a candle" to those of many other constituent groups.

"I'm voting as a human being, not as a union or organization [does]," said Miss Mary Cottingham, Central teacher and NEA member. Mrs. Anderson said she opposed the endorsement of any Presidential candidate. "Whether the President of the United States is a friend or foe [of education], I can't see that it makes much difference," she said, citing President Reagan, who is considered basically unsupportive of education, and Carter, who was pro-education, while no one could tell.

Mrs. Carol Valdrighi, NEA member, said the Association's endorsement of Mondale "upset people who felt they had no input." They object to the process of selection and felt that NEA members should have been polled for the political preferences. Some have asked for and received a refund of their money used in the endorsement, she said.

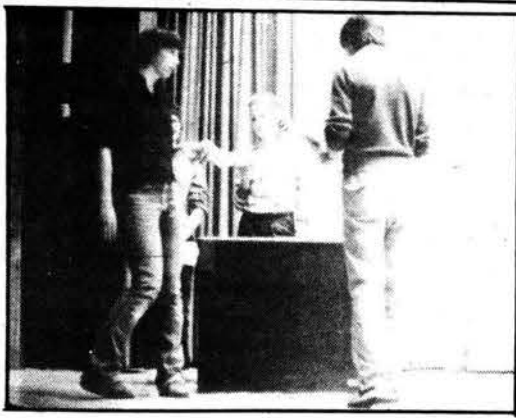


photo by Jackie Hynek

Drama explorer post members prepare for an upcoming production.

## Drama explorer post offers acting, technical experience

"It is continually thriving, changing, and increasing in vibrancy," said Peggy Aufenkamp, Central senior and director of this year's Drama Explorer Post production. The Explorer Post in Drama, sponsored by Mutual of Omaha, is one of many posts set up by the Boy Scouts of America. The Drama Explorer Post specializes in many different aspects of the theater.

Peggy Aufenkamp is the director of the Post's most current endeavor, a play called **Up the Down Staircase**.

Many members of the Post are Centralites. According to Peggy, most of the recruitment centers around the friends of members, and it happens that most come from Central. Senior Ann Welty is a member of the Post. She says she enjoys working with the different kinds of people there. Ann has been in drama posts across the city for

the past five years. She says she wants "to get into the technical aspect of the theater," adding that she would "like to write some plays." Ann comments that the explorer post has been very beneficial to her by giving her a lot of experience not only in acting different roles, but also in learning about "behind-the-scenes" technicians.

The post also sponsors summer sessions. Peggy stated that she had the opportunity of directing an acting workshop which led to a variety show last summer. This endeavor caught the attention of the Lions' Club, and they were asked to put on a show. Last fall, the Post did a series of improvisations and reviews for basic acting skills. Finally, a couple of weeks ago, the roles for **Up the Down Staircase** were cast. Peggy said that the play is due to be performed in the middle of May.

### Ten days 'more than adequate'?

## More rigid absence policy in question

The beginning of the 1982-83 school year marked the beginning of a new absence policy in the Omaha Public Schools. The change reduced the amount of allowed absences from twelve days to ten days a semester. After three semesters of the policy many Centralites and faculty have varied opinions on how the new policy is working out.

Esther Wageman, a member of the attendance office staff at Central, said she had not noticed any real change in the amount of daily absences here at Central. The only change that has affected her is that absences and tardy notices must be sent out two absences earlier. After a student misses three school days or is tardy to school four times, a notice is sent out to make the parent aware of the situation.

Mrs. Wageman feels ten days is more than adequate. She said there is no reason for a student to miss ten days.

Some seniors at Central have a different outlook on the absence policy.

One Central senior, who asked to remain nameless, was upset with the system. The senior missed thirteen days of a class but made up all of her homework. The senior scored 97% on the final exam but received a four in the class. One Centralite pointed out that this just shows how serious teachers are about excessive absences.

Mr. James Rawlings, social studies teacher at Central High, uses a point system for his grading process. After a student misses three days in his class, a certain percentage of points will be subtracted for each additional absence. At ten absences a student automatically fails the course.

Charlotte Ross, another senior, also has a teacher with the same rule: "In Miss Cottingham's English class you can only miss three or four days or you'll have to take the final regardless of your grade." Senior Janet Soukup added to Charlotte's comment, "No one should miss ten days, but as long as you make up all your homework you should get excused from the final."

## Fundraisers in depth: Scheduling of candy-selling time ends competition for students' pockets and empty stomachs

Lee Garver

Fundraiser is a dreaded word to many Central students. It can surface memories of trying to sell useless products and prove nightmares of trying to meet an extended goal.

Although fundraisers are vital to the being of most extracurricular activities, many students would rather forget exist. Yet, without some form of support, most school-related organizations would crumble.

Marla Hadden, a senior in both band and A Cappella, said, "They are inevitable; both A Cappella and band would definitely be hurting for money without it." According to her, fundraising pays for music, outside school trips, instruments, and transportation.

Last year, while groups such as band and A Cappella raised money to finance and supplement their programs, soccer club raised money simply to survive.

According to senior Bryan Hildreth, soccer club president, more than 100 dollars was needed to pay for dues fees, uniforms, and equipment. A large donation from P.E.P., club members earned a lot of the money themselves.

Soccer club accumulated much of its funds by staging bake sales. Although presently standing on a more stable financial base, soccer club and other groups such as JCL and cheerleading will be hurt

by the new federal ruling which prohibits the sale of food before school.

Mr. A.A. LaGreca, assistant principal, said, "Because we (Central) receive a federal subsidy, no group can compete with the breakfast program."



Junior Mitzi Markese, French club president, said that losing bake sales will

hurt a little bit, but that the loss of candy sales would be much more devastating. Almost all organizations attempt to sell candy, and at any one time it is difficult not to find someone peddling a box of M&M's or candy bars.

Part of its popularity rests with the fact that students can easily sell candy in school. Mike Rheiner, junior, said, "I'm not a good seller because I never know what to say, but I can sell candy. People just walk up to me and ask to buy some."

As with most things, candy has its drawbacks. Some students find themselves eating what they are supposed to be selling. Senior Mike Tyler said, "I once ate a whole carton of M&M's myself."

Because so many groups attempted to sell candy, competition often became quite fierce. Mr. LaGreca found a solution to this problem.

He believes that no organization can make much money if forced to compete with two or three others. Presently, groups reserve two-week blocks during which they have exclusive rights to selling candy.

Mr. LaGreca said, "By spreading out when groups may sell candy we hope to give everyone a chance to make money. We by no means are trying to be restrictive."

Getting members to participate in a

fundraising effort is not always easy. James Quigley, junior, said that he finds fundraisers "tedious," but participates anyway out of a "sense of responsibility to the organization."

Getting students who are not as noble as James to participate is a little more difficult. Different groups have tried different methods. According to Senior Larry Anderson, president of JCL, cash prizes can be very tempting.

During JCL's annual turkey raffle a cash prize of 10 dollars was offered to whoever could sell the most tickets. French club recently offered a 15 dollar prize to whoever could sell the most candy bars. Both groups believe that money is the best way to motivate students.

Some Central students have raised money voluntarily, accepting no benefits whatsoever. Robin Hines, senior, went door-to-door asking for pledges to combat multiple sclerosis.

Bob Pelshaw, junior, went searching for muscular dystrophy donations at several small businesses in town. He claims he met with success once he mentioned that all donations were tax-deductible. About his volunteer work, he said, "I felt it was something that needed to be done."

Students fundraise for a multitude of reasons, but for whatever reason they do fundraise, none find it to be an easy task.

# 6 Financial aid adds up

College, with all of its enlightening qualities, can also be a financial burden, so much so that some students may opt for other alternatives in lieu of college and its monetary nightmare.

Other solutions are available, though, for the student who wishes to attend some sort of higher education but feels that money may get in the way. Mr. Bob Pike, Director of Financial Aid at the University of Nebraska at Omaha, said that there are several types of financial aid. Scholarships, educational loans, federal grants, state grants (of which Nebraska has none), and student employment are among the possibilities of sources of money for a college career.

Mr. Pike says that the best advice to college-bound students is to start looking for financial aid early. "Juniors in high school are not too early to begin the process of looking for financial aid," suggested Mr. Pike.

For a start, students may want to use the Student Need Advising Program (S.N.A.P.), of which Mr. Pike happens to be a co-author. The program is available for Central students use in the counseling center. S.N.A.P. is easy enough to use that even non-computer students can run it. By asking questions similar to those on governmental financial aid forms, the program computes a financial-

need dollar amount for the student.

Mr. Stan Maliszewski, Central counselor, praised the program because a student can learn his financial need in a matter of a half an hour as opposed to the four to six weeks that it takes for a standard financial analysis form to report results. Mr. Pike was quick to add that S.N.A.P. is not a replacement for "approved needs analysis documents" such as the Financial Aid Form (FAF) and the Family Financial Statement (FFS) and should not be used to replace these. "The forms are nothing to fear," said Mr. Pike. "In fact several parts (of the FAF and FFS forms) correspond directly to the income tax form."

Students should learn the process under which the school(s) to which they intend to apply operate. Applying for admission and completing either the FFS or FAF are usual requirements, according to Mr. Pike. It is important to watch deadlines.

While scholarships are awarded primarily on college board test scores (Standard Aptitude Tests and American College Tests), and high school class rank and sometimes particular activities are reviewed by committees, need-based financial aid is often reviewed by computers. According to Mr. Pike, computer programs are set up to award a set amount of money to students in certain designated need ranges. "It's difficult to predict the factors that may be considered to determine a student's need," said Mr. Maliszewski.

"They (financial aid giving agencies) shouldn't analyze how much a family makes as compared to what they have to do with it," said senior Cheryl Schlagenhauff.

"Apply for everything," Mr. Maliszewski encouraged. "You may be eligible for more aid than you thought."

## Clinic teaches respect for life

by Erika Herzog

This article is the fourth of a series published which explores areas of adult health and family relationship that concern high school students.

Since January 22, 1973, offices for the abolishment of abortion have been created. On that date, a Supreme Court ruling legalized abortions. The Metro Right To Life office is the Omaha area city chapter of the national Right To Life organization in Washington, D.C.

Metro Right To Life, a non-profit organization, opened its offices during October of 1981. Mrs. Rita Gradoville, Office Manager of Metro Right To Life, said that the organization is striving for a "Human Life Amendment through education."

With educational meetings on the second Monday every month at 7:30 p.m., the Metro Right To Life office also offers a Speakers' Bureau for anyone who asks for people to talk to groups at schools, churches, and other organizations.

During a first time visit for inquiring people, Mrs. Gradoville first gives educational packets to anyone free of charge. She commented, "We want people to learn more about the issue of abortion." Mrs. Gradoville said that she also gives people a book entitled **Handbook on Abortion**, which she referred to as the "bible of the movement."

Mrs. Gradoville stated one of the purposes of Metro Right To Life is to "teach respect for life from conception to natural death." She also said they are against "abortion, infanticide, and mercy killings (killing of the elderly)."

In regard to pregnancy counseling, Mrs. Gradoville said that Metro Right To Life refers people to the Emergency Pregnancy Service, where she feels they "treat abortion the way we feel it should be treated by teaching the Pro-Life story."

For any information concerning the Metro Pro-Life organization call 551-6321 or go to the office at 5017 Leavenworth Street.

## New schedule aids All-City

A different schedule is planned for the All-City Music Festival this year. Senior high students will perform February 11 and junior high students February 12. In a note sent to parents of participants, OPS music coordinator Richard Jorgensen cited longer group performance times and better parking conditions as reasons for the change. Central vocal music director, Mr. Robert McMeen, said, "In my opinion, All-City changed because, before, it was too long. High school students had to sit through the whole thing. This way, performance time is shortened and more groups can perform."

Over 170 Central students will be singing February 11. Members of A Cappella, Junior Choir, and ten chorus students will represent Central which has "twice as many (singers) in All-City than any other school," according to Mr. McMeen. Included in the "wide variety" of music is Rachmaninoff's version of **Ave Maria**. "It's far out," A Cappella member Janice Rhine, junior, said, adding, "It's all in Latin." She said she likes being involved in All-City, but "the rehearsals are hard to cope with," and cited the two-hour evening rehearsal on February 9 as an example.

"I like the rehearsals — we get out of school," Dawn Hogan, junior and orchestra violinist, said. "Our music's pretty easy." Dawn said she liked the schedule change. "It's a good idea. It was too crowded before." For the fifth year in a row, Central has more instrumental students performing in All-City than the other schools, said Mr. Warren Ferrel, Central instrumental music director. All-City Band and Orchestra members number 78. The Orchestra will perform, among other selections, a musical medley



Graphic by Na...

from the Twenties, and the band will salute the **Golden Age of Broadway**.

Tickets can be purchased from participating students. A single performance ticket costs \$2 for adults and \$1 for students. Combination performance tickets are \$3 for adults and \$2 for students. The Senior High performance begins at 7:30 p.m., February 11. Junior High students present their program on February 12, at 3:00 p.m.

## Double vision for twins

# Individual personalities important

"As twins, I always thought we were special. Then I realized the irony: being special implies a certain uniqueness but twins are two." Thus stated a twin in Ted Wolner's book **Parallels: A Look at Twins**. Do twins really enjoy this sense of "uniqueness" apart from single-born people? The inter-relationships of twins stem much curiosity for those who have not understood the distinction of being a twin.

Central currently enrolls several pairs of twins. They include Debbie and Julie Howland, Ellen and Mary Zinn, Ernest and John Chandler, and Marta and Mark Mobley. The Howlands and Chandlers are pairs of identical twins. The Mobleys and Zinns are fraternal twins.

Identical twins are a result of a subdivision of a fertilized egg. Fraternal twins are a result of two eggs present during fertilization.

### Mysticism surrounded birth of twins

A lot of mysticism has surrounded the birth of twins. For example, early man believed that twins born during a good season of harvest were thought to be a good omen for the community. On the other hand, twins born during a famine or drought were thought to be the cause of the bad luck and were shunned.



photo by Jackie Hynek

As just one of the sets of paired siblings at Central, Julie and Debbie Howland contemplated their twin uniqueness.

According to Julie Howland, twin sister is different from having an older sibling.

"We always know each other's thoughts," she said. She cites an incident when she had the flu once and Debbie, her twin sister, knew "something was wrong."

Julie said that a twin relationship is different from a sister relationship for her to explain. She said that she feels that her relationship with Debbie is closer than her relationship with her brother.

### 'Used to switch classes'

Julie recounted a childhood incident when she played on her grade school teacher's desk. "I remember when we were little, we would switch classes with each other. We would wear the same sort of clothes on and no one could tell us apart. We were until third grade when one of our teachers knew us well enough that she knew we were twins and that was the end of that."

The Howlands agree that individuality is important for each of them to assess their individuality in high school. "I like to be 'jockish' while Debbie loves to be a cheerleader," Zinns agree with the Howlands in the importance of their individuality. Mary Zinn comments that she and her twin Ellen do "their own thing."



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Happy Valentines Day

M. Bernstein

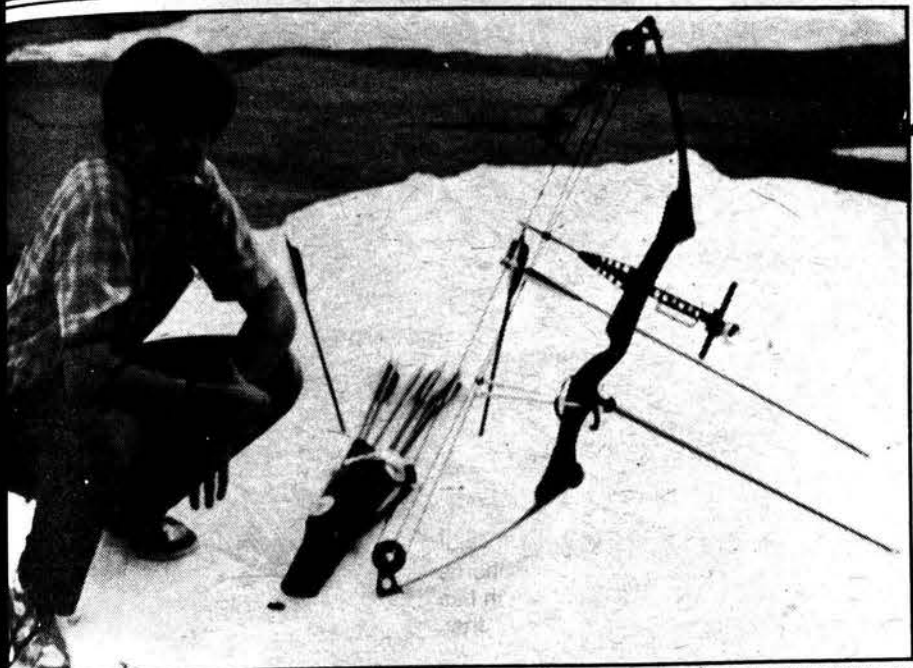


photo by Brian Hildreth

Peterkin, junior, kneels beside the equipment he uses in archery. On his right arm is an arm guard, a solid band of cloth which protects his arm. To his right is a quiver of arrows and his compound bow. The object projecting from the top of his bow is the arrow, and the object projecting from the bottom of his bow is a counter-balance.

### Peterkin sets goal

## Central junior wants to fire 300

By Garver

While the average athlete seeks to increase his physical strength, junior Fred Peterkin seeks to increase his mental strength. He requires it to excel in the mental-demanding sport of archery.

Member of the Golden Arrow Archery Club, Fred has been involved with archery for the past eight years. He said, "I practice a lot at archery clubs."

On January 14 and 15, Fred's club had an archery tournament. Some of the archers in the country competed, and some consistently fire perfect scores. Peterkin, who likes to think of himself as good at great, shot scores of 273 and 267 to finish fourth in his age division.

Recently shooting a better average, Peterkin said, "Out of a possible score of 300, I have been shooting in the 280's."

Indoor archery, in which Fred competes, competitors fire two rounds of 30 arrows each at a target 20 yards away. Every arrow who hits the bulls eye, a circle with a diameter of one inch, earns ten points. A hit in the rings surrounding the bulls eye is worth five points, and hit on each succeeding ring is worth one point less than a hit on the ring below it.

"Most people aren't very consistent," said Fred. "Archery is more of a mental game than most sports. You can really get in trouble if you worry about your score. You almost have to be numb; if you get too excited you'll probably blow it."

In addition to mental strength, it helps to have good vision and strength in the back and shoulders. According to Fred, without strength in the back, one will find himself shaking before releasing the arrow. When firing at a target as small as he does, this can make a big difference.

Fred fires a compound bow, one constructed of wheels and pulleys, as opposed to a "normal" recurve bow. To clutch his bow string, he uses a release, a device which releases the string similar to the way a trigger is used to fire a gun.

Devices such as these help improve scores, but in Olympic competition nothing of this sort is allowed. Archers must use recurve bows and fire, without the use of a release, at a small target 100 yards away.

Fred plans to continue practicing at his mini-range in his garage and at the range at his club. As a goal, he hopes to someday fire a score of 300.

## Eagle drought vs. Prep may come to end tonight

Central High's Boys' basketball team got back on the winning track by defeating Council Bluffs Thomas Jefferson and Omaha Roncalli. The Eagles had dropped their two previous games, one to Northwest 57-39 and another to Gross 55-48. Tonight, the 12-5 Eagle Cagers will face an always tough Creighton Prep team.

The game should prove to be an exciting one in that both teams are playing good basketball. Mr. Jim Martin, head basketball coach, said, "As far as I'm concerned we are doing great."

Central has not enjoyed victory over the Junior Jays since 1978. The 1978 team was led by Michael Johnson. For the next six years, there would be no specific person who could lead the Central team past Prep.

Last year's Prep team was not as strong as they had been in the past, but they still beat Central 71-66. Martin said, "Prep began to come on late in the season, and we just happened to be on the schedule towards the end of the season."

The 1984 Central team has held a rating throughout the season and has stayed fairly consistent. The Prep team has also been playing good basketball but has lost some tough games.

Martin believes that this year's team can beat Prep. Comparing it to the 1978 team, Martin said, "the guards on both teams are similar in size, Michael Johnson and Dave Moody are similar type ballplayers, and neither team has a definite fifth starter." Martin believes that the 1978 team did not have as much depth as this team.




photo by Roxanne Gryder

### Girls' basketball

Maurice Ivy, senior, receives a plaque from teammates and Coach Paul Semrad after becoming the states all-time leading scorer. She scored 42 points to raise her four season total to 1708. By scoring 42 points she broke Central's single game scoring record previously shared by her and Assistant Coach Cheryl Brown. Unofficially she also broke the Class A single game scoring record.

MCI love affair is not what I wanted but I'd rather have you over a telephone wire than not at all! Happy Valentine's Day

**Photography by Schall**



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# 8 Steroids tempt athletes

You are a good athlete. You work hard, and more than anything else you want a starting position on the team.

Competition is tough. You fear another student may be better than you, and your coach tells you that you should be improving. Sports is your life; you have to make the team. You ask yourself, "What can I do to get an edge over the next guy and be assured of a starting position?"

From  
the  
Grandstands

Lee Garver



For an athlete outside the arena of high school competition, anabolic steroids (synthetic male hormones) can sometimes be the answer to that problem. An athlete might see them as the only way to make the team.

No concrete evidence exists that steroids are being used within the Omaha Public Schools. But, given growing public awareness of athletes' use of the drug elsewhere, students in Omaha Public Schools should be aware of this problem and the possible dangers associated with it.

## 'I would say that ten percent of all high school athletes use the drug'

Dr. Jack Lewis, Central's team physician and the chairman of the board of the Equilibria Center, said, "Based on the number of requests that I receive, I would say that ten percent of all high school athletes in Omaha use the drug."

Although Lewis does not prescribe steroids to any amateur, he does, in some special cases, prescribe them to professionals. Knowing that these men will obtain the drug with or without his assistance, he agrees to help them.

"It's like following an alcoholic," said Lewis. "You tell them that they are killing themselves, and you regulate their use."

Lewis believes that steroids are easily available to any student that wants them. According to him, a small number of doctors will prescribe them, and students can purchase them as an over-the-counter drug in most foreign countries. Price does not appear to be a problem. Lewis claims a bottle of 100 tablets cost about five dollars.

Self-imposed pressure to improve and a desire to make the team seem to be the prevailing reasons for taking the drug. Mr. Gary Kubik, wrestling coach, said, "Nobody says go take steroids, but they are very accessible to someone who really wants them."

Mr. John Geringer, track coach, believes that the problem might be distorted. He said, "A lot of claims are not facts." According to him, students should have difficulty obtaining the drug.

## Grapplers key toward Districts

Central's wrestling team has been preparing for the District meet the past several weeks. In order to qualify for the State meet, grapplers must first prove themselves at Districts. "We are in the toughest wrestling district in the state," said Ron Diabise, junior.

The majority of the team seems confident that they will be successful at the District and State meets. "If we all give 110 percent and stay mentally and physically

If used, steroids have a dramatic effect. According to Lewis, unlike stimulants and narcotics which falsely give one the impression that he is performing better, steroids truly increase one's strength. Lewis said, "It is the only drug that has been proven to enhance performance."

According to Kubik, steroids indirectly increase an athlete's strength. "It gives you more muscle mass; hence more muscle mass gives you more strength."

Used primarily by linemen in football, wrestlers, and weightmen in track, steroids can confer an advantage to one of two otherwise equally talented athletes. But, is the risk of taking steroids worth it?

Steroids have some serious side effects. Lewis listed liver disease, sterility, acne, and hypertension as just some of the adverse consequences of its use.

## 'It gives you more muscle mass, hence more muscle mass gives you more strength'

Regular use of the drug can sometimes produce a "Neanderthal effect" in the user's facial features. Psychological problems can also result.

Users may experience the "macho effect." Lewis said, "They think they can whip anybody. After taking them (steroids), they feel up and are aggressive. Without them, they feel down and are depressed."

According to Lewis, with prolonged use many of the effects become permanent. Kubik said, "You can cheat only so long; there is a period when it becomes irreversible."

At the Olympic level, steps are already being taken to halt athletes' abuse of the drug. During the Pan American Games held in Caracas, Venezuela, last September, eight American athletes lost medals after tests found banned substances in their bodies. Thirteen other American athletes withdrew from the competition.

## Side effects serious

Geringer believes that most of the world's best weight men are taking the drug. He said, "Steroids will put someone just over the hump into world class competition."

Lewis is not sure if penalties will stop athletes of that caliber from using steroids. He said, "You can scare a kid by taking away his medal, but you can bet he never would have been there in the first place without them (steroids)."

At the high school level, testing for drug use would be extremely expensive. Although not particularly effective against someone who is determined to use them, education about the dangers of using steroids is probably the only way to fight the problem.

According to Kubik, no school or coach is going to sanction their use. Ultimately, the student will have the final decision as to whether he believes the benefits of using steroids outweigh the risks.

prepared to go against quality wrestlers, we'll be ready," said junior Frank Albanese. "We should be in real good shape for Districts and State with the help of Mr. Geringer, our conditioning coach," said Mike West, senior.

Inspiration is evident in most of their practices. "Wrestling is probably the toughest sport around, but I feel confident. Confidence takes time to build up and right now I'm at my peak," said Jim Fisher, junior.



photo by Roxanne

Jessica Haynes, junior, sets her sights on the basketball as she defends Northwest player. Jessica is the third leading scorer in the Metro Conference with a 17½ point per game average.

## In the spotlight

# Haynes' talent revealed at early age

by Glenn Mathews

When people think of an all-round athlete, they usually think of men. Jessica Haynes, junior, is one young lady who contradicts that belief. Jessica has become a leader on the girls' basketball, volleyball, and track teams.

Although she likes volleyball and track, her first love is basketball. One reason she likes basketball best is because she started playing the game at such an early age.

Jessica began playing basketball for the YMCA Hawkettes basketball team at the age of 7. "I started getting better when I was 9 years old, and I began to really like the game when I was about 10 or 11 years old."

Jessica continued to play basketball for the Hawkettes until she got to junior high school. While playing freshman basketball for Mann B, she was probably the number one girls' player in the city of Omaha.

Because she averaged 22 points a game as a freshman, she was regarded as the top female prospect in the city. Because of her accomplishments in junior high, she was faced with having to choose between many top high schools.

According to Jessica, she chose Central because of the good academic program and the reputation for success that the girls' basketball program has. She stated that Maurice Ivy, senior, also influenced her in

making the decision to attend Central.

Jessica had a tremendous first year at Central. "I enjoyed my first year at Central. The best thing about it was taking state championships."

About her participation on the state championship team, she said, "It was a big part of it, but in a way it put pressure on you. People expect you to be able to do it again, and if you don't, they feel like you've let them down."

Although the pressure can be handled, Jessica said, "I feel that I have an important role on the team."

Along with being a member of the state championship team, Jessica received All-State honors. She was named to the All-State team and the All-State second team.

Jessica believes that she will receive more honors as a junior. She stated that these honors have not made her feel inferior.

During the summer of 1983, Jessica participated in a National Hall of Fame (Junior Olympics) in which she averaged 22 points a game. The tournament was held in Hammond, Louisiana.

Jessica also was asked to try out for the 1983 National Sports Festival. Despite her stiff talent she was up against, she ended making the North basketball team. She tried out along with many college players across the nation. This made it very hard for her to make the team.

# Female lifter establishes herself on predominantly male team

by Natasha Brown

## Natasha's first day in the weight room

Just as I walk to the door of the weight room, I see four or five fellows stretching out. I ask if they are with the weight lifting team. They all reply, yes. They seem to have been forewarned of my coming.

Immediately after I walk in, I hear several snickers and become the center of attention for several pairs of eyes. All seem to be asking the same question. "What is she doing here?"

Moments later, Coach Joe McMenamin enters the weight room. He assigns me to work with three others on squatting (my specialty). One of the lifters assigned to work with me turns to another and asks sarcastically, "What should we start her off with, quarters (25lb. weights)?" I reply, "No, I will start with plates (45 lb. weights)." His eyes immediately widen with amazement.

Perhaps I'm slightly paranoid, but I still feel like a lost orange in a basket of apples. I originally took the weight training class to avoid being placed in a regular P.E. class. After being in the weight training class for a few weeks, I noticed that I seemed to have a nack for it.

After lifting 285 lbs. on the squat, I felt I was beginning to prove myself, and also I felt a little less like an outcast.

Having proved myself, I became faced with a new problem by the name of Crystal Gresham, a 1983 graduate and an outstanding female weightlifter. I'm not sure if being compared to her is to my advantage or disadvantage.

## Male opinions concerning her presence

Natasha Brown, senior, is the only female powerlifter presently on the weightlifting team. The predominantly male weightlifting team expressed positive opinions of her presence. Senior Ben Lehr said, "If that's what she wants to do then I see no problem with that. I kind of like having a girl around myself."

Mark Buckner, junior, said, "When I first saw her I looked at her as another person in the weight room. When I found out that she would be lifting, I thought she would lift with the light weights. But, when she was done, she really showed what kind of talent she had."

"I thought she was just a spectator, who likes to watch people lift," said Art Thirus, junior, about her first day of lifting.

Richard Buss, junior, said, "I thought a lot about Crystal

after seeing her lift. I didn't look at her as a girl. I looked at her as another competitor."

Natasha's presence may have inspired the male team to work harder. "It kind of makes you want to you want to keep as far ahead of her as possible. It has a little to do with jealousy," said Richard.

Most members of the team seem to be supportive of having as many females on the team as possible. "It's not as long as they are willing to sweat and work hard. I feel the same about the guys. They should not be there to show off because a girl is on the team," said Courtney Davis, senior.

"As long as she has to go to all of the practices, everyone else, it doesn't really matter that she is on the team," said Frank Rizzuto, senior.

Some male lifters see female lifters as burdens because they have to make constant weight changes. "I don't like seeing a girl at practice. I thought she would be a burden. In my weight training class, Frank and I had to lift on a dime," said Ben.

Art Thirus offers a suggestion to resolve the issue of female lifters. "I feel there should be two separate teams, one for males and one for females."