



photo by Phil Berman

Though the last two weeks have provided a breather from winter weather, the future undoubtedly holds in store colder temperatures. Would these icicles guarantee a day off from school?

## Snow days: School officials brave cold, student complaints

Benning  
Many students are unaware of what weather conditions constitute school closings. When asked what he knew about Omaha Public Schools policy on school cancellations, junior Dan Carlson replied, "Not a lot, but I feel it is important that students know (about bad weather policy) what to expect and better prepare themselves."  
Mr. Ralph Bradley, Director of OPS Public Information, said, "The decision whether or not school is to be closed is made by the superintendent Dr. Norbert Schuerman. Before making the decision, Dr. Schuerman collects information by various methods."

### Weather conditions

Dr. Schuerman contacts the weather stations, police depart-

ment, city street crew, the sheriff's department, and his own administration to gather information before deciding whether or not to close school.

This process begins about 2 a.m. and the decision of whether or not to close school is made by 5 a.m.

When the weather becomes bad during the day, the decision of whether or not to close school is made by 10:30 a.m., Mr. Bradley said. Lunch times will be moved forward, if school is going to be dismissed early.

Junior high schools will be dismissed first, followed by elementary and senior highs. Mr. Bradley said, "This is to allow for transportation purposes."

Junior Anita Patterson feels the OPS administrators overlook some conditions such as the below freezing wind chill. "Some

students must walk to school or wait for the bus. This could be asking too much for students to come to school in such weather. It could be dangerous," she said.

### Freezing wind chill

Junior Mike Nelson said, "People who drive to school don't have much experience in the snow. This might be their only way to school, and winter weather conditions could make driving hazardous on the way to school."

Mr. Bradley refuted this statement by saying, "All factors, to the best of the school district's ability, are taken into consideration."

Bradley also added that if parents feel the weather conditions are too dangerous or will become dangerous, they have the right to keep their child at home.

## Sex ed. receives mixed reviews

Jennifer Katleman

Dr. Norbert Schuerman, Omaha Public Schools superintendent, is expected to appoint a task force this month that will consider expanding, reducing, or maintaining the current level for the sex education curriculum in OPS.

Meanwhile, forty-five to fifty Centralites will become pregnant each year, according to Ms. Geri Thomas, Central's nurse.

She thinks that one reason for the high rate is because, "a lot of parents can't relate to their kids. Some parents feel they've taught them all they want to know in that part of their life."

Central counselor Mrs. Faye Johnson echoed Ms. Thomas' feelings by saying, "I can't believe how parents can have the audacity to want to keep sex education out of the schools. They think teaching it will drive sex into the schools."

Biology teacher Mr. John Geringer cites yet another reason. He thinks that often times parent's actions may confuse their verbal messages. "Maybe at home some questionable values are being displayed. They say promiscuity is the act that needs to be restricted, but it may not be the one that is restricted in the home."

### Family relationships

Peer pressure and misconceptions are still other reasons for the high pregnancy rate. Mr. Geringer says his biology courses all cover the "anatomy, reproductive system, physiology of the reproductive system. He said that he thinks enough material is presented, but how much is remembered is "questionable." "It seems street values and peer values continue to be the trend setter."

Mr. Jim Martin, Central math teacher, said he would not want his children to attend sex education classes because he feels the values presented in class would be contradictory to his own. "It's a very common fact that educators have a liberal attitude toward sex and I would not feel comfortable exposing my children to it."

"The most important place for sex education is in the home," said Mrs. Fran Bushey, president of Parents, Educators, and Pupils (PEP). "Obviously, it isn't being done well and it's becoming a burden on the schools."

"I'm for education, as long as it's not labelled sex education," Mrs. Jane Meehan, PEP special programs coordinator, said. She felt workshops for teachers on how to properly integrate sex education into their curriculum would be essential.

At the high school level human growth and development is touched upon in science, physical education, home economics, family living, and child development classes.

### Alcohol and drugs

Of these five courses only science and physical education are required. This may account for the low enrollment in these elective classes, Ms. Thomas said.

The class that deals the most with sexual awareness is family living. "The course helps in general life problems such as solving family relationships and dealing with alcohol and drugs," family living student Keli Phillips, senior, said.

Sophomore family living student Lori Miller agrees and says that family living "will help with her career and when I'm older raising a family."

Most of the family living students interviewed said their textbook presents accurate information that is easy to understand. Keli feels that the book gives "both sides of what it's talking about and is very open and straightforward."

As for their solution aerobics instructor Mrs. Jo Dusatko, Mrs. Johnson and Mrs. Thomas all agreed that human growth and development should be taught in junior high and even as early as elementary school.

Mrs. Johnson feels "it should be a required course such as physical education and academics."

Mrs. Dusatko thinks that information should be included in a lecture once a week, "as a continuous reminder."

"Let there be a time once a week where kids who have questions can answer them," she said.

"Ideally," Mrs. Johnson said, "teenagers should be mature and capable of accepting responsibility for their actions. But, of course, that is not realistic."



## Viewpoints

Is the level of academic competition between students at Central too high?

Bob Bratty, sophomore

"No, compared to other schools it is higher, but I don't think that there is too much. It is better for your education."



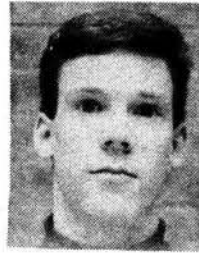
Debby Fleissner, senior

"No, I think it is good. It prepares us better for college and makes us strive to become better."



John Pavel, junior

"Yes, it is too high. It puts too much stress on some people. Grades are important, but that's not everything."



Cliff Mountain, senior

"No, it is good to have competition. It makes students try harder and want to do more."



Heather Nash, sophomore

"I don't think so. Most of the students are on the same level so it doesn't matter."



Joe Mountequin, junior

"No, not at all. Being a college prep school, it is positive for Central to encourage competition. If anything, the level should be increased."



photos by Mary Turco

# REGISTER

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# Competition can be harmful

Are you upset after taking a test because simply "everyone" did better than you?

Do you worry that a teacher's opinion of you will change if you don't do your best on an assignment?

Do you find yourself putting down others or not helping them when they need help?

Do you give up or become depressed after working hard on something because you felt that you couldn't compete or do as well as you thought you should?

### — editorial

If your answer to most of these questions was "no," congratulations, you have no need to read any further. But if you answered "yes" several times then you may be a victim of excess competition.

Competition is not limited to the playing field, it exists on an equally fierce level both between students and within students in other areas, especially here at

Central.

Competition can encourage students to try harder, it can build self-worth, and it can bring about success. Nevertheless, the same competition that made Central one of the best schools in the state can also be dangerous and destructive.

### Giving up

"We all have our limitations," Dr. Stan Maliszewski, guidance director at Central, said. "When students identify themselves in relation to their peers or their grades, it is unhealthy."

Just as athletes focus their attention on one event, students who are victims of excess competition put all of their energy into one aspect of their lives, whether it is grades, a special project, or a part in a play. Competition becomes dangerous when they are unable to compete with other students or just give up and have nothing left to fall back on.

"The individual needs to keep

the various aspects of his perspective. It is important to have alternative goals and if one falls through," Dr. Boyd, psychologist, said.

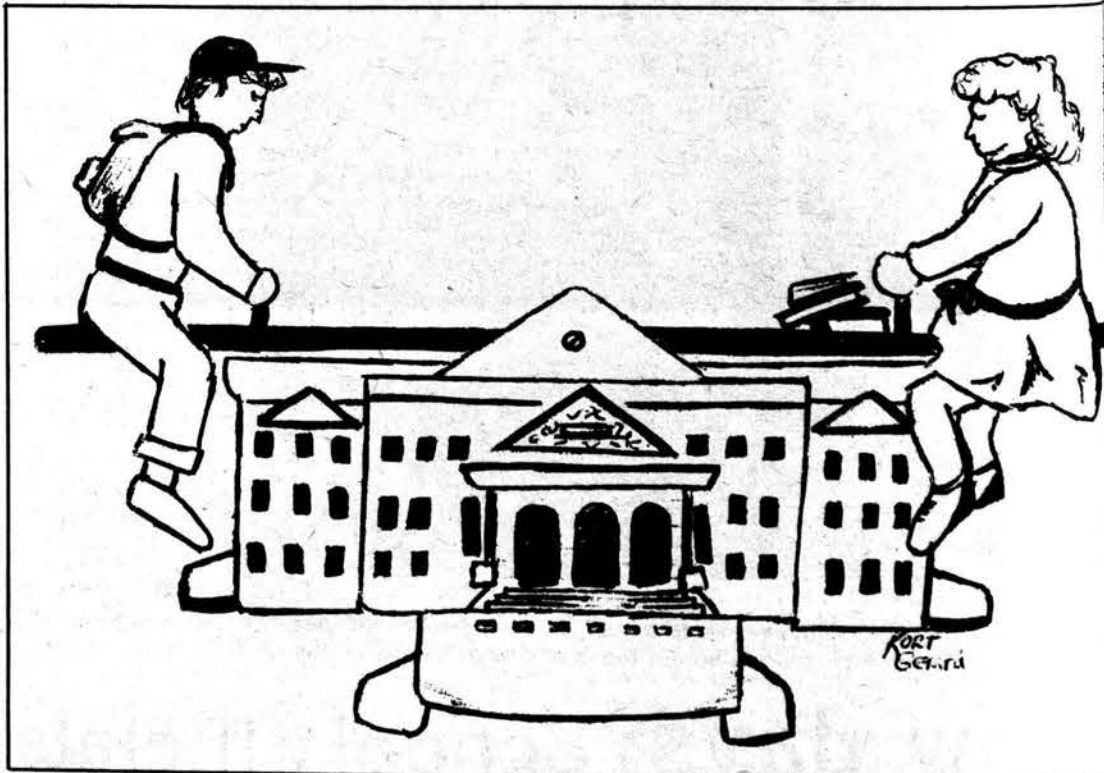
### Real world

While no easy solution exists according to Mrs. Rose Saltzman, Honors Director at UNO, students need to look for education in a broad sense, not put too much emphasis on any one area.

The administration's policy of not allowing students to drop their class rank is an excellent way of limiting this competition.

Competition prepares a student for the "real" world, but the "real" world should never include excess stress, depression, or even the loss of friendships, three effects of excess competition.

It is important for students to use competition to their benefit, but it is also important to realize that competition can get out of hand.



## Letter to the editor

Dear Editor,

By now we're sure you know that Central's graduation is held on a Saturday. What most of Central's students are unaware of is that this poses a problem for some religious people.

There are several religious groups, including Jews and Seventh Day Adventists, whose Sabbath is on Saturday. They are forbidden to do many things on Saturdays, including going to movies, shopping, going to graduations, etc. because of their religious beliefs.

There are very few people in Omaha whose religion restricts their activity, but what few there are usually go to Central. We are a symbol of racial unity because of the diversity of our 1900 students. How can Central, being such a symbol, plan their graduation on a day that they know will prevent a few seniors from attending their own and only high school graduation?

Our high school graduation means a lot to us, second only to our religion. We cannot and will not go against our religion to attend graduation, but we feel it is unfair for our school to do this to us.

There is still time to change graduation, and we urge your support to get it changed. Please Central students, if you value religious freedom, have your parents call Dr. Moller and urge him to change graduation '86. Graduation has been changed before and it must be done again. We deserve to graduate, we worked hard and we can't allow religious discrimination to deprive us of our education.

Julie Weiner  
 Kathy Hossman



## Devoted reader writes to Abby

might be next.

Abby, I'm worried about television specials like "Still the Beaver" and "The Return of The Beverly Hillbillies" that are now constantly on the air. I am afraid one night I'll turn on the television and there will be this special where the "Brady Bunch" is stranded on "Gilligan's Island," chased by the "Addams Family," captured by "Klingons," and rescued by "Charlie's Angels." I only listen to the radio now.

### Hiding in a Wheaties box

Abby, I've said some pretty nasty things in my column about a certain gymnast in the last few papers, and I'm afraid Mary Lou Retton is going to get me. I'll be the first to admit that I tell Mary Retton jokes. (Example: Did you hear Mary Lou stapled her lips shut to give her face a rest?) and now I have these nightmares about Mary Lou sneaking into the house and knocking out my teeth with her gold medal. You've got to help me, Abby, I'm afraid to open a box of Wheaties... she might be hiding inside.

Finally, I worry that Rocky is going to start losing his fights unless he chooses some easier opponents. The guy is pushing 40, Abby, and I think Rocky needs a nice long rest. That's why I'm writing Mr. Stallone and suggesting in the next film, "Rocky V," the man in the ring with Rocky should be Papa Smurf. There are a lot of smurfs, Abby, Rocky could keep fighting them till "Rocky XX."

Thanks, Abby, I feel much better. It's not easy trying to be funny all the time, especially when half the school thinks I'm about as funny as the flu.

Your devoted reader,  
Todd Peppers



### That's the Way It Is

by  
Todd Peppers

Dear Abby,

I am an 18-year-old senior who attends a large high school in Nebraska. At my school I am the humorous columnist for our newspaper and people expect me to be funny 24 hours a day. The problem is, Abby, I'm a worry-wart at heart, and at times I wish I could use my column to get certain things off my chest.

Abby, you might think this is crazy, but I worry about Herb. (You know, that guy in the Burger King commercial). Maybe Herb just doesn't like hamburgers, maybe he likes pizza instead or yogurt. Can you tell me what's wrong with that? But instead of leaving the poor guy alone Burger King announces on prime time television that Herb doesn't eat their hamburgers and expects us to get mad about it. Come on, guys, give the little fella a break.

### Five-month shower

Don't laugh at me, Abby, but I worry that Prince had Michael Jackson kidnaped and is holding him hostage. I'm serious, has anyone heard Michael these last few months? When I call his house I can only get Tito, and he keeps telling me Mike's in the shower. (Come on, a five-month shower?) Remember how jealous Prince was when Michael got to sing "We Are the World" and Prince didn't. I worry that if something isn't done fast Jermaine

Blow-off class?

## Language study valuable



### Afterthought

by  
Vina Kay

I was very alone. I was far away from home in a country I didn't know and with people I didn't know. We have nothing in common, I thought. Except language.

It was then, when I was in West Berlin, that I realized the value of my years of studying German. I couldn't help thinking about the classes I had dreaded going to and the homework I had dreaded doing. My attitude wasn't always the best. I didn't really see the purpose of taking a foreign language, except that many colleges required it. But when I could listen to everyday conversations in this language that I only thought of as another subject I had to take, and understand and appreciate the people in this country I had only heard about in class, my attitude towards German changed.

I know I'm not the only person in this school who thought my foreign language class was simply a blow-off class. I'm not learning anything I will ever really need to know, or want to know, right? When would I ever use Spanish or German or French or whatever? We live smack in the middle of the United States of America where everyone speaks good ol' American English. Right?

Okay. First of all, you are kind of right. You may never travel to a country that speaks the language you've been wasting

your time learning. But there are opportunities now and later in college where you can travel to a foreign country at a relatively low cost. It would probably cost less than that car you've been saving for. And your memories will last much longer than that car ever will. But I'm not going to get into that anymore because I know you've heard it before.

**"We speak in English . . .  
so everyone else must  
do the same."**

Secondly, and more importantly, all that stuff we've always thought about learning a foreign language only demonstrates our incredible narrow-mindedness as Americans, and even more so as Nebraskans. Here in the Midwest, in the heart of America, we've developed the attitude that everyone in the world speaks English. We speak in English, we write in English, we think in English, so everyone else must do the same.

The importance of developing an understanding of different countries and their customs and people cannot be stressed enough. This is exactly what learning a foreign language does. Some of the most beautiful places and interesting people are not in America. Some of the most important events do not take place in America. The world is not America.

The study of a foreign language will open our minds to see the world more clearly and more completely. We've been told this over and over again, but we really are the future of our country. It may someday be up to us to establish better relationships with other nations. I can't deny my pride for America, for it truly is a great country. But it certainly doesn't stand alone in its greatness.

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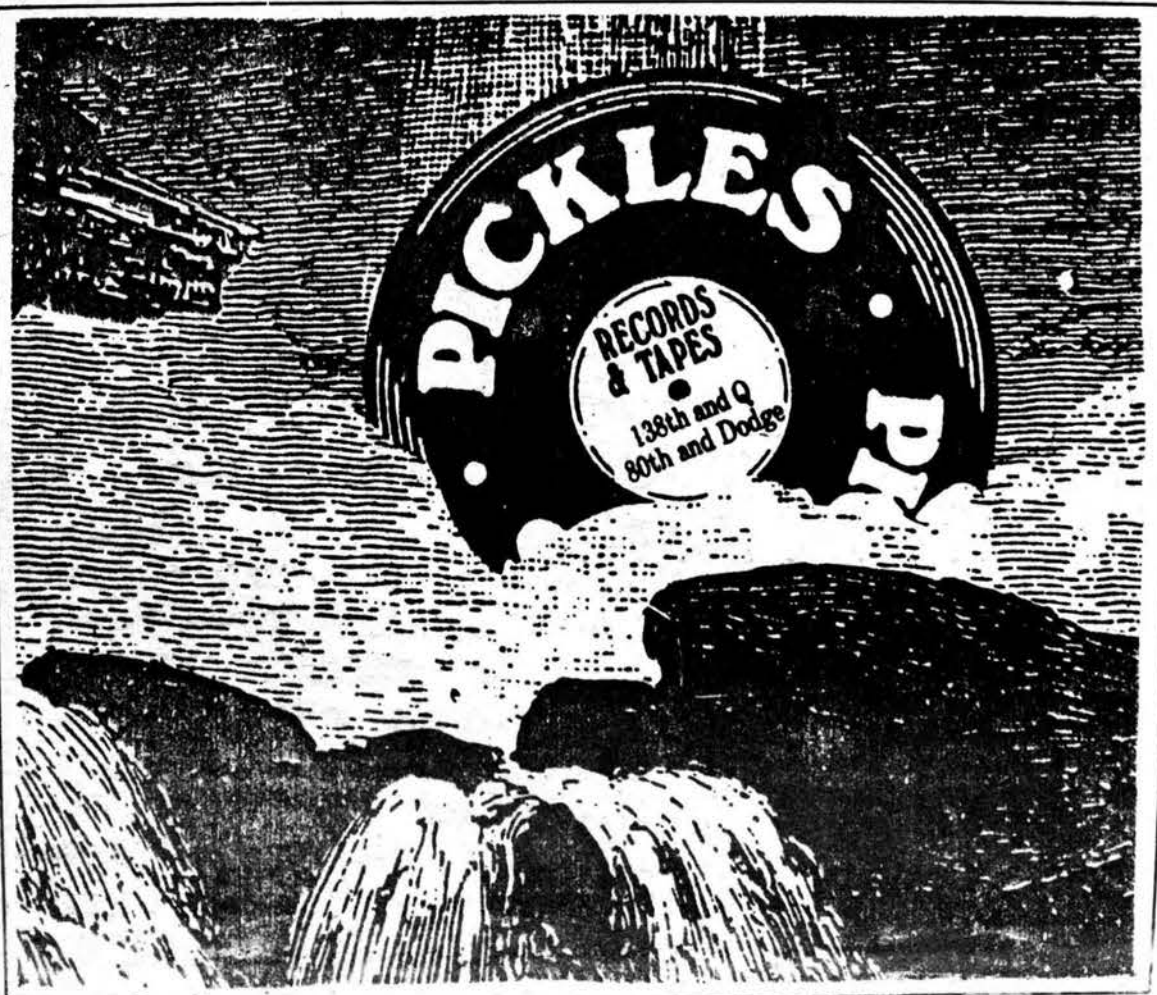
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# National Honor Society gets new members

## In Brief

**Foreign language ski trip** will be held on February 15 at Trail Ridge from 7:30 a.m. to 5:00 p.m. French, German, Latin, and Spanish students will participate in this activity. This is the third consecutive year that the ski trip has been held.

**Central's rifle team** won second and third places at the Burke Invitational on December 7, 1985. The teams were scored by the four highest scores on shooting in the stand, kneel and prone positions. The second place team had five members and the third place team was made up of four members. Central's rifle team commander is Craig Hamler, junior.

**Sixty-two Centralites** will participate in the Annual All-City Music Festival on February 8 at the Civic Auditorium at 7:30 p.m. Many participants had to audition to be part of the festival.

**Student Council** raised \$600.00 with the Holiday Tree in the courtyard during the week of December 16-20. The money went to Internorth to help pay for the heat bills for elderly people in Omaha.

**DECA** will attend the 29th annual state career development conference in Lincoln during February 13-15. Members will compete in various competency based events and elect new state officers to govern the activities of DECA in Nebraska for 1986-87. Juniors Traci Timm, Cyndi Lavetz, and David Havelka will run for office.

**Central's Debate team** will compete in a tournament during the weekend of January 24-25 in Cedar Rapids, Iowa. The tournament will be sponsored by Cedar Rapids High School.

**"What My Home Means to Me"** is an essay contest sponsored by the Omaha Area Board of Realtors. All eleventh and twelfth grade students are eligible to enter the 1500 word or less essay. The deadline for the contest is February 14. Prizes for first, second, and third places are \$150, \$75, \$50, respectively.

**Foreign language banquet** will be held on February 25 from 6:30 p.m. to 8 p.m. in Central's courtyard. French, German, Latin, and Spanish clubs will display traditional clothing from their respective countries. It will be a potluck dinner for language students and their parents.

**Ray Mobley**, senior, won the Mr. Beautillion contest held on December 19 in the Peony Park Ballroom. All participants had to sell tickets to the ball and ads with their names on them. The person who sold the most won the contest. Runnersup were seniors Eric Anderson and Teddy Broom. The ball, for minority high school seniors, was sponsored by the Urban League Guild.

Laura Murray

New National Honor Society members were inducted on January 19 at the Red Lion Inn at a brunch paid by Internorth. Twenty-one of the inductees were seniors and 95 were juniors.

They listened to Mr. Norman Krivosha, the chief justice of the Nebraska Supreme Court, and Mr. Bill Moore, a representative from Internorth, speak.

To be eligible, the students need to maintain a 3.3 cumulative grade point average, must be dependable, responsible, cooperative and courteous. The students must also demonstrate leadership traits and be involved in at least three activities in youth groups, school work, or the community.

This is the second year that the Central National Honor Society has held the status as an active chapter. The students must attend one-half of all the meetings held once every two weeks and must be involved in at least one activity each

semester.

Matt Carpenter, senior, inducted last year, said of NHS, "National Honor Society is a great achievement and it looks good on college applications."

New member, senior Doug Mousel, said, "Being voted into NHS gave me a feeling of accomplishment."

The following is a list of the new members of National Honor Society:

Seniors include Phil Berman, Robert Biggs, Vicky Bowles, Jeanne Galus, David Holt, Margaret Kohout, Cheryl Laursen, Mitch Lewis, Kyle Loehr, Sara Lundberg, Jennifer Mattes, Thomas Maycock, Douglas Mousel, Courtney Orr, Barbara Poore, John Skoog, Dan Sitzman, Pat Volkir, John Weill, Eric White.

Juniors include Lisa Arnett, Julie Ashley, Duwayne Backens, Monica Backens, Ronna Baker, Tiffany Boyer, Karyn Brower, Mark Brandl, Michael Buckner, Stephanie Cannon, Dan Carlson, Sarah Carlson, Rachel Cartier.

Anthony Clark, Sherri Collier, Corinne Darvish, Doug Deden, Kristina Deffenbacher, Melinda Dloogoff, Mark Ebadi, Tracy Edgerton, Nicole Else, Kelli Felton, Michelle Fox, Robert Fry, Nicole Galiano, Steve Gross, John Hannon.

Michael Hargreaves, David Havelka, Robert Holtorff, Gene Huey, Christopher Hughes, Lin-

Travis Mood, Jo Newbold, Jeff Palzer, Andrew Pank, David Pansing, John Pa, Laura Pattee, Kelly Penry, C Peterson, Todd Petrick, A Pickens, Christina Piniar, Kristi Plahn, Jenae Plourde, Prescott, Michele Rempel.

Christina Reyes, Jill R, Kurtis Rohn, Steph

**"National Honor Society is a great achievement and it looks good on college applications."**

da Jackson, Lisabeth Jensen, Scott Jensen, Joel Johnson, Jennifer Kastrick, Kevin Kathka, Kristy Kight, Michelle Kimnach, Mollie Kinnamon, Courtney Koziol.

Kimberly Kraft, Kimberly Kunze, Cynthia Lauvetz, Kirstin Leach, Bohdan Lechnowsky, Eric Lee, Jenni Lexau, Kirsten Lillegard, Marc Lucas, Kathy Madigan, Renee McArthur, Rebecca McKim, Andrea Montequin,

Ruegnitz, Ellen S, Stephanie Somers, Kelli St, Patricia Stodola, An, Stonehouse, Tim Stohs, S, Story, Virginia Suttle, S, Tuma, David Vodicka.

Brian Wanzenried, Sta, White, Dwana Williams, El, Williams, Joy Williams, Ne, Wolf, Kevin Yam, Will, Young, and Lynn Zealand.

# Freshman recruitment program expands

Sean McCann

In order to stay alive, a high school needs a continuous supply of students. It is for this reason Central plans recruiting workshops designed to give freshmen an idea of the decisions needed to be made about high school. These decisions include career choices, activities, and social atmosphere.

## Central's writing program

The workshops were originally mandated by a court order in 1976. According to Central principal Dr. G.E. Moller, "It was mandated when we were under court order that certain high schools had to recruit the students they needed to meet

the minimum racial balance mandated by that court order."

Historically, the workshops have focused on Central's writing program. "This is the first year the other departments have been used," explains Dr. Moller.

The added departments include math, science, music, and foreign language. The music department also performs a dual function because it serves as an informal discussion group for the freshmen. "I felt the singers were a good representation of Central," says Mr. Robert McMeen, music department head.

Approximately 230 freshmen attend the workshop, held every

Tuesday from October 29 to January 14. Each workshop contains about 23 students.

## Foreign language samplers

During the day students go to seminars in various academic areas. Students attend enrichment math, foreign language samplers, science presentations, lunch, and tour the building. Students also attend a presentation by English department chairman Mr. Dan Daly and journalism advisor Mr. T.M. Gaherty.

"We want them to know Central will help them to academic success," said Mr. Daly. The program also attempts to "educate students that don't belong here."

The workshops appear to be

having the desired effect. "Sixty percent of the students came to the workshops come Central). Anywhere over 50 percent is a good job," Dr. Moller stated.

In order to invite the students, Dr. Moller says, "We send a letter to all present ninth graders who are eligible to attend Central."

The program emphasizes Central's writing program but states that "all programs are strong," Dr. Moller said.

"We feel we can give a general education. We do a good job, especially for college because we're equipped to do that," Dr. Moller concluded.

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# Gabteen

Northwestern Bell under fire for teen's conversations of explicit sex, drug deals and extended solicitation.

Kurt Hubler

In January, 1984, a service was put into effect by Northwestern Bell of Omaha for local adolescents to be able to communicate with another and discuss topics of interest in hopes of becoming better acquainted.

It simply consisted of a telephone number teenagers could dial and then be connected with other teens that were in the middle of a discussion. That person who had called could listen to what was being said and voice his or her opinion on the subject.

Publicity procedures concerning the service known as Gabteen and its sister product, Gabline (for adults), were widespread and included billboard and radio advertisements, and even a local television commercial that featured Central junior Lisa Hulac as a regular user of the service.

But before Gabteen could celebrate its first year in existence, a television station in Minneapolis, Minnesota, presented transcripts of conversations of the service that includ-

ed explicit sex, heavy profanity, potential drug deals, and the intended solicitation of minors.

Mr. John Walker, manager of information and public relations for Northwestern Bell in Minneapolis, explained the action that was taken led to the termination of Gabteen, when these occurrences came to the company's attention.

"It was an overnight decision," Mr. Walker said. "After I was informed, I immediately got in touch with the vice-president of Northwestern Bell in Minneapolis and other executives and decided to disconnect the service the following day.

### Exploiting minors

"We were also receiving complaints from parents that believed the service was exploiting minors, and this was absolutely not the reason why the product was designed," Mr. Walker said. "Initially, it was to be an entertainment device for people to meet and talk."

Reasons for a television station being able to detect faulty use of the service could be linked to Northwestern Bell's policy of not monitoring the calls.

"We chose not to do that," Mr.

Walker said. "We live in a country where freedom of speech is important."

Mr. Jim Brader, Mr. Walker's counterpart for Northwestern Bell in Omaha, supported his reasons for not monitoring calls made on the service.

### "Company policy"

"It has been a company policy for over 100 years not to listen to calls," he said.

After the disconnection in Minneapolis, other cities using the Gabteen service such as Omaha and Des Moines, soon shut down their programs, although Mr. Brader believed that no such conversations related to the ones in Minneapolis were being held in Omaha.

As for the popularity of Gabteen at Central, only seven out of 50 students questioned said they used the service.

All students that called Gabteen said that the prices charged were not worth the time. The charges for the service were 25 cents for the first two minutes and eight cents for each additional minute.

### "Pretty confusing"

"You could get a good com-

bination of people to talk to, but it never lasted very long," said junior Gabriel McGrath.

"The whole thing was pretty confusing," said sophomore Leascha Benolken. "Everybody was talking at the same time."

All those who had used the service said there always was some talk of sex and drugs but was not taken seriously by others on the lines.

### "Financial projections"

The Gabline service for adults is still in service and is meeting its financial projections, and new Gab services have been created, or are under development.

In another Gab service, Gabsports, people may join in with one another to talk about popular athletic events. Yet another Gab service deals with the discussion of television soap operas.

Both Mr. Walker and Mr. Brader expressed their doubts as to whether another Gabteen service will ever be introduced again in the future.

No arrests or convictions were made regarding the misuse of Gabteen, and no phone tracers of any sort were used in the investigation, they said.

## Tech: the lost class graduates

Mike Meehan

Central's graduating class of 1986 will not only contain the usual memories and anticipations of high school and the future, but will also have a unique feature.

The graduation class of 1986 will be the last to contain any students that had attended Technical High School (Tech). Tech was closed at the end of the school year of 1984 because of decreasing enrollment.

Senior John Wyzykowski said that he felt disappointed in the school system and let down because of Tech's closing.

### "Very disappointed"

After Tech's closing in 1984 the remaining students were absorbed into the enrollment of other Omaha Public Schools such as South, Benson, and Central. "I decided to go to Central because I knew a lot of people and they were the same kind like at Tech. Central was also closer than Benson or any place else," said John Wyzykowski.

The students found Central a big change from Tech. "It's a lot

harder and Tech only had eight periods which is less than Central. They also had less requirements," stated Tim Smith.

### "Drastically different"

John felt that "it wasn't hard to adjust, but I do miss the mode of curriculum that allowed you to work at your own pace in the classroom. Teachers at Central have too much responsibility so they can't have individual relationships with the students."

"The schools are drastically different. Central is all work and no play and Tech is just the opposite," said senior Ron Hiatt.

Though Tech is formally closed, the Career Center which includes classes in radio/television, broadcast journalism, photography, auto mechanics and auto body, remains open to all Omaha Public high school students.

Most former Tech students that attend classes at the Career Center do so because of their fields of interests. But Ron Hiatt said, "I take classes there because it is in my field of interest but it is also good to be back for awhile."

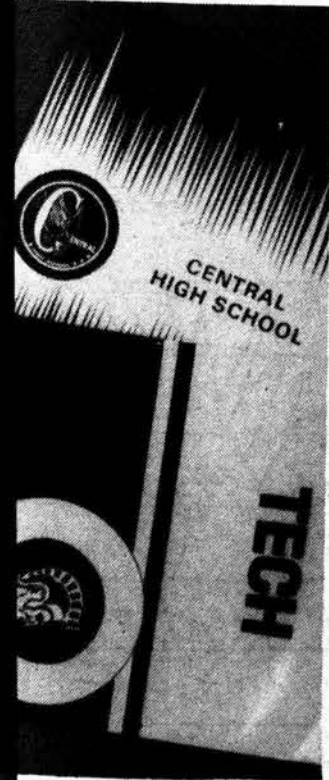


photo by Shanda Brewer

and Central students join one student body after the closing of Tech in 1984.

## Students mourn loss of cafeteria worker

Liz Welling

Sorrow filled the air in Central's classrooms on Wednesday, January 8. During third period, Dr. G.E. Moller, Central principal, announced over the intercom to the student body that Mrs. Jean Thrasher, a Central cafeteria cook and cashier, had died in a car accident on Saturday, January 4. Dr. Moller asked for a moment of silence in Mrs. Thrasher's honor.

Mrs. Thrasher began work at Central in August, 1980. Along with her husband, Mrs. Thrasher regularly attended Central varsity football games on Friday nights.

Mrs. Peggy White, cafeteria manager, and Mrs. Marjorie Hayes, area manager of three Omaha Public School cafeterias, agreed that Mrs. Thrasher took a rare interest in students. "She knew many students by first name, and they knew hers," said Mrs. Hayes.

Mrs. White added that "she was easy to get along with, so-

meone who was there to talk to you if you were feeling bad."

Dr. Moller said that one of her "good friends" prompted the moment of silence over the intercom on January 8. Levita Woods, senior, requested that Dr. Moller "say a few words about Jean" over the intercom. "I commend her for it," said Dr. Moller about Levita.

In describing her personality, Dr. Moller said, "Jean was one of those types of individuals who went out of her way to make friends." "No student ever went hungry while she was around," Mrs. Hayes said. "She carried a small coin purse with her, and many times she would loan students money if they didn't have enough to pay for a lunch."

The funeral took place on January 8 at 11 a.m. Ms. Laura Landess represented the Central High cafeteria. Mrs. White said that many workers contributed to the floral arrangement, including substitutes who knew her.

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# Theme VI-Outline

1-23-86

Thesis: Despite the many obstacles, students will benefit from a Central education.

## I. Absence policy appealed for students

Gerry Huey

Central students are allowed ten unexcused absences in a class. More absences will result in a failure of that class.

A doctor's note is counted as an excused absence, along with school related activities.

Central started the ten-day policy about 12 years ago. Dr. G.E. Moller, Central principal, objected to the idea at first. He thought there would be a rush of appeals for grades.

### Teacher's tool

According to Dr. Moller, an average of 50-60 grades are appealed a year. He feels that the policy is a teacher's tool for better attendance.

Some Centralites feel that the policy is not necessary.

"I think I have a good enough

judgment to decide if I'm lacking in classtime," senior John Fogarty said.

Senior Toni Koob feels that the policy is unfair. "It should be the same for all students," she said. She believes the students who miss class for theatrical performances should be excused. Toni argues that students are excused to watch the performances, but not excused to participate in them.

"I'm not altogether satisfied," Dr. Moller said about the policy. He would like to see a full-time staff member working on attendance.

A student's grade can be appealed, but it is the teacher's decision. Though students must ask the teacher first, the teacher will usually go to the student.

An appeal is discussed bet-

ween the teacher and Dr. Moller. The counselors are not officially involved. The teacher sends a letter to Dr. Moller explaining why the student's grade should be appealed. Dr. Moller respects the teacher's decision and usually doesn't disagree.

### Strong passing grade

Mr. John Williams, Central chemistry teacher, has been teaching at Central for 24 years and has only appealed five grades in his career. His basis for appeals are that the student must complete all of his work and have a strong passing grade.

Students who have a grade on the borderline of passing or failing and have missed more than ten days are usually failed. "Not often is a student gone that long and is still passing," said Mr. Williams.

...an average of 50-60 grades are appealed a year.

## II. Flexible substitutes focus on teaching

Todd Peppers

In grade school a seven-year-old's heart would jump with joy at the sight of a substitute teacher walking into the classroom. A "sub" always seemed to mean no homework and extra recess time.

In high school the sight of a substitute teacher seems to bring moans from students as the substitute peers closely at the seating chart and mispronounces names. To many students a substitute teacher seems to appear by magic in the classroom. However, the substitute desk at Joslyn Castle, and not any evil forces of magic, is responsible for the arrival of teacher replacements.

Ms. Marsha Taylor's day starts long before the homeroom bell rings at Central. Ms. Taylor is one of the workers at the substitute teacher desk at Joslyn Castle.

"I start calling substitute teachers at 6:15 in the morning," said Ms. Taylor. "But a lot of work is done before I make the phone call. When a school like Central calls the 'sub' desk and asks for a teacher, I find out for what subject area. I then pull out a list of teachers for the particular subject, see if they are certified in that area, and check and see if they are located close to the school before I call them. If they do take the job, they receive 52 dollars for one day."

Mr. Dan Miller is one of the many substitute teachers who have received a phone call asking him to report to Central High School.

"I have been a substitute teacher for a year now and enjoy it," said Mr. Miller. "It is a challenge at times because you don't know anyone and you may be assigned to a subject you don't know much about. I am a math major, but I have taught social studies at times."

### Hardest areas to fill

Ms. Taylor tries to match teachers with subjects they are fluent in, but at times it is difficult. "Math, science, and special education are the hardest areas to fill," said Ms. Taylor, "with English and physical education being the easiest. If there is a high demand for teachers on a certain day, we may not always match all subject areas with the appropriate teacher."

Ms. Taylor added that there are 400 substitute teachers in the Omaha Public School system, and the average demand is between 80-85 teachers a day. A few times each school year all 500 substitute teachers are taken, and then Ms. Taylor said, "The school must cover with assistant principals."

Mrs. Patricia Wallington, Central biology teacher, had no trouble receiving a substitute teacher in the area she requested.

"I was absent seven school days earlier this year and had two different substitute teachers fill in for me. Both were well versed in biology, one being a biology major, and I was quite pleased. Of course, my classes did get somewhat behind, not nearly as behind as if I had an art major."

Not all substitute teachers limit themselves to one subject area, however, as in the case of former Central English teacher Mrs. Lyndall Newens.

"I retired from Central in 1975 after teaching English there for 17 years," said Mrs. Newens. "When I retired from Central, I felt I would be a lost soul for I missed the structure of the school day." Mrs. Newens was lucky enough to find a private school close to her home that was in need of a semi-permanent substitute teacher.

"I taught in every department during the ten years I substitute taught. I found it difficult at times to substitute in some areas, such as art, that I was not familiar in, but I did enjoy substitute teaching," Mrs. Newens said.

At times substitute teachers do not quite work out, as in the case of a substitute teacher that Mr. Dan Daly, English department chairman remembers.

### Bulletin board

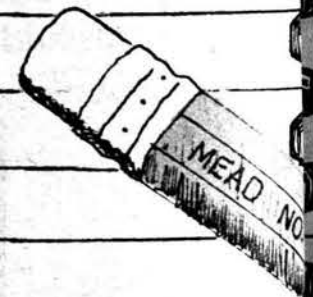
"Quite a few years ago I shared a classroom with a substitute teacher of some inadequacy," Mr. Daly said. "The room we shared had a bulletin board at the front instead of the chalkboard, and the first day the substitute wrote her name with chalk on the bulletin board. It took me two days to clean it off."

"I should have been alert to her scatterbrain personality because two days later she accidentally walked off with my grade book." Mr. Daly added, "I never did get it back."

"I think substitutes, for the most part, do what you tell them and do a good job," said Mr. Daly. "I never have a problem with my students taking advantage of a substitute."

Mr. Miller believes that trouble in the classroom depends on the school and the class in which a teacher is assigned. "You can tell whether or not a class will be good the second you walk in. It's amazing how easily you can tell students are going to pull something and yet don't try to hide it from you."

"However," Mr. Miller added, "I enjoy substitute teaching and hope to be a full-time teacher someday."





School, friends, parents

### III Pressure has negative results

Matt Pospisil

You have a test tomorrow over a book you haven't read yet and a research paper due in a few days. On top of that, your parents are driving you crazy, and you are having a hard time with you friends.

If this type of situation sounds the least bit familiar to you, then you're just one of the many students experiencing pressure.

"Pressure can take the forms of academic performance, student-teacher relationships, drug and alcohol abuse, peer pressure, friendships, and child-adult relationships," explained Ms. Maureen O'Donnell, Operation Bridge counselor.

Diane Perrigo, senior, said that she experienced peer pressure in competing with friends as far as grades were concerned. She said that scheduling her time around working, school, extra-curricular activities, and friends was very hard. "I don't deal with it, then I get mad; after that explosion, everything is better again," explained Diane.

**Peer pressure**

With a large amount of homework and working, Brenda Barber, senior, tends to "space things off" and not accomplish the work she was supposed to. "Then you get behind, and you don't know what you need to know in your classes," said Brenda.

When the pressure becomes too great, she said she becomes

depressed and yells at her friends. After that, "it starts over again."

Why do students especially experience pressure? "A high school student is not engaged in his own education, he is performing for his school and his parents," stated Mr. Donald L. Davis, Christian Counseling Service counselor. He went on to explain that students like to please their parents with grades. If students do not receive good grades, then the student-parent relationship breaks down, according to Mr. Davis.

**Self-worth**

"This doesn't allow the students to be themselves, and students never recognize their self-worth or who they are," said Mr. Davis. He explained that although a student believes his parents have his "best interests" in mind, this is not necessarily the best.

While a student attempts to please his parents, he also tries to please himself in being himself, according to Mr. Davis. That type of person may be rebellious because he is only being the person society does not want him to be.

Ms. O'Donnell added that adolescence is a time in which skills are developed in maintaining friendships and relationships. "It depends on the student where the skills are necessary to develop; other pressures are not as great for different students," she said.

"The root of the problem begins with each new generation," stated Mr. Davis. "They think the new generation must have it better than they had it." He explained that this fact causes the same fears the prior generation struggled with to be implanted in their children.

**"American Dream"**

Mr. Davis also said that although parents want to help their children, the child should be allowed to make mistakes, learn, and grow. "Parents should respect the children for who they are; they deserve respect," he said.

When a child finally becomes an adult, he is granted rights and then denies those same rights he was denied as a child to his children. Mr. Davis went on to explain that this "cycle" continues because no one wants "to lose a turn."

"If a student isn't able to handle these pressure, he may turn to drugs and alcohol for a release after a buildup of pressure," said Miss O'Donnell. She also said that such a release is usually "unhealthy and destructive."

Mr. Davis said that the fact that many students are "dropping out of society and losing interest" is not necessarily negative. "Not as many kids are buying the 'American Dream; more money doesn't make a person happier. The kids are getting wiser. They're becoming disillusioned," said Mr. Davis.

"Parents should respect the children for who they are..."

### IV Graduation: Employers view diploma differently

Vina Kay

As some Central students walk down the aisle to receive their diplomas this spring, many thoughts will run through their heads. Not only will they look back on their high school years — at their achievements, performance, and activities — but they will also look to the future and wonder what it holds for them.

The number of high school graduates has increased, said Dr. Stan Maliszewski, guidance director. "It has become a given in a person's life. It is an important factor of a person's ability to socialize, communicate, and develop relationships with others, as well as the minimal requirement to get a job." But what does high school graduation really mean to employers? What significance does the piece of paper that graduating seniors receive in the spring actually have?

According to a report prepared in January 1985 by the Omaha Public Schools Research Department, 62.3 percent of the OPS graduating class of 1984 was employed full or part-time. Of these, only 22.1 percent were employed and also pursuing further education. The number of students who are entering the work force directly out of high school is increasing, while the number of students going on to college is decreasing, said Dr. Maliszewski.

**Verify graduates**

He credited this to the good economy in recent years. "Only 20 percent of all jobs require a college degree, while 80 percent require only a high school diploma. But a student should remember that the pay is not as high, and the work is often not as challenging for these jobs."

Very few employers actually call the school to verify gradua-

tion, said Dr. Maliszewski. One such employer is the City of Omaha. "We don't require a report of an applicant's performance in school," said Mr. Mike Mendenhall of the City of Omaha Personnel Office. "But in the application process his educational background will become clear." Applicants are often required to take an examination and to be interviewed, he explained.

**"Prospective employee"**

But several other large companies do look into a student's background before hiring. "After a prospective employee fills out an application and has an interview, we do check his school records," said Ms. Debbie Washington, employment representative at Mutual of Omaha Insurance Company. "We often find that a person's performance and attendance in school carries into his job."

Although a high school diploma is not always required at Lozier Corporation, said Mr. Monty Allgood, personnel manager, "we strongly recommend it." The company often contacts an applicant's teachers and counselors before hiring. "There is a direct correlation between an employee's achievement at school and his achievement at work. The better student, who has developed self-discipline is usually the better, more responsible, worker."

Central's strong reputation, both locally and nationally, may benefit graduates in search of employment, said Dr. Maliszewski. "I would guess that in the business community, Central does have a very strong reputation," added Mr. Allgood. "But more important than the reputation of the school," said Ms. Washington, "is how well a person performed wherever he went."

Class of '86





Dawn Clark, junior, and David Long, senior, float symbolically between two worlds in this picture. They both share a deep interest in the occult.

photo by Phil Berman

## Occult:

Kurt Hubler

Webster's dictionary defines "occult" as something that is hidden from sight. Today the word is used mainly to describe dealings with supernatural spirits from other worlds or the use of witchcraft.

Man's practice of witchcraft existed long before Christianity came into view and continues even today. Two Central students claim to carry on this practice.

David Long, senior, has had a fascination with the occult since he was six years old. He considers himself to be a pagan, one who claims not to have a specific religion.

"I am interested in what most people call the craft, which is related to old Celtic religions that rely on images to contact a divine force," David said. "I observe a belief consisting of a god and goddess."

### Internal guidance

David explained how the craft, also known to some as Wicca, helps him spiritually through meditation and involves the use of certain instruments to help him concentrate.

"I use a spiritual knife, wand made from a willow, a cup, and

## Students share interest in alternative religion

a pinnacle to embrace the belief in the gods and the images and shapes created for their use."

David said he plans to continue to have an interest in the occult and use it to help him with his main interest which is writing.

For Dawn Clark, junior, the occult has been a part of her life since she was born.

"My parents became interested in the practices of the Sioux Indians," Dawn said. "Then they discovered that these practices and those of modern witches were very similar, so they got more involved."

### Covens

Both of Dawn's parents are witches. That means they are experienced in enacting rituals and casting spells with their coven, a group of witches whose purpose is to meet for different occasions.

"We have gatherings for Sabbaths, Betane, a Mayday celebration, and Yule, a form of Christmas," said Dawn.

Dawn told of how there are about two other covens in the Omaha area besides the one she belongs to and the misconceptions people have about modern day witches.

"Most people think we are evil, and it is not true," she said. "Basically there are three types of magic witches study: black magic, which associates with the devil, white magic that we and the majority of other witches study for good purposes, and grey magic, that involves both types."

### Earth religion

Dawn explained that details concerning the induction of new witches are kept secret to people on the outside and that the use of magic is done on specific nights when the moon and stars are in a certain formation because they deal with the earth and its surroundings.

"The interest in the family that my brothers and I have is entirely voluntary," Dawn concluded. "The way I see it, it provides a standstill in comparison with all the fighting in the name of other religions in other parts of the world such as Ireland and the Middle East."

Books dealing with the occult have been published, but both David and Dawn said it is best to talk to someone who is personally involved to gain a better understanding.

## Deaf parents share valuable experience

Vina Kay

Do you ever have a hard time communicating with parents? Do you feel like they aren't listening to you?

For Kimm Reitz, sophomore, communicating with her parents is even more complicated. Her parents can't hear because they are deaf.

Her father, Mr. Ed Reitz, has been deaf since birth. The mother of having German measles. Mrs. Pat Reitz became deaf at the age of 10 or 11 when she fell out of a car. Both are now teachers at the Nebraska School for the Deaf.

### Sign language

Kimm communicates with her parents through sign language. "My mom can talk since she didn't lose her hearing until she was 10 or 11. So when I was learning how to talk, she would say a word and sign it. I knew how to sign before I could speak," Kimm said.

Mr. Reitz can also read lips, so he is very good at "faking" Kimm said. "My dad gets around really well, too. He carries a notepad everywhere he goes." When the family goes somewhere together, Kimm or her brother, Trey, 18, will usually speak for her, she said.

### "Normal family"

Despite the communication problem, "we really are a normal family," Kimm said. "Sometimes it's kind of tough to have big family discussions." When she needs her parents to understand something important, Kimm signs it to them clearly.

Sometimes it can become a little frustrating Kimm said, "especially when I'm in a hurry and I want to talk, but they don't understand. But it doesn't happen often."

Kimm feels that she has a very close relationship with her brother. "He has taught me a lot. When I was little and I didn't understand something my parents were trying to say or sign, he would explain to me what they meant."

### Loud music

As a family they participate in normal activities. Mr. Reitz is the basketball coach at his school, and sometimes the family goes to the games. "And we do stuff like go to Grandma's too," Kimm said.

The Reitz's have come across some not so common situations as well. "My parents really like music," Kimm said. "They turn the music loud in order to feel the vibrations. But once they turn it up full blast and kind of messed up the speakers. But they don't know it."



photo by Val Speltz

Sophomore Kimm Reitz appears with her parents Mr. and Mrs. Reitz. She communicates with her parents through sign language.

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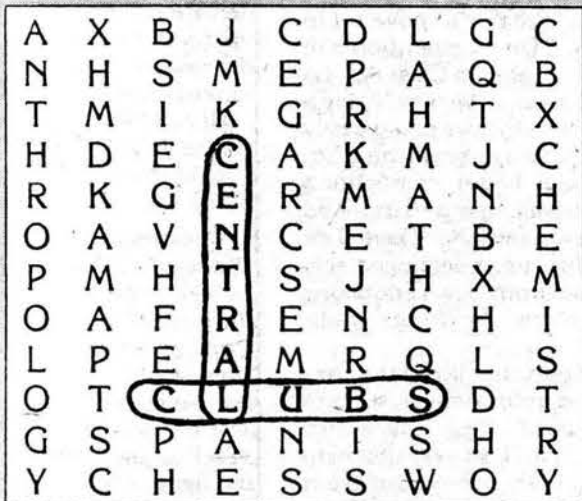
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Can your club be found? . . . English, Trivial Pursuit and Spirit Clubs are three organizations that cannot be found in this word search.

## Three clubs die; several prosper

By Gigi Shugrue

Last year did you postpone joining Spirit Club? If not Spirit Club, maybe English or Trivial Pursuit Club? Were you looking forward to signing up for them this year and then disappointed they were never mentioned? What makes a club succeed while others come non-existent?

"I ran out of 24 hours in a day," said Mr. David Martin, Central English teacher, as to why he is no longer the sponsor of English Club. In addition to teaching at Central, he taught night school at O, coached track, and presided over several church activities.

Former English Club president Vina Kay, senior, felt there was not enough support. Since English is a required academic subject, students are not interested in adding extra time for a club, Vina said. Three regular members is not enough for a strong club.

### "Nobody bothered"

"Nobody bothered to organize Spirit Club this year. The officers graduated and those remaining are so busy with senior pressures, it's hard to find time for more extra activities," senior Mary Burnes said.

Distributive Education Clubs of America (DECA), a club whose members are marketing and fashion merchandising students, has 15 members, sponsor Mr. Harry Gaylor said. The main reason for the large group is five encouraging teachers and 300 students enrolled in the courses.

Instead of the usual number of officers, DECA has a board of directors in order to incorporate more students. "It gives more students a chance to develop a leadership style," Mr. Gaylor said.

Tracy Barrientos, senior, says DECA is an excellent club that prepares students for the business world. "People like to test their knowledge at what they believe they're good at," she commented.

### Friday afternoons

Mrs. Marlene Bernstein, English teacher, no longer supervises the Trivial Pursuit Club because her devotion to the preparation of the Academic Decathlon team. Junior Doug Deden said the club had no organized officers and it was more of something "fun" to do on Friday afternoons. Mrs. Bernstein expressed hope in continuing the club after the completion of the decathlon.

Last spring National Honor Society (NHS) became an active chapter. "We're off to a good start," said Dr. Stan Maliszewski, guidance director. "Of course, anytime there is a transition that had previously not been a tradition, there are a few problems."

Officers pay close attention to see if their members are fulfilling their requirements, Dr. Maliszewski said. If they are not measuring up to the standards, they are put on probation.

Brent Adamson, senior and NHS president, said, "We are still working on building a foundation for future years. We have good ideas on what we want to accomplish." Successful NHS activities have been those dealing with college students and tutoring, he said.

Whether a student belongs to a flourishing or dying club, it seems that when students' priorities change, club loyalty suffers.

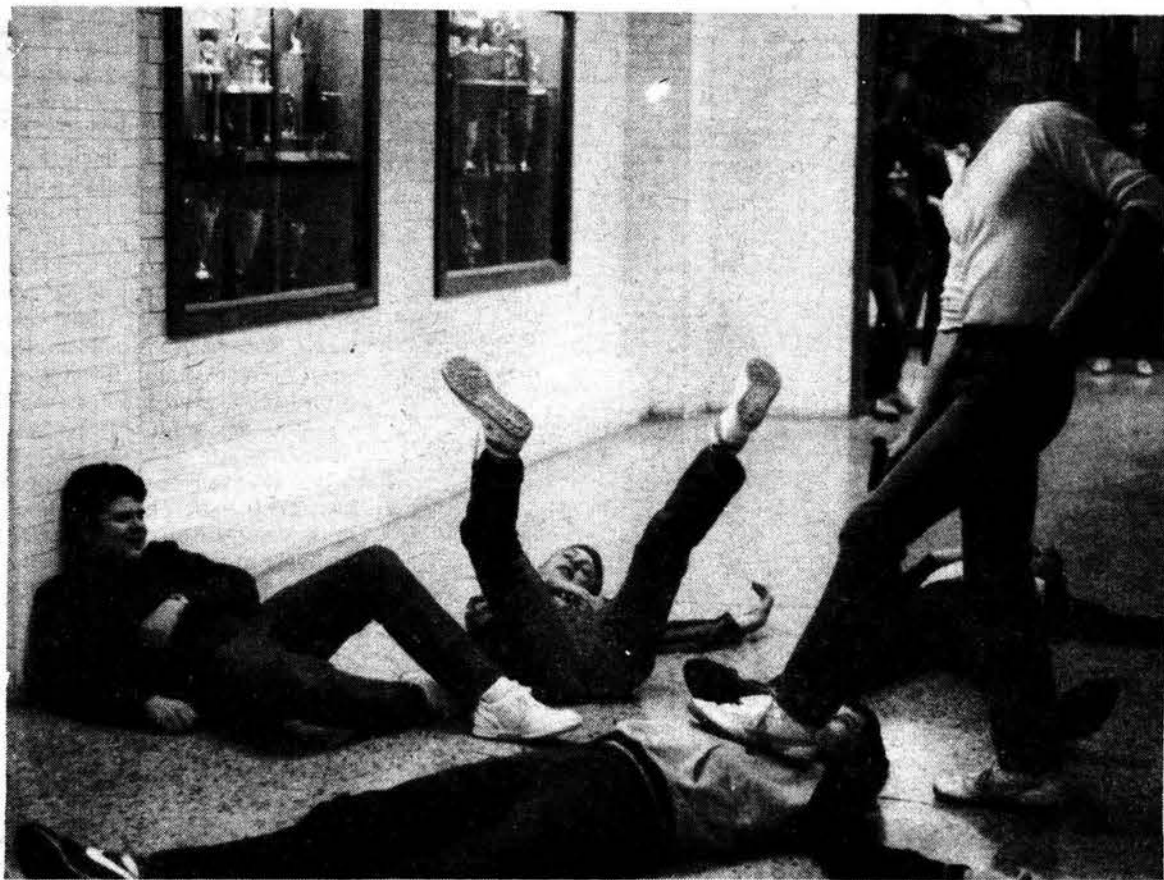


photo by Shanda Brewer

Senior Shane Brown stands victorious over his opponents, seniors Chris Swanson, Randy Underwood, Martin Dochstader, and Craig Marshal in a game of KAOS.

## TAG, KAOS players shoot for thrills, monetary rewards

By Mike Meehan

Along with the feeling of excitement and boredom experienced by every high school student, paranoia is running high at Central High School. Many students are fearful about the possibility that certain death hovers over their heads.

The students, however, are not facing real death, but a mock game version which has received national publicity and increasing participation. The Tactical Assassination Game or TAG originated on eastern college campuses as a game in which one person was given a card consisting of a victim's name and picture and then was assigned to assassinate that victim with a dart gun. Central students Eric Weaver and Dean Bussian have recently organized a TAG game. The game originated with members of the band but was open to anyone.

### Wallet-sized photo

According to Dean, the idea to start a TAG game at Central is not a new one. "We played a few games when I was a sophomore, but they weren't well organized. The idea for this year's game came from an article in the 'World-Herald.' The story told about Millard South High School's TAG game. A few people from Central participated in Millard South's game which prompted our game."

Dean stated that all one needs

**"When the game reaches the point of having only three people left, they all square off against each other, and the money is awarded to them."**

to play is a recent wallet-sized photo of her or himself, a two dollar entry fee, and a dart gun. "At the start of the game, every player is given a card of a victim at random, and once they've killed their victim, they take over the assignment of that person if their victim had completed his mission," he explained.

### Monetary rewards

"When the game reaches the point of having only three people left, then they all square off against each other, and the money is awarded to them. Fifty percent of the money goes to the top winner, and the other 50 percent is divided equally between the second and third place finishers," Dean said.

The game started the second week of December with 50 people signed up to play. Due to the nature of the game, certain rules were implemented to comply with the school administration's regulations. The main rules were that "no one could be shot in school or on school property and no one could have a dart gun in school," Dean said.

A few other rules concern the shooting sites: no shooting is

allowed in a moving vehicle or in the victim's place of employment.

In addition to the TAG game, another game played on a smaller scale is Killing An Organized Sport (KAOS). This game is played in a similar manner to TAG except KAOS consists of few rules if any. Sam (not his real name), the organizer of KAOS, explained that "since this game was smaller than TAG, we were able to get away with playing in school."

KAOS and TAG have two differences. KAOS allows more variations such as killing victims by putting Vaseline on their lockers. The second difference between the games is the use of bodyguards; they are allowed in TAG but not in KAOS.

### Vaseline and bodyguards

Both groups stated that they were planning another game for second semester and they wanted more people to play.

TAG player junior Tom Hazel summed up his feeling about the game by saying, "I was paranoid for two weeks, but the game is still really fun!"



# Changes prompt soccer's success

## Sidelines

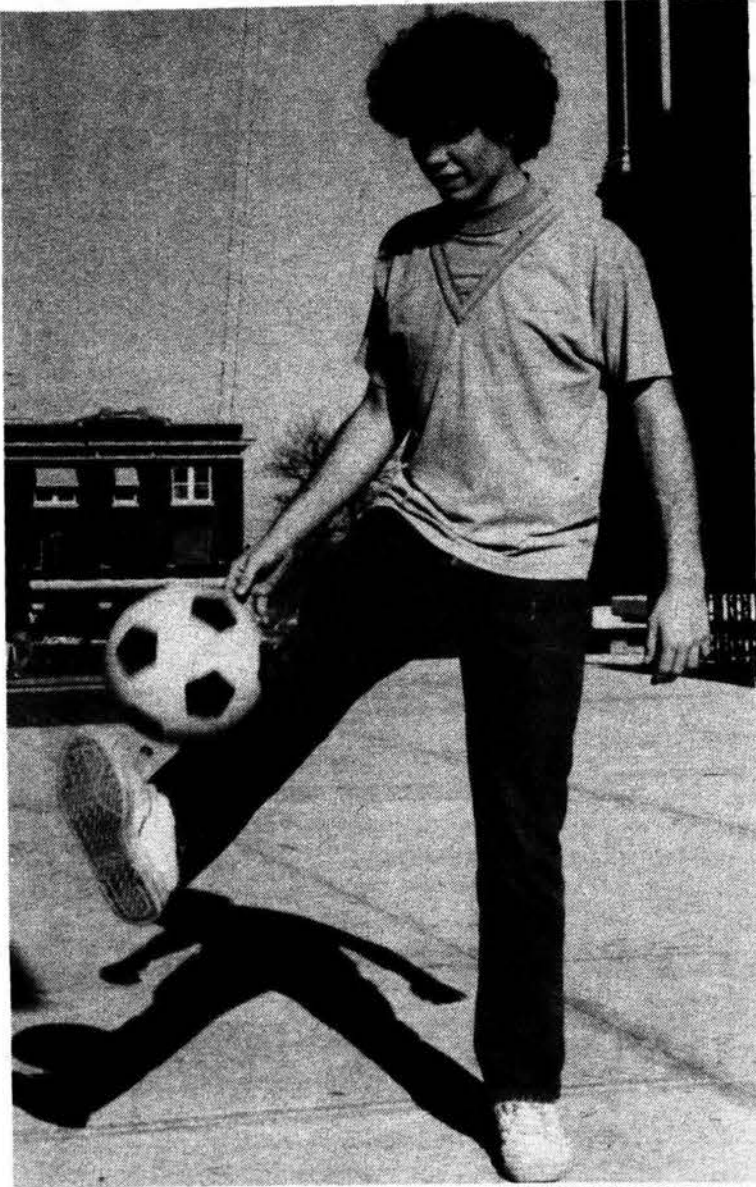


photo by Shanda Brewer

Senior John Fogarty practices for the upcoming soccer season. The Central soccer team took the Class B state title last year.

Travis Fezell

Soccer, it seems, is here to stay. Just the other day, some guys were kicking the ball around. Wait a minute. Isn't it the middle of January? Isn't that the time for blizzards, snow plows, and skiing? Not any more. Soccer, the most popular sport in the world, is now a year-round sport. And many Central students are beginning to take notice.

But what is soccer? Many people view the sport as utter chaos as they see the players frantically roving about trying to kick the ball into a guarded net. Yet, it's much more than that.

"Soccer is a team sport," explains team member junior Dan Carlson. "It's competitive but also very strategic. You always need to understand your teammates in this all-around game."

A few years ago, the boys' soccer team won the Zenon Cup, the award presented to the state champion. After this, the program seemed to turn downhill. For the following years the Central team was considered as one of the easiest teams to beat. Last year, though, something happened.

### Winning the Class B title

"I'm not sure what it was, but we did really well," said senior John Fogarty. "We had a great coach, Jason Ako (a Creighton University student) and a great collection of players. We ended up winning the Class B title and went to the state playoffs. We lost to Westside 3-1, but it was a great accomplishment."

After winning the Class B title

the boys' team will move up to Class A. "The competition will be a lot tougher in Class A," explains Carlson. "We won't play a lot of teams that we could easily beat. The players will be a lot better, but better competition will be advantageous to us." And with new coach Mr. Dave Tarabocchia, an experienced soccer coach from New York taking Ako's place, the future looks bright.

Although the girls' team has not come upon as much success as the boys', their future also looks bright. Last year the team only won two games, but team member and sponsor Kerry Flynn has a good outlook.

Both experienced players and new coach Ms. Penny Weber will hope to lead the team to success.

### Not a sanctioned sport

Soccer, as of now, is not a sanctioned sport in Nebraska. This means the sport is only a club sport and is virtually funded totally out of the player's pockets. "I think it's a shame the school doesn't do anything for us," exclaims Flynn, "There's a lot of interest in the sport, but it's like the school totally ignores us. The sanctioning would really help in a lot of ways."

The vote on sanctioning will take place in April. Both Carson and Fogarty believe the vote will go in their favor. "The sanctioning will help the popularity of the sport," explains Fogarty. "All schools would have to offer soccer as a sport, and I think more students would take an interest."

Boys' swimming team defeated North 96-71, but came up on the wrong side in a dual with 94-67 loss to the highly ranked Northwest Huskies.

Girls' swimming team continued its successful year with a 100-48 thrashing of North and an 88-81 win over Northwest.

Wrestling team continues to showcase its immense talent with an impressive 35-24 loss to the highly touted North Viking Central winners including sophomore Percy Bradley, 132 lbs, sophomore Travis Solis, 132 lbs, senior Sam Rizzuto, 185 lbs, junior Randy Rouseff in the heavyweight division.

Girls' basketball had a successful holiday season with a second place finish in the Holiday Tournament after an impressive 54-47 win over Millard. The number nine ranked Eagles lost to the undefeated and number one rated Crusaders. The Lady Eagles moved up to a number four ranking but suffered a crushing loss to the unrated Lady Monarchs Papillion. The team was with the help of starters John Haynes, sophomore, and Eda Williams, junior.

Boys' basketball team ranked its ranking to the number one spot after a perfect December. The Eagles then suffered consecutive losses in the Holiday Tournament, a 49-47 loss to Prep and a 66-59 loss to the boys, though, bounced back, with a tough 55-46 over the Papillion Monarchs. Eagles then suffered a heartbreaking 61-49 loss to Prep.

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# Divisions lose purpose



## Extra Point

### Travis Feezell

ne American, Federal, and onal divisions of the Metro ue. The what? Come on! You n you're trying to tell me ave no idea that there are ivisions in the league?

ell, guess what, my ignorant d? You are not alone in this of knowledge. As junior e Buckner simply stated, "I no idea there were divi- s!"

he Metro league consists of different schools who par- ate in the various sanction- sports of the Nebraska hools Activities Association (NA). For many years the hools were divided into two eam divisions. But a few es ago the league was ex- anded to three six-team divi- ons. And just last year the divi- ons were realigned.

### Divisions realigned

efore, Central belonged to e American division, a peren- al power conference with h schools such as e Marian, Millard South, and e. Yet, with the new realign- ment, Central stayed in the e American division but with new hools such as Council Bluffs e Abraham Lincoln, North, and e. Two questions, though, ome to mind with this new etup. Why were the divisions ealigned and what purpose do ey serve?

Central athletic director Mr. Richard Jones explained the first question. "The divisions were changed because there was an imbalance as far as population and school size. There was a need to separate some of the larger schools. I think they did a fair job because they broke down and separated many of the tougher schools."

"Every school must play all of the opponents in their division," Mr. Jones said, "but, even though a school might be in a weak division in a certain sport, the balance of power may shift to a new school like North or South."

### "Wimpy handshake"

Even though the divisions seem like a fair way to divide the schools, many Central coaches feel the divisions are a waste. Tennis coach Mr. John Waterman is one of these advocates. "In tennis the divisions play no purpose. Before, we (Central) were in a tough division, and we lost some duals and had a decent won-loss record. With the realignment, though, it didn't really matter. We had a better record, but we still had to play the good competition at Metro and State. As for the divisions themselves, you don't even get a wimpy handshake for winning it."

Football coach William Reed echoes these sentiments. "I personally feel the divisions are a waste the way it's handled now. We don't even use them. It's the districts that decide who goes to state. I would venture to say that maybe 90 percent of the coaches don't know what division they are in. The only purpose I can see is that they clarify the scheduling for the administrative people."

### Divisional record

Basketball coach Mr. Jim Martin agrees. "The divisions don't really do much of anything. Personally, I never find out or take much interest in our divisional record until the end of the season."

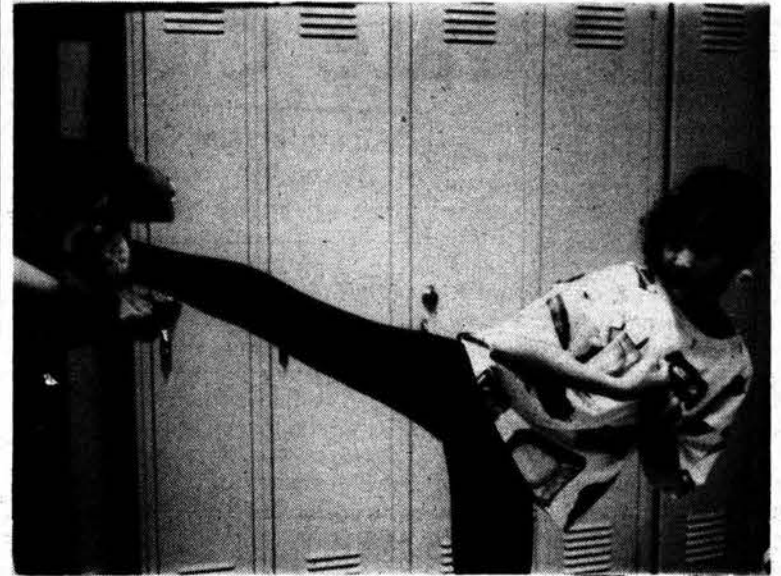
With the divisions seeming to be absolutely useless, what could be done to make them serve some purpose? Both Coach Reed and Coach Martin have ideas. "I would like to see the divisions become similar to the districts," explains Coach Reed.

"If a team wins the division, they would automatically qualify for the playoffs. It would make things more interesting because right now, it is senseless to have both districts and divisions," Coach Reed continued.

Coach Martin, though, feels the divisions could almost be abolished. "A rough idea would be to eliminate the divisions and have an 18-team league. At the end of the season, you could have some sort of playoff to determine who would go to the state meets."

Something must be done about the divisions of Metro league. They seem to be completely worthless and in some cases, have hurt teams. "I think the divisions may have kept us out of the state playoffs this year," said Reed. "If we could have played some other non-division opponents and won, we may have gotten in."

"I didn't like the fact we got to play some new teams because of the new divisions," says football player Mike Salerno. "But what's the use? The divisions just don't matter."



Junior Lisa Arnett shows off her karate talent. She regards karate as a beautiful art rather than a violent sport. photo by Tim Combs

# Student gets her kicks from karate

Thatcher Davis

"Many people have misconceptions about karate and taekwondo," commented junior Lisa Arnett, a black belt in karate. "They think that it is all physical strength when it is mostly mental strength."

Lisa first acquired an interest in the martial arts when she was living in Japan for seven years. Lisa's father was in the service and after being born in the Phillipines, her family moved to Japan.

In Japan most of Lisa's friends were involved in the martial arts. She spent most of her time watching her friends practice or watching karate movies. "At that time Bruce Lee and Jacky Chan were my heroes," she said, "I would watch the movies and wish I could do what they were doing."

While she was in Japan, Lisa's parents thought she wasn't old enough to participate in the martial arts. Lisa, however, still watched her friends and learned the basics. "I never put my gained knowledge to use until now," Lisa said.

### Eight twaekwondo forms

Two years ago Lisa's interest in the martial arts finally spurred her into joining the American Taekwondo Association. After spending over a year at this school, she later joined the Korean Karate Association (KKA) this past summer.

Another reason Lisa decided to learn karate and taekwondo was self-defense. "Now I'm not worried about walking at night whereas before I might have been," Lisa said. Although she has never had to use her skill in a true self-defense situation, Lisa feels confident that she could protect herself enough so she would have time to get away.

Many goals had to be achieved before Lisa received her black belt on December 21, 1985.

Lisa had to know all eight twaekwondo forms, one for each belt color. She also had to learn a "peace form" that is significant to her particular school.

Competitions known as sparring was also part of the requirement to become a black belt. In a spar the opponents only lightly touch each other if they touch each other at all. "You spar to show what you know," Lisa explained, "and you also let your partner show what they can do."

It is during tournaments that the opponents will strike each other with force and to do this one must be competing as a black belt. Lisa entered national competition last March and won fifth place under the red belt sparring category.

### Breaking cement blocks

After Lisa had passed all the requirements to become a black belt, the master of her school presented her portfolio to a panel of judges from the KKA who presented Lisa with her black belt status.

Lisa plans to enter regional competition as a black belt in the spring. "I should be mentally and physically prepared by that time," she said.

As part of her training Lisa must break boards and cement blocks. She can break two boards with her feet, but she can break up to three cement blocks. "The cement blocks are much easier to break," she said.

Lisa stressed that karate was a form of self-defense and that it should not be abused. "You don't learn the art to fight," she said, "you learn the art to prevent fighting."

# Gaulis valuable to varsity teams

an Rock

One of the "most valuable" team members Mr. Jim Martin, basketball coach, said does not go to any of the Eagles basketball games. Instead he pees and watches other high school teams play.

Mr. James Gaulis, social studies teacher, scouts for both the varsity football and basketball teams this year. Senior basketball team member, Chuck Ozio, said, "Mr. Gaulis' reports help us (the basketball team) know what we're up against and prepare for it."

Mr. Gaulis came to Central this year from Cathedral High School where he was head football coach. Since he has been a part of the Central faculty, he has held many positions including basketball coach, sophomore basketball coach, sophomore basketball coach, golf coach, and official football, and basketball

"... one week a team can be real poor and the next week be real sharp."

As a basketball scout Mr. Gaulis goes to two basketball games a week. Coach Martin sends Gaulis to the game of the team the Eagles are going to play the following week. "I like to sit towards the top of the bleachers so that I can see the whole view," said Mr. Gaulis. Coach Gaulis sits in the midst of the fans and writes on his pad of paper what the teams do offensively and defensively.

Mr. Gaulis said he enjoys scouting; however, it can become frustrating. "Sometimes a scouting report can be deceptive because one week a team can be real poor and the next week real sharp."

Coach Martin thinks that the

most valuable aspect of scouting is the way in which a player is able to become mentally prepared for the game by knowing what his exact opponent does in terms of shooting and dribbling.

Coach Gaulis expressed the hardships of being a scout by saying, "In order to be scout you must have special abilities like being able to write underneath a poncho in the rain and being able to sit through some real cold football games."

Mr. Gaulis' services are much appreciated. Most of the athletic department are even immortalizing him by calling his service "The Gaulis Report."



# Powerlifting prepares Fifth State Championship

Dan Rock

The Central High School powerlifting team is preparing to battle for its fifth straight state championship. "The team is real strong again this year," said senior member Eric Anderson.

Powerlifting coach Joe McMenamain credits his success to Central's traditional program. "All athletes at Central have to spend a lot of time in the weight room. It's a tradition that an athlete lifts throughout all three years he is at Central," said the Coach. Mr. McMenamain also thought a lot of the success stories were due to the willingness of the students to work hard for what they want.

### Transitional sport

Powerlifting is a transitional sport. It is primarily for building strength for other sports. Coach McMenamain, a Tech coach, and a Northwest coach were the creators of the Nebraska powerlifting championships in 1980. Central belonged to the American Athletic Union Powerlifting Championship. However, the costs were too great for most high schools to compete. "We didn't want to drop out of powerlifting because it is a good way to keep an athlete interested while he is

**"All athletes at Central have to spend a lot of time in the weight room. It's a tradition that an athlete lifts all three years he is at Central."**

working out for the next sports season; so we decided there wasn't anything stopping us from making our own league and eliminating the expenses," said Coach McMenamain.

Central won state runner-up the first year of the competition. Every year after that, the Eagles have taken home the state championship trophy.

### Another good year

This year could be another very good year for the Eagles. Central has many lifters who placed in the championship meet last year and are returning this year: senior Eric Anderson, state champion at 165 lbs.; senior Kevin Ballew, second place at 148 lbs.; senior Tom Mitilier, heavy weight; senior Billy Powell, placed at 123 lbs.; and senior Robert Lee, placed at 132 lbs.

At the beginning of the year, some questioned as to whether or not the team would be well rounded since most of the light weight lifters graduated. "I felt confident our light weights will

hold up their end," said Coach McMenamain. "We have a few real good light weights returning and we have some good incoming sophomores that will help us out."

This team is hoping to break three or four state records this year. Evan Simpson is one of these hopeful record breakers. He placed third last year behind two other Central lifters. Evan is bench pressing 415 lbs.; the school record for heavy weights is 375 lbs. and the state record is 405 lbs. He also hopes to break the record in the squat.

Practice began for the team after winter break. Although all team members are in weight training classes, practice is different. "We do heavier weights, less repetitions, and we have a lot longer to lift than we do in class," said Eric Anderson. The team will meet three times a week, not including duels. This year the team will compete in four duels and the state championship.



photo by Tim Com

Robbie Lee, senior, practices for the 1986 powerlifting team. The powerlifting team is preparing for its fifth straight state championship.

## Freshman athletes play role in high school athletics



Thatcher Davis

Until only a few years ago, freshmen from local area junior high schools were not allowed to participate in high school varsity athletics. Now, however, freshmen may participate in varsity athletics at the high school level.

"I knew I had to work harder than the other people for a position," commented sophomore Johnetta Haynes about her experience of playing varsity girls' basketball as a freshman from Horace Mann Junior High. "I was nervous during the games because I felt I always had to play my best," she added.

In order for a freshman to play varsity athletics at the high school level they must first contact the Coordinator of Physical Education for Omaha Public Schools. The athlete and his or her parents then hold a meeting with the coordinator, who at this time is Dr. Duane Haith, and discuss the advantages and disadvantages of the program.

### Academic commitment

"The main idea that Dr. Haith will convey to the athlete and their parents," said Richard Jones, Central athletic director, "is that if the athlete tries out for a varsity team, they will be expected to go to that high school for at least one year."

After trying out or playing on a varsity team as a freshman, the athlete is obligated to go to that school, and they will not be

**"I knew I had to work harder than the other people for a position."**

allowed to attend another Omaha public school for a period of one year.

Tennis Coach Mr. John Waterman feels that this rule could have ill effects. "Coaches of low ethics could trap athletes into going to their school by inviting them to tryouts as freshmen. If the athlete doesn't make the team they are still academically committed to that school at which they tried out."

Senior Mike Salerno expressed his feelings that the program is helpful to most athletes. "If you play with people that are better than you, you will continually play better as time goes on," he said.

Mike played baseball for Central as a freshman from Lewis and Clark Junior High School. "By the end of the year I was starting for the varsity team," Mike added.

Joe Salerno, sophomore, enjoyed playing for Central's tennis team as a freshman. "It was fun because not too many kids get to do it," he said. As a freshman Joe won the Nebraska State Tennis Singles Championship.

### "Fullest capabilities"

One common characteristic of the freshman athlete is the pressure they feel from their upperclassmen.

"Since I was one of the smallest and youngest people to try out for the soccer team, I felt nervous but I also felt I had to play to my full capabilities." Although soccer is not a school supported sport in Nebraska, athletes still feel the pressures of tryouts.

Mike felt that it took a while to "get accepted" by the other members of the baseball team. "Once everyone accepted me," he said, "I started playing better."

Johnetta sensed that other members of her basketball team were playing harder because they didn't want to lose a position to a freshman. Both Johnetta and Adrian commented on the fact that people at their junior high school were very complimentary towards them.

### "Fine tuning"

"Instead of me being nervous in a match," Joe said, "the opponent was usually nervous because they didn't want to be beat by a freshman."

At the high school level, a freshman athlete is exposed to a large range of athletic skills, both practice and competition. This exposure helps the athlete in "fine tuning" a great natural skill they already possess.

Johnetta Haynes, sophomore, was one of the few who participated in sports as a freshman.

photo by Val Spellman