

OCTOBER 10, 1986

## Late night television relieves student's tension

Kelly Penry

At 10:30 p.m., the local news stations are signing off, wishing a good evening to the Omaha communities. On the other hand, Central students are wishing a good night (and good riddance) to their beloved textbooks. It's time to tune into late night television!

Late night television is a variety of all types of television programming. These include sitcoms, news, talk shows, dramas, and entertainment programs. The possible combinations of television choices seem to be countless, especially with the bonus of cable viewing

afterhours.

Is this obsession with late night television addictive? Or is it like the flu, invading high school students' lives whenever it feels most welcome? Most students explain that if an evening is spent of rigorous studying or preparation for tomorrow's classes, then a few hours of late night t.v. is well deserved. They said if there is a sacrifice of avoiding prime-time t.v., then why should the afterhours spent "glued to the boob-tube" affect anyone?

"Taxi"

Mark Ebadi, senior, said that he has an intense involvement

with the sitcom "Taxi." "I have watched every show of the series since it has been on the air. I've even seen the re-runs twice."

He explains that he relates to "Taxi" because of the humor involved with the characters and the situation. "'Taxi' is my favorite show because of Danny DeVito's portrayal of Louie DePalma," he said.

Students explain that the appeal of late night sitcoms such as "Hill Street Blues," "W.K.R.P. in Cincinnati," and "Benson" is mainly because the programs are syndicated for the second time around. The reason that reruns are popular is due to lack

of competition with high-rated prime time television.

Juanita Johnson, sophomore, said that she would rather watch late night dramas instead of comedies. "Before going to bed, I want to watch a movie that has a plot or a mystery to solve." She usually watches movies such as "Magnum P.I." and "Simon and Simon." Juanita said that escaping into a fantasy world of street tough situations is something she looks forward to after-time spent on homework.

Many students also admit that late night television is more risqué and more appealing than primetime because it is directed towards those who enjoy spontaneous programming. These shows have format for famous people to promote a new movie or a new book that has just been written.

Letterman and Carson

Then there remains the stars of the late night evening. Students tune into the gang with "Late Night With David Letterman" or the granddaddy of them all, "The Tonight Show with Johnny Carson." Students tend to save time to watch Letterman, whereas teachers prefer Carson. Tony Fellows, senior, says that he likes Letterman's personality. "The guy has a lot of character, and I especially like his gap between his two front teeth."

John Pavel, senior, and Marianne Williams, junior, said that Letterman's main appeal is that he's young, personable and

has an appealing amount of lunacy. "I look forward to watching Letterman's show because he has guests that are sophisticated and famous...and he manages to put each of the stars in awkward situations that make them look ridiculous," said Marianne. John agrees, "Seeing the stars' true personalities come out live on the television is a lot more enjoyable to watch than their prime time portrayals of fictional characters."

Other people prefer to watch informative news programs to the other late night programs. Mr. Keenan, English teacher, said that he tunes into "Nightline" whenever possible. "Nightline" is a better developed news program than at any other time because it isn't condensed or limited."

Other reasons that late night news is appealing to large audiences is because students and teachers may have missed other news programs due to late job shifts or schoolwork. Many Central teachers explain that watching late night news is a sort of relaxation, similar to reading the paper, before going to bed.

Whatever the reason, late night television gives Central students and teachers the opportunity to unwind after a long day and completely forget the responsibilities of everyday life. According to most students, late night television is an addictive sickness that will hopefully never have a cure.



Valerie Spellman

Senior Mark Ebadi, and Danny DeVito who plays Louie De Palma on "Taxi" romp through the surf. "Taxi" is Mark's favorite late night show.

Washington, D.C. trip, \$5,000 grant

## Waterman receives Presidential Award

Anthony Clark

John Waterman, Central mathematics department chairman, was awarded one of the Presidential Awards for Excellence in Science and Mathematics Teaching for 1986.

The award includes a five thousand dollar grant from the National Science Foundation. The money is to be used to improve instructional programs in the math department under the supervision of Mr. Waterman. He will also receive a four-day trip to Washington, D.C.

Mr. Waterman is one of two teachers in Nebraska to be honored and one of fifty in the nation.

The award is a National Science Foundation Awards Program coordinated by the Council of State Science Supervisors for the National Science Teachers Association.

This is the fourth year of the award and the second year Mr. Waterman has been nominated.

All secondary school math and science teachers are eligible for the award. School principals send their nominations to the National Science Foundation. The nominees must send in an application consisting of background and experience information, a five page essay, and four letters of support.

5,000 dollar grant

"Over the summer I found out I was one of the top three considerations in the state," said Mr. Waterman. "I considered that quite an honor in itself."

Mr. Waterman plans to use the five-thousand dollar grant for computer hardware for the math department and enrichment class. This includes a color monitor and a color printer for the computer.

He will also travel to Washington, D.C. for the awards ceremony. The itinerary includes workshops, visits with Congress, and banquets with the Science Foundation.

"I am told we will be given the V.I.P. treatment," said Mr. Waterman. "We may even get to meet the President."

Mr. Waterman credits part of his recognition to the success of his students.

"Our math team has been unparalleled in competition," he said. "Central has dominated math competitions for the last five years. This has brought more recognition to me."

"Deserves the award"

"He deserves the award," said senior Joel Johnson. "It shows his dedication to teaching the kids."

Mr. Waterman received his Masters degree from UNO. He

then taught math in junior high school for ten years. He has been at Central for seven years and has been department chairman for five of those years. This year he is teaching Calculus B.C., Enrichment Math, and Differential Equations.

Last year Mr. Waterman received the Cooper Award, which awarded him one-thousand dollars. He says the Presidential Award is still far more important than anything else he could receive.

Mr. Waterman would like to see the math department, as well as his teaching skills, continually improve with time.

"You can't sit on your past laurels," he said. "There is always room for improvement."

Mr. Waterman predicts another successful year for the math team.



Valerie Spellman

Reagan's visit

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Viewpoints

What is your opinion of the new policy that requires all seniors to take final exams?

Sevrin Huff—junior

I don't think they should take finals because they can totally ruin your grade. Also, I don't want to have to take them next year.



Mr. Clyde Lincoln—social studies

I think the seniors should take finals. I don't see any reason for the difference between first and second semesters.



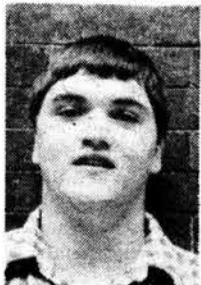
Sarah McWhorter—junior

I think they shouldn't have to take finals because it was a reward for having good academic standing in that class.



Harold Hudson—senior

They didn't have finals last year, why should we this year? It was the seniors who screwed up last year, not the juniors.



Mimi McVaney—sophomore

Finals are good sometimes, it depends on the teacher whether the final is necessary. Seniors should not have to take them if they meet the requirements.



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Teenagers disrupt speech

The attempt at bringing to light an important public issue is an honorable undertaking. And today's world offers many issues and standards that are strongly questioned by all factions of our politically diverse society. Left or Right, Democrat or Republican, each individual has a right to voice his opinion through petition, voting, and protest. In the case of a protest the respect of both parties involved must be preserved. The protestors must both respect their opponent as well as conduct themselves as to warrant respect in return.

This was not the case in the recent protest against President Ronald Reagan at the Omaha Civic Auditorium. Eighty to ninety teenage protestors rudely disrupted Reagan's speech in their struggle to be heard. They neither gave the president any respect nor did they leave any room for respect in return.

Obnoxious

They chanted "We want peace! We want peace!" at any statement the president made that they did not agree with. They screamed anti-Reagan, anti-republican slogans at any available lull in the speech. They sang, they performed symbolic

rituals, they staged short "die-ins" on the floor of the auditorium. Not once did they pay attention to the speech or even acknowledge others' wishes to be quiet so the president could be heard.

This protest was obnoxious, disrespectful, childish, and overall greatly ineffective. Rather than prompt any constructive response from Reagan, the protestors annoyed him. "As long as I have this microphone I will outsound them," he said. And as long as protests are handled in such a juvenile manner, he will continue to outsound them.

In order to be heard, the protestors must first of all let the president know that their wishes warrant his attention. To do this, they must know the subject thoroughly and present it intelligently. They should take the time to listen to what their opposition has to say and consider its position. Only then can an effective rebuttal be offered. Without time, research, and respect, their protests will continue to widen the gap between American liberal youth and our conservative government. The image of teenagers today will be

perpetuated as a group of decadent, uneducated rebels bent on turning our country into an anarchist nation. This is simply not true.

Political Awareness

The mere fact that the protest was held shows that the organizers acknowledged the need for political awareness. They showed initiative enough to arrive at the Auditorium early to pass out literature. A few even took the time to make several banners supporting their opinions. These actions indicate that the teenagers had an accurate grasp of the fact that social change can be caused by protest. It is this very philosophy that makes America unique.

However, although the freedom exists, the protest can only be effective up to a certain point. The protest at Reagan's speech breached that point and surpassed all respectable limits. If they want anyone, be it the president or a parent, to take them seriously, they must in turn take their opponent seriously. If we are to survive as a free nation, these conflicts will take place and must take place; it is only through the clash of ideas that truth is born.

Is 'perfect teacher' possible?

Kelly Penry

Is the common teacher an ogre or an instructor? To many Central students, a teacher can be intimidating and invigorating. To others, the teacher is a source of ridicule, someone to outwit and challenge. But is there really such a thing as a perfect teacher? Many students have a favorite teacher due to their performance in class. Yet, if the grades were bad, would it have any effect upon the attitude towards the instructor?

From the first minute the teacher makes his entrance, students develop an opinion. Students tend to apply to an individual the judgments that are previously formed about teachers. Senior Courtney Koziol explained that she found it hard not to categorize teachers into a certain type.

"If a teacher represents an honors class, then I tend to exaggerate my views. I think if a teacher expects a little bit more from me than usual, then I stereotype them as the ones that require more homework, strict rules and a harsher grading system than others," said Courtney.

Teacher dependency

Teacher dependency is a major concern among Central students. Sophomore Mark Spellman said that he expected a load of daily homework from all of his classes. "Actually, the teachers assign lengthy lessons in advance. They rely on you to complete and hand in the assignment on time, without reminders."

It is also important for a teacher to have a good sense of humor. If he can laugh, then the students can learn in a relaxed atmosphere. A teacher should not, however, let a class get too relaxed. Sophomore Jennifer Drickey said that students can take advantage of "too good of a situation."

Teachers are only expected to be human. They have faults similar to those of their students. Yet they are authority figures in society and deserve a certain amount of respect, whether it is deserved or not. Senior, Susie Beach said students and teachers should accept each other first, in order to develop that respect.

"If there is friction from the very beginning, and it is not resolved, then the teacher and student relationship will probably falter immediately," said Susie. She felt that teachers as well as students should try to develop a friendship that will enable them to have a comfortable feeling towards one another.

A classroom is a place to learn, but it can be more than that. If one can overlook points involved in a grade, or what things should be memorized for the next test, then learning can be a fun experience. The student's view of the teacher will be more than likely positive. Who wouldn't enjoy a teacher that focuses on class participation?

Behavior modification

When a behavior is reinforced, or rewarded, the chances of that behavior occurring again increase. The exact opposite also applies. An example may be a situation when a student is a basically honest person but has an opportunity to cheat on an exam when the teacher leaves the room. If it so happens that the teacher catches the student in the action, the teacher is considered the "bad guy." Actually, the teacher is only doing his job. Now, is he still perfect?

The perfect teacher can never really be considered perfect. Students can base their own opinions on their instructor through age differences, appearance, personality—especially if they are funny or boring. Now, is there a perfect student? That is another story . . . . .

# Neet-o Products

Speaking  
in  
Tongues  
**Joe Fogarty**



Brudnukle: Whoa! Wait a minute! Have I got the product for you! Have you been running behind the clock? Barely keeping pace with hectic time schedules and deadlines? Feeling tired? Lost? Two-dimensional? Well, I just happen to have one last box of that wonderful Neet-O breakfast cereal— GOD BRAN! Not only will God Bran energize every particle of your being with holy radiance, it also tastes like a delicious mug of frosty Root Beer! Mmmm! Yummy goodness! God Bran was developed by a top-secret team of chemists, exceptional first graders, and theologians! You'll never be behind on even the tightest schedule when you energize every morning with GOD BRAN!

Melba: Hmm. That's nice. . . Well, I really have to go. . .

Brudnukle: Whoa buddy! You know, if we were anything less than good friends, I wouldn't have the nerve to tell you. But frankly, it's your breath. I've been under the impression that you had recently dined on decomposed camel flesh and antique tent canvas. But have no fear, I have just what you need . . . IGUANA BREATH MINTS.

Melba: That's what I thought.  
Brudnukle: Yes! Now you too can benefit from the ancient Brazillian secret that Canadians have known for centuries. Our breath mints are guaranteed to be made of the finest quality iguanas, raised under close supervision in our heavily equipped, good-smelling laboratories at Neet-O Products!

Melba: Laboratories! I forgot my Cabbage class! (Running away.) I've got to go, really!

Brudnukle: Wait! You haven't seen our Do-It-Yur-Self Lobotomy Kit! Or what about our publication for clairvoyants, USA Tomorrow? Wait! Don't leave! I've got something for you! I just know I do! HONEST!

(Melba is running desparately to his Advanced Cabbage Preparation Class in the special laboratories when he passes another student.)

Another Student: Hey Melba, something really strange is going on back there, you might want to check it out.

Melba: Does it have anything to do with an unexplained ripple in the time/space continuum that randomly produces singing cockraches at dainty tupperware parties?

Another Student: Uh . . . Not as far as I can tell.

Melba: Well then, it can't be all that wonderful, can it?

(Melba runs on. Halfway down the ominously silent hallway, an unusual man is grinning maniacally and glancing eagerly to each side. He wears plaid— Ultra Plaid. He spots Melba.)

Plaid Man: Ah, hello! Yes, you sir, please, join me, will you?

Melba: (Approaching with care.) Can I help you?

Plaid Man: No, kind sir, the question is: can I help you? My name is Orson Brudnukle and I'm speaking on behalf of Neet-O Products. I've got something for you, I just know I do! Honest!

Melba: I really must go, I'm going to be rather (the bell rings) late.

# Benefits of diversity

A  
Closer  
Look  
**Kris Deffenbacher**



countered many new experiences and ideas that I would never have known had I shut myself off to them. Unfortunately I have also met those who refuse to meet new people and who limit their interactions with others, denying the chance to learn from them and create friendships that could make their high-school years more endurable and enjoyable.

The most obvious example of people who have shut themselves off to others are the members of cliques. Everyone's encountered them. All that can be said is that those who have limited themselves to a small group and refuse to develop friendships with others or refuse to be friends to others need to wake up and join society. Those who refuse to meet new and different people often develop ideas and attitudes as closed and tight as their little circle of friends. It's good to have a close group of friends, but only by meeting and becoming friends with others will you become someone who many, not a selected few, will like and respect.

### Social climber

Another example of a person who has chosen to limit himself from others is the social climber. That person meets and associates with only those people that others consider worthy of knowing and is willing to cut these people off in order to reach a higher rung on the social ladder that exists only in his mind. By doing so he has cut off people who might have turned out to be good friends in favor of people known by social reputation only. The popularity game cuts so many off, but social climbers eventually fall and most then learn what really constitutes friendship.

The friends you develop in your high school years will be extremely important to you. But in order to find and keep these friends, you must be willing to meet people and accept them for who they are.

My elementary school had a lot to teach academically, but in my six years there I learned very little about people. Almost everyone was of the same race, social and economic background; I knew no one of a different lifestyle. My junior high was only a slight improvement, the one main group I'd always known was replaced by two or three. It wasn't until I reached Central that I began to meet a great diversity of people.

Central has students from throughout the city from many different races, social, religious and economic backgrounds. By watching, meeting, talking to and interacting with these people I have learned more than any sociology, psychology, or teen-living class could hope to teach. I may not always have gotten along or agreed with the people I've met during my three years here, but there is something to be learned from everyone.

### "New experiences and ideas

I've met so many people since I came to Central. Looking back on all the friendships I've made, I now realize how limited my life would now be if I had simply stuck to my group of close friends and refused to meet others. Many of the people I found to be curiosities when I arrived as a sophomore are now good friends that have helped to change my life for the better. I've learned so much from them; I've en-

## Regency Photo

Charles Kay  
Photographer

143 Regency Fashion Court

things to do:

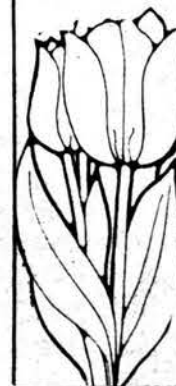
✓ register for ACT

✓ reservations for Homecoming dinner

✓ senior pictures at Regency Photo

## Dundee Florists

Receive a 10% discount on your homecoming flowers when you say you are from Central



675 No. 50th St.

551-2442

SAT Test  
November 1



For cast, chorus, crews

# Musical means long work hours

Elaine Williams

Even with opening night over a month away, singers, dancers, and actors participating in the "Sound of Music" spend between four and ten hours a week in rehearsal. As the performances on November 14, 15, and 16 draw nearer the hours will grow longer and students will face the task of juggling classes, jobs, and rehearsals. Rehearsals can be expected to go from after school until 8:00 pm.

According to Mr. Robert McMeen, Sound of Music director, the leads are junior Lori Pendleton, Maria; junior Tom Davis, Captain George von-Trapp; sophomore Holly Stommes, Liesl; sophomore Jim Schalley, Rolph Gruber; junior Jeanna Orduna, the Mother Abess; senior Vincent Orduna, Max Detweiler; and senior Kirsten Lillegard Elsa Shroder.

"We have about 200 students taking part because in addition to the actual given parts, people work in chorus, as dancers, in pit orchestra, in the stage crew or on the makeup and costume committees," Mrs. Stommes said.

### Challenges

The challenges of acting in the musical reach beyond finding the time to be at practice. For a couple hours every night, students transform into different individuals. Students deal with the switch in different ways.

"It's hard going from a high school student in jeans to a sophisticated business woman. Sometimes I find myself doing

little things like turning off the alarm clock in the same way Elsa would and it bothers me because she expresses some of my worst parts," said Kirsten.

Senior Stephanie Cannon, who played Mrs. Harcourt in last year's musical "Anything Goes" and who will be a nun in the "Sound of Music" never had problems going between Mrs. Harcourt and herself.

"Mrs. Harcourt had specific lines and a specific purpose. When I wore the costume and said the lines, I was Mrs. Harcourt, but outside the play I have no need to be her," said Stephanie.

### Recognition

Major and minor roles provide students different experiences. Big roles attract students because of the attention a lead receives. "If you do a good job, people notice you," said Kirsten.

Along with the recognition comes anxiety. Stephanie said, "You need to know your lines backwards and forwards. If you mess up a line you can mess up the plot."

The majority of the students working in the Sound of Music never speak a line and yet without their contributions the show would come to a stand still.

Musicians in the show perform the same music that professional companies use. "A lot of extra time is need to practice it," said senior Kevin Yam, former pit orchestra member.

"The stage crew designs the sets, lighting, and sound systems

for the show. If we do a good job, we help eliminate some of the butterflies that actors experience before they go on stage because they know the audiences won't be laughing at a misplaced prop," said Mr. Hausman.

Mr. McMeen said, "The chorus is more difficult than the unison co-ed choruses found in most musicals. The music for the all women's chorus includes lots of complicated four part harmonies."

Despite the hardships, musicals offer students some great high school memories, said Mrs. Stommes.

"It's a social thing. Sometimes dancing is fun when you do it well," said Kirsten.

The Drama Department hired Wendy Larson to choreograph the show.

The live performances culminate two months of work. According to performers, the live shows make it all worth while. "Before the show starts, you go over all your songs," said Jim.

"You worry about specific lines you did wrong at rehearsal the night before the night before," said Stephanie.

However once the shows start "you lose all your nervousness and you thrive," said Jim.

Kirsten said, "Its like a high. In the spotlight I'm overcome with excitement. You know people are out there but all you can see is the light bouncing off their glasses."

## Martin attends seminar

Karyn Brower

While most teachers look forward to the rest and relaxation of summer, one teacher decided to "go back to school." Mr. David Martin, English teacher went to a seminar put together by the National Endowment for the Humanities as part of the Secretary of Education's departmental activities. Mr. Martin was the only teacher from Central and Nebraska to attend.

The main purpose of the seminar Mr. Martin said was to "recharge the batteries" of the teachers, inspire them and to have them pass what they learned to the students. "It almost made me want to go right back to college," said Mr. Martin.

The main topic of discussion at the seminar was Alexis de Tocqueville, a French aristocrat, and his book, "Democracy in America." Mr. Martin explained that it was one of the best socialist books on democracy. De Tocqueville was infatuated with the United States and amazed that uneducated people were running the government. He wanted to capture the success and spirit of America and take it back with him to France.

The federal government sponsors 30 seminars across the United States spanning all fields of education. Over 1000 high school teachers applied with only 15 accepted. Those applying must have taught for three years, write a three page summary on why they want to go, and fill out five pages of forms. They were then judged on past performance and their desire to attend.

The seminar was held for six weeks in July and August at the University of California at Santa Barbara. The federal government paid for all expenses, including a cook the teachers hired. Teacher's families were invited to attend also, and Mr. Martins family traveled with him. "We felt like one great big family. We took over the dorms just four blocks away from the ocean, but the main focus was on learning."

Mr. Martin felt that the seminar was very successful. "We were all fired up, batteries recharged." Mr. Martin also felt that it was superbly organized and that he would go again, but that more teachers should know about the seminar and its great opportunities



Lisa Jensen

DECA members Cindy Lauvetz, Elaine Hrabik, and Angie Pick solicit cars for a carwash. Profits of the carwash went to the Muscular Dystrophy Association.

## DECA helps with careers

Reed Pendleton

Central's Distributive Education Club of America (DECA) offers its students direction in fields such as marketing, merchandising, and management. Also for students considering taking business administration in college, future business owners, and future lawyers.

Mr. Harry Gaylor, marketing teacher and DECA advisor, said, "We have a diversified group of students in DECA and we expect to have a good year." Mr. Gaylor also said, "The students in DECA are serious about pursuing a business oriented career; I have several ex-students in prosperous jobs. There are a few students working for corporations which have been chosen by "Fortune" magazine as one of the top 500 businesses in the U.S. and many owning their own businesses," Mr. Gaylor said.

DECA, a nationwide organization, encourages its students to develop themselves through vocational awareness, which helps the students with career insight, also through social awareness, civic and community awareness and leadership qualities.

Eighty-six seniors from Central are currently involved in internships with business in the Omaha area. These internships involve the students which study these businesses, work for them and receive pay. Each student is assigned to one company and works there as a regular employee and earns a credit as well as money for his effort. Senior David Havelka, Vice President of DECA district four, said, "These internships are a great idea, they give great on-job training, teach leadership qualities, and help give the student a good name with the company should he/she wish to work for the company in the future."

### Telemarketing

Currently 62 members of DECA are working along with Deca students from Gross High School and members of the UNO Wrestling Team for Idelman Telemarketing Industry. They are working with Idelman in conjunction with McDonalds and the National Football League. Havelka said of this program, "It is a very involved program for the students participating. They have to be at work at 4:30 a.m. so they can start talking to all the McDonalds in the nation. These students call all of them in order to give football scores from the previous day because McDonalds is running a game which involves football scores from this season." Mr. Gaylor described this program as, "a practicum of experience."

David Havelka said, "Deca has two sets of goals, chapter goals and state goals. The chapter's goals or Central's goals are to give students a better awareness of the opportunities awaiting them in the business world. The state goals which would include all the chapters in the state are to work on communication among both chapters and districts, to create a better awareness in the business community, and also to continue a program of events that are beneficial to both the students and teachers of marketing programs in Nebraska."

Along with this special telemarketing program, DECA members will be participating in the Deca Leadership Conference on October 6, in Kearney and some members will be attending the Central Region Conference in Minneapolis, Minnesota on November 14-16, which will include members from 12 states. Also DECA will be holding a dance benefiting the Muscular Dystrophy Association on November 1."

## In Brief

**Julie Ashley**, Central High senior, is one of six Nebraska winners of the National Council of Teachers of English writing award. Julie, along with other Central nominees Courtney Koziol, Kate Madigan, and Laura Sterck, wrote a timed essay and submitted their own creative writing samples last spring to be considered for the award.

**Doug Deden, Anthony Evans, Rob Holtorff, Kate Madigan, Jenni Lexau, Joy Williams, Travis Mood, and Kenneth Peple** have been named National Merit Semi-Finalists having scored 189 or higher on the PSAT given last year.

**Cori Anderson** was recently named a Black National Merit Semi-Finalist

**Stage and screen actor Kevyn Morrow** was a recent speaker in Mrs. Pegi Stommes' drama classes. Mr. Morrow, a friend of Mrs. Stommes for 15 years, has appeared in the movie "Staying Alive" and in the Bill Cosby television series.

# Students protest Reagan policies at rally

Kris Deffenbacher

President Ronald Reagan came to Omaha in the afternoon of Wednesday, September 24, to speak at the Civic Auditorium on the behalf of republican gubernatorial candidate Kay Orr.

Of almost 8,000 in attendance, there were approximately 80 protestors on the floor of the Civic Auditorium during Orr's and Reagan's speeches. The demonstrators were members of groups such as area farmers, Nebraskans for Peace, Youth for Peace, and Young Democrats; and according to senior Laura Pattee, about 20 to 30 of the group were Central students.

The protestors began to organize outside of the auditorium at about noon. They handed out literature against nuclear armament and facts on the need to the gathering crowd. When asked why she was there, senior Kate Madigan replied, "Because I disagree with Reagan's policy on nuclear armament. I think he ignores the issue." When asked what he hoped to accomplish, Kevin McClay, 20-year-old leader of Youth for Peace, answered, "To help sway the consciousness of the people to the insanity of the arms race."

But the literature the protestors handed out to the lines of people waiting to hear Reagan speak was not always accepted without objection. Two of the men who received this literature replied with the comments, "You're contradicting yourselves; you want us out of South America, yet you want us to get involved in South Africa. You don't know your facts and figures." Joe Russo, 1985 graduate of Central, said in reply to the literature's message, "If they went through with nuclear disarmament, they wouldn't have their rights because the Soviets would run us over."

Not all of the crowd, however, objected to the demonstrators. Orr-supporter Jim Jaekel said, "At any kind of gathering like this you're going to have protestors. It's all part of the package."

As the crowd began to move into the auditorium through metal-detecting gates to await the president's arrival, so did the protestors. The demonstrators sat in the upper sections of seating with banners bearing the peace symbol and slogans such as "Promote Education, Flunk Reagan."

## "We want peace!"

After over two hours of live entertainment and a large-screen film on the past six years of the Reagan administration, the protestors took to the floor and

Reagan made his entrance. Through the playing bands and cheering crowd the demonstrators could be heard yelling, "We want peace!" as the president took the stage, waved and sat down.

Mrs. Orr spoke first. The younger protestors, the students and members of Youth for Peace and Young Democrats, chanted "We want peace" and "We want to live" well into Orr's speech. When the republican candidate described herself as a "friend of agriculture" and Reagan as a "friend of the farmer," there were resounding boos from the protesting farmers. It was at this point that many of those standing near the demonstrators began to show an annoyance with comments such as "You want Carter back?" and "Go home!"

As Reagan took the floor, the protestors again began to chant, "We want peace!" but were not heard until the applause had died down and the president had begun to speak. Throughout Reagan's presentation the demonstrators yelled statements such as "Farms, not arms!" and "Stop making bombs!"

The group was distracting attention from the president's speech and attracting the attention of the press. Six policemen gathered around the protestors and told them to quiet down.

Central senior Larry Brocker stood up and said, "We want peace, we want peace!" and was then grabbed by the policemen and taken from the auditorium floor, to the applause of many of the crowd members. Two other demonstrators, junior Tracy Frame, president of Young Democrats, and senior Mary Steinbeck, attempted to hold on to Larry and were taken from the floor with him.

The policeman who took Larry said that he was "being detained for disorderly conduct" and "cussing." After the speech Larry said that he and the two girls had been detained in a room within the auditorium without being told why they were being held. They were released after the event was over. "I don't understand why they grabbed me," said Larry, "I said 'We want peace, we want peace.' I didn't cuss."

The police also attempted to remove Kevin McClay from the auditorium but gave up when several of his friends held on to him, refusing to let him go. The press had surrounded the group, and the commander of the police finally told them to "leave them alone and just keep them quiet."



Tess Fogarty

Central students join Youth for Peace, Young Democrats, and angered farmers in protesting against President Reagan's policies on the floor of the Civic Auditorium during his rally for gubernatorial candidate Kay Orr.

As Reagan continued his speech, apparently not bothered by the demonstration, many of the younger protestors were being interviewed by members of both the national and local press. As Reagan's speech came to a close the group formed a circle and threw their flags and protest signs onto the floor in the middle, resuming their chant of "We want peace." As Reagan prepared to leave the auditorium the protestors held a "die-in" in which everyone collapsed on the floor.

## Accomplishments

After Reagan's departure the group joined other demonstrators outside for free "corn-chowder" from the Omaha Federation of Labor, AF and CIO and Nebraskans for Peace sponsored soup line. When asked what they thought they'd accomplished with their protest inside the auditorium, sophomore Brenda Heenen said, "We accomplished a lot; we voiced our opinion and I think a lot of people heard."

But other members of the crowd weren't happy with the protestors' tactics. Senior Chris Patterson felt, "They showed complete disrespect for the president. There's a time and place for everything, and this was not the time for things like that."

A Central senior who wished to remain anonymous did not attend the speech but watched it on the news. "I thought that if they had something to say that's fine, they had every right to," he

said, "but they could have accomplished it more effectively with less violence, volume, and interruptions." He felt that the effort was apparently not effective by the crowd's reaction to the protestors.

Despite the negative reaction of most of the crowd, the demonstrators appeared optimistic about the effects of their effort. "We showed we mean something," said senior Laura Pattee.

## Band couldn't participate

Joe Fogarty

When President Reagan visited Omaha two weeks ago, White House officials asked seven Omaha area high school bands to play for the speech. Six of these bands declined the offer, Central included, because of the political nature of the rally.

Band member Dan Douglas, junior, said that the band found out about the invitation when they were told they would not play. "It was sudden." He said. "The same moment Mr. Ferrel told us about it, he said we weren't going to play."

Mr. Warren Ferrel, band director, said that he was "obviously disappointed" by the decision. "I'd been more than willing to take the heat," he said. "But I'm not the only one involved." Mr. Ferrel felt that "the administration may be a little gun shy of parents and public opinion because of the nature of politics. On the other hand," he said, "I'm sure the administration had to follow guidelines that were previously set." He also said that because of the sensitivity of politics, attendance would not have been mandatory.

Dave Rovang, junior, said that although he does not support President Reagan, it would have been an honor to play for the president. "It would have been a feather in the cap of Central's band," he said.

Dan said that he didn't understand why the administration backed away from politics in this incident. "Jesse Jackson came here last year and you can't say that wasn't political," he said.

# TEENS

## 1986 Prom Party success allows for 1987 celebration

Julie Ashley

Some names in this article have been changed.

Last year for the first time, Central's PEP organization sponsored an after-prom party. The After-Mardi Party, which took place on May 3, 1986, began at midnight and continued until 5:00 a.m. the next morning.

Mr. and Mrs. Robert Meehan, co-chairmen of the PEP committee that organized the party, said that they wanted to provide kids with a safe alternative to the usual after-prom activities. "We want kids to have to make a responsible choice," Mrs. Meehan said. "A lot of people feel that kids are forced to go to hotel parties and other alcohol-oriented parties after prom because they don't know what else to do. With a party like this going on, teenagers have to make a decision whether or not to go to a drinking party."

In November of 1985, Mr. and Mrs. Meehan attended a special session on after-prom parties. After-prom parties had already been introduced at Westside, Ralston, and Millard North, Mrs. Meehan said. A 20-member committee of teachers and parents organized the party. A ten-member student group met with the committee every week from March 1 until the party. "We tried to expose all three groups; parents, teachers, and students, to lots of ideas," Mrs. Meehan said. "We flooded the committee with information every week to keep the interest going."

### YMCA Helps Out

The downtown Omaha YMCA followed the precedent of YMCA's nationwide in renting its facilities to PEP for less than half of the usual cost, Mrs. Meehan said. Mrs. Jan Wayne, who was in charge of getting food for the party, said that more than 20 Omaha companies donated food and prizes for the party.

PEP purchased the main prize, a stereo set worth \$850, from SAC for only \$200. Mrs. Meehan said that the sale of tickets to the party, at \$2 each, brought in only a fraction of the required funds. "We figured that the party cost over \$1000, but with the donations and special prices that some companies gave us, we only paid about half of that," Mrs. Meehan said. Peferoni's provided pizza for the party at a special rate. PEP also contributed about \$200.

Though the YMCA required a chaperone for every ten students, Mrs. Meehan said the adults tried to stay in the background. Renee, a Central student, said

the chaperones seemed practically invisible. "A lot of people were scared away because adults were sponsoring the party," Renee said, "but you didn't see them at all."

The YMCA supplemented the parental supervision with three staff members and a lifeguard. PEP also hired a security guard to monitor the parking lot.

### Student opinions

Student views on the party and the idea of after-prom parties in general vary. Students who attended seem to have enjoyed the party. "I didn't hear any negative comments from kids," Mr. Semrad said.

For some students, the party provided an excuse. "I told my mom I was going to the post-prom party. That way she let me stay out all night," said Karen. Instead of going, however, Karen said that she went to a party where there was alcohol. "I think the After-Mardi Party would have been really, really boring," Karen said. "I would have felt restricted and inhibited there. Most people only go to prom so they can go out and get drunk anyhow, so what's the point?"

Not everyone who attended the party stayed all night, Mrs. Meehan said. "Some of the kids came in but left after fifteen minutes or so because they didn't see their friends."

Jay was one of those students. He said that he spent an hour and a half at the post prom party but left to go to another party. "Everyone else already had parties planned," he said. "Why would you go to the After-Mardi Party if you know your friends are going to be somewhere else?"

Students who went to the 1986 after-prom party seemed optimistic about its effects. "Part of the problem," Elizabeth said, "is that people worry too much about what other people think. People figured that it was a party for nerds and squares and then they were too afraid to go, even if they wanted to. I didn't care that much what other people thought. I think it will catch on more this year."

Kathy said she thinks the party may have saved some students' lives. "The people I was with and a lot of the people there usually drink. Even if they were already drunk when they went to the party, at least they weren't out on the streets. It makes it a lot safer."

"It was a lot of work," Mr. Meehan said, "but in our opinion, it was worth it. The kids that went had a marvelous time."

Mrs. Meehan summed up their views. "By giving kids an alternative, we're putting the decision and the responsibility on the students. When you get to high school age, that's the way it should be."

# PARTY

## Some teens attend

David Pansing

Some of the names in this story have been changed.

According to a pamphlet distributed by OPS, "Parties are popular with young people." Many parents and teens are faced with the problem of alcohol being served illegally to minors.

Jay, a junior, and Matt, a sophomore, both said that they did not have alcohol parties because of the damage a house can receive. Matt said, "No one respects your house." Fern, a sophomore, said she doesn't have parties because she is afraid it would get "busted."

Mrs. Vicki Anderson, Central teacher, told of a neighbor's teenage child who had "keggers" often. She said that she not only had to put up with the cars, noise, and illegal alcohol use, but, also had to pick up the beer cans out of her yard.

Mrs. Anderson feels that drinking is the norm for students, from "listening to them talk." Matt says that a very small percentage are "addicted to it,"

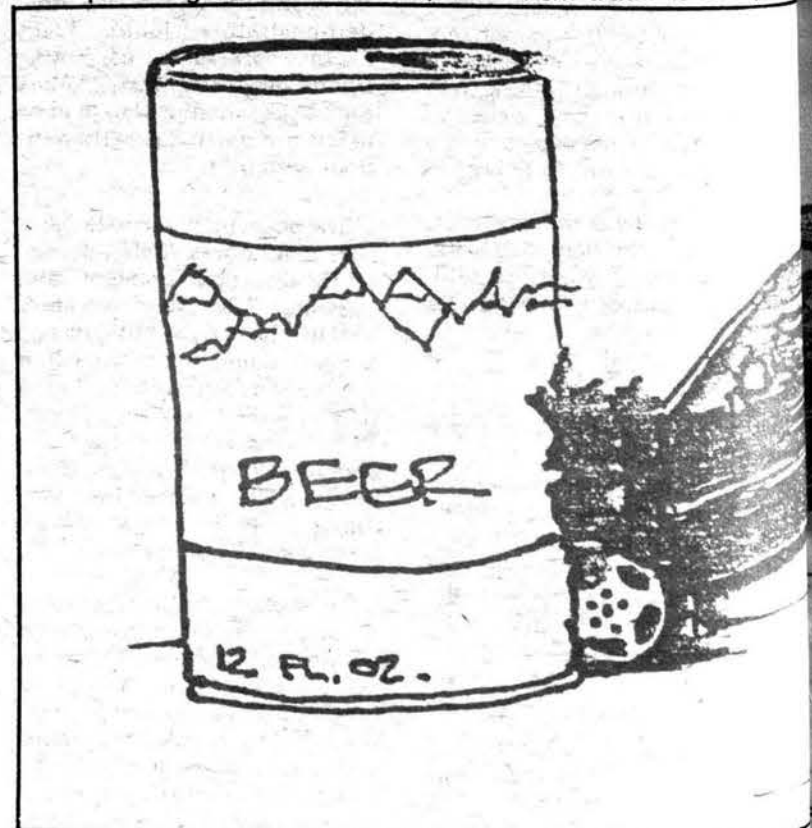
while a large percentage, "only drink once in a while." A Central parent feels that it is not necessarily the norm, but depends on the group.

She goes on to say that she feels teenagers drink to be "sophisticated," and because their friends and parents drink. Sue, a senior, feels that social standards are, "out of what she is outright rebellion, and Mrs. Anderson says that it is pressure and there is rebellion.

The OPS pamphlet says our society it is no longer just a few deviant teens who drink alcohol. Today it is often a teen who does not drink who made to feel left out. The use of alcohol is widespread and touches all of us; no family is spared."

Lee, a senior, disagreed. "Those that don't drink are judged against those that do," Jay says many drink to fit in with friends, and that without alcohol "you're a nobody. It is a form of peer pressure."

Fern thinks it is a personal



# ALCOHOL

## alcohol parties

...but, "people feel like out-  
if they don't drink."

...e says people have begun  
g no; "they are getting  
about it."

...se, a junior, says that she  
more fun than people who  
"People have pop, too.  
is no pressure from your  
s to drink." She also says  
he has more fun because  
oes not have to throw up  
five minutes.

...e says her parents know  
she drinks but tolerate it  
use it is only once in a while.  
says that they would get  
rned if it became frequent.  
mother would not approve  
use she has "high morals."  
s parents would prefer that  
ried things at home and,  
t drink to get drunk."

...eed, Mrs. Anderson says  
the younger you are, the  
sense you use. Teenagers  
to get drunk, not socially.  
ntal parent said when she  
to a night club at high  
l age, she would drink a  
can of beer. She was there  
with the crowd, not to

drink.

Lee feels that people need to  
"learn they don't have to always  
get drunk, and can just be with  
good friends and have a good  
time."

A staff member at Central said  
half of the kids drank when she  
was in school, and that half  
thought the other people weren't  
as cool as they were. She goes  
on to say, "We weren't as cool as  
we thought we were." Mrs.  
Anderson said that when she was  
at Central in the class of '65, a  
small minority of students  
drank. Parties were chaperoned,  
and few teenagers had cars.

She thinks there is also a prob-  
lem with society. "Society  
doesn't see alcohol as a drug."  
She feels there are not the best  
models to follow in many adults.

Another Central teacher felt  
that a trend of saying no to  
alcohol began through inform-  
ing kids of their options at a  
younger age.

A Central parent "objects to  
parents who buy their kids  
alcohol."

## Drinking and Driving

Mindi Dloogoff

**Student and parent names in this article have been changed.**

One hundred eighty-three high-school-  
age students in Omaha were arrested for  
drunk driving during 1985. They were all  
issued a criminal citation then released.  
This was to be put on their permanent  
record.

Drinking and driving not only makes  
criminal records, but it also kills, says  
Marge Semin of the Omaha Police Depart-  
ment. In 1985, 11 drivers were killed in  
alcohol related accidents in the Omaha  
area.

When a teen is arrested for Driving  
While Intoxicated (DWI), first, he is taken  
into detention. Then, he is issued a criminal  
citation. He is free to call a friend, parent,  
or relative to come and pick him up. There  
is no bail. He is then expected to show up  
in court on the date shown on the citation.

Out of six Central students interview-  
ed that drive, four drink alcohol and drive.  
"I've never stopped to think of the danger  
when I'm not totally smashed," said Andy.

At parties, all six said they would stop  
a friend from getting behind the wheel  
while heavily intoxicated but don't think  
about it themselves if their eyes are not  
bloodshot or they can stand on their own.

**"Their bodies are affected  
long before these signs  
appear."**

### Parents preaching

"What they do not realize is their  
bodies are affected long before these signs  
appear," said Steve, a parent of teens. "A  
person does not have to be heavily intox-  
icated to lose most of their reflexes."

"When parents tell you it is dangerous,  
it sounds like they are preaching to you,"  
said Jenny. She went on to say that if kids  
would just rationalize what their parents are  
saying, "it won't sound so weird, you know,  
if they put it in our terms."

Amy has a good relationship with her  
parents. "If I drive to a party and get drunk,  
my friends know to call my parents and  
they will come get me." She says this situa-  
tion has happened before, and her parents  
have come and picked her up from where  
she was, no questions asked.

"I think everyone should have that  
kind of agreement with their parents, but  
not everybody has understanding parents,"  
said Andy. My parents would kill me if they  
knew I drank at all, let alone, drink and  
drive."

Cathy is 17. She says she does not  
drink or drive. She has ridden with an ex-  
tremely drunk person before. She said it  
was one of the scariest things she has ever  
done. Her friend was all over the road. All  
the way home, Cathy kept telling her friend  
to slow down and "take it easy." Cathy said  
she would never do it again. "I would take  
a taxi first."

### "Extremely serious problem

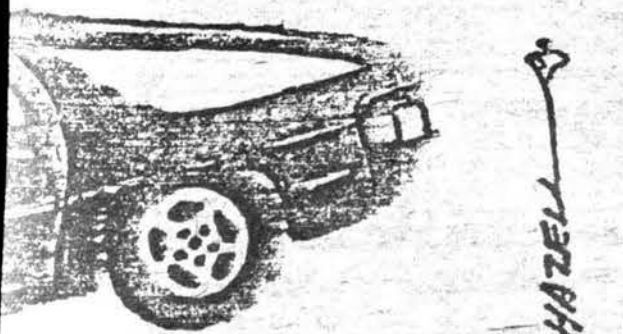
Mr. Wilson, assistant principal, says  
that "drinking and driving is an extremely  
serious problem. It is one that we need to  
deal with any way we can." He says the  
students need to be even more educated  
about the effects of alcohol than they  
already are. "Parents need to be aware of  
what their kids are doing and admit it. Most  
parents do not want to accept the fact,"  
said Mr. Wilson.

John feels that drinking and driving  
does not prove anything; "...it doesn't make  
you more mature if you can drive drunk."  
He drinks and drives just to get home from  
a party. Danny thinks all it does is make  
you a "walking time-bomb, but when you  
are drunk, you don't think about it."

Mothers Against Drunk Driving  
(MADD) does two key things about drink-  
ing and driving according to Kay Neil,  
president of the MADD chapter in Douglas  
County. "First, we monitor the courts."  
That means they follow drunk driving  
cases. They follow the victim's side and  
help to provide information for each case.  
MADD also "offers support to the family of  
the victim and to the victim if he or she is  
still alive," said Mrs. Neil.

They offer support by teaching the  
family that it is all right to hate and to show  
their anger. "Lots of the families have  
hostilities, and they have to learn to deal  
with them. That is our job." Mrs. Neil also  
said, "A family can't get through the  
tragedy if they don't learn to let these emo-  
tions out.

MADD and the community are  
fighting a social problem and all that prob-  
lem does is fight back, said Mrs. Neil. "It  
is hard for people to understand, but we  
have to try."



# Living on own an experience

Anthony Clark

Some of the names in this story have been changed.

Living away from parents and supporting oneself is something most teenagers will face in the not-so-distant future, but for some, it is already a reality.

Senior Joe Sutton has been living in a small, one-bedroom apartment for five months. He rents the apartment for \$240 a month and supports himself by working while also attending Central.

"I wanted to try it alone for a change," said Joe. "I can pretty much do what I want now."

Junior Tina (not her real name) has been living with Janet West, a divorced mother-of-four, for several weeks. Tina's mother pays \$150 a month for room and board.

Senior Lisa Hulac boarded at Ms. West's house during her junior year. Lisa paid her own rent and phone bills. She moved back in with her mother before the school year started.

Ms. West is currently boarding three students, in addition to her own two remaining children. She often rents out to international students. She has had nine people at a time staying at her house.

"Sometimes parents and kids need to get away from each other," said Ms. West. "It could help their relationship to let them all cool off for a while."

Most states have an emancipation law, according to the juvenile county attorney's office. The law provides that in order for a minor to independently support himself, he must go through legal proceedings, have a job, have an apartment lined up, and prove his maturity.

Nebraska does not have an emancipation law. Any Nebraska minor wishing to live alone may do so as long as the parents do not take action.

An independent student living in the Omaha Public School district must pay tuition to attend school if his or her parents do not live in the school district, according to Judy Mahaffey, counsellor.

Often minors will want to live alone due to problems at home, or perhaps they just want to live independently.

"I have a super strict mother," said Tina. "I just wanted to be able to come home without being yelled at."

"My parents were going through a divorce and none of us were getting along," said Lisa. "I think my time away from my mother actually helped our relationship."

Many students feel that getting away from home can be a positive experience.

"Realizing what it is like to live on your own can help you to adjust to the real world," said Lisa. "I feel like I've matured some."

"I think by the time you're sixteen years old you should be able to make your own decisions," said Ms. West. "I let the kids set their own rules within reason."

Tina and Lisa both agreed that money is their biggest problem.

"Most of the time I'm totally broke," said Tina. "It's hard to find time for a job."

Another worry of the independent student is public reaction to their living situation.

"People might look down on you and think you're a rebel if they find out you don't live with your parents," said Tina.

"I didn't tell many people I had left home," said Lisa. "I didn't want everyone to know."

Not all reactions have been negative, however.

"My friends like the idea of being able to go somewhere without being hassled," said Joe. "They feel very relaxed here."

They agreed that people think differently of them when they know their living arrangements.

"You get to miss the family situation," said Lisa. "Christmas is especially awkward."

People think that having your own apartment is one big party," said Joe, "but you have to take a lot of responsibility."

"My friends have said that they could never leave home," said Lisa, "but when you have to, you feel differently about it."

## Students of fashion merchandising prepare themes for window displays

Bonnie Marcle

Window displays are being done each month by the fashion merchandising students. Clothes and accessories used in the windows are courtesy of J.C. Penny's. The windows are on the third side of the third floor.

"Saddle Up for the Season" is the theme for the small display window. Wendy Allen, Jodi Heisseir, and Karen Smith "had a blast preparing and setting up the small display," said Jodi.

Sara Truscott was the J.C. Penny's representative. Mrs. Rozanne Knight and Mrs. Cindy Gerst-Brigham set up themes for each month. October's themes will be based on Halloween and Open House or DECA Memberships. The September themes were football and Rivercity Roundup.

The fashion merchandising students go through a lot of planning. The groups of three to four students must design the layout for their display. Colors, lighting, and creative ideas all must be considered. They go out to J.C. Penny's which lets them borrow the clothes and accessories used in the windows. The students doing the windows spend much time working on them after school.

### Evaluations

Evaluations are made in three different ways. One is from the girl's peers, the students in the class. Some students said they were nervous for their evaluations.

Teachers are another way of evaluating students on their work. "I think the windows are great," said Mrs. Eileen Conway, business teacher. The evaluations become a part of their grades.

Individual evaluations are made by the group on each other. Such evaluations prevent one from receiving credit for work which is not theirs.

## We request letters to the Editor

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  - 327 How To Talk To Your Child About Sex
  - 328 Talking To Your Parents About Sex
  - 329 The Importance of Sex Education
  - 325 To Stop Sexual Coercion

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- 126 Is There A Safe Time Of The Month?
- 129 Birth Control Information For Men

#### Natural Family Planning:

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- 127 Female Sterilization
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  - 333 Infertility

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- 135 Men And Abortion

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- 328 Herpes

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- 219 Drugs, Sex, Hook 'n Roll
- 220 Does My Teen Have A Drug Problem?



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# Youth for Peace concerned

Elaine Williams

Last May, six students met with Jane Juffer, a Nebraskans for Peace official, and founded Youth for Peace. Since then, the group has scheduled weekly Wednesday meetings, sponsored several protest picnics at Strategic Air Command (SAC), and a concert at Peony Park. Membership hovers around 40 including Central students Laura Pattee, senior; Tracy Locarni, junior; and Lauri Milligan, junior.

Kevin McClay, founder of Youth for Peace, came up with the idea for the peace movement. "It seemed really strange that American youth weren't involved with such an important issue," said Kevin. "Youth for Peace's ultimate goal is to rid the world of nuclear weapons, but on a more realistic level we strive to inform the public about foreign affairs, government policies, and peace issues. Once you think about it, you do something," said Kevin.

Youth for Peace meets every Wednesday at 7:00 p.m. at B.J.'s Cafe looking for ways to provide momentum to the peace movement.

Over the summer the group gathered at SAC every other Saturday, posted protest signs, and had a picnic. "After a while people stopped coming and we quit having them but it was a start," said Tracy.

More recently, Youth for Peace sponsored a concert at Peony Park featuring six local bands. The goal of the event was to raise 1,000 dollars to help Nebraskans for Peace bring the Children of War Tour to Omaha. The tour includes children from a variety of war-torn countries who speak about their experiences in various conflicts around the world.

Although the event fell short of its goal, Lorna said, we regard it as a success because "we united people together who had the same goals."

The group will sell raffle tickets to reach the 1,000 dollar goal.

In the future, Youth for Peace plans to get the OPS high schools more involved in the peace cause. They intend to have the Children of War tour speak in the high schools when they come to Omaha.

The other major goal for the group this year is to have all of the OPS schools declare themselves nuclear-free zones.

"Declaring yourself a nuclear-free zone is like making a contract with Russia. You agree not to be protected by missiles, and they agree not to bomb you," said Kevin. The only visible change resulting from being declared a nuclear-free zone is that the fallout shelter signs would come down. "Like most

things the peace movement does, it's more of a statement than anything else," said Kevin.

Recently Youth for Peace sponsored a mock funeral in the empty lot of B.J.'s Cafe. Members of the group dressed in black carried a coffin containing Ms. Anderson Prescott, made up as though she were dead, from the W. Dale Clark library to the lot.

Members then placed the coffin in a hole and covered it with a layer of dirt. The event attracted coverage from the Channel 3 and Channel 7 news teams.

Youth for Peace blames big government, especially the Reagan administration for the arms build-up.

"We have enough bombs to blow up the world 57 times, and we're still building more bombs. Over half our tax money goes to defense spending," said Tracy.

"Money is being spent on things that won't be used. The government is taking money away from people like the farmers that they could be helping," said Laura.

Nebraskans for Peace view Youth for Peace as one of the most important developments in the peace movement because "youth is the future of this planet," said Marilyn Felion, Nebraskans for Peace staff member.



Molly Bozak

Student council president John Ford and vice-president Mike Buckner conduct a meeting as Kristy Kight looks on.

## Student Council is busy

Niki Galiano

What goes on behind the doors of room 117 during seventh period every day? According to John Ford, student council president, the 18 student council members who were elected in May are now working to create new school projects and also concentrating on existing ones.

The most important project student council will be working on this year will be the spring prom, according to Mr. Paul Semrad, student council advisor. The student council already placed a suggestion box in the counseling office earlier this year for students to suggest bands for the prom. "However," Mr. Semrad said, "the council did not receive as many suggestions as they would have liked."

Right now, John said, the council is planning a possible Halloween dance and promoting efforts to clean up the courtyard. He also said the council is working with Dr. Moller, Central principal, to bring back morning pep rallies for fall sports.

Later this year the council will be working on the blood-mobile and possibly the holiday tree again, Mr. Semrad said. Last year the council raised a couple hundred dollars for an elderly couple to pay their heat bill.

Mr. Semrad also said the council may continue to improve the courtyard. Last year the student council was able to put the courtyard clock in because of fund-raisers. "Fund-raisers will definitely be an important part of this year's student council activities," Mr. Semrad said.



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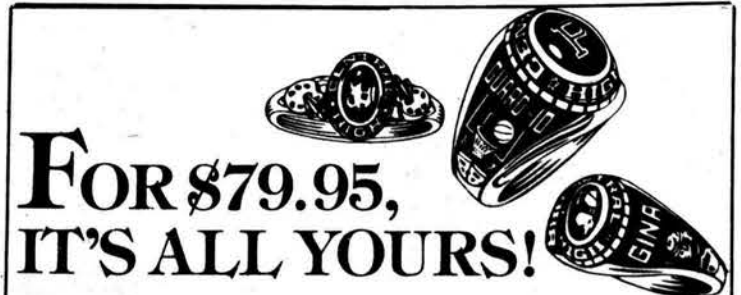
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# Volleyball gets good start

Michael Page

In 1983, the Lady Eagles volleyball team's record was 6-8. They finished runners-up in the District tournament and Sara Stohs was the team's M.V.P. In 1984, the team's record was 7-10. Tabby Whitemon and Jessica Haynes were two of the team's dominant players.

In 1985, they did not win a game. Their record was 0-12. It was mainly due to inner squad conflicts and lack of experience, according to several of last year's players.

This year's team got off to a good start with a record of 3-4. They had two big wins over Benson and Bryan High after being defeated by the tournament champions, Gross High. They have also defeated Ralston and have lost to TeeJay, Abe Lincoln, and South. Coach Susan Paar and the team are pleased with their start.

This year's team is definitely not lacking in experience. The

Lady Eagles have eight returning lettermen. They are Nikki Doyle, Tracy Edgerton, Jennifer Gillogly, Michelle Fox, Andrea Lewis, Angie Pick, Kelli Station, and Andrea Stonehouse, all seniors. Nine of the thirteen members of this year's team are upperclassmen. Many of these players have played together for three years. Coach Paar commented, "Their experience together helps them play well." They know their capabilities and the tendencies of the teammates.

Last year the talent was there, but they did not play up to their potential. This year they are starting to display their talent. Andrea Stonehouse is ranked among the best in the Metro for kill spikes, according to the Omaha World-Herald volleyball charts. Andrea Lewis commented, "Last year we had good players, but we did not play well. This year we have the same players, and things are starting to come together."

Team morale has played a big part in the success of the team. Michelle Fox commented, "When we talk to each other as we play, it helps us get our momentum going." Kelli Station and Andrea Stonehouse were chosen as team captains for their leadership abilities.

Coach Paar commented, "There is a lot of leadership on the team, but I felt the other teammates would respond better to Kelli and Andrea as captains."

The high level of intensity carries over from the games into practice. Practice is something the ladies take seriously. One thing the team wanted to work

on is improving their skills. They have shown a big improvement in their serving and setting. The areas they still need to work on are passing and spiking, according to Andrea Lewis. Kelli Station feels the team is in better shape because of their conditioning. Carla Dailey commented, "Before every practice we have a fifteen minute run, and it has helped my game."

Mrs. Paar is the new head coach of the Lady Eagles. She is from Dubuque, Iowa. She has ten years of experience, coaching at Tech High for eight years and at South for two. Coach Paar attended Northeastern Technical College where she played on the volleyball team. She also attended Wayne State where she was a member of the tennis team.

The junior varsity team is also doing well with their new coach, Ms. Hettwer. Their record is 3-1. Ms. Hettwer is from Lawrence, Kansas, and attended Kansas University. Coach Hettwer commented, "Even though this is my first year coaching volleyball, I like volleyball and I enjoy coaching it."

The upcoming schedule for the Lady Eagles is not an easy one. Many of the key games are coming in the latter part of the season. The team plays Burke, Northwest, Bellevue West, and Marian. "Marian is a traditional powerhouse," Coach Paar commented. They also play Millard North, which is ranked second in the Metro.

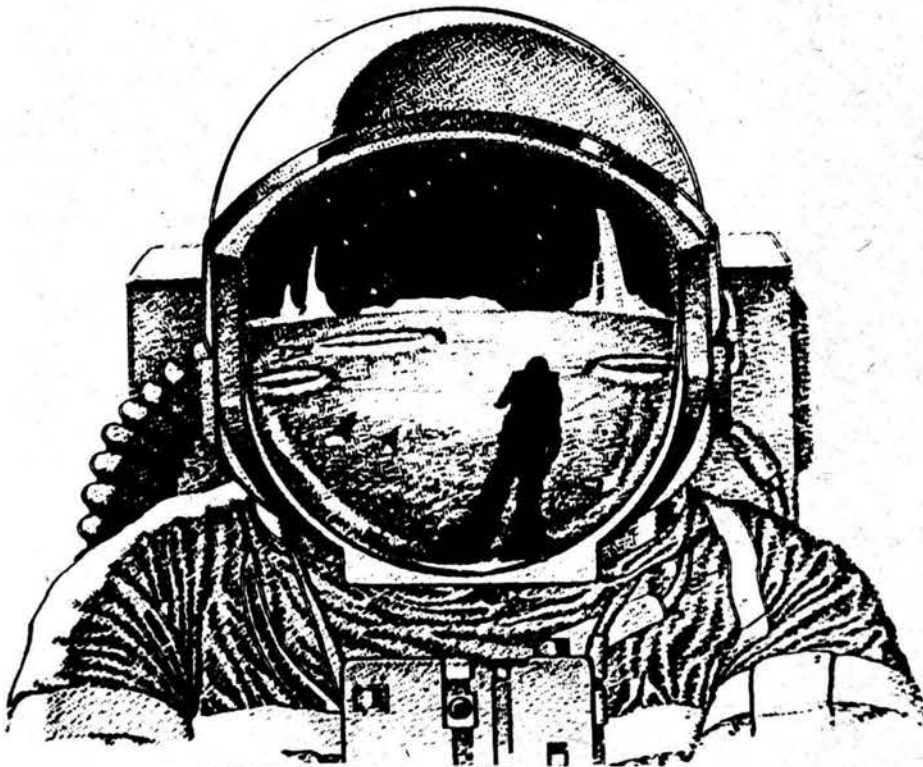
Other team members are senior Cliffetta Davis and sophomores Kirsten Glesne, Lisa Utterback, and Cindy Carpenter.



Tess Fogarty

Andrea Stonehouse, senior, prepares for a kill spike as seniors Tracy Edgerton and Jennifer Gillogly look on.

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## Sport Staff Says:



## Minor sports lack attention, support

Sarah Story

A major achievement in the development of minor sports has begun. The Board of Education has announced that soccer will now be an official high school sport for boys and girls. The Board will help pay for the uniforms, transportation, and officials. After the first year, though, the schools are on their own.

Hopefully this move will show that there is a large interest in all minor sports. Other minor sports include tennis, golf, swimming, gymnastics, and baseball. These secondary sports do not receive the recognition that sports such as football and basketball are able to obtain. The secondary sports have been labeled as "minor sports", and the overall attitude and concern toward these sports is very much "minor."

Sports in general are important. Sports are a part of the building and growing of a person's mind and outlook on life, just as math and science develop working knowledge of everyday matters. A well-rounded person is active in more than one area. Success is not always the key; the key is participation and the willingness to try.

## Money is problem

Another concern that seems to arise every year is that minor sports are cheated out of

necessary equipment and uniforms. Every year the same answer is given; these minor sports do not take in the money necessary to pay for these "extras." To the people that are participating in minor sports, these are not extras. The reality must be faced, however. A tennis match just does not take in as much money as a football game.

None of the sports have their own specific budget. "We buy what we need," said Mr. Dick Jones, athletic director. Sports such as football, basketball, volleyball, baseball, and track have to have uniforms, as it is part of the rules. Tennis and golf uniforms are unnecessary because it is not within the regulations. Wouldn't it be nice to look like a team though? Whatever happened to representing the school? To receive uniforms and equipment, it is the job of the coach to approach

Mr. Jones and ask for what he needs. "The coaches are good about it; they don't ask for the world. It's like borrowing Dad's car; you know when to ask for it and when not to," said Mr. Jones.

Even though a team might be able to acquire uniforms and equipment, whatever happened to school support? The major complaint from all athletic participants is the lack of support from the student body and the faculty. Minor sports suffer the most from the lack of support. Yes, it is very hard to watch a golf match, but what about a tennis match? It is a disgrace to see a team such as Central's boys' tennis team work as hard as they did last year, win a state championship title, and have very few people see the victory. Mr. Jones agreed that at times there isn't enough staff support. The primary purpose of the high school is education, and athletics must come second. Somewhere a happy medium must be found between the teachers that go overboard on classroom learning and those that do not care. There is more to education than the classroom.

## Junior varsity aides future

Tracy Edgerton

Although it may seem that many of Central's athletes are born with their incredible abilities, many of these players develop their skills on the junior varsity level. "Junior varsity is considered the stepping stone to the varsity team," said Mr. Stan Standifer, girls' junior varsity basketball coach.

According to Mr. George Grillo, junior varsity football coach, the primary goal varies from that of the varsity team. Although winning is the ultimate test, the main objective is to become familiar with the rules, and strategies and to prepare the players for eventual varsity playing time. "Junior varsity is mainly a learning experience," said Coach Grillo.

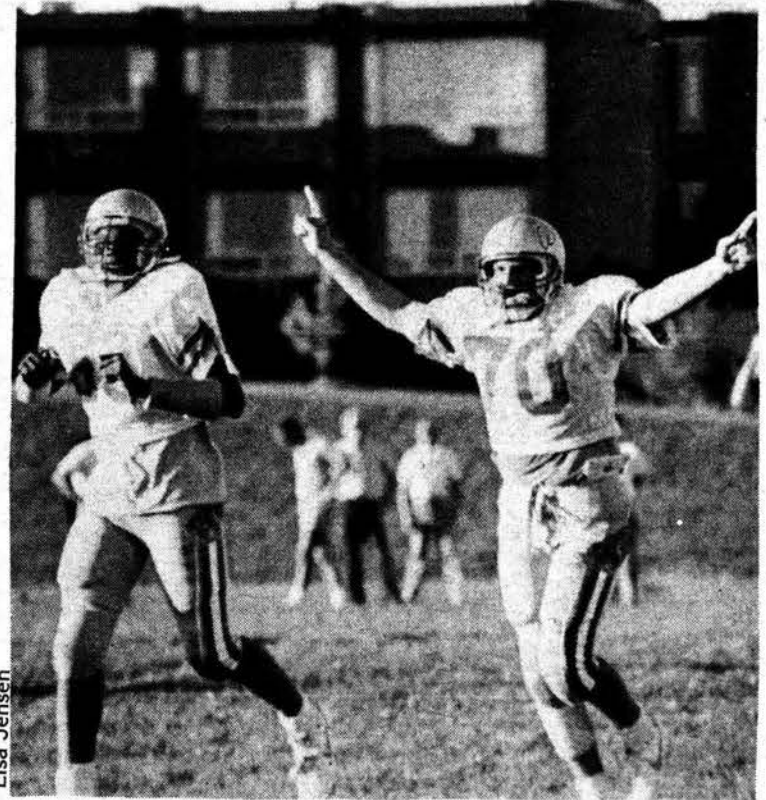
Ms. Hettwer, junior varsity volleyball coach, agreed. "I'd like to keep up the winning tradition, but I like to stress the importance of good skills and an overall good attitude." Mrs. Hettwer said that winning is stressed more on the varsity level.

Tommy Smith, a junior on the junior varsity football team, feels that winning is just as important on the junior varsity level as it is on the varsity team. "I would rather play on varsity because they receive all the attention and publicity," he said.

Although the main goal is to win on either level of competition, having fun and improving your skills is more important on the junior varsity level, said Cindy Carpenter, a sophomore on the volleyball team. "You still feel bad if you lose, but it is not as important."

Shelly Davey, junior, is also a member of the junior varsity volleyball team. "Although varsity is more prestigious than junior varsity, I would rather be a starter on junior varsity than sit the bench on varsity while looking forward to more playing time in the future," she said.

Shelly said that the major difference between junior varsity and varsity is the amount of



Junior Jay Standifer and sophomore Brad Sanders celebrate their victory against Creighton Prep. The junior varsity team defeated Prep 19-18 on October 25.

Lisa Jensen

pressure. "If I make a mistake in a junior varsity game, it's not as crucial as a mistake in a varsity game. The pressure is just not as strong."

Cindy agrees. "A mistake on junior varsity can be more easily forgotten."

"Everyone would rather be on varsity than on junior varsity, but I am more comfortable playing on junior varsity because I get more of an opportunity to play," Cindy said.

Although the junior varsity is a separate entity of the athletic program, the junior varsity and the varsity teams are unified in many respects.

"Varsity players understand the need for a junior varsity team and help the team to carry on the winning tradition," said Mr. Standifer.

Mr. Behrens, boys' junior varsity basketball coach, agrees. "Varsity is very supportive of the junior varsity team. Most vari-

ty players were once on the junior varsity team and are familiar with many of the players and the coaches." In basketball, both teams practice together, and this brings the teams together.

The junior varsity football team also practices with the varsity, according to Mr. Grillo. "As they are learning the same techniques and skills, we keep the two teams together," he said.

Although junior varsity is on a lower level of competition than the varsity, the outcome is the same. "I like to participate in sports because representing the school is important to me, even on the junior varsity level," comments Shelly.

Mr. Standifer concludes, "Sports is sports no matter what level of competition. The main objective is to become a better player and to prepare yourself to set goals for the rest of your life."

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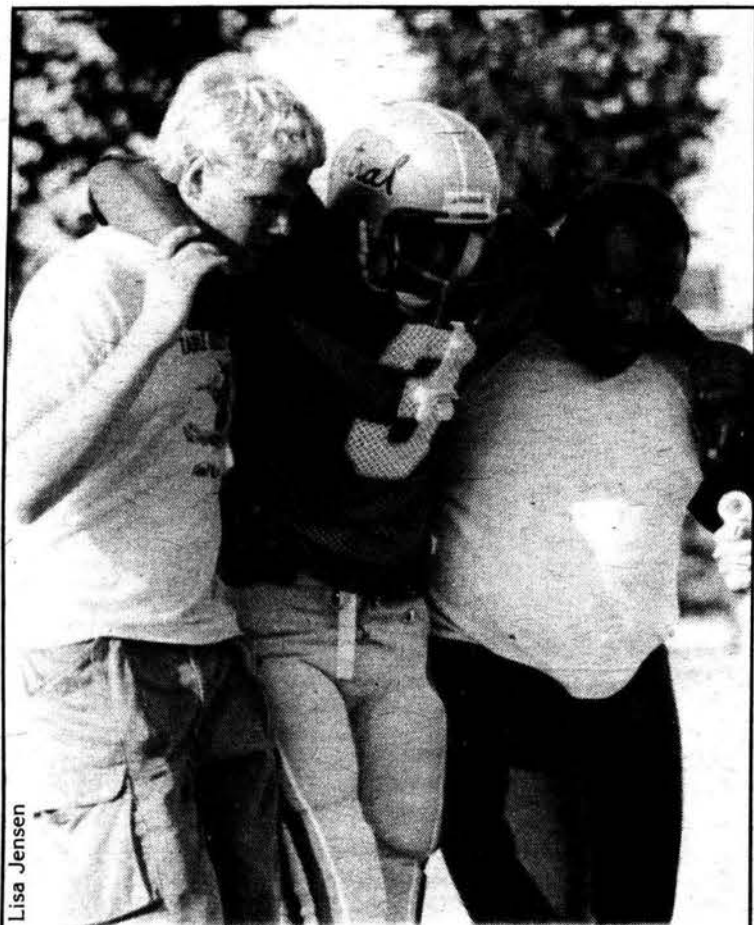
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Ben Henry, the equipment manager, and junior Jeff Spearn help David Chambers, sophomore, off the field during a junior varsity game. Injuries are a major concern on athletic teams at Central.

## Injuries prevent athletes from competing in games

Jeff Palzer

This year many Central athletes will be forced to watch their teams from the sidelines due to injury. This is a problem that affects sports every year, and sometimes the physical pain is not the only problem.

"Knowing that I could be helping the team, it hurts to be sidelined for the rest of my high school years," said junior Randy Gilbert. Randy will miss this and next year's football season due to knee surgery. His knee was injured in practice before school started, and he was confined to crutches for weeks. Besides football, Randy also plays varsity baseball at Central, but he will need much therapy, at least one hour daily, to strengthen his knee. When injuries such as these happen, according to varsity football coach William Reed, the whole team can feel down. Coach Reed also feels that injuries hurt the team more when they happen right before a game. That leaves little time to prepare a replacement.

Some of the most frequent injuries, according to Coach Reed, are ankle and knee injuries. Ankle twists and sprains, however, are often less serious than knee injuries.

Chris Sacco, senior, was injured in the Central-Prep game. He suffered a separated shoulder during warm-up but played all game by his own decision. After the game he was taken to the hospital and diagnosed as having a first degree separated shoulder and may miss up to four games. "I feel I'm letting the team down," he said.

Two other sports that experience many injuries are cross country and track. Senior Kris Deffenbacher missed the state meet for track in spring and will miss much of the cross country this season due to an ankle injury. She had surgery in spring, and, after recuperating, she ran track. She reinjured herself just before state. "It was hard to sit and watch my friends run," she said. She was not able to run all summer, but with slow training she is hopeful to compete in districts for cross country. But she does face the danger of reinjuring herself and "never being able to run again," she said.

Other athletes have suffered less impairing physical injuries but still have the mental anguish. "I just can't play like I used to," said senior Kelli Station. Kelli, who plays varsity volleyball, jammed her fingers and must play with them bandaged. Kelli's job on the team is setter, who "sets" the ball up for a spike or return, and she feels that her injury inhibits her from playing her best.

Senior Mike Vazzano injured his knee in ninth grade and is just now recovering from surgery. He never had the injury examined because it only bothered him slightly. Being off crutches now and participating in therapy, he is hopeful to be able to play basketball in the spring.

## Girls' cross country began at Central

Sarah Story

"Central is the reason that girls cross country is sanctioned today," said Mr. David James, Central girls' cross country coach.

Previous to 1979 a girls' cross country team did not exist. In 1978-79 girls started to show an interest in running cross country. Since there was no girls' team, they ran with the boys' team to prepare for track. Five or six girls competed in meets, but they had to run against boys and were considered boys since OPS refused to sanction a girls team. The girls were not allowed to run against Marian or teams outside of Omaha, but they had to run as boys which did not work out.

Interested parents of the Central girls became involved. They decided to hire a lawyer and take their case to court. One week later, before the case reached court, the message came from OPS that girls' cross country was now a sanctioned high school sport. The girls started to run against other girls from Class B schools. The team was very enthusiastic; they felt they had something to prove to everyone, and they succeeded.

### Injuries hurt team

This year the team has been at a disadvantage with a number of

injuries. Kris Deffenbacher, senior, is out with a fracture in her right ankle, and Stacey White, senior, is out with mono. Two other girls have been out with injuries. They run again, then they are back to being injured.

Coach James said that injuries are very frustrating. They work on getting a healthy team to run in meets, then team members are injured again. The question is how far can a runner be pushed until a stress fracture occurs. Coach James said that the only way to avoid injury is at least nine months of consistent training and a gradual progression in the distance that is run. In order to eliminate injury, the runner must continue his involvement with running. "Unfortunately, injuries come with the sport," said Coach James. Injuries are very limiting to the team's practice. In previous years, the girls would run from Central to Elmwood Park as a warm-up then continue running around the park. This year only two girls are able to run down to Elmwood, as injuries will not permit the other girls to run that far.

### Dedication is key

There are about 15 girls on the team this year, which is a "fantastic" number, according to Coach James. They practice

every day and have meets on Tuesdays, Fridays, or Saturdays. Right now they are almost finished with their dual meets. Coach James said, "The team is progressing; individually they are improving. Cross country is very difficult for beginning runners. It is a hard sport."

Coach James went on to say that interested students cannot expect to just jump into the sport and start running. It takes a lot of conditioning and experience. For beginning runners, finishing the race is the first level of accomplishment.

Stephanie Ruegnitz, senior, said, "We have a lot of talent on the team." She said that the team began the season by getting out of the summer slump and back into shape. Now the team is starting to do more distance running to get into shape for the meets. "We are working harder to achieve more in our meets," said Stephanie.

The team has not won very many meets. Coach James said, "Winning meets comes with more experience."

"The team is still very young; they are developing and maturing as individuals. Improved team performance comes with dedication and the growing of an individual through a period of time," said Coach James.

## Gymnastics team optimistic for season

Tracy Edgerton

Central gymnastics is off to a tumbling start this season with the boys and girls working out together in the old gymnasium. Although both teams are enthusiastic and confident of success, they are not as strong as they have been in the past, and inexperience is a major concern.

The boys' team in particular is young, with six sophomores and only two upperclassmen.

"Bryan Johnson and I are the only returning male gymnasts, so we may not be as strong as we have been in the past. This year is more of a learning experience," stated senior Mark Spencer.

One reason for the recent showing of younger gymnasts is the interest stirred by the success of the 1984 Olympic teams. "Even though gymnastics is still not as popular as many other sports, its popularity did increase after the Olympics. More little kids are getting involved at a younger age," said senior Cindy Hoden.

Both Mark and Brecke Houston, junior, agreed. "Because of the amount of media exposure the Olympic gymnastics team received, more people discovered gymnastics for the first time. Although our meets still don't draw crowds like a football game, gymnastics has become more popular," stated Mark.

Many gymnasts get involved at an early age and continue

to compete all year round. "After the high school season is over, many of us still compete throughout the year with private gymnastics clubs," stated Brecke. She has been involved in gymnastics since fourth grade. Cindy commented that most of the team has been in gymnastics around ten years. Mark said that he was at a definite disadvantage as he has competed only since his sophomore year.

The girls' team is also in a type of readjustment period, though not for the obvious reasons. "Losing state last year by less than one-tenth of a point was hard to accept. This loss makes us work even harder now," said Cindy. "We've kept our goals high this year. We are going to win districts and do our best to take state also."

According to Brecke, the girls' team is definitely among the top two in the Metropolitan area and probably among the top four in the state.

Cindy agrees. "Although this year's team is weaker than last year's, we are still one of the top three of four teams in the state."

The boys' team is also optimistic about the future. "Although we are inexperienced and are not doing well now, we should build up and do better as the season progresses. I think we have a good shot at districts, and we should qualify for state also," said Mark.



Lisa Jensen

Sophomore Adrian Petrick competes on the rings at the Northwest High School Invitational. The boys' gymnastics team has only two returning gymnasts.