

MARCH 6, 1987

Scholars prepare for nationals

Decathlon team wins state competition

David Pansing

The United States Academic Decathlon competition is described by the 1986-87 study guide as an "unique contest of academic strength." For the fourth time, from April 25-27, the Central Academic Decathlon team will be competing in this contest in Irving, Texas.

The team won the honor of participating in this event by beating all of the other OPS high schools, as well as parochial schools on the state level. The state level competition was held on February 21, at UNO. UNO and the Metro Omaha Optimists Club sponsored the competition.

The team won 23 medals, including first place individual medals won by, Randy Pepple, senior, Adele Suttle, senior, Tony Evans, senior, Travis Mood, senior, Peter Pirsch, junior, Jonas Batt, junior, and Marc Lucas, senior. All of the first team members won a gold medal in the Super Quiz.

The team began studying before Thanksgiving, according to Adele, once a week. Then after Christmas they prepared everyday, either studying, working with specialized instruction from faculty, or practicing speeches and interviews.

Leadership

The team's sponsor this year is English Department Head, Dan Daly. Tony Evans said, "Mr. Daly was great. He did everything he possibly could. He was really dedicated." The team

members agreed that Mr. Daly was a great coach. Mr. Daly takes no credit for the victory, even though he had "no intention of losing." He said that he had a feeling that it was "going to click" about a week before the competition.

Another strong part of the team's leadership was Adele Suttle. Adele was the most consistent, according to Mr. Daly. She attended all of the meetings, except one, which she missed to attend the Foreign Language Bowling Tournament. Kate, another veteran from last year's team said, "Adele was the unifying element. She planned meetings and got people help when they needed it." Adele said, "I was glad to be there to pull everything together."

Ten events

The Academic Decathlon's ten events are, economics, mathematics, science, fine arts, social science, language and literature, Super Quiz, speech, interview, and essay. Each year different topics are chosen to test the participants on in each of the categories. Kate said that the topics, including the Constitution for the Super Quiz, were, "more realistic than immigration (last year's topic), it was stuff you can study." But, the team agreed that the social sciences section of the test was nearly impossible because of the wide time span it covered.

The team is looking forward to going to Irving. Kate feels that Central has a chance to easily



Samantha Guinn

Shelly Wyzykowski, Kate Madigan, Jennifer Anderson, Jonas Batt, Marc Lucas, Randy Pepple, Pete Pirsch, Tony Evans, Lisa Wolff, Adele Suttle, are the Academic Decathlon team members for 1986-87. The team will compete in Irving, Texas from April 25-27.

place in the top ten, while Tony says that their goal is to get in the top five. Mr. Daly says that the team's goal is to simply win. He emphasizes that he is not predicting, especially because it is "difficult with the resources some schools put into it. We have the people, but we continue to go to school, live in the real world, and go out on Saturday

nights." Kate said, "Irving has nothing to offer, at least L.A. had a beach," although she does plan to get a tan. Travis said that he had looked up Irving in the encyclopedia and says that "Irving makes bricks, cement, and soda pop." Travis and Kate have both begun studying already, though the team does not plan to begin

intensive studying again until a month before the competition, according to Adele.

The team members and alternates are: Jennifer Andersen, Jonas Batt, Anthony Evans, Anne Gentle, Marc Lucas, Kate Madigan, Travis Mood, Randy Pepple, Peter Pirsch, Adele Suttle, Lisa Wolff, and Shelly Wyzykowski.

DECA competition brings awards, recognition

This competition is the biggest of the year for DECA.

The two oral tests measured student's communication skills and comprehension of businesses and business' problems by situation type questions and role model playing said Doug Haven, senior, who won third place in food service management of fast food departments.

Top 20 percent

Judges took the top 20 percent for qualifying students and then take the top three composite in each department of competition for first, second, and third place. Central DECA winners were Mike Farquhar, first place on manuals; Dave Havelka, second place in civil conscienceness; Doug Haven, third place in restaurant management for quick service;

John Hannon, first place on manuals; Kim Klipsch, first place in public relations; and Paul Widhalm, second place in general marketing.

This competition is the biggest of the year for DECA, said Dave. Marketing classes prepare both in class for the general part and outside of school for their specific areas of competition. "The main reason for this," said Dave, "is because state competitions draw many employers, who were judges. Many top ranked students were offered jobs right out of high school or college during the competition," said Dave.

Speakers

"The state competition was not all tests," said next year's newly elected DECA representative, Jason Lips, junior. "Many well known speakers came to present 'self-esteem' type workshops," said Doug. "They talked about the future, what to expect, and how to set goals," said John. "They told us we should rely on ourselves,"

said Doug.

Along with guest speakers, the state competition was held in the Cornhusker Hotel, situated next to two shopping malls. Some students even campaigned for next year's state DECA offices. The competition also held two dances with live DJs and a lipsinc competition Friday. "It was fun to get away for awhile," said John.

Seven Central students, those who placed first, second or third in the state competition, will attend the April 29 thru May 3 nationals in New Orleans, Louisiana.

INSIDE:
Death and dying,
learning to cope.

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Karyn Brower

Competing in many of their future career areas, Central's DECA club participated in the State marketing competition, February 12 thru the 14 at the Cornhusker Hotel in Lincoln. Students competed in fields relating to marketing, management, and merchandising, said Dave Havelka, senior, DECA representative.

Over 800 students participated state wide with about 66 Central students competing. Students competed by oral and written exams covering their intended field of business. Some students competed by writing 30 to 40 page manuals analysing any business related topic, said John Hannon, senior, who won first place analysing DECA's "Pepsi Earn and Learn" fundraiser sponsored by Pepsi.

Viewpoints

What do you think Central's policy on smoking for teachers and students should be?

Tim Welty- Senior



I think that the same privilege by law should be made available to the teachers and students of age. It's just like somebody taking a break at work.

Peter McNaughton- Junior



Try a total ban for awhile and see how it works. If it works, stay with it, if it doesn't, try something else.

Carla Forbush- Senior



No one should smoke. I think that the teachers should not smoke because they're supposed to set a good example.

Dee Dee Rasmussen- Junior



I think if they're going to smoke, it should at least be outside. Everything should be left the same as long as students don't smoke in school.

Teri Mellick- Sophomore



I think if teachers are able to smoke, students should be able to too.

REGISTER

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Theme program beneficial

Central's theme program began in the 1920's, with an insistence for an in-class theme. Sara Vore Taylor, head of the English Department in the early 20's, developed the program to enhance students' communication skills. She was the author of the first *Stylebook* and the first *Principles of Exposition*. This program has continued with periodic revisions and remains a strong point of Central's curriculum. The theme program at Central provides the principles of clear, argumentative, expository writing for each student. These principles are fundamental in modern communication.

According to Mr. Dan Daly, English Department head, the theme program changes with changes in college English and with new teachers that come to Central. The program adequately prepares students for the demands of writing college papers in a timed condition. Dr.

Stan Maliszewski, guidance director, said that he often has Central students return from college and tell him how prepared they were, compared to other students, because of the theme program.

Responsibility

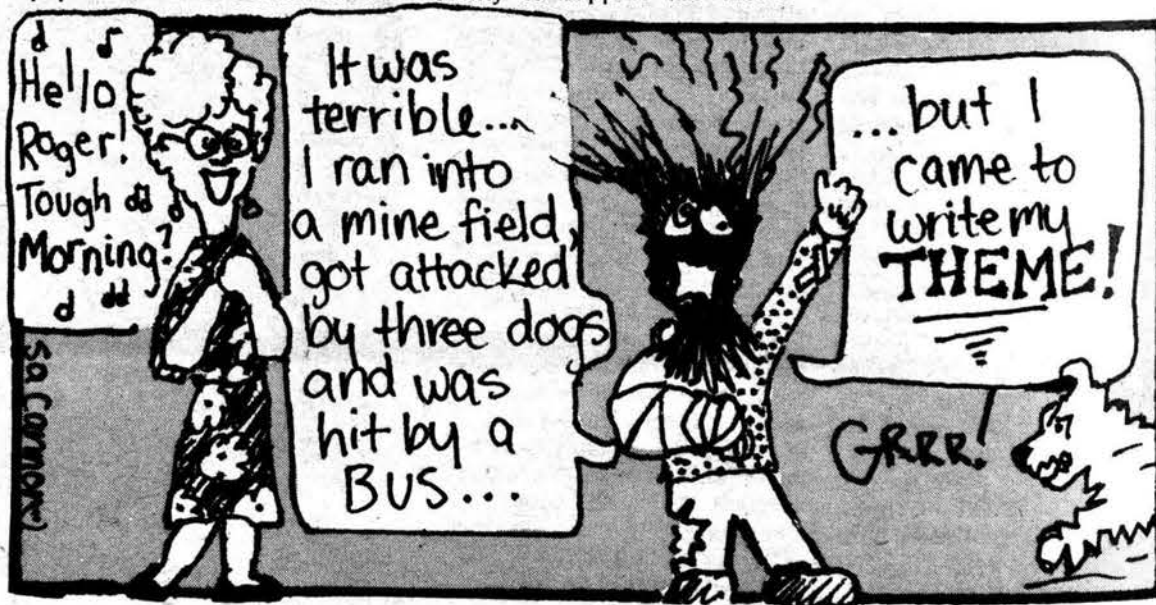
One of the major goals of the theme program is to teach responsibility. In college, there is no one to check up on a student's progress. The theme program teaches that themes must be turned in or a student could risk a grade of incomplete or failure. Although this may seem harsh, it is necessary to demonstrate the consequences of irresponsibility.

Mr. Daly describes the composition in five parts; content, organization, style, mechanics and revision; with emphasis on the outcome or the ability to put out a product. Content refers to the fullness of the paper and the ability to support the thesis.

Organization reflects the outline and how the theme follows the principles of exposition. Style concerns the variety of sentence structure and word choice. Mechanics deals with the actual grammar; spelling, capitalization, punctuation, etc. The final part is the revision—the correction of mistakes. The mandatory revision is characteristic of Central's theme program and is a learning device for the student, not just an evaluation of the composition.

"Life-skill"

The program, however, has its opponents who feel that it is too hard on students. But the program forces students to become better writers, which is not just an academic skill; it is a "life-skill." People must learn to express themselves in writing. The command of the English language is something useful not just in school.



Smoking remains problem

About a month ago, Ralston Public Schools instituted a ban on smoking, prohibiting all smokers, including teachers, from smoking anywhere in any school or district building. There has been a question as to whether this approach could be used to combat the smoking problem in the Omaha Public Schools. However, such a ban would probably do little to alleviate the student smoking problem in the restroom. Smoking is already prohibited for students, yet it still continues.

If the Omaha School Board chooses to ban smoking in school buildings for teachers as well as students, would the problem be eliminated? Probably not, students would still hide in a secluded stall to smoke at every available break. The only difference would be that they might have to make room for many of the chain-smoking teachers. The problem lies not in the school's policy, but in the smoking students' obnoxious behavior.

The smoking problem in the

restrooms here at Central is getting worse. Non-smokers who want to use the restrooms for its legitimate purpose cannot do so without subjecting themselves to a lung full of smoke and clothes that reek of smoke odor.

Is it that smokers do not realize that they are not only breaking school policy, but also infringing upon the rights of non-smokers? Or is it that they lack the common courtesy to care?

Disciplinary actions

If courtesy is not enough to deter smokers, maybe stronger disciplinary actions would. However, it's hard to discipline students if they can't be caught. Even Mr. Richard Jones, one of Central's vice-principals, said that more smokers are caught smoking outside than in the restrooms because it's so hard for four administrators to patrol all the restrooms of the school.

Mr. Jones said that the responsibility of patrolling the restrooms is both the administrators' and the teachers'. However, the teachers of this school most likely have more

important things to do during passing periods than to check out the restrooms.

Smoking room

Some say that a communal smoking room set aside for smoking students would help. Both Mr. Jones and Dr. Gary Bennett, executive assistant to the superintendent, feel that this solution isn't feasible. Mr. Jones said that since it is a known fact that smoking is harmful to one's health, setting up a student smoking room would be harmful to students. Dr. Bennett said that because most students are minors, a separate smoking room would not be possible.

So now what? Perhaps common courtesy and respect for others is the only solution. If smokers would stop and think of how the cigarette that they are about to light is going to affect other people, the restrooms would be a more pleasant place for everyone. Or better yet, maybe smokers, both teachers and students, could take this opportunity to quit smoking—without a school policy to slap them on the hand.

Spirits are "non-alcoholic"

A
Closer
Look



Kris Deffenbacher

reach only those students who already don't drink.

High on life

I'm not about to begin preaching about not drinking. I have no authority or personal cause to do so. But there is a "high" to be derived from life that is often actually inhibited by drugs or alcohol. I'm not telling people to go straight—that's a personal decision that has to be made for yourself. But I do recommend going sober for a weekend or more to those who drink heavily.

You may be amazed at the good time you can have without the quarters table as the focus of one of your weekend evenings.

A raucous group of seven high school and college students was standing on the brick intersection of the Old Market on an unseasonably warm February night singing Christmas carols and dancing to the music in the street. They were barefoot and had sand between their toes from the slides at the Central Park Mall. The bar crowd that was wandering around the Market at that time of night (technically morning) assumed that the ecstatic group had been bar-hopping too.

For awhile we did feel a little inebriated. But none of us had anything to drink. Either there was more beer than we'd tasted in the sauce of the spaghetti that we'd all just finished slurping down, or spring fever had set in early.

Sober lunacy

A warm evening in the midst of winter after months of being caged inside is enough to turn anyone's happiness to lunacy. Add to this scene a group of good friends let loose in downtown Omaha. To passers-by we were a spectacle, but we were having the time of our lives. There was nothing to inhibit us from having a good time. And none of us had anything to drink. We were enjoying the proverbial "high on life."

Parents, school, church and the media are always telling kids about the "high" to be derived from life, not drugs or alcohol. This "high on life" message is often laughed at or ignored by students, for it comes to them as a lecture or sermon handed down from authority. It therefore tends to

You may be amazed at the good time you can have without the quarters table as the focus of one of your week-end evenings. I have a drink or two with friends occasionally but recently gave this up for a period of time out of dedication to a sport. I thought that I would feel out of it around groups who were drinking or uncomfortable at parties. But I had as much or more fun during those two months without drinking as before.

I've talked to others who have cut down or stopped drinking, even if just for a short cool-out period of time, and they say the same thing. It's a nice change to see people with their friends and good times as the focus of their evening rather than who's going to buy and how to sober up before going home. Stopping drinking, even if just for awhile, doesn't have to be the big moral decision that we always are told to make. Do it for a change, for yourself.

Melba saves his species

Speaking
in
Tongues



Joe Fogarty

(Melba and Gordon sit quietly in Melba's room. The tension hangs over the room like an anvil, and Gordon bumps his head on it repeatedly in wreckless abandon.)

Gordon: You know, Melba, we aughta nah.
(Why has this impenetrable pall been cast over the lives of Melba and Gordon? For the simple reason that they, by decree of a talking clam, must save the human race from total annihilation.)

Melba: This really comes at a bad time! I have to write a two-page report on the devastating psychological side effects of the two-page reports on devastating psychological side effects. I don't have time to "toughen our culture" with confusion (see last issue-J.F.).

Gordon: Look, Melba, just take it easy, I'm sure that Raoul/clam guy wouldn't have left you completely on your own. He's just GOT to come back sometime!

Melba: Hey, you're right!
(On this cue, the wind whistles ominously outside, an odd thump is heard on the other side of Melba's bedroom door. Somewhere, a lobster screams. But it's only sound effects and nothing really happens.)

Gordon: Well, I wish I could help you out, but I've really got to go. I... uh...I have to... uh, do someone's hair.

Melba: What?! You don't "do hair!"
Gordon (looking toward the door): Yeah, uh, yeah I do, it's sort of a new, uh...hobby...or something. Sorry I can't help you out but...

Voice: Hold it, Gordon.
(Gordon and Melba look around them, confused. They notice Raoul perched on the windowsill.)

Melba: Wow! You appeared out of nowhere!

Gordon: Without sound effects either! How did you do it?

Raoul: Another freak accident. It'd take too long to explain—it involves a lot of technical information about black velvet Elvis paintings and velveeta. So anyway, what's going on?

Gordon (Whispering): Melba, Melba...I know you told me he was a clam, but I really wasn't prepared for...this.

Raoul: What's that, Gordon?
Gordon: Oh, uh, nothing sir, I was just commenting on the fact that you...uh, you speak English rather well for a, uh, for a clam.

Raoul: Believe me, it isn't easy. Especially diphthongs.

Melba: Look Raoul, you gotta help me out. I can't save my species alone.

Raoul: Of course not! Gordon's gonna help out. And I'll even give you as much of an edge as I can. I am prepared to supply you both with superhuman powers.

Melba and Gordon: Wow! Ooh! Neat!
(General exclamations of definite glee and approval follow.)

Melba: How can you do it?

Raoul: Another freak accident. You'd be surprised at my luck with odd happenings.

Melba: I know the feeling

Raoul: You first, Gordon. Approach me and place your left index finger in your right nostril...Farther...O.K. Good. Now, repeat after me: Wenji cala pod noos il babibl. Oop! Now salivate profusely.

(Gordon does so and looks expectantly at Raoul.)

Gordon: Well, what can I do? Fly? See through walls? Punch

Raoul: You now have the power to grow long, heavy, vines from your eyebrow Melba, you are next! (He repeats the process with Melba.)

Melba: So what wonderful superhuman power have you so wisely chosen to bestow upon me?

Raoul: You now have a power beyond belief! Your power will surpass the legendary superness of the mysterious MADGE—conquerer of the ominous plastic lump that criticized Gumby!

Melba: What could she do?

Raoul: She could smell like ANYTHING! But you, you have wondrous power! You are now able to cause anything—any object or animal or anything at all that exists anywhere—to think they are a fat auto mechanic named Stan!

(Is this the beginning of a marvelous career for Melba? How are they, two high school freaks and a talking clam named Raoul, going to protect an entire race of simple-minded humans from a very profound revolution? Will you find out next time? What is happening to my skin? Who keeps saying "prep??in the back of my head? Do you care? Does Richard Nixon care? So long.—J.F.)

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In Brief

The Fourth Annual German American Trade Fair will take place at UNO March 7. Omaha high schools will compete against each other in the event which attempts to emulate real trade fairs. Members of the Central City team include Karen Lee, Jenni Lexau, Kyle Sarton, Tim Stohs, and Kevin Yam. The Product team consists of Rebecca Barnes, Bob Fryl, John Hannon, Todd Weddle, and Jocelyn Humphrey.



The CHS Jazz Band participated in the Bellevue East Jazz Festival, Saturday, February 28. The band's selections for the contest, which pitted them against 10 Class AA schools, included "Doing Basie's Thing," by Sammy Nestic.

Student Council, the Road Show and Central's General Fund combined forces to purchase a portable stage for Central. The Student Council plans to use the stage for prom, but any Central activity will have access to it.

The Youth Symphony played at Central High on Monday, February 23. The concert occurred because senior Liz Hazen was one of two winners of the Concerto Competition. The symphony also played at Westside, the home school of Concerto winner Jill Rausch.

The final open meeting to discuss budget concerns in the Omaha Public Schools will be at 7:00 March 10, at Mann Ninth Grade Center. Other meetings took place February 26 at South High School and March 3, at Monroe Junior High.

Senior Amy Meyer and sophomore Jennifer Drake are semi-finalists for the Congress Bundestag foreign exchange student program. They traveled to Lincoln Saturday, February 28 for personal interviews that determined the finalists. Winners receive a full one year scholarship for a trip to Germany. One of last year's finalists was junior Justin Kerr.

Anthony Clark, Sean O'Hara, Ann Sitzman, Tim Stohs, Rich Vogel, and Kevin Yam, are currently participating in the Cathedral Arts Project Jazz Workshop. The workshop which meets one Sunday a month from January to May features some of Omaha's top jazz musicians. The focus of the workshop according to Anthony Clark is to learn improvisation by participation and to learn how to play with others.

The CHS A Cappella Choir with help from Coach William Reed, Counselor Faye Johnson, Nola Jean-Pierre, and Reverend Dorsey McCollough, celebrated Black Heritage Month with a program for the entire CHS student body. According to master-of-ceremonies, Coach Reed, the key to the program was awareness.

The Student Council will sponsor the Red Cross Blood Mobile's visit to Central on March 10. The goal of Student Council is to collect 45 pints of blood. Students must be 17, weigh 110 pounds and have parental permission to donate blood.

Thespian clubs attend state convention

Niki Galiano

Twenty-five members of the Central Drama and Thespian Clubs went to Grand Island on February 20 to compete in the State Thespian Convention over the weekend. Senior Kristi Plahn, president of the Drama Club, won a superior award for writing an original play.

Other areas in which Central participated in were dramatic duets, improvisations, a costume contest, drama and stage workshops, and lip syncs, according to Lisa Arnett, Drama Club officer. Central's duets and one-acts were not judged, however, because they are not a National Thespian member yet, she said.

third consecutive year

Some of the participants felt that Central was judged unfairly during the competition, because none of the members of the state board were from Central. The

state board, comprised of Thespian Club members from each participating high school, judges the competitions, according to Lisa. Central had no members on the board because they are not official members yet.

No charter

According to Julie Ashley, Drama Club officer, Central is still working on getting a charter to become a National Thespian member.

"All of the small schools, such as Ralston and Papillion, had a monopoly on the state board and voted for people from their own schools."

"The convention was less than mediocre, and I speak not only for myself, but the others, as well. The only real fun we had said Kristi.

was when we made our own fun. None of the other people from the other schools were really friendly. I know I felt like I didn't belong. Kristi wouldn't have received her certificate (the play writing award) if Mrs. Stommes (Drama Club sponsor) had not complained, and told the M.C. that she wrote her own duet," said Lisa.

Lip-sync

One of the highlights of the competition was the Central lip-sync participants dancing on the

tables, according to Kristi.

Other highlights of the convention, according to senior Shelly Scasny, were meeting kids from other schools, and having get-togethers in the hotel rooms where they were staying.

Another activity included in the convention every year is the costume competition and dance. "It is a wild weekend where we drop our inhibitions and put on costumes," said Julie. "The costume dance is a chance for us to really dance until we drop."

There were about twenty members that went to the convention, said Lisa. This was the third consecutive year that the Drama Club has been to the convention lately, however, the convention was previously held in Kearney State College. Another chapter was active in Central under another drama teacher years ago, she said.

In order for an individual to become a Thespian Club member, twenty points must be accumulated from activities done in the theater, such as acting in a play or musical, directing a show, or working stage lights, make-up, etc., said Lisa. "Every thing you do with the theater will give you bonus points. Those with extremely high points receive honor bars."



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Videos — entertainment without expenses

Kelly Penry

Video rental movies are a new source of entertainment for today's society. Five years ago, the idea of going to a local video rental shop and choosing a take-home movie seemed impossible. Now that the chain of video rental shops have grown, and the selection of movies has become more diverse, people are able to spend an entertaining evening at home without the expense of going out.

Jerry Mertz, owner of Five-Star Video Shop, said that his busiest times are Friday and Saturday because of weekend free-time. Holidays are also busy times for customers because the days present certain themes that draw a majority of viewers.

"All the love stories were rented over Valentine's Day and Halloween cleared the shelves of movies such as 'Friday the 13th' sequels and 'Nightmare on Elm Street,'" said Mertz.

Easy to rent

Many Central students said that video-rentals are popular because if nothing is happening on a weekend night, it's easy to rent two or three movies and spend the evening at a friend's house. Also, since the VCR (Video cassette recorder) has become common in most households, people have easy access to video cassettes and video shop memberships.

Because video movies are usually available after box-office showings, teens rent movies that they either miss at the theater or want to see again. Also, those movies that were box-office flops are available for second-chance viewing and attract curious viewers, explained Central students.

Functions

Some advantages to video rentals is that they can be seen as many times as desired, and during the viewing, the movie can be rewound, fast-forwarded, or paused if part of the movie is

missed. Also, the video can be kept overnight or over a weekend at the renter's expense.

Also, video cassettes are inexpensive in contrast to a theater price. The price of a video is usually two dollars and seventy-five cents to three dollars and fifteen cents, according to Mertz. The main advantage, however, is that one can rent two or three videos for the same price as a cinema ticket and it costs even less to view for more people.

Marcus Harvey, senior, said he usually rents movies at least once a week. If he has the time, and wants to see a particular movie, then he'll rent a cassette for the weekend. "It's much cheaper to rent a movie than go to a movie. I usually spend about three dollars a week on video movies that I rent with my friends or family," said Marcus.

Choice

Popularity of video rentals are also because there are many different varieties and types of movies and clips to choose from.

Some students said that they enjoyed renting concert footage of their favorite band on video. Others preferred musicals, such as "Westside Story" or "A Chorus Line." Central students said that they enjoy not only video movies, but cassettes with sports clips, exercise routines, and "teach-yourself" videos that aid with such things as cooking, constructing and foreign languages.

David Langdon, an employee at Applause Video said that the teen customers tend to rent more adventure and space movies than other age groups.

"Top rentals include the 'Star Wars' and 'Star Trek' sequels as well as the 'Indiana Jones' and 'Rocky' sequels. These types of movies are usually rented out every weekend because of media and audience commercialism that rates the movies as winners...but some of the less heard of movies, such as those of the Cannes Film Awards and those foreign directed and produced seem to draw the teen viewers

that are tired of the same old movies," said Langdon.

Sarah Hansen, sophomore, said she chooses movies according to the cassette review. She explained that the back of a cassette contains the title, ratings, synopsis, running times, release dates, actors or actresses names and other information about the movie that helps to determine if she wants to rent the video.

"If I have no idea about what the movie is about, I'll just read the synopsis. At a movie theater, you just go and watch it, then decide if it was really worth the money. At least with a video cassette, I can turn it off if I don't like it, or let someone else watch it at another time," said Sarah.

The main advantage to rental movies is because they are convenient and a method of going out, by staying home. Central students said the luxury of watching movies at home and at whatever time is probably a trend that will increase in popularity and video growth.

Creative Writing submits articles for publication

Karyn Brower

Imagine reading an article written by a Central student in a small or even a major publication. This is what Central's creative writing class is trying to achieve.

Students are asked, as part of an assignment, to research and write a non-fictional article and send it to any publication in hopes of having it published.

Mr. Mike Gaherty, creative writing teacher, says that this exercise is a learning experience. Students first research their non-fictional articles, a change from their day to day assignments on poetry, short stories or one act plays. Students learned how to pick a particular publication that would suit their article and then write an article around such a publication, and how to prepare their manuscript.

"Students should consider the size and type of the publication before sending their manuscript," said Anthony Clark, senior. Anthony sent his article about Omaha's jazz scene to the "Metropolitan". "Smaller publications and those who use more free lance type articles, like a local publication, will be more likely to accept the student's article."

Right time

The publication is not the only aspect creative writing students need look at. Getting accepted is not just based on a good article, but the ability to find the right publication at the right time with an article they need commented Rob Glasser, junior, who wrote about resident nurses who deal with the terminally ill and how they cope with their job and their attitude towards life.

Other students wrote articles on such serious topics as religion, bowling, golf, gymnastics, telemarketing, horses, chess, and diabetes from a diabetes point of view and humorous topics as how funny people are when they order popcorn.

Two published

In the four years Mr. Gaherty has taught Creative Writing and sent articles, only two have been published, but, Mr. Gaherty said, this has not dimmed the students excitement. He said it was hard work and some students grumbled, but most students were hopeful, and excited when they received a response even if negative.

Response shared

Students turn in their articles with two envelopes to Mr. Gaherty, who grades them and then gives them back to the student to send. Students usually wait three to six weeks for a response which are then shared in class.

"Many students have misconceptions about the Creative Writing class," said Rob. "They feel Mr. Gaherty has this magic formula that he gives to them and they will automatically know how to write and make millions." Creative Writing explores different areas of writing like poetry, short stories, one act plays and journals. After writing, the class share their works with other students and their constructive criticism, said Anthony. "Mr. Gaherty helps the students out by encouragement, being an attentive audience, advice and criticism, how good they are depends solely on how much the student puts into the class," said Rob.

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DEATH

Learning to

Survivors learn to accept loss

Kris Deffenbacher

At sometime in their lives everyone is confronted with the death of someone close to them. The acceptance of such a tragedy is always difficult, but the effects are often even greater on younger people. Learning to accept the death and to live on is a struggle which many students find they cannot face alone, and they seek help from those around them.

When facing a death, whether your own or that of someone close to you, there are stages of grief that psychologists agree must be gone through. Although the number of stages varies from source to source, the stages of ordinary grief usually fall into the three categories of denial, anger and reconstruction.

"I had to leave the house if I wanted to cry."

The first stage occurs in the first one to three days immediately after the death. During this denial stage, the manifestations that occur include shock, disbelief, numbness, weeping, wailing and agitation. Senior Jon De La Castro described the shock he felt when he was told of his father's death. "I found out at music camp. I had been expecting it for a long time, in a way I kind of knew that I wouldn't see him again. I still had trouble accepting it."

The second and largest stage peaks at about two to four weeks after the death and usually lasts up to a year. This stage begins with an anger and is characterized throughout by a painful longing and preoccupation with memories of the person. At this point the weeping and wailing of the first stage turns to sadness and tearfulness. This is often covered in defense by irritability, but psychologists agree that the expression of grief at this stage is vital to an eventual recovery.

Counseled students

Central counselor Dr. Maliszewski has counseled many students through this period of grief. "As a counselor, the first thing to do is to let them know that it's alright to cry. I don't try to talk them out of their feelings. I tell them it's okay to hurt and validate these feelings," he said.

There is a point, however, that Dr. Maliszewski feels this depression becomes more detrimental than beneficial. After the acceptance and resolution of the third stage is reached, depression has to be set aside in order to allow for the reconstruction of the survivor's life. "As a counselor I bring the student to the point where it's necessary to make a decision. They have to make the decision to want to get better, to give up the mourning for their own mental health."

There are various steps that can be taken in this reconstruction of the sur-

vivor's life. "I went through a lot of stages," Jon said. "I had to be the strong one at home, I couldn't show that I was upset. I had to leave the house if I wanted to cry. I stopped crying after about a year and a half. I finally had taken my father's picture out of my room."

Reminders

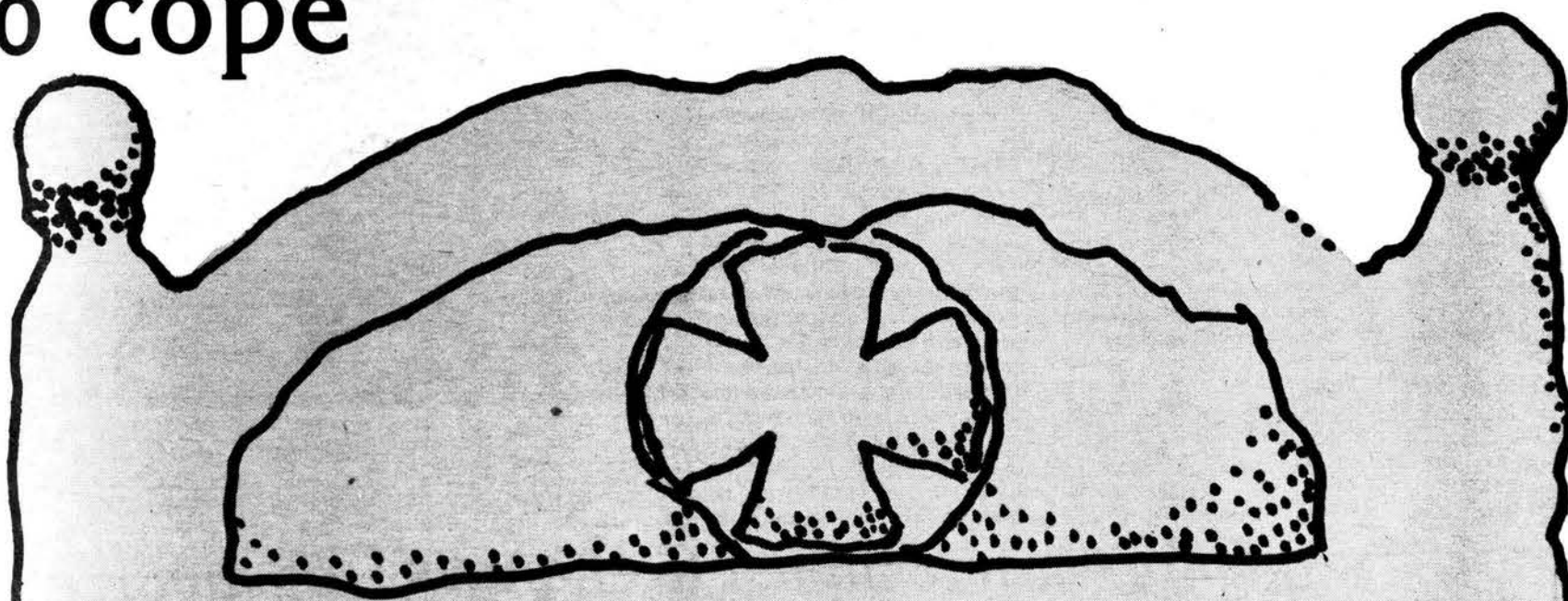
Putting away pictures and songs and avoiding favorite places that are reminders of the deceased is a necessary step in ending the depression and going on, Dr. Maliszewski said. "Depression is a sense of comfort, at one point it is a choice. Sometimes a person needs permission to feel okay, to go to a party, to go out, to laugh. At some point you have to respect yourself enough to say 'I'm living, I want to go on with my life.'"

Going through these stages of grief is usually more than someone can handle alone. Family, friends, teachers, counselors and psychologists are some of the people turned to for help. "It has to be someone they feel comfortable with, someone that they've already established a relationship with," Dr. Maliszewski said.

Jon went to a psychologist for awhile, but found he felt like he was "talking to a brick wall." Jon found help from his friends. "A friend who's father had also died gave me a note in which she just talked to me. She never really knew how much that helped."

TH

to cope



Deaths cause shock among teens

Anthony Clark

How would you feel if your favorite teacher or one of your classmates died suddenly and unexpectedly?

In the past couple school years, many high school students have been faced with the sudden death of a peer or teacher. In many cases, the students had not experienced the death of a close one before. While some handled the situation better than others, the deaths came as great shocks within the schools involved.

On February 3, 1986, Michele Money, a sixteen year old junior at Bryan High School, died of a drug overdose. She committed suicide. The next day, sophomore Mark Walpus killed himself and several days later senior Tom Wacha did the same.

"The whole school was shocked and very concerned," said Bryan principal Dr. John McQuinn. "There was a lot of asking why."

Hysterics

"Their friends were in hysterics," said Bryan senior Lisa Bird. "Whenever I heard of another suicide I worried that it might have been a friend of mine."

Psychologists were sent to meet with the students. After the second suicide, a psychologist spoke over the intercom.

The tragedies did have a positive effect on the school. Parents, clergy-men, and people from all over the country called in to express their support for the school. Bryan received over 500 calls from people and businesses that wanted to help in some way. "The support was very uplifting," said Dr. McQuinn.

An ice company donated a large ice sculpture heart to the school. The PTA sent donuts to all the students. Central high school's DECA club sent 2,000 buttons that said "We Care at Bryan."

Supported each other

The students supported each other as well. "People reached out more. If anybody had a problem we all tried to get them to talk about it," said Lisa. "I tried harder to get along with people."

"The students looked out for one another more," said Dr. McQuinn. "The idea of helping others helped them to deal with their own problems."

The media's coverage of the suicides effected the students as well. Thirty reporters and cameramen were in the school one day. Students became upset to be the focus of such attention.

"At first, we let the press in," said Lisa. "After a while people

began to yelling at cameramen and telling them to leave."

Bryan was not the only place affected by the suicides. "It was very shocking to the entire community," said Dr. McQuinn. "People don't like to think about suicide."

Burke teacher

On April 10, 1986, 36 year old Jill Garlock was murdered in her home. She taught physical education at Burke High School, coached girls swimming and tennis, and sponsored the cheerleading squad.

"At first nobody believed it," said Burke senior Jennifer Ecklund. "We went around school looking for her. When we realized it was true people started crying and many went home."

"Many people searched out friends for support," said Mr. Ron Brakke, head guidance director at Burke. "Everyone reacted very emotionally to it all."

"We didn't have a chance to say goodbye."

The loss of Jill Garlock changed many people's attitudes about death. "A lot of people thought that it was the kind of thing that happens to somebody else," said Jennifer. "I was mad that she had been taken away from us."

Not guaranteed

"We learn to appreciate life more when something like this happens," said Mr. Brakke. "Life is not something that is guaranteed."

"We still feel the impact of her loss," said Jennifer. "She had a lot of personal relationships in school."

Gross students

On the morning of February 5, 1987, Cheryl and Christine Caruso of Gross High School were killed in an automobile accident. Their sister, Cathy, was seriously injured.

Gross High School held an all school mass in the school's gymnasium to pay final tributes to the sisters.

"We think it can only happen to other people," said Central senior Stephanie Somers, who had known the Caruso's since the third grade. "It was very upsetting to think that someone that young can die. It happened so suddenly that we didn't have a chance to say goodbye. That's very upsetting."

Teens grow with marriage

Elaine Williams

On October 31, 1986, friends and family of Central graduates, Kristin Klein and Mark Pluhacek, filled St. John's church to witness their marriage. On the day of the marriage Kristin and Mark were 19. In a recent interview with Kristen, she said that marriage "was a big hop," but that she and Mark have adjusted well.

Statistics show that Mark and Kristin are in the minority. Dr. Mary Ann Lanmara, UNO Associate Professor of Sociology, said about 70 percent of all teenage marriages end in divorce. The decision to get married occurred, "because we are in love," said Kristin. "I wasn't pregnant. My parents suggested that we move in together first, but Mark's expected us to be married. It just seemed like the right thing. It wasn't just because we couldn't move in together."
Unexpected

For former Central students Bill and Judy (not their real names) marriage came unexpectedly. "We had talked a little about getting married before. When Judy got pregnant, I thought we should stay together, and her parents told me I had to marry her if we were going to continue to see each other."

The lives of both couples changed drastically after they took their vows.

Kristin used to get free tuition at Creighton because she was a dependent of her father who works at the university. "I'm still in school. Mark has to keep his job so we can support ourselves. He still wants to take a couple courses, but he likes his job. Next week he takes his real estate exam," said Kristin.

Bill works at Achley Ford and Judy will earn her high school diploma at the Individualized Study Center. They expect their child in March. Next year Judy will attend UNO. "I wanted to go to college, but I didn't hit the books hard enough so I probably wouldn't have anyway," said Bill.

Security

"I'm more secure. I worry about passing a class because I paid for it instead of finding a date for the weekend. When I get home I cook and take care of the house. In the dorm I'd study and relax after class," said Kristin.

Bill's major priority right now is "making sure everything is all right for the baby. I do a lot of the household chores because Judy's back gives her a lot of trouble."

Mark and Kristin still party with single people. "We don't have to be constantly hanging on each other. I don't worry about Mark running off with other girls. Some people said they couldn't take it when we told them we were getting married, but now they've accepted it," said Kristin.

Committed

Bill said, "It's difficult to be

committed. In school people break up all the time and go out with someone else. Otherwise it's not much different because when you go out with a person you're usually pretty serious anyway. You have to trust and work to make each other happy." Father John Vernon, a priest at St. Thomas More, said that the Catholic Church requires counseling for couples under 19. "The marriage commitment is for better, for worse 'til death do you part. You want to make sure the teenagers have the maturity to understand the consequences of that commitment."

Kristin said, "At first the church was very careful with us. We had to talk with a priest every two weeks for a six-month period. They made us meet with married and divorced people.

But finally they (the church) realized, 'Hey those kids know what they are doing.'"

Bill and Judy were not required to go through counseling before they were married.

Pregnancy often involved

Teenage marriage often involves pregnancy. Mr. Stanley Kessler, Associate Minister of Dundee Presbyterian Church, said that the only two teen couples he ever counseled about marriage faced an unexpected pregnancy. "People need to be cleared of the notion that parenting and marriage go hand and glove. There is no such thing as an illegitimate child, only an illegitimate parent. It's better for the girl to have her baby and get married when the pressure's off."

Molly Bozak



Students learn to adjust to changes of divorce

fects well. "All I remember is moving around from place to place all the time."

Senior Laura Patee also remembers very little of the divorce of her parents when she was four years old, but recalls the confusion it caused in her life. "At first it didn't bother me, I just remember my dad not being around a lot. But later on it got bad, the kids were manipulated back and forth. I didn't understand why I was caught in the middle. I had a lot of emotional stress."

Immediate effects

Some of the immediate effects of such a confusion are anger and defensiveness. Senior John Pavel remembers his third grade year, the year after his parents got a divorce, as a time of anger. "I was bitter with my father for a year, but that died away by the time he remarried in my fifth grade year."

After time these immediate effects slowly fade away, but divorce causes a

change in the life of a child during his formative years, and will therefore often have a lasting effect on the rest of his life. "I would have had a totally different childhood if my parents hadn't divorced," John said. "It has made me very much more independent."

Senior Kirsten Lillegard's parents divorced when she was two years old. "I don't know how it immediately affected me, it's all I've ever known. But now that I'm older I can see the effects. It's made me more offensive with my dad and made me more defensive with my mom," she said. "I think I'd be a completely different person if my mom and dad had lived together."

The divorce of a child's parents also tends to change that child's opinion about marriage. "I am definitely against divorce," Eric said. "I think my parents probably should have. But I think people should think things out before they get married."



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ISC provides an alternate solution

Doug Haven

There is an option for those students who, for one reason or another, are not able to adapt to the regular school system. This option is the Individualized Studies Center (ISC) that is provided by OPS as outlet for students who might otherwise just drop out of school all together.

According to Mr. Odra Bradley, Principal of the ISC's, ISC is "an option for kids who for one reason or another were not able to work within the structure of regular High Schools."

Mr. Bradley states that "some kids are not able to or unwilling to adjust to the idea that all students work at exactly the same pace. This system, according to Mr. Bradley, is convenient for the administrators but not for the students.

Therefore, the ISC's were established to be convenient for the student instead of the administration. "The system says that during second semester you take American History two," states Mr. Bradley, "but if you haven't taken American History one you can't go onto American History two and if you want to take American History one it is not offered second semester." So the student can basically take "any course any time" he or she needs it.

Absence policy

In regular high school if you have ten absences per semester in any class they take that credit away as if you have done absolutely nothing. This is not true, however, in the ISC program. No matter how long you are gone, when you come back you start exactly where you were before your absence.

In the Studies Center, a student can finish his or her credit as quickly as their motivation allows them to. Students are asked to match the two hours they spend in the ISC building with homework. With this arrangement, students with high motivation would do more homework and therefore receive other credit faster.

Why is the student in ISC in the first place? According to Mr. Bradley "the three basic reasons that a student is assigned to an ISC are violation of school rules, too many absences, or that a student is hospitalized for a long period of time."

16 subjects

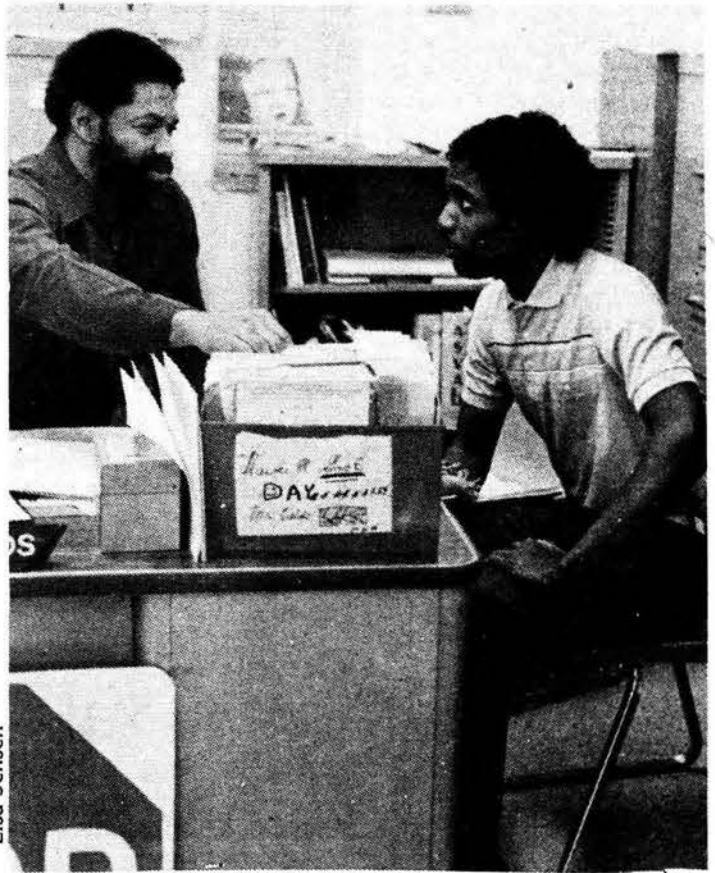
Mr. Gillogly, Central Social Studies Teacher, was assigned to an ISC from 1971 to 1984. "Initially I taught social studies, but because of budgetary cut backs etc. before it was all over I was teaching English and Social Studies." Mr. Gillogly believes that he was teaching about 16 different subjects and teaching both junior and senior high students.

"The job of an ISC teacher is to, "according to Mr Gillogly," teach and tutor them and also counseling them so that they can work their way back into a regular school setting."

The curriculum that a student needs to complete to receive his or her credit is the same in an ISC as in a regular school setting, but according to Mr. Gillogly because of the way the class is set up there is a "contrast of night and day." At one table in the ISC program there may be four students who are each in a different grade and a different subject, because of this it makes it very difficult to lecture to the class over the material discussed in a certain reading. Therefore the teacher must monitor each student's progress, show them what they need to complete to earn their credit, and then correct their work as quickly as possible so that the student can see where they made a mistake.

"Umbrella"

"ISC is an umbrella for whatever reason the students are referred out of regular school," stated Mr. Gillogly, "be it drugs, fighting, emotional problems, pregnancy, or physical reasons." Students who otherwise might not be able to go to school because of a serious illness are provided with an alternative in the ISC program. Mr. Gillogly taught students who were hemophiliacs, students who had seizures, even a student who had shot his own nose off in a suicide attempt.



Lisa Jensen

Ex-Central student Traci Carr receives counseling from Mr. R.I. Fields, senior counselor, at the Comprehensive Center for Ongoing Education.

Mrs. Johnson sings opera and gospel

Niki Galiano

Did you know that someone here at Central sang in Madison Square Garden, was nominated for the Grammy Awards, and performed in several operas? Who is it? It is none other than Mrs. Faye Johnson, guidance counselor.

Mrs. Johnson sang in Madison Square Garden two years ago as part of the Nebraska Chapter of the Gospel Music Workshop of America, she said. She is the assistant minister of music of the Salem Baptist Church Choir, which was nominated for a Grammy Award, she commented.

Mrs. Johnson is not only a gospel singer but also an accomplished opera singer. She had the leading role in the opera "Tosca," and also appeared in the operas "The Magic Flute," "Falstaff," and "Madame Butterf-

ly," she said. She directed the Ethiopian choir in "Aida," she said, which appeared at Ak-Sar-Ben last year.

Mrs. Johnson said she received several awards for her music accomplishments. She was named Outstanding Musician by the Black Heritage Series, honored as outstanding musician in Omaha, named outstanding vocalist by the Nebraska Chapter for Gospel Music Workshop, and won first place in the Fifth Airforce competition while she was living overseas in Okinawa. She has also received numerous certificates and trophies for recognition, she commented.

Mrs. Johnson also toured all over the U.S. with concerts and musicals such as; "Your Arms Are Too Short To Box With God," "South Pacific," "Fiddler on the Roof," and "The King and I." She had TV appearances and did some children's show on educational television. She also did solo work on the "Messiah."

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SPORTS BRIEFS

The Varsity boys' basketball team finished the season with a record of 10 wins and 9 losses. State tournament begins March 12. Districts are March 2.

The varsity girls' basketball team won the first game in the District Tournament over Omaha Gross with a score of 56-52.

The boys' sophomore basketball team concludes a successful season with a standing record of 8-2, including a 51-48 win over Omaha North. One game remains on their schedule, Omaha Benson. They have won their last six games in a row. One outstanding player is sophomore **Dennis Barfield**, who averaged 20 points a game. Other team members are **Ralph Faulkner**, **Andy Huff**, **Dan Pansing**, **Jordan Stevens**, **Brian Lee**, **Rob Lessley**, **Eric Gilmore**, **William Blake**, and **Rob Long**.

The boys' swim team ended their regular season defeating Brownell-Talbot soundly. Qualifiers for state include senior **Travis Mood** in the 100-yard backstroke with a time of 1:03.45 and junior **John Roberts**, who qualified in the 100-yard breaststroke and the 500-yard freestyle. The team placed second in the OPS Invitational and placed fifth in the Lewis Central Invitational. Their season concluded February 28 with the State Meet in Lincoln. Other team members competing at State are senior **Brian Cooper**, sophomore **Ernie Fierro**, and freshman **Clint Cooper**.

The girls swim team also concluded their season with a 110-56 win over Brownell-Talbot. Sophomore **Amy Albertson** qualified for the State Meet in the 50-yard freestyle with a time of 26.1. Their team also placed second in the OPS Invitational and placed fifth in the A.L./T.J. Invitational. Other team members competing at State are senior **Tracy Edgerton**, juniors **Kristi Covalciuc** and **Deb VanAckeran**, and sophomores **Kirsten Glesne** and **Angel Wettengel**.

Three Central wrestlers qualified for the State Wrestling Tournament. **Randy Rouse**, senior, finished second and **Bud Sachs**, senior, finished third. **Mike Warner**, junior, wrestled in the 167-pound weight class. Randy wrestled in the heavyweight division.

The first annual **Metro Powerlifting Championships** were held February 21. Several Central students finished in first place. They are: senior **Evan Simpson**, heavyweight, junior **Jody Sharpe**, 242 lb. weight class, **William Battle**, 165 lb. weight class, and **Melvin Jones**, 148 lb. weight class.

Hockey increases in popularity

Michael Page

Several Central students belong to the intramural hockey league, O.M.A.H.A., (Omaha Metropolitan Amateur Hockey Association). According to Dan Toth, the manager of the organization, O.M.A.H.A. has been around for 25 years.

The league divides the players into age divisions. The youngest age divisions are the Mites, which are for 5 to 7 year-olds, and the Squirt division is for 8 to 10 year-old kids. The Peewee league consists of 10 through 12 year-olds, and the 13 to 15 year-old teenagers are in the Bantam division.

High school All-Stars

If the player is good enough, he is eligible to play on the high school All-Stars. Terry Bock,

senior, Jason Hiatt, junior, and Marty Mobley, sophomore, are members of the team. The All-Stars do a lot of traveling. In the past year, the team has travelled all over Minnesota, Kansas, Missouri, and Iowa.

The team finished third in the Presidents' Day Hockey Tournament in Colorado Springs, Colorado last February 12-16. Currently the All-Stars are raising funds to go to the Desert Classic Hockey Tournament over spring break.

New league addition

This season, the U.S.H.L. had an addition to the league, the Omaha Lancers. Even though the Lancers have a record of 0-44, they did win an exhibition game against Drake University. The team consists of young men 16 to 20 years of age. The

Lancers are not a semi-pro team or a farm team. The Lancers keep their amateur status, and they do not get paid for it. The purpose of the Lancers is for the better hockey players in the area to get noticed and recruited by college and pro recruiters.

According to Terry, the reason for their disappointing season is the coaching. The Lancers went through three coaches since the start of the season. Currently, the coach is Shawn Jones.

Jason said, "In order to be a good hockey player, you have good 'hockey sense.' It's the ability to know when to shoot, when to pass, or what play to execute. A hockey player just does not get it in any certain amount of time. Some pick it up right away, others play for years and still don't pick it up." He went on

to say that hockey is a game of reactions and anticipations.

"More of a challenge"

Terry said, "When compared to football, hockey is more of a challenge, because hockey is at a faster pace. In football, after every play, they get a chance to rest. In hockey, sometimes the players will skate at full speed up and down the ice for as long as five minutes."

Keith said, "In order to be a good hockey player, you have to start at a young age to develop your skills." He also said, "I respect hockey players, because it is like playing soccer and figure skating combined. It is harder than figure skating, because figure skaters follow a planned routine, and hockey players do not. Hockey is similar to soccer except on skates."

Central track competes at national meet

Jeff Palzer

On Sunday, February 15, fifteen Central students traveled to Lawrence, Kansas, for the National Indoor Track and Field Championships. Central had not participated in the event for the past two years, but according to track coach Joe McMenamin, the meet was a reward for track members who had been training over the winter.

The members of the team were seniors George Anderson, Kris Deffenbacher, Terry Grandberry, Mike Gunia, James Keith, Michael Page and Evan Simpson; juniors Heather Jones, Jody Sharpe, Tommy Smith, and Dan Stillmock; sophomores April Morris, Marci Reed, and Malcom Weston, and freshman Angie Green.

Coach McMenamin said that there was competition from all over the United States, including California and New York.

Malcom Weston set a new national record in the 300-meter dash with a time of 32.1 seconds. This record was for the 15-16 year-olds, but it was also faster than the standing record for 17-18 year-olds. Marci Reed won the 600-meter run, and Tommy Smith, Terry Lee, James Keith, and Terry Grandberry won the mile relay.

Other placements

Nine other people placed in this national meet. Kris Deffenbacher took second in the mile and third in the 1000 meter; Heather Jones won fourth in the 60 meter high hurdles; April Morris took sixth in the shot put; George Anderson placed fourth in the 60 meter dash; Michael Page won fourth in the triple-jump and sixth in the 60 meter high hurdles; Angie Green took fifth in the 300; Evan Simpson won third in the shotput for 17-18 year-olds; Dan Stillmock placed second and Jody Sharpe placed third in the shotput for 15-16 year olds.

"He said if I didn't do it, he wouldn't love me anymore."



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Pep rallies needed for school spirit



Sports Staff Says:

Michael Page

Why doesn't Central have in-school pep rallies? Burke High has three before every season and another whenever a Burke team goes to state. Northwest has four a year, Bryan has at least three, and Creighton Prep has them whenever the students or players feel the need for one, and if they approve it through the coach and the administration.

According to Central's administration, pep rallies are just another distraction from the classroom. They feel it is their obligation to reduce class interruptions, and pep rallies are not valuable enough to interrupt class time.

First priority is academics

Come on, guys, loosen up a bit. For the most part, I agree with their reasoning. I think academics should always be the first priority but not the only one. Extra-curricular activities add a dimension to our everyday high school experience. I believe students need an outlet besides academics. Sometimes, when a student is not involved in extra-curricular activities, academics can be very stressful. Students need a lighter side to school to break up the monotony.

There can be a lot of pressure on the student to excel in academics—pressure from parents, teachers, and classmates. During a pep rally, the students can release all their tension. With tension gone, the students feel better about themselves and their school, and this new attitude might carry over into the classroom.

Building unity

Pep rallies build unity among

classmates. Students coming together for a common cause promotes school spirit. With more school spirit, more students might attend the game. Students want to get involved, and a pep rally is a perfect way for that. If the students feel good about the school, then they will take care of it. When students are in their classrooms, there is no teamwork, they are on their own, and pep rallies can build up togetherness and comradery. Students will feel proud to be a Centralite.

Posing few problems

According to athletic directors from various high schools from the Omaha area, pep rallies, when well supervised, pose very few problems. Many high schools on the day of the pep rally still have the students go to all of their classes, but they just shorten all the class periods by five minutes. Only students with activity cards are excused from class to attend the pep rally.

The pep rallies generally last about forty minutes. During the pep rallies, the players are introduced to the students. Most of the players don't receive recognition from the newspaper, and the pep rally gives the students a chance to identify with the athletes.

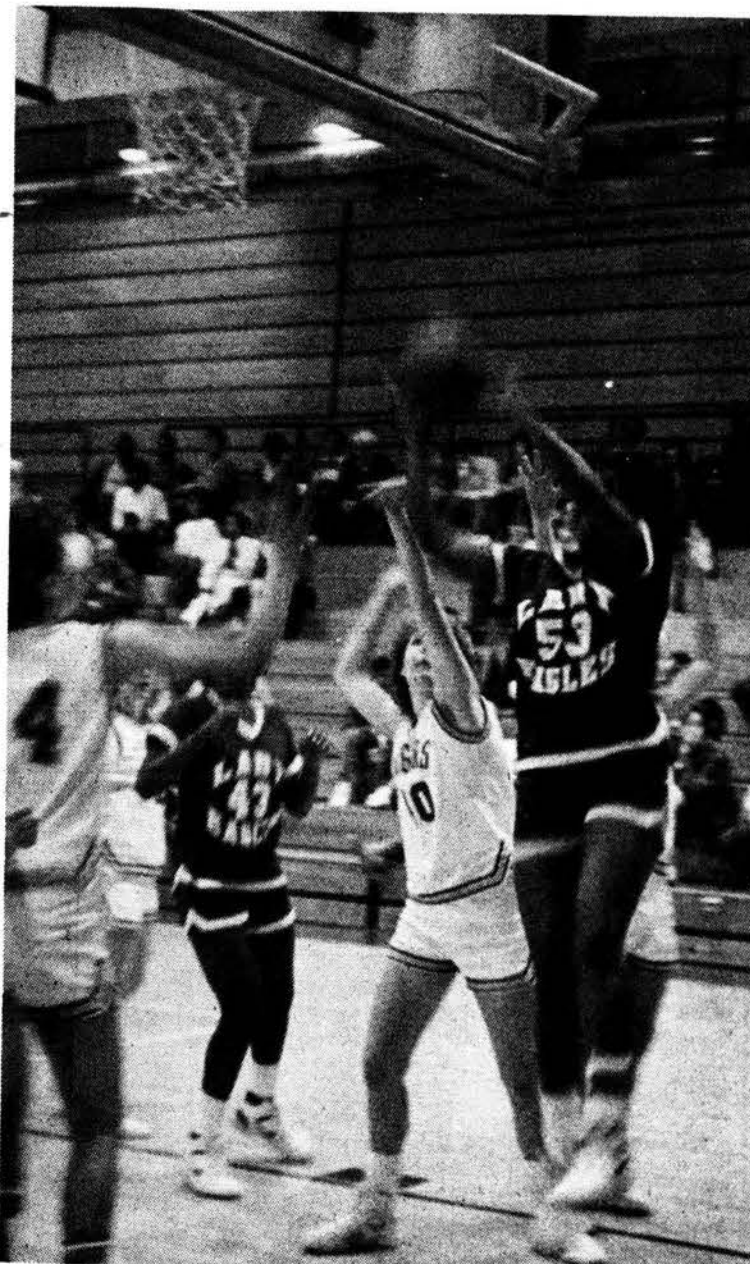
Introducing cheerleaders

At other schools' first pep rally of the year, the cheerleaders are introduced, and they do a few cheers. The pom pon squad performs, and the band plays. At some schools, they divide the students by their class, and rivalries are formed among classes to see who can cheer the loudest.

The players also benefit from pep rallies. When they see that the whole school is rallying behind the players, they get more enthused for the game. The players feel a sense of belonging. They are not just a football team, but the Central Eagle football team or whatever sport it might be. This new sense of pride can transfer over to the field or court.

I am not trying to change the policy and have six pep rallies a year, like other high schools. I just want the administration to reconsider the policy and have one next year as an experiment. Who knows, it might go well. The administration will never know until they try it.

Girls basketball wins Districts



Samantha Quinn

Phazaria Wilson, senior, shoots from the side during the first District game last Wednesday, February 25, against Omaha Gross. The Lady Eagles came from behind to win 56-52. The girls' basketball team successfully won their district the following night by defeating Millard North 54-45. This qualified the team for a berth in the State Tournament, beginning March 5 at the Bob Devaney Sports Complex in Lincoln. The Lady Eagles are currently ranked second in the Class A Division.

Baseball team shows much unity and leadership

Central High Varsity baseball started conditioning in early February with the season opening officially on March 1. Marcus Harvey, senior, said that many sophomores and a few freshmen will be trying out.

Senior Doug Blasing has high expectations for this year's team. "There is a lot of team unity since we have played together since sophomore year," he said.

The team's first game will be the Early Bird Tournament sponsored by Creighton Prep, taking place in the third week of March. Last year the team made it to the finals, but Prep defeated them.

"It's hard to predict how we'll do since it is the first game," said junior Randy Gilbert, "but I think we'll do well."

This year's team will consist of

seven seniors, compared to only three last year. The team will be affected by the loss of graduates Travis Feezell, Tony Mancuso, and Mike Salerno, especially in pitching.

"Travis and Tony were our number one and two pitchers last year," said senior Mike Buckner.

Seniors John Hannon and Jason Gaughan will be taking over the mound this year. Randy Gilbert, catcher, is optimistic about the pitching. He said he works well with both of them.

All-Star team members

Four of last year's team members played on the World-Herald All-Star Team. Mike, along with graduates Tony and Travis, played on the first team against the Nebraska All-Stars and the Iowa All-Stars. Marcus,

John, and Jason were chosen for the second team.

This year will be the second season for Coach Ken Dirks, a teacher at Lewis and Clark Junior High School. Randy feels that the returning coach will help the team unite. "We know what he expects and how he'll react," he said.

Position is main factor

Position will be a major factor this year also. According to Mike, many players learned new positions over the summer and are more versatile.

"I was playing shortstop and second base last spring but switched to center field during the summer season," said Marcus, "and I think I'll stay in center this year."

Central's main competition will be Northwest, Prep, Burke,

and Papillion. According to Marcus, these schools have stronger programs that attract outstanding young players. But he feels that if Central can compete well this year and finish high in the state competition, this will upgrade the system.

Not a revenue sport

Randy feels that these schools have more support, both monetary and in publicity, than Central. "There is no P.R. (Public Relations) at Central, and baseball is not a revenue sport like football," he said.

"If our pitchers and the rest of the team come through, we could beat Prep and Northwest and get some publicity," said Marcus.

Off-season practice and athletic camps have helped many players improve. Mike was

one of seven Central baseball players to attend the Nebraska Pro Baseball Camp in early January. Other team members were seniors John Hannon and Kevin Yam, and juniors Rob Bratty, Randy Gilbert, Todd Griffith, and Sean Wilson. Both Rob Bratty and John Hannon won Golden Glove awards for fielding ability.

Camps improve skills

Mike said that the camps improved his skills and gave him some exposure to college coaches. "If you're lacking in skills you learn a lot, but if you're really good you get noticed by scouts. There was a representative there from the Major League Scouting Bureau who sends reports on players to many professional baseball teams," he said.



Molly Bozak

Sophomores Peter Festerson and Tyler McLeod demonstrate the sport of curling. They curl in a junior league with the Ak-sar-ben curling club.

Originating from Scotland, Curling remains popular with two Centralites

Tracy Edgerton

"Although curling is not very popular here, it is in other areas, especially in the North. It is even a varsity sport at some high schools," said Peter Festerson, sophomore.

Both Peter and Tyler McLeod, sophomore, curl in a junior league with the Ak-sar-ben curling club. Their team recently attended the Curling Junior Nationals in Wisconsin where they received fifth place. According to Peter, their team lost to the top four teams in the country by very close scores.

Originating from Scotland

Scottish immigrants brought curling to North America in the early 1800's. Clubs sprang up in the 1840's in Michigan and Wisconsin. Today, over a thousand such clubs are active in the United States and Canada.

Curling is played on a level sheet of ice marked with a 12-foot circle at either end. The four players comprising a team play two stones each, alternating with opponents. The object is to place a team's stones closer to the "tee," than opposing team's stones, and, attempting to block off the tee from opponents, or

dislodging opponents' stones lying near it. After playing all 16 stones for an "end," the teams reverse and play for the opposite tee.

Rotation of stone

Curling get its name from the fact that the stone, when delivered, is always given a slight turn to right or left, causing it to rotate, or "curl," its way down the ice, then curving sharply in the desired direction. Without curl, a stone cannot be controlled.

Sweeping is done by the two players not curling. They run alongside every stone and vigorously ply their brooms in front of it.

Other elements involved

According to Tyler, there are many other elements involved in curling. "The object is to get your stone closest to the center while knocking out the stones of your opponents, but there are many other different strategies."

Tyler's parents instigated his interest in curling. "My parents are from Canada, where curling is very popular. My dad has been playing for 20 years. I started

playing around age 11 or 12." Peter joined the club around age six. His interest also stemmed from his parents, who are still active in curling.

Popular in other areas

"Although curling is not very popular here, it is in other areas, especially in the North. It is even a varsity sport at some Northern high schools," said Peter. He also said that curling is more popular in the North because it is colder, and they often have a longer playing season since it is an ice sport.

"It is a very competitive sport. The teams at Nationals took it very seriously. The teams were from around the nation; from places such as Washington, New York, and Ohio," said Tyler. To have the opportunity to compete at Nationals, their club had to beat the other team in their region, Colorado.

Traveling to competitions

In the past two years they have traveled as a team to Chicago twice, along with trips to Colorado Springs and Wisconsin. Next year nationals will be held in Rochester, New York.

Wanting to stay close to home Flowers chooses NU

Sarah Story

Leodis Flowers sat on the stairs with a look as though he had been through these interviews so many times before. "I had my heart set on Oklahoma, but my family wanted me to stay in Nebraska. I wanted to be closer to home, and give my parents the chance to see me play," he said.

Coach Tom Osborne came up to Central when Leodis announced on Monday, February 16, that he would attend Nebraska. Leodis said that he liked Nebraska's I-formation rather than the usual wishbone formation. He also liked Nebraska's coaching staff.

His goals at Nebraska include the Heisman Trophy for his junior and senior years. "I need to learn the system, then I hope to play on the third team as a freshman."

No promises made

Coach Osborne has made no promises referring to Leodis' status as a freshman unlike Oklahoma Coach Barry Switzer. "Barry Switzer has been known for saying some things he doesn't mean, but I feel he was sincere when he said that I would play on the second team as a freshman." Coach Switzer's statement to the press was a violation of recruiting regulations but has no influence in Leodis' decision. His parents were the biggest influence in his choice of Nebraska.

When asked how he felt now that he will be playing with Creighton Prep's Dan Lohmeier and George Achola instead of playing against them as in the past three years, he said, "I'm glad that I will be playing with them rather than against them."

This semester, Leodis did the best academically that he has done at Central. He completed his first semester with a grade point average of 3.09. All of the recruiting pressure did not have an effect on his school work, but he commented that he was interrupted by telephone calls every night.

Number one priority

At Nebraska, his number one priority will be obtaining a college degree. He plans to seek a degree in Business Administration. The idea of professional football has crossed his mind, though. "The New York Giants impress me the most," said Leodis. He said that he has no distinct idols in football; he just wants to be himself.

Recruiters began looking at Leodis at the end of his sophomore year after Central won the state championship. With a great sophomore and junior season, his senior year was stalled a few times due to ankle injuries. One injury resulted from the first game against Northwest, and a second in the game against Creighton Prep.

Publicity not stopping

Even with the injuries, the publicity did not stop. "Sometimes I feel like I'm over-publicized. The press watches you all the time and reports on the bad things you do as well as the good."

Leodis said that sometimes he feels a lot of pressure because "everyone knows what I've done". Good or bad publicity, he said he has always dreamed about the attention that he receives today. "I wouldn't change anything," said Leodis.

Michael Page announced that he will be attending Kansas University on a full-ride football scholarship. His KU scholarship is a division I scholarship which pays for four or five years of tuition, books, room and board, and three meals a day.

Red shirt first year

"My freshman year I will probably red shirt, which means I will practice with the team, but I won't suit up or play," said Michael.

Michael said that the aspect that attracted him most to KU was the distance from home; he did not want to go too far from home. Other schools that showed interest were Iowa State, Wyoming, Northern Iowa, and UNO.

KU also impressed him by the great campus life and the excellent business program. "The housing for the football players is also very nice. We stay at the Jayhawk Towers, which are two-bedroom apartment houses," said Michael.

Degree is top priority

Michael plans to major in Business Administration. He said that he is very realistic about football and does not plan to pursue professional football. "I didn't think I would go this far," he said. For the future his top priority is getting his college degree.

Coach Reed helped many of his players obtain football scholarships. Michael said that Coach Reed is known for trying very hard to get his players into colleges.

Year-round sport

Football is a year-round sport in college. After the fall season there is winter conditioning, which involves weight lifting and aerobics. Then spring football begins. "It will take up a lot of time. We have to have our classes end by 2:00. Between 2:30 and 5:30 we will watch films and have football practices," said Michael. These practices run Monday thru Friday, and the football players are required to attend study table at night.

Chris Sacco announced February 7 that he will attend UNO on a division II scholarship. This scholarship will pay for everything except books and housing. Chris said that he is relieved now that the recruitment is over. He was also offered scholarships from St. Cloud State and Northern Iowa.

Lady Eagles qualify for State

Sarah Story

The Lady Eagles decided it was time to go to the state tournament again. After not qualifying for state last year, the district wins against Gross and Millard North eased the pressure.

At Northwest High School Wednesday, February 25, the Lady Eagles beat ninth ranked Gross. With 4:35 left, the Lady Eagles were down 44-50. For the next three minutes, Central scored 11 points and kept Gross scoreless. The final score was 56-52.

Thursday night, February 26, the Lady Eagles had a nine point victory over number three ranked Millard North. In the first quarter, Central was down 5-14 to Millard North. At halftime, the Lady Eagles were down 21-22. At one point in the second half Central's lead grew from 33-28 to a 12 point lead, 47-35. The final score was 54-45.

Team's top scorers

Top scorers were junior Johnetta Haynes with 18 points and Phazaria Wilson, senior, with 14 points. Other scorers include

junior Mallery Ivy, 13 points, and senior Tandy Williams with eight points.

Coach Don Knauss, social studies teacher, will lead the team to the State competition Thursday, March 5. The Lady Eagles will face Millard North for the third time this season. Other teams competing in the state tournament are sixth ranked Millard South, fifth ranked Papillion, and fourth ranked Marian in the Class A State Tournament. The Lady Eagles currently stand at number two.