



The Central High REGISTER

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school paper
west of the
Mississippi

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INSIDE TODAY'S EDITION



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Senior tells his story of basic training. Training was harder than what he expected. It 'set the real people apart from the babies.'
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"Non-violence is the answer to the crucial political and moral questions of our time; the need for man to overcome oppression and violence without resorting to oppression and violence.

Man must evolve for all human conflict a method which rejects revenge, aggression and retaliation. The foundation of such a method is love."

**—Martin Luther King, Jr.
(1929-1968)**



Jennifer Dreibelbis

Laaaal!...Members of the Gospel Choir entertain the students of King Science Center. Mrs. Faye Johnson sponsors the group of Centralites who performed in celebration of Martin Luther King Day at various OPS schools.

STD's increasing among teen-agers

LaVonya Watson

Although sex education has increased in schools and the use of condoms is promoted more than ever before, Sexually Transmitted Diseases (STD's) are increasing among teen-agers. Thirty-four percent of the cases of STD's in Omaha, Nebraska, are between the ages of 14 and 19-years-old, according to Mrs. Betsy Kimball, supervisor of Sexually Transmitted Diseases for the Douglas County Health Department.

According to Mrs. Kimball it is hard to determine the exact increase in cases due to an increase in testing for STD's.

STD's included: Chlamydia, Gonorrhea, Herpes, Warts, HIV/AIDS, NGU (non-gonococcal urethritis), Syphilis, Trich, yeast, Gardnerella and bugs. According to Mrs. Karen Marx, Human Growth and Development teacher at Central, Chlamydia is the highest spread STD, while Herpes is the highest on college campuses. Teen-agers are also the second largest at risk group for AIDS due to their promiscuous behavior, according to Ms. Ethel Lassiter, Director of Education for Planned Parenthood.

According to Mrs. Marx, the spread of STD's are due to three factors: ignorance, denial and embarrassment. "People are ignorant of the disease, deny the fact that it could happen to them and are embarrassed to get help," she said. According to Victor Johnson, senior,

teen-agers often deny the possibility of getting an STD. "Until the Magic Johnson ordeal, no one thought about using protection. Now they think twice," he said.

According to Mrs. Kimball, kids are having sex at younger and younger ages. "It is an exciting time in their lives, and it is hard to be realistic about STD's," she said. "It is difficult when you are madly in love to evaluate that this person may give you an STD. Denial is a big problem," Mrs. Kimball concluded.

Many have suggested that more education is needed to make teen-agers aware of the risk of getting an STD. "Knowledge is power," said Ms. Lassiter. "People are not made aware of urgency of the spread of STD's. We are alarmed here everyday," she said.

According to Ms. Lassiter, more comprehensive sex education is needed. "Kids are getting mixed messages from sexual relationships on movies and TV," she said. "Sex precautions are not in the mood of the society," Ms. Lassiter continued.

"We're doing all we can," said Mrs. Marx. According to Mrs. Marx, Human Growth and Development classes spend two and one half weeks on STD's including AIDS. "We lecture about the disease and how it affects the body and

its consequences," she said.

The class also includes movies concerning STD's and hosts guest speakers.

"(Sex ed classes) need to say that if you have sex you can die," said Katie Datherage, junior. "Make it known that it (STD's) happens to everyone," she said.

Mrs. Kimball said, "Classes that inform teenagers about sexually transmitted diseases are good. We have to be more receptive to questions and be there for resources." However, Mrs. Kimball stressed that teen-agers need to know that choosing to be sexually active is not OK because most teenagers are not prepared for the emotional effects of a sexual relationship.

At the basis of all forms of prevention from STD's is abstinence. However, according to Mrs. Kimball, her job is to deal with people after they make their decision. "I'm not in the position to get into values, that starts at home and in the church," she said. According to Mrs. Kimball, sexually active teenagers should go in four times a year for an exam to check for STD's. "At a minimum, sexually active teenagers should go in once a year," she said.

According to Ms. Lassiter, it is rare to see teenagers come in for an exam without symptoms. Planned Parenthood treated 23 cases of STD's in the month of December, according to Ms. Lassiter.

"Asking sexual partners if they have a Sexually Transmitted Disease is important," said Mrs. Kimball. According to Mrs. Kimball if you are not comfortable talking about STD's with a partner, you are not ready to have sex with him/her.

According to Mrs. Kimball, the Douglas County Health Department offers a free clinic to treat persons with STD's.

"Until the Magic Johnson ordeal, no one thought about using protection. Now they think twice."

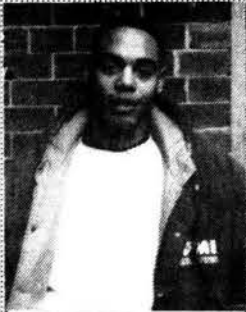
—Victor Johnson

Centralite VOICES

Would making it more difficult for students to opt out of sex ed courses help increase knowledge and decrease the percentage of STDs among teens?

YES: 36% NO: 64%

170 students were polled.



"I don't think so because sex is a personal choice."

- Levoin Nelson
Junior



"No, because sex has been going on longer than any class has been taught."

- Keith Caven
Senior



"No. In sex ed classes, kids feel pressured and uncomfortable."

- Jenni Frese
Freshman



"Yes. A lot of kids opt out just to take another class."

- Walter Buckley
Senior



"Probably, because the students would know more about it."

- Heidi Williams
Sophomore



"I'm not sure that schools can change the sexual views of the country."

- Geri Zerse
Counselor

Photos by Sean Chapman

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Sex education a smart solution

The percentage of sexually transmitted diseases (STD's) among teens is increasing at an astonishing rate. In Nebraska alone, 34% of people between the ages of 15 and 19 are diagnosed as having some type of STD. How can this problem be solved?

The Register staff believes that the Omaha Public Schools' sexual education program is an excellent way of informing students about STD's and other dangers involved with sexual activity. We support the idea that a strong background in sexual education among teens is an important factor in the reduction of the percentage of STD's.

Some students do not take the required human growth and development course, but their requirements are met through the completion of alternative courses. When registering for sophomore classes, students are given the opportunity to opt out of HGD classes to take other courses instead.

Opting out is not difficult; the only requirement is that the student must bring a permission slip signed by his/her parents saying that they are aware of the decision.

This option has both positive and negative aspects. The right to choose is beneficial for those students who do not want to take the

course for religious reasons. But unfortunately many students abuse the option to take classes that will boost their GPA or simply to avoid taking a sexual education course.

Some students feel that the human growth course that is taught in the tenth grade is repetitive in their junior high classes. On the contrary, the program is designed to start with a basic kindergarten and gradually increase to a high level by tenth grade. The course builds on knowledge, but new ideas are taught in each

The curriculum of these classes is vital to the development of a sexually responsible student. Although the main objective of this class is to teach abstinence, the subject of contraception is approached in order to show that proper precautions will lead to a lower chance of getting an STD.

If students took the course and practiced what they were taught, a significant decrease in STD's would occur.

We strongly encourage all students to take the human growth and development course at Central. Although the choice of opting out is not available, we suggest that both students and parents seriously consider the benefits of sexual education. It may be the most valuable lesson that a student can ever learn.

New honor roll proves useful

Central has had a tradition of excellence since the beginning of its use as an educational facility. Unlike most traditions, however, the standard of excellence has held up over the years; when compared to those of other schools, Central students still prove that this strict standard is not a hindrance; they are constantly striving to reach their peak of intelligence.

The honor roll system at Central was created to urge the teens to strive for the best, but it has not always followed the same system. Central's new honor roll is the best that has existed in many years, both here and at other schools, because it awards students for their academic standing alone.

Last year's honor roll awarded academic standing as well, but it was based upon the number of classes taken. Students were given a certain number of points for each class in relationship to their grade and the level of difficulty; the points for each class were added together, classified into various categories and

the highest categories were listed on the honor roll. The major drawback to this was that a student could make the honor roll simply by taking a few classes.

This year the system has been improved by taking the class load into account and basing it upon GPA, which is simply the total number of points divided by the total number of classes.

Many students are concerned that showing divisions of GPA is a violation of the student's privacy. We would like to point out that other schools list the students' GPA along with his or her name, rather than in the general divisions Central has chosen.

In spite of this concern, the Register staff feels that students should be rewarded on the basis of their personal achievements. By using the GPA as the base for the new system, the students are accurately rewarded. Since the number of classes a student takes will affect his or her number of points, dividing the total to get the student's GPA is the only fair solution.

Early exams benefit students

Central High School's present final examination schedule does not meet the school's responsibility to Central students. This responsibility is to make a quality education readily available to local youth.

The present policy ignores commonly known educational opinions about the importance of testing when a subject is still fresh on a student's mind, making failure inevitable for many Central students. As many teachers agree, the more recently a student is exposed to material, the more accurate the testing will be in measuring student knowledge.

By ignoring this opinion, the Central administration has provided an obstacle to Central students' education. Students should not be expected to spend their vacations studying

for final exams. Likewise, students should not be required to cram their studying into the week before vacation.

The administration at Central should take the lead in changing the final schedule by rescheduling finals to before Christmas, even if this means that the first semester is longer than the second.

The school board has the power to help Central students excel on their finals by changing the school calendar. This change may require that the school year begin two weeks earlier, or late enough so that finals are at least three weeks after the end of winter break.

When these changes take place, students at Central or in all of the Omaha Public Schools will be more likely to excel on finals and an Omaha Public School education will become more valuable.

Opposing Points of View

Sleeping in study halls justifiable

By Dawn Randall

For generations, study halls have held up their reputation for being boring and pointless. Since the 1988 school year began, students have been denied a right that should be an individual decision—sleeping.

By the time a student is in high school, he or she has already developed study habits that may be good or bad. Students with good study habits will study if they are allowed to regardless of the sleeping rule, and students that have not developed good study habits are not going to just because of a 'no sleeping' rule.

If he or she has homework to do in study hall, he or she will do it. It is the student's responsibility to decide whether to sleep or not just as it is his or her responsibility to do homework.

Experts say students need a quiet environment to study in. Most Central study halls are disruptive. As much as the teachers try to discourage talking, many students pass notes and pretend to be studying together. This means that, first of all, students that are not sleeping are not doing their homework anyway, and they are also disturbing others that are trying to study.

Short naps in study hall help to cut down the amount of sleeping in classes. Sleeping is not laziness. Some students also work during the week, which means that they are up late doing their homework. And, many times, for these students, not sleeping is not an option.

The homelife of some students is such that they have difficulty sleeping at night. Study halls provide a safe place to acquire an extra hour of sleep.

As for the visitors at Central, do they really look in the study halls? And if so, it looks like they have 10 to 20 students that were caught sleeping standing next to their desks. Many times, students that are punished for sleeping continue to be trouble to the teacher.

Students are old enough to take responsibility to make use of the time given to them in study halls or suffer the consequences of not doing their homework.

Study halls intended for studying

By Earna Swanson

The purpose of a study hall is to provide a structured study time for students. Many students are not provided suitable studying conditions at home. As a result, the study hall is the only time some students may be able to do their homework. Sleeping in these study halls does not foster the type of environment students need to concentrate on their studies.

Some students sleep in study hall because they claim they have nothing to do. In certain cases, this is understandable, but for the majority of the students this is simply not true. Students could do a variety of things to keep the mind active instead of letting it indulge in an unproductive activity. Students could do extra homework, write a letter, or sign out of study hall to get help from a teacher. If the student still has nothing to do, I suggest adding another class to his schedule. The study hall can become boring and going to sleep may seem like the only way to pass the time, but this is not the answer. Students should not be able to sleep just because they cannot find anything to do.

Another reason students sleep is because they do not get enough sleep at home. They realize that students stay up very late doing homework. Some students even stay up all night studying for a big test or finishing a term paper. Others have jobs that keep them at work until late at night. But these students make their own choices about jobs and classes. It is the student's choice to work or take challenging classes. If a student finds it hard to work, go to school, and stay awake, some changes must be made. But it is not the school's responsibility to provide a nap time for students. Students need a good place to study free from disturbances. Sleeping not only distracts others from studying, but it is inappropriate behavior in school. School is a place to learn; study hall is a place to study, and sleeping should be done at home.



Death inevitable for living organisms

Simply Polyester

Todd Djureen

Have you ever skinned your knee? I always did when I was a little kid. Every time I rode my Big Wheel, I would end up running inside for my mom to fix my skinned knee.

It seemed as though she was the miracle worker. All she ever did was kiss it and put a bandaid on it and it was instantly better. AMAZING! I wish all suffering was like that; kiss it, put a bandaid on it, everything all better.

Thinking about children suffering from the everyday bumps and bruises really made me think about adults—especially older people—who suffer. I'm sure most adults would not go running to their mommy everytime they skinned their knee, but what about chronically ill people—what do they do? You can't just kiss them, smack a bandaid on them and BINGO, everything is all better. When you're chronically ill, it becomes more complex than the childhood skinned knee.

Have you ever gone into a hospital and seen these people hooked up to those machines? Their life has become totally dependent upon these machines.

One aspect makes me happy; the value of life is increasing. On the other hand, it makes me wonder whose decision it was to be hooked up to the machines. Was it the family, doctor or the chronically ill person?

To be quite frank, I believe the family or doctor should not have any decision whether the person should be on life support. It seems like it can go two ways if it is the family's decision. The family

is either not strong enough to accept the natural part of life—death—or they want to kill them off for the inheritance.

In the doctor's case, I realize he/she has a job to do and he/she has taken an oath that says he/she will do his/her best for that person. Maybe the best thing to do is to let this person die.

What I am saying is that I am an advocate of euthanasia. I see nothing wrong with it. Personally, I would rather see somebody die, than to see someone live a long drawn out life, suffering, miserable, and relying on a machine to keep them alive, and then die.

I find it more noble of a person and their family just to accept the fact

" I know it's hard to accept the death of any loved one, but it makes it even harder when the last part of a person's life is attached to a machine. "

that death is inevitable for any living organism. Why should we buy the hype of modern medicine and depend upon a machine?

I don't expect any anti-abortion believers to agree with me. I understand that abortion, capital punishment and euthanasia are all a seamless web and that euthanasia is killing a beating heart. I find no problem with putting a person to sleep as long as it is their decision.

Animals are put to sleep and they don't have any choice. Humans are of a hierarchy and can make a decision for themselves. At least humans have the ability to make a decision whether they want to die or not—we have the freedom of choice.

I know it's hard to accept the death of any loved one, but it makes it even harder when the last part of a person's life is spent attached to a machine. With my personal experience, I must admit that I am not totally detached to the question of euthanasia. There are some types of pain that a bandaid just won't solve.

Market for recycled products needed at Central

To the editor,

As we all know, recycling is the preservation of our natural resources. But, just recycling is not enough.

More importantly, we must create a demand for recycled products.

The lack of demand for recycled products may have caused the failure of OPS's recycling efforts.

The Green Eagles suggest many policy changes of Central High to encourage the demand for these products.

First, the Register staff could print the newspaper on recycled paper. Next, the offices could use recycled paper. For instance, the office could read the circular over the intercom instead of printing it, saving hundreds of pieces of paper daily.

Thirdly, the bookstore could offer recycled alternatives. We also encourage students to use recycled products whenever possible.

By stimulating a recycled market, we will promote the recycling effort to preserve our natural resources.

Sincerely,
The Green Eagles

Editor's note: The Central High Register would like to inform its readers that our newspaper is printed on recycled paper.

Although this is not the case for every issue, the Register is printed on recycled paper automatically by our printer when it is available.

Unfortunately, a large supply of recycled paper is not available due to the low demand for this product.

CORRECTION: In the last issue of the Register, a misprint appeared in the article "Flu takes toll on students". It informed students to take aspirin to reduce body temperatures while ill with the flu. But, health officials suggest teens take non-aspirin pain relievers instead to avoid the risk of Reye's Syndrome.

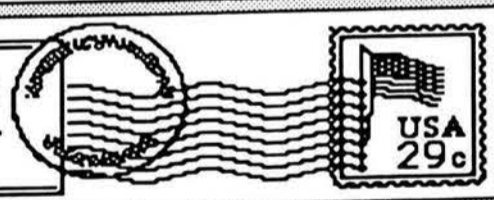
YOUR OPINION

Please send all letters to the editor to:

Register Editorial Staff
Room 315

Letters are printed according to space availability, and unsigned letters will not be printed.

Letters to the Editor



Sexual activity, vital decision for teens

To the editor:

Most likely students have heard about the controversy over the contraceptive for the human growth and development course. Most think the controversy is for or against ignorance about contraceptives.

Actually, the real controversy is over the absent message which you won't find on MTV or any other TV program. Most adults dismiss the message as unnecessary but one look at the lives of your classmates reveals the message very clearly; you play, you pay.

The fact is that friends are far more important than sex [because they] listen when you are feeling down, guilty, rejected and embarrassed.

The sad part is that some people are stupid enough to believe that "going all the way" is the major goal of their entire life and are proud to have "done it".

Having sexual intercourse is no major accomplishment compared to landing on the moon, passing all of your classes, or having friends that respect you.

I wouldn't write this letter except I now know of someone with AIDS, and I have seen friends devastated by their own frivolous sexual activity. I hate the thought of you making the same mistakes when abstinence can save you a big headache.

Sex isn't a game of checkers where a planned strategy wins. Whether you decide to have sex or not you are making a decision with your life.

Yes, you may already be sexually active and have made some mistakes, but there is still time to change.

You have your entire life in front of you to accomplish great things. What do you intend to do?

Sincerely,
Andrew Sullivan
Central graduate 1984

NEWS briefs

Modem improves lab

The new foreign language computer lab has a modem and a dedicated phone line to offer reinforcement and enrichment in the language which the students are studying.

The lab can connect with classrooms in France for French students, Spain for Spanish students and Germany for German students.

Universities around the country are hooked up with the telecommunications lab and will be available to research books and authors. Students will now have access to university libraries at Stanford, Berkeley, Georgetown, Dartmouth, UNL, and UNO.

The lab also now has the VMS news service, which is made up of businessmen and educators from all different career areas who put their knowledge into the phone line.

Grants from UNO, UNL and Dartmouth college helped to fund this project. In addition to donations from businesses for computer facilities.

New history class begins

Second semester marks the beginning of the new African-American History class. Central dropped the course in 1979 due to a lack of student interest.



Miss Patricia Brizendine, who has replaced Miss Kirstin Nelson, will teach the classes. The course is an eight unit course which begins with ancient African civilization and continues through the African-American movement of the 1960's.

Peace class offered

The proposed peace studies course is now available at central. It meets one day a week after school. According to Dr. Moller a place will be provided for interested students to meet. However, "It's not a Central sponsored activity," said Dr. Moller. "There's no official sponsor of the course." A different teacher will volunteer each week to teach the course.

Biking for fun, health

"We started in November, when students expressed interest in developing a cycling club," said Mr. Tim Shipman, special education teacher and sponsor of the new Central cycling club.

The Central cycling club is staff-sponsored by Mr. Shipman and Mr. Al Roeder, earth science teacher.

The club is open to anyone who is interested and has a bike.

New officers elected

Last Thursday freshmen and sophomores elected their '92-'93 student council representatives. New freshmen representatives are Amanda Ondrick, Kyle Small, Julie Smiley and LaToya Prince. Newsophomores are Brooke Bahr, Miguel Barajas, Alex Cooper, Jeff Darst, Stefanie Huff, Gretchen Pfeiffer, Sara Swisher and Amber Wood.

By Sean Chapman, Josh Cooper, Andrea Davis, Laura M. Dunham and Todd Reiser

High enrollment restricts Central's recruitment

By LaVonya Watson

Late November throughout January, Central High School, along with other OPS high schools, will begin the process of recruiting students from area junior high schools.

According to Mrs. Bernice Nared, assistant principal at Central and member of the Student Attendance Patterns Committee, high schools began recruitment in the fall of 1976 as a part of a federal desegregation plan. "Now we (OPS) do it voluntarily. All high schools compete for the top 10 percent of the junior high class," said Mrs. Nared.

According to Mrs. Nared, students who score high in math, science, English and standardized tests can increase the school's academic standing which can encourage other students to come to Central.

According to Dr. G. E. Moller, Central's principal, Central High School is restricted in the tactics it uses during recruitment. According to Dr. Moller, Central is not allowed to go to junior high schools and put on assemblies, any written communication must be approved and counselors while visiting cannot give out favors, such as books or pens.

"We are not allowed to have workshops," said Dr. Moller. The workshops usually involve inviting 15 ninth grade students to spend the day in the building to show them what goes on in the building,

according to Dr. Moller.

"The guidelines formulated are based upon several factors," said Dr. Moller. A major factor for these guidelines is student enrollment. Central has the largest student enrollment in the OPS School District with 1831 students, according to Dr. Moller. Dr. Ron Burmood the Director of Students Services for OPS said, "Central no longer holds a workshop because it's too full."

"There had to be a way for students to learn about schools," said Dr. Burmood. The original purpose for student workshops was to inform students about different schools, according to Dr. Burmood. According to Dr. Burmood, recruiting students is not the purpose for workshops, but they are established only to increase student residential. According to Dr. Burmood, whether or not a school can hold workshops will depend upon its need for students. "Balances have changed," he said.

According to Dr. Moller, restrictions have not heavily affected Central. However, he does feel that with contending with restrictions, "we missed some students," he said.

Dr. Burmood feels that workshops are not the only means of attracting students to a school. "Some schools have workshops and it doesn't help," he said. "Counselors and letters are more

meaningful," Dr. Burmood continued.

Mr. John Waterman, the head of Central's math department, feels that in future years restrictions in recruitment may upset the number of top math students Central receives.

"Most of the students we are looking at have been magnet students since elementary school," he said.

According to Mr. Waterman these students will tend to go to magnet high schools like North High. "In the long run it could hurt the school and tarnish its reputation. People may feel that Central is not what it used to be," he said. According to Mr. Waterman, last year Central only received one of the students they were looking to recruit out of junior high.

When asked about the recruiting tactics he plans to use, Mr. Waterman said, "We will do whatever is legal." According to Mr. Waterman in the past students have made phone calls to students in junior high telling them about Central.

Mr. Waterman feels that "visiting (the school) is effective. The students need to experience the environment and atmosphere of the building as well as talk to teachers," he said. According to Mr. Waterman in the future he plans to use the "NEXT" computer as a feature in recruiting top math students to Central High.

"We need something

than tradition," said Nared. According to Nared, with Central only high school not been remodeled many students may go to other schools.

"My friends were here," said Jacquelin Mary's, when asked why she chose Central.

According to Julie a freshman from Junior High, she chose Central because counselors who came here described Central what the people would like. She believes "education and academic reputation outweigh the improvements that schools may have to

According to Burmood, Central's tradition along with students interest Central High School

Central held recruitment night on 22, 1992. According to Dan Daly, Central Department recruitment night parents to meet with the department heads. "The parents were positive," he said. "The parents were leaning strongly Central, according to Daly.

Student council defines its purpose

By Alexis Richards

Do you really know what Student Council members do? Sponsored by Mrs. Therese Bender, this specially elected class of 21 students represents the student body.

Everyday in room 029 the student council meets period seven. The council officers are elected at the end of the prior year. The council consists of three freshmen, who will be elected second semester, six sophomores, (three more will be elected second semester), eight juniors and nine seniors.

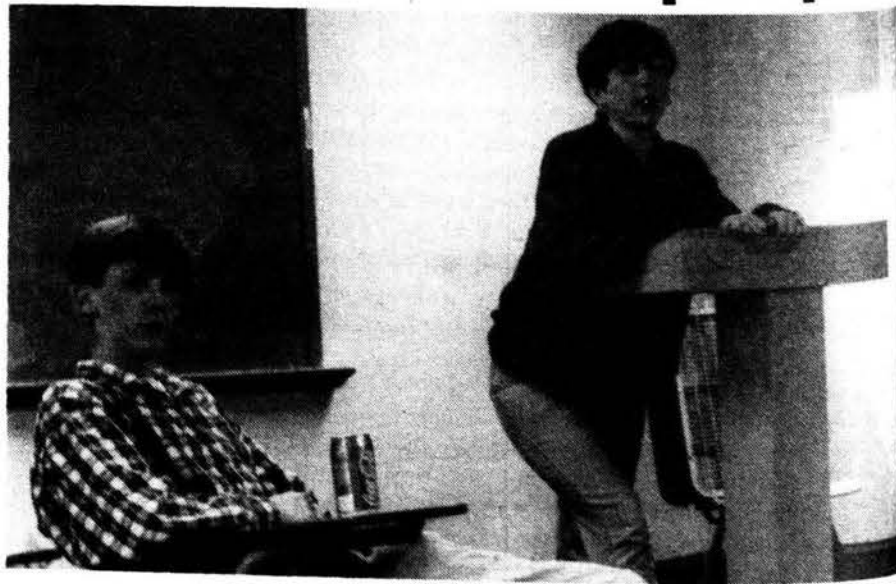
It seems that nobody is really sure what the student council's purpose is. The council's president, Maggie Boyle, senior, said, "We want to bridge the gap between the students and the faculty." According to Maggie, the council's goal is to make a good school environment.

The other officers are senior Luke Wilwerding, vice-president, junior Taria Conley, secretary, senior Emily Hool, treasurer and juniors Ben Fenner and Ryan Basye, sergeants at arms.

During the summer, the members have the opportunity to attend a leadership workshop. The purpose of the workshop is to help the members recognize their goals and to help achieve effort within the council. This year Central had eight students attend the summer workshop, the highest number of students that Central has ever had.

To begin the year right, Maggie and Luke went to a freshman and sophomore orientation. This is done not only to greet the new students but to meet some potential future council members.

Some of the many activities that the council sponsors are the annual Halloween costume contest, KETV book drive, Honey Sunday, canned food drive,



Who agrees?... Maggie Boyle, student council president, requests of her fellow council members.

school-wide secret santas, and a student council exchange program with Marian High School.

Maggie said she is very proud of this year's council. "Everybody is willing to give up time to do things for the students."

The biggest activity that the student council sponsors is the spring prom. Traditionally, the council decides on the theme of the dance but not so this year. The council is asking students to submit ideas for this year's theme. The student whose idea is chosen will receive free tickets to the dance.

The student council as a group has some new activities planned this year. This is the first year that the council has gotten T-shirts. Also planned is a Lock-in to help everyone get to know each other.

Each student had different reasons for wanting to be a member. Senior Kim White had two main reasons. "I want to

be a leader for my student body, but I want to show the faculty that they are appreciated."

Junior Ben Fenner said that a group works better together. "We work to get things accomplished that help the student body."

"It [student council] is beneficial to students who have leadership qualities," said senior Jamy Champenoy. "What we do is important and beneficial to the whole school."

Other members of the student council are Gretchen Pfeiffer, sophomore Barnes, sophomore, Amber Bagley, junior, Tiffany Lehn, Quatesha Kern, junior, Goldenstein, junior, Jason Haster, Jackie Washington, senior, Shumaker, senior, Sean Foster, and Heather Holland, senior.

Classes to be separated

By Josh Cooper

Next year Central students will have a new choice.

Last semester was the first time since 1979 that Central offered an ethnic studies class. This year's ethnic studies course was "set up wrong from the beginning," according to Miss Kristin Nelson, ethnic studies teacher. Changes are in store for next year's Ethnic Studies/African-American History course.

The first change involves one of format. According to Central High principal Dr. G. E. Moller, there "definitely will be two separate courses next year." This will allow students the choice of taking one or the other or both. This school year, students had to take both ethnic studies and African-American History or neither. The two courses are separated

at all other OPS high schools. Dr. Moller cited a few reasons for Central's decision to separate the two. He said that "a delegation of the North Omaha Ministerial Alliance strongly urged that the course be separated because many students had come to them and said that they were interested in one subject and not necessarily both."

He said that there was some "strong student objection to the full year course" because "it takes up a period a day for the whole year. Some students wanted to take something else one of the semesters."

"In the interest of fairness to students, we saw no reason to keep them (ethnic studies and African-American History) coupled," Dr. Moller said.

"The primary reason for the classes to be coupled was we originally thought that OPS's administrative philosophy was that we do everything to teach about all ethnic groups, not just one. But then, when the Superintendent (Dr. Norbert Schuerman) said he saw no problem with an African-American History course, it made us reassess our plan," said Dr. Moller.

The second change involves the resignation of Miss Kirstin Nelson, this year's ethnic studies teacher, who left Central at the end of the first semester.

She taught three classes of ethnic studies and two world geography classes. "The hugest mistake in linking the ethnic studies and African-American studies together," she said. "I'm adamant about that. Students should be able to choose and shouldn't be forced to take both. It doesn't make any sense to me," she said.

Miss Nelson commented on the number of her students who were taking the ethnic studies class in order to take the African-American History course the following semester. "At the

beginning of the school year I asked how many people would have taken ethnic studies if they had the choice. I must have seen only 15 students raise their hands out of 70," she said.

"There would have been many more

students who would have taken African-American History if they wouldn't have been linked," Miss Nelson said. She feels that "there will be one ethnic studies class and five African-American History classes in the future if the two are separated."

Miss Nelson stressed that "textbooks and an OPS curriculum are needed" for the ethnic studies class. All OPS high schools use the same basic curriculum for the African-American History course.

She used copied materials and videotapes that she gathered from Mrs. Betty Majeski, Central librarian, Mrs. Carol Valdrighi, Central social studies teacher, and other ethnic studies teachers in OPS. "You can't teach a class without materials. The

Central administration never told me what to teach in ethnic studies and gave me no direction," said Miss Nelson. "It can still be an extremely successful program, and if changes are made it will be best for the students," she said.

"When Miss Nelson started class, we were confident that she had enough material or access to material (to teach the class). We had evidence and reason to believe that," said Dr. Moller.

"We didn't tell her what to teach because we were led to believe that she could handle it. I know help was offered." Dr. Moller said that Miss Nelson also student taught in an ethnic studies class before coming to Central.

"The ethnic studies curriculum is often up to the teacher that teaches it," said Dr. Rick Werkheiser, OPS director of secondary education. He said, "The teacher takes the course in the direction he/she wants to."

He said this type of approach which involves "individual building decisions" made by each high school's administration "has to be taken many times with elective-type courses."

Each OPS high school does whatever it wants with the course, he said. For instance, Burke High School's ethnic studies class is called American Cultures and is taught by an English teacher, social studies teacher and an art teacher. Werkheiser said, "I have never been asked to develop an ethnic studies curriculum for all of

OPS."

Dr. Werkheiser said that no textbook for the course exists and that "the best way is using a variety of sources."

It is "awfully hard finding a textbook for ethnic studies," said Mr.

Jack Blanke, social studies department head. Dr. Moller and Mr. Blanke searched for a book but could not find one suitable for students. Mr. Blanke said that Central is working on adopting a textbook for next year's ethnic studies class.

"The first semester (ethnic studies) was hastily put together," Mr. Blanke said. He also said that over the summer a Central staff worked to put a curriculum together but "did not have enough time."

Miss Nelson agreed and said that the course should have been postponed a year.

"Division of the two classes is heavily in the works. It would be better to separate the classes. I did not think this initially. I thought we would get a better racial balance, but it didn't work out that way," Mr. Blanke said. "It is an impossibility to equal races in the classes."

"I feel more Caucasian students should be in the class because the purpose was to acquaint people with other races. The purpose is being defeated," said Mrs. Clarena Eure, a DRC (Developmental Resource Center) teacher and a sponsor of UCAN (United Colors and Nationalities), who sat in on Miss Nelson's ethnic studies classes for the latter part of the second semester.

"Counselors do need to make students aware that ethnic studies and African-American History classes are being offered. It's not just a dump-in class for

kids who need credits," Mrs. Eure said. "I think the class should be mandatory."

Though she personally feels that students should take both courses, she believes that "there might be a greater interest if the two were separated."

Mrs. Eurie "would like to see a multi-disciplinarian

team take steps in choosing a textbook for the ethnic studies class. We need to change with the times. In this case, students should be involved in choosing a textbook."

"I think Miss Nelson did a good job in preparing lessons that enlightened students about other cultures," said Mrs. Eurie. She has been pleased with comments students have made about Hispanics and believes "students have learned to appreciate other cultures."

The class studied various religions and studied Hispanics, Asian Americans, Native Americans and African-Americans.

Guest speakers included an African-American and a Muslim. "The kids really enjoyed interacting with the speakers," Mrs. Eurie said.

Much of the class, according to Miss Nelson, was spent discussing current problems in the community. Miss Nelson said that the disproportion of races "has affected what [the majority] of students are interested in. The students want to focus on themselves and the black community, which I think is important."

"For a lot of students it's been the first time that they've been able to be comfortable in an academic setting where they discuss racial issues," said Miss Nelson.

She believes that some of her students have "become more comfortable and will carry their awareness into the rest of society."

“ At the beginning of the school year I asked how many people would have taken ethnic studies if they had the choice. I must have seen only 15 students raise their hands out of 70.

—Miss Kirstin Nelson

“ It would be better to separate the classes. I did not think this initially. I thought we would get a better racial balance, but it didn't work out that way. It is an impossibility to equal the races in the classes.

—Mr. Jack Blanke

“ The ethnic studies curriculum is often up to the teacher that teaches it. The teacher takes the course in the direction he/she wants to. I have never been asked to develop an ethnic studies curriculum for all of OPS.

—Dr. Rick Werkheiser

NEWS briefs

Richards earns eagle

Clint Richards, senior, will achieve Boy Scouting's highest honor, the Eagle, at a special ceremony this March. Clint said that he has already qualified



Clint Richards

for the rank but must receive verification from the National Scouting Board in Houston, Texas. Clint said that this rank will "look great on my transcript and resume, and I will always be able to use the skills I learned in the future."

Decathlon team takes regional bronze medal

Central's Academic Decathlon team placed third at the regional competition of the United States Academic Decathlon which was held at Papillion-LaVista High School Saturday, January 25.

Students receiving medals for individual competitions include: Mike Rolleigh, Mary Campbell, Mindy Drake, and Sarah Moss, juniors; Pete Thorson, Cindy Garner, Angel Henning, Shannon Kopf, and Lucy Garza, seniors. Team members Nichole Engelke, senior, and Kristy Kun, junior, also contributed points to the team's third place win.

OPS appoints college counselors this year

Mrs. Sharon Cipperley, a Central High counselor, has taken the position of college counselor. This is the first year that OPS has had a college counselor.

Mrs. Cipperley said, "I am here to dispense information about colleges and scholarships and who is eligible for them." Mrs. Cipperley said she wants to teach students their freshman year how to build a portfolio that will help them when applying to college.

DECA excels in districts

The All-Metro DECA District competition was held at Southroads last Saturday. Central students won 25 awards and 11 medals in the individual events, the most awards and medals won by a single school. Central also took third in the DECA Quiz Bowl competition. First place medalists were Cheryl Kulus and Nicole Goldenstein. Quiz Bowl members were John Farrell, Joe Armetta, Emily Hool, and Shanaeya Burton.

Competition for marketing students

Central business and marketing students will compete at the OPS Business and Marketing Competition Day Saturday, February 1 at Northwest. High school students throughout OPS will contend for individual honors in events which measure their skills in different areas of business and marketing.

Students of the month

The Students of the Month for December are Lovely Stewart, freshman; Erin Andersen, sophomore; Monica Murphy, junior; Sharrone Travis, senior. They were nominated by teachers and selected by National Honor Society officers.

By Alex Cooper, Cindy Gamer, Todd Reiser and Karna Swanson

Students concerned about rising costs increase students' expenses

By Rob Harshbarger

"More and more young people are finding they need a college education to get the kind of job they want, and the costs are going up," said Mrs. Rayburn, director of the Nebraska Educational Planning Center. "Students are finding it more difficult to afford college and have to work harder to find the necessary funds."

"Colleges are faced with the same problems as other industries; cost increases while resources decline," stated Mr. Lynn Hansen, Westside counselor and private college preparation counselor.

In 1981 the average cost of attending a private university was \$6,566, while by 1989 that cost had risen 188.1 percent to equal an average cost of \$14,320. Public schools experienced a similar increase of 82.2 percent, jumping from an average cost of \$2,711 in 1981 to \$4,940 in 1989.

"The cost of college is going up faster than the rate of inflation," said Mrs. Rayburn. Inflation in the United States on the average is approximately 7 percent annually.

"College costs have increased at a rate of 9 to 10 percent a year compared to the 3 1/2 to 4 percent increase in the cost of living," noted Mr. Hansen. "Living expenses have accelerated past the ability of people to make money, forcing them to borrow and choose a less costly college." Mr. Hansen continued, "College cost is continuing to increase at a rate faster than the cost of living, forcing students to make choices about going to a college they can afford."

"I think it is important for them [students] to get an idea of what they are looking for in a college. They should look at things like the size of the college; do they want to be at a big university or at a small private school; location, a lot of people know they want to be away from home; whether or not they want a co-ed campus, and do they have the majors the students want. Then they can do research on cost," stated Mrs. Rayburn.

Mrs. Rayburn noted, "The largest source of funding would be from our federal government, federal financial aid." There are several different types of aid available: grants, student loans and a federal work program.

"If you get a grant you don't have to repay it, so they're the most desirable kind of financial aid," said Mrs. Rayburn. "Loans must be repayed after you finish school, and work study is simply part-time work on the college campus to help students earn

some of their own expenses," added Mrs. Rayburn.

"That's not the only type of assistance out there," said Mrs. Rayburn. "There is a lot of aid from private sources, from clubs or organizations."

Don Richards, 1991 Central High School graduate currently attending the University of Missouri at Rolla, stated, "I applied for every scholarship opportunity I could find. I even applied for federal financial aid." Don noted that his family's combined income made it difficult for him to receive federal financial aid, but he did receive aid from the University.

"I also worked full-time last summer to save, but I didn't make near enough money to pay tuition," remarked Don.

Don added, "A year ago I wasn't sure how I was going to pay for college, but everything worked out o.k. If I wouldn't have received some aid because of football, I might have had to settle on UNO." Don feels UNO is a good school, but it doesn't have the engineering programs offered at UMR.

UNO Financial Aid Director, Phil Shrezes, said, "The cost of UNO has gone up in a very minor way, maybe a dollar or two a year." Mr. Shrezes predicts that trend to continue with the tuition of UNO only increasing 5 to 10 percent annually. Mr. Shrezes notes, "This rise is slight compared to other public and private colleges."

The cost of UNO is currently \$51.75 per credit hour, that is an average cost to full-time students of \$1200 to \$1300. When asked how students at UNO are paying for this, Mr. Shrezes commented, "Working and saving are the preferred way for students to pay for tuition, yet there are other ways including financial assistance and scholarships."

Means of obtaining financial help available to Central students include financial aid forms and scholarship files located in the counseling center, a list of available scholarships published in December and again in January and help from individual counselors.

"If the student is at all interested, he can find a way to pay for college," concluded Mr. Shrezes.

AREA COLLEGE COSTS

Nebraska Colleges	Fees	Additional for Out-of-State Students	Books	Room and Board
Creighton University	\$8,996	None	\$575	\$3,798
University of NE Med Center	\$1,731	\$2,760	\$450	-
University of NE Lincoln	\$1,915	\$2,760	\$400	\$2,625
University of NE Omaha	\$1,530	\$2,423	\$600	-
University of NE Kearney	\$1,420	\$765	\$450	\$2,108
Wayne State	\$1,421	\$765	\$600	\$2,290
College of Saint Mary	\$7,250	None	\$400	\$2,960
Iowa Colleges				
Briar Cliff	\$8,760	None	\$350	\$3,147
Buena Vista	\$10,900	None	\$350	\$3,110
Cornell College	\$12,350	None	\$550	\$3,970
Drake University	\$11,040	None	\$475	\$4,215
Iowa State University	\$1,880	\$4,280	\$600	\$2,720
University of Iowa	\$1,952	\$4,518	\$560	\$2,769

Figures courtesy of *The 1992 College Cost Book*



Nation Grim

By Dawn Randall

"Get serious," said Turner, professor of economics. His advice to today's students is to "develop a skill and become what you want to do."

"All students should be furthering their education in some way," he said.

With the economy in the right now, most economists are pessimistic about the future course of the economy and the difficulty that the next generation is going to have.

"We've got some serious problems in the Washington quick fixes to work," said Mr. Barney, a studies teacher.

"It'll take a while to make a difference on the economic questions and the deficit," Lundeen, research analyst.

Dr. Turner mentioned that jobs may not financially reward workers like they have in the past.

Many white-collar jobs have been lost as a result of the recession, and many believe they are lost forever.



economic instability

Job opportunities promising in future

By Christopher Thilgen

The United States is in a recession. The economists have said it, business leaders have said it, and even the President of the United States has said it. This "slow down" in the economy threatens higher prices and increased unemployment. Many people are afraid that the recession threatens their jobs.

According to Dan Parsons from the Nebraska Chamber of Commerce, however, the Midwest is probably safe from the recession. He said that the Midwest has been relatively immune to the effects of the recession that is occurring on both the east and west coasts right now. He said that Nebraska may eventually feel the pressure of the recession, but right now the economy is rather stable.

Mrs. Mary Lynn Reiser, with the center for economic education, agreed with Mr. Parsons that Nebraska's economy is stable. She said that Nebraska had its "down time" when the agricultural economy failed a few years ago.

Mr. Parsons also said that "as of now the economy is very strong and Nebraska is a leader in unemployment stats." He said that the last statistics from the Department of Labor said that Nebraska's unemployment level was 2.8 percent compared to the national average of 7.0 percent. Mr. Parsons said that this is "phenomenal" compared to either coast. He said that this figure is up from 1.6 percent in November of 1990. He said that these types of figures indicate that our economy is good.

He did say, however, that these kinds of employment numbers might deter companies from expanding in the

Midwest. Mr. Parsons said that 1.6 percent is nearly full employment, meaning that all people who want to work are employed. He said that if the companies saw our low unemployment level, they might assume that no workforce is available. He said that the new level of 2.8 percent shows that there are people who want to work but are unable to find any.

To continue with these excellent unemployment numbers, Mrs. Reiser said that students need to listen to government officials and understand what they are trying to do. She said that one of the most important things to do is read the paper. She stressed that students need to understand the economy if they want to survive.

Mr. Parsons said, referring to comments made by Senator Bob Kerrey, that most of the jobs being created in the U.S. right now are entry level jobs in service fields. (e.g. fast food restaurants) In Nebraska, however, Mr. Parsons said that Nebraska doesn't suffer from this. He said that Nebraska created jobs largely due to LB775, known as the Nebraska Employment and Investment Act.

The Act gave tax incentives (breaks) to businesses who expanded in Nebraska. Passed in 1987, the bill according to Mr. Parsons was the key to Nebraska's success. He said that LB775 gave incentive for the companies to come to Nebraska and expand.

Mr. Parsons said, "These new businesses created hundreds of jobs. Some say that these jobs are only in the service sector, but they are wrong. The average salary has been \$25-30,000 a year in Nebraska since the passage of LB775 in 1987."

...as of now the economy is very strong and Nebraska is a leader in unemployment status.

-Dan Parsons



DEBT worsens look for future worries students

...the employment rates do not look as bad as they really are," he said.

Many big industries are laying workers and the only work left for them is part-time.

"When we lose blue-collar jobs, it is harder for high school graduates. They have to accept employment that pays less and leaves no room for promotion," Dr. Turner said.

Although the inflation and interest rates are down, oil is cheap and the stock market is flourishing, Dr. Turner credits the theory that the economy is not as bad as it seems. He said low inflation means low demand. Consumers are not buying, and they are not confident in the economy. This also causes them to borrow less, which brings the interest rates down.

"People know the government is desperate if they keep pushing the interest rates down. Cheap money does not get us out of a recession," he said.

Since more women began working during the 1960's and 1970's, the number of two-income families has increased. In the beginning this was a great benefit to many homes. However, records show that

during the 1980's, two-income families had to work harder just to keep pace. "We are working harder and longer but are not bringing home anymore than most families did in the mid-1970's," said Dr. Turner.

said Mr. Watson.

Dr. Turner would like to see the country get on a "pay-as-we-go basis, but we are cutting back on services which makes the economy worse, not better, because it cuts employment."



"The current deficit is a little over \$3 trillion. Corporate and private debts are \$6 trillion. Until we pay down the deficit, we're going to have a lot of problems,"

"Government cutbacks destabilize an economy when it is already unstable," he said.

"On the one hand, prospects for your

future look gloomy as hell, but you're also on the ground floor to make it the best opportunity," said Mr. Watson.

"It is possible that this generation will be the first that does not do better than their parents," said Dr. Turner.

Mr. Lundeen disagreed. "A lot of problems will not go away and cannot be ignored. I think there will be a lot of changes, but the situation we are in now may not get worse."

"[The younger generation] will have a chance to work on the [problems] just as the present one is currently," said Mr. Lundeen.

Professor Turner said that in order to succeed in tomorrow's society, students need to learn the basics of economics. "Learn to compute simple interest rates and don't get into credit card debt. Get through school in a minimal amount of time." A short college career means less tuition and extra time in the work force, he said.

"We have to change our thinking and change the structure of our economy if your generation is going to succeed," said Mr. Watson.

U.S. Army Reserves 'matures' Central student

By Mark Rosenquist

"Basic training [in the Army Reserves] sets the real people apart from the babies," said William Reynolds, a senior who was in basic training this past summer. William decided to go into the army reserves "because it was something to do and because I was well-recruited." He was trained at Fort Dix, New Jersey.

Basic training lasts eight weeks and is divided into three phases. William said the first phase is called red. It consists of "two weeks of a lot of sit-ups and push-ups." Also, the trainees learn to march. "I learned how to use the CB radio and use the phonetic alphabet of the army." William said this phonetic alphabet is a secret radio code for the reservists.

The next phase is white. "It's geared down more on push-ups and sit-ups" and focuses more on "training with weapons," he said. During this phase he learned "how to clean an M-16 rifle and take care of it." William added that they "went on a five-mile march to the bivouac (a tent encampment)" and practiced shooting targets. "We went to different gun ranges around the site and practiced shooting different targets" including some targets that shot out of the ground and popped down a few seconds later. "At the end of the week, we went to a qualification range where we got our badges for marksmanship," he said. According to William, a shooter must score 22 to get a sharpshooter badge, 30 for a marksman, and 35 for an expert badge. "I think you have 40 tries," William recalled.

The last phase is blue. In this phase is the E.O.C. (End of Cycle Training) test. The training consists of tactical bivouac. "We stayed out for a week and practiced using rocket launchers, grenade launchers, M-60's and M-16's," William said. During this time he was in night training where one "crawls across a field at night with live fire over your head." While at tactical bivouac, he and a partner "dug a foxhole for combat." He said the foxhole holds two people and is a shelter from gunfire. "Each foxhole is supposed to be located strategically so the platoon can be defended," William said. "The drill sergeants attack you (by shooting with blanks), and you jump out of the foxholes and shoot them with blanks." He added,



'Be all that you can be'... William Reynolds, senior, tells horrors of basic training.

"It's sort of like laser tag." The trainees also practiced throwing grenades into foxholes and ditches. They were given badges according to how well they did. Five accurate hits were needed for a sharpshooter, six for a marksman and seven for an expert badge (out of seven tries).

The requirements for men ages 17 to 21 to pass Basic Training are to run two miles in 15 minutes, 54 seconds, do 52 sit-ups in two minutes and do 42 push-ups in two minutes. Women must run two miles in 18 minutes, 54 seconds, do 50 sit-ups in 2 minutes and do 18 push-ups in 2 minutes. These requirements must be achieved by the seventh week of training.

A trainee usually receives around \$1200 from going through Basic, William said. In advanced individual training (A.I.T.), a reservist gets around \$600 a month, depending on the person's pay rate. After getting through A.I.T., a reservist makes \$90 a month or higher for going to drill practice one weekend a month. "Money is not a reason for going into the

reserves. You still have to go to drill practices days out of the month," said William.

William said the army paid for all the training expenses except for uniforms, boots and personal expenses. "I received \$165 from my first paycheck. He said he spent the money "buying all the stuff needed for Basic." He added, "You had to buy towels" and many other personal hygiene items. "They had a list a mile long of stuff that you needed. He had to have a pair of running shoes, and there were only three brands of shoes to choose from."

Basic training was "harder than what I expected," William said. "The mental part was hard." It included "a lot of studying on how to use that stuff. You had to have a good mind to do a lot of that," he added.

Basic training at Fort Dix was not without mishaps. "A drill sergeant shot into a group of trainees accidentally," William said. "One kid got shot through his helmet and killed, one was shot through his shoulder and another got shrapnel in his leg." There was also "an investigation going on about a specialist that was killed there early in March."

Each week, from Monday through Saturday, trainees tried to get to bed by 9 p.m. and had to be up at 4 a.m. "Sometimes you get up at 3:30 a.m. to clean your area," William added. On Saturdays, they were allowed to go to bed earlier and sleep in until 7 a.m. Every morning the trainees had to wax and shine their boots every night.

William said he did not complete Basic Training because of an intestinal virus that he got from eating some bad food during his first week at Basic. William plans to complete Basic Training two years from now. "I can't go back right away because of the discharge I was given."

William said that being in reserves always gave him the option of going active duty "with little trouble," said in case a chosen career does not work out, there is always money in going active duty in the Army.

One aspect of the Reserves that William enjoyed was "meeting different people." He concluded, "The Reserves makes a better person out of you, and really matured me."

Culture image important for Central's Hispanic students

By Laura M. Dunham

The new Hispanic club will be available for everyone to attend and learn about Hispanic history.

"It will be a Hispanic cultural group, to learn about our culture and to inform others that we are here," said Mr. Elvis Dominguez, Spanish teacher. "The three students who approached me expressed opinions of wanting to know about themselves and to break the stereotypes."

Miguel Barajas and Alex Perales, sophomores, and Linda Herrera, senior, hope to create a cultural awareness of Central students about Hispanics. "We realized Hispanics weren't getting recognition, so we decided to do something about it," said Linda.

"We want to let everyone know we are not invisible, different than everyone else, or a lower class—we need to be recognized," she said.

They feel that Central isn't

aware of the Hispanic culture. "They celebrate black holidays; Black History Month, Martin Luther King, Jr.'s birthday. We have Hispanic holidays, too. The Cinco de Mayo, the fifth of May, is a major holiday for Hispanics. We should be able to have the same privileges to celebrate our traditional holidays that any other races have," explained Alex.

The club will mainly focus on the Hispanic history and cultural experiences.

The Hispanic club will study Hispanic backgrounds and accomplishments, learn about their ancestors, and have discussions and guest speakers.

The club wants to end the stereotypes that students and teachers have about Hispanics and address students' prejudices. "We want to end racial slurs and other racial comments against our race," said Miguel.

Road Show attempts equality

By Alexis Richards

The 78th annual Road Show will be running a little different this year. With the change in management and a whole new set of rules, it is hoped that the show will once again be "top notch."

Mr. Pete Wilger, instrumental music director, is in charge of the show. Being new to Central this year, Mr. Wilger has put his own rules into the show this year. "Everyone has to adjust to new ways of management," said Mr. Wilger.

Mr. David Finch, vocal music teacher, wants to help make the show one of the best quality. "The show should be high-class and professional." Mr. Finch was a judge and will also be working with Mr. Wilger on the show's actual production.

The audition and judging process has much more rigid standards this year. Everyone

that intended to audition had to attend one of three meetings explaining the rules and the auditioning process. "This was to let the students know what was expected of them," said Mr. Wilger, "and so that no one could say that they didn't know the rules."

The student judges are chosen to be racially balanced. Two white students, two black students, one Hispanic student and one Asian student make up that portion of the judging panel. According to Mr. Wilger, "A Road Show committee decided that getting a balance of different ethnic backgrounds would help to put more variety in the show."

Senior Lacey Ruffin was one of the black student judges.

According to Lacey, the judge cannot laugh, clap, or hold a type of facial expression while judging. As for being fair, Lacey says you have to go in with an open mind. "You have to be open-minded. You can't vote for the acts you like; you have to vote for the acts everyone will like."

Mr. Finch said the new judging will help. "Everyone will know that they have a shot and if they get in, they deserved it."

The students that auditioned had mixed reviews about the new rules and management.

Ann Weber, senior, thought that the auditions were more organized. "The auditions ran faster and the atmosphere was much more relaxed."

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Pinball popularity at Central

By Karna Swanson

The ball spins about aimlessly between bells and buzzers. Now comes towards you. As your palms sweat and every muscle in your body tenses, you press the button on the side of the machine. But it was too late, your ball rolls down into the depths of *The Terminator*.

Recognize this scenario? If you do, you are probably one of many pinball enthusiasts at Central.

Pinball has recently become a popular game among Centralites. Matt Auslander, senior, said the reason for the popularity is because "it's enjoyable, it keeps you coming back for more."

Dan Vercruyse, junior, stated other reasons for the popularity. "Pinball is beneficial in many ways. It builds hand-eye coordination and helps one to keep calm."

Terminator II, the pinball game, is one of the more popular versions of pinball. Matt claimed T-2 is the only pinball game, "you just don't play

anything else."

Karen Bahr, sophomore, also plays T-2. She said that she plays as often as possible because T-2 is "awesome, but it gets expensive."

Aaron Zimmer, senior, said he plays every Sunday night after his youth group meetings. Aaron boasts that he can play for about ten minutes on one quarter. "Pinball is just something I play for recreation," he said.

Aaron, like several other Central students, prefers other pinball games, such as *Cybot*, over the popular *Terminator*. Other top pinball games include *Fun House*, *Police Force*, and *Circus*.

Centralites not only have their favorite games, but their favorite places to play pinball. Keith Caven, senior, said he likes to play at 7-Eleven. This is one of the more popular spots to play T-2.

Other pinball hangouts include Godfather's, Family Fun Center, W.C. Franks, and Ranch Bowl.



Surviving the motor nightmare from Hell

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Duncan Joyner

Nobody knows the trouble I've seen, nobody knows my sorrow...

Pressed for time, I flew down the street, hoping to make it to the movie on time. Sebastian sat shotgun, roaring with laughter as we flew past an Escort full of peroxide blondes with enough collective hair to stretch to the moon—and by the look of it, that was what they were shooting for, with their hairsprayed bangs massaging the ceiling.

32nd street...

We continued hammering our way steadily up the street.

42nd street...

I realized I was exceeding the speed limit and consequently, slowed down.

Saddle Creek...

Stopped by a stoplight.

50th street...

I noticed the red and blue lights flashing behind me.

"Seb, is that an officer of the law flashing his shiny blues in my direction?"

"I don't see anybody, Duncan."

"Behind us, Sebastian, behind us."

"Oh." He turned and stared out my rear window, "Yah, it seems that's the case."

I pulled over, feeling a little righteous, knowing I hadn't been speeding for at least eight blocks.

The police officer came to my window (I politely rolled it down), and asked for the customary pieces of identification (license, registration, proof of insurance).

I handed him the information he requested with a look of contempt and promptly rolled up my window while he walked to his car to check my driving history.

I took out the calm, quiet music I was listening to (Zamfir and the magic of the pan flute), and subsequently slapped some (alliteration) hard-core rebellious music into my tape player. The police officer staggered back up to my window. I looked at him with

"The police officer staggered back up to my window. I looked at him with eyes of steel. He tapped my window, I imagine to indicate to me that I should roll it down.

eyes of steel. He tapped my window, I imagine to indicate to me that I should roll it down.

"Yah," I said, chewing a big wad of shredded beef jerky in his face, "what's up?"

"Uh' son, could you please turn down your music?"

I turned it off.

"Listen, I clocked you going 50 in a 30 mile an hour zone, now what..."

I cut him off.

"Where exactly did you clock me, sir?"

"I clocked you up on 40th street," he replied.

"Now what I'm going to do for you since..."

I cut him off again.

"That was ten blocks ago! Now I don't mean to be disrespectful, sir, but isn't there some kind of statute of limitations? Ten blocks is pretty far from where I actually committed the violation. Just as a question, how far can you follow me before you turn on your lights? And why would you follow me and not turn on your lights in the first place? Were you trying to catch me at something worse than speeding, like, running my car through Gerda's Bakery

or something? Or was your light stuck and you just got it working? As a question, could you, say, have followed me to the movie, followed me inside, waited until I was in the middle of the movie enjoying my popcorn before you decided to give me the ticket? Or is the statute of limitations 11 blocks and you just wanted to make me feel like I almost got away wi..."

"Then, deciding that the night was hopeless, Sebastian and I turned the car around and hurried for home."

At that, the officer grabbed the collar of my jacket and yanked my blabbering, stupid, stubborn, self (alliteration once again) through the open car window and slammed my feeble body onto my car hood.

"Listen, you little dawg, for one thing there is no statute—I could follow your smarty, rooty-tooty, smug self to Connecticut if I wanted to, OK?!?!?" With this he breathed the fire of Hell on me (cigar stogie smoked about four days back) and displayed his yellowing dentures to me as he growled and bit metal pieces out of my car hood, "and for another thing, as I was trying to tell you, I'm gonna give you little punks a break." I breathed a sigh of relief. "I'm dropping the ticket...down to 50 in a 35 zone." He said this with an air of, you're lucky I'm such a nice guy, and looked at me with eyes expecting gratitude.

Who was I to argue.

"Uh' thank you sir," I responded feebly.

"Yah, just sign on the dotted line here," he pointed to a dotted line about three fourths the way down the page that was distinguished by greasy fingerprints all around it.

"Right here?" I asked, pointing to a thin, brown slice by the line.

"Yah, right here," he growled, picking the brown slice up with his finger and dropping it into his mouth.

I signed and quickly got into my car.

"Wow, what was that all about, Duncan?" Sebastian asked as I entered the car.

"I have no idea, but I have a strange feeling that maybe we should get out of here, soon."

I started the car back up and proceeded to drive past the police officer. Sebastian waved, but the officer just looked confused. We continued our driving not really giving the officer much more thought. As we passed the local Quik Mart, we heard a *thump* sound on my car.

"What was that, Seb?" I asked.

"I have no idea." Sebastian responded.

I continued driving when I saw, scaling down my windshield, Officer Eat Cars For Breakfast.

I slammed on my brakes and Officer Eat Cars flew off my windshield and rolled onto the cement.

I got out of the car as the officer was dusting his uniform off, and asked if he was OK.

"Oh, no problem. Listen I almost forgot to give you these."

He pulled from his pocket my license, registration, and proof-of-insurance.

"Sorry about that; you could have gotten a \$31 ticket had you run into a random car check without 'em."

I thanked him and helped him remove his grappling hook from my bumper.

Then, deciding that the night was hopeless, Sebastian and I turned the car around and hurried home.

I still dream about Officer Eat My Car For Breakfast, but I have never seen him again, except once, when I passed my family watching TV on my way to the kitchen, I glanced at the screen and saw his face, I felt happy, full of nostalgia. The show was TOPCOPS.

Central Concert Connection

Joan Jett
(Hard Rock)
Jan. 29
Ranch Bowl

Vinnie Moore
(Hard Rock Guitar)
Feb. 5
Ranch Bowl

Marky Mark
(Hip-Hop)
Jan. 31
Civic Auditorium

Eric Marienthal
(Saxophone)
Feb. 12
Ranch Bowl

311
(Funk)
Feb. 1
Peony Park

Skid Row
(Hard Rock)
Feb. 23
Civic Auditorium



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Ali McFarney
Dan O'Dell
Wayne Rasmuss
Alexis Richards

Clint Richards
Debbie Spencer
Peter Thorson
Aaron Tye
and
Jess Wenke

By Sean Rourke

Alright, I know what you're thinking. If you're a guy, you're probably saying to yourself, "Great, yet another bubbly, teeny-bopper film with that cultish, teen, slobber-evoking Romeo, Christian Slater." And if you're a girl, you're probably asking, "Does he take his clothes off?"

Well first of all, guys, this is not another *Heathers* or *Gleaming the Cube* by any means. It certainly is not an Oscar nominee, but it is a decent action comedy which I thought was worth the admission.

As for you girls, yes. What Christian Slater movie would be complete without him wandering around with his shirt off? (And it wasn't exactly appetizing to watch Liz sitting there, catatonic, drooling all over her licorice during Christian's shower scene. Sheesh.)

At any rate, the movie is pretty good. The role of Christian as a cop is certainly a new one to me, but he did do a pretty good job with it. He's sarcastic in the extreme, but that just fits the part he plays.

The movie as a whole is a serious story about a young kid out to avenge the death of his brother. To do so, he goes head-to-head with a vicious assassin, a corporate business tycoon, assorted thugs, goons and lackeys armed with really BIG guns, as well as the whole police force. And the only allies he has backing him up are a vulgar, suspended cop named Ted (who looks a lot like the bad guy from *Ghost*), and a really stupid looking dog that slobbers a lot named Thunder.

Throughout the film, Christian Slater narrates the story straight to the camera,



Rourke and Lieben

Movie Review

Kuffs



making wise-cracks and basically being hilarious. As far as action goes, there's quite a bit of gunfire and close-calls, not on a *Die Hard* scale, of course, but there's enough to keep you busy for a span.

“...He goes head-to-head with a vicious assassin, a corporate business tycoon, assorted thugs, goons and lackeys armed with really BIG guns, as well as the whole police force.”

All in all, I thought that the movie was a good way to let off stress from finals as well as first semester. Not to mention the fact that Christian Slater has cool hair. I give it a full fledged thumbs-up. I'll also give Liz a napkin to keep her from drooling.

By Liz Lieben

Kuffs... first of all who spells it with a "k"? Where did they dig that one up from? Sure I understand that *Kuffs* is not only the last name of the main character, but it is also the name of a certain policeman's equipment. So what? I'm sure that whoever titled the movie could have found a better title.

Now, we've passed through the opening credits and George Kuffs (Christian Slater) is dancing with his girlfriend, Maya (Milla Jovovich) and she springs upon him, "I'm two months pregnant." George then pulls a Ferris Bueller and talks to the audience. Surprise, he is not Ferris Bueller and he is not funny. Then there arose a problem. Sean was rolling in the aisles at the stupidest parts. To cure this annoyance, I hit him. Problem solved.

George then proceeded to dump the girl because he was not "ready" for a wife and baby. We meet George the Nomad who moves from place to place.

So I have totally lost all interest in this movie and the scene suddenly changes into a drama. George Kuffs' brother dies and we feel sorry for the mourning George Kuffs.

Next, the movie changes again into

action and adventure. George inherits from his brother the position of policeman. He does not know the thing about the police force, but quickly learns. There are many chases, gun shots and fist fights, and meet Jean Claude Van Kuffs.

If you hadn't already guessed the good guys (George Kuffs and crew)

One thing that really disturbed me was how predictable the movie was. When George Kuffs shot an intruder, he knew what was going to come next. It happens in every movie such as *My Sleeping With the Enemy*, *The Dragon*, etc. The good guy gets the bad guy down on the ground. The good guy stands over the bad guy in relief. I was surprised as the bad guy grabs the good guy's face or foot. Another fight ensues. This is so old. It is supposed to surprise the audience, however, since it is the same every movie, it is expected of the audience to jump up after being shot through the heart three times. I miss the fear and anticipation.

This is not one of Christian Slater's better movies. True, he is a great actor, but this movie does not show much of his talent. I had never seen Milla Jovovich before, but she did have a lead in *Lagoon 2* (another five-star movie). Unimpressed with Ms. Jovovich's performance.

There are a few funny one-liners in this movie, but nothing terribly funny. If you must see this movie, you are bored with it as I was, you will want to notice (1) the music in the background during the sappy scenes. It is actually pretty good and (2) the eyebrows of Jovovich and Slater. They are perfect. Maybe, they should've named this movie *Brows*.

Where to go and what to do in Omaha

By Tiffany Lehn

"So what do you want to do?"

"I don't know. What is there to do?"

"Uh... I don't know. Have you heard of anything?"

These questions are many times heard repeatedly by some Central students on a typical weekend night. Finding something to do is frequently a challenge for Centralites. It's quite common for students to venture out into the night without a planned destination. This many times leads to a night of wasted time and gas.

Over half of Central students find it difficult to find something to do on the weekends. "Omaha is not a very exciting city to live in," said senior Andy Benkis. "You have to think of new and exciting things to do."

Many students agree that there are not very many choices of entertainment for teenagers. "Omaha doesn't have any social activities for young people," said Jessica Miller, senior.

Other students feel more strongly about the matter. "When I first came to Central two years ago, there was always a party or something going on," said Josh Cusworth, junior. "It seems like every year there are less things to do."

Despite the frequent opinion that Omaha lacks entertainment for teenagers, some students think otherwise. "It's not that it's difficult to find things to do, it's just that they aren't always fun," said Julie Mott, senior. Jamy Champenoy, senior, also commented, "If there's not a party or a sports event to go to, movies are always an option."

When asked about their typical weekend agendas, Central students had quite similar responses. Shawn Sempeck, senior, said, "Unless there's a basketball game or something like that, I usually just go to parties or hang out at a friend's house."

Although basketball games seem to be the popular choice for entertainment,

some students are involved with other things. "A lot of my weekend is spent practicing with my band," said Eric Larsen, junior. "We also play on some weekend nights." Jeff Berg, junior, said, "If there's nothing to do, I just have small get-togethers at my house."

Some students take advantage of the weekend to spend with their boyfriends or girlfriends. "During the weekend, I spend a lot more time with my boyfriend than my friends," said Andi Keyser, senior. "It just works out that way."

Others try to include their friends at the same time. "My girlfriend and I have the same friends so we can all go out together," said Todd Reiser, junior. "I like it this way because I can spend time with both of them." Josh Cusworth, junior, said, "Usually my friend and I go out together with our girlfriends."

Although nightlife for many Central students consists of similar things, during the daytime, everyone seems to do their own thing. "My Sunday afternoons are almost always spent doing homework," said Nicole Goldenstein, junior.

Other students set weekend afternoons aside to spend time with their families. "My family usually goes to my grandparents for most of the day on Sundays," said Eric Behrens, senior. "My family and I spend a lot of time on Sundays at my church," said Bob Franzese, senior.

Besides social activities, many Centralites spend part of their weekend working. "My job takes up a lot of my weekend," said Paula Pattison, senior. "It doesn't leave me much time to spend for social activities." Erinn O'Hara, senior, feels that "it's important to keep a balance between your job and your social life."

Curfews are also considered to be a pain to some Central students. The majority of students have curfews between 12 and 1 a.m. "I think my parents are just trying to do what's best

for me by giving me a curfew," said Jason Hui, junior.

Other students have the privilege of deciding their own curfew. "My parents trust me and feel I am responsible," said Lacey Ruffin, senior. "They trust my judgement of when I should come home." Jessica Miller, senior, said, "Since I am a senior, my mom feels I am responsible enough to come home on my own."

The last major concern of students pertaining to weekend entertainment is that dealing with restrictions of teenagers. Strict restrictions and regulations have been placed on many teen hangouts such as Memorial Park, Family Fun Center, Club Maximus, Dodge Street and 7-Eleven. "I don't understand why the city had to put a curfew on Memorial Park," said Jay Rezac, senior. "Everyone just goes up there to talk and hang out. That's really the only reason most kids go to the

football and basketball games. It's one more place teenagers can't go." Allen, junior, agreed by saying, "It's like anytime teenagers find something to do or somewhere to go, the city seems to find a reason to either shut it down or put heavy restrictions on it."

Some students felt even more strongly about the subject. "In Omaha, there are restrictions on teenagers basically for anyone under 18 from having a party," said Brian Gray, junior. "Because of this, kids are always trying to find something to do which many times leads them in to illegal acts."

Other students think that teenagers have brought these restrictions on even more. "Because of violence in Omaha, all teens are being punished," said Damina Gladney, junior. "Maybe teenagers would go out and act like they had some sense, we would have more privileges."



Preparing for opening night... Director Shawn Lanz, senior, gives last minute notes to Alexis Richards, senior, and Wayne Rasmuss, junior. Wayne and Alexis are two of the actors in the musical, *Pandora*, which runs Jan. 31 and Feb. 1, as well as Feb. 7 and 8.



'Why can't Central offer intramurals?'

Locker Room Talk

Al Bakhit

Have you ever thought about what happens to those students that get cut from school teams?

Central, like most high schools, holds tryouts in order to determine who makes the team and who doesn't. Tryouts usually give the coaches a chance to see the new players in action. The coach can use this information to help pick his team.

In picking his team he may be excluding players that should be playing but aren't. Many players are left with nothing to do but think about next year.

.....

So what exactly can you do when you get cut? You usually expect to hear the usual, "Try again next year," from the coach. How can you prepare for next year?

Many Central students participate in pick-up games all the time. It may be because they got cut from the school team or they just want to play for the fun of it. These games include football at the park, basketball at neighborhood gyms and sand volleyball leagues around the city.

Another solution is to go play somewhere like the YMCA or a church league. These teams usually cost some money. The economical alternative would be school intramural leagues.

Most schools offer intramural or club teams to the student body. Why can't Central? In my four years here the only thing close to this was an intramural basketball league. How can players expect to come back next year and compete after sitting out for an entire season, while the other players gain even more experience?

Intramural flag-football and volleyball could take place in the fall, basketball in the winter and baseball/softball and soccer in the spring. This system would be very beneficial to a large portion of the student body and would increase student involvement all-around.

The students would have to pay a small fee to play, and they would be in charge of organizing their own teams and practices. Flag-football and volleyball may bring about the need for the students to provide their own extra pads on their own. Baseball and softball would require the players to furnish their own bats, balls and gloves.

Officials would not be needed. Existing school equipment could also be used when available. The games could be played on Saturday or Sunday

afternoons when most of the schools' facilities could be used along with other neighboring facilities.

An adult supervisor would be needed, but his/her job would be minimal. The league could be run by students, and the teacher would only have to be present to fulfill their requirement. Supervisors wouldn't be responsible for organizing or officiating games.

This could also lead to an improvement in Central's varsity squads. Intramural leagues could become a type of farm league for the varsity teams. Many players

" How can players expect to come back next year and compete after sitting out for an entire season, while other players gain even more experience? "

get cut once and then they never try again. Some of these athletes have the ability to be great but are never allowed to demonstrate their skills. Michael Jordan was cut from his high school team, but he worked at it and look

where it got him.

Another aspect of this program would be co-ed involvement. It would give the girls and the guys a chance to compete head-to-head against one another. All these sports have little if any contact involved.

Students would get a chance to play against their friends from school, whereas in a church or YMCA league they may be playing on a team with total strangers. I don't know about you, but I would rather know the players on my team.

These leagues would be open to everyone, with no requirements other than being a student at Central and paying the small fee. No grade requirements would be necessary since these wouldn't be official high school competitions. The league would be strictly for fun and experience.

This program would be beneficial to both the school and the students. It would make the school more inviting to future and current students. It would also give the students something to do that would keep them out of trouble.

I think that Central is in need of just such a program; the intramural basketball league last year is proof of that need.

Eagles upset No. 2 Ralston

Central used an explosive fourth-quarter to defeat second-ranked Ralston last Friday. The Eagles erased a 13-point halftime deficit by outscoring Ralston 49-34 in the second half. Central used 28 fourth quarter points to post a 73-71 victory.

The Eagles used their fast-paced offense to run down the Rams after the intermission. Clutch free-throws and consistent shooting helped Central down the stretch.

Turrane Dawson, junior, led Central with 19 points. Anthony Bush and Randy Davis, seniors, added 12 each.

Central's win over the second-ranked team in the state moved their record to 3-8. Ralston went to 11-3.

Early b-ball games

By Joe Maginn

Central High basketball fans have been presented with several new schedule changes this season. Administrators, coaches, and players have reacted differently to these schedule changes.

At the beginning of the season, all Saturday night Metro games were switched to new starting times. Girls' varsity games were set to start at 5:15 p.m. and boys' varsity games at 7 p.m. Friday night games are also being considered for early starting times. Several of Central's games have even been held with afternoon starting times. Both the Benson and the South games started at 1:15 p.m. and 3 p.m.

Mr. Dick Jones, athletic director, stated that the new times were an "experiment." He added, "The school officials like it, the police department likes it, and the newspapers like it because it gives them more time to write their stories." The early times allow the police to send more officers to the games. Mr. Jones said changes are not related to a fear of fights or violence. He concluded that "it's not so much fights," but a combination of positive advantages that led to the early games.

Mr. Rick Behrens, varsity boys' basketball coach, said that he did not mind the early starting times and liked "getting out a little earlier." He concluded that the early games may have been influenced by previous problems, such as violence or fights. Mr. Behrens added that these early games are an attempt to "avoid" those problems.

Dr. Duane Haith, Coordinator of Physical Education, said the early games are "designed to provide a safer environment." Mr. Haith stated that some games were selected to be played earlier because of anticipated crowd sizes.

Eric Behrens, senior, stated, "I think 3 p.m. is too early because we usually play at 8p.m. the night before, and there's not much time to rest between games."

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Bright outlook for swimmers

By Rachel Kozol

Mark Allner, Cental swim coach, says the current season has been refreshing in more ways than one.

Besides recruiting 13 new swimmers, Mr. Allner is pleased with the overall improvement both the boys' and girls' teams have shown in effort and ratings.

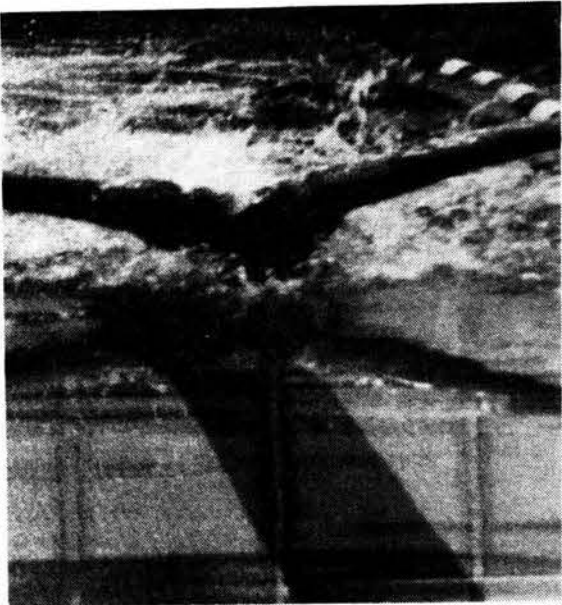
"We are getting more competitive," Mr. Allner reflected.

"The first few months have been tough, but after Christmas we really put the pedal on," he said.

In dual competitions, the girls have placed 4-0, and the boys 3-1.

The boys also finished first at the OPS Invitational; the girls won a second ranking.

In a race against the clock, high school swim teams compete against one another's strokes in the butterfly freestyle, breast and back.



Rob Rouch

Butterflyin'... An Eagle forgets to soar and resorts to the butterfly stroke.

"Overall, the girls are quite good in everything," Mr. Allner remarked. "They are good competitors."

Mr. Allner added that even though the boys team is not quite as well-rounded, they are steadily improving.

According to Mr. Allner, sprinting, which has been a weak point throughout their early season, has greatly progressed.

He also believes that their most advanced event, the breast stroke, has remained consistent if not improved.

Besides an improving record, Cindy Halley, freshman, commented on the good attitudes among the swimmers and Mr. Allner.

"It's all real positive and we're all good

friends," she observed.

Todd Reiser, junior, a third year swimmer, agreed with this, "Everyone gets along real well," he said. "And even though Mr. Allner is real tough, he's a good guy."

Rob Tepley, a freshmen at Lewis and Clark Junior High, remarked that swimming for Central is no more stressing than his past swimming career at Brownell-Talbot.

Todd held a common view with this, "You don't feel too pressured," he said.

"You're basically just going up and down a pool."

But, despite the relaxation of the sport, there are high expectations for the swimming seasons to come.

"I'm hoping to bring down my times and for the team to win some big competitions," commented Rob.

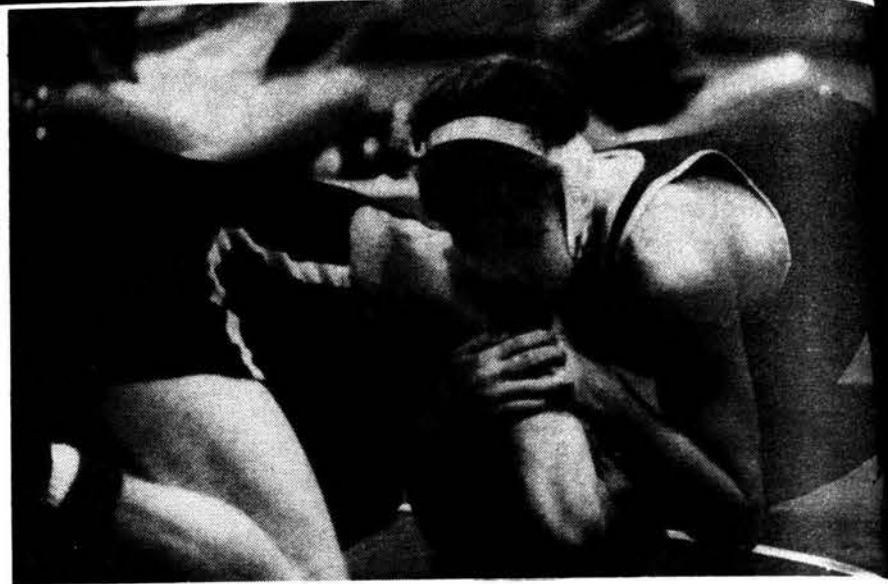
Even though Mr.

Allner expects the girls "to mix things up at state," Todd believes Central does not have the facilities or the talent to take state yet. "If you want to go to state at Central, you go as an individual; otherwise you go to Burke," he said.

Todd is one of Central's hopeful state competitors. Todd placed sixth last year in the 100 yard backstroke and in the individual medley.

A wide majority of the 21 swimmers on the girls' team are new faces, and there are 10 swimmers this year on the boys' team.

Upcoming events include the Metro competition February 3-4, and the state finals on February 22.



Takin' 'em down... Jason Briz, junior, prepares to pin his opponent at the Tri-Center Invitational held at Central. He won second place.

Wrestlers confident heading in to state

By Thomas Rose

From 1980-1990 the Central High wrestling team has received fifteen different medals during state competitions and this year's wrestlers and coach seem pretty confident that they will uphold the tradition. Mr. Kubik, the head coach, said, "I think we have the possibility of some state champions."

The 1992 Central High wrestling team has a total of 24 wrestlers with approximately nine who compete on a regular basis. They are freshman Jason Lawrance at 112 pounds and Jeremy Holzapfel who is a heavyweight; sophomores are Jeff Casady at 103 pounds and Ty Sievers at 145 pounds; juniors are Jason Briz at 130 pounds, Mike Watkins at 130 pounds and Demetrious Richards at 189 pounds; seniors are John Kolvek at 125 pounds and Kacasha Station at 152 pounds.

So far this year, according to Mr. Kubik and some of the wrestlers, the team has done very well. The team itself has received two third places and some of the individuals have won medals in their weight classes.

Jeff Casady won first place at the Tri-Center Invite on January 11 and third place at the Ralston Invite on Dec 21. He placed fourth at North High, one of the top four schools this year.

Jason Lawrance, who comes from Norris for practice every day, has won a couple of medals himself. He won third place at the Ralston Invite and placed fourth at the Tri-Center Invite. On December 14th he placed fifth at the Council Bluffs Invite and he won third place at Prep on December 28. He was the champion at the J.V. Pender Invite on January 18th. His record is 10-9. The reason why Jason likes wrestling for Central is because of the people. He said, "I like being able to

wrestle with older people."

John Kolvek is one person who has a nice shot at becoming the champion in his weight level. He has a 16-3-1 record where six of his wins were pins. Kolvek won first place at the Ralston Invite and at the Council Bluffs Invite. He placed second at the Council Bluffs Invite and third at the Council Bluffs Invite. He placed third at the Council Bluffs Invite, which was on January 17 and 18, Kolvek dislocated his shoulder. He expects to be back before Districts on February 1st. He does not think the injury will affect his chances at State which is not until February 20-22. When asked about the injury, Kolvek said, "If everything goes the way it should, my shoulder will be all right then. I think I have a good chance at State."

Mike Watkins was a champion at the Pender Invite. Ty Sievers transferred from Valley, Nebraska. Jeremy Holzapfel were both runners up.

Demetrious Richards leads the team with 11 pins. His record is 18-6. He won second place at the Council Bluffs Invite, Ralston Invite, Prep, and Tri-Center Invite. He placed fifth at the Council Bluffs Invite.

Kacasha Station won first place at the North and the Council Bluffs Invite and second place at the Ralston Invite at Tri-Center.

Jason Briz won second place at the Tri-Center Invite, fifth place at the Council Bluffs Invite and fourth place at the Council Bluffs Invite.

Mr. Kubik said, "If I could say a couple things about the team, I would mention their great competitiveness and their outstanding attitude."

He later mentioned that the team appreciated the cheerleader support beyond comparison.

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