

Student Code of Conduct rewritten to encompass 'more severe' punishments for violence in school

By Cliff Hicks
 "We are striving to achieve a safer environment in schools," said Dr. Ron Burmood, director of student personnel services, when asked about the new rules in the student handbook.

Last year's Unicameral passed Bill P-50, which institutes new policies involving violence in school. Several changes have come about as a result of the passage of this bill.

According to Dr. Burmood, the punishment for "possession of guns or dangerous weapons" is now expulsion on the first offense, with no option to return second semester.

If the student is expelled second semester, he will be unable

to attend summer school during the following summer. These penalties are "more severe" to aid in "discouraging this kind of offense."

According to Dr. Burmood, these changes were proposed "a couple of years ago" at the same time that new policies involving punishment for illegal activities performed off school grounds.

An interim study committee was formed by Senator Ron Withem and several sessions will be held to deal with the suggestions for changes in the existing policies. This study examined the existing statutes and proceeded to advance them.

These changes were mainly made to put the rules in

"more specific language." Many of the rules were "too vague" and did not "read as they should have," Dr. Burmood said.

One of the rules so affected was the "no smoking" rule which now reads "on school grounds," instead of "in the building" as the old rule did.

Another rule that was changed was the penalty for fighting in junior high. It was altered so as to be the same as the senior high level.

"These are the most extensive changes made to the code of conduct in the past eighteen years since it was initiated," Dr. Burmood said.

"We are demonstrating an effort to make our schools safer,"

said Dr. Burmood. Violent crime will now result in the notification of the police, whereas before the option was left to the principal.

Dr. G.E. Moller, Central principal, said that the board is responding to "increasing concern over violence in school." He went on to say that the rules respond "more sternly" to prove that teachers and administration "will not tolerate it."

"In cases of physical confrontation, student emotions and behavior and responses are far more intense than ten, twenty, thirty, forty years ago, but that's really not surprising. High school is a reflection of society and we are becoming a more violent society," Dr. Moller said.

Despite these rules, which are aimed not only at Central but the entire OPS district, Dr. Moller said that Central is "not a violent school." Cases of students having a weapon are "very, very rare."

Cases where students "come to blows," Dr. Moller said, are "far, far from everyday occurrence." While teachers "frequently break up confrontations," Dr. Moller said these "rarely come to violence."

"The new rules, I think, are designed to keep up and even keep ahead of the times," Dr. Moller said.

When asked if he looked at the school as more violent than when he first came, he said, "It's the only way we can look at it."

Education and the election: Congress candidates speak

By Jacob Slosburg



Jon Christensen

I think the number one problem in American schools today has to be all the outside influences taking away from ninth through twelfth grade learning. There are so many influences capturing young adults attention today rather than science and math, geography, and history. What we need to do is make a re-emphasis towards an excitement with those subjects that can make us the leading country in science and math. I think if you look at crime, domestic violence, all the outside influences of gangs and drugs, the breakdown of the family, many of those influences have caused a distraction from higher learning and education. I think the solution has to be a decision to make a commitment like Omaha 2000 is making, with an emphasis towards rebuilding the family. What Omaha 2000 is trying to do is create an environment conducive to furthering those goals.

2. I am an advocate of local control of local communities in conjunction with the parents and teachers working together to further the education goals that they want. I don't believe that Washington D.C. bureaucrats, like Peter Hoagland, should decide for Omaha what is best for Omaha. I don't believe that national goals or standards are going to lift the education in Omaha to a higher standard. I believe that Omaha standards are higher than national standards, and that we should continue to stay ahead of Chicago, Los Angeles and Houston. We should continue to be the leader in the country and that is why I favor local control, and not national bureaucrats involved in education.

I believe that you ought to teach all the sciences, all the particular theories, but I also believe that those decisions should be made at the local school level. Decisions of curriculum, decisions of textbooks, decisions of all educational input should be based locally without any involvement from your representative in Washington D.C.

That is a decision that should be based locally. I favor incentives for teachers, but I favor those incentives on a local basis. We need to allow teachers to do what they do best, and that is teach. That is all they want to do, they want to teach. Unfortunately they are getting burdened in administrative detail, in paperwork, in so many areas, except the area they want to do and that is teach. It is pretty much a past issue. Peter Hoagland ran a fraudulent ad. I took an independent paid-for polygraph test, paid for by the Omaha World-Herald. I passed it. I have never met the Labeledz. I have never campaigned in that neighborhood. Peter Hoagland has to explain to the citizens of Omaha how and why he concocted this ad. For me, the people of Omaha know Peter Hoagland smears his opponents and will say anything and do anything. The Labeledz incident is just another example of Peter Hoagland at his best. The situation allowed me to reiterate my position that I believe education should be based locally and that congressmen should not have input on what is in curriculum and local textbooks. That is a decision for parents, teachers, the local school board and the state board of education.

1. I think the number one problem in schools today is the problem of children not coming to school as well prepared as they should be, and the problems of parents not involving themselves in the education of their children. I think projects like Education 2000 Omaha are remarkably good ways of addressing these issues. Education 2000 has seven specific goals. An advisory committee of thirty or forty people from the business community and the education community are all cooperating and trying to achieve the seven goals of the program. In fact, I wish we had an education 2000 project when I was young at Central High School because I think it has brought some of our best corporate talent toward cooperating with the school board.

2. I don't think we need more legislation now at either the state level or the federal level. I think we need to be sure that the school board and school administrators have the flexibility they need to design programs that will really work. I think the legislation that passed the legislature recently giving school administrators more disciplinary authority is a good idea because we have a breakdown of discipline in the

public school system to some degree. I don't think that the problems that we face have to do with a lack of legislation. I think it is taught in schools. I think standard accepted scientific theories are taught and should continue to be taught. When I went to Central High School, in biology class my sophomore year we dissected frogs and we learned the names of all the phylums and learned about the origin of the earth five billion years ago and how life first developed about two and a half or three billion years ago, and has evolved to its current state. That is what we were taught then. I think it's appropriate that it be taught that way today. I think that needs to be a local decision because it is obviously a very controversial sensitive issue. The school system needs to be careful to bring the community along in sex education courses. But clearly in this day and age, children need information and need to have information. The school system should provide that. It should provide it carefully and discreetly and in a way in which there is broad acceptance from the parents of the student. I'm not sure that this is such a great plan. I haven't been presented that before, and I haven't had time to think it out. I do agree that teachers are grossly underpaid and I think that our society would be much better off if we paid them considerably more than we do now...so that teaching becomes truly competitive with other professions. Right now, teachers are expected to work for quite a bit less than they could make in other areas. They are asked to sacrifice. And they do. I don't think that is fair, and I think in the end our public education system is hurt by it.

Continued on page 11.

3. What is the number one problem in American schools today? What is the solution?

4. Is there any legislation that you would initiate or support nationally to improve education?

5. Do you feel evolution should be taught in the schools?

6. Do you think sex education should be taught in the schools?

7. One of the problems that some people see with education in the United States deals with teachers. The teaching profession carries a significant amount of job security. At the same time, many people in society believe that teachers are underpaid. Would you support national legislation which would evaluate teachers annually, awarding bonuses to teachers who excel, and demoting or terminating the teachers who do not?

8. What role will the Labeledz controversy play in the election?



Peter Hoagland

THE QUESTIONS

Continued on page 11.

Heat, schedule deserves school board's attention

"August 18th?" The echo could be heard throughout the city. "Omaha Public Schools start on August 18th this year." This was no problem for the school board members who set the 1994-95 schedule. This was a problem for the 36 schools with classrooms without air-conditioning. This was a problem for Central High School students who attended class in 100° F heat. Luckily, the administration shortened two school days after just a week of attendance.

The problem is simple. The schools need air-conditioning if students are expected to attend classes during August or June. It is common sense that extreme heat can lead to uncomfortable conditions and poor performance, as well as health problems. In the future, a cool temperature will be required to keep computers operational.

The solution is complicated, costly and controversial. It is encouraging that Superintendent Norbert Schuerman and the school board acknowledge that there is a problem. Dr. Schuerman has proposed installing window air units in 776 classrooms. The *World-Herald* reported that the installation would cost between \$1.2 and \$1.6 million. Although his timing in regard to the finished budget is questionable, his efforts are commendable. Unfortunately,

nately, the air-conditioning topic has become a political battle between the Superintendent and the school board, and the real issue has been lost among the controversy.

The best long-term solution is central air. Unlike window units which cool individual rooms, central air efficiently cools down the whole school. With the country's move toward year-round school, central air installation is inevitable.

Although central air looks to be the best long-term solution, it is quite a bit more costly. Currently, window units look to be more economical for OPS. But if you ask students, they will tell you that any relief from the hot weather, central air to window units, ceiling fans to hand-held fans, will be welcomed.

Until the time that the school board can put air into the schools, the school year should start no earlier than Labor Day and end no later than Memorial Day. This can be accomplished by cutting the number of vacation days during the year or by extending the length of the school day 10-15 minutes each day. Currently, school starts on August 17th next year, but the school board has the power to change the schedule at any time. We urge them to either change the schedule or plan to install air-conditioning for the 1995-96 school year.

Lyric stickers should only warn

In the state of Pennsylvania, the issue of whether or not "Parental Advisory: Explicit Lyrics" stickers on albums qualify as pornographic or obscene material is resurfacing. The bill attempting to be passed, which contends that these stickers do imply this, would make the sale of music with these stickers illegal to minors.

The issue began back a few years ago, when the rap group *Two Live Crew* was arrested in Florida for performing what was deemed "obscene material." The stickers moved from just rap into other music such as the industrial/thrash band *Nine Inch Nails'* release "fixed" which also carried an explicit lyrics sticker. From there, the sticker has moved onto almost every other type of music.

The most important piece of information that is often neglected is that, while the stickers were the idea of a group headed by

the Vice-President's wife Tipper Gore, these stickers are self-imposed. It is strictly the decision of the record company what albums bear these stickers.

What began as a warning to parents has become a type of Orwellian nightmare. The Constitution guarantees citizens the right of freedom of speech. The Constitution does not say that the right can be restricted under some cases, nor should it ever.

We have no problem in accepting these stickers on our music, but it is unlawful and against our rights as citizens to ban what we are and are not able to hear. It is a good idea for these stickers to be on music to warn parents what type of music their children are listening to, but these stickers should serve as that only, a warning. The control on what is and is not acceptable for their children should be left in the hands of the parents, not the government.

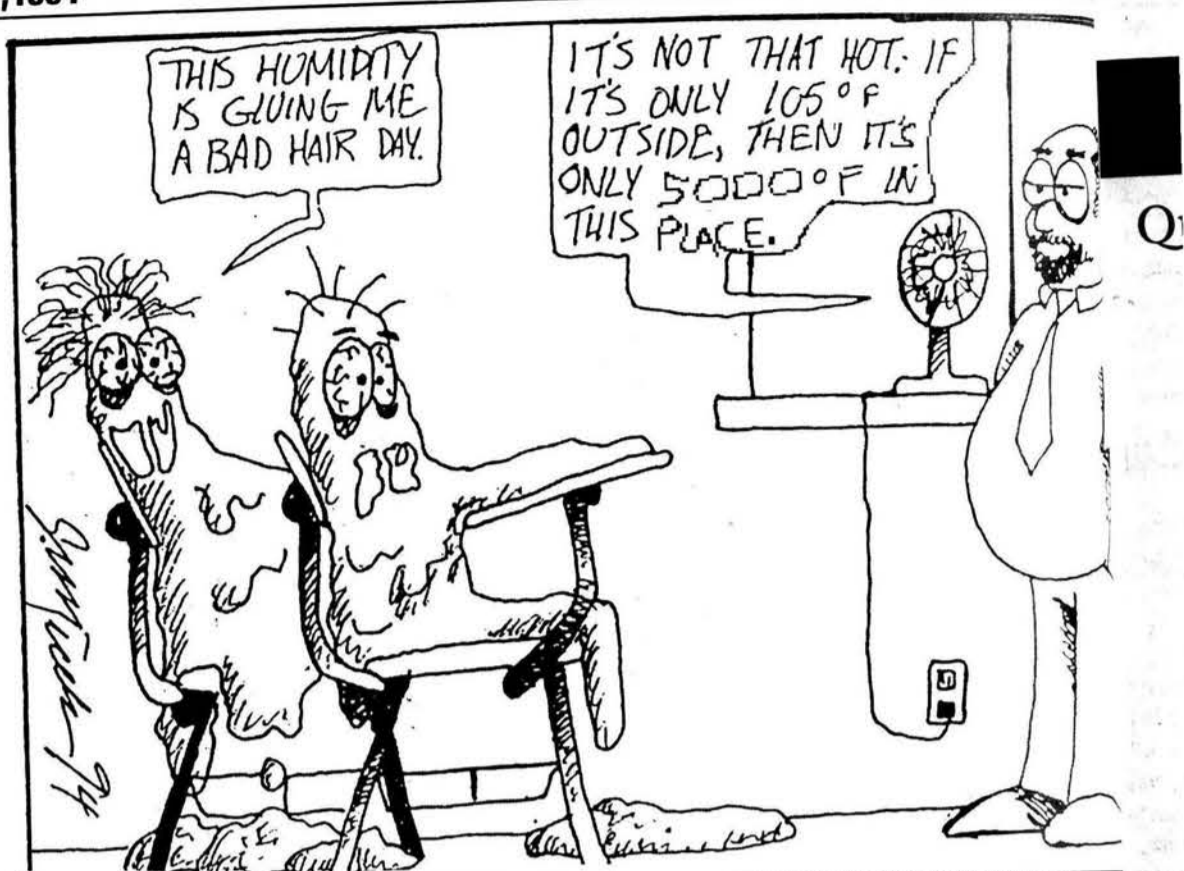
Circus surrounds Otey execution

On September 2, 1994, at 12:01 a.m., Harold Lamont Otey became the 21st individual to die in Nebraska's electric chair since 1903. Otey was sentenced to death 16 years ago for the brutal rape and murder of Jane McManus, a 26-year old Omaha woman. Otey's extensive appeals were well publicized in the years leading up to his death.

On the night of the execution, advocates and opponents of the death penalty showed up at the Nebraska State Penitentiary to demonstrate their beliefs. Death penalty opponents held a candlelight vigil, while death penalty supporters carried signs and chanted. One sign read "Nebraska State Pen First Annual BBQ." One individual masqueraded around as the grim reaper

The neighborhood surrounding the state penitentiary was a circus. The streets were jammed with cars full of yelling people, and the Amigo's restaurant across the street was charging five dollars a car to park. Execution parties were being held throughout the city of Lincoln.

It was a shameful scene for all who witnessed it. People were rejoicing at the death of another human being. Otey was a murderer, but his execution should not have been a time for celebration. It was a solemn time for sadness and sympathy for Jane McManus and her mourning family. These sign-holders and party-goers should put their energy into helping to prevent senseless crimes, instead of claiming victory after two deaths.



Shades of Gray

This Month: Woman at the Citadel



By Cassie Abraham

By Olivia Armenta



Everyone has heard the story of the courageous young lady who has been trying to get into the Citadel, right? We have been barraged with opinions from everyone, but I would like to offer yet another opinion, mine. First of all, is the Citadel a prestigious, federally-funded military school in the United States of America or one of the last standing symbols of male dominance and southern antiquated restrictions? The Citadel stood (like the Alamo) looming over the head of every female in the U.S. as a reminder that women's liberation stopped at its front doors. Well, Shannon Faulkner stood up and knocked on that door for us. She got an answer. With the law on her side, Shannon penetrated this excellent establishment. Shannon has every right to get one of the best military educations our country has to offer. Her right to enroll is solidified by the fact that the school receives federal funds. This is America, the home of the free, and the very "brave" woman. If Ms. Faulkner is willing to put herself into a situation where she will be ridiculed and maybe harassed, while going through a rigorous military program, she should not be forbidden because of a nostalgic Southern school.

Shannon Faulkner didn't have to send an application to the Citadel Academy. It seems to me that she was looking for some publicity. From what I remember, she didn't put her sex on the application. Being an all-male school, they just figured she was a guy and accepted the application. When they found out she wasn't a guy, they refused her. Considering that she thought she was good enough to go to an all male academy, she could have applied to one of the all-female academies and done exceptionally well. She feels that there are no female schools as good as the Citadel. Well, sometimes we have to just take what we get. But that's not how she sees it. She feels it was discrimination against the female population. I agree that women are still working for sexual equality. But I don't see her way of trying to get the equality right. But by doing what she did, she humiliated herself and the school. She may get to attend, but why would she want to if she's not going to get any respect. Before we can have equality, we need to have respect. The way she went about it, I'm sure the female population has lost their respect for her. I know I have.

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Register Your Opinions...

Question: Do politicians today attack each other instead of the issues?

Yes	87%
No	8%
Undecided	5%

139 students polled



"Yes, winning is more important than what they're winning for."

-Amy Revenaugh
9th Grade



"Yes, that Hoagland / Christensen pretty much speaks for itself."

-Josh Cox
12th Grade



"Yes, they use each other to avoid the issues."

-Mrs. Sharon Franzen
Central Counselor



"But we all have to go to college after high school..... don't we?"

REFLECTIONS IN THE WATER BY CLIFF HICKS

I can remember back when I was little, back in the days when school was innocent. "Get good grades and you'll be able to go to college!" the kindergarten teachers said to me in their cheery voices. I smiled and nodded like a good kid and returned to my mess that I called a fingerpainting. That was then.

This is now. Now I'm twelve grades higher. Now I'm a senior who is being submerged by the immense amount of college material mailed to me. Now I'm forced to deal with the bleak reality of higher education fees and lower chances at employment. Now I'm getting ready to fend for myself in this cruel world, and now, I am afraid of what the next few years hold for me.

Though it is understandable that college prices are high (which is quite possibly why it is referred to as a "higher education"), what is inexcusable is the concept that everyone must go to college. It is drilled into us from an early age that anyone who wants to succeed in life has to graduate from col-

lege. This technique of drilling it into kids at such a young age must stop. Let's take a few examples:

I've been told that I should go to college. I get reasonable grades, scored well on all three of the standardized tests (PSAT, SAT, ACT), and was labelled a "gifted" student quite some time ago. I also, however, have absolutely no idea what I intend to do with my life after high school. College is an excellent way for me to begin looking at the careers I am considering and start figuring out which direction my life is heading. Therefore, I personally am going to attend college. Now let's try a different case.

My best friend, whom we'll call Twiggy, has got to be one of the most phenomenal artists I have ever seen. He has said that he'd enjoy a career in art and that that is what he plans to do with his life. Yet, despite the fact that he knows exactly what he wants to do, he has said he is considering going to college and then an art school. Over the years, I have slowly gotten him to consider just at-

1964 - Pride in the "C" and what it represents

"Laughter, happy chatter, coats, books and lots and lots of people! This is the scene nearly every afternoon at 3:15 in Central's west entrance. School's out for another day- Yea!!! The whole gang is stopping for something to eat on the way home - What fun!! You have hardly any homework at all- Yippee!!! Hundreds of kids are walking all over the Sacred C- Ouch! Takes all the good feeling away doesn't it? Good- then do something about it:

Make a point to avoid stepping on

1924 - Prospects for a year of success at Central

"Last week another local competitor, North High, sprang into being. In the past, new rivals have merely enlarged the Purple and White's ambitions; hence, we welcome North high as a friendly rival.

Lack of tradition handicaps a new school. After a long, successful, honorable record, Central High school has reached a high place among high schools of the country.

Her pre-eminence in scholarship is incontrovertible, for Omaha Central has overwhelmingly won both state scholarship con-

tests. Ability in athletics is no less evident. Central High's major titles last year were the state track championship, victory in every swimming and track meet, runner up in the state basketball tournament, and the loss of only one football game. In every branch of interscholastic competition, Central High has placed among the leaders.

Above all, take pride not only in the C, but in what it represents. Treat every aspect of your school with the same courtesy and respect as you take pride in her beautiful symbol."

Prospects are bright this year in both athletics and scholarship. Flanked by memories of the past and the material of the present, loyal student support will put Central's point across. With student co-operation, this year will be another Central year."

The Mailbox

Send all letters to room 315 or look for the mailbox in the Courtyard.

It is the policy of this newspaper not to print unsigned letters.

On my first day of school, as I entered the gym, I was surprised and scared to find some anti-Semitic graffiti on the wall. I thought to myself, "Is this what Central is all about? Does Central contain such prejudiced people?" It was especially upsetting to me that in a multicultural atmosphere such as Central such ignorance could be found. It was "taken care of" but erasing the graffiti doesn't erase the problem. It

hurts to know that there are still people walking around with so much hatred in them—it's all out of ignorance. I guess they just don't know the time for segregation and anti-Semitism is over.

— Lauren S. Paley
freshman

tending art school. If he does go to college and then art school, he will be spending as much time in school as most doctors. Art school would be so much more beneficial for him and it would leave him with a healthier wallet as well. This brings me to trade schools.

I rarely hear counselors talk about trade schools which makes me believe education is still geared the wrong way. People who are good with their hands should go to a carpentry school or get an apprenticeship. Just because the idea is thousands of years old doesn't make it a bad one. Artists should go to an art school where they can focus on developing their natural talents to use in the real world.

So much time is spent in high school toward preparing students to go to college that we seem to have forgotten that high school is the end of required education. People who choose to stop schooling after high school should be ready to seek employment and have the skills necessary to make it in the world. This is an adjustment that needs to be made in the United States school system. Without this change, we will forever remain behind the rest of the world in terms of education.

College is the beginning of independence for many of us. It is our escape from the lives we have been living for the past eighteen years and our step towards the freedom we have wanted for all of that time. Many students pick colleges a great distance

from their previous homes, to reinforce this feeling of independence. We also, however, have the severe responsibility of work. While many people work in high school, it is not until college that this steady income becomes a necessity. Students could save money by working as apprentices or in a trade schools, where some of your projects can also bring you financial gain. This added income pays off in more ways than one. While you pay to attend school, working pays you and that added income can help even more.

People with ability to use their hands productively should consider it a blessing, not a curse. So many people are discouraged from these types of fields because of the lures offered by a doctor's salary. So many talented artisans are lost to the promise of money. Amazingly enough, what the world needs are carpenters, plumbers, mechanics, electricians and other trade workers. We can't all be doctors and lawyers.

When it comes down to it, the most important thing is to be happy with what you're doing, because you'll be doing it for quite possibly the rest of your life. While I don't personally want to spend my life building cabinets onto a shelf, that doesn't mean someone else can't make a fine career out of it. Still, if the high school system isn't changed and isn't altered into a preparation for life instead of a preparation for college, the unemployment rate will keep rising and our work force will continue to decrease. All in all, I'd rather be back in kindergarten.

■ A day in the life...

Seniors, freshman and teachers similar in many ways

By Carrie Parrot

Darkness surrounds you. Around you lie gigantic books, gym suits and other foreign objects. The snickers of two fellow students can be heard outside of the small locker into which you have just been stuffed.

Many students remember their freshman year. Some are living it out at this very moment. Okay, so most freshmen don't get jammed into lockers very often, but ninth grade is often a year of rushing to classes, tripping over those nifty doorstops that everyone adores and meeting the people that you will spend "the best years of your life" with.

On the other end of high school there are the seniors. They're the students who strut down the halls full of confidence, energy and flair. The students who know half of the school and who are known for living a care-free existence.

So what is the difference between a freshman and a senior's day?

Nathan Perilo, freshman, said that his year started out being extremely confusing.

"I basically stumbled from class to class," he said. Nathan also remembers being late for many of his classes and tripping over a doorstep or two on that first day at Central High School.

Although Nathan now has less of a problem finding his way around, he still has found high school to be a big change from junior high.

Nathan said that he has had a difficult time adjusting to taking large quantities of notes in classes and dealing with those teachers who don't explain assignments. He is also beginning to get involved in extra-curricular activities at Central; many students and faculty believe that participating in these activities is the best way to meet people with your interests in a new school.

Julie Smiley, senior, remembers what it is like to be a freshman. "It was a lot different," she said. "You don't know half as many people."

Nathan said that he probably knows less than ten percent of his large freshman class. He said that he hopes to get to know much more of it as the year goes on.

Another problem many freshmen have is in the area of driving. Most ninth graders are not old enough to drive, so they end up getting rides from older friends, siblings and, worse yet, their parents.

Nathan said that although he doesn't have much of a problem getting rides, (his older sister has many friends that they both get rides from) he is looking forward to driving, even though he has always feared getting in an accident while driving.

Julie, who drives to school every day, said that she finds driving to school much easier than having to find rides.

"If you're involved in any extra-curricular activities, driving makes it much easier to get to school and to go places with your friends than if you have to get a ride," she said.

So how does Julie's daily routine vary from a freshman's?

Julie said that her schedule is hectic and difficult to handle at times, but that she loves being involved in school activities anyway.

Julie believes that involvement in activities is the key to surviving high school. Currently she is involved in Student Council, drama, French Club and holds a job outside of school.

But what are freshmen and seniors' class schedules like and how do they differ? Here are Nathan and Julie's schedules to compare.

Nathan

1. World Geography 1-2
2. Honors Biology 1-2 (even days)
3. Honors Biology 1-2
4. English 1-2
5. Lunch
6. Individual Sports
7. Individual Sports
8. Honors Geometry 1-2
9. Debate
10. Latin 1-2

Julie

1. Honors French 7-8
2. Honors Physics 1-2 (even days)
3. Honors Physics 1-2
4. AP English
5. Lunch
6. Orchestra
7. Student Council
8. Acapella
9. American History
10. Trigonometry/Pre-Calculus

Similar, huh? So, seniors and freshmen's lives are different in some ways, similar in others.

Teachers

Freshmen are not the only people having troubles at Central. Picture this: You can't find room 122. You walk around the first floor in circles, searching. The bell rings; minutes pass. Suddenly you spot the room and race for the door. As you open it, a room full of unfamiliar faces peer toward you, smirking and whispering things like, "The teacher's tardy. Ha, ha."

This year alone, twelve new teachers came to Central. Most of them have as hard a time getting around the giant brick building as freshmen do.

Ms. Wendy Olson, Central's new

Spanish teacher who is working as a first-year teacher, said she is "still getting lost."

Although Ms. Olson has a daughter that graduated from Central in 1990, she finds the building enormous and hard to get around. When asked about other problems she has encountered this year, Ms. Olson said that it has been hard deciding what place classes should move at.

"Sometimes it (the class) moves slow," she said.

Another problem new teachers often encounter is nervousness. But Ms. Olson said that she was surprisingly calm and not distressed this first time teaching.

Despite her troubles, Ms. Olson said that the faculty at Central has been extremely helpful and attentive. She also said that one thing that has helped her in teaching at Central so far is "lots of rest" and being organized.

Mr. John Keenan, English teacher, doesn't have problems finding his way around the building anymore. In fact, he's been teaching at Central for 38 years and still loves it. What is the key to his success?

According to him: working long hours, keeping current and being sensitive to students' needs.

Mr. Keenan also feels that going back to school every few years is very helpful to a teacher's career. He said that writing papers for the college classes he has taken helped him realize once more the stress that students go through. He believes that teachers become "callused" after years of teaching and that they forget all of the stress that students experience. Mr. Keenan thinks that it "takes years to comfortably know" students and teaching material.

Finally, Mr. Keenan said that a teacher must always remember the phrase: a teacher's greatest security is knowing his job.

Central High School teacher also works as chiropractor

By Angela Parks

After listening to the sound of chatter, laughter and footsteps on polished wooden floors during the day, a Central teacher walks into a sterile building, where people sit in chairs and look uncomfortable.

Why would a teacher leave Central for five years to go to school to earn a medical degree, and then take on the work of being a teacher again, and also being a chiropractor. Well, why not ask Mr. Geringer the physical science teacher.

He said that he always believed in the body healing itself and he wanted to further his education by earning a medical degree.

Well then, why did he continue his job as a teacher? At the current time Central had an opening for a physical science teacher. "I was originally hired to coach girls track, but that is now impossible," Mr. Geringer said. Before Mr. Geringer left Central to earn his medical degree he coached track and cross country. He said, "I miss coaching extracurricular activities."

"We were lucky to get him [Mr. Geringer] at the right time when we needed a physical science teacher," Dr. G.E. Moller, principal, said.

Mr. Geringer almost always starts his day at 4:30 a.m. running, then he gets to school about 7:20 a.m. so he can help his students, and then immediately after school he goes to the chiropractor clinic. His day does not end until about 9:00 p.m. when he finally goes home.

Mr. Geringer said, "This is only a temporary situation." He also said, "With

doing this much, something is going to suffer."

Dr. Moller, said, "Mr. Geringer seems to be doing a good job handling his school work with both jobs."

Not only does he spend his time at Central and at a chiropractor's office, but he also spends every Friday night speaking on KKAR on the half-time show of high school athletes.

Mr. Geringer has taught at Central for about 15 years. He left Central about five years ago to work on receiving his medical degree at Northwestern.

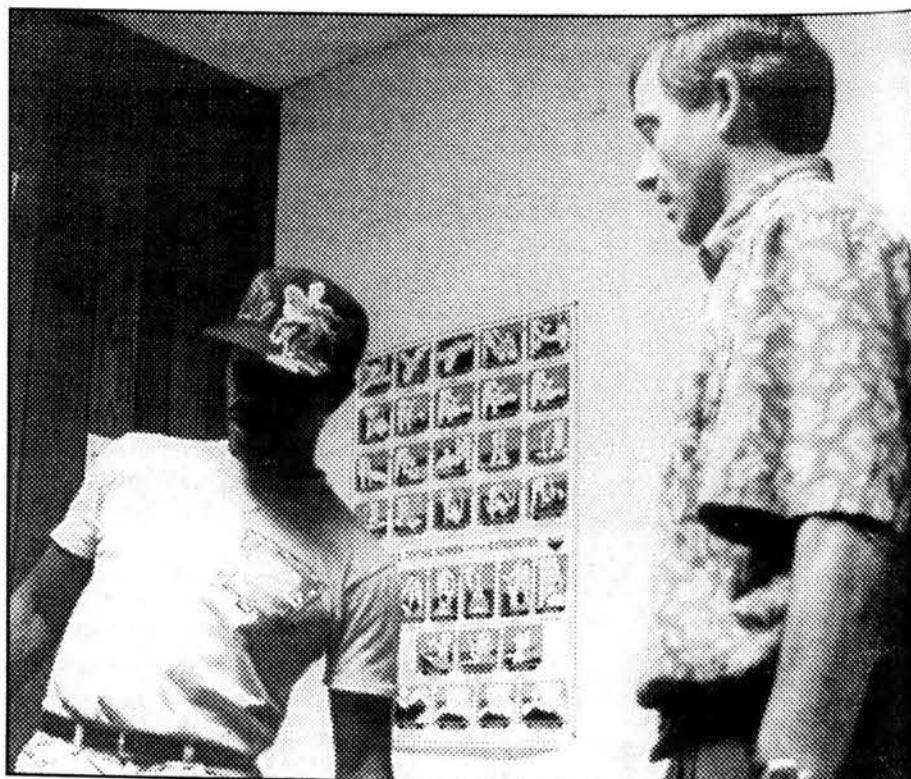
"Medical school takes five years to complete. The first four years are spent working on regular science and health. The last year is spent doing out-patient clinic work," said Mr. Geringer.

His degrees consist of a bachelor and masters in biology, minor in chemistry and a masters in exercise physiology.

Many people might wonder what a chiropractor does and Mr. Geringer said chiropractors work with the "muscular and skeletal systems through drug-free treatment." The focus of a chiropractor is to let the human body first have a try to heal itself, he said.

"First solution, unless it is an emergency, is to work with the body instead of taking medicine," said Mr. Geringer. He also said, "Research indicates drugs cause reactions to the body, which cause serious side effects."

Mr. Geringer also said that one should "adapt to the philosophy of letting the body heal itself, instead of receiving medica-



Hard at work: Mr. Geringer offers advice to a patient who has some questions about his back.

tion." He said if in "four to six weeks" the problem has not been resolved, then one should "change the type of treatment and refer to another doctor."

Mr. Geringer is married and has a six-year old son. He tries not to do any school work at home, to give time to his family.

Why did Mr. Geringer become a teacher? "Teachers during my lifetime were the most influential people in my life, so that

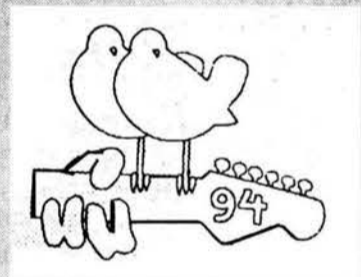
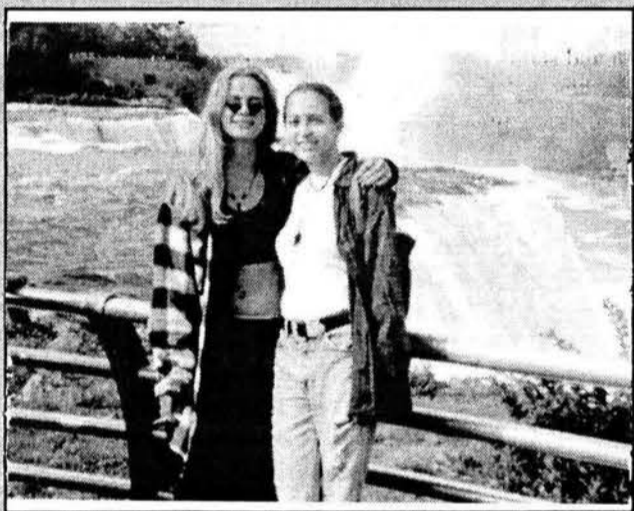
is the reason I wanted to become a teacher," Mr. Geringer said. He also wanted to be a teacher because he felt he could help students have "more self-esteem." He said, "young people are lost and have low self-esteem."

Mr. Geringer said, "I love being a chiropractor and I also like working with young people."

CALENDAR

- September 27, 1994
Warren G-Civic Auditorium
- September 29, 1994
Sinbad -Civic Auditorium
- October 1&2, 1994
Sweet Charity- Omaha Playhouse
- October 1&2, 1994
West Side Story-Dundee Dinner Theatre
- October 7&8, 1994
Ballet-Orpheum
- October 7-November 27, 1994
Sweeney Todd-Omaha Playhouse
- October 9, 1994
Henry Doorly Zoo Run-Henry Doorly Zoo
- October 14&15, 1994
Dionne Warwick-Orpheum Theater
- October 15, 1994
The Offspring-Ranch Bowl
- October 17, 1994
My Fair Lady-Orpheum
- October 21-November 13, 1994
Black Comedy-Omaha Playhouse
- October 27, 1994
Steven Curtis Chapman-Civic Auditorium

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INSIDE:



- Natural Born Killers star, Woody Harrelson beaten with review, p. 6
- Green Eggs and Spam®, p. 6
- Sur Fine lights up the jazz scene, story p. 7

By Andrew Kammerer

With a diversity of music styles, ranging from *Metallica* and *Nine Inch Nails* to *Bob Dylan*, it's no wonder Woodstock '94 drew close to 400,000 mud-drenched music fans to the field under the rainy skies of Saugerties, New York.

Two fortunate Central High juniors, Angela Harbison and Tricia Steinbach, experienced the three day festival in person.

This year's Woodstock harmoniously united aging hippies from '69 and the modern moshers of '94, making the 25th anniversary festival as memorable and as peaceful as the first.

Again the rains made their unwelcome appearance, but these showers fortunately didn't interfere with the three days festivities.

Some of the performing bands included: *Joe Cocker*, *Cypress Hill*, *Aerosmith*, *Metallica*, *Porno for Pyros*, *Bob Dylan*, and *Red Hot Chili Peppers*.

One concern on many critics minds was that the festival might become too commercialized contradicting the "true meaning" behind Woodstock. Angela and Tricia both agreed that the '94 festival was not simply an over hyped marketing scheme, but the real thing.

The people made this show what it was," said Angela. "Without them this festi-

val wouldn't have worked."

Tricia also emphasized the importance of the crowd saying, "The people were beautiful. I felt a peaceful aura flow through the crowd, probably the same feeling that was there in '69."

In spite of the weather, the overcrowding and the noise from two stages, the peace somehow lasted throughout the three day festival.

"I didn't see one fight. Everybody just got along," said Angela.

To those unfamiliar with the "mosh pit," this year's Woodstock may have seemed less peaceful than the original, however, the intensity of the body surfing and slam dancing was used only for the release of energy and excitement built up from the performers on stage and not as a means of starting fights.

Angela and Tricia, who didn't even purchase their \$135 tickets until the day before they left, definitely had their favorites performers on the two stages Woodstock '94 had to offer.

"It was tough to get close to see all of the bands because of the mud, but *Porno for Pyros* and *Nine Inch Nails* were definitely my two favorites," said Angela.

"I wanted to see *Candle Box* and *Collective Soul* on Friday but missed them because of the four or five hour wait to get to the field from where we parked," said Tricia.

She finally admitted, "*Blind Melon* and *Metallica*, were my favorites."

At Woodstock '94 the standard American currency of paper bills was thrown out and in order to buy anything inside of the gates, dollars had to be traded in for Woodstock coin currency. Divided in to \$1, \$5, \$10 and \$20 denominations, the Woodstock coins gave a new meaning to pocket change.

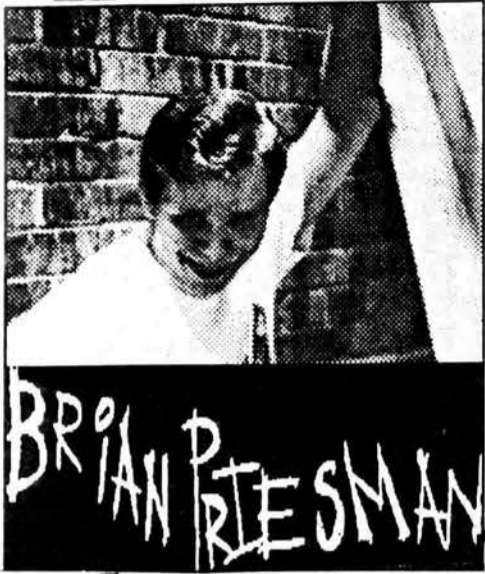
The focus of Woodstock, of course, was the phenomenal bands that performed, but many other vendors and organizations had booths set up for people to browse. Environmental organizations of every kind were there, passing out literature and making petitions for the benefits of their cause.

Also many clothing booths were abundant for Woodstock participants to make good use of there coin money.

Informational flyers that were passed out to each participant warned about the problems which included the rationing of drinking water, the rabies in the wild animals of the area, ticks and the dangers of lyme disease, poison ivy, thunderstorm precautions and emergency situations.

Although the precautions, the lines, and the exchanging of currency may have clouded precious Woodstock enjoyment, Angela and Tricia both felt that Woodstock '94 was worth every penny.

Green Eggs and Spam Presents: Pickle Loaf is your friend



People have been asking me why I've decided to call my column "Green Eggs and Spam." Well, why not? Who out there can actually say that they don't enjoy sitting down to a big old plate of Spam while reading the adventures of Sam I am? Granted, I don't eat green eggs with my Spam, or even with my ham. Heck, I don't even eat green eggs alone. I don't like green eggs. Or yellow eggs. Or any eggs!

Spam I like. There's nothing I enjoy more than sitting down to a big plate of Spam and a bottle of Yoo-Hoo while watching *The Mighty Morphin Power Rangers* on KPTM.

There's a heck of a lot you can do with Spam.

Seriously! You'd be surprised and flabbergasted to hear all of the different things you can make out of Spam. Spamburgers, Chicken-fried Spam, Spam and cheese sandwiches, BLT & Spam sandwiches, Spam omelets, Spam ice-cream, Spam milkshakes, Spam cake, and lastly: Spam Rangoon.

There's just so much that you can do with Spam! But not Spam Lite. Spam Lite is an abomination of all that's pure and decent about Spam. If you're not gonna take the cholesterol and fat and grease, why eat Spam at all? Without all of that stuff, you might just as well eat Pickle Loaf.

Now there's a scary food. Do you know what Pickle Loaf is made out of? The leftovers from all other kinds of lunch meats; you know, bologna, salami, etc.... But anyway, the leftovers, the parts that aren't included in the actual meat, are picked up off of the ground and the assembly line and packaged together with leftover pickle relish. Now I don't know about you, but I sure don't want to eat the rejected parts of bologna. Call me crazy, call me stupid; but I don't enjoy eating parts of a pig that can't even make it into bacon.

But I'm digressing from my original thoughts. I was planning to tell you good people about my fascination with green eggs and Dr. Suess. My obsession with Dr. Suess

started when I was a small boy. My parents always read to me and my sister, but they never read the good stuff. I was always stuck listening to *Little House on the Prairie* and a whole bunch of other sissy stuff. I mean, who cares about whether some little pioneer girl is able to survive the winter in her sissy little house with her sissy little family against some sissy little Indians? I wanted to hear about my good friends who sat in the house when it was too wet to play. I wanted to hear about the *Cat in the Hat!*

Now don't get me wrong, I think that Laura Ingalls Wilder was an excellent author, but to a four-year-old boy, it's much more exciting to hear about some six-foot tall cat who walks, talks, and wears a big red and white hat! Because of this, I have been scarred permanently! Now I can't go anywhere near a cat without going into convulsions and having flashbacks of Laura Ingalls running from the Indians outside of Walnut Grove. Darn you, mother and father! All I wanted was the *Cat in the Hat*. Heck I would have even settled for a little *One Fish, Two Fish, Red Fish, Blue Fish*.

So that should help clarify why I like Spam and why I'm obsessed with Dr. Suess; but does it help you to understand the name of this column? Not really. Do I care? What I do care about right now is finding a big bottle

of ice-cold Yoo-Hoo Chocolate beverage.

Now that you know a little about me, you might want to know that this column will ever be funny. I view this column as a way for me vent my frustrations and make a difference in the world, and see my name in print. Actually, I really only want to see my name in print, but the other sounded pretty good when I read it.

But anyway, no, this column will not be funny. I'm not a funny guy. Ask anyone who knows me and they'll all tell you "Brian? Oh he's a really nice guy, but he's lame as a post. There's not a funny bone in his body!"

But I'm working on it. I'm in therapy for my slight problem with Dr. Seuss, I'm stealing jokes from *Comedy Central* right and left, and I'm watching Jerry Lewis movies day and night. Someday by the end of the year I might be able to write an actual joke or make people bust a gut laughing at something I've done. I'm holding my breath, though.

So no, there will be no humor whatsoever in "Green Eggs and Spam." I'm me, trying to fill my allotted space with something nonsensical and unimportant junk. Welcome to the world, welcome to it!

Now if I can just find my Yoo-Hoo... Hoo....

'94 TAG awards won by Centralites

By J.B. Jones

The tinkle of speculating voices fills the room peopled with actresses in elegant sparkling dresses and actors in tailored black tuxes. The crowd falls into a nervous hush as the presenter takes the microphone.

On Saturday, August 27, two students well-known to Central's stage: Christina Belford, senior, and Josh Perilo, '94 graduate, were recognized for their talents in the form of TAG awards.

The TAG, or Theatre Arts Guild, awards are presented annually to the shows and people that TAG members think did the best job overall for the season.

Every June, ballots are handed out to members of the guild to nominate people and shows they feel should be recognized with an award. After the nominations are tallied, the four highest nominees are advanced onto the final ballot.

Christina was voted best youth actress for her portrayal of Frankie Addams, the girl who wants to be a part of something so desperately that she becomes psychotic and suicidal, in the Omaha Community Playhouses, *Mem-*

ber of the Wedding.

And how did Christina feel about winning the prestigious award? "Very happy," said the girl who was reduced to tears of joy as she accepted her plaque.

Christina also won the Rudyard Norton award at the Playhouse this summer. The Rudyard Norton Award is given for continued excellence in theater.

It is one of the most prestigious awards that the Playhouse gives, and is given annually.

It is unusual for someone as young as Christina to win an award usually earned over a long period of time.

Josh was the recipient of the best youth actor award for his role as the moody, self-absorbed Hank in the Omaha Community Playhouse's production of *Marvin's Room*.

Josh, who also won best supporting actor in a comedy/drama at the Playhouse this summer, accepted his award graciously, thanking everyone for the award because he said it made him feel as though he didn't "suck too much."



Match the top 8 stupid quotes to the respected stupid people who said them.

(Please use choices once, and only once. *Although choice a. may work for all of them.)

- Line up alphabetically by height.
- I don't think anybody should write his autobiography until after he's dead.
- Republicans understand the importance of bondage between a mother and child.
- One word sums up probably the responsibility of any vice president. And that one word is "to be prepared."
- Life is indeed precious, and I believe the death penalty helps to affirm this fact.
- I didn't intend for this to take on a political tone. I'm just here for the drugs.
- Always go to other people's funerals, otherwise they won't come to yours.
- I don't think you're going to see a great, great uproar in this country about the Republican committee trying to bug the Democratic headquarters.

- Vice President Dan Quayle
- Nancy Reagan, "Just say no to drugs" rally
- Ed Koch, N.Y.C. mayor
- Yogi Berra
- President Richard Nixon
- Vice President Dan Quayle
- Sam Goldwyn, movie mogul
- Casey Stengel, baseball manager

ANSWERS:
1. Casey Stengel 2. Sam Goldwyn 3. Dan Quayle 4. Dan Quayle 5. Ed Koch 6. Nancy Reagan 7. Yogi Berra 8. Richard Nixon



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Natural Born Killers dies early, often

Libby's Review



By Libby Broekemeier

Oliver Stone's movie *Natural Born Killers* killed itself. Here's the gist of the movie. In the first scene two mass murderers go on a killing rampage, in the next scene they are killing, in the next scene they're still killing, but it's live on t.v. this time.

I'll give you five good reasons not to see this movie:

- 1) Two hours of nonstop murder is too long. After about the twentieth murder I got the point, and that was only ten minutes into the movie.
- 2) Woody Harrelson, Juliet Lewis and Robert Downey Jr. speak in the most annoying accents.
- 3) *Clockwork Orange* is better than this and that's a scary comparison.
- 4) Nothing in this movie is worthwhile for your brain to know or your eyes to see.
- 5) It was just plain bad.

I understand Stone meant for the plot, which I never did find, to be a satire on the media and society's appraisal of violence and violent figures. Stone did a wonderful job at showing this with his psychotic episodes but over-exaggerated it. Stone said that this movie is a view of how he sees society. Basically, Stone believes Mickey and



Who's next on the hit list?: Woody Harrelson and Juliette Lewis star in Stone's *Natural Born Killers*.

J.B.'s Review



By J.B. Jones

Natural Born Killers sure to put Stone's career in grave. *Natural Born Killers* is the movie that writer Quentin Tarantino didn't want made, and after sitting through all two hours and seven minutes of it, I can see why. I have not seen a worse movie in a great while. Not only is it too long and tedious, but it has no distinguishable plot, boasts pathetic and mindless characters, has virtually no meaningful dialogue, and plot holes so vast it's a bloody wonder the actors didn't fall through them off frame.

The cartoonish and mindless violence got so old after the first five or ten minutes you couldn't help wishing old Woody would kill Juliette Lewis and then himself to set you free from the other two hours of the movie. You could only sit there with a slightly nauseous sneer of disgust and a big "HUH?!" as Mallory (Lewis's) childhood is depicted in some sort of psychotic

sitcom with none other than a wildly miscast Rodney Dangerfield as her sexually abusive, revolting father. A greater moment in miscasting occurs when Woody Harrelson plays Mickey Knox. First of all, if you can get past *Cheers'* Woody, toting an

Uzi, killing grannies, can you overlook the fact that he's not much of an actor? Don't get me wrong, there are a few moments when Woody shows the sparks of a good actor.

STAR SUMMARY: NATURAL BORN KILLERS

Libby *

J.B. * (out of 5 stars)

Theaters: Q-Cinema 9, South Cinema 7, Westroads 8

Harrelson says to Downey in

the movie, "Everyone deserves to die, no one is innocent."

Downey responds with "I'm innocent...of murder." (He obviously didn't think of Libby and me trapped in the theater reviewing this film.) Downey, however, is not innocent of mangling any speech he might have into inaudible drivel with an overdone and ridiculous accent. He is also guilty of going

over the top in the acting department. By the time he decided to join in the carnage factory, you're already wishing, no make that praying, for Mickey and Mallory to put him, and us, out of his misery.

Even Tommy Lee Jones can't save this movie. Jones plays the prison warden, and despite his recent Oscar win, he spends more time showering extras with spittle than acting.

As for plot holes, characters wade in and out of the blood-rush with no purpose, warning or motivation. Tom Sizemore's psychotic cop, Scagnetti, is one of the no motivation kind. He just appears out of thin air with a hooker, who he tries to kill, and then disappears again for awhile. He then appears to capture Mickey and Mallory and fades into obscurity until he talks to Mallory in prison and confesses to a murder. WHERE DID THIS COME FROM AND WHERE DOES IT FIT INTO THE PLOT?!

If I were you, I'd avoid this movie like three-month-old spam left in the back of your fridge, at least until it comes into the dollar theaters, which should be about as long as it took me to write this review.

Shur Fine 'monopolizes' teen jazz market

By Libby Broekemeier

Central's own jazz players grooved Kilgore's Sat., August 27.

The local Jazz band *Shur Fine* members include: Central High senior John Crawford: drums; senior John Kotchian: bass; Central graduate Gregg Markus: guitar; and Westside High junior Zach Hexum: bari sax, tenor sax.

Shur Fine's music style follows one not commonly seen among young musicians. John Kotchian said, "We have the monopoly of the teenage jazz market."

Shur Fine has played as a band for almost a year. They have played several shows locally at Downtown Grounds, 13th Street Coffee Co., Jones Street Brewery,

and Kilgore's. They are progressing in their variations of beats and styles adding them to each gig they play. The band has picked up several fans that attend their shows regularly.

Jesse Stanek, senior, fan of *Shur Fine* said, "Their music is the stylized jazz in the business and it makes me just giddy to hear such charismatic yet intense music." *Shur Fine* got their name after seeing matchbooks with "Shur Fine" printed on them. The show started with soft sounding jazz setting a nice mood to the environment. Leah Roberts, senior, said, "This is nice because you can chill to it."

In the second set the band got the crowd involved. During one song a friend of the band played a harmonica with them. Paul Higgins,

senior, sat in for John Crawford on the drums during another song.

Saxophonist Zach Hexum led several members of the crowd in a choo choo train around the room while playing his tenor saxophone.


The climax of the show occurred when another participant from the crowd took the microphone and wailed out the blues while the band responded with some bluesy jazz. The set then led into jazz with a hint of rock that got the crowd up on their feet and dancing.

After a show that included sounds of blues and rock infused into jazz, John Crawford said, "I wanted to get funky in the back of it."

Upcoming date for *Shur Fine* is September 22, at 13th St.



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Classrooms sizzle; A-C considered

By Sarah Pugh

Tired of sweating at the beginning and end of every school year? Get used to it. Heated discussions at school board meetings and a lack of action means Central students must bear the heat. "We may get central air conditioning by 2010," said Dr. Norbert Schuerman, superintendent of Omaha Public Schools.

However, window air conditioners for individual classrooms may be studied. Window air conditioners are self-contained cooling units that can be seen protruding from windows. According to students in the 36 schools and 776 classrooms without air conditioning, no research is necessary. "I'm for cooling this building in any way possible," said Ms. Patricia Brizendine, social studies teacher. The heat is "not conducive to learning."

Ms. Nita Merrigan-Potoff, English teacher, said, "Students can't focus on class with sweat pouring off them." Students aren't the only ones affected by the heat. "Both students and teachers are more irritable when it's so hot," said Sarah Laaker, senior.

Parents and students suspect the board is pushing for air conditioning now to begin the long range plan of year-round schools. Anne Palmesano, school board member, is against year-round schooling. According to a recent World-Herald article, Mrs. Palmesano does not understand why people assumed air conditioning equaled year-round school. She said the topic of year-round schooling was never

brought up at any of the meetings. Discussions have been limited to the possibility of air conditioning classrooms.

Mr. James Harrington, math teacher, supports air conditioned classrooms. As a summer school teacher, he has worked at several area high schools. At Benson, an air conditioned school, "students stay awake in class," said Harrington. "I actually had a lower failure rate." Window air conditioners, while loud, give the teacher more control of the environment. "It's all trade-offs," he said.

Not all are in favor of air conditioning. Eric Hoffman, senior, said, "Air conditioners are bad for the environment. I'd rather have an ozone than air conditioning. Besides, sweating is healthy." In addition, he thinks window air conditioners would look bad outside of Central.

Most Central students are in favor of air conditioning. Kate Ross, junior, said, "With the half days we don't learn anything anyway." "It would really help our concen-

tration," said Steve Kotok, freshman.

Dr. Schuerman is pushing for window air conditioners soon,

We may get central air by 2010.
--Norbert Schuerman

saying "Depending upon the dollar amount involved, we'd like to start phasing it in this year (and continue) into next year." The "long-range plan" is to implement

central air in all schools, yet his staff projected 175 million dollar price tag pushes the date back to 2015.

Ms. Kathleen McCallister, school board member and chairman of the plants committee, believes there is insufficient information to even consider window air conditioners. According to Ms. McCallister, this is "poor timing" on Dr. Schuerman's part. "There is absolutely no funding available for air conditioning," she said.

Ms. McCallister believes Dr. Schuerman is bringing this issue up now because he is worried about the up coming elections. In

a recent heated school board meeting she asked board members to consider the air conditioning of all classrooms after the November elections.

While she questions the motives, Ms. McCallister agrees air conditioning is needed. "In reality, for technology, we're going to have to have air conditioning in the classes," she said.

Dr. Schuerman's proposal is being considered by the school board. Under this plan, his staff determined it would cost 1.6 million dollars to implement window air conditioners.

School board members spent five months drafting a "bare bones" budget plan. Ms. McCallister is asking for details on energy costs, efficiency and long term effects before putting air conditioning on the formal agenda. Board members began discussing air conditioning at the September 8 meet-

ing. In addition, Central presents a unique problem. Ms. Roberts, student-support teacher, said, "Sure air conditioning would be nice, but I don't think it will happen with the wing. Air conditioning would help, but with Central's structure it may be too difficult."

"It's time to do something about the heat," said Lorena Hernandez, senior. "Board members should hold their meetings in a Central classroom during the summer. Then we'd get change."

"It's all just political games," said Jeremy Evans, junior.



Year-round

By Ann Rickerl

Name one thing that is associated with thirty-two states? Year-round education. Right! According to the National Center for Education Statistics, 32 states that are doing along this line.

Mr. Don Jeffries, specialist for the National Center for Education Statistics, is a person who is closely associated with year-round school. Mr. Jeffries taught school both in a nine-month schedule for twenty years. He said that about 1968 in Hayward, California, was a single track school where students were in school for forty-five days, and then a ten-day break that occurred throughout the whole year. Jeffries said they did this because the school district was looking to keep the same number of school days, but to improve the quality of education.

Mr. Jeffries said that year-round school should not be a factor in the plan, "but when you have a single track, the cost could be higher." Mr. Jeffries explained that in a multi track there are students rotating in schedule and is always one group on

Teachers examine the future year-round schooling schedule

By Sarah Pugh

Most Central teachers think year-round school will be here sooner than later. Declining ACT and SAT test scores are the reason. Continuous school typically translates into three month sessions split with one month breaks.

Whether personally for or against the plan, all faculty members say if Central goes to year-round schooling, air conditioning will obviously be needed. Ms. Roberts, student teacher aide, said, "As long as we have air conditioning, I would say continuous school is a fine idea."

Teachers think students would benefit most from year-round schooling. Ms. Nita Merrigan-Potoff, English teacher, said, "Students would retain more information."

Ms. Roberts said "Each fall teachers must spend two to three weeks reviewing." A continuous schedule would shorten review time, allowing for more in-class study of new information.

Teachers feel there is too little class time. "We simply need to increase the number of days in school," Ms.

Beverly Fellman, language teacher, said. "Besides, Europe and other countries already do this."

Not all teachers agree with the plan, however. Mr. Brian Watson, social studies teacher, feels students spend enough time in school. "Sure Europe goes year-round," he said, "but they only go for what we consider half days."

According to him, when the actual number of minutes spent in class is considered, the United States ranks third in the world.

Time spent in school is only half the issue. Summer vacation and breaks must also be considered.

Mr. James Harrington, math teacher, agrees with the year-round concept. "I spend most of my summer teaching summer school anyway, so it would probably mean more time off for me."

The new schedule would mean some breaks would fall

during the winter. "I'm sure people who like to ski would love to have a winter quarter off," Mr. Clyde Lincoln, social studies teacher, said. "I don't know if I would want it off, but I think people would enjoy the choice."

That choice would have to fit within a month however. Ms. Lynn Bouma, music teacher, pointed out that teachers would experience difficulty in continuing their education. "In order for teachers to advance on the Omaha Public School salary plan, they need to enroll in college courses," she said. OPS pays teachers based on their degrees and their number of years at a school.

Ms. Fellman said students benefit greatly from extended summer breaks. "A lot of personal growth occurs during that time," she said. Summer isn't just play time for most students.

"It's hard enough to work during the school year," Ms. Bouma said. "Those three months of concentrated working allow students to save money for college." Ms.

Fellman agreed, saying, "There's no answer unless they make college more affordable."

Mr. Watson feels the ten weeks off provide the necessary time for extended study, thinking and travel. Families would experience difficulty taking vacations together, according to Mr. Watson, since year-round school is on a rotating schedule. The student body is divided into groups, one of which is always in session.

"An increase in days means an increase in cost," Mr. Watson said. "It's not economically practical. The only people who really want year-round school are the parents, so they don't have to take care of their kids. They just see school as some gigantic day care."

Ms. Patricia Brizendine, social studies teacher, sees today's system as out of date. The school year was set on a farming schedule, when families needed their kids to work the land during the summer. "Today we need a system to better serve our students," Ms. Brizendine said. "I think year-round school is a great idea, but we'll have to look at the total package."

Early start shortens summer vacation

By Elizabeth Kaplan

This summer ended a week earlier than last year as students and teachers returned to school in mid-August. The change of the calendar resulted in Central students enduring more days sweating in an unair-conditioned building.

Most current high school students started their educational ventures through the Omaha Public School system when school still began after Labor Day. Gradually, as a need for more school days increased, the first day of school was pushed forward into the latter days of August. In the last few years, other school districts began to start school earlier and earlier. OPS, in an effort to compete with these schools, also has implemented a mid-August start day.

Dr. Norbert Schuerman, superintendent of OPS, said that a committee composed of teachers, parents, and administrators recommended the new school calendar. "It appears that it is a calendar which can be successfully implemented if we are sensitive to equity," Dr. Schuerman said. "Kids do get out earlier in the spring."

Three days were added to the school year with the new calendar. The days were added in the fall, said Dr. Schuerman, because "in the fall teachers and students are more up-beat about learning. In the spring they are anxious to leave

and are looking forward to employment and vacations. We try to avoid a late dismissal because productivity of staff and kids is decreased."

Dr. Schuerman also said that many districts find it "very good" to end the first semester before winter recess, so finals are before the vacation. Employment availability was another reason Dr. Schuerman said the new calendar was necessary. "If we don't start close to other schools OPS students will have a more difficult time finding summer jobs," he said.

Dr. Schuerman said that the earlier start this year is not a move towards year-round school. He said that he is not a proponent of year-round school because it would be too expensive and he doesn't think that the community is interested in such a plan.

"The heat in August is relatively similar to the heat in September," Dr. Schuerman said. He said that starting earlier in August did not necessarily mean that more days would have to be ended early due to the heat.

Kathleen McCallister, school board member, voted against the calendar. She said that it is "too early a start date. The parents I have heard from want a post-Labor Day start." Ms.

McCallister also said that most parents are not in favor of year-round school but want a traditional calendar.

Mr. Dan Daly, head of the English department, also is not a proponent of the earlier first-day of school. "I think it's atrocious," he said. "There is no reason we can't start after Labor Day."

"I like the traditional idea that schools can get enough instruction in from Labor Day to Memorial Day without as many days off," Mr. Daly said. Summer is a time for students and teachers to "recharge and to work," he said. "A large number of students have full-time jobs during the summer, and many teachers work on advanced degrees."

Mr. Daly said that school could start on Labor Day and end on Memorial Day if there were fewer vacation days. He said that the school year should be lengthened by "using wasted days in the calendar."

"I think of parents who have to arrange for day care when school is called off early or for in-service days and holidays, and I worry about latch-key kids getting into trouble," Mr. Daly said. "We should keep them in school when parents aren't home."

In an opinion piece Mr.

Daly wrote for the *Omaha World Herald*, he suggested that teacher in-service days be removed from the calendar. "I would rather have kids in school than going through the motions of in-service days," he said. Mr. Daly also said that students should not be given the day off for parent-teacher conferences but that "mandatory evening conferences with parents of failing students" should be held.

Central students had varying opinions on school starting a week earlier this year. Many students said that the shorter summer put a damper on summer jobs and vacations, though other students like having an earlier dismissal date in the Spring.

"I didn't like it because people are finishing up vacations and camp," Rachel Jacobsen, junior, said. "There are less opportunities. I'd rather go later in June because the camp I go to doesn't end until August 15, so I will only have two days before school starts again next year."

Kate Lavia, senior, also didn't like starting early this year. "I like to use the summer to make money," she said. "[The earlier start] really cut into my work hours. The school year started and my hours had to be shortened."

"I think it's alright," Chris Walters, junior, said.

Photo by: Jenny Hurst

Year-round school reality for some students in several states

Jeffries said this type of track generally used in over-populated

"Heat plays an important role," said Mr. Jeffries, "If the school system doesn't have air-conditioning, they will have a problem succeeding with this type of schooling."

Mr. Jeffries said that heat was a problem a few years ago in the Los Angeles area, where they did not have air-conditioning.

"When the temperatures rise you have 25-30 students per classroom and it can get pretty hot and cause accidents."

Mr. Jeffries said the number one complaint that he has heard from students is that they want their summer vacation time. "Another complaint that is often heard is that it's difficult to find a summer job," Mr. Jeffries.

Some of the advantages, Mr. Jeffries explained, are that "students don't forget as much in the summer or four weeks that they are away from school. Psychologists have told us that it is better to take shorter, periodic breaks than to take a long vacation from a traditional school has."

Mr. Jeffries thinks that the summer vacation in a traditional school is unrealistic. "How many students get a ten to twelve week vacation at one time?"

When asked if he believed the disadvantages existed in this program, Mr. Jeffries said, "There

are always disadvantages to every program."

Some of these disadvantages include that "children may be on different tracks. We need to be reminded that throughout American history, the school calendar has responded to the changing needs of the nation. The nine-month calendar is not embedded in the American educational system. We need to look at doing something different and changing the way we go to school."

Mr. Jeffries said he highly favors year-round education to the nine-month calendar. "I loved year-round school."

The main reason he said he liked this type of schooling was because "it gave me a chance as a classroom teacher to do something different and reevaluate my teaching during each break," said Mr. Jeffries; "otherwise towards the end of the school year in a nine-month calendar I was tired, burned out and ready to end the year."

One student who has experienced firsthand the year-round schooling schedule is Roxanna Robinson. Roxanna attended a year-

round school in Salinas, California, where "we went to school for two months and then had a two-week vacation." She said students were "randomly" picked for what track they would be on.

The school she attended was just trying this as an "experi-

ment." Another big obstacle, Roxanna explained, was trying to find adequate child care.

Roxanna said she has also attended a traditional nine-month school and prefers it over year-round school. "It's difficult when your friends go to different schools

idea was "pessimistic at first, but has generally changed because they have begun to adapt to the schedules."

Mrs. Thomas said in a way it is good for her daughter, Carrie, because she doesn't get as bored, because she has shorter, but more frequent breaks.

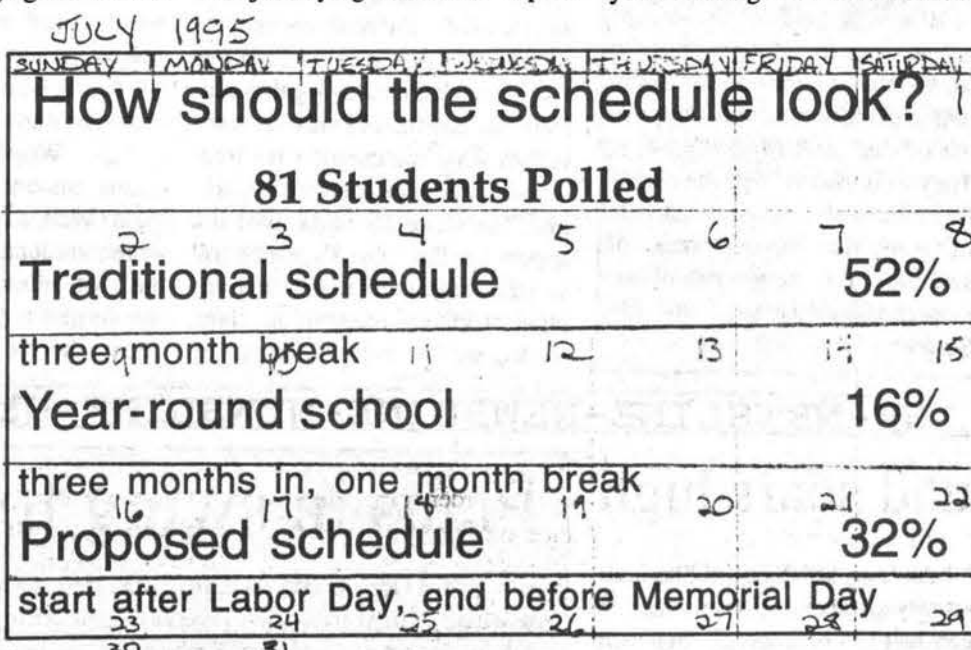
Mrs. Thomas said it is still very difficult to send her daughter to a year-round school. Mrs. Thomas said she highly favors the traditional nine-month calendar.

"I was born and raised in a traditional school system. I favor it mainly because of the summer break, which allows for more family time."

"Carrie does not mind the year-round schooling, but it is the only way of schooling that she has been introduced to, so she does not know what traditional schooling is like," said Mrs. Thomas.

Dr. Werkheiser said there is a task force that is studying the issue here in Omaha. He said Ms. Winnie Callahan, director of public information, is in charge of the Superintendent's Task Force. Dr. Werkheiser said the committee is doing a study on an extended school year.

All they are trying to do is "study the issue and if there are to be recommendations made at the end of the study, we'll do that," said Dr. Werkheiser.



mental" thing and had no intention of keeping this schedule, but rather to experiment with the idea.

The response from the parents and students was generally that they disliked it, so, "the school has now returned to the traditional nine-month calendar," said Roxanna.

The worst part, Roxanna said, was that she had five children in her family. "It was really difficult to get everyone on the same

because different schools are usually on different schedules. It is also hard to break the tradition of nine-month schooling."

Mr. Gene Thomas and his wife Mrs. Ladonna Thomas also know the effects of year-round schooling. They have a daughter in a year-round school near the Los Angeles area.

Mr. Thomas said the reaction from the public towards this whole

New SAT scoring system creates fairer scale

La Swanson
The College Board is changing the system of SAT I through a process called recentering to move the scale back to the center. The SAT I is a test that measures a student's ability to read and write. There are two main sections, verbal and math. The new system will begin after the current system ends. The new system affects scores. The scale is still 200-800. The adjustments to the scores will involve a process called recentering. The possible score on the SAT is 800. That means that the score on either of the two

sections, verbal and math, is 800. In 1994 the average verbal score was 423 and the average math was 479. This means that the score has shifted away from the center, which is 500. This is to make it easier for the college admissions directors in determining what is average. Through recentering, the average score will be moved up to 500 along with every other person who takes the test. According to the Educational Testing Service the purpose of the SAT is to make a fair comparison of all high school students, or any person who wants to attend a college or university. Grades, for instance, are not a fair comparison because the grading

techniques of most teachers are different. One teacher may grade harder than another teacher, while students doing less work are getting the same grade as students who have more challenging teachers. Through the new system the average score stays at 500, while in the old system the average score shifts from year to year. The recentering begins with the raw score. In the present system, a student with a raw score of 78 in the verbal section receives

an 800. After April, any students with a raw score as low as 73 will

admissions directors at colleges and universities are fully aware of this change, and it will not affect a student's chances of getting into a college. The deadline for registering for the SAT I and II is September 30, 1994. The test date is November 5, 1994. The first SAT on October 8, 1994, is not offered in Nebraska. This may be because the national average for high school graduates taking the SAT is 42 percent and in Nebraska it is only nine percent. The ACT is a more popular test in the Midwest. This is because students can get scholarships from local colleges or universities without having to take the ACT.

Registration due:	
SAT: Sept. 30	ACT: Sept. 23
Testing Dates:	
SAT: Nov. 5	ACT: Oct. 22

receive an 800. If anyone does take the test after April and wants to know whether they improved their score, it is recommended to check the percentile. Also, the

Central student wins governor election

Carrie Parrott
Gubernatorial candidates Ben Nelson and challenger Yolanda Flemming, better watch out for the more candidate—senior Yolanda Flemming! Yolanda attended Girls' State, a week-long program for high school students which teaches the principles of a democratic state government, this summer.

At the primary election debate, Yolanda spoke in front of approximately 400 girls from around Nebraska. After winning the primary election, she went door to door throughout the girls' dorm campaigning for the position of governor.



Yolanda Flemming:
Girl's State Governor winner

Photo by Megan Anton

Each participant of Girls' State, which took place from May 5-11 of last summer, runs for state, county or city office. Yolanda ran for governor and

All other girls running for

the Federalists. Members were required to wear beanies displaying the color of their political party; Federalists wore blue, Federalists

office were allowed to campaign at the same time, and she said that the experience was "quite hectic." Yolanda and her opponent later spoke once more in front of the other Girls' State participants to explain why they would make the best governor.

After Yolanda was elected, she was inaugurated into office and her work began. The government met each day to

discuss concerns and issues. At other times the girls studied for the test that was given on Nebraska's government and other details about the state.

Yolanda said that the only negative aspects of Girls' State were the dress code (they were required to wear skirts or dresses below the knee while Boys' State participants were allowed to wear tee-shirts and pants) and the strict rules of the convention. Though she said that there wasn't much to do except talk and listen to music during free times, Yolanda still had a fun time.

One highlight of Girls' State for Yolanda was meeting many of Nebraska's politicians and office holders. She had the privilege of meeting Ben Nelson, Nebraska's governor, and other office holders such as Kim Robak, lieutenant governor, and Alan Beerman, Secretary of State. She was given a tour of Governor Nelson's office and was able to sit in his office chair and discuss what it's like to be governor of Nebraska.

Yolanda said that overall, Girls' State "was a good experience. It taught me determination." She said that although "it was not easy," she still had fun and learned a lot.

When asked if she may want to pursue politics as a career, Yolanda said that she had not decided if she wants to become a politician or not. She thinks that politics are very "interesting," and said, "There's never a dull moment."

Congress race continues...

Continued from page 1
6. Hoagland: I think it's going to play a central role in the election. There is no question in my mind that the Labeledz's are telling the truth. We have secured affidavits from four people: the neighbor, who is a UNO teacher, a male in his 70's, and three teachers at Bryan High School, all males in their 50's, with whom Mrs. Labeledz discussed this incident within days of it having taken place last spring. I am completely confident that Mrs. Labeledz and Steve Labeledz and Elizabeth, the ten-year old daughter that answered the door and invited Mr. Christensen into the house, were telling the truth. Most importantly, Mr. Christensen has told others that he thinks that books used in the Omaha Public School system teach immoral values. I think that is complete nonsense. I went through the Omaha Public School system myself. Mr. Christensen didn't. And to say they teach immoral values is preposterous. But I think he truly believes it, and it is one of the major differences between the two of us. Are you supportive of public education, or do you want to put more and more resources into home-schooling as Mr. Christensen does? So I think it involves one's basic inclination towards public education, do you want to give it as much support as possible and make it work for all Americans, or do you want to undermine it by draining it of funds and establishing home schools and private schools and Branch Davidian schools. Under Mr. Christensen's voucher proposal, you could take \$2200 with you and leave Central High School, go down to Waco, Texas, and be taught by the Branch Davidians. How's that for quality education?

What message would you like to convey to students?
Hoagland: That they are part of one of the finest public education systems in America and they need to support it. They need to get as much of it as they can while they're there. As a legislator, more than any other occupation, you rely on the information and the learning that took place in high school, college, and law school. Students are not going to be able to go back and do Central High School over again. They've got to focus on their education and their subjects, and take away from Central as much learning as they possibly can because that is the learning that they are going to rely on for the rest of their lives. A high school curriculum isn't good enough. They need to get themselves through college, so that they'll have that learning as well to take them on through life.
Christensen: Become involved. Become an activist. Whatever you do, do to the greatest ability you have. You only have one opportunity. Do everything you have to your fullest ability. Study as hard as you can. Work as hard as you can. And I believe that our youth today have so much potential because the saying is so true... "The leaders of tomorrow are the youth of today." I believe that whatever you put your mind to you can achieve. Don't let anyone ever tell you you can't do something. There is no such word as "can't." Anything is possible in America. Anything.

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Marketing students win many awards at National Conference

Central High marketing students won 70 awards in the state DECA conference in Omaha and the national conference held in Detroit, Michigan. Of those students still at the national qualifiers for the conference included Allison Heller and Jim Eighteen seniors won in individual tests and series at the state conference.

Marketing teachers Mr. Harry Gaylor and Mrs. Vicki Wiles were pleased with the DECA results. Mrs. Wiles said, "The results were ranked in the top three of past years." The DECA students met state and national requirements. They were judged by businessmen and national standardized tests. For the 94-95 marketing students, Mr. Gaylor said, "I have a group of marketing-minded students that I am anxious to work with."

"Arctic Night" homecoming planned for October 1

Homecoming this year will take place on October 1 from 8:00 to 12:00 in the evening. It will be held at the Aksarben Clubhouse. The UNO Milo Bail Student Center, where Homecoming is usually held,

is inaccessible due to renovations taking place there. The theme is "A Night in the Arctic," and prices are \$9.00 for singles and \$18.00 for couples. The annual Homecoming

parade will be held on September 30. The parade will start at 3:45 at Beals Elementary and will proceed to Norris. Homecoming is sponsored by the Cheerleading and Pom squads.

Sweet Charity auditions held

Auditions for Central's fall musical *Sweet Charity* were held early in the school year, during the week of August 22. *Sweet Charity* is the story of a young lady who wants to be loved, and has a very difficult time doing so. Auditions

consisted of dance, music and reading from the script. Close to 80 students tried out for the production, which will be produced in early November. After a series of callbacks, Mrs. Pegi Georgeson, the

productions director, cast Kari Davis, junior, in the lead role of *Charity*. Other cast members include Brian Priesman, senior, in the role of Oscar and Joe Foldenauer, senior, as tading screen star Romeo Vittorio Vidal.

Eagles fly all over the world

By Sarah Danberg

This past summer saw Central students circling the globe.

Central senior Jim Kovarik, went on a work trip with his youth group to El Tintal, Mexico. The group of twenty built a roof on a church in a little village. Jim said he had "a really cool experience" but was saddened by the state of poverty and "the fact that they had so little and we had so much. Even though they were poor, they could be happy with what they had."

Mary Beth Stryker, sophomore, took a trip with her Girl Scout troop to the International Center of Girl Scouts in Switzerland for a ten day conference. The trip included stops in London, France, Austria and Germany. Mary Beth thought it was great "seeing the different cultures" and the "different things acceptable. It was really neat to meet a lot of people," she said.

"It's so beautiful it's hard to explain," said Jill Petersen, senior, when asked about her tour of the Bahamas. She got to see the "gorgeous paradise" when she was traveling with the orchestra she plays in. Even though she had a scare driving on the left side of the road, she still enjoyed it. "They wear bermuda shorts to work there," she said.

Sarah Fischer, sophomore, went on a tour of Paris. She en-

countered difficulties, however, because she couldn't speak the language. "It was really difficult. The people were really rude," she said. Even places such as Burger King could not understand her.

"If you act like a dumb foreigner, they'll speak English for you," was Central senior Robert Tepley's advice. By writing an essay on public policy, he won a trip to Europe that included stops in the Netherlands, Belgium, France and Switzerland. One representative from each state was chosen. "It was a great moment in international relations," he said.

Some people that could speak the language were German students who went on a tour of Germany. They saw such landmarks such as the Black Forest, the castles in Heidelberg, Lake Constance, and Southern Bavaria. But one experience that sticks in their mind was when they attended a soccer rally in Munich during the time of the World Cup.

"[We loved] the excitement and enthusiasm of Germans being soccer fans," Mrs. Sandra Dieckman, German teacher and trip sponsor, said.

Brian Ellefson, senior, said, "The German hospitality was really evident. A bunch of German people... singing songs and cheering their team with intense passion."

"The best thing was getting to go to all different parts of Germany. They're all really different," said Betsy Starr, senior. She was relieved because "most of them can speak English."

Mrs. Dieckman said that such a trip is "an excellent experience. In class we try to create phony experiences. The students got to prove to themselves whether they could speak [German] or not."

Mrs. Dieckman plans to take another group like this in the 1995-96 school year. She plans on having "more preparation" so it isn't such a "culture shock."

"Someday I'd like to go back and see things I didn't see," said Brian. "Once was enough for me," said Betsy.

Miss Rita Ryan and Mr. George Grillo took a group of students to Italy, Greece and Turkey.

Highlights of the trip included seeing the forum in Rome, the Vatican Museum, and the Sistine Chapel.

"We spent a lot of time on history," said Tom Johnston, senior. "It's helpful if you study Latin, so you know what stuff is." "The people are really outgoing there. Charlie Yin and I met a lot of girlfriends," he said.

"I think everyone had a great time. We all came back with beautiful tans," Miss Ryan said.



Capturing memories: Herb Hartman, senior, listens as his travel guide points out the landmark of Pompeii.

Experiencing the Israeli army Students prepare for combat over summer

By Sarah Danberg

While most students were relaxing in the shade this summer, two Central juniors, Sarah Raful and Rachel Jacobsen, spent five days training with the Israeli army.

Both were on a pilgrimage to Israel with their youth group. One activity that was available to them was a "taste" of life in the army.

Their group of sixteen, evenly divided between boys and girls, stayed on a base just outside of Tel Aviv.

The day started for them at 5:00 a.m., when the commanders would come by and bang on the doors. Once dressed and outside, they were expected to line up in three rows and stand at attention. Just before breakfast, they exercised and went on runs in the desert.

Rachel described the training as being "kind of hellish." Sarah agreed. "It was hell, but it was fun," she said.

The meals were short and no one was allowed to talk. There were inspections of the barracks every day.

The afternoons consisted of self-defense, rifle practice and classes on such things as the history of the army.

The students learned how

to load, unload and fire M-16s.

Even in the desert heat, long uniforms were required. In addition, they were taught how to camouflage themselves. "At first we treated it as a big joke," Sarah said. She confessed that there was a lot of complaining going on.

"The worst thing was the hikes through the fields and the ants," Rachel said.

Another thing that surprised Sarah and Rachel was that most of the commanders there were women. "Men seem to take them more seriously," Rachel said.

The day usually ended around 10:15, after a nighttime run. During the nighttime hours they also practiced keeping watch for the "enemy" to approach.

Such a program is required for Israeli youth when they are going into their junior year of high school. It provides a preview of the life to come because *all males* are drafted when they are 18.

Both girls were satisfied with their experiences and would "definitely" recommend such a program.

"It's a good experience—you learn discipline," Sarah said. Rachel agreed. "Once it's over with it's great."

Sister Cities help students cross international border of friendship

By Sarah Danberg

Central High School has many ties to different countries, including Germany, Japan and now perhaps South Africa.

In 1985, a program was developed to help Germans and Americans cross the border of friendships. It was in 1992 that an official agreement was signed between Omaha and the German city of Braunschweig. The two cities agreed to exchange culture, ideas and students.

This program helps students "establish friendships and work towards a better world. New generations work together for a better tomorrow," said Central German instructor Mrs. Heidi Jung.

Central junior Ryan Shelstad traveled to the city of Braunschweig over the summer. His only expense was the airfare. The rest was picked up by one of the main sponsors, the German-American Society.

Ryan spent three weeks living in the city west of Hanover, 30 miles from the old border. He described a city with a population similar to that of the city of Omaha, with half the square miles. The exchange students went on a tour of the city and government, went to school and had programs during the day. At night they were free to go out.

He said the Germans have a "completely different society, more liberal and more laid-back."

Ryan is "still in contact" with his host family and is planning on going back.

Melissa Ryan, senior, spent three weeks over the summer in Omaha's sister city, Shizuoka, Japan. The city is "about an hour south of Tokyo on the train. It's about the size of Omaha but pretty much flat and surrounded by mountains," Melissa said.

The sister city exchange program with Japan was started 29 years ago. Other schools from Omaha, including Lewis and Clark, participate in the program.

Melissa's expenses also were all paid for by the program. While she was in Japan, she got to tour the city, meet with the mayor, go to school and plant rice. She also saw such landmarks as Mt. Fuji, temples, and the Toro ruins, the ruins of an ancient civilization.

"They welcome Americans. The hardest thing is the language. They can understand [English] by reading and writing it but it's really hard for them [to understand it spoken]," said Melissa.

"School is very important, especially the last two years. They're studying to get into college." Melissa also said they have a special "cram school" to cram for tests.

Melissa learned a lot from the trip about the people of Japan and their society. She would like to spend a semester in Japan while in college.

Mrs. Carol Valdrighi, French teacher, and Veronica Ulrich, French teacher, are trying to get such a program with Kaya Mandi High School, Stellenbosch, South Africa.

With the help of Ulrich's sister, a social worker in South Africa, Mrs. Valdrighi is able to contact the school and waiting for a reply.

"What I would like is a cultural exchange starting a correspondence program," Valdrighi said. "We want an interdisciplinary project."

The program would pick up students from Central with students from Kaya Mandi School. The two students communicate through letters.

According to Valdrighi, such an exchange program could benefit a variety of classes, such as social studies, foreign language and English. There is also talk of a "project" with younger children at Kellom Elementary.

"We will gain as much as we give," Mrs. Valdrighi said. High school students speak English as a second language, with French being the primary language.

Last spring there was an organizational meeting for interested students. Mrs. Valdrighi said that there was a "good showing" and they always welcome suggestions.

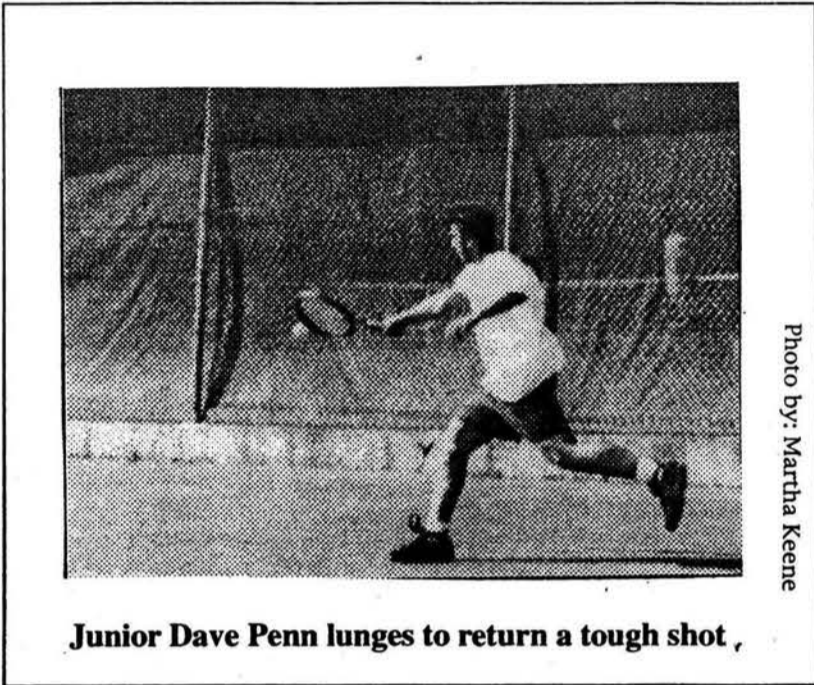
Boys' Tennis slams over North, Abraham Lincoln

by Mimi Douglas

The Central boys tennis team started the season off with a 3-0 win over Abraham Lincoln High School on September 7. The team did not come as a surprise to Central coach Mr. John Waterman, "We're better this year than we were last year and this is basically the same team that we played last year and we beat them 6-3 last year. We're getting sick of saying each other, so we're looking forward tonight."

his number one and two players, senior Alex Yale and junior Charlie Yin. "As long as Charlie's foot-

Alex to "make sure that his temperament is positive." He feels confident that the other players can "handle most situations on the court" without difficulty.



Junior Dave Penn lunges to return a tough shot.

Photo by: Martha Keene

Coach Waterman said that the matches that he was planning to watch the most closely were

work is good, he can play with anyone in the state," he commented. He said that he also likes to watch

tie break. Coach Waterman feels that the loss was due mainly to inexperience.

The doubles matches weren't quite as successful. The number three team of Jake Slosburg and Jeremy Fenton, both seniors, was the only winning team. The first and second seeded doubles teams both fell short of expectations, said Coach Waterman.

"The match was really interesting..." Charlie commented. Jeremy agreed, "...I laughed, I cried, it was an emotional roller coaster."

Alex said, "We're looking pretty good with our first duel and everyone's pretty excited. We're not really that intense, but we try a little bit. Winning isn't everything, but Powerade is the next thing."

The Abraham Lincoln coach seemed impressed as well. He commented that the team looked "a little stronger this year."



TEN-MINUTE MISCONDUCT

Sports Opinion by Michael Sigmond

Baseball has died one of its worst deaths, and it may be running out of lives.

I love baseball. I began to follow baseball in 1983 when I lived in Philadelphia. The Phillies were making their second World Series appearance in four years and as in 1980, the year they won the World Series, they were significant underdogs. I was only six years old, so staying up and watching the games were out of the question. Instead I would wait excitedly for my stepfather to wake me up each morning with a full report of the previous night's game. The Phillies lost the series four games to one, but that is a childhood memory I will never forget. It is memories such as these that make baseball so very important to Americans.

This deep love for baseball is very much in jeopardy.

Unfortunately for me and all the fans in North America, the owners have had another stroke of greed and the players finally refused to play ball without a contract. Yes, I side with the players. The owners have decided that without a salary cap they will not sign a contract with the player's union. Baseball does not need a salary cap because the owners have control how much each player is paid.

The debate used to center over whether small market teams such as Kansas City can compete with big market teams such as New York or Los Angeles. That debate has been pre-empted by the owners announcing that all markets are losing money at nearly the same rate. This proves that the owners have full control of the situation and the solution lies in the owners not agreeing to pay the Barry Bonds's \$8 million a year or the Ryne Sandberg's \$7 million. This can be accomplished without a salary cap because if one team says no to a large salary player, that player will have to settle for a lesser salary under the current conditions.

Television coverage of baseball caused CBS to lose large amounts of money due to low viewership. CBS' failed coverage caused other networks to shy away from large bids for television rights

this season, causing the owners to settle on a joint broadcasting venture between NBC and ABC called The Baseball Network.

Now that the playoffs have been cancelled we can expect much higher ticket and vending prices and the selling off of players, similar to the acts of the San Diego Padres front-office in 1993. The dismal attendance at Jack Murphy Stadium in San Diego is enough proof that a large-scale selling off of players would cause a severe drop in the popularity of baseball.

I am pessimistic about the strike, and I feel that a settlement will not be reached until January at the earliest. With the excitement towards football, especially in an area where football is the dominant force, I am confident that we sports fans can move on. But, forgetting baseball simply because it is not being played is not the right course of action. We must remember baseball the way it was this season and the seasons of the '30's, '50's and '80's.

Remembering baseball should include the viewing of Ken Burns' *Baseball* on PBS this September. The documentary will pay tribute to America's pastime told through the eyes and ears of some of baseball's greats. This comes from the director of *The Civil War* so I expect this production will do justice to the game.

I want to, finally, take the opportunity to salute ESPN and TBS for broadcasting some minor league games, including my Scranton-Wilkes Barre Red Barons and the Reading Phillies (the Phillies minor league ball-clubs) and the Omaha Royals on Labor Day weekend. As Omahans, we know that AAA ball is very respectable. I am glad the major league markets got the chance to experience *our* baseball.

Hopefully, baseball will survive when all is said and done. The only question is when will be the next time that a six-year-old will wake up and hear the exciting news of his favorite team the mornings after the games of the World Series. For the fans and America, it must be soon.

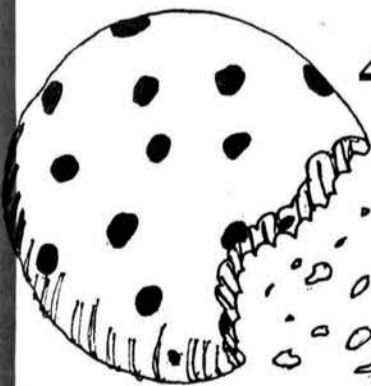
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After the rush An up-close look at Eagle football star Ahman Green

By Mimi Douglas

Ahman Green, senior, attracted a lot of attention when he managed to rush for over 2,000 yards in two years of high school football and was then clocked at 4.36 seconds for the 40-yard dash. "He may be the fastest I-Back in the country," said Central varsity football coach, Mr. Joe McMenamain. According to Coach McMenamain it is the fastest time that a high school player has ever been clocked at. At this time, Ahman is further along than past CHS football greats, Gayle Sayers and Leodis Flowers, were by their senior year, he added.

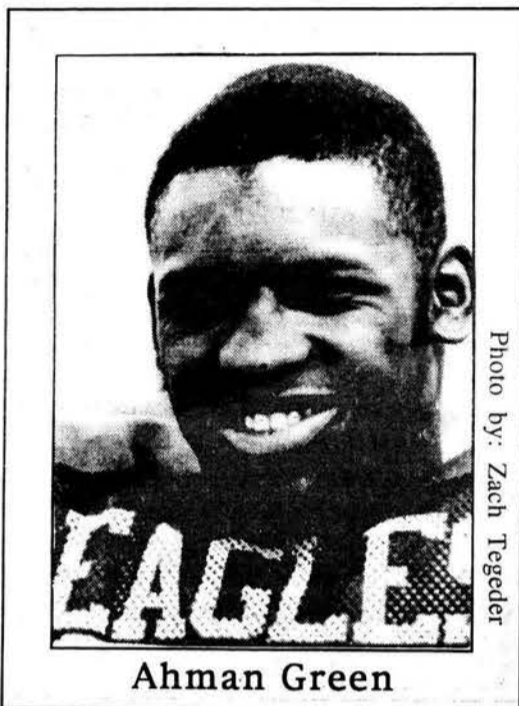
Ahman got his start playing football in a youth organization in Los Angeles with the encouragement of his stepfather. He then came to Omaha and played for North High School for two years, before transferring to Central.

Sophomore year he rushed for over 1,000 yards and then for his junior year he and his mother decided that he should switch to Central, Ahman said. He feels that Central, "helps you prepare for college, academically, [and it helps you] know what to expect [in the next step]." He also feels that, "we have harder practices here," compared to at North, and that we "go more into football here."

Ahman has done a lot to help Central football as well. He interacts well with the other players and "makes the kids feel good [as part of the same team as a whole]," said Coach McMenamain. He has a, "very good work ethic [and is] really modest." He added that somebody watching [practice] wouldn't recognize him as our "star."

The press, on the other hand, has definitely noticed Ahman.

"[They] bother me sometimes,



Ahman Green

Ahman said. "I feel no pressure. If I do feel pressure, I just talk it out with my coach [or with] my mom and dad," he added.

Ahman does not think that all of this attention has affected his personality. He says that "the majority [of people] treat me the same; the same people say 'Hi' to me." He realizes that some people pay more attention to him now, but it doesn't bother him.

Naturally, one of his top goals is to "make it to the pros somewhere," but unlike many other gifted athletes, school comes first. "[I'm] going to get a college degree first, so that I have something to fall back on." Ahman feels that college is "very important," and he wants to major in computer science, although right now he is not sure where he wants to go with it.

Ahman said that he first became interested in computers in junior high where he "messed with computers all the time." He has al-

ways enjoyed playing video games and working with his computer at home.

Coach McMenamain says that he and Ahman met awhile ago and went over possible college options together. He needs to go to a "school that likes to run the ball," said Coach McMenamain. The list of colleges that they compiled includes: Notre Dame, Michigan State, University of Nebraska at Lincoln, Stanford, Pennsylvania State, and Arizona State.

Ahman is not sure which one he wants to attend saying, "They are all my favorites."

Football is definitely Ahman's number one priority now.

the **SPORTS** board

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EAGLES	13	Omaha North	def.
EAGLES	21	EAGLES	
Omaha North	7	EAGLES	def.
Junior Varsity		Papillion LaVista	
Papillion LaVista	42	BOYS' TENNIS	
EAGLES	14	EAGLES	
Reserve		Omaha North	
Papillion LaVista	20	EAGLES	
EAGLES	6	Abraham Lincoln	
Freshman		EAGLES	
Omaha Bryan	36	Papillion LaVista	
EAGLES	6	Creighton Prep	
EAGLES	22	EAGLES	
Creighton Prep	0	EAGLES	104.1
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THE PICKS AND PANS OF 1994

The NFL - A season of change

by Michael Sigmond

National Football League should be hotter than ever this year as the Dallas Cowboys pursue a third straight Super Bowl championship, the Buffalo Bills attempt a miracle recovery from yet another Super Bowl loss and the San Francisco 49ers aim to recapture their 1980's dominance over the league.

The theme of the 1994-95 NFL season can be best described as "a wind of change." Free agency and the salary cap has caused the movement of many star players. In addition, the league has implemented several major rule changes.

Among the rule changes is the inclusion of the two-point conversion, which allows teams to attempt to rush the ball into the end zone from the three-yard line for two points instead of the famous kick which earns only one point. This rule should add plenty of excitement in the fourth quarter as teams now have a better chance of making a last minute comeback.

Rule changes also include moving the line of scrimmage back five yards to give quarterbacks and running backs more time to set up the play. Yet another change is that a missed field goal will result in possession for the kicking team beginning at the line of scrimmage, not the spot of the snap, or line of scrimmage. This rule also improves beginning of play, but discourages long field goal attempts.

This season should be exciting and full of tight races as the NFL's approach. So, here are the Staff's picks and pans for the 1994-1995 NFL Season:

The AFC East appears to be a weak division this season as the Buffalo Bills bring back virtually the same team as last season, the same team that dropped a fourth straight Super Bowl and ages significantly every season. The Bills are still good but not great. The Miami Dolphins are happy to see Marino back, but they have no hope if he re-injures his leg. New England's quarterback Drew Bledsoe should improve this year, but the team is still young. The New York Jets and Indianapolis Colts are perennial losers and this season will be no exception.

1. Buffalo Bills - 9-7
2. Miami Dolphins - 9-7 (Wild Card)
3. New England Patriots - 7-9
4. New York Jets - 6-10
5. Indianapolis Colts - 4-12

The AFC Central is another weak division, but the Pittsburgh Steelers should have a breakout season behind Neil O'Donnell, Barry Foster and Rod Woodson. Houston should be good but losing Warren Moon can only hurt. Cincinnati will improve somewhat as quarterback David Klingler matures. Cleveland will start Vinny Testaverde this season which translates into a long season for Browns fans.

1. Pittsburgh Steelers - 11-5
2. Houston Oilers - 9-7
3. Cleveland Browns - 6-10
4. Cincinnati Bengals - 4-12

The AFC West has never been as strong as it will be this year. Kansas City has a strong offense and a great run defense. The secondary is very weak which may keep them out of the Super Bowl. The Raiders are also very strong with great depth at quarterback. Denver should have their best offensive attack in years, but the defense is lacking. Seattle should improve as quarterback Rick Mirer leads the team. San Diego is bad, and being in such a strong division will make their record much worse.

1. Kansas City Chiefs - 12-4
2. Los Angeles Raiders - 10-6 (Wild Card)
3. Denver Broncos - 10-6 (Wild Card)
4. Seattle Seahawks - 8-8
5. San Diego Chargers - 4-12

The NFC East is a division on the downturn. Dallas is still the best, even without Jimmy Johnson. Philadelphia filled their defensive holes well and has a power-packed offense led by Randall Cunningham, Fred Barnett and Hershel Walker. Arizona was the most active shopper in the free-agent market, grabbing Clyde Simmons and Seth Joyner, two old favorites from new Head Coach Buddy Ryan's days at Philadelphia. New York desperately needs a quarterback following the departure of Phil Simms. Washington continues to rebuild with rookie quarterback Heath Shuler.

1. Dallas Cowboys - 13-3
2. Philadelphia Eagles - 10-6

- (Wild Card)
3. Arizona Cardinals - 8-8
4. New York Giants - 6-10
5. Washington Redskins - 5-11

The NFC Central is the most improved division as Detroit and Minnesota signed big name quarterbacks, Scott Fletcher and Warren Moon, respectively. Green Bay improves each year as quarterback Brett Favre matures each season. Chicago is a team on the decline despite the signing of quarterback Eric Kramer, and Tampa Bay needs maturing time for rookie quarterback Trent Dilfer.

1. Green Bay Packers - 12-4
2. Minnesota Vikings - 11-5 (Wild Card)
3. Detroit Lions - 9-7 (Wild Card)
4. Chicago Bears - 7-9
5. Tampa Bay Bucs - 5-11

Finally, the NFC West will be under complete domination by the San Francisco 49ers who return an unstoppable offense and a significantly improved defense. San Francisco is most definitely the team to beat. New Orleans signed quarterback Jim Everett whose off-season temper tantrum against ESPN2's Jim Rome will continue to be his greatest moment in 1994. The Saints will be very lucky to be an average team at the end. Atlanta is bad with a new coach, needing time to adjust to new coach June Jones and the loss of Deion Sanders. The Rams are even worse after losing starting quarterback T.J. Rubley for the season to injury.

1. San Francisco 49ers - 12-4
2. New Orleans Saints - 7-9
3. Atlanta Falcons - 5-11
4. Los Angeles Rams - 3-13

The NFC conference finals will pit San Francisco against Dallas for the third consecutive season, but unlike before San Francisco will win. In the AFC, the match-up will be Kansas City versus the Pittsburgh Steelers, a rematch of last year's exciting first round playoff game, which Kansas City won in overtime. This should be one of the best playoff games in history, and Kansas City will prove the victor.

The Super Bowl will be a victory for the San Francisco 49ers, a team that will be rewarded for a great offense led by Ricky Watters and Steve Young and a "new look" defense.

the SPORTS quiz

This issue's question:

WHAT FOOTBALL TEAM ORIGINALLY DRAFTED BO JACKSON AS ITS NUMBER ONE PICK?

If you know the answer, please write it down along with your name and homeroom number or address. Place your entry in an envelope marked "Sports Quiz" and deliver it to Room 315 or mail it to Central. A winner will be chosen from a drawing of correct answers received by October 5, 1994. The winner will receive a valuable prize. Limit one entry per person per issue.

Reserve football spikes out its own territory

By Justin Specht

With all the excitement the Varsity Football team brings about at the start of each school year, many Central students tend to forget about the younger reserve teams that practice along side the varsity players everyday.

This year, Central is fortunate enough to have a larger than usual freshman team, giving the team much more depth in case of an extensive number of injuries during the course of the season. Armed with a new coach, Mr. George Pserros, and his game plan which he brings from Norris Junior High School where he taught math in past years, the team started their season September 2 with a 36-6 loss to Bryan.

Despite this opening season setback, the team members think they'll improve and win many of their remaining games.

In addition to the freshman team, Central also has a sophomore football team that plays their games every Thursday after-

noon as opposed to Friday afternoon, which is when the freshmen play. The team would like to improve on last year's 0-8 record, and no one would like to change this more than six-year head coach Mr. Steve Eubanks.

"We've got a great core of kids here, and they work extremely hard," Mr. Eubanks said. "We just haven't come together yet, but I think time will take care of that for us."

Mr. Eubanks said that he believes his specialty players, such as his backs and receivers, are quite talented. "I'm really pleased with our linemen because even though they don't appear to be very big and strong as a whole, they really know how to block which is their primary job," he said.

In both scenarios, the coaches would like to have kept some of their better players that were moved up to the varsity, but it is the function of reserve teams to prepare players for the varsity team.

the SPORTS poll

Central students rank football coverage by major networks

- ESPN
- ABC
- NBC
- 4. FOX
- 5. TNT

Females and males both chose ESPN as their most preferred network for college and/or professional football coverage. Females picked NBC as their second most popular coverage, while males chose ABC second.

ESPN2 has been added by Douglas County Cablevision, but Cox Cable Omaha, has no plans to add the channel.

How much would you like to see ESPN2 in Omaha?

- Very much.....35%
- Somewhat.....29%
- Not at all.....36%

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Eagle football cruises over Vikings, stand at 1-1

By Michael Sigmond

"On paper, this team looks like it could possibly be the best I have ever had," said Head Football Coach Joe McMenemy at the start of the season. After two games, the fifth-ranked Eagles appear to be strong despite a home opener loss to Omaha Burke 14-13.

Coach McMenemy remains concerned about the his team this year because of recent injuries to starters of the offensive line. He also is yet to see what real production can come from senior starting quarterback Jono Bradford, who he called "inexperienced."

Central defeated Omaha North in its second game, winning 21-7 behind two touchdown runs by senior I-back Damion Morrow and seven tackles by junior linebacker Parnell Walton.

The game stood deadlocked in a scoreless tie at halftime. "We didn't have any rhythm at all and I was very concerned," said Coach McMenemy.

Senior I-back Ahman Green scored the first Central touchdown with a 64 yard rush giving the Eagles a 7-0 lead with 9:19 left in the third quarter after senior kicker and flanker Dominic Digiacoia kicked the extra point.

The game was not over as less than two minutes later North senior running back Jarvis Young broke through the defensive line for runs of 25 and 47 yards, the latter resulting in a touchdown. After a successful extra point by junior kicker Nate Neville, the score stood at 7-7.

After a long drive,

Damion scored his first touchdown on a 19 yard rush, and with the extra point by Dominic, Central once again held a touchdown lead with 1:25 left in the third quarter.

Central would regain possession, but Ahman fumbled on the Central 35 yard line leaving North with excellent and the chance to tie.

two yard run giving the Eagles a 7-6 lead.

Central would fall behind again as Burke's senior quarterback Ben Titus completed an 80 yard pass to senior Matt Clure with 7:06 remaining in the third quarter. Ben then ran the ball in for a two-point conversion giving Burke a 14-7 lead.

Burke threatened to score again when Ben ran 25 yards to the Central 30 yard line early in the fourth quarter, but junior linebacker Ramon Johnson hurried Ben into an incomplete pass keeping Central in the game. "I'm just striving for all-state," Ramon said after registering 12 tackles. Coach McMenemy felt "the defense played real well" despite the loss.

On Central's next drive, senior fullback Tony Hudson ran for 80 yards to score the second touchdown, but Dominic's extra-point was blocked leaving the Eagles trailing by one with 7:06 to go in the game.

Central's defense forced Burke to punt with 3:23 left, and the offense began the final attempt at a win from their own 35 yard line. Central was 11 yards from the clock. A timeout was called to discuss the options, but Coach McMenemy told his quarterback to go for the end zone.

"As I released the ball, I felt it slip out of my hands. I knew at that point that I had thrown short," said Jono. "On film it was pass interference," Jono continued, "unfortunately, no referee is going to call interference on a play like that."



Photo by Zach Tegeder

I-Back Damion Morrow darts for the end zone against North.

North turned the ball over to Central on downs. The following drive led to Damion's second touchdown of the night, giving the Eagles their first win 21-7.

"We improved a lot tonight," Damion said following the victory.

The season opener against Burke had a much different tone as Central had the opportunity to win the game with ten seconds remaining, but Jono's pass was intercepted by Burke senior Paul Kosel.

Paul also kicked his second field goal of the game from 55 yards, breaking the state record, with 4:29 left in the second quarter.

Central's first touchdown came with only 40 seconds left in the first half as Damion scored on a

Much added about CH Astroturf

By Justin Specht

Turf burns, twisted ankles, and heat fatigue take their toll on Central football players every August, often as a result of practicing on astroturf rather than grass.

Astroturf has gained much notoriety in past years due to its helping those who play on it run, cut and plant quicker and faster than on grass. In addition, most professional and college teams play on it. However, its fame is wearing thin with many sports organizations, at all levels, across the country.

Here at Central, the turf issue tends to flow from side to side, though most students and faculty agree that the turf is not healthy for any of the athletes who play on it. This season especially, the Central football team has had an unusual number of knee injuries. However, not all knee injuries are a result of playing on astroturf. "None of the injuries suffered by three of our starting varsity players are related to the turf here at Central," said Mr. Joe McMenemy, Eagles head coach.

Damion Morrow, senior running back, suffered a minor knee injury when forced to the bottom of a pile-up during an early season practice. Senior lineman Larry Lathan suffered a torn ACL (Anterior Cruciate Ligament) in one of his knees while simply running in a straight line during an early season practice. "Larry's injury was a strange one because usually when a player suffers a knee injury while running, it's because the player planted or cut too quickly on the turf," Coach McMenemy said.

Senior linebacker Brian Walter locked knees with another Central player in the annual

Purple vs. White football game. The game was played at Stadium on a grass surface. Coach McMenemy would not say that since the eleven years old, a player is less likely to suffer a knee injury than if the player is newer. "Seeing as how the turf is so worn down and old, it is harder to cut and plant on it. It would be if we had a newer turf like North or Benson. The turf really helps us out in terms of the wear and tear on the knees. The zation of practices because out quickly if it rains or snows."

Because of the problems astroturf causes, professional and college teams are making the switch back to traditional grass surface.

One such organization is the Kansas City Chiefs of the National Football League. Chiefs' head coach Dick Vermeil was becoming increasingly frustrated with the number of injuries suffered by his players over the past couple of years and therefore, pushed for the Kansas City front office to agree to install the new turf at Arrowhead Stadium, the City Chiefs' home stadium.

Mr. Ted Whalen, trainer at Central, stated that in the past year since he has been out here, he has seen a significant number of football players suffer knee injuries. "I'm against astroturf in general, especially here at Central because it's softer and more shock absorbent than natural grass. An athlete's whole body, not just legs and knees."

Dr. G.E. Moller, a physical therapist, said that he thinks the turf is satisfactory for the time being.

New girls' basketball coach: Meet Mr. Dave Felici

By Marcus Woodworth

This year brings a lot of new faces: freshman, sophomores, and new teachers. One of these new faces is in the physical education department. Mr. Dave Felici has been hired to be gym teacher and head coach for the girls' varsity basketball team.

Coach Felici was hired as a replacement gym teacher for Mr. Steve Peterson. Coach Peterson is currently boys' head coach at Northwest High School. Prior to working at Central, Mr. Peterson coached for seventeen years. He was sorry to leave Central, but when the opportunity to head coach boys' basketball at Northwest presented itself, he jumped at it. Mr. Peterson said he is happy with the people at Northwest and enjoys the atmosphere. "I'm looking forward to the new season at Northwest."

Coach Peterson hopes his team does well and would like to see them make it to state.

The new face at Central, Coach Felici, actually is not a new face at all. Coach Felici is a Central graduate of 1979. Coach Felici brings with him a wealth of basketball experience. He was a varsity basketball player while attending Central. After graduating, he played basketball at the University of Nebraska at Omaha. He has had nine years of junior varsity basketball coaching experience in Omaha Public Schools. He has coached at such schools as North, Northwest, and Lewis and Clark. He even was an assistant coach at U.N.O. for one year. He is also the president of the Metro Basketball Coaches Association. This will be his fourth year as president. Coach Felici said, "I look forward to the opportunity and challenge to coach and teach at a school with such a rich tradition in academics and athletics."

Coach Felici also said that he likes the coaches and students at Central. His goals are to try to win more than one game. "I know it will be a hard work and fun!, and I can't wait to get started," said Coach Felici. Senior Chuck Walton said "Coach Peterson is the best coach I've ever had. He is one of the few people I know who truly understands the game of basketball. However, a feeling of gain came with the addition of Coach Felici. Coach Felici will bring a new physical education classes to Central. He did at Northwest. Coach Felici will instruct weight training and individualized sports and team sports."

Coach Felici will bring a new physical education classes to Central. He did at Northwest. Coach Felici will instruct weight training and individualized sports and team sports."

Departments

SPORTS quiz
Page 15

SPORTS board
Page 14

SPORTS poll
Page 15