

Omaha Central High School From the Heart of Downtown Omaha

Violent Femmes, 311 headline Edgefest '95

By Jen Houlden

Edgefest had a roll call of some of the most popular bands in the city, including the famous Violent Femmes. The concertgoers seemed very interested in the bands about to play, especially hometown favorite 311. As interested in the concert as they were, many of the attendants were dissatisfied with the promoters and security of the concert.

"The Violent Femmes changed the way I look at music. I can't believe I'm actually going to see them in concert. Its security has really got to be thought," said Barry Evans, former Central student.

Others seemed to echo the feeling of discontent with the concert's organization.

"This is worse than anything I've ever been to! I'm leaving," Cassie McElroy, former junior, said as she got walking towards the exit.

"I can't take this anymore," Cassie continued, "It's like the new world order or something, we're all going to die. They're going to bomb us. I really want to stay to see the Violent Femmes, but it's so corporate."

There were also many totally devoted and supportive fans at the concert.

Ian Johnson, junior at Burke High School, was one of the people devoted to each and every band. He came out in the throng of people sweaty and mumbling.

"I have eaten a pound and a half of dirt," he said cough-

ing. "But I'm going back in."

Over 16,230 people attended the all day festival on Saturday September 9. Shovelhead, Urge, Phunk Junkeez, The

Nixons, 311, Violent Femmes, Heroes and Villains, Secret Skin and God Lives Under Water played the concert. Edgefest was the largest concert to occur in the metro area since

July 2, 1979 when the Beach Boys played for a crowd of 24,931. The gates at Ak Sar Ben opened at noon, and approximately 7,000 people had filled up the fenced off parking lot by one o'clock that afternoon.

The show started off with the lesser known bands like Secret Skin, Urge, Phunk Junkeez, Heroes and Villains and Shovelhead playing through the afternoon. Heroes and Villains and Secret Skin, along with headlining 311, are all bands from the local scene.

Most people present for the early show were more concerned with the purchasing of tickets for greasy pizza, limp hot dogs, and crumbly cookies that were available for consumption than the concert that was. Most people seemed more irritated with the noise than into the band. You had to buy tickets for everything. Tickets cost one dollar a piece, and the price list for consumables was as follows to the right.

In case one doesn't smoke, five dollars is extremely high for a pack of cigarettes, and paying a dollar for a cup of water is absolutely ridiculous. Overpriced was definitely a word that came out of many peoples mouths that day.

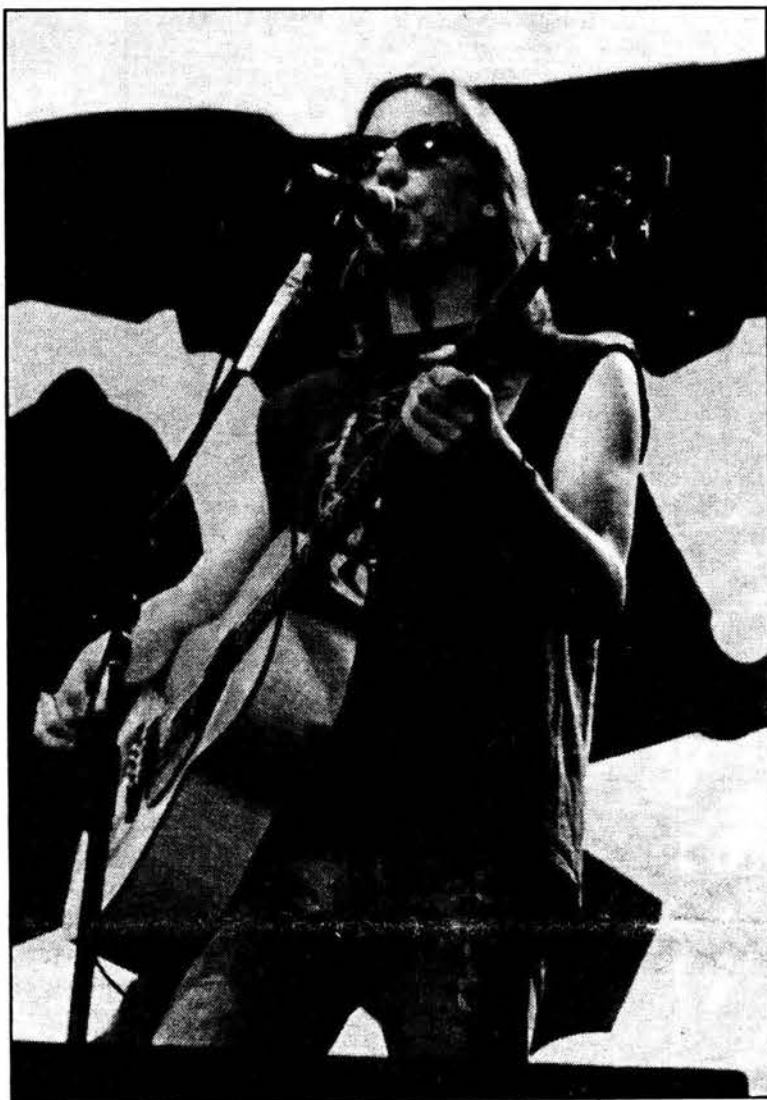
Many of the people that came early on in the show were subject to more than just overpriced food, cigarettes and dirty mouths. After a few hours at Edgefest, many people felt the need to communicate with the outside world, whether it was their parents, friends or employers. Unfortunately, unless one carries a cellular phone at all times, Edgefest was completely disconnected from the rest of the city. There were no pay phones available inside the perimeter of the concert area, no security guards with cellular phones, and if you wanted to venture outside the fencing to use the phone, it had to be an emergency, and you would not be readmitted.

There were many comments that people would be getting grounded by their parents and fired by their employers if they didn't use the phone soon, but to no avail.

It seemed like everything was going for inflated prices, and for the corporate set up of the concert, it was absolutely unnecessary. The going price for a phone call on someone's cellular phone was ten dollars by the early afternoon.

The corporate organization of the concert was also offensive to many of the attendants. Angie Dappan, Westside senior, commented that it felt a business venture for the sponsor, instead of entertainment for the crowd.

Pizza	3 tickets
Buffalo Wings	4 tickets
Hot Dogs	2 tickets
Popcorn	1 ticket
Cookies	2/1 ticket
Pretzels	2 tickets
Water	1 ticket
Cigarettes	5 tickets



Lei Brown

Violent Femmes guitarist Brian Ritchie sings back up vocals. For one song, he pulled out a long, wooden, tube-like instrument called the diggily doo. The deep bass sound echoed throughout Ak Sar Ben's field.

Radio personality samples Central's hot air

Beth Katz

In the midst of an elaborate controversy concerning students attending non-air conditioned schools during ninety degree heat, sits Tom Becka.

Mr. Becka sits, in fact, in his air conditioned office at KFAB, where he conducts his talk show which runs daily from nine to noon, and has many times discussed the issue with a variety of people who are in to voice their views.

Mr. Becka responded by accusing the Central student body of being "wimps" in the heat, which at

times allows the heat index to soar past the hundred mark. Mr. Becka was given an opportunity to tour Central, along with sixth other officials affiliated with Omaha Public Schools, during one of the days when the heat was forecasted to exceed ninety degrees. He accepted.

Originally, the visit was scheduled for Thursday, August 24, at 12:10 p.m. in Vickie Anderson's Spanish room, room 127. However, due to traffic, the tour did not begin until 12:40 p.m., after Mrs. Anderson's class had finished.

Therefore, the tour, led by Dr. Thompson, trekked up three flights of stairs to the cafeteria, stopping along the way to observe several study halls and science room 339.

The visitors were also offered the opportunity to sample the warm water from the drinking fountains, in order to show the main option Central students have to stay refreshed.

Once in the cafeteria, the panel, led by Omaha Public Schools school board member Kathleen McCallister, debated the issue of non-air conditioned schools. Meanwhile, outside the temperature only

registered at 87°. Mrs. McCallister, who invited Mr. Becka to tour Central, and who favors heat days in the event of immense heat, voiced her views on the effect the heat has on a student's ability to learn. "I think it affects the ability to concentrate. This building can become nauseatingly hot."

"How you react is in your mind," Mr. Becka argued. "I think a lot of it is the attitudes of the students."

Carolyn L. Grice, President of the Omaha Educational Association, raised a point that students are not used to being in a non-air conditioned building since air conditioning is no longer considered a luxury, but that virtually everyone has it.

A well disputed aspect was the decision of starting school weeks before Labor Day. Though the calendar board, comprised of faculty, parents and students, creates the school calendar, most people blame the school board for flaws in the schedule. The early start in the 1995-1996 school year can be attributed to an effort to end the semester before winter break.

Ms. Grice cited that many of the teachers felt it was pointless to end the semester after winter break since they ended up having to re-teach material anyway.

Throughout the course of the discussion, the question which continually surfaced was to what extent does the heat effect a student's performance both mentally and physically. Though no answer to this question was established, the panel offered a variety of factors and objections.

Returning to his air-conditioned office, Mr. Becka maintained that Central students should be able to withstand the heat.



Lei Brown

Too hot to handle: KFAB talk show host Tom Becka sweats in Central's cafeteria.

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in entertainment.
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Coach Stan remembers his NFL days.

Magnet schools disrupt educational equality

Currently among Omaha Public senior high schools, it is undeniable that they all have their own unique specialty. When students choose a high school, they take into account first what the school can offer them. Uniqueness among schools should not stop them from being equal. Every public school should be as equal as another.

However, when taking a close look at the OPS budget, it seems that some schools are more equal than others. In the current budget, some select schools called magnet schools receive more money for technology, building renovations and other learning tools.

The original purpose was so that the population among the OPS schools would be spread evenly across the city. It seems they felt that extra money used to enhance schools with low population would be more appealing to students from different parts of the city.

Though the schools did attract more students, the magnetic force was more on the taxpayer's pocket books than anything else. Education is very expensive. A lot of that expense goes toward technology in classrooms. For today's student, a computer is as valuable as a textbook. The taxpayer's hard earned money should not be spent so that only a small percentage of OPS students benefit from top-notch technology while the other students are told to just make do.

During the 1993-1994 school year, \$11 was spent per student for pupil use technology at Central. \$15 per student was spent at North High school and an unbelievable \$24 was spent per student at South High. North and South High are the two high school magnets. To illustrate further, Central has 150 computers for student use. This is dwarfed by North's 550 and South's 362.

As a public high school, Central, along with the other non-magnets, should be able to offer its students as much opportunity as any other school. Technology is becoming more and more important in today's society. In a public school system it is simply wrong not to offer the same advantages to every single student in the system, instead of only a select few.

It goes without saying that the purpose of a public school system should be to provide a quality education for every single one of its students regardless of race, location or economic situation.

Magnet schools, as they are now, go against this philosophy. It is time to call on OPS to re-evaluate the current system. The education of all of OPS's students is more important than population statistics.

With the correct changes, individual schools could maintain a unique identity without jeopardizing equality in funding and technology.

These changes need to be made now. Because the best statistic that any OPS official could ever receive is one that reports equality, fairness and excellence in every public school.

Student responsibility needed for Internet use

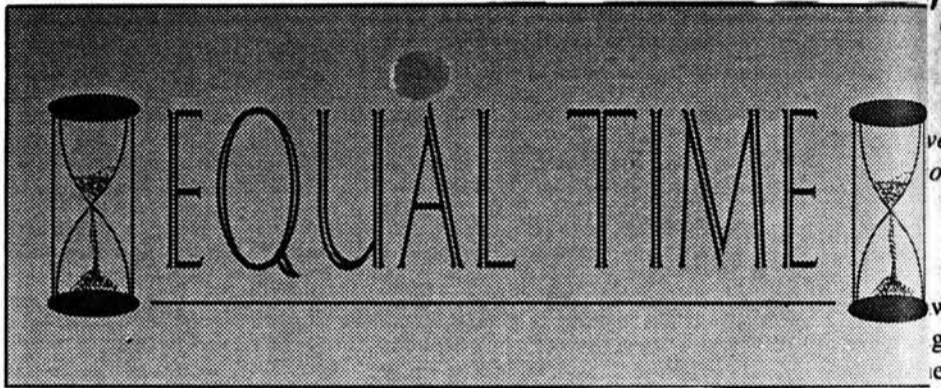
In the 1990s, technology has effectively taken control of our society. Wherever one looks, computers are dominant. By using these little boxes of power, one person is able to run an entire company. When the computer is connected to the Internet, the opportunities are endless.

In laymen's terms, the Internet is a huge, world-wide, loosely regulated informational source. Once a person gets on-line, he can find information on anything imaginable. Because of the incredible possibilities the Internet provides, it is a priceless asset to schools. In a matter of minutes a student has access to information from other countries and cultures across the globe. This idea is soon to become a reality in all Omaha Public Schools. Each of the OPS high schools is expected to have Internet connections by the beginning of September.

Administrators are taking a risk in allowing the Internet into the school system, considering the accessibility of pornography. Despite this risk, they have shown trust in the student body by allowing this amazing tool to be used in our schools. It is now up to the students to prove themselves responsible enough to use the Internet correctly and not abuse the privilege.

After the Internet is connected to Central's computers, only machines that teachers can monitor will be accessible to the Internet. Since only teachers and administrators will be able to get on-line, they will be directly responsible for the actions of any student allowed on the Net. Out of the 250 Internet connections that Central will have, approximately 20 computers will be available for student use.

If students are ever to gain free use of the Internet at school they must first demonstrate they can be trusted from the start while on-line.



Lisa Peterson



Crystal Rhoades



Will President Clinton's new teen smoking laws prove effective?

President Clinton has recently introduced a 20 million dollar plan to help reduce teen-age smoking. I think he has proposed some good ideas, but in the past, similar plans have failed. For example, within the last fifteen years, government officials have encouraged teens to reverse the increasing smoking trend. They've embraced campaigns utilizing billboards, commercials, and public speakers as promotional devices to discourage the habit of smoking in American teenagers. Never the less, the number of teen-age smokers has increased by 30%.

By simply adding to the funds appropriated for this cause, we will be continuing with an attack strategy that does not work. We do not need to ask Nebraskans to give more money to a fund being used in the wrong way.

Instead, we need to change our strategy and find a better way to convince teenagers that smoking deteriorates their health and undermines their moral values.

The public needs to consider the possibility that Clinton may fail to follow through with his proposal.

According to an editorial brief in a recent issue of *The Omaha World Herald*, "Trying to combat teen-age smoking is a safe, popular issue for a troubled president to embrace." In other words, this plan is Clinton's pre-election year attack against teen-age smoking habits. It is simply a way of trying to convince American voters that he deserves their support.

I think the morals behind President Clinton's proposals are positive, but will not be effective when passed into law.

I believe this because the young Americans of this country think for themselves. They are not influenced by minor changes. The people of this country are going to see through this obvious political ploy.

President Clinton's program to prevent teen smoking is one of the most positive things our president has supported. It will educate teens and encourage them to stay away from tobacco.

By doing this, we as a society may be saving thousands of lives and millions of dollars in health care costs. The institution of this program will spare teens from a myriad of problems. Youths will no longer be burdened with worrying about the effects of this disgusting habit. They won't have yellow teeth, a smoker's cough or emphysema to cope with as adults.

Such a program will also eliminate the hassle of trying to quit. Many people begin smoking at an early age, not knowing or fully understanding the consequences of smoking. They become addicted and then find it almost impossible to quit.

In addition, today's teens can benefit from a positive adult role model. Too many teens start smoking because of peer pressure. Since smoking takes years to kill, the problem sometimes goes ignored. However, it is obvious that our president cares about America's young people.

This is exactly what the teens of this country need, someone who cares. Many teen problems such as smoking are ignored. Tobacco companies have suffered many losses over the years and a large chunk of their market is young people. Someone needs to stand up to these businesses. Teens don't have the power to speak out and be heard on the issue. They must rely on policy makers such as President Clinton to look out for their best interests.

The restrictions that President Clinton has proposed could prevent thousands of teens from smoking, thus eliminating horrible side effects. The benefits of this kind of program are limitless. President Clinton should be applauded for his effort to help the teens of this country.

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"Days gone by..."

Long Ago, in the days gone by... remember, you and I singing songs that will never die..."
 Long Ago, NU Alumni

Graduation. Only nine months away, it looms before me. The image trapped within my gaze continues to mystify me. A gateway? A beginning? An end? Damned if I know. Yet there it remains, taunting and teasing; exciting and yet intimidating.

It's hard to believe three years have passed. Three years and what have I done? Have I vaulted myself into enough AP classes or gained enough interest from colleges? I gave up in the quest for a 4-point umpteen million g.p.a. long ago. No matter how many honors classes you take, someone always seems to top you.

I can't sing, I can't play an instrument, and I was sub-par at sports. I missed the cut in road show, I won't even make a 4.0 (God forbid!), and it is rare that I find my name in the morning announce-



"...Long Ago and Far Away..."

by T.S. Burtice

ments. Have I done all that I could do? Have I been all that I could be? Three years of my life are gone, and what do I have to show for it?

Eclipsing the bright sun stands the school, it's stone stairs rolling down to me. A bit of sweat rolls down my cheek and I try to coax a smile out of my face to cover the glassy, trembling look of trepidation. I do my best to don somewhat of a bravado-like-expression as I step forward. Half hobbling, half staggering I trudge on to that ever growing uncertainty that we call a future. Close enough to instill fear, and yet far enough away for me to truly agonize in my childish palpitations and wincing.

But there is 'nothing to fear but fear itself.' I mean, I have my whole life in front of me, right? The regular American dream of meandering through college, ending up in some job I'll never enjoy, finding myself married to some woman I don't really know, having three rebellious kids, getting a divorce, losing my hair, relating to Woody Allen flicks and living out the rest of my days paying off alimony and the mortgage. Did I forget anything? Is life really so bleak?

Why is it I do not allow myself to be content then? Is it really because I view my past as a failure? Were those years truly so empty? My mind, forever in flux, drifts back once again... drifts back to those years that seem so hazy now.

...A smile is shared by a friend passing by with the occasional 'Hey,

how's it going?' Fleeting images of people come and gone, and friendships just now being built. I'm forced to smile once again at the thought of that 10th hour trig class, or those Friday night basketball games...

Maybe I'm just viewing it all wrong. If nothing else I have gained knowledge over the past three years, right? Still, I can't seem to find contentment. Sometimes I even envy those simpler companions of mine who are content with such trivialities as new shoes or a plate of nachos. Who knows? My future is not set. Am I more scared by the thought of a future less than perfect, or the idea that I don't have any control of my future?

...Flickering images of Fenwicks, Cliff Notes, cast parties, and smuggled food at lunch continue to dance by until-

Bbrrriinnng! The bell... I bet they expect me to show up to class now. Globes of faces stream past me in the hall ways as my mind shifts focus to the year ahead. Yep, another year of books, and bells; friends and finals; people and parties. A whole other year just waiting to be filled up with new memories and new dreams for tomorrow.

The future definitely isn't clear, and sometimes even the past seems out of focus. And yet, if it isn't my past, and it isn't my future, then what is it? Maybe I just can't allow myself to be content. Who knows? That may be the only thing that keeps me going. All I know is that I

can't afford to lose sight of the day in front of me. Not when I'm this close to reaching my goals. If I don't live in today, then I'm not really living. Focusing solely on the day, the journey ahead of me, I find myself soothed by Paul McCartney's almost intoxicating 'wishful words of wisdom'. *'There will be an answer, let it be...'*

Books slung beside me I begin my trek up the stairs. Who knows where they'll lead me? Douglas Adams once wrote, "it had never occurred to him that the Universe was something that you could actually fit into." I find my annoyingly familiar half-cocked grin slapped across my face once again. It had never occurred to me that school was something that you could actually fit into. I just try to keep my chin up, and the sky's the limit...

Still, there's a part of me that's just not here. Some portion of me is home, reminiscing, sprawled out on my couch with a deliciously enthralling book in hand, the scent of China Mist incense leads me in. My eyes adjust to the candle light and I drift off into the unknown, riding upon rhythmic waves of poetry.

Slowly, and softly I laugh at the truth, the bitter irony in those words as Meat Loaf rattles off those liquid lyrics of Jim Steinman's. *'There was a time when nothing really mattered. There was a time when there was nothing that I didn't know. There was a time when I knew just what I was living for. There was a time, and it was so long ago...'*

Your letter could be Here!

Write Your Editor

Send letters of opinion to room 315 or drop them in the box in the courtyard.

It is the policy of *The Register* not to print unsigned letters.

Register

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From the Heart of Downtown Omaha

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Register YOUR Opinions

Do you think that non-academic classes should be offered for honors credit?

yes-73% 110 students polled no-27%



"Colleges look at your G.P.A. and regular classes bring your G.P.A. down."
 --Sarah Dewitt, senior

"No, they should just be electives."
 --Mike Gutierrez, junior



"Yes, because you are still putting a lot of effort into those classes."
 --Aggie Davis, sophomore

Principal retires after 27 years of service



LeI Brown

"Central has changed a lot since I first came here," said Dr. Moller.

By Carrie Parrott

Dr. Gaylord Moller was principal of Central High School for 27 years. He announced his retirement shortly after end of the 1994-95 school year.

"My goal was to work until I was 65, then retire," he said. "I reached my goal, so I retired."

Dr. Moller, who has a doctorate in educational administration from the University of Nebraska at Lincoln, came to Central as an assistant principal in 1963 after teaching

various subjects for four years at a small school in Valentine, Neb. After five years as an assistant principal, he was interviewed and accepted for the job of principal of Central High School.

Dr. Moller plans many activities for his retirement. He recently returned from a three week vacation to the western United States and began taking classes at UNO on Aug. 31. He will soon begin piano and guitar lessons and is joining a computer club in order to become more computer literate.

When asked what he would miss most about Central, Dr. Moller said that he will miss "the wonderful people. There are some superb students and faculty members at Central."

"Teachers at Central develop a real loyalty to the school," said Dr. Moller. "It really means something to them. Many of Central's teachers could very competently be teaching at the college level."

Another aspect of Central that Dr. Moller said he would miss is "the many activities that are naturally a part of school, such as athletic

and fine arts activities. It always gave me a genuine feeling of pride to know that I played a very minor part in those activities."

Many changes in Central's physical structure occurred during the years Dr. Moller was principal.

"When I came to Central, we had no student parking lot, a 'postage stamp size' activities field, the soil was gravel, rock and glass and the teacher lot was inadequate. Facilities were minimal, and most sports teams had to practice at other schools," Dr. Moller said.

"Then, 10-12 years ago, we completed an over \$10 million renovation. We upgraded the electric wiring, renovated the courtyard, got new stairs, got a new heating system, had a new activities field built and got new carpeting."

Dr. Moller said students have also changed greatly since he first came to Central.

"I began teaching during an era when administrators and teachers made decisions without consulting students and parents at all because they felt that the decisions they made were sound. Kids back then accepted what rules were made. Authority wasn't questioned. This was a nationwide trend in education."

Dr. Moller said that authority began to be questioned during the time of the Vietnam war.

"During what I call the 'student activism days,' students began to ask why they had to accept administrators decisions. We were forced to take students and parents more into

consideration. It's much tougher to be an administrator now than it was when authority wasn't challenged."

Dr. Moller said he faced various hardships throughout his years at Central. One of the most serious problems, according to Dr. Moller, was lack of computers.

"Computers are so important in schools today," he said. "Computers in education today are what textbooks were 100 years ago. We cannot teach a successful program without them."

Dr. Moller said for years, the OPS school board refused to allot Central enough money for adequate computer technology, so the people of Central were forced to find money themselves.

"We solicited money, applied for grants, did fundraisers, everything we could do to come up with money to purchase computers. The great amount of computer equipment that Central has today is the result of various private sources, not taxpayer dollars," he said.

Another problem which increased during Dr. Moller's years at Central is violence in schools.

"Today, there are many more fights in schools," he said. "These fights are more vicious and are harder to stop. Violence is a societal problem that is very frightening. I don't know what will reverse this problem."

Dr. Moller said that he will probably come back to visit Central later on in the school year.

"I don't want to seem like I'm looking over the staff's shoulders," he said. "I am planning to go to a few Central football games."

Friendship between downtown and Central soars

By T. J. Brumfield

Representatives from Central High School unveiled a new school-to-career program during an Aug. 15 press conference.

This program, entitled SOAR, was a year in the making. It was made possible by a federal grant to the Omaha Job Clearinghouse. This grant was one of fifteen grants given out under the new School to Work Opportunities Act (STWOA) of 1994. President Clinton said the program is intended to develop a national network of school to work programs that will "provide a better education for young people as they progress from school to a first job in a high skill, high wage career and to further education or training."

Mrs. Vicki Wiles, marketing teacher, defines SOAR as an "alliance between the Omaha business community and Central High School that started, and developed through Downtown Omaha Incorporated." Downtown Omaha Incorporated, or DOI, is a busi-

ness merchant association of over 150 downtown businesses.

The name SOAR, which stands for Students, Opportunities, Achievements, Rewards, was developed by a Central High student last year to signify the importance and involvement of the Central Eagles in downtown Omaha.

Yet, Central is only one of several partners in SOAR. Initial partners include Downtown Omaha Incorporated and many other Omaha organizations and businesses.

In the past two years, pilot SOAR programs at Central have initiated and completed over 3,000 student contacts while providing school to career services to over 600 young people.

But these were not the only catalysts that sparked the new program. In October of 1993, 26 Central students were arrested for jaywalking. This led to the creation of a Central High/DOI Jaywalking Task Force.

The Downtown YMCA also responded by showing interest in Central High as its downtown neighbor. They are currently sponsoring Youthnet, "a place for safe haven and positive after school activities," said Tim Clark, a YMCA representative and Youthnet director.

Youthnet plans to provide after school homework help, exercise classes and Saturday teen nights with dances, movies and open swimming.

Yet, Clark does not believe that SOAR is a response to negative actions, referring to it as "a unique situation."

Youthnet is just one of several programs local businesses will offer.

Manpower International is continuing to offer their 11th hour Business/Marketing software class, and other businesses are offering paid and unpaid internships, externships, career shadowing, comprehensive competency based guidance, career modeling, speakers,

tutors, business tours, skill training and time jobs.

Goals for this year include:

- integrate the SOAR program components into all Central High curriculum and
- work to organize a team of Central High teachers, counselors and administrators to further develop a School-to-Career system at Central
- impact a minimum of 800 students with career awareness/exploration activities
- add a minimum of 10 downtown businesses, community, parent, and social agency partners
- provide a SOAR program in service to all Central students, faculty, and parents.
- develop a SOAR School-to-Career portfolio for 400 Central freshmen
- develop a career shadowing program for all freshmen by second semester
- increase the number of First National internships from 15 to 25.

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Student activity ticket price raised

The price of student activity tickets and the cost of student activities rose this year for the first time in fifteen years.

The price increase is the result of a recommendation made by the 16 athletic directors in the metro conference. The conference schedules many of the inter-school activities, like athletic events, that take place throughout the year. The directors voted to raise

prices to protect the budget from expected cuts, explained, Mr. Paul Pennington, athletic director and assistant principal at Central.

The price of student activity tickets, commonly known as SA tickets, increased \$5. The price of student activities, such as admission to athletic events, rose \$1. Despite the increase Mr. Pennington expects between 1000 and 1200 SA tickets will be sold.

Titian club for red-headed girls only!

The year: 1922. The place: 124 N. 20th St. The music director at the time, Irene Jensen, admires red-heads and decides to begin a club. The name: The Titian Club.

It's true! Throughout the 20's and 30's there was a club designed exclusively for red-haired girls! Clubmembers had their own homeroom, and members had the privilege of being ushers for plays, concerts and assemblies.

Irene Jensen began the club in 1922 when

Bertha Weintrob, charter member, was a junior.

Her sister, Helen Jacobson-Speier, joined eight years later when the club was already well-respected and established.

By the time I started at Central," said Helen, "it was just a routine thing. I never really questioned the idea."

The group took its name from the French artist, Titian, who was known for his paintings of red-haired women.

Band funds eliminated

The 1995-1996 school year budget passed by the school board includes a reduction in band funds.

This eliminates funds for band camp. The Central High Music Department relies heavily on funds by OPS rather than fundraising for band camp.

Mr. Pete Wilger, the director of music at Central, said, "To me, the band doesn't have the funds to compete. If funding doesn't exist, what can we do?"

Funds are needed to improve music equipment and to purchase music sheets and flags. The reduction of funds limits the band's ability to competing only in marching band competitions.

"It seems that we continue to have more fundraising, and the students in band are limited to how much they can raise. They just don't have the support," he said.

According to Ms. Molly Moriarty, a

marching band assistant, a basic band uniform costs about \$500.

"The band is a bad place to do anything. We need the money to have a decent band," Ms. Moriarty said.

Band camp is usually held at Peru State College. Now, with no money, the CHS band will have to probably end its tradition going to Peru. The marching band will then have to raise funds or hire individuals that work independently with the marching band.

"Just don't cut the arts, the arts should not be the first to cut," Ms. Moriarty said.

Mrs. Shirley Tyree, a member of the board of education, said, "Band Camp leadership experience, but you have to stand and stop to see where certain activities be partially funded. Now there are hundreds of activities which have to be funded. What do you draw the line?"



Charles Williams, Central security guard, retires

By Stacey Cody
As the 1995-96 school year says hello to students, Central says good-bye to one of its favorite security guards. Charles Williams, who has been at Central only three years, attended his last day on Monday, Aug. 21.

When asked about his departure, Charles Williams said, "I love these kids, they're fantastic," he said. "When I was forced with the choice of staying or leaving, they were the major factor. It made my decision three times as hard."

"Charles is great," said Jenette Kyte, senior. "He always made me laugh, and he made sure that if anybody had a problem, they could talk to him anytime." Mr. Williams has left his post at Central and moved to a management/marketing position with Rocky Mountain Distributor. "I feel this position will offer me a lot of advancement in the business world," he said. "Also, I am currently trying to attain a degree in teaching, and this new job will allow me more time to study and attend night school."

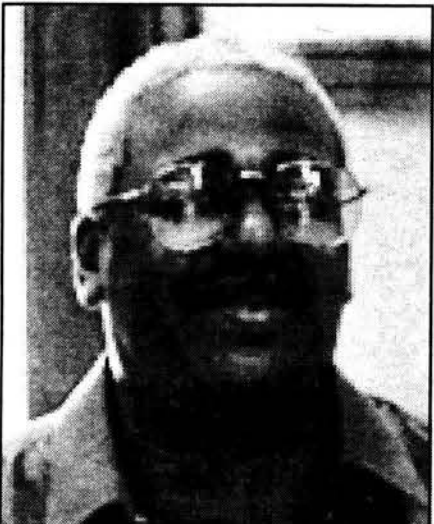
As he explained his position, students of all ages and grades began to mill around him. Some began to banter with him about his decision to leave. Others simply shook their heads. But all of them stayed close. "Charles is a really nice guy," said Jarod Anderson, senior. "He's funny and helped make things run a lot smoother. I felt like knowing he was around."

The students will obviously miss him, and Mr. Williams will miss them all just as much. "I love these kids, they're fantastic," he said. "When I was forced with the choice of staying or leaving, they were the major factor. It made my decision three times as hard."

"Charles is great," said Jenette Kyte, senior. "He always made me laugh, and he made sure that if anybody had a problem, they could talk to him anytime." Mr. Williams' departure raised many questions about his loyalty to Dr. Moller.

When asked if Moller's retirement had anything to do with his decision, Williams replied, "Definitely not. Dr. Moller's retirement was a great loss to this institution, but Dr. Thompson will make a fine principal. I simply felt that it was time for a change."

All of a sudden, muffled words erupt from the walkie talkie at his hip. William's grabs it and gives the immediate response of, "I'll be right there." As the interview closes, and Williams rushes off to attend to his new crisis, those words ring true. Perhaps this is what everyone will miss most of all.



Clinton cracks down on smoking

By Carrie Parrott
Approximately 3,000 teenagers start smoking every day.

According to a study published in 1993, 52 percent of lung cancer in men and 73 percent in women "could be attributed to the effect of early age of first smoking."

On August 10, President Clinton launched a \$20 million plan to crackdown on teenage smoking.

The proposed crackdown on smoking would include:

1. Raising the legal buying age of tobacco to 21 years of age
2. Banning sales of tobacco via vending machines and mail order
3. Banning outdoor tobacco ads near schools
4. Allowing only black and white, text-only tobacco ads in publications with significant youth readership
5. Banning tobacco brand names and logos on t-shirts and caps
6. Banning tobacco companies from sponsoring sports events
7. Requiring tobacco companies to fund a \$150 million a year ad campaign urging youths not to smoke

Mr. Mike Wadum of the American Lung Association said that the president's crackdown is "long overdue. Until someone of the president's stature takes a firm stance against teenage smoking, it is going to continually affect the youths of this country."

Mr. Wadum said, "It is the president's duty to take a stand against things that are not right. I once heard someone say, 'Tobacco is the only product on the market that, when used exactly as intended, kills.' If you are addicted to tobacco, you will eventually die of a lung,

heart or circulatory problem."

Carmen Evans, sophomore and non-smoker, said she doubts the president's campaign will prevent or stop teenagers from smoking.

"I think it is a little extreme," Carmen said of the president's plan.

"I agree with some parts, but I disagree with others, such as banning smoking completely for those under 21."

Shawn Housh, a senior who quit smoking three years ago, said "I think it [the president's crackdown] will be ineffective except for the tobacco companies' campaign against teenage smoking."

The crackdown includes banning symbols such as Joe Camel, a fictional camel used in the advertisement of Camel cigarettes.

Mr. Wadum also said "advertising has an extremely large effect on a young person's decision to smoke."

Since the Joe Camel character was created, that company's share of the marketplace of smokers 18 and younger has increased by ten fold."

Mr. Wadum said companies market cigarettes by specifically targeting teenagers with advertisement of "flashy clothes and trinkets," which teenagers may find

attractive.

Shawn said that he thinks most teenagers smoke because "they think it's cool to go against their parents' wishes. They don't understand that later in life the smoking is going to affect them."

"Teenagers are not afraid to take chances." - Bernice Nared

Mrs. Bernice Nared, administrator, said she feels most advertising does not affect teenagers greatly in their decision to smoke. "I think they (teenagers) think the advertising is okay, but I think peer pressure has a greater influence on them."

Mrs. Nared said that she feels most teenagers smoke "because their friends do. They emulate what they see, and once they get hooked, the habit is hard to break. Teenagers are not afraid to take chances."

Mrs. Nared said that she feels the president's crackdown will not be very effective in stopping teen smoking.

"I think if kids want to smoke they'll find ways to do it, despite the president's program. They may do it simply to defy their parents and authorities. The program may spur some to think twice about smoking and go another direction, but many teenagers think, 'If smoking is so bad for me, let me experience it myself and make my own decisions.' We need a different type of program than this to stop smoking."

OPS faces shortage of foreign language teachers

By Stacey Cody

For the past five years, Omaha Public Schools, or OPS, has had a shortage of foreign language teachers. Although two consecutive years of foreign language during high school is now a requirement for acceptance to most colleges and universities, a shortage of foreign language teachers has led to problems with the learning environment. As

teachers have feared, students have stopped majoring in foreign languages during college, and left a large gap in the teaching society.

"Everybody knew this was going to happen," said Michelle Golden, ESL (English as a Second Language) teacher. "People just don't take the time to stop and think about it."

Beverly Fellman, french

teacher, feels the same way. "If they knew it was going to happen, they should have taken every means possible to correct the situation."

Although both teachers feel the problem is partially due to the personnel department in the board, they say that the students are also a major contributing factor. "Kids just don't want to major in foreign language anymore," continued Mrs.

Fellman. "They all know that teaching cannot bring in a lot of money. Also, a lot of them don't feel foreign language is challenging enough. The first two years is based mainly on conversational etiquette. In order to receive the challenge, kids have to keep with the program."

"The kids don't realize how helpful a foreign language can be, especially in college," said Ms.

Golden. "The money may not be incredible, but the satisfaction definitely is."

Things could be looking up for the department. "The beginning of a trend back to teaching is starting again," said Ms. Fellman. "People are starting to work for a teaching certificate on the side. Hopefully, this problem will disappear again."

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Marketing brick to commemorate WWII

Omaha will soon be home to World War II 50th Anniversary Heartland Memorial. The memorial will be dedicated in memory of every American whose efforts helped win a historic victory on the battlefields and on the home front.

The memorial will be located in Omaha's Heartland of America. The war memorial will be composed of seven bronze figures designed and cast by sculptor John Gaylor. The walkway of the memorial will be lined with bricks donated and engraved by individuals. The walkway will be called the

"People's Memorial." Central Marketing and DECA students will forever be a part of the "People's Memorial." Marketing and DECA students raised \$50 to make the purchase of two bricks possible. Their bricks will read, "Central High Marketing/DECA 1995-96."

"We decided to purchase the bricks so the students could see that they were a part of something that made a difference," explained Mr. Harry Gaylor, Central marketing teacher.

Ground breaking ceremonies for the memorial were held on September 2.

Foreign language teacher to serve on education commission

Vickie Anderson, foreign language teacher, was appointed by Governor Ben Nelson to the Professional Practices Commission in August. They review school board requests for discipline against a teacher. A teacher can be reprimanded, or have their teaching license suspended or revoked.

"It's similar to a jury trial," Ms. Anderson said, "where the commissioners are the jurors. Our decisions are actually recommendations to the State Board of Education, who make the final decision. Most, but not all of the time, the recommendations are followed."

The group, made up of Nebraska educators, meets five Saturdays a year in Lincoln. Ms. Anderson's first meeting was September 9.

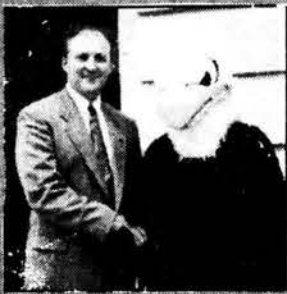
National Merit Semi-finalists chosen

Shadi Bashir, Sarah Dewitt and Sarah Pugh were selected as National Merit Semi-finalists. Only two other students in the Omaha Public Schools were chosen as semi-finalists. "We're very proud," Dr. Thompson said. "That's quite an accomplishment, to have the most in the city." Sarah Dewitt said, "I was really happy when Mrs. Cipperly told me. My parents were really proud, too."

Mrs. Cipperly informed the semi-finalists on Sept. 11. Announcements were made nationwide on Sept. 13. "It was hard not to tell my friends," Sarah Dewitt said, "but it was an honor to be selected. It really means something when I've worked so hard for so long." Two other students at North High School are also semi-finalists. After being selected, the semi-finalists must complete a detailed application in order to advance to the scholarship competition. Winners receive anywhere from \$500 to \$2,000 in scholarship money.

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Dr. Thompson

Central welcomes Dr. Thompson

By Sarah Pugh

"Central is the only high school I would have considered being principal for," Dr. Gary Thompson said. "It historically is, and has been, filled with great people."

Dr. Moller made his surprise retirement announcement at the final staff meeting last year, held the day after students were released. Dr. Thompson, then serving as principal at Lewis and Clark Junior High, was a name circulated by teachers as a possible replacement. He served as Central's assistant principal in 1989, previously spending 1973 to 1983 in the science department.

"I really enjoy both junior and senior highs," Dr. Thompson said. "They offer different challenges. I have been very impressed with the students [at Central] this year."

When asked what plans he had for Central, Dr. Thompson said he hadn't had a chance to see where changes were needed.

"Air conditioning is certainly an issue," he said. "A renovation is sorely needed. Central is the next senior high school, in terms of a large overhaul, to be renovated."

One change Dr. Thompson is adamant about is a crackdown on smoking. He said cleaning up the smoking problem was parents' top priority.

"I haven't had a chance to get together with students," Dr. Thompson said.

Dr. Thompson said he would begin setting up some sort of student advisory group, "fairly soon. I like to have grade level representatives because sometimes the issues are isolated. I really look forward to working with students."

Central senior paid high price for freedom

By Stacey Cody

Freedom is a privilege, not a given right. And while most people tend to take for granted exactly what they have, Hien Nguyen, senior, does not. "It's outstanding," Hien said. "I'm taking every opportunity I can."

Unlike most students at Central, Hien was not born in the United States. Until he was nine, Hien was raised under communist rule in South Vietnam.

"My father was against the communists," explained Hien. "It was impossible to live and feed our family by obeying communism. My father was forced to do illegal acts in order to get enough money for a meal," Hien said.

Eventually, Hien's father came to a point where he couldn't continue letting his family live under communist rule. "We had to get out of the country any way we could," said Hien.

His father made some "friends" who would be able to help them escape. Unfortunately, money was so scarce that they could only afford to send Hien and his father.

"It was hard," Hien said. "I had to leave my mother, brother, and sisters behind in Vietnam."

After a tearful farewell, Hien and his father began the dangerous journey to freedom. He was crammed into a boat with 40 other people, all with the same goal. "All we wanted was to travel out of Vietnam territory and not be killed."

On the first night out, Hien and his comrades were faced with a serious problem. The boat was captured and the captain with it.

"It was terrible. I never saw the captain again. To this day I still don't know what happened to him," Hien said.

The group spent three days and two nights in the heart of the Vietnamese jungle. What happened there could have been straight out of a war movie. They hid in bushes, inches away from Vietcong feet. After finding some safety, they dug holes and cooked small portions of

"All we wanted was to get out of Vietnam territory and not be killed."

-Hien Nguyen

food, mostly no more than handfuls of rice. "On the third day, we were on our way home. We had no hope of ever retrieving the boat or our captain. We were out of hope," Hien said.

All of a sudden, like a gift from above, the boat appeared. Hien and his father would be able to continue their trek to freedom. Others were not so lucky. 20 of the 40 members had either died on the trip or been taken captive by the Vietcong. With the remaining 20, Hien went to sea and headed for Malaysia.

The trip was horrifying. For six days and nights, Hien and his group floated across the sea. They had very little food and water, and were only allowed one meal a day, a handful of rice.

"The water was the worst part," said Hien. "It was polluted, but we had to drink it anyway. It was all we had."

Finally on the sixth day, the group spotted land.

"We saw the mountains," said Hien, "and just began to drift toward them." After almost an entire week on an endless sea, the group had finally reached it's destination. Or, at least, part of it.

"When we got to the border,

there were Malaysian people waving us to just come in," said Hien. "We had a feeling that they had dealt with refugees before. Some people called the military police, and they came to take us to a one-day military camp." Hien and his father stayed the night, and then proceeded on to an island where their refugee camp was placed. There they received permission to go to the U.S.

It took Hien two months to leave that camp. "That's how long it takes to get our paperwork done," said Hien. "Paperwork means a series of interviews to decide if you are a communist."

After Hien and his Dad checked out, they were shipped off to the Philippines. "We were there for three and a half months," said Hien. "They taught us basic English, while we waited for an opening to go to the U.S."

Finally that opening came. On Jan. 27, 1986, Hien and his father arrived in Lincoln, Neb.

flying and we had no idea where we were going," said Hien. "All I knew was that some church group was supposed to take care of us."

The church was set up by Vietnamese refugees, and Hien and his father found comfort there. Eventually his father moved on to Omaha in order to receive a better job. "My Dad got a job at a restaurant and began to go to Dundee school."

Hien went from speaking practically no English to all the classes his freshman year in high school.

"I always thought that was kind of funny," said Hien, "that somebody like me could go on to something like that."

But it's not funny. It's amazing. Hien was born into a world where he had no choices, no chance of succeeding. But because of his bravery and patience, he survived a journey that could have resulted in death to attain what most people in the United States were automatically born with. Freedom.

All is well in the Nguyen family now. Within two years after his own escape, Hien received permission that the rest of his family had also escaped as well. "My mother had a much worse," said Hien. "Her sister faced pirates, and many of the women were raped, while a lot of the men were killed."

Despite this, Hien's family made it over safely. Hien went on to make a name for himself in weight training, receive great grades and play high school football. His father recently opened his own restaurant.

When asked about his success, Hien looks at the floor. "I'm lucky," he said. "A lot of people are trying to do what I did. I hope most people realize what they have and don't take it for granted."

Hopefully, they will.

College 101: what you need to know

By Beth Katz

...By September 1995,

If you are a senior: Seniors should have taken ACT or SAT test

*If you haven't taken one, immediately register for the nearest fall date

-Try to narrow one's list to 10 colleges and begin visiting

-Request applications and financial aid forms, especially if one is applying for early decision

*Early decision is when a student applies early to secure a position or financial aid- **START NOW!**

-Start looking for scholarship sources and grants

If you are a junior: -Juniors should register for the PSAT if they haven't already taken them for better preparation for the SAT or ACT.

-Start gathering information

about colleges and trade schools.

*The guidance center has GIS systems, which stands for Guidance Information System, available for students use in every lab computer

-Begin to figure out finances with parents and start scholarship searching

-Make sure one has enough credits in the areas of study (particularly math and science) to meet the requirements of the colleges one is looking at

Questions and Answers:

Answers provided by the Educational Planning Center

Which of the two standardized test has more of the material I learn in school? And do most colleges have a preference?

Although the SAT has changed over the years, traditionally, the ACT has always been tied more

heavily than the SAT to classroom learning. Usually, colleges in the Midwest tend to prefer the ACT and the coastal colleges prefer the SAT. However, when applying at a highly competitive school, most prefer the SAT.

How do I know if I qualify for financial aid or not?

Educational Planning Center can calculate for no charge an approximated amount the student would have to pay based on factors such as family income, academics, etc. The student can pick this form up in the guidance center and mail it to EPC, which will mail them the results, or one can come into EPC and fill it out there.

Any additional questions can be sent to room 315.

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Central students honor World War II veterans at Victory '95

By Rebecca Hammond

Central marketing and band students contributed to Victory '95 celebrations held on Sept. 2.

Victory '95 was the celebration of the 50th anniversary of the ending of World War II. The focus of the event was aimed at recognizing the efforts and accomplishments of heartland men and women who served on the battlefields and the home front.

Marketing students volunteered in cooperation with Downtown Omaha Incorporated, one of Central's adopt-a-school partners, and the Omaha Chamber of Commerce to ensure that activities throughout the city went smoothly. Students parked cars along the Victory '95 National Parade route, answered telephones, sold souvenirs and joined in the parade as G.I. Joe and Uncle Sam.

"Being involved with Victory '95 is a good way for students to give back to the community and celebrate their heritage," said Mr. Larry Gaylor, marketing teacher at Central.

"We all need to give back to the community and Victory '95 was a good way to start giving back to the community," said Ms. Vicki Woods, marketing teacher at Central.

Sarah Boro, senior and marketing student at Central, sold souvenirs during the festivities. She said,

"I found out about Victory '95 in marketing and thought it would be fun. I think it is important to recognize the accomplishments of World

War II."

"A lot of people in my family were in World War II. I am giving back to them what they gave to me

fifty years ago," said marketing senior Shannon Revers about volunteering for Victory '95.

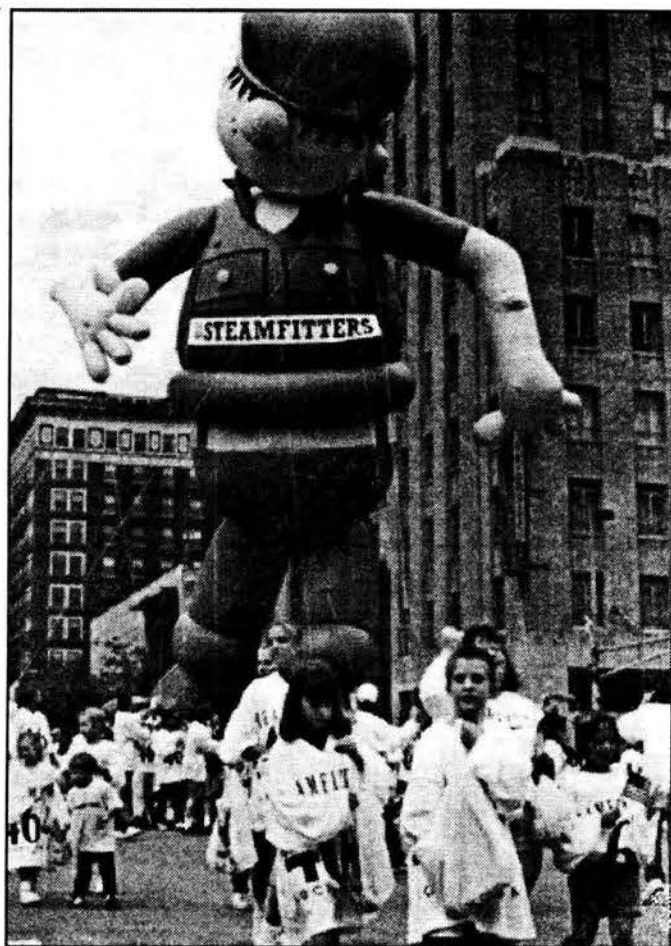
The Central High Marching Band displayed its talents in the Victory '95 National Parade. The parade featured exhibits from all fifty states, veterans, 14 bands and home front representatives, like the Steamfitters Local Union 464. The band chose to participate in the parade after receiving an invitation last spring. They received second place in the "best band" competition.

"I liked the concept of the Victory '95 Parade. My dad was in World War II, so it had a special attraction for me," said Mr. Pete Wilger, instrumental music band director at Central. Mr. Wilger was extremely pleased with the band's performance at the parade.

Drumline member Mike Corry, senior, felt the Victory '95 parade was a good chance to show the community what Central is all about.

"I enjoyed being a part of the parade because I believe it is necessary to recognize the past and honor those who served," said Amy Revenaugh, sophomore, co-captain of the band's color guard.

Victory '95 was the largest 50th anniversary celebration commemorating the end of World War II held in the United States over the Labor Day weekend.



Mr. Brian Hammond

Cartoon character Beetle Bailey floats through the Victory '95 parade with his escorts, the Steamfitters Local Union 464. A steamfitter lays pipelines for various liquids and gases.

New counselor comes to CHS

By T. J. Brumfield

Maybe it's the little kitten calendar, the tiny apple candy dish, or possibly the Leonard Neemoy quote on the wall. There's no one knick-knack that sticks out more than another, but there is something very light, very personal that seems to draw people into Sharon Crawford's office.

Miss Crawford is one of four new additions to the counseling department this year, bringing with her both her own unique talents and a love for people.

She is not completely new to Central, having served a practicum two years ago, working mornings in the counseling office. Miss Crawford completed over 800 hours of work, which was simply, "on the job training," she explains.

She spent her first four years of college at the University of Nebraska and Kearney. She had three loves of her life, since she was 18, teaching, counseling and journalism. She found herself influenced by an early journalism class and choose communications for her first degree. But she didn't stop there. After working at the campus television studio, and the local ABC affiliate, she decided to move back to Omaha. Though she, "loved the small size of Kearney," moving to Omaha allowed her to move into another field she enjoyed, teaching.

The Omaha Public School Career Center offered Miss Crawford a position teaching Broadcast Journalism with a provisional certificate. This meant she still needed to receive her teaching degree within five years. Miss Crawford said she enjoyed working at the Career Center, which allowed her, "to take some time to provide some of that counseling, while in the classroom."

Counseling was something she didn't give up on either. While teaching, she was taking classes at the University of Nebraska at Omaha. After finishing her Master's degree in Counseling, she was offered the position as personal/social counselor at Central.

She said she feels very privileged to have worked in all three areas. "How lucky could I get? I've done the three things I wanted to do when I was 18 years old," she said.

She said choosing between teaching and counseling was no easy task for her even though she said she "found very little difference" between the two.

"Each has played an important role in my life," she said. "At this point in my life, counseling is most important to me. If it wasn't, I wouldn't have left my other job."

Not only has she expressed eagerness towards working as a counselor, but also regarding the move to Central. "At Central I have the opportunity to work with a greater number of students and have more time for personal issues."

She also stated amazement at the level of, "high expectations," both students and staff have at Central. "If you never expect the best, you're never going to get it."

Septemberfest's new events draw crowds

By Cory Olson

Despite the heat, Septemberfest '95 rolled through Omaha for the nineteenth consecutive year.

Over 170,000 people took part in the various activities, an approximate fifteen percent increase over last year's attendance.

Officials were pleased, considering the competition of the State Fair in Lincoln and Victory '95 celebrations.

This year's fair offered two midways, one for adults and one expressly for young children.

"Kiddie Kingdom," the children's midway, was packed with rides and entertainment geared for children.

Adult activities included craft and labor displays as well as several musical acts. To attend nighttime activities, you had to be 18 years of age or with an adult 21 years or older.

Despite the inconvenience to minors, Septemberfest's 15 percent attendance increase proved its success.

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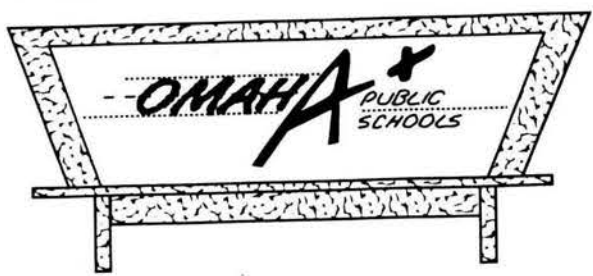
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Learn

Tried and true tips

By Valerie Newhouse

Where do you study? Or, more importantly, *how* do you study? Countless variations exist on the desk and chair motif popularized by sitcoms and how-to-study brochures.

The environment is the first step to successful studying. Having a comfortable chair, good lighting and a desk or table to work at is a good start. Supplies nearby also make studying and doing homework more convenient and less stressful. If there is no peace at your house, or you just can't concentrate, the public library may be the best place to work. Make sure you have no distractions. You may think the radio or television isn't affecting your attention, but you may be learning significantly less just because of the noise involved. Basically, just decide what works best for you.

There are many articles and books written on the subject of successful studying. Some tips from an article entitled "Secrets of

Straight-A Students" by Edwin Kiester, Jr. and Sally Valente Kiester might be helpful.

1. Make priorities for yourself. If you need to study math, but you have a homework assignment due the next day in science, you have to decide which is more important. You also might have to choose between homework and another, more fun, activity.

2. Study every available time. Even if you have only five minutes between classes or a few seconds at a stoplight, it can help. Use stolen moments to memorize an equation or a new vocabulary word.

3. Organize yourself. Having an organized study area doesn't have to mean rows of books neatly stacked in alphabetical order by author. It does mean that you know where everything is all the time. Cutting time searching for a highlighter means more time for reading the assignment.

4. Learn how to read.

That doesn't mean you're illiterate; it means that everyone could learn how to read *better*. Reading well could mean taking the time to read only once, not several times.

5. Budget your time.

A calendar and a planner are invaluable to everyone, regardless of time constrictions outside of school. It helps to know exactly how long you have for an assignment, even if you go over the time limit. Also, setting a budget for long-term research papers and reports can prevent, or at least lessen, procrastination.

6. Take good class notes.

Good class notes mean you have every main point given by the teacher, plus others that could very

well be on the exam. Notes make studying easier. Teachers test over the ideas they stress in class, more than the actual text.

7. Turn in neat papers. A homework assignment turned in with coffee stains from cramming the night before is less likely to be taken seriously by a teacher. Even if it is an "A" paper, it may be downgraded because of the appearance.

8. Ask questions. If you don't know an answer, ask. (Not during the test, though.) The most important concept may be lost to you, and if it is, speak up. If you don't know, chances are you're not going to have a divine inspiration while taking the test.

9. Have a study group. If you study together, you'll at least

all miss the same questions on quizzes. On the other hand, you may learn other view points and valuable answers. However, if you can't get talking under control, it may be best to study independently.

10. Make practice tests for yourself. (Make sure you have the correct answer key.) If you can think of questions that will be on the test, you're halfway there. Once you come up with answers, not a lot can stop you.

11. Do extra work. If your teacher assigns twenty-five problems or questions, do thirty-five. Doing more homework, you expand your knowledge, which helps you on tests and in life.

These tips aren't designed to work for everyone, nor is everyone expected to religiously follow every last word. But by attempting to organize yourself, or budget your time, or do anything else, you get step closer to that "A."

Organize your time well.

PASS, LSC, SAT teach students success

By Angela Parks

Several programs at Central have already started helping students with the difficulties that have arisen from the start of a new school year.

One program is PASS, which stands for Positively Affecting Student Success. PASS is an alternative study hall. Ms. Terrie Saunders, English and PASS teacher, said, "PASS provides academic and emotional support for students who are having difficulties. Most tutoring of students consists of academic tutoring, but sometimes emotional support is needed."

The PASS room is located in the room built into the dramatorium. The room looks like a miniature library with tables, computers and reference materials. The atmosphere of the room is very relaxed and quiet.

Ms. Saunders said students do not even have to raise their hands, but just ask out-loud for help. "In this room we try to have an informal atmosphere," Ms. Saunders said.

In order for a student to be placed in PASS, they must not have any learning disabilities and be in no other program in which they receive help with homework.

Ms. Saunders said that many students get placed in PASS with a teacher recommending the student for the program. Students can also get in the PASS program by talking to Ms. Faye Johnson, academic

counselor. Students can be in the PASS program for a short or long term period.

The PASS program meets fourth through tenth periods except for sixth.

The two teachers who assist students in the PASS program are Ms. Saunders and Ms. Nita Merrigan-Pothoff. In each class, there are about eight students.

Ms. Saunders said, "PASS is not grade based so any student can receive help."

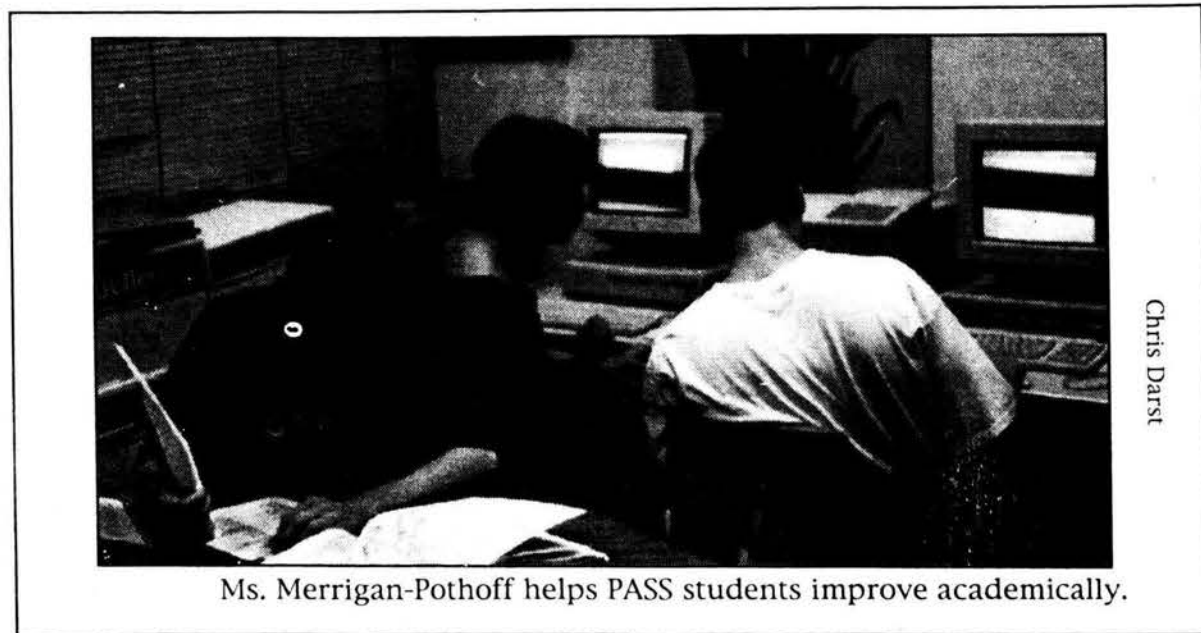
"[PASS teachers] work along with students on all subjects and then when a subject gets difficult we get a student tutor to assist the student," Ms. Saunders said.

The success rate of PASS seems great according to Ms. Saunders. She said the only thing they really have to go on for success is the teachers' word.

"The goal of PASS is to make the student feel better emotionally even if their grades do not improve," Ms. Saunders said.

The second program helping students academically is SAT, which is a new program this school year. SAT stands for Student Assistant Teams. The two teachers

the student improve. Also present is a counselor and an administrator. Ms. Merrigan-Pothoff said they have about 40 options to help students, one of which is the PASS program.



Ms. Merrigan-Pothoff helps PASS students improve academically.

who work with the SAT program are Ms. Kim Schellepeper and Ms. Merrigan-Pothoff.

The way SAT works is a teacher can recommend the program for a student who seems to be having difficulties. A meeting is then scheduled with all the teachers of the student. Students do not attend the meetings.

In this meeting all the teachers of the student and another group of eight teachers meet together and they "brainstorm" on ideas to help

"Most of the difficulties are academic, but some difficulties stem from other problems," Ms. Merrigan-Pothoff said.

She said she has four meetings already scheduled for next week.

"Number of meetings will increase as the year goes on," Ms. Merrigan-Pothoff hopes the SAT program is successful this first year.

The third program is learning strategy. Learning strategy is a class in which a half of a credit is given on a pass/fail system.

The teacher for learning strategy is Ms. Carla Robinson.

The class consists of the following learning techniques:

1. Learning styles and teacher's style
2. Organizing student and preparation for class
3. Time management
4. List of the Note taking/participating in class
5. Taking notes
6. Memo Learning strategy is only offered for two periods fifth and sixth can be The number of students allow into the class is limited because of the work one on one

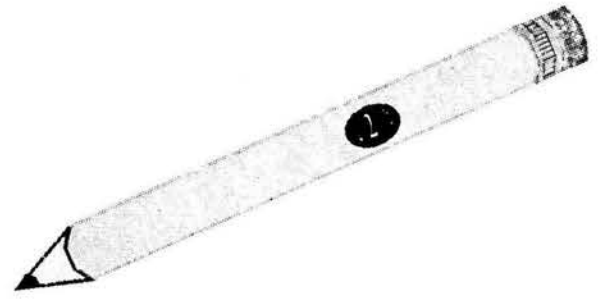
with students. If a student would wish to speak to Ms. Robinson.

"The goal of learning strategy is to help students reach their potential in their class, and to find their strengths and weaknesses," Ms. Robinson said.

Ms. Judy Storm, special education teacher, said, "All students and have the chance to be successful at Central."

Learning 101

Educational styles



Laura Richards

Now that the school year has begun, many students are struggling to understand their teachers' styles. One teacher's teaching styles is how they present the classroom material. Some students may find the class easier to understand based on the teachers' style. For example, another student may find it difficult to learn. Does this mean the student is smarter than the teacher? No, it may mean the two students have differing learning styles. Learning styles are defined as a student's preferred way of learning. However, it is important to remember to be flexible in the classroom.

There are various types of learning styles such as auditory, visual and kinesthetic styles. To find out a student's unique learning style complete the following quiz.

If the student answered mostly "A" the student is an auditory learner. According to *Learning to be Successful In School*, a book developed for Burke High School, is a student who learns best by hearing the material. David Ward, freshman, said, "I usually understand the information best when it is explained to me. I make sure I fully understand the material by going over it in my head three times. If I still do not understand, I like it to be explained again."

Some suggestions to help the auditory learner study are in *The Winner's Circle*. Study with someone else or discuss the information being studied. Another method would be to read the information out loud. Basically, anything that involves hearing would benefit the auditory learner.

If the student answered mostly "B" the student is a visual learner. Visual learners are those who "learn by seeing the material," according to *Learning to be Successful in School*. Visual students prefer to see material written out on the board or overhead.

Courtney Worrell, junior, said, "I can see the technique in which something is taught it seems to me to make much more sense. By seeing something relate and understand what the teacher is saying."

Julie Otis, senior, agreed with Courtney, saying, if she can see how

the process moves along then she is better able to understand the ma-

Visual learners' from *The Winner's Circle* were to read, read,

thing from participation in group work to rebuilding a car engine benefits a kinesthetic learner.

Tricia Steinbach, senior, said, "I love doing something, rather than having someone explain the process to me. Going through the motions myself is the way I learn best, and the knowledge stays with me."

John Forsman, junior, said, "I learn best by doing it, it is all in the experience."

Kinesthetic learners should study, "if possible on a computer or typewriter," said the written by *The Winner's Circle*. In general kinesthetic learners learn by doing.

Sarah Methe, senior, agrees, saying, "It is easiest for me if I write the information down. It is because of the action of writing makes me concentrate on the material."

However, just because a student may have one dominant type of learning style does not limit a student to learn only by their preferred method of learning. In fact, many students have a multi-approach to learning. This would be shown by the quiz if a student has varying answers.

Sarah Boro, senior, said, "I prefer the initial lesson to be verbal and visual. However, having a handout of the material supplements my learning. It is nice to know that the information is concrete and correct."

A student needs to be just as flexible with his learning styles as a teacher is with his teaching approaches. The students and the teacher need to compromise and meet in the middle to satisfy the needs and wants of both.

Ms. Saunders said most teachers try to teach using the various learning styles, but the students need to be flexible. A teacher should not be given all the responsibility to be flexible.

Ms. Nita Merrigan-Potthoff, Central PASS teacher, suggests that if a student is having problems with the teacher's style, let him know. Most teachers are willing to help out and teach using the different learning styles, she said.

It's helpful for the student to remember his learning style and how to study to help benefit them.

HOW DO YOU LIKE TO LEARN?

	True	False
1. I really like to listen to people talk--(A)	<input type="checkbox"/>	<input type="checkbox"/>
2. I really like to watch television--(B)	<input type="checkbox"/>	<input type="checkbox"/>
3. I really like people to talk to me--(A)	<input type="checkbox"/>	<input type="checkbox"/>
4. The things I remember best are those I see--(B)	<input type="checkbox"/>	<input type="checkbox"/>
5. I'd rather read than listen to a lecture--(B)	<input type="checkbox"/>	<input type="checkbox"/>
6. I prefer to learn something new by having it told to me--(A)	<input type="checkbox"/>	<input type="checkbox"/>
7. I find it easy to listen to people talk--(A)	<input type="checkbox"/>	<input type="checkbox"/>
8. It's easy for me to remember what I see--(B)	<input type="checkbox"/>	<input type="checkbox"/>
9. I enjoy learning by listening--(A)	<input type="checkbox"/>	<input type="checkbox"/>
10. I like to learn by reading--(B)	<input type="checkbox"/>	<input type="checkbox"/>
11. I use my hands a lot when I speak--(C)	<input type="checkbox"/>	<input type="checkbox"/>
12. I would rather demonstrate or show how to do something than tell it--(C)	<input type="checkbox"/>	<input type="checkbox"/>
13. I enjoy doing activities when I'm working with my hands--(C)	<input type="checkbox"/>	<input type="checkbox"/>
14. I enjoy doing assignments as a group, as part of a team--(C)	<input type="checkbox"/>	<input type="checkbox"/>
15. I would rather do an art or industrial arts project than a reading assignment--(C)	<input type="checkbox"/>	<input type="checkbox"/>

material. Julie also said, "Just memorizing the blatant facts never teaches me anything."

Ms. Terrie Saunders, English teacher, said she tries to encompass all the different learning styles in her teaching. She does this by lecturing for the auditory learners, using the overhead for the visual learners and using group work for the kinesthetic learners.

read. *The Winner's Circle* also suggested taking notes during lectures and asking teachers for handouts.

If the student answered mostly "C" the student is a kinesthetic learner. Kinesthetic learners are type-casted as learner who "learns best through physical action: by doing, manipulation and moving," according to *Learning to be Successful in School*. This means any-

Suggestions from seniors



"Get help from the National Honor Society tutors. That is what they are there for."

--Kari Hogya



"Make sure you learn to budget your time or else you will drown."

--Jennie Waldmann



"Do not study your with friends, unless you can actually study."

--Kate Ross

Keep your homework organized. You never know when you need something."

Jeremy Evans



"Do your homework early enough, so you don't get crushed for time."

--Meghan McCallan





SEEING THE QUILT CAN MAKE YOU FEEL:

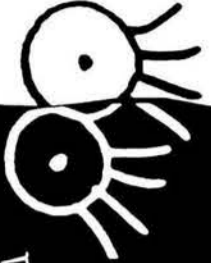
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- Pain and Hope

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Main Arena



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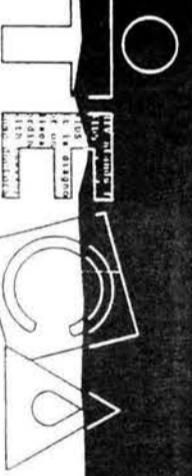
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ROUND OMAHA: THE BLUE BARN THEATRE

Caroline Foley

"I think we put out plays high school and college students would really enjoy," Rachael Hougan, actress, producer and co-chair of the Blue Barn Theater.

The Blue Barn Theater opened in 1989 when Kevin Miller, founder, was offered a free performance space in the Bemis foundation.

Miller and two of his friends, graduates of the University of New York at Purchase Acting Conservatory, decided to create a theater in the Omaha area following innovative and experimental plays.

All three original members have gone on to exciting careers in different fields.

The Blue Barn Theater operates on an entirely volunteer basis, but there are a few "full-time" members, including Rachael Hougan, Amy Schewe and Shelia Malone. The Blue Barn Theater puts on four plays a year, one per season, one of which is original.

Each year Blue Barn is fully committed to producing original works. The Blue Barn is mostly self-reported through the grassroots council and private donations. Although the company consists of only a few full-time members, close to 100 other "gifted Omahans"

help with every production. Many local artists help with sound production, lighting and donate or help design the sets.

"We do everything ourselves, so it is nice to have the extra support," said Hougan.

When the Blue Barn opened in 1989, it was designed specifically to provide Omaha with a broader selection of theater.



Many of the performances done at the Blue Barn can be described as provocative and innovative. The Blue Barn's 1994 production of *Orgasmo Adulto Escapes from the Zoo* received praises from the Omaha World Herald, but the review got very negative letters from the public. In general, the responses called the production "obscene" and "lewd."

"We try to do theater that presents an issue in an objective and fair way. Our aim is not to change people's minds, but get them thinking," said Hougan.

The Blue Barn's upcoming play is *In Boss di Lupa*, a Blue Barn original. The play explores the connections between modern folklore and ancient legends. Productions at the Blue Barn cost five dollars for students.

"We do plays that excite us," said Hougan, "if it excites us, it will excite our audiences and that is what we are striving to do."

"Our aim is not to change people's minds, but to get them thinking."
- Rachael Hougan

Congress dirties Water Act

By Beth Katz
Elemental Facts

topic: Clean Water Act

What: The Clean Water Act ensures that three million miles of rivers and streams, 27 million acres of lakes, and 35,000 square miles of estuaries be "fishable and swimmable."

Benefits: Since the act's passage in 1972, toxics from factories, sewage plants, and other "point sources" of pollution have prevented more than 2 million pounds of contamination per day from entering our water.

Without the act: * Factories no longer are obligated to treat our waste before being dumped in OUR water. (This includes the Missouri River- OUR drinking water).

*OUR wetlands would lose significant protection from development and farming. i.e. Minnesota could lose up to 3 million acres of wetlands. (Wetlands help filter pollutants out of water before they enter rivers and streams and

and endangered species.) *25 million people who drink water from the Great Lakes are at risk of illness or possibly death due to contaminated waters. YOUR Congress has recently proposed a bill that would abolish the Clean Water Act as well as other significant environmental legislation such as the Clean Air Act.

What YOU can do: Write or Telephone OUR Congress.

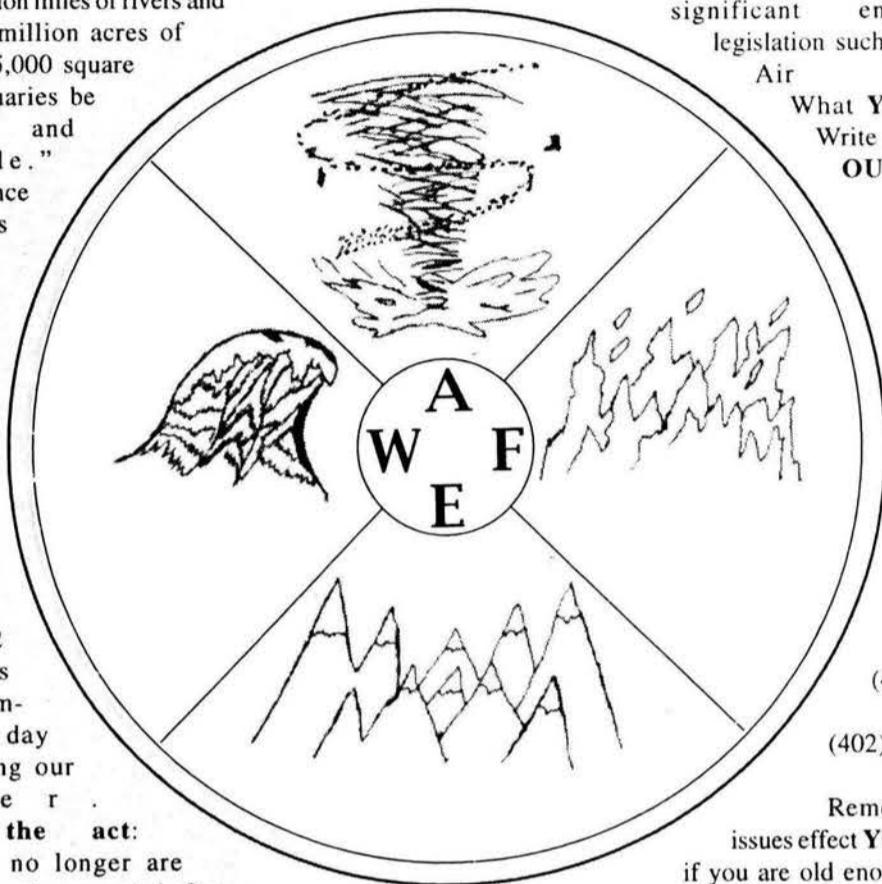
Senator Robert J. Kerrey

Representative Jon Christensen 7602 Pacific Street 68114

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Remember: These issues effect YOU, regardless if you are old enough to vote or not. Already 1 in 5 Americans drink tap water polluted with manure, lead, radiation, or other contaminants.



help avoid flooding by absorbing water. Not to mention, the wetlands are home to many animals



Tim Mahoney (left) from 311 and a fan are caught up in the moment at Edgefest.

Lei Brown

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Central students take to the ice

By Jen Houlden

One hundred pounds of ice, 900 feet of industrial duct tape, ten gallons of polyunsaturated vegetable oil, 160 fluid ounces of whipped topping and 14 amateur American Gladiators (who happened to be students of Central High) and what do you get? Ice racing.

Beth Katz, senior, and Caroline Foley, junior, both ice racing veterans, supervised the ice races.

"It's most fun you can have with household items," Caroline said.

But both girls agreed that it is a tough and grueling sport, regardless of the enjoyment you get from it.

Basically ice racing is sitting on five pound blocks of ice with a bunch of other people, sliding down a hill and seeing who gets to the bottom first. Vegetable oil can be added for extra

speed, along with other slickening products. Whipped

"It was cold, it was wet, and it was really scary at first,"
-Stacey Cody, senior.

cream can also be used, just for added interest in the sport.

"While speeding down that hill on a block of ice, I saw my life flash before my eyes. I have now realized that my religion is a definite part of my life. I prayed the whole way down," Rachel Jacobson, senior, confessed when asked how she felt after her ride down the hill.

Her compatriots in the adventure seemed to echo the feeling.

"It was wet, it was cold, it was really scary at first," Stacey Cody, senior, said.

Beth, the most experienced ice racer out of all participants, was chosen to preside as official judge for the event. She felt that the turnout for the races was impressive.

"Everybody did really well for amateurs. I saw a lot of promising racers in a few of the people there," Beth said.



Frozen fun: Steve Houlden, Louie Newman and Scott Eyman experience the joys of ice racing during a sunny day at Memorial Park.

Huh!? by Carrie Parrott



around. Junior high. One small step to the rest of the world, one giant leap in my pre-teen eyes. I remember visiting junior high as a sixth grader and commenting to my fifth grade companion how all of the girls in junior high had perfect hair. The eighth graders towered over us, snickering and calling us 'sevies.'

Seventh grade was my first real introduction to the world of cliques. Friends ditched each other to hang out with the popular people, who all wore Guess jeans and went to cool parties. Having to spend an hour in Core class every day was stressful enough without having to deal with all the new people at school.

Finally, I was a high school student. In previous years, I had only seen large groups of high school students from a distance. They were so old, they could drive!! They went to football games and pep rallies!! I couldn't wait to become part of the high school scene.

My first day at Central was scary, to put it lightly. I got lost three times and constantly felt intimidated by all of the older teenagers. There were males that wore makeup, and people were allowed to smoke right outside of the school building.

I soon noticed that high school was different from anything I had ever experienced. You didn't have to wear Girbaud jeans to be cool at Central. It seemed that everyone eventually found their own group of friends.

Classes grew increasingly difficult. I actually had to study for math tests, and I had to take notes in biology class. We started reading real books in English class, in-

stead of always reading out of a literature book. I wrote and revised my first theme.

My life as a high school student was slowly evolving. I joined the French club and was a dancer in the school play. I found many new friends, and most upperclassmen didn't turn out to be so intimidating after all.

Soon I hit sophomore, then junior year. Goodbye California Achievement tests, hello ACT and SAT.

My parents soon forced me to begin thinking about what colleges I wanted to attend, much to my annoyance, and began to regularly inform me that I needed to keep my grades up if I expected to earn scholarships for college. I struggled through *Moby Dick*, the worst, most tortuous book in history, in my opinion.

And now, here I am, a senior. When I look at the senior pictures in my old yearbooks, I get a strange feeling in my stomach, knowing that they're long gone from Central, and that I soon will be, too.

September Horoscope

Capricorn Dec. 22- Jan. 19
After the confusion of the first month settles down, you start taking charge of your schoolwork.

Aquarius Jan. 20- Feb. 18
You have not enjoyed school so far, but things will perk up.

Pisces Feb. 19- March 20
School has begun with a bang for you, Pisces, but don't be deceived.

Aries March 21- April 19
The planets are all aligned for your sign this month- have fun!

Taurus April 20- May 20
Avoid fights with your friends and family at all costs.

Gemini May 21- June 21
Trouble is brewing on the home front.

Cancer June 22- July 22
You don't get into the groove. September will be gone.

Leo July 23- Aug. 22
of September will seem relief, but October has fun things in store.

Virgo Aug. 23- Sept. 22
some enthusiasm this month will help you feel good about your school.

Libra Sept. 23- Oct. 22
Trouble is brewing in your life. Friends this month.

Scorpio Oct. 23- Nov. 21
your relaxed energy to help troubled Taurus soulmate get down.

Sagittarius Nov. 22- Dec. 21
A job opportunity comes up the third.

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Musical cast announced

By Rachel Jacobson

The halls are alive with the excitement of the school's upcoming musical, *Grease!* The classic story of a nanny that teaches strictly-raised children to dance hits the stage this November.

The directors, Mrs. Pegi Jacobson, head of the drama department, and Lyn Bouma, music director, announced the cast last week. Seniors Julie Otis will star in the role of Maria, the singing nun and enlightened governess of

the von Trapp children.

Other students with primary roles include junior Damion Thompson as Capt. von Trapp, junior Anna Jane Kerns as Elsa, senior Joe Lupo as Uncle Max, junior Chris Darst as Rolf, sophomore Rachel Schukert as Mother Abbess, and senior Anna Perilo who will portray Liesl, the eldest of the von Trapp children.

The student matinee will be Thursday, Nov. 9, and evening performances will take place Nov. 10 and 11 at 7p.m.

Grease! is the word



Opera Omaha

The cast of *Grease!* poses at Rydell High Schools' dance after hedge-hogging all over the dance floor.

Wabash Trail provides day of outdoor fun

By Nick Stender

Zooming past trees at twenty miles per hour, the wind whooshing your face, your heart races at a rapid pace. This is what you experience while biking at Iowa's Wabash Trace Nature Trail.

The Wabash Trace is a 69 mile trail running through western Iowa. The trail head begins in Council Bluffs and winds through picturesque Loess Hills to Blanchard, Iowa. These hills contain finely eroded silt, windblown from deposits left by Ice Age glaciers, a geological phenomenon found only in western Iowa and China.

The trail has become a sanctuary for wildlife because hunting and motorized vehicles are prohibited on the trail. A careful observer may see whitetail deer, rabbits, squirrels, turkeys, quail, pheasants and other mammals.

The Wabash Trace is also a botanical wonder of trees that form long tunnels and become alive with color in the fall. Some wild plants seen on the trail are found nowhere else in Iowa. At the southern end of the trail, areas of native prairie grasses can be found.

In addition to the natural wonders of the Wabash Trace, many historical sites recall the pioneer era. The trail is dotted with sites of service depots that once provided settlers the essentials of prairie life.

Small towns also dot the trail, where you can stop and eat in an old-fashioned diner or have a soda at the soda fountain.

Biking on the Wabash Trace can be a great way to spend the day. Go with a group of friends or by yourself.

Either way, bring a camera to capture the beauty of the trail.



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



"AND YOU KNOW WHAT? I GOT ANGRY! It was such a trashy thing to say. Like I was so desperate for him I'd jump off a cliff or something.
"We didn't have any birth control. I started out saying it was just the wrong time. Then I started thinking it was the wrong guy.
"I know it's okay to say 'NO.'
"If he really cared, he'd have let it drop. He'd have given me time. You don't have to be the brain of the world to know you don't have sex without protection.
"And you sure don't make a baby with a guy who thinks he can treat you like that."

Nobody should pressure anybody to have sex. Especially if you feel you're not ready. Or prepared. It's a fact of life that if you have sex without safe, effective birth control, you're going to get pregnant. If you need information, birth control or just someone to talk to, call Planned Parenthood. We're private. We're affordable. We care.

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Facts-of-Lifeline • 558-PLAN
(recorded information)

By Rachel Jacobson

Opera Omaha's 1995-96 season looks exceptionally promising—especially with the inclusion of several touring Broadway musicals.

The schedule includes such classics as *Joseph and the Amazing Technicolor Dreamcoat*, *Fiddler on the Roof*, *The Who's Tommy* and *Grease!*, which has already come and gone. If *Grease!* is any indication of the caliber of entertainment of the upcoming shows, they will all arrive highly recommended.

Grease! was simply irresistible. How can the glamour of the 50's, the coolness of the Pink Ladies, the sarcasm of Rizzo and the sexy-but-fake attitude of Danny Zuko be resisted?

Although the small differences between the play and the

movie were exasperating at times, *Grease!* was entertaining throughout, despite the absence of John Travolta.

An amusing addition to the show was Donny Most, of the TV series *Happy Days*, who portrayed the fast-talking DJ, Vince Fontaine. It was definitely a novelty to have a relic of 70's sit-coms appear in Omaha.

Following this summer's *Crazy For You*, *Grease!* was the second of five musicals in Opera Omaha's premiere Broadway theater season. It was a huge success.

According to Omaha City box-office representatives, the musical, which ran Aug. 13-20, was by far the largest grossing show in Omaha's history.

The box office figures were not surprising after witnessing the audience's reaction to the play.

The entire audience seemed to adore it. There was an overwhelming

standing-ovation that began the moment the curtain went down. Omaha's appreciation of good theater is heartening. Opera Omaha seems to have the right idea.

Three shows remain in the series. *Fiddler on the Roof*, starring Theodore Bikel opens Sept. 19 and runs through Sept. 24.

Andrew Lloyd Webber's *Joseph and the Amazing Technicolor Dreamcoat* will be showing Oct. 31 through Nov. 5.

Opera Omaha Director Jane Hill expects *Joseph and the Amazing Technicolor Dreamcoat*, starring Sam Harris, to be even more popular than *Grease!*.

The last show of the season will be the rock-opera revival *The Who's Tommy* which will be from April 9 to 14.

Tickets for all the shows range from \$10-\$45 and can be purchased through the Civic Auditorium and Ticketmaster. Be sure to purchase tickets in advance because most of the shows will sell-out fast.

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From The Bench

Sports Opinion
by
Josh Cohen

College football has always been one of America's favorite pastimes. Every year kids pick up newspapers, watch the news and listen to the radio to see where their favorite team stands. People gather to watch games on Saturday mornings to root their teams on to victory.

Last year, in Nebraska, college football exploded onto the scene with the success of the Nebraska Cornhuskers. As many people know, they won the 1994 National Championship and are currently ranked number one and this year by both major polls, the Associated Press and the coaches.

This year, although still spectacular, college football is a tad different. The N.C.A.A., National Collegiate Athletic Association, has imposed, in some opinions, unjust rules. They have strengthened the 'No Celebration' or taunting rules to the game. By this I mean that so much as your finger pointed to the crowd can be flagged for a penalty.

Many sports critics, including myself, feel that these rules, the way the N.C.A.A. has structured them, are to be blunt, stupid. What the N.C.A.A. has done is taken some of the fun away from the game.

So what if a player who breaks open a punt return for about 100 yards and scores the game winning touchdown decides to do a little celebration dance and spike the ball because he just may have won the National Championship for his team?

If some player decides to take his helmet off and taunt the other

team after he has scored a touchdown, then I could possibly see the reason and need for a penalty, but some calls are very questionable.

An example can be seen in the Nebraska vs. Oklahoma St. game, on Aug. 31, 1995, when Brook Berringer connected with Reggie Baul for about a 60 yard touchdown reception. After Reggie scored he pointed to the crowd and the officials flagged him for a 15 yard unsportsmanlike conduct penalty to be assessed on the kick-off.

This was probably the most insignificant thing a player can do to get a penalty. The officials said they found his action inappropriate because he didn't gear his 'celebration' towards his teammates.

By imposing these new stricter rules, the N.C.A.A. has, in my opinion, taken a little bit of fun away from the game. Personally, I think these rules should be completely set on the officials shoulders so that teams can celebrate and the official's would be able to regulate excessive celebration.

I guess the N.C.A.A. just does not have the insight that every other American that likes college football has. Just about everybody that watches football thinks this way.

All things said and done, the N.C.A.A. has chipped away a major portion of college football, and it's starting to be a major problem. Come on people, you can't expect someone who makes a spectacular play to just do nothing and say a quiet 'yippee' to himself or accidentally while passing an official as he walks back to the sidelines.

VOLLEYBALL SPIKES AGAIN AT CENTRAL

By Kate King

In contrast to the last few years, this year's Central girl's volleyball team is looking "500 percent better," according to senior Dunina Brown, a member of Central's varsity team. Based on the opinions of some of the girls' volleyball team members, the practice is rigorous under new coach, Mr. Brad Reichmuth, Central math teacher. The practice schedule is, "hard, but we need the practice," said Brown. As a senior and a varsity member, Brown analyzed the freshmen and junior varsity members as doing well. She also says that many of them will do well in the future with their volleyball skills.

Another senior and varsity member, Traci Rooks, also spoke well of the freshmen and junior varsity teams. "They try hard and do the best they can," stated Rooks. "Their setting and passing is getting better." She also commented about the vast amount of younger players on the

team. "There are only five returning senior members on varsity, but we're all doing well," said Rooks. According to Rooks, the practice is hard. There are punishments, such as running sprints, when the team members don't do what they are supposed to. Reichmuth is tough, she said "he keeps the team on track." Rooks also said that Reichmuth is fair, he has no favorites, and he treats everyone as equals. Both Brown and Rooks feel that the team works together very well. Since there is no captain on the teams a designated captain is assigned before each game.

Two freshmen members of the varsity team, Cara Steffensmeier and Lauren Pettit, also feel like their senior teammates on team cooperation. Steffensmeier feels that Reichmuth is harder than other coaches that she has had, but he's a good coach. Steffensmeier came to Central after playing for Holy Cross, hearing numerous things about the

volleyball teams of the past. She is working hard as a starting member, Steffensmeier feels her team is doing very well.

"It's different being on the varsity team. The seniors tease me, but it's for fun," said Steffensmeier. "The work 'is worth it' according to Steffensmeier. As another freshman on the varsity team, Pettit, gets a lot of teasing from the seniors, but it's all out of fun. Pettit, from King Science Center, feels that Reichmuth is tough, but she feels that the team goes off or do stuff, but altogether he's a good coach. Central's team is better than the other teams, but it is used to. At first, the practice was hard for her, but now "it's fast."

Although the varsity team has now two losses and two victories, team feels hopeful about the future games not only for varsity, but the junior varsity, and freshman teams. "If we play together, we can do well," said a confident player.

Girl's softball outlook good for this season

The Lady Eagle varsity softball team is off to a good start with four wins and two losses, according to Central's Girls Varsity Softball Coach Norman Custard.

Last year the varsity softball team finished with a 12-18 record.

The Lady Eagles finished their sixth game last night (Sept. 11) with a 15-9 loss to Millard West, Coach

Custard said.

The other loss was against Omaha North on Sept. 5.

"Well, our goal is to make it to state," Coach Custard said.

The Lady Eagles play Lincoln SE Sept. 13.

The team lost one starter to graduation last year. There are twelve returning letter-men includ-

ing four senior captains: Kelly Custard, pitcher, Kelly Seidel, out field, Katy Thompson, out field, Martha Nelson, out field.

"All the girls are really working together, and it is going to be a great year," Nicole Langfeldt, field, said.

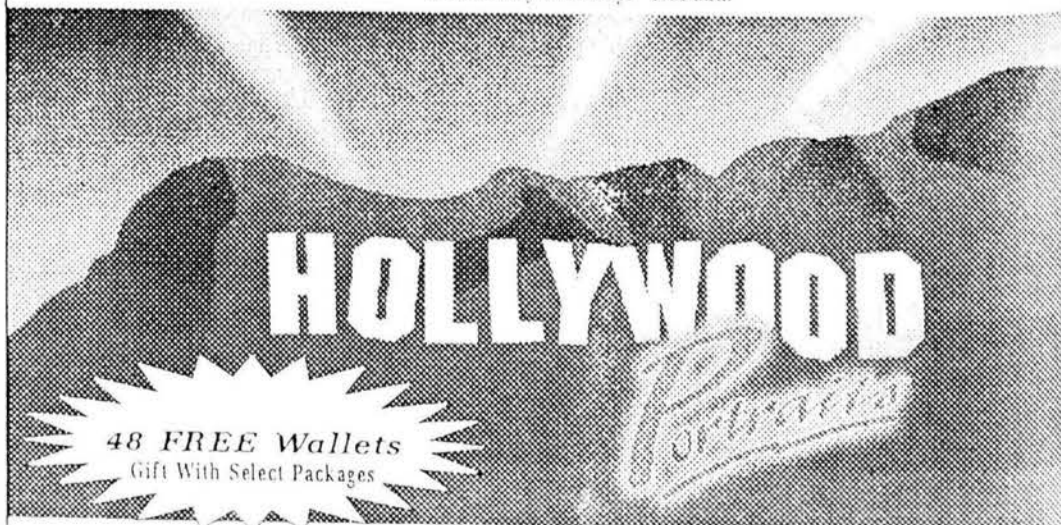
The next Lady Eagle varsity softball game is at Bellevue West on Sept. 25.



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Sports Quiz

Question:

Before Cal Ripken Jr. broke the record for most consecutive games played, who held the record, in what year did he set it and what team did he play for?

Please put all answers in the Register box in the courtyard, winner receives a small prize.

Taste of stardom for Central coach

By Les Anich

Getting into a professional sports league is a dream of most talented, young athletes. To some, it becomes a reality.

Stan Standifer, Central's football and weight training coach, reached his dream, a dream of playing in the National Football League.

Coach Standifer played six NFL pre-season games with the Oakland Raiders at age 22.

In 1970, he was drafted as a free agent by the Raiders under Coach John Madden.

He played tight end against the Green Bay Packers, Los Angeles Rams, Philadelphia Eagles, San Francisco 49ers, Baltimore Colts and the Cleveland Browns.

Coach Stan, jersey number 82, played with some of the greatest football players in history. Great athletes like Fred Blinkenkoff, hall of fame wide receiver, Art Shell, former L.A. Raiders' coach, Gene Upshaw, now president of the NFL Players Union, Kenny Stabler, now an announcer for ESPN, Darryl LaMonica and Carl Weathers, actor.

"At that time, they were Super Bowl Contenders," he said. "In 1972, they were Super Bowl Cham-

pions."

At the first pre-season game against the then called Baltimore Colts in Anaheim Stadium, "Coming out onto the field in front of

nounced on t.v.," he said.

Starting TE Raymond Chester, the first round pick from Morgan State University in Baltimore, Maryland, was injured in a pre-season game against the L.A. Rams.

Oakland released Standifer on the very last day of the pre-season because the Raiders wanted to bring in experienced TE Jacques McKennon from the Green Bay Packers.

Coach Standifer pursued a teaching career after his release. In the fall of 1971, he began teaching in Omaha Public Schools. He has taught and coached for 24 of his 25 years at Omaha Central.

Today he has a son, Steven, who plays strong safety for Colorado State University.

Steven was a two year All Stater and 1991-1992 All Metro from

Omaha North, Coach Standifer said.

"There's a strong possibility that he could go farther than I did," he said.

"I'm grateful for my pro career, it has helped me to help teach."

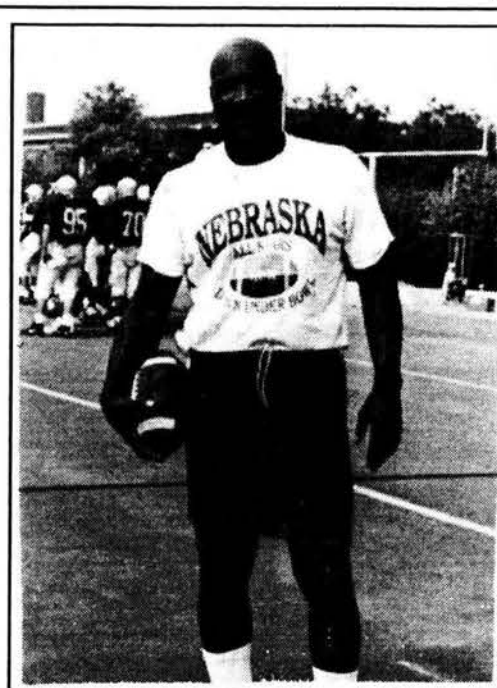


Photo by Lei Brown

Standing around: Coach Stan is caught playing football while he's supposed to be in the cafeteria on duty.

60,000 people was the greatest feeling," he said.

The best highlight of his NFL career was the televised game against the Green Bay Packers.

"I made a couple of great blocks for which my name was an-

Outlook good for girl's golf

Central Girl's Golf Coach Jane Dusatko is looking forward to the golf season with a lot of confidence in her 1995 golf team.

"We may not win Metro or be the best," she said.

This year's returning letter-man Lei Brown, junior, Rachel Samburg, sophomore, Kari Johnson, junior and Megan Fangman, senior are on the team.

"There are a couple of young potential sophomores on the team," Dusatko said.

The 1995 golf team started the season off with a 134-160 loss to Omaha North, the 1994 Metro Champions, on Sept. 5.

It was a good tournament. Our players finished well in the standings against the defending champions, she said. The next game is at Duschene on Sept. 21.

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SPORTS



We Cover Eagle Territory

Varsity football loses two games; eagles grounded

By Les Anich

The 1995 Central Eagle's varsity football team started the season with two embarrassing losses on the road.

These losses came at No. 10 Omaha North, 28-0, on Sept. 1 and at Omaha Benson, 51-12, on Sept. 8.

"Well, we were disappointed in the two losses, but we still have a chance at state," Coach Mac said.

The Eagles have not played a

district opponent yet. The first district opponent Central plays is No. 4 Millard South at home on Sept. 15.

It is the beginning of a new season for a newly constructed football team, which

lost key players to graduation last year. Two of the best running backs in Central's history, Ahman Green and Damion Morrow, are no longer on the team.

This year Parnell Walton, running and defensive back, carries the load for the Eagles.

"We've put in a lot of new, young starters in the game due to last year's graduation," Coach Mac said.

At Omaha North, the Eagles were dominated in the first half.

Central gave up six points in the first quarter and fifteen points in the second quarter.

The Vikings held the Eagles to 96 total yards. Walton had 91-yards on 21 carries.

In the next game at Omaha Benson, Walton rushed for 176-yards and scored on an 85-yard touchdown run for the Eagles in the third quarter.

Nick Friedrichsen, senior full-back and sam-back, scored the

Eagle's first touchdown of the season on a 12-yard run in the second quarter with 9:49 left in the first half.

The Benson Bunnies piled

up 485 total yards against the Eagles, now 0-2.

Central gave up seven touchdowns plays of 50 or more yards to the Benson Bunnies.

"We had good line performances from Joe Wolf, LaRon Rooks and defensively from Kelley Allen," Coach Mac said.

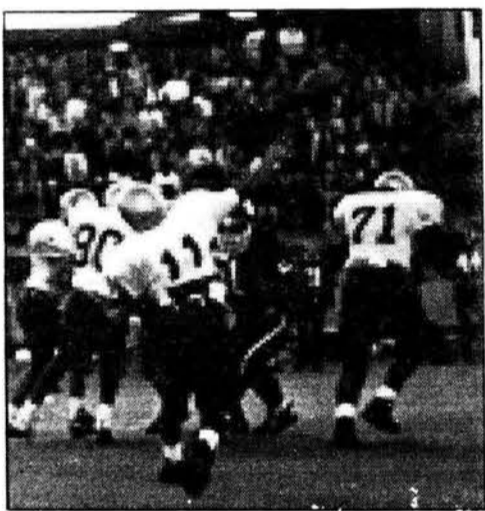
In the Eagle's first two games, Walton has 267 of the team's 369 total yards. Walton is fourth in rushing yards in the state.

The team felt they basically made progress and should have a successful season, Coach Mac said.

Injuries meant key players were side-lined before the season started. Key players like two-way starters Luke Denny (broken left thumb) and Nick Dubas (dislocated knee cap) are in-active, and could be side-lined for four to five weeks. Diante Grixby (sprained right ankle), back-up running back, was in-active in the Benson game.

The Central Eagles are off to its first 0-2 start since 1991. That year, Central finished with a 3-6 record.

The next varsity game is at home against Westside on Sept. 22.



Lei Brown

Throwing it up for grabs: Starting quarterback Jeremy Colvin, 11, puts up a bomb, while Kelly Allen, 90, and LaRon Rooks, 71, block for him.

J.V. ROMPS BURKE



Running away with it: Phillip Burrell, junior, blasts through the line on a counter sweep as he heads for the end-zone. Burrell scored three touchdowns and led the team in rushing, as Central's Junior Varsity football team pounded Burke 32-13. The J.V. team is Coached by Mr. Mark Allner.

Coach adds enthusiasm to Volleyball

By Kate King

A new face is on Central's volleyball sidelines this year. Coach Brad Reichmuth, Central math teacher, received word in May about his new position as head coach with the girls' volleyball team. Not only is Reichmuth new to Central, he is also new to Omaha.

A native of Humphrey, NE, Reichmuth grew up without playing volleyball. Reichmuth attended Humphrey St. Francis for his primary and secondary education. His school did not have a boys' volleyball team and his parents did not approve of his playing volleyball, so Reichmuth played very little. But his desire to was strong. During his high school years, Reichmuth was a member of both the basketball and track teams. Although the two sports were not what he wanted to play, Reichmuth did well in both of them. His teams both went to state. Even though these sports took Reichmuth far, he still had the desire and skill to play volleyball. Luckily for Reichmuth, someone else saw his talent.

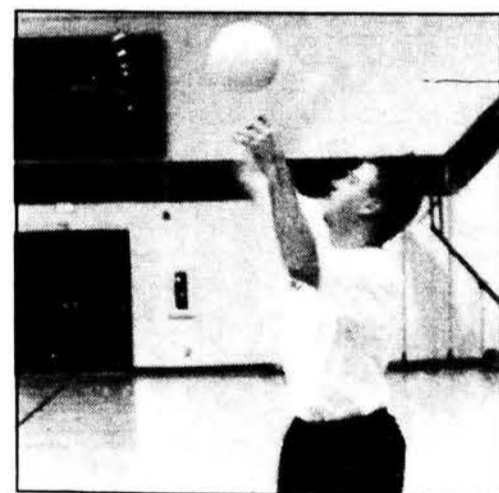
The girls' volleyball coach at Humphrey St. Francis saw Reichmuth's talent for volleyball and decided to do something about it. The coach talked to Reichmuth about making a video tape of his skills and mailing copies of it to various colleges. Reichmuth agreed,

even though his parents still disapproved of his playing volleyball. From this video tape, many scholarship offers poured in, most from small, private colleges. He took a close look at all of the offers and decided the best one came from the

Reichmuth wanted to teach UNL he majored in math and gained a coaching end for volleyball. Getting this easy. Volleyball was a time-consuming thing. His team practiced three hours everyday and w

of-town once a Keeping up in school hard, but he tried to studied every chance he could get. Reichmuth little to fall back on gaining these two knowledge, math and volleyball, were any strife.

After graduation UNL, Reichmuth receive a teaching the Lincoln area. not. Reichmuth thought that he could get a at Central but he wtical. He has taught 1-2, algebra 3-4, and ors algebra 3-4. Reich said he is "content being at Central" e. received word in



Lei Brown

Serving it up: Coach Brad Reichmuth does an overhand serve at volleyball practice

University of Nebraska at Lincoln. He chose UNL because it would be close to home and it plays large schools around the area. Other schools played small colleges where he might not get as much of a challenge. Another reason was a UNL team member who said he had the talent to "make it." Knowing that, Reichmuth decided UNL would be the place for him to go.

During his time in college, Reichmuth had a simple but lengthy schedule. Reichmuth did little else except go to school and play volleyball. Since his high school years,

former coach Vicky Wiles signing from her position would become the new head Reichmuth began planning season. He planned summer for the girls on the team at and Ogalala. He also did assistant coaching for college area.

With Reichmuth as the head coach for the girl's volleyball team, Central looks forward to a great season. Having him a cent addition to Central's staff, gives a younger outlook to the math department.

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