

FRIDAY

March 29, 2002

the Omaha Central High School REGISTER

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EDUCATION
Alternative schools offer help for students with behavior and learning difficulties.
PAGE 4-5A

RESIDENT EVIL
Twisted plot keeps audience guessing in video-game based apocalyptic thriller.
PAGE 19C

STATE BASKETBALL
After extremely successful seasons, both the boys and girls teams fall early at state tournament.
PAGE 25D

1 Back-to-Back NSPA Best in Show

Oldest High School Newspaper West of the Mississippi

National Pacemaker Award Winner

freshman
remembered
positive
look, smile

By Matt Wynn

Freshman Roseann Incontro was going to grow up to be a counselor, or maybe a teacher. She hadn't decided yet, but she was certain she wanted to do something with kids. She wanted to have nine or ten children and she had all sorts of different names in mind. Incontro had lots of plans for her future, but none of them were ever realized. She was killed in a car accident on Mar. 15. The driver in the other car was drunk, Dan Incontro, an Omaha police officer.

The loss of the 15 year old was a huge blow to her family and friends and the countless people she had come in contact with during her short lifetime. Incontro was a contagious, outgoing person with a constant smile and positive outlook on life were all remembered by her friends. "She was what everyone wanted to be," her friend sophomore Emily Greenberg said. Incontro's death took place on Friday.

The next Monday morning, Incontro's counselor's office offered to talk about Incontro and her death. Two counselors went to each one of her classes to ensure that students knew that support was available if it was needed. Counselor Karen Cirulis said students kept coming in all day to talk.

Incontro was a well-loved girl, a respected young lady who had a lot of people's lives at her young age," she said. Greenberg said Incontro's death came as a big shock. She, Incontro and some of their other friends were all going to meet at Incontro's house that evening, she

everyone else was there, but Incontro hadn't shown up. Still, Incontro wasn't worried. Somehow, though, someone found out about the accident. The rest of the evening there were people. See **INCONTRO**, page 3



HOWARD KENNEDY

96.8 percent minority
42 percent passing district reading requirements



SHERMAN ACADEMY

23.1 percent minority
72 percent passing district reading requirements

PRIMARY DIVISIONS

A Special Report
SECTION E, PAGES 35-40



All photos by JOE MEYER/THE REGISTER
Matthew Thompson, a fifth grader at King Science Center, is one of almost 400 students who elect to go to the school even though they live outside its attendance zone. Magnet schools are a major part of the new plan.

Fred Mace and Hailey Coffman, both in pre-kindergarten at Sherman Academy, use a computer the school bought with grant money.



When Omaha Public Schools eliminated forced busing and went back to neighborhood schools, it tried to create programs that would attract white students into schools in black neighborhoods and vice versa. Its goal was to keep the district's schools integrated on a voluntary basis, unlike what current Central students dealt with when they were in elementary school. And after three years of the new plan, most students choose to attend their home schools, creating racial disparities among the district's 59 elementary schools. A six-page report looks at the purpose of the new plan, its effects and what may lie in the future.

Gorbachev addresses Lincoln audience

By Joe Meyer

Senior Andy Hofmann couldn't resist. It was too good to ignore.

The way he saw it, it was a once-in-a-lifetime opportunity. It was a chance to hear a former world leader speak.

It was a chance to see Mikhail Gorbachev, the president of the Soviet Union from 1980-1991, a Nobel Peace Prize winner and a man who has been involved in politics for over 50 years.

So he traveled down to Lincoln with his father and listened to Gorbachev's speech March 14 at the Lied Center for Performing Arts.

Gorbachev was in town as part of the E.N. Thompson Forum on World Issues, an event hosted by the University of Nebraska to offer people the chance to learn a little about foreign affairs.

Throughout the years, the forum has brought in politicians like Nebraska Sen. Chuck Hagel, but Gorbachev was definitely the most popular of any speaker who has attended.

People packed into the 2300 seat venue.

There were even lines outside the door for people who were hoping for the chance to get in.

Hofmann was one of the lucky ones. His dad was able to receive two of the free tickets before they were all gone. He even sat near the stage.

In his speech, entitled "Russia: Retrospect and Prospect," Gorbachev discussed issues like the United States' national missile defense program, the Cuban Embargo and environmental concerns.

Gorbachev said protecting the environment will be the number one objective for the global community in the twenty-first century.

World leaders need to make sure younger generations understand the importance of the environment. See **GORBACHEV**, page 6

Plan to impose enrollment cap scrapped by district, parents

By Joe Meyer

After being considered by district officials, school administrators and parents, next year's enrollment to Central will not be capped. Steve Nelson, director of student and community services for the district, said that the selec-

tion process has been satisfied, which means that the district was able to place every student who wanted to attend Central in the building.

Nelson was not able to give the exact number of students who will attend the school next year.

Principal Gary Thompson said he was pleased with the fact that the district decided not to limit the school's enrollment.

He said it would have created a dangerous precedent by closing the door on some students who wanted to attend the school.

Thompson said the idea was proposed to a committee of parents and teachers earlier and they responded the same way.

He said parents like having the opportunity to decide where their children attend school.

Capping the enrollment also might have forced some parents

to send two different children to two different high schools.

Freshman Jessica Sheridan said she agrees with the district's decision.

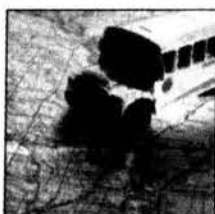
She said she doesn't know how the district would decide who could attend the school and who couldn't.

But the district's decision doesn't mean the school is the same as it was years ago, special projects director Carla Noerrlinger said.

Because the school is overcrowded by more than 700 students, the district has designated See **ENROLLMENT**, page 7

SIDE

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Pages



Desegregation

The move to neighborhood schools altered the demographic landscape of OPS' elementaries, and not for the better.
INSIGHT, 8B



Warped Tour

One of the longest-running punk tours decides to make a stop in Omaha this summer.
A & E, 17C



Central's Beef

Omaha's professional indoor football team is looking to former Central players for success this year.
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Billboard displays student art work

Senior Susan Kimball's art work is being displayed on a billboard as a local celebration of National Art Month.

Kimball won a contest for having the best artwork. When she won, she couldn't remember ever entering a contest. She found out that one of her teachers at the Career Center had chosen the photo and entered the contest for her.



Kimball

Her work was put on a billboard on Cuming street to be seen by passing motorists.

The photo of a flag will be displayed for the next month. All over town different companies sponsor similar billboards. Sponsors of this billboard are,

Dean's Camera Center and Channel 6.

Many high schools also sponsor their own billboard for a student's work.

Kimball has been an artist for many years. She attends Career Center to further develop her skills in photography and produce better work, she said.

She said she feels she has benefited from this experience. Her artwork has gained the attention of fellow classmates and the general community. At the very least, her work made the drive to work on Cuming a bit more pleasant.

Kimball was pleased that her work was able to be displayed for the public to see. Having her artwork out for the public was worth more than the award, she said.

Many people have wanted to purchase her artwork and she has already sold a few copies. The picture on display was already sold before it was shown to the public.

Students prepare for challenging AP test

Students in Advanced Placement classes will soon begin feeling the pressure to succeed.

Many juniors and seniors face the fact that they will have to put the knowledge they learned this past year into a three-hour examination in early May. To prepare the students for this tough task, many teachers and students will be beginning their preparation for the upcoming test.

The AP program was started to give high school students the chance to take college level classes in a high school setting. The classes are generally more difficult and faster-paced than other classes offered at Central.

Many colleges will accept a good score on the AP test as credit for a class, but each college has different criteria for passing.

Scores range from one to five, with five being outstanding and demonstrating a full knowledge of the subject and one meaning that the student would probably fail that class in college.

The study sessions occur usually once or twice a week, and students review the entire year of that class.

AP American History teacher Carol Hipp holds these sessions twice a week for her juniors who plan on taking the test.

She said she feels that in order to do well on this type of test, one must study more than usual.

The American History group meets for a little over an hour on Thursday nights and Saturday mornings. During these sessions, students can review what they learned and expand on what they have learned to give them an extra advantage when taking the test.

During the meetings, students have a chance to cover information they have not had class time yet to cover. Not all information can be covered in class because the AP tests occur a few weeks before the actual school year ends.

The study sessions have greatly contributed to success. Over 70 percent of the students that take the test get a three or higher, compared to the 25 percent or fewer at other local schools.

Students said they feel that the extra study sessions are tough, but they know it will pay off when they take their tests in May.

German, French NHS honors new members

French and German National Honor Societies held their induction ceremony on Thursday, March 21.

Each member had to meet minimum requirements to join the society. These included have a high two or higher in French Class as well as having high marks in other classes at Central.

Students must then attend related activities, such as the French Club picnic or attending French-related movies and plays.

Prospective students then had to fill out an application to be considered for the honor.

The societies also offer letters to an even more select group of members. The letters are similar to athletic letters, except they are for attending additional events related to the language, either French or German.

At the reception, each language held a separate induction. French NHS gave each new member a certificate and they lit their candles.

The group then recited the oath of dedication to the society.

German NHS did a similar procedure, but they only lit candles and gave their oath.

The reception concluded with cake and punch.

News Calendar

Compiled by Aaron Maurice

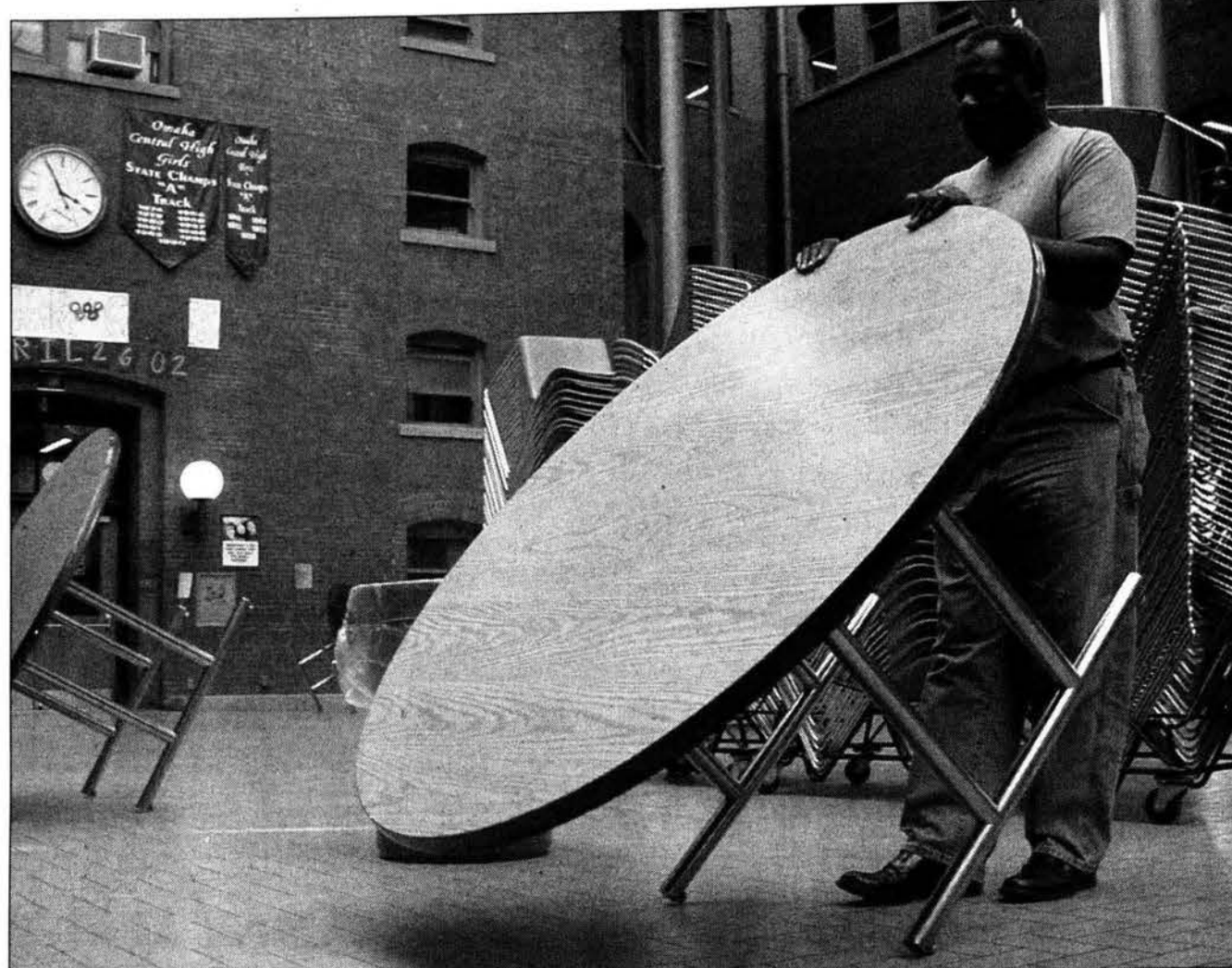


Photo by JOE MEYER/THE REGISTER

Janitor Rufus Haynes lifts up a table in order to arrange the courtyard for a garage sale that will be held at the school during spring break which starts on April 1.

April

01

April Fool's Day

Trickery and jokes will be played throughout the day. Students will be on spring break this day.

01

Spring Break begins

Students have the week off from school before the end of the semester. There are less than seven weeks of school left when students return.

04

FBLA State Conference in Omaha

Members of the Future Business Leaders of America will attend their State Conference in Omaha. The event lasts for three days.

06

ACT Exam

Students who registered for the ACT will take the three hour exam on Saturday. Students are expected to be at the testing site before 8 a.m.

07

Daylight savings time begins

Remember to set your clocks forward one hour to provide extra daylight in the evenings. Daylight savings time takes effect at 2 a.m..

08

P.E.P. Meeting

Parents are encouraged to attend the monthly P.E.P. meeting at 7:30 p.m. The meetings discuss topics of importance to all Central students.

08

Teacher In-service Day

Students have an extra day added to their spring break by a teacher work day. Students are not to attend school this day.

10

Graduation Announcement Delivery

Seniors who ordered graduation announcements will receive them on the 10th through the 12th.

13

Junior, Senior Prom

Upperclassmen have the opportunity to attend the annual Prom at Central. The dance starts at 7:30 p.m. and lasts to 11:30 and will be held in Central's courtyard.

14

P.E.P. Post Prom

The Central Teacher-Parent Organization will host an after prom party following the dance. It will take place at the Ranch Bowl till 4 A.M.

18

National DECA Conference

Students who qualified will attend DECA Nationals in Salt Lake City, Utah. Many Central Students will attend this event that will last through the 24th.

18

District Music Conference

Central music students will attend this conference hosted in Ralston. The conference lasts through the 20th.

26

Teacher In-service

Students will have the day off on the 26th. Teachers have an in-service to have meetings and get caught up on work before the end of the year.

29

Progress Reports

Students will be graded for progress reports this week. These fourth quarter reports will be the last of the year.

30

A Cappella Music Concert

A Cappella will receive awards and then perform a vocal concert on the 30th. The group has also performed periodically throughout the year.

Central well-represented at state DECA

Over 70 Central marketing students attended the Nebraska State Career Development Conference.

Nearly 1,000 students from around the state attended. The event was sponsored by DECA, a club for marketing students.

Students competed in events covering every aspect of marketing education.

They competed in these events either individually or as a team.

Students then participated in various events for their competition. Many students took one or two ten tests, and then did a role-play situation that pertained to their subject.

The written tests consisted of general subject tests and marketing math tests.

In the role-plays, students had to analyze a problem and present a solution to a panel of judges.

Participants who placed in the top eight in their category after Thursday's events were invited to compete in the finals held on Friday. Many Central Students qualified for these finals.

The events on Friday were added to the results from Thursday to rank the top students in each category.

The top three students were then able to attend the International Career Development Conference held this year in Salt Lake City, Utah.

Twelve students qualified for the International Competition that will be held in mid-April.

Both Melissa Hepburn and Michael Michalak qualified for this competition.

They were on a team in the Financial Services event. They placed first in their event, guaranteeing them a spot at the International Conference.

Students who attended the Nebraska Conference also had the opportunity to do many activities further enhance their marketing experience.

Each school had voting delegates to vote on candidates for state officer in Nebraska DECA. Students attended workshops to give them insight on various careers and fields of study.

At the end of the day, social events such as dances and entertainment were offered to the attendees.

NHS inducts new members

New National Honor Society inductees attended an induction ceremony on Sunday, March 17, signing a start to a year of volunteerism and helping the community.

National Honor Society is a society for the top high school students who are dedicated members of the student body academically, and have a commitment themselves to service the community.

The brunch was a welcome ceremony to those students who qualified for the honor.

The event started off with an introduction by the NHS student president. Superintendent John Mack then spoke briefly about children today's society followed by a speech by Principal Gary Thompson.

The keynote speaker for the event was former Mayor Hal Daub. He spoke about how to be a leader in today's world and about his experiences that he said he still benefited from today.

His speech was taken to be motivational by many of the students who attended.

The new members were individually recognized. Each new member received a certificate and a pin and posed for a picture with Hal Daub and the NHS president.

All of the new members posed for a group picture outside Central after the brunch.



Hepburn

Grading lawsuit decided in school's favor

By Kaitlin Butz

A former Millard woman took battle over in-class grading all the way to the U.S. Supreme Court, and although she may not have won, she said the awareness case raised made the entire case worth it.

Kristja Falvo filed a lawsuit against the Owasso Independent School District in an attempt to force its practice of allowing students to grade each others' papers in class.

Her decision to file the suit came after years of problems with learning disabled son being graded by other students grading papers. Falvo said she had met with teachers and principals to talk about it, but the problem persisted.

The case was first heard at the Northern Oklahoma Federal District Court in Tulsa, Okla. in October of 1998 and the verdict was not in Falvo's favor.

She appealed to the Tenth Circuit Court in Denver in April 1999. A three judge panel unanimously overturned the district court's ruling.

The district appealed to the Tenth Circuit Court and asked for all ten judges on active duty to hear the case and make a decision, Falvo said. The judges ruled 6-4 in favor of Falvo. That was when Owasso took the case to the Supreme Court.

The Supreme Court heard the

case on Nov. 27, 2001. Falvo said each side got half an hour to make its case to the justices. The decision was not announced for several months, but Falvo said she already knew how they would rule.

"They had already made up their minds before they heard it," she said.

On Feb. 19, 2002 the decision was issued: in-class grading would be allowed.

Falvo's main argument in the case was that it was in violation of the Family Educational Rights and Privacy Act (FERPA) of 1974. The judges ruled that peer grading did not violate FERPA and reversed the Circuit Court's ruling.

In the justices' stated opinion, FERPA only covers educational records, which does not include daily assignments. Therefore in-class grading did not constitute any sort of violation.

Falvo said she did not mean to go after teachers with her lawsuit and actually received support from some educators.

"I think that in most schools the teachers are very professional," she said.

The Owasso district did not provide the proper guidelines for its teachers in regard to grading, Falvo said. She said she knew of teachers who never graded their students' assignments.

This was especially shocking

compared to the positive experience Falvo said she had in the Millard district.

"I was very naïve, I took our public schools for granted," she said.

Falvo's children attended Ackerman Elementary when they lived in Millard and she said the teachers there were wonderful, especially the teachers her son had for primary school.

"I get tears in my eyes thinking about the teachers there," she said.

Falvo's son did not technically even qualify for special education under the Owasso district guidelines, but by law the district had to include him in the program because he had been part of Nebraska's special education department.

For now, there are no official changes in the Owasso Independent School District. But parents and school officials are more aware of the potential problems peer grading can cause, Falvo said.

She said she has accepted a position on a district committee to establish written guidelines about in-class grading. She will be providing a parent's perspective in the decision-making process.

She may not have won her case, but Falvo said it was worth it. Her son is now a sophomore in high school and is thriving in school. She said participating in

the court process was an enlightening experience.

"It gave us an awareness of what people have to sacrifice to keep their freedoms," she said.

She and her husband Jim sold their house to move, but got caught up in the case and had to stay in Oklahoma. So the couple and their four children had to move into a two-bedroom apartment.

"We feel like we really paid a price," she said.

The outpouring of support from people around the country has made Falvo feel like she made a difference.

She said she received many letters and calls that made her feel like she was doing the right thing.

"It was such a humbling experience," she said.

French teacher Bev Fellman said she has had her students grade papers, mainly short quizzes, in class for years and has never had a problem. She said students do not seem to mind exchanging papers.

"Students really trust each other," she said.

Fellman said she finds peer grading to be a useful device because it allows students to see what they do and do not know right after they are tested on it.

"It's a good teaching device," she said.



College Corner

Virginia State University

Location: Petersburg, Virginia

Admission: 89 percent of applicants admitted.

Type: Four-year public university, coed

Undergraduate enrollment: 3,390

Additional facts: Historically black, all dorms wired for campus-wide network, most popular majors are Public Administration and Business

Freshman admissions: 13-19 on ACT, recommended courses are four years of English, two of Math, and two of Science

Pennsylvania Institute of Technology

Location: Media, Pennsylvania

Admission: 100 percent of applicants admitted.

Type: Two-year private university, coed

Undergraduate enrollment: 323

Additional facts: Learning center is available. Homework helpline staffed during the day and the most popular majors are business marketing and social sciences.

Freshman admissions: 11-19 on ACT recommended courses are four years of English, two of Math, and two of Social Studies

Dana College

Location: Blair, Nebraska

Admission: 97 percent of applicants admitted.

Type: Four-year private university, coed

Undergraduate enrollment: 579

Additional facts: Intramural sports offered workstations are located in dorms. The most popular majors are teaching and business.

Freshman admissions: 19-23 on ACT, recommended courses are four years of English, three of Math, and three of Science

Gonzaga University

Location: Spokane, Washington

Admission: 82 percent of applicants admitted.

Type: Four-year private university, coed

Undergraduate enrollment: 2,852 full-time

Additional facts: Coed housing is available. There is beautiful urban location. The most popular majors are business marketing and social sciences.

Freshman admissions: 23-28 on ACT, recommended courses are four years of English, three of History, Language, and three of Math

INCONTRO

Hundreds flock to freshman's vigil, teacher says

INCONTRO, page 1

a "dark cloud" over the celebration, Greenberg said.

Incontro's best friend, Tess Larson, said she had known her since fourth grade, when they attended the same school.

When she heard about the accident, Larson said she didn't believe it.

She knew Incontro would be coming up to the wedding at any rate, she said.

"My plan was to go home and tell her and say, 'Oh my God, Sean, it was so crazy, everyone told me you had died,'" she said. Larson and Incontro had always been close.

They had stayed friends all through middle school, and in

eighth grade they even made a "best friends folder," where they kept photos of them together and wrote down memories to keep.

It was an idea that Larson said she thought was "a little nerdy," but now she's glad to have it.

On the Sunday after she learned of Incontro's accident, Larson sat down with the book.

"I started to cry. It was just real sad," she said. "We had one page where we wrote down all our plans for the future. I would have liked to see what happened with those."

Monica Kissel, Incontro's biology teacher, said most kids learned about what happened to Incontro on the 18th.

"A lot of kids were like, 'Oh

my gosh, I just talked to her on Friday,'" she said.

She had learned about the accident Saturday morning, when principal Gary Thompson called her to tell her about what happened.

Knowing about it in advance gave her time to plan out what she would do on Monday, she said.

She wrote passes for students to go down to the counselor's office all day, she said, and not just for kids who were in Incontro's class.

"She knew just about everyone," Kissel said. "I was writing passes for a few kids in every class I had that day."

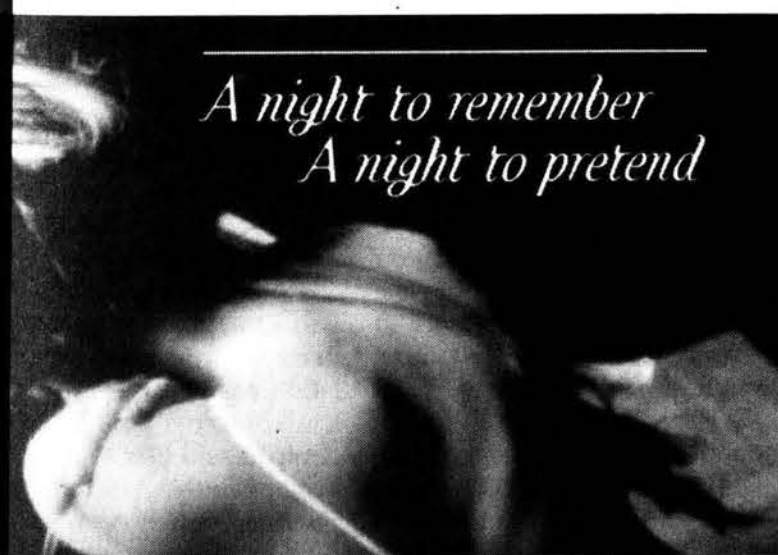
She passed a card around the class for students to sign.

That evening, Kissel went to Incontro's vigil at Our Lady of Lourdes church. She said there were crowds of people from all over who gathered to pay tribute to her memory.

"She was always willing to help other people out," Kissel said. "If someone had a question or needed a hand, she'd help if she could. She was just a really sweet kid."

Incontro's death has left a hole in the life of many people who had known her, Larson said.

"She was so much the life of the party, and now it's like she's not there anymore," she said. "Now it's like, 'Oh. Party's over. The end.'"



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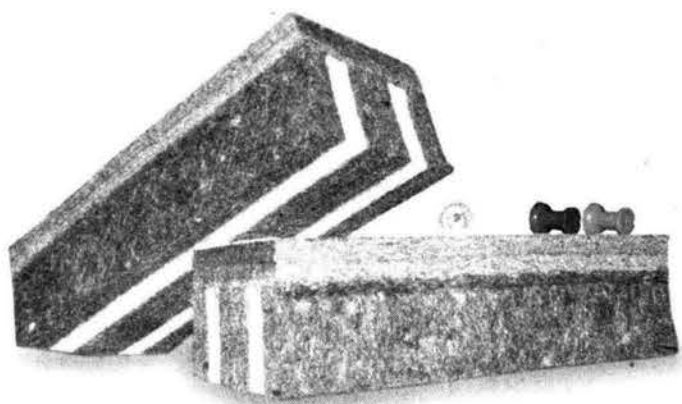
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Lovely small bouquet of mixed flowers with delicate greenery plus ribbon to match her gown

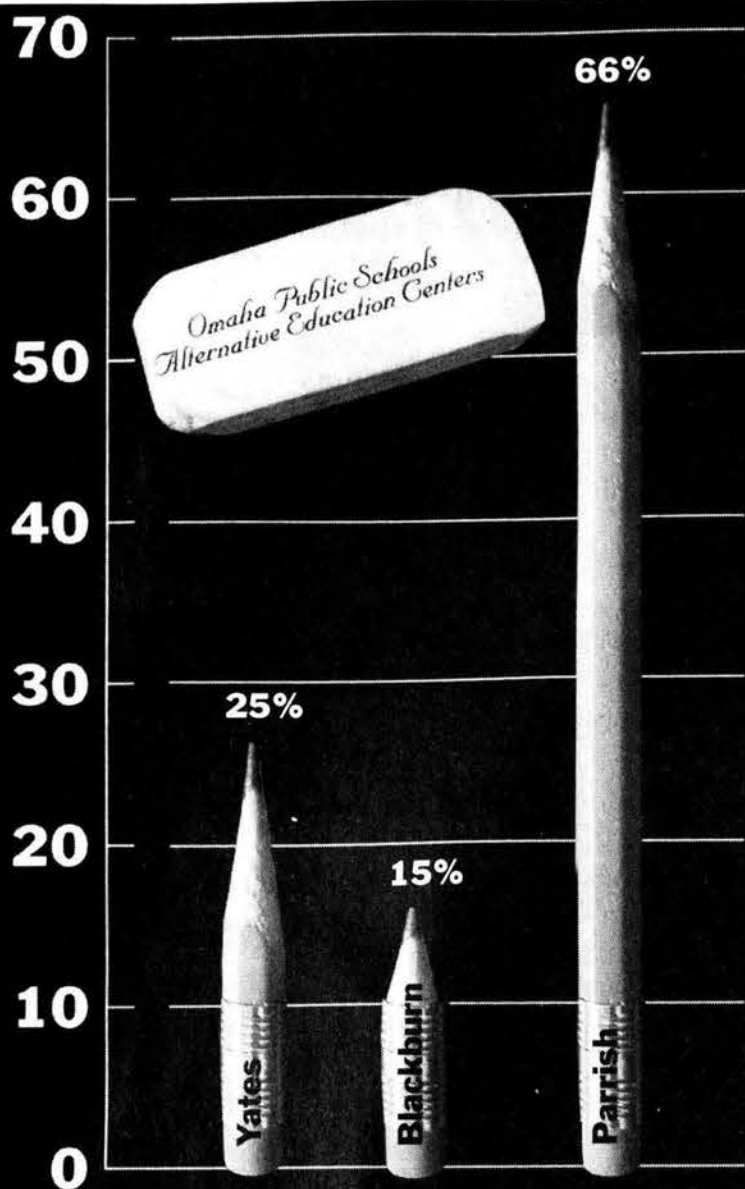
Boutonniere \$10

Cluster of flowers with a greenery accent

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Learning outside Alternative



Enrollment fluctuations

Alternative school enrollment over the course of a school year is constantly changing. From week to week, quarter to quarter, students are in a continual process of entering and leaving the schools. OPS' three alternative education centers (AEC) for high school students are no different. In the program students usually leave after a semester, thus creating major fluctuations in school population. The following pencils (left) illustrate the percentage of this fluctuating change during the course of the school year.

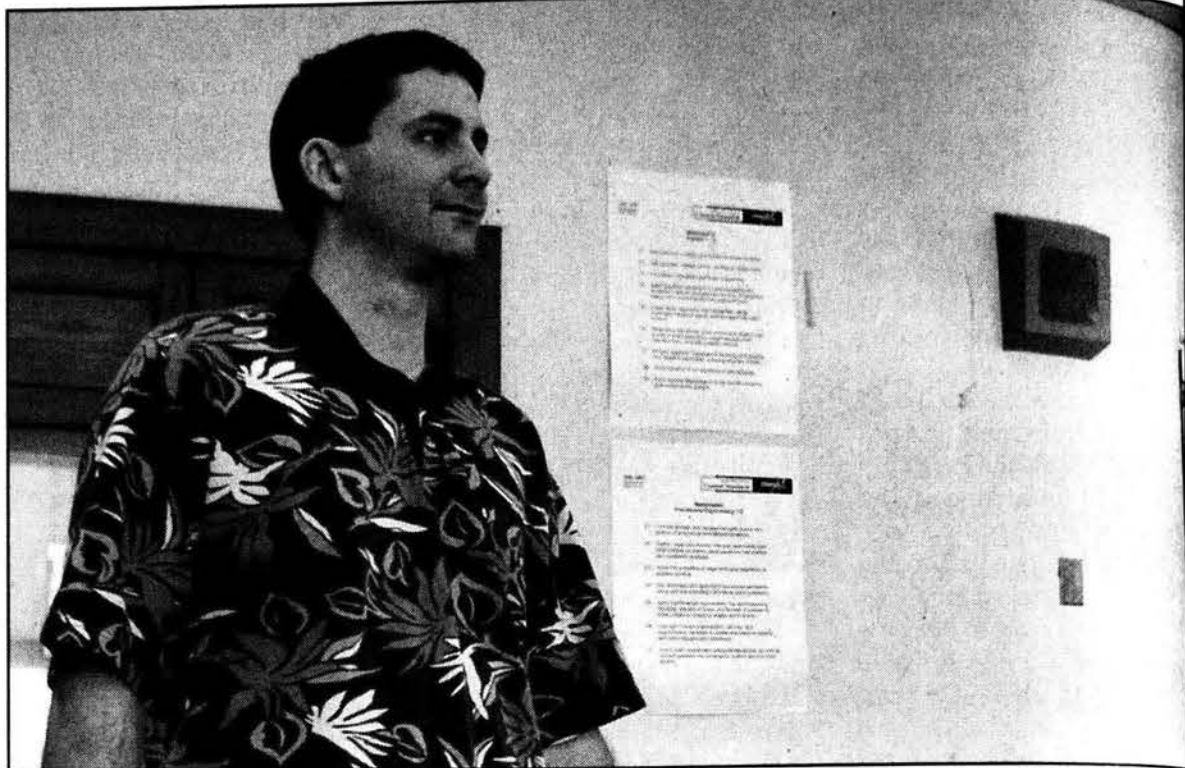


Photo By DOUG MEIGS/THE REGISTER

Math teacher Chad Burns previously taught at an alternative school in Sellah, Washington, said the experience taught him a lot about teaching as well as students in general.

Alternative vs. Traditional Teacher says environment makes the difference

By Doug Meigs

Math teacher Chad Burns used to work at an alternative school before coming to Central.

He said his goal as a teacher was to help the students move back into traditional schools.

"Those kids were pretty much coming out of the gutter," Burns said. "Any change would have been a major improvement."

Burns worked at the alternative school (PULSE) in Sellah, Washington for three years. It was his first teaching job.

PULSE, an acronym for pride, understanding, learning and self-esteem was part drug rehabilitation center and part educational facility.

"Everything that could have happened did," he said. "It was so intense everyday."

OPS itself has four alternative schools (Yates, Wilson, Blackburn and Parrish). The schools are referred to as AEC, short for Alternative Educational Centers, and there are at least 15 more in the immediate Omaha metropolitan area that offer a variety of additional educational options.

Burns said the students at PULSE came to the school from all over the nation with as many drug problems as he could imagine. The main goal of the school was to help its students return to an educational atmosphere after their lengthy inpatient detox-program.

He said that overall the school did a great job helping kids turn a new leaf, but for some students the situation may have been detrimental.

Burns said PULSE's curriculum was fairly loose because rather than assign daily homework, he would assign larger amounts over a prolonged period. Some students couldn't

handle the freedom and wouldn't do the homework, he said.

Burns remembers one seventeen-year-old student who already had two children and worked a full-time job to support herself. Without an option like PULSE, he said the girl would have been forced to drop out of school.

She didn't have time to continue her education in what one might consider a "normal" educational environment.

"A lot of the students who are problems in a regular school setting are much better (here)," he said. "They don't have anyone to act up for."

Robert Faulkner, the coordinator of Parrish's expulsion program, said the students he works with use the school as a jumping off point.

As a whole, Parrish is broken down into three sections: independent study, special education and an expulsion program. The students Faulkner is referring to have been kicked out of school for countless reasons.

These students have been found guilty of everything from fighting to carrying a weapon and are all enrolled together. Yet through Faulkner's aid, he said the overwhelming majority make a change for the better.

Oftentimes Burns said it is unsettling for some students to come into a large school like Central. The different environment can prompt unacceptable behavior that a smaller school, like an alternative setting, might be able to prevent. Because of this, taking classes at an alternative school can be a great opportunity.

"However there were some students that when they go into that atmosphere they can't function because it's so different, they

couldn't handle the freedom," said.

Sometimes a student would come in and just continue the downward spiral, but for the most part PULSE didn't have trouble with its students.

"The students were proud that their school was drug free," Burns said. "If there was any talk of drugs the kids would tell."

They were working to stay clean and sober. Most didn't want to be put in a situation where they had to be around drugs. To help prevent such exposure, the school had an extremely strict anti-drug policy.

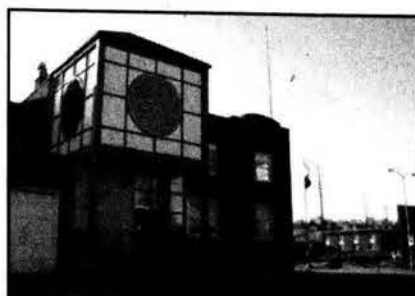
If Burns or any teacher had even a mild suspicion that a student was involved with drugs, the student could be forced to take a drug test within the next 24 hours. If the results turned out negative the student was put back into the in-patient program. However, the process was rarely used.

Similar to Burns' experience, Faulkner said that despite Parrish's "rough" student population, there are very few behavioral conflicts. For many of these students he said Parrish's expulsion program is their last option in the public schools system.

Due to the school's flexible atmosphere (similar to PULSE) students can receive one-on-one attention. The primary drawback is that the students lack the curricular outlet offered by the seven high schools. Some students may flourish in the environment while some may be more comfortable with a traditional school.

Burns said he learned a lot from teaching in alternative education. Most of all he said he realized that wherever one may go, he'll find the same good kids in different environments.

Seven of Omaha's local alternative schools



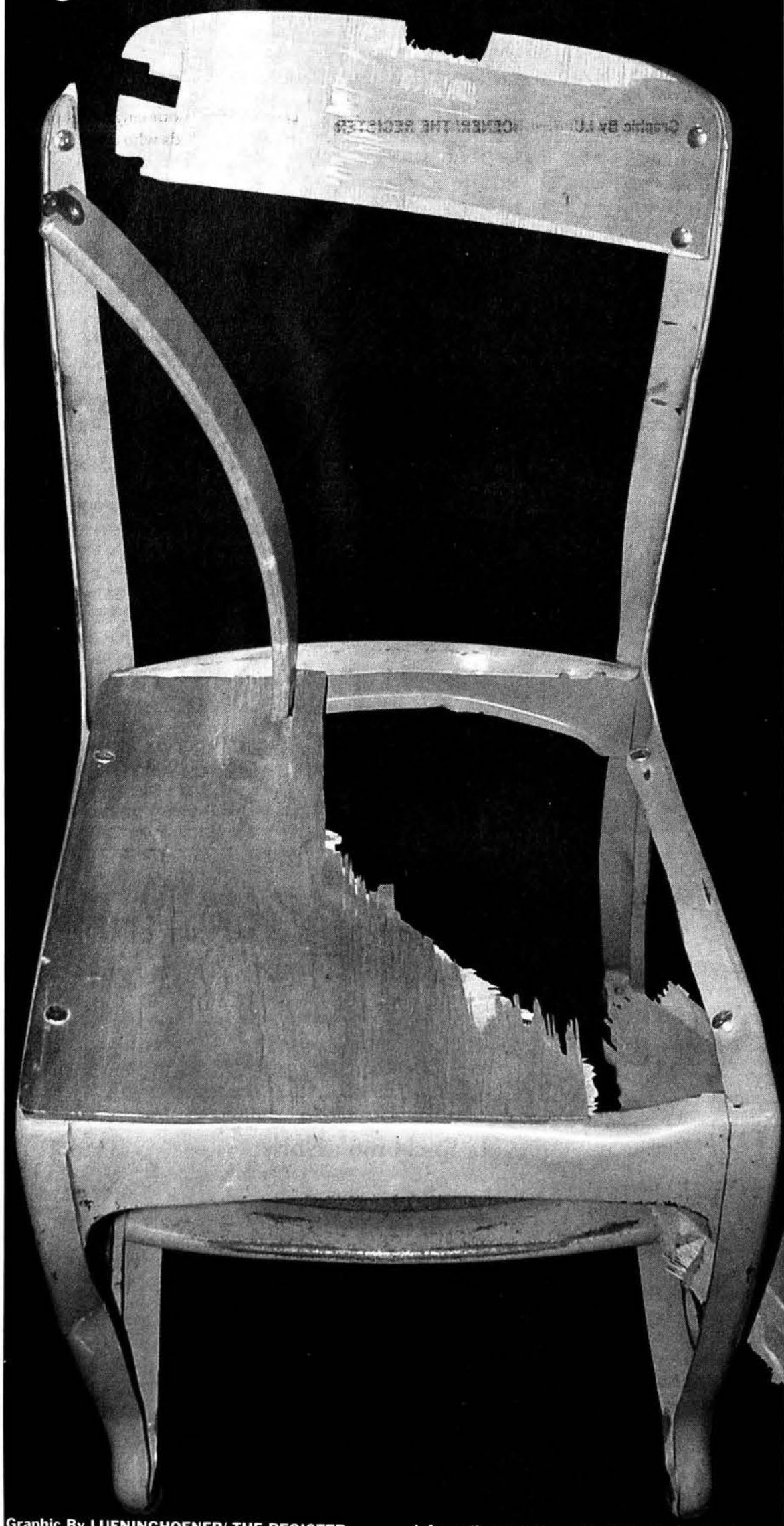
Parrish - public

Includes three programs - independent study, special education and an expulsion program.



Blackburn - public

Works primarily with students having behavioral problems.



the traditional box educations

new school environments to behavioral facilities, such schools play an important role in the options that are open to students in Omaha's alternative schools.

Latino school proposes new opportunities

By Paula Salhany

Rumors of OPS starting a Latino alternative school have received the attention of Omaha's educational community as of late. Latino students who are having problems in the traditional school setting would be able to attend the school in order to get extra help and attention.

Beto Gonzalez, counselor at the Chicano Awareness Center, said it would be nice to have a Latino alternative school in the area, but if there were one, he would like to see people from the Latino community running the school.

"There needs to be people who know about the pain and hardship these kids have gone through, especially the kids from the Third World countries," he said.

Dan Weidner, operations leader for alternative education, said he doesn't feel the need for a separate Latino alternative school. He said the alternative school right now is doing a wonderful job and that all students are welcome.

Currently, the alternative school programs have ESL accommodations. An ESL teacher is available for any student who needs help, no matter what program the student is in, he said.

Gonzalez said if OPS had teachers who understood the backgrounds that some of the students came from more completely, they would learn better, which is what he sees a Latino alternative school doing.

Junior Yariela Ruiz said the school might help students keep more focused and have a better attitude about school.

"If you notice a lot of Latinos don't care about school," she said. "I don't really care about school."

Ruiz said even though there is a chance that the idea could be a failure, it would be good for the students who don't know any English.

"I'm okay in the school setting because I know both languages pretty fluently, but for kids who don't, it would be a good idea," she said.

Weidner said there are many different programs available in the alternative schools.

If a girl is pregnant and doesn't feel comfortable in the school setting, she can take an independent study program, he said. If a student doesn't do well in the traditional setting of school, the alternative school provides a smaller setting for them. Also, if a student is expelled from school, they are able to attend one of the alternative schools for the duration of their expulsion, Weidner said.

"The schools provide expelled students with the basic courses such as English, math and social studies," he said. "It is just a way to keep students involved in the school system."

Mary Stiversson, student personnel assistant at OPS, said she heard some talk about the Latino alternative school.

She said it has been mentioned by the Latino community that it would be helpful for the district to have a school, but that nothing has come about that she knows of.

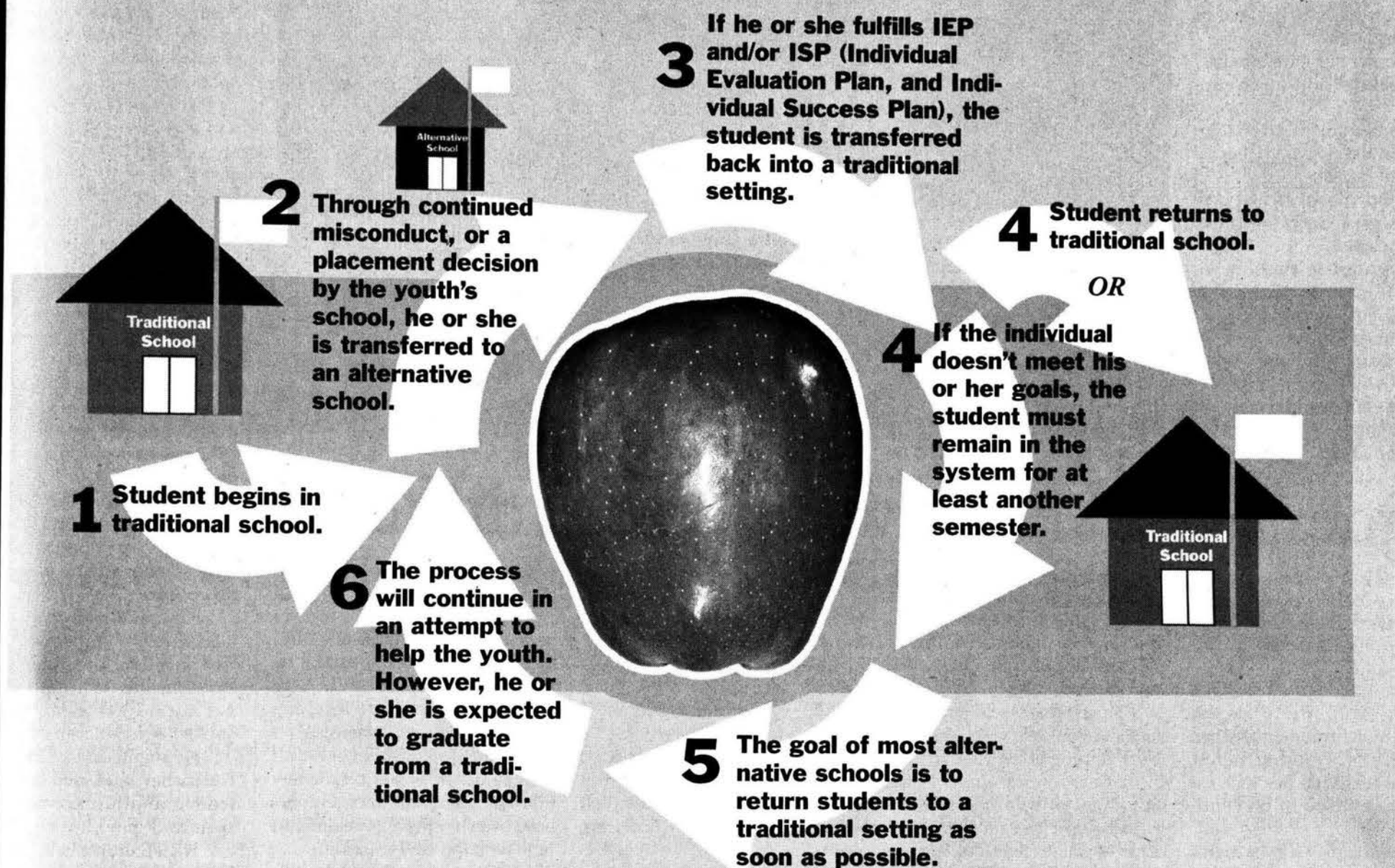
Gonzalez said if OPS doesn't start the school, he would at least like to see more bilingual counselors.

Celaine Smith, bilingual liaison at Central, said they are always looking for counselors like Gonzalez to help the Latino students.

"Some students who are having a lot of problems hit a wall or barrier, but when they talk to Gonzalez, they open right up," she said.

She said she thinks the alternative school is a good idea. But no matter what happens, she said people like herself and Gonzalez will continue to help the students in the Latino community.

The transition in and out of an alternative school



Information Courtesy of Weidner from Alternative Education Centers

Graphic By LUENINGHOENER/ THE REGISTER

Rigid structure preserves academic hopes

By Doug Meigs

Hidden away behind perpetually closed steel doors sits Alpha School, one of Omaha's most rigid alternative facilities.

To enter, one has to go around back the main entrance. A walkway extends feet above the ground into the building. A metallic barred cage covers the entrance, shutting off another locked steel door at the end of the tunnel.

The entrance protrudes out from a non-like playground's slab of pavement surrounded by a 20-foot fence. The enclosure has only two distinguishing characteristics, a pair of netless basketball hoops.

Alpha School is a level-three contract facility and is the last chance for many students at Alpha School, Shanks said the facility is the end of the line for many students. By the time a student arrives at Alpha School, Shanks said the student has exhausted all of their available resources. Most have been involved in the sort of short-day program or discipline at an alternative school.

Alpha school is a quasi-governmental facility run by the Eastern Nebraska Human Services Society for the last 25 years. It works in cooperation with public schools with youths in grades K-12. "The kids who have come to us have a history of problems. We teach re-education skills to help reintegrate the

students into public schools. It's an extremely structured environment with positive awards for some actions and immediate consequences for others. All the kids with us are here for a reason," Shanks said.

Upon entering the buildings blank, off-white hallways, one is immediately assaulted with a sterile stench of ammonia. Mirrors hang in the upper corner of each turn.

The students are divided into four levels. At the first level, students have very few privileges. They are not permitted to speak, are allowed to walk only in straight lines accompanied by a supervisor, and must be escorted to the restroom.

Alpha School's curriculum tailors to the individual, with the primary focus being reform of negative behaviors.

In the beginning of each students' enrollment, they fill out an individualized Educational Plan (IEP), to set goals for improvement. When teachers see the students meet their goals, they are rewarded with points.

As the student progresses upward, he or she must exchange points with "promotions." The promotions require self-analysis on behalf of student and recommendations from staff.

Once a level-three student, the individual is allowed to attend public school in the morning and then return to Alpha School. Level three along with level four (the last stage) work to gradually integrate the student into public schooling,

the majority of which end up going back to public schools.

"The process takes most students close to two years to complete," Shanks said.

The hall turns and cuts through some of Alpha School's classrooms. Suddenly colorful "good job" certificates cover the walls. A skateboarding dragon is taped up next to a bench holding some of the student's painted model airplanes.

The dragon, which is Alpha School's mascot, is plastered on plaques found around the facility. Referred to on the student handbook as "an age old symbol representing wisdom, strength, and the power of transformation," it represents each student's personal transition.

"We don't send the kids here and we don't go searching for them," Shanks said. "Kids don't like being held to strict consequences, but that's how they learn."

The school uses restrictions ranging from time out, a period of alone time used to give the student time to reflect on his actions, to nonviolent physical intervention, where a staff member uses restrained force to take the student to the floor.

Compared to many school's disciplinary tactics, such practices may seem outdated. However, with Alpha School, Shanks said they are absolutely necessary.

On average she said the school makes approximately eight nonviolent

physical interventions in any given week.

Nonviolent physical intervention, as defined in the facility's student handbook, is a safety procedure that occurs when a student is attempting to damage property, harm others or himself.

"The staff will restrain you face down on the floor. The staff will hold your arms and legs. If you fight the staff that are holding you, they will hold you down until you stop."

Once you stop struggling and the staff thinks you are calm enough, they will let go... After you have laid on the floor quietly with your hands open for five minutes, you will be able to sit in time out carrel and do a time out."

All of the staff take part in subduing such students. Along with the 30 person teaching staff, the Alpha School also employs a four person 'time out staff.'

Situations could result in chaos, but staff involved are always sure to have at least three people there to prevent any harm against student or teacher, time out staff member Wyvone Fryer said.

"Most of these students are aggressive to a point where they need to be controlled. It gives the student a chance to know he can get himself under control," Fryer said.

After transitioning the students into a public school environment, she said the procedures that might have appeared too rigid on the surface, become obviously essential to helping the students improve in the long-run.



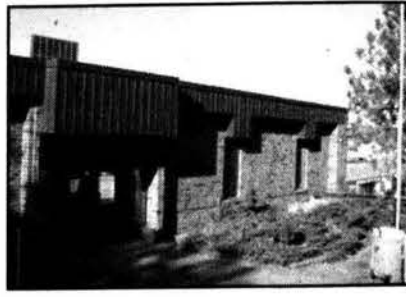
Yates - public

Works specifically with special education students.



Wilson - public

A more traditional alternative school, similar to Blackburn.



Phoenix Academy - private

Teaches basic learning abilities through a more hands-on approach.



Alpha School - private

A last resort for students out of traditional and public alternative schools.



Dundee Montessori - private

This program works with elementary school students using the "Montessori method."

Student fee bill changes focus

By Joe Meyer

The student fees bill that has moved onto select file in the Nebraska Unicameral may be subject to a little change.

Although state Sen. Ron Raikes from Lincoln originally did not intend the bill to outline what schools can and cannot charge fees for, he recently proposed an amendment that does just that.

Raikes said the change was because of different philosophies.

The educational committee, which Raikes is the chairman of, suggested that the bill only include general guidelines for local school boards to follow, but the legislators wanted specific regulations.

So, Raikes said he decided to propose the amendment in order to try to satisfy the Legislature and try to get the bill passed this session.

"When you get beat, you get beat," Raikes said as he explained the bill's shift in focus.

When the bill comes up for select file, the second of three levels of debate a bill must go through, lawmakers will consider whether to amend the bill.

The amendment, if adopted, would allow school districts to charge for:

- Fees associated with obtaining credits from post-secondary education institution.

- But if a class is taken for high school credit and post-secondary credit simultaneously, fees cannot be collected.

- Participation in extracurriculars which are not offered for credit or grade advancement.

- Transportation charges for such extracurricular activities.

- Copies of student files or records.

- Reimbursement to the school district for property lost or damaged by the student.

- Before and after school or pre-kindergarten services.

- Summer or night school.

- Breakfast and lunch programs.

The amendment also states that school districts may require students to furnish:

- School materials like pencils, paper, pens, erasers and notebooks for classes.

- Appropriate clothing for specified courses, like gym classes.

- Musical instruments for participation in optional music courses.

But the bill would remain the same in some areas, Raikes said.

It would still require that

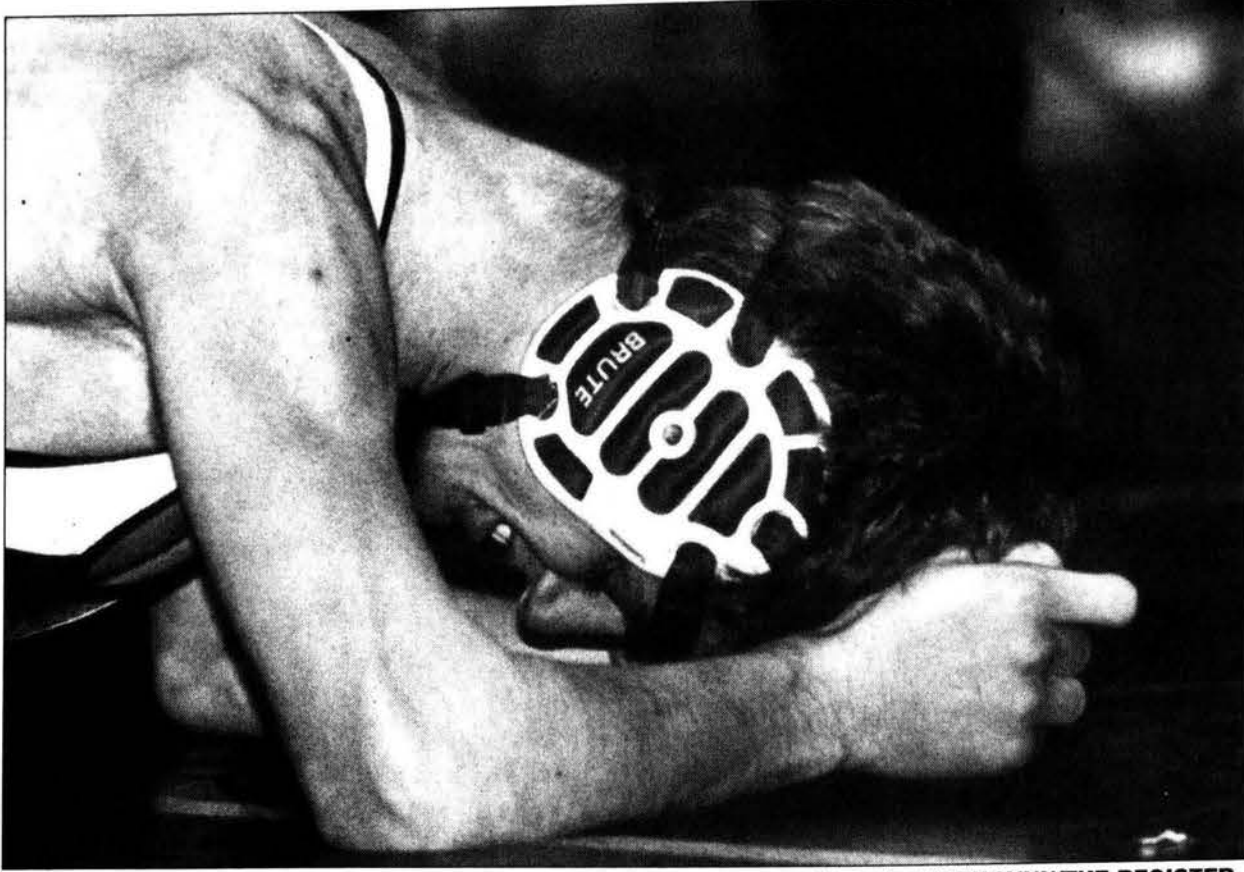


Photo by FAITH LYNN/THE REGISTER

In the future, athletes like freshman Blake Gayer may have to pay for the fees associated with participating in sports if a legislative amendment is accepted in the Unicameral.

school boards officially adopt a student fee policy.

And if the school boards wanted to alter anything, they would still have to hold public meetings to address the issue.

This policy would need to be

approved by the majority of school board members and published in the district's student handbook.

Also, school districts would be required to establish fee waivers for students who qualify for

free or reduced-price lunch programs, which Raikes said is a major focus of the bill.

But no matter what the bill ends up saying, Raikes said he believes a bill that addresses this issue will be passed this session.

GED undergoes overhaul, new test more difficult

By Paula Salhany

The GED is harder now. On Jan. 1, the center for adult learning and educational credentials updated it.

"The test hadn't been updated since 1988, and with technology improving and science advancing, it was time to change things," Lyn Schaefer, director of test development at the center, said.

The updated test allows testers to use calculators on half of the math test and requires them to write an essay.

The essay, which is graded on a four-point scale, must be written before any of the multiple choice answers are graded, Schaefer said.

"The essay topics try to stay away from political and heated

topics and are geared more towards life experiences because so many of the students that take the tests are in juvenile detention centers," she said.

She said students do not have to take classes in order to take the test, but a ninth-grade student has a lower chance of passing the test than a student who has made it all the way through eleventh grade.

Even though students aren't required to take preparatory classes on the national level, if a student in OPS is ages 16, 17 or 18 and wants to take the GED they have to take classes, Amy Tunning, OPS's adult education volunteer coordinator said.

"The students are required to attend an orientation class and pass five practice tests before they

can take the actual test," She said.

Tunning holds orientation meetings two times a week at the Teacher Administrative Center and sees approximately 15 new students each time.

She said that is a lot more kids than she has seen come in since the beginning of the year.

Former Central student Britany Hansen said she was required to take the equivalent of 12 hours of classes that took her approximately three or four weeks before she was allowed to take the test.

While she managed to get her required hours out of the way in less than a month, others were not so lucky.

"It was relatively easy for me to complete, but there were people in there that had been there for

months," she said.

In order to pass the GED, testers must score 410, although some states require a higher score. The average person scores about 450, Schaefer said.

She recommends the GED only as a last resort.

"The best bet is for students to stay in school," she said. "But for students who have already left school, the GED will open big doors."

Hansen took the test before the change was made, so she did not have to take the revised version.

She said she doesn't think the test would have been too much harder for her because she always did fairly well in school and the test was easy.

Megan O'Shea, also a former

Central student, dropped out with Hansen.

She has not taken the test yet because of the sickness of a family friend. She will have to take the updated GED.

"I really don't think it's going to be much harder," she said.

Tunning said while she hasn't seen evidence in numbers to say that the test is harder, students have been having a more difficult time with the new material.

"We've seen a lot more kids failing the practice tests now and having to go back and do more book work," she said.

She said the new material seems to be very challenging but that it will become more evident as more students take the tests, whether or not it is as difficult as it seems.

Former Soviet leader's speech draws crowd

From GORBACHEV, page 1 of protecting the environment. "Nature has been under attack," he said.

The former Soviet leader also said his country is completely supportive of the war against terrorism.

He cited that Vladimir Putin, Russia's current president, was the first international leader to console President Bush after the attacks on Sept. 11.

Gorbachev also sent a message that his visit was not business. Near the beginning of his speech, he told the audience an anecdote about his start in politics.

When he was 17 years old and was running for student body president, every candidate was supposed to speak in front of a small crowd.

But when he tried to go down after speaking, someone next to him pulled out his chair from underneath him and landed on the floor.

It didn't bother him much. He won anyway, which taught him a valuable lesson.

"When someone falls down they should not panic," he said. "They should pick up and continue."

He also joked that the lines of people who wanted to assassinate him were longer than lines of people who wanted to buy vodka.

Hofmann said the tone of Gorbachev's voice made him pay attention, even though the subject matter of his speech was not always interesting and spoke through a translator.

Hofmann said he liked that Gorbachev answered questions from the audience after his speech.

He would not call himself a Gorbachev fan, he just wanted to take advantage of the opportunity. The fact that Gorbachev was willing to criticize some of this country's policies and his own worst political mistakes surprised Hofmann, he said.

"I was curious," Hofmann said. "I just wanted to hear what he had to say."

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Six months later



Photo courtesy of CARY CONOVER

Six months ago, images of the terrorist attacks on the World Trade Center in New York frightened many students, especially when people first learned about the hijackings. Many students first learned about the terrorist acts while at school.

Effects of attacks still felt around school

By John Owens-Ream

It was a B day. There was supposed to be a girls basketball game after school in room 111. A shell taco was the lunch option in the courtyard. But it didn't really matter.

Because it was Sept. 11.

On that day, two hijacked passenger jets crashed into the World Trade Center, collapsing the two tallest buildings in New York City, the most beloved city to the collective American conscience.

In the last six months the world has changed profoundly because of this tragedy.

Increased tension with the Middle East has strained ties, there is now a War on Terrorism, and the term, "Axis of Evil" has gained new meaning.

Central has changed as well, not in exactly what ways and for how long those changes will last is yet to be seen.

Things that were once overlooked are now being very carefully

attended to.

There are new flags for most of Central's one hundred-plus classrooms, and the Pledge of Allegiance is now recited daily in homerooms around the building and throughout the state.

It's part of an effort to boost patriotism after the attack.

Whether or not the events six months ago have truly changed the lives of Americans forever, though, still remains to be seen.

Sophomore Kevin MacInerney doesn't think it has.

"Unless something else happens, soon flags sure won't be flying on everyone's cars anymore," MacInerney said.

Government teacher Carol Krejci said most students have not been affected by the events six months ago.

Although she said she has noticed that upper-class students have become more patriotic than other students in the building.

She said because seniors are

by-and-large more knowledgeable about world events, they might be more affected than freshmen or sophomores.

The attacks, which killed close to 3,000 Americans, also killed Central High alumnus, Jerrold Paskins.

But many say the attacks still feel very distant.

Sophomore Jake Holst said he felt detached from the tragedy.

"I don't (feel strongly) because I've never been to New York City," Holst said.

Holst also said he felt patriotism was becoming too much of a popular trend.

"It's just another fad," he said. "We should have already been feeling it."

However, students seem to agree that there is no denying that this national tragedy has changed the world in many ways, only not as much as many people thought it would during the days following the attack.

Many, maybe even most, of the lingering thoughts and feelings seem to be concerning national safety.

"In your mind, it always could happen again," MacInerney said. "It's about what could happen to us."

Despite lingering doubts about safety and some fears that this "War on Terrorism" has no end in sight, the general consensus of teachers and students alike is that it is time to move on.

Krejci said her class talks more about security issues that affect them now, but that little else has changed.

"I wish I could say that students have been more interested in how the government works, or in learning about it, but I can't," Krejci said.

"During the first few days we were all profoundly affected; still, it seems that as the distance grows we return a little bit to complacency," she said.

Westside teen makes run for school board

By Joe Meyer

Don't call Christopher Scalzo a normal teenager.

He may go to school at Westside High School. He may be involved in his church's youth group and boy scouts, but he's doing something that many 18 year olds don't even dream of doing.

He's running for a spot on his district's school board.

He might have a legitimate chance to be elected, too.



Scalzo

on May 14.

Scalzo said he is trying to make a difference in his community and he is trying to change some things.

He is trying to change society's image of teenagers—that they are only interested in using drugs and slacking off.

"I think that some people are seeing it (my campaign) as a negative thing because they don't think anyone in our generation will do anything to help our nation," Scalzo said.

"They see us as slackers and druggies and I want to change that image and I hope that others will try to change it, too."

Scalzo said he thinks young people should be able to have some sort of control over how they want to be educated.

He wants to get on the board so he can try to eliminate some of the district's mandatory tests for high school students, among other things.

During his junior year, he had to take reading, writing, math and consumerism tests that the district required.

He said he disagrees with the consumerism test because teachers only hand the literature to students and expect them to pass it.

It is not connected to a class, like the other three are and that is the one Scalzo disagrees with the most.

And that would be one thing he would try to change if he was elected.

Westside Community

Schools director of communications Peggy Rupprecht said Scalzo is the first 18 year old to run for the school board in quite some time.

Others have done it, but they have never been successful, she said.

American government teacher Carol Krejci said teenage candidates don't have a very good track record because older voters are not likely to trust them and vote them into public office.

The fact that teenagers hardly ever get elected, along with many age requirements that exist for some offices are some reasons why teenagers are not likely to run for office.

But Scalzo said he believes he is very capable of handling the pressures brought on by the six-year term.

He has recently committed to be a part of his church's leadership council for another two years and plans to stay in town and attend the University of Nebraska-Omaha.

Right now, Scalzo said he is worried about getting his name out to voters.

He intends on making posters, bumper stickers and pins for his campaign, but it costs a lot of money that he doesn't have.

He said he plans on putting a huge sign outside his house to raise support.

He will also campaign around his school and try to convince other seniors and teachers to vote for him.

But whether he wins or not, he said he likes the fact that he will be able to have his voice heard and hopes other teenagers will decide to take active roles in their community politics, too.

"I'm really trying to get my voice heard and get student views heard because what the school board sees as a good thing may just be ridiculous," Scalzo said.

Krejci said she thinks students like Scalzo will continue to run for other offices when they get older.

She said what he is doing now is just a little taste of what is to come.

"I think politics is kind of addictive," she said. "If you get bit by the bug (at a young age), you'll probably run again."

Central's population will not be limited with enrollment cap, district officials say

ENROLLMENT, page 1

Central as a "closed school," which means that students who have already chosen to attend another school cannot change their mind and attend Central in the future.

Sophomore David Rhee said he is worried that the school is

growing too big.

Rhee is one of 356 students who "opted" to attend Central this year.

He lives in the Burke attendance area, but he said he chose to come to Central because of its strong academic and athletic traditions.

Yet even Rhee, who is only allowed to attend Central because of the district's open enrollment policy, supports an enrollment cap.

He said he thinks 2600 students would be a good number at which to cap the enrollment of the school.

Rhee said that if the school continues to grow and get even more overcrowded, he will consider transferring to Burke.

He said he thinks the overcrowding has caused a decrease in respect among students and is the reason why the school has experienced an outburst in student

fight this year, too.

Thompson said he expects further action from the district in future years.

At the very least, he would expect the district to tell students about Central's population and encourage them to attend another school.

"Something's going to be done to limit enrollment (in the future)," Thompson said.

Thompson said Central parents and teachers are also concerned that the school will continue to have adequate supplies and resources no matter how large the school's population gets.

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CHECKMATE



Photo by LUENINGHOENER/THE REGISTER

Sophomore Jay Harmon contemplates his next move during a practice game after school. Harmon said he did not expect the team to do well at the metro tournament, especially since the team had so many good players graduate last year.

Chess team continues success by taking metro title

By Paula Salhany

Central's most successful team isn't practicing on the basketball court or on the football field.

Instead, it is playing matches in a classroom on the third floor.

Central's chess team has won the East metro division championship for the last five years.

"The only time we've lost (in the East division) was my first match here," chess team coach Drew Thyden said.

The metro chess teams are divided into two sections, the East and the West. During the season, the teams play other teams in the same division. Then the champion of the East plays the champion of the West for the metro championship.

Central's team has only lost the metro championship three times in the last five years. This year they won again and are debating whether or not they want to go to the state competition,

Thyden said.

Sophomore Jay Harmon, who plays first board for Central, said the metro win was a surprise this year.

"Since we lost a lot of seniors last year, we figured it would just be a rebuilding year and we would take second in the metro," he said.

At the match, Central faced Millard West.

Harmon said he lost his match, but that some of the other members won theirs and it came down to junior Nick Zielinski's game which ended in a draw.

Because of the tie, the supervisor for the chess teams was called. It was determined that because Central had fewer season losses, they would receive the metro championship.

Thyden said the players at Central have always been strong.

"Ever since I got here, there has been a high standard for our chess players and

we have tried to maintain that," he said.

Prior to Central, Thyden taught at a school in Los Angeles where he also coached chess.

He said he would have 30-40 students come up to play after school, some who were serious and some who just wanted to have fun. That was about four times the size of Central's team.

Despite small numbers and the loss of eight seniors last year, the team has regrouped and is becoming stronger.

Harmon said he and the other team members get together in the courtyard during lunch and play chess, partly for fun and partly to improve their skills. The team is also improving with the help of Thyden and strategy books.

Many of the players take it upon themselves to learn new tricks and strategies in their free time. Thyden said when the team meets on Wednesdays they play each other as well as himself.

Even though Thyden retired from chess when he was fourteen years old, he has managed to keep up with strategies and techniques throughout the years.

He said it is easy to grasp the simple concepts of the game such as how the pieces move. But in order to become a master of the board, it takes a lot of time and effort.

"It can be much more complicated than you might think," he said. "When they play me I try to help them learn new moves and improve their game."

Harmon said he enjoys chess and plans on playing all through high school, but doesn't know if he will continue to play seriously after he graduates.

"I will probably just play for fun," he said. "But I will probably not play professionally."

Over the next two years he said he expects the team to improve its skills and uphold their winning record.

State refuses to pay former small town district head

By Paula Salhany

Superintendent De Prindle wanted to retire early but he changed his mind.

But because of him and other superintendents in the state, a bill in the Legislature will limit what superintendents can do while retired.

In Apr. 2000, Prindle decided to retire as superintendent of the Doniphan-Trumbull school district.

During the year, the Doniphan district was having financial difficulties. This is when Prindle decided to retire and volunteer as superintendent. The school district could save \$50,000 and still have a superintendent.

After two months of volunteering, the Public Employees Retirement System (PERB) sent a letter to the school board president saying that the volunteering was illegal, Prindle said.

"At no time was I getting any payment on the side or fringe benefits," he said.

The school board was told the IRS and system auditors were looking into the case. But after the investigation, it was told it did nothing wrong.

PERB did tell Prindle and the board that if he ever decided to reapply for a job in the district, they wanted to be informed.

That's exactly what he did.

He decided he really didn't want to retire, so he reapplied for the job and went through the application process along with other candidates.

He won the position. PERB contacted the school.

They thought what Prindle and the district had done was wrong. They were going to make Prindle pay back his retirement benefits.

This is when the Legislature decided to close up what they considered to be a loophole in the system.

Bruning said the main concern was that superintendents shouldn't be able to collect retirement benefits before they really retired.

He said as he understood it, a superintendent from a district would tell the school board that he would retire, but that he would still act as superintendent.

"The school board would be really happy about this because they would not have to pay \$90,000 and if you are a small school district it's a huge benefit," he said.

Then after the designated 180 days the superintendent would start collecting his retirement money and come back to the school board wanting his paying job back.

Not only were they giving themselves a raise, but it was completely legal, he said.

Michael Smith, executive director of the Omaha School Employee Retirement System said OPS has never had a problem with this.

OPS' system works differently than the state's. In OPS an employee is eligible for retirement benefits after 30 days of an employer-employee break. Once employees retire they are given a payroll benefit that cannot be collected if they return to the district, he said.

"Another reason we don't have problems with these kinds of abuses is because we are relatively small compared to the state that runs about 600 different districts," he said.

Prindle said he thinks he should not have to pay back the \$35,000. He is currently appealing his case.

"If I had known this was going to cause such a problem then I would have packed my bags and hit the road," he said.

Senator proposes raising cigarette tax to deter teens

By Joe Meyer

Whether the money will go towards the Tobacco Settlement Fund, maintaining state government buildings or to help the state solve its budget deficit, raising the cigarette tax is on the minds of a lot of state senators.

State Sen. Jim Jensen from Omaha introduced an amendment to a financing bill that would have raised the price of cigarettes by 30 cents a pack. It would have used most of that money to solve the state's budget problems, but it was defeated March 26.

Throughout the Unicameral, cigarette tax hikes ranging from two cents to 50 cents are being debated, but senior Jack Marcuzzo said he is not very concerned.

He said he knows there is a

new focus on trying to get kids to stop smoking, but a slight cigarette tax will not come close to getting the job done.

"They would have to raise the price to about \$10 or \$12 a pack (for me to stop)," Marcuzzo said. "Fifty cents won't do anything. You can find 50 cents on the ground."

He said he is hooked on cigarettes. He has been smoking for seven years now and goes through about 10 or 12 cigarettes a day, but he can go through a pack or two a day on some weekends.

Senators are also looking to put the extra cash into the Tobacco Settlement Fund.

Along with paying for health care and cancer research, the fund pays for anti-tobacco campaign-

ing like Central's Project Why.

Legislative aid George Spatz said his office estimates that the state would collect \$1 million a year for every cent that it increases the tax.

Therefore, his proposal would have collected at least \$15 million to put in the state's general fund.

But other senators, like Ernie Chambers of Omaha, have vowed to fight the cigarette tax increase.

They say increasing the tax would only affect a minority of the state's taxpayers.

Others believe that the state shouldn't increase taxes on cigarettes because they are legal.

Senior Nicholas Kenny said he does not mind that legislators are trying to get smokers' money. Cigarettes are probably the

easiest thing to tax to solve the budget problem because they are not a necessity. He said he is also happy that the state will use the money for a designated purpose.

Kenny said he likes smoking, but he doesn't need cigarettes to survive, like food.

He said he would be a lot more upset if the state started to tax food.

Marcuzzo and Kenny both said a cigarette tax increase would not affect them very much because they only smoke cheap cigarettes.

Marcuzzo said the state should focus on taxing alcohol as well because it is as unhealthy as smoking and the state would gain more money because alcohol is more popular.



READ BETWEEN THE LINES

Matt Wynn

Sarcasm allows people to hide behind idiocy

I open my mouth to defend myself, no sound comes out. I'm hit. The verbal bullet tears my throat with an entrance wound to the left of Adam's apple. It rips apart my pharynx and windpipe. It exits, leaving a tennis-ball-sized hole through the back of my head. All right, all right. I'll stop, rewind, start at the beginning. But first, the background.

ONE: A few years back, I visited Botanical Gardens. I was with Dan and Hilary, pals from junior high.

Pinks, whites, yellows; meadows of happy colors fanned out to the horizon. Petal smells wafted through the air in breeze-induced waves.

Everything was so pretty, so perfect. It made me boil with anger. While my friends gaily explored the roses and beautiful marigolds, I seethed. I took a piece of gum from my pocket, opened it, put the gum in my mouth and chewed the wrapper among the flowers.

"There!" I said in triumph. "That's what they needed."

"Why did you do that?" asked Dan. I couldn't answer him.

TWO: I'm talking to Steve. He's talking about burning an American flag. I think it's stupid.

"Why did you do that?" I asked. "People are allowed to be idiots, but you're destroying a pretty powerful symbol," I said.

"Well," said Steve, "it bugs people." I can't argue, but I'm still angry.

THREE: Welcome to the beginning. I was at a show, yelling obscenities at the band because I hate everything they stand for. I showed up because I like the music. After the show, I'm sitting outside with a buddy of mine when a short, meek-looking blond walks up with some of her friends. I can see her clenching and unclenching the teeth as she struggles to put her words together.

"Why did you say some of that stuff?" she asked. "Some of it was pretty hurtful. Do you really hate all women?"

"It's stupid, but my friend uses it as a chance to pull out his soapbox."

"That's what I mean," said Bruce. Sarcasm is so fashionable these days.

"It's such an excuse," he continues. "It lets you get away with anything. You can say what you really mean and then run away. You never have to stand up for what you believe. If someone attacks you, you say it was sarcastic."

That's when the verbal blitzkrieg hit. I spent the rest of the night reeling from the assault. Why did I throw that gum wrapper in the flowers? Why did I burn the flag? To get a reaction. I could buy a can of paint and fling it on old ladies. That would get 'em.

Vote for Bush. Go to anti-abortion demonstrations. Become everything you hate. Still you rationalize it with getting under everyone's skin.

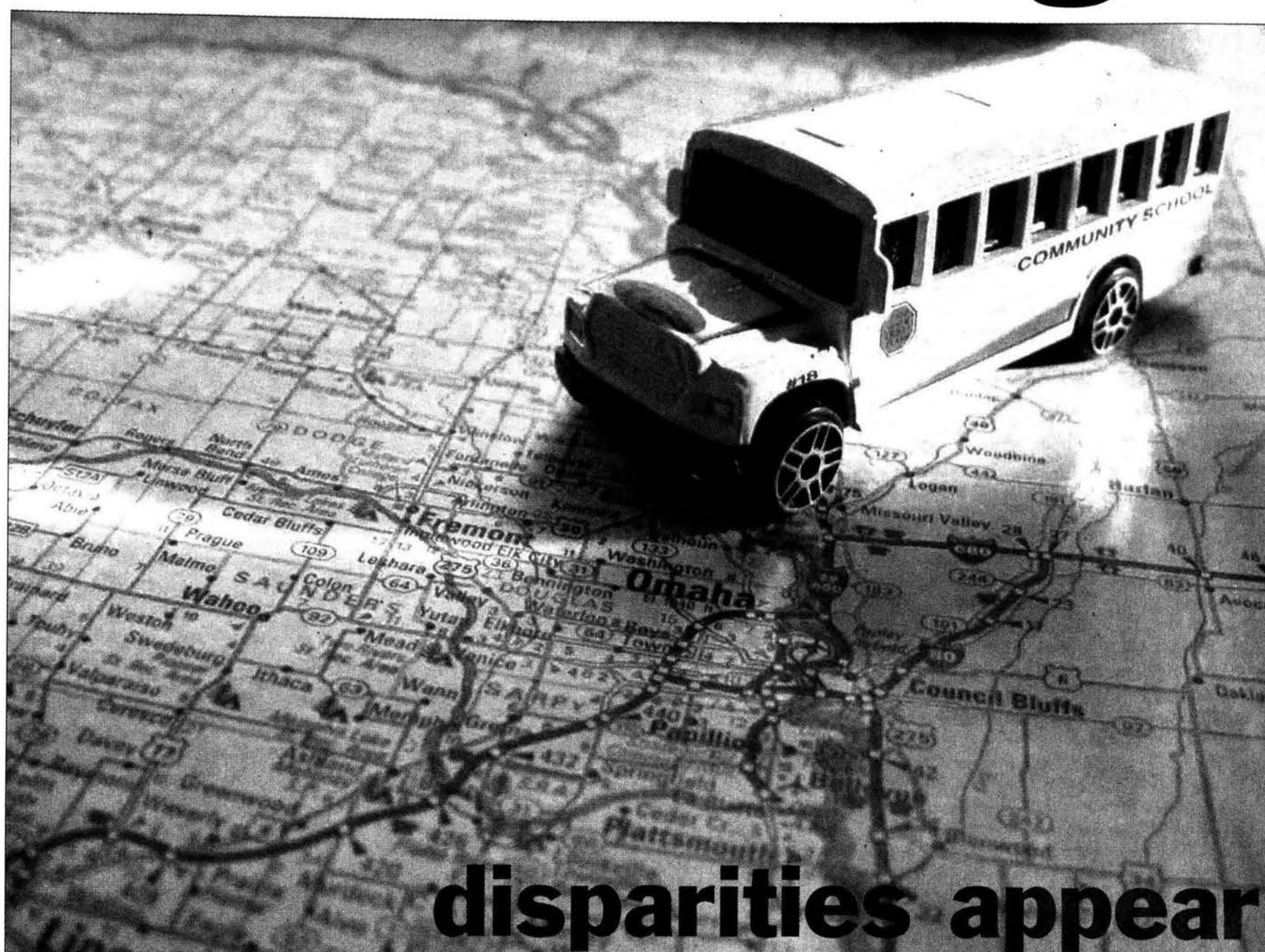
If there's nothing behind it...if there's no other reason for action, then my friend is right. It's just a wall to hide behind when the going gets tough. Throw a snowball at a car. Then run behind mom when it stops and the driver gets out. No thanks. I've outgrown mom.

Why do I put down religious zealots and new-age Martin Luthers? Because I believe they're evil. It's not sarcasm. I really believe it and that makes it a more valuable statement.

I'm not going to stop pushing the danger buttons. But I better have a clear reason for doing it.

It may be irony or disgust, but bugging folks isn't good enough anymore. So I mean it. It's what I think. Eat your sarcasm. This is real.

Without busing...



Graphic by LUENINGHOENER/THE REGISTER

Equity becomes imperative under new plan

OPS' return to neighborhood schools was a great idea, but things are not looking right. Elementary schools are segregated and numbers suggest that students at schools with higher percentages of minority students are not performing as well as students who attend schools with fewer minorities.

Something needs to change.

Three years ago, the district eliminated forced desegregation busing and established the Student Assignment Plan, which assigned elementary students to the school closest to their homes. Of course, students have the choice to attend other schools, but they rarely take advantage of it.

And now, Omaha is left with segregated schools. It's not intentional, but the effect is the same.

It's a product of human nature. Parents want their children to attend schools close to home. It makes sense. Making students wake up at the crack of dawn and busing them halfway across the city has concerned parents for years. Having young students walk to school is more practical.

But what has this done to the schools?

According to information obtained from OPS, the last year forced busing was in place was during the 1998-99 school year. Conestoga Elementary was a perfect example of an integrated school. The minority and Caucasian population

was split almost 50-50.

But last year, according to OPS, Conestoga's minority population accounted for 91 percent of the school, the biggest change in the entire district.

And Conestoga is not the only one.

Howard Kennedy Elementary was almost 97 percent minority last year.

Franklin Elementary: 90 percent.

Wakonda Elementary: 93 percent.

Mount View: 91 percent.

And Druid Hill had almost 95 percent minority students. Five other schools ranked in the eighties.

Only three of these schools had more than half of their students pass the district fourth grade reading requirements last year.

The district average was almost

65 percent.

The opposite end of the spectrum is just as dramatic, too. Twelve elementary schools had minority populations of less than 30 percent.

And students who attended these schools were more likely to pass the fourth grade requirements than others who attended schools with high concentrations of minority students.

It's just like it was in the 70s when the school district was sued. Schools north of Dodge and east of 50th Street have higher concentrations of minority students than schools in the rest of the

city. In fact, five of the seven schools with more than 90 percent minority population are in a two square mile area in northeast Omaha.

Something has to be causing this dramatic difference. It certainly isn't the students' fault.

Why is it that students at schools with high concentrations of white students are more likely to pass the requirements while students who go to schools with high concentrations of minority students are more likely to fail?

And why are all the schools with high concentrations of minority students performing below the district average while the ones with low concentrations of minority students perform above average?

Maybe it's a growing pain that came along with the new system or maybe it's caused by a lack of qualified teachers, funding and resources.

Something is for sure: the numbers don't match up. Data shows that the schools are segregated. And if this segregation affects the quality of education at these schools like the fourth grade statistics suggest, it is imperative that the district changes the plan.

Granted, the Student Assignment Plan is anything but complete. Teachers and students are still settling in and schools are still being renovated and completed.

But if the two-year mark is any indication of what's to come, the district's Student Assignment Plan needs to be changed.

EDITORIAL

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The opinion of the Register staff

Animal rights whiners hit home with overused accusations

I hate PETA.

Twelve years of public education has tried to teach me to use other words like "dislike" and "disagree with," but I really hate PETA.

It's an organization that opposes everything that has any opportunity to hurt animal rights. And worst of all, it has made its way into the news again with its worthless speculations.

But this time, something is different. This time, the organization attacked Omaha.

You see, PETA thinks the city's slogan, "Rare. Well Done," is offensive and needs to be changed.

The organization is trying to convince the citizens of this fine city that this slogan is disgraceful. It even went as far as to post possible alternatives on



WELCOME TO THE BAHAMAS

Joe Meyer

its website for its members to vote upon.

Eating meat does not violate animal rights. It's Darwin's survival of the fittest theory at work. The sad thing is, PETA is not even beating this dead

horse anymore. It's not arguing about how inhumane eating other animals is. Now, PETA takes offense to assumptions and inferences to eating meat in any way, shape or form.

So if I walk down the street and tell my friend that I'm going to go home and eat a steak, will PETA members be offended?

With our country fighting a war and our economy going down the tubes, it's pathetic that these "activists" have decided that this is on the front of their agenda. A woman in Houston was

recently convicted of killing her children and American soldiers are dying in Afghanistan and these hippies are crying about something as silly as a city's slogan.

Give me a break.

I'm not supporting the city on this one. I'm not saying that the slogan is a good one. In fact, if PETA was just trying to convince the city that the slogan is stupid, I would probably agree with them.

But then again, it's just a silly slogan. And the only place I've ever seen it posted is in the airport. To say it's not a very big deal would be an extreme understatement.

But then again, it might be a big deal.

These old dried up tree-huggers tried to come into my nice, somewhat quaint city and act like they own the place.

What would it be like if it happened to them? As much as I hate people who preach this to me, PETA should practice the golden rule. So listen up PETA: Treat others like you would want to be treated.

So since you tried to change Omaha's slogan, I'm going to start a grassroots movement to change your name. It starts right here, right now.

People Eating Tofu Alfredo.

Pretentious, Egotistical, Tolerant Angels.

People for the Equal Treatment of Anything.

People Eventually Turning into Applesauce.

There's probably some that I am missing, but I will accept suggestions in the future. Feel free to add some to the list if you want, but always remember one thing.

I hate PETA.

Zero tolerance or zero sense?

Recently, a South High student was expelled because he brought a knife to school and was then allowed to return because he did not speak English. This has many people reevaluating the effectiveness of this sometimes controversial policy.

Keep zero tolerance

Policy produces equal treatment of all cases

Zero tolerance has never been an easy topic to discuss. Maybe it's simply the title of the policy. It sounds so final, so foreboding. The rule doesn't offer any sort of consolation. Summarized, the Code of Conduct states that any student who is found with anything that can be used as a weapon on his person is immediately expelled.

That doesn't appeal to many in today's society. People want to hear that there is a way out. They want to hear that they can make an excuse and be completely forgiven.

But from simply reading the code, that isn't what zero tolerance offers.

Maybe that's why, when a South High student's expulsion due to the rule was revoked, many people jumped at the chance to criticize the policy.

They said the policy had resulted in one student being unfairly removed from school. They said it compromised his education, and it did so without ensuring any other student's safety, like it is supposed to.

But trying to find fault with the system is ignorant.

The policy is justified. After Columbine, it became evident that schools could no longer allow any threat of violence to exist.

The schools needed to prove that they were safe. They needed to prove that anyone who violates the sanctity of the school is not dealt with lightly.

Zero tolerance did that.

But it goes farther. By promising that any student with a weapon will immediately be kicked out, no questions asked, the rule also acts as a deterrent to any people who might want to tempt the

administration. Those who so quickly criticized the policy after the South incident also ignored the underlying reason for the situation.

"Zero tolerance" is a misnomer. The policy does have a built-in safeguarding device. The event at South only solidified that belief.

The purpose of zero tolerance is to remove any student who might be a threat to any other student's safety.

That is exactly what happened at South. A student had a knife fall out of his pocket. A knife is obviously a weapon, and the student was punished as such. The school wasted no time in expelling him, getting the threat of the weapon and the could-be perpetrator out of the school.

The student appealed his removal from school. He claimed that he had been unaware he could turn in the weapon to administrators without having to face consequences.

Yeah, it seems like too easy of a way to get out of one of the most controversial punishments in public schooling today. But the district believed the student's story for one reason.

English was not his first language, and he was still not fluent.

This is one of the few instances where an expulsion due to a zero tolerance policy has been reversed.

Instead of using the South High incident as a reason to criticize the current system, dissenters should look at it as what it is, an instance in which the rule worked exactly as it should.

And hopefully, the complaints of these few will not cause the policy to be revoked.

EDITORIAL The opinion of the Register



Graphic by LUENINGHOENER/THE REGISTER

Find a different way

Latest incident shows policy's shortcomings

Once again the school district's zero tolerance policy has created major problems and has shown that it needs some major changes.

A South High student was expelled after a knife fell out of his pocket, but the expulsion was later overturned by the school board.

The student did not mean to bring the knife. He had been using it to fix a skateboard and forgot it was in his pocket.

When it fell out, he admitted it was his and turned it into a teacher.

It is apparent that this was not the average case. There were circumstances that made this one stand out.

This student was new to the school and from a Spanish-speaking home. Obviously he was not as well-versed in the district handbook as students who have attended schools in OPS for most of their lives.

The South incident is just the newest example of how OPS needs to change its zero tolerance policy. If this antiquated approach had not been in place, the student and his family would not have had to go through this ordeal.

Even though he was later allowed to return to school, the boy still lost out on valuable learning time. He had to go through the exhausting processes and red tape of OPS' administration to be reinstated.

And why? Because of a simple mistake stemming from a cultural misunderstanding and a lot of miscommunication about what the district's rules are.

The district needs to

consider revising this "strike and you're out" type of rule that has resulted in students being expelled for having safety scissors, nail clippers and plastic knives.

This case should be a wake-up call for officials. The "following policy" is not always right. It should be a sign that not every case involving a weapon

related intended violence and that every object with a sharp edge is not a weapon.

This policy does not send the message of being tough on student misbehavior. It sends the message that one simple mistake, one little slip-up and you are gone.

Zero tolerance may seem like a saving grace when it affects a student who commits a serious transgression, like bringing a gun or pulling out a knife and attempting to attack someone.

But when a student commits a less serious offense caused by an honest mistake, it is blatantly obvious that zero tolerance is anything but a saving grace.

It's a waste of time.

This incident didn't turn out as badly as it could have. The important thing is that the student is back in school and suffered no permanent disciplinary action.

But the district needs to learn from what happened at South. Everything is not perfect with the district's zero tolerance policy.

Therefore, it is vital that OPS reevaluates its priorities and makes a decision about what is more important: sending a "tough" message to kids who make innocent mistakes or doing what is best for all of the district's students.



The Omaha Central High School Register seeks to inform its readers accurately and fairly as to items of interest and importance.

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In November 2001, the Register won the Best-of-Show competition in Boston, Mass. at JEA's national journalism convention for the second consecutive time.

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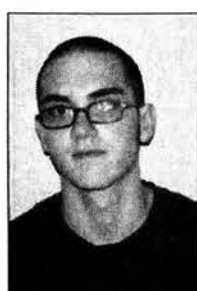
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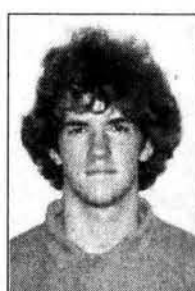
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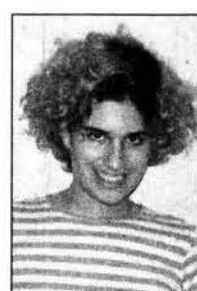
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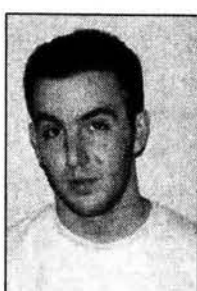
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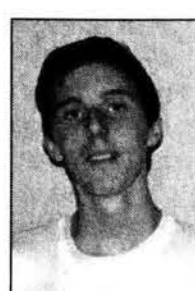
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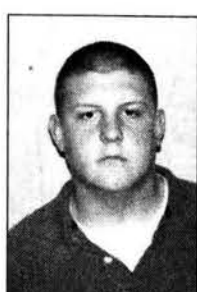
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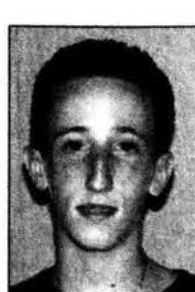
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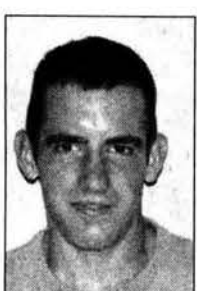
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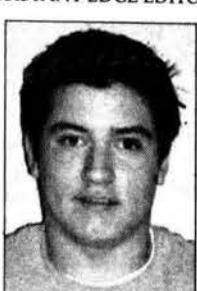
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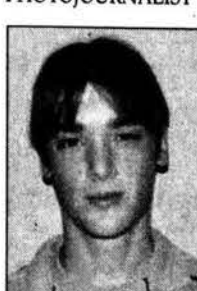
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Ignorance rules homerooms



NEVER LOOK BACK
Quentin Lueninghoener

Central students try far too hard to be alternative.

The phrase "rebel without a cause" is a great way to describe the majority of the students who attend this school.

They do things without thinking about them before hand. They try to be "individuals," but they end up just being part of a much larger crowd of ridiculous teenagers.

This has become more apparent in the last few months during homeroom when the Pledge of the Allegiance is recited over the intercom.

Ever since OPS required all high schools to recite the pledge, students have complained about how reciting the pledge is an act of "The Man."

Therefore, many students decide to sit while others display their patriotism.

This is just fine, if students do so for the right reasons that is. But too many students sit for the wrong reasons.

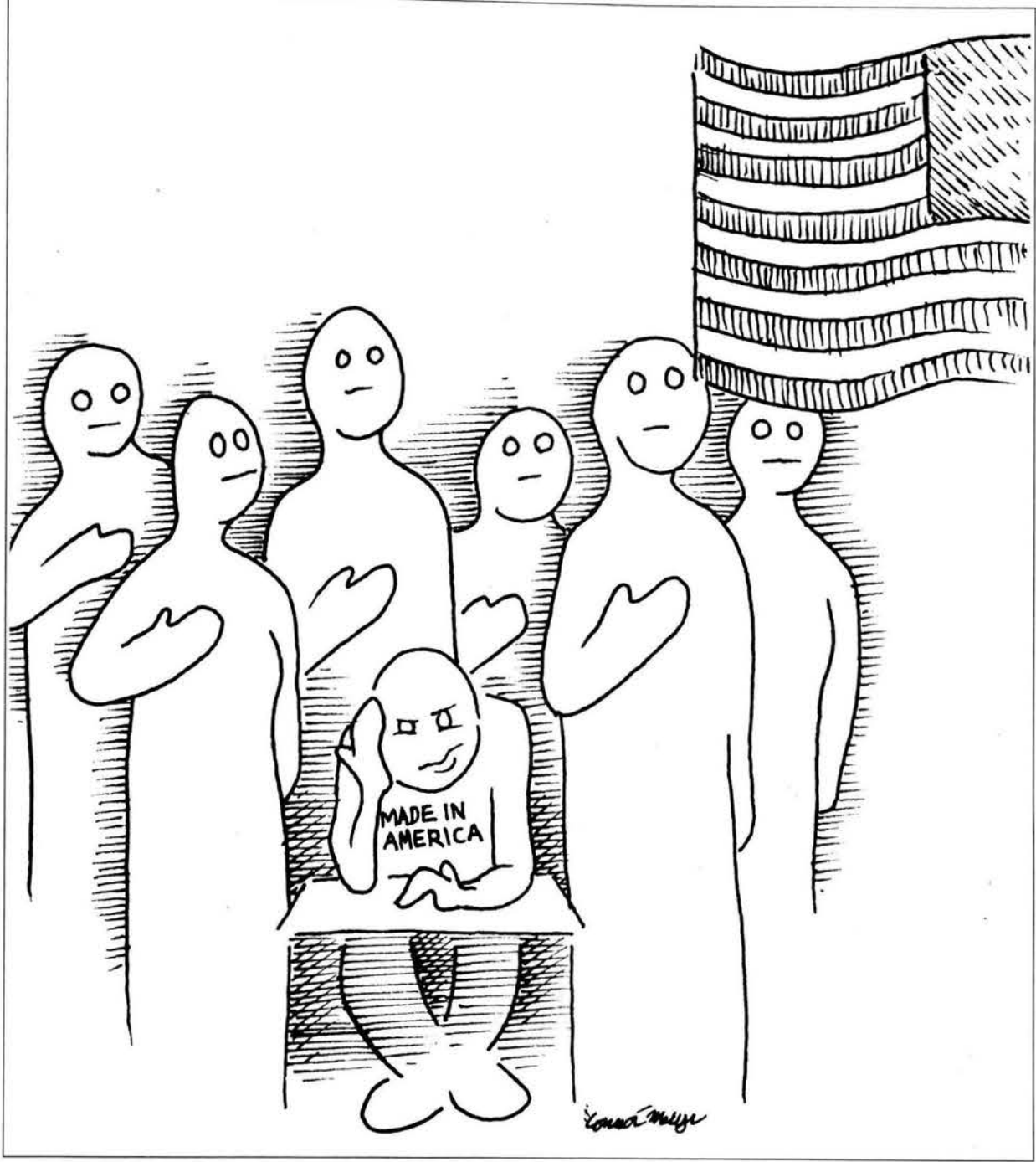
I've heard nearly a dozen teachers complain about students who refuse to stand during the pledge. I have even heard of cases where students ridicule others who actually speak the words that have become the staple of school mornings in America.

Students who are being contrary just for the sake of being contrary are disrespecting the flag, this country and themselves. It's pathetic.

I know two students who have a legitimate reason to sit during the pledge.

One is a Chinese citizen and the other politely declines each morning because it is against her religion.

Every other student I've talked to who sits during the pledge have given a variation of



this same argument, "I just don't think we should have the pledge forced down our throats like that."

Evidently you should. Students who give this response don't realize how good they have it.

They aren't giving any respect to a nation that tries its hardest to ensure that every person has equal rights and is protected. And the country needs all the support it can gain right now.

Especially with what has happened to the United States the past six months, anyone who

refuses to say the pledge because "it's being forced down my throat" is simply wrong.

Given, I've never been a been a gung-ho American patriot or anything, but I've learned to, at the very least, respect the flag that stands for the nation that gives me more freedom than any other one on Earth.

Not only are these students contrary for the sake of being contrary, they're also usually the epitome of popular culture, the polar opposite of "alternative."

In fact, as this is being written,

the first student I saw complain about the pledge and one who still boycotts it today is wearing Nikes, khakis and a Creed t-shirt.

You can't get more mainstream than that, though he complains that this "American culture and patriotism" is being forced upon him.

Quite possibly the most pathetic parts of this whole situation is that not saying the pledge is actually becoming a trendy thing to do, which makes being contrary trendy.

How ridiculous is that?

Thrift store shopping equals sacred journey

You know you are in a sad state when the grand opening of Salvation Army Family Store is the highlight of your week-end.

You see, about a month ago I noticed a "Coming Soon" sign in a big red brick building along Dodge. Once I noticed that it was a Salvation Army, I began to get ridiculously excited.



LONG STORY SHORT
Kaitlin Butz

Thrift stores are a sacred place for me. Not only are they full of incredibly cheap clothing, but they also have humorous little knick-knacks like Satanic Trivial Pursuit and glow in the dark velvet Elvis paintings.

So when I realized that a new one was coming and that it would be just blocks away from school, I was extra-psyched.

A friend and I began making plans to go to the grand opening, which conveniently fell on a teacher in-service day so we would not even have to wait until 2:50. Every time we drove past going to or from school, our excitement grew.

This was not just another day of thrifting. To us, this meant being a part of history. It meant being there for the birth of something great.

I know. We are the world's biggest losers. Let us have our fun.

Finally, the big day arrived. Also arriving on this big day was a snowstorm. The supposed snowstorm to end all snowstorms. This was the snowstorm that was supposed to bury us at a rate of two inches an hour.

Of course it did not turn out to be nearly that bad. But try explaining that to an over-protective father. Convinced that the moment I stepped out the door, I would be buried under an avalanche of ice, he told me that I had to be back by 4 p.m., the estimated arrival time of the horrendous blizzard.

So I rushed to make last

minute plans, I would not allow my father to interfere with something I had been looking forward to for so long.

Somehow I got it all together and we arrived at our glorious destination by 3:25. It was like

looking at heaven. There were racks and racks of old man sweaters, semi-ironic t-shirts, shelves of broken household appliances and various religious household items.

Time was precious and we proceeded to have a "mad-grab" shopping spree, as it would later be called. Within 15 minutes we had made our purchases, with the exception of one friend, who balked at the idea of paying \$4 for a used shirt.

We also got to witness a group of West O. kids "slumming." Here's a tidbit of their conversation.

West O. Guy #1 "Dude, we have to get these ugly vests."

West O. Guy #2 "Oh, Dude we totally have to!"

West O. Guy #1 "Dude then we have to like wear them to school on the same day!"

West O. Guy #2 "Dude, oh my God, everyone would like totally flip. It'll be so cool!"

Anytime you get to hear a conversation between the modern day Bill and Ted, it is a very good thing.

While the guys were having this deep philosophical conversation, their girlfriends were trying on old bridesmaid dresses and laughing at how ridiculous they looked. Of course, they looked ridiculous either way, but they did not seem to realize that.

So in the end, it was a half-hour excursion in the middle of a winter storm, which ended up being my only time out of my house for about 24 hours.

I got a skirt for three bucks, I got to see two brain-dead Millard guys and their equally intellectually-gifted girlfriends act like morons and I saw a red mesh men's T-shirt.

It was a great day.

Popular show's ending rationalizes life's purpose

The series finale of the "X-Files" is in 49 days.

It's sad that I know that.

But to say that I love the show would be a severe understatement. I have spent the last nine years following the show.

I'm a member of four mailing lists that have something to do with the show and have bookmarked all "X-Files" sites on my web browser. I also read fan fiction on a regular basis and if I miss an episode without taping it, I cry.

I mean I really cry. I cry so much that people don't want to come near me because they are afraid I will become violent.

But now the show is going to end.

I won't be able to sit in front of the television at 8 p.m. on Sunday nights strategically pushing record and pause over and over again to make sure that I safely

save every episode I possibly can. I won't be able to spend hours reading fan fiction written about how Mulder and Scully are falling in love with one another.

I won't be able to talk to my friends in other countries for hours about who stabbed what mutant in the latest episode.

I will miss it. But somehow, I think it will be okay. I think I'll be able to survive.

I'm not sure about some of my friends, though. I think they might commit suicide. Some of these people have made this show a very important part of their life, even more than I have.

They have dedicated the last nine years of their lives to the show. The show excites them more than anything else.

They go to conventions and dress like dorks. They make the websites that I routinely visit and

they write the fan fiction that I spend hours reading. Many of them have spent every single moment of their free time doing something that somehow relates to "X-Files."

I mean, it's a good show. In fact, it's a great show. There's nothing else like it around. But come on people. There are other things in life.

There are other hobbies that require physical movement such as sports or just simply getting up from the chair and walking outside. And no, walking from the recliner in front of your television to the computer chair doesn't count as physical activity.

Right now, I probably sound like a huge hypocrite, but I'm not really. Yes, I'm a fan.

Yes, I know more about the show than any normal person probably would, but I haven't devoted my life to it.

I don't have the same haircut and I don't color my hair the same as Scully. I don't idolize the characters. Most of all, I'm certainly

not going to commit mass cult murder over the ending of a television show, no matter how good it was.

The show has to end sometime. To tell you the truth, nine years was really pushing it.

The storyline was getting way too convoluted and the actors were beginning to leave and pursue other things. I think that was a sign that maybe it's time for it to stop.

I'm sad the show is ending, don't get me wrong. I like watching the show every Sunday, but I would much rather have a good show end with some class than have it be dragged out for another decade.

So for all of you "X-Files" lovers, start growing out your hair and it's probably time to decide to follow a new show. Maybe you can start following "Titus" or one of the other great Fox shows.

But for me, I have hundreds of hours of tapes I can watch whenever I get too bored.



EVERYTHING BUT THE SINK
Paula Sahany

Top ten ways to remember the nine years of the 'X-Files'

1. Dress up like freaky alien characters and shoot off fireworks while humming the catchy theme song in the middle of some deserted cornfield.
2. Make a statue of Mulder out of dandruff and boogers come alive.
3. Start producing and marketing your very own commemorative coloring book, paint-by-number book and special sticker collection book. This time they're scratch'n sniff.
4. Get a tattoo on your face of Mulder blasting an alien.
5. Get together with the other "X-Files" fans in your neighborhood and chase each other with Super Soakers yelling crazy one-liners from the show.
6. Watch every episode ever aired from your mammoth collection of tapes you've accumulated over the years while picking your Mulder-shaped zit.
7. Do nothing and go to sleep.
8. Create a drawing of what the baby of Scully and Jerry Lewis would look like. "Hey pretty alien!"
9. Count the amount of time that you have spent in your life talking, arguing about or thinking of the X-Files. Then, see what you could have been doing instead.
10. Start selling a new perfume called Sweaty Alien Obsession.



Homophobia becomes society's new pasttime

It is upsetting to me that I can't go one day without hearing words like "faggot" and "queer" during school.

Kids think that these are harmless ways they can express themselves. That is not true.

These words and sayings are defamatory and hurtful. The sad thing is students don't know or care about the impact of these words.

It needs to stop. Kids might think it's okay to

say these words because teachers and administrators never say anything to them.

Students say these words clearly and loudly without hesitation. Then somebody says, "There are no gay kids in here now."

There's no way to know that. And if there were no black people in a class, could I drop the n-bomb? Of course not.

In order to stop the hate, we have to first stop the verbal slurs. Saying these words should carry the same punishment that a racial or religious slur does. But something seems different about insulting homosexuals.

Are we trying to send the message that gay and lesbian rights are not equal to those of heterosexuals?

The next time you feel like saying these words, watch your mouth and think about how you'd feel if it were you

under attack.

But school is not the only place that homosexual rights don't matter. In Nebraska, gays and lesbians cannot get married under law.

People give the excuse that "It's not natural."

Who's to say what is natural?

In today's society, racism and sexism is being placed with homophobia. It's okay to hate gays and lesbians, but you can't yell out of other race.

People speak out against homosexuals all the time and it seems like no one really cares. If it were a religious or ethnic group that was being attacked, everyone would be screaming about how the hate group should be stopped.

I laugh when I hear people say that homosexuals choose their own lifestyles. That's like saying that I chose to be biracial. Nobody chooses what kind of person they will be. It just happens. With all the hatred towards gays and lesbians right now, I don't think they'd choose it.

I am so tired of people judging gays and lesbians because they think they're not normal.

Show me the big book of normal. Someone give me the definition of normal. I am pretty sure I don't fit in there either.

If you carry these closed-minded beliefs around, you are no better than the KKK or any of those other hate groups out there.

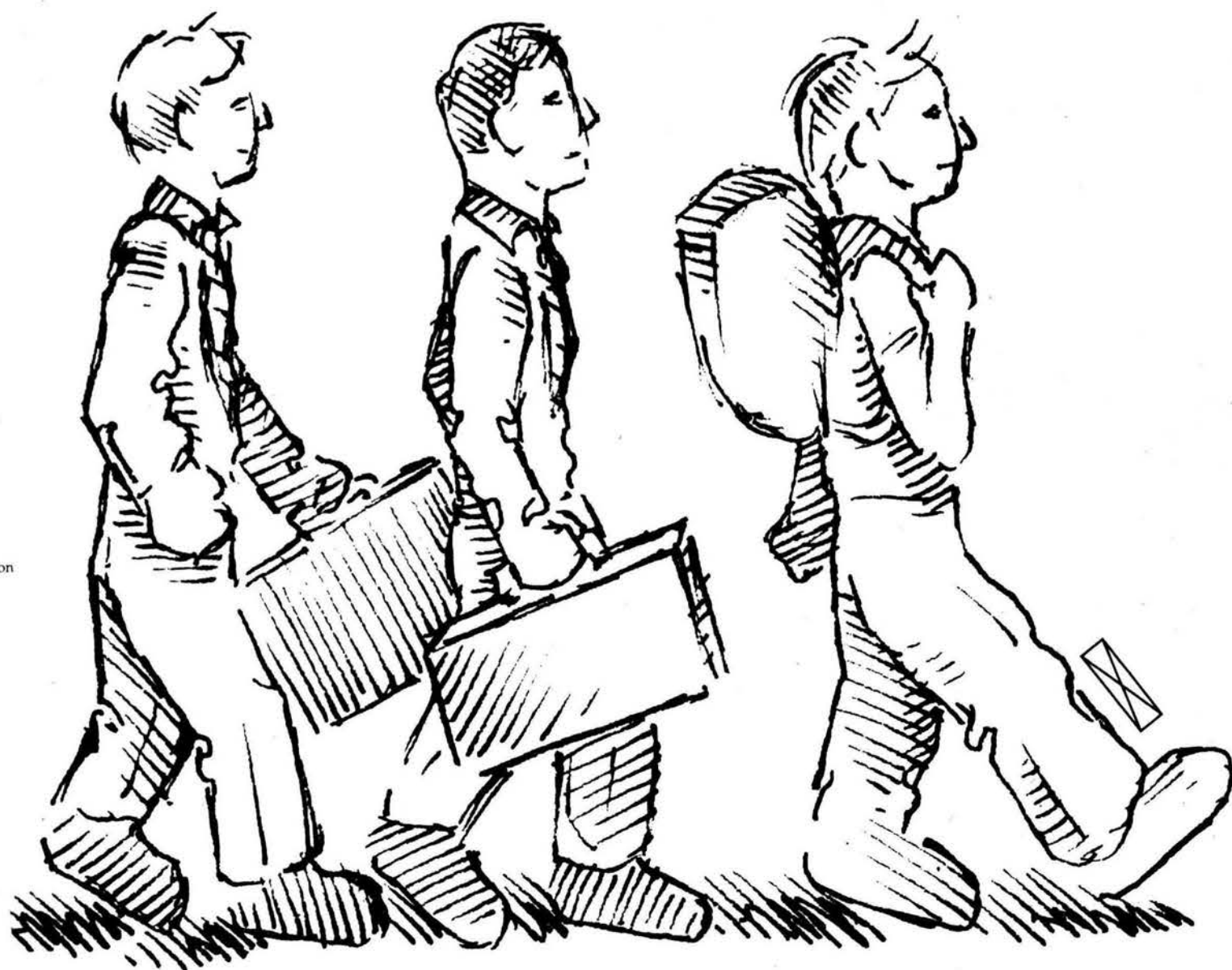


THROUGH MY EYES
Dominique Brown

EDITORIALS

"Congress shall make no laws respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press, or of the right of the people peaceably to assemble, and to petition the government for a redress of grievances."

FIRST AMENDMENT OF THE UNITED STATES, RATIFIED DEC. 15, 1791



Dr. Gary Thompson
Principal
Matt Deabler
Adviser
Matt Wynn
Editor in chief
Joe Meyer
Insight editor

ON THE RUN

Whether they win or they lose, teenage candidates show that they care about their communities

Here comes Christopher Scalzo. He's trying to make a difference in his community.

He has listened to those public service announcements and is trying to become involved in politics.

He's running for a spot on the Westside School Board, but something is different about him.

He's only 18 years old. He's not even out of high school yet.

And here comes Derek Kieper from North Platte. He is trying to get involved in his school district so he can change some things that he thinks are wrong about the district.

He's still in high school, too.

And they're not the only ones. In the past few years, teenagers have started to run for public office.

And whether they win the seats or not, they are making a difference. They're showing people that they care about their communities.

And they're also showing people that some teenagers do care about the future.

Young people should always become involved in politics. That's a simple fact.

But in the past, few teenagers have actually become involved. Teenagers have had the lowest voting turnout rates out of any age group in this country.

And that's a shame.

But something's different about these guys. They care.

In Scalzo's case, he is actually exercising his ability to run for District 66 School Board at the youngest age he possibly can, 18.

Scalzo said he hopes to show everyone that teens can make a difference in their community.

Scalzo is the first student to run for Westside School Board since David Earle in 1974.

Earle rode the tail wind of a national trend throughout the late 60s and early 70s of youth involvement in politics which included enacting the 26th Amendment, an amendment giving every 18 year old the right to vote.

This trend, which stagnated throughout the 80s and 90s, seems to be on the rise again. Last year, a senior at the University of Nebraska-Omaha decided to run for city council, but he didn't make it past the primary vote.

Especially now, six months after Sept. 11, it is great to see that Scalzo is trying to make a difference.

It might be the surge in patriotism that has brought forth such a large number of youth candidates like Kieper or it might be that these students are just starting to care now.

Kieper has not claimed that his run is influenced by our nation's recent tragedy. He said that his real goal is to draw attention to shortcomings he sees at his school, such as its inability to keep good teachers.

This increase in younger candidates is not only happening at the local level, either. Some youth candidates began their campaigns last summer to try to be elected into the Legislature for the next available term.

Tim Pendrell from District 6, a student at the University of Nebraska, said he has been planning to run for his district nomination for quite some time now.

Students like these three may bring about needed reforms in many bureaucratic systems across the state. Whether they are trying to run for a local school board spot or a spot in the Unicameral, they can offer a sense of youthfulness to this state's government systems.

Hopefully, they might also add energy to a Legislature that, despite Ernie Chambers' efforts, has become stagnant at best and lifeless at worst.

If nothing else, these young candidates are keeping the older guys on their toes. All three of these teenagers are running against incumbents who will now have to fight to keep their seats. If nothing else, voters will have more than one person to vote for.

Historically, voters do not accept young candidates. Maybe it's because they don't own their own houses or they don't have a mortgage.

They don't have any kids. In fact, some might think they are kids themselves.

But win or lose, these candidates have shown that they can become involved in their community.

And everyone can learn a valuable lesson from that.

EDITORIAL
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The opinion of
the Register

Public deserves access to names of minors

If you're under 18, take advantage of it.

After all, you will hardly ever be punished for it.

Break a window. Steal a car. Spray paint a library. Hold up a gas station. Run amok if you want.

Everyone knows that most crimes will be cleared off a juvenile's record once he is no longer a minor. But there's something most people are not aware of. Because of a quirk in the state's record-keeping policy, the names of minors convicted of sexual crimes are never made public.

To keep information like this inaccessible is a huge mistake.

Many experts contend that people are unable to overcome a want to commit sexual crimes. They say, after a person takes advantage of someone else once, they become more likely to do it again.

And again and again and again.

The result is an easy-to-spot pattern of criminal behavior that will follow a person throughout his or her life.

To say that no one wants these people around is an understatement.

No employer wants to hire a person who has been convicted of molestation. No teacher wants a pervert in her classroom. And certainly, some friends may not even

want to spend time with a person after he has been caught doing unspeakable things with children.

But in Nebraska, no one would know any of that as long as the perpetrator is under 18.

In almost every other state in the country, that information is made public by the police department and published in most daily newspapers.

It follows the delinquent for the rest of his life, keeping him out of jobs, clubs, political office and most other things that citizens can have.

He or she becomes a social outcast.

Sex crimes are by far some of the most disgusting in all the law books, possibly outdone only by the most gruesome of murders. The victims can be anyone, even children.

Yet for some reason, as long as a person is under 18 when he commits those acts in Nebraska, he will be fine.

It's ludicrous. Most high school students know that by the time a person is 12 years old he should have a pretty good idea of what's right and wrong.

People convicted of sex crimes have the mental capacity to be just what they are: criminals.

And everyone should have the right to know that no matter what the perpetrator's age happens to be.

EDITORIAL
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The opinion of
the Register

EDITORIAL
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The opinion of
the Register

Lawsuit may be answer for district's bottom line

It's too bad it had to come to this, but at least the problem might be noticed now.

Over the past few years, school districts across the state have voiced concerns that public education in Nebraska isn't getting the funding it needs. They have petitioned. They have held conventions. They have marched. But their message has fallen upon deaf ears.

Now, in an attempt to get some sort of response from lawmakers, Omaha Public Schools (OPS) has banded together with some smaller districts to file a lawsuit against the state of Nebraska for not fairly splitting up the funding that goes to public schools.

The state has been nothing but miserly with the money it gives to OPS. Over the past six years alone, the amount of money to the district has continually decreased, while the number of students in the district has skyrocketed.

That means that, poten-

tially, every student, every school, every teacher, every pair and every expense has been compromised to make sure the district's total expenditures fall within the budget.

But the situation has hit an unprecedented level. Every dollar can only be stretched so far. Now, it has come to this.

Ideally, the state and the Legislature would hear of it, realize its wrongdoing and then quickly allocate funding to public schools to make up for the past.

But unfortunately, the lawsuit will probably have to be fought in court — the district arguing that the children and the future and require a bigger investment, and the state arguing that education is overrated.

It's a silly argument, but voters have bought into it for six years. So educators, we applaud your decision to actively look into this matter. We're sorry it had to come to this.

HEROES & ZEROS

- CHS Foundation Unauktion and Phone-a-thon

Earlier this month, the CHS Foundation held its annual scholarship auction a little differently, but the outcome was the same. Instead of planning a time when enough people can attend the live auction, the group accepted bids over the Internet and phone. Also, students solicited donations from alumni, parents and other supporters. This money will be offered to graduating seniors as scholarships to help them with future goals. It's just one more thing that parents and teachers do to help Central remain as the "Pearl of OPS." All the people who volunteered to make this event a success deserve a lot of praise.

- Newest National Honor Society Members

On March 17, Central's chapter of the National Honor Society inducted its latest batch of members into the prestigious group. They will join the thousands of other Central students who were members of NHS when they graduated. By helping represent the school and volunteering throughout the school year, these students will only improve Central's image wherever they go and represent the school.

- Central Teachers

Last month, Teacher Appreciation Day came and went. Maybe some kids thanked their teachers, but that is not enough. Central teachers are some of the most qualified individuals in the business and students should be gracious to work with them on a daily basis. Thank you, teachers. You're underpaid for the job you do and you deserve to be appreciated everyday. We are privileged to have you.

- Student fighters

Maybe it's getting to the point where we should give up. Maybe it's something that can't be solved. We've tried to discourage it before, but nothing seems to work. Administrators started to have students ticketed after fights, but they still continue. In the middle of this month there were three consecutive days where students fought with one another and police officers were called to school. Now comes the chance for students to decide what they want to do. They can either continue to fight and give the school a bad name or they can resolve their differences and decide that it is not worth it. It would be better if students stopped this ridiculous behavior.

- Summer school fiasco

A new district proposal to handle summer school enrollment would shut many students out of sessions. Under the new proposal, an aftershock of the ongoing student fees debate, would limit the amount of students who can enroll in the session and give preference to seniors who need the credit to graduate and freshmen who failed three credits. Although some limitations may need to be imposed, the district needs to reconsider the message that this proposal would send. Instead of helping kids who want to learn extra material during the summer, the school district would be catering to students who have already failed the first time around. Obviously, if a student fails three classes in one year, they aren't very interested in being successful. And to shut the door on other students in order to walk these students through school to make sure they graduate is unfortunate.

The big issue: feedback

Movie results show students’ poor taste

It has been a long time since I have read the A&E section of your paper. Last issue reminded me why.

Doing a story on the favorite movies of students isn’t a bad idea. It’s interesting and allows for graphics and pictures and it is final, undeniable proof that most everyone at Central has terrible taste.

How did “The Fast and the Furious” get rated the best action film? It’s a shame really. Who was polled, junior high kids?

And another thing: can we get some new stuff in the A&E section?

Queen of the Damned sucked. No one cares about some crappy rap-core band who covers P.O.D. and if I have to read another story about how much Nine Inch Nails rocks, I’m going to give my paper to Hot Topic so they can line the floors with it. That way, all the whiney kids who can’t find their Stained t-shirts will have something to look at.

Gavin Jensen, 11

Wynn’s fashion criticism misses point

I don’t usually read the *Register*, but I read the last one. I have to say I completely disagree with Matt Wynn about emo.

I don’t know if it is just a fad, but I like it. It was interesting to see his opinion, though.

Abby Handlos, 10

Writer gives ski instructors bad name

In your most recent issue in the “Schulte at Large” section there is a misconception. Schulte labels skiing and snowboarding instructors as psychos, when really they are not. He merely met one instructor and a junior instructor whom are both a little odd at times.

I am a snowboard instructor at Mount Crescent and I most definitely am not a psycho.

Alex Bloom, 10



✓ REGISTER YOUR OPINION

When you were in elementary school, were you bused to another school besides your home school? If so, did you like the idea and do you think it was a beneficial experience for you?



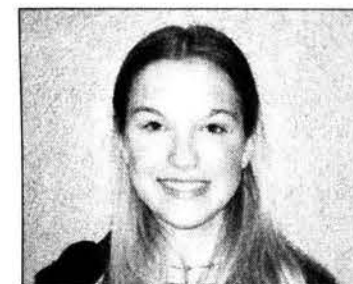
“It was a waste of money.”

Tahreem Aziz, 10



“I think it was a good idea. It gave students the opportunity to experience other schools.”

Andrae Allen, 10



“Some schools have better education, so kids should be able to go to those schools.”

Nicki Thomas, 9



“Integration is important, but the buses stunk.”

PJ Haubrich, 12



“I went to Catholic school, so I think they should have kept busing to keep things integrated.”

Matt Brown, 11



“You need to keep schools integrated in order to learn how to deal with society in the real world.”

Patrick Reuter, 12



“Kids should go to any school they want.”

Melissa Miller, 10

LETTERS, E-MAILS, FAXES AND POLLS

Hallway manners need to improve

The hallway traffic is horrible.

People need to learn how to walk. I watch people bump into one another and, of course, no “sorry” or “excuse me” is said.

Then there are those people who stand in the middle of the hallway blocking the flow of traffic.

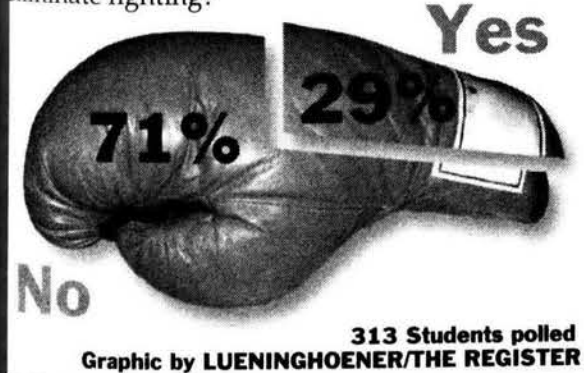
Don’t even get me started with the courtyard. There are many groups who stand there and then get offended if someone touches, pushes or moves them out of the way.

Then there are the lunch lines and school store lines. There is no need for letting people cut! There are also those people who just cut then let all of their friends cut. They go so slow, too. Just get what you need and pay! There’s nothing hard about that.

Alicia Wolford, 11

Ticketing students

Does writing tickets to students who fight help to eliminate fighting?



Coverage not included for all teams

I think there should be more articles about volleyball, not just varsity either. I never see any articles about freshmen or sophomore teams.

Often those teams will play amazing games but don’t get mentioned, but you will see an article about how varsity just lost or something.

Devon Rumbaugh, 10

Newspaper loses excitement, appeal

The reason why I don’t read the newspaper anymore is because the articles in some sections are boring to me.

It used to have exciting articles in it, but now they seem to change some articles in the newspaper and make them exciting so everybody would read it.

Anthony Tolbert, 10

More college information needed

I think the paper could have more about schools beyond ours involving more college things like what ACT scores are average and what schools accept ACTs or SATs.

Tell us what colleges have the best teachers and what school has the most successful graduation classes.

Makida Brooks, 11

the REGISTER

Letters wanted

Letters to the editor can be dropped off in room 315 or the mailbox in the courtyard. All letters must be signed and include the author’s grade. Unsigned letters will not be printed. Letters may be edited for clarity, length and accuracy.

Homeroom missed on delivery

I really like the *Register*, but my homeroom never gets it. I would like to read it every month.

Why don’t they come to my homeroom? Don’t students get them with the purchase of an activity cards?

Kim Norven, 9

Good students need recognition

This letter is in regards to the *Register*. I think the staff is doing a great job of putting different articles together and informing the school on the latest news.

Some other topics I think the *Register* should include are sections honoring good students and teachers.

I do not think a lot of Honor Roll students are getting recognized for their work.

The teachers should be honored as well because they go through a lot of stress dealing with students and keeping them on the right track.

Overall, everything else looks good and I hope you continue to keep up the pace.

Keiante Brazile, 12

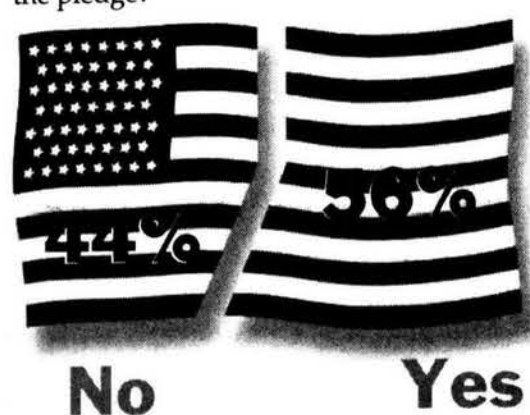
Staff deserves more recognition

In the past year, the *Register* and staff have gone through tremendous scrutiny for certain publications.

This year’s exciting staff has been able to achieve

“Pledge of Allegiance”

Do you stand daily in homeroom and recite the pledge?



several awards that Central has never received before. High standards, a strong work ethic and long hours all go into the paper and it is noticeable with every publication.

The paper appeals to all types of students whether or not they’re the jock, rocker, nerd or unmotivated student. The *Register* is for everyone, including teachers.

All in all, I would like to commend the *Register* for all their hard work and dedication. I hope the best for you all and win big at nationals in Arizona this April.

Jillian Risavi, 11

Middle school police officers



Opinion columns lose interest

This year, I’ve lost interest in reading the paper. My favorite part was the opinion columns, but now the opinions have lost my interest.

The paper seems like a bore to me, but I still check out the headlines.

Melanie Marek, 10

Newspaper stands above rest

I think the *Register* is great.

I like how it has no boundaries and does important stories that people really want to read.

It doesn’t have boring stories like other schools. It obviously is good because it’s the national champion.

Keep it up and don’t change.

Steve Hogan, 10

Reader enjoys receiving paper

I just wanted to compliment the newspaper staff. Central High’s newspaper is always fun to read. I always look forward to getting it.

So I just wanted to say “good job” and keep it up.

Tess Larson, 9

IN THEIR OWN WORDS

Christopher Scalzo
Teenager running for District 66 School Board

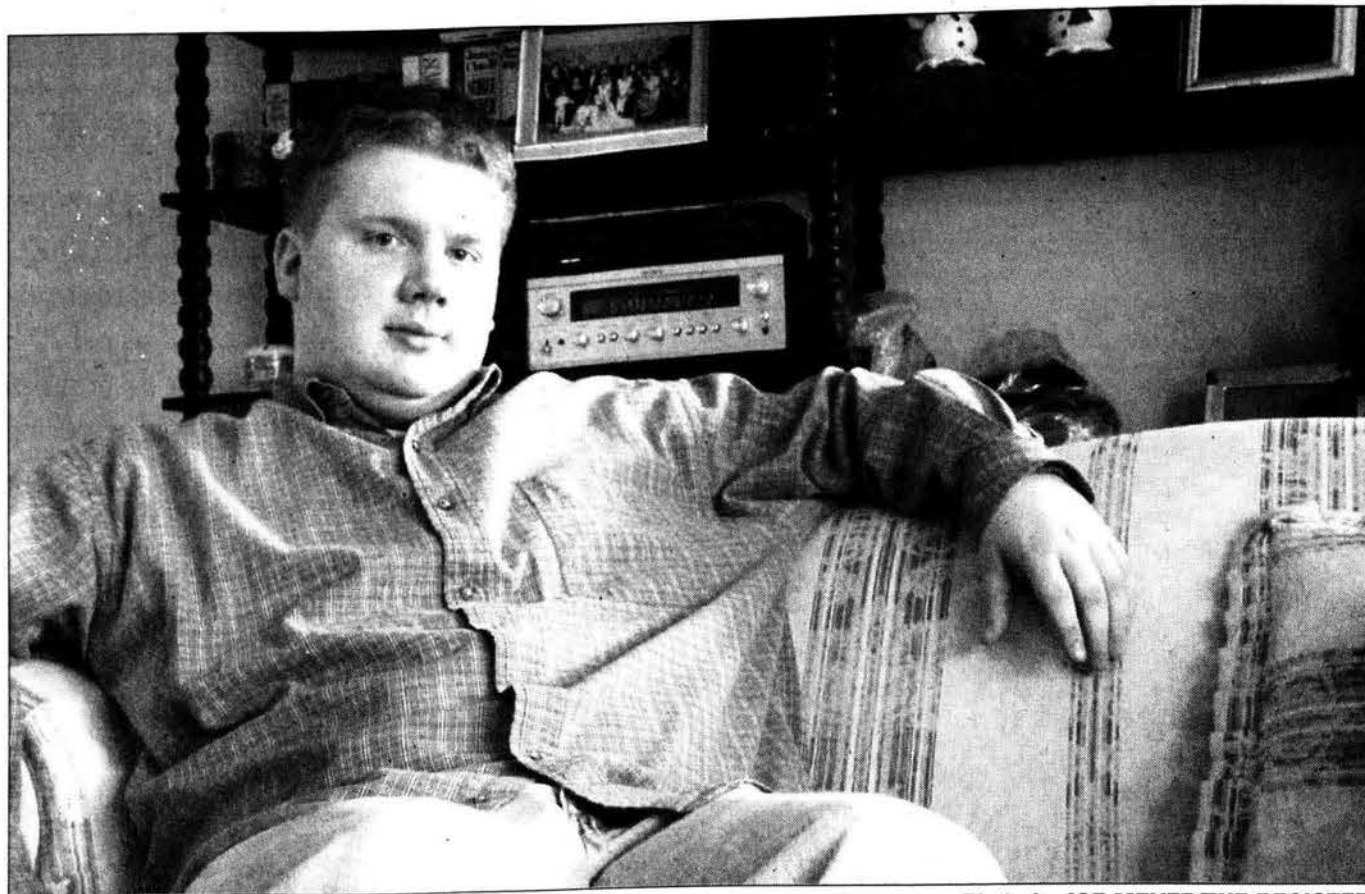


Photo by JOE MEYER/THE REGISTER

'I want to change that image'

This issue, the *Register* met up with Christopher Scalzo, a senior at Westside High School who is running for the district's Board of Education. Scalzo said that whether or not he wins, he wants people in the district to realize that some things need to be changed.

Q: Why did you decide to run for a position on the Westside School District's Board of Education?

A: I kind of think that young people should have a voice in how we're educated. And if you look at the board now, all of them are adults in their forties and fifties. I think all of them could be my parents.

Q: How did you get the idea to run for the position on the board?

A: I've worked for Westside for the past eight months in chemistry. And they sent me a notice (urging me to go support the other candidates) of the caucus with my check. At first, I thought it was kind of a joke. I thought that was kind of wrong to have employees support people they might not know.

Q: Is there a filing fee to run for the board? And if not, how did you get your name on the ballot?

A: No (there is not a filing fee). At the caucus, you have to be nominated and seconded by the audience. I was nominated by my good friend, Doug Sherrets.

Q: You said that you were nominated and seconded by your friends. Did you prepare that beforehand. If so, what did you do?

A: We kind of set it up in advance. We talked about how we could get our ideas across. Even if I don't win, they've still heard my complaints and heard my point of view.

Q: Are your friends and family helping you now that you are preparing for the general election?

A: When I first set out, I thought, "Campaigning, that's not going to be very much (work)," but it's very expensive. They (my friends) are helping me gain money and name recognition in the community.

Q: How much campaigning do you think you are going to do during the race?

A: One of my friend's mom is on it (the board) right now and I've talked to her about what I need to do. From what I've seen, there's not much that goes into it. I'm probably going to put a couple signs up and bumper stickers. And I'll probably talk to seniors and get them to vote for me.

Q: What do you want to achieve during this race?

A: I'm really trying just to get my voice heard and get student views heard because what the school board sees as a good thing may just be ridiculous.

Q: What are some of the concerns that you want to bring to the board?

A: At Westside, we have compliances. They're basically tests in math, reading, writing and consumerism. And consumerism is the one I have a problem with because all they (teachers) do is hand you a book and tell you to pass the test. All the other three are linked to a class, so why isn't this one? Some students have come up to me and tried to give me some ideas, but some of them are pretty bad. That's required by the school district, so I would submit my ideas and try to get those passed.

Q: What are the requirements for running for the school board?

A: You have to be 18, live inside District 66 and be an active member in the community is what I think it said. Which means you have to get enough votes to win.

Q: How are you preparing for the general election right now?

A: I'm just kind of lying back and seeing what happens. There's a lot of money out there, but I don't have it. I'm just organizing volunteers. A lot of students have come up to me and asked if they can help.

Q: What do you think is people's reaction to hearing that you're running for the school board?

A: I think that some people are seeing it as a negative thing because they don't think anyone in our generation will do anything to help our nation. They see us as slackers and druggies and I want to change that image and I hope that others will try to change it, too.

Ticketing students ignores reason why activity occurs

We've all seen it. Two kids in the hallway are yelling at each other, but we keep on walking and minutes later the incident is expunged from our minds forever.

It's almost become common.

Students yell. Students fight. Security arrives and students are escorted to their administrators and usually suspended or expelled.

But now, along with facing punishment from the school, all students who fight in and around school are ticketed by police. Students who argue with one another are ticketed, too.

It's part of Dr. Thompson's new attempt to discourage students from fighting in school.

But is this new policy working?

No. Fights are still a problem at school. In fact, many fighters now fight away from school.

Charging students with disturbing the peace for fighting at school is not the answer to the problem.

But it's a step in the right direction. Something has to be done.

This year, there has been a significant increase in student fights. What might have been only a suspension from school will now cause students to appear in court because they are charged with a crime.

Although students could always have been charged with disturbing the peace, the punishment was rarely used in the past.

The new unofficial policy allows for all types of fights, verbal and physical, to be treated as disturbing the peace. Students have to appear in court and a conviction would end up on the student's permanent record.

Despite good intentions, ticketing students in order to cut down on fighting in fact puts them at risk. It forces stu-

dents to take their fights away from school where security officers keep a careful watch, and moves it to the street where fights are not broken up and weapons can be used.

Students may now participate in premeditated fights away from school. They might take place in a remote area because students don't want to be ticketed at school. Some of these fights may only occur when one student is on the ground, bloody and unable to fight back.

This is not to say that the school should accept fights as a way to blow off steam at school, but writing tickets is not the way to go.

This policy does not deter fights from starting in the first place. If a student is willing to fight and be suspended or expelled from school, they probably don't care about receiving a fine from a police officer.

What is needed is a more anonymous way for students to alert administrators to possible fights so that security can be on the scene preventing the fight before it gets out of control.

Maybe the school should establish conflict resolution classes to help students control their anger. Maybe the school needs to automatically expel all students who fight in schools.

The school certainly doesn't need a policy that could possibly make the problem worse.

Fighting is a serious problem, but punishing the punishment won't help anyone. The administration needs to find a way to stop these disturbances before they happen along with establishing harsher punishments.

It needs to come up with a plan that more specifically deals with the problem rather than starting a policy that may create new ones.

EDITORIAL
The opinion of
the Register

Installing seatbelts in buses would help students stay safe

Parents constantly train their children to always wear their seatbelts.

No matter where they are sitting or what car they are in, the message is always the same.

Buckle up.

But that is not the case in school buses. The bright yellow vehicles designed to transport students to and from school are the only ones that the state does not require to have seatbelts installed in them.

Passenger vehicles do. Semi trucks do. Even some Big Wheels have seatbelts. Hopefully, school buses will join that list.

A new legislative bill proposed in the Unicameral would require all new school buses to be equipped with seatbelts for the young passengers.

It's an easy decision, especially after the fatal Seward bus accident that happened last year.

But still, for some reason, this bill has its opponents.

It is hard for bus drivers to control students in the bus, they say. Even if the driver went around and fastened every student's belt, the students could easily get out.

Also, these belts may act as obstacles when they are not being used. Students may trip on them when walking up aisles or become caught in them while sitting, they say.

School bus seats are made high for a reason, they also contend. In the event the bus is involved in a crash, students hit the padded seat in front of them. They do not go forward or hit the windshield, like in personal vehicles.

But what happens when a bus goes over, like the Seward one?

What happens if a student hits his head on the padded seat awkwardly and experiences major head or neck injuries that will affect them for life?

What happens when something terrible takes place?

Will school buses be safe or will more kids die?

No matter what the price or the convenience, the state needs to make sure that students are always safe when they are riding in a school bus.

This means installing seatbelts in all ones.

It's one of the easiest decisions the Unicameral will have this year.

EDITORIAL
The opinion of
the Register

Basketball performances at state set stage for future success

All good things must end. Julius Caesar was assassinated on the Ides of March, Cinderella went home to her stepmother after the ball and Central's basketball teams were disappointed in the state tournaments last month.

Although both the girls and the boys teams took very impressive records into the tournament, the boys were disappointed in the first round and the girls were eliminated in the second round of the tournament.

Students complained that referees robbed the boys team in its defeat. Too many fouls were called, they said.

But even if that is true, it cannot take away from how impressive the teams' accomplishments were.

The team played well the entire season and represented the school well on their way to the state tournament.

It's been a while since the school has experienced such a success in any sport.

Last year, the girls made it to the state tournament for the first time in a couple decades, but the boys failed to even

qualify.

Something was different about this year. Both teams qualified for state and both teams had great opportunities to win it all.

Although neither of the teams got a chance to play for a state championship, the season was a great success.

It was the first time that both teams qualified for the state tournament in recent history. In fact, Central joined Grand Island and Lincoln Southeast as the only schools to qualify both their girls and

basketball teams.

That's not bad company, either. The Grand Island boys won the state championship and Southeast was second in the girls tournament.

Congratulations to both teams. The boys proved that having a brand new coach is not necessarily a reason that a team cannot succeed. In fact, they only lost four games all year, and three of them were to state qualifiers. And the girls also sent the message that their appearance last year was not a fluke.

It doesn't matter that neither team

brought home a state championship for the school's trophy case.

With many starters returning for both teams next year, this sort of success should continue and the Eagles should have a chance to bring home the hardware. Sophomores started for both teams and should lead the teams for the next couple of seasons.

Students, players, coaches, teachers and supporters should look back at the season and smile. Young players stepped up and started for the teams. Eric Behrens got a chance to coach a team at the state tournament his first year and the girls are poised to come back strong.

All in all, it looks like it's lining up. Both coaches have set up leagues for middle school students who are interested in playing for the teams.

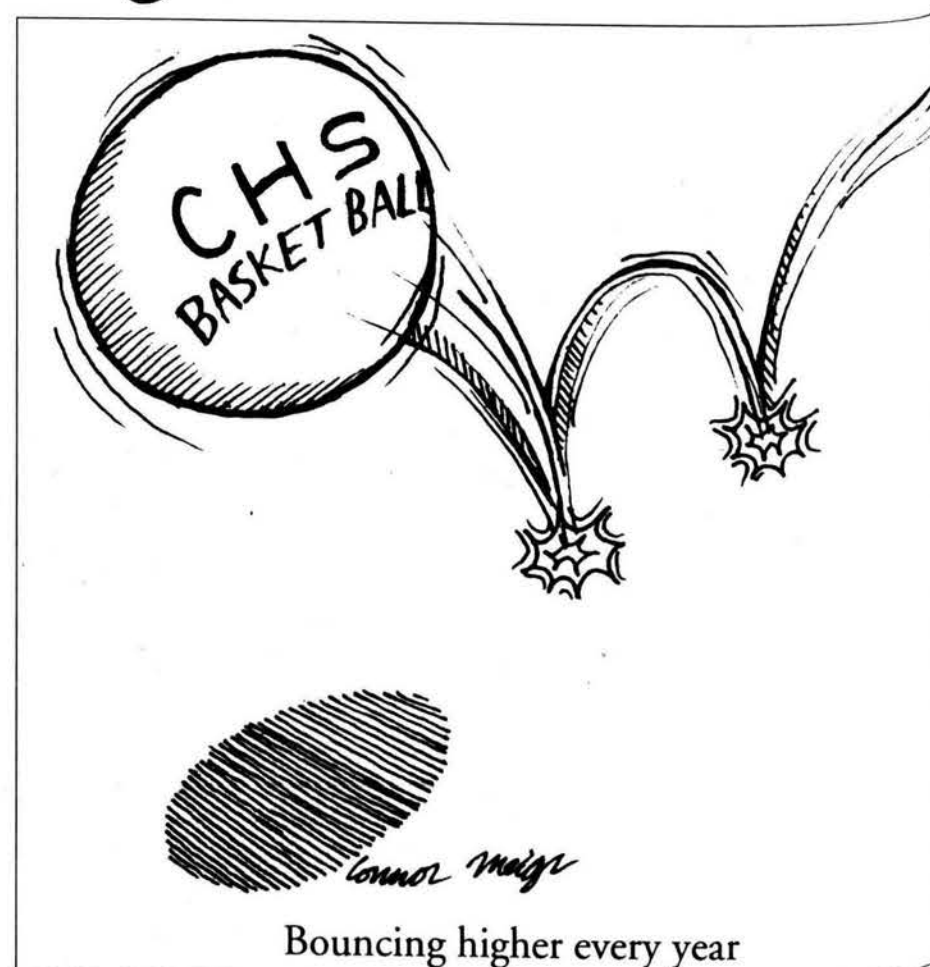
With both teams winning a lot of games, kids will want to come and play as an Eagle.

This year wasn't the lucky one, but it was a giant step.

So cross your fingers and pray to the basketball gods because next year looks like a dandy.

But be happy with this last one, too.

EDITORIAL
The opinion of
the Register



Bouncing higher every year

GPA change will equalize playing field

It's a good thing that no student in the class of 2006 will graduate with a 4.3 grade point average.

Finally, the student with the highest GPA will have a 4.0, if he or she receives perfect grades.

Starting with next year's freshman

ss, the weighted

A system will be

pped.

This practice of

ing an

ditional grade

ent to honors or Advanced Placement

esses has padded students' GPAs for far

long.

Honors and AP classes are

allenging, but they are made

allenging for a reason.

That reason is to draw in students

o are genuinely interested in the

riculum, not those who are trying to

late their GPAs to make college

lications look better.

Having a weighted grading scale

encourages grade-mongering and

er-competitiveness on the part of

erachieving students.

Some students blindly take a full load

honors classes just to get a higher GPA.

ey may hate some of the classes and

ably get a lower grade in the class

ause of it, but the motivation remains

same.

The weighted GPA system has made

ool into a game where students

pete to receive the highest possible

re.

In order to win the game, they don't

ecessarily have to earn the best grades,

just have to pack their schedule with

most honors classes.

Without the weighted scale, no one

want to take a class just for the honors

ok.

Without the weighted scale students

take honors classes to pursue a

uine interest in the subject.

The weighted scale also allows for

ents to up their GPAs without doing

hole lot of excess work.

Some regular classes have an honors

on that involves turning in a few extra

gnments or doing a paper.

That is not very much more work, yet

ill deemed worthy enough to add a

nt to the student's GPA.

Students in band have an unfair

antage with this scale, too. They can

four years of band, with honors

it option, instead of two years of gym,

ch doesn't have such an option.

This means band students can get

nt extra honors credits by fulfilling a

ic requirement.

It also means a band student could

all honors classes and get a 5.0. A

udent who takes gym classes could

er do this.

Some regular classes require

ensive amounts of work, but, for some

ason or another, students do not receive

extra grade point.

By dropping the weighted scale,

udents will have to really consider why

ey are taking an honors class.

Are they taking it because they are

timately interested in the curriculum?

Or are they taking it because they

want that college application to look a

bit nicer?

Students in honors classes may argue

the weighted scale is their academic

award for taking on a more challenging

ourse load.

The reward for taking an honors class

ould be the increased amount of

ormation offered and the accelerated

ss schedule, not that it may be able to

ase your GPA a tenth of a point.

Students will now have to make a

ecision if the extra rigors of an honors

lass are worth it.

Honors classes will now have only

nterested students in them, making the

lass more enjoyable for both the teacher

and the students.

Teachers will no longer have to deal

with disinterested yet grade-obsessed

students.

Students will no longer have to deal

with the complaints of classmates who do

not like or understand a class, but take it

anyway to inflate their GPAs.

Furthermore, students with too many

outside obligations and responsibilities to

ake honors or AP classes will not have it

ed against them in class rankings and

GPA configurations.

Taking away the rated GPA scale is

omething that should have been done

ago.

Finally, honors classes will be about

ademic interest, not grade point

verages.

The next step

Stationing police officers in middle schools came naturally after high schools received them last year

It just makes sense.

After the Omaha Police Department decided to station uniformed police officers in every high school throughout the district last year, the next logical thing to do would be to put officers in other schools around the district.

And that's exactly what has happened now.

The Omaha City Council recently approved a measure that would station a police officer in 11 middle schools.

Just like when officers were assigned to Omaha's high schools last year, this measure will increase safety and give middle school students a chance to develop a positive relationship with a member of the law enforcement community.

And just like what happened last year when Central received its own uniformed police officer, these officers will be available to help administrators with disciplinary actions.

And just like Officer Randall here at Central, these middle school police officers will be able to break up fights, search for drugs on students and just make sure the school environment stays safe.

And when you think about it just a little bit more, it is probably more logical for the police department to station officers at middle schools than high schools.

Far too often, teenagers perceive police officers as enemies. Almost like the neighborhood bully on the playground, teenagers try to stay away from them. This perception is developed early on. Having an officer interact with middle school students might help eliminate this stereotype.

Middle school students are at an age when they need to develop a positive relationship with law enforcement officials. They're becoming more responsible, receiving more freedom and experiencing puberty.

They're at an age when everything is changing. It's an age when most students need positive role models. It's an age when students are likely to start experimenting with drugs and alcohol. It's an age when students are likely to get into serious trouble for the first

time.

Having a full-time police officer stationed at middle schools might help them make the transition smoothly. It would help them make healthy decisions and might help them stay out of trouble all together.

But the increased safety a police officer would bring to a middle school cannot be overlooked, either. If, unfortunately, something happens, whether it is a common middle school fight or an unthinkable tragedy, the police officer would be available to handle it professionally.

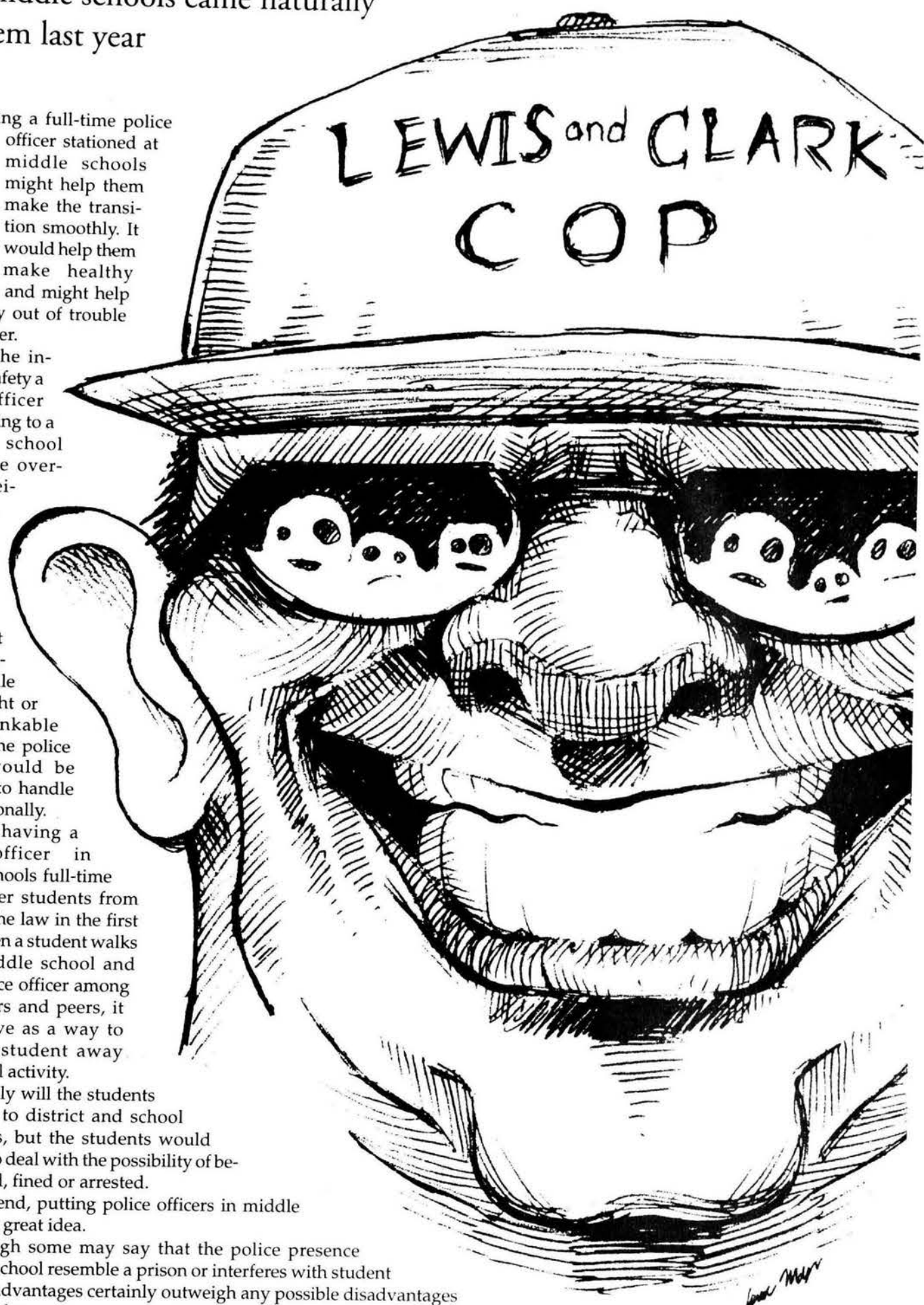
Also, having a police officer in middle schools full-time might deter students from breaking the law in the first place. When a student walks into a middle school and sees a police officer among his teachers and peers, it might serve as a way to scare the student away from illegal activity.

Not only will the students be subject to district and school regulations, but the students would also have to deal with the possibility of being ticketed, fined or arrested.

In the end, putting police officers in middle schools is a great idea.

Although some may say that the police presence makes the school resemble a prison or interferes with student rights, the advantages certainly outweigh any possible disadvantages there might be.

Middle school police officers will help make sure the schools run smoothly. And more importantly, young teenagers will become accustomed to what police officers really do — help people.



One point for religious tolerance

After a district judge ruled that the display of the Ten Commandments on public property is unconstitutional, Plattsmouth should stop its appeals and get over it

Talking about the separation between church and state never gets old.

It's always in the news, that is.

Some public schools have recently placed the Ten Commandments on the walls of their buildings.

"In God We Trust" has been printed on American currency for years.

And numerous school districts still manipulate their vacation schedules to allow students to participate in Christian holidays.

But now, Nebraska has its own connection to this longtime debate.

A U.S. district judge recently ruled that the statue that listed the Ten Commandments in a Plattsmouth public park violated the separation between church and state.

In his decision, U.S. District Judge Richard Kopf said that church and state are both important institutions, but need to remain separate. The decision, which came in mid-February, is commendable yet still remains painfully obvious.

The American Civil Liberties Union (ACLU) along with a still unidentified local man sued the city of Plattsmouth for allowing the marker, which displayed Christian symbols along with the list of the Ten Commandments to remain sitting on public property for over 35 years.

Although the vast majority of

Plattsmouth residents are Christian, the marker was in violation of the First Amendment.

The amendment, along with granting freedom of speech and press, clearly restricts the government from creating a national religion.

The Plattsmouth City Council, which voted to appeal Kopf's decision to the Eighth Circuit Court of Appeals, said that the marker should be allowed to remain in the park because it has been on the property for so long.

This kind of thinking is ridiculous. No matter how long something has been against the law, it is still against the law. No matter how long this statue has been in the park and no matter how long people have been accustomed to seeing it, it still needs to be removed.

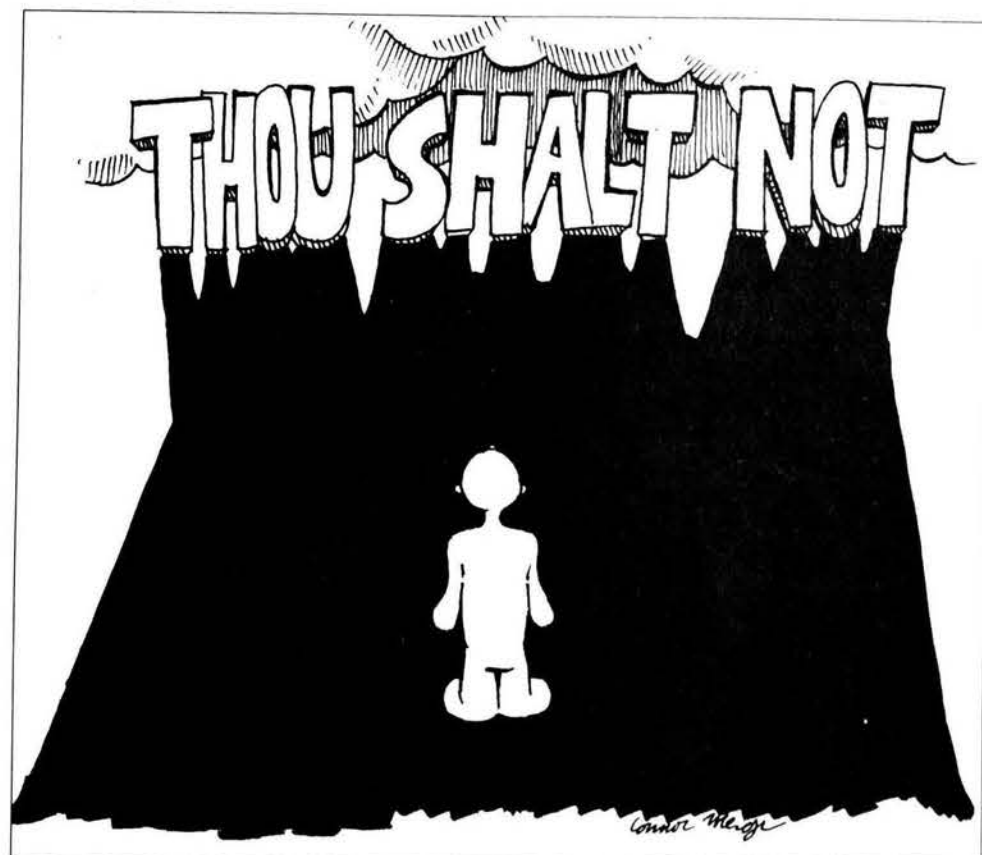
And by this logic, murder should be made legal because citizens have been killing people for as long as anyone can remember. Slavery, war, poverty and deception would fall into this category, too.

The Plattsmouth City Council members, along with many citizens, have stated that they feel that the marker is not hurting anyone because most of the city's population is Christian.

Statements like this just make the city and its citizens look ignorant.

Obviously, someone was upset about the statue's presence because they decided to seek legal action against the city.

Even if Plattsmouth were 99 percent



Wiccan, the one percent Christian population might not want to see Satanist symbols in a public park, but no one ever realizes that.

Laws are in place to protect the minority view, not to allow the majority to push their will onto the few.

That's one of the beautiful things about America. Citizens should always remember that no matter how outrageous the minority opinion may seem.

But the sad thing is that the Plattsmouth City Council can continue with this type of behavior for a while.

If, and most likely when, they lose at the court of appeals, the city council could appeal the decision all the way to the Su-

preme Court if it wants.

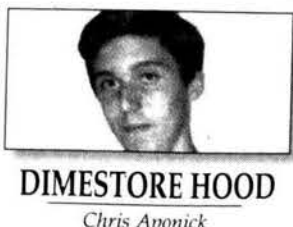
Where does this nonsense stop if the city council just keeps on trying to appeal the court's decision?

Kopf made the correct and obvious decision about this case already. Case closed.

Plattsmouth should just accept defeat. They can still keep their precious little statue, it just can't be positioned on public property.

There's absolutely no reason why Plattsmouth should waste more tax payer's money on an appeal that they have very little chance of actually winning.

It's simple.



DIMESTORE HOOD
Chris Aponick

Please listen to this pre-flight announcement

Welcome to the Modern American Airlines. Thank you for checking your intelligence at the ticket counter and please enjoy your flight into ignorance.

We hope you were not too upset by the long lines at the ticket counter, the 14 security checkpoints, the concession stand, the restroom or the newsstand. We hope you find these exercises in patience to be character building.

Lines help reinforce the herd instinct which is very important in emergency situations. As you learn to consider yourself to be meaningless in a crowd, your value to us increases.

Your descent into idiocy will be accompanied by a collection of miracle cures for wrinkles, moronic television programming and an annoyingly-catchy soundtrack featuring the latest hits by prepubescent boys with high-pitched girly voices.

Reading material will feature several brightly-colored magazines asking you to spend your money on overpriced junk.

All these wonderful items are given to you for your enjoyment by the heartless multinational conglomerates that secretly rule the universe.

During the trip, flight attendants will travel the aisles dispensing samples of several products to reinforce your will to serve the heartless capitalist beast. Soft drinks will be served, so please have a Coke.

Those gullible enough to cough up an extra hundred bucks for two additional inches of legroom in first class will be served an assortment of alcoholic beverages to help this flight pass in a forgetful, stumbling haze.

Your estimated flight time is 30 minutes worth of commercials, two hours of lame sitcoms, 90 seconds of jokes about Merle Haggard's genitalia and five minutes of reading e-mails about how you need a new life insurance policy.

Before we take-off, please note the following safety precautions in the manual tucked in front of you. Please fasten the mental restraint in front of you tight across the temporal lobe to cut off your brain's blood supply in order to prevent you from producing original thought.

Any attempts to remove the restraint during the flight will mean you will be immediately doped up with Ritalin.

Do not help the passenger next to you during an emergency. That concern for the less fortunate won't get you anywhere in the real world.

If we experience a loss of cabin pressure, gas masks will drop down in front of you. If you become disoriented, you should slip on a pair of headphones and watch the latest in-flight episode of "Will and Grace."

Emergency exits are located over the wings and in the front of the plane. Please use these if the overwhelming sense of dissatisfaction presented by living in this society causes you defy the corporate dictatorship.

If such a situation occurs, please exit immediately, but contact your family using the AirFone in front of you first. Thank you and enjoy the flight.

CHS:2004?

EDITORIAL
.....
The opinion of
the Register staff

It's an exciting time for Central High School. The second phase of a \$15 million renovation project is set to begin anytime now. Lots of money is on the line, administrators have been planning for years and a lot of students will be affected. In the end, the school will be equipped with a new full-sized hardwood gym, a kitchen addition and the installation of an air-conditioning system. Will it all work out like its supposed to, or will something go wrong? Here are two ways the story may unfold.

THE CENTRAL HIGH SCHOOL REGISTER

Renovations drag on past original deadline

By Register Staffwriter

Although project managers promised that Central's renovations would be completed by the start of this school year, the work is anything but finished.

Walls are torn down. Portables litter the football field. And the air-conditioning system is nowhere near operable.

"It's a total mess," senior John Smith said. "I thought last year was bad, but this certainly takes the cake."

The \$15 million renovation project, once complete, will add a kitchen and a gymnasium wing to the school but the most anticipated improvement is the installation of the air-conditioning system.

Construction manager Terry Page said he wonders if the project will meet the district's budget once it is completed.

"With all the added expenses from over the summer, I don't know how much it will end up costing us," Page said.

Principal Jerry Bexten blamed the delays on numerous problems that occurred during the project. While most of them were unexpected, he said the school was not prepared for inconveniences like kids being displaced from classrooms longer than expected.

"Right now, I don't know where we're going to put them," Bexten said. "It's just like my worst nightmare."

Bexten said the problems with the project started before he moved to Central. During the 2002-2003 school year, administrators were unable to arrange for the school to receive portables because of the other work that was being completed around the district. Because of that, the school decided to postpone the installation of the air-conditioning system for a year.

When Bexten became principal in 2002, he said he wasn't fully knowledgeable about what was going to happen.

"I wish I knew what kind of chal-



Photo by STAFF PHOTOGRAPHER/ THE REGISTER
A backhoe resides outside school. Work was originally set to be completed by the start of the school year, but delays have kept workers in the school this year.

lenges would be involved with a massive project like this (when I started)," he said. "I just hope we can get back before the end of this year."

Smith said he has had classes in hallways and portables all over the campus.

"First, my English class had to move out to a portable. And then my French class had to be moved," Smith said. "This is the third semester that I will be out of at least one of my classes."

Page said he doesn't expect the

THE CENTRAL HIGH SCHOOL REGISTER

NEWS

THURSDAY, AUGUST 28, 2002 A9

Bexten hails renovations as 'new era' for school

By Register Staffwriter

After nearly 28 months of work, Central's renovations are completed.

While standing in front of the new gymnasium wing on the northeast corner of school, principal Jerry Bexten announced the official completion of the \$15 million project three days before the start of the school year.

"Today is the start of a new era for Central High School," Bexten said surrounded by construction managers and general contractors. "With these new upgrades, the school will be able to enhance its great reputation even more."

Hundreds of students, parents and teachers joined Bexten on the lawn to see the completed project. Bexten said he did not expect the work to be finished before the year started.

He said he expected some minor work to be left for the first few weeks of school, but that was not the case.

"When you think about all the planning and all the things that could have gone wrong, it's amazing that the school is ready for its first day," he said.

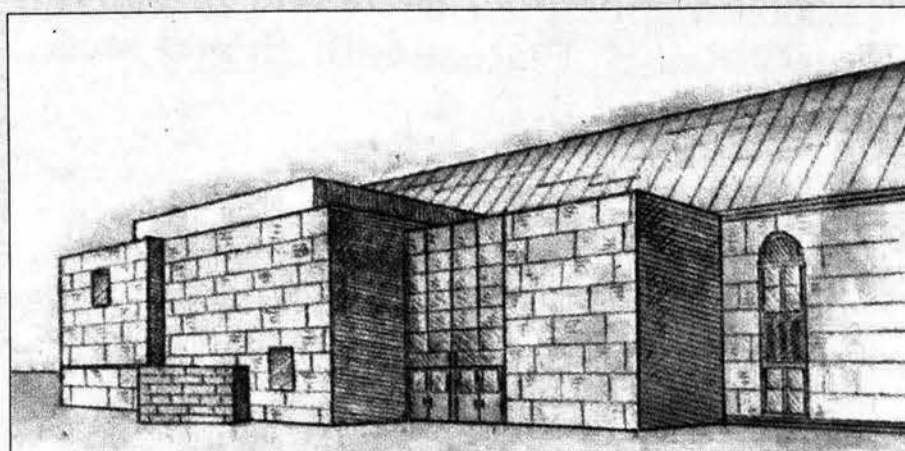


Illustration by STAFF ARTIST/ THE REGISTER

This rendition shows the school's new kitchen addition on the west end of school. A new hardwood gym was also added on the northeast corner of school. The project also equipped the school with more classroom and computer lab space.

Freshman Jane Smith said seeing the new upgrades before she attended the school impressed her.

"Seeing the pride that Mr. Bexten and everyone else puts into making this school great made me excited to be a part of it," she said.

Along with the new hardwood gymnasium, the project also equipped Central with a new kitchen and moved the main cafeteria to the first floor. The old cafeteria space will

now be used as computer labs, which will free up classroom space on the third floor.

"Overall, these renovations will help us be more efficient with everything we do," Bexten said. "From serving lunch to playing basketball games and holding classes, everything will be easier."

Junior Bob Reynolds said he was surprised that students were only out of their normal classrooms for one

school year. He said he has heard stories of other schools dealing with similar inconveniences for a lot longer period of time.

"Everybody, from the district officials to the bricklayers, worked extra hard to make sure the school was back to normal by the start of this year," construction manager Terry Page said. "That was our goal all along."

Along with the additions and rearrangement of some of the classrooms, the renovation project will also help alleviate some of the problems overcrowding had produced over the past few years, Bexten said. The renovation project was the first since the roof was put on the courtyard in the 80s.

Although administrators and teachers may be praising the school's new look, Reynolds is just happy to be back in his normal classes.

He also said that having air conditioning in the building is another huge bonus.

"Sitting in portables really gets old," he said. "The best part is that I don't have to walk outside to get to my English class anymore."

OPTION #2



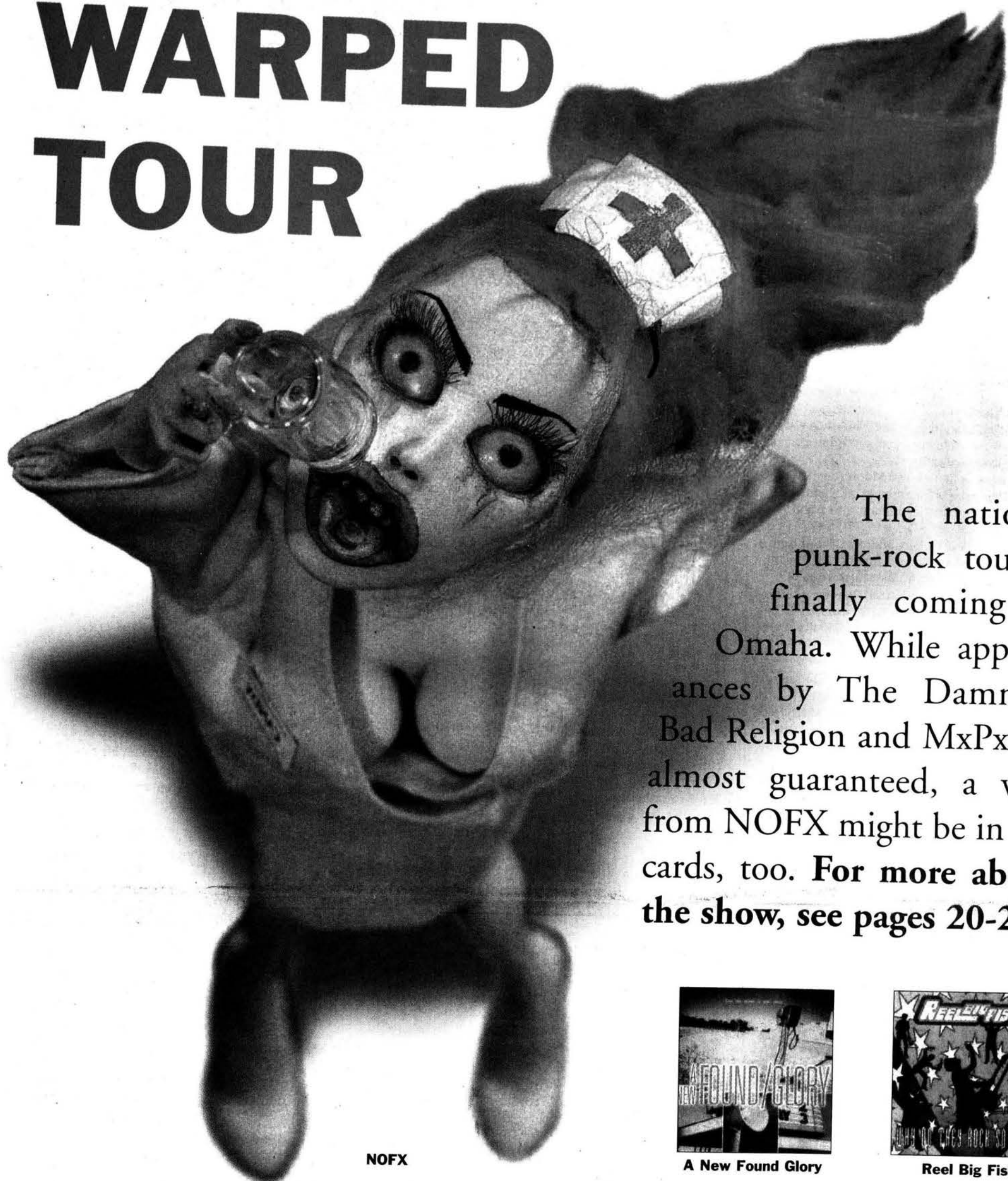
ICE AGE
Newest computer-
animated flick stays
true to fun of genre.
PAGE 19

ARTS & ENTERTAINMENT A & E

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Page 17
The Central High Register
March 29, 2002

WARPED TOUR



The national punk-rock tour is finally coming to Omaha. While appearances by The Damned, Bad Religion and MxPx are almost guaranteed, a visit from NOFX might be in the cards, too. For more about the show, see pages 20-21.



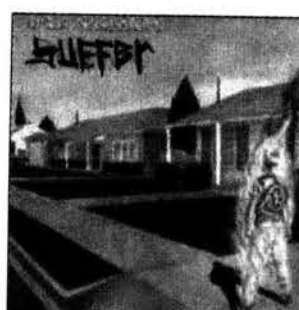
Mighty Mighty Bosstones



The Damned



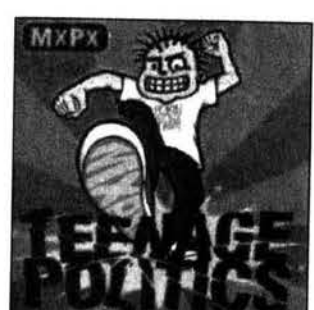
Good Charlotte



Bad Religion



Reel Big Fish



MxPx

Antiquarium's style appeals to unique tastes

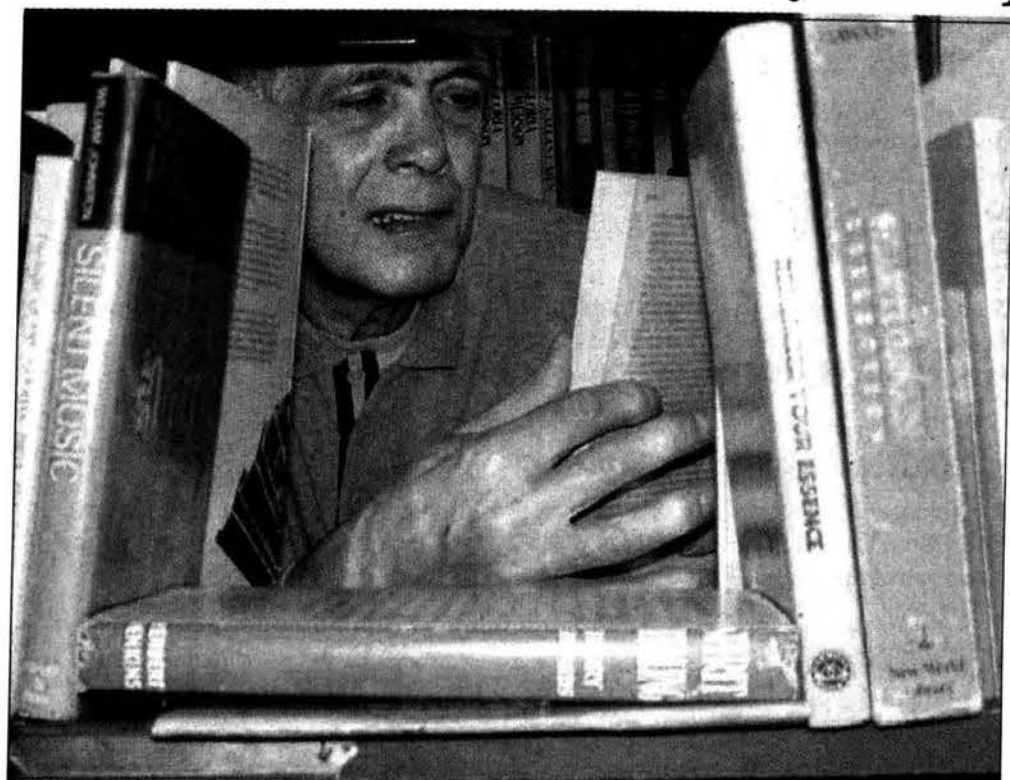


Photo by EMILY NEUMANN/THE REGISTER

Thomas Rudloff, an owner of the Antiquarium, lines up some books on the main level of the downtown store. Rudloff started the store with his sister, Judy, in the summer of 1969.

By Kaitlin Butz

Walk into the Antiquarium at any given time and Thomas Rudloff is likely to be there to say hello.

Rudloff is well-known to those who frequent the used bookstore and can usually be found sitting in a chair near the stairs leading down to the record shop.

There is often a group sitting in the chairs around him, talking over one thing or another. A mix of birthday candles, markers and cigarette butts, surrounds him. This seems to be Rudloff's habitat; he seems to be at home.

Rudloff has every right to be at ease. He has owned the Antiquarium for over 30 years and though it is now housed in a multi-level building near 12th and Harney, it had rather humble beginnings.

In the summer of 1969, Rudloff and his sister Judy started the Antiquarium in the backyard of his mother's house. A rather informal operation, it consisted of the two selling the books that had belonged to Duchesne College.

The two had agreed to sell the college's stock of books after it closed.

Of course, a backyard set-up like this

could not last forever. By October of that year, the earliest version of the Antiquarium had closed, but not for long.

In 1970 Rudloff bought an old junk shop on Farnam Street, near where the Gene Leahy Mall stands now. The store stayed at that location for about five years.

Rudloff said while there, the store started doing art exhibitions by hanging paintings on the backs of the bookshelves.

The store's next move was its last. Some current features of the store, like the music shop, were not yet in place.

Much of the Farnam location's inventory was carried over to the current shop, but the amount of books it carries has increased over the years. Rudloff could not pin down one specific reason for this.

"You just buy more than you sell," he said.

The store acquires books from any source, but Rudloff said he buys most of them.

"In the course of our history we have

See RUDLOFF, page 23

New teacher
brings big
changes to
Drama dept.

Layne Gabriel

John Gibson came to Central High School with a new attitude.

When veteran drama instructor Pegi Georgeson retired after 25 years, Gibson was recruited to take over.

"I came in here with no preconceived ideas, no background, other than the week I substituted for Ms. Georgeson," he said.

Gibson came to Central without any ideas of the traditions that were behind the scenes. He had no idea about the cast of the musical singing "Salvation" before a performance, no idea about the boys running around with cutouts of Elvis and girls going around with a portrait of Marilyn Monroe and no idea of what pom-poms, a method to pump up the cast, were.

Instead of Gibson providing the pre-show pep talk, a student now does it.

"I have a tendency to shy away from that sort of stuff," Gibson said.

But he does not discourage the students from keeping it alive. He said things like Elvis and Marilyn will probably fade away after a while. Newer cast members feel uncomfortable not knowing about the rituals and it is not vital to the production, Gibson said.

The only tradition Gibson was certain of perpetuating was that of excellent drama productions.

The cast of the musical did receive a small silver St. Ignace medallion, since he was the patron saint of theater as a thank you gift from Gibson.

"It was nothing for religion or anything," he said. "I just appreciated that they worked hard for my first show."

Although Georgeson was a stickler for organization, Gibson took the theater program at Central in a different direction.

"There are things that I do when it comes to directing shows that Ms. Georgeson did differently, but it's basically a style difference," he said.

With the help of fellow teachers Lyn Bouma, Kris Nyka, Pete Wilger and Molly Moriarty, Gibson got the drama program off its feet this year. He said without their help, the shows could have been disastrous.

Gibson has been taking auditions a little bit differently this year. Instead of holding callbacks for the spring play, "The Musical Comedy Murders of 1940," he cast the show after holding only three days of auditions.

"If I needed them (callbacks), I probably would have had them," he said.

Georgeson had a long process for auditions and callbacks that required the actors to attend auditions usually more than one day.

Since the community theater in Omaha often just had people come to one day of auditions, Gibson chose to adopt that method of casting.

Gibson's change in plans is also partly because he does not consider himself to be much of a performer.

"She (Georgeson) was a performer. I'm not a performer. I don't go out looking for roles," he said.

He said the differences

See GIBSON, page 23

◀ Reviews

Film expresses true horrors of Vietnam

By Steve Packard

"We Were Soldiers" is a solid, unique war movie, definitely deserving of awards and a must-see for any mature moviegoer.



Gibson

The film is directed by Randall Wallace, who wrote the Academy Award-winning "Braveheart."

With the help of his leading actor Mel Gibson, Wallace knocks another one out of the park.

"We Were Soldiers" opens with a magnificent shot of a French Foreign Legion platoon moving through the Ia Drang Valley of South Vietnam.

In what seems an instant, the platoon is wiped out by opposing Vietcong forces, and the scene is set for America to enter the war.

Gibson stars as Lt. Col. Hal Moore, a veteran of the Korean War, who was chosen to be commander of the first airborne cavalry battalion in American history.

The movie unfolds when, after months of training, Moore and his battalion are finally sent into the Vietnam jungle to destroy a Vietcong stronghold.

Soon after hitting the ground at the stronghold's foot, Gibson realizes he may be in for the same massacre the French Foreign Legion suffered many years earlier.

The movie evolves into an expression of human courage, enlightenment and spirit as hell unfolds all around.

Although "We Were Soldiers" may seem like another typical war movie, much along the lines of "Saving Private Ryan," it turned out to be much more.

It was a new war in a new country with a very different enemy.

Wallace also showed the home front where innocent, and already worry-ridden wives were receiving telegrams about how their husbands would not return.

"We Were Soldiers" can be thoroughly enjoyed and is recommended to many moviegoers.

This is a great movie to see, especially if you're struggling to understand just what Vietnam was all about.

Melodic indie-pop rocks Sokol crowd

By Doug Meigs

Pinback commanded attention.

Engaging harmonies resounded across the group's indie-popish riffs and airy arrangements. Pinback's fully-orchestrated tracks layered over and under with rhythmic strides and flowing beats.

The band's recent concert featuring Beep Beep and Canyon took place at Sokol Underground on St. Patrick's Day.

The show was Pinback's third in Omaha since last summer. The three bands boasted roots ranging from country to indie rock.

Between performances, Fugazi, Bob Dylan and Tenacious D played over the P.A., providing a perfectly diverse soundtrack to the intermission.

After a late start, Beep Beep kicked the show off with its frat-boy pop, followed by Canyon, a D.C. alternative country quintet. The lineup was further differentiated with the band's refreshing use of steel guitar and accordion.

The crowd was relatively small during the first two acts with most of the attendants still in the process of arriving. However, once Pinback came on stage, it swelled.

The mass of observers crowded about the stage in a synchronized wave of nodding heads and occasional flailing of limbs.

Watching Pinback in concert is the musical equivalent of digging through a dumpster and discovering a first pressing of "Blonde on Blonde."

The group's rare and unique talent becomes particularly unlikely when paired with the two-piece's (Rob Crowe and Armistead Burwell Smith IV) physical appearance.

Crowe, with his googly eyes and horrible dental hygiene, and Smith, looking like he'd be more at home in the WWF wrestling ring, came together perfectly in their crooning of quirky ballads and heartfelt laments.

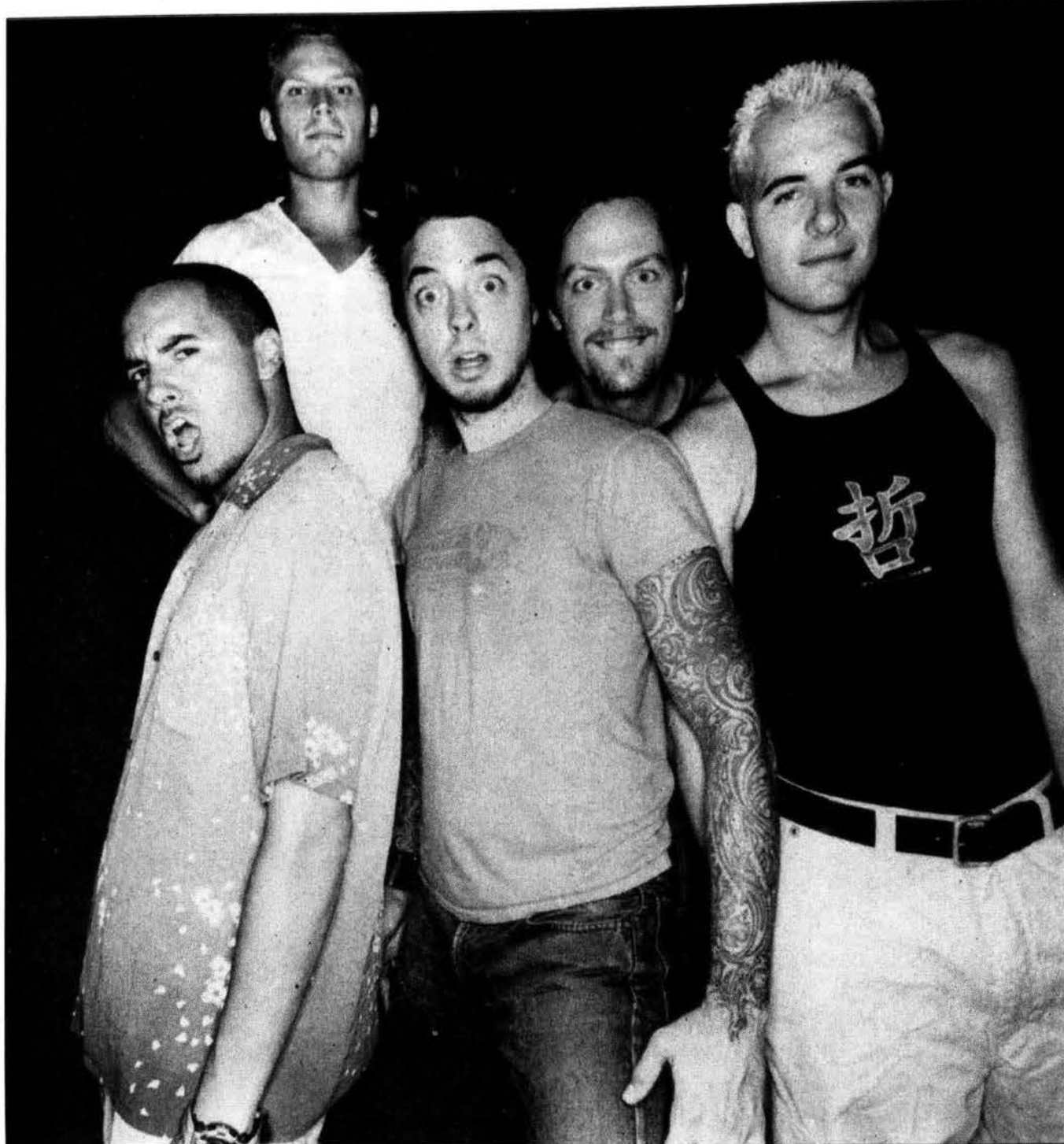
The group played 12 tracks from a variety of its previous releases, and concluded with the sweeping "June," from "Some Voices."

With the exception of minor guitar issues, the show went very smoothly; especially considering that Smith had a cold and Pinback's last show in Omaha was plagued by technical difficulties.

Although the crowd remained fairly subdued through the show, a happy atmosphere reigned supreme.

The concert, marked mainly by St. Patrick's Day good humor, was a pleasant experience for all in attendance. Hopefully Pinback will return sometime in the near future.

Calendar



Courtesy of CAPRICORN RECORDS

Omaha natives (from left) S.A. Martinez, Chad Sexton, Tim Mahoney, P-Nut and Nick Hexum are the men of 311. The band has been scrutinized over comments made about its hometown, yet returns for two concerts in early April. 311 returns with tourmate Hoobastank, who can also be seen joining Incubus in Lincoln on April 25.

311 returns for hometown shows

By Kaitlin Butz

The local boys of 311 are bringing it all back home for a pair of Omaha shows.

The Omaha based rock/rap/reggae/funk fusion band will be returning for two shows in the area.

The first will be on April 5 at Creighton University and the second is on April 8 at Sokol Auditorium.

The Creighton show was recently added to the band's concert list, which allows more loyal fans to catch the band at home.

Unfortunately for ticketless fans, the Sokol show is already sold out.

311's live shows are known for their high-energy performances and

relaxed, fun-filled atmospheres.

Both shows are sure to be filled with the band's popular singles.

311's latest album "From Chaos" spawned the hit song "I'll Be Here Awhile."

The band's previous singles included "Come Original," "Down," "All Mixed Up," "Flowing" and "Beautiful Disaster."

Hoobastank will be the opening act for both shows.

The band is probably best known for its single "Crawling in the Dark," which has been all over the radio for the past few months.

Bands always put on their best shows when they are in their hometowns, so any 311 fans should definitely check out one of these shows.

The shows will be an excellent welcome home to the band, which has not played a show in Omaha for over a year.

CONCERT PREVIEW

311 featuring Hoobastank

Creighton University
April 5

Sokol Auditorium
April 8

Album Releases

April

Devo "Essentials"

2

New wave innovator, Devo, unveils its new greatest hits album, "Essentials." Best known for its hit single, "Whip It," Devo proved to be a far more inspirational band than most ever assumed it would be. This album is sure to be a perfect retrospective view of the band's extensive career.

Azure Ray "Burn and Shiver"

9

The Athens, Ga. based ladies of Azure Ray return with "Burn and Shiver." The band often tours with local Saddle Creek bands and can be found coming through town a couple of times a year. This is an essential for all those who wish to see women well represented in rock music.

Sheryl Crow "C'mon C'mon"

9

This is rootsy rocker Sheryl Crow's first new studio album in several years. She has spent her time off doing guest vocals on other artists' albums. Crow may have a big hit on her hands here, especially considering the recent revival of traditional and alternative country music.

Goo Goo Dolls "Gutterflower"

9

Johnny Rzeznik, Robby Takac and Mike Malinin return with the Goo Goo Dolls' third major album, "Gutterflower." The band is behind such hits as "Slide," "Iris" and "Black Balloon," which are prime examples of the band's signature pop-rock style.

Pedro the Lion "Control"

16

Pedro the Lion returns with another album of soft-spoken Christian indie rock. Lead singer David Bazan pours his heart out into his painstakingly emotional lyrics. Bazan's music may have a religious message, but he has been able to achieve crossover success with his brutal honesty.

Phish "Live Volumes 7-12"

16

Phish will release the newest editions in its live concert series. Phish is well-known for its long, improvised songs and psychedelic, trippy live shows. These live recordings are the next best thing to seeing the band perform live, especially since it is now on hiatus.

Movies ▶▶

April

5 "Big Trouble"
"High Crimes"

12 "Changing Lanes"
"Frailty"
"New Best Friend"

19 "Murder by Numbers"
"The Scorpion King"

26 "Deuces Wild"
"Frank McCusky, C.I."
"Jason X"
"Life, or Something Like It"
"Lucky Break"

Concerts

April

2 Sparta at Ranch Bowl

3 Battle of the Bands with Straight Outta Junior High, JV Allstars, Theory, Haven 21, Mercury Red, LD50 and Hey Larry at NW Missouri SU Conference Center

4 The Frequency Bliss at Knickerbockers, Lincoln

5 Venaculas CD Release Party at Ranch Bowl

5 311, Hoobastank at Creighton University

5 Mates of State, Neva Dinora Race for Titles at Sokol Underground

6 Face to Face, Midtown, The Movielife, Thrive at Ranch Bowl

8 311, Hoobastank at Sokol Underground

10 The String Cheese Incident at Omaha Music Hall

11 Little River Band at Rocco Theatre, Lincoln

13 A-440, My Hotel Year, Phunk Junkiez, Stepa, Tripping Default at Ranch Bowl

14 Cannibal Corpse, Dark Funeral, Incantation, Pissing Razors at Ranch Bowl

16 Duvall, Red Hot Valentine Ultimate Fakebook at Ranch Bowl

20 Knucklewhite at Rebels Council Bluffs

25 Incubus, Hoobastank at Pershing Auditorium, Lincoln

26 Pinetop Seven at Sokol Auditorium

26 Manplanet at The Junction

29 Lost For Words at Ranch Bowl

Drama

April

5 "Chicago" at Dundee Dinner Theatre

12 "Much Ado About Nothing" at Brigit St. Brigit

19 "Carousel" at Omaha Community Playhouse

26 "Picasso at the Lapin Agile" at Lied Center, Creighton

Leaving Town

April

5 No Doubt, The Faint at Uptown Theater, Kansas City

7 Puddle of Mudd, 30 Seconds to Mars at The Pageant, St. Louis

16 Coal Chamber, Drowning Pool at Fillmore Auditorium, Denver

22 Tenacious D at Fillmore Auditorium, Denver

30 Dave Matthews Band at Hilton Coliseum, Ames, Iowa



Courtesy of 20TH CENTURY FOX

John Leguizamo voices Sid the sloth, Ray Romano voices Manfred, a woolly mammoth and Denis Leary voices a saber-tooth tiger named Diego in "Ice Age." The film also features the voice of Jack Black. It is two hours of pure humor.

'Ice Age' entertains all audiences

By Paula Salhany

It isn't very often when a movie lives up to great trailers.

But that's exactly what the new animated movie, "Ice Age," does.

It begins with the trailer seen on television of a frantic, obsessive-compulsive saber-tooth squirrel who will never let his precious acorn out of his sight, yet never seems to get a hold of it.

These scenes are simple yet

very funny.

The movie is set in the ice age and at the beginning, all the animals are migrating south, except for a large woolly mammoth named Manfred, voiced by Ray Romano.

MOVIE REVIEW

"Ice Age" - Rated PG

2222 of 5

Directed by: Carlos Saldanha and Chris Wedge
Voiced by: Ray Romano, Jack Black, Denis Leary

voiced by John Leguizamo. He is about to be killed by two rhinos.

Manfred saves Sid, so Sid decides to stick with him so he can avoid future confrontations.

The two come upon a human baby whose mother has died.

They pick him up and attempt to bring him back to this tribe with the help of a saber-tooth tiger named Diego, voiced by Denis Leary.

"Ice Age" is one of the funniest movies to come out this year.

It makes fun of everything from dodo birds to every winter sport played in the Olympics.

It is one of those animated movies that has a solid plot, great voices like Romano and Jack Black and humor that has one level suit-

able for kids and another suitable for adults.

But the most impressive feature in this movie is the animation.

Blue Sky Studios is able to keep up with the well-known animators like Pixar and Dreamworks.

They do a magnificent job with its colorful scenery and detailed animals.

Throughout the movie, viewers are dazzled with beautiful waterfalls and majestic glaciers.

"Ice Age" is a movie made for anyone who wants to go have some fun at the theater.

So don't be a 'hoovertrucker' and go see the movie.



Courtesy of COLUMBIA PICTURES

Milla Jovovich stars as Alice in the film "Resident Evil." The movie is based on a popular video game.

Video game becomes thrilling action flick

By Bryan Swotek

Training couldn't have prepared them for what was in their paths.

"Resident Evil" tells the story of a virus that has escaped

out the world.

The virus can only be reversed by an anti-virus which is hard to find and even harder to create.

Though the elite team has

what it takes to defeat hijackers and kidnappers, these enemies are a little different because they are already dead.

This movie combines excellent graphics with an even better soundtrack to go with the film.

"Resident Evil" keeps the audience guessing with its twisted plot.

This may be the reason the previews attracted such a large crowd and set the movie up to be a hit.

MOVIE REVIEW

"Resident Evil"- Rated R

2222 of 5

Directed by: Paul Anderson
Starring: Milla Jovovich, Michelle Rodriguez

The facility is called "The Hive" and houses many strange and illegal, secret experiments.

The government sends in an elite military task force led by Alice (Milla Jovovich) and Rain (Michelle Rodriguez) to contain the virus in a limited amount of time before it spreads through-

Classic film 'E.T.' withstands test of time, editing for 20th anniversary re-release



Courtesy of UNIVERSAL PICTURES

Young Henry Thomas plays Elliot in the classic sci-fi film "E.T." Drew Barrymore is also featured. The film was originally released in 1982.

By Bryan Swotek

As "E.T. the Extra Terrestrial" comes back into theaters, viewers are reminded of why it was so beloved years ago.

"E.T.," perhaps one of the greatest movies ever, is being re-released for its 20th anniversary.

The movie tells the story of a lovable extra terrestrial who tries to find his way home.

While trying to complete this task, he becomes close friends with Elliot (Henry Thomas) and his little sister Gertie (Drew Barrymore.)

As great as the movie is, many audience members may notice that the movie is basically a retelling of "The Day The Earth Stood Still," written by

Harry Bates in 1951.

The film's re-release could not have come at a more interesting time.

As the war on terrorism wages on, many are left remembering some famous scenes from the film.

Quotes such as "You can't go trick-or-treating as a terrorist," seem insensitive to today's society.

This line is obviously a little sketchy in the eyes of many moviegoers.

It was taken out.

This really didn't hurt the flow of the

movie at all.

Another specific scene that many people remember is when E.T. is fleeing from the scientists and FBI agents who are all carry guns.

Because Spielberg never liked that scene, he took the guns out of their hands and replaced them with radios.

The changes were all done in good taste and do not affect the film negatively.

Also take time to notice the better graphics, especially E.T.'s facial expressions, which were basically the only changes advertised.

MOVIE REVIEW

"E.T. the Extra Terrestrial" - Rated PG

2222 of 5

Director: Steven Spielberg
Starring: Henry Thomas, Drew Barrymore

Omaha's #1 Rated
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Freshest
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Because Most Likely To Succeed Is Still Up For Grabs.

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The 2002 Vans

Since its inception in 1995, the Vans Warped Tour has been a yearly showcase for punk, ska bands and skateboarding. The tour will make its first Omaha stop this year. In preparation, the *Register* takes a closer look at the bands and the history of the Warped Tour with the help of founder Kevin Lyman.

National punk tour will make first Omaha visit

By Layne Gabriel

For the first time in the Warped Tour's eight-year history, the show will make a stop in the Omaha area.

"The kids in Omaha deserve it," Warped Tour founder Kevin Lyman said.

The Warped Tour is currently the longest running festival in the country and Lyman said he plans to keep it that way.

Lyman became interested in putting together a show after he worked on the Lollapalooza Tour and other concerts.

He wanted to do a tour his way and gathered some friends, then-unknown bands like No Doubt and Sublime, and kicked off the show.

"We almost didn't get past our first year," he said.

But, apparently, he did something right. The show has been running since 1995 and will make its third trip to Australia this summer.

He credits sticking to the Warped Tour's roots of showcasing new, unique bands and skateboarding as the reason that the shows are so successful and keep running.

Lyman is interested in developing the scene in smaller cities in Australia and other cities in the United States.

That is what led him to pick Omaha.

"(We figured) let's go up there and try it," he said.

Paul Thornton, a general partner for local promoter Bravo Entertainment,

said that the Warped Tour is a different type of concert to promote.

As a promoter, Bravo Entertainment buys the concert, then sets up the ticketing and marketing.

"We kind of oversee all the aspects of the show," he said.

Bravo Entertainment has worked with Lyman since the first year of the Warped Tour.

Since the company is one of the largest independent promoters in the country, it is promoting more dates of the Warped Tour than any other company.

Thornton said when they were looking at setting up a tour schedule, it was only logical to add Omaha to the mix.

Lately the Omaha area has played host to many different national concerts and the shows have been selling well.

"As promoters, we're on the hook for lots of money (with the Omaha show)," Thornton said.

Exposing new bands to Omaha like Good Charlotte and New Found Glory is something Lyman looks forward to with the Warped Tour's stop.

He enjoys the anticipation of the shows, not to mention the fact that many of the kids just don't believe the show is coming.

"That's the one I really look forward to," he said.

Often if the tour is well-received in a city they go to for the first time, the tour will return in later years and bands from the Warped Tour will often add the city to its bill for headlining shows.

Thornton said setting up the show is a different experience for each city. He has to determine what is the best way to market the show, either by radio or by press. It takes a couple of weeks to set up a show.

Often Bravo Entertainment will do "buys" with radio stations where they trade on-air promotions for tickets to the concert.

Usually a particular station is selected to present the show, and the station

gets huge promoting rights for the concert.

Thornton has been trying to determine the best way to promote the show, since Bravo Entertainment has never promoted a show in the Omaha area.

"It's a great show (with) a lot of neat stuff every year," Thornton said.

The Warped Tour show will be a bit of a surprise to many of the concert-goers in the area. It is a completely different experience than other rock shows that roll through town.

"It's a traveling circus," he said.

The tour has anywhere from six to eight stages with a large variety of bands for about \$25.

This year, the roster includes such bands as Bad Religion and the Mighty Mighty Bosstones.

"It's a great cross section of music," Lyman said, citing genres like punk and ska to be included in the show.

One of the benefits of the Warped Tour is that all shows end by sundown for the safety of the audience,

Lyman said.

They also offer what he called "reverse daycare," which is a tent where concert-goers' parents can hang out during the show.

He said the show caters to adults who have concern for their kids at big shows. Parents are encouraged to both e-mail Lyman if they have any questions and to accompany their children to the show.

"The parents are always very concerned...it's a very great environment," he said.

Although the Warped Tour stresses safety and comfort, one of the most interesting aspects to the show is that the schedule of bands is not released until the day of the show.

This entices viewers to come to the show right away in case one of the best bands plays early on. Having a flexible schedule also ensures that most bands get some exposure.

A majority of the bands that do not play on the main stage get a following from the Warped Tour, such as Kid Rock, Limp Bizkit, Blink 182 and Papa Roach, Lyman said. Often concert-goers will focus on the other stages to see who the new up and coming acts are.

Sophomore Jamie Baker is doing exactly that.

"I'm going to see probably the little bands," Baker said.

Initially she was planning on checking out the Kansas City show with a few friends, but she is pleased the tour is making its way to Omaha.

"I don't have to travel down to Kansas City," she said.

Most of the bands also have booths at the show which allow fans to meet the musicians and get autographs and merchandise. Lyman said that each band has a bunch of merchandise and many kids spend school clothing cash to get new gear.

Although Lyman has been producing shows for years, he usually does not attend the shows. But for the Warped Tour, it's a different experience.

A typical day of the Warped Tour consists of arriving at the venue at about 6 a.m., unloading and setting up by 11 a.m., opening the doors at noon and playing until 9 p.m., Thornton said. The bands reloads and then heads off to the next city.

Since the tour is so large, there are over 100 buses that bring people to the show.

Usually the Bravo Entertainment sets up the caterers, but for this tour a caterer is brought along with the production. The Warped Tour requires 450 people to travel along, and Lyman has to keep up with what's going on for each show.

"I'm at every show," he said.



The Mighty Mighty Bosstones

Boston natives, the Mighty Mighty Bosstones, led by Dicky Barrett (center with sunglasses), with members Kevin Lenehan, Joe Sirois, Tim Burton, Dennis Brockenborough, Nate Albert, Ben Carr and Brock Littleman, headline the Warped Tour on the mainstage. Be sure to get to the show early, since the schedule for the concert is posted the day of the show. There is always a possibility the Bosstones may play at 2 p.m. The band provides some fun ska style to the Warped Tour.

Warped Tour

Band displays mellower side

By Bryan Switek

Good Charlotte's self-titled debut proves why the band deserves a spot on the Warped Tour stage.

The pop-punk band out of Annapolis, Md. released the album in 2000 and is getting nothing but success with its songs in movies and randomly playing on MTV.

The songs on the album range from the energetic "I Don't Wanna Stop" to the toned down, melodic love song, "Reasons."

Songs such as "Motivation Proclamation" can take any bad day and make it better. The song talks about being down and getting right back up.

The song has become a radio hit, which rocketed Good Charlotte into popularity.

Instead of creating angry, riled-up rappers, Good Charlotte is more pop-punk for the mellow kids.

The band obviously came from a not perfect background, which is clearly evident in the track "Little Things."

This song talks about all the things that can mess you up in life and how to get over it all. It also talks about living in a lower class house and being abandoned by a parent.

The guitar on the album is very sharp and clean, which is a nice deviation from typical punk music.

The band seems comfortable with the songs and the complexity of the album shows it.

Unlike many other punk bands, Good Charlotte is more than just the same three chords and random explorations.

The band is obviously serious about what it does.

It is an excellent selection for the Warped Tour as it will rile up crowds with some fun, spirited pop-punk.

Judging by the album this band will definitely be seeing more success and could provide an excellent stage show on the tour. If you can't make it to the Warped Tour, be sure to at least check out this album.

MxPx puts new spin on punk

By Bryan Switek

Although MxPx's "Teenage Politics" was released in 1995, the album provided great exposure to the band's energetic style.

It is scheduled to be at the Warped Tour so go see the energy the band displays.

Its last album kicked off with "Sugarcoated Poison Apple." The song brought a new and unique twist to the pop-punk genre.

The album twisted and turned through 18 different tracks showcasing the band's ability to put variety in the music.

The band has a tendency to stray from the typical profanity-laced lyrics of the genre, which keeps it close to its Christian roots.

Although the band has religious themes, MxPx still manages to tackle hard-hitting topics such as apathy and depression.

This album has become better with age. The topics of the songs are still relevant to teenagers in 2002 as much as they were back in 1995.

"Teenage Politics" was the album that helped the band reach mainstream stardom.

Songs such as "Americanism" and "The Opposite of Intellect" are just two of the tracks on the album which made the band and its sound so unique and distinct.

The songs talked about love lost and relationships gone awry.

Yet, the way that the band poked fun at the one who crushed them was pretty humorous.

It kept the music lighthearted and fun to listen to.

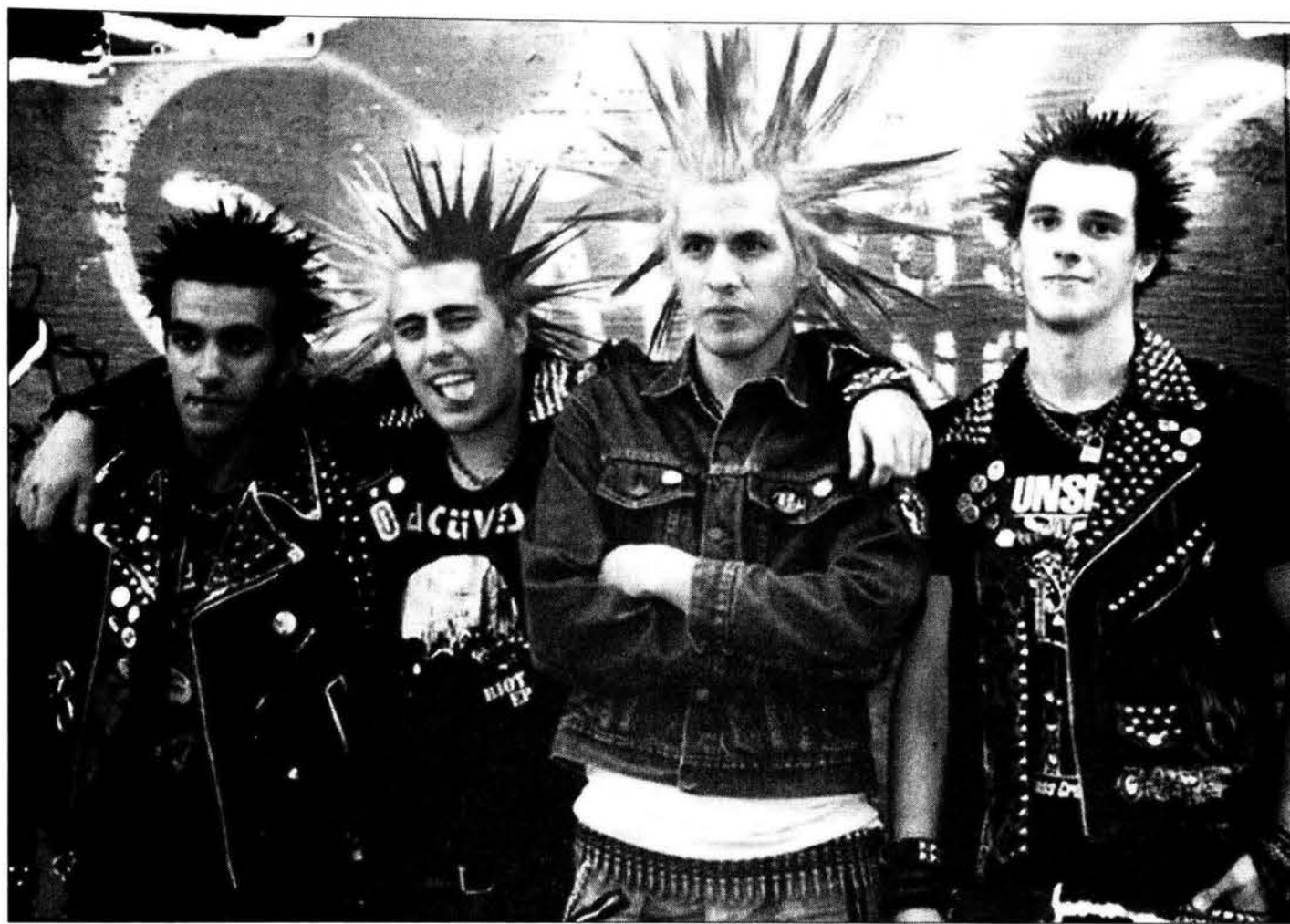
MxPx has a wide variety of songs and hopefully will debut some new material.

The band offers great music and hopefully a great stage show as it rolls into town.



IN THEIR OWN WORDS

Meggers
Drummer for the Casualties



The Casualties are, from left to right, bassist Rick, guitarist Jake, vocalist Jorge and drummer Meggers.

'It's always fun venturing into new territory'

The *Register* talked to Meggers, drummer of the Casualties, and got the scoop on what the performers think about being part of the Warped Tour. The band has never played in Nebraska before, but said it is looking forward to the chance to play in Omaha, Meggers said.

The Casualties can be found at:
www.thecasualties.net.

Q: How many years have you been on the Warped Tour?

A: Last year we played 10 shows on the tour. This is our first year doing the whole thing.

Q: What do you look forward to this summer?

A: The food that the Warped Tour provides. Yum.

Q: What are your thoughts on making it to Omaha for the first time?

A: Very excited. There are few states

we've never played before. It's always fun venturing into new territory.

Q: What's your favorite part of the tour?

A: Getting out of the van.

Q: What are some differences of a festival tour and a tour you do on your own?

A: It's easier to keep sane on a festival tour. There are a lot more people to talk to, instead of your own band that you're stuck next to for hours upon hours at a time.

Featured band:

Flogging Molly

Flogging Molly (right) will be among the performers at this year's Warped Tour. The eclectic group might even be showing up for the Omaha show. The members are, from the bottom middle in a clockwise direction: Dave King, vocals and guitar; Bridget Regan, violin; Dennis Casey, electric guitar; Matt Hensley, accordion; Nathan Maxwell, bass; Bob Schmidt, mandolin; George Schwindt, drums.



Warped Tour Information

June 25, 2002

The Westfair Amphitheater

Tickets: On sale April 6 for \$25 through Ticketmaster
Charge by phone at 422-1212 or on-line at ticketmaster.com
Internet pre-sale through warpedtour.com

Alkaline Trio
Anti Flag
Bad Religion
The Casualties
Dynamite Boy

The Eye Liners
Flogging Molly
Good Charlotte
Hot Water Music
Lagwagon
The Mighty Mighty Bosstones

Morgan Heritage
MxPx
New Found Glory
No Use For A Name
Ozma



THE ONLY TIME

Layne Gabriel

Long-awaited tour will make stop in Omaha

Finally.

Finally Omaha is getting a big show. Not some piddly national concert.

Not something like the Backstreet Boys.

Omaha is getting a huge tour.

The Westfair Amphitheater was built to handle large shows, yet all we get here are shows like Sweetstock and the occasional Rockfest.

Now we get something even more worthwhile.

A well-established tour, the Warped Tour, is finally rolling through town.

Omaha has always been a second rate town for concerts.

People only came here when they felt like it.

We've seen the likes of Marilyn Manson, Snoop Dogg and Mannheim Steamroller, but when will some of the other big guys make it?

Limp Bizkit and Paul McCartney never stop here.

Neither do Outkast or Garth Brooks. Face it, Omaha simply does not get enough shows.

Hopefully, other groups will see that the Warped Tour came to Omaha and want to play here as well.

Omaha is a town full of teenagers with absolutely nothing to do. Of course concerts will sell well.

If only we could convince everyone else of that.

Kevin Lyman, producer of the tour, should be commended for bringing such a unique show to this part of the country.

For years we had to watch coverage on MTV and only dream about the day that we could see it.

Finally that day will come.

Omahans now have the chance to be part of the Warped Tour history. They will get the chance to witness some of the new up-and-coming bands.

Who has ever heard of Curl Up and Die or From Autumn to Ashes?

Not only is the Warped Tour a fun gathering for all involved, but it is an educational tool for anyone interested in up-and-coming musicians.

Granted, I'll probably be right up in the front screaming the words to any Mighty Mighty Bosstones song I can remember from my eighth grade days, but I'm planning on hitting some of the other bands, too.

How could I let up an opportunity like this pass by me?

All the little punk kids in the town can rush towards Council Bluffs in their plaid pants, spiky hair and plethora of safety pins.

All the teenage girls will be there to gawk at the hot singers and try and hit on guys.

And there will be much rejoicing.

On June 25, the stores downtown can sigh in relief that all the freaks will be elsewhere for the evening.

The malls will be virtually empty except for the kids that still need to find the perfect new hair dye at Hot Topic.

Cars will be lined up and down Interstate 80.

All this for a concert.

But this isn't just any concert. It's not Barry Manilow or Peter, Paul and Mary. This is one of the biggest things since Woodstock 99. Except Woodstock was in New York.

Even if the tour doesn't seem like something you'd normally go to, I would highly recommend shelling out the \$25 to see the show.

If anything, it will show the rest of the bands in the country that Omaha is serious about seeing some national acts. Even if MxPx doesn't sound too interesting, you may find some friends in Stavesacre. You never know.

As for me, I'll be hanging around. You can't miss the blue hair. I'll probably be over watching The Eye Liners.

Thanks Kevin for making it to Omaha.

Believe me, we deserve it.

Band's release departs from old work

By Matt Wynn

He's back. And he's better than he's been in a long, long time. For those who were following the plot, it came as no surprise that nothing was heard from Jay Farrar for the past three years.

It now comes as no surprise that he has re-emerged with a solo record.

Farrar's recently released first solo project, named after the Californian town of Sebastopol, suggests that he's at least rediscovered his inspiration, if not his focus.

Keyboards and organs abound, as do drum-loops and atypical guitar tunings. But more importantly, Farrar has come up with a sturdy set of tunes, his finest since Son Volt's "Trace" and his most interesting since Uncle

Tupelo's "Anodyne."

On "Sebastopol," the amps have notably been turned down, perhaps to emphasize the record's remarkable sense of melody.

ALBUM REVIEW

Jay Farrar
"Sebastopol"

★★★★ of 5

Warner Brothers Records

"D a m n Shame" is the catchiest thing Farrar has produced in years, and "Direction" even borders on power-pop.

He also works well with guests. Gillian Welch adds her sublime harmonies to "Barstow," a letter-perfect country travelogue with a healthy dose of foreboding.

Steve Drodze uses his Flaming Lips keyboard expertise to elevate "Drain" above its tired strumming and obtuse lyrics.

The experimental instrumentation serves the songs well, up-

dating his grainy sound without sacrificing its vitality.

It's the lyrics on "Sebastopol" that could stand to be more straightforward. Though Farrar has always relied on woozy poet-ics to illustrate his ideas, he's never sounded as entrenched or trapped by lyrical obscurity as he does here.

It's as if Farrar is utilizing a familiar vocabulary as part of his own, deeply personal language.

What marks "Sebastopol" as a solo album is the same thing that keeps it from being good rather than great, its cumbersome length. It is hard to get through some of the songs.

A voice like Farrar's starts to drone after ten tracks — let alone 17 — effectively softening its emotional impact. But self-indulgences aside, "Sebastopol" is a remarkable alt-folk album, worthy of careful listening and prolonged reflection.

Poison the Well unleashes creative new album

By Kaitlin Butz

Poison the Well's sophomore release "Tear From the Red" is full of many tricky little numbers.

From the first track "Botchla" and throughout the album, the songs have a tendency to start out soft and melodic and suddenly descend into a raging hardcore song.

Each one has the ability to leave the listener guessing as to what is next and several songs end with a surprise.

Very few bands can pull a trick like this off, but Poison the Well does it fabulously.

Even those who typically do not like hard-edged music may be drawn into the swirling melodic parts of "Tear From the Red."

Of course, the hardcore boys couldn't have you thinking they have gone soft, which they prove they haven't on several loud, grating tracks.

It may seem like a contradiction in terms, but Poison the Well describes itself as emo/metalcore

on the cover of the album.

After listening to the album, its obvious that label is accurate.

There are times when the songs are stripped down to acoustic pleas that would make Da sh b o a r d Confessional's Christopher Carrabba weep with jealousy.

On the flip side, songs like "Lazzaro" completely forego the softer side of Poison the Well and are unadulterated hardcore.

The vocals on almost all of the songs are completely incomprehensible, at least for the first listening.

You have to listen a few times to understand them even a little.

The lead singer screams every single syllable of every word separately at many points in the album.

The album's standout track is "Karsey Street." It lays an absolutely creepy recording of a monologue on fear and terror over grinding guitar riffs.

It lasts only a little over a minute, but it's the album's most memorable song.

"Tear From the Red" is a unique mix of polar opposites. Very few bands can go from raging to contemplative in the course of one album, let alone one song.

Clocking in at slightly over half an hour, "Tear From the Red" is not a full-length opus, but the listener gets a little bit of everything in that 30 minutes.

The hybrid of musical styles may seem crazy on paper, but Poison the Well has the talent to make it all come alive.

ALBUM REVIEW

Poison the Well
"Tear From the Red"

★★★ of 5

Trustkill Records



Courtesy of KEITH FERTWAGNER
The Fonzarellies (Keith Fertwagner, Benji, Dave and Dylan) recently went through some wild lineup changes, losing a majority of its original members. The band remains a staple in the pop-punk rock scene in Omaha.

Rock band rearranges lineup

By Bryan Switek

The Fonzarellies recently experienced a lineup change that made an impression on the Omaha music scene.

The band formed in 1997 and released a seven-inch record that quickly brought the foursome to the top of the local scene.

The band draws a large number of fans to shows with a sound that seems to be appealing to almost all of those who have not heard it before. Playing more shows, being voted the best punk band by a local publication and releasing the five-track album "Beautiful" made 2001 a successful year for the boys.

However, the year also caused a disturbance in the local scene as a drastic lineup change took place which left only one of the four members in the band, lead singer, Keith Fertwagner.

He has been with the band since the beginning, starting out as the drummer and moving up to front man when his brother left the band.

"The lineup change was not dramatic at all," Fertwagner

said. "The most drama came from the people who were close to the friends of the band or people who did not even know what was going on."

As new members joined, the band slowly got used to performing.

"The first show was shaky. With a new bass player and all, we were trying to get used to it," Fertwagner said.

He said the drama did not put weight on the band at all, in fact the negative gossip actually drove the members to do better.

As of now, Fertwagner said the band is doing all right and can only get better.

"We are pushing each other as far as we can go and taking things one step at a time," said Fertwagner.

As a child, Fertwagner had always planned on being a musician.

"It is just what I always wanted to do. Ever since I was six, it was just what I always aimed for," he said.

Fertwagner said that since the beginning the band has always been classified as a punk band. Fertwagner said he sees the band as almost a typical rock

band.

"We just put our own spin on rock music which is why it's hard to compete with other bands. We have our own sound," he said.

However, it seems no matter the lineup, the band always come out on top drawing large crowds to local venues such as the Ranch Bowl and even taking trips to play down in Lincoln.

Former members' comments to outside bands may have contributed to the lineup change.

The other members were various local acts, like The Cuterthans and The Miscreants. Previous bass player The Steady was dropped in the lineup change.

"I really learned a lot in band," Fertwagner said. "But since I was asked to leave, I have a lot more time to focus on my record label [Indian Band Records] and my other band The Cuterthans."

Steady is booking a lot of shows and working on recording a full-length CD.

"It was not dramatic at all," he said. "I was actually glad I was asked to leave the band."

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Senior moonlights as musician

By Layne Gabriel

Weekend nights in the Old Market cater to a variety of people, including street musicians.

Senior Aaron Wilhoft is one of those musicians.

Wilhoft joins his father Nathan to play tunes for crowds at the Market on weekend nights.

He first played in the Market after his father suggested they go out and have some fun.

"The first night, we walked with over \$70 in around three hours," Wilhoft said.

His father had always been a musician, and as he got older, Wilhoft's interest in the guitar grew.

"I sorta picked up the guitar and he thought the best way for me to learn the guitar was to teach myself, so I did," Wilhoft said.

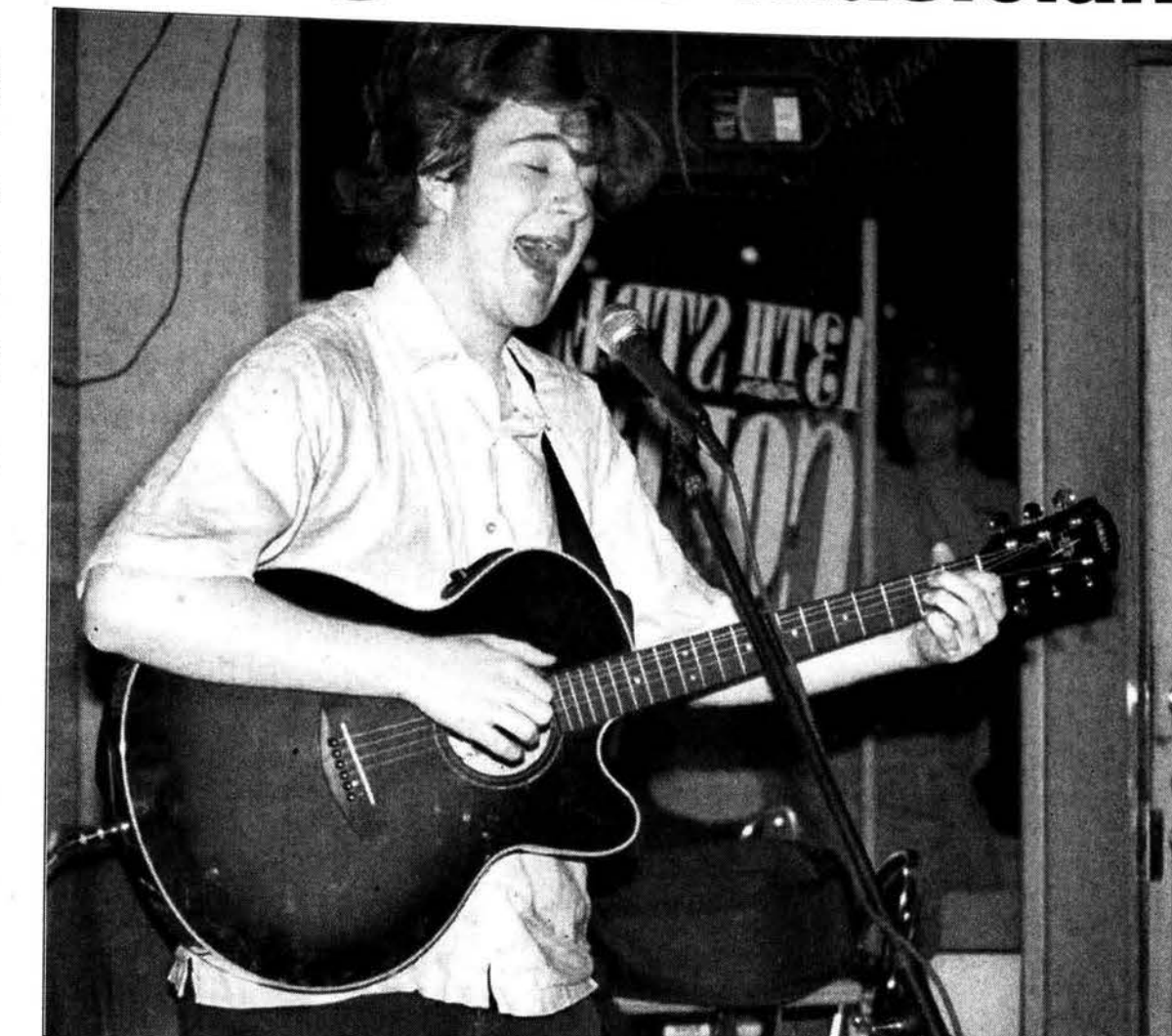
After a while, the Wilhofts started learning new songs and then debuting them to the crowds.

Aside from songs of their voice, they often get requests. Popular ones include "Puff the Magic Dragon" and Beatles songs.

"I'm actually pretty surprised that the young kids join around and sing the Beatles songs," he said.

Although the Wilhofts mostly play songs, sometimes Aaron can get the crowd excited to hear his other yodel. He said the crowd is interested in what is going on when the performers enjoy what they are doing.

"It's not always what you do,



Senior Aaron Wilhoft performs at an open mic night at 13th Street Coffee Company. Wilhoft also plays on weekends in the Old Market.

Photo by EMILY NEUMANN/THE REGISTER

it's how you do it," Wilhoft said. Usually, the Wilhofts play for about three hours, but have gone longer. "There's been times where we've been down there singing for six hours," he said.

Spending that much time playing in the Market allows him to see a variety of people. "If you look like you're having fun, they'll probably stand around a little while," he said. Only once has Wilhoft been

kicked off of a corner and the Old Market security guard, "Officer Bob," fixed the problem. "He (Officer Bob) even sings songs with us now and then," Wilhoft said.

GIBSON

Drama teacher revitalizes productions with energy

From GIBSON, page 17

between Georgeson and himself were due to Georgeson's long tenure at Central.

"She had everything really refined and down to a science," he said.

Georgeson also knew a majority of the talented students at the school, so she could work with what she knew to help cast the productions.

Instead of staying in the audience during the production as Georgeson did, Gibson is down by the costume and makeup room without a headset to help make sure the show runs smoothly.

Gibson relies mostly on the students to run the show, but he is there in case there is an emergency.

"The kids are pretty good about coming and telling me if something's going wrong," he said.

Sophomore Jason Nehrig has worked with both teachers in productions.

He said Gibson was more into working with the crew to build the sets.

Since he often stands back during the production, the students learn more by being in charge.

"He lets the kids actually run the show," Nehrig said.

When it comes to working on

characterization for the productions, Gibson lets the students do a lot themselves, Nehrig said.

"He kind of leaves it up to the kids to figure out what to do most of the time," he said.

Since the beginners often needed more guidance, Nehrig credits Georgeson's for her ability to help new actors.

He said that he is pleased with Gibson's work for the Drama department, but at times the change from Georgeson's method was difficult.

For Roadshow, a week of rehearsal was taken out of the calendar.

This left the crew skittering around to prepare in two weeks, instead of the usual three.

Junior Conrad Goetzing has been involved with stage crew for both Gibson and Georgeson.

He said Gibson is more involved in community theater and that keeps his productions up to date.

Goetzing finds the smaller shows to be a big timesaver when it comes to creating sets.

The bigger sets that Georgeson created took up a lot of room backstage, which made moving around difficult.

"Gibson prefers the smaller shows," Goetzing said. "Pegi wanted to do big shows to cast more people."

Area group finds success in mixing older influences with fresh new elements

By Kaitlin Butz

The Sound of Rails took influences from the legendary bands of Washington D.C. and used them to create its own unique style.

Bassist Chris Palmquist said his years living in Washington D.C. and the bands of that city, particularly the ones on the Dischord label, influenced his musical style.

In fact, one of the reasons for Palmquist's move to Washington D.C. was to be part of its scene.

"I just kind of made a conscious decision that I wanted to move out there and play music," he said.

Besides influencing him musically, Palmquist said he became a better musician because of things he learned while living in Washington D.C.

Later on, he moved back to

Omaha and became a part of The Sound of Rails, a band he said has been compared to Dischord artist, Fugazi.

But The Sound of Rails has several different aspects to its music, Palmquist said.

These aspects stem from the band members' differing tastes.

"We have pretty varied interests as for the music we like," he said.

The band's songs range from the aggressive to the ambient, which Palmquist said is not intentional.

Instead it is the result of the collective song writing process that he, guitarist John Kestner and drummer Eric Ernst go through.

"It's (the music) got a lot of peaks and valleys as for how it hits you," he said.

The band got together in July

of 1999.

By October of that year the band released its first seven-inch record, he said.

The band has also produced a split seven-inch with Putrescine and a full-length album, "Prelude of Hypnotics."

The self-titled record and the split seven-inch were released on the band's own label, Three Bay Hopper.

"Prelude of Hypnotics" was issued as a split release between Caulfield Records and Three Bay Hopper.

Palmquist said Kestner plays the most integral role in the label, but he and Ernst contribute, too.

Three Bay Hopper has not released any other solo albums yet, but Palmquist said the label is looking to expand.

"We're trying to make it more

of a working label rather than just a vehicle for us," he said.

The Sound of Rails just wrapped up recording a new full-length, to be released in June.

This album will be another split release.

Palmquist said in the band's first years it did not play very often.

For the past few months the band has been playing three and four times a month.

They usually perform at venues like the 49er, Knickerbockers' and Trovato's Restaurant.

Although the band has played at many venues in the area, Palmquist said he would like to play more all-age shows in the future.

"I think younger people are more emotionally receptive to music," he said.



Courtesy of CHRIS PALMQUIST

The members of The Sound of Rails are Chris Palmquist, John Kestner and Eric Ernst. Details about the band's next show on April 17 can be found on its website.

RUDLOFF

Bookstore owner sees nothing significant in being original operator of local landmark

From RUDLOFF, page 17

bought books from every conceivable place," he said.

All of these years in the business have taught Rudloff a thing or two. In the middle of telling a story, he was approached by a young man holding a carton of four old Nintendo games marked \$4.50 apiece.

The kid wanted to buy the carton, arguing that the games would only fetch 50 cents apiece at other stores. Rudloff said he could have the carton if he bought all the games at full price, \$18.

The kid was reluctant, but ended up working over \$15 for the lot, as he walked off, it was obvious he felt he got a raw deal.

This unusual business savvy is part of what has kept the Antiquarium going for so long, especially in the face of large

corporate bookstore chains.

Rudloff said he did not see why people would want to spend their money at a chain store when the money does not even end up staying in town and will ultimately go to the corporate headquarters.

The store's loyal customers help keep the store going. Rudloff said he has many returning customers, but does not expect them to shop solely at the Antiquarium.

"People who like books will go to any bookstore," he said.

The extraordinarily wide variety of the books at the Antiquarium helps it attract a wide customer base, as well.

"We don't specialize in anything," Rudloff said.

His attempts to please his customers may be another reason that they keep coming back. At one point, he received a phone call from a customer looking for a

book. He told her he would go look for it. He came back 10 minutes later with 30 books that might fit the request.

Over the years, new parts have been added to the store. The upper floors are devoted to displaying art and the basement is devoted to the music store.

Until about 1999, Rudloff said, the gallery featured monthly shows by local artists. In 1999, the Active Memory Project began.

Its purpose is to display the works of deceased artists to keep people aware of them.

The first Active Memory show featured the works of Bill Farmer and continued until the second floor of the art gallery was transformed into the Farmer Gallery, a permanent showcase of Farmer's work.

Rudloff described Farmer as one of

the greatest artists of the twentieth century.

The next two artists were Luther Jones and Frances Craft, the current exhibit.

Rudloff said the music store opened up in the basement about 15 years ago. It sells a wide variety of new and used CDs, tapes and records.

Though Rudloff and his sister were the original owners, he said everyone who works there has some sort of stake in the store, including Rudloff, Judy, David Sink, who started the record shop, and his partners in the music section.

"There's a bunch (of owners) in the sense of the cooperative partner," Rudloff said.

The Antiquarium has no real employees in the traditional sense.

Besides the owners, the only people

who have ever worked there were volunteers.

Rudloff said he can't foresee selling the store and doesn't think anyone would really be in the market for it.

"Someone would be silly to buy a bookstore. All you have to do is rent a space and buy your own books," he said.

At the end of the day, Rudloff does not see anything special or different about what he does.

He admits there have been rough spots, but the same things will occur when anything is done for over 30 years.

He has built something that is somewhat of a landmark, especially to the young people who are among its most frequent customers. But Rudloff does not see that as anything exceptional.

"Ultimately, it's a job like any other," he said.

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Prom Restaurants

In preparation for Prom, the *Register* reviews some of the best restaurants in the Omaha area. The restaurants were judged on proximity to the school, where the actual Prom dance will be held, quality of food, cleanliness and overall ambience. All kinds of different styles of cuisine were reviewed, from Thai to a good old steakhouse, but the main focus was places that would be an interesting place to take a date to. Some of the restaurants, like the Macaroni Grill, offer an enjoyable look at what goes on behind the scenes, while other places, like Vivace's, are more conducive to regular dinner conversation.

At a glance



JIT'S THAI CAFE
7425 Dodge St.

BEST DISHES: Pad Thai, Spring Rolls, Red Curry.

HIGH PRICE:
Volcano.....\$13.50

LOW PRICE:
Mixed Vegetables...\$7.00

HIGH POINTS: Small space, quick service, low prices.

LOW POINTS: Occasionally food is overcooked, spice trays are sometimes unclear.



VIVACE'S
7425 Dodge St.

BEST DISHES: Dill Pesto, Alfredo, Carbonara, Steamed Mussels, the naked sauces menu.

HIGH PRICE:
Paella.....\$17.95

LOW PRICE:
Roasted eggplant and feta cheese dip.....\$7.50

HIGH POINTS: Downtown location, tasteful decor, good food with reasonable prices.

LOW POINTS: Reservations are sure to go fast.



MACARONI GRILL
701 S. 102nd St.

BEST DISHES: Pizza Napoli, Filet Firenze, Chicken Marsala.

HIGH PRICE:
Sole Parmigiano....\$12.99

LOW PRICE:
Zuppa e Insalata.....\$5.99

HIGH POINTS: Fun ambience, food cooked in plain view, can be cheap.

LOW POINTS: A bit far away from Central's courtyard.



KOBE STEAK HOUSE
120 Regency Pkwy

BEST DISHES: Kobe Steak, Filet Mignon and Scallops, Chicken and Calamari.

HIGH PRICE:
Filet Mignon and Lobster.....\$26.50

LOW PRICE:
Sesame Chicken...\$11.75

HIGH POINTS: Good atmosphere, food cooked right in front of table.

LOW POINTS: High prices for mediocre food.

Vivace's cooks tasty Italian food

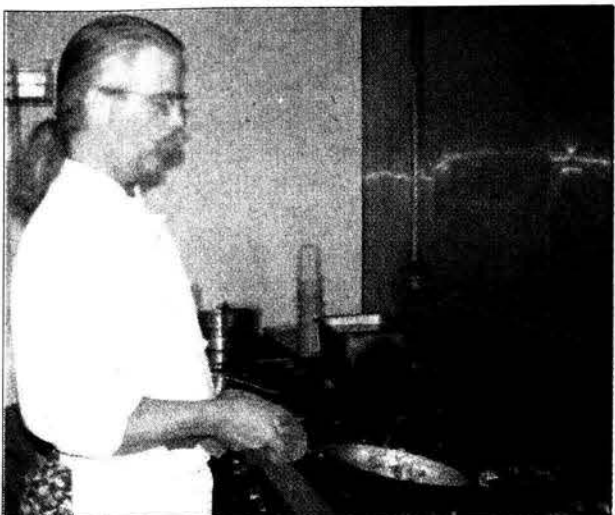


Photo by EMILY NEUMANN/THE REGISTER

Vivace's chef Jere cooks spicy chicken while making a fresh salad for one of the many customers the downtown restaurant gets every day.

By Matt Wynn

Vivace's should top the list of any group's Prom dining options.

The restaurant specializes in Northern Italian cuisine, ranging from the simple tastes of fresh hummus and toasted pita chips to the complex and delectable Rigatoni Alfredo.

The restaurant has an interesting way of handling its menu. Instead of giving people a pre-defined choice of what they can order, the menu provides a list of pastas and noodles, all with detailed descriptions of the ingredients involved.

Then the customers come up with a combination that sounds appealing.

Almost everything about this restaurant makes it the perfect place to take a Prom date. The building is

located downtown, in the heart of the Old Market at 11 and Howard. From there, it is quick and easy to get back to Central for the big dance.

The actual interior of the restaurant is decorated in black and muted tones. Mood lighting and spacious windows give it a classy atmosphere.

The service at the eatery is almost perfect. Servers are affable and friendly, and always are quick to fill your glass. The food is served quickly, but not so quickly as to give the impression of being rushed.

Rarely has the kitchen created a meal that has been turned back. All the sauces are so meticulously put together, it almost feels as if it would be a crime not to eat it.

But sauces and noodles do not

make up the entire menu. A large selection of appetizers is also available, ranging from roasted eggplant and feta cheese dip to baked empanadas filled with shrimp, potatoes and cheese.

Pizza, the staple of every Italian eatery, is also included, but the toppings might be a little too classy for people used to Pizza Hut and the like. Baked chicken, pesto, feta cheese and roasted peppers all appear frequently.

If you decide to get a pizza, definitely try to get pesto on it. All of the restaurant's pastos are mind-blowing.

Vivace's is certainly an ideal choice for Prom, but make sure to get reservations quickly. It's proximity to the school and outstanding food are sure to make it a hot spot on April 11.



Photo by EMILY NEUMANN/THE REGISTER

William Vogt, a chef at Macaroni Grill, has a pan engulf in flame while showing off some of the moves that made the restaurants pre-dining antics famous.

Macaroni Grill

Italian restaurant offers perfect mix of elegant splendor, tasty food and showy kitchen chefs, all for a fair price

By Layne Gabriel

The Macaroni Grill is a nice change from typical Italian food in Omaha.

Unfortunately, the menu is a little bit confusing at first glance.

All the dishes are called by their Italian names, which has a tendency to throw the visitor off.

Although the names may be confusing, they are delicious.

The atmosphere of the restaurant is excellent. The tables are clothed in white paper and they leave crayons to sketch while you're waiting.

The server writes their name on the table, but leaves the guests plenty of room to be artsy.

The Macaroni Grill is perfect for a nice date and the crayons

and paper allow the visitors to create some cute memories while enjoying the wait.

The rest of the Macaroni Grill is decorated festively in dark colors. The chefs cook pretty much out in the open towards the front of the restaurant.

It is interesting to see the chefs throw the meals together right in front of you.

The food is excellent, but attempting to find spaghetti and meatballs can be a chore.

Opting for pizza is an excellent idea, and the pepperoni pizza is definitely a good choice.

Although the menu is filled with things similar to spinach e aglio, spinach cooked with garlic, pecorino, cheese and lemon,

a simple request for something a little more typical is easy once you know what you're ordering (hint: spaghetti bolognese is pasta with meat sauce).

The prices are reasonable for a nice restaurant, and the meal is well worth the cash. A typical meal for two costs anywhere from about \$20 to \$30, but you do not leave hungry.

The service is speedy, but getting a table could be challenging, since it is a popular restaurant. Make sure to get there with plenty of time to spare.

The Macaroni Grill is an excellent choice for the person who has tried many restaurants in Omaha searching for the perfect meal.

Cafe makes for spicy meal, date

By Kaitlin Butz

Jit's Thai Cafe is a complete surprise and a little unorthodox, but it combines a bit of exotic flair with elegant simplicity that makes it a perfect hidden Prom spot.

It serves traditional Thai food, terrific for those who like it hot.

Thai is one of the spiciest kinds of cuisine out there.

Even for those who do not like spicy food, Thai food can still be a treat.

Jit's is very good about gauging the amount of hot spices in the food, so you can customize your order to be as spicy as you like.

For someone who has never tried Thai food before, I would recommend the Pad Thai.

This is a fairly basic Thai dish of noodles, vegetables and your choice of meat or tofu. It,

like most other dishes, can

ordered mild, medium or spicy.

For a new twist on something traditional, try the Thai version of cole slaw.

It has a vinegar dressing

is composed of an entirely different mix of vegetables than a basic picnic variety.

The spring rolls, vegetable rolled in large rice noodles and wrapped like an egg roll, are another delicious appetizer.

Even though the restaurant is located right off Dodge, it rarely ever seems to be a crowded or a very long wait.

The entire wait staff is polite and friendly.

The atmosphere is nice, but not being overly formal.

If you're looking for a place to eat where you will not have to agonize over which fork to use, Jit's might be the one to go to.

Steakhouse takes money fails to deliver good meal

By Doug Meigs

Kobe Steakhouse is a wonderful waste of money.

The food is barely above average.

It is blandly flavored and overcompensated with too much pepper.

Despite what some people say, the steakhouse is by all means no shrine of delectability.

It kind of feels like a trip to Las Vegas, fun and exciting, but wholly unsatisfying and contrived.

And neither the city or the restaurant leaves you with any money in your pocket.

Despite minor flaws appealing to one's palette, the restaurant's atmosphere more than makes up for the pricey yet only satisfactory cuisine.

The Kobe Steakhouse offers a unique "Japanese" dining environment.

Undoubtedly formatted to fit American consumer taste, the restaurant remains a relatively entertaining meal from beginning to end.

Bamboo screens, silk prints and calligraphy come together to produce a setting that would be the perfect dining experience for any group's pre-prom activities.

Zany chefs cook two feet

front of the customer, while kind of nice if you don't think you have what it takes to have interesting dinner conversation going.

They take orders then disappear to return with a plate of meat, vegetables and flaming fluids.

The food gets plopped on the grill while the chef proceeds to destroy/cook with his skills culinary acrobatics.

The cook's antics continue with giant flames flying over the pan. Even though he says "watch out," he still proceeds to singe the face of everyone sitting around the table.

Nearing the conclusion of the meal he flips shrimp awaiting diners.

He follows up with a grand finale, a blazing volcano of onion.

The volcano goes up with a liberal coating of oil, while the chef tosses spice onto the lava with a cheesy "lava, lava" comment.

Reservations take a while to process.

For Prom in particular, you may want to call quite a bit in advance.



CENTRAL'S BEEF
Former Eagles play on
professional indoor
football team.

PAGE 34

SPORTS

Page 25
The Central High Register
March 29, 2002

State Basketball 2002



Karl White



Crystal Howard



Schyler Thomas



Kris Kuhn

Boys: 19-4

Girls: 16-7

State hopes crushed

Boys team flops in first-round defeat in Lincoln

By Chris Aponick

Eagles	74
Links	80

Central's troubles at the state tournament ended with two capital Ts.

Two technical fouls at the 2:20 mark in overtime against Lincoln High spoiled Central's chance at advancing to the second round of the tournament.

With five players fouling out, another technical earlier in the game and the loss of sophomore starter Cortney Grixby in the first quarter, Central lost to the Links 80-74.

Central got into foul trouble early and was never able to stop the problem.

Coach Eric Behrens said the players racked up fouls because of the way one of the officials was calling the game.

"If they would have ref'd a fair game, we would have won by about 30 points," senior Kris Kuhn said.

Central started off the game on a sour note when Grixby limped off the court.

He came out later in street clothes and on crutches.

"It was a mental burden seeing him leave," Kuhn said.

Lincoln coach Russ Uhing said the loss of Grixby affected Central's play even though it had a talented bench to fall back on.

Central was still able to stay with the Links, but Lincoln's Jake Brestel burned Central for nine of his 18 points to build a 29-26 halftime lead.

At that point, the Eagles only had 15 of the final 45 fouls they finished with.

Throughout the second half, Lincoln continued to control the game's pace and contain Central's players.

Kuhn said it was in the third quarter that more of the fouls started to go against the Eagles.

At the end of the quarter, Central was whistled with its first technical when Kuhn threw

his mouthpiece on the ground in disgust after a call.

Lincoln came out at the start of the fourth quarter on a 6-0 run to build a nine point lead.

Central came back.

A 12 point fourth quarter by Kuhn sent the game into an extra period.

The beginning of overtime saw the first players foul out.

Both Kuhn and senior Schyler Thomas were out of the game before overtime even had a chance to get started.

Then, with a little over two minutes left, Central fell apart.

It all started when sophomore Rico Washington scored a lay-up and a foul was called on a Lincoln player to open up a three-point Central lead.

Washington then got in a Lincoln player's face after the shot and was quickly given a technical for unsportsmanlike conduct.

The call upset assistant coach Herb Welling, triggering the second technical.

Once the officials made their decision, Washington was gone. Central attempted one free throw and then Lincoln shot four.

After that Lincoln received the ball.

Lincoln built up a three-point lead with less than two minutes to go.

Finally, Central had to give up a foul, so it ended up losing seniors Javelle Kimmons and Andrew Ford.

This clinched the game for Lincoln.

Behrens said the technicals were a result of the players losing their focus on the game and what they were trying to accomplish.

"They became frustrated late in the game," he said.

Central's inability to control Brestel and Tyron Canby, who scored 23 points, helped seal the team's fate.



All Photos by ANNIE WALDEN/THE REGISTER

Sophomore Karl White puts up two points during the first round of the state tournament. The Lincoln High Links went on to upset the Eagles 80-74 after several Central players fouled out, putting an end to the hopes that Central might win its first basketball tournament since 1975.

Girls fall in second round of state tournament

By Troy Schulte

Eagles	31
Knights	45

An ice-cold shooting performance by Central's girls basketball team, including a 3-17 performance from leading scorer Crystal Howard, contributed to a 45-31 loss to Lincoln Southeast in the second round of the state tournament.

It was a depressing end to the most successful girls basketball season in recent memory.

Following a first round 54-46 victory over fourth-seeded Lincoln Northeast in which Howard led both teams with a season high 27 points to win Central's first state tournament game in 15 years, the Eagles had just six field goals and 15 points

at halftime.

Central's shooting woes in the first half baffled Howard.

"I don't really have an explanation for it," she said. "The shots just weren't going in. It was just an off day."

Central's leading scorer in the first half was Katrina Washington with just five points.

But the Knights had the same trouble shooting the ball and at halftime the Eagles found themselves down by just three.

Neither team managed to score any points until six minutes into the first quarter.

And with just under a minute to play in the opening quarter the Eagles held a slim 5-4 margin.

Washington then hit a 3-

pointer which allowed Central to get into its press. The team's defense forced a turnover, giving Washington an open lay up to increase the lead to 10-4.

Those five points were Washington's only points of the half and that six-point lead was the largest for the Eagles.

The Eagles found themselves leading the favored Knights for the majority of the first half.

Then, with just under a minute and a half to play until halftime, the game started to lean in Southeast's favor.

The Knight's leading scorer, J.J. Smith, put them ahead 16-15 with a lay-up. Then, following a Central turnover, she scored again with a fade-away jump

shot at the buzzer to grab the three-point halftime lead.

Once Smith put the Knights ahead, they were ahead for good.

The Knights came out of the locker room shooting hot.

"It didn't seem like they changed anything with their game plan," Howard said. "They just started to play harder."

Behind two three-pointers from senior guard Kylie Fisher, Southeast quickly extended its lead to nine at 30-21.

After a 3-pointer by Howard, Southeast junior Tatum Thies hit a jumper, then senior Jessi Schnell did the same.

After a Central turnover and foul, junior Kim Shubert hit both of her free throws to put Southeast up by double-digits at

35-24.

The Eagles tried to get back into the game, but excessive turnovers and the sure-shooting of Smith, Amanda Brulin and Fisher didn't allow the Eagles to pull within six points.

Despite the loss, the 2001-2002 Eagles became the first Central girls basketball team to advance in a state tournament since 1987.

Also, their fourth rated finish was the highest year-end ranking since the state championship team in 1984.

Those accomplishments served as a consolation.

"We didn't want to go out and set a record," Howard said. "But it was a team goal for us to advance."

Many state
tournaments
lose money,
NSAA says

By Chris Aponick

NSAA money makers

1. Boys Basketball	\$453,336
2. Girls Basketball	\$208,613
3. Volleyball	\$130,010
4. Wrestling	\$116,498
5. Football	\$116,354

Without the Nebraska School Activities Association (NSAA), officials would never be paid, games would have no rules, state championships would never be crowned and playing to win would be useless.

Financially, the NSAA sits on a very delicate balance between the money it has coming in and the money it spends in order to run the state tournaments and keep daily operations going, NSAA business manager Margie Pinkerton said.

The organization's state tournaments cleared \$67,077.12 during the last fiscal year, despite having nine state tournaments lose money.

Central athletic director Paul Pennington said the money NSAA makes by charging fees to the schools, taking in corporate sponsors and taking portions from schools' district tournament revenues creates the additional revenue to care for all of the organization's needs and more.

"It's really big business," he said.

An executive director and four assistant directors run the organization's operations. The staff also has a business manager and a staff of five.

Together they make all of the decisions concerning the location of tournaments, the handling of member teams and the organization's rules and governance. Overall, the NSAA sponsors 27 sports.

Pennington said the NSAA's financial situation is about average for an organization of its type.

The amount of money in the organization's accounts fluctuates a lot during the year, Pinkerton said. This makes it difficult for the NSAA to meet some of its financial obligations without getting additional revenue.

"Right now we are flushed with revenue from wrestling and basketball, so we have spiked up in our accounts," he said. "But, we are about to start spending that money so it will go down."

The NSAA ends up spending much of its revenue because it reimburses schools, pays for rental spaces and officials and handles expenses associated with the state tournaments.

One of the biggest expenses is the NSAA's lodging reimbursement program, she said. Even well-attended events like the state track meet lose money because the NSAA pays about \$15 per night to house one out-of-town competitor. The state speech tournament actually takes a loss because of the housing reimbursement.

"For state track you can have a pole vaulter from Crawford, a mile runner from Alliance and a high jumper from Broken Bow and you have to give them a place to stay," she said.

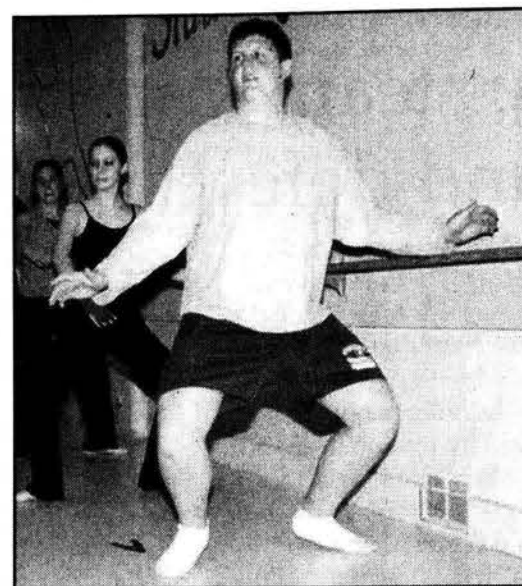
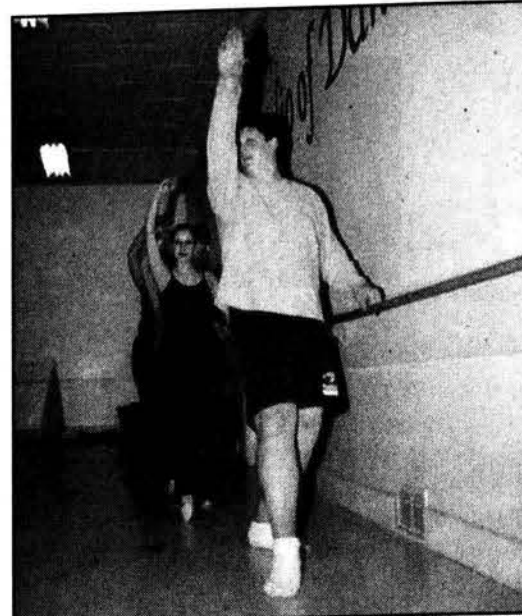
Pennington said the organization makes enough

See NSAA, page 26



A night at the ballet

In an attempt to get in touch with his feminine side, assistant sports editor Troy Schulte, attends a dance class. After an hour-long class, which included ballet, jazz dance and tap dance, he realizes he's not cut out to be a dancer.



All Photos by FAITH LYNN/THE REGISTER

ABOVE: Schulte tries to do the battements while the other members of the class watch in amusement. **TOP RIGHT:** While the other members of the class do the tendu gracefully, Schulte cheats and grabs the bar for support. **ABOVE RIGHT:** Schulte starts off the class with a plié danté.

If you're looking to land a prom date, don't do it at dance class.

After about an hour of pliéing, tenduing, some degage, a little bit of tap dance and a whole lot of sweating, I came to the conclusion that dance class isn't where you go to pick up the ladies.

When I first stepped into the Studio of Dance Arts I stuck out like a sore thumb. First of all, I'm a guy. Secondly, I wasn't exactly wearing the correct attire. All the other girls, about 15 all together, wore black leotards, black pants and black dance shoes. There was no way anyone, not even a bunch of well-toned girls, were going to make me wear a leotard. I don't own a pair of black pants and unfortunately they don't make size 14 ham-hock dance shoes. So I just wore a t-shirt, some holey socks and my trusty gym shorts, good enough.

Considering the regular instructor, Cherri Harris, was off gallivanting in Florida, Tena Hahn had to step up and take over the class.

"In honor of our guest we're going to start off with some barre work," Hahn said.

After a big groan from the class, I got the idea that barre work isn't that high of an honor. I was a little disappointed after me and about three girls were ostracized to the tall bar. It was hanging on the wall on the other side of the room so I wasn't able to watch myself in the mirror. What's up with that? How is a guy supposed to know if he's doing the plié grande right

if he can't see himself in the mirror?

I could tell this class doesn't usually have boys attend when, while we were doing the battement, which I think is French for "swing your legs around," the girl in front of me almost hit me where it matters most. So, while I was swinging my own legs around, I had to move back a little bit.

Next, we split up into groups. At the class' June recital, all the seniors get to do an 11-second solo, so I went with the seniors into the "purple room" to work on a solo of my own. Considering the other four seniors in the class had been working on their solos for a few months, I was a little behind.

With the help of some of the other dancers, I did manage to come up with something. I can't really name the moves in it, or tell you what I call it. But I can tell you this, it involves some arm flailing, a little leg kick thingy, capped off with a great finale, a twirl. It was pretty darn graceful if you ask me and I was pretty proud of it. I mean me, Mr. Flat Feet himself, put together an 11-second solo in a matter of minutes. I was so excited I called Sarah, the guest instructor, over to take a look at it.

"Watch my solo, it's pretty b——," I told her.

Little did I know what a mistake that was.

"I'm sure it is, but we don't swear at dance class," she informed me.

So what if I did swear. Can't a guy be

happy about landing his solo. I did pretty well the rest of the class in the swearing department. I only let one more go, unfortunately it was the mother of all swear words, so I got a really dirty look for that one.

I guess Cheri had seen the dancer's solos in the past weeks and passed the word down to Tena and Sarah that they need to work on them. So because of that we spent a little extra time in the "purple room." I, for one, didn't need to work on mine. I had my solo down pat.

After we practiced for a little while longer we went back to the full group to run through the routine with the entire class.

This was probably the worst part about it.

This class had been working on this one specific routine for months and I stumble in one day and try to pick it all up. That's just not going to happen. I tried to keep up with them the best I could, but it wasn't enough.

Somewhere in the midst of all the kicks, jumps, twirls and spins I lost my way, so I tried to fake it the best I could. But if I thought the ballet routine was tough, I was in for a real treat when we started the jazz routine.

This time I didn't even try to pretend. When I got lost I just stood to the side and watched the other girls dance—and boy did I watch. Then, with about five minutes left in class, we had enough time to run through the tap dance routine.

Just before the tap dance number, Matt, the only guy regular, finally showed up. I was a little upset. I hear before hand that I wouldn't be the only guy in the class, then he shows up about 55 minutes late to an hour-long class.

"What's wrong with you," I asked him. "You show up to class for the last five minutes to just jump in and tap dance."

"Sorry, I had to go to Taco Bell," he said.

I understand. I guess greasy Mexican food is the prerequisite for any dance class.

Then I asked him if he had any size 14 ham-hock tap shoes, he didn't, so I had to tap in my socks.

Which was actually better. In my socks if I got lost, I could just tap my feet on the ground whenever and wherever and nobody would know if I screwed up. After running through the routine, the class was over.

Though I enjoyed my dance class, I had made a decision. Never, ever, under any circumstances will I ever step onto a dance floor again. There's way too much tight clothing, way too many French words, way too many frilly dresses hanging on the wall, requires way too much flexibility and there was way too much pink.

If only I could get over all those minor issues I could have a pretty good career dancing in "Swan Lake."

NSAA

Money needs to stay with schools Pennington says

From NSAA, page 25

the registration fees, tourney revenue and promotional deals it makes.

Cricket, US Bank and All-Tel pay \$10,000-25,000 to be advertised as official sponsors, this year, he said. The \$45 registration fee also adds up for all the sports and schools across the state.

But the area of NSAA involvement that concerns Pennington the most is how it handles district tournament revenue.

He said the schools hosting a district tournament gets most of the money, but the NSAA has a formula to get a cut of the profits.

For example, out of the \$8181.75 made at Central's district games at North Central only received \$780, but the NSAA grabbed \$2,848.68. North kept the rest of the revenue.

Pinkerton said some of the money was for the catastrophic insurance policy that the organization keeps.

Other cuts are taken from these events to help fund other programs that do not fund themselves, assistant NSAA director Debra Velder said.

This is because the bulk of the NSAA's revenue is generated by a handful of events, Pinkerton said. Football, volleyball, basketball and wrestling tend to support many of the other state events.

Most athletics directors refer to events supported by these five sports as "non-revenue sports."

Events such as play production which lose \$588,764.48 across the state year, are important to support because they provide good learning experience for those involved with them, Pinkerton said.

Despite the need to fund these events, Pennington said the money NSAA should come back to the schools.

However, the NSAA has kept large portions of its intake to build up its emergency cash reserves.

The association's auditor said the association was spending too much of its yearly capital and therefore, the NSAA needed to build up at least \$1 million reserve, in case one of the events made considerably less than usual because of the weather or other circumstances.

For example, Pinkerton said revenue would be less if the girls basketball tournament would be cancelled because of weather.

The NSAA may start a committee to look at fees it charges and how it distributes its money to its member schools.

Pinkerton said the organization considered raising ticket prices \$10 because the increase would not be very dramatic.

Pennington said the NSAA keeps money to help pay salaries and building expenses as well.

Still, he said thinks the NSAA should balance out the pay outs it gives to schools that make the post-season.

He said the basketball teams do even get enough for the state tournament games to cover the bus down to the game. The teams in the football final get \$10. Other sports do not have pay-outs for championships.

"NSAA is set up for the benefit of school athletics," Pennington said.

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Register sports star cards

Prior to the start of the spring sports season, the *Register* asked each coach to select one player who will be a key element in that team's season.

These athletes' performances throughout the rest of the season will tell whether their team has a chance to reach state tournament glory.

	SPRING 2002
	JEREMIAH CHILDERS
	In his second year on varsity, Childers will be one of the team's top pitchers.
BASEBALL	
CHS STUDENT ATHLETE	

The Team

Coach: Scott Hodges


2001 record: 5-20

Returning starters: Justin Tatum (12), Jeremiah Childers (12), Ian Waterman (12), John Friend (10), Thad Thomas (10)

Season outlook: Look for the Eagles to make the move towards the second tier of teams in the metro. The Eagles will rely on pitching and defense in their pursuit of a .500 season. Seniors will need to provide leadership to the crop of young talent, as there are 10 first-time players at the varsity level.

Key games this year: Papillion/La Vista 4/13

How will this season compare to last year: The players attitudes have made the transition from playing for themselves to accepting the team concept, which will allow the Eagles to play competitive baseball.

	SPRING 2002
	STEVE HOGAN
	The best player on a talented, but very young, team.
BOYS GOLF	
CHS STUDENT ATHLETE	

The Team

Coach: Jim Galus

2001 record: 3-5


Returning starters: Steve Hogan (10), Tony Driscoll (11), Adam Ramirez (10)

Season outlook: With the help of the more experienced players who made the state tournament last year, the younger players will continue to improve. Thus improving the team's overall chances.

Key meets this year: Creighton Prep 4/23

Key golfers this season: Hogan, Driscoll, Ramirez

How will this season compare to last season: If Hogan, who made all-division and all-metro as a freshman, has the same type of season, the entire team should improve. Galus said he thinks they have a very good shot at sending the entire team to the state tournament in May.

	SPRING 2002
	CLINTON SKANES
	As a freshman last season, he qualified for state in the long jump.
BOYS TRACK AND FIELD	
CHS STUDENT ATHLETE	

The Team

Coach: Jeff McCune

2001 finish: Ninth in Class A


Returning state qualifiers: David Newson (12), David Horne (12), Reggie Terry (12), Chris Gorga (11), Mark LeFlore (12), E.J. Falkner (11), Kris Kuhn (12), Clinton Skanes (10), Brandon Gunn (10)

Season outlook: With the number of state qualifiers and returning lettermen, they should be one of the top teams in the state.

Key meets this year: Millard South Invite 4/5, Omaha Central "Dick Jones" Invite 4/12

Key athletes: Horne, Terry, Newson and Gunn.

How will this season compare to the previous seasons: With the number of talented athletes returning, they should improve on their team finish at state.

	SPRING 2002
	LIBBY DYER
	One of many returning seniors who will attempt to lead the team to its first ever state appearance.
GIRLS SOCCER	
CHS STUDENT ATHLETE	

The Team

Coach: Joe White

2001 record: 7-9

Returning starters: Kristen Kruger (12), Libby Dyer (12), Patricia Cannon (12), Marie Engdahl (12), Cassie Glasser (12), Kim Labenz (11), Mary Michalak (11), Cassie Dalrymple (11)

Season outlook: The talent pool on the girls soccer team has improved immensely with this class of incoming freshmen, but its schedule is much tougher with the two teams who made the state final in 2001 on its schedule.

Key games this year: Marian 4/8, Burke 4/22

Key players this season: Michalak, Kruger, Elisa Bergins (9)

How will this season compare to last year:

This season will be similar to last, with the team trying to get a spot in the state tournament.

	SPRING 2002
	KIM PITLOR
	Will attempt to return to the state meet where she made an early exit last year.
GIRLS TENNIS	
CHS STUDENT ATHLETE	

The Team

Coach: Larry Andrews

2001 record: 4-2


Returning starters: Kim Pitlor (11), Katie Musick (11), Lauren Freeman (11), Jennifer Yin (10)

Season outlook: This could be a very challenging season because prior to the start of the season, the team had four spots to fill on the varsity team. Members will do their best to represent tennis and Central High School.

Key matches this year: Westside 4/9, Burke 4/25

Key players this season: Pitlor, Musick, Freeman, Yin.

How will this season compare to last year: The team's success will depend on participation and attitude during practices. Andrews is optimistic that they players will continue to progress.

	SPRING 2002
	SHAUNTEL VAUGHN
	One of many talented sophomores, she will try to qualify for state in a number of events.
GIRLS TRACK AND FIELD	
CHS STUDENT ATHLETE	

The Team

Coach: Trent Lodge

2001 finish: 16th Class A

Returning starters: Kaitlin Hartnett (10), Auriel Blake (10), Shauntel Vaughn (10), Kayana McCants (10), Stephanie Williams (10), Nikia Broadway (10), Rachel Danford (10), Katie Lydiatt (11), Meredith Grunke (11), Norma Reynolds (11), Kate Terice (11), Holly McCarthy (11)

Season outlook: This should be the most competitive womens track team in the last five years. The team has a lot of experienced runners to coincide with the young talent.

Key meets this year: Millard North Invite 3/23, North Invite 4/25

Key runners this season: Grunke, Hartnett, Thomas, Reynolds, Terice, Blake, Vaughn, McClants, Williams.

	SPRING 2002
	CHASE BILLOTTE
	The only player on the team to play varsity since he was a freshman.
BOYS SOCCER	
CHS STUDENT ATHLETE	

The Team

Coach: Tim Herbert

2001 record: 11-8

Returning starters: Chase Billotte (12), Wade Shelton (12), Kueth Doluony (10), Dominic Choto (12), Matt Neumeyer (12), Tyler Klusaw (11), Mitch Sweet (11), Aaron Maurice (11), Travis Farley (11), Vicante Ozuna (11), Marc Monbouquette (10), Kevin Macinernay (10), Eric Shradar (10), Phillip Witchger (10)

Season outlook: This team has the talent and should be able to win three tournaments and ten games during the season. Accomplishing that will put them in very good position to land a spot in the state tournament.

Key games this year: Papillion/La Vista 4/4, Lincoln East 4/6, Burke 4/22

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March 2002

Runners prepare to repeat

By Troy Schulte

When Central's 1600-meter relay team lined up to start the Adidas Midwest Indoor Track and Field Championships this Feb., junior E.J. Falkner didn't expect the relay team to hang with some of the best relay teams in the country.

But with an incredible performance in which they ran a 3:27.19 on Feb. 9, that's exactly what this team did. Falkner said that was a good performance for a team that ran only one indoor event all winter.

About seven months after Falkner and seniors Mark LeFlore, David Horne and Reggie Terry captured the 1600-meter state championship, senior Zeke Hemphill stepped in for LeFlore, who was still playing basketball at the time, to capture third place in the elite division.

One of only two schools to better that time was the defending national champions from Camden, N.J.

Though the last race the team ran prior to that indoor event took place at Burke Stadium last May to win the state championship, Falkner said, that day, he and the rest of the team ran better than they had ever before.

"At that time it was our best (race)," he said.

Prior to that third place finish, the team's best race was when it won that state championship.

In the 1600-meter relay finals Central beat out Benson by less than one-hundredth of a second to capture the state championship.

"We all had a feeling we could do it," he said.

Before last season, Falkner had a feeling the team could win it all. This season he has a feeling it could repeat.

Once basketball season ended, the same team that ran the 3:19.27 back in May was back intact.

Which is the main reason Falkner said he thinks this team is the overwhelming favorite to take state again this year.

"If we just go out and train like last year and run with our all, we're pretty good," he said.

Even though this team is picked by many as the favorite to repeat, Falkner said the members aren't looking ahead.

And if by chance Horne, LeFlore, Falkner and Terry, the same four runners who found themselves standing on top of the medal stand at Burke Stadium last May, don't find themselves there again this year, there will be a lot of upset people.

"Not just to us (the runners)," Falkner said. "But to a lot of other people, too."

The Brain Trust

Coaches said they hope to turn junior varsity soccer around with new ideas, attitudes

By Chris Aponick

To say that the junior varsity soccer team had a little trouble winning in the past would be an understatement.

This season could be different.

There are more coaches this year, bringing experience and new ideas.

Social Studies teacher Ted Arndt has taken over the team and is trying to make it competitive.

He said the players will develop skills that will help them contribute to the varsity team.

In turn, he said he hopes the JV team will start winning more games, and eventually build a reputation as being one of the better soccer teams in Omaha.

"In the past the coaches didn't get much out of the JV team," he said.

Junior Tyler Klusaw said he notices how the JV team is changing.

Arndt has made the JV team a priority and because of that it gets more attention.

"The JV team used to be worked with before the varsity, but now both teams practice at the same time," he said.

Arndt said if the JV team learns to teach players skills to help them end up playing on varsity it would have a big effect on the whole team.

In the end, the efforts could help build a top-notch soccer program at Central.

Assistant coach Alex Matos said the development of basic skills in the JV players could help build a big future for Central.

If the team develops younger players who can contribute to the varsity team, then the coaches will have more players to rely on, Arndt said.

Those younger players will also probably play huge roles on future Eagles soccer teams.

"How you win is by getting contributions from all the players," he said.

Arndt's strategy could pay off for the soccer team in a few years, but Herbert does not care how long it takes.

He is just glad Arndt is finally part of the team.

When Herbert found out Arndt was here, he talked to him about coaching the JV team.

That was over three years ago.

Herbert knew Arndt had coached at Dana College and that he would be very valuable to the development of the Central team.

Arndt said he wanted to coach, but at the time he was getting married and had a very busy schedule that prevented him from doing so.

"I've just been waiting," Herbert said.

Arndt brings two years of experience from Dana. He was the head coach at the college for almost a year, but taking a job student teaching forced him to leave.

Still he said he learned many things while there, especially about recruiting.

"There are a lot of opportunities available for kids if they want to work at it," he said.

Herbert said having Arndt adds another important element to the team. He has never had an assistant in the building before and he thinks having Arndt around will add to the coaching staff's continuity.

Still, the hiring of Arndt and his work with the JV players are not the only things that could turn around Central's soccer team, Herbert said.

Matos, a member of the 1992 state title team, is in his second year of coaching. His knowledge of soccer offense gives the team a very important element, he said.

His addition to the staff came quite suddenly.

Out of nowhere, Matos e-mailed Herbert two years ago to say he was coming back to Omaha for graduate school.

Herbert then asked him if he was interested in helping out on the team.

He agreed and became the offensive coach.

Matos has taught the players the Brazilian soccer style. With his guidance, the players have learned to get more touches on the ball when they are going up the field.

Matos said he is trying to build up their offensive decision-making skills, especially getting them to take shots.

"They can't hesitate to take a shot," he said.

Since Matos works primarily with the offense, Herbert said he could focus on the defense. The skill and experience of Matos is not only improving the offense, but the defense, too.

Overall, it allows the coaches to work in the area of the game that they feel most comfortable teaching others about.

Klusaw said the best thing about Matos is he can relate to the players on a practical level because of his own recent playing experiences. Matos' experiences playing in college and professionally in Brazil have made him an excellent offensive coach, junior Mitch Swee said.

"He knows what we need to do to be successful," he said.

Matos tells what he used to do when he played, Swee said. He gave them tips from a fellow player's perspective.

The players know they can believe him, which makes his statements much more valuable. Swee said.

Klusaw said Matos helps out the offense quite a bit. He has adjusted the team's playing speed and helped them play together as a team.

"He gives us an all-around perspective as a player," he said.

Eventually, the team will be strong enough so there is not just one player carrying the team.

"The coaches work well together and they talk to each other a lot," Klusaw said. "That proves to the team they know what they're doing."

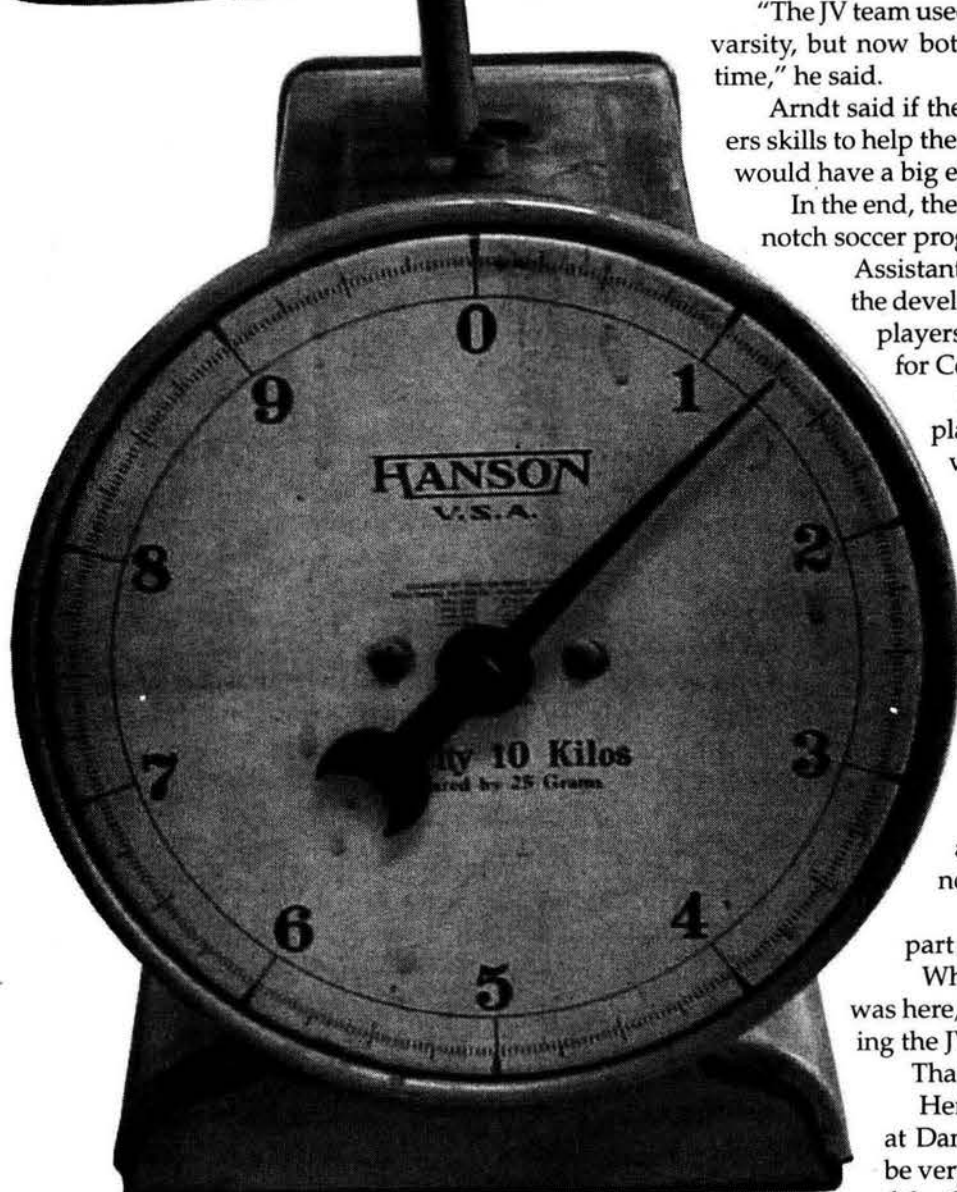
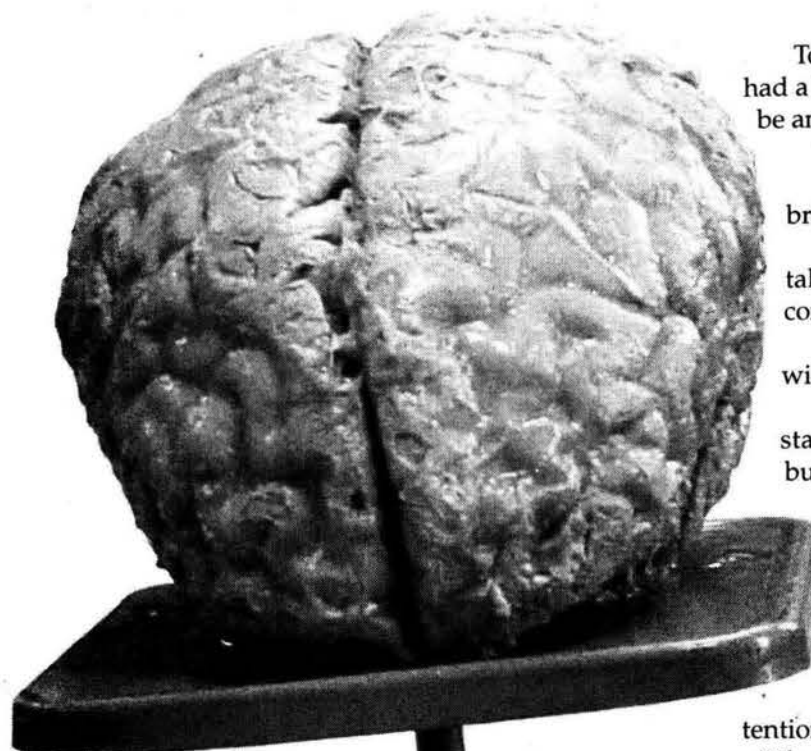


Photo by PAULA SALHANY/THE REGISTER

With the combined knowledge of the three soccer coaches, the upcoming year is looking promising. Players said the coaches work well together which proves to them they know what they are doing. "Good coaching makes a good team," junior Mitch Swee said.

Football players realize success in fall means running track in spring

By Troy Schulte

Central football players take it as a given.

If you're planning on playing a significant role on the football team in the fall, then you better plan on playing a role on the track and field team in the spring.

Senior David Newson, who was a reserve on the football team last fall and runs the 100-meter and 200-meter dashes as well as the 400-meter relay, has lived by that theory his whole career.

He said it's not required, but expected that Central football players run track in the spring.

"They all basically know they have to run track. The two sports all tie together," he said.

While Newson has played under that system for the last four years, sophomore Brandon Gunn is just learning it.

Gunn, who, like Newson, runs the

100-meter and 200-meter dashes as well as the 400-meter relay, said when he first came to Central he didn't intend on running track.

"I was planning on not running in high school," Gunn said. "But after learning the program and how things work, I decided to."

Gunn said his first love is football, but he soon learned that at Central if you want to play a big part on the football team, you have to run track.

He said head football coach Joe McMenamin, who doubles as an assistant track and field coach doesn't require you to run track in the spring, but its pretty much expected.

"He definitely prefers it," Gunn said. "I think it gives him a way to see their work ethic."

Though he prefers football, Gunn doesn't dislike track; in fact he said the

theory of running track to stay in shape during the off-season works. Also, this summer he will attend football camps at Nebraska, Colorado and possibly Oklahoma and being on the track team will help that.

Newson, on the other hand, doesn't prefer either sport. After four years of playing two sports a year, he's grown to love both.

"I don't do it (run track) just to play football," Newson said. "I enjoy running track."

Though Gunn originally started running track for Central to stay in shape for the football season, he said he's glad he did.

Last year as a freshman, he didn't run in any varsity meets until mid-season, at the metro meet, where he ran in the 100-meter dash.

Then he became one of the few fresh-

man on the team to qualify for state, something that in the beginning of the season, he didn't think would happen.

"I was shocked," he said. "I didn't expect to do that well at all."

Heading into his sophomore season his goal is to not only get back to state in the 100-meters, but in his other events as well, the 200-meter dash and the 4X100 relay.

In 2001, Gunn started at fullback for Central and stepped in at I-Back to give senior David Horne a rest.

Now that Horne's Central career is over, Gunn looks to be next in line to the I-Back High throne, which is why he said this track season is very important.

"Of all the years I have here, this is probably the best year to work hard in track," he said.

Newson doesn't have another football season at Central to strive for. So he's

going to work hard at track for other reasons.

Last season he qualified for state as a member of the 400-meter relay team, but because of a hip pointer he suffered early in the season, couldn't run as well as he would have liked.

"I want to go back to state," Newson said.

"And I want people to know who I am. I want to make an impact."

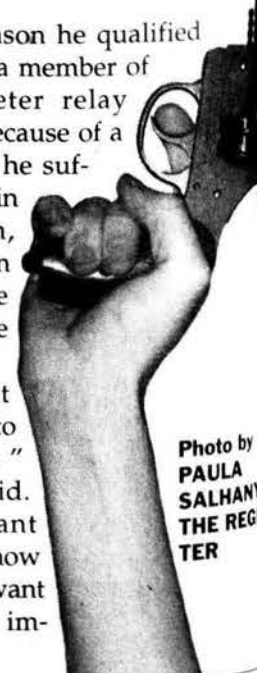


Photo by PAULA SALHANY/THE REGISTER



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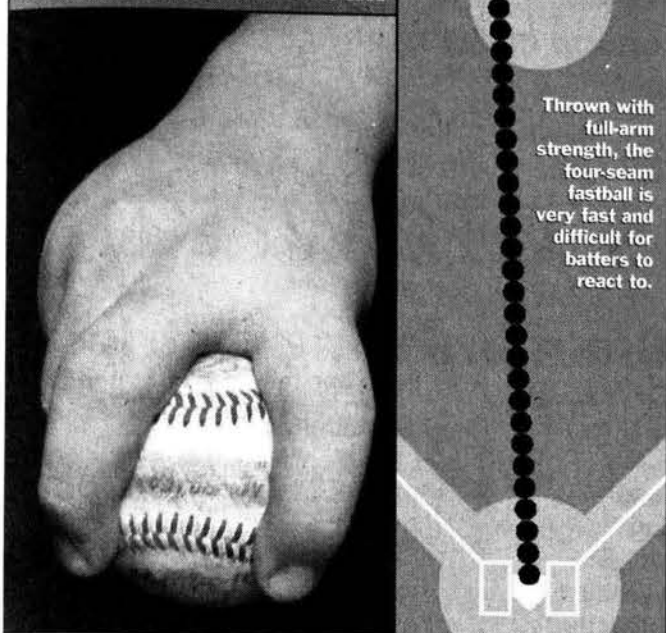
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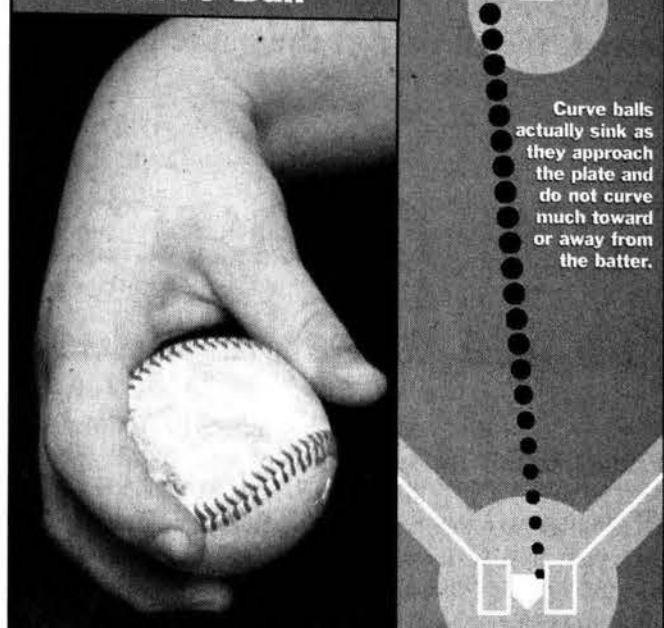
Perfect Pitching

When a player moves up to the high school level, he needs to develop an arsenal of different pitches to succeed. Ranging from the traditional four-seam fastball to the tricky knuckleball, a powerful pitcher needs to be able to select different pitches for different batters. Here's how to throw some of them:

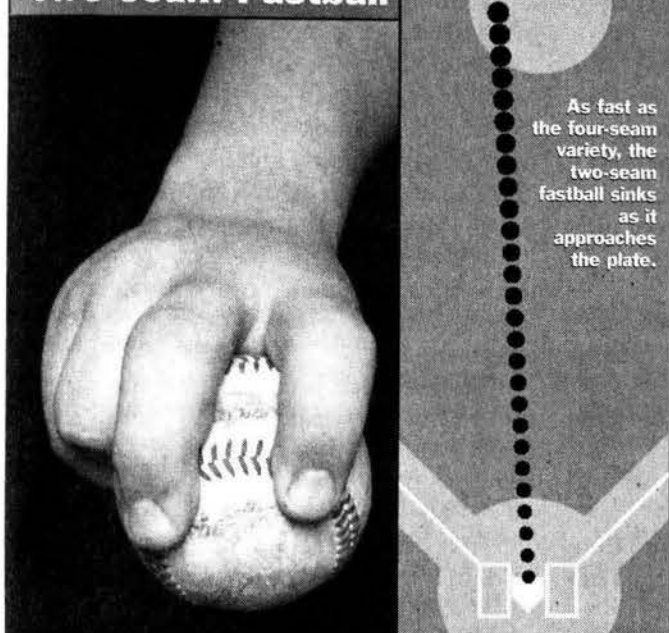
Four-seam Fastball



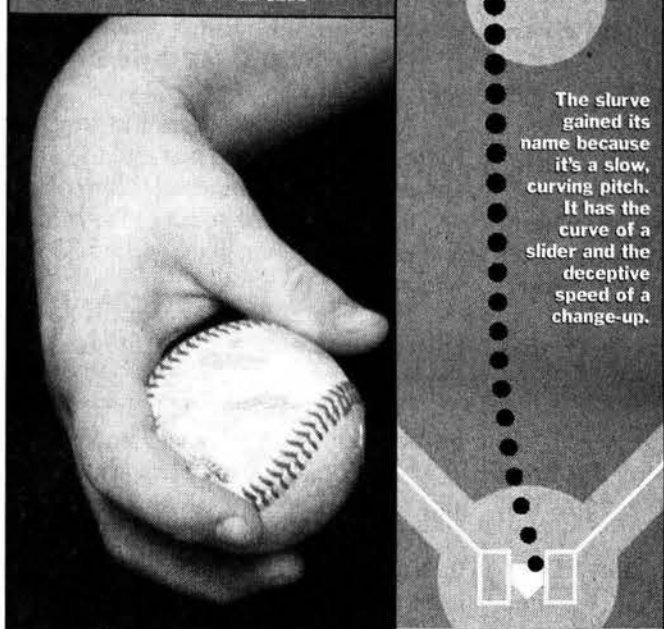
Curve Ball



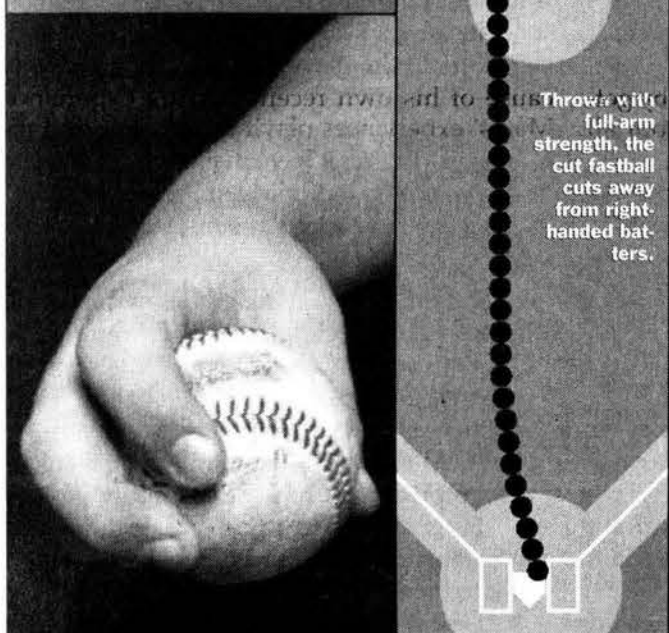
Two-seam Fastball



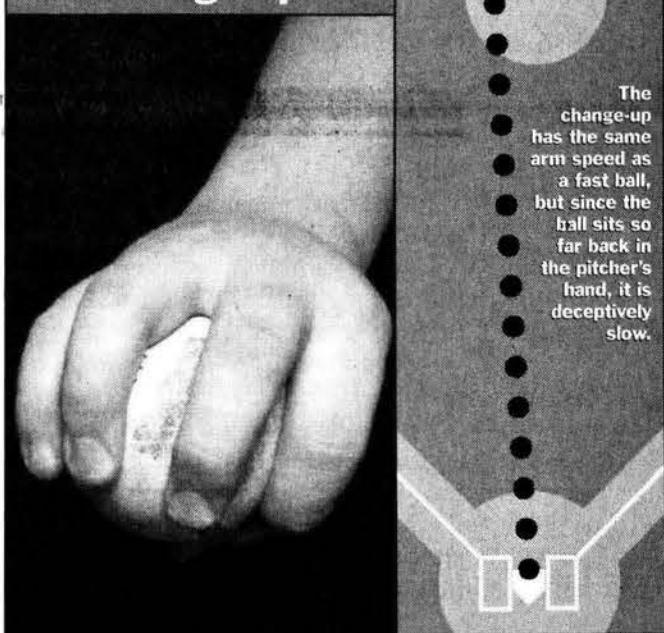
Slurve Ball



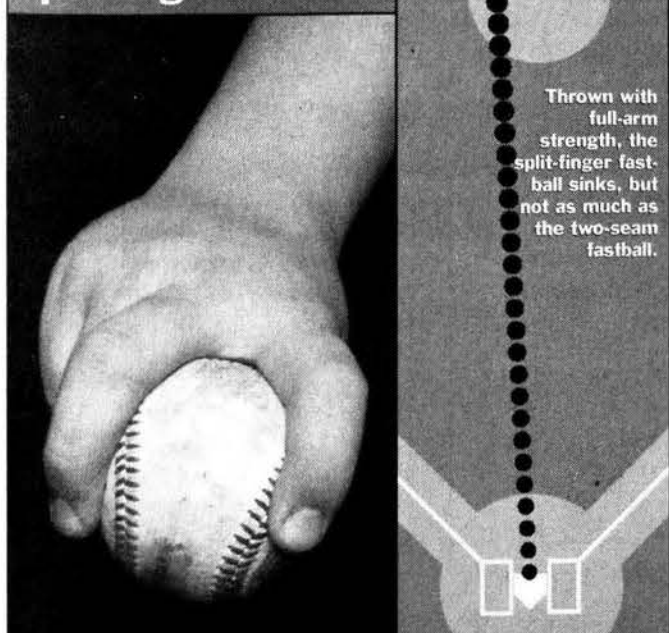
Cut Fastball



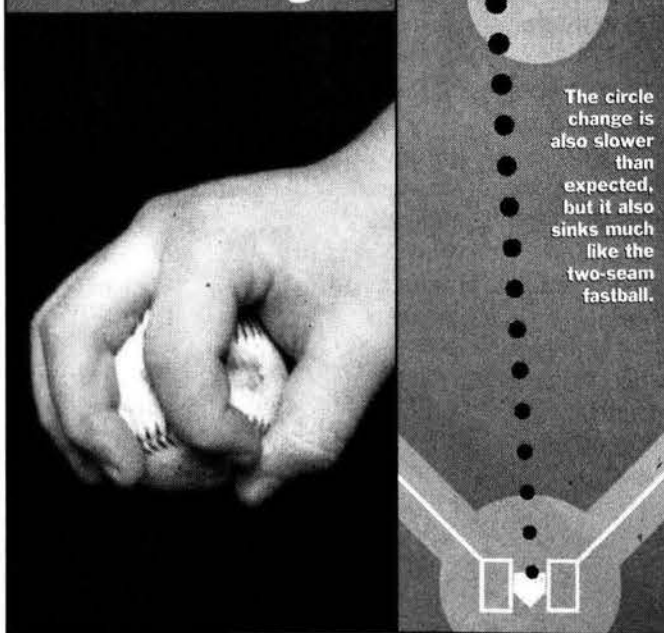
Change-up



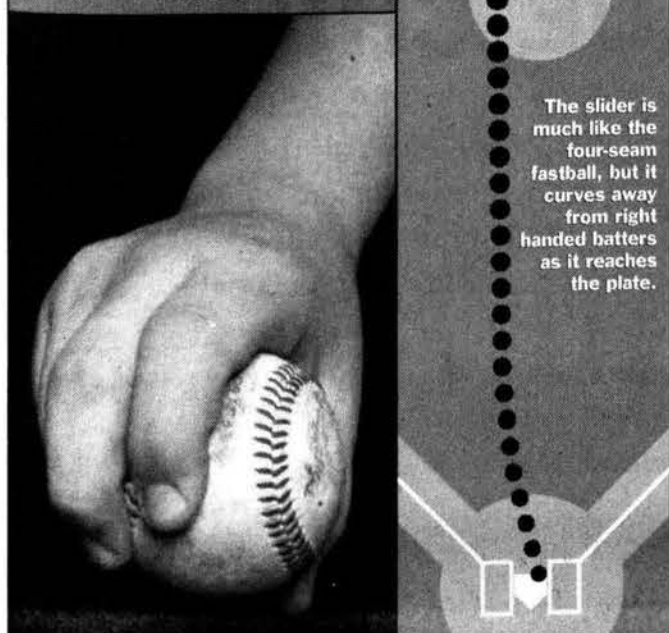
Split-finger Fastball



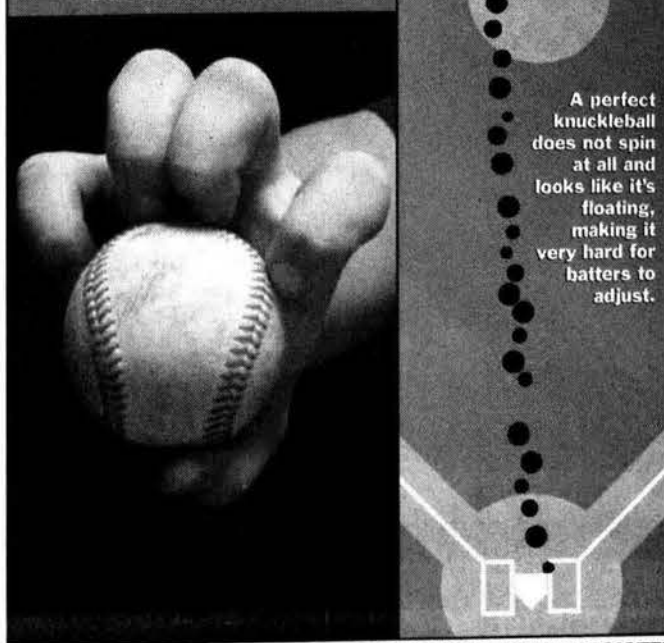
Circle Change



Slider



Knuckleball



Information courtesy <http://pitchingmechanics.com>

Graphic by LUENINGHOENER/THE REGISTER

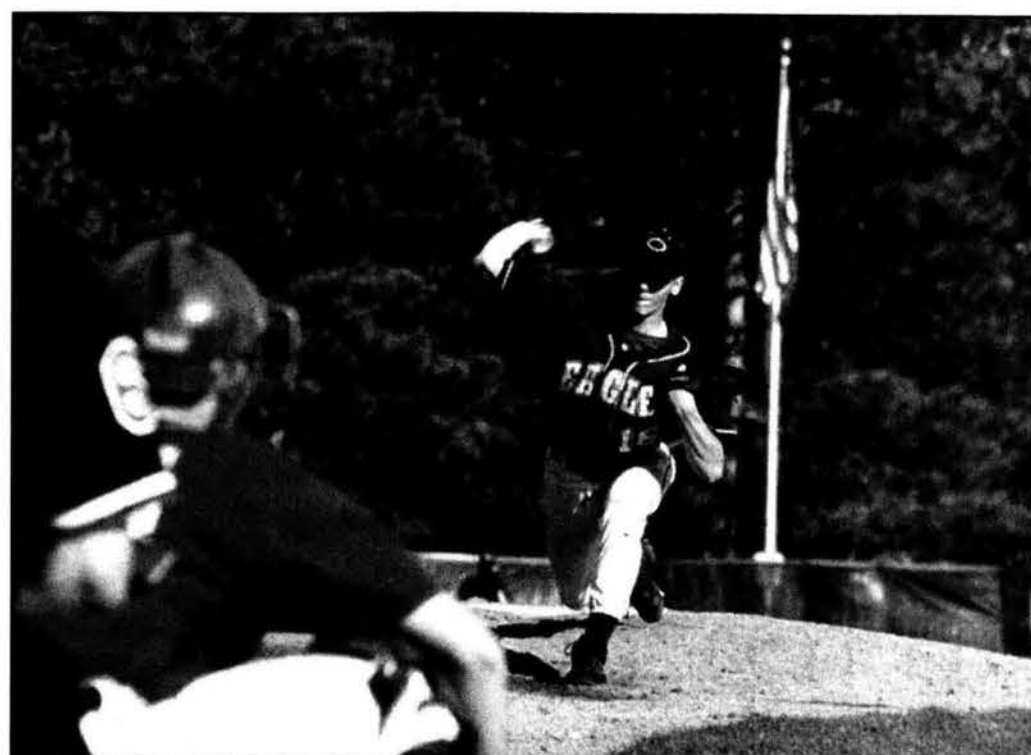


Photo by EMILY NUEN ANN/THE REGISTER

Senior Justin Tatum pitches against Ralston in last season's district tournament. This season he will be called upon to be the team's ace.

Player working on technique, attitude

By Chris Aponick

Senior Justin Tatum has been experimenting lately.

He knows he has a good line up of pitches, but if he can develop one more he said it would make him awesome. He has been throwing many practice pitches hoping to find the perfect cut fastball. In addition, he has worked on developing his curve ball more fully.

He has been working so hard on it that his speed on his regular fastball is one mph off of where it was last season, but he doesn't mind. He has started to work hard on his pitching after a difficult summer. He missed a month and a half of the summer season due to knee surgery where he had some cartilage removed. This really hindered his progress, head coach Scott Hodges said.

Then several players were dismissed from the team, catapulting Tatum into a leadership role.

The summer was disappointing, Tatum said. The team had many close losses, but he has improved in his mindset towards the game.

"The mental aspect of my game has improved a lot more," he said. "I got that down."

Tatum said one of the most important things he will need to do this season is to bring leadership to the team and to make it comfortable for younger guys coming on the team.

"He is a leader in every aspect of the game," senior Ian Waterman said.

There are high expectations about Tatum assuming a leadership role, Hodges said. Being a senior he is expected to step up, especially since he is in his third varsity season and he has been a varsity letterman.

Tatum's leadership abilities are expected to show up at least among the pitch-

ing staff. He is someone who can lead a pitching staff and be "the ace", Hodges said.

The other pitchers will be able to draw off of his varsity experience, Waterman said.

Tatum is confident he will be the team's number one pitcher, but he said the staff in general would be much better. There will be several upperclassmen on the starting rotation and in the bullpen.

Hodges said Tatum has worked hard to control his emotions and it seems to be paying off. His attitude and demeanor has been a problem, but the two have talked about it and Tatum has improved.

He is working hard to get a hold of it, he said. He has had less conflicts over the past summer. He shows intensity without losing his cool, Waterman said.

"His maturity has definitely increased," Hodges said.

In turn, Tatum has improved his play in pressure situations. He does not lose his focus and is able to pitch straight through.

Tatum has been able to play to the strength of his game because of how he controls his emotions. He is a very good control pitcher with a favorable strikeout to walk ratio. Waterman said he has great stamina and a good work ethic.

Despite Tatum's work over the summer, he said he is not expecting any awards at the end of the season, but he does expect the team to play together more.

"There is a will to win," he said.

He puts the team ahead of everybody else this year, Waterman said. Everybody has put the success of the team before the success of the individual players, Hodges said.

This is the most talented group I've had," Hodges said. "Obviously the more successful we are, the more individual accolades the players will receive."

Baseball team develops unity after bad summer

By Troy Schulte

Halfway through the 2001 American Legion season, the Central baseball team was in shambles.

The Eagles had just finished up another losing season in the spring; their second straight under second-year head coach Scott Hodges, and the summer season was starting out just the same.

They were losing games, but most of all, they weren't a team. Bickering among teammates, slacking off in practice and selfish players with egos, plagued the Central baseball team, senior outfielder Mike Livingston said.

Then things really started to unravel.

Around the middle of June, sophomore pitcher Andy Moore was suspended after a fight with the coach of North's baseball team. Livingston said he never returned from the suspension. Along with Moore, first baseman Ray Willis, third baseman/pitcher Mike Westerholm and pitcher Josh Juranek all left the team for various reasons.

Livingston said most of the problems stemmed from players being frustrated about playing time and egos.

"A lot of the arguing had to do with Hodges getting frustrated and we'd just vent on each other," Livingston said.

Eventually Livingston said Hodges left it up to the players. They had a team vote on whether or not they wanted players like that on the team. He said Hodges handled the difficult situation the best way he could.

"He gave them time to shape up, they just never did," he said.

By the time those four players were gone, the Central baseball team was reduced to just 12 players. Which, because the four who were no longer on the team were valuable players, made Livingston nervous.

But he soon realized that having just 12 players on the team who all wanted to work hard and play, was better than having more "problem" players.

Central didn't end the season with a winning record, but did go on a confidence boosting six-game winning streak in mid-season. During that run they had a win over 2001 state tournament qualifier Ralston and also beat Burke toward the end of the summer. Livingston said once the 12 players who really wanted to be there were playing every day, they were a totally different team.

"Hodges didn't get on us that much because he didn't have to worry about the problem guys and we didn't rag on each other," he said.

That change in attitude caused a drastic improvement to Central's summer season, and that has carried over to this year.

"We were more unified and got along better," Livingston said. "The people who finished the season are the core of the team this year."

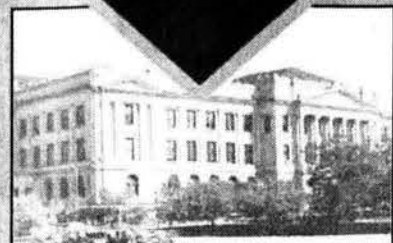
Now that the 2002 season has started and Hodges is fielding only the players that want to be playing, Livingston said this is the best team he has been a part of.

"It's going to be pretty tough," he said. "We all want to go because it's our senior year. It's our last shot."

The Game Plan

Central sports have always enjoyed a good reputation in the Omaha area. A major part of keeping that reputation is making sure talented players keep coming to Central. Some sports, like football, never have to worry about drawing the best in the city, while others tend to struggle. Recently Michele Roberts, the head coach of the girls basketball team, developed a program to encourage middle school athletes to get involved in Central sports. The boys basketball team quickly followed. It's all part of the game plan to stay on top of the fight to state.

Start Here



Pick Central and come to preseason conditioning before you start your freshman year.

Start season and win spot on junior varsity. Go forward two.

After your grades slip, you are benched by the head coach. Lose a turn.



Become a member of the varsity team. Move on to sophomore year.

SOPHOMORE: Make your mark in preseason camp and workouts.

Leg injury ends your season. Lose a turn.

After scoring two touchdowns in the Creighton Prep game, you win a starting spot on varsity.

JUNIOR: Win a big game and do your first interview with the local paper.

Become pillar on team and prepare to be a captain next year.

Innovative programs draw talent

Coaches walk thin line to get athletes without breaking district rules

By Chris Aponick

Central's girl basketball team hit rock bottom five years ago.

It had just lost another coach and had failed to make the state tournament for the tenth year in a row. This run of bad luck had come after two state titles in the early 80s, but for some reason things had fallen apart.

Then current coach Michele Roberts was hired and everything started to change.

She brought in a new game plan and a new group of coaches.

She took advice from several of her former coaches and she was ready to get started.

However, she knew she had to get talented players if Central was ever going to win.

After thinking about this problem for several months, she developed the perfect solution to get the players she needed. She started a select basketball program for junior high players.

Roberts said the idea was to extend the Central program into the lives of younger players.

On the upswing

The program established by Roberts has been part of a huge turnaround that she has accomplished, athletic director Paul Pennington said.

"The girls are on the upswing," he said.

Roberts said the team's success has stemmed from having all of the players under her system, but in the future Central will be successful because of the number of talented players generated by her Junior Eagles program.

The program hosts a summer camp and two select teams in the fall. Over 60 kids in fifth through eighth grades participate in the summer camp.

The 12 best players are chosen to be on two teams in several leagues around the city. She said both parts of the program help the players improve their skills.

"They get a lot of exposure to the game out of that," she said.

It's the program's Central connection that makes it a powerful recruiting tool.

By making players feel at home with the school before they have to make a decision of where to attend, Roberts said she hopes to make that choice an easy one when they finally have to decide.

The program's ability to attract players to the school while they are still in middle school is a very important element in building a winning tradition, she said.

Roberts said she invites the kids in the junior programs to Central games and sends them a newsletter to tell about Central's success.

She has worked hard to include them in the success the team has been experiencing.

"There is definitely a sense of belonging [among the players]," she said. "They become part of the Central family."

The success of the team over the past two years has made being part of the Eagles program more of an honor.

They have taken two trips to state and beat Lincoln Northeast in the first round this year.

Pennington said the improvements over the last few seasons would make anybody who wants to play for a good team want to come to Central.

It will help attract a very good group of athletes, even athletes not associated with the Junior Eagles.

The program has narrowed Roberts' focus to a smaller group of players.

"It lets us know who we want," Roberts said.

She said her efforts have allowed her to plan for teams almost four years in advance.

She can look at the select teams and name two or three players that have potential to start on varsity when they get to high school. And by keeping those players under her program until they get into high school, she can help mold them into exactly the kind of players she thinks the Eagles need to win.

Sophomore KeOnna Williams said the program has had a big effect on the team. It helps the current players work with future players.

"We know how good we are going to be," she said.

Not only has Roberts put in time running the Junior Eagles, but she has attended coaching clinics and coached summer travel teams, Pennington said.

As the talent of some of the middle school girls and underclassmen goes up, he said the Eagles could win a state title.

The results of this program have also inspired boys basketball coach, Eric Behrens to start a Junior Eagles program of his own.

Behrens said he is trying to establish the same tradition the girls have started.

His teams will play in various city leagues and stay focused on seventh and eighth graders.

With the middle school teams feeding into Central, the team's success could be long lasting, Williams said.

I-back High and beyond

While Roberts had to build a solid recruiting base out of nothing, head football coach Joe McMnamin has continued to see talented players come to Central because of the team's tradition.

Central's nickname of "I-Back High" is something of a "self-fulfilling prophecy," McMnamin said.

The I-back position attracts many players to Central each year.

People enroll at Central for a chance to play the position and others, like senior David Horne, transfer from other high schools.

Several star Central running backs have gone on to successful college and pro careers.

Gale Sayers, Joe Orduna, Keith Jones and Ahman Green all have built up the reputation at Central.

McMnamin said the team's successful running attack has strengthened Central's I-back tradition. It helps attract athletes.

"Players know the offense highlights the running back," he said. "We do good job of running it."

While that may be a big part of it, the work McMnamin does for his players makes the urge to come to Central greater.

Just this year he has five players receiving full-ride scholarships.

He is good at publicizing and promoting his athletes to colleges and other people who might make good contacts in

the future, Pennington said.

Junior Brandon Teamer said he was well aware of McMnamin's recruiting contacts when he was considering coming to Central.

"The coaches tend to be pretty good at getting student-athletes into college," he said.

Central's longevity has also brought talent. Many families have a connection to the school that keeps students coming from all over the city.

Teamer said his choice to come to Central was influenced by his mother, a Central alumna.

After picking Central, athletes still have a lot of work to do. Instead of relying on the coaches at the school's tradition, McMnamin said an athlete has to make his own breaks.

"What contributes to an athlete's success more than anything is commitment," he said.

He said students have the resources available to them to become a good athlete. In order to be stronger and faster, they have to work hard in the off-season.

Teamer said the coaches still have a very important role to play to help keep Central's tradition. A coach's attitude affects how they carry on the tradition.

"They have to be pumped up," he said.

If a coach is excited then so will the players. In the end, the coaches have helped keep Central a strong athletic school.

Technicalities and open enrollment

Pennington said in order to have recruiting success, Central's coaches must walk a thin line.

"Technically, they are not supposed to recruit," he said.

McMnamin said district regulations state that he can talk to middle school athletes, but he is not allowed to go out and contact them.

Usually, he meets players at the open house Central hosts for eighth graders or he has parents contact him.

Pennington said the guideline causes problems because he knows schools like Prep, Roncalli and Gross do actively seek out students.

"It's an issue of private schools can, public schools can't," Pennington said.

McMnamin said he follows the rules, but also receives tips from friends about good players.

He is allowed to go to middle school level games to evaluate players, but he usually does not go talk to them until they come to the open house.

Despite the advantage private schools have in contacting players, Teamer said Central has maintained competitive.

There are enough good athletes in the area that several schools to find talented students.

Get most of scholarship offers. Start taking trips in December

Lose big game and fail to go to state. Go back two spaces.

SENIOR: Start getting in physical condition for college. Work on refining skills.

Get selected to All-State and receive first scholarship offers. Move forward to senior year.

Talented sophomore takes your position. Drop back two squares.

BLUE CHIP

Can you make it to a major college sports programs? Lead your team and win awards on the way to a full-ride scholarship as Central's next *blue chip* college prospect.

The rules: Roll two dice. Go forward one square for evens and two squares for odds. (Start game at upper left of page.)

The enrollment cap

Some coaches worry this process might keep out potential stars

By Chris Aponick

The proposed enrollment cap has boys basketball coach Eric Behrens scared.

He said it could very well reverse the success that Central athletics have had over the past few years.

Even though the cap's restrictions are not yet known, it may prevent several up-and-coming players from becoming Eagles because they live in another school's attendance area.

If the enrollment cap had been in effect before, two of Central's state titles might be sitting in a trophy case at North High School.

Several of the boys basketball players from the 1974 title team would have attended North if the current neighborhood boundaries and capped enrollment were in place, athletic director Paul Pennington said.

The same kind of situation could still occur today.

Still, he said a cap would probably be the best way to correct the current overcrowding at Central.

"We need some way of limiting enrollment," he said.

Pennington said he is trying to keep involved with the process so it does not damage the success that the school has had the last few years.

The coaches want to have input on the process, so the cap will not prevent Central from

getting athletes who want to come to the school. The ideal situation would be for the most talented athletes to be able to come to Central, but still think out the population of the building as a whole.

"It can't be done in such a way that it causes us to lose a number of quality kids," he said.

There is also a fear some Central players would be forced to go to their neighborhood school next year. However, Pennington said that fear is irrational, as current students would still be allowed to stay at the school.

The most limiting form of enrollment cap would be one allowing neighborhood students to decide first and then filling the remaining spots through a lottery.

Sophomore Kaitlin Hartnett said if the cap works in a good way it may not have any effect at all.

Still, she said the cap presents a problem because Central might not get athletes that would have attended with open enrollment.

This could hurt Central both academically and athletically.

Sophomore Brandon Gunn said a cap would also cause talented junior high players to immediately cross Central off their lists if they do not live in the attendance area.

That could have some serious side-effects for future teams in all sports, he said.

The thought of being an eighth grader and not

being able to choose Central upsets him.

"If Central was a place I was planning to go and I couldn't go, I'd be mad," he said.

Gunn said other high schools would probably like the situation if Central had a cap, simply because the drawing power of the school would be cut down.

"Some other schools would get lucky," he said of players not choosing to go to Central.

Behrens said his concern is the fact that the cap's effects are hard to judge.

His team has kids from all over the city and he does not know how many would not be here if Central would have had an enrollment cap.

If kids can go to other schools, but Central is off limits, then it would hurt the teams, Behrens said.

"It handcuffs your program," he said.

Hartnett said it all depends on who is left out.

It could help lower the number of participants and the remaining players would get more attention from the coaches. This could actually help a team improve, she said.

Pennington said some of the concerns about limiting enrollment stem from a misconception about the type of people in Central's attendance area.

"There is worry among some people that the cap will make Central deteriorate into an inner-city type of school," he said.

However, he said the coaches' input and the detailed process the committee has taken will help the school continue its success.

Colleges keep tradition going by continuing to seek out talented Central athletes

By Chris Aponick

Crystal Howard and Cortney Grixby are two of the biggest recruits in the state.

Nebraska and Colorado have already offered them full-ride scholarships, while Howard has received letters from many top women's basketball schools from around the country.

They have surprised their coaches and become key players to their teams. All this and they are only sophomores.

One of the major effects these two players have is colleges started to recruit them sooner than do other potential prospects, girls basketball coach Michele Roberts said.

"Many colleges fear that if they do not get serious now they may miss out on a player," she said. "They want their school to stick with them."

Grixby said he is surprised to already be receiving scholarship offers. In fact he does not even know the colleges started to look at him.

"I didn't know how they saw me," he said. "I thought they look at my talent and see that it has time now."

Grixby is not the only person who was surprised by Nebraska's offer, head football coach Joe McMenamin was too.

He said it is becoming a trend for schools to offer potential big-time prospects a scholarship before senior year. Still, senior Mark LeFlore's junior scholarship offer was one of the youngest players Nebraska had started to heavily pursue.

Colleges recruiting kids at a younger age present a new issue in sports, McMenamin said.

"I'm not sure if it's a good or a bad thing," he said.

Roberts said the trend is becoming very apparent in basketball, too.

Nebraska's girls basketball coach, Paul Sanderford has attended two games of Howard's and has already offered her a scholarship.

Coaches from Kansas State and Missouri have also seen Central games this year.

However, most major colleges across the country are sending letters right now, she said.

"She's getting so much mail it's out of control," Roberts said.

Grixby said the attention he has received has kept him very busy, as well.

Colleges have sent letters and have come to games to see him play. Still, he said he does not really pay attention to who might be watching him.

"I never worry about it," Grixby said of having college recruiters in the stands observing him.

A player's off-season activities also help attract attention from scouts, Roberts said.

The attention Howard is getting has a lot to do with sending her to camps in the summer.

She has attended college-sponsored camps, elite individual camps and played on a select team called the Daubert All-Star Team this summer.

She was recognized as the MVP at the Nebraska Elite Camp and will play at one of the nation's premier camps, the Adidas Top 100 Camp with Grixby.

"The Adidas camp is one of the biggest camps in the country and many Division I coaches attend it," Grixby said. "I'm looking forward to the opportunity."

Despite already having scholarship offers on the table and being able to play at an elite camp, McMenamin said Grixby and Howard will still have things to work on.

Roberts said Howard has made "a conscious effort" to improve her defensive skills.

Hopefully, the early attention Grixby and Howard are receiving will help out other players as well, Roberts said.

Kansas State has expressed interest in freshman Anadrian Booker while Nebraska may offer Katrina Washington a

scholarship.

"Hopefully there will be more of a trickle down effect," Roberts said.

McMenamin said he hopes Grixby can handle the attention without hurting the teams he is on.

He said if Grixby gets overconfident the team's continuity could be hurt.

"The expectation is that I keep a level head and stay humble," Grixby said.

The two will still have to wait and work out their decisions, McMenamin said.

Roberts said Howard is not ready to make a commitment yet and she will have a lot of decisions to make when graduation comes around.

"I still have two more years to see what I want to do," Grixby said.

Graphic by LUENINGHOENER/THE REGISTER
Cortney Grixby is being studied by several major universities looking for talented athletes. He has already received scholarship offers to play both football and basketball. Each year students are offered partial to full-ride scholarships to play sports and to get an education. Some athletes might not go to college without an athletic scholarship.

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THE END

Central's best

To say Central has a long-standing tradition of great athletes would be an understatement. Many athletes who have gone on to great professional careers, once put on Eagle uniforms. While many schools retire numbers to honor players from the past, Central does not. Sports columnist, Troy Schulte made a fictitious list of, if Central would retire numbers, who they would be.



CHARGIN' THE MOUND
Troy Schulte

You see them everywhere. Every time you go to a college or professional game or sporting event of some kind, you see them. They are hanging from the rafters in basketball arenas and painted on the outfield walls at baseball stadiums. They are the symbols of athletic success of collegiate and professional teams. They are the retired numbers.

It seems that nowadays the retired number has gotten a little out of hand. Some players have their numbers retired by more than one team. Heck, Michael Jordan's number 23 was retired by the Chicago Bulls in 1998 and earlier this season he played in the very arena in which it hangs.

It seems to be the "in thing" to do, everyone else does it. But why doesn't Central? Central has one of the most storied athletic histories of any high school in the state, why not retire the numbers of the legendary Eagles from the past, there has certainly been enough of them.

The main reason for retiring a number is to keep the player's legacy alive. Nobody likes it when a legend walks away from the game. Throwing a number up on the rafters or slapping it on the outfield wall gives people a reason to remember them. People need a reason to remember some of the old-time Eagles.

So I took it upon myself to name only the greatest athletes to come through Central and listed their numbers, which from this day forward will never be worn again at Central (I doubt it, but it's fun to pretend anyway).

I did have to make a few rules though. Central is commonly known for its running backs, and there are about five or six former running backs that would be put on the list if they went to any other high school in the state. But they didn't go to any other high school; they went to "I-Back High." So in order for a former I-Back to have his number retired, he has to have either been inducted into the Pro Football Hall of Fame, or have been recently selected to the Pro Bowl.

#48- We'll start with the obvious, Gale Sayers. Nobody needs me to go through the reasons why he's on this list. The first Central grad to be a collegiate All-American, play in the NFL and the youngest ever to be voted in the Pro Football Hall of Fame. He goes on the list without saying.

#53- Larry Station. Arguably the best non-I-Back football player to come out of Central. After snubbing his home state and playing college football at Iowa where he still holds the career tackles record, he had a lengthy NFL career with the Pitts-

48 Gale Sayers

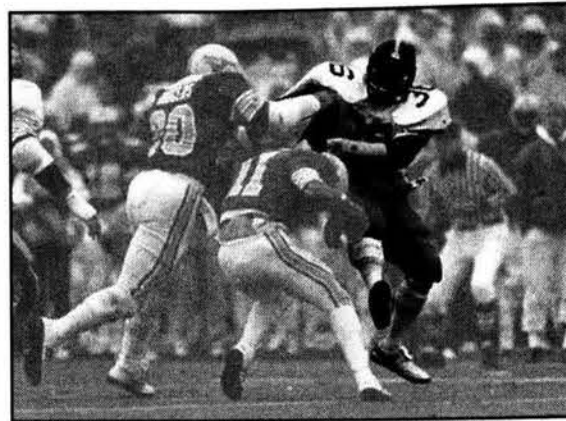
1958-1961

Hands down the most famous of former Central athletes, he was the youngest player to ever be voted into the Pro Football Hall of Fame.

53 Larry Station

1978-1981

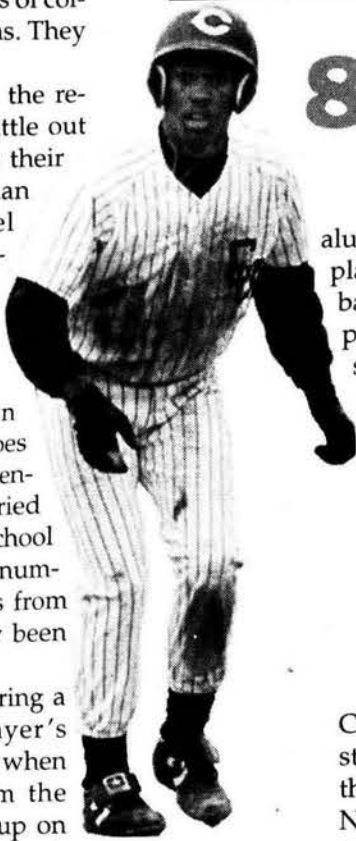
After his career at Central, Station (right) was named All-American and is still the all-time leading tackler at Iowa.



8 Kimera Barte

1988-1990

The only Central alum to currently be playing professional ball, Barte's (left) pro career has spanned nearly a decade.



Joey Salerno

1984-1987

Made his mark at Central by winning four straight state championships.



43 Jessica Haynes

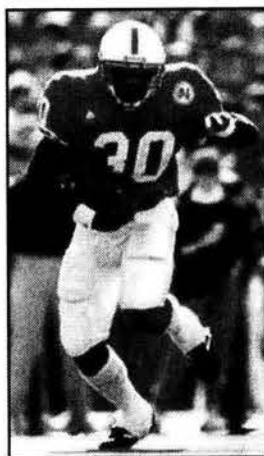
1982-1985

She was a key component in Central's only state championships in girls basketball. Was named high school All-American as a Senior in 1985.

Herb Reese

1944-1947

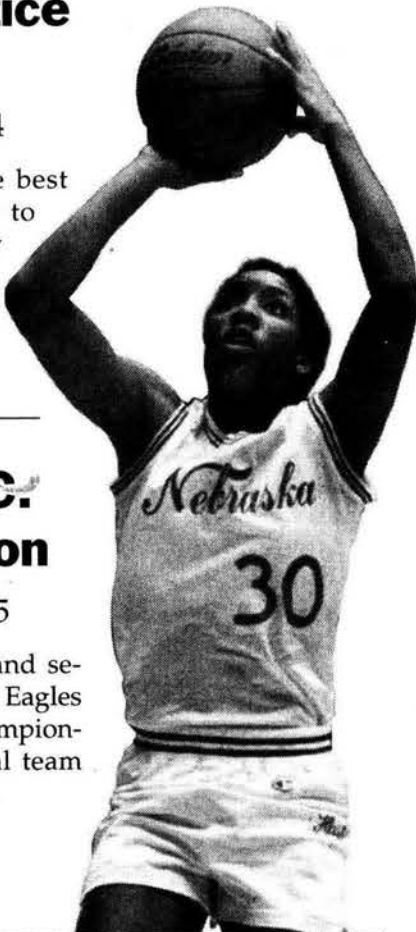
During the golden era of Central wrestling Reese's four state championships came in three different weight classes. Nobody has won four championships since.



23 Maurtice Ivy

1981-1984

Quite possibly the best girls basketball player to come out of the state, Ivy (right) has Central's all-time leading scorer and second all-time at Nebraska.



32 John C. Johnson

1972-1975

During his junior and senior seasons he led the Eagles to two straight state championships. No other Central team has been able to do that.

34 Ahman Green

1994-1995

Now plays for the NFL's Green Bay Packers where he has led the team in rushing the last two seasons.

burgh Steelers.

#34- Another Central I-Back, Ahman Green is the only former Eagle to play in the Pro Bowl (only because the Pro Bowl didn't start until 1971 a year after Sayers retired), so that's why he's in. And by the way he's played in Green Bay the last two seasons, it won't be his last.

-Tennis players don't exactly have numbers, but Joey Salerno needs to be on the list somewhere. He became just the second player ever to win a Class A boys tennis title all four years of his high school career. His success shouldn't have been surprising to anyone; he actually lived at Central's home court, Dewey Park, while his father was the caretaker.

#32- John C. Johnson. Few people remember him, but he was the main

scoring threat on the two state championship teams in 1974-75. After playing at Central he went on to star at Colorado.

#23- Not only one of the best girls basketball players to come out of Central, Maurtice Ivy was one of the best to come out of the entire state. Her 1,926 career points are a Central record and the seventh best in the state's history.

#43- Sitting right behind Ivy on Central's career scoring chart with 1,255 is Jessica Haynes. The duo helped the girls basketball team win the schools only state championships in 1983-87.

- Like Salerno, Herb Reese never wore a number. But he deserves to be honored anyway.

The name Herb Reese doesn't ring

a bell with modern day Central sports enthusiasts, but it should. Between 1944-47 Reese won four state titles in wrestling in three different weight classes.

#8-Kimera Barte. In the early 90s he was selected to two All-State teams, went on to play for Creighton in the College World Series and now plays for the Anaheim Angels. The only Central alum to have played in the Majors.

There they are, the greatest athletes to come through Central. If I had it my way, their numbers would never be worn again. I almost guarantee, however, that a football player will suit up with a number 46 jersey next season and a girls basketball player will wear number 23, but hey, it was kind of fun remembering these players wasn't it?

Sophomore rubs elbows with Tiger

By Chris Aponick

After playing on the Tiger Woods National Junior Golf team, sophomore Steve Hogan is ready to make a run at the state title.

Hogan was one of 17 people chosen for the team.

The ages of the players ranged from seven to 17 years-old. Through the team, he was able to play in the World Junior Nationals.

He said his play in other tournaments caught the attention of the team scouts and his game has only improved since then.

But, he said, all of his success on the national level would seem like a fluke if he does not contend for the state title in his home state.

He said he is working to clear up some difficulties in his game to help him when districts come around this spring. He hopes he will be able to overcome last year's disappointing performance.

Central golf coach Jim Galus said Hogan did not play well in districts last year, but he still was chosen as All-Division in the Mid-Conf. Conference.

If he does win a state title before he graduates, it will be the next step up on a very good early career. Hogan's current success as a player has been built on his lifelong connection to the game.

His father, Steve Hogan Sr., was the first African American to become a PGA pro in Nebraska when he took the head position at Millard Park Golf Course.

His dad's job has made Hogan a golfer since he was about three years old. Hogan said he first found success playing golf when he won a long-drive contest in the 10-12 year old bracket.

He was only five at the time. "I've played for as long as I can remember," he said.

The elder Hogan said it would be nice to see his son win state, but it is hard to say he will definitely win one.

"If his putts drop around state time he could," he said.

He has been working on his mental game this winter, as well as starting on a weight training program. He has also tried to prove his short game.

"He's basically focused on the game this winter," the elder Hogan said.

Hogan said his inexperience playing varsity golf hindered his chances of getting state. This year he will try to slow down and not rush his shots.

Despite not qualifying for state last season, Galus said he noticed Hogan had a rounded game. From his actual play to his etiquette and respect for the game, everything is pretty solid.

He said Hogan is not the only player who has helped coach.

As a matter of fact he has introduced 600 inner-city kids to the game through the Hogan Heroes Junior Golf program.

The program's effect is making an impact on high school golf in Omaha.

The top three players on Central's team alone participated in the program at one time, Galus said.

It has given players access to the game even if they can't get private lessons, he said. Hogan said the program is effective because it gets the players competing nationally as well as playing on a frequent basis throughout the year.

Hogan's success at the game has helped get other Central athletes interested in the game, as well, the elder said.

Some of the football players have come out to play a few rounds because of the friendship with Hogan.



Hogan

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Senior Matt Neumayer (left) and junior James Boatright (right) will be vying for playing time as Central's goalkeeper this year. Both players are talented and will probably be getting a lot of play time. Both are fighting for the privilege of starting as goalkeeper for the team this season.

Photo by EMILY NEUMANN/THE REGISTER

Eagle Roadblock

Two goaltenders fight for right to start

By Chris Aponick

Today senior Matt Neumayer is the starting soccer goalie, but he might not be tomorrow.

He said he knows the way he plays each game will determine whether junior James Boatright takes his place or not.

Boatright said he is confident he will get the chance to play this season if he continues to work hard in practices.

At the start of the season, Neumayer had an edge because Boatright had a hip injury, head coach Tim Herbert said. Otherwise, they would have alternated the starting position over the first few games of the season.

He said the coaches are not deciding on one goalie to play the whole season. Instead they are making sure both get playing time.

"We will decide game by game and practice by practice," Herbert said.

In his ten previous years, he has always had a set starter at the keeper position when the season got started. He can't judge from experience, but he said he believes having two talented keep-

ers can only be a good thing for the team.

"Some teams don't get one good keeper, but we have two," he said.

Boatright said Neumayer has earned his playing time through his time playing varsity as well as the fact that he is a senior.

Neumayer's playing time was also increased at the start of the year because of Boatright's hip injury.

The extent of Boatright's hip injury was one of the main concerns going into the first games, Herbert said. The coaches rested Boatright so the hip would get better, with hopes that he would be available for play later on in the season, he said.

Herbert said he hopes the injury is not a hip pointer because it could come back and be re-aggravated.

"Those little nagging injuries can be the worst," he said.

If the hip does not get better, Boatright said he could be out for a month. He did not practice for a few weeks to minimize his time out of action.

Each player has strengths that make him worthy of starting games,

Herbert said.

Herbert said Neumayer is the more experienced goalie.

His height and arm length allows him to cover a large section of the goal. He goes up and gets balls in the air. These are qualities imperative to keeping scoring to a minimum.

Neumayer said his ability to see the field and understand the rhythm of the helps him when he is in the goal.

"I always have some idea of where the ball is going," he said.

The more athletic of the two is Boatright. He has better footwork because he used to play on the field. He is quick and he is able to anticipate where the ball is going, Herbert said.

Boatright said he has a better touch when the ball is played back to him because he has played in the field. He also takes more chances in the goal.

"I jump after everything," he said. "It kind of caused my injury."

The competition between the two for starting time has helped push both players, Herbert said.

He said he is looking to see which one will hit a hot streak and end up leading the team. Until then, he is con-

tent to play the two interchangeably.

"Other teams would like to have the same problem," he said.

The two have developed a sense of camaraderie and they help each other out at practice, Boatright said.

Neumayer said he is good friends with Boatright and that there is no tension between them.

Still, Boatright said the competition makes him play harder at practice. He always pushes himself to do better than before, and he attributes that to the competition between himself and Neumayer for starting position.

Work habits will decide which goalie gets to play each week, Neumayer said.

Both goalies try to compete with each other, it all depends who is willing to go the extra mile and really start leading the team.

"Personally when he is not around I sometimes don't find myself pushing to do my best," Neumayer said.

Boatright said he tries to live up to expectations of the coaches while playing to Neumayer's level.

Both goalies are confident the team's defense will lighten their loads.

Kuhn sees no threats in triple jump

By Doug Meigs

Kris Kuhn's ankle is the only thing that will prevent him from repeating as state champion.

The ankle has been injured for over a year. Because of it he only practiced the triple jump four times last season.

Despite problems with the ankle and his unpreparedness, Kuhn still won at state against a group of seniors.

Now he said he has an easy road to a repeat title. Kuhn defeated the closest returning jumper by more than two feet.

Despite his seemingly assured chances, Kuhn said he would enjoy more competition to push him to improve his jumps. Kuhn feels his chances for winning the long jump are also quite strong.

"Some people are born fast or born jumpers," he said. "But the long jump is just a sprint and a jump, not anything complicated."

Last year Kuhn said he believed he would have placed second in the long jump, however he re-injured his ankle after his first jump. He had been continually icing the ankle and even visited a sports therapist to get the ankle in shape.

The ankle isn't a problem in any of the other sports Kuhn plays, just track. He said the problem comes the impact with the ground.

"Ever since that injury I just have had to find time to heal after going from sport to sport," he said.

Kuhn said the competition in the triple jump may be weak, but the long jump makes up for it.

Based on what he saw of last year's state results, Kuhn is confident he can win both events at state this year. However, with the rest of Nebraska's jumpers practicing everyday, he might yet receive a run for his money.

EAGLE REWIND

A look back at the past month in Central sports

Central has entered a season of change.

Both basketball teams fell short of the state title in Lincoln. Still, both teams had several players recognized with end of the year awards.

Now, the spring season has arrived and Central is looking forward to new possibilities.

All information as of March 20

Boys Basketball	WIN	Millard West	61-57
2/25 Varsity	WIN	Prep	60-49
2/25 Varsity	LOSS	Lincoln High	80-74
3/7 Varsity	WIN	Lincoln NE	54-46
Girls Basketball	LOSS	Lincoln SE	45-31
2/28 Varsity	WIN	Mercy	3-1
3/1 Varsity	LOSS	Westside	5-0
Girls Soccer	LOSS	Millard West	6-0
3/14 Varsity	LOSS	Papillion	4-0
3/16 JV	WIN	Lincoln NE	3-1
3/20 JV	LOSS	Westside	7-0
Boys Soccer	LOSS	Millard West	4-0
3/16 Varsity	WIN	Valley	14-7
3/16 Varsity	LOSS	Millard South	11-1
3/20 JV	WIN	Crystal Howard	2nd Team
Boys Baseball	WIN	Crystal Howard	1st Team
3/19 Varsity	WIN	Crystal Howard	1st Team
3/20 JV	WIN	Schylar Thomas	Honorable Mention
OWH All-State Girl's Basketball	WIN	Kris Kuhn	Honorable Mention
Crystal Howard	WIN	L. J. All-State Girl's Basketball	Honorable Mention
OWH All-Class A Girl's Basketball	WIN	Crystal Howard	1st Team
OWH All-Class A Boy's Basketball	WIN	Schylar Thomas	Honorable Mention
Schylar Thomas	WIN	Kris Kuhn	Honorable Mention
L. J. All-State Boy's Basketball	WIN	Kris Kuhn	Honorable Mention
Schylar Thomas	WIN	Kris Kuhn	Honorable Mention
Kris Kuhn	WIN	Kris Kuhn	Honorable Mention

Compiled By John Owens-Ream

Central's soccer defense hinges on play of sweeper

By Chris Aponick

Senior Wade Shelton is the last line of defense between his goalie and opposing offenses.

"If any player gets beat, he's the last resort," head soccer coach Tim Herbert said.

Shelton said he has to prevent everybody from getting past him or it could be a long year for Central's goalkeepers.

The performance of the team's sweeper has always been the key to the success of his team. This year Shelton is the sweeper and his position is as important as it has ever been, Herbert said.

Central runs a 4-4-2 defense, which is typical of most high school soccer teams, he said.

Shelton said the formation is an easy defense to understand. It is a very basic, but effective set up.

Herbert said the formation favors defensive-minded teams. It helps the goalie and provides a good safety valve.

"There is a comfort of having the sweeper back there," he said.

If the team is more offensive minded they run a 4-3-3. Herbert said he has never switched to a 4-3-3 because it makes a

team too susceptible to quick transitions.

The formation could be adapted to different game situations. The middle formation can be a line or a diamond. The diamond formation is used to protect leads, he said.

Shelton said the formation and game plan varies at each school. Some teams will run down the middle and other come down the sidelines.

Not only is Shelton the last defensive player before the goalie, but he runs the team's defense.

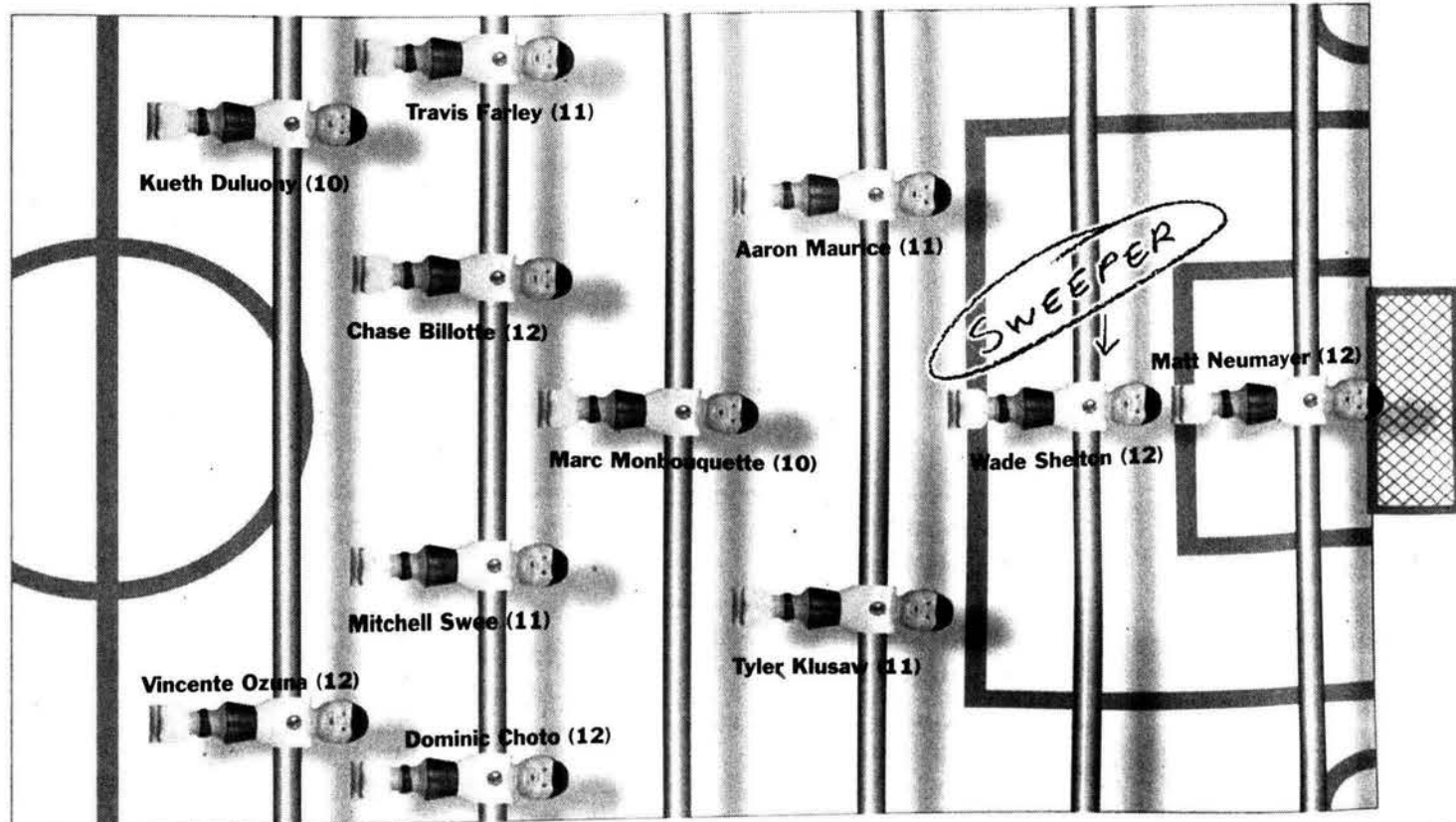
He said he makes sure everybody is marking a player, and then he will go cover anybody who is free. He makes sure no one is left running around.

"My job is to make sure everything looks alright," he said.

Herbert said the sweeper is usually his most experienced communicator.

The center midfielders are also very important to the team's set up. They have to be good athletes because they play defense, but they are also expected to take a few shots every game.

"They do more running on field than anybody else," he said. "They play the whole 110 yards."



The soccer team's 4-4-2 defense, which favors defensive teams, is run by the sweeper, coach Tim Herbert said.

Graphic by LUENINGHOENER/THE REGISTER

Pre-game prayers unite team

By Steve Packard
During the football season it's tradition for Central's offensive line to take time before and after each game for a quick prayer.

"We just thank Him (God) for the ability to play a game that we love," the president of the Central chapter of the Fellowship of Christian Athletes (FCA) and lineman Jamar Dorsey said.

They don't pray to win, they pray not to get injured, FCA vice president and lineman Nick Lemek said.

Part of both Dorsey and Lemek's inspiration comes from the FCA; a non-denominational organization dedicated to the mission of Christ.

"The FCA is a movement to present to athletes and coaches, and all they influence, the challenge and the adventure of receiving Jesus Christ, as Savior and Lord, serving Him in their relationship and in the fellowship of the church," Lemek said.

Though football season has been over for several months, the FCA still holds meetings every Wednesday morning before school.

"Usually, I try to break it down into a real-world situation," Lemek said. "We encourage free discussion. We want to hear what others have to say, and they want to hear what we have to say."

Dorsey said he believes the FCA is an all-inclusive organization, but also thinks it is a good place to just fit in.

"It (the FCA) is for everyone," he said. "You don't have to be an athlete to pray."

The FCA also acknowledges athletes and the hard work they do, Lemek said.

"Athletes have a different case because they're in the limelight," Lemek said. "The FCA recognizes that, yes, sportsmanship is present on the game field, but out there in the game, you know you're playing for Christ. The path of Christ is hard, it's not easy."

Dorsey said he thinks religion has always been evident on the field.

A decade ago, players used to make the sign of the cross over their chest after a big play.

But today, that connection has become much more evident, partially because of the FCA, Dorsey said.

"Like when a player scores a touchdown or catches a big pass and reaches up to the sky, I think they're thanking the man upstairs," he said.

Dorsey said he would like to see more athletes of all religions take part.

He said he believes the team prayers help his team do what they love best.

Central's

BEEF

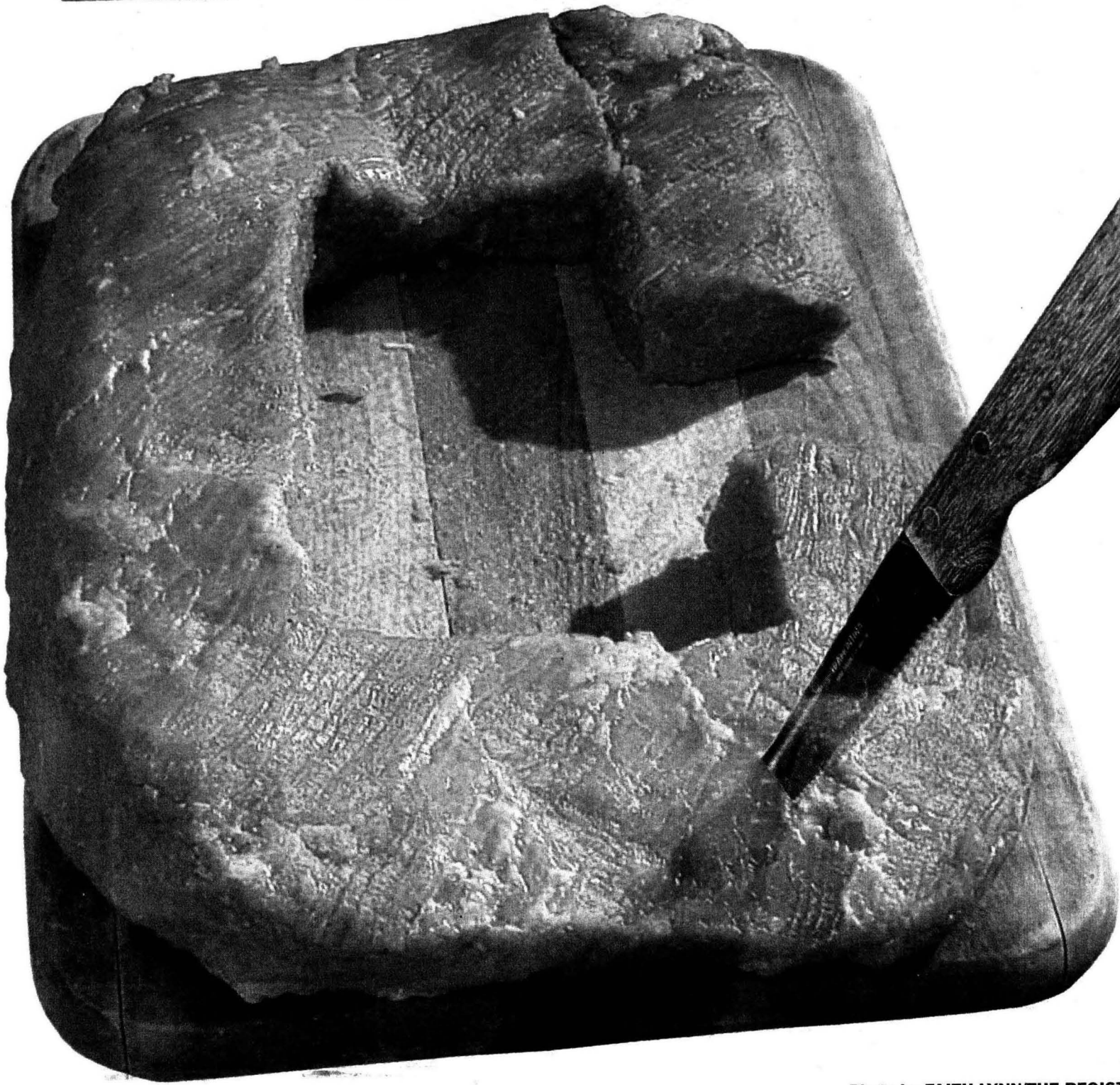


Photo by FAITH LYNN/THE REGISTER

The Omaha Beef, a National Indoor Football League team, experienced one of its most successful seasons last year, while the team was a member of the Indoor Professional Football League and included six former Central players. This year, four former players quit the team, but the Beef still plans to make its way to the national championship game.

Pro football team rests championship hopes on alumni

By Troy Schulte
With the help of a handful of former Eagles, the Omaha Beef's 2001 season was one of the best ever by an Indoor Professional Football League (IPFL) team.

On their way to a 15-2 record last season the Beef set IPFL records for points in a season (896) and points in a game (79), along with reaching Turf War 4, the championship game of the IPFL. The team went on to lose to the only team that beat them in 2001, the Tennessee Thundercats.

Six players who once strapped on the pads for Central had significant parts in the Beef's run to the championship game, head coach Sandy Buda said.

Former Central wide receiver Abraham Haskins Jr., lineman Randy Rouse, linebacker Demetrius Richards, running back Calvin Jones and defensive backs Damion Morrow, Eric Anderson and Lamar O'Neal all played significant roles in the Beef's last season, Buda said.

But in 2002 the Beef are looking at some changes. They won't be looking to return to Turf War 4, but to the NIFL championship game instead. Only two of those six former Eagles (O'Neal and Richards) from the 2001 team are returning.

The most significant of those losses was

Jones.

Last year Jones was the team's second leading rusher with 440 yards and 11 touchdowns and averaged 30.5 yards per kick return, which led the team.

In fact, Jones almost retired prior to 2001, but decided to return for one last season to become one of the premiere kick returns in the league, Buda said.

"Without him," Buda said. "We definitely wouldn't have as much firepower."

Despite the loss of four former Eagles, O'Neal and Richards have decided to return to the Beef.

Last season, while starting at linebacker, Richards was the second leading tackler on the team with 80 total tackles, two sacks and two interceptions, even though he missed playing time in the middle of the season due to injury.

O'Neal contributed as well, as one of the teams most reliable reserves while making 18 tackles.

Towards the end of the 2001 regular season O'Neal, who graduated from Central in 1989, suffered a bulging disc in his back which caused him to miss the last three regular season games, including the playoffs. However, he did decide to return for another season.

He said he thinks this year's Beef has the potential to not only have another 15-2 season, but possibly do even better.

"We want more than that (a 15-2 record). Going 17-0 is everyone's goal," O'Neal said.

Without Morrow, Rouse, Haskins and Jones, O'Neal said the Beef are a different team, but still have the capability to be one of the premier teams in the league.

This season because of the folding of the IPFL and joining the NIFL, it will be a bit more difficult for Omaha to repeat its successful season.

Despite increasing the number of opponents from four to 18, O'Neal said the merging of the two leagues benefits everyone.

"I think the fact that we're in the new league with a lot more teams is good for everybody, especially the franchises," he said.

Along with the excitement of playing in a brand new league, the 2002 season will be special for O'Neal for other reasons.

He said he'll try and help the Beef take care of some unfinished business from last season. Then, most likely, he will walk away from the game.

"I think this is it for me," he said. "It's just too tough playing football and maintaining an eight hour job every day."

Sophomores make up backbone of girls track

By Troy Schulte
In order to improve on their sixth place finish at the 2001 state track meet, head coach Trent Lodge and the rest of the Central's girls track and field team will have to rely heavily on the contributions of its sophomores.

Stephanie Williams, Auriel Blake, Shaunta Vaughn and Kayana McCants each had successful seasons as freshman and Lodge is hoping they will form the backbone of the 2002 team.

"They are definitely the base of our team," Lodge said.

Lodge said in his first year as coach he had no idea what kind of impact the group would have.

"I didn't really expect much from them," he said. "It was definitely a nice surprise."

It was a surprise to Williams as well. Last season Williams wanted to compete in the 100-meter dash and the long-jump. She had no idea her best event would be the 400-meter relay.

Williams and the rest of the group qualified for the state meet in a total of six different events. Vaughn in the 100-meter dash; Blake in the 200-meter dash; McCants in the 100-meter high hurdles; Williams, Blake and Vaughn in the 400-meter relay and Blake and McCants in the 1600-meter relay. The girls team qualified for eight events.

Though the team had an outstanding district meet performance at state was less than extraordinary.

They finished in sixth place in the team standings but the 1600-meter relay team was the only event that Central girls placed in.

Lodge attributed poor state scores to inexperienced athletes.

"It's the biggest meet to run in," he said.

Blake, Vaughn and McCants ran for club teams over the summer while Williams played for club basketball team.

Running club track and participating in any other sport, as part of off-season conditioning is something Lodge encourages all of his athletes to do. The combination of the experience at the state meet and summer workouts should provide the group with a breakout season, and give the team better chances at state.

"They know the routine now so that will only help them in the future," he said. "I want the team to finish in the top five."




Williams thinks Lodge's goal for the team is realistic.

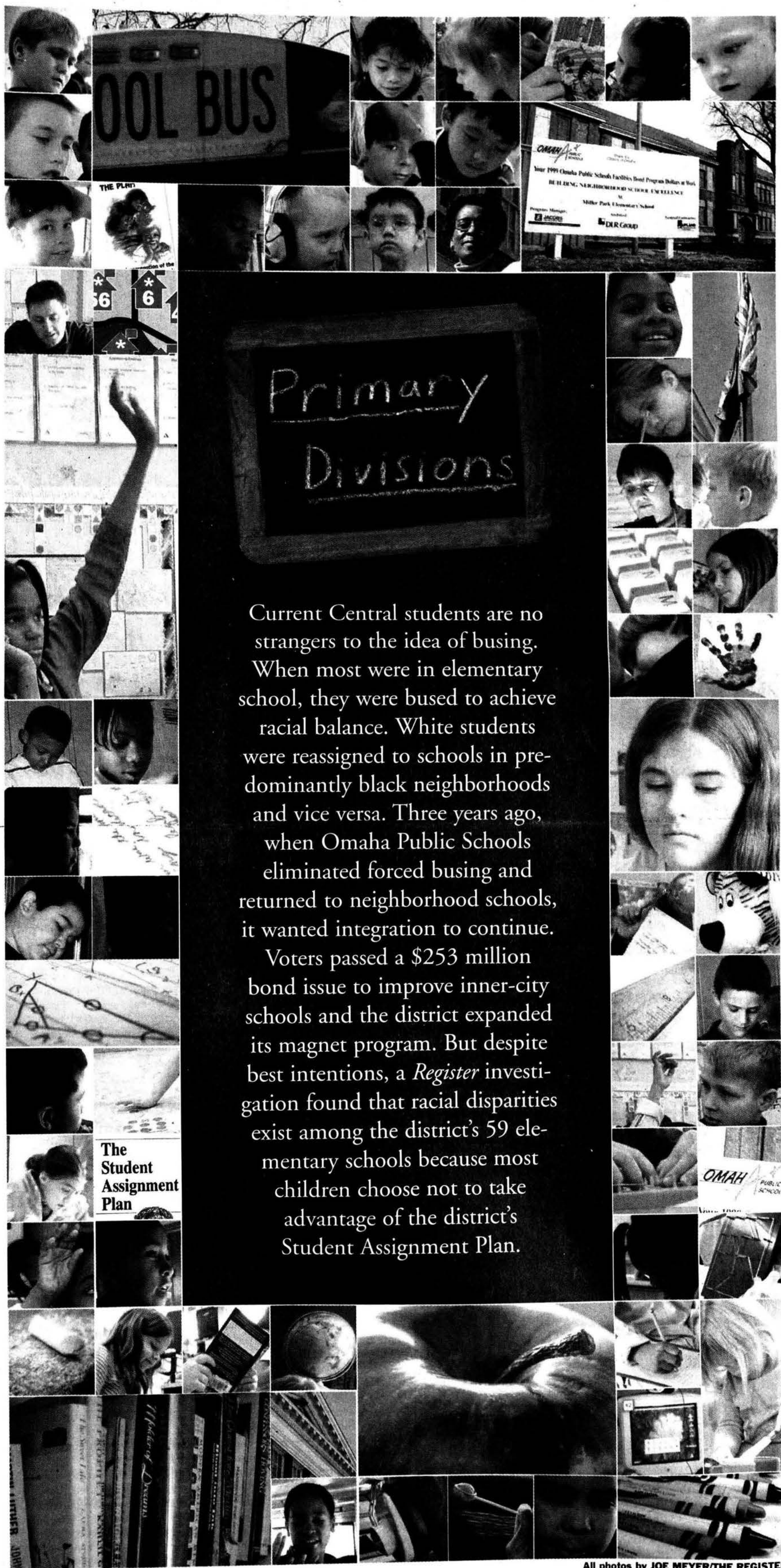
"I think this year we are a closer team," she said. "We will go out and try and win our races because we know that will help in the team standings."

SCORECARD

REGISTER PICKS

The sports staff calls 'em like they see 'em

	 Spring Sports Star	 Masters Champion	 Number 1 Draft Pick	 Best Spring Sport
 Chris Aponick Sports Staff Editor	Steve Hogan (10) Golf	Scott Verplank	Joey Harrington Oregon	Baseball
 Quentin Lueninghoener Executive Editor	Tyler Klusaw (11) Soccer	David Duval	David Carr Fresno State	Boys Track
 Troy Schulte Assistant Sports Staff Editor	Kris Kuhn (12) Track	Tiger Woods	Joey Harrington Oregon	Boys Track



Current Central students are no strangers to the idea of busing. When most were in elementary school, they were bused to achieve racial balance. White students were reassigned to schools in predominantly black neighborhoods and vice versa. Three years ago, when Omaha Public Schools eliminated forced busing and returned to neighborhood schools, it wanted integration to continue. Voters passed a \$253 million bond issue to improve inner-city schools and the district expanded its magnet program. But despite best intentions, a *Register* investigation found that racial disparities exist among the district's 59 elementary schools because most children choose not to take advantage of the district's Student Assignment Plan.

All photos by JOE MEYER/THE REGISTER

VOLUNTEERS WANTED

Students who volunteer to integrate themselves are few and far between, causing schools to resemble ethnic makeup of neighborhoods.

PAGE 36-37

PURPOSE OF THE PLAN

When the district eliminated forced busing, it tried to give students reasons to integrate on their own. Magnets and academies were the main focus.

PAGE 38

PRIMARY DIVIDES

A map showing the district's elementary schools, the percentage of minorities in each school and how the end of busing affected it.

PAGE 39

WHERE IT ALL BEGAN

Howard Kennedy was illegally segregated in the 1970s. Today, its demographics are roughly the same, but its principal has a positive outlook.

PAGE 40

The numbers behind 'Primary Divisions'

When putting together "Primary Divisions," the *Register* analyzed data dealing with almost every aspect of elementary education.

Numbers were collected from the 2000-01 school year, and in some cases, even farther back than that.

To give readers a full understanding of the divides brought on by the elimination of forced busing, the numbers have been reprinted, unaltered, from district reports.

The results of the findings can be found throughout the section. Some of them are incorporated into the stories while others stand alone.

The meaning of some of the numbers, like percent minority and poverty rate, is obvious. Other numbers are not so self-explanatory.

To help understand the meaning of every list, descriptions of the data are included under each heading.

On page 39, the key findings of the investigation have been reprinted. The percent of minority students in each of the schools in 1999, the last year busing was in place, and the percent last year are both included, so as to show exactly how drastic the changes have been since busing ended.

Those results were further analyzed to find out exactly what the change was between then and now.

Throughout the investigation, the *Register* interviewed dozens of key players involved with the issue.

The result is a comprehensive look at how the end of forced busing altered the face of Omaha Public School's elementaries.



Photo by JOE MEYER/THE REGISTER
Walter Bircher, a fourth grader at Conestoga Magnet School, works on a math assignment dealing with fractions during class. Though he lives in the attendance area for Field Club Elementary, he chose to attend Conestoga because of its magnet curriculum, which emphasizes math.

Volunteers wanted

OPS' Student Assignment Plan tried to allow students to integrate themselves, but differences in race and achievement still exist

By Joe Meyer

Eleven-year-old Walter Bircher is the pride and joy of Conestoga Elementary's math and economic magnet program.

Every Wednesday, students in his fourth grade class take timed tests over addition, subtraction, multiplication and division. He passes them all with flying colors.

He's a member of the Math Honor Roll, he's taking accelerated math courses during recess and even his teacher admits that he knows the subject better than she does.

But Walter would not be

attending Conestoga if Omaha Public Schools (OPS) hadn't eliminated forced desegregation busing three years ago.

The three-year-old Student Assignment Plan allows students like Walter to choose where they want to go to school. Instead of white students being bused to attend predominantly black schools and vice versa, students have options.

But students like Walter are few and far between.

Only about 20 percent of elementary students decide to attend a school other than their home school.

And Walter is especially unique in the fact that he is a white student who has chosen to attend a school that is more than 90 percent minority.

Generally speaking, the return to neighborhood schools has done exactly what it was supposed to — make the schools part of the community. As a result, schools in neighborhoods with large concentrations of minorities have larger concentrations of minority students than schools in predominantly white neighborhoods.

The situation reminds some community members of the 1970s, when OPS was sued for intentionally segregating its students by race and sending black students to predominantly black schools.

"The abandonment of the desegregation plan is a step in the wrong direction," Bob Broom, a lawyer who was involved in the original lawsuit that forced OPS to desegregate, said. "The clock is being turned back."

This is the story of an entire school district, 59 elementary schools, almost 26,000 students and life after more than 20 years of forced busing.

Neighborhood schools

When the district was considering whether or not to keep forced busing, it asked for parental input. It solicited comments by holding public meetings and schools also sent home comment forms with students for parents to fill out and return.

The district ended up with about 1500 e-mails, letters and faxes. The overall consensus: end mandatory busing.

Busing wasted valuable time and money, parents wrote. It cost millions of dollars that took away from funds that could be used to teach students and improve buildings.

Busing also put students, sometimes as young as seven years old, on buses for 45 minutes or longer every day.

So when the Student

Assignment Plan started in 1999, support was great.

And now, three years later, the new plan is mostly the same. The response allows most students to walk to school.

And because students don't have to worry about missing their bus, Howard Kennedy Elementary has been able to start an after-school tutoring program for its students.

Friday night is Girl Scout night at Conestoga and Sherman Academy students are looking forward to the start of the intramural AAA basketball league where they will compete against teams from other elementary schools.

None of this would have been possible three years ago when students were hurried home on school buses immediately after school.

Teachers and administrators agree that returning to neighborhood schools has increased the sense of ownership students have about their schools.

Instead of attending two or three schools during their elementary career, students now have the opportunity to stay at the same place from kindergarten to sixth grade.

"They feel like this is their school building," first grade Conestoga teacher Cynthia Ballard said. "They own it."

But Kennedy principal Julieta Clarke said she hasn't noticed any change in one area: parental involvement.

"I think the district expected that when busing ended, there was going to be more parental participation," she said. "But, in this building, that hasn't been the case at all."

Clarke said only three percent of the parents attended the spring parent-teacher conferences this year.

Clarke said neighborhood schools can't get parents involved who don't want to be involved. And that is what really matters.

But she likes that she has the opportunity to change that.

"I like the fact that we are a

neighborhood school, because I think I can make a difference, not only with the kids but with the families and the neighborhood," she said.

The Plan's effects

Howard Kennedy Academy and Sherman Academy are less than three miles apart.

Both schools are located in northeast Omaha and have poverty rates that rank among the highest in the city and both have students coming and going all the time.

But other data would suggest that the schools have more in common.

More than 95 percent of Kennedy's students are minority, while Sherman's minority population accounts for less than a quarter of its students.

And only a little more than 40 percent of Kennedy's fourth grade students passed the district reading requirements last year, compared to Sherman's percent.

Clarke said there are many reasons why Kennedy has suffered so much since the Student Assignment Plan was started.

The most important one, she said, is that the racial and economic divides in the city. Kennedy is located in a poor neighborhood, Clarke said teachers and administrators face more problems than other schools do.

"We have a lot of students with a lot of needs, and they are all concentrated in one building," Clarke said. "And we have the same resources as all the other schools to deal with them."

She said these special needs include students who need one-on-one instruction and students who come from single parent households, but teachers and principals cannot let this affect how they teach.

"When we want to give kids what they want to be happy, doesn't necessarily mean giving them what they need," she said.

"If we keep remembering that it simply cannot be 'business as usual,' if we keep telling our

Interaction

The student-teacher ratio at each school.

2000-01 DATA

Jackson	13
Miller Park	13.3
Knud Hill	14
Dreddy	14.25
Wakonda	14.63
Kellom	14.73
Belvedere	14.9
Conestoga	14.95
Sherman	15.46
Bancroft	15.62
Saratoga	15.71
Franklin	15.78
Indian Hills	15.92
Highland	15.93
Castelar	15.95
Walnut Hill	15.96
King Primary	16.04
Lothrop	16.18
Springs Lake	16.31
Marrs	16.35
Rosehill	16.8
Central Park	16.9
Skinner	18.61
Mount View	19.27
Catlin	19.5
Field Club	20.42
Columbian	20.8
Washington	21.15
Harrison	21.5
Florence	21.56
Joslyn	21.61
Western Hills	21.62
Picotte	21.62
Hartman	21.85
Sunny Slope	21.9
Ponca	21.99
Beals	22.14
Chandler View	22.17
Minne Lusa	22.21
Boyd	22.38
Gilder	22.56
Jefferson	22.59
Springville	22.64
Masters	22.87
King Science	22.88
Benson West	22.89
Oak Valley	23
Prairie Wind	23.1
Belle Ryan	23.15
Fontenelle	23.45
Pawnee	23.83
Edison	24.14
Fullerton	24.22
Ashland Park	24.27
Dodge	24.36
Crestridge	24.58
Dundee	24.68
Adams	32.09
Pinewood	38.89

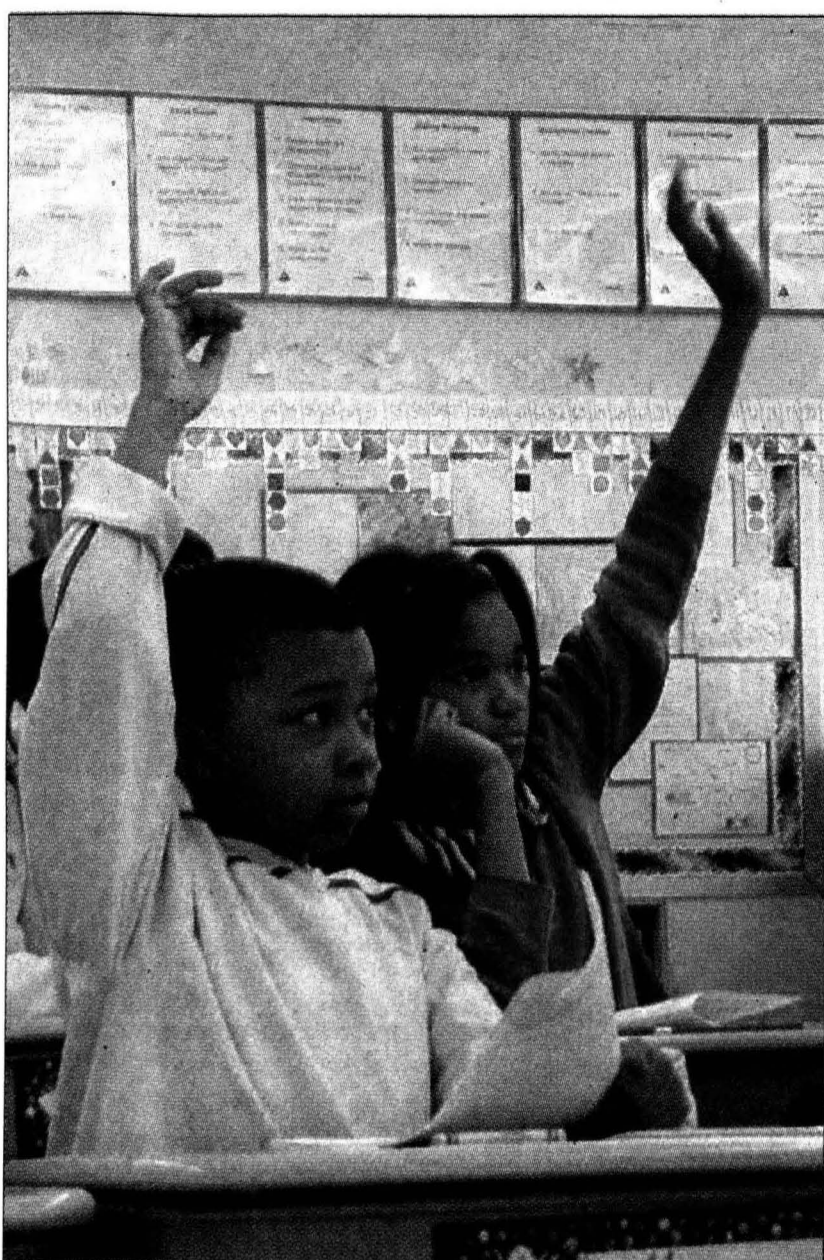


Photo by JOE MEYER/THE REGISTER
Mytrel Wilson and JaLisa Turner, both fourth graders at Conestoga Magnet School, raise their hands to answer a question given during CAT test preparations.

"The abandonment of the desegregation plan is a step in the wrong direction. The clock is being turned back."

- Bob Broom, prosecuting attorney in original lawsuit

anything but succeed, then we will be helping them."

The goal is the same at Sherman Academy.

Principal Kathleen Peterson could probably come up with a share of excuses if she wanted to.

Three out of every four students at her school qualify for free or reduced lunch, her school serves students from homeless shelters like the Lydia House and the Open Door Mission, it's over capacity by 37 kids and the facility is in an old classroom.

But she doesn't make excuses. She works with what she has.

"That is what statistics say about these students would fail, you can't except it," Peterson said. "You have to take kids and make as much individual progress as possible. Don't let anything hold you back. Just go with it."

Peterson wasn't part of the busing system.

She started the year the Student Assignment Plan first took effect.

But Clarke remembers when she roamed North Omaha, playing in students from the Dundee, Harrison, Washington and other school zones.

She remembers the faces of students and parents who were a part of Kennedy for one year.

And they still remember her. In the grocery store and in the mall, they tell her how great the experience was.

Separate but equal

OPS' attorney David Peterson is no stranger to the busing issue.

He worked under Jerry Maglin when OPS was forced to integrate and he is still with the district.

Peterson knows the legality of desegregation better than anyone else in Omaha. He knows the numbers and he still remembers the name of the judges who were involved in the original case.

And he knows what the district needs to do to avoid being sued again.

He said that racial disparities, like those at Kennedy and Sherman, do not matter as long as the district can prove that its schools are equitable, that every school has the same amount of experienced teachers, funding and resources.

The schools can be separate, but they have to be equal.

And that's where the district's \$253 million bond issue comes in.

It's the biggest bond issue that has ever been passed in the city and it is designed to create equity that Peterson said is necessary.

Almost half of the money will be spent to improve elementary schools.

Kennedy will receive more than \$6 million and Sherman will get a little over four. Construction is set to start for both schools next year.

OPS Board of Education President John Langan said the bond issue goes hand-in-hand with the return to neighborhood schools.

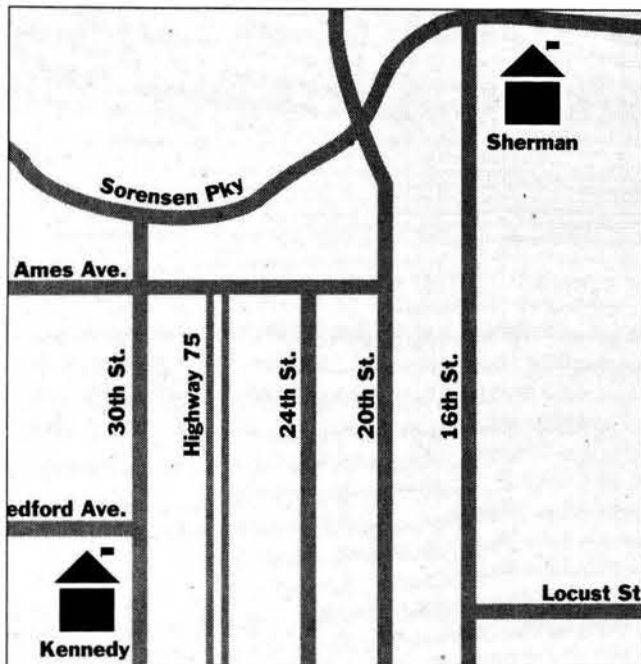
If voters hadn't approved the bond issue, the board would not have approved the Student Assignment Plan.

"We can't send kids back to



Lakia Morgan, a fourth grader at Conestoga Elementary, asks her teacher for assistance on a math assignment while two of her classmates work on finishing before they have to move on to the next step of the project.

Photo by JOE MEYER/THE REGISTER



Graphic by LUENINGHOENER/THE REGISTER

dilapidated schools, we need to fix these East Omaha schools," Langan said.

Along with the new plan came a huge shift in faculty to spread out the teacher's talent across the district's elementary schools.

Only three teachers who are currently at Conestoga were there when busing was in place. Placzek came in the first year of the Student Assignment Plan.

And now, under the new plan, teacher experience will be considered when future elementary openings are filled.

It's all part of the district's attempts to be equitable.

But some believe that even equity cannot fix the problems that segregation brings.

They say no matter how equitable the schools are, it sends the wrong message.

"It (the desegregation debate) is not about 'separate but equal,'" Broom said. "It's about removing separateness, period. We never argued...that as long as they make things equal, segregation's okay."

Clarke also said she worries that focusing on equity misses the point of what is happening at her school.

"They could give us all the money they have. They could build us a beautiful school," she said. "It won't affect anything. And then, if you still have kids underachieving, what then?"

Voluntary integration

Dr. Norbert Schuerman, who was chairman of the desegregation taskforce in the 1970s, still remembers how hard it was to try to get people to accept desegregation.

"It was difficult because people believe in their own neighborhood schools and they move into the neighborhood because of the school," Schuerman said.

"People don't mind their children being transported to school, they just care that their children are transported out of the neighborhood school

because of desegregation."

And because of this, it was always a primary objective for Schuerman, even after he became superintendent in 1984, to decrease the number of mandatory reassignments and increase the number of white students who volunteered to attend predominantly black schools.

But the district had to think of ways to encourage this.

"We had to make sure there was something for the kids who volunteered at the end of the bus ride," he said.

And that's when magnet schools were born.

Druid Hill became Omaha's first magnet school in 1981. Franklin and King Science Center followed soon thereafter.

Magnet schools are designed to attract students from all areas of the city by creating focused curriculums, or "magnet components," that the schools specialize in.

Druid Hill was a computer magnet. Other magnets have curriculums ranging from specific foreign languages to science and math.

Schuerman said the magnets were a resounding success. There were always far more students who wanted to get into the program than there were slots available.

So when the district established a new taskforce to decide how to eliminate forced busing, it was no surprise that the district decided to increase the number of magnet schools. Magnet schools had proved to be the best way to improve voluntary integration.

And that's why Conestoga is a math and economics magnet.

And that's why Walter decided to go to school there.

But voluntary integration doesn't stop with the magnets.

When the district created the Student Assignment Plan, it tried to increase the amount of options each student had in all areas.

Besides increasing the num-

ber of magnets, the district also created academy schools, inner-city schools that have lower student-teacher ratios.

With fewer students in each classroom, the district believes each student will receive more individualized help.

Most academics also have all-day kindergartens, so parents can have a place for their children to go, without having to worry about hiring a babysitter.

It's by creating different programs like these that the district is able to continue integration, at least on some level.

Students who would normally attend academy schools can choose to attend non-academy schools and vice versa. And any student can apply for the magnets, no matter what their home school may be.

Schuerman has the same mentality today.

There needs to be a reason for students in non-academy schools, mostly in the western part of the city, to choose to integrate themselves.

The district needs to make the program attractive, OPS research director Peter Smith.

And part of making the program attractive includes creating competition between schools. Conestoga principal Linda Placzek knows what it's like to have to compete for kids.

It is part of her job to visit other schools and try to convince students to apply for her program. Academy schools do the same.

But so far, the response has been low. About 80 percent of children choose to stay home and go to school with their neighbors, Smith said.

This leads some people to wonder, is it even possible for "voluntary integration" to work if there are no volunteers?

John Langan said he thinks it is, and that the plan, so far, has been working.

He has been on the Board of Education for 14 years and he said he wants to see the schools

integrated, but the integration should not be forced.

His one concern with forced busing was the fact that it resembled an "artificial integration." Children were bused no matter if they liked it or not.

Langan said he would rather only bus the students who want to be integrated.

"I think if you give people choice, you will get a better mix ultimately than forcing them to go," he said.

What's to come

The Student Assignment Plan is anything but complete. Magnet schools are still being established, construction crews are still improving inner-city schools and students and teachers are still getting used to the idea.

Some people believe the racial disparities in the schools are simply unallowable.

But most people believe the neighborhood schools concept is working.

Even Langan, who was skeptical of the plan when it was proposed to him, thinks it is improving elementary schools.

Peterson looks forward to when her school will be able to have a separate library and become air-conditioned.

Clarke is optimistic about the students who are starting school at Kennedy now.

Placzek is looking forward to what her program will be like in three or four years.

She said she hopes she can recruit more students like Walter, students excited to learn and willing to make the trip down to the school.

And for Smith and other special projects directors who work with the plan everyday, the work is barely started.

"We meet regularly," Smith said. "We look constantly at the Student Assignment Plan and reassess it. I don't think it will ever be done."

ADDITIONAL REPORTING BY MATT WYNN/THE REGISTER

Reading

Percentage of fourth graders who passed district reading assessment.

2000-01 DATA

Ponca	91.67
Boyd	88.52
Sunny Slope	86.96
Rosehill	86.94
Joslyn	86.51
Columbian	85.83
Picotte	84.87
Prairie Wind	83.17
Oak Valley	80.89
Fullerton	79.89
Dundee	79.34
Masters	78.32
Springville	77.78
Edison	77.25
Belle Ryan	77.2
Washington	76.5
Harrison	76.14
Adams	75.49
Pawnee	75.46
Sherman	72.22
Crestridge	72.03
Benson West	68
Spring Lake	67.08
Pinewood	66.2
Skinner	65.83
Hartman	65.67
Catlin	65.42
Jefferson	65.24
Bancroft	65.07
Ashland Park	64.32
Dodge	64.29
Beals	63.73
Western Hills	63.73
Marrs	62.84
Chandler View	62.81
Saratoga	61.59
Field Club	61.28
Belvedere	60.94
Florence	60.29
Kellom	59.23
Gilder	59.17
Fontenelle	57.19
Highland	55.24
Minne Lusa	54.81
Central Park	51.77
Walnut Hill	51.72
Lothrop	49.45
Wakonda	48.47
Castelar	48.23
Conestoga	48.1
Franklin	44.92
Mount View	43.29
King Primary	43.27
Kennedy	42.67
Indian Hills	33.76
Jackson	32.5
Miller Park	31.3
Druid Hill	N/A
King Science	N/A

Experience

Average years of experience each teacher in the school has.

2000-01 DATA

Highland	16.38
Masters	16.15
Edison	15.56
Rosehill	15.55
Harrison	15.46
Sunny Slope	15.17
Dodge	14.77
Picotte	14.71
Crestridge	14.58
Joslyn	14.57
Catlin	14.45
Bancroft	14.17
Springville	14.09
Ponca	14
Gilder	13.93
Boyd	13.9
Florence	13.65
Chandler View	13.53
King Primary	13.44
Ashland Park	13.39
Spring Lake	13.29
Prairie Wind	13.28
Fullerton	13.23
Benson West	13.23
Western Hills	13.23
Castelar	12.77
Belle Ryan	12.65
Hartman	12.58
Jefferson	12.34
King Science	12.23
Pawnee	12.18
Columbian	12.15
Miller Park	11.81
Oak Valley	11.65
Minne Lusa	11.53
Central Park	11.45
Franklin	11.38
Fontenelle	10.91
Washington	10.84
Conestoga	10.63
Adams	10.59
Beals	10.54
Dundee	10.44
Walnut Hill	10.29
Kellom	10.15
Sherman	10
Wakonda	9.84
Marrs	9.78
Field Club	9.74
Belvedere	9.69
Lothrop	9.4
Saratoga	9.32
Indian Hills	9.05
Jackson	9.03
Kennedy	8.67
Mount View	8.13
Skinner	7.93
Pinewood	7.75
Druid Hill	6.65

Mobility Rate

The percentage of students who enroll or leave the school after the beginning of the school year.

2000-01 DATA

Indian Hills	48.84
Jackson	46.35
Franklin	46.32
Kennedy	44.21
Miller Park	42.77
King Primary	41.96
Wakonda	38.61
Kellom	36.25
Castelar	35.84
Conestoga	34.65
Walnut Hill	34.02
Druid Hill	33.86
Sherman	33.33
Marrs	32.06
Field Club	30.96
Beals	30.91
Gilder	29.92
Bancroft	28.8
Oak Valley	28.28
Lothrop	27.65
Belvedere	27.55
Fontenelle	26.32
Saratoga	25.79
Sunny Slope	25.45
Belle Ryan	25.31
Central Park	24.85
Skinner	24.46
Spring Lake	24.2
Edison	24.09
Crestridge	23.84
Adams	20.78
Dodge	20.53
Picotte	20.3
Chandler View	20
Rosehill	19.63
Columbian	19.55
Highland	19.24
Ashland Park	18.67
Harrison	18.6
King Science	18.21
Mount View	17.77
Masters	16.71
Washington	16.61
Benson West	16.25
Joslyn	15.75
Dundee	15.58
Pawnee	15.53
Florence	15.16
Springville	15.14
Catlin	14.46
Hartman	14.04
Prairie Wind	13.39
Minne Lusa	13.3
Pinewood	12.29
Jefferson	12.06
Western Hills	11.49
Ponca	11.45
Fullerton	11.35
Boyd	9.63

Poverty

Percentage of students who qualify for free or reduced-priced lunch.

2000-01 DATA

Kennedy	88.4
King Primary	88.1
Franklin	85.3
Wakonda	84.2
Conestoga	82.5
Central Park	81
Belvedere	79.5
Sherman	79.2
Indian Hills	78.4
Miller Park	78.2
Jackson	77.9
Walnut Hill	77.1
Highland	74.6
Skinner	73.7
Castelar	72.9
Marrs	72.4
Druid Hill	70
Lothrop	68.9
King Science	68.9
Kellom	67.8
Spring Lake	67.6
Saratoga	66.6
Minne Lusa	65.9
Fontenelle	65.1
Field Club	64.8
Bancroft	64.6
Jefferson	63.9
Mount View	62.4
Benson West	58.3
Western Hills	55.9
Pinewood	54.8
Florence	54.2
Hartman	54.2
Chandler View	52.6
Rosehill	49.8
Gilder	49.3
Ashland Park	49.2
Adams	44.2
Dundee	42.3
Belle Ryan	42.1
Oak Valley	42
Beals	41.3
Crestridge	39.4
Masters	39.3
Edison	36.1
Catlin	35.7
Ponca	34.9
Pawnee	34.7
Washington	34
Harrison	32.1
Boyd	31.9
Dodge	31.8
Springville	28.4
Sunny Slope	24.7
Prairie Wind	24.1
Joslyn	20.9
Fullerton	19.6
Picotte	11.9
Columbian	4.6

The purpose of the plan

Giving students more choices so voluntary integration can occur

By Joe Meyer

Designing a plan for student assignment is easier said than done.

Dr. Norbert Schuerman said trying to make parents accept the forced busing plan was always difficult. And now, the job is not any easier for Carla Noerrlinger or any other special projects director at OPS.

They are the ones who designed the Student Assignment Plan and they are now watching it to see if it needs to be changed.

For years before OPS returned to neighborhood schools, the district constantly received complaints about forced busing from parents, but the district couldn't just return things back to the way they were.

The district had to develop a solid plan and integration still had to be a goal. OPS had to make sure schools were equitable. A taskforce had to be formed and that taskforce had to visit other school districts like Oklahoma City to see how they designed their plans.

Looking back on it, Noerrlinger realizes how little information the district had when it started to reconsider forced busing. Through a phone survey that contacted almost 1000 families, the district knew that parents liked the idea of returning to neighborhood schools, but parents also liked choice. More students were applying to the magnet schools than there were slots available.

"So when we came up with this plan, we knew people wanted neighborhood schools and liked choice," Noerrlinger said.

The challenge for the district was to develop a neighborhood school plan that also gave students a lot of choices. While the district was deciding what type of plan to design, it visited three school districts: St. Lucie County, Fla., Oklahoma City, Okla. and Charlotte-Mecklenburg in S.C.

All three of these school districts use different types of assignment plans. St. Lucie uses a controlled choice model where the district is split into three zones. Each zone includes at least four elementary schools, one of which is a magnet. Students are allowed to attend any school within their zone. Schools that are not magnets attract students by offering special programs and services.

In Oklahoma City, the district decided to expand its magnet program in order to encourage integration. Although it uses a neighborhood school model, the district also opened seven additional magnet programs.

Along with the increase in magnet schools, Oklahoma City passed an \$89 million bond issue to ensure that all its schools remained equitable.

At the time when the task force visited Charlotte-Mecklenburg, it still used mandatory reassignments to achieve racial integration. Although some busing had stopped in neighborhoods that

were naturally integrated, non-African American students continued to be bused into predominantly African-American neighborhoods for kindergarten through fifth grade.

When the designers returned from their visits, they had many options to consider. They could adopt a controlled choice program like the one in Florida, increase the number of its magnet schools or continue busing.

The district came up with a cross between the St. Lucie program and the one used in Oklahoma City. It decided to divide the district among four contiguous zones, with 13 to 15 elementary schools in each zone. Each zone was drawn to reflect the district's ethnic makeup.

The purpose of the Student Assignment Plan is to increase the amount of options each student has and minimize the transportation needed.

There are four different types of classifications for schools under this plan. They are: academies, zone magnets, district magnets and non-academies.

Students who live in an academy attendance zone are guaranteed enrollment at that academy or any other non-academy in the same zone. All students who live in a particular zone can apply to attend a zone magnet. And all students in the district can also apply to attend the district magnet, King Science Center.

Academies are inner-city schools with high amounts of poverty. A school is classified as an academy if more than 75 percent of the students in its home attendance area qualify for free or reduced-price lunch.

These schools have the lowest student-teacher ratios in the district, which is intentional. Most academies offer all-day kindergarten programs for working parents. Special projects director Leslie McMillion also said her office is planning to propose an extended day-extended year program for the academies.

Magnet schools are schools that contain specialized curriculums. For example, Conestoga is a math and economics magnet and Lothrop is a Spanish and math magnet. These magnet schools have student-to-teacher ratios slightly higher than the academies, but lower than the non-academies.

Under the Student Assignment Plan, magnet schools also serve as neighborhood schools, although their attendance areas are smaller than the rest.

Non-academies do not have specialized curriculums or low student-teacher ratios. They are neighborhood schools that act just like that — neighborhood schools. Also, non-academies are the most likely to be overcrowded, according to 2000-2001 data.

The result of the Student Assignment Plan: each student can attend his or her neighborhood school, one of his option



Photo by JOE MEYER/THE REGISTER

Miller Park is just one of many district elementaries being updated under the bond program. Without the bond issue, the district would never have eliminated forced busing.

Academies, magnets and others: the numbers

2000-2001 data	Academies	Magnets	Others	District
Average enrollment	400	444	449	433
Average minority students	77.4%	57%	37.6%	51.9%
Average change in minority students after end of busing	11.6%	12.6%	1.3%	5.8%
Average free or reduced-price lunch eligibility	77%	56.9%	42.06%	56.9%
Average mobility rate	35.59%	21.1%	19.06%	24.42%
Average student-teacher ratio	15.25	19.87	23.06	20.19
Average teacher experience (in years)	10.77	12.11	12.78	12.06
Average square feet per student	88.58	98.51	71.21	71.51
Average district reading requirements passing rate	50.93%	63.9%	72.66%	64.95%

schools, his zone magnet or King Science Center.

In the end, each student has the possibility of attending at least eight different schools.

The students now had choice, something that was missing from the busing plan.

But offering choice to students is not the entire goal, Noerrlinger said. The district has to make the program attractive to its students.

And that's why academies have low student-teacher ratios and all-day kindergarten programs and magnets have specialized curriculums.

The district hopes that these incentives will encourage students from the overcrowded non-academies to decide to attend the academy or magnet schools that tend to have higher minority populations and more students who qualify for free or reduced-price lunch.

The Student Assignment Plan offers integration on a voluntary basis. The district wants students from West Omaha to attend the inner-city academies and create a natural integration.

Noerrlinger said it is her office's goal to make sure that every parent and student knows and understands their options under the plan. She prepares individual printouts for parents showing them all their options

and she also attends many group meetings to explain the plan.

Another imperative part of the neighborhood schools plan is the \$253 million bond issue that was passed in 1999.

Nearly half of that money will be spent to improve elementary schools, mostly academy schools in East Omaha.

OPS research director Peter Smith said the bond issue was something that the district needed to consider when it decided to move back to neighborhood schools. With forced busing, Smith said, the equity of schools was never considered. Because students were bused to and from older inner-city schools, it was not a major goal for the district to improve them.

"When you have a court-ordered or mandatory desegregation plan, you will not have equitable schools," Smith said, "but when you send students back to home schools, you will have some schools that are more equitable than others."

Smith said that the academy schools in the eastern part of the city are older than others. OPS Board of Education president John Langan said the district couldn't send students back to these schools as they were.

"We can't send kids back to dilapidated schools," Langan said. "We need to fix these East

Omaha schools."

Langan said that if voters would have refused the bond issue, neighborhood schools would not be possible because of the lack of equity.

OPS lawyer David Pedersen said the district needs to ensure that schools are equitable, or else every school has the same resources as every other school. Otherwise, there is a chance the district could be sued again.

Smith said the district is trying to create equity at all levels of the schools and not just by building additions. The district is also trying to even out teacher experience.

Although it has been 10 years, the Student Assignment Plan is not completely implemented yet.

Schools are still being renovated and proposals might be made to the Board of Education to make the academy programs more attractive.

Two new elementary schools are going to be built and attendance boundaries will be analyzed every year.

Smith said he always expects the Student Assignment Plan to change as long as the district keeps growing and neighborhoods keep getting more diverse.

ADDITIONAL REPORTING BY MATT WYNN/THE REGISTER

The history of The Plan

In the beginning, The Plan reassigned 9,300 students. Every year since, officials have revised the Plan. Now, the district continues to change the Student Assignment Plan, changing attendance boundaries as schools are renovated and neighborhoods become more diverse.

1975-76

THE PLAN



desegregation of the omaha Public schools

The district's first plan, started after it was sued by black parents and students. Mandatory reassignments were used and there were no magnets in the district. Buses would pick students up from their home schools and transport them to their new schools.

1998-99

THE PLAN



Desegregation/Integration of the omaha Public schools

The last year that the district used busing was different than its first. The district eliminated forced busing in neighborhoods that were naturally integrated and participation in the magnet programs was increasing.

Today

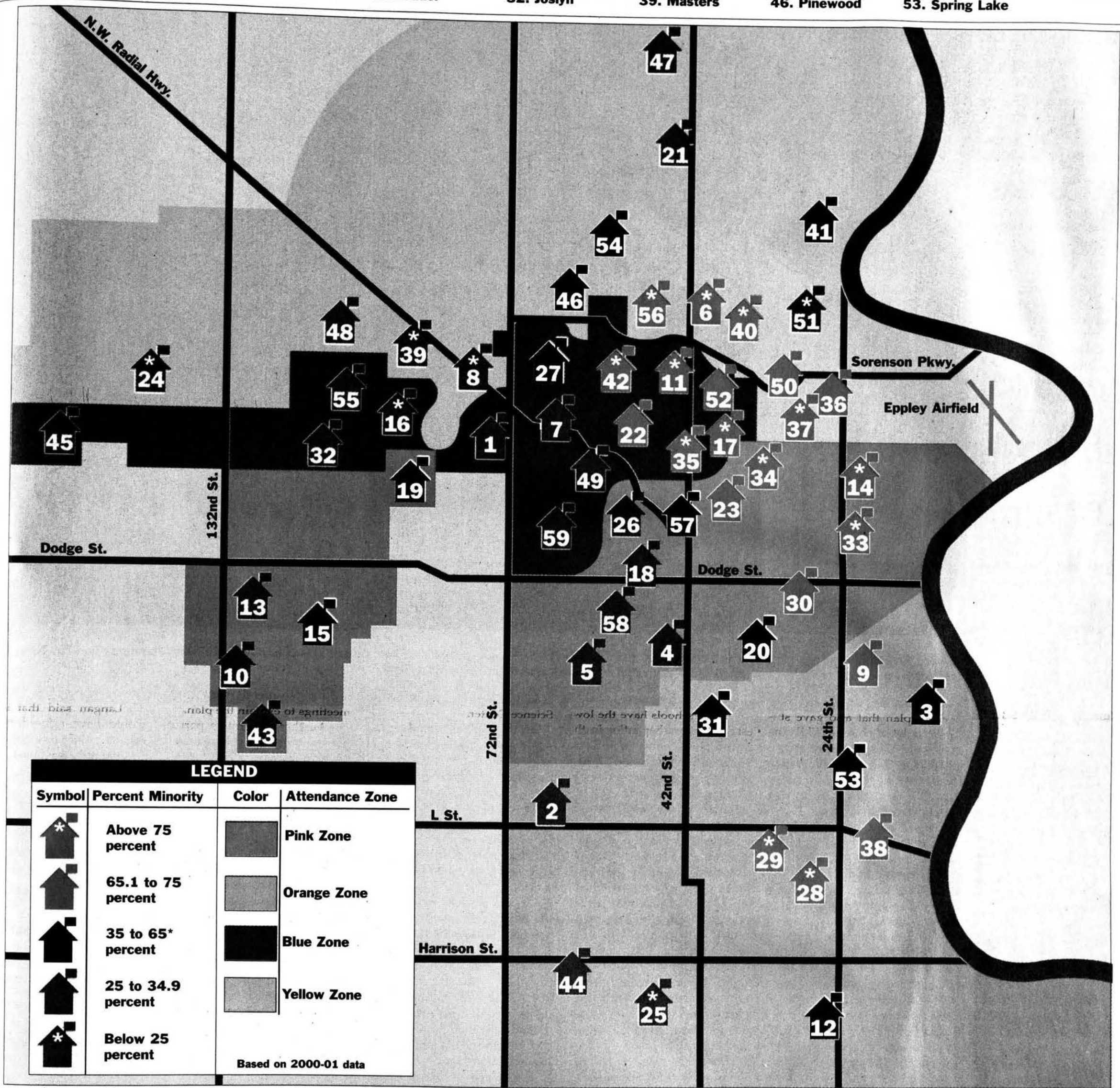


Three years after the Student Assignment Plan was started, the district continues to establish ways to increase voluntary integration. The magnet and academy program has increased, and more schools are offering more incentives.

The primary divides in OPS

Where minority and white students attend school, and how it has changed since busing ended

SCHOOL INDEX FOR MAP (ordered alphabetically)									
Adams	5. Belle Ryan	12. Chandler View	19. Edison	26. Harrison	33. Kellom	40. Miller Park	47. Ponca	54. Springville	
Ashland Park	6. Belvedere	13. Columbian	20. Field Club	27. Hartman	34. Kennedy	41. Minne Lusa	48. Prairie Wind	55. Sunny Slope	
Bancroft	7. Benson West	14. Conestoga	21. Florence	28. Highland	35. King Primary	42. Mount View	49. Rosehill	56. Wakonda	
Beals	8. Boyd	15. Crestridge	22. Fontenelle	29. Indian Hills	36. King Science	43. Oak Valley	50. Saratoga	57. Walnut Hill	
	9. Castelar	16. Dodge	23. Franklin	30. Jackson	37. Lothrop	44. Pawnee	51. Sherman	58. Washington	
	10. Catlin	17. Druid Hill	24. Fullerton	31. Jefferson	38. Marrs	45. Picotte	52. Skinner	59. Western Hills	
	11. Central Park	18. Dundee	25. Gilder	32. Joslyn	39. Masters	46. Pinewood	53. Spring Lake		



*According to the 1970s decision, all schools must have a minority population within 15 percent of the district average. These schools are the only ones that do. Graphic by LUENINGHOENER/THE REGISTER

KEY FINDS OF 'PRIMARY DIVISIONS'

Percent Minority - 01			
Percent of minority students in each school in 2001-2002 school year, three years after forced busing was ended.			
Kennedy	96.8	Chandler View	38.1
Druid Hill	94.9	Pinewood	37.6
Wakonda	93.6	Crestridge	35.8
Mount View	91.4	Rosehill	33.8
Conestoga	91.1	Ashland Park	33.5
Lothrop	90.6	Dundee	33.2
Catlin	89.8	Benson West	33
Miller Park	89.8	Beals	32.6
Central Park	88.5	Florence	31.5
King Primary	87.5	Catlin	30.9
Belvedere	85	Adams	30.5
Indian Hills	82.7	Harrison	30.3
Skinner	81.9	Washington	29.3
Saratoga	80.8	Prairie Wind	27.3
Kellom	79.4	Western Hills	27.3
Highland	75.8	Belle Ryan	27.2
Marrs	74	Sunny Slope	26.6
King Science	70	Oak Valley	26
Castelar	69.3	Masters	24.8
Jackson	67.4	Dodge	24.5
Fontenelle	66.8	Pawnee	24.5
Walnut Hill	63.5	Gilder	24.4
Spring Lake	61.9	Joslyn	23.4
Hartman	54.4	Sherman	23.1
Field Club	53.6	Fullerton	21.4
Bancroft	50.9	Boyd	21.1
Minne Lusa	47.7	Ponca	19.3
Jefferson	42.2	Columbian	16.6
Springville	41.6	Picotte	14.9
Edison	38.6		

Percent Minority - 99			
Percent of minority students in each school in 1999, the last year of forced busing. Schools with N/A were non-existent that year.			
Mount View	93.8	Pinewood	33.9
Wakonda	85.6	Ashland Park	33.8
Belvedere	82.8	Sunny Slope	33.8
Central Park	79.3	Belle Ryan	33.6
Skinner	77.4	Springville	33.3
Indian Hills	73.6	Dundee	32
Miller Park	73.5	Dodge	31.4
Franklin	70.1	Adams	30.7
Fontenelle	68.7	Edison	29.5
King Primary	65.7	Boyd	29.1
Marrs	65.3	Pawnee	27.8
Highland	64.1	Joslyn	27.7
Saratoga	63	Masters	27.2
Lothrop	59.4	Prairie Wind	26.5
Walnut Hill	58.5	Washington	26.3
Kellom	56.4	Chandler View	24.8
Kennedy	55.8	Oak Valley	24.5
Hartman	54.8	Harrison	23.6
Spring Lake	53	Catlin	21.4
Sherman	49.6	Gilder	21.1
King Science	48.6	Rosehill	20.3
Conestoga	45.3	Florence	19.7
Beals	44.6	Columbian	15.7
Bancroft	44.4	Fullerton	14.6
Benson West	43.7	Picotte	13.8
Field Club	43.4		13
Minne Lusa	42.9	Druid Hill	N/A
Crestridge	40.7	Castelar	N/A
Western Hills	39.3	Jackson	N/A
Jefferson	34.3		

Percent change - 99-01			
Percent of change in minority enrollment between the end of busing and last year. The first three schools were singled out in the 1970s as racially segregated.			
Conestoga	45.8	Pinewood	3.7
Kennedy	41	Gilder	3.3
Lothrop	31.2	Washington	3
Kellom	23	Belvedere	2.2
King Primary	21.8	Oak Valley	1.5
King Science	21.4	Dundee	1.2
Franklin	19.7	Picotte	1.1
Saratoga	17.8	Columbian	0.9
Miller Park	16.3	Prairie Wind	0.8
Rosehill	13.5	Adams	-0.2
Chandler View	13.3	Ashland Park	-0.3
Florence	11.8	Hartman	-0.4
Highland	11.7	Fontenelle	-1.9
Field Club	10.2	Mount View	-2.4
Catlin	9.5	Masters	-2.4
Central Park	9.2	Pawnee	-3.3
Indian Hills	9.1	Joslyn	-4.3
Edison	9.1	Crestridge	-4.9
Spring Lake	8.9	Belle Ryan	-6.4
Marrs	8.7	Dodge	-6.9
Springville	8.3	Sunny Slope	-7.2
Wakonda	8	Boyd	-8
Jefferson	7.9	Benson West	-10.7
Fullerton	6.8	Western Hills	-12
Harrison	6.7	Beals	-12
Bancroft	6.5	Sherman	-26.5
Ponca	6.3	Druid Hill	N/A
Walnut Hill	5	Castelar	N/A
Minne Lusa	4.8	Jackson	N/A
Skinner	4.5		

TIMELINE OF EVENTS

The events leading up to the end of forced busing took almost



50 years. Here's a quick look at some of the major events that shaped the creation of the busing plan, and the occurrences that led to its eventual scrapping.

May 17, 1954

U.S. Supreme Court, in the landmark case *Brown vs. Board of Education*, rules separate schools "inherently unequal."

1971

U.S. Supreme Court rules that federal courts may order busing to desegregate schools.

1973

Justice Department and a group of black parents and teachers sue Omaha School District, saying schools are illegally segregated.

1974

U.S. District Judge Albert Schatz rules OPS segregation was not intentional or illegal.

June 12, 1975

8th U.S. Circuit Court of Appeals reverses Schatz, finding that the Omaha School District intentionally segregated schools. District is ordered to desegregate faculty immediately and desegregate students by 1976 school year.

Nov. 11, 1975

U.S. Supreme Court refuses to hear OPS' appeal.

April 27, 1976

Schatz approves first desegregation plan.

Sept. 7, 1976

Plan goes into effect with 9,300 students being bused to schools in neighborhoods for racial diversity.

Sept. 17, 1984

Court supervision ends. OPS is ruled a "unitary" district. District no longer has to approve school closings, renovations or new openings with the court. District pledges to maintain integrated schools.

Oct. 21, 1996

The Omaha School Board requested that superintendent Norbert Schuerman advance to the board a recommendation for a study of the district's desegregation plan.

May 20, 1996

The school board voted not to extend Schuerman's contract past August. Before the 1996-97 school year, John Mackiel is named the next superintendent of OPS.

Sept. 22, 1998

Omaha School District task force votes 19-4 to recommend the integration plan for elementary and middle school students be changed to a "controlled choice" system.

Nov. 19, 1998

United States Court of Appeals rules that race cannot be used in assigning kindergarten through twelfth grade public education schools. This eliminated Boston Public Schools' policy of deciding entrance to magnet schools based on race.

Jan. 20, 1999

Superintendent Mackiel proposes an end to busing. He recommends that all elementary and middle school students be allowed to attend neighborhood schools, and the magnet program be increased. His plan hinges on a multi-million dollar bond project.

Fall 1999

The \$254 million bond project is put to a public vote and approved. This allows OPS to take major steps in making all of schools in the district equal, a major part of the new Plan.

Where it all began

The 8th Circuit Court once singled out Howard Kennedy as a segregated school. Three years after busing ended, the school's demographics are almost the same.



Photo by JOE MEYER/THE REGISTER

Howard Kennedy principal, Julieta Clarke said she tries not to let the demographics of her school affect her management. Kennedy had the highest percentage of minority students and most students receiving free or reduced lunch last year.

By Matt Wynn

If someone were to go back to Howard Kennedy elementary school after being away for 30 years, they might not notice anything different, former principal Juanita Moore said.

The school's minority population is still hovering around 97 percent, much like it was before busing was put in place.

A large number of children still come from poverty, as almost 90 percent of the students receive free and reduced lunch.

Moore said if she didn't know better, she might think nothing has changed, too.

But something did change.

Thirty years ago, the 8th Circuit Court of Appeals singled out Kennedy as being illegally segregated. They ruled that its high minority population proved that the district was intentionally trying to keep black students separate from whites.

As a result of its finding, the courts forced the entire district to integrate, and forced busing was the best means to reach that end.

Moore said she can understand why the courts chose to single out Kennedy, but the school wasn't the only problem

in the district.

"Of course Kennedy was selected. But there were also schools on the other side of the spectrum, schools that had hardly any blacks," she said.

So for more than 20 years, buses roamed Omaha, transporting students in order to achieve racial balance at schools.

To further reinforce the plan, Howard Kennedy was switched from a school that could serve students from kindergarten through sixth grades to a primary center, where only kindergarten through third grade was taught. White students from Harrison Elementary were bused in for second grade, and white students from Dundee were bused in for third grade.

The staff of Kennedy had to box up all of the books, lesson plans, chalkboards and other supplies that previously had been used to teach the intermediate grades, fourth through sixth. At the same time, other staff members had to unload boxes of extra supplies for primary students downstairs.

During the first few years of busing, things were done very differently than they were

towards the end.

Instead of picking up kids close to home, buses would go to home schools, where the children would be picked up and taken across town.

The result, Moore said, was less than ideal. By going to their home school in the morning, children could tell they were being sent somewhere they didn't belong.

"It was just so hectic... the kids didn't even want to leave the school," Moore said.

But still, she said, she supported the plan to bus students. She had always thought Howard Kennedy had been getting less than it deserved.

And she thought it was a good idea to mix students of all races at a young age.

The switch to busing eased the strain on the school, too.

Before busing, Kennedy held 582 students, and Moore was the only administrator at the school. She said she applied to get an assistant, but never received one.

But as soon as busing was in place, Kennedy was fully staffed, including an assistant principal.

Of the 582 students at Kennedy prior to busing, only

ten were white. But after the change, Moore started noticing a difference. She remembers walking through the halls and looking in classrooms, where occasionally there would be even more whites than blacks.

Moore said the plan helped out exactly whom it meant to, the kids.

"Many of the white kids who came from other schools looked at blacks differently. They thought they were better, maybe. But then they became friends," Moore said.

Today, there is no forced busing, and the current principal of the school, Julieta Clarke, is in the interesting position of trying to build a top-notch school, even though tapping into other neighborhoods for successful students is not feasible.

Clarke faces many of the same problems Moore faced.

She also had teachers leave because of busing. But in her case, she said teachers left because black students were coming back.

Today the school has only nine non-minority students.

Most of the students still come from poverty. She said she

attributes most of the school's problems not to students, parents, or teachers, but to the makeup of the city.

That is one thing that busing couldn't change.

Omaha still has very distinct lines between the haves and the have-nots, she said, and Kennedy just happens to be located in an area with more have-nots.

But she has noticed something that Moore may have missed. It has been three years since the new plan was implemented.

There is now a handful of students who started school at Kennedy in first grade and have never left.

Those students, said Clarke, are now performing particularly well in school, both academically and behaviorally.

It's the kind of thing that makes the future of Kennedy look bright, she said.

"I think over a period of time you'll see more improvement and progress," she said. "I think in three more years, we'll be right where we need to be."

ADDITIONAL REPORTING BY JOE MEYER/THE REGISTER

Central vs. Tech: How desegregation made the final choice

By Matt Wynn

Central is larger than ever before. With almost 2,500 students, the school is now looking to relieve the problems of overcrowding.

But Central's current population doesn't compare to Technical High School's when it was in operation.

The schools were archrivals for more than half a century. It was a rivalry that defined the athletics, recruiting, academics and the futures of both schools.

Today, Central remains, Tech doesn't. To some it's that simple.

But almost 30 years, ago, it was not. It was obvious OPS would have to purge a high school due to a decline in high school students, and the most obvious choice for the change

was either Central or Tech, since they were just over a mile apart.

To some, the decision to close Tech was simply the logical thing to do.

But to Lerlean Johnson, who was involved in the original desegregation case, it was a way of getting back at the black community for suing the district over segregation.

Tech High could hold almost 4,000 students comfortably. It contained an auditorium that is still considered by many in Omaha to be one of the best in the city. It had two indoor tracks and an indoor pool. It could accommodate home football and basketball games, too.

Tech also offered classes on welding, printing, automotive maintenance and countless other

trades, as well as the typical college-preparatory classes.

For over 50 years, the school enjoyed quite a reputation. It turned out graduates who went on to become famous in their own right, too.

Roman Hruska, a 1921 graduate of the school, became a U.S. senator.

Johnny Rodgers, the 1972 Heisman winner, played football for the school.

The school could include countless others in its list of distinguished alumni, too.

But Tech's reputation couldn't save it when it needed to.

OPS' attempts to integrate the high schools after the original lawsuit were extremely successful.

The minority population at

Tech went from 81.5 percent in 1975-76 to 34.1 percent in eight years. But the success in desegregation had not been matched with stable enrollments.

In 1975-76 the OPS high schools had 13,351 students. By 1982, that had dropped to 9,755.

A Task Force was formed in 1980 to look at the issue of school consolidation and identify what schools to consider.

The Task Force met 19 times to debate the issue, but voted overwhelmingly to close Tech.

By their reasoning, Tech students could easily be moved to Central, whereas students at other schools would have to go farther to reach alternate schools.

But immediately students and members of the black community protested.

Their solution? Close Central and move the students into Tech. That would fill the school and be cheaper in the long run. The Central building could be sold for a lot of money, and could be turned into a museum.

Central, they said, could hold fewer students and had fewer amenities. It should go.

But Tech lost. The 1983-84 school year was the last one held at the school.

After that it was emptied and turned into what is now the Teacher Administrative Center.

Johnson said she still thinks the school should have been saved.

"Keeping that place to help kids learn to build cars, they should have done that to help us," she said.



THE EDGE

Omaha Central High School's Newsmagazine

124 N. 20th St.

Omaha, NE

68102

AIDS

Heightened awareness of
deadly disease causes more
students to test for virus

The products of a former art teacher's
life act as testimony to her love for life,
beauty and art in all its forms

Circumstance, poor decisions lead one
Central senior to reevaluate her choice
to drink alcohol at parties

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THE EDGE

Omaha Central High School's Newsmagazine

MARCH 28, 2002

VOLUME 1, ISSUE 4

COVER STORY

Getting Tested

DANIELLE ROLLINS

2 HIV testing is often overlooked, making the disease more common among teens who think they can't catch it. One EDGE reporter followed a Central senior into an AIDS clinic to see what happened as he took what might have been the most important test of his life.

INPUT

3 Letter from the Editor

4 Letters to the Editor

OUTLOOK

HIV Awareness Overlooked

HIV and AIDS education is often ignored and pushed to the side. By failing to inform students accurately and fairly of the dangers that accompany unsafe sex, many are creating a larger problem.

Fights Hurt School's Image

Attacks on school grounds and numerous fights on school property lead many to believe that Central's violence level is out of control. Students should start taking personal responsibility for keeping the reputation of the school as it is.

They'll all Laugh at You

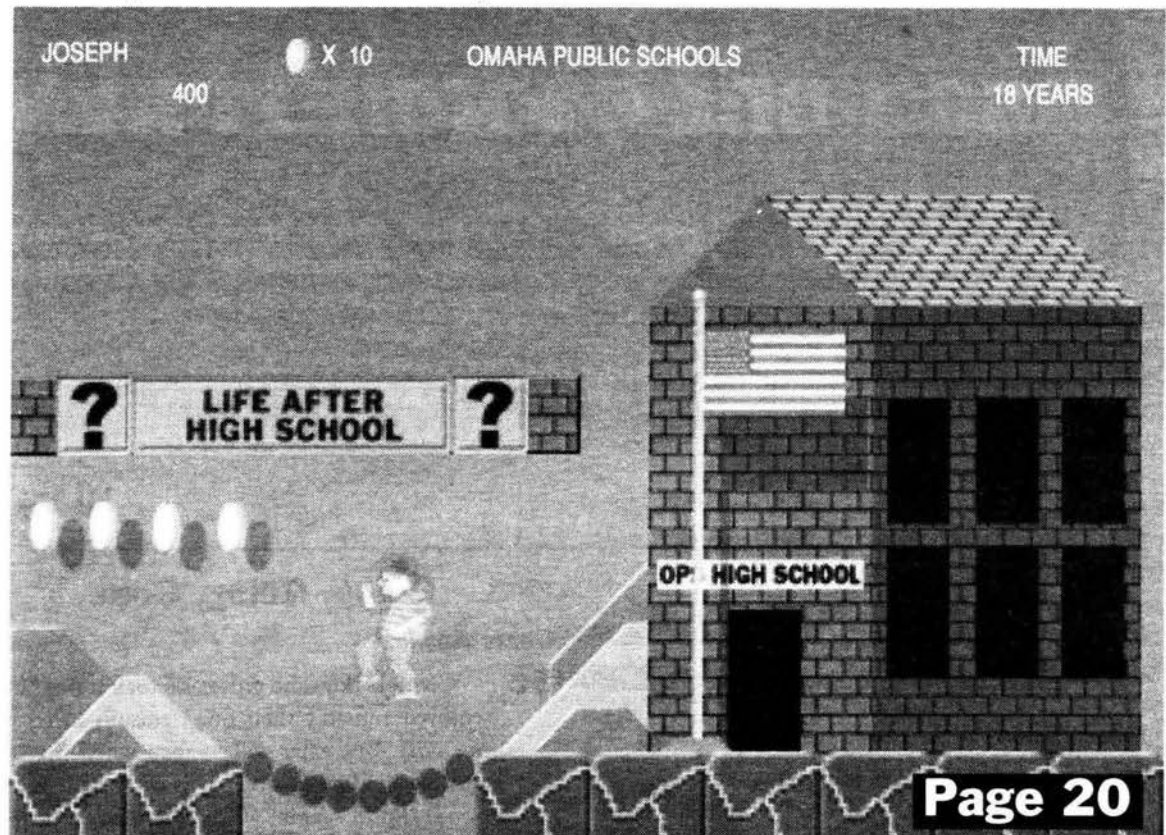
DANIELLE ROLLINS

4 Crashing the car leads to serious consequences. For this West Omaha teen, even getting to school on time became an everyday battle.

NEWS & FEATURES

Briefs and Quick Hits

Academic Decathlon team places third at state competition; Latino Leaders organize luncheon to raise money for scholarships; Student Democrats win honors for program; riverfront developments get extra boost from senate; singing group announces members for next school year.



GRAPHIC BY LUENINGHOENER

The Long Ride: An EMT's Account

DOUG MEIGS

9 According to one Emergency Medical Technician, an unusually high number of accidents happen on Prom night, and for obvious reasons. Too many teens drink and drive, and as a result, end up in trouble.

Living with Lupus

EMILY NEUMANN

11 Dominique Martin tries to keep a normal life despite mounting medical problems with the liver disease, Lupus.

Wasting Away

DANIELLE ROLLINS

12 After attending a party where she got drunk, acted stupid and did some things she would like to take back, senior Josey Danner reconsiders her decisions about drinking and alcohol.

The Waldorf Phenomenon

DANIELLE ROLLINS

16 An alternative curriculum is turning heads and enticing students with its original teaching methods.

Musician Jumpstarts Career

DOUG MEIGS

19 After moving to Omaha at the beginning of this year, junior Doug Hageman decided to use the Central music department as a springboard to bigger and better things.

Life After High School

DANIELLE ROLLINS

20 Choosing between college and a career can be tricky if you don't know all of the facts. Employers, college counselors and others are asked about the positives and negatives of both options, so you can make the best decision for yourself.

The Second Shift

DOUG MEIGS

26 Unable to support their families or themselves on their wages, many teachers are forced to take a second job in order to pay the bills.

Intentional Sunset

DOUG MEIGS

28 Former Central teacher, Zenaide Luhr's independence lives on through her original art work. Friends fondly remember her work, her contagious laughter and her zest for life.

"My reputation went sky high, people still come up to me and say stuff about it."

-Josey Danner, 12



Graphic By Lueninghoener

WASTING AWAY, page 12

THE ZONE

Spotlight: Kristen Kruger

DOUG MEIGS

- 31** New Central swimmer makes alternate at state. After prolonged absence from the sport, Kruger discusses why her returns to the water came so late in her high school career.

Flowers Does What's Right

TROY SCHULTE

- 32** Former Central running back gives up career for more important things. Flowers talks about what caused him to leave the sport that he loved and played for more than a decade.

Extraneous Phrases

DOUG MEIGS

- 35** Bo Jackson provides columnist with childhood rolemodel. Looking back on the memories, Meigs says the famous sports star now takes on a more realistic persona.

Going, Going, Gone

CHRIS APONICK

- 36** Central's boys and girls basketball teams both enjoyed arguably their finest seasons in recent memory. But what will happen when the star athletes graduate? Some say it will be a rebuilding year next season, while others says Central's depth on both squads means another trip to Lincoln.

LIFESTYLES

Artificial Intelligence

STEVE PACKARD

- 37** The idea that non-humans can develop some sort of intelligence has been a popular topic for ages. From the robots in H.G. Wells "The Time Machine," to the plotting computer Hal in, "2001: a Space Odyssey," the idea has always been intriguing. But would it ever really be possible to create a machine that acted like a human?

Plastic, Pink, Flamingoes

EMILY NEUMANN

- 39** Every Internet service provider wants you to think that it's "the other company" that's responsible for all the harrowing aspects of the information superhighway. But even their whining can't hide the truth: the Internet is a tangled web of useless information, excessive pornography and lies, lies, lies. If this is true, why do so many people in the world "go surfing" everyday?

Style: A Closer Look at Emo

KAITLIN BUTZ, DOUG MEIGS

- 40** Judging by the flavor of the local scene, Emo is quickly becoming one of the most popular styles of music and dress. Take a look at the clothes, the music and the attitudes that started it all. Some students can't stand this latest trend. Others say Emo is a way of life. What do you think?

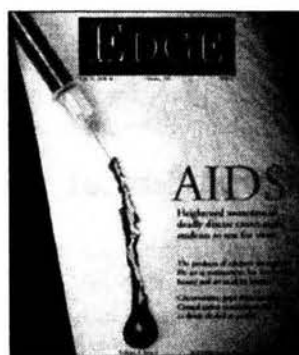
Science Fiction Movies

EMILY NEUMANN, KAITLIN BUTZ, DANIELLE ROLLINS

- 42** What is the fascination with things from other worlds and the future? Three EDGE staff members rented three old science fiction movies: "Godzilla vs. Mechagodzilla," "Rollerball," and "Invasion of the Body Snatchers." Some alleged experts say people like these types of movies because they usually show the universal topic of the struggle between good and evil. Is there always supposed to be a lesson? Others say they like science fiction movies simply because they're weird.

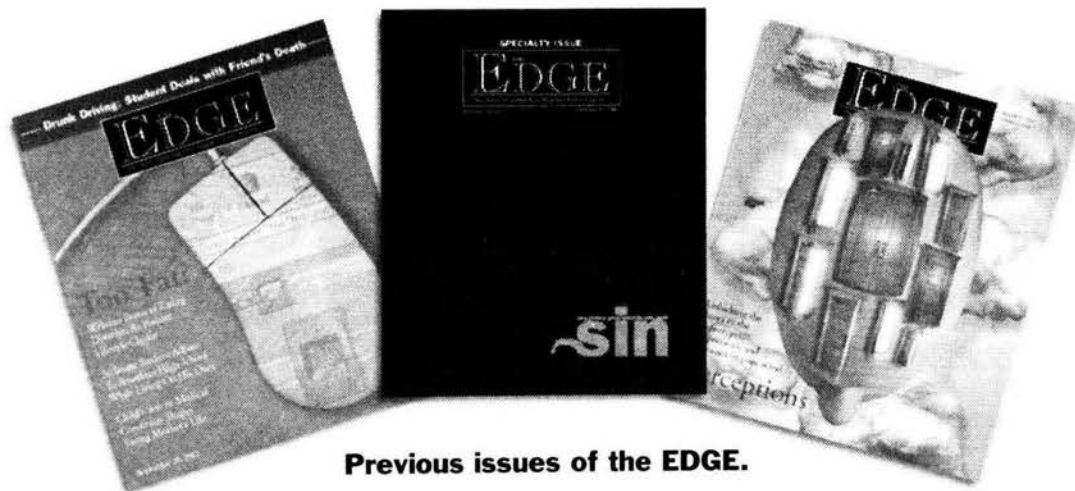
Cover

AIDS, one of the most deadly diseases on the planet, has become increasingly prevalent in society, making it more important now than ever before to take precautions both before and after sex. But some people are strangely apprehensive about having tests done, possibly because they believe it would require having blood taken. While that was the method of testing, it no longer is. Now the test is done orally.



Graphic By Lueninghoener

| letter from the editor |



Previous issues of the EDGE.

Dear Reader,

Welcome to a completely revamped EDGE.

In the past, we've always tried to include only the most newsworthy of feature stories, choosing to stay away from sports and the arts.

But our two newest sections, "the zone" and "lifestyles" focus on both of those topics, respectively. We've also added a section devoted to expressing the views and opinions of the EDGE staff, the "outlook" section.

One of the editorials closely related to our cover story is about informing teens of the lack of AIDS and HIV education. Encouraging students to seek information on this subject and protect themselves from the deadly virus is something that should be done on all fronts, both at home and at school.

In the EDGE's first sports feature, a former Central football star talks about his time on the Nebraska Cornhuskers under coach Tom Osborne. He talks about his love of the sport and what eventually caused him to leave the game for good: the birth of his daughter, Jasmyne.

Our cover story on AIDS awareness and prevention is similar to the features we've done throughout the year. For the story, one EDGE reporter followed a Central senior as he took what might have been the most important test of his life.

The story covers the problems of being unaware of the virus as well as many aspects of living with the virus.

"Intentional Sunset" is about the recent death of a former Central art instructor, Zenaide Luhr.

This feature takes a deeper look at the accomplishments of her life and focuses on some of the main reasons why this extraordinary teacher was so inspiring and independent.

The "Life after High School" piece informs students of some of the problems they may face in choosing between a job and a four-year university after they graduate.

Our story about the ill-effects of alcohol on the brain shows one Central student's regret over choices that she made while under the influence of alcohol.

Another story this issue about emergency medical technicians focuses on the problems of drunk driving after Prom.

Throughout all of the stories that went in this issue, the EDGE reporters worked to maintain the level of journalistic integrity that has always been upheld at Omaha Central High School. We hope you enjoy our latest edition, and, as always, we encourage you to let us know what you think.

Danielle Rollins, Editor in chief

EDGE

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The Omaha Central High School EDGE seeks to inform readers accurately and fairly as to items of interest and importance.

Recently the EDGE won a Best of Show award at JEA/NSPA's national journalism convention for its specialty magazine.

Unsigned editorials are the opinion of the EDGE staff and are not necessarily the opinions of Central High School or its faculty.

Signed editorials are the opinion of the author alone and do not reflect the opinion of Central High School or the EDGE staff.

Readers are encouraged to send letters to the editor to room 315.

Letters must include the author's full name and grade. The use of pen names is not permitted. Unsigned letters are not printed.

Letters may be edited for length, clarity, accuracy and taste. Letters containing substantial misrepresentation of fact are not considered.

The EDGE is published monthly by Central High School, 124 N. 20th St., Omaha, NE, 68102.

Required number of classes seems pointless

Dear Editor,

My classes are silly to me.

I am a senior and I only need five credits, but it is required to have six classes.

If student don't need that many classes to pass then don't give them that many unless they ask.

Angie Conry, 12

Locker location leads to big inconvenience

Dear Editor,

My locker sucks. It's on the third floor and I never go by it.

I should be able to pick my locker and my partner (not someone in my class). You know, come in during freshman orientation during the summer, look at my schedule and get a locker I want.

Jamie Baker, 10

Apathetic attitudes cause junior's disgust

Dear Editor,

I write to you concerning the most pressing problem that faces our school. On the whole our student body's social consciousness has become stagnant. This is the most evident in the reaction to your stories.

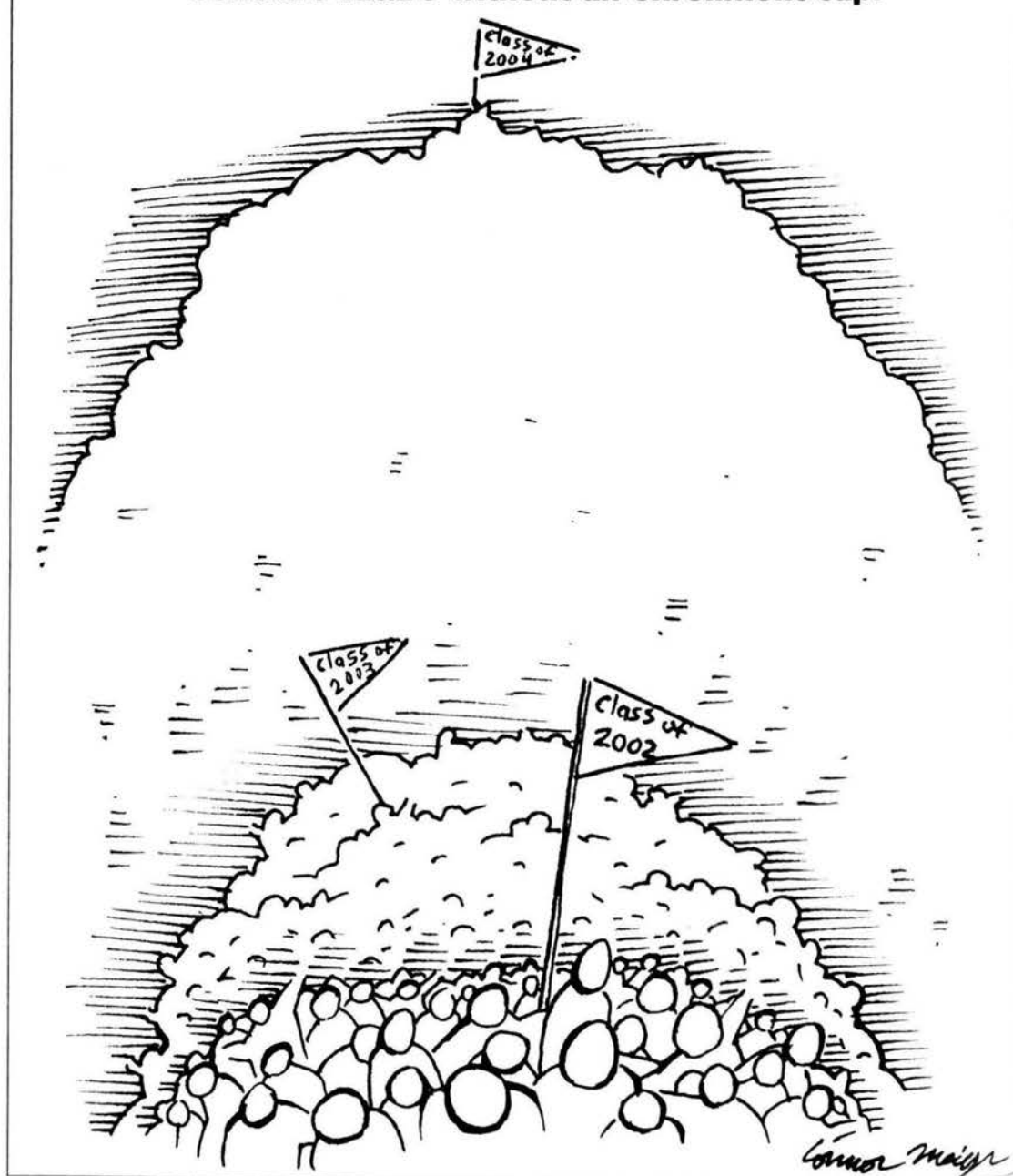
Earlier in the year Doug Meigs wrote a story about a homeless man. Rather than rushing to help the homeless, most kids just read the story and threw it away. Rather than giving donations like Minority Scholars tried to do, most students did nothing.

Since under-education is a huge problem, we could have helped the homeless earn GEDs and thus be more likely to be hired. However, for the most part, we turn a deaf ear.

It seems that this, more than any other year, violence has been a problem at Central. Why then do we teach our students violence through ROTC? Instead of preparing young men and women to wage war, why can't we teach them to wage peace? The program should be amended from preparing soldiers to preparing kids for social activism. There are several schools across the United States that also have a violence problem that teach meditation and non-violent conflict resolution. Through this, only an inevitable positive change could be made.

My hope is that the *Register* continues its hard-

Central's future without an enrollment cap.



hitting form of journalism, especially concerning proposed amendments to the school board, social woes and positive accomplishments of students.

John DeMott, 11

Need for enrollment cap becomes apparent

Dear Editor,

Remember when everyone was talking about how large the freshman class was this year?

Well, now it seems that next year Central is going to be even more full than ever before.

Some action needs to be taken by the school to cut down on the rising number of incoming

students.

Next year will be bad enough with all of the renovations going on both inside and outside of the building.

To try and shove all of the students who want to come here into the building next year would be a huge mistake.

Obviously the school needs to put a limit on the number of new students entering Central next fall.

There are a few ways to do this. First, the school could have the enrollment policy be "first come, first serve" by allowing the students in Central's attendance area get the first spots and then have a lottery for any spots that might be left over.

Another way to solve this problem is to go back to the old way of school selection where Central is not an option for students living some



areas of Omaha. Or we can just stop the recruiting efforts. They are obviously not needed.

Central prides itself on high academic standards, spectacular athletics, and large numbers of extra-curriculars.

This is why so many people want to come here. But the school does not have enough room for everyone and squeezing in too many students takes away from everyone's education.

Nora Prazan, 11

Too much kissing in hallways causes brothel-like atmosphere

Dear Editor,

On a regular, fine day as I was walking through the hall, on my way to my locker, I suddenly came to a stop. There, in front of my locker, were two people, mouths on top of each other, and hands... well, let's just say you don't wanna know.

Incidents such as this happens all the time, and for some unknown reason, those two people always pick the spot in front of my locker.

Why do people feel the need to lip-lock in-between classes?

Is there really a need for that? Frankly, the only solution that I thought of after I tapped them on the shoulder, asked them politely if they could move over, and said some rude, uncouth language, was to dangle a hotel key by the side of their faces.

So please, in the future, find another time and place to make out. I need to get to my locker and I need to get to it without fighting a war with the lip-lock brigade.

Sherry Wang, 10



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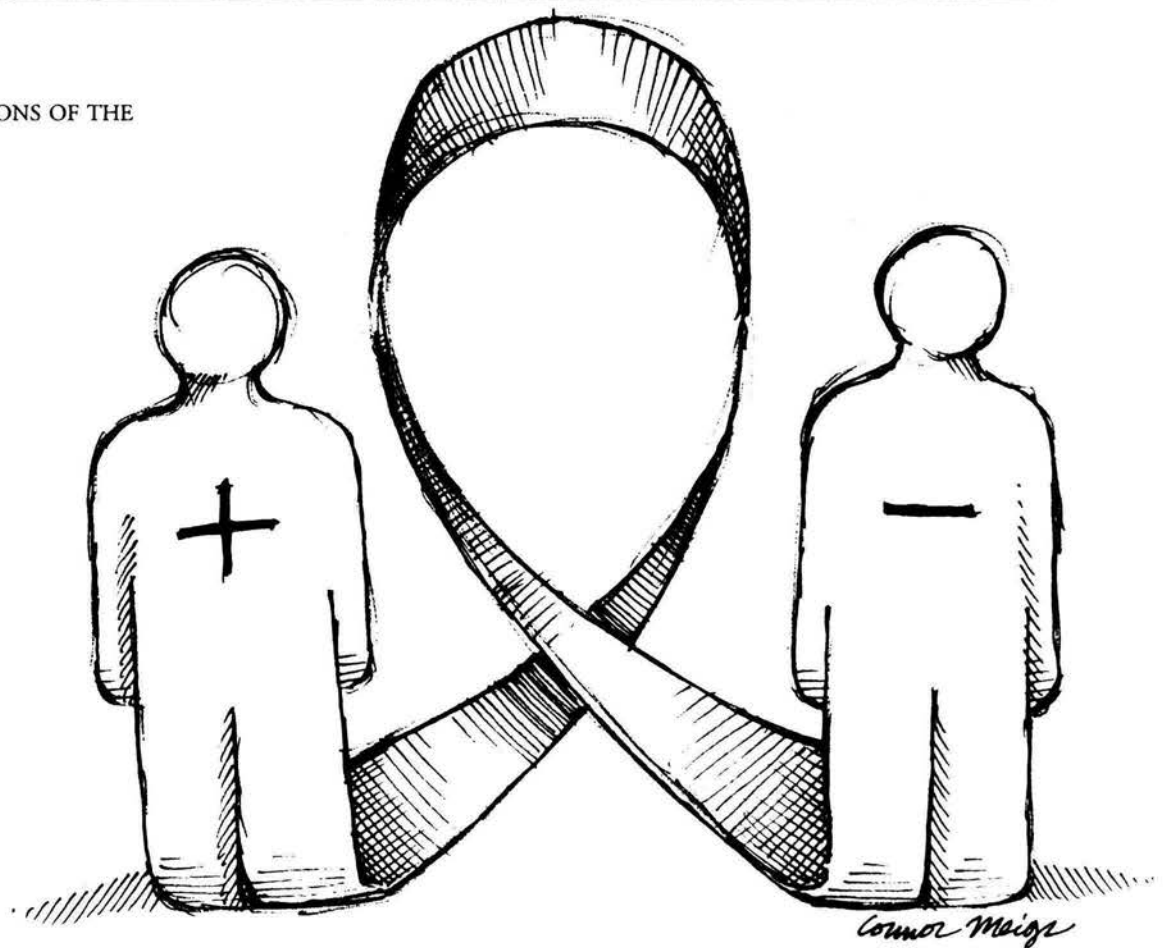
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EDITORIALS ARE THE OPINIONS OF THE
EDGE STAFF



HIV

awareness often overlooked

It could never happen to you, right?

You would never contract HIV. Not you. Maybe someone else, but not you.

HIV is on everyone else's mind, but not yours because it isn't possible for you to contract the virus.

It is something that has come to be expected, though.

Too often, teenagers view themselves as invincible. Too often, teenagers do not recognize the consequences of their actions until it is too late. Too often, teenagers just don't care.

Even when it comes to something as serious as AIDS, a deadly disease that cannot be cured, some teenagers could care less.

Combine that with the fact that the Nebraska Department of Education recently ended its HIV prevention teaching throughout the state and it is easy to see how little attention the disease is receiving among young people.

Ignoring this disease is terrible. HIV causes AIDS and AIDS is

deadly. It only takes one time to contract HIV. One time when you participate in unprotected sex or one time when you share a needle with someone else.

But if that isn't enough to convince you that HIV is a big deal, maybe the facts will.

According to statistics released by the Center for Disease Control last year, AIDS has been the fifth leading cause of death among people aged 25 to 44 in the United States since 1991.

The center concluded that most people who die because of AIDS in this age group probably contracted the virus when they were teenagers.

This situation is frightening. Obviously, HIV is a problem for teenagers. It has always been a problem for teenagers.

And now, more than ever, they need to know about the disease and know how to protect themselves from it.

Even in the district's Human Growth and Development classes,

which students have the opportunity to opt-out of, HIV is not given the kind of attention that it deserves. Students are taught about HIV during a unit that covers many other sexually transmitted diseases.

Students never learn the true importance of protecting themselves. They never learn about what living with HIV/AIDS is like.

It is never brought home for them.

Teachers spend more time explaining the importance of staying drug and alcohol free than they spend on explaining the importance of practicing safe sex to avoid contracting HIV.

And since students do not receive enough information about the disease at school, they are left to fend for themselves.

Many times, they will learn "information" from their friends and "valuable" resources like MTV and Comedy Central. Students also hear rumors about controversial subjects and accept them as fact without knowing the truth.

It would be terrible if that happened with this disease.

Informing people, especially teenagers, about the importance of practicing safe sex is the first step to try to stop the spread of HIV.

As long as students do not know the truth about this deadly disease, it will continue to spread. And as long as this disease spreads, it will continue to end many young peoples' lives too soon.

Throughout the years, students have not known the whole story about HIV. And students have responded by thinking they are not able to contract it at such a young age.

Stories about how devastating HIV and AIDS are to people with the disease and their families are plentiful in today's society. Schools are still ignoring the issue.

It is time for students, administrators and schools to dedicate themselves to eliminate the ignorance about HIV and AIDS. Go get tested. Go pick up a brochure. But whatever you do, be safe.

VIOLENCE tarnishes school's image

Central is finally living up to its alleged reputation.

For some reason when most Omahans think of Central they think of gangs, drive-bys, drug deals, fights, jumpings, and more fights. As any Central student or faculty member can see, such preconceptions are ridiculous.

Historically, Central is one of the safest schools in OPS, as well as the Omaha area.

Incoming freshmen are continually shocked by the drought of violence once a regular part of their middle school existence. That is, all incoming classes, with the exception of this year's batch.

This school year, Central's history of a safe school environment has ironically become more and more like the facade of its exterior.

Its south face stares out at the surrounding downtown.

With a projected sense of security, it looms up out of a neighborhood seldom walked after dark.

Stone columns support the school, suggestive of an environment impervious to danger.

But such is not the case, as many students are now realizing after crowding into and through the mass of students attending the almost regular brawls.

There have been more fights in the last two semesters than most students have seen in their entire

high school careers.

Never before have so many students decided to "duke it out" as frequently as this year. Both in and outside Central's walls, the almost common scene of young people congregating about the intertwined mass of spectators interested by a possibility of blood.

As far as fighting is concerned, much of the blame lies with the students. But it's become a much larger problem. With threats of police charges and stricter punishment, students will have to be wary mostly of revamped zero tolerance policies.

The policy appears to be working. However, whether the new rules will be effective or detrimental in the long-run is still uncertain.

Most likely some innocent students will be caught up in a minor verbal argument, their permanent records tarnished as a result. On the other hand, violently disruptive students may finally end up being

forced into the right direction by the wake-up call of an immediate expulsion. Then again, maybe that's what they wanted in the first place.

What is certain is that in light of the recent events ranging from fights to parking lot attacks, it is clear Central must take the initiative and reconsider its handling of student safety. It appears to have done so.

Maybe security guards need to be rearranged so as to enable more manpower at critical times of the day, such as before and after school.

Perhaps parking lots require better lighting, or maybe there needs to be increased surveillance of Central's grounds, at least during winter's early nights and pro-

longed darkness.

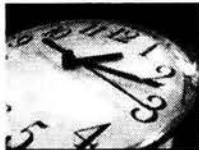
Whatever is to be done, let us not verify uninformed public perception. Most Central students have graduated without being confronted by any major dangers in their high school careers.

The vast majority hasn't ever been in a fight. How about providing a similar opportunity for years to come.

Central is not the typical inner city school. Don't let it disintegrate into one.

Or else, Central will have to acknowledge its physical illusion of security truly is a facade...Just another urban school in the heart of downtown America, where violence runs rampant and no one cares.





BRIEF MOMENTS IN TIME

2002-03 CHS Singers announced

Next year's CHS Singers have been selected.

Singers are selected for their musical talent and their ability to "blend with the rest of the group," vocal teacher Lynn Bouma said.

The roster for the 2002-2003 Singers is: Natalie Andreasen, Kaley Eledge, Katie Erikson, Megan Madison, Katie Musick, Icy Simpson singing Soprano; Sara Cowan and Kira O'Bradovich singing Soprano/Alto; Lauren Faulkner, Kim Pitlor, Norma Reynolds, Normesha Reynolds, Robyn Sorensen, Whitney Williams singing Alto; Aron Cobbs, Josh Koterba, Adam Lamb singing Tenor; Torrance Roland and Chase Thornburg; Nick Delman, Brian Fahey, Dennis Lett, Jason Nehrig singing Bass.

Student democrats honored for work

Central's Student Democrats were awarded the Harry S. Truman Award for volunteering and community work at the Harry S. Truman Dinner on Feb. 23.

Elected officials from the county administration as well as many from the state Senate were in attendance.

Ten students attended the dinner with a contribution from Kathleen Fahey, Student Democrat president Brian Fahey's mother.

Volunteer activities have included Sept. 11 aid, anti-domestic violence services and the annual "Omaha Central High School Coat Drive."

Latino leaders arrange scholarship banquet

Latino Leaders from Central and across the city agreed to work together to produce a Hispanic youth banquet that will be held at Central on April 20. The event is called "Generacion N."

The banquet is scheduled to be held in Central's courtyard and will feature Hispanic Heritage and tradition, like traditional dances and foods, as well as a talent show from invited students.

Proceeds from the banquet will go towards scholarships for Hispanics that she hopes will reach \$200 each to help pay for minor fees like books and supplies.

Academic decathlon team places third at state event

By DOUG MEIGS

Decathletes from all across Nebraska pencil in their answers in front of Creighton's crowded Student Center Ballroom on Feb. 16.

Hundreds of students, teachers and supporters watch for the typical wave of a pencil that signals a correct answer and posted score.

Myriad clusters of school pride intertwine to form a writhing mass of color, banners and support.

The room flows in a steady rise, clap, celebrate, reseat pattern as the competition cycles through its questioning of three decathlon divisions.

Stephen Bouma, one of the team advisers, is literally shaking in anticipation for the results. The teammates of the Central decathletes involved in the SuperQuiz sit in a group to collectively worry and celebrate the event that they have prepared for since last school year.

Next to Bouma, adviser Vicki Deniston Reed stares in contemplation at the floor.

Central and Burke fight to retain the lead, in the end Central comes out on top by one point to win the SuperQuiz.

Deniston Reed said the team that wins SuperQuiz usually wins the overall competition. However, such was not the case.

"If we win I'm going to cry," junior Melissa Hepburn said after the first victory. Im-

mediately following the SuperQuiz the awards ceremony begins, hopes of an overall Central victory ran high yet remain unrealized.

Burke in first, followed by Creighton Prep Central was awarded third.

Although she said that the SuperQuiz portion of the competition was a tremendous victory, it was still only part of the competition.

"They were really pretty happy. Nobody seemed to be blaming him or herself," she said. "They did a great job, but the other two just made more in the aggregate."

The final scores were relatively close. Central even greatly increased its score since last year, but so did Prep and Burke.

Senior Sloan Dawson said that Central's team did very well, especially considering that most of the team members were inexperienced.

However, this year's inexperience may give next year's team an additional edge for state.

Deniston Reed has taught decathlon since the 99-00 school year. Her first year as adviser the team was extremely inexperienced and didn't even make it to state.

As a whole, Central's decathlon has been gradually gaining more experience. Last year Central won with a very young team, most of which were first-year decathletes.

And this year built off those younger members' abilities. As for the future, Deniston-Reed summed up the team's hopes best, "I hope to win."

Riverfront development receives boost

By DOUG MEIGS

Construction and development are flooding Omaha's riverfront.

For the last six years, plans have been laid out for the works. However, their realities are just now in the process of being realized.

Despite dreams of a beautified Omaha riverfront, any plans were for the most part pipe dreams.

But then the U.S. Senate passed energy and water development appropriations that secured funding for projects along the Missouri river, such projects including the Lewis and Clark Plaza and Back to the River Trail, among others.

Keeping the ball rolling the senate again followed up with the Missouri River Valley

Improvement Act in 99, increasing funding for habitat revitalization and riverfront development and supporting the projects that are just now nearing completion.

Less than two miles away from Central, the developments will create a number of outlets for Omaha youths, John Royster, one of the Lewis and Clark Landing Park's original designers, said.

Considering the various projects closeness to Central, the construction will offer a number of leisure activities for the students to participate in.

Royster said that the plans for the riverfront will be quite spectacular. Not only will they provide beautiful scenery, they will make a valuable contribution to Omaha as a whole.



THE LONG RIDE

In the tracks of an emergency
medical technician

STORY BY DOUG MEIGS

GRAPHIC BY LUENINGHOENER

Upside down in a creek, their car lay partially submerged after the group of intoxicated youths careened off the road one winter.

One passenger had managed to escape and stumbled his way to the home of an elderly woman living in the area on the outskirts of Omaha. It was winter, around 20 degrees and freezing.

He broke into the house, got undressed and went to bed, Mike Stewart, the general manager of Rural/metro ambulance services, said.

Stewart and his coworkers received a call about a drunken youth involved in a break in. When they arrived at the scene, the incoherent youth made mention of a car accident. An hour-long search in the sub-zero temperature was immediately set underway.

It ended when a second passenger was found standing in the road beside the accident. Stewart said that her shoes and clothes were frozen to her body.

Three other youths lay dead, stuck underwater inside the car. Two more people were also stuck in the car, but were alive simply because the bodies of their friends held their own

heads above the water.

Such scenes haunt emergency medical technicians.

They are images that even after twenty years never fully go away.

They continue to occur, night after night, especially on Prom night, Stewart said.

Through his experience, Stewart said the more brutal accidents involving young people usually deal with alcohol and events like Prom.

He said it has happened in the past, it will happen this year and it will keep on occurring in the future.

"Obviously I hope that there are no accidents. I truly believe the kids of today are better informed. That's not to say they don't drink and drive. I'm not that naïve, but I'd like to think they know more about what they are doing," Stewart said.

In response to such situations many students at Central act as designated drivers.

Katie Boone, a Central junior, is

the designated driver for many of her friends and said, if need be, she will act as one after Prom.

"It's not a burden, but I don't enjoy it either," she said. "If I were pulled over I'd get in trouble, but I'd rather get in trouble than have my friends get hurt."

"I think it's stupid if they know they're going to drive drunk. Don't drive, call someone to pick you up, or stay the night there. It's not that hard."

Boone said she has some comprehension of the effects of drinking and driving through the death of a family friend.

When she was young, one of her sister's friend's car was blindsided by a drunk driver.

The driver hit the passenger side where the girl was sitting, putting her in a coma that she didn't come out of.

The situation showed Boone the emotional tragedy that goes along with such an accident. Her sister was traumatized.

"After hearing of so many hor-

rible crashes you would think they'd learn or at least acknowledge it," she said.

She said it should be obvious that drinking and driving is stupid, but Central students will probably do it anyway after Prom.

Stewart would definitely agree, and he knows from experience, having worked with Rural/metro ambulance service for the last 30 years.

He began as an entry-level emergency medical technician and has since worked his way up to the general manager.

Over that time he has been witness to more accidents than he cares to remember.

"The typical one [accident] is atypical," he said. "It's very different. Any time drinking and driving is involved you tend to lose."

With up to 30 calls a day, he has seen practically everything. However, with alcohol involved, the result is always predictable.

"One of the things we tend not to remember is specific calls. I've

been on a number of calls that involved high school kids and drinking and driving. That can be a pretty visually impacting scene."

In response to problems with drinking and driving, many schools across the nation are participating in demonstrations that vividly illustrate accidents involving young people drinking.

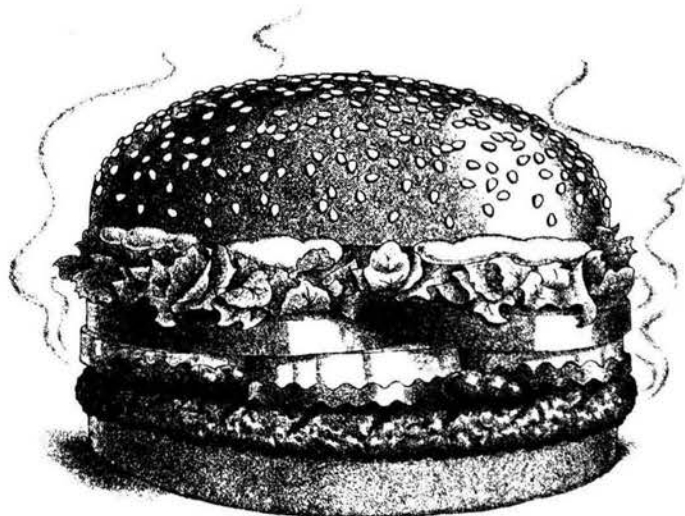
Although Stewart said no OPS schools are involved in such demonstrations, he said they serve brutally honest educational services.

The scene covers every aspect of the accident from the collision, to the call, medical treatment and even simulated death, bringing the issue to a personal basis with students.

Hopefully Stewart won't have to arrive at any accidents where alcohol and teens meet this Prom.

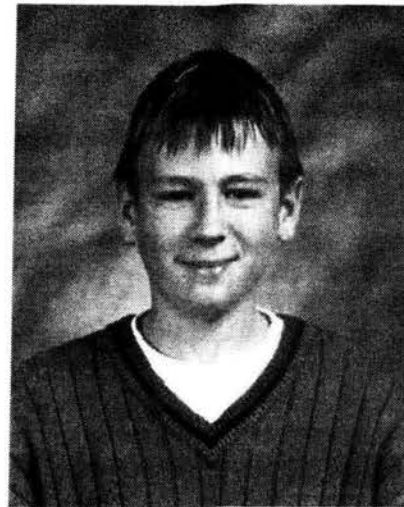
He said he is hopeful that he won't have to see another dead, dying or intoxicated high school students sprawled out in the road, especially on April 13.

We only make it one way. your way.

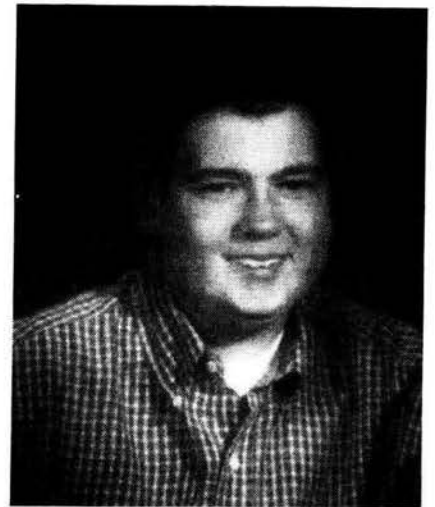


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Living with LUPUS



Before



After

Dominic Martin's school photos show the physical changes in his body since he was diagnosed with Lupus. He gained weight in his face from medication and his skin grew pale and gaunt.

STORY BY EMILY NEUMANN
PHOTOS COURTESY OF THE MARTINS

Dominic Martin's resilient attitude toward life reflects onto how he deals with his illness: Systemic Lupus.

He calls his five trips to the hospital "no big deal" and tries to maintain a positive attitude.

Before his disease, he ran track and worked on the stage crew at his school.

At first he had joint pain and extreme fatigue.

After a while he developed a rash on his face and blisters on his hands.

He was tested for Mono numerous times, but the tests never came back positive. He lost weight, developed viral infections and underwent extensive blood testing.

In March of 2000, after seeing a series of oncologists, Martin was referred to a rheumatologist.

It was then that he was diagnosed with Systemic Lupus.

His parents researched Lupus on the Internet and talked to the doctors to gather information.

He said he had never heard of the disease and did not imagine that it would cause him to change his life as much as he had to.

"I didn't think it sounded that bad," Martin said.

He knew that he would have to change his routine a little bit.

Because his joints hurt he knew he would have to quit track.

What Martin did not realize was that Lupus would cause him to miss numerous days of school and prevent him from having the social life of a normal high school kid.

Though Martin is not constantly hospitalized, he is often too tired to go out with friends.

A while after Martin was diagnosed, he was admitted to the hospital with kidney failure. Martin said he is lucky to have friends and family to assist him through some of the harder times in his life.

The team of doctors working with Martin was very open and personable, and the nurses enjoyed spending time with him.

"We all think Dominic is a great kid and we love his family," Sherri Heavey, a nurse at his hospital, said.

The teachers and principal at his high school were supportive of Martin's unique situation and he

was allowed to make up his missing credits over the summer.

He finished all of his classes except English, which he is finishing this semester.

In spite of missing days this year, the school has promised that he will be given a diploma in May no matter what.

A number of students at his school expressed concern and interest in what he was going through.

Many of his closer friends stuck with him during his entire struggle.

Martin plans to attend college in the spring and work toward a career in elementary education.

He wants to attend UNO for his freshman year so he can be close to home, just in case anything goes wrong.

If all goes well there, he hopes to move out to Kearney.

His kidney function has been getting progressively better and he will probably not need a transplant as doctors earlier thought.

Instead the doctors hope to put his Lupus into remission and help him back to the life he deserves to live.

Remission, however, is not a

cure.

The possibility of another hospitalization will always be there, but they are focusing on other things.

The Martins had to make some adjustments for Dominic's illness, but they try to keep the house running as smoothly as possible.

"We had to learn to change our priorities," Dominic's mother, Terrie said. "We had to use our time to create quality."

Terrie said that the changes in her son's life have affected him, but he tries not to allow them to bring him down.

"I think it has really been an emotional roller coaster for him, but he wouldn't tell you that," she said.

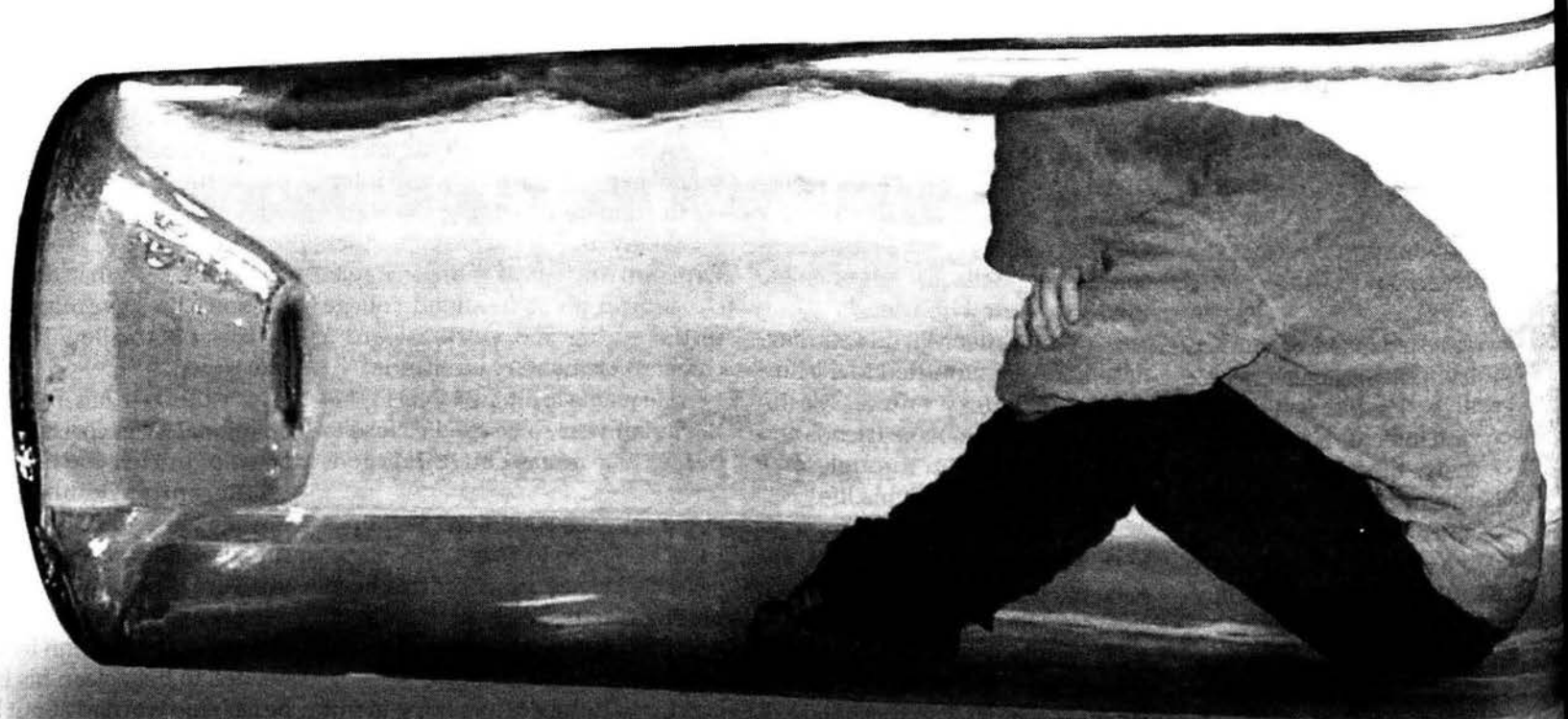
Recently, Dominic has been healing. In addition to his kidney function getting better, his blood pressure is beginning to go down.

He was hospitalized because there was an infection in the line he needed to help clean his blood, but he isn't too worried about the recent development.

He is positive about his future, and hopes to move on and get back to a normal life.

It may start out as a social drink. It's something to bring a little life to the party. Then one drink turns to two, three drinks turn to five. Suddenly you have no control over what you think and how you behave. You're acting wildly, talking loudly and getting much angrier than you should about little things. When you wake up, you don't know where you are or what you did last night.

WASTING **AWAY**



“It (alcohol) was the master. I did what I had to do to get more. As far as what alcohol will make you do, there is no limit. There are people who get drunk in Omaha and end up in Alaska.”

STORY BY DANIELLE ROLLINS

ILLUSTRATION BY LUENINGHOENER

***Because of security reasons associated with AA and alcohol help lines, neither Louis nor Dennis were able to release their last names.*

Josey Danner is a senior now and does not drink nearly as often as she used to.

She used to drink often. Her junior year, Danner said she would attend parties frequently. And, frequently, she would get drunk.

Danner said she remembers one party in particular.

It was at the beginning of her junior year, a party with the “A-team,” a group of the more popular kids from school, she said.

She had five screwdrivers, drinks consisting of orange juice and vodka. After a while, she didn’t have much control over what she was doing or how she was acting.

That night, Danner lost her virginity. She said she probably wouldn’t have done it if she hadn’t been drunk.

Because it was with a more popular guy from school, Danner said people who hadn’t even been at the party were talking about it the next day.

“My reputation went sky high,” Danner said. “People still come up to me and say stuff about it.”

Though Danner continued to drink that year, she said she thinks she has become more responsible now, and tries to keep her drinking down.

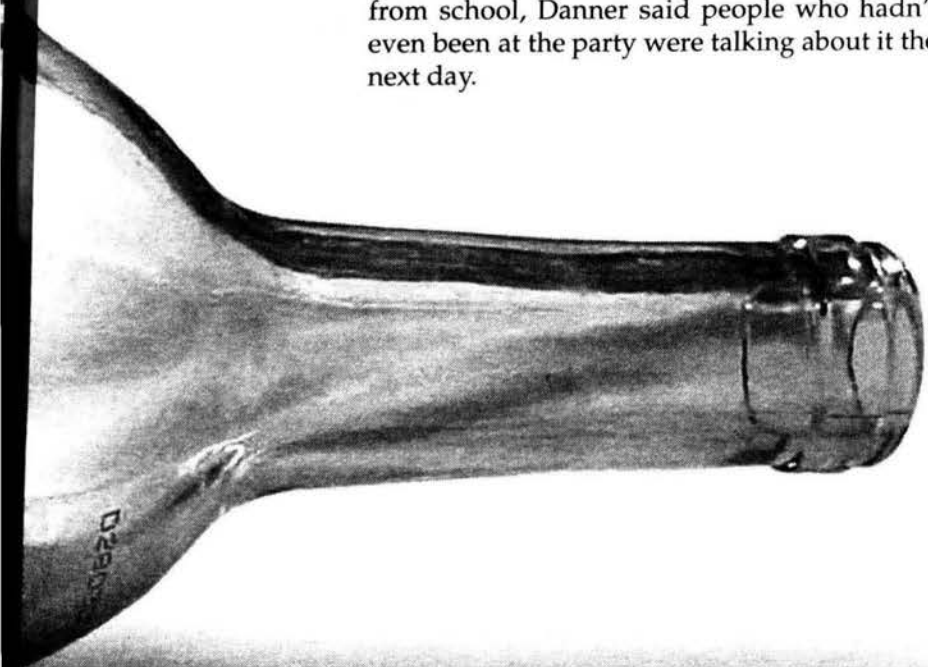
Louis* is a certified Alcohol and Drug counselor at the Alcohol and Drug Abuse Detox Rehab Treatment Center.

He added that alcohol eats away at the body and the mind, killing brain cells and leaving the brain unable to function correctly.

He said extensive drinking can cause a “brain dead” effect, eventually leading to wet brain or turning the body into a “vegetable.” In such cases, the brain loses the ability to make conscious decisions.

Louis said depending on the size and weight of the individual, the human body can safely consume one ounce of alcohol an hour without feeling the effects.

He said after about a pint of alcohol has been consumed, one can go into what is some-



times referred to as the "blackout stage."

At this point the person is no longer able to comprehend what is happening to him and, most likely, will not remember what he did after he sobers up.

For Danner, this meant acting goofy and loud.

She said she always tried to be the center of attention or the life of the party. The alcohol would make her act out in a way that she never would under normal circumstances.

And it would make her do things she never thought she would do before. Now she said she tries to be more careful when she is drinking.

She said she doesn't drink nearly as often as she once did.

When she does drink, she has friends keep an eye on her to make sure she won't do anything she will regret.

This way, she won't wind up in a situation she can't control.

She said it is because of her close friendships that she does not feel the need to get drunk at parties any longer.

Most of the time, however, she controls her alcohol intake.

Sometimes she even volunteers to be the designated driver, and doesn't drink at all.

Danner said she still knows people who drink too much and act differently than they would had they been sober.

She said that now she realizes how foolish they look.

She said they act stupid and don't realize how they are behaving.

Danner was lucky to stop binging on alcohol when she did.

Although she did some things she may regret now or in the future, there are others who will not realize their mistakes until it's far too late.

For Dennis*, this would take over 30 years. Dennis was the man on the other end of the phone line at Alcoholics Anonymous' main number.

For around 35 years, Dennis was an alcoholic.

Until he joined Alcoholics Anonymous and gave up drinking, he said there was nothing worthwhile in his life.

When he gave up drinking, and joined AA to go through its twelve-

step plan, he said his life turned around.

"Everything in my life that is good is because of AA," Dennis said.

He found a steady job and stopped having marital problems, two things that had never happened while he was involved with alcohol.

Dennis said that while he was under the influence of alcohol, he was unable to think clearly about the consequences of his actions.

Certain types of alcohol would make him act in different ways. Whiskey would make him mean, beer and vodka would make him act happy and carefree.

Dennis said he had no control over how the alcohol would make him act or what the alcohol would make him do.

"It was the master. I did what I had to do to get more," he said. "As far as what alcohol will make you do, there is no limit. There are people who get drunk in Omaha and end up in Alaska."

Dennis said the most dangerous consequences of alcoholism are the actions of the victim while under the influence.

He would hurt people who were important to him and do things that were very irresponsible or foolish.

He said while under the influence of alcohol, people would do things they would never dream of doing while sober.

He said an alcoholic's actions could hurt himself as well as those around him.

Louis said while people are drinking, they are unable to think of how their actions will affect them in the future.

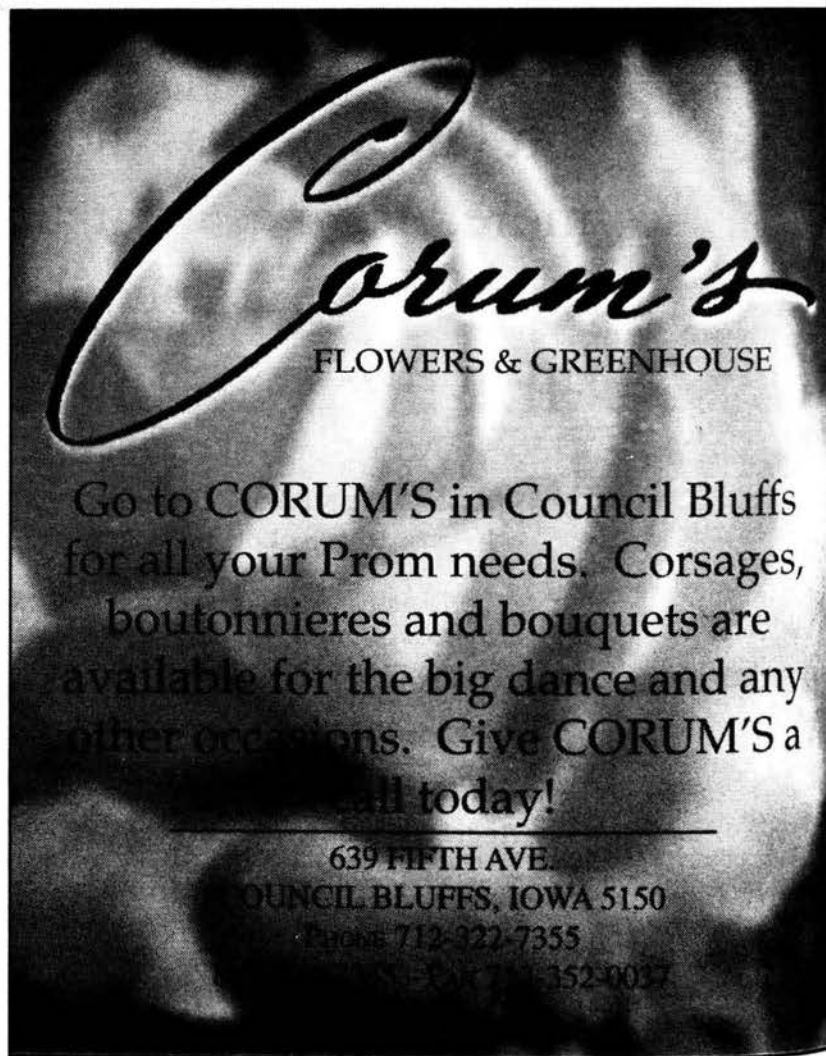
He said some people get violent, and other people drive while drunk.

In extreme cases, he said some will commit rape or murder.

After a sufficient amount of alcohol, Louis said part of the brain would black out. This is what causes people to behave in ways they normally would not imagine.

Danner said she is lucky that, now, she has a group of friends who try to keep her responsible and who try to look out for her.

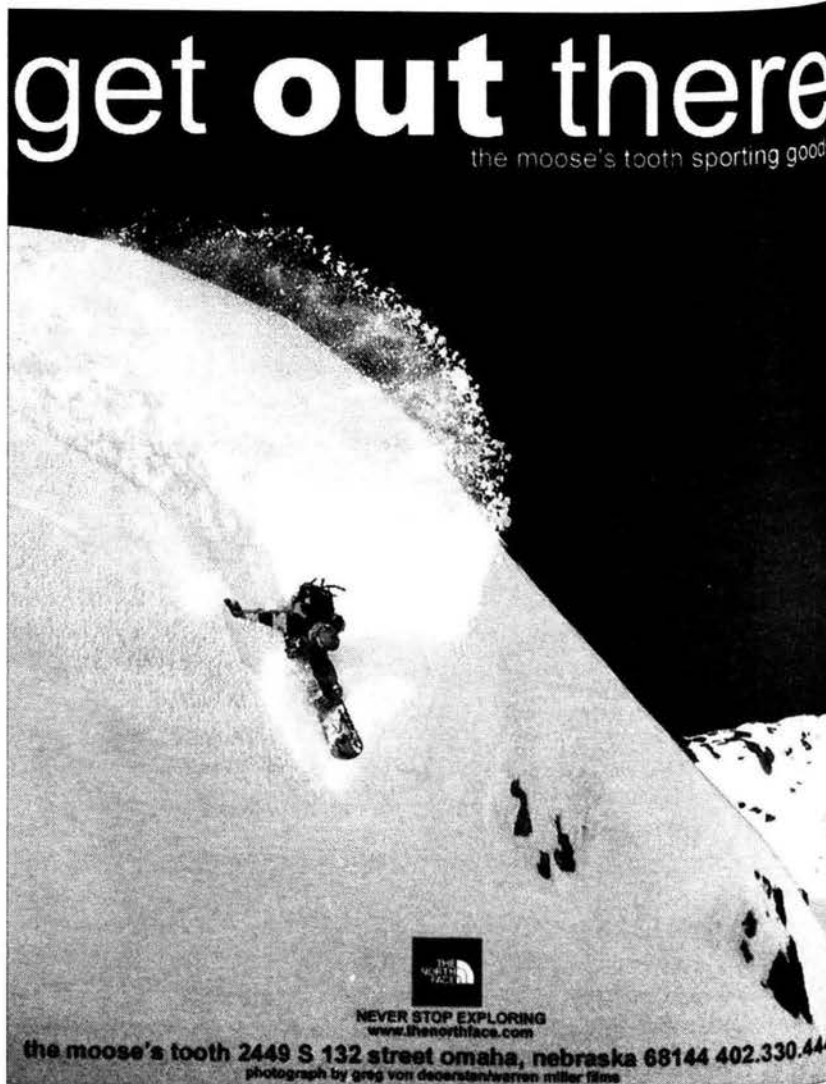
She said she hopes now she will be able to take proper precautions and prevent herself from again doing something she may regret.



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A black and white photograph of a torn piece of paper. The paper is white with a horizontal line and a dashed line, resembling a piece of lined paper. The word "Schools" is written on the paper in a simple, hand-drawn font, oriented upside down. The paper is torn at the top and bottom edges, and the background is black.

Schools

**An alternative curriculum is turning
society's perception of school
upside down.**

the **WALDORF** school **phenomenon**

“Life is too short to spend four years at a place that doesn't work for you.”

STORY BY DANIELLE ROLLINS
GRAPHIC BY LUENINGHOENER

The Waldorf School's goal is to focus teaching on the head, the heart and the hands.

Faculty chair Cary Hughes said this enables children to learn in a way catered to them and it also educates both sides of the brain.

At High Mowing, a Waldorf High School located in Wilton, New Hampshire, it is not uncommon for a science class to venture outside to research animals in a nearby creek or for a student to perform a monologue as a project for an English class.

High Mowing places an enhanced emphasis on the arts, as do all Waldorf schools.

Throughout classes such as math and history, teachers often attempt to incorporate artistic and creative exercises in their lesson plans.

This is one of the goals of the Waldorf philosophy.

It was because of these philosophies that Senior Ruth Vincent said she could not adjust to Marian High School.

Vincent's parents moved to Omaha her sophomore year.

Before moving here, Vincent said she had spent roughly nine years at Waldorf schools

across the United States. Making the transition to a Catholic school was quite a change for her.

"It's the right place for some people, but it just didn't work out for me," Vincent said.

She said she missed the very things most important to the Waldorf philosophy.

The small community atmosphere, the personal attention from teachers and the deeper emphasis on the arts were missing from her new environment.

After a semester at Marian, Vincent said she was unable to compromise any longer.

When first coming to Omaha she had wanted to make it work, but now she knew that it was simply too much of a stretch for her.

"Life is too short to spend four years at a place that doesn't work for you," Vincent said.

At the Waldorf elementary schools she attended, Vincent remembers a certain balance that she felt her new school lacked.

She said she remembered gardening, artistry and crafts, all of which Marian did not focus on.

She contacted someone from High Mowing and, after she visited the school, Vincent knew that she could stay at Marian no longer.

Vincent transferred to High Mowing her junior year.

Unlike public schools, Waldorf allows its in-school faculty to set the school curriculum rather than relying on an outside party.

This results in a school that is largely self-governed, one of the main reasons High Mowing and other Waldorf schools are so different from a traditional public school.

Hughes said he feels the Waldorf School curriculum addresses students in an appropriate way.

Each year, teachers focus on teaching their students a different developmental skill.

This is important to the philosophy.

Freshman year, studies are focused on observation and acknowledgement of the world.

Sophomore year focuses on comparing and contrasting observations made in the freshman year.

This helps to enhance the skills learned the year before while encouraging a new and useful skill at the same time.

Juniors are taught to think analytically, a skill that Hughes was afraid to introduce at a younger

age so as to avoid cynicism.

Seniors are encouraged to use original thinking and to be an individual.

Hughes said during all four years faculty members work on training students' imagination as well as their intellect.

He knows he does not have all of the answers, so he tries instead to teach students to ask the right questions.

Rather than teaching facts as being right or wrong, Hughes said they work with students until they can come up with the questions themselves.

Many times this method of teaching involves deeper thought, faith and believing in what you cannot see. This is where the imagination comes in.

"The intellect tells you these are the facts," Hughes said. "The imagination asks what's beyond these facts."

By incorporating art into the student's studies, Hughes is able to further enhance the importance of imagination and creativity.

They try to weave arts in and out of the academic curriculum.

He said that Waldorf teachers

believe that teaching itself is an art and they try to pass this message on to their students.

"Every student takes an art class at least once a day," Hughes said.

Classes at Waldorf schools are small, averaging about ten to 15 students in each.

Because of this, High Mowing is able to maintain a small, community-like atmosphere.

Students are supportive and encouraging and many students seek education outside of the classroom.

Hughes said that many students have tried to make the switch from Waldorf Schools to a traditional education.

Very few, he said, do not return to the Waldorf method of teaching.

Most of the complaints that he hears about traditional schools are very similar to Vincent's complaints.

Many said that the students were insensitive and too materialistic.

The conversations and topics discussed in class were not deep or intellectual. There was no appreciation for the arts.

Some students had trouble dealing with a curriculum based on teaching out of textbooks and testing.

They would claim that they missed the free thought and creative thinking associated with the Waldorf way.

High Mowing students are encouraged to take advanced classes, but there are no honors or advanced placement classes offered at Waldorf Schools.

"(Those) curriculums are designed to teach to the test," Hughes said. "Our curriculum is designed for discussion, thinking and writing."

High Mowing does not use textbooks.

Instead, primary sources are used to teach students the information they would have otherwise gained.

Languages are taught through experience and many of the other classes are very hands on.

Hughes said recently a greenhouse was added to the school grounds as a gift. As a science project, students will be working in the greenhouse to make their own meals and prepare organic foods.

Many other classes take class field trips.

History classes travel to the actual places where historic events took place and naturalist classes take wilderness trips to test their acquired skills.

Vincent said she appreciated the diverse nature of the school, the non-conventional teaching methods and the personal relationship she feels she has with her teachers. She feels that by being involved with Waldorf School systems she has more opportunities than she would have had otherwise.

Though the transition from living at home with her parents to moving into a boarding school was difficult for her, Vincent said it will help her to be more prepared for her future transition to college.

She said the school community has made it easier to adjust to the change.

Though the teaching methods of the school were the main reasons that Vincent was drawn to it in the first place, she said she doesn't know much about the philosophies behind them.

She said none of the students do. Perhaps it's better that way. **E**

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Medical and Technical Areas of Study

Musician uses Central to jumpstart future career

STORY BY DOUG MEIGS

PHOTO BY LUENINGHOENER

Like a fleeting interlude between a symphony's changing movements, junior Doug Hageman's time at Central has begun to change into a jumping off point for his own musical career.

Having moved to Omaha from Virginia in late September, Hageman enrolled at Central and has participated in nearly every musical opportunity he has come across.

Hageman's taste includes everything from free-flowing jazz and blues, laidback reggae melodies and hip-hop bass lines that he enjoys playing on his trombone and electric bass.

A member of the band, jazz band, orchestra and basketball pep band, not to mention involved in over 20 musical groups he has attempted to begin with friends at Central, it is hard to image Hageman without his devotion to music.

But that used to be the case.

Hageman began playing trombone while in the fifth grade partly because it looked fun, but largely because his father played it.

He went through the customary music classes up until high school when he joined the school's band.

He enjoyed it to an extent, but nothing like the interest sparked after his move.

His old school in Virginia had a top of the line program which Hageman said he soon learned was quite different than Central's.

Strangely enough it's what Hageman referred to as Central's "musical inadequacy" compared to his old school that really sparked his musical interest.

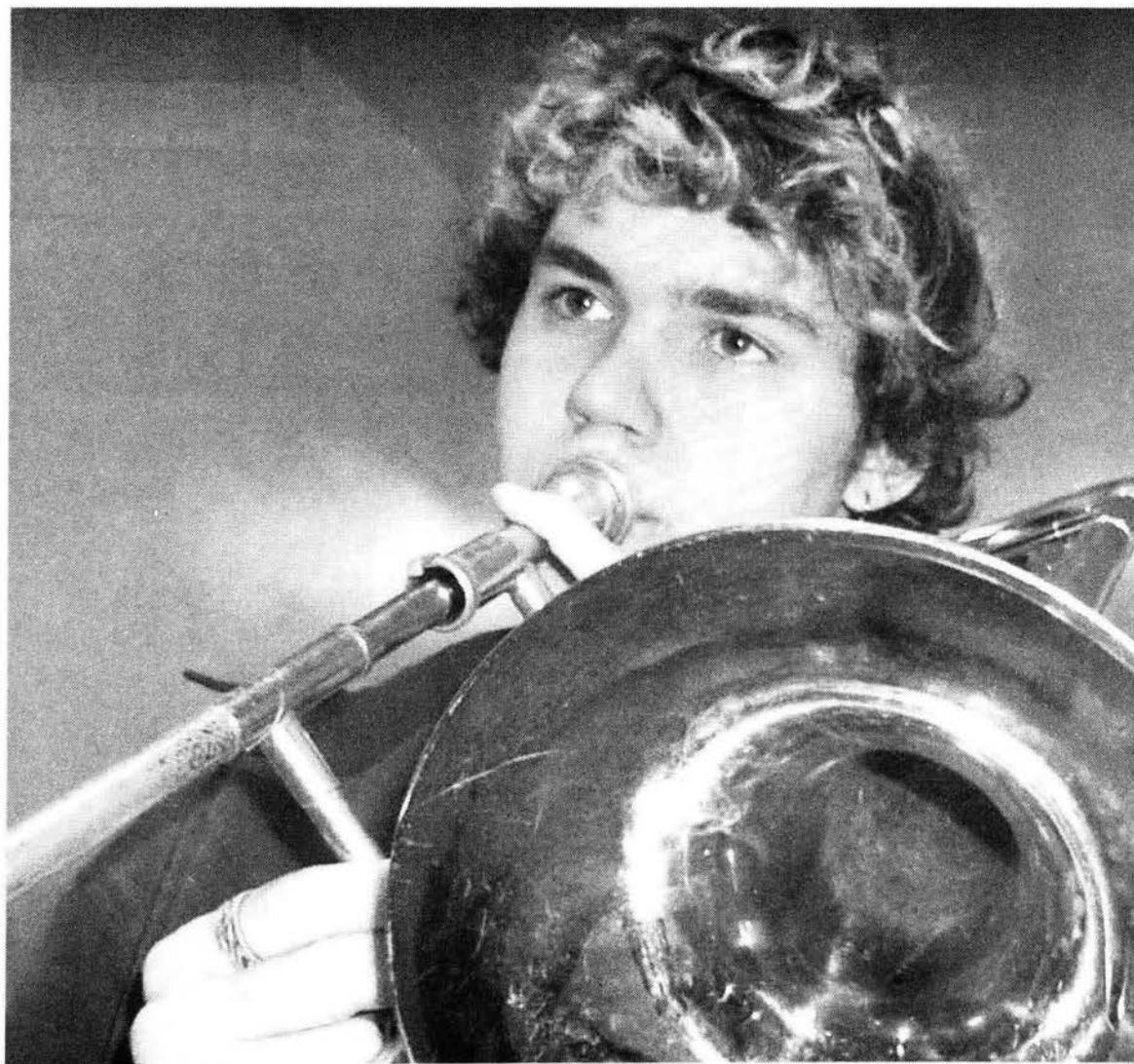
"Earlier in my life it was just something I did, but it wasn't something I was really into. But now I'm really into it and it's a much bigger part of my life," Hageman said. "Since I came to Omaha, it's all I have left. I don't know why, but I started to become much more focused after coming here."

Because Central's program required more independent practice, Hageman said the most likely reason he really began to appreciate the music he could produce was because he was working so much more with his instruments.

Now Hageman is set on becoming a professional musician.

Although he hasn't played anywhere in Omaha, (due to inability to assemble a band) he said that Omaha is a great place for younger musicians to develop.

Back in Virginia, he said that all of the venues around where he lived were large and didn't



Hageman said that he wants to inspire people with his music.

"I want to make music for the people, so when I say I want to sell I out I mean I want people who are not necessarily interested in the local scene to become interested," he said.

cater to lesser-known performers and smaller audiences like those in Omaha.

Hageman said his main goal as a musician is to sell out.

Rather than the conventional context of the term, he said he wants to accommodate listeners as well as enlighten them, to a degree.

"I'm into music for the music. If I make music for a living, I want to make music for the people, so when I say I want to sell I out I mean I want people who are not necessarily interested in the local scene to become interested."

In the meantime, he plans on eventually going to college and possibly joining the armed forces where he could play in the band and maintain a steady occupation in music.

Music is what he wants to make out of his

life.

It happens to be one of the things that shaped his life at Central as soon as he enrolled.

"I think it's (music) definitely helped my transition from Virginia to Omaha. If you're in the band it's a lot easier to be accepted than if you're not. It's a lot easier than having to go out and meet people," he said.

Music is becoming a doorway for his life. Hageman said he found music remarkable because of its universality.

It is a universality that can be applied in any environment.

Hageman learned this first hand in a move from Virginia to Omaha.

Most likely, it will prove the same as he transitions, once again, after graduation.

LIFE: after



Choosing a path after college is almost like a game. With so many options available, some people try to experience as many as possible, maybe by having a job while attending college, or taking a year off to earn some money in the workforce.

GRAPHIC BY LUENINGHOENER

high school

When the last bell rings on May 14, hundreds of Central seniors will walk out of school with one big question: What now? The answer is different for everyone, but it should always be an informed decision.

Alternatives to College

STORY BY DANIELLE ROLLINS

Although there are careers that do not require a four-year degree, there are only a select few occupations that do not require some sort of education or minimal training, career counselor Cathy Hanrahan said.

She said most students who do not attend college usually end up in another type of training or educational program for their career.

"There is not a lot any more that you can get into without any training," Hanrahan said.

She said many of the business and marketing programs encourage students to partake in internships.

Many students, she said, do not take advantage of the apprentice programs offered by many occupations in construction.

Apprentice programs can include steamfitting, roofing, plumbing and painting as well as many others.

Hanrahan said these programs set employees up to follow a worker on the job during the day, learning through hands-on work and on the job training.

Hanrahan said this situation lacks the structure and time commitment necessary for a four-year institution, which many students may find appealing.

"If that is an area a student is interested in you can get good training and have a good career," she said.

Another option Hanrahan mentioned was the field of cosmetology. This field, she said, also requires minimum training and edu-

cation, but, like an apprentice program, it is not as structured as a four-year university.

She said there are many minimum wage and entry level positions out there that are available for students right out of high school.

These jobs, however, may not fulfill the needs of an employee looking for a career. Often they do not pay as well as other options.

"To go right into a field of work and start making good money is not much of a reality as we would like to think," she said.

The only possibility for a student to maintain a good-paying occupation without first attending any sort of school or training would be to start at an entry level position and work up to a management position.

This option, however, is becoming less and less of a reality.

Because of the way the economy is today, Hanrahan said, many educated workers are without jobs.

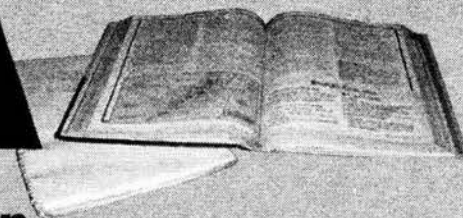
This results in workers with diplomas taking jobs that would normally go to uneducated workers.

"With the job market the way it is now, many people are looking for work," she said.

Hanrahan said the best possible option for students is to prepare themselves to be what she called "lifelong learners."

This, she said, will prepare students to change jobs several times in the future and to find an occupation that works for them.

Q&A



Wade Robinson

Assistant Vice Chancellor for Student Enrollment Service and Director of Admissions at UNO

Q: Approximately what percent of applicants are accepted each semester?

A: We admitted a little over 85 percent of the new freshman applicants for the fall of 2001 semester.

Q: What is the average GPA of applicants?

A: The GPA was a little over 3.0.

Q: How do academic records, such as grades and standardized testing, affect the admissions process?

A: The academic record and test scores are the primary basis for our admissions decisions.

Q: What programs have the greatest appeal?

A: We have several programs of high interest in technology, business, education, fine arts and criminal justice.

Q: What is special about UNO? Why do people apply?

A: We have very good faculty members, excellent facilities and tremendous community partnership opportunities available in the metropolitan area. We are affordable and our graduates are very employable.

Q: What specific qualities catch your eye when looking over an application? What qualities turn you off?

A: The academic performance in high school is the main factor. Even if a student did not start off well in the ninth grade, I am impressed when a student works hard and improves each year of high school. I am always concerned when I see the opposite, where academic performance declines-especially in the senior year. Some call it "senioritis" and this is not a good thing.

Q: Does UNO put a lot of weight on the GPA or standardized test scores of a student? Why or why not? Has UNO always been like this?

A: Since the University of Nebraska admissions requirements were adopted beginning in the Fall of 1997, the core classes, GPA, class rank and test scores have been primary factors in the admissions process. The high school GPA is the best indicator of whether or not a student will be successful in college. Test scores are used more in the scholarship process, but we do look at test scores as well. Students should take the ACT and SAT tests as many times as possible to score the best they possibly can. Taking the ACT one time and scoring a 16 or 17 is not good. I want to encourage people to take the test as many times as possible and get the best score they can.

Q: What are some ways of the best ways students can get their applications noticed?

A: We consider all applications the same. Get good grades in high school, get your 16 core classes and get the best ACT or SAT score possible and you'll be in good shape at UNOmaha or anywhere you want to go to college.



In order to accurately describe the process of AIDS testing, an EDGE reporter followed a Central student to the Nebraska AIDS Project while he went through the test. The following is a firsthand description of the process.

getting tested HIV

Senior Adam Handlos knows he could not possibly have HIV.

He has only had sex with one person and plans to keep it that way. However he has been intimate with two other people.

He always uses protection.

He has never tried intravenous drugs.

He knows his partner's history.

He just wants to know for sure.

Story by Danielle Rollins

Graphics by Lueninghoener, Connor Meigs

A quick look at AIDS

1981: The Centers for Disease Control and Prevention (CDC) diagnoses the first cases of AIDS-related diseases in young gay men.

1982: The CDC formally establishes the term "Acquired Immune Deficiency Syndrome (AIDS)" and identifies four risk factors associated with AIDS: male homosexuality, intravenous drug abuse, Haitian origin and Hemophilia A.

1983: The CDC adds female sexual partners of men with AIDS as the fifth risk group. Human Immunodeficiency Virus (HIV) is identified as the cause of AIDS.

1985: After being prohibited from attending school because he has AIDS, Indiana teenager Ryan White advocates against discrimination or stigma associated with AIDS. The Food and Drug Administration approves the first HIV antibody test. HIV screening of blood donations begins in the United States.

1989: Ryan White dies. Congress creates the National Commission on AIDS.

1991: Star Basketball player, Earvin "Magic" Johnson, announces that he is HIV-positive.

1992: AIDS becomes the leading cause of death among men between the ages of 25 and 44. Tennis star Arthur Ashe announces that he has AIDS.

1994: AIDS becomes the number one cause of death for all American between the ages of 25 to 44. The Public Health Service recommends that HIV-positive pregnant women use AZT to reduce mother-to-child transmission. Pedro Zamora, a young gay man living with AIDS, appears in the cast of MTV's popular show, "The Real World." He dies later this year at age 22.

1995: The Joint United Nations Program on HIV / AIDS (UNAIDS), and organization that oversees the efforts of seven UN programs focusing on AIDS, is established.

1996: The FDA approves the viral load test, which measures the amount of HIV in blood. The number of new AIDS diagnoses declines for the first time in the history of the pandemic. Evidence of the efficacy of Highly Active Antiretroviral Therapy (HAART) is presented.

1997: AIDS-related deaths in the US decline by more than 40% compared to 1996 rates, largely as a result of antiretroviral therapies.

2000: US and UN Security Councils declare HIV / AIDS a security threat. President Clinton implements the Millennium Vaccine Initiative to develop vaccines for HIV, TB and malaria. UNAIDS, WHO and other health groups join with pharmaceutical manufacturers to discuss price decreases for AIDS drugs in developing countries.

2001: The UN General Assembly, under the leadership of UN Secretary-General Kofi Annan, convenes a special session to discuss HIV / AIDS.

2002-2010: Establishing a global AIDS fund with a target of \$10 billion per year.

Information Courtesy of the Nebraska Aids Project

That's why Adam is here. He's gathering up courage to step inside the Nebraska AIDS Project and get tested.

We walk inside and sign in. We only have to provide our first names. They hand him a brochure with a ten digit number on it.

Adam looks calm and collected. He doesn't seem very nervous.

"I don't have much to worry about because I've only had sex with one person," he says.

We sit down for a while and a counselor comes to greet us. She shakes his hand and takes him through a door that reads "Counseling Room B."

She sits down in a chair across from him with a file folder full of information.

She starts going over some information with him. She shows him a white piece of paper and explains the difference between anonymous and confidential testing.

Adam opts for anonymous. He signs the form, but not his own name.

She starts asking him questions from a bright orange sheet and writes down his answers. What is his age, birthday, ethnicity, how he learned about the ability to get a test at the Nebraska AIDS Project and some of the risks he has taken.

The questions seem kind of embarrassing and personal, but Adam answers them truthfully and without discomfort. She praises him for his responsibility. He uses protection and he has been monogamous.

She asks Adam how he could reduce his risk of getting HIV. They agree that him staying monogamous is the best option for him.

Aside from that, she asks him how HIV is transmitted. He answers it right: semen, vaginal fluid, blood and breast feeding.

Since it's first diagnosis in 1981, HIV-related diseases have reached epidemic levels. Because of the stigmas HIV acquired in its early stages many are convinced they could never actually contract the disease.

Jill Jeffrey, the director of education at the Nebraska AIDS Project, said that's why nearly 300,000 people living with AIDS are unaware that they are infected.

Jeffrey said she began working with the AIDS project because she was convinced HIV was preventable.

She said she wanted to help the general public to realize that the disease is easily contracted and that there are ways to avoid it.

When HIV began to spread many people thought it was only possible for homosexuals to be infected.

When HIV first began 20 years ago, it was mainly among gay, white men," Jeffrey said. "The public has the perception it's about who you are, [but] it's about what you do."

After females and heterosexual males started to contract the disease, doctors began warning people of the possibility that heterosexuals could contract the disease as well.

After someone contracts HIV, it may take up

ten years for symptoms to appear. This fools many into believing that they are not actually sick when, in reality, the virus is always active.

AIDS (acquired immunodeficiency syndrome) is the fatal disease that is caused by HIV. AIDS changes DNA so that the body is no longer able to fight infection.

This causes the body to be unable to defend itself against diseases such as kaposi's sarcoma cancer or toxoplasmosis, both of which are easily spread and fatal.

The patient contracts AIDS when the T cell count drops below a certain number and the viral burden becomes increasingly high.

Jeffrey said some people start to feel better and sometimes the disease can be treated, but there is no cure.

"You never go back to HIV after AIDS," she said.

Patients do not actually die of AIDS, rather the disease shuts the body down and makes it vulnerable to what are called "opportunistic diseases."

Because the patient's immune system is so devastated by the virus, the diseases become deadly.

Jeffrey said that right now there are four classes of drugs used on AIDS patients. The drugs all go through the same pattern; they work, don't or work and then fail.

Though the drugs will not cure AIDS, they do fight off the opportunistic diseases.

Jeffrey said that many of the symptoms AIDS victims suffer are side effects of the medication. Patients may experience sores, night sweats, diarrhea and fatigue.

"People get sick of AIDS, not because of AIDS itself, but because of medication or opportunistic diseases," Jeffrey said. "People do not

die of AIDS itself."

She said that, since many are unaware that they have the disease, spreading it is becoming easier and easier. People who are contagious and do not know it spread it to others who then spread it to others and so on.

Which, of course, is why it is so important to be tested.

The last day Adam was at risk was in February. It has been about a month since he has had sex. The counselor explains that after 25 days, his body would have made enough HIV antibodies to be detected in the test.

She talks about him potentially coming back to get retested after three months, six at the most.

If Adam's test comes back positive, then he has to make some choices. He can either have a counselor contact his former partners to suggest they get tested, or he can contact them himself.

He doesn't think he will have to make that choice.

He has been in a monogamous relationship on and off for about two years and hopes to marry her.

The counselor finishes asking him questions and explains how the test worked. A blood test is not necessary any more. This test is cheaper and easier to take, not to mention the fact that it is 99.76 percent accurate. Adam is pleased.

"The whole getting tested is not very hard... I would much rather avoid blood tests," he said.

She pulls open a plastic packet and holds it toward him.

Adam pulls the little baby blue plastic stick out of the pouch. On the end is a piece of what seems like gauze.

He puts it in his mouth between his gum and cheek and bites down on the stick a little bit.

He mumbles that he isn't very nervous, and

the three minutes ticks down on the timer.

The timer beeps and Adam pulls the stick out of his mouth.

"Ick." He mumbles and makes a disgusted face as the counselor hands him a mint. "It's bitter."

She breaks part of the blue stick off and sticks the sponge into a small plastic vial. She puts a sticker on it that matches the number on Adam's brochure.

She hands him the vial and a piece of paper with his number on it and some basic information about him.

She asks him to check the numbers to make sure he gets the right results when he comes back.

He hands back the sheet and vial after approving the numbers. She thanks us and we are free to leave.

He thanks her and shakes her hand and walks outside.

"I am kind of more concerned now," Adam said.

Going through the test made him think about the possibility that it may come back positive, but his chances are incredibly slim.

He trusts his lovers and believes that he has made responsible choices, but he can't wait to get the results back.

"Now that it's done, I'm like, 'I gotta wait a week'," Adam said.

Adam doesn't mind waiting. He knows that the results will help him make better choices.

When Adam tells people that he is HIV negative, he wants to be sure.

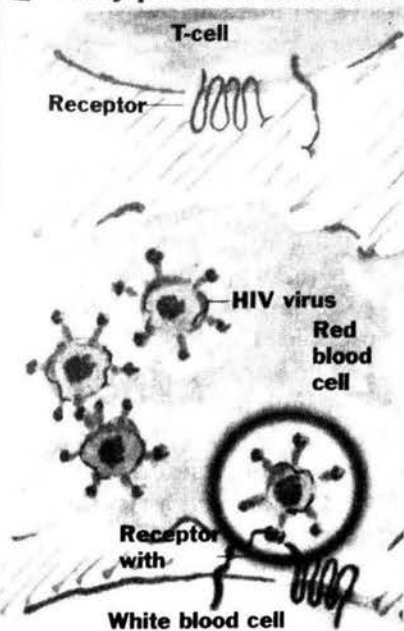
He always uses protection, that will never change. He trusts his partners.

But when it comes to his health, Adam needs to know.

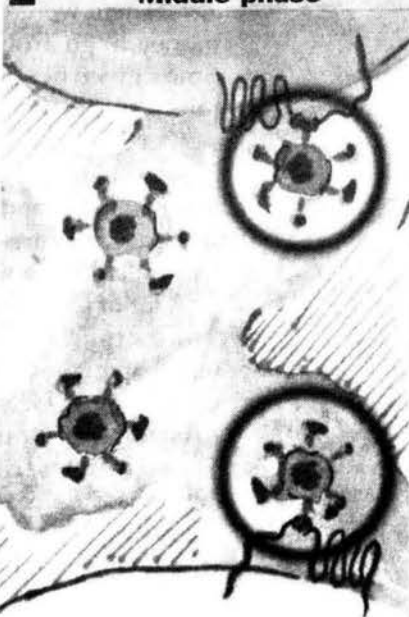
Layne Gabriel contributed to this story

Phases of the HIV virus: How the virus that causes AIDS infects the body

1 Early phase of infection



2 Middle phase



3 Late phase



HIV virus enters the body through red blood cells and attacks the immune system made up of white blood cells and helper T-cells.

The virus attaches to the white blood cells and T-cells on their surfaces via membrane receptors, as the diagram shows.

The surface is then broken open and the HIV virus infects the immune system, in turn disabling the immune system through the T-cells and white blood cells.

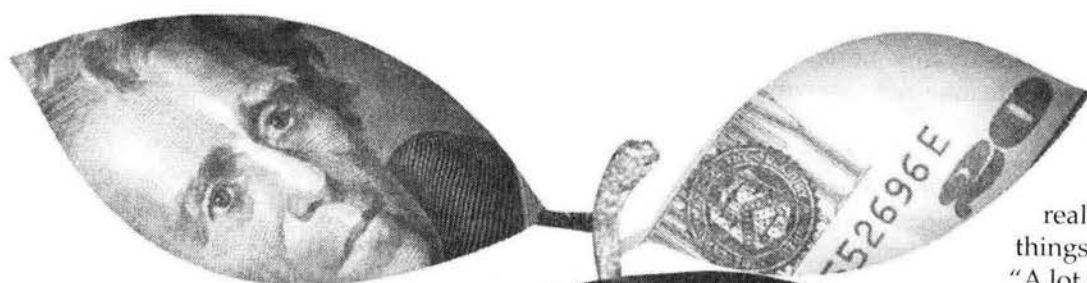
Without T-cells to fight other viruses, diseases are allowed to pass into the body.

Because the immune system is unable to function, the body dies from a disease separate from HIV, such as pneumonia.

the **SECOND** shift

STORY BY DOUG MEIGS

ILLUSTRATION BY LUENINGHOENER



Add one 30-hour work week to 40 hours already at school. Add a few kids and no time to get everything done. It all equals out to one teacher, two jobs and a barely-balanced account.

"Living from pay check to pay check, we have to be really careful with what we buy. We don't buy a lot of the things we would like to," Central teacher Amanda Karpf said. "A lot of macaroni and cheese was eaten."

Karpf, who teaches biology and earth science, works a second full-time job at the Marriott's Internet department. Although Karpf said that the Marriott is her first second job, it is a welcomed sacrifice.

She is just now able to take the time for a second job in light of her three children's transition to and through college. Before such an "opportunity" didn't exist for her.

Karpf decided 11 years ago that as a recently divorced, single parent, she wanted to become a teacher. Her plan was to have a similar work schedule as her children's school day so she could support her family while parenting her children.

"There were times when there just wasn't enough money to go around every month," Karpf said. Often times, given her limited salary, she was forced to juggle funds, picking and choosing one bill to pay off and not another.

As a single-income family, Karpf said that some sacrifices had to be made to make ends meet. Where once she had to sacrifice financial luxury and leisure, she now sacrifices much of her time to supplement her paycheck.

"A lot of teachers have a spouse so they already have two incomes in their household. One salary really isn't enough to live comfortably while teaching. Frankly, I'm surprised the young teachers stay with it," Karpf said.

Amanda Beery, one of Central's younger teachers does so, like so many teachers, by working a second job, having tutored for the past few years as well as worked for a time at the World Market, an organic foods store.

On one occasion, Beery who happens to be a math teacher, was even questioned by an impatient customer who wondered whether she required

“It’s not the easiest job, there’s a lot of pressures in teaching. But I love the job. I often think that if I were in another profession I could be making a lot more.”

help using percentages at the checkout.

Initially she said she had to work part-time out of necessity. Her first teaching job did not pay enough for her to get by on her own. She needed the money. Today, it is primarily for additional funds.

Educators across Nebraska seem to always have a financial burden. The method in which most chose to support part of that weight is through a second job, OPS school board president John Langan said.

“There have been very few teachers I’ve known in my career who did not have some type of second job,” Langan said. “They are few and far between.”

Since Langan became involved in the Omaha education environment, he has reached a general consensus about teacher pay

“It is deplorable,” he said.

Over the past 32 years of his career, Langan, now a teachers’ trainer at UNO, has witnessed the educational environment evolve.

He himself painted houses in his time off from teaching at a local area elementary school (before his current occupation), where he said he was paid very little.

Because Langan said he wanted to improve his condition, he decided to go back to school. From that point on he has steadily improved his place in Omaha’s educational community.

The only way Langan said he was able to do so was by going back to school, something he said that more and more teachers are having to do.

In a similar situation, Karpf began her teaching at Monroe middle school, barely making enough to manage everyday finances before eventually heading to Central.

“It’s not the easiest job. There’s a lot of pressures in teaching, but I love the job. It’s different every day. I have two bachelor’s degrees and a master’s degree. I often think that if I were in another profession I could be making a lot more, maybe four times,” she said.

Despite confessions of fatigue, Karpf admits that she truly does like school, and unlike many teachers, even enjoys her second job; stating that she doesn’t feel like she has to go out and do drudge work.

Her second job provides the necessary additional funds, while teaching offers job security and the ability to work with young people in a school environment.

“It enables me to get my kids the things they might not normally have. If an emergency pops up I can actually handle it. Before it was terrible,”

she said.

The work also provides her with vacation time and full-time benefits.

Karpf said that she really loves teaching. However, she wishes it were more admired. Because teachers make so little money compared to other occupations, many young people might have a less favorable opinion of the job compared to something that appears more glamorous.

At least she knows her children feel that way. “Compared to the degree of preparation needed in other fields teachers should be making substantially more,” Langan said. “I see it from two perspective, as a member of the school board and a teacher trainer. We are losing people because of salaries.”

Since Langan began teaching, he said starting salaries have gone up a bit.

However, compared to the rest of the economy, he said it is drastically behind the times. Upon his graduation the average salary was \$23,000.

“I think that the general status of teacher pay has bothered me since I’ve been involved in teacher education. It’s just meeting the day to day needs that makes being a teacher most difficult,” he said “You don’t see many new cars in these parking lots.”

Langan said that even if you take the median range of salaries and spread them across every teacher’s salary, it would be reasonable. Especially when you’re in the bottom quartile of salaries. Langan said that he thinks it’s a reasonable expectation.

“If you just took that number, we’re talking about a big raise to all the teachers in the state of Nebraska. I don’t think even if they got that they’d be overpaid,” he said.

For Karpf, taking a second job was an adjustment. Even her reasons for becoming a teacher were an adjustment after her divorce. At times teaching can be a major burden, but Karpf said in the end it is worthwhile.

Little things happen that make a teacher know this is the right thing that she should be doing.

“At the end of the day I feel that I’ve helped someone,” she said.

Having just one kid’s positive comment Karpf said she knows that she’s made a positive impact. As for teaching, she said she doesn’t know how much longer she will continue.

“At least another ten years, maybe another 15. I can’t say what life is going to do in the meantime. Life circumstances sometimes change your plans,” Karpf said.



TEACHER PAY statistics

NATIONAL TEACHING FACTS

- 2.2 million teachers will be needed in the next ten years.

- By 2008 national public schooling will exceed 54 million students, an increase of 2 million.

STATUS OF YOUNG NEBRASKAN TEACHERS

-Nebraska graduates 1500 teacher college students each year.

-25% of which went to private sector for higher pay.

-25% moved to other states.

-63% Nebraska’s teaching graduates pursued a career in teaching.

-Only 555 teachers stayed in Nebraska public schools.

-More than 1,000 teachers will be eligible for retirement each year over the next ten years.

AVERAGE TEACHER SALARIES IN THE MIDWEST

Colorado

Beginning: \$24,867

Average: \$38,827

Kansas

Beginning: \$22,445

Average: \$38,527

Iowa

Beginning: \$22,475

Average: \$35,791

Missouri

Beginning: \$24,125

Average: \$35,656

Wyoming

Beginning: \$22,230

Average: \$34,300

Nebraska

Beginning: \$21,949

Average: \$33,473

South Dakota

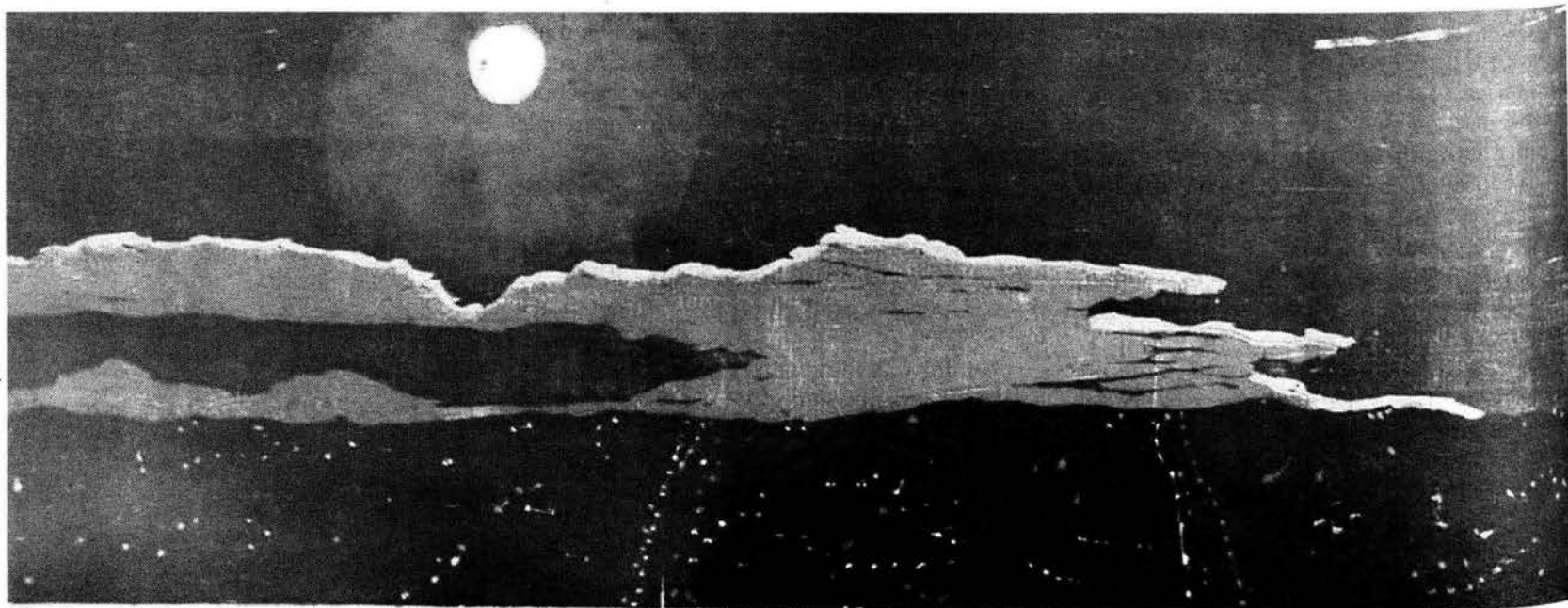
Beginning: \$20,340

Average: \$29,145

Information Courtesy of
the Center for Teachers Statistics

Intentional sunset

“I do think she knew she was ready to die. She packed up the last time she went to jewelry class and took all her work and materials. She had always left them. She must have felt she was not coming back.”



**Above: Zenaide's depiction of an Omaha skyline at sunset.
Right: A self portrait of Zenaide Luhr.**

STORY BY DOUG MEIGS

PAINTINGS BY ZENAIDE LUHR

She faced life head on, even in death.

Zenaide Luhr was never a Mz. or Ms, just Zenaide. The former Central art teacher was one of those people who only needed one name to be remembered.

With a sparkle in her eyes, the small nonthreatening elderly woman's voice would burst with a deafening holler that was all her own.

Her appearance wasn't particularly unique, but her character was a giant contained in a body with a minuscule frame and grayed, thin hair.

Just as Zenaide had lived each day of her life, she was independent up until her final days, a choice her friends said Zenaide consciously made.

"Her death wasn't really suicide, but it was definitely intentional," said Doris Burgess, one of Zenaide's close friends. "She just stopped eating."

Zenaide was always independent.

Having never married, she lived alone with no family other than her sister in Missouri. Yet, in her 86 years on Earth, she amassed countless ties to innumerable quantities of students, artists and acquaintances from all walks of life.

And all the people she had made a connection with while on Earth flocked together in the hundreds to pay tribute to an artist, mentor and friend who stood so distinctly apart, yet attuned to the world.

She died mid-January in a hospital bed.

She looked very peaceful, described Burgess, who had been a fellow art teacher at Central as well as a tenant in the same apartment complex as Zenaide.

Burgess, who had stayed close to Zenaide since their first introduction 42 years ago while they were both teaching at Central, said she wasn't surprised when Zenaide passed away.

She said Zenaide had been growing increasingly tired, as if her time



“Zenaide was fully Zenaide wherever she was. Whenever you were with her she made a very strong impression and you didn't need to meet her more than once to know that”

was up and she knew it.

Suffering from Dementia, an aging disorder, Zenaide was gradually losing fragments of her memory. She was losing her sense of taste, Burgess said.

Flavor, a part of life that Zenaide had such a great appreciation for and that truly represented her uniqueness, was vanishing.

Burgess said that Zenaide just didn't want to live that way.

She said Zenaide just didn't want to eat anymore, almost as if the effort wasn't worth it.

"I do think she knew she was ready to die. She packed up the last time she went to jewelry class and took all her work and materials."

She had always left them before.

"Some [classmates] had mentioned she must have felt she was not coming back," Burgess said.

All the tools she had used over countless years of artistic creation, the ones that became an extension of herself, were retired.

Zenaide had always been active up until her very end.

She walked two miles a day and was in great physical health.

Burgess said that she had never even known Zenaide to have gone to a hospital once until September before her death.

She was in clubs and organizations. She was an active member of the art community and did quite a bit of traveling. Marcia Joffe-Buska, an artist friend from the Artists' Co-op Gallery downtown, said.

"It was very difficult for her because she never depended on anyone. I imagine it was very hard for her," Buska said. "She expressed the notion that her parents died at this age and she would also. Much like Zenaide lived her life this was a choice of hers to end her life now."

When she started not eating, Buska said it was a conscious choice.

Buska had become close with Zenaide after they worked on the Co-op gallery's hanging committee, arranging shows, since she joined in 1978.

Zenaide worked in everything from silkscreen to stone, with her main interests being woodcuts and jewelry.

Buska said Zenaide's work was always very unique. She took a point of reference that was

definitely her own, producing very unusual asymmetrical jewelry as well as distinctive series of manhole cover rubbings that she created from various manholes she found throughout Omaha.

"Every year that she would do a show at the gallery she would have a different theme for her work," Buska said. "I always felt she had a very interesting design sense. She was a very accomplished very independent person I always felt she did what she wanted to do."

Zenaide didn't compromise much, Buska said, noting that she continued producing art up until her last year alive.

She even continued teaching art after retirement.

Just last year she worked with an adult woman each week, teaching her how to weld. She loved passing on her own aesthetic appreciation to her pupils.

"She was completely involved with art. Art was the most important thing in her life. She could see art anywhere," Buska said.

Everywhere Zenaide went she would pick up on the uniqueness of her setting.

She would look at nature and pick up art along the way. It came naturally to her.

On her travels she would take photographs and slides to bring back to share with her art classes, or after retirement, for her own enjoyment.

She traveled all across the world, Burgess said. During the 1970s she traveled through the Middle East despite the political strife.

Once she was even jailed in Turkey for a short period after making, what Burgess said the law must have interpreted as a disturbance.

Her travels continued to locations including Machu Picchu, the Amazon, Mediterranean, Mongolia and Russia.

Zenaide was driven by an independent desire to see everything wherever she went.

"Zenaide was fully Zenaide wherever she was," Burgess said. "Whenever you were with her she made a very strong impression and you didn't need to meet her more than once to know that."

In class, Zenaide's voice would boom across the then open art room. Burgess said her tendency towards vocal projection made Zenaide a

presence any student was aware of.

Zenaide loved teaching. She began in the 1953-54 school year, finally retiring in 1977, head of the art department at Central and Tech High before.

Bob Willits, former pupil of Zenaide's turned artist and art teacher at Creighton Prep, said that Zenaide's teaching gave him the educational techniques he uses to teach his own art classes.

Willits remembers Zenaide as a teacher, but also as a personal associate whom he became friends with after he himself became an independent artist ten years after high school.

"Once you got to know her she was a kind person," he said. "She was extremely fair. She came off a little gruff, but I really think she cared about every student she ever had."

At her funeral many of such students came and showed their respects along with friends and faculty, including former principal Dr. Gaylord Moller, who spoke on her behalf. They shared anecdotes of her life.

Everyone seemed to learn something about her life. For much of those in attendance, they had a chance to intermingle with the all the different individuals Zenaide had come into contact with in her life.

For those who hadn't met Zenaide until later in her life, they had the opportunity to see pictures of her when she was young.

Hundreds of people gathered in attendance at the memorial as well as at a special showing of Zenaide's work at the Co-op. Many of the pictures were from the portraits Zenaide sat for.

Rather than any great sorrowful experience, the memorial was a tribute to her spirit.

Zenaide was not religious, so Buska said this was how she was celebrated.

All the different people from all of Zenaide's different circles gathered as strangers, united to share her unusual life.

Willits remembered days on Centrals un-air conditioned fourth floor with Zenaide scaring unsuspecting students to death with her deafening holler.

Buska remembers Zenaide telling of the time a group of hoodlum boys had been following Zenaide to her apartment downtown one night.

She knew they were there, so Zenaide waited until they were about four feet behind her and then turned around and began screaming at them.

The kids scattered.

Burgess remembers her good friend calling at night just to point out the beautiful colors of the sky.

One can imagine her looking out at the setting sun and clamoring over the phone about how the bright purplish hue of the clouds accent the dark magenta of the sky so nicely.

A stalwart figure of independence, she would watch the dying day in the face of her own life's sunset.

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Kristen KRUGER

Story By Doug Meigs
Photos By Faith Lynn



In her first year swimming at Central, it was unusual that Kruger made the team, let alone made alternate to state.

A gunshot rings out from a haze of chlorine and humidity. The crowd erupts with school pride. Fanatic cheers of support follow swimmers as they leap off their starting blocks into the pool, thus beginning the state swim meet.

Senior Kristen Kruger planned on attending, maybe even swimming in the Lincoln competition for her first and last time, having made alternate for Central's 200m medley relay.

It may not have seemed like a big deal, especially considering Kruger is the only senior on the relay. But when it's taken into account that this year was her first year swimming since seventh grade, the situation takes a different light.

However, Kruger never hyped it up in her mind. For her,

swimming was just a way to get into shape for the upcoming soccer season. Rather than run circles around Central's halls, Kruger said she much preferred swimming; a sport she once excelled at, (and even won the 200m freestyle race at the city meet during her last year of competition).

It was hard for Krueger to come onto a team that had been together for four years. Being a senior made the transition even more difficult. She said it was hard at first but she adjusted quickly, primarily because up until junior high she had been in the water as long as she had played soccer. And she has played soccer as long as she can remember.

"At first it was a little bit different because everyone knew each other. But I knew a lot of people on the team so it wasn't that

difficult," Kruger said.

This year, she said the swimming season was a means to an end, both for conditioning and socialization. She may not have made it on the final relay, but so what? It was never her goal.

"It was a lot of fun. I met new people and I had something to do with my time that was worthwhile and my parents actually approved of," she said. "It's fun because usually you wouldn't really associate with the younger classes, but playing sports with all age groups makes you aware of different people at school."

If it weren't for swimming, Kruger said she would have most likely just wasted her time at home or have been obligated to run for conditioning (which she said she hated). In addition to her soccer

training via the pool, Kruger was also a member of an indoor soccer team that plays on weekends.

Trying to be fit for the upcoming soccer season, Kruger plans to be in shape for her role as Central's goalie. Kruger said soccer is her sport and she takes it seriously. Seriously enough to spend two hours a day in a pool with what she mentioned as the sport's unfortunate side-effects; dry, messed up hair and unshaven legs.

"It's been nice, but I'm kind of worried about it because with swimming it's a lot of upper body strength but with soccer it's not," she said.

Kruger said she never returned to swimming with any thought of competition in mind.

She had been told that swimming would help her asthma, so she thought it seemed like a good idea. When she had a chance to swim at state, competition remained a non-issue.

She said that all she wanted to do was go down to Lincoln and cheer her team on to victory, whether participating or not.

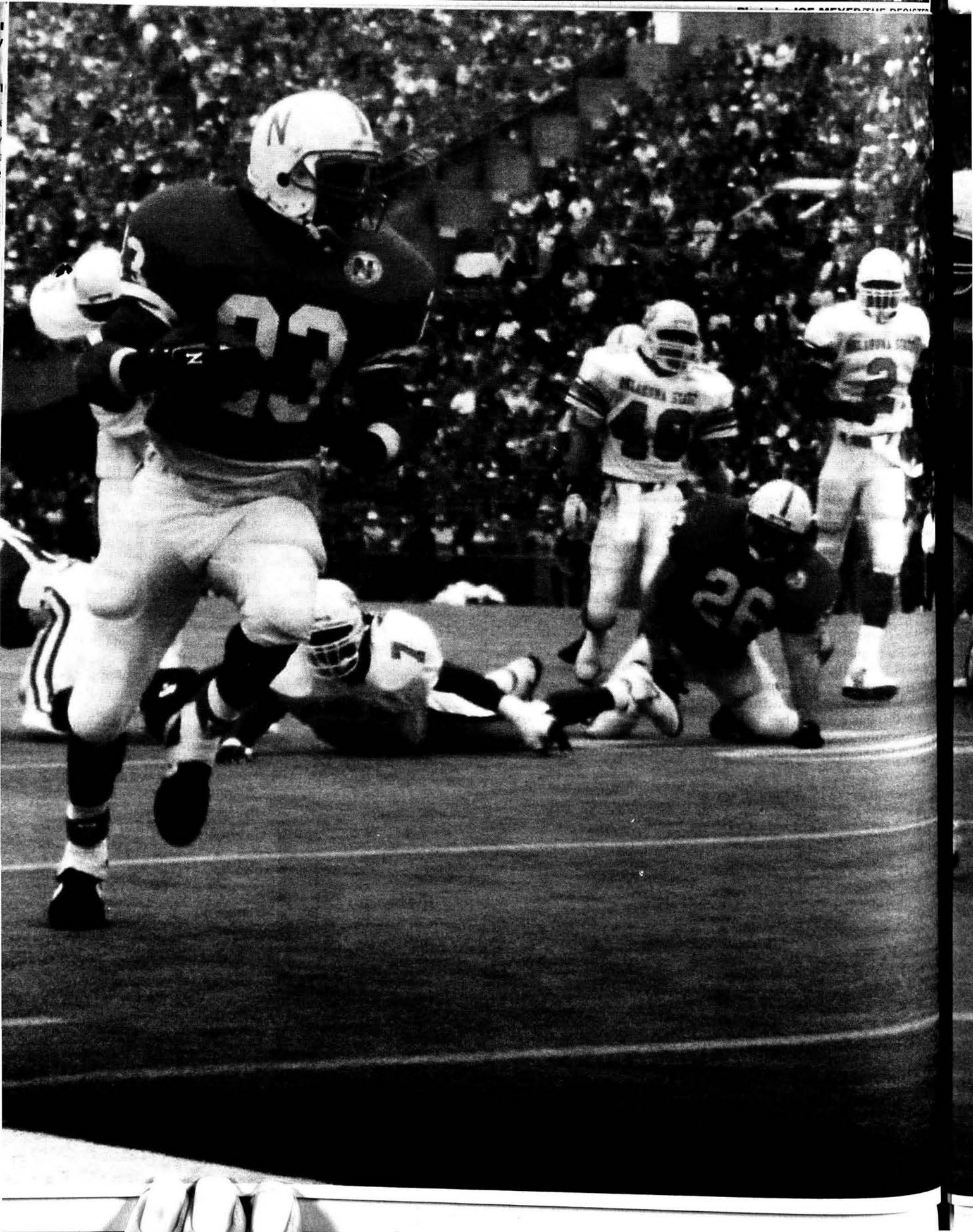
"It [this year] was fun. I kind of regretted quitting because I thought if I hadn't of quit maybe I'd have made state or done better this year," she said. "But it was kind of a relief to come back."

Her senior year, Kruger returned to a sport once a major part of her life.

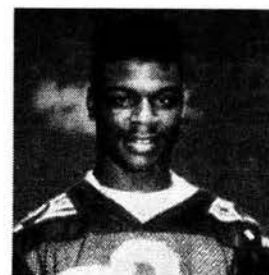
Krueger said she learned "if you do quit something you can always come back to it."



Kruger practices her favorite stroke, the butterfly, during one of the many practices the swim team holds every week.



LEODIS FLOWERS



STORY BY TROY SCHULTE

PHOTOS COURTESY OF UNIVERSITY OF NEBRASKA

It's been over a decade since then University of Nebraska running backs coach Frank Solich took a trip over to Leodis Flowers' Lincoln apartment and gave him the bad news: he was no longer a member of one of the best college football programs in the country.

Flowers, who had played four years of varsity football at Central before graduating in 1987, had missed a couple of practices prior to the 1991 Citrus Bowl due to what he called, personal issues. And because of that Nebraska's leading rusher during the 1990 season carried the ball just once in a 45-10 loss to Georgia Tech.

At the time Flowers was disappointed he didn't play much, but tried to view it as a wake up call. He planned his next season, his senior season, was going to be different. He was just coming off of a junior year in which he split time with two other backs, but still managed to rush for almost 1,000 yards.

1991 was supposed to be his year, he was supposed to be the feature back.

But during summer workouts and the beginning of fall practice in August of 1991 those personal issues came up again and again he started

missing practices. That's when Solich paid him a visit.

He wasn't too surprised when he heard a knock at his door and saw who it was. He was more surprised with what he said. Prior to that day, Flowers had some conversations with head coach Tom Osborne about his personal problems and told him he needed time to get control of them. But instead, Solich gave him an ultimatum.

"I thought he was coming over to just see what was going on [with his personal issues]," Flowers said.

At the time though, he really wasn't too concerned, football was far from the top of his list of priorities.

"I had a lot of personal issues I was dealing with," Flowers said. "Sometimes you have to take care of them. We're all human."

Actually, he wasn't dealing with a lot of personal issues, just one.

On Feb. 1, 1991 Flower's girlfriend gave birth to his daughter Jasmyne and Flowers had a decision to make. Either dedicate his life to football, or take care of his daughter.

"With me being a father and going to school at the same time, I had to take priorities. At the time my personal life was more important,"

Left: Leodis Flowers turns upfield against Oklahmoa State while playing for University of Nebraska Lincoln during his glory days.

“I think I never reached my full potential. I think as a running back you have to touch the ball 20 to 30 times to have an impact on the game.”

Flowers said.

In that discussion Solich told Flowers he would do anything he could to help him out and mentioned he still had the option of transferring.

Flowers did make a half-hearted attempt to continue his career, but after attending two NFL camps he decided his passion for football was no longer there.

So after playing a sport that he loved for more than a decade, Flowers walked away.

At the young age of 21, the same guy who once ran over Council Bluffs Thomas Jefferson High School for six touchdowns in a single game, the same guy who scored three touchdowns in Central's only state championship game, the same guy who was a first team USA Today All-American his senior year was done with the game.

He was done with championship hopes, early morning practices and memorizing all sorts of plays.

He was going to be a good father to his daughter, he decided.

And that's what he did. But giving up what had been his passion for so long was in no way easy to do.

During that confusing time in his life, Flowers would like to remember his days as a Central running back, when life wasn't so difficult and football was fun.

When Flowers first arrived at Central in the fall of 1983 he was immediately put on the varsity team.

His freshman year most of his playing time came on the JV team, but he suited up for the varsity games.

Then his sophomore year, though he was still playing behind All-State running back Bernard Jackson, Flowers had the most enjoyable seasons of his career.

The 1984 season was one of the most interesting seasons ever for the Central High football team.

A player fainted from heat stroke at one of the first practices of the season, and then in the middle of the season, they almost had to forfeit four games for using an ineligible player.

Despite all the drama, Flowers and the Eagles were still one of the best teams in the state. They lost just one game in the season to Omaha Gross.

After that loss Central went on a tear and eventually found themselves in the state championship game against Omaha Burke.

Going into the game Flowers knew he would carry the ball a few times, but most of his time would come on special teams, returning

kicks and punts.

"I can remember being real nervous," he said.

And those nerves caught up with him in the first half. He fumbled the opening kickoff which the Bulldogs turned into a touchdown.

Then on the ensuing kickoff, he fumbled again.

And again Burke got into the end zone. After the first quarter Burke led 14-0.

By that point in the game, Flowers was the guy who put 14 points on the scoreboard. Unfortunately, none of those 14 points were for the right team.

Flowers remembers standing on the sidelines at Memorial Stadium thinking that if the Eagles couldn't somehow find a way to make a comeback, he would be responsible.

"At first but I figured it was early enough in the game to where we had time to come back," he said.

And they did come back.

Flowers and the rest of the Eagles blew up in the second half and with the help of a punt returned for a touchdown in the third quarter by Flowers and two other scores from him, the Eagles routed Burke 34-14.

That made Central High School the only OPS school to capture a state championship in football since the playoff format was adopted in 1975.

After the 1984 season, Jackson graduated and it was Flowers' turn to be the main guy.

But the next two seasons didn't come close to comparing to the 1984 state championship team.

Despite 7-2 records both years, Flowers never got back into the playoffs. Those two years were especially disappointing because he thought they had what it took to repeat what the 1984 team did.

"There are some teams now that get into the playoffs with a losing record. We were 7-2 both years and we didn't get in," he said.

Though the team missed the playoffs Flowers was still a first team All-State selection his last two years.

By the time his high school football career was over, Flowers was one of the most sought after running backs in the country.

Many Big Eight schools, as well as many other universities around the country offered him a scholarship, but his decision really was only between two football teams: Oklahoma or Nebraska.

Flowers came very close to betraying the entire state and playing for Barry Switzer at

Oklahoma, but he eventually chose to stay close to home and play for the Huskers.

"With me being a Mama's boy [going to Nebraska] I had a chance to stay in state so my parents could watch me play," he said.

Flower's Nebraska career started out much like at Central.

His freshman year in 1987 he got some light duty on special teams, but he didn't really do anything too spectacular.

His sophomore season he got more playing time, but again, nothing spectacular.

Other than being close to home, Flowers said he chose Nebraska because of the lack of depth at his position.

When he arrived on campus most of the Husker's running backs were juniors and seniors, so he thought by the time his junior year rolled around, he would be the guy in the limelight.

But that didn't happen.

In 1990, head coach Tom Osborne opted to rotate three running backs in instead of just relying on one, as most football teams do. So Flowers ended up having to share time with Terry Jackson and Ken Clark.

"I think I never reached my full potential," Flowers said of his days at Nebraska. "I think as a running back you have to touch the ball 20 or 30 times to have an impact on the game."

Despite splitting playing time, Flowers still managed to rush for 208 yards against Iowa State and ran for 945 yards during the season, which led the team.

And that's when his personal issues came up. After Flowers was dismissed from the team in August of 1991, he stayed in school for a little bit.

But after a semester and a few classes in the summer, he dropped out and moved back home.

He did a bunch of odd jobs here and there to pay the bills and that's what he did for about a decade, until the spring of 2000.

Flowers went back to the University of Nebraska to finish a degree in Human Development he started almost 15 years ago.

If everything works out as planned he'll have his degree by the end of the summer.

To this day Flowers has no bitterness towards Osborne, Solich or the rest of the football team. He just wishes the circumstances could have been a little different.

These days he has accepted his current, out-of-the-limelight lifestyle.

He spends six days a week organizing mail at the Post Office downtown. And when he's not there or spending his time with his daughter, who turned 11 on Feb. 1, he's a social worker at Girls & Boys Town. It's a career he plans to pursue full time when he gets his degree.

He said he doesn't really miss football, or at least, not as much as he thought he would.

"I thought I would miss the game a lot more. But now I just like watching players I know, like Ahman Green," Flowers said. "I guess you could say I'm an avid fan."

extraneous phrases

COLUMN BY DOUG MEIGS

Belief in icon dies with puberty

Bo knows football. Bo knows baseball. But who knows Bo?

Bo Jackson was my hero back in the day. He was the superstar football/baseball player whose football/baseball cards I treasured more than any of the other countless cards hidden away in organized folders under my bed.

I had never actually seen him play a game, but his greatness was assured through commercials and electronic games advertised on TV with his persona plastered on them. He was in the sports section a lot and grownups sometimes talked about him. He was a hero of sorts, someone to look up to.

Bo was my favorite athlete. I had no idea what he had accomplished other than Bo knows both football and baseball, but I didn't care.

Despite my admiration for Bo Jackson, I never did have any real interest in football or baseball, or any other professional sport for that matter.

I just wanted to have a hero for the sake of having someone to look up to and put faith in. I wanted an ideal to put on a pedestal and appreciate. I wanted an assurance of a constant goodness, one that I could be sure of. For what? I don't know, maybe it was a figure to live up to or possibly just something to be proud of.

If someone ever asked me who my favorite athlete was, I had an easy and sure answer, "Bo Jackson is the greatest."

I couldn't actually explain for what reason, but I had ingrained it into my mind. He was a great athlete, someone to be admired. It irritated me when other little kids would discredit my hero, but I didn't really listen anyway. They couldn't change my opinion; it wasn't anything that could be reasoned with. Sure he was the Heisman trophy winner in 1985 and had plenty of other achievements, but I didn't care.

Then in 1991, he suffered a hip injury that eventually killed his athletic career.

I still didn't care, I wasn't concerned with his contribution to athletics or his greatly diminished greatness, he was still a hero because I had determined so. He was my tragic hero of the early 90s.

Soon afterward, when I showed my card collection to an adult who happened to be an adamant baseball fan, I made a point to showcase my Bo Jackson cards. The person wasn't very impressed; after all it

wasn't much of a collection. He commented that the Bo Jackson cards I figured must be worth big money weren't really that great. My cards were from after his injury when he was just in the process of retiring, thus worthless.

The man told me some other things about baseball and I didn't listen because I didn't care. I didn't like baseball. It was a stupid sport except for Bo. Yet his comment struck me somewhere. My hero wasn't great. He was mortal and wounded. This person was an adult and furthermore a baseball fan. I was very young and took his word as final judgment from a real grown up, not just a person on the other side of a television screen or punk kid on the playground.

I soon forgot about the conversation, having unconsciously acknowledged my hero's demise. I lost interest in my card collection. The one-time treasures I secreted under my bed were forgotten, but not out of some revelation of Bo Jackson. I just gradually lost interest as I did with my hero.

Maybe I was afraid to see his failure or his success. I never made any effort to learn anything of Bo. All I needed to know was that he was great, at least until I stopped caring.

Today I don't know where the collection has gone. I barely recall my admiration for Bo, the sports star. He was broadcasted into idolization in a time that has become shadows. The single period days interjected with cubbies, crayons and recess have since become memories fogged over by time.

Prompted by thoughts of this past unknown hero I decided to look a bit into his present. Maybe he'll be a great humanitarian who the press has been strangely overlooking. Or maybe he died saving a busload of orphans...

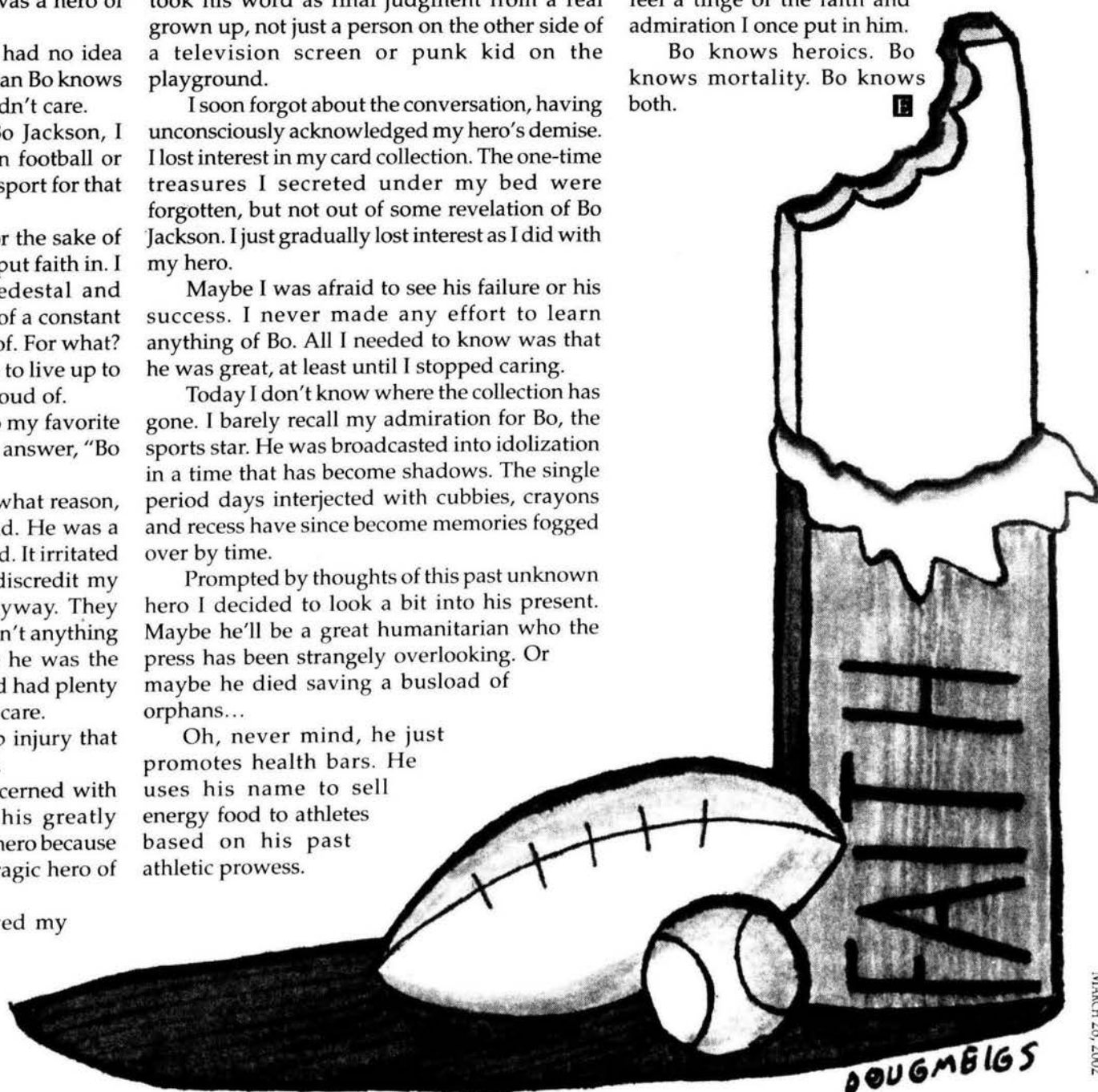
Oh, never mind, he just promotes health bars. He uses his name to sell energy food to athletes based on his past athletic prowess.

Disheartened, I look at his face smiling out from the promotion, crammed up against his achievements from a career that ended a decade ago.

For me, Bo Jackson was a name slapped onto an ideal. Now it's slapped on a product.

I considered him to be the greatest, without any real knowledge of his identity. Since his discreet retirement from professional athletics, Bo vanished. His achievements gone, I can't help but think of him as a shell of the man he once was. Yet thinking back, I still feel a tinge of the faith and admiration I once put in him.

Bo knows heroics. Bo knows mortality. Bo knows both.



g

Both the girls and boys basketball teams have centered their game on one player, Kris Kuhn for the boys and Holly Greenamyre for the girls. Next year, neither will be at Central, and how the teams will be reshuffled may be interesting.



Kuhn (12)



Greenamyre (12)

STORY BY CHRIS APONICK

When senior Holly Greenamyre said she thinks about this year's girls basketball season, there is one game that comes to mind.

On Feb. 8, Central squeezed by Omaha North. This was the game the team started to improve the level of its play.

In the end, it was the successful start of the second half of the season that led to the girls beating Lincoln Northeast in the first round of the state tournament, she said.

As the game was winding down, Greenamyre blocked a shot that would have put North up by two points.

It could have sealed the game for the Vikings.

Instead, sophomore Katrina Washington took the ball down the court and nailed a three-pointer to break the tie to win 50-47.

The excitement of the game is something all of team members remembered at the end of the season.

Greenamyre said it's something she would remember for a long time.

But next year, there is no Greenamyre. Miracles will have to come from elsewhere, or it could be a long season for the Eagles.

Not only will they be without Greenamyre, but Lauren and Becca Pauba will also be gone.

The boys team is heading into the similar void.

They will have to replace Kris Kuhn, a Division I player.

The contributions of Andrew Ford, JaVelle Kimmons and Schyler Thomas will be missing, as well.

Kuhn was one of the team's leading scorers.

At 6 feet 4 inches, he was the tallest player on the

O

court for the Eagles.

While his physical presence will be filled by the 6-4 freshman Nate Prater, replacing his offensive production will take a little longer, head coach Eric Behrens said.

When Greenamyre and Kuhn graduate, their teams will be forced to come up with solutions to fill these holes.

Finding a replacement for Kuhn will be more than just having Prater play in his position, Behrens said.

"He brought a lot to the table," he said.

Kuhn said if Central wants to continue its success they will need players that stay as committed as he was the past two years.

After practices, Kuhn headed to the YMCA to work by himself. He would shoot baskets during the evening with Ford and Kimmons.

The contributions of Kuhn extended beyond his play to help the team grow as a unit, Behrens said.

Kuhn said he has tried to stress the importance of practicing to the other players.

Behrens said his team should be able to succeed without this year's seniors, but it will be hard for the team to figure out how they will be different.

"At the time they seem irreplaceable," he said.

Girl head coach Michelle Roberts said Greenamyre and Pauba influenced their team as well.

Pauba was a team captain this year and helped set the defensive pace. She said Greenamyre's biggest impact this season has been on defense.

She has pulled down many rebounds and played very physically.

Greenamyre said she has helped lead both her volleyball and basketball teams this year. She has also increased her strength.

Roberts said the her success

on the volleyball team this season carried over into the winter and also helped the team.

"Playing volleyball gave her confidence," she said.

Whether a current player can step up or a new player will come in could be the deciding factor in the success Central has on the basketball court next season.

Greenamyre said she thinks the girls team will continue to improve just because of what's happened to the team recently.

"From my freshman to senior year, the team has progressed so much," she said. "All they need to do is put hard work into it."

Roberts said the team will probably move away from needing a player like Greenamyre because of the talent they do have.

The girls on the team can show over many of the tall players on other teams and the quickness can help them get steals and fast breaks.

"You don't need to have a tall team to be successful," she said.

With the size of Morgan Chatmon and a couple middle school players, the team could still have some height out on the floor. Greenamyre said it is a possibility that the team could still have a good inside game.

The boys team will still try to develop an inside game even if the girls move away from one.

Behrens said he will try to emphasize Prater and junior Adam Olsen on the inside next season.

In the end, they could provide a legitimate outside game, instead of one surrounding Kuhn. Kuhn not only can play in the middle, but he can shoot threes.

With sophomores Karl White and Rico Washington having several minutes of state tournament experience, Kuhn said he expects the team to excel next year.

"They will still be tough to beat," he said.

TECHNOLOGY:

AI

Is Artificial Intelligence even possible?

A REVIEW BY STEVE PACKARD
GRAPHIC BY ROB HUNTER

The idea of artificial intelligence [AI] has managed to both motivate our country's creative genius and inspire some of the best movies in Hollywood history.

Such movies offer a haven for imagination. They are a place where dreams can run rampant, with characters often leaving the viewer asking, "What if?"

What if it was possible to create machines capable of independent thought?

Would they complete all of society's menial tasks?

Or maybe they would take a place next to mankind in a "Matrix"-esque battle for Earth.

Several of Hollywood's most notable characters have expanded this idea through the advent of science fiction films.

HAL from "2001: A Space Odyssey" - HAL's memorable takeover and execution of the space ship's crew illustrates how incomprehensible a machine detached from humanity could be.

The apathy towards human existence serves as a truly frightening image of what the future of technology could be like.

The Terminators from "Terminator" - Images of an apocalyptic future ruled by machines leave the viewers of the first film awaiting Arnold's return in the sequel, which proved he would be back. It also proved that the theme of artificial

intelligence would persist in American film.

R2-D2 and C-3PO of "Star Wars" - The friendly droids are the necessary companion to any aspiring Jedi. The happy humanlike machines are what one would hope AI would produce.

For many, artificial intelligence can be a release from reality, a semi-possible answer to all of our hopes and aspirations. For some it is a nightmarish paranoia of a future where technology will lead to the downfall of humanity.

It kind of makes one wonder; what would life be like in a world of artificial intelligence?

Are the moviemakers of the twentieth century simply letting their imaginations run wild, or do they have an idea here?

Is artificial intelligence ever going to be a possibility?

On screen, millions of viewers have watched the escapades of countless robots and machines. Sometimes the challenges are a little out of this world, but such is the nature of the subject.

However the stranger the plot line is, the better it seems to be received. If it is even possible or not remains in conjecture.

Could a supercomputer like HAL 9000 ever exist?

Would C-3PO's linguistic translation between a wookiee and fellow droid ever take place?

Will terminators return from the future to assassinate future threats to robot domination?

Artificial intelligence is the capability of a machine to imitate intelligent human behavior. Knowing the definition, one can then begin to comprehend the possibility of AI.

Roger Penrose, early 19th century scientist and mathematician, was one of the first to address the issue of artificial intelligence.

He proposed that a machine could be made to imitate anyone and anything, even replicate humans.

To him, AI seemed like a very realistic option.

However, he stopped short of questioning a machine's potential to imitate intelligent human behavior.

It took some time before other scientists began examining the issue. Alan Turing, a mathematician from the 1960s, added to Penrose's quest.

He proposed that if a machine was put in an isolated room, asked a question, and correctly responded in understandable English without any prompts, then it is "intelligent."

In fact, even a wrong answer wouldn't matter. It's the language that separates intelligence.

The experiment would prove that the machine could independently process information. The question remains, will it ever hap-

pen?

The key to such a possibility lies largely on the computer's processing speed.

AMD has already released a (central processing unit) CPU that clocked in at about slightly less than 1.6 gigahertz (Ghz) at the lab.

While Intel has gone further to released one clocking in at slightly above 2.2 Ghz (although the Intel processors are so bug-ridden that they really ended up miring their processors back to roughly 1.6 Ghz anyway).

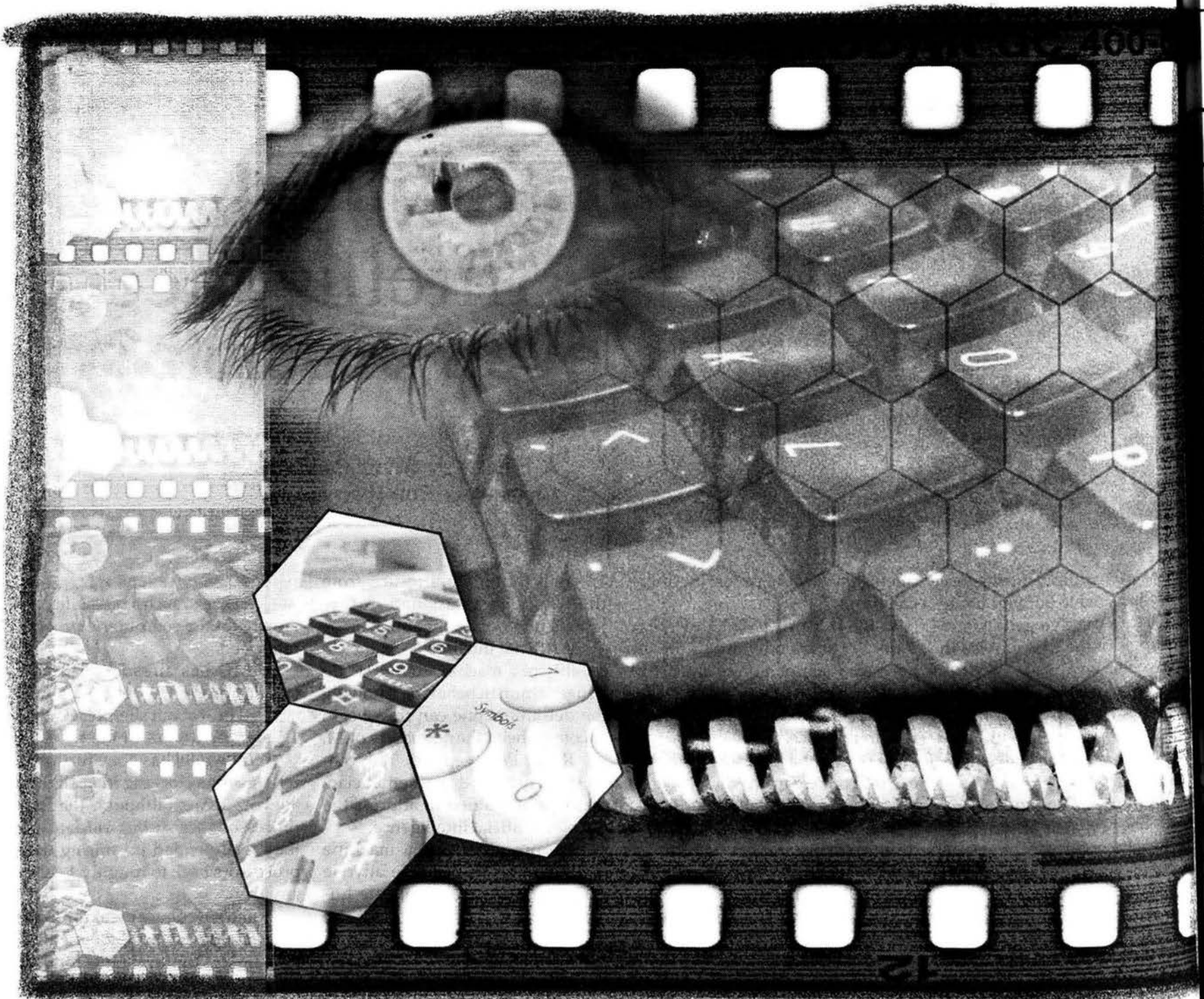
Such speeds are breakthroughs in technology, with many scientists looking to AI as an avenue for their use.

It just goes to show how far technology has come. In 1995, select families were once proud owners of a 486 CPU family PC. For those bent on having the day's fastest personal computer, it might have been possible to push 120 Megahertz [Mhz].

With six years gone by, even teens are now the proud owners of their own personal computers, many of which clock in at about 1.4 Ghz.

So, how far has the average PC owner come computer-wise? To be precise, about 1,280,000,000 hertz in little over two decades. The process has been long and arduous, but it hasn't been long enough.

Unfortunately, some say it's not



Artificial intelligence may not be a possibility now, but many are hoping that scientific breakthroughs will make it likely for the future. Through observation and further research, many hope to make it a reality.

far enough either.

In order to imitate a human life form, the computer would have to be taught by humans to think, feel and react independently.

The idea doesn't seem all that complicated, but it is.

In order to teach a machine to do all of those things, humans would first have to completely understand why they do all of these things in the first place. It raises questions of whether or not a person could create something even more powerful than he is.

Such contemplation leads to the

moral question of, even if they could, should they?

First, the producers of such a machine would have to be capable of creating an exponentially more powerful replica of the human brain.

It would have to be so powerful that mathematicians estimate the machine would have a processing power of approximately one times ten to the twentieth power of the human brain.

Maybe AI isn't about to be accomplished in the near future, but don't give up yet. Scientists and

mathematicians across the nation are moving onto something bigger and better.

Right now, one of the most intriguing avenues of cutting-edge research includes new studies in physics and technology.

It is something called quantum mechanics, and has the ability to revolutionize not only the way we do everyday things, but also even the way we think.

Computers would be no exception to such a revolution.

If one wanted to measure the speed of a computer based on quan-

tum physics, they'd have to forge megahertz, even, gigahertz.

The computer would be so powerful that it would dwarf those supercomputers found in the Pentagon, maybe even aid in the development in artificial intelligence.

The quantum computer accomplishes such a feat by making several simultaneous computations.

It would be like having four computers acting as one for a common goal. An achievement of such magnitude would have unimaginable impact on humanity.

One may never know.

COLUMN EMILY NEUMANN

Global communication wastes time

I hate the Internet.

I don't care about all that crap about having the world at your fingertips. I am convinced that it has shortened my life by using it.

The Internet was this great idea that someone had that would put all the information from every encyclopedia ever into one place, and then his older brother got hold of it.

He decided that his goal for the Internet was to make it the largest collection of porn ever.

Then people got ideas for things like AOL and Netscape and decided to make it the most interesting thing ever.

Every time I sit down at the computer to go online I know I have to prepare for a battle of proportions.

The Internet really did start as a good idea. I'll be the first to admit that it does have its perks, but there are times when the bad severely outweighs the good.

Now, I have AOL on my home computer.

Those of you familiar with the program may nod your heads and frown sympathetically at my misfortune.

AOL is probably the slowest Internet server available. I don't actually have any sort of expertise on this, but I speak from personal experience.

I use the Internet fairly frequently to keep in touch with friends and do copious amounts of research for my very demanding classes (Ha).

But seriously, this whole Internet thing is beyond ridiculous at this point.

It may unlock the doors to the information of the world, but I obviously can't figure out the way. I can't ever seem to find the information I need when I need it.

Once, I found a site I thought would be useful.

But then I realized it wasn't. It turned out to be a site for teachers who already knew what they were talking about and made lesson plans for the classroom in all different subjects.

I occasionally refer to Cliff Notes-esque websites when English books really are difficult, but for the most part, I keep my distance from the computer.

My usual Internet experience usually goes something like this: Log on, wait five minutes, welcome screen pops up, type in what I need, wait five more minutes, receive numerous websites having little or nothing to do with my topic, find one that might be relevant, click on it, wait ten minutes, realize it isn't what I want,

get discouraged and sign off.

I'm tired of waiting for hours to get search results on "Wuthering Heights" only to receive invitations to porn sites where role-playing naked is popular.

These crazy kids, I tell you what.

I'm tired of waiting for ten minutes for my server to open a website that (hopefully) doesn't contain breasts only to have a little message pop up in the corner of the screen saying the process was taking too long and they just canceled the job.

I would not have waited ten minutes in the first place if I did not feel this particular website was important now would I?

I'm tired of spending hours sifting through stupid web sites where people make passing references to the fact that they haven't read a book in the last ten years that didn't have pictures in it.

These places are a step up from the boob emporiums, but are still absolutely no help.

I can just go to the library and spend hours ruining my eyes in front of a lithograph machine.

At least I wouldn't feel the sudden urge to beat the machine in front of me for taking so long to find information. I would be able to blame the length of time on my own incompetence; then I'd feel productive.

Right now I am sitting across the room from my AOL server that just messed up so much it can't even respond to the sign-off function. No one expects a book to close itself.

I wish that I never had to go online again. I just get so stressed out.

Maybe the library really is the solution. I like to read to relax.

If I did research there, I would not be distracted by the little advertisements that pop up in the corner of the screen every time you go to a new website. And there usually aren't breasts in boring old textbooks.

As for those research papers, I think that if the library doesn't have what I need, they would buy it for me.

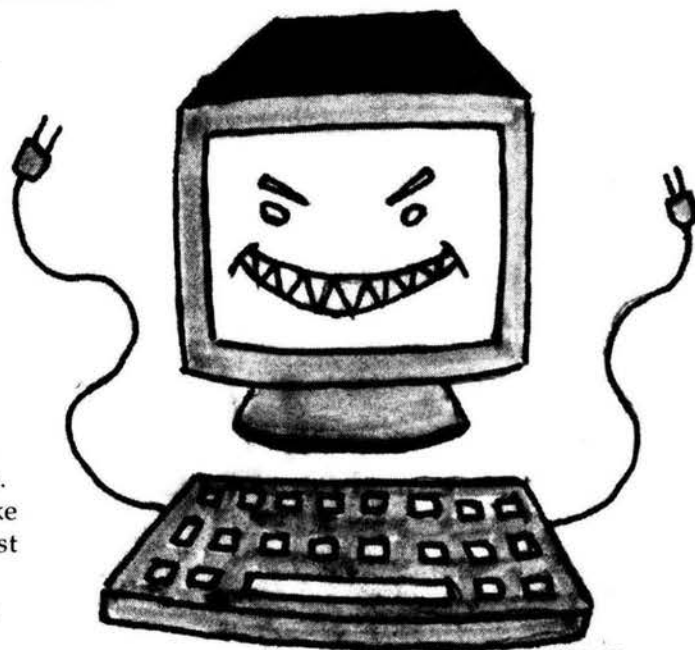
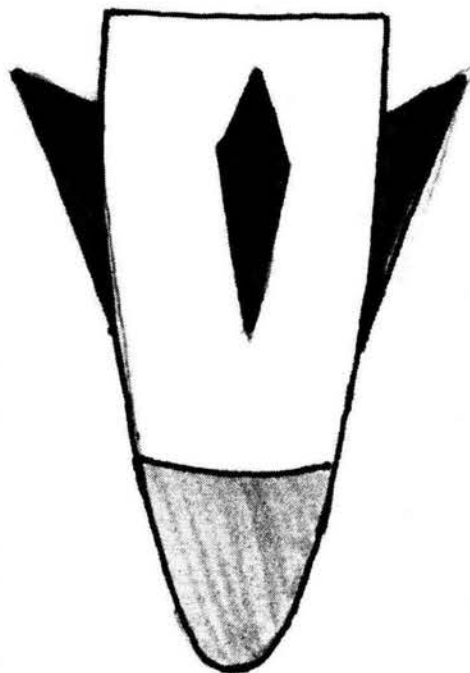
If the library isn't willing to make up for its own incompetency, I just shouldn't have to do the paper.

I think I should make a mid-March New Years Resolution—use the Internet as little as possible.

Maybe I could even give it up for Lent although I am not Catholic.

I propose we boycott the Internet, overthrow the government, riot in the streets like a Paris mob and force vegetarians to eat meat.

So the last few lines don't have anything to do with the Internet, but you've got to admit, they sound like fun.



DOUG MILES

emoSTYLE

More people are intrigued by the trend everyday, but some people still have questions. A look at the what, where and why of emo style and some of the bands that started it.

By Kaitlin Butz

From the thrift shop sweaters to the Converse high tops, emo style has become a distinctive trademark for this group of doe-eyed, skinny, pale kids.

Emo style grew out of the emo offset of indie rock that really began to develop in the mid to late 90s.

Omaha has become a hot bed for emo music over the past few years, with bands like Bright Eyes, and Son Ambulance gaining national acclaim.

Of course, all of these emo artists owe a big thank you to Simon Joyner, the godfather of independent Omaha music.

His stripped down acoustic guitar and vocals may not be emo per se, but every time Conor Oberst or Joe Knapp let out a melodic wail, they're really just trying to be Joyner.

Original emo was more directly descended from punk music than any other genre.

The earliest emo bands, such as Embrace and Rites of Spring, had lots of punk influence, but their heavily emotional style set them apart.

Over the years, it has evolved into the folk-ish, acoustic, weeping pile of feelings that constitutes most of today's emo music.

The fans of this downtrodden, solemn musical style are easily recognizable by their thrift shop clothing.

The must-haves for emo boys include sweaters,

both cardigans and pull-overs, and vintage t-shirts.

Both are usually worn shrunken, perfect for showing off the average emo guy's concave chest.

The t-shirts should have some sort of ironic saying on them like "Treasure Hills Bible Camp '78" or "Joe's House of Falafel". Also popular are shirts for obscure bands. The pants of emo males are usually salvaged bottoms of suits or falling-apart old corduroys.

They are also usually three inches too short, at the very least.

The essential shoes for both genders of emo kids are Converse. High or low top, Chucks or not, it doesn't matter as long as they have that Converse patch.

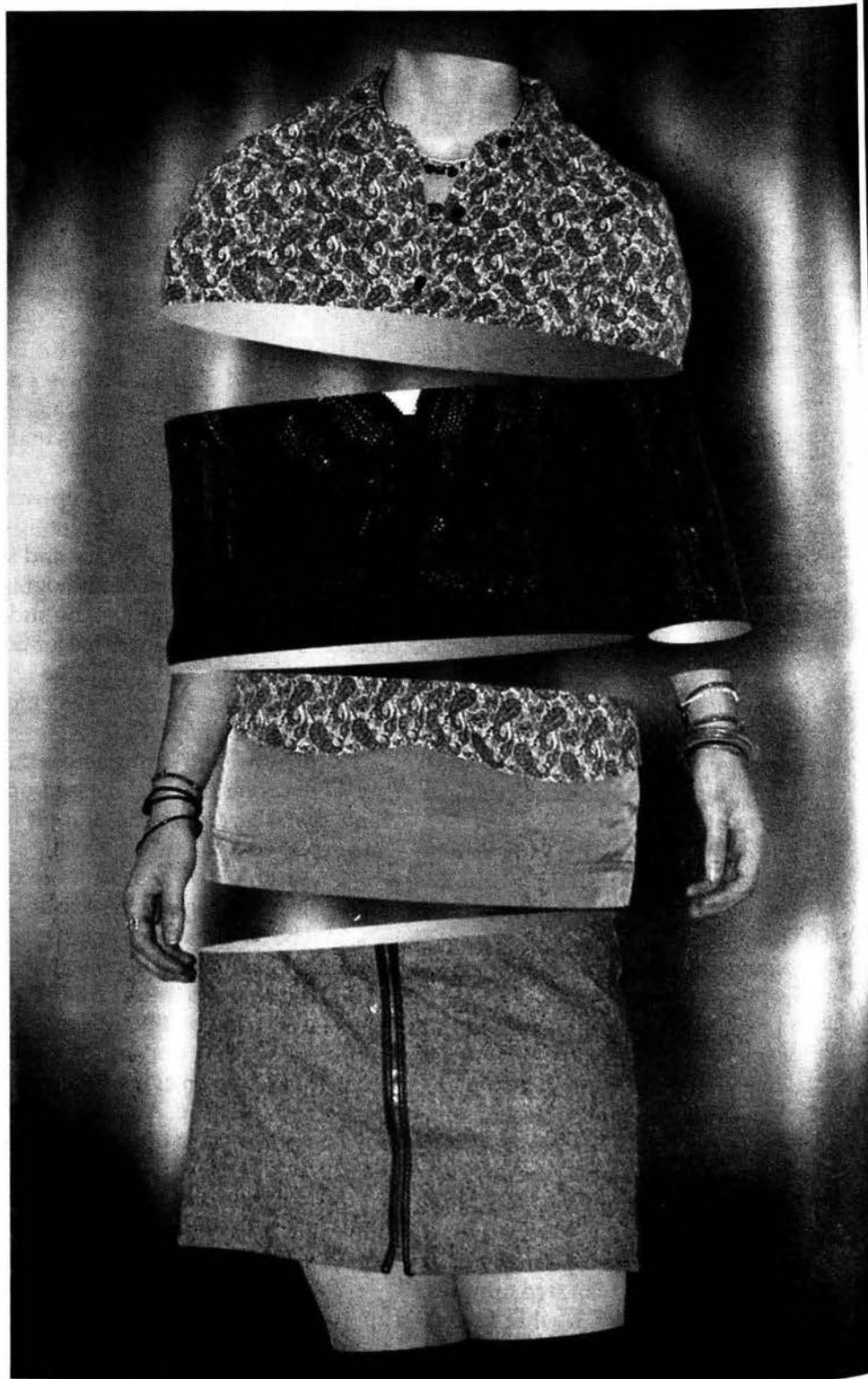
This brand has become fairly scarce as of late, so the trend may turn into very worn Converse shoes soon.

Emo girls tend to dress like slightly more effeminate emo boys or slightly updated 1950s housewives. Mid-calf length skirts and button-up cardigans mix old-time flair with modern style, an interestingly sexy look.

Black patent leather Mary Janes are the perfect shoes to complete this look.

Other emo girls tend to wear similar ironic t-shirts and thrift store pants, along with the essential Converse.

Whatever look emo kids choose, it has to be comfortable enough to stand in for four hours in a smoky room while at a show for the emo band du jour.



Graphic By Lueninghoener

Short skirts made out of old-fashioned materials and retro-patterned shirts are all part of the emo trend.

Bright Eyes embodies emo trend

BY DOUG MEIGS

All in all, "Fevers and Mirrors" enjoyably neurotic and significantly depressing.

Listening to Bright Eyes' most recent full length, one can truly picture the ever-lonely Oberst curled up in a dark closet, choking on his tears as he croons to the fates.

Drunk on self-pity, Oberst's wailing voice wavers through the microphone in mumbled screams, barely audible whispers and lines of empathy.

Possibly Bright Eyes' most authentic album to date, it begins with barely distinguishable vocals, slow and mellow, almost immediately followed by Oberst's intense cries of reference to some lost love or jealousy.

The album's tracks develop as tragedies, ballads of dark secrets spiced into tales of broken hearts and self-loathing.

With such earnestness behind expressing his character's innermost thoughts, one cannot help but wonder how much of Oberst's lyrical confessions are applicable to him.

Themes swirl through the recording's lyrics. Fevers, mirrors, balances and a mysterious girl, Arienne (who Oberst often beckons longingly to) fill the songs with a foreboding sense of painful

uncertainty.

A guitar rhythmically strums over the album's folksy backdrop, built up in intensity then snapping, like a schizophrenic on the verge of a panic attack.

In "Sunrise, Sunset," Oberst chants the refrain gradually increasing his voice until bursting in a flurry of accusations.

In a ferocious allegory to teen angst, "Fevers and Mirrors" illustrates all that is emo. At times Oberst's almost open, self-deprecating acknowledgements of the style seem to make the recording even more emo-riffic.

One track, including a false interview between Oberst and the owner of Saddle Creek Records, depicts Oberst speaking of his artistic motivation, dark past and convoluted sense of emotion and reality.

It's more a skit responding to public association of Bright Eyes with the black mark of emo.

An experience in bipolarity, the album leaves one feeling relatively upbeat with "A Song to Remember," its last track's happy demeanor. Yet after song after song of almost suicidal whimpers, the recording leaves you not knowing what to feel, drenched in Oberst's tears.

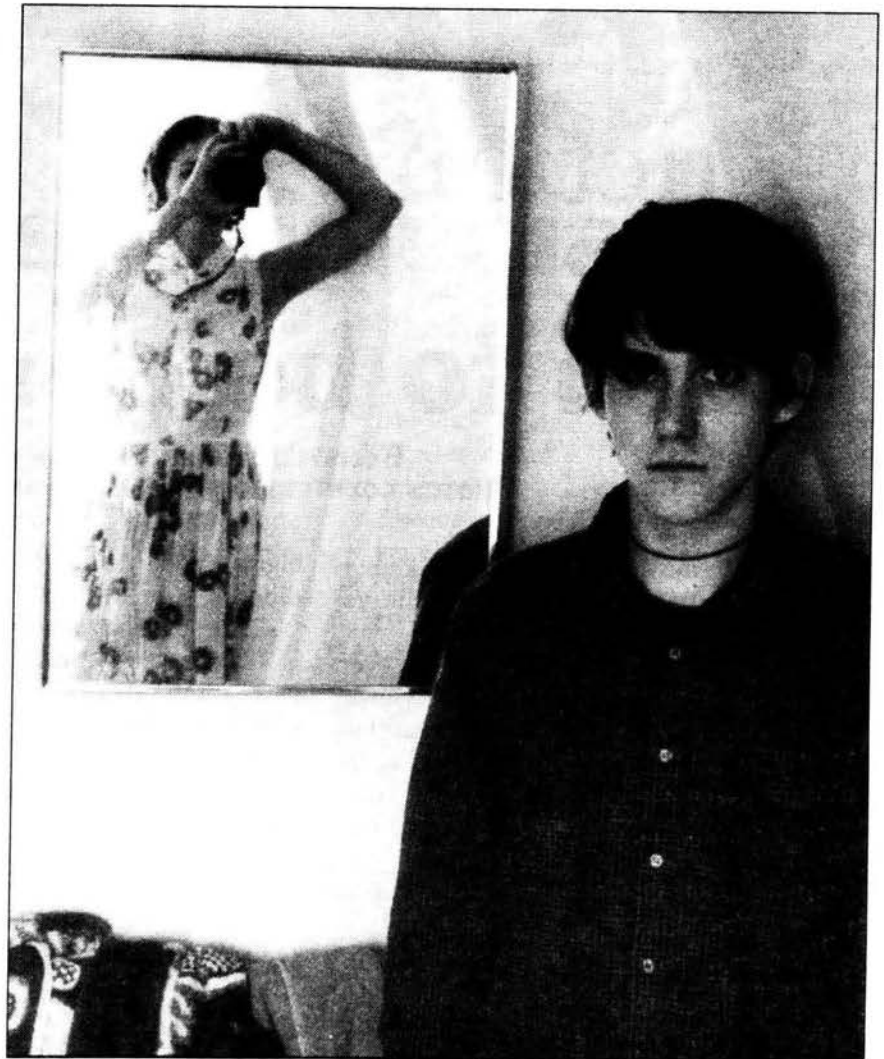


Photo courtesy of SADDLE CREEK RECORDS

Conor Oberst is one of many Omaha artists now receiving attention at the national level.

Overlooked album showcases indie style

BY KAITLIN BUTZ

At the Drive-In's second album "In/Casino/Out" is a gem that ended up being largely ignored.

The album showcases the heavy emo style that was starting to emerge in 1998. But this is not the straining acoustic guitars and weeping vocals that most associate with the "e-word."

Instead this is the strained screaming vocals and crashing post-punk guitars that blend together perfectly.

The lyrics all have a tone of despair and urgency that lead singer Cedric Bixler knows how to work for everything its worth.

The album is a seeming contradiction, but it somehow all comes

together. Bixler sings his lyrics as if they are straight out of his journal, but the lyrics themselves are often elliptical and nonsensical.

Bixler seems to enjoy this constant guessing game he plays with the listener.

At certain points in the album where the music takes a faster turn, the joyful sneer on his face can practically be heard in the music.

The one startling exception to this trend of obtuse songwriting is the track, "Napoleon Solo".

At the time the album was released, Texas had been experiencing a surge in heroin overdoses.

This was especially common in affluent suburbs like Plano, which

experienced an epidemic of teenagers overdosing on heroin in the mid- to late-nineties.

This was an obvious influence on the El Paso based band. In "Napoleon Solo," Bixler paints a bleak picture of death and desolation and of how permanent it all is.

From the tone in his voice when he sings about "Austin's yellow brick road," it is evident that Bixler gave up on such childish hopes a very long time ago.

The other standout track is "Hourglass" a heartbreaking plea of loneliness and isolation.

It is another surprise on the album, daringly emotional, even for an emo band. The song is stripped

bare, just raw vocals over sparse instrumental parts, which are strewn haphazardly across the melodic landscape.

"In/Casino/Out" may be saddled with the broad label of emo.

It deserves it, but it takes an album like this to remind fans why emo music became the trend it did.

It has the distinct honor of being able to please everyone from the sad-eyed, sweater-clad emo boys, to the most elite of the indie rock snobs.

With this album, At the Drive-In has created something that transcends the simple labels music is usually given.

SCIENCE fiction

Classic sci-fi leaves much to be desired

REVIEW BY EMILY NEUMANN
PHOTOS COURTESY OF ALGONQUIN AND TOHO

Godzilla movies have never been known for their stellar plots, and "Godzilla vs. Mechagodzilla" is no exception.

This is the most confusing movie, ever.

MOVIE REVIEW

"Godzilla vs. Mechagodzilla" - Not Rated

2 1/2 of 5

Directed by: Jun Fukuda
Starring: Masaaki Daimon, Hiroshi Koizuma

only by the fact that they are either men or women. They have incomprehensible names and the same voices.

The movie left me utterly confused with only a vague idea that the good guys won.

Somehow, over the course of the series, Godzilla evolved from a menace of the Japanese society to a defender of the people and dispenser of justice. So in this movie, he's the good guy.

The movie opens with warbley music and flashing lights in the middle of the ocean. This is probably Godzilla.

An old Japanese man with a long white beard fears for his life on a mountain during what appears to be an earthquake.

In the meantime, there are two main groups of people. One consists of a young woman and her famous professor father who disappear after they find inscriptions prophesying the coming of a monster to destroy the world.

The other flies with an ancient statue to a different famous professor.

Some random events fill the middle of the movie, but none of them help the plot make any more sense.

Then something the viewer thinks is Godzilla emerges from the cave and has a

big battle with what looks like a giant armadillo.

The stage has been set.

The Godzilla from the cave turns out to be a cyborg made of space titanium powered by evil people who turn into monkeys if they are injured.

This is an interesting twist that a viewer really doesn't expect.

The good guys realize, somehow, that the only way to stop Mechagodzilla from destroying the earth is to take the statue to the Zumi temple on Mt. Fuji and awaken the Divine Being.

After a great struggle the crew rescues the professor and his daughter and some other random guy from certain doom and travel to the Zumi temple.

They use the statue to unlock a mountain where the Divine Being was sleeping and had to be awakened by some Japanese lady in a kimono who materialized from nowhere.

The extra characters added a certain ambience of confusion to the mix and made sure the viewer stayed on his toes.

The Divine Being was losing to the cyborg until the real Godzilla came from the bottom of the ocean and helped him out by turning into a giant magnet and keeping Mechagodzilla from flying away.

The Divine Being is supposed to be able to defeat the monster on its own based on the ancient prophecies, but this wouldn't be a Godzilla movie if he didn't save the day. This is also confusing to the viewer.

This epic battle embodied the good vs. evil theme in the most long and drawn out way possible, but it gave me great joy when the movie finally ended.

Do yourself a favor and don't go rent this movie.

Or any other Godzilla movie, for that matter. They are probably all this bad. **1**

Old sci-fi movies often provide a better quality of entertainment than the technologically-advanced movies of today. The following movies from the 70s and 80s present three very different aspects of the old-fashioned sci-fi genre.



'Invasion' snatches viewer attention

REVIEW BY DANIELLE ROLLINS

The Pod People attack when their victims are asleep.

When the target is wandering into dreamland, huge pods appear out of nowhere.

MOVIE REVIEW

'Invasion of the Body Snatchers' - Rated PG

2 2 2 1

Directed by: Philip Kaufman

Starring: Donald Sutherland, Jeff Goldblum

The pods open and shoot out flowerlike plants that are carrying body duplicates of the sleeping prey.

If the person stays asleep for long enough, the Pod people duplicate of him will grow, wake-up and take over the person's body, identity and life.

As cheesy and unrealistic as it sounds, the movie is really disturbing.

The original story line combined with creepy sci-fi music creates a mood reminiscent of the twilight zone.

The plot is set in a small city.

The first scene opens with the movie's heroine, Elizabeth, who is, coincidentally, having troubles with her boyfriend.

The next day she wakes to find that he has no emotion and is acting strangely.

She runs to her boss, Michael (enter new love interest, the movie's tragic hero).

The viewer notices a little attraction, but nothing too drastic, Elizabeth is still grieving over the lost boyfriend.

They randomly meet up with this married couple who own some sort of a spa.

The husband is a friend with Michael, his name is Jack and he is a very bitter writer.

Together they take on the Pod People and try and save the planet.

However, because this is a 70s flick and incredibly pessimistic, they fail and the Pod People destroy the planet as we know it.

The movie is really a classic.

The idea that plants will someday clone the human race is enough to make anyone shiver.

Plus, thinking that everyone on Earth is involved in a conspiracy against you is timeless.

Overall, the plot is a little shaky, no one ever

explains why the Pod People are here, where they came from, what they want, etc...

There are a lot of characters that come and go without explanation and a lot of right place at the right time scenarios.

However, one could easily say this kind of adds to the mystique of the sci-fi thriller.

Besides, everyone has to admire the sense of justice that our four heroes have.

When the super-friends finally realize what exactly is going on (which they figure out a little too easily) the movies whips into its infamous chase scene.

The Pod People all somehow know that they are intruders and with lots of pointing and screaming, the four heroes try to escape.

The movie ends with every last one of them getting caught. The Pod People win and life as we know it is over.

At first this seems a little morbid, but then the viewers remember that they are watching a movie about plants taking over the world and, realizing what a ludicrous idea this is, they are able to sleep soundly.

That is, until the Pod People attack. **E**

'Rollerball' provides chilling view of future

REVIEW BY KAITLIN BUTZ

The science fiction classic "Rollerball" examines what can happen in a society where conformity is everything and individuality has become forbidden. This film overcomes its slow pacing and weak moments to make a serious statement on society.

The story is set in the year 2018, which must have seemed very futuristic in 1975, the year of the movie's release.

MOVIE REVIEW

'Rollerball' - Rated R

2 2 2 of 5

Directed by: Norman Jewison

Starring: James Caan, John Houseman

A so-called set of "corporate wars" has drastically

changed the entire world. Everything is owned, operated and regulated by huge national corporations.

These wars, which are never shown or fully explained, have seemingly solved a lot of problems for the nation.

Poverty, conflict, sickness and anything else remotely negative has been eradicated. The world is happy and seemingly perfect, running like clockwork.

Yet there is one small snag in this supposed

utopian society.

The people still crave some sort of violence to appease their natural instincts. The corporations provide a solution for this as well: Rollerball.

Rollerball is a new sport devised by these corporations to face off two teams in a giant circular arena.

A metal ball is shot out and the two teams brutally go after it, no matter who is in the way. The players wear roller skates during all of this, except for one lucky member of each team who gets to ride motorcycle that other players hang on to help navigate the circle.

The sport is a smash hit and draws in huge crowds around the world. This is where the real story begins.

The main character is Jonathan E. (James Caan), the star player of the Houston Rollerball team, owned by the Energy Corporation. Jonathan has become the supreme star of Rollerball, but not without a cost.

First the corporation was somehow able to separate him from his wife. Then they decide that in an age where individuality is looked down upon, there should not be any one star on a sports team.

So the head of the Energy Corporation, the plotting Bartholomew, begins to plan how to

bring down Jonathan.

First, he orders Jonathan to announce his retirement on a TV special planned in his honor.

When he refuses, Bartholomew decides to change the rules of the game to encourage Jonathan to quit.

But he still refuses to give in to the demands, even when his closest teammate goes into a coma after being injured in a game.

Finally there is a dramatic, bloody showdown during a game in which Jonathan emerges victorious.

The movie raises lots of questions about uniformity versus individuality. It is obvious that director Norman Jewison was trying to paint a very bleak apocalyptic picture.

Visually, the movie is very cold and sleek looking, a definite 70s interpretation of the future. The "amazing technology of the future" is laughable. Judging from the room size computers, people thought that as technology got more advanced, all of the equipment would get bigger.

The only major problem with the picture is its incredibly slow pacing. The intensity of the film helps it overcome this obstacle.

"Rollerball" is not as intelligent as it attempts to be, but for a science fiction movie, it's a step above the rest. **E**

COLUMN BY DANIELLE ROLLINS

Irresponsibility hurts more than cars

Recently I wrecked my car for the third time in two years.

Besides the obvious time and money problems this will expose me too, there are several other inconveniences I will have to take into account.

First of all, my insurance company is either going to label me "high risk" or drop me completely.

This means that I am either going to have to pay a lot more a month (which I, like any other 18 year old, cannot afford on my minimum wage income) or I am going to have to put a lot of time and effort into finding new insurance.

Because I procrastinate like no other, this will never get done.

Second, my parents feel they need to release an extra string of "Be careful, don't drive too fast, where your seatbelt" like comments every time I leave the house.

I was afraid they would ground me at first. That would have almost been better. Now I feel like a child who's done something she knows she shouldn't have. I feel like I am being scolded every time I leave the house.

Thirdly, I have to rely on friends and family to get anywhere I want to go for, at the very least, two weeks.

This may not sound like a big deal—at first.

When you are used to a certain level of independence, it becomes increasingly more difficult to ask people for help or for rides.

You start to feel like those whiny friends you have always hated who wait around for you outside, give you the sad, puppy face and do not understand how you could possibly turn them down.

This becomes especially apparent when you live out in the middle of nowhere and absolutely no one wants to come pick you up.

Last, my 16-year-old brother will now be labeled the "good" driver of the house.

He got his license yesterday, enough said.

The accident was hard to avoid, believe me I tried.

There is a slight curve in the road that leads to my house. It was late and the roads that were slightly wet that morning were solid ice.

I'm sure you can put the rest together. The car slid, crashed into a gutter and the front axle broke.

It was 2:30 in the morning so my parents were pretty upset when I told them that my car was lying in the middle of the road, broken, about a block away. They were not exactly happy about it.

In fact, the phrases they used a lot were "Irresponsible," "Delinquent," and "You are paying for this yourself."

We were up until about 4 a.m. in the morning waiting for the tow truck. This definitely did not improve my parents' mood.

The whole ordeal set me thinking about responsibility.

I have always considered myself a responsible person. I have a job, I get good grades and I even babysit when I have to.

So why is it that now I am seriously questioning my responsibility?

Suddenly I feel that the homework I put together ten minutes before it's due isn't good enough.

I feel as though studying for 15 minutes for a mid-term is not enough. Maybe I could do better than straight 2s and an average GPA.

These thoughts have been

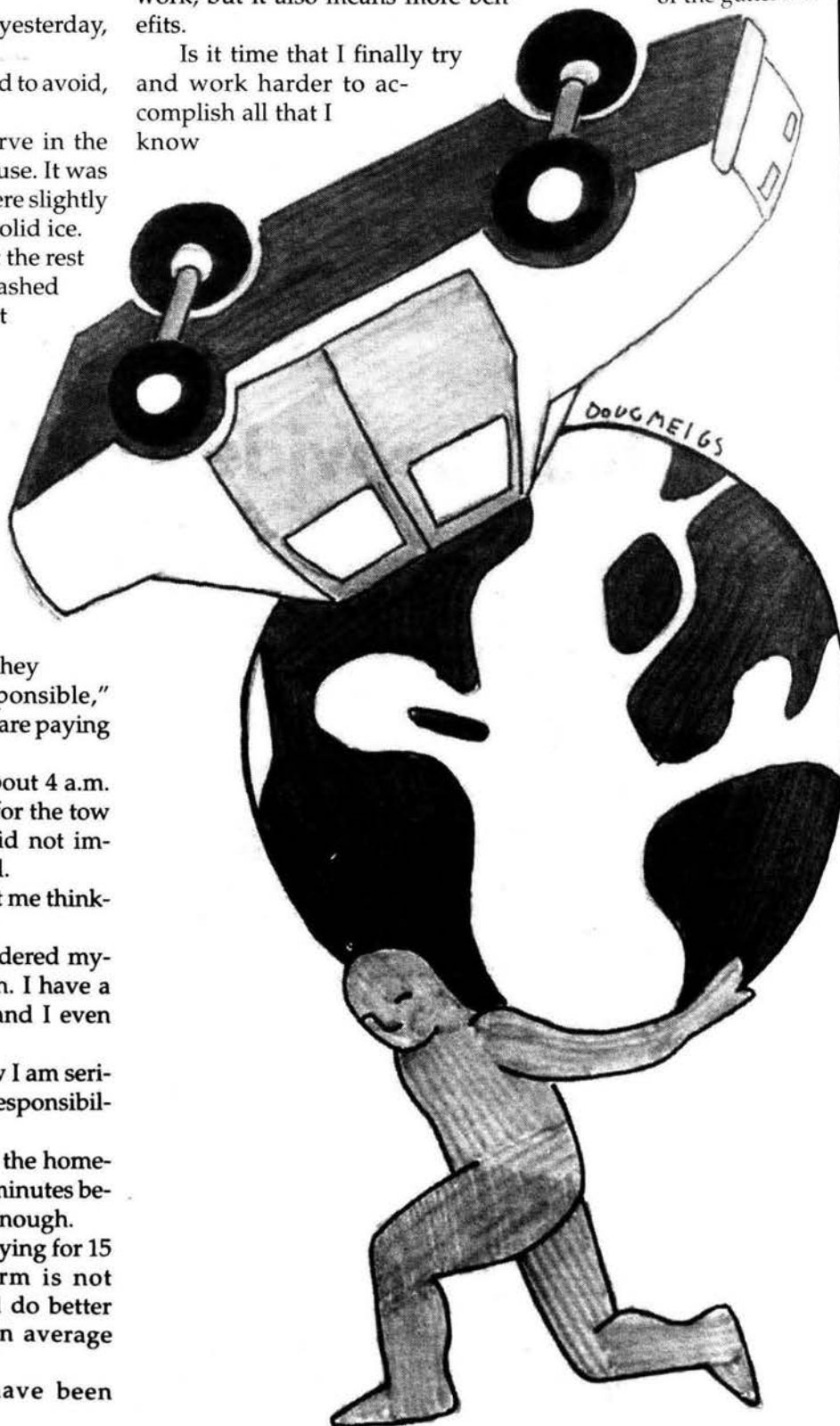
frightening me.

More responsibility means more work, but it also means more benefits.

Is it time that I finally try and work harder to accomplish all that I know

I can?

Maybe I should get my car out of the gutter first.



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