



Central students select *their* candidates

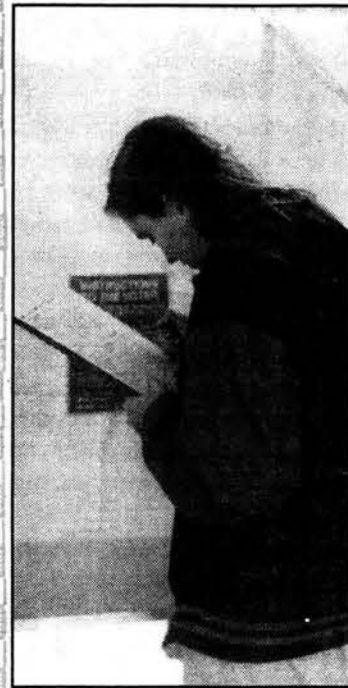
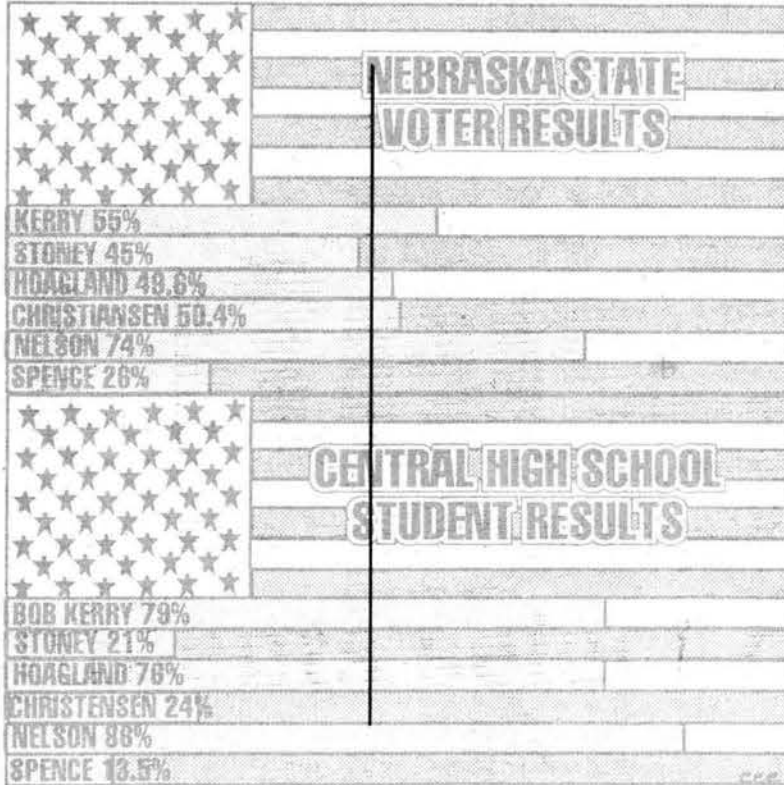
By Carrie Parrott

Only a small percentage of Central's students were able to vote on the Nov. 8 election this year. Because of this inability to vote, many are not able to voice their opinions on today's pressing issues.

But this year at Central High School, students were able to tell the government how they feel about today's issues by voting in a nationwide student poll conducted by Scholastic, Inc. At the same time, they were also able to elect who they wanted to fill the positions of senator, house representative and governor through a mock election.

Central's student election was mainly organized by Mr. Clyde Lincoln, Central social studies teacher. Mr. Lincoln, with the help of Central teachers Mr. Paul Blazevich, Mr. Jim Galus, Mrs. Carol Krejci and some students put together a student ballot for all social studies classes to vote with. "The students that helped were superb," said Mr. Lincoln.

The poll consisted of a front page containing questions posed by Scholastic such as these: When workers lose their jobs because of laws and regulations protecting the environment, what do you think the government should do about it? 2. Which two of



Senior Jenny Hurst votes for the first time.

environmental laws and regulations. Forty-two percent of Central students chose choice c, easy-to-get guns, as an important cause of crime and violence for the government to focus on, and forty percent chose choice a, drugs, as one of the biggest causes to focus on.

Other results from Scholastic's student poll: 55 percent of Central students think that health care should be a right, rather than a privilege, 44 percent believe that it is possible to both clean and protect the environment and have good economic growth, and 33 percent believe that adding more education programs and helping areas with much poverty would be the best way to reduce crime and violence.

National results from the Scholastic poll will be presented to the newly-elected Congress and governors to give them an idea of how United States' youth feel

about important issues. Scholastic officials hope that this way, young adults will have a bigger say in decisions made by the U.S. government. "We hope that they take them

Continued on page 11.

Group Guidance for sophomores

By Cliff Hicks

"They kept changing counselors and all they were teaching was elementary things," sophomore Jen Houlden said of the freshman Group Guidance she was enrolled in last year.

"[They taught us] differences of people who were in the group and gave us tours of the school and other childish things," Houlden said, "and now we have to go through it again this year."

She is referring to the addition of Group Guidance for the sophomores in second semester. Mrs. Sharon Cipperley, guidance director, said this will take place every other Friday for a quarter.

"All schools are working toward the same goals," Mrs. Cipperley said. "There are requirements we have to meet." All students must fulfill these requirements.

During freshman year, each student now goes through Group Guidance, a group counseling session held every other Friday for an entire semester.

According to Mrs. Cipperley, this group focuses on "getting acquainted" with the school and the counselors, along with "touching on study skills" and an interest survey to help determine where a student is going to go after high school. Its main purpose, said Mrs. Cipperley, is "future planning [and] success in schools." Requirements

needed to be met and it was determined that a second Group Guidance, this time for sophomores, would aid in meeting those requirements. The requirements are divided up into three categories: academic, personal and careers. All counselors are working towards these goals as the year progresses.

"We should have a choice," Andrea Friedman, sophomore, said. "I could've used my study hall more than a class on 'how to get along.'"

Stephanie Riley, freshman, said, "It's good because they hand out pamphlets that teach me...study skills."

"It helped me understand the Guidance Center. I met all the counselors and they told me what to expect in my upcoming high school years," said sophomore Chris Darst.

"It was pointless," Shoshana Wees, sophomore, disagreed. "Like when we were filling out a blank job application, they were telling us, 'Put name where it says name.' They told us to 'look presentable.' It was all just common sense things. It was hard enough getting my work done freshman year, and then Group Guidance took my study hall away from me. I relied on that study hall."

"Even if one student out of a hundred, one out of a thousand says 'I'm going to try that,' I've been successful," said Mrs. Cipperley.

Houlden said, "I'm sure it has its merit but as [a mandatory program], it just doesn't work."

these do you think the government should focus on as the biggest causes of crime and violence?

The majority of Central's students, 48

percent, decided that choice b, offering special job-retraining programs, would be the most appropriate step for the government to take if workers lose their jobs because of

School Board member favors student representation

State law allows for non-voting student School Board members

By Jacob Slosburg

With the recent completion of School Board elections, one may think that no new members could legally be added to the School Board. However, Nebraska statute 79-547.02 allows for other non-voting members to be appointed to the School Board. Who is qualified to be an appointed non-voting School Board member?

High school students that attend school in the district and who have been elected to a position, i.e. Student Council president, by their student body.

Currently the statute, which was passed in 1982, reads, "The Board of Education of any class two, three, four, five or six school district may include at least one non-voting member who is a public high school student from

that district." The Omaha school district is a class five school district. The statute also states that "such an appointed non-voting member shall be the president of Student Council" or other such positions in which the student body elects representatives.

Mr. David Pedersen, OPS at-

the Board] would pose a nice legal question."

Mrs. Anne Palmesano, district four School Board member, said, "I never knew about it [the statute which allows student representation on the School Board]."

She expressed her approval of the idea by saying, "I think it would be very interesting to have student members. They could give good input, especially at committee meetings."

Cate Townley, senior and Student Council president, thinks that the School Board should have student representation.

She said that it would be beneficial for OPS because it would give the Board "a student's point of view."

District 66, which has only one high school in its district, does not have non-voting student School Board members either.

However, according to Dr. Al Inzerello, administrator and Student Council adviser, they do have members attending the meetings to report on high school activities. These students are not Board members though, and do not have input on district decisions.

OMAHA

1995-1996 OPS School Board

Dick Galusha	Kathleen McCallister
Sandra Kostos Jensen	Bill Meier
Bernard Kolasa	Anne Palmesano
Nancy Kratky	Karen Shepard
John Langan	Fritz Stanek
Ann Mactier	Shirley Tyree



Logical punishments, please

A school district which is responsible for educating students should surely be capable of establishing fair policies and administering logical punishments. Ideally, disciplinary action should be reasonable and consistent, fair and effective. OPS attempts to follow these guidelines but often falls short of the purpose of punishing a student.

An example of the type of illogical punishment OPS tends to use is evident in the case of Blake Spencer, a McMillan Junior High student. He was expelled for two semesters last September for heating a fork and touching it to the back of another boy's neck. Blake heated the fork by bending it back and forth vigorously. The prank left a small scar on the boy's neck and a huge roadblock in Blake's life. Certainly, Blake should have been punished for his careless act. The defense that it was just a childish prank where a person just happened to get unintentionally hurt does not excuse the action. But, overreacting to such a situation and making an example out of the juvenile is also inexcusable. The action was not serious enough to warrant expulsion for a year. A lengthy suspension, a sincere verbal apology, and possibly a written essay about the importance of acting responsibly and respectfully are options which better suit the severity of the crime.

Another case where the purpose of punishment was overlooked concerns a girl who transferred from North to Central last year. She left school early one day to attend a family activity. Following the policies used at North, she did not sign out at the attendance office before she left the building, but she did return with a letter from her mother the next day. She was unaware that Central's policy about leaving school early was different from her former school's policy. Consequently, she was assigned to In-

School-Suspension [ISS] even though her mother personally vouched for her whereabouts. Those policies were established to punish students for and prevent students from skipping, but in this case, a student was punished for none of the reasons above. In reality, she was punished for not reading her *Central Code of Conduct* booklet.

Some established policies used by Central are illogical; namely, policies on skipping and tardiness. Skipping, missing one or more classes without permission, is punishable by parent conferences and days of ISS for the first and second offenses. Thereafter, out-of-school suspension time is issued. Tardiness to school, starting with the seventh tardy in a semester, is also punishable by ISS. *Does it make sense to take students out of classes they are intentionally missing? Is it reasonable to allow these students to miss more learning time?* As stated in the OPS code of conduct, the philosophy of ISS "allows [for students] to complete daily assignments designated by classroom teachers and remain in school." But what is the use of remaining in school, if a student attends no classes? School is not a prison or child care center. A logical punishment would be more time at school, not less. It is probable that if students are faced with after school detentions and Saturday school, they will ignore the desire to sleep in and skip out on class.

Logic and reason will undoubtedly lead to the best punishments for students. Administrators in the position to make judgments need to remember their task in disciplining a student and penalize the student accordingly. Administrators need to do what is best for the student and the school. In any case, neither the future of the student nor the sanctity of the learning environment should be sacrificed for the intent of following a set policy.

Poor scheduling, poor midterms

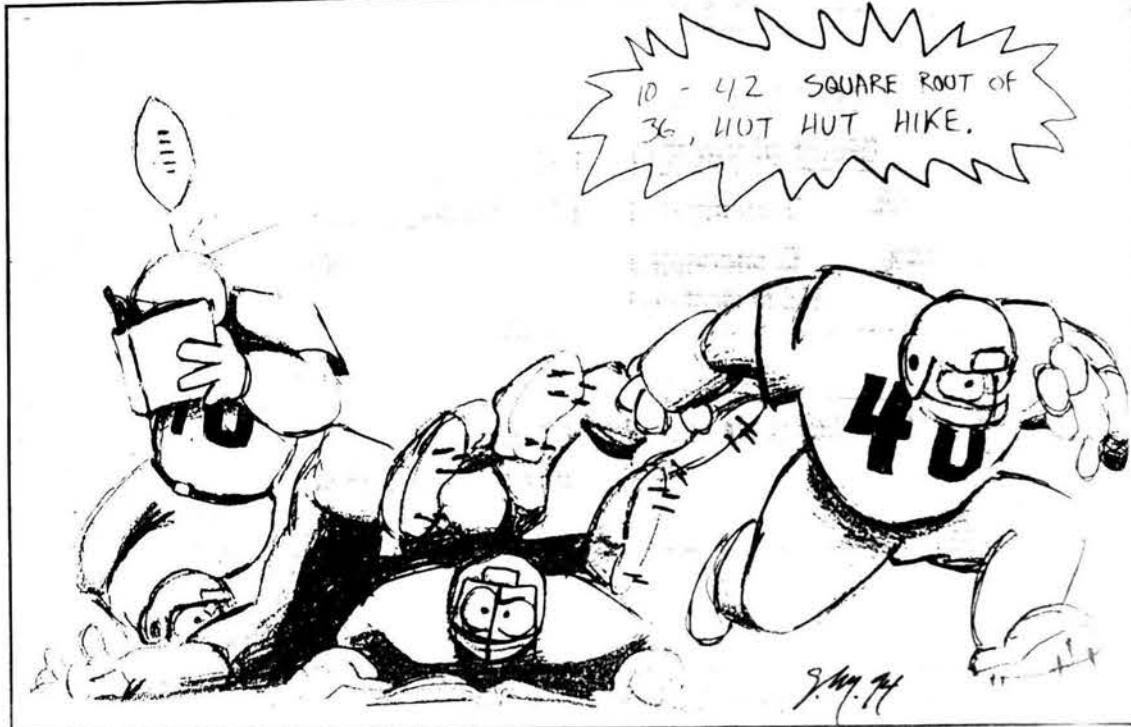
The end of the first quarter is a significant landmark for many students. The routine of school no longer feels foreign and summer is only a distant memory. It marks the end of fall sports and the start of winter sports. Plans are being made for Thanksgiving and winter vacation, and club activities are in full swing. In the middle of all of the hustle and bustle, there is another landmark that people do not talk about. It looms darkly in the background until you think you could not get any busier. This menacing force is midterms.

Midterms are held every year at the end of the nine-week quarter. Central is the only OPS high school that schedules midterms as a school-wide activity. The midterm schedule this year was not practical. During the week midterms were given, several school events took place. An away football game was held against South. Most students were too busy studying for midterms to go and cheer the Eagles to victory. What about the players, cheerleaders and Pom Squad; how did they do on their midterms the next day? The cross country team had state, and the

women's volleyball team had district qualifying games. The 125 members of the marching band had the Nebraska State Bandmasters Association marching exhibition at the end of the week. The *Sweet Charity* cast and crew had rehearsals until after 5 p.m.. Senior class elections were also held during midterms. The candidates were spending many hours preparing posters and stickers for the election.

A large part of the school was involved in these activities. How much time did they have to study? How did they choose between doing well in their activity and doing well on their midterms? These activities take time and commitment in order for them to be successful. At the same time, school takes the same amount of commitment.

It is not fair for the school to make students choose between doing well in the school-sponsored activities that they have been encouraged to participate in and doing well in their classes. Nothing should be scheduled at the same time as midterms. If a student is to do his best, then his mind must be free of distractions and his time free of commitment.



By Kate Lavia

Shades of Gray

This issue: Ban on homework?

By Bill [unclear]

Imagine being treated like an adult with the freedom to decide what would be best for your own future. Recently a school board in northern California proposed such an idea, a law that would forbid teachers from assigning homework to their students. What is it about these particular law makers that puts them so far ahead of their time?

I imagine that most educators feel that homework is to the benefit of the student. Even with the best intentions, this is still a common fallacy. What teachers don't realize is that homework can often be a disadvantage in the overall scheme of things. Like most students, I hold a job, participate in extra-curricular activities, and do volunteer work when I can. Where do I find the time to do homework? Most often in the class before it's due.

This type of busywork does not afford me any better understanding of the lesson. For those bright students who simply do not have the time for the added stress of homework, this can be a painful drawback. It is a given fact that the consequence of not doing homework is an unfavorable grade. That clearly is not in the best interest of an intelligent person who might have a chance at a strong future. Maybe the Nebraska school boards can learn from the insight of California. It would get my support.

Recently, a member of a California school board proposed a ban on homework, claiming that homework is unfair to the kids who don't own computers. Banning homework would be irrational, unfair, and socially irresponsible. The very fact that such a proposition was actually taken seriously in a state as large as California, demonstrates how low American school systems have sunk and provides a troubling commentary on peoples' attitudes towards public education.

Teachers use homework to ensure that students can get as much as possible out of their classes. You imagine high school English without at-home reading assignments? It would take about two weeks just to read *Moby Dick*. Students would get so little story time that they would totally lose interest in literature. Worse yet, they might sneak out into the library and read books on their own. The state government would have to set up thousands of sting operations to bring these outlaws to justice. English is not the only subject that would be ruined by a homework ban. Students wouldn't learn anything in history, science or foreign language. Computers are not needed for everyday homework. Giving children and young adults permission to be scholastically lethargic would provide no solution to anything.



Register

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Register *Your* Opinions.

What do you think presents the greatest threat to the well-being of society today?

Drugs	8%	Sexually transmitted diseases	13%
Prejudice	14%	Crime/violence	65%

166 students polled



"Prejudice is the root of all of them."
- Sharmene Clemons, 12th grade



Horrible things happen to people in Omaha because of violence. Crime affects the youth of society the most."
- Ben Moeller, 12th grade



"Sexually transmitted diseases, because people are not as well educated about them as they are about the others."
- Theresa Conn, 10th grade

The Mailbox

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

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

Dear Editor,

Study halls — some see them as a place to learn how to sleep with their eyes open while others tend to amuse themselves by counting the number of tiles in the ceiling. Still there are those people that find that study hall is very useful and take advantage of the time spent there to study for those oh-so-wonderful tests that might otherwise be failed on Friday. Friday? Wait a second — there seems to be a problem with that day of study hall for freshmen. Oh yes, that would be the day of freshmen group guidance, a valuable resource that teaches one how to study. Granted, I see this as an important aspect of school, especially for those tile

counters, but if you're an honor's student pulling ones in your classes you must have either perfected the art of studying or enhanced your kissing up style. Either way, I see this guidance period as a definite waste of time for many students. These are not only my convictions; parents and several students agree that many of us have already acquired the necessary study skills. If a person registered to have a full hour of study hall, it quite possibly means that they'd like to have it to study, not to learn how to study. There should be a way to be opted out of this program if it is not in fact helping the student.

Amy Revenaugh and 15 other freshman class members

Dear Editor,

I'm writing to compliment Mimi Douglas on her hysterical story, "Fall Ball: Major experience deemed a significant success." This story had to be one of the funniest and most entertaining stories that I've read in my four years at Central High School. Nice job, Mimi. Way to write a story for the students and not some group of stiffs. The editors of *The Register* should realize what kind of audience they're writing for. Your audience may include some adults, but the majority of the audience is students who like funny, entertaining news. As a student who's gone through Journalism with many of the people on the paper's staff, I know there are many creative minds.

My point is let these creative minds pump out some funny and crazy news stories!!! The story Mimi wrote was the kind of creativity that should show up on the front page of a high school newspaper. I mean, c'mon, you're writing for the students, not *The Wall Street Journal*.

Kyle Small, senior

Editor's note: *The Register* hopes to inform its readers accurately with issues of importance to Central High School's students and faculty. However, we also realize the importance of entertaining and amusing stories. This issue we have revamped our entertainment section to better suit the student body.

Dear Editor,

This letter is in regard to the omission of a story on this year's musical "Sweet Charity." We feel that this oversight was irresponsible. *The Register* has never forgotten to report the score of a football game and never would. We, the cast of

"Sweet Charity," spend just as much time and effort as any athlete. Therefore, we deserve just as much recognition as any athlete organization. We hope that in the future, this staff is more aware of all school activities.

Colleen Cleary and Rachel Jacobson

THE CENTRAL FILES-

A look at Central's proud history through past Editorials

1934-Individualism for the many

Less than a year ago, extreme rioting broke out in Paris following the disclosure of the Stavisky scandal. Not long afterwards, Chancellor Dollfuss of Austria was assassinated, his death followed by a short civil war. A short time ago Spain experienced an uprising, and just within the last two weeks King Alexander of Yugoslavia was murdered, his death and the rioting which followed being instigated by a band of rebellious subjects.

Twenty years ago affairs were in much the same state, and a world war was begun. A war at this time, or at any time would affect us seriously, inflicting severe hardships, perhaps changing our whole lives. During a crisis the cost, results and foolishness of war are seldom considered; people permit themselves to be ruled by their inflamed mob emotions.

Rebellions, uprisings, riots, war—all are

the results of mobs; mobs lead by half-crazed anarchists who egg on the crowd until the people themselves do not know or care what they are doing.

Anyone who joins such a mob simply displays lack of intelligence and will power-his willingness to be led instead of doing some thinking of his own. To amount to anything, one must become an individual, must stand out from the crowd.

Examples that are perhaps more within our scope and experience are the snake dances which usually follow a victorious football game. Snake dances are all right when controlled by responsible, thoughtful persons, but when led by the type of leader who wants to crash theaters and dance halls, they became obnoxious and should be abolished. With a little effort, we can do away with mobs and become individuals. Isn't it worth trying?"

REFLECTIONS IN THE WATER BY CLIFF HICKS



"What do you mean 'non-essential?'"

I learn an instrument, back when I was in grade school, I smiled at them sweetly as if to say "not interested." Now I wish I had. My parents suggested piano once or twice, but they never took the initiative to force me into it. I wish they had.

Almost two years ago, I was given guitar lessons for a Christmas present. I have since found out that I love playing guitar, and it is now one of my favorite hobbies, along with being a great stress reliever. Best of all though, it's a conduit into my creativity and another way to express myself.

Walking back through the grade schools, I occasionally stop to look in on a class or two. I come across a music class. There are, of course, the kids who live for this kind of thing, standing up in the front of the group and smiling like they are in heaven. There are also the delinquents; you can see them in any age group. Then there are the kids who remind me of myself - shy, quiet and reserved. These are the people who fall into the middle ground.

Those same kids I went to grade school with are right now in situations similar to every other senior's, trying to decide what things will shape their lives. Even as I walk down Central's halls, I know that most of the people here still aren't sure how they plan to make a living, or what they plan to do with their lives. Most of them have never taken a creative writing class or a music class or an art class or a drama class.

With there being no requirement for an arts course, students are more likely to skip all that the fine arts can offer them. They will miss out on the joy of hitting the perfect note in a song, they will miss the roar of applause as they come out to bow after an excellent play, they will miss the joy one gets from completing a work of art, they will miss the gentle beauty one can find in an instrument.

Someday, perhaps one of those students will be in college and find out that they enjoy singing so much they'd like to make a career out of it, but unless they take it by choice, they'll never know in high school.

Let me take you on a trip. Journey back with me a few years - back into grade school, whether you be freshman, sophomore, junior or senior, parent, child, student or teacher. Go back with me to your grade school.

Do you remember the days you spent, working on your artistic masterpiece, constructed from the multi-colored construction paper, glue, glitter and paint your first grade teacher had given you? Do you still have that picture somewhere?

Do you remember how many hours you sang the same song over and over again, while the music teacher sacrificed her hearing to get you ready for the whole school to listen to your class belt out your cheery melody? Do you still remember that song?

Return with me now to the present. Look around you. Where are the artists? Where are the musicians, the singers, the writers, the painters? Are they still there? They are. Are they still supported by the school? They are not.

When I look at the requirements for graduation, I see that I have to have my social studies credits, my math credits, my science credits, my English credits, my physical education credits, and of course, my human growth and development credit, but I don't have to have any fine arts credits. Something is wrong, I think to myself. Is it possible our school system has simply dismissed the fine arts classes as "non-essential?" But done so they have.

I was a stubborn child. That was the way I grew up. When people suggested

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Things always
manage
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STEPPING OUT

Happy Thanksgiving!
Register Nov. 16

Cornoscopias

Capricorn Dec. 22-Jan.19

Your plans have been set back recently. Seek friends to give you assistance with any problems you may experience. A group effort will help you cope.

Aquarius Jan. 20-Feb. 18

Finish up any projects you may have lingering. Keep your impulsiveness under control. Pay attention to your financial situation.

Pisces Feb. 19-March 20

Don't push yourself too hard late in November. You are in control of your own destiny now. Don't attack a new project just yet, wait to see how it will turn out.

Aries March 21-April 19

Relationship problems will be lessened soon. In late November your financial situation may improve. Make sure you have good advice before making any major decisions.

Taurus April 20- May 20

Pressures at home are very important to you now. You might have to make some unwanted changes, but it's best to make them soon. You'll be able to communicate a lot better at the end of the month.

Gemini May 21-June 21

New people in your life will make changes to your routine. Pay more attention to your talents than to money.

Cancer June 22-July 21

Learn to compromise with loved ones. Do quality work, don't just worry about getting it done at all. You will deal with many new people, which may bring about some new relationships.

Leo July 23-Aug. 22

Make decisions for the greater benefit of everyone, not just yourself. Don't fight over trivial matters. You will be appreciated more at home.

Virgo Aug. 23-Sept. 22

Be fair to everyone. Try mixing natural intuition with your dreams, and you may go far. Don't leap in too many directions if you're not prepared.

Libra Sept. 23-Nov. 22

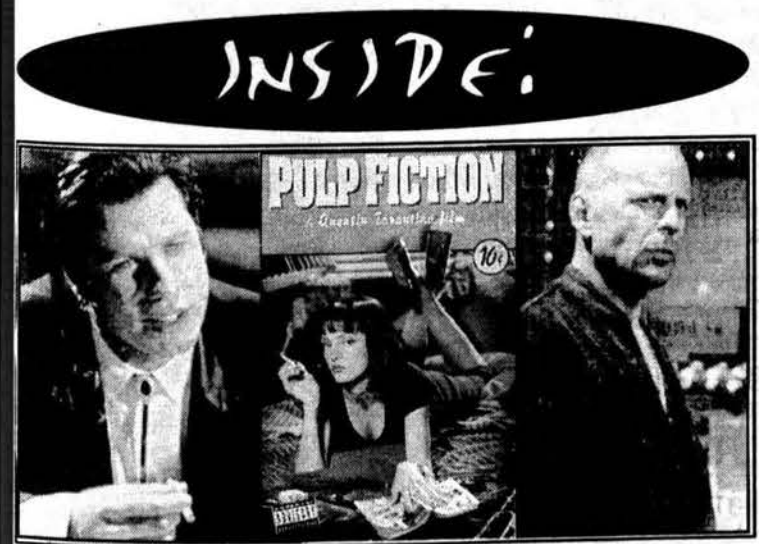
You will feel very refreshed this month, physically and mentally. You made several advances in your social status and a new group of friends will help you get through any problems.

Scorpio Oct. 24-Nov. 22

Your activities keep you busy, but rewards are on their way. Financial activity is going to increase and the payoff will be great.

Sagittarius Nov. 23-Dec. 21

Plans will be more realistic now than when they were first proposed. Prepare for them right away, so that much of the work is already completed.



- Pulp Fiction review praises Tarantino's latest, p. 7
- Omaha teens try out for MTV's The Real World, p. 6
- Green Eggs and Spam®, college life here we come, p.6

Ballroom Dancing CHS Style

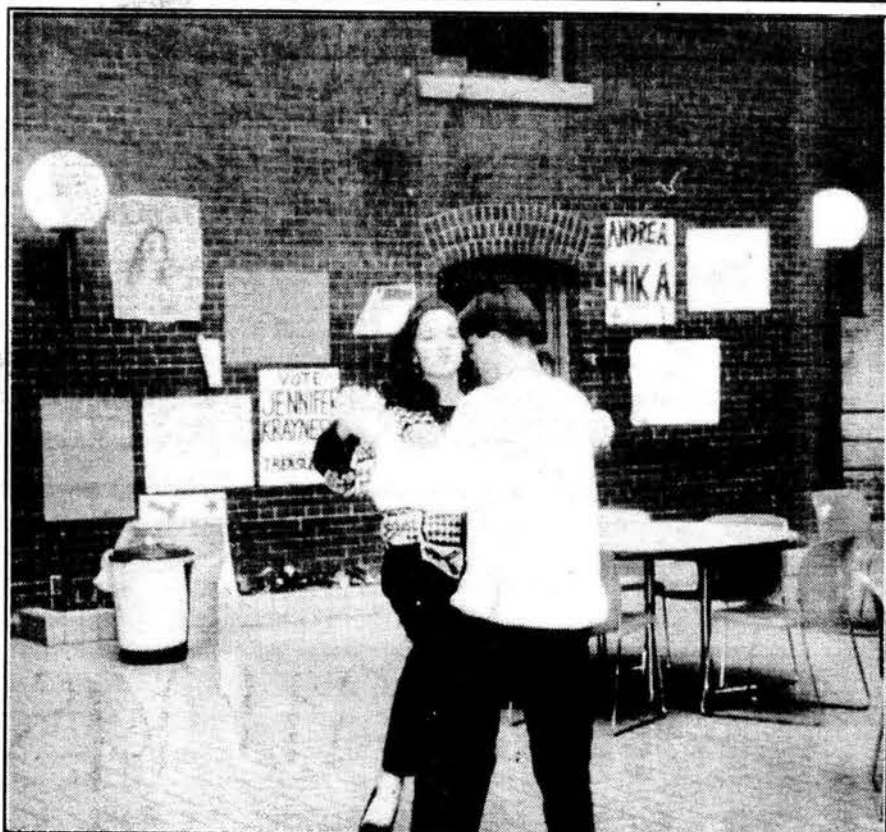
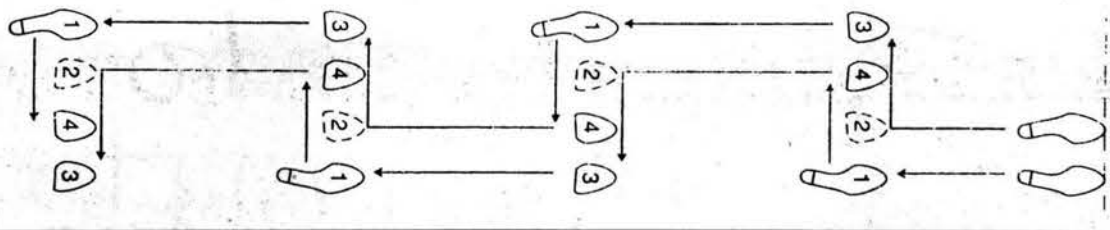


Photo by Jenny Hurst

Stepping Out, seniors Jana Frese and Jason Woods dance.



By Andrew Kammerer

From the 50's twist to the 70's disco, trends in dancing styles have come in and out as fast as the clothes that went with them. So ditch the poodle skirts and the skin tight polyester, and grab your formals because Central students have found that the only way to stay in style is to go back a few hundred years.

The newest fad that is sweeping the halls of Central is the new ballroom dancing club.

Your first thought may be, 'What, ballroom dancing? Isn't that what my grandparents do after the Bingo hall closes on the weekends?', but just wait, our own Central peers are proof positive that this age-old pastime is fun for all ages.

Ballroom dancing is the generalized term of the variety of dances it includes. So far the club has taken on the tango, cha-cha, rumba, mambo and the jitterbug, but hopes to learn more as the year progresses.

The recently formed ballroom dancing club, that meets in the courtyard Wednesday nights after school, has turned out an anxious group to try new styles of dance.

The club ranges from experi-

enced ballet dancers to members who have had little or no formal training. So if a person is thinking about joining the club but has had

I f you can walk, you can dance. It's that easy. -Cameron May

no experience in dancing, the club is geared to teach students step by step how each dance is done.

Jason Woods, senior, had no dancing experience when he started the club, but he thought the idea sounded fun and loves dancing himself. Jason also said that it is very easy to pick up because of the quality of the instructor who teaches him.

Kimberly Austin, senior, said, "I got into the club because I love to dance and I love performing. I think I was bitten by the bug to perform. The steps look like they're hard, but once you get into it, it's

easy." When asked about the reason for getting into the ballroom dancing club, junior Steve Gronstal said, "Peer pressure." Steve went on to say, "I had some experience because I square danced for a while. But I like ballroom dancing because it's easy to learn and fun."

Michelle Seiter, sophomore, joined the club because, "I love the old style dance, not this new funky stuff." Michelle went on to say that she took five years of ballet, jazz and tap and found that she could pick the dance steps up pretty easily.

Cameron May, sophomore, who took one year of ballet when she was younger, encouragingly said, "If you can walk, you can dance. It's that easy."

The instructor, who many of the dancers credited for their success, is Rachael Rennard who started ballroom dancing when she entered college.

She now performs her dancing competitively.

Along with her Central High club, Rachael also teaches ballroom dancing at the American Legion to elderly people on Tuesday nights. Once a month Rachael invites both clubs to try out their new skills with each other.

The club is also preparing their steps in hope of a slot in Central's '94 Road Show.



BRIAN PRIESMAN

Ahh... The college application essay. The most important part of your senior year.

I, out of the goodness of my heart, have decided to give all of you seniors a head start on your essay. All you have to do is copy the one I've so kindly written for you, and insert your name where it says Erik T. Viking. Now that's pretty easy, isn't it?

So here we go. The perfect college application essay:

Dear college of my

Green Eggs and Spam goes to college

choice,

My name is Erik T. Viking and I want to go to your college. I want to go to your college because I think that your school will help me to develop as a person. Also, I hear your students throw great parties.

I'm not very popular here at school. Everybody picks on me and calls me silly names like "big nose." I wouldn't mind it so much if it was true, but it's not. I don't have a big nose. Actually, I have a very small nose. All of this teasing has made me very self-conscious, so I think I would know what size my nose is!

The high school I attend, Central, is probably the most awesome building I have ever seen. It makes your dinky little college seem like dirt. Why can't you remodel the college so that it looks like Central?

The only problem I ever had at Central was with those blasted doorstops. Why in God's name do they have doorstops in the middle of the hall? To trip me, that's

why. I must have tripped four or five times a day. Hopefully your college doesn't have doorstops in the middle of the floor. Unless of course they're following me. Then I'm in trouble.

Grade wise, I'm average, though I'm doing very well in my Foods 3-4 class, just like some of our baseball players. I is also doing real good in my English class.

I don't like the lockers here at Central. They're much too small. They can be very uncomfortable when you have two other freshmen stuffed in them with you. Granted, I'm not in them that often any more, only three or four times a week. Most of the time there are not any freshmen in the locker with me, because it's usually the freshmen that are locking me in my locker in the first place.

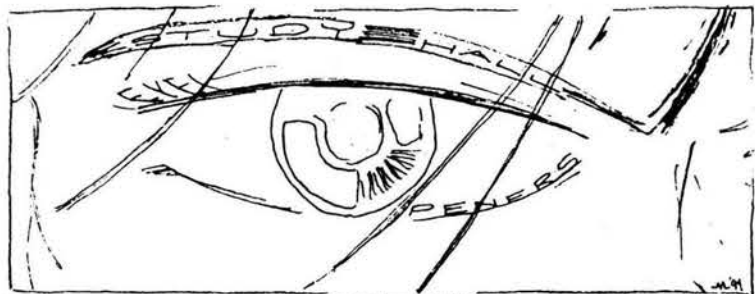
When I'm at your school, I plan to major in computer engineering, although my counselor tells me that I shouldn't because computers seem to spontaneously combust whenever I come near them. But I'm going to let you in

on a little secret... my real dream is to become an evangelist. This way I can travel around and preach at gospel tent meetings. I must confess that my inspiration for this did not come from God. No, it came from my favorite English teacher of all time, Dr. Shawver. His rendition of "Sinners in the Hands of an Angry God" still sends shivers up and down my spine.

So, as you can see, I, Erik T. Viking would be an incredibly valuable asset to your school. Please consider me when you begin to decide on who to accept at your fine institution. I guarantee that if I go to your school, it would be the best five years of my life and five years you'd never forget!

So what did you think? Pretty nifty, right?

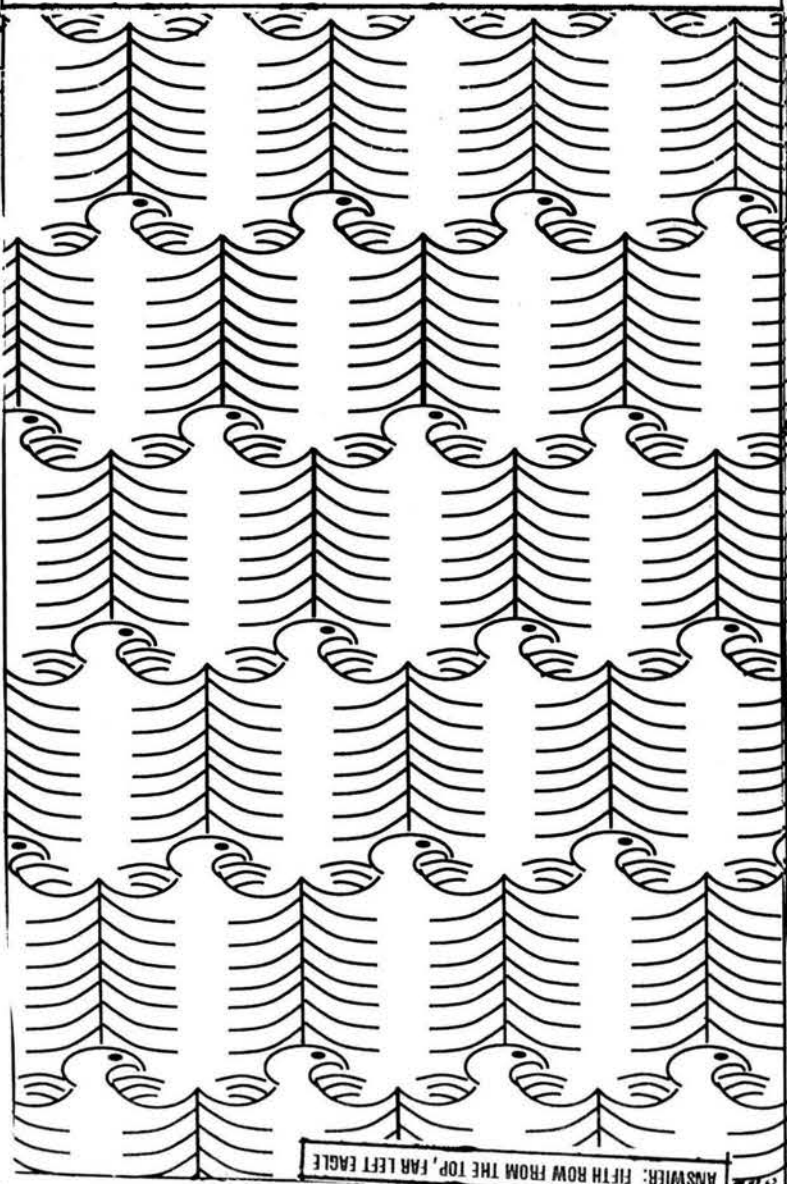
This essay got me accepted by prestigious institutions like Harvard and Yale. I encourage all of you seniors out there to use this essay free of charge. Now isn't that nice of me? I could charge a user fee, but I'm not going to. I'm going to be nice. Just don't say I never gave you anything!



ONE OF THESE BIRDS IS NOT LIKE THE OTHER ONE OF THESE BIRDS JUST DOESN'T BELONG



CAN YOU GUESS WHICH BIRD IS DIFFERENT?



ANSWERS: FIFTH ROW FROM THE TOP, FAR LEFT ENGLE

Omaha is part of *The Real World*



Photo by Martha Keene

Wanting a chance at the real world: A *Real World* hopeful is interviewed.

By Libby Broekemeier

Would you like your daily life to be constantly filmed on camera and nationally shown to the public? Thousands of people in Omaha seemed to like the idea.

Wednesday, Nov. 2, recruiters from the MTV program *The Real World* held auditions at Legoon's clothing store in One Pacific Place for its next series taking place in London. The recruiters have selected most people from the East and West coasts. Omaha was chosen for its Midwest location.

The Real World is a show that chooses people across America to live together with provided room and board and have their lives filmed everyday. It runs in series selecting new people and locations every six months.

The purpose of the show is to combine seven different personalities that will allow tension and the formation of relationships. It is shown to the public as a way for the public to relate to reality. Instead of watching pretend characters, these characters are real people living their daily lives.

The opportunity for selection of a role in the show is open to anyone. MTV will visit cities in America and hold interviews for anyone that would like to try out.

The interviews that took place in Omaha were three minutes long. The auditioners were video-

taped as their interviews took place. As one interview got over the next person in line came in.

Some questions asked by the interviewer were, "What qualities would you contribute to the group?", "What is your most annoying quality?", and "What would you do in London?". The interviewers look for outgoing people who are willing to get up and move on the spot.

Central senior, Sarah Vance, tried out for the show. Sarah said, "I just wanted to do it for fun." One participant claimed, "I was a little slow on answering the questions but overall the interview went fine." "There always seem to be freaks on the show so my friends thought I'd do good in the interview because I am a "real person."

There is one factor which would limit one's participation in the show. There is an age limit which requires participants to be eighteen to twenty four. The people must have a means to support themselves as well.

When MTV finally decides upon the person who will appear on *The Real World*, they will fly the participant to London. This Once a person is accepted MTV will contact whoever they chose and will either fly in for pick up or fly person out for movemnet to London. A contract must be signed by the person allowing that "anything goes" when filmed on television.

HEARD IN THE HALLS

Christina Belford, senior, has received a role for a DIC Productions cartoon. Warren Buffett, Omaha businessman, bought a portion of the production company, and so it was produced in Omaha. The name of the cartoon is *Street Sharks*. While Christina has only a small role, she feels that this experience will lead to more parts.



Christina Belford

Brian Priesman, senior, was involved with the production of "Eye on the Future," a news program for schools. OPS and Channel 6 produced the series together. Brian has received some job offers through the experience. Zach Abraham, '94 graduate, also was involved with the program.



Brian Priesman

Chris Wiig, senior, has taped Maverick football for broadcast on OZ-TV. Chris learned about the opportunity through Brian Campbell, '92 graduate. Chris is glad he was taping football, not playing it. While the job did not pay, Chris said he now will have some experience for future broadcasting opportunities.



Chris Wiig

Shur Fine (featured in the September issue) recently recorded at Rambo Music. The teen jazz band's first album will highlight seven or eight of the band's songs. The tapes, which will be in stores before Christmas, will be sold at area record stores.



Shur Fine

**If you have any entertainment news, drop it in the mailbox in the courtyard.

Quentin Tarantino, another surprise: *Pulp Fiction*

By Andrew Kammerer

After electrifying the motion picture industry with only a handful of films, Quentin Tarantino, writer of *Reservoir Dogs*, and *Natural Born Killers*, insures in his latest film *Pulp Fiction* that he is a force to be reckoned with.

After winning "Best Picture" at the Cannes Film Festival in France, *Pulp Fiction* is now drawing eager American crowds to see Tarantino's latest starring John Travolta, Samuel L. Jackson, Bruce Willis and Uma Thurman.

In *Pulp Fiction*, we get a satirical look at the life of a mobster "family" during both the high and low points of their "professional careers." We also see, graphically, I might add, results of those who decide to defy the family in any way.

Vincent and Jewels, played by Travolta and Jackson, play two hit men for their mafia boss. The roles played by Jackson and Travolta couldn't have been chosen better. The acting styles of the two work perfectly for the stubborn and witty hit-men that they play. Much to my surprise, and liking, Travolta re-

Alive."

Jackson's portrayal of the character Jewels, goes from a cold-blooded killer to a born-again Christian, and he does it well. The soft side of his rough and heartless character is frequently shown in his quick, surprising lines of humor.

Tarantino gives *Pulp Fiction* a natural conversational style which gives the actors realistic personalities and interesting dialogue.

In several scenes, Vincent and Jewels engage in the most trivial and bizarre of conversations including topics from foot rubs to the personality of pigs.

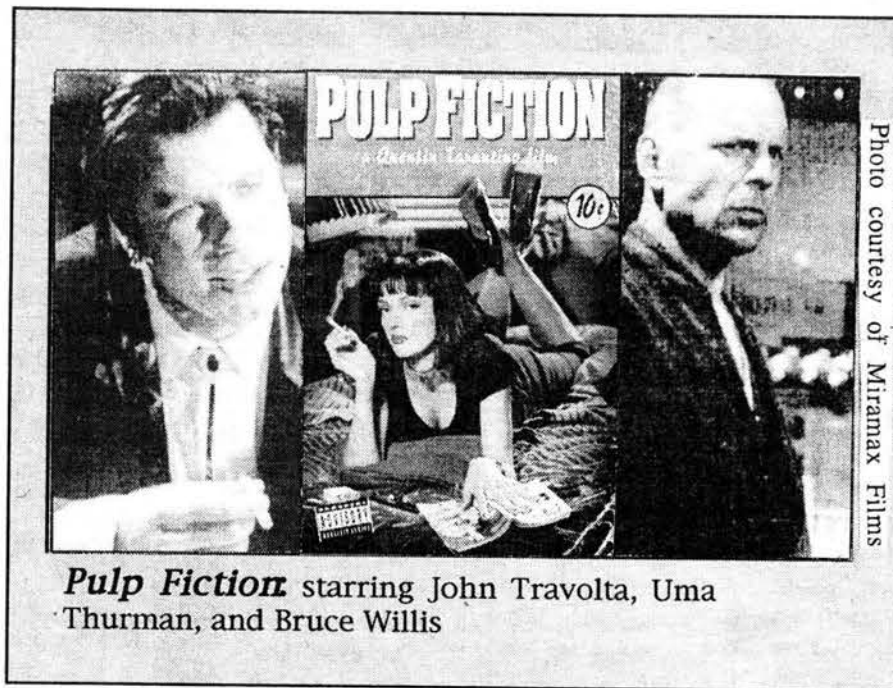
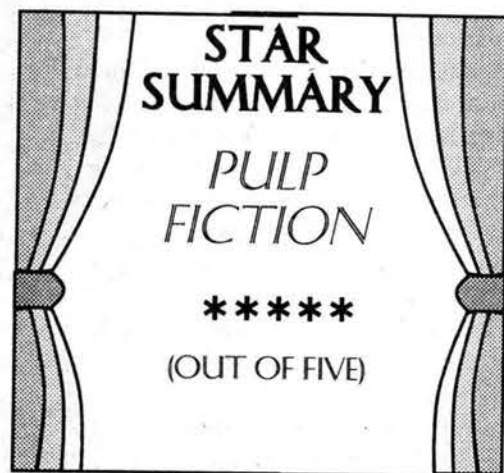
Also starring is Bruce Willis, playing an aging boxer named Butch, who decides to defy the mob by going back on an agreement with the mob leader Marcelles

Wallace. Naturally, this doesn't go over too well with the Wallace family.

This event sparks a series of events (and because I'm recommending you see this film, I would hate to ruin the excitement by telling you the good parts) that resolve Butch's connection with the mob.

Tarantino also appears in a 15 minute slice, as he does in some of his earlier movies. (You can't miss him in his bathrobe sipping gourmet coffee.)

Pulp Fiction receives five (count them) five stars on Andy's Star Summary and it deserves every last one of them. Period.



Pulp Fiction starring John Travolta, Uma Thurman, and Bruce Willis

frains from breaking into his notorious lip-syncing performances, easily making this his best performance ever. His role as Vincent may keep his career "Staying

Raul Julia still remembered as Valentin

By J.B. Jones

This review will not be one of my normal reviews, so please bear with it.

This review will be a bit different in at least four ways: 1. Instead of reviewing an in-theaters film, I'm reviewing a video. 2. It's not a new release, the film came out in 1985. 3. I already know I love it and, most importantly, 4. While this is technically a review it is also my way (other than beating Priesman up and stealing his column for an issue) to pay my respects and homage to one of my all time favorite actors, the recently deceased Raul Julia.

I decided upon *The Kiss of the Spider Woman* for several reasons:

1. It was the first Raul Julia film I ever saw. 2. It's (at least as far as I'm concerned) the best of all his films and at least his performance is the most memorable and that says a lot because the man was talented with a hulking, humongous, big-time capital "T." When he died on Oct. 24, the world lost a great actor. 3. Besides Julia's memorable

performance, William Hurt gave a brilliant performance of his own; one that earned him an Oscar.

So without further ado the actual review:

***** out of 5 stars.

Hector Babenco's *Kiss of the Spider Woman* is a haunting and memorable film that is a must for the film library of any film lover.

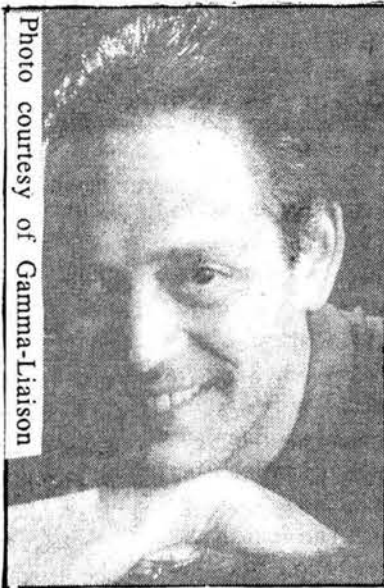
Fluff aficionados beware; it is a thinking man's movie with plot twists and catching symbolism. It is a story of friendship, love, beliefs, fighting, freedom and life.

Julia is Valentin, a political prisoner in a South American country. His cellmate, Molina (Hurt), is a transvestite who loves to escape the pains of his reality with plots from an old "Nazi propaganda film" which he sees only as a tragic romance.

Valentin is passionate about his

causes and hostile at Molina's refusal to see the bad in life or even the bad in the fantasies he lives in, but through Molina's telling of his movie they form a friendship.

This movie is one of those special movies whose essence is hard to capture without analyzing it and, even rarer, a movie that is so good that words do not seem able to express its superiority. I could spend eternity raving about actors' performances and beautiful shots of grief, sadness, torture and hope, but could never accomplish what I try to tell you as to why you should see this film. So once again I ask you to excuse the way in which I try to express my love for *The Kiss of the Spider Woman*.



JB's quotes of the issue

They say a man who represents himself has a fool for a client. As God is my witness I am that fool.

-- Raul Julia *The Addams Family*

There comes a time when you've got to get busy living or get busy dying.

-- Tim Robbins *The Shawshank Redemption*

Just because you're paranoid doesn't mean they're not after you.

-- Alan Arkin *Catch 22*

Hector Babenco directed the film with compassion and intensity, never once losing the poignancy of the story to try to be more mainstreamed and commercial. Instead, he left the story as it was meant to be: moving, striking, unsettling and most of all deeply thought-provoking.

Raul Julia carried the weight of his role remarkably. Valentin, though the most complex and conflicting character in the film, also has fewer lines and less space to develop that necessary balance and change, but Julia does it.

One never stops believing for a moment that he is Valentin, the journalist caught in the middle of a revolution. Julia doesn't allow Valentin to be only the cynic, which a less talented actor might do. One can see, through his large expressive eyes, his fear of becoming just another martyr for a cause, another example of the government's evils for the revolution to use to recruit other people. Most of all, one sees

his maturing from an antisocial and hostile man to one who is capable of love, caring and friendship.

William Hurt is marvelous at keeping Molina balanced. Many could play him as a stereotypical homosexual and lose his depth, but Hurt is unlikely to do that to a character and he certainly doesn't do it here. You admire Molina's refusal to give up on his cellmate and his refusal to see anything but beauty and love when he understands that in his reality he will never survive, never fit in, never be seen as anything but a "queer."

Though *The Kiss of the Spider Woman* is a deep and grim drama, it is not without a sprinkling of laughter because the human condition will not allow itself to respond to tragedy without a wry humor. It begins with this humor to make the movie a statement on the strengths and weaknesses of the human condition, and a powerful one at that.

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Teachers look at pros, cons to Cliffs Notes

By Sarah Pugh

Love 'em or hate 'em- it's a fact. Cliffs Notes have been used by student and teacher alike since their debut in the 1950's. While no teacher heartily endorses them, neither will they say they are all bad.

"I know [students] are human and they're working hard," Mr. Dan Daly, English department head, said. "I'm fully sympathetic that they're busy. I don't think they really need them if they dedicate themselves to the work."

Teachers realize the benefits of Cliffs Notes when used in conjunction with reading. They feel they are especially useful for summary and review.

"They give focus," Mrs. Terrie Saunders, English teacher, said. "It provides a summary so the student can devote time to detail. It also gives clues as to where symbolism is."

"I think students, even teachers, who don't [use them] have problems," Ms. Jodie Farr, English teacher, said. "They clarify and illuminate."

All teachers prefaced their remarks with comments like, "When used correctly..." and "If they're reading..."

"I'm hoping they use them properly," Mrs. Saunders said. "The author's style, the choice of words is entirely missed otherwise. It's just not the same as the primary source."

Mr. Daly said students most often turn to Cliffs Notes out of desperation. "They're trying to find an easier way to do something that is difficult. You should confront a work of literature for its own sake."

"Using Cliffs Notes only, you lose out on the whole art of it," Ms. Farr said. "Nothing compares to coming to a poem and discovering what it means on your own. When you work at it, you get a reward you could not get from Cliff."

Ms. Farr said students can not get through a class entirely on Cliffs Notes. "I know kids who have tried that. It just doesn't work."

think students, even teachers, who don't [use Cliffs Notes] have problems.
-Ms. Farr

"I'd be surprised if they could pass one of my quizzes just using Cliffs Notes," Mr. Daly said. "There is nothing in Cliffs Notes the teacher cannot reveal to the student."

Yet even the school library carries Cliffs Notes, along with Monarch and Barron's study guides.

"A lot of students use them," said Ms. Rose Kobza, library paraprofessional. "Usually they are cramming at the last minute, but students can check them out overnight."

Ms. Betty Majeski, librarian, said all study guides have been donated by students.

"I use my funds to buy the complete works," Ms. Majeski said. "[Cliffs Notes] are probably not beneficial. I think it becomes a crutch for students."

Ms. Farr remembers one student found the reading challenging. She used Cliffs Notes for every book. On theme day, she would bring in Cliffs Notes with her.

"It was like a comfort to her. It made her more capable, less lost. If she wanted that, if she needed that while writing, it didn't bother me," Ms. Farr said.

For some grade levels, Cliffs Notes offer no help at all. Cliffs Notes don't exist for every literary work.

"A lot of the sophomore curriculum isn't in Cliffs Notes," Mrs. Saunders said. "But in the honors junior English program, all the works are in Cliffs Notes. I do think honors students rely on Cliffs Notes more."

Mrs. Saunders said technology has somewhat taken the place of Cliff Notes. "Many students access videos of the work and don't feel they need Cliff."

Mrs. Saunders also said using Cliff Notes means relying on "someone like anyone of us. They can be wrong."

"The problem with Cliffs Notes is they don't have documentation," Mr. Daly said. "You don't know what you're getting, whether these are the author's original insights or other criticism."

We expect students at Central to live up to more (by using citation). Only recent editions now have a bibliography."

The man behind Hillegass is the creator. near Omaha, he is said to be from Lincoln.

Some st's

By Ann Rickerl

Have you ever wondered if you should substitute Cliffs Notes for the work? We went inside Dr. Jurgen Shawver's English class to examine the use of them. We are reading, *The Scarlet Letter*.

The results that we found were interesting. Of the 19.2 percent indicating they were not reading all the assignments, 34.6 percent were using Cliffs Notes in addition to the book.

One person in Dr. Shawver's class, Tricia Steinbach, junior, said she was not using them because she said, "I try to make it a rule to get the information from the book."

Tricia said she believes in reading the book because "they don't understand it until you want to make sure that they understand it." As for reading Cliffs Notes, she said she should do what is best for her thoughts.

Another student in Dr. Shawver's class, Beth Scanlan, junior, said she was using them in *The Scarlet Letter* and she said the main reason she did not have time to read was because of her honors classes.

Beth said she reads Cliffs Notes for the book.



Photo by: Jenny Hurst

Who didn't read their homework assignment? Dr. Shawver pretends to lecture his eighth hour junior honors English class from Cliffs Notes for the *Scarlet Letter*. Over 80% of the students polled said they were reading Cliffs Notes for the book.



Cliff discusses his notes

By Elizabeth Kaplan

Many students encounter the frustration of having to approach a literary work for an English class which seems incomprehensible. For assistance, these students may turn to a product founded by a man from Lincoln. This product is Cliffs Notes.

Cliff Hillegass, the founder of Cliffs Notes, was born in a small town about 80 miles west of Omaha. He majored in physics and math at Midland College and did graduate work in physics.

"I have read all of my life," said Mr. Hillegass. When Cliff decided to get married, he convinced the owner of the Nebraska Book Store in Lincoln to hire him.

"I decided to leave graduate school to go to the Nebraska Book Store because I wanted to work with books," he said.

In 1958, Mr. Hillegass, then the director of the wholesale division for the Nebraska Book Store, was traveling to various cities in the United States and Canada to buy books. While in Toronto, he and a friend developed an idea which would forever change the study habits of literature students. The idea was Cliffs Notes.

Mr. Hillegass's friend, who worked for a bookstore in Toronto, had a series of study notes on subjects such as zoology and biology. He told Mr. Hillegass that he thought that literature notes would be successful in the States.

During the duration of the same trip, Mr. Hillegass discussed the idea with various bookstore owners whom he knew. "I knew about 90 to 95 percent of the bookstore managers in the United States on a first-name basis," Mr. Hillegass said. About 50 percent of the owners thought the notes would be successful.

Mr. Hillegass raised enough money to start producing the notes. "I knew if it bombed, I could pay off the bills in a year." He and his wife began the operation in their basement. We started with 16 major plays of Shakespeare. Two thousand copies of the notes for each play were produced." In August of 1958, Mr. Hillegass sent brochures, along with a copy of the Macbeth notes, to bookstores around the country.

"The fact that I knew the bookstore managers gave [the Cliffs Notes] a chance," said Mr. Hillegass. "It ensured a space for them

in stores." He said that many bookstore managers didn't think the Cliffs Notes would sell. One friend of Mr. Hillegass got the brochure and said, "They won't sell, but since Cliff is selling them we'll buy them."

Mr. Hillegass said that in 1958, 28,000 copies of Cliffs Notes were sold. The next year sales nearly doubled. By 1961, sales were up to 125,000 copies, and sales doubled every year for the next three to four years as additional titles were produced.

"Experts in the field from all over the country were hired to write the notes," said Mr. Hillegass. "By 1960, we had an editor who would select the person to write the works. Some are written by graduate students who are concentrating on that author."

The Cliffs Notes Corporation is now located in Southwest Lincoln. The company employs 50 to 60 people at their headquarters and another 25 sales people who travel throughout the country checking stock and recommending items which should be returned. Mr. Hillegass still visits the company once a week to "say hello."

"Sales will be 18 million in 80 countries this year," said Mr. Hillegass. The current line of Cliffs Notes includes approximately 225 titles on literary works, study aids for standardized tests, quick reviews for classes such as algebra, trigonometry and biology. The company has recently added a software firm which concentrates on the SAT and ACT tests.

"I had no idea how successful [Cliffs Notes] would be," said Mr. Hillegass. "We have continued to fight to keep service and quality at the top level which has proven to be very beneficial. You can't ever forget what brought you to where you are."

He said that the yellow and black diagonal stripes which adorned even the earliest Notes, were used because they are the most visible color contrast.

"The Cliffs Notes weren't designed to be used as a replacement for the book," Mr. Hillegass said. "Students are only cheating themselves by not reading the book."

He said the notes were designed to help students having difficulty with a particular work.

"I think it's satisfying that I've helped an awful lot of students in literature get through courses," Mr. Hillegass said.

Photo by: Elizabeth Kaplan

Cliff Hillegass. Born living in

Students study Cliffs Notes while others scorn them

to "read the boring details (that are in the book) and Cliffs Notes will tell me the important facts and information."

Another student who does not use Cliffs Notes is Jared Godfrey, junior. Jared said he chooses not to read Cliffs Notes because "I prefer to read the book and get my own opinions." Jared said that he has never used Cliffs Notes before. "I feel that I myself do not need them".

Jared said he feels that if students just use the Cliffs Notes, "they are not getting anything out of reading at all. They are not getting the experience of reading different styles of writing. If it really helps them understand the story, and they actually did try to understand the story by reading it first, and then they go to Cliffs to look up certain chapters or points they did not understand, that's fine," said Jared.

Jared said people should "just concentrate on the reading." Jared said he is somewhat disgusted because "this is an honors class. People should be able to understand what they are reading; it's not like this is a completely different language."

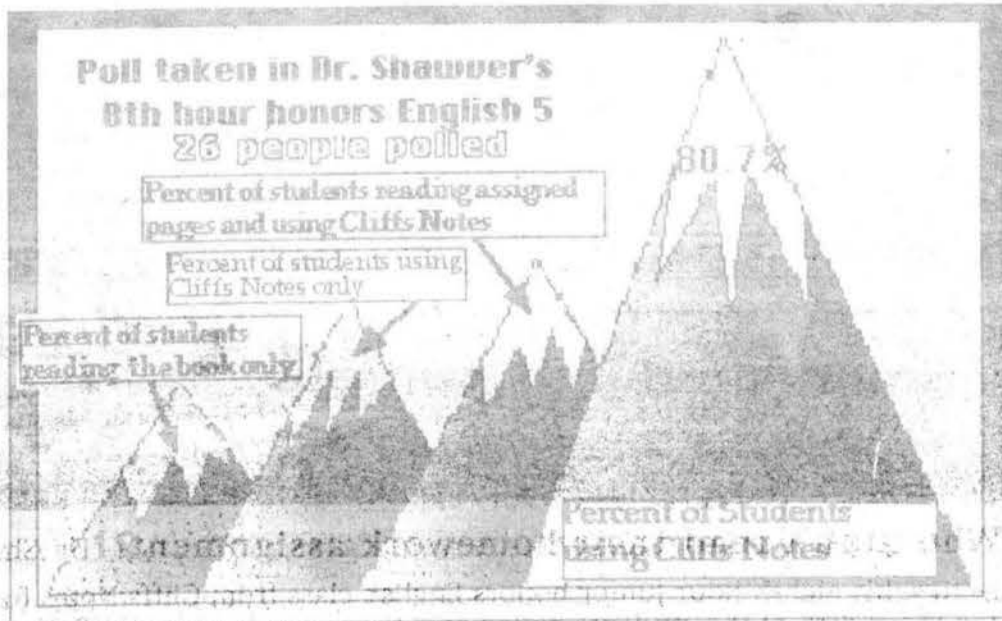
Dr. Shawver said if Cliffs Notes are "used correctly, I think they are fine." Dr. Shawver said that Cliffs Notes can be helpful in the case where a student misses a day of lecture. Dr. Shawver said some of the points may be defined in Cliffs Notes. According to Dr. Shawver, another way Cliffs Notes can be useful is when teachers need to use them "as a quick reminder."

Dr. Shaver made an analogy about using Cliff Notes, "would you rather go to a five-minute synopsis of *Star Wars* or do you

want to see the whole movie?"

Jeff Baxter, junior, said he is also reading Cliffs Notes. "I'm in a lot of honors classes, so I don't have time to dedicate all my time to one subject," said Jeff. Jeff said that he is doing "pretty well" on quizzes. Jeff said that he reads the Cliffs Notes first, "so I know what is important and what to look for" Jeff said, "I don't think it is bad to use Cliffs Notes, but you're depriving yourself if you don't read the book."

He added, "If you just read the book you can get lost, because you don't understand the language. If you read Cliff Notes first you understand what you are reading better."



Changes made in OPS desegregation plan

Transportation restrictions affect future Central enrollment

Angela Parks
 Changes are being made in the School District's desegregation plan that would affect future ninth graders from the Bryan and South High School attendance areas.
 The changes are that students in those areas will not have transportation provided to them if they choose to go to Central. The change is intended to boost enrollment at Bryan and South High Schools and lower the enrollment of Central, according to Gary Bennett, assistant superintendent of OPS.
 The change in transportation for Bryan and South High Schools is not

Central, but not free transportation. Mrs. Bernice Nared, assistant principal, said, "Students will have to find other means of getting to Central if they choose to come to Central."

Mrs. Nared said that Central gets a majority of students from the Norris Junior High School district. "Central has only 79 students from the Bryan area and 312 students from [the] South [attendance area]."

She also said that she felt that South and Bryan High School could have a higher population than they have currently.

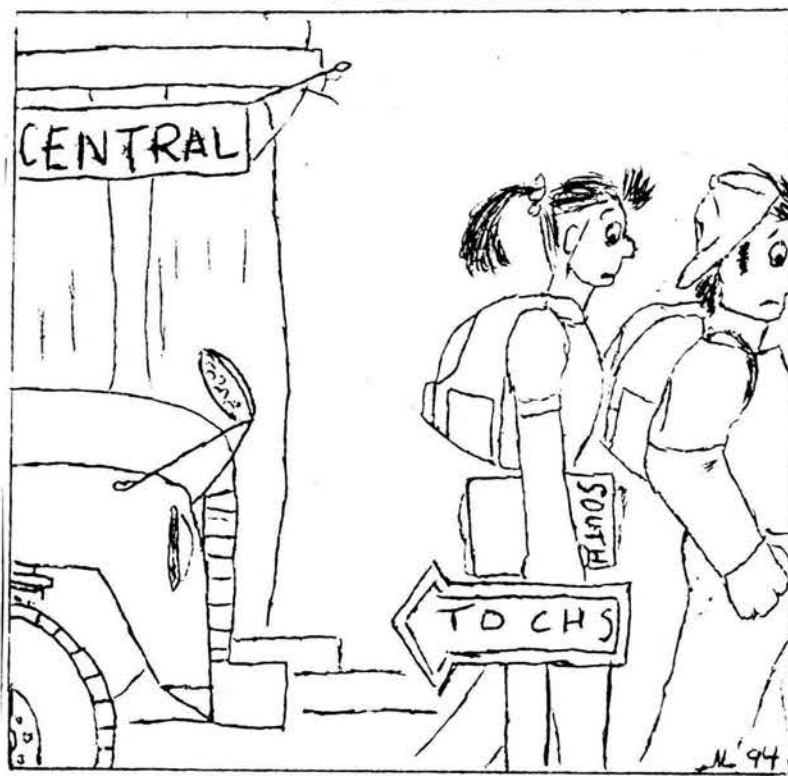
A year ago Superintendent Norbert Schuerman appointed a task force to study the district's voluntary desegregation and school-choice enrollment plan. Dr. Bennett said the task force consisted of 65 people who were administrators, teachers and school

appointed to the task force from Central were Mrs. Nared and business teacher, Mr. Harry Gaylor. The final outcome of the task force discussion was voted on by the school board. The board voted 9-0 to approve the recommendations of providing no transportation for students who live in Bryan and South High area.

"This plan would equally spread out the population throughout the districts, especially Central," said Dr. Bennett. He also said that Central needs to get their population down within two years because in the 1996-97 school year Lewis & Clark Junior High School will no longer have a ninth grade. Many of the students from Lewis & Clark attend Central, according to Mrs. Nared. The goal of the plan is to lower Central's enrollment and make South and Bryan's enrollment higher than it has been in the past.

Bryan assistant principal Ms. Peggy Naylon said they have about 1175 students. She says the building can hold about 1200 and that is having portables. This current school year she said that they have one portable and for next school year they plan on having two more portables.

South assistant principal Mr. Jerry Bexten said that he feels that eliminating free busing to



Central will help because he said, "Free transportation was the main emphasis that Central had used in the past to gain students from the South area."

Dr. Bennett said, "The problem with low enrollment to South and Bryan is because of their geography. They are farther away from populated areas, especially Bryan."

The task force also came up with other ways to help improve the enrollment at South and Bryan. The outcome on these issues was voted on Nov. 7, at the School Board meeting. The School Board voted 9-1 that the seven OPS high schools will not be

able to recruit students at workshops or special student visits during the day.

The School Board will allow the high schools to have two open houses and encourages parents to schedule visits on their own for their children.

Two weeks ago area high schools were to start recruiting efforts, but they were halted because of the Board's pending action. Mrs. Nared said that the task force was in favor of having restrictions in recruitment if it would help South, Northwest and Bryan attain higher enrollment.

Students will have to find other means of getting to Central.

-Mrs. Nared

board members. Then they held two meetings in which parents and students participated totaling about 100 people for each meeting.

Two people who were

Remembering Central war heroes: teacher proposes memorial

Rah Danberg
 "Don't we forget" is one saying that we are using to help celebrate Veteran's Day Nov. 11.

Central teacher Mr. John Keenan is sure people don't forget those who fought in the Korean and Vietnam Wars. He proposed a project to construct a memorial for Central.

Mr. Keenan had a student, Jim Fous, in the 1960's who graduated and went on to fight in the Vietnam War. There he won the Congressional Medal of Honor by blowing up a grenade, and by giving his own life to save three others.

Mr. Keenan said. He took a proposal to the Central Jim Fous memorial to the Central

Parents, Educators and Pupils [PEP] board. It soon turned into not only a memorial for those Central students who gave their lives in Vietnam, but also those who died in the Korean War. According to Mr. Keenan, they were "quite enthusiastic" about the idea.

Dr. Rusty Crossman, parent, is chairman of the memorial committee. He said that there is a formal Central student in California who makes monuments. He is willing to create and donate one with a value of roughly \$7-10,000 to Central in honor of those who served in the wars.

This monument would be in addition to the two memorial plaques on the east side of the school. These plaques honor Central students who fought in World War I and World War II.

So far, Dr. Crossman has approximately 140 names on the list of people from Douglas County who gave their lives in Korea and Vietnam. "We just started this. The list is complete with those that were killed in Vietnam but not those that died from injuries," he said.

Dr. Crossman is now in the process of finding the Central students from the list of 140 from Douglas County. "We're making

fairly good progress," he said.

I want to make sure people don't forget him.

-Mr. Keenan

The monument would be designed so it is "open to add names to it," Dr. Crossman added.

At the next PEP meeting, Dr. Crossman is hoping to get a committee together to start on the task of collecting information. He was confident that the memorial would be done this year. "The main thing is for Jim Fous to be remembered," Mr. Keenan said.

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Fair 'helps students locate jobs'

All Job Fair was held Tuesday, Nov. 8, in the courtyard. Miss Penny Boykins, guidance specialist for OPS, and Mr. Meen, guidance counselor, organized the fair. Twenty-six businesses attended the activity in the courtyard. Mrs. Sharon Cipperley, guidance director, said, "The event was well organized, well attended and very successful." The fair helped students within the working age, locate jobs.

Students choose Democrats in mock election

As they begin to develop policy," said Mr. Lincoln. The back of the student ballot was part of the sample ballot from Douglas County's election. Students selected their preferred candidate for U.S. Senate, district two Representatives and governor. Ninety-nine percent of 1,249 students voted Bob Kerrey for Senate compared to 55 percent of Nebraskans, 76 percent of 1,223 students voted Peter Hoagland for Congress compared to 49.6 percent of Nebraskans and 86 percent of 1,204 students voted for Ben Rayburn for governor compared to 74 percent of Nebraskans. Ernie Chambers received five write-in votes in the mock election. Mr. Lincoln said that overall, the mock election was "a great opportunity for kids to express their opinions."

Juniors honored at scholarship banquet

Sixteen juniors were honored on Sept. 29 at the annual University of Nebraska at Omaha-Omaha World Herald Scholarship Recognition Banquet.

Honored students include Shadi Bashir, Sarah Boro, Sarah Dewitt, Jennifer Diesing, Stephen Farrington, Daniel Fries, Kari Johnson, Brandon Meigs, Martha Nelson,

Carrie Parrott, David Penn, Laura Perry, Jennifer Waldmann, Tanya Watzke, Matthew Whitten and Jan Michael Williams.

Students with the sixteen highest grade point averages of the junior class were chosen.

The evening included dinner, scholarship presentations and speeches.

...And the band plays on

Even though marching season is over, the band does not stop.

The band was graded "excellent" in both the Omaha Marching Invitational and the Nebraska State Bandmasters Association Competition.

Currently, concert band has been divided into two groups. These two groups are

concert band and wind ensemble.

Three members of Central High's band made all-state, a statewide musical performance. Frank Brazile, junior, Valerie Newhouse, junior, and Jill Peterson, senior, will travel to Scottsbluff on Nov. 17 and stay until Nov. 19 in order to play in a band made up of the best musicians in Nebraska.



Teacher spends summer touring

By Angela Parks

Living away from home is never easy—especially when one's home is across the Atlantic Ocean. Mrs. Kris Bertch, physical science teacher and debate coach, recently travelled to Lithuania, her native country, to participate in cultural activities and visit family.

Mrs. Bertch went back to her parent's house for the first time this past summer. Since the collapse of the U.S.S.R. relatives and travelers are now permitted to visit the nation, whereas before they were not allowed into Lithuania.

The first reason Mrs. Bertch went to Lithuania was because she was invited to sing at the International Lithuania Festival in which Lithuanian choirs, bands and dance groups from around the world participated in.

"About 26,000 people were in attendance of the International Lithuania Festival," said Mrs. Bertch, "and 37 attended from Omaha."

Many of the people who participated in the International Lithuania Festival had ties to Lithuania, said Mrs. Bertch. She also said Omaha has strong ties with Lithuania.

Invited to sing in Eastern and Northern European countries, Mrs. Bertch toured Eastern and Northern Europe while singing at the International Lithuania Festival.

The second reason Mrs. Bertch went to Lithuania was to see if she had any surviv-



Photo courtesy of Mrs. Bertch

Mrs. Bertch and her accompanist, Irena Budrys (left), receive flowers from the crowd after a performance.

ing relatives. She did meet one relative, an uncle. She said, "He survived being shipped to Siberia and after the fall of Stalin was permitted to walk back to Lithuania. He ended up being a cripple because of the torture he suffered while in Siberia." The reason he was placed in Siberia was because he was a freedom fighter, according to Mrs. Bertch, who also said the rest of her relatives were shot to death because they had been dealing with the government and the freedom fight-

ers. Mrs. Bertch went to Lithuania with her father to sing and to try to find relatives.

Mrs. Bertch was born in Germany in a refugee camp. When she was two years old, her family immigrated to the United States because of the sponsorship of St. Anthony Parish in Omaha.

Her parents left Lithuania because of the government, and so they went to Germany as refugees. St. Anthony was one of the parishes in the United States sponsoring refu-

gees from Lithuania.

Mrs. Bertch said she learned the language of Lithuanian when she wanted to keep the language alive. She said, "When I was in Lithuania many people were surprised that I could speak in Lithuanian."

Mrs. Bertch studied music from a very young age. Her first teacher was a Lithuanian. She had two other teachers.

Mrs. Bertch likes to play classical music. Those are her favorites to perform, but she also does all types of music.

Mrs. Bertch attended Central High School and the University of Nebraska at Lincoln and earned a degree in biology and worked as a teacher. She is certified to teach science, speech and communication, and social studies. Mrs. Bertch has been teaching for 15 years.

Mrs. Bertch started teaching in 1987 for debate. With the hectic schedule, she said she is not able to teach all subjects, but during the summer she teaches debate.

Mrs. Bertch is working with people in the U.S. and in Lithuania on a two-week debate camp started in 1993 for this coming summer. Mrs. Bertch is planning to go back to Lithuania this summer and run a debate camp.

Central High teachers admit to keeping "pets"

By Carrie Parrot

Baah! Woof-woof! Meow! We know that most teachers have pets in their classes. It turns out that there are many animal-loving teachers at Central who keep pets outside of the classroom. In fact, a few of them own very unusual pets.

Ms. Juanita Merrigan-Pothoff, English teacher, owns a unique pet, a goat.

Bruno, a female white goat with a white stripe down its back, is sometimes called "the killer watch-goat." She is a significant member of Ms. Merrigan-Pothoff's family.

Ms. Merrigan-Pothoff said that when she was a little girl, she badly wanted a goat for a pet. The problem was that her mother would never let her have one. Then, when Ms. Merrigan-Pothoff and her family moved to an acreage five years ago, her mother gave them a special present, two baby pygmy goats.

Now, she said, Bruno is treated just like any other type of pet. "She's like a dog," said Ms. Merrigan-Pothoff. "In fact, she thinks she is a dog. We walk her on a leash, brush her, polish her horns—she's very affectionate. She's beautiful, with a face a mother could love."

Goats are well-known for their strange eating habits. Bruno is somewhat of a junk food junkie. Ms. Merrigan-Pothoff said that the goat's favorite treats are hot dog buns, though she also enjoys eating popcorn and sunflower seeds.

Bruno is also a playmate for

Ms. Merrigan-Pothoff's children. She said that Bruno loves to play and often dances, standing up on her hind legs and jumping up and down while the children hold her hooves.

Another animal-loving teacher at Central is English teacher Dr. Jürgen Shawver. Dr. Shawver and his wife have 20-25 fish, a cat and three dogs. But one of their dogs, a wire-haired fox terrier named Astalulu, has a problem—it has cancer.

Astalulu was diagnosed with lymphoma, a type of cancer that attacks the lymph glands, a short time ago after the Shawvers noticed that her glands seemed to be extremely swollen. She is currently undergoing chemotherapy to treat her condition. Dr. Shawver said, "We were reluctant to have her put to sleep" because Astalulu is a young dog, only six years old, and is an important part of their family.

In chemotherapy, Astalulu is injected with or is given a pill weekly containing cancer-killing chemicals. These chemicals are the same type normally given to humans, but in weaker dosages since animals weigh significantly less.

Dr. Shawver said that although Astalulu has lost a lot of hair from chemotherapy, she does not seem to be in any pain and seems to be her usual, happy self.

Another Central teacher with a wide variety of pets is art teacher Mr. Larry Hausman. Mr. Hausman has an acreage where he keeps his animals.

Mr. Hausman often raises and



Bruno, the Merrigan-Pothoff's pet goat, among family.

sells cattle, hogs, chickens and dogs such as German rottweilers and German shepherds for profit, but he said that "it's more of a hobby than anything else" and that he never breeds "something that's not a good example of the breed." He also owns horses which his children use to show in horse shows.

Among Mr. Hausman's pets on his acreage: a 20-year-old horse named Dolly who likes to drink soda from a bottle and a German rottweiler named Bear who enjoys sitting on people's laps on the acreage's swingset.

Mr. Hausman said that he feels that rottweilers like Bear have a bad reputation for being vicious, ill-tempered dogs. He believes that

rottweilers are actually "very loving, creative animals" and that they make great family pets.

A final animal-loving teacher at Central is English teacher and department head Mr. Daniel Daly. Mr. Daly has a cat with an unusual name, Austen.

The unique thing about Austen is the fact that she is named after famous writer Jane Austen who authored books such as *Pride and Prejudice* and *Emma*.

Mr. Daly said that although he actually prefers dogs to cats, he and his wife decided to get a cat. His wife's allergies to the dogs they previously owned, and because they both became quite attached to a kitten left at his home for a short

while by his son led them to chase Austen.

When he and his wife looked at the cats, they found a black and white, medium-sized cat they were particularly fond of. They decided to bring it home. It was a hard time thinking of a name for the new family member, but they decided to call the cat Austen because of her unique meow.

Mr. Daly said that although Austen meowed, he heard an irony in her voice, and she always found Jane Austen a bit ironic, he thought that was an appropriate name. Mr. Daly said that Austen is getting well in her new home.

SPORTS OPINION

By Mimi Douglas

Central tennis causes racquet

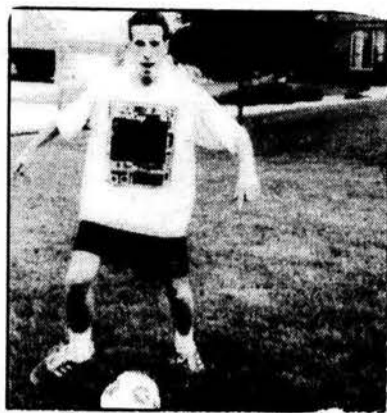
The Eagle men's tennis team ended up the season with a less-impressive showing at the tournament Oct. 13 and 14, Coach John Waterman. Junior Charlie Yin advanced farthest of the team. He was seeded in the quarterfinals by a North Platte player. Coach Waterman said that under most circumstances Yin could beat him, but the North Platte player was playing "hot" that day. The number two doubles team won their first match, putting them in a victory ahead of the other CHS competitors. Coach Waterman said that the team would have finished in the top three at state if Alex [Yale] had not injured his shoulder earlier in the season.

Gymnastics flips over competition

The CHS gymnastics team finished off the season with one of its best team totals at the state meet, according to sophomore Kelly Allen. It finished in 11th place. "State was a big team effort...we had a really good meet," she said. Allen said that the team finished better at metro; it was "the best meet." Her personal best score came at state where she finished the highest of the Central competitors. Coach Katie Heddens said that the team has made a lot of progress since the beginning of the year. "A lot of maturity was shown throughout the season." She added, there were many novices who ended up doing really well. Coach Heddens cited freshman Christi Heap as a good example of this. "She has come a long way and contributed a lot to the team," she said. Sophomore Tiffany Taylor also received recognition as the most dedicated gymnast on the team.

Volleyball: work sets good year

The women's varsity volleyball team finished the season with a 7-12 record. Coach Vicki Wiles said that the record was suitable. Senior Jana Yourkoski described it as "one of our best years." Coach Wiles agreed, and said that they did especially well against the OPS teams. The team had a disappointing performance at districts, Yourkoski said. It practiced really hard the week prior to districts, but just "did not play well," at districts, she said. They lost to Bellevue East in the first round, as they had done earlier in the season. "They just did not have that killer instinct when they got [to the district tournament]," Coach Wiles said. She was otherwise "pleased with the season." She said that there was a lot of improvement. Junior Dunina Brown and senior Angie Rudolph showed the most improvement, she said. Brown improved in her fundamentals, making her a strong, stable player. Rudolph "became stronger with every match," she said.



TEN-MINUTE MISCONDUCT

Sports Opinion by Michael Sigmond

Most people who know me know that I am a die-hard Philadelphia sports fan. I was born in Philadelphia, raised in Philadelphia and I learned from some of the best sports fans in the country how to be a Philly sports fan. Travelling back to Philly, I get the occasional opportunity to see a Flyers or Phillies game, but living in the Midlands, I just am not able to experience hometown sports like I want to.

(once again, if they ever decide to play), and a full slate of college football on Saturday. ESPN has grown to offer enough programming to satisfy any sports fan. That is, except for me because I demand an NHL game every night, preferably the Flyers.

Fortunately for me and the millions of others who follow teams outside their respective city, many cable and free television networks have significantly improved sports coverage over the last few years. In addition, fiber-optic and direct satellite technology will improve sports coverage incredibly over the next few years.

The best programming on ESPN is *SportsCenter*. "Dah-dah-Dah-da-dah." Keith Olberman and Dan Patrick stand as the two best sports broadcasters in the country. My apologies to Ross Jernstrom. *SportsCenter* is the only program that offers one full hour of national sports coverage including in-depth reporting that is second-to-none.

Next spring, many Omaha residents who subscribe to Cox Cable will see their sports coverage double. The proposed addition of ESPN2 and SportsChannel America should bring more Australian Rules Football, Log Rolling Championships and Billiards than ever before. I don't know about you, but I am simply jumping out of my pants in excitement.

Chris Mortensen, NFL analyst and "inside information man," gives viewers an insight that can't be seen anywhere else. Mortensen talks to the players, coaches and front offices every week to report on the "gossip" surrounding injuries, player conflicts and trade talks. His weekly report, *Inside the Huddle* is the most informative piece on television sports reporting.

Actually, this increased coverage will mean three additional National Hockey League games a week, that is if they ever play again, and about four times as many college basketball games.

Chris Berman, host of ESPN's *NFL Gameday* and *NFL Primetime*, stands as the marquee highlight man in television. Yes, even better than Merlyn Klaus. The combination of Berman's upbeat and lively calls of the games and the music will have any sports fan remembering every highlight for weeks to come.

For the time being, though, we die-hards must "suffer" with just ESPN and Prime Sports. ESPN features a Sunday night football game, complete National Football League coverage on Sunday mornings and Sunday evenings, Major League Baseball twice a week

Despite the improved coverage by ESPN in the last couple of years, many sports fans in Omaha and across the country are screaming for more. ESPN delivered with a spin-off network ESPN2. The new network, only carried on about one-third of all cable systems, directs their coverage towards the younger generation of sports fans. This includes surfing, cheerleading championships and no bowling. Isn't it obvious why ESPN2 is in such demand?

ESPN2 does offer the additional hockey and college basketball, in addition to more college football games. Also, ESPN2 broadcasts *SportsNight*, a three-hour version of *SportsCenter* featuring "hip" outfits, broadcasters and stories. The truth is, it is really boring. Stick with *SportsCenter*.



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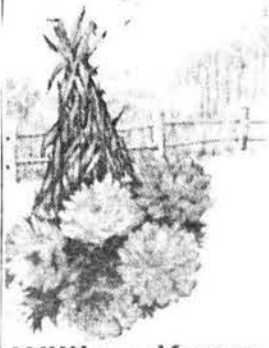
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Winter Sports Preview

Men's Varsity Basketball Behrens sets win at state as top priority

By Michael Sigmond

"We always hope that we can do better this year than we did the previous year; sometimes that is realistic and sometimes that is not," said Head Men's Basketball Coach Rick Behrens as he contemplated his team's chances at repeating or improving upon last year's state qualifying season.

"We have the ability and the talent to be better this year," said Coach Behrens. The size of the team will certainly be a factor. Five members of the varsity team are 6'4" or taller.

In sports, a general rule is that when a team has an excellent record during the latter half of their season, as in the case of the Eagles, the next season will be even stronger. "We hit our stride last January after we moved some of our younger guys into the lineup," said Coach Behrens.

Senior Donnie Johnson has been ranked by a metro area scouting report as one of the best players in the area. "I am just excited to play for the Eagles," said Johnson.

"Johnson was very successful in the summer tournaments and was contacted by a lot of coaches that saw him there," said Coach Behrens. Coach Behrens said that Johnson played up to the ability of T.J. Pugh, the top ranked player in the state.

Men's Reserve Basketball Development led by new coaching staff

By Justin Specht

"Winning is not always the only thing involved with competition," Mr. Jim Galus, freshman basketball coach, said while attempting to reflect on what he thinks is the key to success in freshman and reserve basketball.

Basketball has been gaining a lot of respect over the years in terms of its status as a spectator sport, and after last year's men's varsity team battled through the season to become the first Central basketball team to qualify for the state tournament since 1986, even the Central spectators make no exception.

The talent willing and able to help future Eagle teams accomplish such outstanding feats lies within the younger and less experienced freshman and reserve teams.

"We've won a few games (in past years), but the importance of the younger players is to introduce fundamentals and teach the basics," coach Galus said. "We try to re-teach things that have either been forgotten or were just plain unknown in the first place, and get them used to the everyday high school life."

Aside from this, Coach Galus also went on to say that discipline is very important in the process of learning how to adapt to high school both in athletics, as well as in life.

Women's Varsity Basketball Felici aims at discipline

By Michael Sigmond

The team needs to have a better attitude and a better work ethic. Those are the words of new Head Women's basketball coach Dave Felici as he described the main goals and improvements for this year's team. Coach Felici said, "Hard work is the key to success and the girls are not going to be successful unless they work hard."

"Mentally this team is behind any team I have ever coached," said Coach Felici. In order to improve Coach Felici is implementing "a working environment" that concentrates on fundamentals. "Fundamentals is the big thing, right at the start," said Coach Felici. Junior Nicole Benson, the tallest women's basketball player in the Metro area, says that the team is "practicing harder" and that Coach Felici has a "different way of practicing" from ex-coach Stan Standifer.

Coach Felici blames the inexperience on several factors including "the lack of financial resources that the girls have." Coach Felici says that this lack does not give the players the chance to go to summer camps or the opportunity to practice on a daily basis.

Other problems the women face are lack of time management skills and the inability to establish short and long term goals. "This year we are teaching more than basketball," Felici said. He notes that the women need to learn how to handle basketball and schoolwork responsibilities at the same time.

"I pray to God we improve," said Benson.



Women's Reserve Basketball Changes spark play

By Mimi Douglas

This season is a season of many changes for the junior varsity and freshmen basketball teams. There have been brought about under the guidance of Coach Mr. David Felici.

Freshmen coach Mr. Bob Carlson said that the "new motivation" that Coach Felici has brought to the team is much needed.

The program started off early with pre-season conditioning and conditioning the second week of school. Varsity coach Ms. Kristi Anderson, also new to the gym has been open for practice on Saturday mornings.

OPS has also helped out by starting a district league. This provides competition between schools and encourages team unity among the players even before the season starts, Coach Anderson said. She thinks the changes will be very beneficial to her team.

Over sixty women went out for basketball this year. Coach Anderson described it as "the biggest turnout in years."

Coach Carlson said that there were "twice as many girls going out for the freshmen team alone." He sees this as a positive step.

Coach Carlson's main concern for his team is due to poor grades. He said that there is a very high failure rate among freshmen this year, and he is worried that it will affect the team.

Wrestling Casady is gone, team focuses on Lawrence

By Justin Specht

Central's wrestling team has had great success in the past few years with the individual efforts of state champion wrestlers Jason Brilz (1993) and Jeff Casady (1994).

However, even with the great expectations these past two teams have been considered to possess, total team success has been more difficult to come by. This year's team is quick to point out the fact that much of the trouble in achieving higher team scores can be explained in numbers. In other words, the size of the Eagle wrestling team, and the amount of people who come out for it, play a significant role in the outcome of competitive meets and dual matches.

Jason Lawrence, senior said that he has seen a steady decline in the number of people who have come out for the team during the past three years he has wrestled at Central. "Wrestling is a lot of at Central, and I wish that more people would come out [for the team]," Lawrence said. "But for the size of the teams that I have wrestled on, I think that overall, we have scored really well."

Lawrence believes that the team is going to do very well.

Swimming and Diving Doggy paddle towards state begins

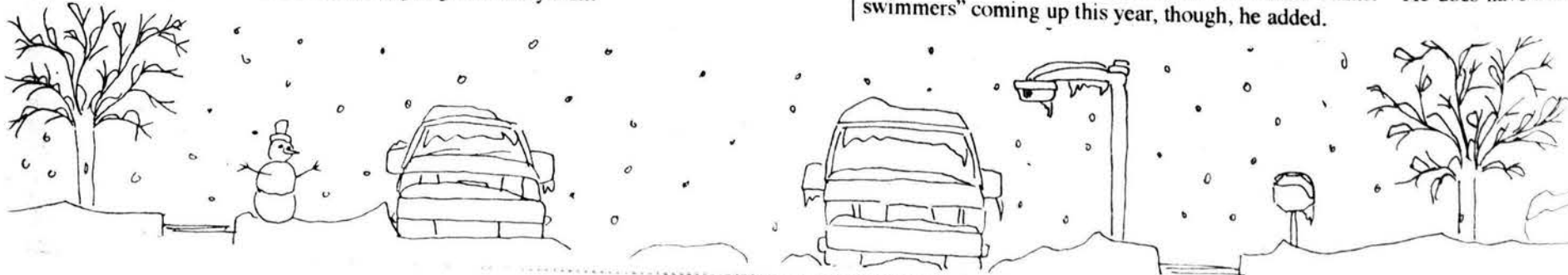
By Mimi Douglas

The CHS swim team got an early start in October with pre-season weight-training and are building up to what junior Nick Stender thinks will be "a really good season."

Stender says that the biggest problem that Central has is that they do not have a large number of swimmers that schools like Prep, Benson and Burke have. Senior Sara Stender agreed. The team does "just fine at the duals," but it's at the larger meets where it's essential.

Coach Mark Allner said that the team often has promising young swimmers but they "don't stick with it long enough." They drop out after a year, if even that long. He said the team loses a lot of potential that way.

The other large problem that Coach Allner cited is that so many other schools have year-round swim clubs. He said that not very many CHS swimmers swim all year long. This places them "eight months behind the other teams." He does have some "young swimmers" coming up this year, though, he added.



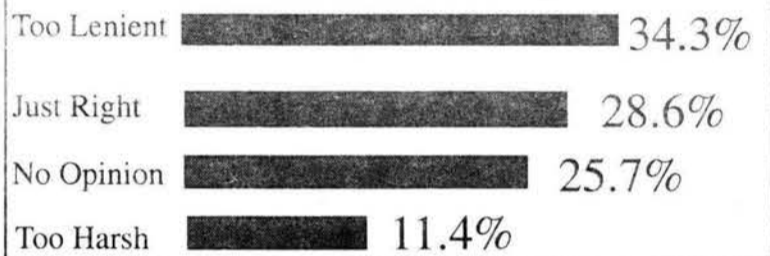
SPORTS poll

In early November, New York Mets pitcher Dwight Gooden, was suspended for the entire 1995 Major League Baseball season after testing positive for drug use. Gooden has tested positive several times before and is known by Mets management and his family as a cocaine user. We asked 71 Central students if they thought the punishment was "just right," too lenient or too harsh.

FEMALES



MALES



SPORTS Quiz

Last issue's question:
Who was the losing goalie in the 1987 Stanley Cup Finals?
Last issue's answer:
Ron Hextall

This issue's question:
Who was the oldest player ever in the NHL?

Young Eagles propel team forward

Softball slides home after slow start

by Marcus Woodworth
This year's softball team led its way to a 12-18 record and up third in the state. The

better as the season went on. We were really young but we pulled together." Senior Melissa Keyser agreed with Seidl saying that by the

games. Coach Custard attributes the slow start to the fact that the team was composed of mostly under-

classmen with only one starting senior. "Our underclassmen really came through for us during the season," said Coach Custard. The two starting freshmen, Ally Crossman and Brianna Mays, both had extraordinary seasons and played "a level above," said Coach Custard.

Through the course of the season the team managed to defeat

Lincoln High, which was at the time the number one team in the state. They also defeated the Lincoln Southeast team which ended up first in the state. Central ended up with an undefeated record against all of the Lincoln teams. The goal for the year was to go to state, but unfortunately "we fell a little short," said Keyser.

Another obstacle that the softball team had to overcome was the numerous injuries incurred during the season. Senior Megan Seidl and junior Martha Nelson both received broken noses as a result of accelerating softballs.

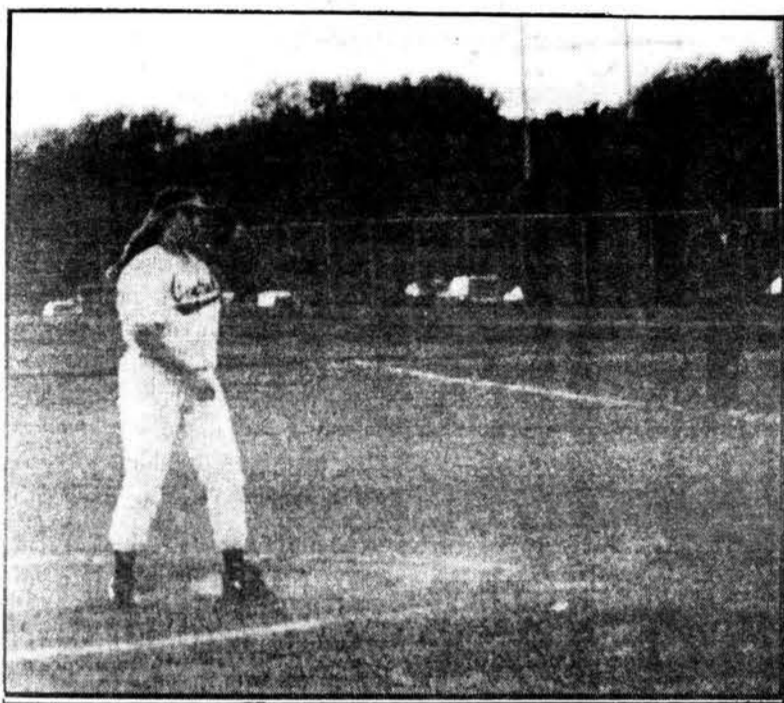


Photo by Megan Anton

Kelly Custard, junior, waits for the signal before pitching at an Eagles' softball game.

team stayed close in many games but lost it in the seventh. Kelly Seidl said, "we got

end of the year the team improved. The team came together and managed to win 10 out of the last 14

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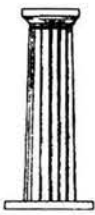
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Hudson's legs, Bradford's arm, Digiacomio's foot take revenge on Chieftains down South

By Michael Sigmond

"This was a great way to end the season," said Head Coach Joe McMenamin following the Eagle football team's nail-biting win over Millard South 37-30. The victory completed the season for Central as they posted a record of 6-3, just missing the playoffs.

The win over Millard South was especially sweet for the players who had been on the team last season. Last year, Central was blasted by the Chieftains in an upset that kept the Eagles from making the playoffs.

Central was on the scoreboard first as senior I-back Damion Morrow marched in from seven yards out to give the Eagles a 7-0 lead four minutes into the game.

Millard South wasted no time keeping pace with the Purple and White with a three-yard touchdown run late in the first quarter tying the game at 7-7.

The Chieftains quickly regained possession following a failed Central drive and scored less than two minutes into the second quarter.

Following the extra point, Millard South led 14-7 and a hint of a second upset was in the making when Millard South intercepted senior Jono Bradford deep in Central territory just a minute later.

In hopes of a third touchdown strike, the Millard South quarterback fired up the middle only to have the ball picked off by junior

Adam Rinn. Central then regained momentum and scored on a five-yard run by Morrow. Senior Dominic Digiacomio's point-after tied the score at 14 with 6:25 to play in the first half.

The Eagle defense refused to relinquish the momentum as they stopped the Chieftains and forced a punt. Central took possession and Coach McMenamin decided to gamble calling a long pass to Digiacomio. The gamble paid off as Digiacomio caught the pass and ran all the way completing a 49-yard touchdown. Digiacomio kicked the extra point, scoring all seven points on the play, and Central led once again 21-14.

"Coach 'Mac' gave me the confidence to throw the ball and I just did my job," said Bradford. The pass was Bradford's longest of the season and accumulated more yardage than most of his previous game totals. "Jono threw a nice pass," said Coach McMenamin.

Though stunned by the pass, Millard South's offense took possession and scored on a 37-yard touchdown pass to tie the score at 21 with 1:48 remaining in the second quarter. "The secondary was in position but just not making the plays," said Coach McMenamin.

The Eagles had one more possession and converted it into three more points on a Digiacomio field goal with six seconds to play. At halftime, Central was on top, 24-21.

A second Digiacomio field goal, this one from 34 yards, gave the Eagles a six-point lead that only disappeared when Millard South connected on a nine-yard touchdown pass.

The conversion failed leaving the score tied once again with 3:45 to play in the third quarter.

Bradford was truly out to prove, on this night, that he can pass with accuracy and consistency. The Eagle "QB" hooked up with Senior Ahman Green for a 24-yard pass bringing the third quarter to a close.

Millard South took a big step toward victory with 4:14 left in the fourth quarter by connecting on a 23-yard field goal.

Central refused to give up as Green took the ball and ran for what appeared to be his biggest rush of the night. Green appeared to be down by contact when the ball

popped loose at the Chieftain 13-yard line and Millard South recovered. The referees ruled that Green was not down when he lost the ball. With only 2:26 remaining in the

on fourth down bringing the Eagle within one point with under minutes remaining.

Following a safety, the downed team must punt or

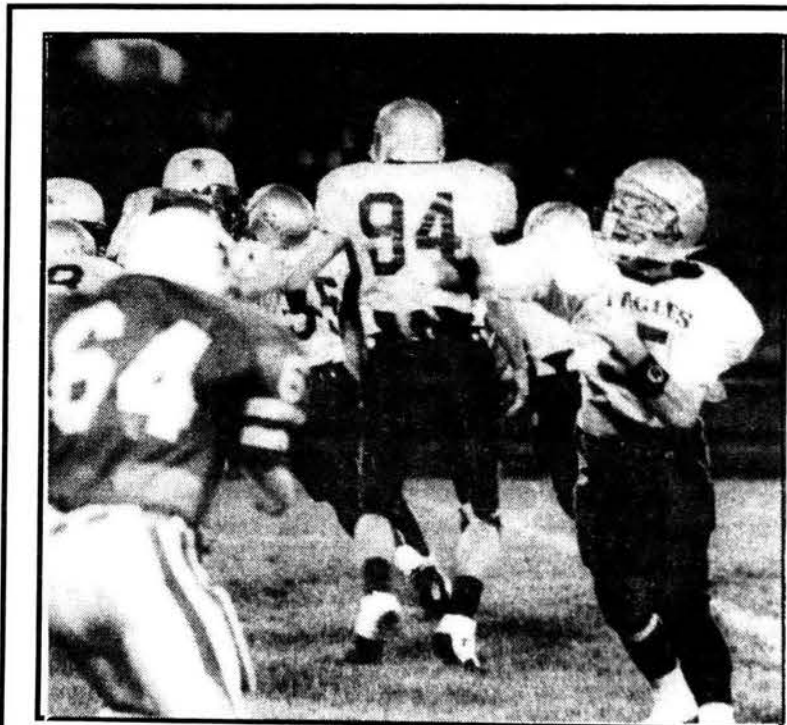


Photo by Jenny Hurst

'Droppin' Bombs': Senior quarterback Jono Bradford fires long in hopes of a big gain.

game, Central appeared to be on its way to losing yet another game due to a questionable call.

The game was in the hands of the Eagle defense and they responded with a vengeance. Central forced the Chieftains to take a safety

Central led by a touchdown 30.

Millard South had one attempt to tie or win, but their were doomed by sophomore Denney as he intercepted a 36-yard

Coach Eubanks ends the frustration, losing streak

By Justin Specht

Mr. Steve Eubanks has completed his sixth season at the helm of the sophomore reserve football team realizing that he faces an ongoing problem. Year after year, Coach Eubanks becomes frustrated.

"I never seem to end up with

the same players [at the end of the season] that I start with, and especially this season," Coach Steve Eubanks said. "I understand that it just isn't possible to keep the same players all year long, but it is really hard to find the right mixture of players when you don't know who is going to be there tomorrow and who isn't."

To Coach Eubanks' surprise, however, the reserve team was able to pull it together and win its final two games of the season. Aside from the problem of the team's overall depth, mistakes on the field also contributed to the production of what was almost the reserve team's second straight winless season.

"These guys had no problem moving the ball from [their] 20-yard line to the other, but it seems like no matter what, I could just guess something bad was going to happen at that point. I mean, in our first six games we averaged four to five turnovers a game whereas in our final two games (one a 36-6 victory over Abraham Lincoln and the other a forfeit decision over

North) we probably had one or two total," coach Eubanks said.

Coach Eubanks went on to say that in all the years he has coached reserve football, he has only been fortunate enough to field one team with a winning record—the 1992 team which finished the season with a record of five wins and three losses.

"That was a wild group of kids with a lot of heart," Coach Eubanks said in reference to the 1992 team. "The things that happened during that particular season had never occurred before then, and I seriously doubt they will ever again."

But Coach Eubanks vows that this year's team had the kind of determination and drive as the one two years ago with just a few small differences. "Our players neglected any involvement in flat out, game-related fist fights with other teams' players, and I am happy to report that all coaches involved in any of this year's games refrained from participating in any sort of arguing or name calling which usually results in their dismissal from the field.

Staff 'upset' by tough finals loss in Air-it-Out

By Justin Specht

Some of the 1994-1995 Central Register Sports Staff took part in the 1994 Air-It-Out competition held on October 15-16, and fared quite well according to some of the players.

Ben Darling, senior, said he was very pleased with the way the tournament was set up and believes that organization was the key to the tournament's overall success. "I didn't think that I'd have so much fun, but

the people in charge really did a great job of organizing things and keeping the games running smooth throughout the two days we were there." Darling is not on the staff, but was asked to play in order to fill up the five-man roster. "I was sort of upset that we

won all of our games except the last one," commented Woodworth, senior. "It just like we found a way to win time, and that there was

team comprised of predominantly Central players. Seniors Stowe, Kyle Schulz and Woolery participated on the championship team. The Register's final record after the tournament was entirely complete with wins and one loss.

The team plowed through five opposing teams.

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