

THE DISCOVERER



Columbus Senior High School
Columbus, Nebraska 68601
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150 credits, new ID card needed for open campus

by Chris Bleacher

With open campus just beginning, many seniors have discovered that the increased qualification requirements for open campus can hurt.

According to CHS Assistant Principal Richard Patton, seniors must now meet the minimum amount of credits for passing (150) by second semester.

Another requirement of open campus is a newly designed identification card which the senior must have in order to leave a study hall for another section of the school or for any area outside the school.

If the senior should fail to meet one or both of these new requirements, he or she will be denied open campus privileges.

"We thought that open campus was a privilege," Patton said, "not

_____ Joe Student _____ has open campus privileges from 1/18/82 until 5/19/82. This card must be presented with ID card upon request by a staff member. This card will be revoked if given to other students.

something to be taken for granted.

Patton also added that most parents questioned in the recent open campus questionnaire agreed that this new system of regulating open campus would be a tremendous improvement over the guidelines followed last year.

The senior class was briefed on

the new system at a senior class meeting held Jan. 11, but the idea wasn't well received. Patton said he believes many seniors "feel like they're getting an awful lot (of blame) put on them". The blame Patton referred to has to do with incidents during lunch and open campus problems in the past.

Panel discussion Jan. 26

Survey shows drinking normal

Fifty percent of all CHS students drink alcohol regularly, according to a recent *Discoverer* survey.

The survey, taken in December, involves 174 students in Sociology and Modern Problems classes. 112 females and 62 males participated.

The survey showed that 50 of the students polled said that they drink almost every weekend, if not more. 33 percent said that they drink occasionally (1-2 times a month), nine percent said they drink very seldom (1-5 times a year), while six percent stated that they never drink.

Of the students who said they drink, additional questions were asked about their drinking habits.

Fifty-four percent of those polled said that they obtain their alcohol from friends over the drinking age (a buyer). Twelve percent obtained theirs from fellow friends, and nine

percent obtained alcohol from their parents, knowingly or unknowingly.

Thirty-one percent of the students usually drink 3 to 4 bottles or glasses at a time, 28 percent drink over 6, 18 percent drink 5 to 6, and 13 percent drink 1 to 2.

Seventy-seven percent said that raising the drinking age to 20 has

For results and comments on the survey, see page 3.

not made alcohol harder to get or affected their drinking habits.

Fifty seven percent said that they have driven under the influence of alcohol, 12 percent of them 7 or more times.

Twenty nine percent said that they have mixed drinking with marijuana or other drugs at least once.

Mid-term graduation held January 17

by Amy Zywiec

Midterm graduation ceremonies were held Sunday, Jan. 17 at 2 p.m. Fourteen students graduated.

Mid-term graduates are: Liz Davis, Bonnie Farrell, Barbara Fricke, Jan Geilen Kirchen, Elizabeth Haddcok, Christine Hentges, Clark Jenkinson, Lisa Labens, Joann Levos, Denise Liss, Jacqueline Palen, Dan Rhea, Tim Tucker and Lisa Wasco.

In order to graduate at mid-term, a student needs to fulfill all the course and hour requirements. Thirty hours of English, 10 hours of math, five hours of science, 15 hours of social studies, and 10 hours of U.S. History are required. Mid-term graduation requirement was recently made. After this year, students will need a quarter of health also. A parent consent form is also needed.

Liz Daves, one mid-term graduate, said that she is going to work a full time job at Champlain Cafe until she earns some money.

"Then when I have enough money I'm going to college," Davis said.

'Frontier History' is more than a class experience



Mr. Steinbrook watches closely as Scott Roselious tries his hand throwing a tomahawk in the manner of the Mountain Man. Also present are Mike Freeman and Phil Bernt.

by Mike Freeman

Some history teachers like to teach by the book and others like to teach their students not only by the book but also to let them feel, taste, and see what has happened. This is what CHS history teacher Gordon Steinbrook is doing.

Steinbrook's self-designed Mountain Man class was started in the fall of 1980.

"I wrote up the course and it was my own idea. I have no regrets," Steinbrook said.

This quarter-long course is set up to create an interest in history and to show students how much fun history can be. Another reason Steinbrook said he teaches Frontier History is because the year of the Mountain Man was left out of the history books.

Due to the popularity of the course there is a limit to 30 students a quarter so that everyone will be able to participate in the extra activities set up by Steinbrook. Last year about 100 students enrolled in the Mountain Man class and 60 students have already studied the Mountain Man this year.

Steinbrook follows a special teaching philosophy. "I believe that a teacher should be as natural as possible and should always be in control of the class. Doing, feeling, and eating should also be included to create an interest," Steinbrook said. "I enjoy every single thing we do in there otherwise I wouldn't do it," Steinbrook added. Steinbrook said he still plans to expand this course by meeting a few long-range goals.

One of his goals is to build a compact teepee which would be used to have classes in for special activities such as food day. Another goal is to find a realiable source from buffalo meat.

The money needed to finance such additions to the class will be paid out of Steinbrook's pocket.

In the future, there might be a few companion courses to go along with the Mountain Man course. One course might be called Covered-wagons West or another course possibility is Indian Wars that will concentrate on just the Indian way of life. These will also be quarter courses.

Boy Scouts offer exploring challenge in several different types of occupations

by Eric Peterson

CHS students who wish to learn more about specific careers may be interested in joining one of the Boy Scouts of America's Career Exploring Posts in the Columbus area.

According to John Ross, district executive for the Boy Scouts of America, the purpose of the Explorers program is to provide career education opportunities for high school students that they can't get from high school.

There are currently seven career-exploring posts active in Columbus, all of which are open to both male and female students. Each post

concentrates on one career or group of similar careers. A business or organization volunteers to sponsor each post, and contributes a meeting place as well as helping to run the actual program.

The Explorer Posts help members learn more about a career area that interests them. The posts give members an opportunity to meet people who work in the career area that they are interested in. Members also gain hands-on experience and practical knowledge about what a person employed in a particular career actually does. This is done by

various means, such as visits to work places.

In order to find out which career Explorer Posts should be offered career interest surveys are given to high school students every spring. Posts are set up for the areas in which there is the most interest.

Any one who would like to join an Explorer Post should contact the CHS Guidance Department. The Guidance Department can tell students about which existing posts would be appropriate for them to join. If no appropriate posts are in existence, it may be possible to form a new post if enough interest is expressed.

Cast chosen for spring production — 'Get Smart'

by Stephanie Weber

About 35 CHS students got smart and tried out for the play "Get Smart", on Tuesday, Jan. 5.

"Get Smart" is a two-act play based on the mixed-up spy character Maxwell Smart and his dealings with Kaos and Control. The play will last approximately one and a half hours.

Play director Ruth Schlobohm said she was pleased with the tryouts and was excited to see the number of people who auditioned. Schlobohm said it was hard to cast the members but is satisfied with where she put them. The play will be performed March 8 and 9. Practices

are scheduled every Monday, Tuesday and Thursday from 6:30 p.m. to 9:30 p.m.

The "Get Smart" cast includes:
Maxwell Smart ... Andy Martin
Agent 99 ... Sheila Schulz
Helen ... Lori Stone
Myra ... Sheri Mason
Jane ... Rhonda Shipley
Fred ... Scott Engdahl
Professor Danta ... Tony Robak
Professor Zalinka ...

Billie Goedeken
Agent 44 ... Dan Davidchic
Ann ... Jan Kinzer
Laura ... Stephanie Weber
Jill ... Angie Morrison
Mav ... Shelly Fowler

All editorials published in the Discoverer are either the opinion of the Discoverer editorial board or the signed writer, not necessarily the opinion of the CHS student body, faculty or administration.

Suicide . . . don't try it

by Terry Krepel

Suicide.

A popular CHS grad commits suicide while at college.

An article in McCall's magazine says that for each successful teenage suicide, there are maybe 50 serious suicide attempts that fail.

A friend of this writer made a few comments about suicide once: "There are too many people to meet, too many places to go, too much money to be made . . . I'll stick it out!"

Who so much teenage suicide

According to anthropologist Vaughn Bryant in McCall's, "Over the past twenty years, there has been a steady decline in the ages of people becoming involved with drug, alcohol, sexual activity . . . and all these pressures have combined with insufficient and inadequate family support." So, with all this pressure, teenagers turn to suicide as a way out. And nearly 2,000 of them succeed.

So, what's a teenager to do?

Find someone to talk to. Someone you feel you can trust. And spill your guts, so to speak. Tell this person what's going on inside you and that you want help. Nine times out of ten this person will be glad to help. Expressing your feelings in words turns problems into something that can be dealt with. It's deadly *not* to talk about it.

If you think someone you know is seriously thinking about suicide, says McCall's, look for these warning signs: Dropping grades, hobbies, sports, and other activities once important to this person become ignored; eating and sleeping habits may change; and there may be sudden outbursts of fury or unusual or reckless behavior. The teenager communicates less and less . . . and becomes more isolated.

There then may come the signs that some psychiatrists call the "last-minute cries for help." Teens may give away treasured personal possessions. They become preoccupied with death in music, art, or the poetry or journals they write. And they will say it out loud — that they are worthless, that their families would be better off without them, that they want to die.

The problems you may be having are temporary (though sometimes they don't seem like it), but death is a permanent answer that can't be reversed.

So, don't try suicide. People care. Really.

Stick it out.

Annual staff stages new promotion

Students will have another chance to purchase an annual Wednesday, Jan. 27 for the price of \$15, \$16 with name.

This year's annual will be changed from earlier annuals in that 1982 edition will feature eight color pages besides the color Seniors section.

The annual staff held a convocation in the auditorium to promote this year's sales of annuals, and when asked why the promotion, Susan Lamphiear, annual adviser, said they want students to buy their annuals earlier in the year, rather than wait until the last minute.

Last year's sales for annuals were 500, this year Lamphiear said they expect to sell at least 600.



(From left to right) Billie Goodeken, Judy Kreifels, Shelly Fowler, Karin Bennet, and Michelle Zoucha dance at the annual staff convocation to the song of Private Eyes. (Photo by Chris Small).

Get keyed for Rockercise!

Browsing through my local record store one day, I was amazed to see all the exercise records out nowadays. I mean, it was really unbelievable. So, having nothing else to do (and needing an excuse to write this column), I looked through them.

Way in the back, behind all the

jazzercise and aerobic dance records, I discovered something called *Rockercise!* I read the cover, which had a picture of some guy who looked like Ted Nugent gunning down fat people with his guitar. It read, "Rockercise! A Practical Exercise Program for Beer-Drinking, Drug-Taking

Teenagers."

I bought it.

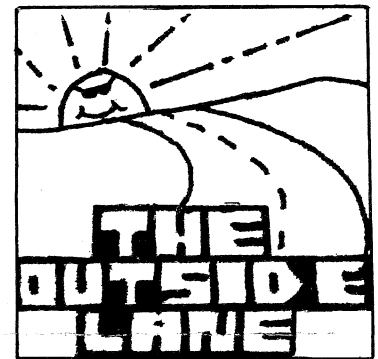
When I got home, I (obviously) played it. What follows is what I think is the most bizzare thing I've heard since we (on the Discoverer staff) said that we were going to put out a bi-weekly newspaper.

At the beginning of the record, a nice, mellow voice quietly said,



LSN

For those about to Rockercise . . .



by Terry Krepel

"Welcome to the Rockercise experience. In order to achieve the maximum effect that Rockercise gives, please turn your stereo up loud."

The next few seconds that followed was ultimate disaster. A battalion of electric guitars and drums pounded out the beginning of Pat Travers' "Heavy Metal," the force of which pinned me to the opposite wall. As I struggled to go back to where I had been standing, a loud, scraggly voice did a Nugent-like scream, throwing me off balance once again. After regaining my original place the voice yelled, "All riiiiiiiiight! It's time to ROCKERCISE!!!!"

I could hear glass breaking. IT was my windows (and, as I found out later, my parents' crystal).

"Now let's get your in gear! Hands on hips, and BEND!! Left! Right! Left! Right!" It finally occurred to me that this guy sounded like the lead singer of AC/DC. "Smile, you !!"

After gaining enough energy to attempt to go forward toward my stereo, I managed to turn it off. If exercising has to be this difficult, I'd rather be out of shape.

At least Richard Simmons gets paid for it!

"Mountain Man" teaches a part of history

by Chris Bleacher

As most CHS'ers know by now, there has been quite a bit of controversy surrounding the quarter-long history course, The Mountain Man, taught by Gordon Steinbrook.

The problem is this: Certain people living in Columbus object to the rough way of life of the Mountain Man being taught to those enrolled in that class.

It seems to me that this rough way of life is part of America's history. Most of the midlands and the land west of the Midlands was conquered by the Mountain Men. These brave men were the first to go ahead into what was then 'wild country' and create safe trails for the pioneers.

They established a great majority of the forts for protection as well as for a means of trade with the pioneers and Indians.

They were the first men to establish steady trade with the Indian, and to broaden the American fur industry.

If the Mountain Men used primitive methods to carry out these important events, why restrict that from the school's teachings? Too many countries choose to teach only the best points of their society's history. This gives the student a false view of that country, and it should not be done.

If this part of American history (the story of the Mountain Men) is restricted or even eliminated from CHS, why not restrict all information on the pioneers

also? They surely must have done some things that would be questionable in modern society. But this is not done because those questionable things were the way of life back then. Allowing the student to experience this way of life first hand, as the Mountain Man course does, only brings this part of history into a more realistic view and adds to the interest of the subject. This is certainly an advantage to the student.

We should not overlook the great achievement of the Mountain Man in order to cover for a part of those men people choose to dislike.

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APPLES TABULATE SURVEY RESULTS.....

RESULTS OF CHS DRINKING SURVEY

	ALL	(174) Female (113)	Male (62)
1. Sex	Male	35%	
	Female	64%	
2. Age	15-under	27%	30%
	16	19%	19%
	17	36%	38%
	18	16%	12%
3. Learned most about alcohol consumption	Friends, experience	55%	50%
	Family	16%	17%
	School	12%	13%
	Church	0%	0%
	Printed material/ special presentations	4%	6%
	Other	9%	11%
4. Alcohol-related traffic fatality	Yes	25%	26%
	No	74%	73%
5. Aware that over 50 Neb. teens die in alcohol-related car accidents.	Yes	68%	77%
	No	31%	22%
6. At least one parent drinks	Yes	73%	78%
	No	24%	18%
	Don't know	2%	2%
7. New drinking law affected consumption in school & comm.	Yes	2%	1%
	No	80%	84%
	don't know	16%	13%
	Never	6%	5%
8. Frequency of alcohol consumption	Very seldom	9%	8%
	Occasionally	33%	35%
	Regularly	40%	43%
	Very frequently	10%	7%

The following questions were answered by those who didn't answer "Never" on Question #8.

9. When do you drink?	Weekends	32%	32%	30%
	Special occasions	12%	14%	9%
	Family functions	0%	0%	0%
	During or after school	0%	0%	0%
	2 or more above	48%	46%	50%
10. Where do you drink?	Driving around	2%	2%	3%
	At parties	21%	20%	24%
	At home	8%	9%	4%
	At bar/restaurant	0%	0%	0%
	2 or more above	58%	58%	58%
11. What do you drink?	Beer	21%	14%	33%
	Wine	5%	7%	3%
	Mixed drinks	13%	14%	11%
	2 or more above	42%	46%	35%
	No preference	9%	11%	6%
12. How many glasses/bottles consumed?	1-2	13%	15%	11%
	3-4	31%	35%	24%
	5-6	18%	19%	17%
	Over 6	28%	22%	38%
13. Obtain Alcohol?	Parents	9%	9%	9%
	Buyer	54%	57%	48%
	Fellow friends	12%	8%	19%
	Older relatives	8%	10%	4%
	Liquor stores	4%	3%	6%
14. Lower drinking age made alcohol harder to get affected own drinking?	Yes	12%	11%	14%
	No	77%	78%	74%
	Don't know	1%	1%	1%
15. Parents know?	Yes	67%	69%	61%
	No	12%	14%	9%
	Don't know	13%	8%	20%
16. Driving under the influence?	Yes	57%	58%	56%
	No	33%	34%	32%
17. How many times?	None	35%	36%	32%
	1-2	16%	17%	16%
	3-4	10%	13%	4%
	5-6	2%	1%	4%
	7 or more	12%	7%	19%
	Don't know	16%	17%	14%
18. Passed out from drinking too much?	None	59%	54%	69%
	1-2	24%	30%	14%
	3-4	5%	5%	6%
	5-6	1%	1%	0%
	7 or more	2%	2%	1%
19. Got sick from drinking too much?	None	26%	23%	32%
	1-2	30%	30%	32%
	3-4	16%	16%	16%
	5-6	5%	6%	3%
	7 or more	5%	7%	1%
	Don't know	9%	10%	6%
20. Mixed drinking with marijuana or other drugs?	None	49%	12%	48%
	1-2	9%	110%	8%
	3-4	6%	7%	4%
	5-6	2%	2%	1%
	7 or more	12%	11%	14%
	Don't know	12%	14%	9%

Computers save time, work

Computers at Columbus High save a lot of time and work in running the school. Computers help in calculating student enrollment, percentages, or just about anything that must be figured. What can be done in a few minutes on a computer may take hours to figure out on paper.

Four Apple computers are located in the Physics room and one Apple II computer terminal is in Guidance offices for use in the Nebraska Career Information System. The computers are valued at about \$1,500 each, they are used for various things around the school besides teaching computer basics.

Among some of the computer's uses is the selection of the daily free

lunch winner. This works by putting all the student and faculty names in the computer, then the computer is programmed to randomly pick a name each day. Another use of the computer is to calculate percentages in the surveys that have been conducted around school. The alcohol survey results which appear in this issue of the Discoverer were sorted and tabulated by the CHS computer.

Allen Griffith, computers instructor, said that he said student council are working on a computer dance where students fill out a survey sheet then the sheets are put into the computer and the computer then matches couples.

Some comments . . .

Along with filling out the drinking behavior survey conducted by the Discoverer, participating students were asked for their personal comments on drinking. The questions, along with various responses to them, are below.

Just why do kids drink, anyhow?

"Something to do."

"To have a good time."

"Nothing to do in this boring town."

"(It) helps to loosen up a person when socializing with people."

"Because their friends do it."

"The challenge of getting away with it."

"It's fun."

"It's a way of getting a lot of people together . . . it just seems to be a common thing for teenagers to do."

"A lot of kids in high school have a lot of problems in school and with parents, and alcohol lets you forget these problems."

"Because if they don't, they aren't part of the crowd."

"They want to go out and have a fun time, but don't want to be held completely responsible for their actions."

"It tastes good."

"Why do adults drink?"

How big an effect have your parents had on your drinking habits?"

"A very big effect. They kept me from drinking too much when I was younger, and taught me self-control."

"Quite a big effect. My grandfather was an alcoholic, and my dad has a drinking problem; so do a lot of my brothers. I don't want to end up like them. Besides, I have had bad ulcers and drink only occasionally."

"None. They don't care if I drink as long as I control myself."

"I've quit drinking as much as I did because they didn't like it."

"None at all. It was my brothers who had the effect on me."

"They really don't say anything. They just don't like me getting drunk."

"They make sure I don't overdo it."

"A rather large effect. My dad's an alcoholic."

"My parents don't like me to do it, but they say it's my life, and if I want to ruin it, go ahead, because they don't have any say-so."

"I have quit drinking and go to AA to keep from drinking. My parents don't care if I drink or not."

"If you want to drink, there's not many people who can stop you."

What made you decide to drink or not to drink?

"Because my friends drink and I started going to parties where people drink."

"I wanted to."

"(I) don't like the taste of it."

"(I) don't drink very much because too many of my friends have died from it."

"Friends."

"I had problems so I let the bottle take my problems."

"I just started, and it doesn't bother me. I watch what I drink."

"It sounds like fun and everyone else is doing it so you just think, well, why not?"


"Because I couldn't stand to watch my father killing himself."

"My experience (of) seeing how the drunk acts and reacts. That's just something I couldn't handle. I know why my parents did; the reasons were wrong."

"I decided myself, and I kept on because it was fun, and it made me forget my problems."


"My dad drinks and usually lets me have a drink or two."

"I haven't really decided; I figure as long as you don't abuse it, why not drink?"



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Children, Parenthood Education class make crafts

Approximately 30 children enjoyed different crafts on Thursday and Friday, Dec. 17 and 18, with the CHS Parenthood Education class.

The kids, according to Pat Mueller, Home Economics teacher at CHS, were brought into the class from both friends and the Wee Care Day Center program of 3105 35th Street in Columbus for the purpose of Parenthood Education Class experience.

During those two days, for one to two periods each day, the children, ranging in ages of 5 to 7, participated in such events as decorating Christmas trees, making cookies, singing songs, and even had a visit from Santa's elves. At times, half the Parenthood Education class would help the children with their Christmas-centered activities while the other half observed the children to discover their emotional, social, intellectual, and physical behaviors.

According to Mueller, the "kids really like this" . . . type of program. These activities are held on an annual basis (each semester) and the next craft program at CHS may take place around such a holiday as Mother's Day, Mueller said.



Mathew Ernst, a participant in the Home Economics craft class for Wee Care Day Center, busily constructs a Christmas tree with sophomore Penny Grape as her assistant.

Dancers square off in gym

The day before Christmas vacation the gym was filled with over 200 CHS students having fun square dancing.

Harold Bausch a professional caller from Fremont, Neb. came to CHS especially for the students. Almost everyone had fun square dancing to a real pro. Not that CHS P.E. instructors Laura Tietjen and Charlie Sherertz aren't good but they aren't real pros.

Tietjen said she has been a caller for other P.E. classes in other schools but never outside the school district. Also she said that a professional caller has been coming to CHS for nine years.

Sophomores are the only students who have this square dancing unit. With the three weeks Tietjen and Sherertz have to work with the students they try to teach as many different types of dance skills as possible.

Some of the types of dances that are taught during this course are the vitterbug the swing (which is almost like the jitterbug) and the polka.

Both the guys and girls are equally good dancers.

"It depends mainly on the individual," Tietjen said.

Singers, Sisters prepare for spring competition

by Stephanie Weber

How do you try out for Sizzlin' Sisters or New World Singers? It's too late for this year, but in March you can audition for New World Singers next year, and in late November tryouts for Sizzlin' Sisters are held.

Members of the 1981-1982 New World Singers are: Michelle Eusterbrock, Joe Flash, Becky Hruska, Terry Krepel, Dennis Lauderville, Liz Laux, Cathy Lococo, Jim Peterson, Mickie Senften, Nathan Smith, Beth Theilen and Anthony Wilhelms.

Members of the Sizzlin' Sisters are: Cori Callen, Stephanie Weber, Shelly Fowler, Tracey Price, Tami Rice, Teri Schaefer, Sheila Schulz, Micky Behrens, Mia Carrig, Susan Fendrick, Leann Goedeken, Becky Pickenpugh, Angie Morrison, Tracy Nosal, Shona Siekmeier and Mari Stauber.

In February and March the two groups will be going to state competition in Lincoln where they will sing jazz, pop and Broadway show tunes.

Sizzlin' Sisters rehearse every Tuesday and Wednesday from 3:30 p.m. to 5 p.m. and New World Singers meet daily during seventh period.

Outfits for the sisters are black skirts and white blouses and the New World Singers' outfits include black dresses and black shoes for the girls and black pants and black vests for the guys. The average cost of each uniform averages between \$30-\$40.

According to CHS vocal music director, Boyd Bacon, the music department is recently designing a policy whereby students can earn letters in choir similar to the athletic letter.

Sociology students manage the world with a Baldicer economic strategy

by Chris Bleacher

How do you keep a Third World nation of 150 million people with barely any food production from starving to death? It's not easy, as was proved by John Schmaltz' third period Sociology class.

The class participated in an economic game Jan. 4-6. The game, called Baldicer, was developed by John Knox Press in Atlanta, Georgia, during the early 1970's. According to Schmaltz, Baldicer

was designed especially for classes of Sociology.

The students of Schmaltz' class were to "experience running a country economically", more often, Third World countries with little means of supporting themselves, said Schmaltz.

Each student, or pair of students, was given 150 million 'people' to be responsible for. If the nation had little food production, those students must build up the

production in order for that country to survive.

The game took three class periods to complete and by the end of the third class period, 1.2 billion 'people' had starved to death. The point of all this? Schmaltz said he hopes his students learned "to try to be more sympathetic" with Third World countries, specifically to eliminate the idea that if these countries worked harder, they could survive.



English composer John Rutter conducted the CHS Concert Choir and Girls Glee in a special practice Dec. 15 in the auditorium. Rutter, a noted choral writer, was in Nebraska to conduct a concert of his arrangements in Lincoln. The CHS choirs performed a number of his compositions as well in their Christmas concert Dec. 17. (Discoverer photo by Terry Krepel)

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Spegel selected as cheerleader

Michalea Spegel, Nebraska Wesleyan University freshman from Columbus, has been selected as a cheerleader for the Plainsmen 1981-82 wrestling season. Spegel was a 1981 graduate of Columbus Senior High School.