

THE TORCH

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KENNEDY: Fair and foul



ONCE AROUND THE SCHOOL

Playing around with one acts

Three one-act plays will be presented to the public on Feb. 10, with one of them also going to a drama competition this Friday at Armstrong High School. "Bird Bath," written by Leonard Melfi and directed by **Joyce Luckfield**, English 11 teacher, has been chosen as the one to be used in the contest. The cast is made up of seniors **Terri Sjoholm** and **Paul Abbott**. Mark Twain's "The Diary of Adam and Eve," directed by **Trudy Troutfetter**, English 12 teacher, is another one of the chosen plays. The cast includes seniors **Larry Goodermont**, **Mary Clifford**, **Sue Warren**, and **John Ilika**, and junior **Jim Smith**. **Lee Engler**, English 12 teacher, is directing the final play, "Happy Journey," by Thornton Wilder. The cast includes seniors **Ann Singer**, **Jim Ritter**, **Nola Berger**, and **Rick Michaelis**, with juniors **Mary Shannon** and **Kevin Marose**.

Just picture it!

Three large murals depicting fall, winter, and spring sports have been made permanent new additions to the main foyer area by the auditorium. "The designs are modern enough so as not to show discrimination between girls' and boys' sports, and they are large enough so all and everyone is recognized," said **Mike Karbo**, assistant principal, who was in charge of the project. Backgrounds of the murals were color coordinated with the three sports seasons, with orange used for fall sports, white for winter, and green for spring. Designer and artist for the murals was **Guy Johnson**, '68, who did all the yarn pictures that also hang in the main foyer. Financing for the project came from the Carri Valley Memorial Fund and the student activity fund.

Student action in action

Under the supervision of Steve O'Brien, dean of student services, taking action for the sophomore, junior, and senior classes are the new members of the Student Action Committee. Volunteering their services at the beginning of the second quarter are seniors **Mark Bakko**, **Sherri Magnus**, **Lai Siang Moy**, **Karli Gilbertson**, **Becky Rogers**, and juniors **Julie Mars**, **Shari Westmark**, **Dave Knutsen**, **Sue Kusz**, and **Cheryl Brayton**. These ten students act as representatives of the student body to the administration and serve other functions such as working with prom, graduation, and arranging class reunions.

February Dates to Remember:

- Feb. 3 — Parent's night
- Feb. 3-4 - Field trip days
- Feb. 7-11 School Spirit Week
- Feb. 10 - Seniors with last names beginning with A-K may order graduation announcements
- Feb. 10 - One act plays, 8 p.m.
- Feb. 11 - Seniors with last names beginning with L-Z may order graduation announcements
- Feb. 11 - Valentine's dance with '50s theme
- Feb. 14 - Field trip day
- Feb. 21 - Presidents' birthdays holiday, no school!

Do it with spirit

School Spirit Week has been scheduled for the week of Feb. 7-11. Sponsoring the week full of activities, dedicated to raising school spirit of student and faculty, are the cheerleaders, Honor Society, and the Action Committee. Feb. 11, '50s Day, will include an afternoon pepfest with the cheerleaders selling bubble gum throughout the day and also holding a '50s dance later that night in the cafeteria from 8:30 p.m. - 11:30 p.m.

But, Officer . . . !

Kennedy now has the full-time services of a new liaison officer, **James Orcutt**. Officer Orcutt was assigned to Kennedy due to urging from parent's groups for better enforcement of laws and penalties relating to students. Through contacts at Kennedy he is in a better position to help students in trouble. He acts as a liaison between students and the community, and students and the police. Students in trouble can be first referred to Officer Orcutt who can try and help students from getting into further trouble.

Singing and Selling

Concert Choir and the JBs, directed by James Bontrager, will provide the half-time entertainment with singing and dancing at the Feb. 18 home varsity basketball game against Eisenhower. Both of the choirs will also be out on the road this Saturday selling frozen pizzas door-to-door to help finance their upcoming spring trip to Hawaii.

Ski Club takes off

Thunderbay in Ontario, Canada is the destination of 40 students and 3 faculty members from Feb. 18-21, when the Ski Club takes off for their annual ski trip.



Giving support

Bob Fredell, Kennedy social worker, has organized a support group for chemically dependent students. The support group's objective is to provide students with an opportunity to talk over their problems with others. Joining **Mr. Fredell** as group leader will be **Dave Wilemis** from the Storefront in Richfield, a youth agency which deals with drug abuse. The group meets during third and fourth hours every Monday. Students wishing to get information on the group should see **Mr. Fredell** or school Nurse **Mary Glumack**.

Staff cuts continue

School Board officials are now focusing on the possible staff cuts for next year, caused by the continuing decline in student enrollments and a minimal budget.

By mid-January, the School Board was expected to release its staffing recommendations. The teachers with the highest seniority will most likely keep their positions. Approximately 80-90 positions were expected to be dropped next year in the Bloomington district.

"There has to be one teacher to every 20 students," said **George Drier**, president-elect of the Bloomington Education Association (BEA). "There could be fewer positions offered, but the ratio still has to be the same."

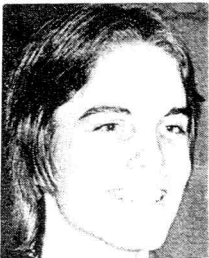
In the Kennedy area of the school district, the future enrollment projections tend to show a decrease in students. In 1972, there were 2117 students attending Kennedy. Projections for the year 1982 predict a drop to 1319 students. These statistics show that in a ten-year period, Kennedy's enrollment will have decreased by almost 50 percent.

"When there are fewer students," said **Donald Heinzman**, school-community relations director, "the school receives less money. When there are less staff positions, there are less electives for the students. Students will still get the basic education, but no advanced classes will be offered."

Three elementary schools have already closed and **Mr. Heinzman** predicts that in the next 10 years, a couple more elementary schools and maybe one junior high school will be closed.

--Gloria Carlson

PACESETTERS



Pat Lavone, junior, is the director of KTAV television programming. Pat directs the news show which is taped four times weekly for cable TV. He broadcasts the sports events that are covered and helps video tape the home basketball games.



Scott Peterson, senior, is in his first year as head of the student production printers. Scott was chosen by **John Sulack**, graphic arts teacher. His duties include printing **the Torch** cover and also helping to design it at times. He helps run the machines and makes sure production runs smoothly.

Not just anyone can trespass into files

Stop, be careful, don't trespass into confidential territory. Not just anyone has the right to let his/her fingers go walking through a student's confidential cumulative file in the Counseling Office. There's privileged information in student files, and access to them is restricted in the interest of a student's privacy.

"Files are opened only under certain specified conditions," said Anna Mae Dawson, head counselor. "The files are not kept locked up to keep things from the student, but to protect the student," she said. Those allowed to find out what is in a student's file are the student himself/herself, the student's parents, or the student's teachers.

None of those persons, however, may simply open a student's file and look through it on their own. For an underage student finding out what is in a file means getting an interpretation and description of contents by a counselor, according to Ms. Dawson. While parents and a student's current teachers may actually look through the file's contents, they may do so only with a counselor who will then explain what the information means. When a student turns 18, he/she may also look at the materials in the file.

As it turns out, little of what is kept in a confidential file would make much sense to most students without an interpretation by a counselor. Kept in the files are standardized testing and IQ scores which are hard for the layman to understand. Some items are easier to interpret, but those are probably things which the student already knows anyway, like grade reports that stretch back to first grade. Also in each file is a collection of student pictures from each grade which usually are good for a few counseling chuckles.

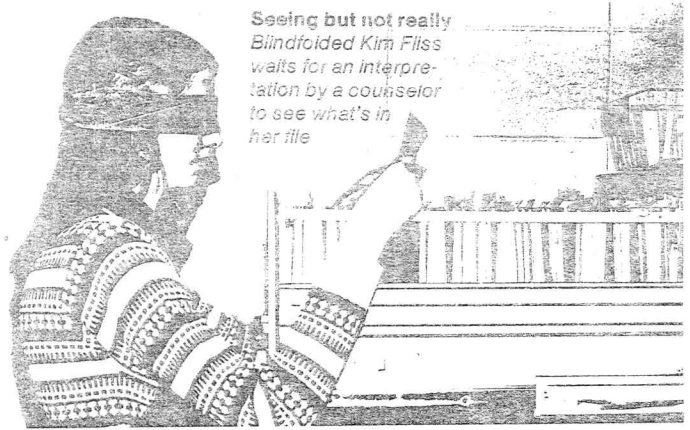
Most students' files are rather thin, containing only routine reports and test data. Some students' files have a thickness, however, which reflects the fact that school life has not been without its hassles. Such files might include withdrawal forms, referral slips, student status reports (forms filled out by teachers giving clear picture of classroom problems, grades, and absences), some psychological reports, and possibly re-enrollment forms.

Getting an interpretation of the material in a student's file is as simple as getting an appointment with a counselor. If a student

finds that he/she does not agree with comments or reports that have been placed in his/her file, he/she has the right to challenge the information by filling out a review form, according to Ms. Dawson. She emphasized that this does not mean that the information will be automatically removed from the file. What may happen instead is that the student will "add relevant and pertinent information to his/her cumulative record that he/she feels is important for a fair interpretation of the school record," said Ms. Dawson.

Once a student graduates from school, much that is in his/her file is immediately destroyed. Some items are kept forever, however, such as test scores, IQ tests, a grade transcript, and a list of student activities. This information is sent to the Central Administration Building where it is put on microfilm and stored forever.

"Student files are there for a reason," said Myron Olson, counselor. "They're there to dispel any curiosity the student may have about what is in them, or about himself/herself. But in the long run, I think it's a good idea for a student to find out what is in his/her file," he said, "if only to discover that there isn't too much in most files that would surprise anyone, anyway."



Seeing but not really blindfolded Kim Fliss waits for an interpretation by a counselor to see what's in her file

Despite conflict, girls to get equal space

When school opens at Kennedy next fall, female athletes for the first time will have their own team lockerroom, though the process by which it has been attained has not been without a touch of controversy.

Administrators were given the task of helping to design an expanded girls' facility comparable to that of the boys' athletic team areas. No monetary guideline was given to the school by the School Board, yet when Principal Donald Hasbrouck presented the proposed plans and cost estimates (\$120,000 to \$150,000) to the Board, he encountered criticism by some Board members that the facility would be too costly and elaborate.

Opposition by School Board Member Richard Schneider was based on his feeling that too much money was being spent on the project. "It seemed that the remodeling and renovation had been planned without considering the cost," he said.

"They came up with an expensive plan that was more extravagant than necessary,"

said Board Member Kurt Laughinghouse. He also thought the expanded girls' team area will not benefit the school's regular physical education program, and that the cost of the remodeling is too much for something intended for an extracurricular program.

School Board Chairperson Esther Allen disagreed, however, with the views of Mr. Laughinghouse and Mr. Schneider. "I felt that we gave the administrators instructions, and I thought it would be unfair to say the cost was too much unless we had been in on the planning. There was nothing included in the instructions saying that they had to stay within a price range," said Ms. Allen.

Despite heated discussion on the plans, the proposal was approved by a 4-2 vote, and construction will begin in late March or early April.

The major feature of the project will be a girls' team lockerroom and training room which will contain a whirlpool and taping

room. This is to extend from the original lockerroom.

Other changes will include a joint office located in an area where students will be able to contact any of their male or female coaches, and extra space for storage purposes.

According to Lynn Aaze, girls' athletic coordinator, expanding involvement in girls' sports, especially the spring activities (track, softball and synchronized swimming), has caused the need for more room and adequate facilities.

Since Title IX, a federal regulation, states that the school must provide equal opportunities to all students regardless of sex, the school has been prompted to speed up the athletic facility remodeling. "Title IX has helped to bring about more of an awareness which moved the plans along quicker," stated Mr. Hasbrouck.

Administrators hope to see construction completed prior to the beginning of the next girls' fall sports program

--Pat Stratton

FEATURE FOCUS

Methodically beating the academic system

Sitting at the coloring table in your Kindergarten class, you peered over at your classmate's drawing and copied his color ideas onto your own paper. Suddenly, you were introduced to the most basic survival method of modern society: *cheating*. Your second experience came out on the playground when you discovered that the only way for your shuttle team to take first place was if you sneaked up on the opposing team's runners and tripped them. These episodes constituted your first stage of cheating, and you had passed with honors.

Then came grade school, and with that came your second stage of cheating. When the Friday afternoon spelling tests rolled around, you were sure to have spelled all words correctly, for you simply passed in your pre-prepared answer sheet to the front of the row. During the Iowa Tests you were clever enough to take a seat next to the smartest kid in the class, but careful enough to cheat and not get caught. You ended up getting a better score than he did, because during the break you changed a couple of his answers. You surprised everyone, including yourself, when you were the first student to be offered a seat in the class of High Achievers.

Having gladly accepted the offer, you were more than satisfied with yourself. Your most productive method of cheating was the multiple source (double-check) system. Using this method involved checking the answers of students in front, behind, and to each side of you. When this wasn't possible, you merely snapped the lead of your pencil and checked all the answers you could on the way to and from the pencil sharpener. After accumulating the data, you simply chose the most popular answer. You became an experienced double-checker and developed the capacity to check four answers in under two seconds. Exit Stage Two.

Stage Three. You enter junior high school with the confidence of Muhammad Ali going into the ring against Farrah Fawcett-Majors. However, after a couple of trips to the Principal's Office and a couple of failing reports sent home to your parents, your confidence quickly diminished. New methods of cheating had to be found. You discovered neat tricks, such as writing the answers to your history test on the bottom of your shoe, slipping notes up your sleeve, or taping your paper underneath your desk and constantly dropping your pencil.

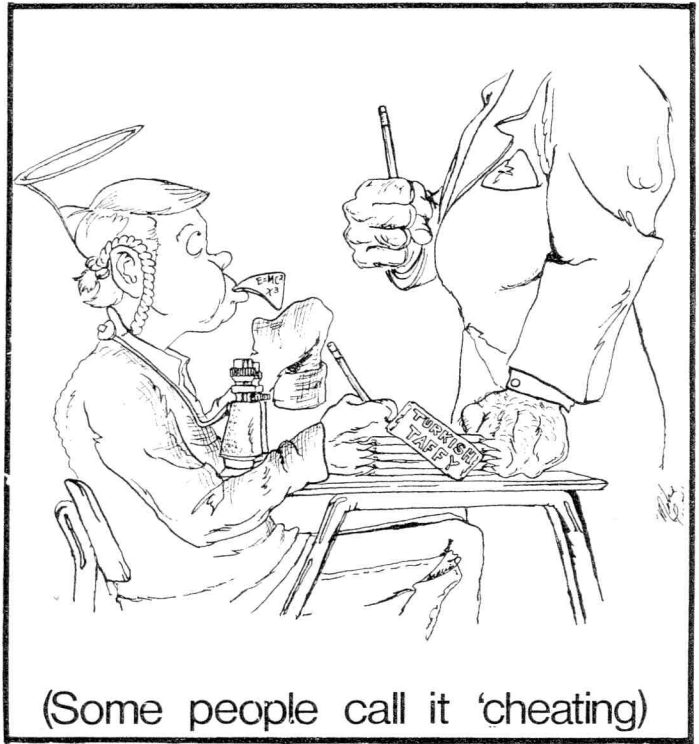
When one of these methods wasn't possible, you found yourself wearing that ugly sweater your grandparents gave you for Christmas at least once a week. The manufacturer must have made the sleeves especially for cheating, as they stretched down past the knuckles, covering up an armful of answers. Expanding on this method, you wrapped a string around your ear, slipped it down your shirt, through your pant leg and revealed the answers which were taped to your leg. Exit Stage Three, enter Stage Four.

You entered high school with a substantial background in cheating. However, you were disturbed by the rumors that cheating is next to impossible, and you wondered if you could effectively set yourself to the task of becoming a "cheater extraordinaire." This was a title which went only to a privileged few, who would even be daring enough to cheat on Sunday.

There you were, a super sophomore, expecting to be as much of a stud as you were in ninth grade, but you immediately found out otherwise. You bombed your first big test. You didn't know that there was more than one test for each math unit. To solve this problem, you found that friends were useful for more than just holding hands. Because of their limited income, they could be persuaded to sell their stolen test answers at wholesale prices. The satisfaction of acing a test was worth the effort it took to earn the needed money.

Then, in your true-false test in English, the class (headed by you)

Getting through



got together to invent an ingenious and complex new Morse Code. One tap equalled true, two equalled false, three taps equalled, "How the heck am I supposed to know?" It worked well, until the whole class started tapping wildly until it began to sound like a Shirley Temple movie. It was then impossible to decipher one tap from another. In spite of all this, you still managed to reach your junior year.

As a junior, you set your goal to be in the top ten percent of your class. To help you achieve this, you turned to good old reliable Turkish Taffy. Before school, on the morning of tests, you would stop at PDQ and buy some strawberry taffy. You would then write the answers on it, and during the tests would nonchalantly slap it on your desk. This method always worked, except for times when teachers would walk by and you would find yourself chewing the biggest wad of taffy you'd ever had. Even so, you ranked in the top ten percent of your class, and you found that you had the best-developed jaw muscles in the school.

Then came your senior year, when you thought you would have it made, for by then you thought you had learned all there was to know about cheating. However, there were still college entrance exams to be dealt with, and your world suddenly began to unravel. There was no way of getting test answers in advance, and you reconciled yourself to the fact that you would have to find another way to cheat.

Once in the testing center, however, you finally came face-to-face with the awful truth: there simply would be no way of beating the system this time. You had been assigned a seat at the same table as the test proctor, who turned out to be a lonely old lady who took a fancy to your physical presence, and who spent the entire four hours of the test staring at your body. There it was, your ultimate downfall, caused not by a slip-up in cheating methods, but by a body that wouldn't quit. You muttered silent curses at your physical education teacher, and resigned yourself to your fate: the lowest college test score in the school's history, and the prospect of a demeaning job in the future.

That job, however, would be only one part of your life. It was with a glint in your eye that you realized that someday you would have a wife, and that would open up a whole new world of cheating possibilities . . .

--Brenda Anderson, Terri Bowen, & Glen Broemer

high school without really trying

Excusing your way to a creative cover up

Excuses. Thinking of them has helped you develop the power of imagination that have been largely left untouched by the school. You know that without a long list of excuses at your disposal, you never would have lasted as long as you have in the game of life. No one's list can ever be too long, however, so here are some additions which should help just about anyone to get through those difficult moments encountered during high school years.

Talking your way out of the six-hour day

Probably your most original excuses need to be reserved for teachers at school. Since your early elementary school days, most of you have been working to perfect a battery of excuses, but you never really know just how clever you are until confronted with that most classic of school day situations, that moment when you are caught skipping class.

Just when you are beginning to enjoy standing idly around the first floor lavatory, your teacher walks by, and your inner confidence gets put to the test. While wildly licking your lips you come up with the idea of giving your teacher a multiple list of excuses from which he may choose: (A) "I got lost" (this will apply to sophomores only, and during the first semester of school it may actually be believed, for most sophomores usually are lost); (B) "The stall door in the bathroom trapped me inside and prevented me from making it to class on time, and I didn't want to disturb you by coming in late;" or (C) "I forgot it was a school day." If those do not seem to be working, you could always take the offensive by asking the teacher what he was doing out of class . . .

You may need another list of excuses when dealing with a math teacher who refuses to believe that your highly-trained, though temperamental dog flushed your assignment down the toilet. When backed in a corner, you could rely on (A) the old standby excuse: "I thought it was due tomorrow," or you could turn to (B) the believe-it-or-not excuse: "My Mom baked it into an apple pie." If you want to appear totally honest, you could turn to excuse (C): "The fifth row isn't done copying it."

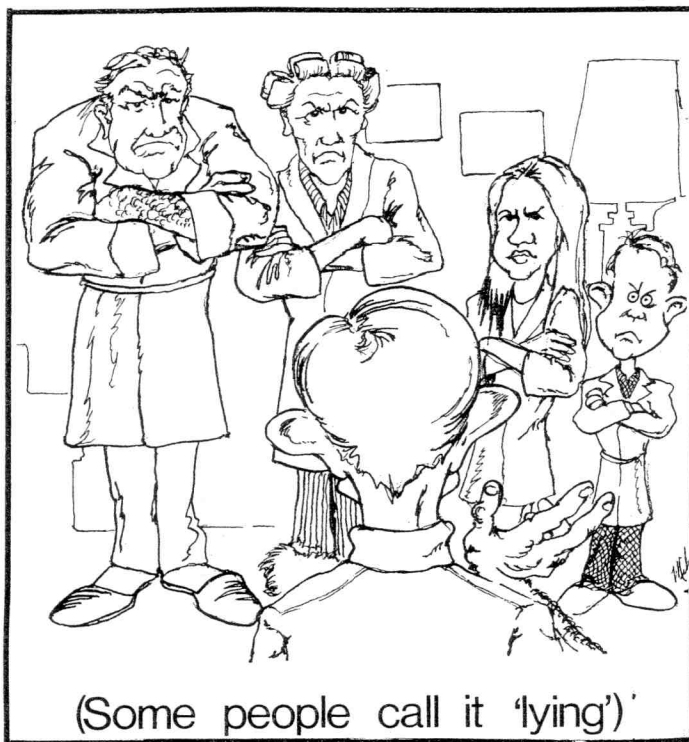
Study halls present a different kind of obstacle or challenge, as you would rather do just about anything (or nothing) rather than spend an hour telling rude jokes in the cafeteria. Poor study hall attendance tends to bug certain people in the administration, however, and you come to realize that skipping study hall sooner or later results in nasty threats of being placed in structured study. You decide it would be wise to drop in on your study hall teacher to explain why you haven't shown up for the last three weeks. This is when you remember the advice you were given by the guys in the first floor lavatory: "Always walk in with a smile on your face and innocently look at the teacher and say, 'I've been working on the situation'."

A lunch or dinner, you're the winner . . .

Once in lunch you realize that you cannot even let down on your excuses there since the time you decided that some of the food provided in the everyday school lunch makes better ammunition than it does nourishment. That's when you tease the person at the next table, who made fun of you in third grade for wetting your pants during gym class, by sending your plate of lasagna whizzing through the air, aimed at his chest.

Suddenly you find the feared hand of authority resting on your shoulders, and you've got to come up with an explanation quickly. Calmly, you could turn around and assure the lunchroom supervisor that (A) you didn't throw it, (B) that you had an uncontrollable muscle spasm caused by the cold temperatures in the cafeteria and that you couldn't keep the plate in your hand, or (C) that Mr. Beck (a lunchroom supervisor) dared you to throw it. You are cautioned to use (C) only when in over your head.

It's when you move on to McDonald's for a late-night bite with



the boys that you come to the conclusion that you may yet be an ulcer case if people don't stop hassling you during meals. While you are sitting in McDonald's slowly munching on your two all beef patties, special sauce, lettuce, cheese, pickles, onions, on a sesame seed bun, (and, incidentally, congratulating the team on another fine game between lobs of ice cubes at members of the opposite sex whom you would like to meet), you are suddenly faced with the need to pacify the McDonald's bouncer.

Bouncers are notoriously obsessed with something called a "20-minute sitting rule" and need to be assured that you have good reasons for being in a McDonald's booth for longer than 20 minutes. You could tell him that (A) you haven't ordered yet and would like him to bring a menu, (B) that you're waiting for a friend to get the toilet paper out of the bathroom, or (C) your car won't start and you've decided to live in that booth until spring.

Trying to fool the ultimate authority

Nothing during your excuse-ridden day challenges you quite to the same extent as when you have to face the family jury who seems to confront you at every point. You've learned to get out of almost anything, from cleaning your room to doing the dishes to cleaning up after the dog, by claiming that you were born to be a scholar, and that all of your open time must be spent in scholarly pursuits at the library.

So you take the car and leave, but have a hard time explaining why the gas tank is empty when you come home, when the library is only three blocks away. The jury frowns as you explain that (A) you hate a cold car, so you left it running during the entire three hours you were in the library, (B) that you made a new friend at the library whom you offered to take home (the friend lives in Duluth), or (C) that you had to sell the gas from the tank in order to raise enough money to buy the family their birthday presents.

When your high school days are over and all these excuses have been worn out, and you no longer have to face the family jury, lunchroom supervisor, or the bouncer at McDonald's, you may finally realize that the only person you have been fooling all these years is yourself . . . well, maybe that English teacher from tenth grade. . .

--Lisa Beckstrom, Jenny Peterson, & Liz Zilka

Wrestlers plagued by inexperience

When Coach Dave Arens put his wrestlers out on the mat against Fridley in mid-January, the lineup he was fielding, vs the lineup available to the Fridley coach, said much about the problems of the Kennedy team this season. At Arens' disposal were but three seniors, as compared with nine for Fridley. The edge in experience and maturity thus given Fridley gave that team the edge in scoring as well.

So it has been for the Eagles, who have one of their youngest teams in recent years. The only seniors that have been regularly starting are Tri-Captains Tom Cherrey, Pat Arens, and Mike Pribble. Otherwise, the team has been fielding usually four sophomores and five juniors who obviously lack the extra degree of experience on the mat that seniors which they face from other teams will have.

As a result, the captains have had to carry the team to a greater extent, leadership-wise, than may be the case on most teams. "We feel it is our responsibility as captains to keep up the morale of the team and to set an example by giving our best efforts in meets and in practices," said Pat Arens. "This helps the wrestlers do their best by giving them a little extra incentive," he said.

The team has had a good surprise, according to Coach Arens, in the wrestling of junior Pete Bjerke, who has compiled a 9-3 record and is second highest in scoring for the Eagles. Leading the team in scoring is another junior, Craig Wiklund, who by mid-January had 66 points and a 12-1 record. Said Coach Arens, "Craig is a very intelligent wrestler with much desire, speed, and skill."

Despite the efforts of these wrestlers and the seniors, "the team is not strong enough to compete with the top teams in the state," said Coach Arens, "but we are showing ourselves to be strong enough to compete with anybody in the conference."

--Mitch Pritchard



Junior Jeff Andrews shoots while Dave Dillon screens. Eagles open hockey season with a 3-1 victory over Minnetonka.

Inferiority passes

During its first two years as a Kennedy interscholastic sport, girls' basketball operated in the shadow of the more successful, more popular boys' team. This year, with many aspects of the girls' program finally finding equality with that of the boys', female basketball players have no inferiority complex, or at least they shouldn't.

Support from fans, pep band members, Kollens, and cheerleaders at Friday night games have added encouragement to the team. The support of students "makes it more fun, and after all, that's one of the reasons we are out here," said head Coach Dale Welter.

Starting off their season with four consecutive wins, the girls could claim a degree of athletic respectability which had been denied them in previous years. Even so, the girls still found themselves underrecognized, as the boys' basketball team had by that point won eight consecutive contests.

Title IX regulations this year have helped the girls' program to become equal with that of the boys. Two more weeks were added to the girls' schedule, and two weeks were dropped from the boys' program to equalize the seasons.

"This equality gives the team a feeling of finally belonging to the school," said junior team member Cathy Clark.

Along with the girls' newly-won equality with the boys' program comes a reminder from Coach Welter that the girls are not competing with the boys for fans or support. What he would rather see is a situation where the boys support the girls and the girls support the boys. Competition should be left to interscholastic competition, he said.

--Debbie Linton

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Cagers dribble into win

Tearing opponents apart at the beginning of the season, Kennedy's boys' basketball team compiled eight consecutive wins including a 49-47 overtime win over Eisenhower. According to head Coach Steve Strommen, this is the longest string of wins during the beginning of the season in Kennedy basketball history.

Despite this record Captain Craig Larson said

he feels that the team has yet to reach their potential. "There is plenty of room for improvement," said Larson. "We must cut down on turnovers in order to stand up to some of the stiffer competition as the season progresses," he said.

While cutting down on turnovers will undoubtedly improve the team, there are already characteristics of the basketball team which are an indication of its potential.

One factor contributing to the success of the team is balance. "All five of our starters have played very well," said Coach Strommen, "and this has shown itself in our strong defensive play." Kennedy allowed only four points against them during the first half of their 43-35 win over Fridley.

Not to be overlooked in view of the strong defense is Kennedy's balanced scoring attack. "Larson, Rick Bergien, and Jim Landes have all averaged in double figures," said Coach Strommen, "and Lee Krueger is not far behind with about nine per game."

This accounts for four of the five starters, but the player not mentioned, Tim Friend, could be the key to how well the team has done.

"Tim leads the team in assists, can really handle pressure well, and accounts for most of the team's speed," said Coach Strommen.

Besides the starters turning in fine performances, there are reserve players who have also filled in when necessary. "Bruce Zilka and Kurt Schuster have given starters the rest when we've needed it," said Larson.

One big reason, according to Coach Strommen, for the string of victories is the example set by Larson. "As a captain Craig has shown excellent leadership which makes it easier



Lee Krueger guards onrushing Cooper forward. Eagles defeat Cooper 51-37 for their sixth win.

Pucksters rely on underclassmen

With only 7 seniors on the 17-member varsity hockey team (2 of whom are goalies), there has been a heavy reliance on underclassmen to fill open positions.

Multiplying the problem of few seniors on the team have been the losses of seniors Mike Bauer and Garth Weiss. Bauer has an injured Achilles tendon, and Weiss is out with a back injury and knee problem. These losses only add to the tremendous burden on underclassmen.

Even so, so far this season "injuries haven't been an unconquerable problem for the team," said Captain Dave Dillon. "We have other people who have filled in," he said.

Those "fill-in" players are sophomores and juniors who have shown "a fairly good blend of talent," according to Assistant Coach Keith Brandt.

Not even a good blend of player abilities will cover up all the problems, however, and there are others which plague the team.

"With this young team, we aren't as consistent as a senior-dominated team with experience would be," said head Coach Jerry Peterson.

One problem which the team was able to avoid was that of finding a replacement for All-State goalie Carl Bloomberg, who is now playing for St. Louis University. Sharing goaltending duties are Scott Olson and Curt Tuchscherer.

Among the underclassmen who have impressed Peterson is junior Jeff Andrews, a returning starter from last season who "has played excellent hockey all year," according to Peterson. Both Coaches Peterson and Brandt have been working to get Andrews and the rest of the team into the best possible combinations which will prove most beneficial to the team by allowing for maximum output from each player.

"We want to get the players matched with players they can work with the best," said Coach Peterson. After the first seven games of the season, Peterson said he still was unsure of how to best structure three balanced lines. Peterson believes that by switching around the lines, the team has been progressing every game. The attitude of the players is very good, something which Peterson calls a tradition at Kennedy.

As the team moved into mid-season competition, players realized that it would take nearly flawless play on the part of even the most inexperienced of players if the team was to be able to handle the likes of No. 1 rated Edina and other Lake Conference powers.

--Dave Roberman

CAPSULE COVERAGE

HOCKEY

Defeat Minnetonka 3-1 . . . Brad Carlson scores 2 goals . . . Trounce Park Center 6-2 . . . Down Robbinsdale 3-0 . . . Shut-out recorded by Scott Olson . . . Defeat Minneapolis West 3-1 . . . Lose to Washburn 1-3 . . . Beat Henry 5-1 . . . Tim Connelly gets 2 goals . . . Down Wayzata 6-1

GIRLS' BASKETBALL

Defeat Edina East 50-34 . . . Beat Chaska 38-24 . . . Cathy Clark high rebounder with 10 . . . Down Eden Prairie 49-31 . . . Robin Knutson and Kathy LaBerge high scorers with 12 points . . . Victorious over Fridley 39-27 . . . Lose to Minnetonka 40-50.

BOYS' BASKETBALL

Win in overtime against Eisenhower 49-47 . . . Down Wayzata 72-56 . . . Craig Larson leads scorers with 22 points . . . Victorious over Park Center 45-37 . . . Tim Friend continues to lead team in assists . . . Trounce Edina East 60-45 . . . Defeat Cooper 51-37 . . . Beat Park Cottage Grove 47-42 . . . Down Fridley 43-35.

BOYS' SWIMMING

Defeat Apple Valley 102-65 . . . Downed by Minnetonka 76-96 . . . Diving team takes first

WRESTLING

Squeak by Eisenhower 22-21 . . . Down Park Center 35-18 . . . Lose to Jordan 20-29 . . . Defeat St. Paul Park 33-23 . . . Beat Shakopee 31-24 . . . Defeated by Cooper 12-31 . . . Lose to Fridley 20-29 . . .

BOYS' SKIING

Lose season opener to Robbinsdale 29-26 . . . Defeated by Edina West 56-17.

GIRLS' SKIING

Defeat Robbinsdale 23-31 . . . lose to Edina West 37-20.

GIRLS' GYMNASTICS

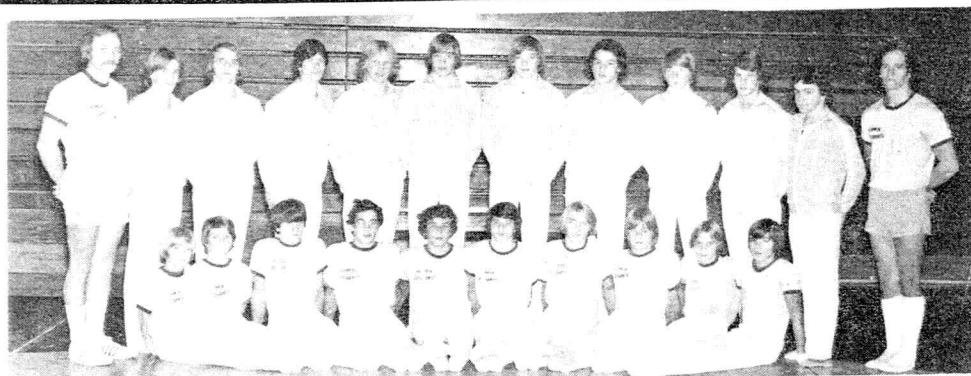
Downed by Fridley 89-101 . . . Break team record in total points per meet.

SPORTS

ing season

for other players to do well," he said.

The challenge for Larson and the rest of the Eagles now is to continue playing as a team off the court as well as on. "It's just as important for us to get along together off the court as it is on," said Larson, "and if we continue to get along as well the rest of the year, other teams will take notice, come Region time," he said. --Mike Bauer



Breaking the gymnasts' annual runner-up rut

After posting a second-place Regional finish for the past six years, Kennedy has finally broken their second-best run by winning the 1976 Region IV title with a team score of 111.97.

To accomplish this feat Kennedy outscored a previously-favored Edina East team by .74 points. During very close competition in which Jefferson was ahead most of the way, Co-Captain John Tabone pulled through by winning the all-around competition thereby thrusting Kennedy into the lead for good.

After winning their Region, Kennedy advanced to the State Meet where they finished eighth. Co-

Captain Mike Ford placed seventh in floor exercise.

"This is the most productive and satisfying season we've had," said Coach Duane Hoecherl.

VARSITY GYMNASTS - Front row: Joe Comer, Larry Alman, Roger Paultzke, Mike Bartosch, Mark Bender, Jeff Winkoski, Tim Meyers, Craig Meyer, Jeff Reed, Brian McGinley. **Row 2:** Assistant Coach Dan Kampa, Mike Ford, Chuck Luttrell, Jim Ryan, John Tabone, Kent Carlson, Keith Carlson, Steve Brown, Joe Boeser, Don Bartosch, Scott Alman, Coach Duane Hoecherl.

FACES

Dave Dillon, senior, is captain of this year's hockey team. "He has the potential to be one of the best center-icemen in the state," said head Coach Jerry Peterson. Dave is completing his fourth year of varsity competition, and was the first player in the school's history to letter as a freshman.



Jack Allen, senior, is tri-captain of this year's boys' swimming team. "He is one of the premier sprint men in the state," said Coach Bergie Lang. "Jack has tied two team records and has a good chance of breaking them this year," he said.

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Editorial

'Traditional' inequality

Extracurricular programs lose out to athletics

Traditionally, the Bloomington School System has had a strong sports program, built up over the years with strong and favorable community support. Thus, sports have received a major portion of the total school activity budget. Traditionally, the emphasis in Bloomington has been on sports with other activities such as music, drama, speech, and debate getting only a minor portion of the activity spotlight and budget.

According to School Supt. Fred Atkinson, the Bloomington school district has no master plan for determining activity budgets and/or advisors or coaches for each activity. These decisions have been based basically on tradition and on the evolution of each activity. (See story, page 11.)

The Torch believes that traditions cannot be the controlling force in matters as important as these. If fairness is to be achieved, we feel that the school district must find a way to equalize funding for extracurricular activities. We suggest working out a formula which takes into account the number of students involved, time spent, and ratio of students to advisors for each activity to determine budgets and number of advisors or coaches. There must also be an effort made to stimulate both student and faculty support for these new or renewed activities as well as for the already established activities.

Traditions have their place in most aspects of school life, but in budgeting for activities, the past must not dictate the future.

When the Student Action Committee was reorganized last year, the idea was to create a representative group of elected students to act as a type of student government. The six appointed seniors were replaced by an elected group of ten seniors, seven juniors, and seven sophomores.

Juniors and sophomores from that committee continued as representatives for the first quarter of this year; then new representatives were to be elected. Steve O'Brien, dean of student services and advisor to the committee, placed announcements over the P.A. for students to sign up for the committee. However, only five new people signed up and only five others from last year's committee wished to return, resulting, once again in a non-elected, non-representative group making important decisions for the rest of the student body.

For a student body as large and as active as Kennedy's, it is amazing to realize that the school has no regularly-elected student government. Certainly, Kennedy students have valid opinions which need to be expressed as decisions are made which affect their curricular and activity programs. That makes us wonder all the more how a non-elected group could be allowed to function here.

The Torch feels that this group should be disbanded and new sign-ups and elections should be held promptly. The P.A. system served as an ineffective form of communication and left most students unaware of openings on the committee. Publicity for the elections must be made through teacher encouragement.

As the students' link to the administration, the Student Action Committee is too important to let continue in its present form.

Editorial

Losing the Action idea

Representation sacrificed with non-elected group

Foreign students find home but a room

Editor's note: In her fourth AFS report to Kennedy students, former Torch writer Kris Hull, '76, notes aspects of student life that are markedly different in Storslett, Norway.

Living for three consecutive years in a small 10' by 10' room brings to mind the type of existence forced upon a convicted prisoner in a penitentiary. Yet, for students who attend school in this rural community, life for three years in one small room is a stark reality.

To live in such a manner is a necessity, simply because the high school in Storslett is the only one for miles around. Thus, there are many students who wish to attend school but live 50 to 500 miles away. Therefore, these pupils often seek out individual families who live within range of the school and inquire if they have a room to rent.

My classmates who rent rooms like these live virtually on their own. They must prepare all their own meals. Usually, they share the refrigerator and bath with the family who owns the home. Many times,

rules are laid down by the family which the student must follow. For example, the family may specify no visitors after 11 p.m. Otherwise, the student is only responsible to himself/herself.

Frequently, there are several students who rent separate rooms from the same family. For instance, one of my friends lives in a basement with four other girls. Each has her own room, but they share a hot plate, a sink, a refrigerator, and a bath.

All of the rented rooms I've visited have been very small and simply furnished, compared to bedrooms in the United States. Yet, the walls are filled with posters and nick-nacks which make the rooms very cozy.

This type of living may seem undesirable, but on the contrary, it is readily accepted by the students. However, most agree that it is always good to go home.

Since a lot of students are away from Storslett for the weekend, social activities and other meetings are held on weekdays.

But, there is no movie theater, rollerskating rink, or bowling alley to go to. However, movies, discotheques, bingo games, and bazaars are held at the junior high school. There is an endless variety of opportunities to take part in, such as Norwegian folk dancing, night classes, choir, swimming lessons, and bridge clubs. Even the only school orientated activities — the volleyball and badminton teams and dances — are held on weeknights.

Easily the most common social event practiced by most students is to go to a friend's house or room for a visit. People seem much more acquainted with each other, and the relationships are far deeper because of this prominent social function.

Possibly, this custom has evolved simply to fill the void which results from the lack of family life. Friends must serve as family for a new freedom is acquired by those who live on their own. A freedom whose novelty seems to quickly wear off only to be replaced by an air of genuine responsibility.

The Torch / Page 9

Faith

Pride in the school as a whole dominates feelings of most faculty members and administrators, according to respondents to a *Torch* survey of certified staff attitudes.

Ten percent of the teaching staff were randomly selected to choose five positive and five negative aspects of working at Kennedy. Their main feeling was that they enjoy working with what they believe is a fair administration and with other staff members. They also believe they have school spirit, and say they are proud of a student body which they feel is concerned.

Administrators were asked to react to a similar list of statements. Their attitudes closely resembled those of teachers, although they ranked pride in the school and its students as the thing that they appreciate the most about their jobs. They also believe that there are good activities for the students, and that the students are concerned and disciplined. Finally, they said they enjoy working with the other staff members.

Not everything is good about any institution, including this one. Thus, teachers and administrators had definite dislikes about the school. For teachers the lack of money for classroom materials and inadequate pay and benefits are their major gripes. While the teachers marked a statement saying that Kennedy students are concerned and hard working, they also indicated that they are discouraged by students who are apathetic. They are also dissatisfied with present class sizes.

Administrator's major negative concerns are that they don't like the building's structure and find its location inconvenient and they dislike the semester arrangement. They feel they do not have the full cooperation of staff members and also that there is not enough money to buy classroom materials.

Dominating the results of the survey is the feeling that both the administrators and the teachers enjoy working with one another and that they are proud of Kennedy and its students.



Friends

For auxiliary staff members at Kennedy, the thing they enjoy the most about coming to work each day is opportunity to work with their fellow staff members, and the cooperation they find among them. This was the most common response of the 50 percent of the auxiliary staff who were asked to rank five positive and five negative things about their jobs.

Auxiliary staff members consist of teacher aides, secretaries, clerks, custodians, and cooks. Respondents were selected at random from a master list of all auxiliary staff members.

Second most important to these people was the feeling that they have that students appreciate the effort they put forth in their jobs. Next, they indicated a satisfaction with the quality of equipment and facilities they use.

Finally, these workers noted that they appreciate the mature, decent, orderly conduct of students and teachers with whom they come into contact.

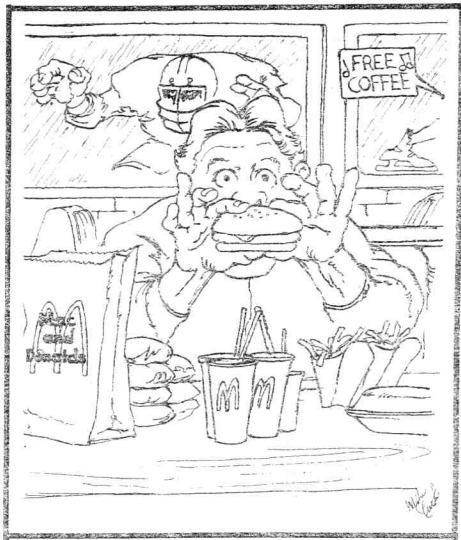
Finding five negative aspects about their jobs was more difficult for these staff members. Many wrote on their surveys that there simply were not five things they disliked about working at Kennedy. Those who did register any negative comments about their jobs in any way most frequently listed a dissatisfaction about pay.

Although the auxiliary staff generally noted that they feel the students conduct themselves properly in the building, some did note that at times students are unclean or disrespectful.

A few workers also complained that they feel the school is inconveniently located and poorly designed, and that occasionally they find that the daily efforts they put into their jobs are wasted on some of the students.

Overall, however, 75 percent of the respondents could find no fault with their jobs or the school at all. They noted that they find their fellow workers to be cooperative and enjoyable to work with, and they are basically satisfied with working at Kennedy.

--Steve Bergesen & Mary Ellen Egan



Freedom

When Kennedy students were asked to rank the five things about being students here that they liked the most, the great majority noted that open lunch appeals to them the most. Respondents included ten percent of the student body, selected at random from class lists.

Next to open lunch, what they enjoyed the most about Kennedy was their fellow classmates. Next came an appreciation for the wide variety of extracurricular offerings available to students.

Approximately half of the students indicated that they are satisfied with the present system of registration, that they prefer the traditional schedule, and are comfortable with the semester arrangement.

Students were also asked to rank the negative aspects of being a Kennedy student. Foremost among complaints was their concern with the smoking situation in the lavatories. Next, they objected to student cliques within the school which cause divisions within the student body.

Students also complained of the way money is distributed to various organizations and sports in the school. Students indicated that they do not feel that activity money is evenly distributed. The final complaint of students centered around the attendance and tardy policies.

Some students wrote additional comments on their surveys that were not among the five highest ranking comments reported above. Individual complaints were noted about the cold classroom and hallway temperatures in the school building, about dissatisfaction with the physical education requirement, and about the \$10 user's fee for athletes and marching band members.

Those things that pleased or displeased Kennedy students have nothing to do with their classroom experiences; the highest ranking positive and negative responses all tended to deal with administrative policies and extracurricular programs. Perhaps it is significant to note that students are happiest when they can leave the building to eat.



All activities are not created equal

Dominating sports stories of all types last fall was something called "Title IX," a federal regulation calling for equality in high school athletic programs for boys and girls. Equality of another sort may be equally important, though largely overlooked; that is the equality, or more accurately, the inequality between athletics and other extracurricular activities.

Cost figures offer the first proof that athletics in Bloomington are emphasized far more than are programs in music, drama, speech, and journalism. At Kennedy, it costs \$235 per athlete to put a student on a team, while only \$18.50 per student covers the costs for a student to be a part of any other extracurricular organization.

When asked to explain the obvious inequality in the division of funds, Supt. of Schools Fred Atkinson cited "evolution" and "tradition" as controlling factors. "We have no master plan," Mr. Atkinson said. "Since sports was the first activity funded, it has traditionally received the highest percentage of available funds," he said.

Sports has continued to receive the most money because of the district's belief that sports are necessary if student interest in school is to be maintained. While this may be true, participation figures show that twice as many students at Kennedy fill their need to keep up their interest in school through extracurricular activities other than athletics.

"Sports certainly have their place, but it's way out of line," said Thomas Peck, Kennedy band director. "Priorities need to be redefined to maintain our programs as we have them now. Each program should be weighed equally," he said.

The kind of budget problems faced by the band are common to

most of the extracurricular groups, excluding athletics. A heavy emphasis on fund raising is necessary for groups like the choirs.

Building up the girls' athletic program has caused a serious strain on extracurricular budgets. Those who work with other programs can expect a difficult, if not hopeless, fight as they work to increase their budgets. "We're reluctant to say 'No' to the girls. The improvement of girls' sports seems to be the trend of the day," said Don Snyder, district athletic coordinator.

Another serious inequality between programs is found in the number of advisors per participant hired for extracurricular activities (other than athletics) as compared with the number of paid coaches per athlete hired for each sport. According to Mr. Snyder, the number of coaches is determined by "the number we've had in the past. Safety is another consideration," he said.

While safety may be one reason for hiring six football coaches for about 100 football players, it still doesn't explain why one choir director is expected to safely work with 250 choir students without help. Certainly there are safety problems to be faced by music directors with so many students working on stage, moving equipment, etc.

What it comes down to is a basic inequality between athletics and other programs which causes non-athletes to be discriminated against in programs where budgets and adult staff fall far below levels traditionally maintained for athletics. "Perhaps the time has come for a change in our methods of deciding a fair quota for distribution of money. We should stop making decisions based only on what has been done in the past," said James Bontrager, vocal music director.

--Debbie Maxvold

PILOT LIGHT / Great expectations up in smoke

I'm scared. Graduation is getting closer every day, and I'll soon have to decide what I want to do the rest of my life. Looking back on my high school years and weighing the pros and cons in my mind, I have no idea what I want to do. But using the process of elimination, I have decided what I don't want to be is a chemistry teacher. Chemistry teachers have a way of turning healthy, vibrant, confident young people into clumsy fools with inferiority complexes. At least that's what happened to my lab partner, Scott.

Scott is a good kid. A bit stupid, perhaps, but basically a good kid. He loves to play tennis. On a bright summer morning or a windswept autumn afternoon one could find him out on the courts, getting beaten in straight sets by a friend. But Scott probably won't ever play tennis again. He's lost all confidence in himself since taking your class.

It all came about from doing a ridiculous lab which required us to pour a test tube full of boiling sulphur into a beaker of cold water. Neither of us were able to grasp the significance of this experiment, and we were unable to comprehend how come boiling sulphur would help round us out and enable us to become better people. But you insisted, Kennedy chemistry teacher, so we did it.

Somehow, even though we followed your instructions to the letter, a minor holocaust occurred. While pouring the stinking

solution into the beaker, a fire broke out. Flames burst from the beaker and the test tube, and many smaller fires dotted the tabletop. It looked kind of pretty, actually. The bright blue flames from the beaker had a smooth, velvety quality to them, and the tiny little fires on the black table looked like so many friendly campfires seen from high up in the sky on a warm summer night. But then, chemistry teacher, you wouldn't know about beauty.

Oh, no, chemistry teacher. Instead of looking at the fire through the wondering eyes of youth and finding the true beauty of nature, you saw it as a catastrophe created by two inept, bumbling no-minds. You demanded that we extinguish the fire immediately, so Scott held the fiery container under the faucet, planning to douse the flames with water. But oh, my! He musn't do that! That would break one of your precious test tubes. Cover them up with something, you told him.

I believe my lab partner had not been sufficiently acquainted with the properties of fire, for it was at this point that he attempted to smother the flames with a piece of paper, thus igniting another major blaze. But so what? It was an honest mistake. The important thing is that he tried.

He tried. Those words didn't seem to mean much to you, chemistry teacher. Is a slightly charred table enough reason to dismiss a true effort? Apparently so. As a

result, my lab partner is now a cowering stumble-bum who cringes at a lighted match. "Boy, oh boy," Scott said to me one day. "I hope he feels real guilty about what he did to me."

Forget it, Scott. He doesn't.

--Chris Keprios

THE TORCH

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