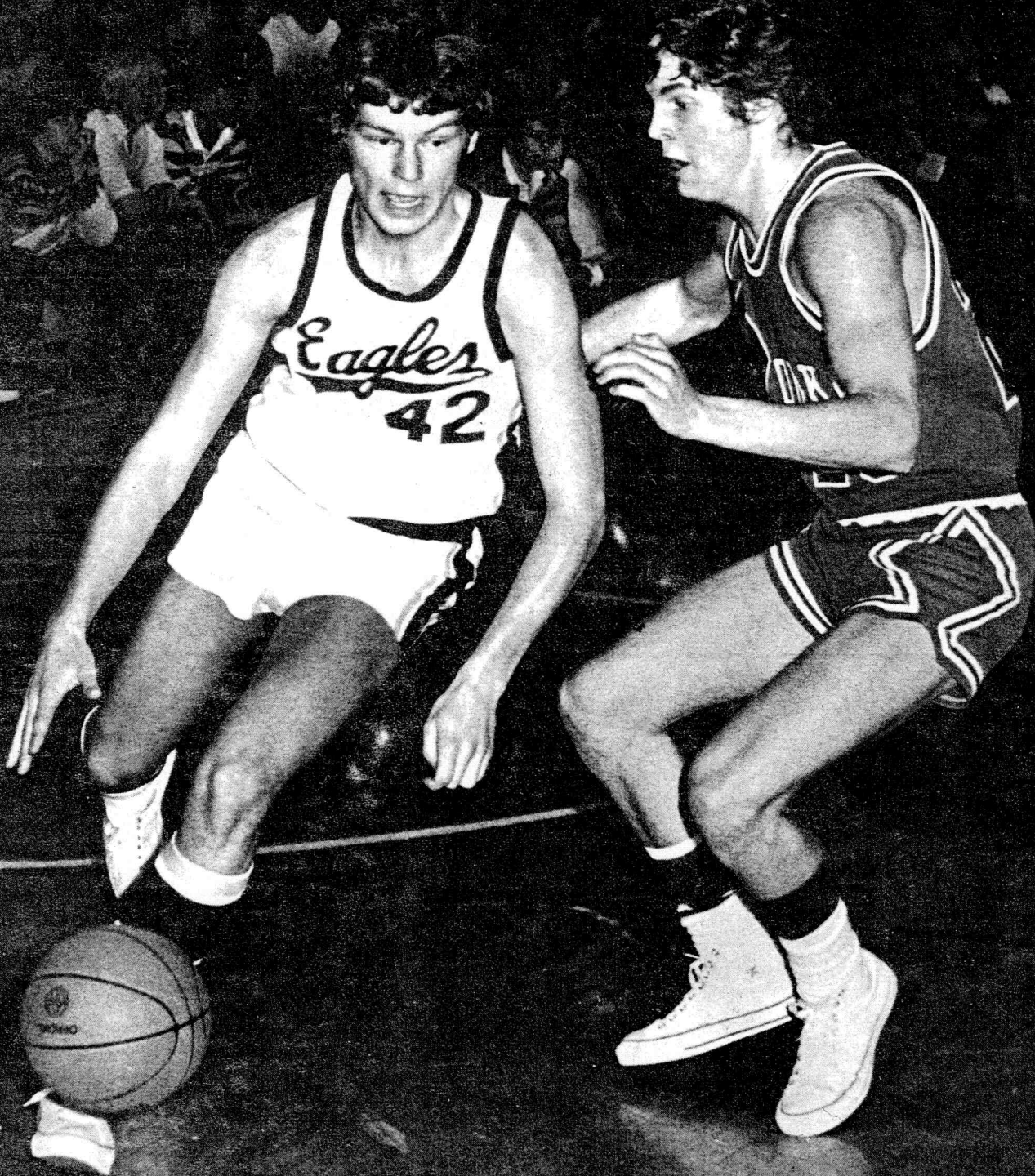


THE TORCH

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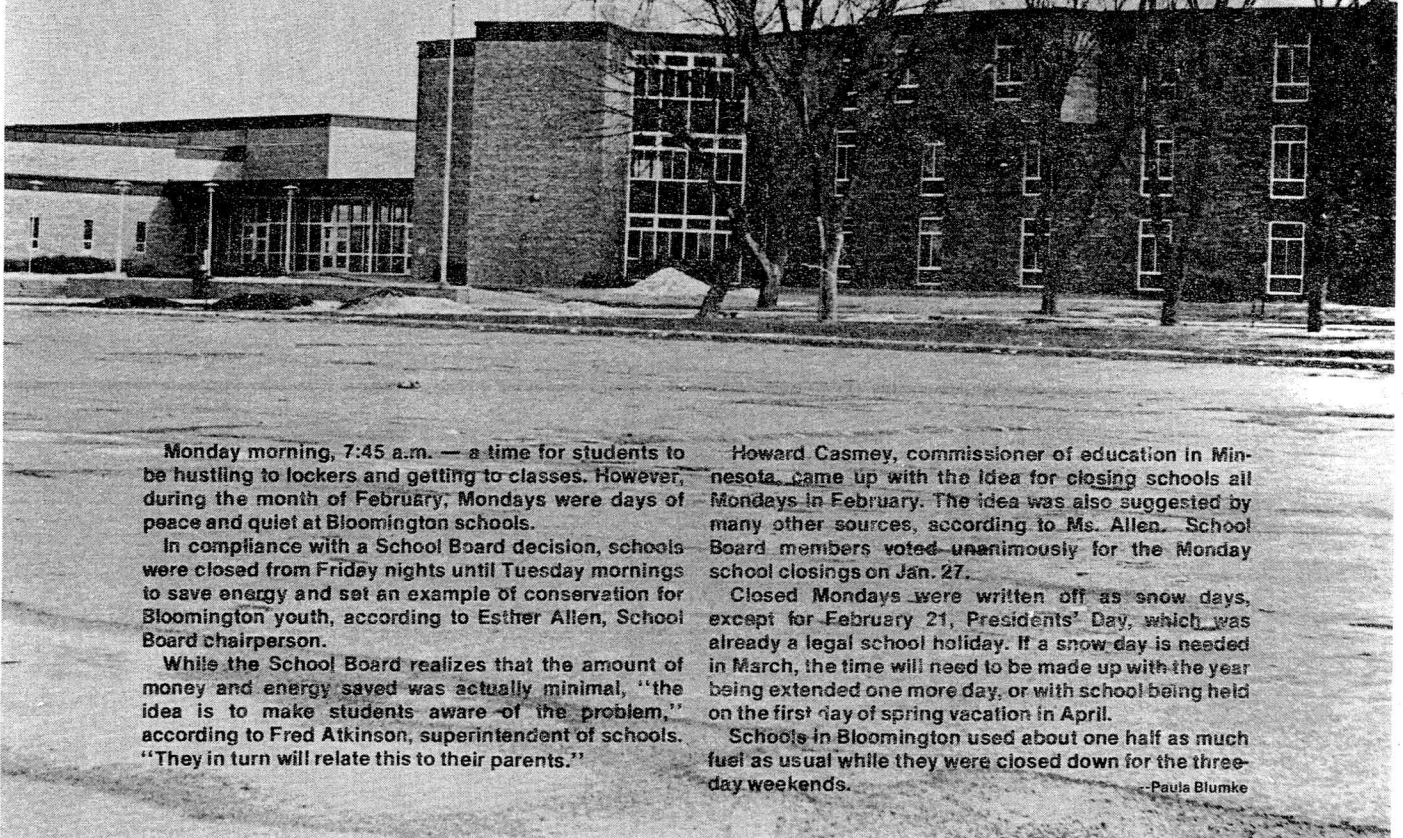
HEADLINES:

Fuel shortage shortens week (News, page 2)
Finding value after school (Feature, pages 6-7)
Eagle five defy doubters (Cover story, page 8)
Monitoring the hallways (Opinions, page 10)
In and out of involvement (Opinion, page 11)



LAKE RED CHAMPS!

Where have all the students gone?



Monday morning, 7:45 a.m. — a time for students to be hustling to lockers and getting to classes. However, during the month of February, Mondays were days of peace and quiet at Bloomington schools.

In compliance with a School Board decision, schools were closed from Friday nights until Tuesday mornings to save energy and set an example of conservation for Bloomington youth, according to Esther Allen, School Board chairperson.

While the School Board realizes that the amount of money and energy saved was actually minimal, "the idea is to make students aware of the problem," according to Fred Atkinson, superintendent of schools. "They in turn will relate this to their parents."

Howard Casmev, commissioner of education in Minnesota, came up with the idea for closing schools all Mondays in February. The idea was also suggested by many other sources, according to Ms. Allen. School Board members voted unanimously for the Monday school closings on Jan. 27.

Closed Mondays were written off as snow days, except for February 21, Presidents' Day, which was already a legal school holiday. If a snow day is needed in March, the time will need to be made up with the year being extended one more day, or with school being held on the first day of spring vacation in April.

Schools in Bloomington used about one half as much fuel as usual while they were closed down for the three-day weekends.

—Paula Blumke

Plays, contest end drama's season

Midway through the school's drama season, it was clear that directors and some students had mixed feelings about what had been accomplished during the year. While the musical "Bye Bye Birdie" and a festival of one-act plays were produced successfully, directors were reluctant to go ahead with a proposed spring three-act play.

It was evident after the one-act play festival that student attitudes toward participation in another show would be a limiting factor. "I think so many times we force things on the students that they really don't want, and this is probably one of those things," said Lee Engler, drama director and English 10 teacher.

As a result, the February one-act festival provided students with their last chance this year to have dramatic involvement in a group form. "Birdbath", directed by English 11 teacher Joyce Luckfield, was entered in the Region One-Act Play Contest in early February. The play received B and C ratings.

That show, along with "The Happy Journey", directed by Mr. Engler, and "The Diary of Adam and Eve", directed by Trudi Troutfetter, English 12 teacher, were presented to students and the public in a play festival. Students saw the plays during English classes, and largely immature reactions to the plays belied a basic lack of knowledge of the purposes of the theatre. A night festival drew mainly parents and other adults, who reacted more favorably.

"Birdbath" consisted of a two-member cast: Paul Abbott as a mid-20's would-be writer, and Terri Sjöholm as a confused teenage

waitress. Taking parts of a traveling family in "The Happy Journey" were Kevin Marose, Nola Berger, Jim Ritter, Ann Singer, Rick Michaelis, and Mary Shannon. Filling roles in the humorous Mark Twain sketch, "The Diary of Adam and Eve", were James Smith, John Ilika, Sue Warren, Mary Clifford, and Larry Goodermont.

In addition, another 30 students helped out on crews for set construction, costumes, publicity, programs and tickets, make-up, and lighting.

With the cancellation of the three-act play this spring, students are left with more time for the annual speech contest. About 20 students are expected to participate.

Mr. Engler, who will be the speech contest director, is now helping students to select the type of material that is most beneficial to them. "They can find the material that they prefer to read, or I will suggest something that they would have a flair for," said Mr. Engler.

Entry categories for the contest will be serious prose, serious poetry, serious drama, humorous interpretation, story telling, creative expression, original and original oratory, extemporaneous reading, extemporaneous speaking, and discussion.

These speech contests will be the last chance this year for students to show their dramatic talents. There will be two invitational contests and the Regional Speech Contests will take place in late April.

—Pat Stratton

Staff provided to listen, lend a hand

Disinterest in school. Hassles at home. Peer pressure to skip school or try drugs. These are a few of the problems faced daily by some students. These problems could start out innocently enough as a student skips English to go out for lunch or as he/she has an argument at home about the car.

After a while, the tensions build and the problems increase. An outlet is needed; the student needs someone who will listen patiently and be understanding. There are two people at Kennedy specifically hired to listen and lend a hand: the school social worker and school psychologist.

Bob Fredell has been the school's social worker since Kennedy opened in 1965. In addition to working at Kennedy, he spends some of his time with students at Pond and Nine Mile Elementary Schools.

Most students who see Mr. Fredell are referred by either parents, teachers, or administrators. Some, however, come by self referral; that is, they come in on their own accord.

Skipping classes is the most common reason for a referral, according to Mr. Fredell. Problems in a student's home life are the second major cause for a referral.

Tracking down students who are referred to him is one of the hardest parts of his job, says Mr. Fredell. He finds this especially true in locating those students who are skipping classes. If a student shows a continuing resistance, then the case will be dropped. The choice to visit him is optional.

Talking things out with the individual is the way Mr. Fredell handles most of his cases. If the case requires too much time, or

becomes too involved, he will refer it to a professional agency.

Another person available for help is the school psychologist, Roger Sandvick. Like Mr. Fredell, many of his cases are referred to him by other adults in the school or by parents. He also receives some self-referrals. His job differs from that of a social worker as he concerns himself with diagnosing the individual. He does extensive testing on the student to try to find if something is psychologically wrong. These tests involve ink-blot pictures, projective tests, and a test known as MMPI (Minnesota Multi-Phasic Personality Inventory).

Behavior problems and emotional problems, things he calls "adolescent problems," make up a majority of the cases he handles. He also helps identify students who have learning disabilities and/or linguistic problems.

According to Dr. Sandvick, the biggest problem every teenager faces is peer pressure and how to deal with it. He believes

that this is what leads many students into trouble.

Every student who is tested by Dr. Sandvick has had his/her parents informed of this. He also sets guidelines for the parents to follow so they can help their child. He tries, he says, "to help people understand individual differences." He also believes that whatever is said between him and another person is confidential. "We must have a trust relationship," he said.

Time for him is somewhat limited, so when he finds a case which needs more time than he can give, or more skills are required, then he will refer it to a professional agency.

Anyone wishing some guidance or just someone to talk to can turn to either Mr. Fredell or Dr. Sandvick. Appointments usually are needed, but they are not too hard to obtain. Said Mr. Fredell, "We are here to provide a service to those individuals who want it. If they refuse our help, then there is nothing that can be done."

--Mary Ellen Egan

Being a plainclothed officer

His door is the third on the left in the Wing Office area. Through an open door one finds a stark metal desk, two metal folding chairs, and empty bookshelves — empty, except for a pot of hot water for coffee. On the desk are a typewriter, telephone, a single book (**The Way**), a few scattered papers, and pictures of a young-looking woman and a child. It doesn't look like a police office, yet it is. It belongs to James Orcutt, Kennedy's recently-assigned police liaison officer.

Officer Orcutt has been at Kennedy full-time since Jan. 3, though few students and staff members have been aware of his presence. His job is to be a police officer within the school, one who can assist students with police matters and who can help counsel students with problems. The counseling gets pushed aside often, however, as he finds he is spending at least 70 percent of his time following up on thefts on school property.

Kennedy, as well as other Bloomington schools, had a liaison officer in previous years, but the position was eliminated during the last school year in a budget-saving move. A citizen protest convinced city and school officials to restore the position.

While Officer Orcutt rarely walks the halls, he does go into the bathrooms when there is a problem that could have legal complications. "I'm a police officer first," he says. "I do not believe that hall loitering is a police problem, it's a school problem. I'd rather be here to talk to kids who have a problem and who will confide in me. The only reasons I walk around is to meet people and to try to earn the kids' respect."

On those occasions when Officer Orcutt finds drugs in the school, he confiscates the illegal substances and turns students found with drugs over to the juvenile courts. "I feel school is not a place to be smoking pot," he said.

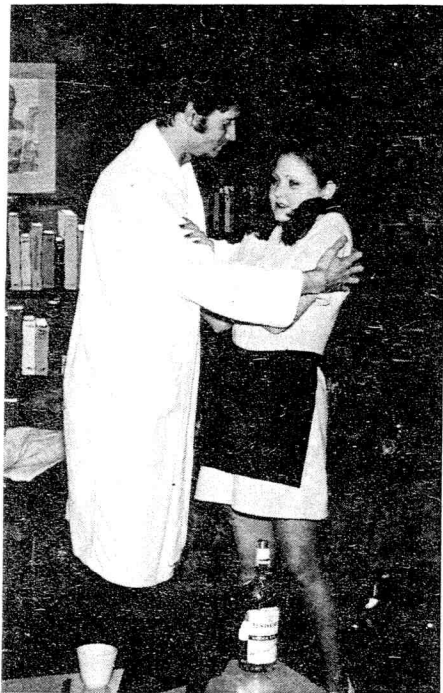
A trip to the police station finds the student riding in the back of a squad car, separated from the officer by a metal mesh, not unlike a chain link fence. Stares from curious passersby greet the official-looking car with its plain-clothed occupants. Once at the station Officer Orcutt signs in and then puts the confiscated drugs or other materials into a manilla envelope, which is then sealed and marked as "evidence." Such evidence is used in court and then is destroyed. Officer Orcutt also works with the police station staff to record facts about the incident and register information about the student offender. Only in very rare, very serious cases will a student be put into an actual jail cell at the station.

Once back at school, Officer Orcutt will fill out a juvenile contact report which notifies the juvenile courts of the problem. His afternoons are often taken up with phone calls to parents and to various referral services. The juvenile courts give him a feeling of frustration, he says, for the courts "often release the subject, who just goes out and does it (commits some offense) again."

Officer Orcutt says he wishes he could spend more time counseling with students so they could perhaps avoid getting into trouble in the first place. "I was in trouble, too, when I was a kid, until I found Christ and got my head together," he said.

His day often ends with police-sponsored jujitsu lesson that helps him to get rid of tensions, while, not accidentally, providing him with new defense skills.

--Jenny Peterson



Seniors Terri Sjoholm and Paul Abbott
"Bird Bath" rated B and C in competition

ONCE AROUND THE SCHOOL



Reigning royalty over the Winter Formal is King Lee Krueger, senior, and Queen Peggy Huot, Junior.

That's Italian!

If you're a spaghetti lover, the lunchroom is the place to be on Mar. 6 for the annual spaghetti dinner sponsored by the Choir Boosters Club. Food will be served between 11 a.m. and 4 p.m. Ticket prices are \$2 for adults, \$1.50 for students in junior and senior high, and \$1 for younger children. The Concert Choir and JB Singers will provide entertainment with shows at noon and 2 p.m.

Checkmate to victory

Both of Kennedy's chess teams are participating in the Senior High Regional Tournament. The A and B teams finished in first and second place in their division and will continue playing in the six-week tournament which began Feb. 8. Coaching the Chess Club is **Bruce Connell**, English 10 teacher.

A-Choiring money

"American Bandstand" will be the theme on Mar. 18-19 when all the choirs get together for the Pop Concert held in the auditorium. Adult tickets will be on sale for \$2 and student tickets for \$1.25. Proceeds will be used to help fund the choir's Easter trip to Hawaii.

March dates to remember:

Mar. 5 — Speech Invitational at Richfield
 Mar. 8 — Band Pop Concert, 7:30 p.m., gymnasium
 Mar. 14 — Field trip day
 Mar. 15-16 — Religious Release
 Mar. 18-19 — Choir Pop Concert, 7:30 p.m., auditorium
 Mar. 19 — Speech Invitational at Richfield
 Mar. 25 — End of third quarter
 April 2-10 — Spring vacation

Honors for the honored

Members of the Honor Society have selected **Karli Gilbertson** and **Ann Singer** as representatives to vie for one of 250 \$1,000 scholarships awarded by the National Honor Society. **George Drier**, Honor Society advisor, said Karli and Ann were chosen because of their outstanding leadership, scholarship character, and service.

A CLEAN sweep

CLEAN received an \$800 prize offered by Pioneer Paper Stock Co., Inc. This was in addition to the money they usually receive by selling the paper they've collected. They won the award by collecting 435,335 pounds of paper between August, 1976, and January, 1977. **John Koser**, science teacher and CLEAN advisor, endorsed the check which was then presented to the Bloomington Scholarship Foundation.

Teacher feature

Two Kennedy teachers are among five Bloomington nominees for Minnesota Teacher of the Year. They are James Bontrager, choir director, and Judy Halvorson, math and Norwegian teacher and advisor of AFS and Ski Club. Twelve finalists in the contest, sponsored by the Minnesota Education Association, will be published later this month, while the winner will be announced at a luncheon in late August.



KENNEDY KOLLEENS — Front row: Heidi Holland, Shirley Tesch, Cathy Wade, Heidi Vetter, Betsy Wesner, Jane Katzmarek, Liz Bretz, Pam Stoddard. Row 2: Brenda Anderson, LeeAnne Shopok, Julie Olson, Brenda Schorn, Lisa Beckstrom, Sherry Martin, Rhonda Wilbik, SueAnn Welch, Vicki Peacock, Terry O'Shaughnessy.

PACESETTERS

Jim Finch, senior, was in charge of the sets crew for the one-act plays for the second year. "Jim is one of the most outstanding high school kids I've had the privilege to work with," said Lee Engler, English 10 teacher and director of "The Happy Journey."



Tom Gossler, senior, has been commended by Constance Bradovich, Resource Center director, for the computer programming system he created which helps the library staff with ordering and distribution of periodicals. The system cuts the librarians work time greatly.



Paul Young, junior, was chosen on the basis of faculty recommendation to serve as a page for the Minnesota State Legislature. Paul was on hand for a week in January and will serve again Mar. 21-25. He is one of 140 juniors from around the state chosen to help out the legislative.



Julie Videen, senior, has received the Betty Crocker Homemaker of Tomorrow Award. Julie obtained the highest score on a test that covered all academic subjects, but concentrated mainly on home economics. Having won the local award, she now moves on to state competition.

Kolleens kick up a win

Kennedy's danceline, the Kolleens, took third place in the annual St. Paul Winter Carnival Danceline Contest Jan. 31. The group competed with 37 dancelines from around the area in a day-long contest at the St. Paul Civic Center. For their entry the Kennedy girls danced to the song "Windy" twice during the competition. In a November competition at Park Center the Kolleens finished fifth out of 21 dancelines while performing to the song "Soulful Strut." The group is now preparing for their next competition, the Minnesota State Danceline Competition on Mar. 26 at Columbia Heights High School. The Kolleens will be competing with about 40 dancelines from throughout the state, performing that time to the song, "Heaven Must Be Missing an Angel." "The girls have the talent and if they do as well at state competition as they did at St. Paul, there's no telling how far they can go," said **Pat Fatchett**, Kolleen's advisor. Try-out dates for next year's line is tentatively planned for the last two weeks in April with the actual try-out dates set for April 28. Information about try-out dates and times will go out the week of April 11-15.

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Activity adds up for graduates

What will happen to all those hours spent dribbling basketballs, writing yearbook copy, perfecting dance routines, and blowing away on horns after graduation? Will they affect the future, or will they be just remembered as a way of having fun?

Seemingly endless hours put in by Sandy Stratton, '70, on such activities as the Student Senate, the Profiles staff, and the Student Action Committee have helped her prepare for a full day at the University of Minnesota. A university senior, Sandy is in charge of almost 50 different University student sports clubs ranging from soccer to skydiving. "I was always involved in extracurricular activities, and was accustomed to putting in a full day at school. This makes it easier for me to keep active, and that's what I need," Sandy said.

Another aspect of high school activities is learning to relate to other people. "The personality work I received while working on Profiles was very helpful," said Sandy.

Mike Esterley, '66, said, "My experiences in choir and athletics helped me realize the need for teamwork and communications." He has been able to use these values in his present job as assistant manager for the Bloomington office of the Traveler's Insurance Corporation in the Medicare Claims Department. He deals daily with over 200 people and realizes the worth of communication and group participation. "Individual efforts will not work without a group effort behind them," said Mike.

While Mike's activities in high school affected him indirectly by helping him deal with people in his job, Lynda (Pofahl) Halbert, '68, now the assistant weekend editor of the Cedar Rapids Gazette, used her experience as editor of The Torch more directly. When applying for a position in the Lutheran Standard, published at Augsburg College, Lynda's experience on The Torch helped her get the job. "Being Torch editor helped me decide to make journalism my career, as well as teaching me how to write and relate to other people."

According to Jim Amundson, '68, assistant sales manager at the Radisson South, being involved in sports gave him another reason to continue school after his senior year. Jim played baseball and hockey in high school and continued playing baseball at Normandale Junior College and Bemidji State College. "Through sports I found an interest in school. It gave me reason outside of the study aspect, to continue my education." Jim is a member of the Bloomington Jaycees and has continued his sports involvement by playing softball and broomball.

"The confidence I gained in extracurricular activities helped carry me through to college," said Nancy (Anderson) Trebeil, '67, a housewife for six and a half years. "As Homecoming Queen I gained assurance that I was liked, and this helped me to like people."

Confidence was also one of the benefits Mary Rains, '69, received from high school involvement. Mary is completing her Master's degree at the University of Southern California, and works as a counselor for runaways and their families. "My participation in school affected my perception of my own capabilities and gave me a feeling that I could handle responsibility."

Overall, as these Kennedy graduates look back on their high school years, the many hours spent dribbling basketballs and blowing horns were well worth it. Maybe the most important thing about being involved however, was that they had fun. "The more you get involved," said Jim, "the more well rounded a person you become. If I had it to do all over again, I would become even more involved."

--Tom Larson, Gail Olson, & Paul Wergler

FEATURE



EXTRACURRICULAR
Present value? F



Involvement in extracurricular activities past and 1966 Homecoming. Lower — 1977 Pep Band plays

When they wuz young

Local leaders find importance in participation



Milton Sunde

"Milt"

Senior Action Committee
President of Concert Band
Letterman's Club
Football
Basketball
Track
Homecoming King
"The strong, silent type."

Former Minnesota Viking and University of Minnesota football Gopher, Milt Sunde started his athletically-orientated career at Bloomington High School. He found sports to be challenging. "In sports an athlete must excel completely so that he uses all his God-given talents," said Mr. Sunde.

Now employed with General Sports, Inc., Mr. Sunde believes his high school extracurricular activities to have been very helpful to him throughout his life because of the teamwork, cooperation, and interaction demanded in sports.

Mr. Sunde acknowledges that his busy athletic schedule did hinder him from participating on the debate team, however.



Diane Darr

"Di"

Valedictorian
Quill and Scroll
Newspaper Editor
Annual Co-Editor
Debate
Class Play Cast
Commencement Committee
"Her energy is centered in worthwhile things."

Extracurricular activities played a major role in Diane Darr's high school life. Ms. Darr graduated from Minneapolis Southwest High School in a class of 58 students.

"Because of the small number of students in my class, I was able to participate in a wide number of activities," she said.

Ms. Darr's involvement in high school has carried over to work in the community. She works with the Civic Theatre and the Bloomington Art Center, she's the chairperson of the Bicentennial Committee, and she's a substitute teacher.

"My high school involvement gave me the confidence to take on some things in the community," said Ms. Darr.

"List any extracurricular activities, appointments, or honors in high school ..."

This is a statement frequently seen on college or job applications. This leads to the question: Does involvement in extracurricular activities in high school pay off after graduation? Lists of students involved in extracurricular activities were obtained from each activity advisor (music, publications, athletics, drama, and clubs). Ten percent of the students were then chosen from the lists. According to a recent **Torch** Poll, 78 percent of the 150 randomly-selected students polled who are presently involved in activities responded in a poll that they feel their activities will be beneficial to their future plans.

Students take advantage of the many different types of activities offered. Statistics show that 1030 of the 1957 Kennedy students are involved in one or more activities. Results from the **Torch** Poll show that students feel there are both advantages and disadvantages to being involved.

Most students (56 percent) participate in extracurricular activities because they offer an enjoyable pastime. Fifty-nine percent participate for their own self-interest. According to the poll, others feel that involvement in activities gives them a chance to socialize with friends. Forty-eight percent feel that activity participation increases their abilities, and a small minority (nine percent) believe that involvement increases their school status. Another reply is that the activity they are involved in is where their abilities lie.

Pat Fatchett, Kollens advisor, says, "An advantage of being involved in any activity is that a person learns to take constructive criticism, which will always be of value later on in life."

Although 53 percent of those polled believe that involvement in extracurricular activities have no disadvantages, others feel that they interfered with family life, and also with their job.

Steve Strommen, basketball coach, says, "A person involved in extracurricular activities learns to organize his/her time better for everything he/she has to accomplish. Also, a person learns to have self-discipline and to make sacrifices."

Keeping busy schedules, with much time spent on activities, 85 percent feel that their grades and study habits are not suffering. This is also proven with the fact that 32 percent have a grade average in the "A" range and 57 percent in the "B" range.

On the average day, 31 percent of Kennedy students spend 2 to 3 hours participating in extracurricular activities. Eighty-seven percent feel that the long hard hours spent working in these activities are well worth the benefits received.

To meet the rising costs, many students squeeze part-time jobs into their already busy schedules. Out of the 150 students polled, 53 percent said that involvement in an activity occasionally interferes with their jobs and only 13 percent felt it always interfered with their jobs. Some of those involved don't have jobs because of the time taken up with the activities. Coach Strommen added, "A job that takes time away from activities is only important if you're going to starve to death."

According to Ms. Fatchett, "Everyone learns something by being involved in an activity. A big thing is to take pride in your work. Also, being involved in something usually leads to individual or group praise, where on the other hand, you might not ever receive it out in the business world."

After receiving the diploma in your hand, do your activities in during high school really have any impact on a person's future plans? People must think so. According to Tom O'Shaughnessy of Contour Plastics Corporation, when his company hires a person seeking employment, they are looking for more than someone who is just a "book worm." They look for someone who is a well-rounded person. Many feel that this develops from being actively involved in extracurricular activities during high school.

--Jan Lindstrom & Terry O'Shaughnessy



sent: Top — Reactions during
ockey game.



Donald Hasbrouck

"Hazzie"

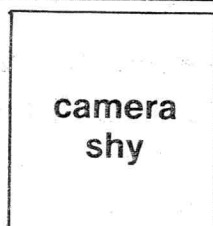
Debate
Variety Show
Christmas Play
Student Council
Basketball
Baseball
"Time's too valuable to waste on books."



Wells Gustafson

"Gus"

Choir Officer
Red Cross Council
Hesperian Staff
Advertisement Committee
"Quiet but nice."



Frances Berns

"Franny"

Debate
Newspaper
Quill and Scroll
National Honor Society
Junior Class President
Girls' Athletic Association
"No one would believe it but I'm naturally bashful."

or Principal Donald Hasbrouck, being
olved in high school made him a more well-
nded person.

hrough debate and drama experience he
ned the confidence needed to speak to
ple. Although this helped him in his present
ition, Mr. Hasbrouck does not feel the
ivities themselves "make or break" a
son; rather, he says the more aggressive
son is the one who gets involved, and he/
is also the one who will be successful.

ccording to Mr. Hasbrouck, involvement
West High School in Waterloo, Iowa did not
t his studies. "Activities made me look
ward to school, and I was a better student
it."

Dealing in imported and domestic fashions,
Wells Gustafson, owner of *Anthonie's*
Apparels, found his high school activities to
have little affect on his present occupation.
However, he does believe that his activities,
especially his participation in the high school
choir, has had some affect upon his life today.

As a member of the 1946 Minneapolis West
High School Choir, which won a national
choral contest in Chicago, Mr. Gustafson
learned an appreciation of music and a sense of
responsibility, perfection, and hard work. He
also learned the value of teamwork. "Through
teamwork a person learns responsibility to
others. This was a reason our choir was one of
the best in the nation," said Mr. Gustafson.

Editor of the **Bloomington Sun**, Frances
Berns found particular usefulness in debate
and newspaper work while in high school.
"Debate helped me learn to organize ideas and
do public speaking."

Working on the newspaper helped Ms.
Berns to confirm her ideas that she wanted to
go into journalism. "I learned how to conduct
meetings and how to get people to work
together, as well as how to write."

A graduate from Elkader High School in
Iowa, Ms. Berns went to all the activities that
she could, whether or not she was involved in
them. "Working with people and being part of
a team was fun. I wouldn't have missed it for
the world," she said.

Proven true: Cagers are winners

Parents said they couldn't do it. Fans said they'd never do it. Even players said they probably wouldn't do it. But they did it. The Eagle basketball team proved them all wrong. After the loss of two of the best guards in the conference to graduation and with only two returning varsity starters, this year's squad was not expected to have a very prosperous season. Despite these pre-season handicaps the team showed their potential by winning the Lake Red Conference Championship.

Eagle cagers started their season with a pocketful of question marks. Three of the five starting positions were filled, but two more players were needed to complete the team. These spots were soon filled by seniors Tim Friend and Lee Krueger. "Tim and Lee have played better than expected," said Coach Steve Strommen. "Tim is super at the point for us and plays well defensively."

Once the positions were filled, the team settled down and spent hours of hard work trying to make themselves work as a unit. According to Coach Strommen one of the team's greatest assets is its unselfishness in playing. "They play together and are always passing off to the open man." Senior Jim Landes said, "Everyone is pulling together for the team. There is no 'hotdog' taking over."

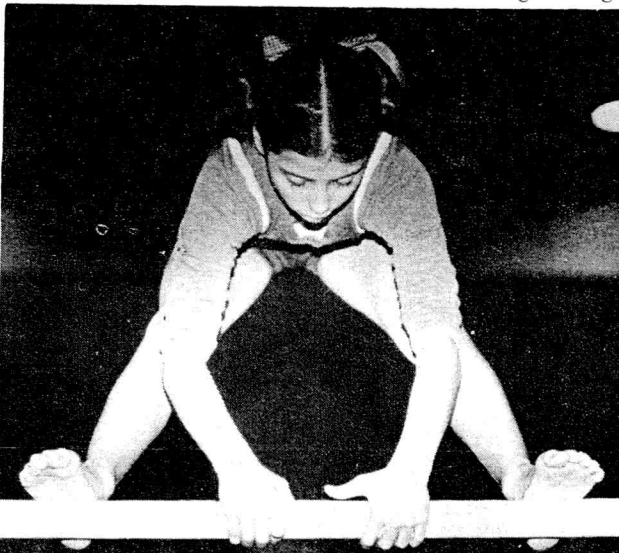
Sophomore Beth Hessburg demonstrates her talent

With Regions closing in, the girl gymnasts are producing their finest season ever. The girls have scored more points in every meet than in any previous year.

"We have been using every meet as a personal goal to do better," said head Coach Ken Moore. "By doing this, we have done well and have been improving," he said.

Those who have shown improvement, according to Coach Moore, are junior Denise Davidson and sophomores Nancy Goodlund, Mary Hoffman, and Mary Perrier.

If improvement continues, as Coach Moore suspects, the girls should be heard from in Regions.



Low student interest stunts skiers

Lack of participation is one factor which most teams don't have to cope with. This is not true, however, for the cross country, slalom, and ski jumping teams.

Cross country skiing is perhaps the fastest growing winter sport in Minnesota. Nevertheless, there is no evidence of the sport growing here at Kennedy; in fact, there is very little evidence of it existing at all.

There were only about 20 members on this year's cross country ski team, which took tenth place in the Regional meet. Expense is not a problem. The school furnishes most of the equipment and transportation from a budget of approximately \$200. "There is nothing to blame to cause few to participate," said Coach Richard Green.

Another factor — high costs — limits

participation on slalom squads. This year the girls' team took fourth place in Regions, and the boys' team placed fifth. For slalom skiing the main reason for few participants appears to be the expense. With only a \$300 budget, downhill skiers must have their own equipment, and buy their own lift tickets. The \$300 pays for the transportation to and from practices and meets. We do not have the opportunities other sports have because of money," said Coach Dick Anderson. "Many of the other sports at Kennedy have all they need (gyms, weight room, etc.) right here."

Cross country and slalom were not the only ski teams with few participants. There were only two jumpers this year, juniors Rod Sipprell and Dave Johnson. Even so, "there was not a meet in which we didn't place," said Sipprell, "but you can't do much with only two people." --Debbie Linton

By mid-February the team had put together a 13-2 record and had clinched the Lake Red Championship. A key reason for this success, according to Coach Strommen, has been Captain Craig Larson. "Craig has shown great all-around play including leadership and hard work." Proof of this is shown in the statistics. Larson is averaging 15 points per game and leads the Eagle's scoring attack.

Another reason for the Eagles' success, according to Coach Strommen, has been support in the stands. "Fan support plays a very important role," he said. "It has a definite effect on the players." This was shown in Kennedy's win over Richfield. Down by nine points with less than three minutes to play, the team needed something to spark a win. That spark came in the form of fan support. As the fans got going, so did the players. The team overtook the nine-point deficit and went on to win 63-57. "Yelling fans get a player psyched up," said Larson. "They get the adrenalin flowing."

While the season has been successful beyond even the team's dreams, players have one more goal: to earn a State Tournament berth during the Regional challenges of early March. --Vicki Mertensotto

Tankers prepare

With five swimmers returning with State Tournament experience, this year's swimming team is looking forward to again qualifying at least some individuals if not the entire team for the tournament.

"We should do well in the 200-yard sprint and the 400-yard relay," said Coach Bergie Lang. "If the swimmers in these events can perform to their capabilities using some self-discipline, there is no reason why they can't get to State," he said.

Getting to State this year, however, will not be as easy as in previous years. Swimmers used to be able to qualify for various events by swimming under a specified time in a meet during the regular season. Now, only the top 2 swimmers in each event during Regions qualify for State, plus the next 12 fastest in the State.

One big obstacle hindering Kennedy's chances of a State Tournament team berth is backstroking ability. While that may hurt the team, according to Coach Lang, diver Joel Olander has helped pace the diving team into scoring its share of points. Co-Captain Dan Wellumson has been doing well in the 500- and 200-yard freestyle races, and Co-Captain Jack Allen is one of the premier sprint men in the State.

Along with these outstanding swimmers there is unity and a work-hard attitude on the team. "Everybody on the team gets along super and we have a lot of fun," said Allen. --Mike Bauer

On the cover: Lee Krueger dribbles around a Minnetonka defender during the Eagles 56-51 overtime victory. That win gave the Eagles undisputed possession of the Lake Red Division Championship. (Cover photo by Scott Sjoström.)

Pucksters, fans await Regions

As the end of winter rolls around, along comes the time of year that Kennedy hockey fans are always looking forward to — the playoffs.

Kennedy has had a history of being an excellent playoff team. Out of the last five seasons, the Eagles have been Regional champions once, and runners-up three times. Coach Jerry Peterson credits their success to the team's ability to peak at playoff time. This year, Coach Peterson said he feels that the team turned their season around with the Cooper game.

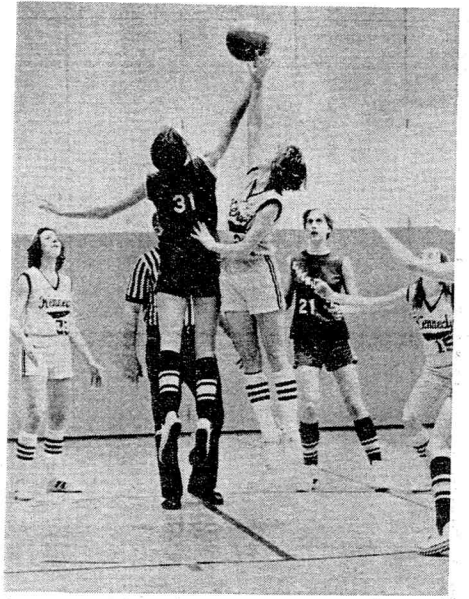
Although the team lost the game by the score of 2-1, according to Coach Peterson the team played the quality of hockey that Kennedy is known for. In the third period, the Eagles cranked 19 shots on goal, just one short of tying the school record which was set last year. When the game was over, the Cooper goalie had stopped 43 shots. Coach Peterson said he feels that this period was a return to the tradition of Kennedy hockey. "The game finally convinced the team that they could be a good hockey team. It showed them that they had the potential to be as good as last year's team," said Coach Peterson.

Perhaps the greatest benefit of the game was the fact that the Eagles could get over their greatest weakness — the things that have been said to the players. "All year long, people have been telling the players how they have been injured, that they were too young and inexperienced, and other discouraging things," said Coach Peterson. "Until the Cooper game the players were beginning to listen to the talk. After the game, however, the players realized that none of this talk was worth listening to," he said. No longer did they have the lack of confidence that can keep a championship-quality team mediocre, Peterson said.

Even though team members are over their mental barriers, they still have to deal with beating teams like Lincoln, Jefferson, Burnsville (who beat the Eagles 2-1 earlier this season), Rochester John Marshall, and Farmington. These are the five teams Kennedy will have to get by in order to advance to the state playoffs. According to Coach Peterson, the key to success in the playoffs is a strong defense accompanied by excellent goaltending. The Eagles have that type of goaltending with goalie Scott Olson. "Scott has been doing a good job all year, and will probably continue to do so in the playoffs," said Captain Dave Dillon.

Coach Peterson said he is very optimistic about the team's chances in the playoffs, not only because of the fine quality team the Eagles have, but also because of the way the team matured both physically and mentally during the season.

—Dave Roberman



Girl cagers succeed

Above — Kathy LaBerge attempts to tip the ball to teammate Cathy Clark, during one of the teams two losses so far this season.

"Experience is the main factor contributing to the success of the girls' basketball team," said head Coach Dale Welter. Heading into late February games, the team — with a 9-2 record — appeared to be assured of finishing second in the conference.

CAPSULE COVERAGE

GIRLS' BASKETBALL

Defeat Richfield 40-29 . . . **Wendy Godwin** sets rebounding record with 15 . . . Lose to Eisenhower 44-39 . . . Defeat Lincoln 43-24 . . . Godwin leads with 18 points . . . Defeat Park Center 45-21 . . . Defeat Wayzata 47-26 . . . **Kathy LaBerge** gets 17 points.

WRESTLING

Defeat Richfield 29-27 . . . Beat Buffalo 27-23 . . . Lose to Worthington 30-16 . . . At Worthington Invitational **Chuck Vavrosky** wins championship . . . Defeat New Ulm 41-43 . . . Defeat Rosemount 30-18 . . . Over Wayzata 31-14 . . . Defeat Edina East 37-8.

BOYS' SWIMMING

Lose to Minnetonka 96-76 . . . Defeat Edina East 52-37 . . . Lose to Eisenhower 97-75 . . . **Joel Olander** takes 1st diving . . . Defeat Richfield 130-60 . . . Lose to Jefferson 61-22 . . .

HOCKEY

Lose to Burnsville 1-2 . . . Lose to Edina East 0-6 . . . Demolish Fridley 7-0 . . . **Dave Dillon** scores a three-goal hat trick . . . Tie Armstrong 3-3 . . . Lose to Lindbergh 2-5 . . . Fall short of Osseo 1-3 . . . Put together a team effort against Richfield and win 4-1 . . .

BOYS' SKIING

Defeat Armstrong 48-15 . . . Tony McDonald takes a 1st in victory over Jefferson . . . Kennedy won by a score of 32-25 . . . Beat Edina East 42.5 - 32.5 . . . **Gregg Paschke** takes a 1st . . . Lose to St. Louis Park 50-40 . . . Down Cooper 40-20 . . . Paschke takes two more 1sts . . . Demolish Lindbergh 46-17 . . . Defeat Richfield 33-18 . . . Beat Edina West 56-17 . . . Edge Robbinsdale 29-26 . . . Paschke takes another 1st . . . Embarrass Lincoln 53-16 . . . Down Eisenhower 35-22 . . . In Regionals Paschke takes 7th, **Tim Smith** takes 14th and **Dave Merrick** places 15th.

GIRLS' SKIING

Defeat Cooper 29-26 . . . Lose to Park Center 37-21 . . . Beat Edina East 34-23 . . . Win over Armstrong 42-19 . . . Defeat Jefferson 30-25 . . . **Mary Bergien** places 1st . . . Defeat Edina West 35-20 . . . Lose to Robbinsdale 32-23 . . . **Karen Anderson** places 1st

BOYS' BASKETBALL

Lose to Minnetonka 57-53 . . . Beat Richfield 63-57 . . . **Rick Bergien** scores 23 points and **Jim Landes** scores 15 . . . Defeated by Eisenhower 46-52 . . . Lose to Lincoln 44-42. **Craig Larson** leads with 22 points . . . Beat Park Center 56-33 . . . Defeat Wayzata 54-40 . . . Defeat Cooper 40-33 . . . Bergien gets 16 points . . .

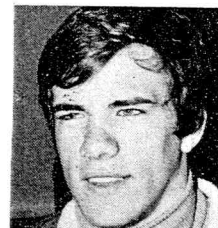
FACES IN THE CROWD



Stacy Godwin, senior, has been recognized academically and athletically by receiving the Athena Award. Stacy competes in volleyball, basketball and track, lettering in each sport. According to Coach Dale Welter, she is a good and consistent participant.



Mike McKay, recently given the position of head football coach, said he is looking toward next year's season with confidence and enthusiasm. Mr. McKay has been at Kennedy for nine years and is also head track and assistant basketball coach.



Tom Cherrey, senior, is tri-captain of this year's wrestling team. "He is an excellent captain who leads with much authority," said head Coach Dave Arens. Tom is completing his third year of varsity competition. He also competes in varsity soccer and track.

Editorial

Critical coaches miss the meaning

Reactions were numerous, intense, and varied when staff and students read a pair of articles in the January **Torch**. These articles — an opinion feature, "All activities are not created equal," and an editorial, "Traditional inequality" — stirred emotions, re-established old complaints, and brought to a head some new conflicts.

It was the purpose of the stories to point out and to question the fairness or unfairness involved in the funding of extracurricular programs, including sports. Instead, the stories were taken by some persons as direct assaults on parts of the school's athletic program. Editors and writers received many verbal complaints from coaches of higher-cost sports, who said that they believed that the articles and the figures in them were slanted, and thus that they could do substantial damage to their programs.

Those same coaches, when offered space in this issue to present their views, declined to make comments in print.

What seemed to upset these persons the most was their idea that the stories were calling for increases in budgets of other extracurricular programs at the expense of athletics. This was never the intent, implied or otherwise; rather, the stories questioned inequality of funding based on tradition, with the hope that all activities — not just sports — would receive more adequate funding. Some coaches, we believe, overreacted to the articles and missed the stories' intent.

Those same coaches would have been amazed to hear all the favorable comments editors received from athletes who were able to sift through the issues and see that areas other than sports have legitimate funding needs.

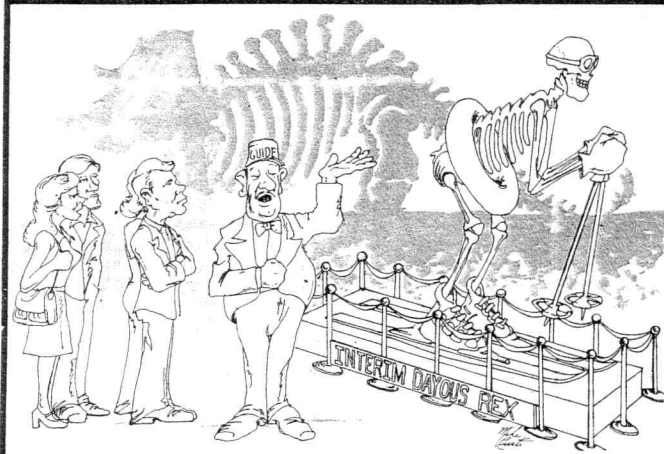
Editorial

Copping out on education

For a time that was meant to be exciting and interesting, this year's Interim Days turned out to be no more than a big waste of time.

Skiers, snowtubers, and bowlers were happy with the change of routine, as were choir students who practiced choreography. About 40 students went on a weekend trip to the Isabella Environmental Learning Center, and others went to the Mayo Museum. These activities involved only a small portion of the student body, however. For the majority who remained behind, the days were characterized by bad planning and lack of organization. Class activity came to a halt.

The **Torch** feels that if school is to have Interim Days in the future, the days must be planned so as to involve every student in programs that have some value. To do less is to deny students two days worth of education.



"Here is Interim Dayous Rex, an endangered species."

Student minority gives hall monitors the slip

Walking into the smoke-filled lavatories, a hall monitor sees the same faces almost every hour of every day. When he/she tells the multitude of kids to get to class, it usually doesn't do much good. Whether it's to smoke their cigarettes, have their gab sessions, or to just sit and think, the 30-40 students appear to enjoy playing their game of "hide and seek" with the three hall monitors.

According to Kenneth Moore, one of three staff members assigned to student control, hall monitors have to deal with the same students every day. The majority of those students are part of the Vo-Tech program, and until the bus picks them up at 9:20 a.m., they hang around the bathrooms, halls or parking lot.

After the first 10 minutes of each hour goes by, the hall monitors (Mr. Moore, Steve O'Brien, and Dee Dobias) make their rounds. A walk with Mr. Moore on one of his tours of the school led us to the first floor hot spot known to some students as "Junky John."

Five or six kids were standing around. Mr. Moore asked them where they should be, and why they weren't there. After a couple minutes of run-arounds and small talk, the guys took off in the general direction of their study hall, in the cafeteria.

Shortly, the only sound left on the first floor circle was that of the teachers in their classes. "It's just a game," said Mr. Moore. "They all run off to some other hang-out. Then we go and kick them out."

According to Mr. Moore, the monitors try to be understanding with the students. "You've got look at their side: why do they skip? I think they do it because of peer pressure or because they like the attention they get from the monitors," he said.

Hall monitors alone cannot keep potential troublemakers in class. "The quickest solution is to get the teachers going. They should be more watchful of students walking out, especially in study hall. And instead of walking past a group of kids in the hall, teachers have the responsibility to get them off to class," said

Mr. Moore.

Another tour of the school — this time with Ms. Dobias — proved that there can be an ease and friendliness between students and a monitor. She is often greeted with nicknames like "Mom", "Maude", and "Sarge."

"I try to be a buffer between teacher and student, and I try and set the students mood for the day," said Ms. Dobias. "Kids are able to relate to me. I try to be nice but tough, fair, and with no favorites."

Part of Ms. Dobias' job is giving students who smoke, referrals. Three referrals add up to a suspension. "Since it is in the Student Bill of Rights that every student has the right to an education, when someone is suspended, it isn't long before he/she is back in school again," she said.

"Sometimes you feel like you're running in circles. We cannot be everywhere at once. If we had 100 percent cooperation from the rest of Kennedy's staff, it would make our job a lot easier, and we'd have better results," said Ms. Dobias.

--Theresa Bowen

Sounds of action

While sounds of silence are what should fill the school after the 2:25 bell rings, actually it's the sounds of student activities that linger on. Strains of "Windy" vibrating through the halls, scores of basketballs pounding the gym floor, and voices from a one-act play being rehearsed all indicate that not all students believe that school is over at the end of the six-hour day. These are the students involved in extracurricular activities.

There are varied reasons for students becoming involved. For some, activities offer the chance to make new acquaintances and to become better friends. Karli Gilbertson, senior, said, "I think that when you get involved, you have the chance to meet many new friends." Also according to Junior Heidi Holland, becoming involved gives a person a chance to participate in many activities that he/she might not be given the chance to do otherwise, such as performing in a musical, running a TV station, or competing in sports.

Although there are many positive aspects to being involved, there are also some negative ones. One large problem is that extracurricular activities are time consuming and allow little time for other activities. "Sometimes when I have a lot of Kolleen practices, other activities, such as homework, which I'm supposed to be doing, suffer," said Heidi Vetter, senior. The cost of extracurricular activities also seems to be a drawback. While all sports participants must pay a \$10 user's fee, the cost of other activities such as JB's, cheerleading, and Kolleens can cost more than \$50.

Extra activities seem to give students an extra incentive to be in school. As Senior John Tabone stated, "I don't feel that I would be doing as good academically if it were not for extracurricular activities." Also, Nancy Gallagher, senior, stated that activities which students are involved in give them something to look forward to during the day, besides the regular school work. For many students, extracurricular activities seem to overshadow the six-hour day. Junior Wade Boelter is one: "If it wasn't for sports, I wouldn't like school."

--Lisa Beckstrom

Sounds of apathy

As the bell rings signaling school's end, an almost simultaneous sigh of relief seems to rise from the students going home. For those not involved in extracurricular activities, it is the end of another long, six-hour school day.

The choice of many students to shy away from school activities comes from a whole range of reasons. Habit is one of the strongest reasons, as the student who has not been involved before, now finds no reason to change his/her pattern. Apathetic — and perhaps lazy — the student remains uninvolved.

Deeper, more basic reasons lie behind a student's decision to shun involvement, however. Students may shun all activities, except perhaps intramurals, for they feel most activities are controlled by the same group of established, successful students.

By not joining activities, students feel they are rejecting the traditional roles the school and their parents expect them to fill. This rejection (some call it "rebellion") is not against participation itself, but rather against "doing what my parents did" and "what's expected of me."

Fellow students, perhaps the greatest influence on young adults during high school years, provide pressure which is a major factor in the decision as whether or not to become involved in activities. The friends that a person has, and the kinds of activities that they like to pursue, are usually deciding factors on a student's participation. If his/her friends do not participate, the student will probably not participate.

The non-involved student sees school as a six-hour drag. "I don't like to be here any longer than I have to," said one senior. Some like to have more time for their own style of social or family life and (believe it or not) homework. Still, those students may be missing some valuable, fun experiences by not participating. However, "even if I wanted to participate, the same students who join and control the activities would reject me. Getting involved seems to be more of a hassle than it's worth," said that student.

--Steve Bergesen

PILOT LIGHT / It only hurts when I sit down

I'm going to get very upset with the next person who says that benchwarming is an easy job. Everyone thinks all you have to do is sit back and watch a basketball game for free. But this season I found out that a benchwarmer has one of the most dangerous positions on the team.

For example, one day in practice I was helping play defense against some of the starting players. A rebound happened to come my way so I grabbed it. Also getting his hands on the ball was the strongest kid on the team. Deciding to show the coach how aggressive I was, I tried to yank the ball away from the kid. He body-slammed me to the floor, splattering my head around various areas of the court. It was pretty painful. It didn't impress the coach, either.

A few weeks later some of us were tossing a ball around during pre-game warm-ups. I couldn't help noticing a very cute cheerleader from the other school. While I was busy noticing her, one of the guys threw me a chest pass, which I caught with my face. A little while after this I was admiring the other school's wonderful dance line. Somebody threw me a bounce pass, which I caught with my groin. I sang the National Anthem two octaves higher than night.

A couple of games later I had pretty much recovered and was sitting enjoying the action. Suddenly our captain, always hustling, came flying into the bench and scrunched me, smashing my knee into thousands of little pieces. He ran back onto the court while I rolled around in terrible pain. "Are you all right?" the coach asked. He was talking to the captain.

During another game I was relaxing in my usual chair when the coach told the kid sitting next to me to get into the game. The lucky guy, taking his warm-up jacket off as fast as he could, accidentally punched me in the eye. I had to watch the rest of that game through one eye. Because of this injury I got hurt on our last away game without even stepping into the gym. With my blurred vision I couldn't see the broken locker hook that tore half my hand off when I was hanging up my coat.

Benchwarming easy? No way. This season has practically killed me, and I don't even get in the games. Sometimes I don't even make it out of the lockerroom in one piece. My body was nothing great to begin with, but now it's so mangled even my mom thinks it looks sick. I have to admit, though, that getting maimed does have one

advantage. If somebody ever starts talking to me about basketball and he asks why he hasn't seen me play in a single game all season, I just tell him the truth.

"I'm injured."

--Chris Keprios

INPUT

To the Editor:

Re "All activities are not created equal" (Jan.) Congratulations are due you on a very fine article. I am sure that it has created much conversation, not all of it positive, but I feel that regardless of the outcome of the comments, your work should not go without our thanks.

Thomas Peck, band director

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