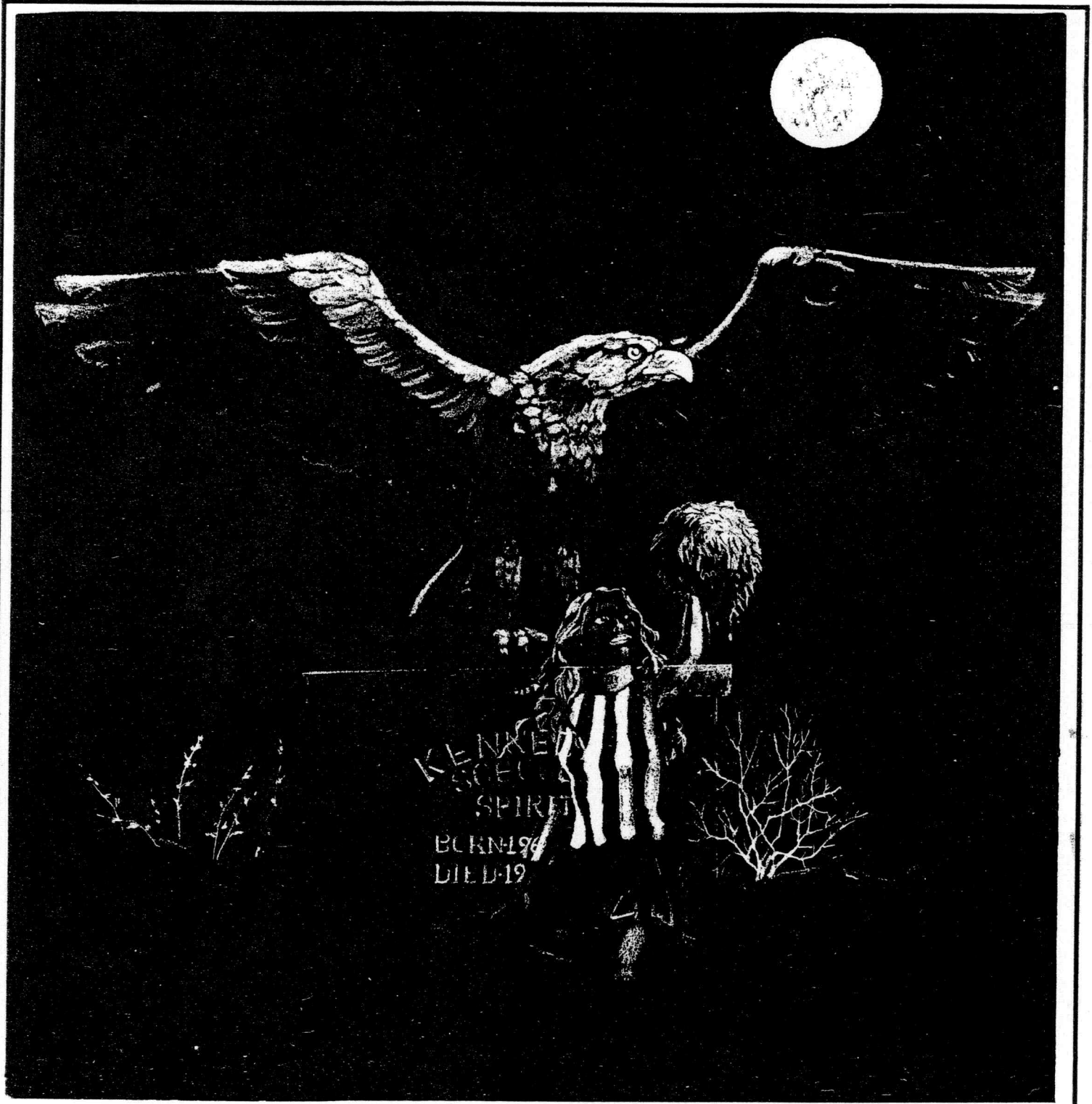


COVER STORY:
SPIRIT
RISES



THE TORCH

The Kennedy Newsmagazine / John F. Kennedy Senior High School / Bloomington, Minnesota / Vol. 14, No. 5



NEWSLINES

Spirit Week contests

PHOTO CONTEST—The right exposure might win a photographer \$5 in this event. See photo teacher John Sulack for details about entries. He's in the Photography Room at all hours.

ACADEMIC CONTEST—Students are invited to match their wits against Tom Siebold's 20 brain-teasing questions. Get further information in Room 227 on ways to think for money.

CREATIVE WRITING CONTEST—Writers might "sell" their first stories in this event, providing their entries are judged tops. See Jon Kuklish in Journalism about this.



Bergie Lang, attendance supervisor, and Lynn Aaze, health teacher and cheerleading advisor, provide names of protesters for Principal Donald Hasbrouck at the Feb. 8 sit-down strike. Torch reporters Kim Peterson and Michelle Menke, in the background, take notes on the demonstration.

'50s figures into revived Spirit Week

Kennedy administrators learned just how much students wanted a Spirit Week, complete with '50s Day activities, when approximately 10 percent of the student body staged a sitdown strike Feb. 8. The result of the protest has been the organization of next week's School Spirit Week activities and programs, which will conclude with a full day of '50s events.

Tuesday will find the Concert Choir presenting an all-school concert. That evening will be film night, with a variety of special movies being shown. Another concert, this time by a professional orchestra, will be given on Wednesday, during periods five and six. Students will match skill and strength that afternoon in a broomball tournament on the Kennedy rink.

After school on Thursday, students will compete in a volleyball tournament. That evening, everyone is invited to an all-school talent show in the auditorium. Then comes the big day of the week, Friday, when spirit will take over with a '50s flavor. While special dress-up days were tentatively scheduled for each day of the week, Friday will certainly be a '50s Day. At the '50s pepfest that afternoon, winners of the photo, writing, and brain-teasing contests will be given their cash awards. Faculty members will take on student jocks in a basketball game that day, while the evening will find '50s music dominating an all-school dance.

Ron Johnson, psychology teacher, and Tom Siebold, American Studies teacher, were asked by Principal Donald

Hasbrouck to take over the coordination and organization of the week.

Prior to all of that, however, was a period of student unrest, which culminated in the sitdown strike. Students had been told that there would be no '50s pepfest this year. To gain the attention of school officials about 200 students staged a demonstration in the main foyer during period 2 on Feb. 8.

Some students sat, but most just stood around; some talked with the administrators, while most listened to whatever the more vocal demonstrators and administrators had to say.

Students talked with Mr. Hasbrouck, who, like other administrators, was busy taking down names of the protesters. Parents of students identified as being involved with the sitdown strike were notified of the behavior in a letter from Mr. Hasbrouck.

Mr. Hasbrouck then suggested that a few students meet with him about the situation. Those responding initially to the invitation were Brad King, Vic Poyer, Jeff Sjogren, Jerry Cassens, Dave Stoa, and Brian Nelson. Out of their discussions grew more planning meetings with Mr. Johnson and Mr. Siebold, members of the Student Government, and the Faculty Senate. By late February, plans for Spirit Week were at last being finalized. "I think students have seen that the system can work positively for them," said John Sulack, Student Government advisor.

WITHIN

NEWSLINES / In protest of the cancellation of the '50s pepfest, 150-200 students staged a sitdown strike on Feb. 8.

SPECIAL REPORT / The Torch analyzes why violence—foodfights, teacher harrasment, vandalism, and interschool fan fighting—is such a part of school society. Pages 4-5.

SPORTS / A photo essay is dedicated to the state-bound wrestlers. Pages 8-9.

VIEWPOINTS / Did you make any schedule changes, or are you satisfied with computer scheduling? Compare your views on computer vs. walk-through scheduling with those students surveyed in a Torch poll. Page 12.

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UPFRONT

Representing the school spirit revival is this month's Torch cover. In the last few years, Kennedy has been criticized for the lack of interest in sporting events and participation in school activities. However, the recent sitdown strike perhaps marked the end of school apathy. Around 200 students gathered in the main foyer in protest of the temporary cancellation of the '50s pepfest. As a result, a meeting involving a few protesters and Principals Hasbrouck, Hanson, and Karbo was held so the protesters could express their feelings and work out a solution. In the end, Spirit Week—once thought to be dead—was revived ... along with school spirit itself. Artwork by Nora Wildgen.

THE TORCH

The Kennedy Newsmagazine

The Torch is published monthly by the students of John F. Kennedy Senior High School, 9701 Nicollet Av., S., Bloomington, MN 55420. Telephone: 888-9571.

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Advisor / Jon Kuklish.

ONCE AROUND THE SCHOOL

Coming Up

MARCH

- 9-10 Choir Concert, 8 p.m., Kennedy auditorium
- 22 Band Pop Concert, 7:30 p.m., Kennedy auditorium
- 23 End of third quarter
- 26 All-school teacher workshop (no school for students)
- 30 AFS fund raiser

APRIL

- 7 ACT testing for college-bound students, 7:30 p.m., JFK cafeteria
- 9-14 Spring Break (no school)

Tops in pops

As the show opens, thunder and lightning represent society as it is today. The choirs, orchestra, and Kennedy brass, under the direction of **James Bontrager** take audiences through the music, fads, and fashions of the 1900's through the 1970's in the Kennedy Pop Concert. The show continues tonight and tomorrow night in the Kennedy auditorium. Three-hundred and fifty students are participating in the production. Tickets are available at the door for the 8 p.m. performances.

No men, no music

Are Kennedy's males showing a lack of musical interest and enthusiasm? If sign-ups for the proposed spring all-school musical are any indication, the answer must be yes. Because of a poor turnout of males for a proposed production of **West Side Story** this year's musical has been cancelled by James Bontrager, music director, and Lee Engler, drama director.

Because **West Side Story** calls for many male roles, a poor turnout by boys made it impossible for the show to be put on.

Just for kicks

Kennedy's Kolleens will be dancing for top honors in the State Danceline Competition Mar. 24 at Wayzata High School. Approximately 35 dancelines will be competing in the all-day event.

During preliminary judgments the groups will be narrowed down to the top five. Those five dancelines will compete in the evening for first-through-fifth placings, with points awarded for projection, appearance, and perfection and variety in steps. Judges will also give points for how well the dance flows with the music.

Captains of this year's Kolleens are seniors **Beth Hessburg** and **Debbie Larson**. **Pat Fatchett**, English II teacher, is the group's advisor.

Travelin' band

Kennedy's Marching Band isn't the only band that moves. The school's three concert bands left Feb. 22 for four days of touring and performing in Chicago. Director **Tom Keith** led the musicians in a concert at the Mayor Richard Daley Civic Center. Band members toured Old Chicago, the Museum of Natural History, the Science and Industry Museum, the Chicago **Tribune** offices, and the Sears Tower.

Partially financing the trip were profits from the bands' annual fruit sale. Forty-four students had their way fully paid as a result of their individual sales. The trip cost \$94 per student, which covered bus transportation, admissions to special attractions, and lodging at the Pick-Congress Hotel.

It's debatable

Providing student enrollment is sufficient, debate will return to the Kennedy program next year after an absence of four seasons. Agreeing to head the debate team is **Tom Siebold**, English 10 and American Studies teacher. Students initiated the offering of the course, which will be included in the school's academic program if enough students registered for it in last month's sign-up. Tallies are currently being made. "Even a small number of students should be allowed to take the course," said Mr. Siebold. "It would be a shame to lose it now."

AFS concert

American Field Service will be presenting a spring concert on Mar. 30 at 8 p.m. in the Kennedy auditorium. Performing will be the Kennedy Concert Choir, JB Singers, Windspirit, and The Four Tune Seekers. Tickets are \$2.50 for adults and \$1.75 for students. Proceeds will be used to help support next year's foreign exchange students.

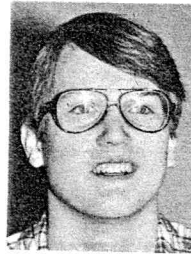
Party time!

Parents of this year's seniors are working on plans and decorations for the popular all-night Senior Party, to be held after graduation ceremonies on June 6. Co-Chairpersons for the party are **Bill and Donna Connolly** (parents of **Tim**) and **Richard and Sandy Valley** (parents of **Tom**). **Dorothy Phelps** (**Sue's** mother) is in charge of ticket sales. Tickets are now available in Room 118 for \$19.

Televisions and radios will be among a long list of prizes to be given out as door prizes or as winnings from drawings. Local merchants are donating many of the gifts and are helping to pay for the supplies needed to make the party successful.

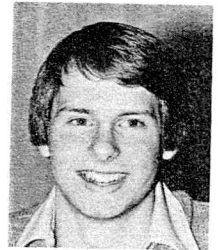
Refreshments again will be catered by North Central. Food will be available all during the evening. Students will be able to play games like volleyball, miniature golf, and various card games, and artists will be on hand to draw their portraits. Pictures will be taken of every student at the party, as well. KSTP Radio tentatively is planning to broadcast its nighttime programs from the party.

PACERS



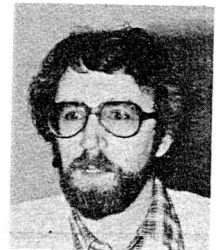
John Leiviska, junior, recently worked as a page for Minnesota Governor Al Quie. John distributed the bills to the members of the House of Representatives. John has also been a member of Student Government for the past two years.

Kip Bradley, junior, is this year's Boys' State representative. According to Counselor **Myron Olson**, he met qualifications of leadership and fitness. Should Kip be unable to attend the week at St. Olaf, **Jim Johnson**, junior, will replace him.

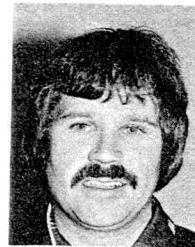


Tom Siebold, tenth-grade English and American Studies teacher, is co-chairman of the upcoming School Spirit Week. "Spirit Week should be for everyone, not just sports, but all aspects of Kennedy. It should be pleasurable," he said.

Becky Berteau, junior, was recognized as "youth of the month" by the South Suburban Minneapolis Exchange Club. This title is given to a student who qualifies in four areas: character, scholastic and extra-curricular activity, and leadership.



Ron Johnson, psychology teacher, is co-chairman of School Spirit Week. Mr. Johnson is trying to make '50s Day and pepfest a good experience for everyone. He would like to see as much faculty participation as shown by students.



Patty Hegdahl, junior, was chosen as the Girls' State representative by the Lady's Auxiliary. Patty is scheduled to spend a week at the College of St. Catherine in St. Paul. If she is unable to attend, **Becky Berteau**, junior, will take her place.



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Conflicts surface

Teachers, students cite causes of harassment

(Editor's note: The names of all persons interviewed for this story have been omitted to avoid any potential harassment.)

Conflicts between students and teachers have always existed in the schools, though in the past they usually were not openly expressed. Today, however, conflicts are being expressed in an open, outward manner. At times, this trend toward open confrontation between teachers and students exceeds friendly boundaries and moves into the area of harassment.

This harassment has several degrees of intensity. It may range from a simple whispering campaign among students to damage to school property, like books and desks, associated with the teacher. It may also take the form of outright verbal cussing in the classroom or hallway, and may end up as damage to the teacher or student physically, or to the teacher's own property.

According to the majority of the students and teachers interviewed, the change in the school atmosphere is due primarily to changes in society and the family unit, and to the value differences which students and teachers now place on education.

"Students see the requirements for the future in different ways. Ten years ago, to get ahead in school was the student's ticket to success," said one teacher. "English now is thought of by many students as a jail, and they reject having to be there." The same may be said for any number of other classes.

One teacher believes that teachers now are "institutional scapegoats." Students lash out at the teachers when in reality they are expressing hostility toward the whole educational system.

"It many times isn't the desire to hurt the teacher personally," remarked one student. "It becomes easier to overcome boring subject matter when you have this teasing of the teacher to look

forward to everyday."

Most teachers interviewed see the decline of respect for a teacher's authority and for his/her individuality as the main causes for the increasing amount of teacher harassment. Today, students question authority instead of accepting it. Much of this has to do with a decline of authority demanded within families, by churches, and by society as a whole.

"Sometimes students have an ability to let me be who I am and to realize my successes, failures, vulnerabilities, my ups and downs, and my individuality, regardless of my sexuality or personal life," said a teacher.

According to one student, harassment sometimes begins as a retaliation to put-downs they are given by teachers. Students object to being stereotyped or told, "You're dumb." They also dislike being denied a fair judgment or the chance to prove they may be right when a teacher has made a mistake.

At times, teacher harassment is triggered not by the teacher at all, but by home or personal social problems. Other times, harassment involves "following the crowd," or doing what a student sees his/her peers doing, or what he/she heard older brothers or sisters have done to a particular teacher.

Whatever form it takes, or whatever motivation lies behind it, harassment can inflict psychological anguish on a person. A teacher may become skeptical and frightened and may fear further harassment. "Students tend not to realize the element of cruelty" that accompanies their actions, said one teacher.

"It makes the job harder. It becomes increasingly less easy to go home and leave the problem at school, for it intrudes not only on me but on my family," said one teacher. "The midnight phone calls and property damage... my daughter many times is afraid to stay alone."

Janet Prindle

Aggressive behavior spurs vandalism

Of all the lessons that students learn while they're at Kennedy, perhaps the most unfortunate is that they can break a lot of rules without really getting into trouble. In the case of vandalism, students seem to have learned their lesson well.

According to Police Liaison Officer Jim Orcutt, vandals are seldom caught. No one is assigned to watch for them so when they are discovered, it's usually by accident.

Despite the fact that few vandals are caught, it's evident that more than a few exist. Records show that over the past few years, the school has spent an average of \$3,600 a year on repairing damage due to vandalism. So far this year, the cost is up to \$1,387.

"Most of it is penny-ante stuff," says Ray Hanson, principal-on-special-assignment. He lists windows, fire

extinguishers, and paper towel and toilet paper dispensers among the most commonly vandalized items.

Behavior such as pulling fire alarms and participating in food fights can also be included under the heading of vandalism. Food fights especially have caused a lot of extra work for the custodial and cafeteria staffs.

Custodian Gene Theisen says that cleaning the lunchroom after the food fights at the end of first semester required an extra hour to an hour and a half of work. It's not just during food fights that food ends up on the floor, however. Mr. Theisen says that food, especially malts, can be found all over the hallways most days after lunch.

There are other problems associated with lunch, too. Phyllis Knapp, head cook, says that an average of 25 pieces of silverware are thrown away each day. Additional pieces have to be discarded because they are bent and twisted beyond

repair. "It's costing the school hundreds of dollars," she said.

Roger Sandvick, school psychologist, calls all of these problems "aggressive behavior" and states that among teenagers "it's pretty normal."

There are two types of vandalism, Dr. Sandvick explained. One type is for the most part impulsive and takes place in groups where students can be pressured into participating by their peers. The other type involves only one person and is usually premeditated. The person involved in this second type is often somewhat neurotic and feels a need for power.

"Vandalism is really taking out your anxiety," said Dr. Sandvick. Family stress, the need to become independent, and other frustrations associated with adolescence are all factors that contribute to the problem, he says. The fact that incidents of vandalism increase at the end of marking periods is proof,

Denise Logeland



After the war is over, only the milk cartons, corn, chicken, and cupcakes are left to tell a story.

VIOLENCE: A SPECIAL REPORT

Just another battle raging in the lunchroom

In front of me another belly grumbles. Behind me, another joke about the food is told, resulting in hysterical laughter. The above are all typical happenings in the cafeteria ... ho hum, one might say. But what's this? On the other side of me ... a food fight is brewing.

Confronting a boy is the choice of an option play. He can either eat that tiny, innocent green pea he's holding, or he can throw it. His choice is the latter, and from the looks of that arm, he must be a football player. The helpless pea plunges through the air, landing on target in front of a pretty young blond. The pass is complete.

Perhaps this is a sign of affection? If so, this prompts other young lovers to compete in the game. Increasingly larger objects begin sailing through the air ... a roll here, a fruit cup there, a milk carton in the distance.

Finally, all-out war is declared. Whole plates are hurled and bodies are stampeding for the door, under tables, or wherever a body finds shelter before being pelted with corn niblets. The battle rages on.

Teachers on duty become terribly perplexed, as they cannot catch a single soul in action. They helplessly flutter about, waving their arms in the air and screaming. When what from the door should appear, but more troops! Teachers swarm out of the Faculty Lounge like mosquitos, and flying objects finally become scarce at last.

At last, the air is clean. The bell rings, signaling the end of lunch. As everyone evacuates, leaving overturned chairs, spilled plates, splattered walls, and food-stained floors, I am left standing alone in the chaos. Their job is done, but mine is just beginning. For I am the custodian, and the one responsible for cleaning up this mess.

(Editor's note: This look into custodian Gene Theisen's mind was made by intuitive Torch reporter Chelle Bulov.)

Fans provoke night riot

Fans. They are and have been the heartbeat of Kennedy events for years. As fans, students have not only found opportunities to socialize among friends, but also to show their school spirit in supporting the various Eagle teams.

But in the past few years, the violent behavior of some of the Kennedy spectators has been questioned by the administration. A prime example of this is the conduct problems which have been reported at pepfests. According to Principal Donald Hasbrouck, students running out of the stands have caused potentially violent situations at pepfests. To prevent these behavior problems, several restrictions are being made concerning Kennedy's proposed '50s day and School Spirit Week by the administration.

Unfortunately, fan violence isn't just a thing of the past, and it is no longer restricted to school grounds. Recently, a mob of Kennedy and Richfield students participated in a pre-planned fight at the McDonald's restaurant on Nicollet Avenue.

After a Kennedy hockey victory over Richfield on Jan. 30, students from both schools flocked to McDonald's. According to Kennedy Liaison Officer Jim Orcutt, rumors spreading around school before the brawl supplied the Bloomington Police with a lead to the time and whereabouts of the fight.

McDonald's Manager Sharyl King estimates that 200-300 students arrived simultaneously. A total of 13 police squads assisted in clearing the restaurant. Four arrests were made, according to Ms. King.

Although no severe damage was done and there were no injuries, "school spirit was brought together for the wrong reasons. It should be put to more positive uses," suggested Kennedy junior Don Mead, a McDonald's employee.

Kim Peterson

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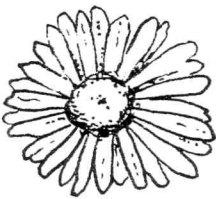
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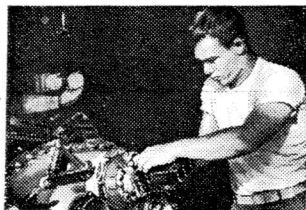
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*The Torch
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Wrestlers earn trophy in State Tournament bid

For the second consecutive year, the Eagle wrestling team took first place in the Region 6AA tournament and headed for state competition to try and improve on last year's third-place finish. Many believed that this would be the year the team would go all the way to the top.

It looked as though the team was well on its way with an impressive 34-17 victory over powerful Worthington in the first round. Then the Eagles faced Fridley, the only obstacle in their path to the championship match. But Fridley slipped past Kennedy 29-15, handing the Eagles their only loss in 23 matches. Kennedy squared off with Albert Lea to determine the third-place team. Kennedy once again captured third place, this time by a 24-17 score.

Many of the Kennedy wrestlers looked nervous before the opening round, but there was also a feeling of determination to better last year's finish. The action began at 155 pounds with Jim Hoeve winning 3-2. Kennedy proceeded to win the next three matches, two by pins.

Brad Tufto pinned his opponent at 4:54, and Co-Captain Chuck Vavrosky did the same at 1:45. Ninety-eight pounder Scott Sturgeon lost a close

match 2-0, and at 105 Co-Captain Rick Haagenson wrestled the eventual 98-pound tournament runner-up to a 1-1 tie. Del Lindquist then won commandingly 17-6. Even so, Kennedy looked like it might have been in trouble with losses in the next two matches. All doubts were erased, though when 132-pounder Don Swetala won 14-4. Todd Arens sewed up the team victory with a 4-3 win, after which Pat Hayes lost at 145, 4-0.

As the team prepared to face Fridley the next night, the excitement had dropped well below the fever pitch reached before the match against Worthington.

Kennedy was in trouble early, though, as wrestlers from 98 to 119 pounds lost their matches. Just when the situation seemed hopeless, John Morgan beat his 126-pound foe 6-2. More hope was restored when Swetala won an exciting match 6-3, and Arens dominated his opponent 10-4. But then Hayes lost a superior decision 23-7, and Hoeve followed with a 3-0 loss.

Kennedy's last shred of hope rested on 167-pounder Tim Fritchman. If he could do well, and Tufto and Vavrosky could pin, the team would win. But it just

wasn't to be; Fritchman lost 6-1.

Then—as if to add insult to injury—Tufto was pinned at 3:30. Vavrosky wouldn't give up though, even in an obvious team defeat. He picked up his opponent, in typical Vavrosky fashion, and carried him to the center of the mat, where he pinned him at 2:59. The team lost to the eventual state champions 29-15.

Saturday, March 3, the team wrestled Albert Lea for third-place honors. It looked as though the trend from the night before would continue when Sturgeon was pinned at 3:55. But Haagenson won 5-0, and Lindquist won 6-4 before Dave Wiklund lost 5-1. After Morgan tied 4-4, the team was back to its winning ways as Swetala won 4-1, and Arens came out on top 9-0. Then Hayes lost 10-8.

This time, however, Hayes' defeat seemed to spur the team on. Hoeve won a very close, exciting match 1-0, and Tufto won 5-2. Wrestling for the first time in state competition was Mike Luzar who lost 10-3 at 185. Vavrosky then had the closest match that he wrestled in the tournament, winning 9-4. Kennedy snared the third-place title by outscoring Albert Lea 24-17.

State Champs!

Tufto, Vavrosky win first-place individual honors

Chuck Vavrosky and Brad Tufto sat watching the 132-pound championship match. They were waiting. In fact, both had been waiting since last year to avenge their losses in the championship matches of their respective divisions. Now the wait was almost over. Outwardly, they appeared calm and controlled. What was going on inside was another story.

Neither one of them was seriously challenged in the preceding rounds. Tufto pinned John Wenholz from Anoka at 4:51; in the second round he decided Dan Warren of Milaca 15-9; and in the third round he beat Keith Casey from South St. Paul 13-2.

Vavrosky had had an even easier time. He pinned his first-round opponent, Ron Scott from St. Paul Johnson, in 44 seconds; in round two he pinned Jesse Quam from Roosevelt at 3:41; and in the third round he beat 280-pound Jon Schoeb from St. Peter 5-1.

Throughout the season the duo had come through for the Eagles. Although Tufto always had received cheers and applause for his extraordinary efforts, Vavrosky seemed to be the crowd's favorite. Whenever he stepped onto the mat, he was greeted with resounding approval by the fans. "Bombo", as he was

often referred to, had many crowd-pleasing antics. The spectators' favorite move was when he would pick up his opponent and carry him above his head, often circling until he returned to the middle of the mat. Usually after this short galavant, he would slam the opposing wrestler down on his back and add another pin to his record.

There were two other wrestlers who advanced to state competition. Don Swetala captured the 132-pound Regional title, and Jim Hoeve was Regional runner-up at 155.

Swetala ran into some tough luck in the state individual competition. He won rather easily in the first round 13-5, but in the second round he drew four-time state champion, Steve Carr of Moorhead, and lost 8-1. Then he lost in the first round of wrestlebacks 3-2.

Hoeve won his first round match 5-3, but lost 13-9 in the second round, and then lost in wrestlebacks 3-2.

Tufto's final match was exciting and hard fought. The night before, his opponent, Bill Maresh of Blaine, had wrestled to an overtime draw and was declared the winner by the referee. But this night, he would lose. Tufto, wrestling in the 167-pound class for the state

tourney this year dominated the match and came out on top 6-2. When the whistle blew, signaling the end of the match, it also signaled the end of a long year of hard practice and waiting. Tufto's wide grin and look of pride showed that it had all been worth his efforts.

Vavrosky was just as determined to win. This year, second place just wouldn't be good enough. It was obvious that a great many people had turned out to watch him capture the state heavyweight title.

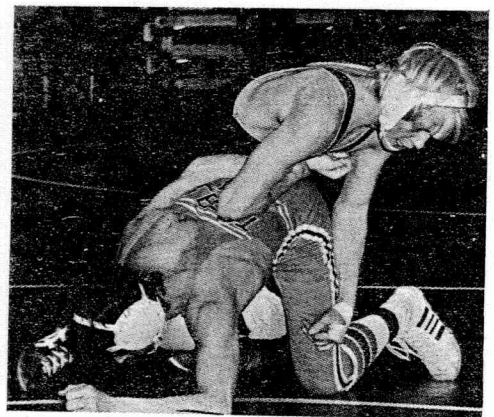
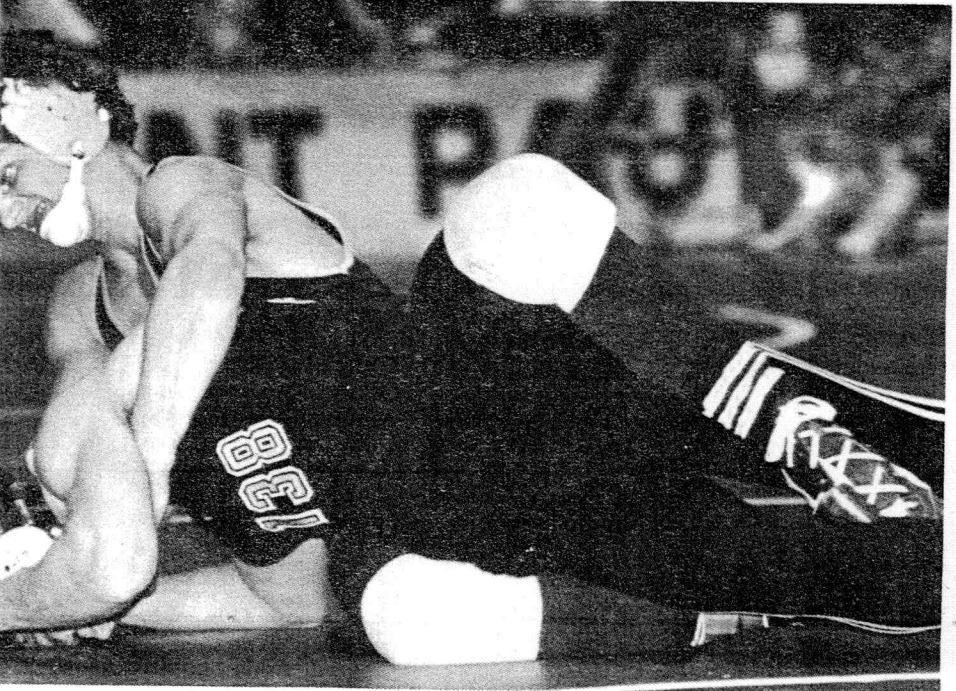
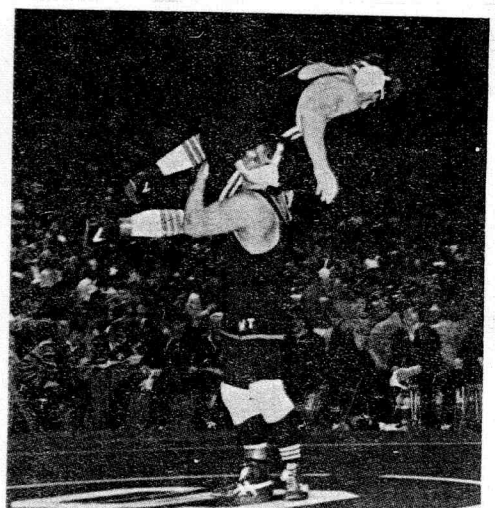
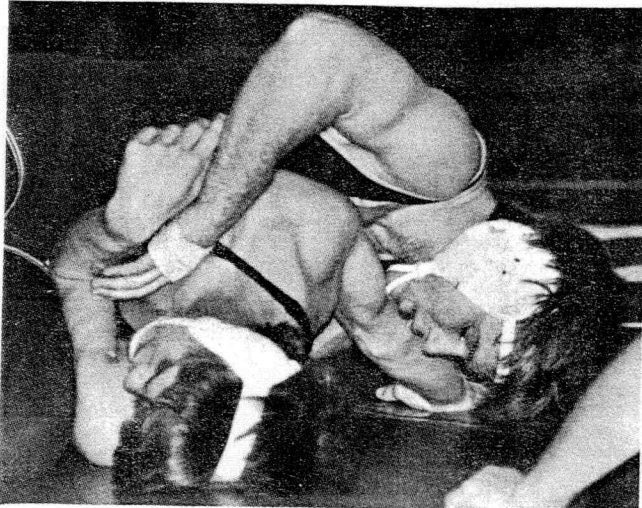
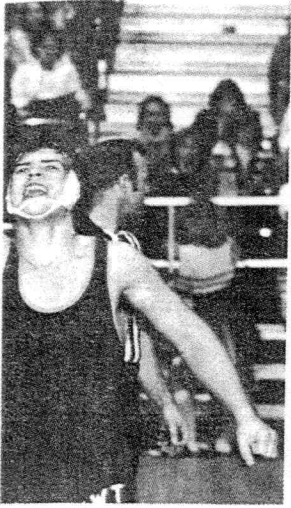
In fact, one of them was so sure that he would win they made a banner which was waved from the stands after his victory, "State Heavyweight Champion Chuck Vavrosky Lives on my Block."

From the start it looked like it would be a close match. Vavrosky didn't get to use one of his crowd-pleasing moves, so he used another. With the entire crowd urging him to put his opponent away, he did just that. He pinned Bill Molitor from Cold Spring Rocori at 5:22. Upon being announced the winner, he appropriately displayed who was the No. 1 heavyweight in Class AA by holding up his index finger atop a raised fist. The crowd followed suit.

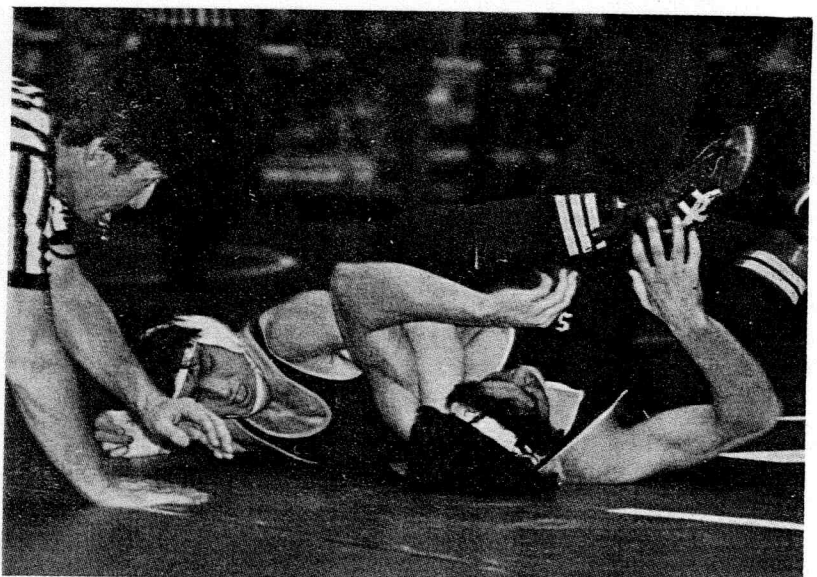
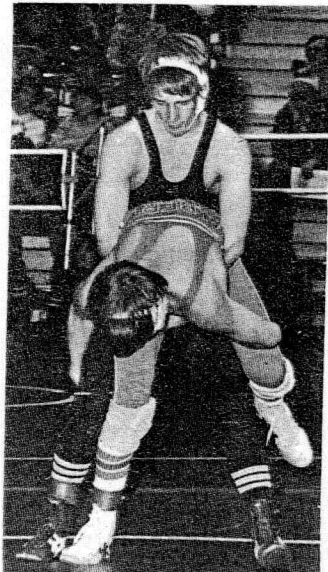
Bombo always was a crowd pleaser.

Sue Maus

Top left: tells the man in it center: A for Don, overcome spinning Vavrosky 1 of his 2 with dele crank hal Upper ce Lindquist center rig Team—(F Haagense Morgan, 1 (Row 2) Thomps Chuck Wiklund, Lower left his Albert to the me points, B during th match an



Champion Chuck Vavrosky who's No. 1 after pinning his individual heavyweight finals. Top bar hold proves to be too much for his Worthington opponent to the right: Pleasing the crowd by throwing his foe in the air, Chuck Vavrosky is the man on the mat for this season. Center left: Fierce action, Todd Arens performs a move on his opponent in the Fridley dual. Right: With the use of his legs, Delbert Hoeve works his Albert Lea opponent. Lower right: The State Tournament Wrestling Team (left to right) Scott Sturgeon, Rick Haagenson, John Lindquist, John Breyette, John Swetala, Todd Arens, Pat Hayes, Coach Dave Arens, Coach Dana Hoeve, Brad Tufto, Mike Luzarsky, Tim Fritchman, Dave Pribble, Coach Peter Bjerke. Captain Rick Haagenson hoists his challenger before returning him to the mat. Lower right: Working for near-fall, Tufto finishes off a crank half that led to his championship victory.

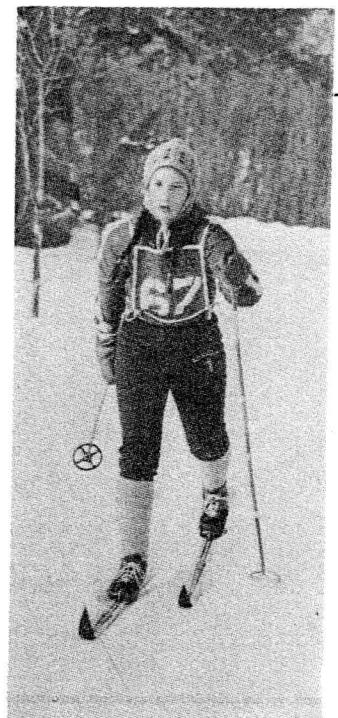


SPORTS

Winter Scoreboard

Girls' Basketball	0-16	Conference rank	Ninth
Boys' Basketball	9-11	Conference rank	Sixth
Hockey	8-12	Conference rank	Seventh
Girls' Cross-Country Skiing	2-10	Conference rank	Seventh
Boys' Cross Country Skiing	6-6	Conference rank	Seventh
Girls' Downhill Skiing	1-13	Conference rank	Tenth
Boys' Downhill Skiing	3-11	Conference rank	Eighth
Boys' Swimming	2-7	Conference rank	Sixth
Girls' Gymnastics	4-4	Conference rank	Undecided

Region Meet competition finds cross-country skiers John David (left) and Vickie Bramen (right) straining to better their times.



Other winter teams do exist

Based on their records, there were some successful and some not so terrific teams this winter. The most successful, wrestling, dominated most of the winter sports headlines at Kennedy. It drew big, rowdy crowds that cheered the team all the way through the State Tournament. Other teams didn't have the benefit of such fan support, or of a State Tourney appearance.

Take girls' basketball for instance. Coach Dale Welter said that his team was "very competitive", despite what their 0-16 record may represent. He said that most of the players had excellent attitudes towards working hard but there were some who needed to "get their priorities in order."

There were several problems facing the downhill skiing teams. First, skiers were forced to pay \$3.50 just to practice. "We could get hill time on two, sometimes three, nights a week," said Coach Dick Anderson. The boys posted a 3-11 record, which was a real accomplishment since they had only three returning letterwinners. The girls finished at 1-13. They had a lone returning letterwinner and an overall lack of experience. According to Anderson, "it was difficult to get over the fear of going fast."

The cross-country ski teams fared better than their downhill counterparts. The boys ended with a respectable 6-6

record; in fact, that was their best record ever. "The only reason we would lose was

because the other team was faster. That only shows they had more ability. We had not done anything wrong," said Coach Dick Green. The girls, however, didn't have as impressive a record at 2-10, but they did capture the city championship first time ever.

Green also pointed out the lack of good practice facilities. "Our practice facilities are not adequate. Kennedy's field is generally flat, and we had meets in rather hilly locations," said Green. One important factor was present: "I think the team was always trying its best, and that's all I can ask for. Losing or winning did not seem to matter, as long as we tried hard and had an enjoyable time," explained Green.

There were some changes in the hockey team's style of play from the beginning of the season. More emphasis was placed on defense. The team played with more intensity both physically and mentally, and maybe most importantly, "they didn't give up, they came back," said Coach Jerry Peterson. The majority of

the team's games were close. Many times the difference between winning and losing meant a goal in the last minute or two. Nonetheless, they came out on top enough times to have earned an 8-12 record in the Lake South Conference.

Girls' gymnastics had one of the best teams ever, according to Coach Duane

Hoecherl. Earlier in the season, the girls set a new scoring record of 116 points against Lincoln. The hardest problem the team had to face was the "very tough interconference competition," said Hoecherl. "Our performances were better than ever, but it was tough to have four of the best teams in the state in your conference," he added. The team did well, posting an overall 4-4 record by late February.

"In swimming, regardless of whether you win or lose, there are always good things happening because there is personal improvement," stated boys' swimming Coach Bergie Lang. Lang also said that one of the reasons for the swimmers 2-7 record was a lack of dedication. Many members have other interests and are not willing to work on swimming during the summer. Also, the elimination of the swimming program at the junior high level has hurt senior high teams.

"These kids have worked hard to improve from a sophomore season where they won two games," explained boys' basketball Coach Steve Strommen. Obviously, the team improved. Finishing the season with a 9-11 record, the team whipped Lindbergh in the first round of Region play and was within seconds of beating conference champs St. Louis Park in the next game. "Every team in the Lake Conference is good," Strommen said. "From top to bottom, it's the toughest conference in the state."

John Bowen, Kip Bradley,
John Pribble, Sue Maus

JOCKEY SHORTS

Basketball (M)

Slip past Lincoln 32-30... **Dave Knight** scores 20 points... Clobber Richfield 78-46... Downed by St. Louis Park 61-39... Dribble past Minnetonka 42-39... Stumped by Edina East 58-39... Knuckle under to Jefferson 51-43... Win against Edina West 57-53... Fall to Burnsville 43-31... Victorious in first round of region play with win over Lindbergh 61-45... Knight puts in 22 points while **Tom Vandervoort** contributes 14 points... End season with loss to St. Louis Park 58-49.

Basketball (F)

Stopped by St. Louis Park 49-27... Lose to Minnetonka 45-27... Crushed by Edina 53-24... Walloped by Jefferson 42-19... Fall to Edina West 31-23... Beaten by Lincoln 25-18... White-washed by Burnsville 44-29... Tipped by Richfield 34-23... Get shellacking from St. Louis Park 51-13... Sue McGinley puts in 11 points.

Downhill Ski (M)

Lose to Richfield 37-18... Stomped by Edina West 46-9... Victorious over Lincoln 40-15... Win against Robbinsdale 30-25... Edged by Eisenhower 34-21... Fall to Edina East 40-15... Whipped by Jefferson 38-17... Triumph over Lindbergh 35-20... Downed by St. Louis Park 26-29.

Downhill Ski (F)

Snowed under by Richfield 46-9... Sunk by Edina West 42-13... Stopped by Lincoln 33-22... Bombed by Robbinsdale 51-14... Nipped by Eisenhower 25-30... Stung by Edina East 44-11... Shutout Jefferson 55-0... Dumped by Lindbergh 48-7... Beaten by St. Louis Park 36-19.

CC Ski (M)

Outdone by Jefferson 43.5-29.5... Nipped by Richfield 39-34... Toppled by Edina East 44-30... Snowed under by Burnsville 50-17... Fall to Lincoln 46-23... Finish season with victory over St. Louis Park 46-23.

CC Ski (F)

Slip past Jefferson 37-34... Downed by Richfield 49-18... Crunched by Edina East 53-16... Stopped by Burnsville 50-15... Triumph over Lincoln 41-34... Fall to St. Louis Park 48-28... Finish as city champs for first year ever.

Wrestling

Blitz past Burnsville 40-13... Tournament champions in Stillwater Invitational with wins over Cretin 57-7... Stillwater 40-9... and Apple Valley 31-17... Slaughter St. Louis Park 70-0... Kick Edina East 52-6... Top 16 teams with a point total of 199.5 to clinch the Region 6AA Title... Region individual competition results: **Don Swetala, Brad Tufto** and **Chuck Vavrosky**, champions; **Jim Hoeve**, runner-up; **Rick Haagenson, Del Lindquist**, and **Todd Arens**, third place; **Scott Sturgeon** and **John Morgan**, fourth place; **Mike Luzar**, fifth place; **Pat Hayes**, sixth place... Swetala, Vavrosky, Tufto and Hoeve advance to State Individual Meet.

Hockey

Downed by Edina East 2-1... Stomp on St. Louis Park 5-1... Lose to Jefferson 5-1... Nipped by Lincoln 3-2... **Brian Johnson** scores winner as Eagles defeat Richfield in overtime 5-4... Stopped by Edina West 3-1... Fall to Burnsville 6-4... **Jeff Horman** scores hat trick... Skate over Minnetonka 6-4... Horman has another hat trick while **Paul Bauer** scores one goal and four assists... Lose in overtime to Edina East 2-1... Triumph over St. Louis Park 8-4... Bauer has two goals and three assists, **Tim Connolly** puts in two goals... Give up four second-period goals during loss to Jefferson 8-4... Begin Region action with win against Northfield 6-3... Johnson sticks in two goals.

Swimming (M)

Downed by Minnetonka 107-62... Sunk by St. Louis Park 106-66... **Tim Rannow** ties the school record of 2:07.0 in the 200-yard individual medley... Nipped by Burnsville 98.5-71.5... Passed by Woodbury 87-84... Victorious against St. Thomas Academy 59-24... Fall to Jefferson 111-59... **Joel Berglin** sets a new school record in the 100-yard backstroke with 1:00.1 time... Drowned by Edina East 45-38... Splash past Richfield 111-59.

Gymnastics (F)

Start season with a 107-87 victory over Jefferson... Fall to Burnsville 129-104... Tumble past St. Louis Park 100.4-98.7... Stopped by Edina East 121-106... Lose to Edina West 129-108... Nipped by Lincoln 120.2-116.4... Come away triumphant against Richfield 108-105... Stick it to Maple Lake 101-79... Finish dual meet season with loss to Minnetonka 126-112.

Intramurals

Top three teams in the Intramural basketball league: Leech's Lakers 5-0, Faculty Freaks 4-1, K&H Swishers 3-2... Top teams of the Intramural broomball league: Red division champs—BH II 6-0... Black division champs—One hits 6-0.

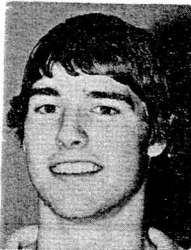
FACES IN THE CROWD



Jeff Horman, senior, is the hockey team's leading scorer with 17 goals and 13 assists. He has averaged at least one goal in each game. "Jeff is a very talented player," said Coach **Jerry Peterson**. "He is one of the premier players in the area," he added.



Lisa Grant, senior, is captain of the girls' basketball team and averages 9 points a game. Coach **Dale Welter** said, "Lisa has developed into a good shooter and leads the team in rebounds." She is also the recipient of the Athena Award.



Dave Knight, senior, co-captain of the boys' basketball team, averages 15 points a game. Against Minnetonka, Knight scored a career high 28 points. "The team looks to him to supply much of our scoring," said Coach **Steve Strommen**.



Mary Hoffman, senior, led the girls' gymnastics team with scores of 8.0 and 8.2 in the floor exercise against top-rated Edina West. "Beyond a doubt, Mary is one of our best all-around gymnasts," said gymnastics Coach **Duane Hoecherl**.



Dave Arens has been the winningest coach at Kennedy for the past two years. Under his direction, the wrestling team has captured two Lake Conference titles, two Region titles, and has twice placed third in the State Tournament.

VIEWPOINTS

EDITORIALS

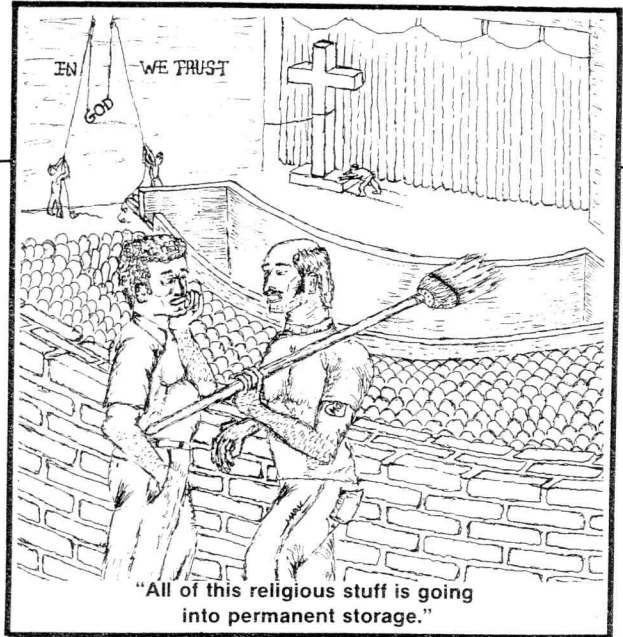
Religion in retreat

While the separation of church and state is not a new idea, recent actions taken by the Bloomington school district administration may have taken this idea to new extremes. In February, Superintendent Fred Atkinson issued a memo clarifying the district's position on religion in the schools, stating that no school funds can be used for religious activities.

While this seems harmless, the memo could have signaled the death of one of the traditional aspects of graduation. For years, many students have attended a baccalaureate service, a short religious ceremony held in conjunction with graduation. This service was held in the school building, with some members of the school participating in the ritual. This year, however, the situation has changed. Since no school funds can be expended for the service, a rental fee must be charged for school equipment, instruments, or robes used in the ceremony.

However, the biggest blow comes to those trying to inform the students of the baccalaureate service. Since school funds and administrative time are used if an announcement is made or if information is printed in the school bulletin, these cannot be done. The only way students will get information is if organizers print up and distribute—using their own time and money—a bulletin giving information about the event.

The Torch feels that the recent actions by the district to limit students' awareness of baccalaureate and to stifle the ceremony's organization are far too extreme. How much religion should be removed from the schools should be decided by those most involved—the students and parents—and not by out-of-touch district officials. The small amounts of time and money used to maintain baccalaureate are well worth the trouble, considering the service that baccalaureate provides for those who want it.



An epidemic of violence

Student violence is becoming an increasingly visible problem both in and out of school. Fights among students as well as student/teacher conflicts are occurring at an alarming rate. A recent example is a fight which occurred at the Bloomington McDonald's after a Kennedy-Richfield hockey game. Students from both schools gathered there following the game, and the crowd became increasingly unruly. A fight erupted, and police and State Troopers had to be called in to calm the crowd. Several persons from Richfield were detained.

The Torch believes that there is no excuse for incidents like this. It is only a matter of time before serious injury results from this sort of violence. It is the responsibility of the student body to act in a civilized manner and to avoid confrontations with each other, as well as with members of other schools. The irresponsible and immature behavior exhibited by a few students sets an example which definitely should *not* be followed.

INPUT

To the Editor:

The tension is building!! Could it be that this school is ready to explode? On Thurs., Feb. 8, a large number of students participated in a sitdown rally. For what purpose? To try to regain school spirit no one has taken from them except in their own unsubstantiated rumors. Although the '50s Day activities have been altered to Spirit Week, there is no reason they can't contain as much, if not more, school spirit than the ones from previous years. The "bravery" of Mr. Johnson and Mr. Siebold to take on the role as leaders is more than commendable. Instead of worthless ventures such as sitdown protests or pulling fire alarms, perhaps students should delegate their efforts to changing things by taking their ideas to Mr. Johnson and Mr. Siebold for consideration.

More protests or anti-school activities of this nature will only increase the suspicion and the security measures the administrators will be forced to inflict upon us.

Dennis Arons

To the Editor:

This statement concerns a previous editorial in the February issue of **The Torch**. The article asked why Vo-Tech students earn three credits for two hours of class. It also suggested that Vo-Tech students are students that can't handle six hours of class.

We (Vo-Tech students) would like to share our views with you. At Vo-Tech you are taught by different means. We learn with the "hands-on" method. We have job-like responsibilities such as deadlines for jobs, and there are no excuses for missing class. We have to be in class for two hours without a break. At Vo-Tech, we can learn how to do something that we can use in the future. There are things like Auto Mechanics, Plant Production, Office Work, and Child Care.

For the work we do at Vo-Tech we think we deserve three credits. We've learned more and done more work (physically and mentally) out at Vo-Tech than we would have done at school. If Vo-Tech is such a bad place, why do people go there after they've graduated? They go there to learn a trade and get a job. By the time we graduate, we'll have all we need or most of what we'll need to go to it at a job that we really like while everyone else is just starting to learn how to do what they really want to do. For example, last year's facts show that average job

placement after completing Vo-Tech training is 75 percent in related programs, with a pay of \$575 to \$725 monthly.

All we ask is for you to understand us and find out more about Vo-Tech before putting it down.

Sherrie Zierke

To the Editor:

In regard to your February issue regarding three credits to Vo-Tech students, if it was not for the distance to and from Vo-Tech, we would be in class as long as Kennedy students.

The opportunity is too great to pass up. We have no choice as far as transportation. Vo-Tech is a great experience and if all students wanted to get a good job with Vo-Tech experience and back-up, you would tour Vo-Tech and look into it a little further. I will be assured a job upon graduation starting at a rate of \$6.50 an hour. Tell me the names of any students that have this same opportunity while not reporting to third, fourth and fifth hours at Kennedy. If any Vo-Tech students fail, we would have to make up three credits also.

You are all missing out!

Richard Krause
and 27 other
Vo-Tech students

TORCH POLL

Students speak out: Eagles like walking

Even without the day-long marathon of walk-through, scheduling remains a major time consumer for Kennedy students. Results of a **Torch** poll taken the week of February 5 indicate that nearly half the students at Kennedy made changes in their second semester schedules.

A randomly selected sample of 300 students was surveyed to obtain the following views on scheduling problems and alternatives.

"After receiving your second semester schedule, did you make any schedule changes—yes or no?"

	yes	no
Sophomores.....	40%	58%
Juniors.....	43%	54%
Seniors.....	44%	51%

Students found making schedule changes to be a frustrating and time-wasting endeavor. For almost a quarter of the students who made changes, the procedure took more than two hours of class time, while five percent said they spent more than five hours before or after school making changes. All this was time in addition to that spent requesting and registering for classes.

In spite of all these hours spent making and adjusting schedules, a large percentage of students are still unsatisfied with their computer-made schedules. In contrast, 90 per cent of the seniors and juniors surveyed said they were satisfied or very satisfied with schedules they made for themselves through walk-through scheduling.

"I am satisfied with my schedule at this time — agree or disagree."

	agree	disagree
Sophomores.....	73%	26%
Juniors.....	56%	43%
Seniors.....	61%	38%

"I was — very satisfied, satisfied, unsatisfied, very unsatisfied — with my schedules that were made by myself when the school used walk-through scheduling."

	very satisfied	satisfied	unsatisfied	very unsatisfied
Juniors.....	54%	37%	00%	00%
Seniors.....	50%	40%	04%	04%

Sophomores tend to have less objection to computer scheduling than seniors and juniors who have experienced walk-through. Sixty percent of the underclassmen said they had no qualms about computer scheduling at all, while nearly 40 percent of the seniors surveyed would have nothing to do with any form of computer scheduling.

"I do not like having a computer make up my schedule — agree or disagree."

	agree	disagree
Sophomores.....	60%	39%
Juniors.....	85%	15%
Seniors.....	86%	12%

"I would not mind having a computer do the scheduling as long as I would be allowed to make any changes I wish — agree or disagree."

	agree	disagree
Sophomores.....	82%	17%
Juniors.....	63%	35%
Seniors.....	60%	39%

Less than one out of every four juniors

and seniors surveyed felt that computer scheduling is a simpler method of scheduling than walk-through. Several students commented that they did not receive as much counselor or administrative support as they felt was warranted.

"I had less trouble with scheduling problems this year with computer scheduling than I had with walk-through scheduling other years — agree or disagree."

	agree	disagree
Juniors.....	18%	72%
Seniors.....	27%	69%

All in all, students preferred some form of walk-through to computer scheduling better than two to one. Several students said they preferred walk-through because they were able to choose their teachers. However, at least one student felt that being assigned teachers was better because it forced a student to learn how to get along with different people. In any case, most students agree that scheduling at Kennedy needs another change.

"Which of the following best expresses your ideas on future scheduling methods at Kennedy?"

I feel that computer scheduling as it was handled this year is the best and most efficient way of scheduling.

Sophomores...11% Juniors...3% Seniors...4%

I feel that, with a few changes, computer scheduling is the best method of scheduling.

Sophomores...24% Juniors...16% Seniors...20%

I would like to see walk-through scheduling returned to Kennedy. I understand that the school cannot receive state aid for the day that we would have walk-through scheduling.

Sophomores...29% Juniors...43% Seniors...36%

I would like to see a voluntary, after-school, walk-through schedule program used at Kennedy. Students who would choose not to participate in the after-school walk-through would be scheduled by the computer, just as all students were this year.

Sophomores...10% Juniors...25% Seniors...32%

Cathy Francis

INPUT (continued)

To the Editor:

I, and several other Kennedy students, was very irritated with the policy used in schedule changing this semester.

According to school policy, a student could not change the hours of his/her classes and the only way he/she could change teachers would be under "special circumstances." However, this did not prove to be true. A few students, with parents who called the administration and put up a "fight", or students that seemed to me to be "select", got changes in their schedules.

Other students, under the same circumstances, but deprived of fighting parents or being a select student, were refused schedule changes. Also, is it really fair that a teacher has the right to transfer a student to another class without the student's consent when the student has no choice as to who will be his/her teacher and no right to change teachers afterward?

I was very disappointed with the procedures used in schedule changing this year. I hope the policy used at Kennedy will change soon to benefit the students as well as the administration and teachers.

Lisa Reuder

To the Editor:

I am writing this because there has been a large mistake in **The Torch**. The statement made under my name—that the ceramic dog I made will be donated to the local Humane Society—is wrong. I am not giving it to them. I am giving it to the Bloomington Obedience Training Club (BOTC).

Matt Kusz

To the Editor:

This letter is being written with a lot of anger behind it. There is also a lot of disappointment and sympathy involved. I need to share the reasons for these feelings with all the Kennedy students.

On Mon., Feb. 8, the ski team was to participate in the Section 6 Ski Meet to determine qualifiers for the State Tournament. Because it was an extremely cold morning, the ski team members waited for the bus inside the high school. Their skis and poles were left right in front of the building. As I parked my car, I noticed a green 1969 or 1970 Chevrolet two-door Malibu (with a primer coat spot on the right rear) drive by with skis sticking out of the window.

I didn't know it at the time, but those three pairs of skis had just been stolen from my ski team boys. Unfortunately, we know that skis can

be stolen at a ski hill—but being that the skis were right in front of the school and students were walking by, the theft was completely unexpected!

The loss of the skis and the large amount of money involved is a terrible thing. But the tragedy is compounded by the fact that the three boys were to compete in a very important meet. All season they had been practicing, training, spending their time and money to become better racers. Equipment is very important to the success of a skier. It is almost impossible in competitive skiing for a skier to borrow skis and have success in a highly competitive meet. Those who stole the skis not only stole \$700 worth of equipment—they stole any opportunity those Kennedy skiers had to end their season of hard work with success. I feel sick about it and terribly angry.

The ski team will give a \$25 reward for information leading to the recovery of the stolen skis. We are hoping that if you have that information, you will realize that those who stole the skis do not deserve your silence.

Richard T. Anderson
Kennedy ski coach

The Torch
9 March 1979 **13**

Computer vs. walk-through: cost stalemate

Scheduling the hours and classes for Kennedy students costs money. Even though it might seem that use of a computer for scheduling would drive registration costs up, such is not the case, according to Principal Donald Hasbrouck. The comparative costs of computer vs. walk-through scheduling are basically the same, he says.

While there is little difference in the costs, there are differences in the ways the two types of scheduling operate. Fewer people are needed to set up, run, and administrate the whole computer scheduling process, according to Mr. Hasbrouck. No extra money is charged for use of the TIES computer for scheduling, he says, for the school district already pays TIES \$10.75 per student, per year to use their facilities.

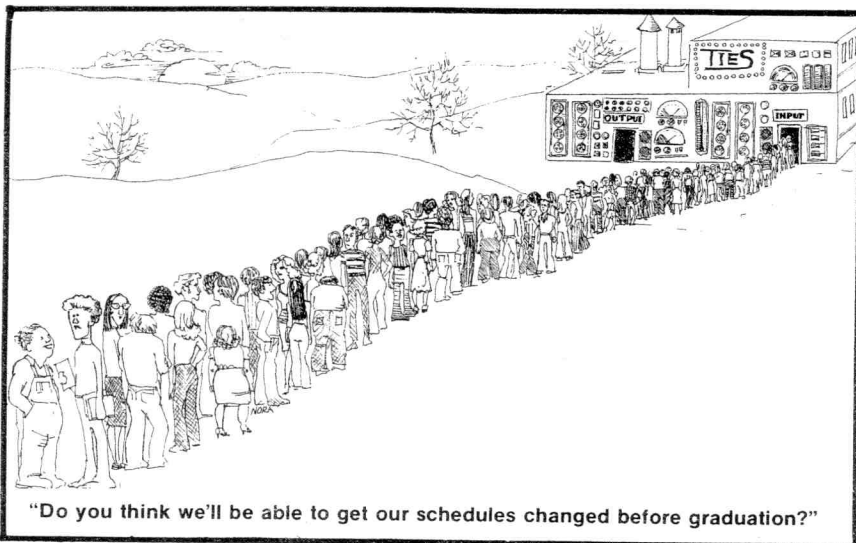
Computer scheduling's biggest drawback is the need for early class selections from students, according to Michael Karbo, assistant principal. Students had to make up their minds about next year's classes by February 1 of this year, fully eight months ahead of the time they actually will take those courses. Of course, by next fall many will want to change their schedules.

Extra money is needed to make changes a student requests after the initial registration, but Mr. Hasbrouck says that expense is offset by not having to hand schedule the many students who never got complete schedules when the school used walk-through scheduling.

That walk-through process involved about 100 staff members who helped students to work out their schedules manually. While there were problems with that system of scheduling, students still seemed to like taking their schedules into their own hands.

Unfortunately, a state law now restricts taking student-teacher contact time for scheduling. The law prevents state aid from being paid for the time used for scheduling. Each day, the school district receives \$4.33 in state aid per student. When multiplied by the 1800 students at Kennedy, that aid totals \$7794 per day. Loss of that aid for time used for walk-through scheduling would mean a serious loss of district revenue.

What it all comes down to is money. While computer scheduling costs, it costs no more than walk-through, and it doesn't mean losing money—through losing aid—along the way. **Garry Running**



New 'math' equation Computer = problems

For the past year, it has been not only math students who have been learning new equations at Kennedy. The others have learned a new formula, one not found in any math textbook, one whose general form appears to be: Computer scheduling = long lines + dissatisfied students + overworked administrators + harried teachers.

What is the reason for these difficulties? Why, for two weeks after the beginning of the second semester, were there still students waiting in the Counseling Office? The need to make schedule changes appears to be the reason for most of these problems. This semester, according to a *Torch* survey, approximately 800 students made changes, or attempted to make changes in their schedules.

While computer scheduling has eliminated the few hours of confusion inherent in the preregistration/walk-through system, it has caused a tremendous increase in post-scheduling confusion, confusion that lasts for weeks after scheduling is "completed."

Not that the administration will admit this. According to Michael Karbo, assistant principal, the number of changes made seems to be the same as with walk-through scheduling. Perhaps this is so, but the method by which these changes are made has been radically altered. Does anyone remember standing in line for hours to make a change days after walk-through? I do not, and have not met anyone who does.

Another discouraging fact about these schedule changes was that those allowed were only the ones deemed necessary by the administration. Despite promises

that a system would be set up whereby a student could make a limited number of changes of teachers or class times, such a system was not established, it was only possible to change courses, and this only with difficulty.

But, say administrators, it is not necessary to choose teachers or class times. As Mr. Karbo says, "School is only an educational machine," which seems inconsistent with a later statement: "Priority one is to help students with emotional problems."

It has always been my experience that I learn more from a teacher I like and at a time I am comfortable with. However, it appears that a student must accommodate his/her schedule, rather than the schedule accommodating the student. If a student's ability to get along with a teacher is not an emotional problem, it is difficult to see what is.

In addition, what of the students with serious emotional problems, problems which cannot wait until "next Wednesday." Even though this is the counselors' "No. 1 priority," it was difficult or impossible to get in to see a counselor on short notice because of the flood of schedule changes.

What is necessary is a change to a modified type of computer scheduling, with a mini walk-through to make changes in class times and teachers, as well as in courses. If this is not possible, then an after—or before—school walk-through schedule process seems the next best alternative. Whatever may happen, more attention must be given to allowing the student to choose not only his/her learning, but also his/her learning environment. **Todd Maddison**

The administration's view

Karbo takes a look at computer scheduling

(Editor's note: Michael Karbo, assistant principal, is charged with administering the school's computer scheduling process. Torch reporter Terry Swenson offers this report of his views on the pros and cons of computer scheduling.)

In case students didn't realize it, the schedules they received for second semester were prepared by a computer. Computer scheduling is the most commonly used method of registering students. Mr. Karbo claims that computers create the schedules of about 98 percent of the state's students.

One reason for the popularity of computer scheduling is because it does not call for students to miss classes for registration. Those few schools which manually schedule their students no longer receive state aid for the time taken from classes for scheduling.

Other problems besides potential loss of state aid have been solved by use of the computer, says Mr. Karbo. The computer makes it easier to draw up a master schedule of the courses students want offered. Such a master listing gives an accurate indication of the number of teachers that will be needed for the coming semester in each subject area.

Computer scheduling also prevents student manipulation of teachers, which was a problem in the walk-through scheduling process the school used to

follow, according to Mr. Karbo. Many teachers offered a preregistration for their courses; by the time of the regular walk-through scheduling sessions, their classes would already be filled. This left students who were just signing up for courses with less of a chance to get their choice of classes.

Many times, an imbalance of students in classes would also result when large numbers of students would sign up with a favorite teacher, while few would go to other teacher's classes. A more popular teacher would find himself/herself mobbed with students trying to get course cards, while other teachers would sit with partially filled classes. Mr. Karbo claims that the students in the crowded classes were shortchanged educationally as a result, for the teacher would have too many students with whom to deal.

With the computer, there is less chance for manipulation and imbalance, for the computer selects the hours and teachers students get. The computer also does a better job of giving students complete schedules, with all hours arranged so students' first choices can be honored.

Even if students have been given complete schedules by the computer, many still wanted to change them. According to Mr. Karbo, there is no

significant difference with the number of requests for course schedule changes with computer scheduling as opposed to arena scheduling. Mr. Karbo says there were 300-400 schedule changes made this semester for students.

Students were not allowed to make schedule changes because they wanted to be in particular hours with friends or because they preferred to have a certain teacher for a course. Only changes related to educational problems were granted, he said, problems like being scheduled into courses a student did not want or had already taken.

Mr. Karbo says administrators are constantly looking for ways to improve the scheduling process, but he believes the best way to avoid problems is for students to plan ahead when registering. Many requests for changes result from students changing their minds about courses, which could be related to the need for registering for courses months ahead of the time for a semester change.

Computer scheduling appears to be a permanent part of Kennedy life, regardless of its inherent shortcomings. What many students--and Mr. Karbo--seem to realize is that ways of making the system work better, with fewer hassles for everyone, is what is needed now.

Terry Swenson

Counseling computers—not kids

Anyone who tried to get an appointment with counselors during the second semester rescheduling most likely found the office full and the schedule booked for a few days.

About 42 percent of Kennedy students tried to make changes in their schedules, according to a **Torch** survey (page 13). The counselors are the ones faced with this task. Counselors say there are always schedule changes, whether the school uses walk-through or computer scheduling.

Many of the changes with this semester's computer schedules were caused by students who wanted the teachers they had during the first semester. Many students dislike changing teachers, according to Myron Olson, counselor.

Computer scheduling also saves the time of most of the staff—everyone but the counselor. Don Bakken, head counselor, said he didn't become a counselor to make schedule changes. "I spend about one-sixth of my time as counselor making schedule changes. I

dislike it intensely."

Mr. Olson feels rescheduling takes away from the time he can spend with other students, but at the time schedule changes are a priority.

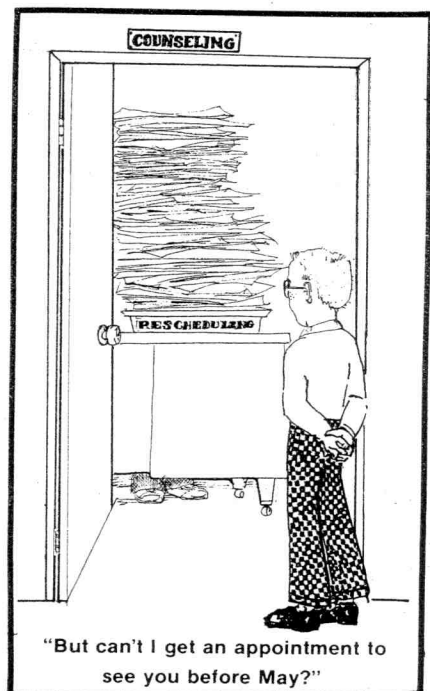
To Ms. Miller, rescheduling isn't all bad. She feels some students come in to make schedule changes and expose other problems as well.

"I would like the best of the two (computer and walk-through scheduling): guaranteed classes, teachers and times you want and let the computer do the work," said Mr. Olson.

One thing Mr. Olson and Mr. Bakken dislike is that the scheduling is dictated by TIES, the computer service the school uses, and things have to be done at their convenience, not at the school's. This means scheduling must be done early to accommodate TIES' schedule.

Mr. Bakken feels a problem of computer scheduling is that "the computer works only with the information it is given: numbers to represent classes and students. There is no allowance for human differences."

Elizabeth Leidig



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