

the graphos

New Ulm Senior High School
New Ulm, MN 56073

March 4, 1974

Zetah finds counseling career satisfying



Jim Zetah keeps smiling, just as the sign says.

by Jane Zupfer

Mr. Jim Zetah, counselor at New Ulm Senior High, has followed an unusual course to his present position.

After graduating from the University of Minnesota with a major in agricultural education, he moved to Echo, Minnesota, where he taught agriculture and shop for a year. Shortly after this move he was drafted into the army and spent fifteen months overseas in Munich, Germany.

After his discharge, Mr. Zetah came to New Ulm, where he taught agriculture and biology at Cathedral High School. At the end of nine years, he moved to the junior high, where he also taught biology for two years.

At the end of this period, he left his teaching job, and went back to college in order to gain his degree in guidance and counseling.

According to Mr. Zetah, his two triplet brothers, also counselors, were largely responsible for bringing about this decision. Although he had had "a desire to be a counselor for years," he feels that it was discussions with his brothers and the way in which he saw their roles which caused him to leave the classroom.

When asked how he saw his role in school, Mr. Zetah's first reaction was to state that he did not want to be viewed as a registration specialist or a schedule changer. Although this is a part of his work, he feels he gets the "greatest satisfaction" from working with students on a personal, social level.

In his opinion, his work on this level, centers on "assisting kids to look at themselves more realistically," and "helping in their personal growth." This work also extends into helping students in their relationships with their peers, parents, faculty members and other adults.

In relation to the way in which he regards his own responsibilities, Mr. Zetah was also able to define what he considers to be the major problems faced by the average student. In his opinion, the majority of these "revolve around the ability to relate to someone," whether it be a friend from their own age group or an adult. This inability to communicate in interpersonal relationships seems to trouble many of the students who come to Mr. Zetah for help. Many of these same people also have problems with self concepts and low levels of self-worth.

Mr. Zetah also had some definite ideas on what a student should gain from his years in high school.

The first of the goals he set up was personal growth — "to come out of a class or a school a better person." He felt this could be accomplished by trying new things and having the opportunity to learn through his own mistakes.

He also felt that during a student's high school years, he should "take a look at who he is, and 'get a direction for becoming the kind of person he can be happy with.'"

Finally, he felt that high school should lay the foundation for learning to respect one another as human beings.

Though Mr. Zetah referred to counseling as "a personally satisfying career choice," he admitted that on some occasions he leaves school feeling "down or frustrated." This frustration is often the result of "feeling helpless to affect a change" in a troubled student's situation.

Although these frustration's disturb him, he stated that he tends not to discuss these problems or any other aspects of his job at home.

In conclusion, it seems that Mr. Zetah is one man who truly enjoys his work, and as anyone who has had any contact with him can tell you, we're all more than happy to have him here.

What's cooking?

By Mary Jo LeGare

Occupational foods, what's it really all about? How many of you have wondered where the students with the little white aprons and headbands come from? Or how about the sweet aroma of "goodies" baking that have driven you mad before lunch?

The students and aroma are all a part of Food Occupations, a new two hour block class designed to help the student interested in a foods career become familiar with the food industry.

An average day includes covering a lot of background material, such as sanitation rules and regulations to methods of preparing food in many different ways.

But that's not all. Outside of the paper work, there is always fun in the food labs.

It's here where you do the actual food preparation as you would in a real food career.

Food Occupations this year has done a number of interesting things, such as the Christmas program put on for Highland Manor. More recently the students had a lasagna and spaghetti supper for their class. Among other activities were the Teacher's Tea and a pancake supper.

As you can see, it's a busy place with a lot of learning to be done! If a student wishes to continue, there's a Food Occupations II offered to seniors. This class offers on the job training as part of its content.

Anyone interested in a food's career could benefit greatly from this class. It's a great learning experience to help you decide if it's a possible career for you!



A normal scene during one of the Food Occupations class' cooking sessions, but what's that saying about too many cooks in the kitchen?

Editorial

by Jane Zupfer

In our enlightened age, love and peace are two of our most valued commodities. However it is my opinion, that the most important quality of all - respect - has been forgotten by the wayside.

You and I, as young people in 1974, have the right to question the values set by our parents and their contemporaries and have come a long way toward establishing honest relationships with them and with each other.

We are the first generation to really open our eyes to the horror of war and to convince others of the necessity for peace.

Unfortunately, in our headlong race to find a place for ourselves in our confusing world, our grand ideas about the importance of love and peace have somehow vanished and with it our respect for each other as human beings.

It's so easy for us to condemn American soldiers for killing helpless Vietnamese women and children or attack hypocrisy in a relationship between people. However, as almost any of us can testify, all of us, including myself, lack any kind of real love and respect for the other human beings right here in our own school.

In our classes and in our social activities, all of us are separated into small groups of other people who share our interests. After placing ourselves in this situation, we find we don't have the courage to break through the wall we build around ourselves. Then, to cover up our own inadequacy, we start inventing reasons why we wouldn't want to associate with "those people" anyway. After awhile,

we even begin to believe the stories we invent about others and treat them accordingly.

Most people react in one of two ways: they either act as though people in that "other group" don't exist, or they save their guilty consciences by being so overly nice and patronizing that they deprive others of both respect and dignity.

This lack of respect also extends itself to the adults of the school. Since our grade school days, anyone who was nice to a teacher, offered him respect, or (heaven forbid) liked him, was a teacher's pet, or as we got older, had a "crush." Consequently, in order to fit in, most of us have resorted to cruelty or have simply ignored any adult we come in contact with. What we have all failed to realize is that teachers are human too and deserve our respect as such.

Also, we must admit that we're no more adorable than anyone else around, and sometimes a teacher may not like us personally either. And yet, very few of them have failed to treat a student with the respect he deserves as a human being.

I'm not setting myself up as the supreme judge of human behavior, for if I did, I'd be a hypocrite. What I am trying to do is make you aware of some of the not-so-nice things I have noticed in both myself and others. I'm also attempting to clarify my own thoughts and maybe open your mind to some of the things you may not realize about yourself.

If you agree with me, I'm going to ask you to do more than just that — I'm asking you to think about your own attitudes and help me to make this school a healthy, enjoyable place in which to live.

Another view of vocational education

by Mary Dolly

In regard to the editorial on Vocational Education in the February 8th issue of the *Graphos*:

The editorial upset many of the students in the Vocational classes because it as much as said they were stupid for taking any Vocational class. One main point stressed was that these students were "obstructing" their "basic education." I fail to see how their education is being obstructed. Being a Vocational Education student, I feel I have gained more knowledge that will help me in our society than any of the Chemistry or Math classes would.

The first thing I'd like to make clear, is that not everyone goes on to College or Vocational schools. For students planning to attend College, Chemistry and many other classes are good. For the student planning to attend a Vocational school, the Vocational courses offered can be compared to the College Prep courses. But there are quite a few graduates who will begin work immediately after high school. The Vocational courses are excellent ways to prepare for future years of work. Some of the Vocational courses such as Distributive Education and Office Education give many students a start in a job.

Imagine filling three years of high school with Biology, Chemistry, Physics, Geometry, Trigonometry, English, and Social classes. Then graduate and ask an employer for a job. The first question will sound something like this: "What type of job are you looking for?" The graduate could reply, "Well, I know how to speak with correct English, I can spell and work math. I read all the books for a Novel class and I remember what happened in 1792. But I'm not sure what type of job I'm looking for or could perform."

The exemptions from certain courses that some Vocational Education classes permit have come about for a reason. Agriculture students remember what they learn about science because they can see how it will help them in their lives. However, most of the information taught out of books in science classes is easily forgotten. Accounting students can apply the same reasoning. (It is a proven fact that most students memorize information for tests, and that information is not learned.)

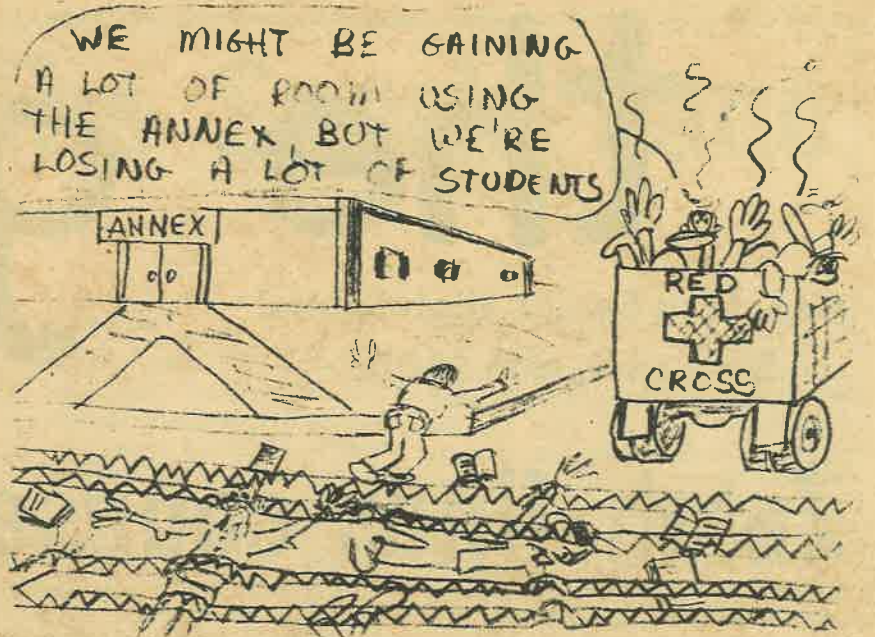
Seniors enrolled in Vocational programs have an opportunity to work part of the day. However, these students are still required to be in school four hours. During these hours they attend regular classes. Working half days doesn't detract from their education. Many of the basics are practiced on their jobs, and new techniques are learned.

Another point in the editorial was that high schools are taking over the job of Vocational schools. However, high school Vocational programs are only stepping stones toward a Vocational school's program. If a student decides to go to Vocational school, the high school program is a great help. It will help him decide what area of study he wants to follow.

I think one of the greatest things I have gotten out of my two years in the D.E. program is learning what it's like to be given responsibility. In Vocational programs, the teachers deal with individuals — they don't judge the students' potential as a group.

The club activities related with these programs help in building our attitudes and responsibility.

I feel these Vocational programs not only help in a person's education, but help build a person.



A trail of broken treaties

by Tom Dickey

The rape of the Indian Nation began with the introduction of Christopher Columbus to the Taino group of Arawak Indians on the island of San Salvador, October 12, 1492. In the manner in which they (the Taino) greeted all visitors, Columbus was showered with gifts of all kinds, but the Europeans took their greeting as a sign of weakness. In a truly friendly gesture, Columbus then kidnapped ten of the Indians and took them back to Spain where one of them soon died but not before being baptized into Christianity. The remaining Tianos were quickly exterminated by one means or another.

A quote from the Royal Charter given to Sir Walter Raleigh on March 25, 1584, reads: "We give to our trusty and well-beloved servant Walter Raleigh, Esquire, and to his heirs forever, free liberty to discover, search, find out and view such remote and barbarous, heathen lands not actually possessed of any Christian Prince, nor inhabited by Christian People, as to him shall seem good. And further that the said Walter Raleigh, shall have all the soil of such lands." This self-righteous attitude of Europeans and particularly Christians toward the native inhabitants of this unspoiled continent was quite common.

In *Bury My Heart At Wounded Knee*, another example of our preoccupation with screwing the Indian people is examined. "In 1625 some of the colonists (at Plymouth) asked Samoset to give them 12,000 additional acres of Pemaquid land. Samoset knew that land came from the Great Spirit, was as endless as the sky, and belonged to no man. To humor these strangers in their strange ways, however, he went through a ceremony of transferring the land and made his mark on a paper for them."

In the next three-hundred and fifty years the Indians found that land wasn't as endless as the sky and ended up with an island off the coast of California called Alcatraz and a few other lands which wouldn't even support one vegetarian, yet they must support most of the 800,000 remaining native North Americans.

I could fill a book with just the names of all the treaties made for the Indians, but suffice it to say that virtually every agreement (or rather decision, since an agreement is made by two free parties) made by the United States government concerning American Indians and their rights has been broken innumerable times.

Finally, I turn to a little matter of a stone slab located on Center Street in New Ulm which honors what are popularly called the "Defenders of New Ulm." There are a few long neglected facts which are brought out in Volume II of William Watts Folwell's *A History of Minnesota*.

In Joseph R. Brown's report as Agent for the Sioux in Minnesota in 1859, he recommended that a fair price, considering the depressed condition of the day's economy, for 889,600 acres of Sioux land on the north bank of the Minnesota River opposite Brown County, would be \$889,600 or \$1.00 per acre. The Commissioner for Indian Affairs suggested a price of 10 cents per acre. In reality, Brown said the land was worth \$5.00 per acre, but he knew that the settlers would band together and keep the price down.

On the last day of the session of Congress on June 27, 1860, a bill was presented to the Senate which set the price of the land at \$1.00 per acre. Amid the confusion of the last day before recess, a certain Senator Sebastian, being Chairman of the Senate Committee on Indian Affairs, changed the one dollar amount to just 30 cents per acre, and the measure passed without anyone but himself realizing the change was made.

The Sioux therefore received not \$889,600 but only \$266,880 for land which was actually worth \$4,448,000 at the going price for land of that day. Then because Congress didn't meet again until March 2, 1861, the money wasn't appropriated until that session. Even then, there was considerable delay before the money reached Minnesota, where the people in charge of distributing it decided that they should get part of it for their own trouble.

Is it any wonder then, that these extremely proud and vital people found it necessary to resort to violence to show the "the Other Americans" what was being done to them? Can we, as rational, logical and compassionate human beings, condemn to prison Russell Means and Dennis Banks, the leaders of the American Indian Movement (AIM) for their occupation of a piece of God's Earth in order to expose the injustice done to these people over the past 483 years? I think not.

Graphos Staff

Editors: Ann Berle, Jane Zupfer

Art: Jeff Baker, Mike Bonacci and Mark Wolf

Lay Out: Lynn Baloga

Photography:

Photography Club and Mr. Marti

Advisor: Ed Weber

Senior finances

By Ann Berle

With the senior lounge in operation it isn't uncommon to see the senior girls digging to the bottom of their purses and the boys turning their pockets inside out to scrounge up coins to feed the goody machines and try their skill with the little fussball men.

Although the seniors' money seems to disappear, they have managed to save a substantial amount as a class over the past years through class dues, class play profits and candle selling. Last year some of their earnings were used to finance the prom. The class treasury currently stands at \$2,342.21. Primarily, this money is used to support yearbook expenses but is also used for the Senior Breakfast at the end of the year and other miscellaneous class expenses.

Anyone handling the money must be bonded to insure that none of the class funds are pilfered or spent needlessly.

Money spent on the senior lounge is lent to the class from the school organizations general account. This is a bank account in

which all the money from the various vocational, athletic and academic clubs and organizations is deposited. The money is treated as one lump sum by the bank but the office keeps records as to how much each organization has deposited in this account.

So far, about \$500 worth of new, brightly colored furniture from Kemske's Office Supply has been ordered and some money has been spent to repair the TV donated by the electronics department. These sums will be repaid as profits from the candy and fussball machines materialize.

The class receives approximately 10 - 15 per cent profit from the snacks and pop sold. Its share of fussball profits amount to about 40 per cent of the gross.

When the loan is paid back, the excess money will be placed in a senior lounge kitty to be used for the lounge or a worthwhile need.

So, in conclusion, the money that seniors spend in school can be very "fulfilling," as it fills either their treasury or their stomachs while munching in the lounge.



A GRAPHOS photographer catches some of the school fussball champs (?) sharpening up their game for a possible encounter with the Gibbon challengers over the week end.

Smorgasbord renewed

by Sue Lang

The second annual NUHS Smorgasbord Day will be held Wednesday, March 6. Last year, the Student Council sponsored this event and it was a success with the student body and the community. Other schools became so interested in this type of activity that they are sending student council members here to observe our Smorgasbord Day in action.

The underlying theme of this year's Smorgasbord is "discover." Discovery is the main purpose of this special day. The many interests of the students at NUHS are identified and then people who are knowledgeable in these interests are invited to spend a day with those students. In this way a person who may never have a chance to explore his own interests or discover new ones because the information is too hard to get by himself can do so during Smorgasbord day because these experts are here for his convenience.

Many groups of student interest were contacted by the Smorgasbord Committee. Replies are still coming in. The armed forces, yoga, and death and dying groups have already agreed to come. The survey that was passed out a few weeks ago gave

the committee some ideas for interest groups other than the ones that were popular last year. The favorite choice, a pro-football player, couldn't be scheduled. Most players have all been booked for months in advance.

Smorgasbord Day will be divided into five or six sessions with each approximately forty-five minutes long. Attendance is required and will be checked by homerooms at the beginning of the day. There will be an hour-long open lunch period. A cafeteria lunch will be served as usual too.

Smorgasbord Day hasn't been rigidly scheduled. Session times and the lunch period length are approximate times. In many cases invited groups haven't notified the committee if they can come. Although these problems suggest a general lack of organization, they do permit some flexibility. Thus changes that might have to be made won't disturb the overall plan and a more casual atmosphere is created. This way Smorgasbord Day can be what it was intended to be — a learning experience that lets individuals explore old and new ideas in which they have a special interest.

New club needs members

by Mike Bonacci

An attempt to organize a drama club is being made at NUHS because of an expressed interest by some students.

This club would be formed by interested students supervised by a faculty member. Activities the club may undertake will be decided by the members themselves. One activity suggested is the organization of a trip or trips to the Guthrie Theater or Mankato State College so that students can see professional actors and hopefully gain experience from their observations.

The members could be involved in a variety of different activities to do both on and off stage. Acting, timing, and blocking are a few of the things done on stage; make-up, lighting, sound and construction are activities for off-stage.

Membership in the club is earned by how much the student participates on stage or behind the scenes.

Another activity would be the organization of one act plays to be presented as lyceums for the student body in order to give those who normally can't get to see a play a chance to see some theatre.

Mr. Pletcher, who is lending a helping hand in the formation of the club, says that a drama club could provide the nucleus for future drama presentations in the school.

The organization of the club is presently at a stand-still. The use of facilities by other groups, athletics, staff supervision and money are all problems adding to the difficulty of forming the organization, but the greatest need is the interest and participation of some students.

"I HOPE ONE OF YOU FELLA'S SAID PSSST!"

Try it

by Dianne Drexler

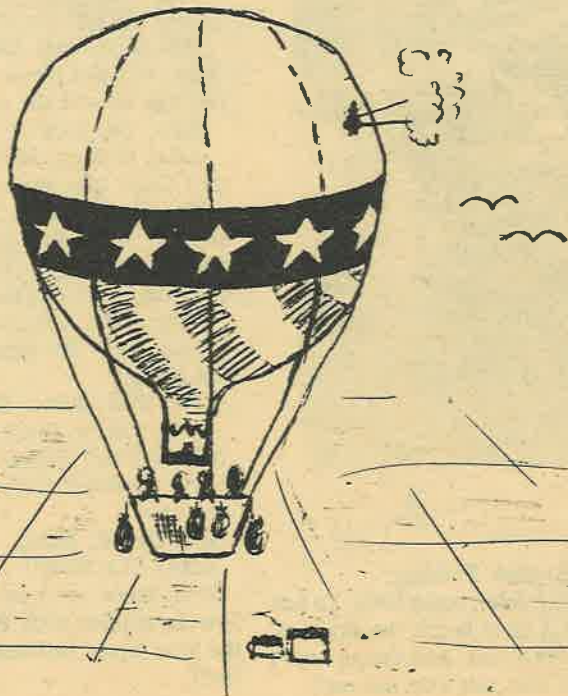
Declam is one of the oldest of the State High School League's activities. For those students who elect to participate in it, it teaches poise, delivery and communication skills. Declam consists of 11 divisions that are open for students. They are Drama, Prose, Poetry, Oratory, Non-Original, Story Telling, Discussion, Humorous Interpretation, Extemporaneous Reading, Creative Expression and Extemporaneous Speaking. It works like all other activities in that there are sub-district, district, region and state contests.

The 11 divisions are intended to provide a broadly based variety of all types of speech activities competition for the student contestants.

Declam is a school activity for students who are interested in public speaking. The program is directed by Mrs. Ackerson,

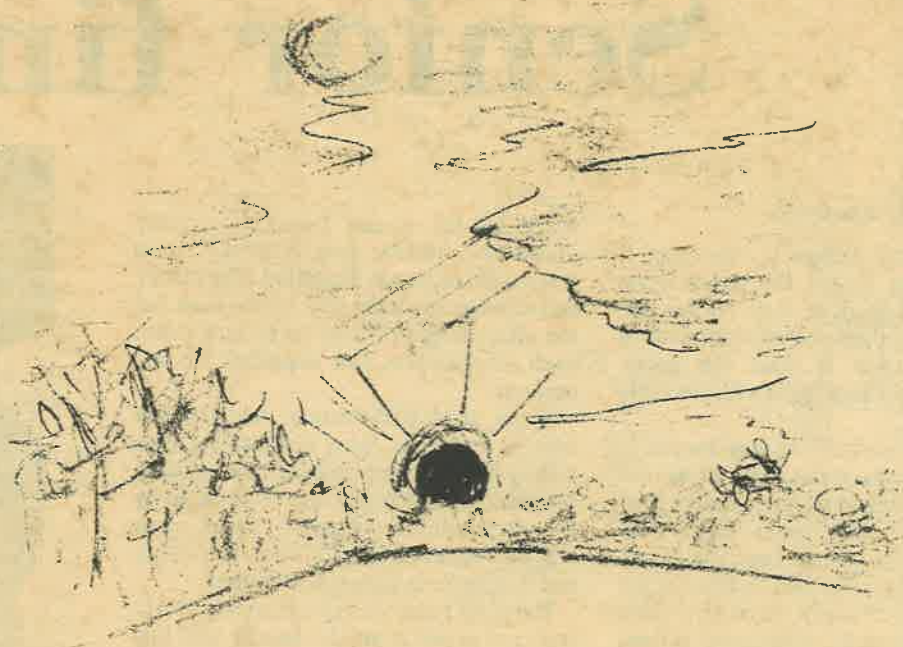
Mr. Oien and Mr. Jenson. These advisors work hard with their students to make them good public speakers. After speaking with them, I've concluded that declam is one of the most beneficial organizations a student could become involved in. Improved poise and speaking ability are two practical benefits from participating in the declam program.

The number of students taking part in declam has been on the decline in the past couple of years. Because of the limited knowledge of the existence of the competitive speech program, there isn't time or people just aren't taking the time to let students know what kinds of speech activities will be offered to them when they enter the Senior High School. Despite the limited numbers, New Ulm was runner up in the District 10 last year and surely will do well again this year. Try it, you might like it.





ahh, Benny



The sands of time shift
slowly, as the world
revolves toward its destiny.

Life and love remain a
mystery to be solved and
yet to be left unsolved.

And we, the citizens
of tomorrow, the Keepers
of life, start down a
road from which there
is no return.

Annex anecdote

by Jill Schlong

Presumably, I had an easy Graphos assignment this month. The only thing the editors wanted was the student body's honest opinion concerning the new annex building.

"Quote a few students. Write down exactly what they say," said Mr. Weber.

Well, it sounded simple enough at the time. The only trouble was trying to write down EXACTLY what the student's honest opinion was. Well, here it is.

Me: Barb, can you tell me honestly what your feelings are towards this new annex building?

Barb: Roses are red. Violets are blue. Buzz off Ol' Lady or I'll run you through.

Me: Now come on, Barb. Really, how do you feel?

Barb: Oh, pretty good I guess.

Me: Get serious, Barb. How do you feel about the annex.

Barb: Psst. . . David. Psst!

Me: Barb, will you please answer the question?

Barb: The question? What question? Oh, that one! Well, let me put it this way. The relaxed atmosphere allows the teacher-student relationship to flourish with great vigor. Not only the teacher-student relationship but the student-student relationships too. Dudes are constantly whipping by here. Not that I really mind, but a poor girl just can't keep her mind on her work.

Me: Look, Barb, just forget I ever said anything.

Barb: And I'm really hip to the whole idea. The posters on the wall I groove. Dig those vibes coming from Mr. Jones' room! By the way, did you read Doonesbury yet today, Jill?

Me: Say, Dori, how do you feel about the new annex building?

Dori: Uh, yes, I agree with Barb.

Me: Scott, do you like the new English Building?

Scott: This English Building?

Me: Hey John! John, come here. Ya just gotta help me. I have to get the students' opinion about the annex. And things aren't going so good. Can you help me out?



John: Sure, Jill. Now just what is it you want?

Me: I want your honest opinion about this new annex. Can you work here without being bothered by the other classes? Do you find the resource center helpful? Do you like the atmosphere?

John: Do you want to repeat the question?

Me: NO!

John: Let me organize my thoughts first. My feelings are as follows: WOW! All the classes out here are really GREAT!

Mr. J: John, be quiet! There are classes being conducted now.

John: Well, all the classes are great except for Mr. J's.

Me: Sure, well thanks, John. See ya. Julie, will you please tell me your direct feelings toward the annex?

John: Oh, north by northwest.

Julie: Shut up, John! She is speaking to me! Can't take tests. It's too noisy.

Me: Thanks, Julie. That's the first real answer I've gotten so far. Just one more ought to do it. Oh, Mike. Mike Palmer? Say, Mike, how do you like the new annex?

Mike: What, this dump? Hey, what's this for anyway? The paper? Is this really for the paper?

Me: Just answer the question, Mike?

Mike: Oh no! Don't put that down! I was only kidding! Please, Jill, not that!! Oh boy!! Oh Boy!! Is the office going to kill me now!

Me: Cool it, Mike.

Mike: I'LL SUE!! I'LL SUE!!

Well, there you have it. A sampling of how the student body Honestly feels about the New Annex Building. Now, how do you feel?

Out of Step

by Denise Simonson

Did you ever have a day when you were moving about as slow as an armadillo? There you are clunking along in your shell while all of the other people are tearing and leaping past you like Jaguars!

This does not come suddenly during the day. You are aware of the problem the minute you open your eyes in the morning and there seems to be little or nothing that you can do to change the course of events.

So, there you are, all nestled in your bed, when the alarm goes off and you push back the covers only to leap upon your little brother's G. I. Joe Doll which was left in the fixed bayonet position. This little exercise leaves you hobbling to the bathroom.

What can go wrong in the bathroom? All I can say is, "Don't tempt fate!" This is the morning that the plumbing decides to go and water floods all over the floor, which of course shorts out your electric toothbrush which got dropped in the excitement.

Well, back to the bedroom and the dressing routine. This time you discover that one of your tennis shoes has a flat and your mother has forgotten to wash so you dig in the hamper to complete your wardrobe.

You depart from home only to catch a glimpse of the 8:02 bus pulling out of sight, for this morning it arrived at precisely 8:00. As you are walking to school, you have an adequate amount of time to reflect upon the fact that this may be the most terrific day that you have ever had.

Entering the school building goes without any further incident, which tends to give a person a false sense of security. But this soon disappears as you slam your finger in the locker door and drop your books on your best pen.

First hour isn't bad. . . That is, if you don't count the 200 point quiz on the last three chapters of the book that somehow managed to slip your mind. So goes the morning.

Lunch, ah yes! The cook missed the pudding with the whip cream and it landed on your beans, which were hot and made it melt and run into your meat loaf sandwich. Well, you still could have salvaged your lunch if only you had not slipped on some spilled orange juice and dropped your tray. It took all of your remaining dignity to slink out of the lunch room amid all of

the laughing and pointing.

The afternoon went rather well, all things considered. You even managed to make it to the bus in time to go home.

You arrived home expecting to go to the game after a good dinner. But you have to baby sit your little brother who has the chicken pox, which incidentally you have never had! As you tried to make the best of it by popping some popcorn for him, he threw up on your shoes and ended the popcorn party. Well, the dog liked the popcorn.

The only safe refuge is your bed. As you drag your weary body into bed you mutter to yourself, "Tomorrow will be a better day. . . It will be, won't it???" And then you drop off to a deep slumber and one of the worst nightmares that you have ever experienced ends.

Whatever It May Be

anonymous

There's something about the woods
That I long for in this moment of
loneliness.

I thrive on the constant reassurance
That I am being loved and needed;
Or do I just need any kind of
attention?

Whatever it may be —

The tall majestic trees,
Each dainty flower in a
rich, pastel texture,
Or the thick atmosphere
that wraps me and holds
me with sincerity and
strength

That is never released —

Whatever it may be.

It's the place where I can mope and
feel sympathy for myself,
Yet be happy as I dream on dreams
That I've dreamed so many times before.
But they are ever so much more real
When accompanied by a bit of music,
Featuring the crackling twigs and
rushing water,
Along with an orchestra of beauty.
Such a glorious sound
No lyrics could ever be written for it.
There's something about the woods
That I long for in this moment of
Happiness.

A happiness that can only be
Completed to its uttermost climax
In the presence of the golden rods
of warmth from heaven,
Because they too, upon reaching the
forest floor,

Have something to celebrate.
It's like taking the wind's hand
And dancing among the leaves and
trees —

And stars.

The woods takes me to heaven
where all problems are extinct;
Especially mine.

There is something about the woods
That I long for in this moment of
peace.

To be alone with nature,
And to feel that I am a part of it.
To be satisfied and know that no one
is around to hurt or harm me.

What anyone else thinks —

Just doesn't matter.

It leaves me filled with bliss,

Yet I am sad;

There is that desire to have you there
So that I might share it with you,
with everyone.

Yes, there is something about the woods
That makes me long to make
it my life.

A senior is . . .

someone who has been waiting for years to
get out of high school. . .but now, with only
half a year left, is not so sure the rest of the
world is waiting for him.

nostalgic. . .looking back to the simple
days when he felt grownup being in
seventh grade. . .when that cute boy in one
of her classes pulled her hair and she was
sure it must be true love. . .and when being
a senior appeared impossibly far ahead.

experienced. . .he has survived 12 years of
schooling, 18 years of living. . .tested some
of his ideas, known success and made
mistakes. . .won and lost.

searching . . .for his tomorrow. . .looking
for answers to questions he is asking, and
finding no easy solutions. . .at the same
time he is bombarded with advice in an-
swer to questions he never thought of
asking.

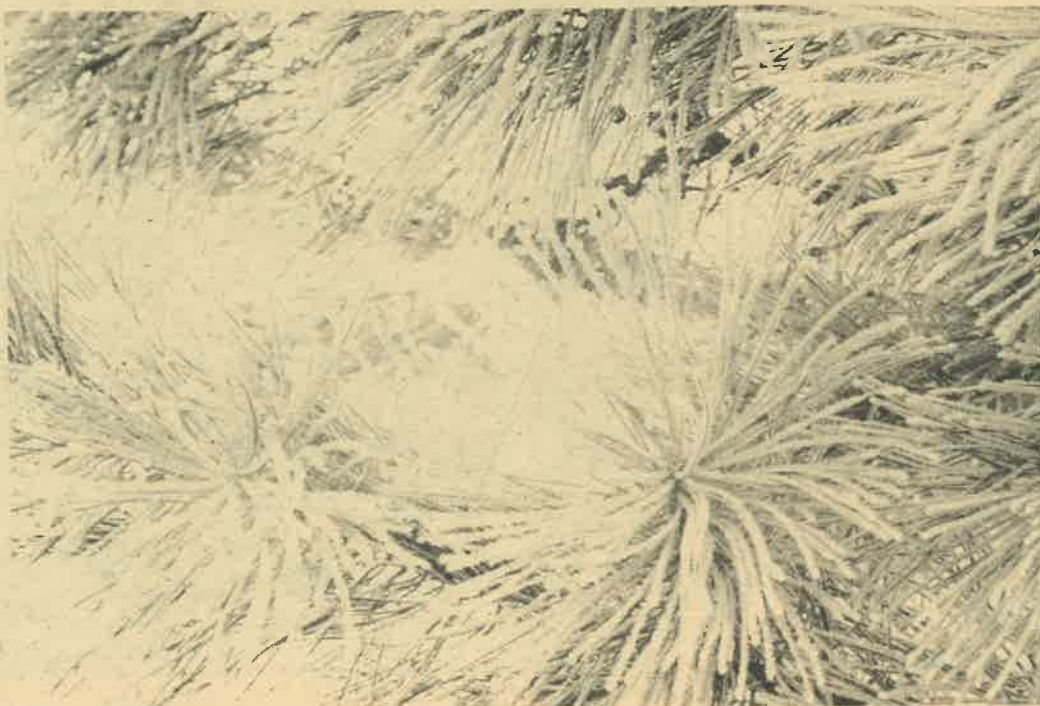
realizes there are more important things
in life. . .at 12 years of age she fantasized
becoming the homecoming queen or the
most popular girl in school. . .and he
thought of becoming the star of the football
team or having the coolest car. . .these
dreams didn't come true, but he now
realizes he doesn't need these things to be
happy. . .and he can't be something he
isn't.

learning. . .he can't control the length of
his life — but he can control its width and
depth. . .he can't control the contour of his
face — but he can control his expression. .
.he can't control the weather — but he can
control the atmosphere of his mind.

a friend. . .whom you dared to be yourself
with. . .who shared so much with you. .
.and who knows all about you yet still likes
you!

hopeful. . .that the world he is going into is
holding something out to him and that he
will have the courage and knowledge to get
it. . .that he will never forget what it's like
to be young. . .hopeful he will discover the
greatest underdeveloped territory in the
world, which is under his own hat. . .and
that he will not worry so much about
tomorrow that he'll forget about living
today.

stepping out. . .moving on, changing,
taking on new responsibilities, risking a
leap into the future. . .reaching out to
create his own tomorrow.



Recreation center - whatever happened to it?

by John Paquay

Whatever happened to that proposed sports center? It's a question that I've heard more than once along the way. Well, this is what has been happening to it.

The proposal for a community recreation-sports center was brought before the city council in 1973 and since then has undergone much careful scrutiny and discussion. "People expect the council to make an immediate decision on matters like this, but it just can't be done. There are a lot of preparations and discussions that have to take place before a decision like this can be made," remarked Mayor Wyczawski. Indeed there are a great number of details that must be worked out.

The council hired several architects to investigate the idea. The result was a feasibility study outlining the work and costs that construction of such a facility would require.

The proposed site for the building is the Steinhäuser property, located at the intersection of Center and Garden Streets.

This property is already owned by the city and would provide an excellent location since it is in the center of town.

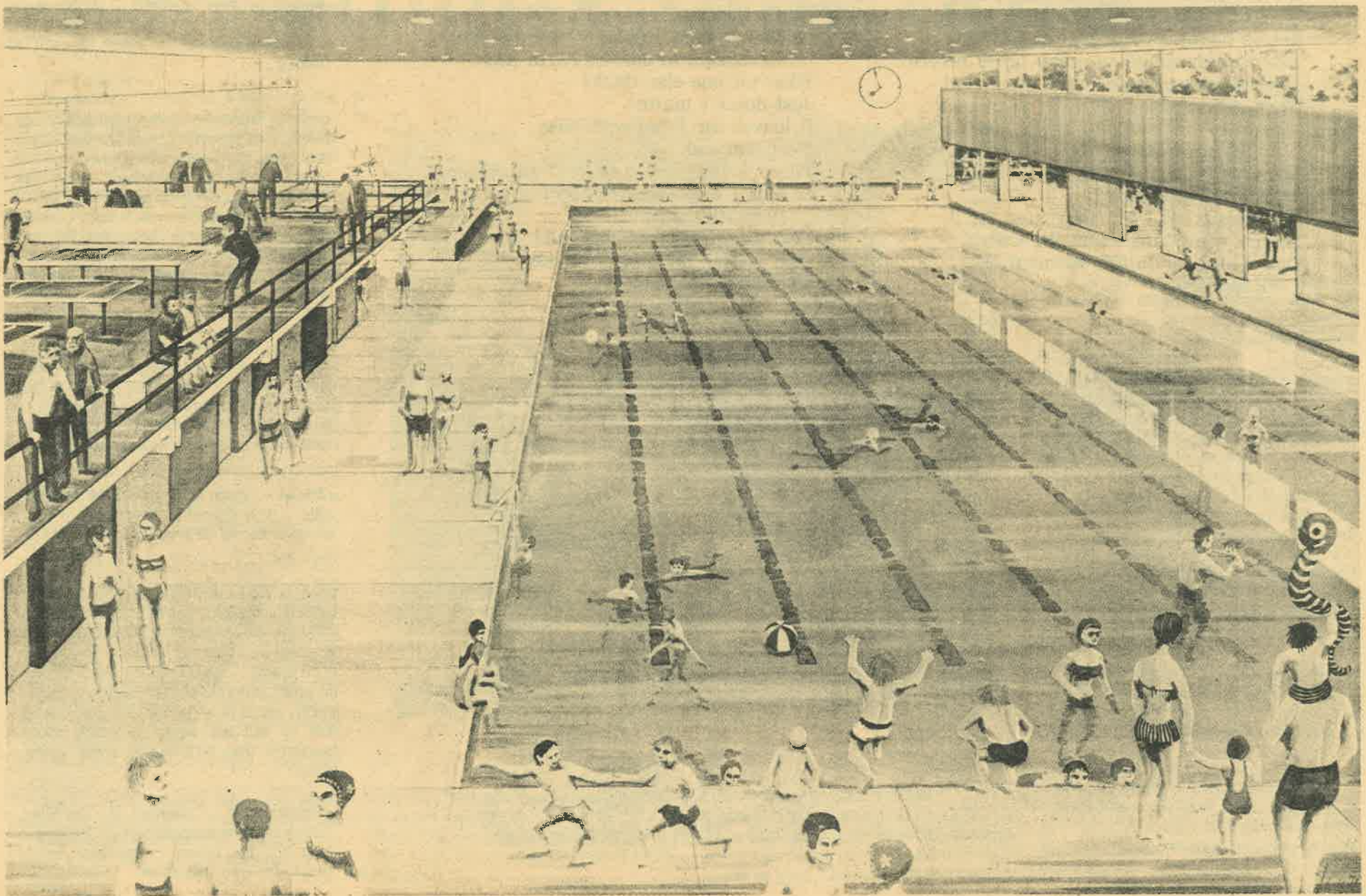
The community recreation center would include an indoor olympic-size swimming pool, an indoor hockey rink, and a community center especially suited for senior citizens. Mr. Wyczawski noted that at the present time, recreational facilities for the senior citizens are inadequate, and the new center would afford an excellent place to provide for their needs. He also pointed out that recently problems have been cropping up at the present outdoor pool. The pool was built in 1938, and recently pipes have begun to wear out as well as other equipment.

The new recreation center would require a bond issue in order to finance the formidable construction, and considering New Ulm's seeming reputation with bond issues, it could pose a problem. "I believe that on the ballot for the next election, the bond issue will be included," stated Mayor Wyczawski. The cost of the project at the time of the feasibility study was estimated

at about 2.975 million dollars, but due to inflation and increased building costs, Mr. Wyczawski projected that the cost would be about 3.1 million dollars by the time the bond issue is voted on and the rest of the details are worked out.

Some of the details that would have to be worked out involve school matters. For example, it is nearly certain that the school district would take advantage of the center by using it for physical education classes and other functions. One thing that could conceivably come about is a school operated hockey program in which case the school would wish to use the facilities for this purpose. In those cases, some types of agreements would have to be drawn up between the school board and the city council. For example, there would be a need for an agreement covering the maintenance and administration of the complex by the two bodies involved.

All in all, if the proposal can get past the bond issue this fall, it appears as if we may get our community recreation center after all.



Dine

by Lonnie Hulsey

Once upon a time in the Spanish metropolis of Knu Elm there lived an F+ chemistry student named Dine. The way he got this name is really a long story, so I suppose I should tell you.

It all started about the same time he did — and I hope by now you know when that was. After 27 boys his mother was just dying to have a girl. Anyway she decided 9 months beforehand to name her 28th kid Rosita with the idea that even if it wasn't a girl, a boy named Rosita would be the next best thing. Well the 28th boy was named Rosita, and as far as he was concerned, it was worse than being named Sue.

Hurrying on down to the local JP as soon as he reached his 4th birthday, Rosita slipped him a ten and got his name changed to R. Time passed, and 13 years later R found himself as one of Coach Banachek's F+ Chem II students.

One thing he did manage to learn though, was that Na axe very violently when put in water. Somehow the cogs in R's mind began turning, and when Coach was out to lunch he snuck into the forbidden room and swiped the whole jar of Na.

Hauling it over to the boy's can right across the hall, he took the kerosene filled jar with the Na inside and dumped the whole works into the 1st commode. He had a reaction alright; the most violent explosion he had ever seen unfolded before his baby blue eyes. Somehow he didn't even manage to get hurt, but upon the explosion potash filled the air, and he came stumbling out of their coughing so

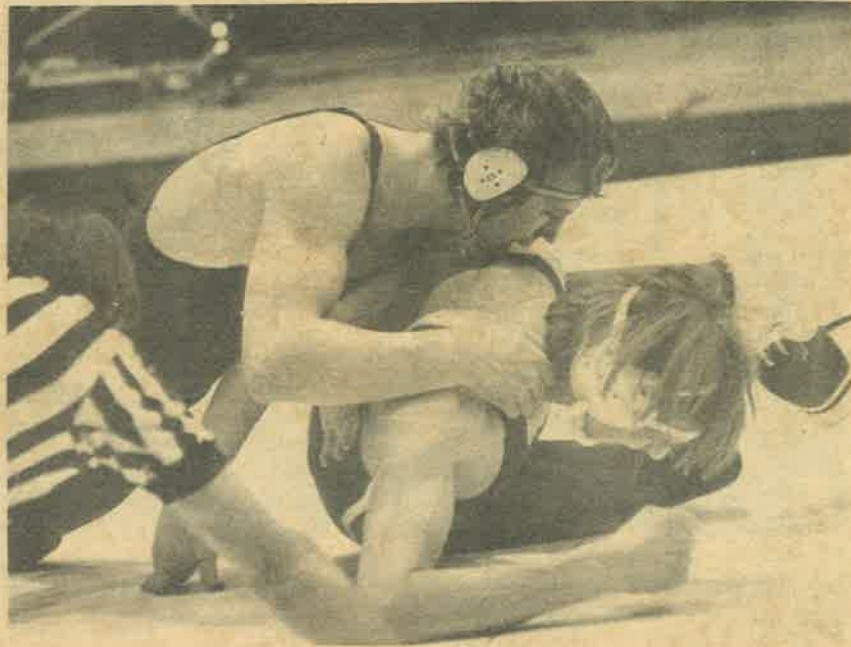
much that it sounded like he was dying — hence the nickname "Dine."

Remaining calm despite the fact that he sounded like an asthmatic with a bad case of emphysema, his only thought was that he must save the boy's W.C. Grabbing two water bottles, he rushed back into the can and tried to put out the flaming sodium. It was almost as smart as the time he tried to see why a leaf was burning by putting it out in the sunlight and trying to get a better view of it by looking threw a magnifying glass. Anyway, he was almost overcome by the smoke, and besides the two water bottles were empty, so he rushed back to the chem room, put on Coach Banachek's gas mask, wrapped himself in the fireblanket, grabbed the fire extinguisher, and hurried on back to where the action was.

After reading the directions by the light of the flickering flames, he wired the handles together and then left so he could see the last part of his favorite soap opera — "The Irish Singing Spring." Net result of the whole incident: 2 principles recovering from heart attacks, 5 teachers who had thought Klossner had declared war, no afternoon classes, the formation of an R Dine fan club, and a boy's john that looked like it was attacked by 123 cans of shaving cream.

A few weeks later R Dine came up with the brilliant idea of trying to get argon out of ordinary air. He spent an entire unsuccessful month trying, but because of his efforts someone suggested adding argon to his name. Well argon was added to R Dine's name, and with the argon the only thing left was Dine. And that's how Dine got his name.

Wrestlers take second in district



Lane Schmiesing, New Ulm's lone state tournament entrant, is on top of his man again.

by Scott Palmer

The Eagle wrestlers ended their dual meet season with a good 7-4 record and are now engaged in tournament competition.

On February 9 the Eagle matmen went to Blue Earth only to be disappointed with a fifth place finish in the conference meet.

In first round action, the Eagles performed well as seven matmen were victorious in their matches. They were Steve Dittrich, Mike Galvin, Jeff Kitzberger, Bob Lindeman, Bob Ries, Lane Schmiesing, and Jim Zwach.

In the second round, the Eagle matmen were somewhat disappointed when only three wrestlers won to gain the finals. Mike Galvin upset unbeaten and number one seeded Tom Wendorff of Hutchinson 7-5 on a reversal in the last few seconds, Lane Schmiesing pinned his opponent and Bob Lindeman defeated his man 7-2.

In the final championship round, the Eagles had two individual winners: Mike

and Lane. Mike had a close win (2-0) over his opponent and Lane had a real squeaker (6-5) over his Blue Earth foe.

The final scoring in the South Central Conference meet was St. James - 112, Blue Earth - 111, Waseca - 88, Hutchinson - 84, New Ulm - 76, St. Peter 66, Glencoe 30 and Fairmont 17.

On February 15 and 16 the Eagle wrestlers hosted the district meet.

Even though the matmen wrestled well, they were disappointed with a second place finish to Wabasso.

The Eagles put five boys in the finals and three Eagles were district champs: Steve Dittrich at 155, Bob Lindemann at 132 and Lane Schmiesing at 167. Second place Eagles were Rocky Bernard at 180 and Mike Galvin at 126.

Since the first three places go to the region, two other Eagle wrestlers who placed third will qualify: Jim Burdick at 105 and Bob Ries at 119.



Bryan Boelter drives for the basket while Ross Nelson 33 follows for a possible rebound.



Mike Galvin's facial expression indicates the gutsy kind of effort he's delivered throughout the season.

The Sports Lane

by Lane Schmiesing

The New Ulm Senior High School Intra-annual Basketball Champions for 1974 have been decided. The championship duel was played between the teams of Brad Benson and Mike Nelson. It was a hard, well fought battle. Nelson jumped off to an early lead, but it was quickly snuffed by Benson. Midway in the first half the Benson team had retained the lead which it kept for the rest of the half. After half-time Benson's team experienced a scoring slump and the score was 29 to 21 in favor of Nelson. When Benson's team got the lead again, it wouldn't give it up. The final score was 36-31, with Benson's team as the new champions.

I think we in New Ulm can be proud of our athletic programs, coaches and athletes. We have good strong programs with good coaches in all of our sports. We also have a lot of athletes who don't give up or quit; they come to all the practices and

work hard. I'm not just talking about the first teams. I'm also referring to the second and third stringers who are always there to practice with the varsity. These are the guys who have stood in the shadows, and when it comes to practice, these are the guys who get mauled around and are the sparring partners for the first string. It's time these fellows got a little credit. Stand up and take a bow and be proud of yourself because in some cases that man ahead of you is just a fraction better than you are.

Coaches, be proud of your teams, there are area coaches who are quitting because the only fellows they have are Friday night athletes. And fellows, you can be proud of your coaches and the attitudes they try to instill in us. There are also schools in the area in which the coaches sometimes don't show up for practice sessions and the athletes don't have to come if they don't want to. Thankfully, these situations are not the way things are done around here.



Ron Kaiser gets a bucket during the last home game with Springfield.

Cagers play tonight

by Ron Kaiser

The Eagles went to Blue Earth for a makeup game on January 22. New Ulm led 21-14 in the first quarter and held the lead until the third period, when the Bucs went up by five and led the rest of the way. The final score was 57-53 for Blue Earth. Ron Kaiser scored 19 and Bryan Boelter had 13 while Kaiser and Bruce Wieland rebounded well.

New Ulm played a rather good game against St. Peter as it bumped off the Saints 65-51. The Eagles hit 8 of 14 shots in the first quarter and took an 18-9 lead. The Saints cut the lead to four at halftime, but the Eagles opened up a 19 point lead in the second half. Boelter was high scorer with 20 and Kaiser added 19.

In the first game of the season the Eagles beat Wells by only two points, but the second meeting resulted in a 48-35 margin. The Wildcats closed the gap to 32-30 with 6 minutes left in the game, but then the Eagles scored 11 straight points. Boelter, Kaiser and Wieland led the Eagles in scoring.

Glencoe came to New Ulm after upsetting St. James and Waseca and edged the Eagles 45-43 in a third upset. Glencoe led at halftime 29-24 even though New Ulm once had an eight-point lead in the first quarter. New Ulm took a two-point lead in the third period but had a scoring slump and was down 44-39 with two minutes left. New Ulm finished strong but was unable to overcome Glencoe's five-point advantage. New Ulm scored at the buzzer, but the basket was not allowed. Kaiser and Boelter again were the leading scorers.

New Ulm next went to Redwood Falls and played an outstanding first half leading 30-9. The second half was slower and the final score was 51-36. This game was the fifth in which the Eagles held an opponent under 40 points. Kaiser scored 19 and Wieland hauled in 10 rebounds.

New Ulm travelled to St. James to revenge its earlier two-point loss but got beat by four, 47-43. The Eagles led at halftime 27-25 and 37-29 with three minutes

remaining in the third quarter. Then the Eagles didn't score for eight minutes and fell behind 42-37. The Eagles cut the lead to 45-43 with 23 seconds left but had to foul to get the ball, and the Saints pegged out to protect the victory. Hagg and Kaiser had 13 apiece for the Eagle effort.

The Springfield Tigers, who had lost 10 games in a row, came to New Ulm and lost their eleventh, 77-48. Shooting 52 per cent, the Eagles played their best offense in two months. Boelter led all scorers with 23.

The first time New Ulm went to Hutchinson, it was beat by three in two overtimes. But when the Tigers, who were tied for the conference lead, came to town, the Eagles beat them by two in another double overtime. This game showed that New Ulm can win a close game and play with the big boys. It also lifted the team's confidence and morale. Kaiser and Wieland played important roles in this big conference win scoring 22 and 17.

The Eagles now had an overall record of 11-6 and 4-5 in the conference. They have lost the five conference games by 15 total points. The SCC has been really close this year with St. James and Waseca tied for the lead. New Ulm played at Waseca in the last regular game of the season. The Eagles could decide who wins the conference title. If New Ulm and Hutch win their last conference games, there will be a three-way tie for the championship.

The District 10 seedings have been released with Gaylord, New Ulm, Wabasso and Redwood Falls ranked as the first four teams. Since New Ulm and Gaylord are in separate brackets, it could mean a rematch for the championship. Gaylord has lost its two top scorers through a tragic death and a training rule violation. New Ulm's first game is at Sleepy Eye against Springfield on February 25. The Eagles will be taking the district tournament a game at a time, but their chances are good to be in that championship game again this year. The last time New Ulm won the district title was in 1949, twenty-five years ago.



Gregg Stone's determination shows as he performs on the parallel bars during a recent home meet.

Gymnasts win two, take 11th in Invitational

by John Hoppe

The New Ulm Gymnastics Team came up with a pair of strong victories against Waseca and Glencoe, and added an eleventh place in the Mankato St. Invitational in the past weeks.

New Ulm soundly defeated Glencoe 81.46 to 53.04 in a dual meet in Glencoe. The win was the sixteenth in a row over the Eagles of Glencoe by New Ulm. Jim Lowinske won the all-around with a good score of 28.55. He took first place in the Floor Ex., the Horse, Still Rings, and Parallel Bars plus a third place on the tramp to lead all participants.

On February 9, the team travelled to Mankato to enter the invitational meet at the college. The Eagles didn't do well that

day as their 11th place finish indicates, but Jim Lowinske took 6th place in the all-around.

Armstrong and Cooper, ranked number one and two in the state, also finished one and two in the meet. Many of the top teams in the state were also present.

On Valentine's Day night New Ulm again put on a strong performance while defeating Waseca 84.70 to 52.05. Jim again took first place in the all-around with a total of 31 points, more than 18 points better than Waseca's Craig Smith. Greg Stone and Dan Lang also did well for New Ulm. Jim Lowinske's older brother Jeff is the gymnastics coach for the young Waseca team this year.