

the *graphos*

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On January 30 students will have an opportunity to give blood in the senior high gymnasium. The blood is collected by the Bloodmobile and distributed by the Red Cross.

The Bloodmobile can make you a life saver

by Amy McClellan

The Bloodmobile will be coming to NUHS on January 30 giving students another opportunity to save people's lives.

The Bloodmobile formerly visited the senior high in April, but Amanda

Radke, chairwoman of the Brown County Bloodmobile, said the date had been changed so more blood could be provided for the winter months. Radke added, "Automobile accidents are more common in winter."

First-time donors may not be sure of the qualifications needed to give blood.

A donor must be 17 years old, weigh a minimum of 110 pounds, and there must be a 56-day time lapse since the last donation. If it is less than two weeks since you received an oral antibiotic or less than thirty days since you received an antibiotic shot, you cannot give blood. Any medical questions can be discussed with a nurse at the time of the donation. If you're unable to give blood, Radke strongly urges you to volunteer your services to the Bloodmobile.

Contrary to popular belief, giving blood is not terrifying. When you give blood, less than a pint is taken, and considering the fact that the average person has 10 to 12 pints of blood, the loss is replaced quickly. Several high school students who gave blood last year admitted the donation hurt a little, but all were quick to reply that giving blood was worth it. The actual donation takes less than 10 minutes, and that 10 minutes could save someone's life.

The blood collected by the Bloodmobile is distributed by the Red Cross to various hospitals around the state to help many different kinds of people. Much of the blood is given to accident victims. Some of it goes to patients who have had surgery or are combating infectious diseases.

When asked why they plan to give

blood, several NUHS students and faculty came up with interesting answers. One senior commented, "Everybody should do his share. It's for a good cause." Senior Diane Bierbaum said as long as she can give blood she might as well. Dan Digre felt, "If you've got something that others need; you should give it." Another student said she gave blood "because I wanted to see what it was like."

The Bloodmobile first came to the senior high seven years ago through the efforts of Charlotte Haatvedt, the recent winner of the Sertoma Club's Service to Mankind Award. This is the 30th year the Bloodmobile has been active in the community. The Bloodmobile received 590 units of blood while it was at Turner Hall on December 22, 23, and 24.

Radke has noticed a decrease in the number of students willing to give blood. In 1979, 245 units were collected from the high school. Last year, only 161 were donated. She encourages young people to give blood because she feels "People helping other people is important, and so far, artificial blood has not been developed."

Perhaps senior Peggy Wendorf summed it up best. "I would hope that someday if I needed blood, someone would be there to give blood to me." Give blood on Jan. 30.



The first step in giving blood is registering. Shown here are seniors Darla Thordson and Monica Oswald typing forms for potential blood donors.

editorial

The Miseducation of America



by Phil Vorwerk

As students of the 80's, we tend to get caught up in the advancing technology of our times. Almost nothing can surprise us anymore. As Man learns more about each area, that area advances. Except for Education.

It has been a publicized fact that the level of education, or the quality of education in schools is steadily declining. The declining average of test scores is often cited a proof of this deterioration. Why would the quality of education decline, and if we know about it, why aren't we remedying the situation?

It would be easy to just blame the students. For the most part, students just aren't as committed to doing homework as students were years ago. Now there are more after school activities in sports, music, debate, and, yes, even writing for a school newspaper. More students than ever are holding down part-time jobs. Even when there is nothing else to do, it's too easy to just sit in front of a television and let the day drift by. Some students live from weekend to weekend, living the "high life."

However, the level of education has not gone down just for the students. Obviously, teachers aren't born ready to teach; they have to go to school too. They have to go through a school system that is already in trouble and then on to college. In the Midwest

school officials have discovered teachers who were functionally illiterate. Some teachers try really hard but just can't make the class interesting or worthwhile.

Grade inflation has also become a problem. There is also a problem with inconsistent grading. Work that would earn an "A" for one teacher might only be good for a "C" from another.

We feel that classes and grading should have higher standards. Sure, we'd love to see nothing but straight "A's" across report cards, but an "A" in itself is totally worthless unless it means a person has actually achieved some measure of academic excellence.

Which classes do you remember for what you learned? They are probably the same ones that you hated the most, or the ones in which you had to do the most work.

Teachers find out just how much homework they can assign, but it's still usually so little that a student can often get by with doing little work. Slough classes can be a nice break, but if a student can just drift along in a class, the class probably isn't worthwhile.

As far as a job goes, I started working almost two years ago, supposedly to save for college. So far, I've bought a car and a stereo system in the name of education. ("Sure, Dad, I'll need this stuff when I go to college.")

Maybe education would improve if teachers had to meet higher standards. They should also learn more about teaching so students will learn how to learn. For all that, the teachers should also get high pay.

Most students don't end up saving the money they earn for college. Maybe if students weren't allowed to have jobs, they would have a more serious attitude toward school. The problem is that quitting a job doesn't guarantee that the students will be motivated to study any more, and there are students who need to work. Also, employment during high school offers its own kind of education.

Maybe if students had to...on second thought, forget it; it's too much work.

Census thought to be inaccurate

by Lisa Clark

Every ten years a count is made of all the people in the country. 1980 was a census year. A questionnaire was sent to every household asking questions about the number of people in the residence, their ages, and the condition of the building. "Do you have indoor plumbing?" is one of questions included in the census form.

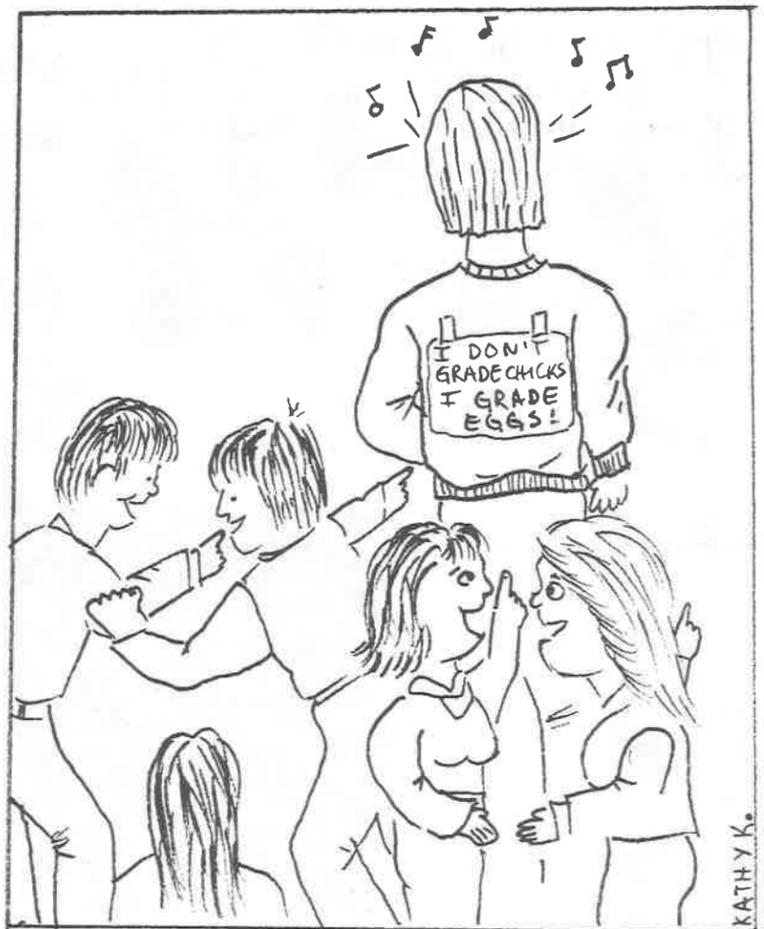
This was the first time the mail survey method was used. Many feel it isn't as accurate as the old method in which a census taker either called or came to one's house. Otis Loose, Brown County Auditor, said that he thought approximately 10% of the population didn't return their census forms. The mail survey was used, however, because it was faster than in-

dividually contacting each household.

The 1980 figures are still preliminary figures, but the count at present is 28,629 people in Brown County, a decline of 258 since the 1970 census. There are 10,462 homes in Brown County which is 1,392 more than in 1970. So there are more homes and fewer people, another indication that families are getting smaller.

The city of New Ulm had a 4.4% increase in population during the last 10 years. There are 13,623 people living in 5,208 houses. A 25% increase in the number of houses was recorded.

In 1970 there were 3.04 people per house in New Ulm, and the 1980 figures show 2.62 people per house. These figures illustrate the fact that families are getting smaller and more people are living alone.



♪ Macho Macho Man ♪ I Got to be...♪

Uncle Sam wants your number

news release from the Selective Service

Selective Service registration for men born in 1962 took place during the week of January 5th, 1981. Men born in 1963 (and later) should register within 30 days of their 18th birthdays. This is a continuation of the program begun last summer, whereby men born in 1960 and 1962 visited post offices across the nation to fill in the registration form.

The purpose of registration is to build a pool of names and addresses from which Selective Service could draw in an emergency. According to Dr. Bernard D. Rostker, Director of the Selective Service System: "Registration directly improves our capability to respond...actually reducing lead time by at least four weeks. We think that provides a significant advantage, especially when matched with the very low cost of the registration effort." The direct costs of registration are less than \$2 per registrant.

By way of background, one of the basic underlying assumptions of the All-Volunteer Force concept was that the country should always maintain a stand-by Selective Service, with an ongoing system of registration. When the draft was ended in 1972, registration was in fact continued until suspended in 1975. Over the next few years, the capabilities of Selective Service steadily declined to an unacceptable level, prompting a total revitalization which began in November 1979. This program — of which registration is a part — is designed to return the Selective Service System to the readiness level required for an emergency back-up to our peace time volunteer armed forces. Other actions underway include the development of greatly improved computer support and the development of a training program for potential draft board members.

REGISTRATION GUIDELINES:

WHO MUST REGISTER — Male citizens and aliens residing in the United States born in 1960, 1961, or 1962 except those on student or similar visas or who are members of trade or diplomatic missions, and men already

serving on active duty with the Armed Forces. Members of reserve components not on active duty must register. Men born in 1963 and later years will be required to register within 30 days of their 18th birthdays.

WHEN: Men born in 1962: during the week of January 5th. To help avoid lines, individuals are encouraged to register on a day of the week keyed to the month of birth: on Monday, January 5, for those born in January, February, and March; on Tuesday, January 6, for those born in April, May and June; on Wednesday, January 7, for those born in July, August, and September; and on Thursday, January 8, for those born in October, November and December. Friday and Saturday may be used as "make-up" days for those who are unable to register on the suggested day. Men born in 1963: within 30 days of their 18th birthdays. Men born in 1960 and 1961 should already have registered this year; those who have not are encouraged to do so as soon as possible.

WHERE: At any of more than 34,500 U.S. Post Offices throughout the nation, or at embassies or consular offices overseas.

The Graphos tries to report school and community news objectively and accurately. When we fail to accomplish this objective, we encourage corrections and suggestions from our readers. Please direct your comments to Ann Forst, Phil Vorwerk, or Ed Weber.

the graphos

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Christmas means having a heart of green



by Lisa Gitter

Now that Christmas is over, we all find ourselves broke because we spent too much money on presents for our family and friends. Our Christmas list continually grew, so we found ourselves spending more than we expected to. Perhaps our list would not have been so long and expensive if we knew exactly why we gave Christmas presents to those people in the first place. The meaning of giving and receiving Christmas presents — and any present for that matter — has been lost.

“We anticipate our birthday only because we expect to receive presents.”

If you were asked why you gave your friend a Christmas present, what would be your answer? Did you do it because December 25th was near and everyone else was giving his friends a present? Or was it because you wanted to share your joy and Christmas spirit with a friend? I think most of us would choose the first answer. The same applies to birthdays. No one looks at his birthday as being the anniversary of his birth. We anticipate our birthday only because we expect to receive presents.

Many of us often forget someone's birthday and feel guilty for not having given a gift. A simple “happy birthday” can be just as meaningful as a present.

“I wonder if the thought behind these expensive gifts is worth as much as the money we pay for them.”

When receiving a gift from someone, we tend to look at how expensive and beautiful it is. We hardly ever look at the meaning behind the gift. That is what is important. Why does a present have to cost a lot to mean a lot? It seems that we can no longer just give someone a card on a special occasion. The only thing that is acceptable any more is a watch or a diamond necklace. I wonder if the thought behind these expensive gifts is worth as much as the money we pay for them?

Perhaps there is no other way for some people to obtain friends than by giving them a present on a special occasion. They are in a sense “buying” their friends. Gifts, especially expensive ones, have little value if we give them for the wrong reason.

Then there is always the person, when asked what he wants for his birthday or for Christmas, says, “Oh, nothing,” or “You don't have to get me anything.” You know that he wants a present, and if he does not get one, he will be hurt. So you end up buying the person something.

I think most of us have at some time or another, gotten a gift that we did not like, but pretended that we loved it. “Oh, it's just what I've always wanted.” No, we do not want to offend the person who gave us the gift, but sometimes we overdo it a little.

The act of giving and receiving presents has gotten out of hand, and it is time we realize the problem. The meaning has vanished and greed has taken over. There is no real significance to birthdays or Christmas any more. Sometimes we even judge people by the presents they give. Rediscovering the meaning of giving and receiving involves remembering that the motive for giving is more important than the gift's value.

Reader's Opinions

A Letter to the Editor

I have a complaint about an article which was in the November issue of the “Graphos.” The article was entitled “Five-Finger discount results in Paper Mache deficit” by Phil Vorwerk. This article stated that “The school has paid the Paper Mache's bills,…” The school did pay for the Paper Mache's bills but the Distributive Education students paid the school back. On December 5th, the D.E. students finished paying the school back. The writer of the article didn't mention the fact that we used our fund-raising money to pay the school back.

The article also mentioned that “...it wasn't difficult for students to just reach right over the counter and pick out a good-looking candy bar.” What the article failed to include, probably because lack of information, was that the Paper Mache will be rearranged when candy arrives. The rearranging of the Paper Mache and the frequent inventories will make it much harder for stealing to occur.

The cash register problem, according to the article, “... was easy to solve by simply getting it repaired.” The problem isn't solved that easily. The parts which are needed to repair the register are no longer available. The company that made the parts discontinued making them.

Last, but not least, the article came to a close. The Paper Mache sold school supplies, then candy “...to make more of profit or, in this case anyway, more of a loss.” The candy wasn't added to create the loss, it was added to create a profit. The loss, which wasn't intentionally planned, had been accumulating for many years. This year's Distributive Education students paid off the accumulated loss. I think that they did a good job of paying it off. It took many years for the loss to reach the peak that it was at but, thanks to hard-working students and a helpful supervisor, they took care of the loss in less than four months.

I suggest that before someone writes something about a school related club, that someone should get all the facts. Missing just one fact can give a hard-working organization, like D.E. and DECA, a not-so-good name.

Sincerely yours,
Julie Baumann

Editors note: When writing the article, we made every effort to report the story as accurately as possible. The article on the Paper Mache was the result of interviews with the DECA director Kim Born, with Principal Dave Stead, and with a DECA student.

Winter Wonderland

The inside view on being outside



by Rob James

As I stare about in total despair, searching for some meaningful topic that will create interest in the hearts of readers for an overdue column, I am suddenly hit with a wet glove and reminded of our seasonal friend, winter.

How could I dare to think of making fun of this blessed time of year? I begin by returning to my childhood where winter began. I remember quite distinctly waking up one cold December morning at the age of three and finding my windows covered by white. White so bright that it was a painful sight and I couldn't see right, — little poetry to bring some culture into your life. I was spurned by an outburst of hyperactivity in anticipation of winter play. I remember my first fall into the snowy abyss. The thrills and chills of being cold and wet are something I shall never forget.

As the years passed, winter became a more familiar experience for most of us. We became very accustomed to sledding, skating, snowball fights, and most importantly Christmas.

Christmas, that joyous occasion when we get PRESENTS! We put up with our parent's constant falsehoods that there really is some duce named Santa Claus just to get those big, beautiful presents. Christmas was that time of year when most of us would live like blood hounds, searching everywhere to find just one present from good old Saint Nick.

As we matured, we found that Christmas and its side-kick winter become real pains in the butts. Money becomes very cold and hard to hold on to. Cars like to hit each other more in the winter. Ah, yes, winter, the season of blizzards, aching backs, colds, and cold sores. Winter would have to be classified as the blah season. Although some people would disagree — those who wear snow shoes wherever they go — a majority of the human race probably reacts to winter as if it were a dead carp.

It has even been found that winter is hazardous to the health. The highest cause of death for ladies over 18 is slipping on the sidewalk and breaking their hips.

Winter does have some good points though... I think. Oh, yes, it is good for bears; they get to hibernate. It's good for getting frostbite, and it is especially good to go to school during winter. This is Robbie James saying keep cool and live healthy.

the guidepost

by Mary Swenson, Counselor

When one of your friends asks you, “what do you want to do tonight?” is your usual response, “Oh, I don't care.” Or when a group of your friends are together, does it take some time to decide where to go or what to do? If either of these situations reminds you of a situation you've been involved in, read further. If, instead, you don't have the “I don't care” problem, give this column to someone who does! The

“I don't care” problem is in reality a simple lack of assertive living skills.

By definition, **assertion** involves standing up for personal rights and expressing thoughts, feelings, and beliefs in direct, honest, and appropriate ways which do not violate other people's rights. In other words, assertion involves respect. There are two kinds of respect involved in assertion: first, respect for oneself and, second, respect for other people's needs and rights.

With that definition in mind, let's return to our example. When your friend asks you what you want to do, how about saying what you really feel for a change. It might surprise and please your friend and it's guaranteed to make you feel better about yourself! Give it a go!

people

BMOC prominent sports figure

Filzen rises to challenges



Filzen has many other interests and activities beside sports.

by Mike Donnelly

This month's BMOC selection is Dave Filzen, a literal "big man on campus." At 6'5" and 195 lbs., it's rather hard not to notice him in the hallways at NUHS.

Filzen's forte is basketball, which is not surprising considering his height. He plays forward for the Eagle five. Filzen says, "The team started slow, but as the season has progressed we have gotten better. We will challenge for the SCC championship."

Although he is better known for his basketball endeavors, Filzen also competes in football and track. He enjoys football for the companionship and friendship as well as the effort to achieve team goals. In track he competes in the high jump and the discus. "I like track because it is an individual sport, yet it has the team concept."

Filzen has many other interests and activities besides sports. He is currently the student council president, an experience he describes as enjoyable. "I have a chance to lead the council and improve the school." He feels that change and variety are essential, as school life can tend to be boring for some students.

Filzen enjoys school. "I try to get the most out of it." He likes the friendships that develop from school life as well as the challenge provided by the classes. His favorite subjects are the sciences and math, although he says he enjoys the others too.

Because he is interested in people, he enjoys being with them. "I like to communicate with people. Life is not a one-way street; you have to get other people's ideas and viewpoints. Being part of football and basketball is great because of the companionship. It is something that you'll never get outside of high school."

Selected to represent NUHS at Minnesota Boys' State, he and 500 boys from throughout Minnesota experienced at first-hand a governmental process. His other activities include writing for *The Graphos*, singing in the Menagerie, and working at Green's Clothiers.

In his spare time Filzen enjoys listening to rock music on his stereo or on his favorite radio stations K101 and KQ92. Other leisure time interests are reading, sporting activities, movies on HBO, meeting new people, and just "getting out with my friends."

His future plans include attending college, although he admits he is not sure where he will go. He plans to major in chemistry or pre-med, and if he chooses the latter he will probably specialize in sports medicine. Although playing college sports would be nice, Filzen stated that his priority is to get a good education. If he can compete in sports too, he said, that would be great.

Divorce splits children's bonds

by Lorie Mogen

Every human being since the age of Socrates has experienced times or stages in his personal life when circumstances have been such that simply coping with a specific problem has created real anxiety and mental strain. And perhaps one can say that as the world progresses so does the intensity of human conflict. Usually one problem leads to another problem or perhaps causes another. The problem that involves the lives of almost every

young person today is the emotional task of dealing with the apparent disintegration of their parents' marriage.

Although there are young people who feel that the marital bond between their parents has never actually been in jeopardy, most have experienced the possibility of a family break-up. These "experiences" vary greatly according to each family's circumstances. But when they turn up, the emotional side effects are harmful to a young person. At times it can affect his life, especially school life.

Tastel reads the past

by Vicki Asmus

History is a major course in every school and it's often disliked. But to Randy Tastel it's a hobby and a strong personal interest.

Tastel has lived in New Ulm for the past 64 years and resides on North Broadway. In the past he worked on his sister's farm and has done some speculating, especially in real estate. Now he does a lot of reading — about three hours a day in the Public Library — and writing of letters to the Journal.

Tastel's initial interest in history developed when he read the books *Unconditional Hatred* and *Advance to Barbarism*. He's convinced that the radio and the newspaper never tell the whole story or the whole truth.

For the past three years he has been studying and reading about U.S. wars, especially those involving Germany. He has read over 100 books and says "I remember everything I read." The *Lusitania* is one book he read which deals with the German sinking of the ship carrying hundreds of civilians. Tastel says that President Wilson was urged to warn people to stay off the ship, but he refused to do so.

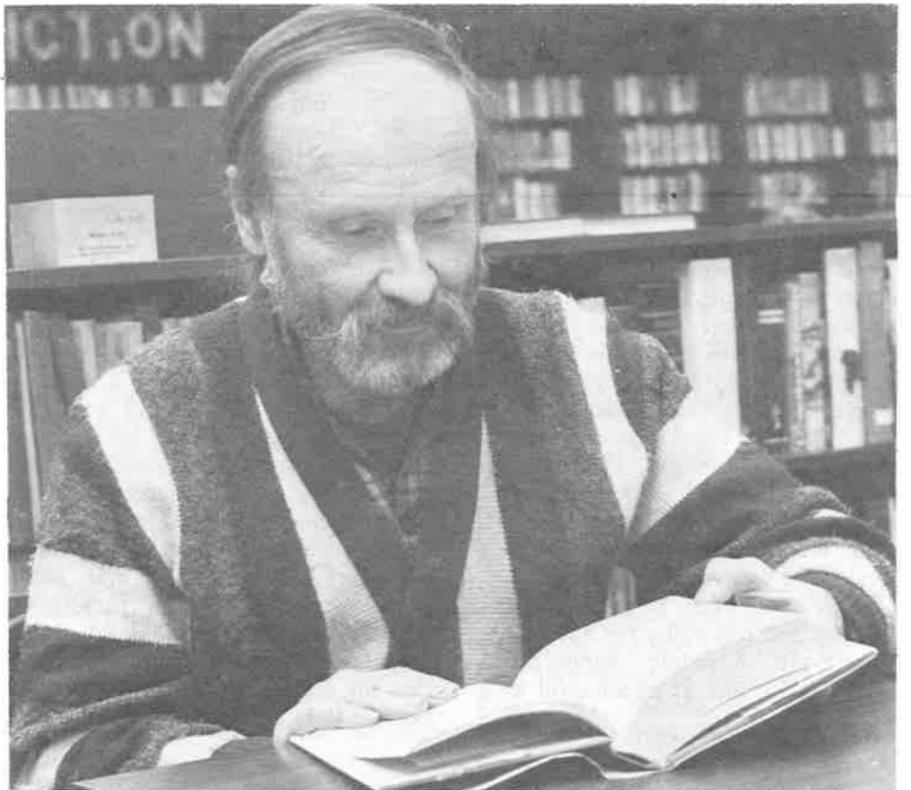
At the present time he's reading *People's History of the U.S.* The book tells of such events as Columbus offering \$10,000 to the first man on his ship to

see land; then when someone did, Columbus said he saw land the night before so the man never got the money. Another example which Tastel gave this reporter involves the white man's treatment of the Indian. One method of killing the Indians was to give them blankets contaminated with a contagious disease like scarlet fever or the small pox. Thousands of Indians were killed in this manner.

Whenever Tastel feels he's read something of significance, he writes a letter to the Journal. He's written eight or nine letters, but the Journal doesn't publish all of his letters. For example, on December 19 he wrote a letter commenting on the 18th Amendment; the Journal refused to publish it. One letter that was published was written on February 13, which was the 35th anniversary of the allied bombing of Dresden. This letter was one of his first.

Tastel said he wants to "get people to read books instead of newspapers so they can get the whole truth." Some books he encourages people to read are *The Last Secret*, *The German Army*, *Who Financed Hitler*, and *From the Jaws of Victory*.

These books give a variety of information because Tastel feels that "when you read too much of one thing you tend to forget much of what you've read."



Randy Tastel, shown in the senior high library, enjoys reading non-fiction, especially history.

For the young person who doesn't really understand the differences between a simple argument and real disaster, the usual method of coping with his parents' marriage problems is by crying, screaming, or becoming unusually quiet and inactive. But as one gets older, life becomes more complex. And it is these complexities that often cause a young person to push anxieties about family problems inside, disguising his true feelings.

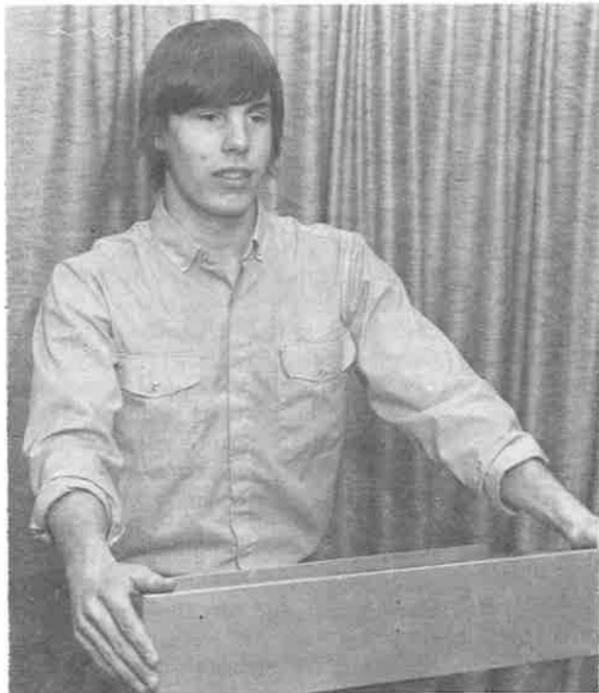
Divorce is a serious and embarrassing situation. In order to evade the situation a teenager will often pretend that nothing is wrong. This facade may work for a while, but eventually it becomes impossible to ignore the problem. Often the next step the young person takes is to try to solve their parents' problems. Inevitably this attempt fails and in most cases causes great anxiety and division within the family. The immediate reaction of the young person is guilt. He blames himself for the family's problems.

When a young person begins to slip into this guilt stage, real problems for him begin. Although it may seem to this young person that he is entirely alone with his problem, he is not. In fact, it is estimated today that five out of every ten marriages will end in divorce, and of these five, four will involve children.

There are many places for young people to get qualified help and counseling. School counselors, psychologists, mental health counselors, and social workers are ready and willing to offer help. And no one need know of the contact with any of these people. Better yet, this help can most of the time be unconditional and absolutely free.

Everyone needs help in working out problems at some time in life. And for the many teenagers who may need and want this kind of help, there are places to go beyond friends and relatives that will offer real aid and healthy, progressive solutions.

behind the scenes



One of Skillings' many activities include acting school drama productions.

This month's "behind the scenes" a doer

Skillings' life dedicated to different activities

"During his three years in high school, he has participated in every school play, two one act plays, and a musical."

by Diane Hawkins

This month's "Behind The Scenes" personality is Dan Skillings and his endeavors.

Skillings is involved in several school activities. He was a member of the New Ulm football team and was recognized as one of the players with the most dedication to the team. He also is a member of the track team, and enjoys the 400 meter run. The seasonal gap between football and track gives Skillings time to participate in the winter weightlifting program. He has been an active member of the Drama Club since the 10th grade and is co-president this year. During his three years in high school, he has participated in every school play, two one act plays, and a musical. In the last two years he portrayed leading roles in "I Remember Mama" and "Life With Mother."

During his junior year in high school, Skillings participated in the Minnesota State High School League Page Program. Every year the NUHS social studies department chooses a student to go to the Capitol and participate in various activities. The student spends one week attending classes and sitting in with the House of Representatives to watch state government in action. At the time Skillings was there, he listened to debates on raising the drinking age and the dilemma involved in locating a site for nuclear wastes.

A page waits on the House of Representatives by getting them coffee, needed files, and various other odd jobs. The whole purpose of this program is to inform students of how the political system works by personally participating in the political system. Skillings was chosen for this experience on the basis of an essay he wrote on

why he thought he should go. From the many essays that were written by the applicants, the four best were picked. These four students were selected by the social studies teachers, and Skillings was chosen to represent NUHS.

Skillings also participates in some out-of-school activities. He was active in Boy Scouts. He has a job at the Country Kitchen, where he has been employed for 2½ years and is actively involved in his church youth group.

Last April the church youth group went to the San Lucas Mission in Guatemala with the Diocese. The group traveled to San Lucas, and stayed there in a guest house. They toured scenic Lake Toliman, a large lake and 12 little villages nearby. "We got to work side-by-side with the people, and we had to try to communicate with them," said Skillings. It was easier for him to talk to the people because he has taken four years of Spanish, but he admitted he still had his Spanish dictionary in hand. Dan said the purpose of the mission was "To experience their culture and poverty in order to help them when we came back home." The youth group is helping unfortunate people in the world by raising money in various ways.

"...Skillings is not the type of person who is very excited about 'watching' anything but prefers experiencing the challenges of different activities."

Skillings has traveled to several places besides Guatemala with his family and friends. He has gone to Canada and Colorado, and this summer he hopes to travel to Alaska. Besides traveling, in his spare time he enjoys watching plays. However, this writer gets the impression that Skillings is not the type of person who is very excited about "watching" anything but prefers experiencing the challenges of different activities.

He plans to attend St. Thomas College after high school and do some study in theatre arts.

Iverson develops childhood musical interest into lifetime occupation

by Dave Filzen

Curt Iverson, band director and instrumental music teacher at New Ulm High School and Junior High School for the past 21 years, has been interested in music ever since he was five years old. As a young child he used to wave his arms to the beat of music like a band director.

Iverson was born in northern Minnesota, where he got his first formal introduction to instrumental music when he joined the fifth grade band as a baritone player. Eventually, Iverson's parents moved their family, which included Iverson and his sister, to Mankato, Minnesota, where he graduated from Mankato High School.

After high school Iverson pursued his interest in music. He attended the University of Minnesota in Minneapolis. He planned to major in electrical or sound engineering and eventually combine music and engineering. His plans to become an engineer and playing in the U of M marching band conflicted enough so that he was told to make a choice. So he dropped engineering and decided to major in instrumental music education.

"There are not many areas in music to choose from, and I had no interest in the retailing aspect of music, so I narrowed my choices between playing professionally or teaching. I chose teaching because I enjoy working with kids and the professional playing business is very hard to get into."

While in college Iverson achieved his greatest thrill in music when he played the "1812 Overture" with the Minneapolis Symphony in 1955.

After graduating from the University of Minnesota, Iverson taught for one year at Glenville, Minnesota, and two years at Echo, Minnesota, before coming to New Ulm High School 21 years ago.

At NUHS Iverson has become known for his struggle for equality for band and choir members regarding the amount of credit received for their par-

ticipation. Iverson strongly believes band and choir members should receive a full-credit instead of the half-credit they now receive because they meet everyday like any other class. Band is a year long activity, the summer included, and band and choir members put in as much time-out-of-school as any student does in any class. Iverson says he will continue the fight for equality.



Curt Iverson

Another subject Iverson is known for is his refusal to allow the bands to perform on Saturdays at athletic events. Iverson's reasoning is that it is against the recommendation of the Minnesota Music Educators Association, and he does not feel it is necessary to schedule athletic events on Saturdays when there are so many Monday and Thursday nights open on the schedule. "However, I do not object to volunteer pep bands on Saturdays as long as they do a good job and do not cast a bad image on the Music Department."

In his spare time Iverson enjoys golfing, cross-country skiing, reading adventure novels, and playing professionally either at Stout's Stube, various church services, or other functions. He also belongs to the Lions' Club, Country Club, and several church groups.

Math teachers declining in numbers

by Denise Haas

No more math in your future class load? Not quite, but hiring a competent math teacher is becoming a serious problem for school administrators in the area.

Maybe some of you are wondering what happened to Jack Christenson, a former math teacher who used to be a familiar face at NUHS. During the first quarter this year, Christenson attended a job fair in Minneapolis. Various job opportunities were presented by a number of companies searching for people with math backgrounds. While attending the fair and talking with several company representatives, Christenson was offered a position with one of the companies.

Christenson's next step was to discuss this opportunity with the administration to see if he could be released from his teaching contract. Upon receiving approval, Christenson

resigned from his teaching position effective at the end of the first quarter in order to start his new job.

High school principal Dave Stead immediately began searching for prospects to fill the vacancy. After calling numerous colleges, he came up with three possible applicants; however, none of the three was interested in teaching. Later Stead remembered Jim Malcom, who had substituted at NUJHS last year. Calling Malcom, he found him still interested in teaching mathematics and willing to accept the position in New Ulm on a part-time basis.

According to the National Council of Teachers of Mathematics (NCTM), math teachers will be hard to find for the next couple of years. Their survey showed that 1/4 of the positions in math are held by teachers with no permanent certification in that area. The main reasons for the shortage are blamed on competitive salaries offered by industry and "difficult" teaching conditions.



Mike Tanley, on the left, Dan Portner, and Willis Schafer show their approval of the lunch program by "diggin' in."

Project SOAR gets launched

by Lisa Walston

Project SOAR is a new program introduced to NUHS seniors this year. The purpose of Project SOAR is to provide creative students with an opportunity to pursue areas of individual interest.

Project SOAR is the result of a brainstorming session by SOAR committee members, Dave Stead, Jim Zetah, John Ferret, Dick LaPatka, Rich Meyer, and Wes Podolske.

Students involved in the SOAR program study in-depth in some area of personal interest they have chosen.

These projects are to be completed during the third quarter. While involved in the program, the students will work with teachers concerning classroom scheduling. The SOAR participants will have opportunities to spend time away from school. If an out-of-school activity is necessary as a part of the project, the student and the teacher who are involved in the research may both attend.

All senior students were eligible to apply for admission to Project SOAR this fall. The SOAR committee reviewed the 13 applications that were turned in. The finalists were then interviewed by the committee. Six students were chosen to work on the SOAR program.

Cheryl Beranek, Katy Carthey, Kathy Kaiser, John Marti, Tom Rosenbloom, and Deb Ubl are the first participants in Project SOAR.

Beranek has chosen to research the role of women in business. She plans to compare the positions of women in business in large cities, smaller cities, and small towns. She will be visiting colleges and universities to try to determine the future of women's business opportunities.

As an outgrowth of her project Beranek will study the role of women in law. She will be composing a paper and a slide presentation. Beranek would like to show her slides to the senior girls.

Katy Carthey is studying four songs from the Elizabethan era. She will write a research paper on the composers of these songs, the text of each song, and Elizabethan period. Carthey will also be presenting a vocal recital at the end of her project.

Carthey feels that Project SOAR encourages students to "develop responsibility and self-control" which she thinks will help in preparing for college work.

Kathy Kaiser's project concerns the elderly. She will be creating drawings of elderly people. Her purpose is to

capture their emotions and life styles through art.

John Marti and Tom Rosenbloom are working together on Project SOAR. They plan on researching the treatment of heavy metal wastes by collecting samples from several rivers and making field trips to sewage plants, chemical and industrial plants, the Environmental Protection Agency, and the Department of Natural Resources.

As a result of their research, Marti and Rosenbloom will compile a paper consisting of results, data, graphs, and conclusions about their work.

Deb Ubl will be dealing with the philosophy of death and its effects on people. Ubl is studying how people feel about death, and why they feel the way they do. She is researching some literature on the subject and how it relates to today.

Ubl will present a slide show upon the completion of her project, which will use art, poetry, and music.

Several faculty members are also involved in Project SOAR. There are four teachers on the SOAR committee, and each student has been assigned advisors for their projects. The students will meet regularly with their advisors to coordinate their programs.

At the end of the program, some written work will be required as determined by the student and the advisors. An oral presentation will be given to the SOAR committee at the completion of the project. The students will also be encouraged to make additional presentations to other interested groups.

Upon successful completion of the project, each student will receive an "A" grade. This project will count as one credit toward graduation.

Students involved in Project SOAR may receive several benefits and advantages otherwise unavailable to them. Scholarships may be more available because of involvement in Project SOAR. College representatives look for students who have excelled in academic areas, and advance placement, testing, and honors studies may be a result of such involvement.

As far as is known, there is no other program like Project SOAR anywhere in the state of Minnesota.

The committee members seem excited about Project SOAR and its benefits for students at NUHS. They feel it is very worthwhile because the students are doing specific research that cannot be done in a normal high school setting. The SOAR committee and participants feel that the program will be successful, and they hope for future expansion and development of Project SOAR.

Hot lunch is a hot deal

by Meg Hudak

It is a daily occurrence at NUHS between 11:24 and 12:46. For some students it is the height of their day while others pass this time in other activities. What is this event which attracts hundreds of students each day? The NUHS lunches.

School lunch has a lot to offer, but even the best things have their drawbacks. There are some minor problems in the cafeteria such as stray croutons in the French dressing or mistaking the salt for the pepper. However, there are some other problems that students feel "take the cake."

Students think that one of the problems in the cafeteria is the type of food served. Many students would much rather eat pizza, corn dogs, and hamburgers than eat some of the other foods served. However, the cooks try to vary the meals served and also serve meals that are nourishing. After all, there aren't many places where one can receive a meal that consists of a main dish, dessert, and a beverage served in a clean atmosphere for 65°.

The salad bar, which was installed last year as an alternative to hot lunches, is well liked by many of the students. But here too, there are some

problems. The students feel that one problem is the choice of meat used in the sandwiches. Many students would like to see a wider range of meats other than the pressed turkey, ham, or cheese. Another problem associated with the salad bar at "C" lunch is that occasionally there's a scarcity of various items which were plentiful during the previous "A" and "B" lunches.

Eating at a relaxed rate is enjoyable, but many students complain about the little time to eat and enjoy their meal. A cause of this problem is the time consumed while standing in line buying tickets and the standing in line again to get their meal. After they receive the meal, there sometimes is a problem finding a place to sit, which may be caused by an unequal distribution of students who eat school lunches during the three lunch periods.

Students have made some suggestions to improve the cafeteria service, but some suggestions are not feasible at NUHS. If a student would like a change or has a suggestion about the cafeteria and school lunch facilities, relay that recommendation to a student council member for discussion at a future meeting.

Thermostat set at reducing energy costs

by Beth Norman

On occasion our school building can be considered a "building of all seasons." At some times one classroom may be extremely warm while the room across the hall may be frigid. Therefore, some people may draw the conclusion that our school system and its administrators are not concerned about energy conservation. On the contrary, our school administration is "trying to do everything possible to cut down on energy costs" according to Superintendent of Schools, T.R. Olson.

The first time District 88 was faced with the problem of cutting energy costs and consumption was in 1974. This was the time when the OPEC nations raised the cost of oil tremendously. Unfortunately District 88's primary heating source was fuel oil so the district was forced to find another heating alternative.

The Junior High School building and the Lincoln building, which houses

the administrative offices, are now on the city steam lines.

Jefferson and Washington Elementary Schools and the Senior High School are heated by natural gas at the present time. These three buildings are also on a "stand-by" system which means that natural gas could be cut off sometime during the winter months.

The school district, however, has an alternate source of energy (fuel oil) so it does not need a steady supply of natural gas.

Another conservation measure was to lower the thermostat settings. Initially the school system decided 70° was a sufficient temperature setting to conserve energy. Previous to 1974 the school system was seldom concerned with the thermostat setting for energy was relatively cheap. At this time the thermostats in the District 88 buildings are set at 68° and will ultimately be fixed at 67°. Naturally there are a few exceptions. The thermostat setting is slightly higher in locker rooms,

kindergarten rooms, and nurses' offices.

The State of Minnesota ordered all schools in 1978 to conduct a mini and maxi audit on all facets of energy in their buildings. The mini audit consists of a walk through the building; it is not a very detailed investigation. Items checked included the boiler room, door ways, and the ventilating system. The maxi audit is more elaborate and District 88's audit is being conducted by Warren Hallberg and Associates, Consulting Engineers. This concise investigation includes everything from the insulation measurements to the square footage of glass in each room.

The result of these audits is a list of recommendations to conserve energy in the school building. Each item on the list will have a pay back period, which represents the time the particular

correction pays for itself by saving energy. The list of recommendations is also prioritized by the length of the pay back periods. Naturally the item with the shortest pay back period will head the list. The decision on these recommendations will be made by the school board.

One last step the School Board is taking to conserve energy is the conducting of an energy monitoring program. This project is now in its third year and consists of a monthly report on the costs of electricity, gas, steam, and sewage. At the end of each month the reports are analyzed to see if the school's measures toward conserving energy have succeed as planned.

As superintendent Olson stated, "Essentially what the school system is trying to do is conserve energy in every way possible."

sports

Senior high sports not promised land

Time out with Tyler



by Todd Tyler

"What time do we practice? Where do we practice? These are beginning to be fairly common questions heard around the halls these days. Practicing for sports after school has become a problem for many people and for many reasons.

Remember when you were little during those junior high years when everybody went out for a sport? There were so many wrestlers that they had to ship them down to the senior high to wrestle in the foyer because the junior high wrestling room couldn't handle them all. The basketball players never found out where they practiced until they got to the locker room, and then the moans and groans could be heard if they had to practice in the Armory. It was a long walk on a cold winter night. If the Armory was taken, they then were bussed to the gyms at Jefferson or Washington schools, but they were usually filled with little tykes or the girls' gymnastic team. The junior high hockey players practiced with the

senior high team so they had no problem...I think.

Well, everybody thought that this was junior high, and it would be a lot smoother in senior high. However, when "everybody" got to the senior high, the problem was the same. If you happened to have a second shift or a late hockey practice, you were guaranteed cold, warmed-up, or dried-out dinner.

There seem to be very few solutions for this problem because an addition to the school can't be funded and built overnight, and it is very unlikely that the idea will even be considered. There is at least one problem that has been solved and that is the hockey team's.

This year the hockey team has been limited to 8 hours of indoor ice time in Lund Arena at Gustavus. They are supposed to practice here at West side, but since the weather has been warmer than usual, the hockey players can be seen on the streets training cross-country style. Has their lack of practicing hurt their record and their performances this year? Probably, but this is the last year that they won't be able to skate before their first game.

The girls' gymnastics team has had the same problem; only they just have to travel to Jefferson Elementary to practice because the gymnastics room isn't large enough. The girls' and boys' basketball teams have a similar problem so they have to rotate practice sessions in the school's only gym.

Many of these problems are just unavoidable, but have you ever thought how a team might have done if it wouldn't have to practice at odd hours of the morning or evening.



The Eaglettes from left to right are Katie Roberts, Donna Wendland, Michelle Bushard, Ruth Maurer, and Grace Stabell. They made their debut at a boys' basketball game last week.

Eaglettes add spice to games

by Katie O'Connor

If you have attended a boys' or girls' basketball game at the senior high recently, you probably have noticed something new, the Eaglettes, who are dressed in purple with purple paint on their faces. Their goal is to add life to the crowd and cheer on the team.

Grace Stabell got the idea of the Eaglettes because she saw the Purple and White Gang perform and she liked the effect that they had on the fans. "If the guys can do it, why can't the girls?" commented Grace.

Stabell got together with five other girls, Ruth Maurer, Deb Thill, Katie Roberts, Donna Wendland, and Michelle Bushard, and started going to football games at Johnson Field last fall. T-shirts were purchased by each girl with Eaglettes printed on the front and a nickname printed on the back. At basketball games they plan to wear shorts with the t-shirts.

The Eaglettes practice once a week, on Thursdays after school. Additional practices are scheduled if they are necessary. Stabell and Maurer are the co-captains and in charge of getting the

girls together to work on any number of things.

The Eaglettes' purpose is to encourage students to cheer on the players with the cheerleaders and try to show everybody that school spirit can be fun. They hope fans will realize that they can have a good time cheering even if they're the only one yelling.

Stabell feels that "The fans don't have quite enough enthusiasm, and if they see us out there having a good time, then maybe they will join us. We throw them candy and go out and sit with some of the people and just really have a good time. It's a lot of fun."

As of this writing the Purple and White Gang will be appearing at the boys' basketball games at the senior high also. A group of weight-lifters have revived the Purple and White Gang. The Eaglettes may or may not appear at the boys' basketball games. They will continue to perform at girls' basketball games since there are no girls' sports' cheerleaders this year.

Since Stabell is the only senior, she hopes that the other girls will continue the Eaglettes. The Eaglettes are looking for people to help them. If you are interested, contact one of the girls.

Eagles take winning to Hart

by Mary Moriarty

Despite encountering early season obstacles, Coach Dave Hartmann's cagers will attempt to blend several seasoned seniors with a crop of promising but inexperienced juniors into a cohesive unit capable of upending any team in the highly competitive South Central Conference.

For the Eagles to better their 11-9 mark of last year, which included a third-place finish in the SSC, they must rely on their quickness, inside strength, and a strong bench. Supplying the quickness is senior guard Jeff Stoll, one of five returning lettermen, who led the Eagles in steals and assists last year. Stoll, who sets up the offense and defense, is perhaps the catalyst of the team.

Leading the Eagles inside is Dave Filzen, a 6-5 senior who averaged 17 points a game last year; Neil Stock, another senior, who sees double duty as a forward/guard, and junior Steve Baum, a 6-5 center whose point and rebound production are gradually improving. Rounding out the list of veterans is Eric Wilner, a senior who saw regular duty in the backcourt with Stoll last year.

A vital ingredient to any successful team is the strength of its reserves, and according to Hartmann the Eagles' second squad is capable of starting for several other schools in the area.

Juniors Mitch Haber, Steve Forstner, and Doug Zimmerman along with senior Marc Friske will see considerable action as the season progresses.

As a result of having both size and quickness, the Eagles will run a fast break and set up offense while alternating between zone and man-to-man defense. This strategy will try to keep the opposing five off-balance. An important facet of the cagers' game plan will be the increasing use of a man-to-man defense, which according to Hartmann, is vital to a team's overall success.

At this point in the season the Eagles have shown glimpses of sound basketball in a loss to Mankato East, a team rated in the top ten of the boys prep poll, and more recently a sound thrashing of Blue Earth in the Eagle's conference opener.

Despite the easy win over Blue Earth, Hartmann expects an uphill struggle against always tough Fairmont and St. James. Post-Christmas games against Waseca and Wells will be crucial to the Eagles' fortunes. Looking at the schedule remaining, Hartmann reflected that the main objective of the team at this point is to play consistent basketball, tough defense inside, and "Let the winning take care of itself."



Doug Zimmerman gets a layup off the fast break during the Blue Earth game.

Team rebuilds on new talent

by Laura Fritsche Isaacson

Many high school teams have had to go through a rebuilding season. That kind of season is exactly what the girls' gymnastic team is having this year. Last year's team graduated seven seniors, so the coaches think the girls will have a pretty good year if adequate replacements can be found.

Coach Jill Curry is in her second year of coaching the girls' gymnastics team. She describes the team as "young and promising." Curry believes that the talent is there, but here only time will tell how well the team will do.

Coach Sandy Fritz also believes "the team is a talented crew" but is concerned about the small number of upper classmen. This year's team consists of only two seniors and two juniors, a big drop from the number of girls in previous years.

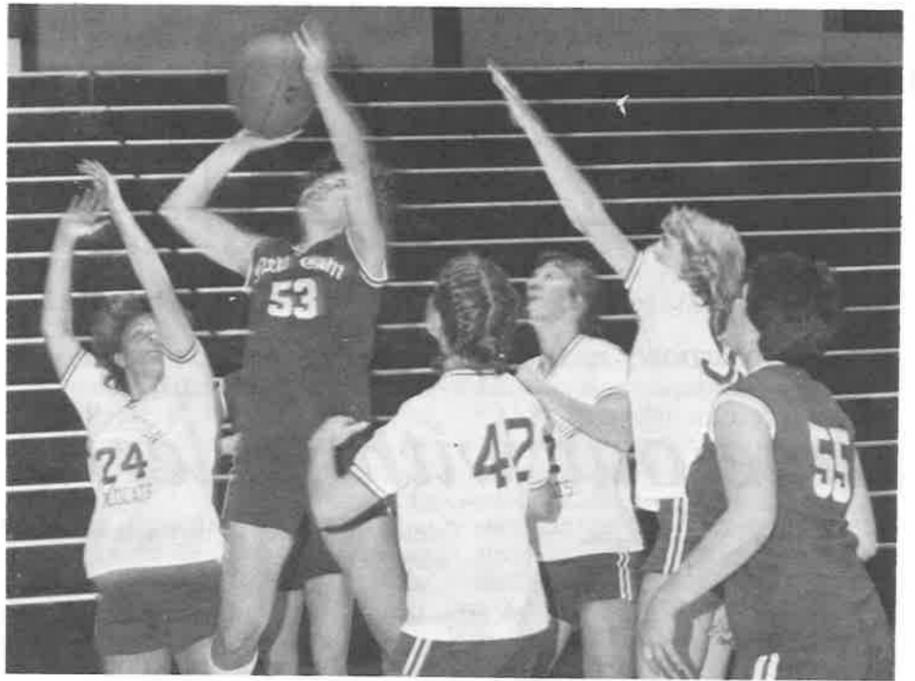
This year's captains are Cindy Scheid and Jane Pollei, the team's two

seniors. Fritz stated that they have to "shoulder the way and use their past experiences for strength." Since the captains are All-arounders, girls who compete in all four areas of gymnastics, they will be strong in vaulting, floor exercise, the balance beam, and the parallel bars.

Pollei sees this year's team as a new team, a large team. "There are so many ninth grade girls out for gymnastics this year I don't even know all of their names!"

The coaches, obviously, are depending heavily on the sophomores and ninth graders to help the team this year. Fritz feels the good class of sophomores will have to fill in the varsity spaces left by last year's graduated seniors.

The team's first meet was on January 6. The first four meets, including an invitational, are all away meets. The first home meet isn't until January 29. This will be everyone's chance to see how well the team with its young sophomores is doing.



Mary Moriarty 53, leading scorer for the girls' basketball team, puts up a shot in the game against Wells-Easton.

Girl cagers play strong second-half game

by Eric Wilner

The New Ulm High School girls' basketball team's record may be deceiving. Although their record is only 1-3, they may very well be a lot better than that.

One reason why they might not have started out the year as well as they had hoped to is inexperience. This year's team is much younger than Coach Lyle Sparrowgrove's previous teams. There are only two seniors on this year's team, Julie Mosenden and Kris Traurig. Both of these girls have seen action as sophomores and juniors and are the mainstay of this year's team.

Besides these two seniors, these juniors have had game experience this year: Cyndy Herzog, Mary Moriarty,

Kristy Paulson, Chris Portner, Connie Platz, and Karen Spoon.

One of the biggest problems of this year's team is that they play poorly at the start of the game. Because they fall behind early in the game, they have had to play catch up ball in the second half.

The scoring has been fairly well spread out among the players with Mary Moriarty the leading scorer at this time. She had 16 points in the game against Wells-Easton. Herzog had a game high of 17 against St. James while Kris Traurig scored 11 in the same game.

If the girls can iron out a few of their problems and play more consistent basketball, their chances for a good season will be better.

Winning season not on ice

by Gwen Breu

Practically everyone awaits the coming of the hockey season in New Ulm. But every year it seems that the hockey team must overcome some big obstacles in order to be competitive.

The most obvious obstacle the team has to face is the lack of ice time they have in order to prepare for games. We all know now that New Ulm is going to have an indoor hockey arena by next year, but what about this year? This year the hockey team must rely on the weather and what little practice time they can find on some other cities' indoor rinks. We've all heard the hockey players telling about how they had to get up early in the morning to catch a bus so they could practice at Lund Arena in St. Peter before school started. If the weather is cold enough for ice to form, you'll find the hockey team practicing at West Side Park.

Another problem the team faces is having to play all their so called "home games" at St. Peter. Naturally, this

causes a lot of troubles for the fans because they must drive 30 miles each time they want to see a hockey game (that's sixty miles round trip). Needless to say, with the high price of gas many people aren't likely to jump into their cars and drive to St. Peter. There are, however, some faithful fans who are willing to pay the price to see the games. No matter what, any athletic team will agree that it's always nicer to play at home in front of a lot of their fans.

Finally, the hockey team is considered to be in what most coaches term a "rebuilding year." Presently the varsity team consists of five seniors, five juniors, and 11 sophomores, which points to a lot of inexperience on the varsity team. However, the experience of the seniors and juniors seems to be helping the others because the team's record at the time of this writing is not that bad. And the 11 sophomores indicate that the team's future is optimistic.



This year's wrestling team record is 2 wins and 4 losses. Coach Peterson feels that the record is misleading because the losses were early in the season and the team has shown recent improvement in the Worthington and New Ulm tournaments and a defeat of Fairmont. Loren Guggisberg, on top of his opponent and wrestling at 167, currently has a record of 6 and 6.

Anorexia Nervosa result of the weight watcher era

by Don Eliason

Anorexia Nervosa, commonly known as self starvation, is a psychological illness that is becoming increasingly prevalent in the U.S.

The disease is found primarily amongst teenage girls in the 13 to 19 age group. Although it is not common, cases have been reported up to the age of 50. The typical anorexic is a prematurely independent person who has learned how to do things very early he has been no problem to his family. The family is usually close-knit. Anorexics do not go through the normal "Period of Rebellion" as do other adolescents.

Most anorexics are industrious, hard working students who strive for perfection in everything they do. It is important to understand that anorexics don't see their body as everyone else does. Even when their body is obviously undernourished and in desperate need of help, the anorexic perceives his body as being too fat.

Doctors believe that one possible cause of Anorexia may be the current world-wide trend to be thin.

There are many signs and symptoms of Anorexia which one should be aware of. Some of the more important and noticeable ones are (a) loss of 25%

or more body weight with no physical cause, (b) light headedness, stomach cramps, self-induced vomiting, (c) socially withdrawn behavior, (d) drastic increase in amount of exercise, (e) and constant dieting.

Mary Rodenberg, a senior at NUHS, is very knowledgeable about Anorexia. Some students may remember the excellent cross country runner Tom Rodenberg, Mary's brother, who has suffered from Anorexia for 4 years. He is currently an out-patient who receives treatment on a regular basis. "I really am not sure I know just how Tom acquired Anorexia, but I know that he thought if he were thinner he would be able to run better," stated Mary.

According to Mary, Anorexia is closely associated with alcoholism. Once an individual acquires it, there is always the possibility of it occurring again. Rodenberg feels that the disease is definitely increasing and poses a real threat to the average teenager. Anorexia is a progressive disease which can lead to calcium deficiencies and stress fractures.

Rodenberg hopes that anyone who may be developing the disease should contact the high school counselors or talk to her personally.