

the graphos

April 1977

New Ulm, Minnesota 56073

“Oklahoma” progressing towards April 29 premiere

by Naomi Isenberg

“Oklahoma! Where the wind comes sweepin’ down the plain,” is taken from the musical OKLAHOMA!, which will soon be sweepin’ to New Ulm Senior High at 8:00 p.m. Friday and Saturday, April 29 and 30, and Sunday afternoon at 2:00 p.m. May 1.

OKLAHOMA! was written by Rogers and Hammerstein. When this musical opened on Broadway in 1943, it was doubtful that it would be a success. Oscar Hammerstein had not written a hit in years, Richard Rogers had never worked with Hammerstein, and the musical itself was adapted from the unsuccessful play GREEN GROW THE LILACS. Despite these drawbacks, OKLAHOMA! fast became a Broadway hit.

OKLAHOMA!’s popularity was due to a pleasing mixture of old and new. The standard story of a young couple’s love nearly being thwarted by a villain was still an old favorite theme. The new western setting and exciting music made the musical more lively. Other new

aspects were the ballet in the dream scene and the killing of a character on stage.

The story is set at the turn of the century in the Indian territory soon to become the state Oklahoma. Curly (Scott Werdahl) is in love with Laurey (Susan Deming) who loves Curly but plays hard to get by consenting go to the box social with the hired man Jud Fry (Todd Horner). Meanwhile Ado Annie (Johanna Johnson) can’t decide whom she likes better, the traveling salesman Ali Hakim (Keith Scheible) or Will Parker (Tom Thompson). Everything happens under the watchful eye of Aunt Eller (Margo Scheible).

Including the seven major leads there are 92 people in the cast who practice singing, acting, and dancing under the direction of Mrs. Carol Ackerson approximately two nights a week. The cast is accompanied by an orchestra consisting of eighteen instrumentalists directed by Mr. B. W. Becker. Mr. Mike Roelofs heads the Stage Crew and Better Half, which will build two sets and rent two sets according to present plans.

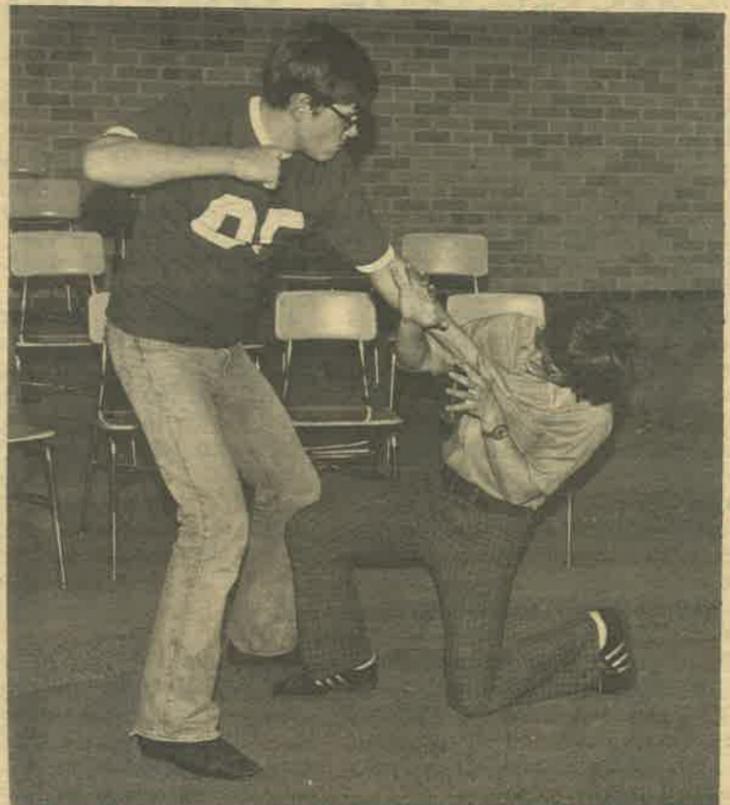
Admission is \$2.00 for students and \$2.50 for adults. So git yore money rustled up and go see the showdown of yore life.



Susan Deming (Laurey) and Scott Werdahl (Curley) gaze lovingly at each other while discussing plans for their approaching marriage.



Keith Scheible (Ali Hakim) demonstrates a Persian good-bye while Johanna Johnson (Ado Annie) begs for more.



Dave Kaiser (Andrew Carnes) threatens Keith Scheible that he’d “better take keer of his little rose bud.”

editorial

We must compromise



by Johanna Johnson

Recently there was a difference of opinion in my Cultural Heritage class. Actually, it was comparable to WWII. Since I didn't voice my opinion to my own satisfaction then, I thought that I would use this opportunity for retaliation.

The subject under discussion was girls' sports, something that has been and will continue to be highly controversial. The males in the class were expressing their anger over the fact that the emergence of girls' sports has cut into "their" practice time and "their" money.

One of the major complaints is that the loss of practice time in the gym because of the girls' use of the facilities has diminished the quality of the boys' teams' performances. The guys feel they are suffering because of the girls, and they don't think that this interference is fair. However, when it comes to what's fair, let's not forget the girls' side of the story.

Is it fair that athletically gifted girls have had to limit their

talents to gym class solely because it was considered "unfeminine" to compete in sports? Is it fair that even after women were accepted, they have had to remain in the background while the men have received most of the support, encouragement, and money?

No, it is not fair. Granted, men's sports have been around a lot longer, but is that the fault of the girls?

I realize that facilities in New Ulm are limited. There simply is not enough gym space to adequately accommodate all the teams for both men and women. However, a lack of space doesn't mean that the girls should go without. We need to compromise and share all facilities without griping. Maybe it is about time that the guys experience some of the "doing without" that the girls have put up with for so long.

Another argument raised was the girls were using "the guys' money." I'd like to point out that the money is the taxpayers'. If a citizen pays taxes and has eight daughters, all of whom show athletic prowess, he has a right to see his money used for athletic programs for them. There is no law that says all money for sports automatically goes to the guys.

If New Ulm can't pass a bond issue to get an addition to the Junior High School, there is little likelihood that we will get a new gym built. We will just have to make the best of what we have, and that means compromise.

Scheduling Day May 4

by Mr. Dave Stead
Assistant Principal

During the past two years at New Ulm High School, the scheduling process has undergone a dramatic change. From a calculated process of computer decisions about which course a student would take and when it would fit a schedule, we have come the full cycle and now have students decide which classes they will take, which quarter they will take the class and at what time of the day. Students also make their own alternate choices if the original schedule does not work. Most students like this approach because it gives them the flexibility of making their own decisions based on their specific needs.

This year the Self-Scheduling Day is set for May 4, 1977. At this time, you students will be making decisions about the classes you will take during the 1977-78 school year. Well before that day, we will meet with you to review the scheduling process and distribute the information necessary for class selection next year.

You know that there will be limitations on what can be arranged, and you will have to make some priority decisions about class selection. One of the class

sections you want to take may be filled; you may have two classes scheduled during the same period and quarter; you may have three classes scheduled during two time periods, or you may discover that it is impossible for you to build your schedule the way you had done it in your preplanning.

Priority decisions must be made. In the past, the computer has made those decisions for you. With our present system, you make the decisions that will affect you for the following school year. That is what makes the system better than in the past. We, as a school system, still retain the right to change some class selections if it becomes necessary to balance class size; but for the most part, the schedules you choose are the ones that appear on your schedule card the following semester.

Additional information about the scheduling day will be made available at the appropriate time. In the interim, listen for announcements regarding the scheduling process, prepare adequate alternate schedules, and review the layout of the scheduling area.

If you follow the above suggestions, you should be well on your way to a successful scheduling experience on May 4.

Change of pace loses



by Susan Deming

Student Variety Week was held during the week of February 21. The original plan was to have these days as a Snow Week. However, a lack of snow made necessary a change to Variety Week. The many ideas of Variety Week included Mix and Match Day, Flood Pants Day, T-Shirt Day, Girls' Wrestling, Scooter Races, Tricycle Races, a Pie Eating Contest, and a dance.

Because Monday was the Mid-Winter Break, Tuesday's Mix and Match Day began the week. Mix and Match Day was supposed to be a mass effort of the student body to see who could dress in the most outlandish, unharmonious garb. Several people came to school dressed in the spirit of the day, but only a few had the enthusiasm or courage to last the day. Participants had to withstand numerous, sarcastic comments from those who obviously did not know of the day's activity.

On Wednesday Flood Pants Day was just as unsuccessful. If one looked carefully, he could count a grand total of 5-7 people wearing Flood Pants, most of whom always wear flood pants.

Thursday was "Normal Day." The evening was filled with Girls' Wrestling, Scooter and Tricycle Races, and a Pie Eating Contest. There was much more student body participation in these events. Most people agreed that this was an enjoyable, interesting evening.

Friday, T-Shirt Day, was the biggest success of the week. Almost every student wore some kind of T-Shirt and so did several of the faculty.

The dance, featuring the band, Foxx, was not highly attended. Most people, however, agreed that the band was good, and the dance was a great way to end the week.

Generally speaking, most people felt the week, especially the initial activities, was not much of a success. The most frequently heard explanation for the lack of participation in many of the special events was that many people were afraid. They were afraid of others not participating, of being laughed at, or of being odd. Evidently quite a few students had these attitudes. Of course, those who didn't care, didn't remember, or didn't have anything appropriate to wear are excluded.

Should we reconsider the value of these special days? If we expect the Student Council to provide us with such events as Variety Week but do not participate, of what possible use are they? If the student body wants a change of pace in school activities, we should make use of them, or we may not have any more efforts like this year's Variety Week attempted.

Unjust grading feared



by Barb Gitter

I feel that many of us students are victims of unjust grading by our teachers. One thing that is very unfair to us is some students are given second chances.

Let's say a test was given and some students did well while other students didn't do well. The teacher decides to give a re-test or a make-up test for students who didn't do well or want to improve their grade. The test is given and the students who previously had failing or low scores are now getting a better grade for that second effort.

I feel that this approach is a big injustice to the students who did well the first time the test was given. Those students who did well on the first test worked hard and studied long. The students who didn't do well deserve the grade they received for their lack of preparation. There is no reason why these disinterested students should have another chance to get a passing grade. I feel that the test should be given once. If the students fail, for whatever reason, the teacher should not give a make-up test.

Another instance that is unfair to students is letting some students pass the course without doing the required work. When the quarter nears the end, students who haven't handed in these required assignments go to the counselors and beg them to talk to their teacher about their grade. The students are then able to hand in substitute assignments for that

required work. Why should some students have to hand their work in on time and others can get by with handing in only a substitute that is usually less difficult than the normal assignment!

I wonder whose fault it is that this injustice takes place. I feel that the problem is the teacher's fault. I don't see how some of them can be so lenient and soft towards make-up tests and late work. They should help all students as much as they can. They should help the students with learning disabilities and those who need help in certain areas instead of giving the lazy students a break by letting them hand in inferior work late or giving watered-down make-up tests.

There are always going to be the dedicated students and the ones who will do just enough to get by. There will even be the students who won't do the required work. By letting the students who never do their school work get by with inadequate substitute work is actually doing them more harm than good. These students are never going to get by with that kind of work in the outside world. How are they going to be able to hold a steady job if their performance is below accepted standards?

High school is supposed help the individual become more responsible and independent. As it is now, many of our students are leaving school without any sense of responsibility because they have always received another chance to complete their work.

graphos

Editors: Johanna Johnson, Scott Simkins
Art: Karen Gatewood, Nancy Gieseke
Photography: Mr. Mike Wieseler, Mr. John Olson
Layout: Linda Schrader, Kathy Dittich
Advisor: Mr. Ed Weber

the guidepost

by Ms. Marty Webb
Counselor

Don't look;
you might see.
Don't think;
you might learn.
Don't walk;
you might stumble.
Don't run;
you might fall.
Don't try;
you might fail.
Don't live;
you might die.

The poem above talks about courage, daring, risking, but mainly it speaks of self-esteem. At first glance the poem seems rather absurd; it's too simple. Yet many people do let themselves get trapped into a stagnant way of life simply because they don't think they can do anything else.

If you don't feel very good about yourself, it's pretty difficult to get up the courage to risk anything new. It's very comfortable to just stay where you're at doing the same things with the same people day after day.

Unfortunately that kind of functioning doesn't allow you to grow, to change, to become anything different. So you say you're fine right where you are? Perhaps that is so for now; however, there may come a time when you want to move. Hopefully you'll not want to stay a high school student for the rest of your life.

Every now and then we all need to test our ability to try new things. You can see how set you are in your ways by just trying to change the little things you do. Try walking to school on a different street than you normally take or say "hi" to someone you normally ignore.

The more confident you are as an individual, the easier it will be for you to reach out to new people and new experiences. We all have to take our time in growing; the important thing is to try when you feel you want to. Growing can be painful, scary, and discouraging; but this spring I urge you to try your wings and reach a little further. Find out more about yourself and where you want to go.

I hope you're all aware of the life-living series being held at the junior high school little theatre each Tuesday evening. There are still three more programs left. Mr. Zetah and I urge you to attend these sessions and bring your parents. For more information, check in the guidance office.



One duty of a library employee is stamping books. Limited funds prevent additional staff or extended weekend hours at the public library.

Sunday library hours for working students?

by Scott Simkins

Do you ever find yourself with piles of homework to complete over the weekend and have only a Sunday to do it? Even worse, does this homework include library research? Hopefully, not too often, because, as we all know, our public library isn't open on Sunday.

I'm sure that this type of situation has happened to many of us. It seems that the higher up the ladder of academia one climbs this problem gets worse because of increased homework. Compounding the problem is the fact that a higher percentage of students are working. It naturally follows then that the general amount of time left for assignments is less.

For many students an extra day of library work could be extremely beneficial. Some students have voiced their opinion that the only time they have

to do homework is on Sundays, and some of this homework involves library research.

So why isn't the library open for business on Sundays to accommodate this seemingly large group of students? The main reason is expense. "Most public libraries are not open Sundays," explains Dar Reilly, head librarian of the Public Library since October. "This is usually the last type of service offered to the public because of staffing difficulties and fixed budgets."

Mr. Reilly definitely feels the need for this type of service in New Ulm, however, although he admits to some skepticism when this idea was first mentioned to him.

He feels that "for a community of this size, our library should offer more opportunities and services than it now does," and he looks to the public for new ideas and suggestions. A survey taken by the Friends of the Library, a local group in-

The good and the bad

by Matt Dahl

Whether we like it or not, New Ulm has had a powerful influence on our development and will probably continue to influence us. Many of us were born and raised in or near here, and we all go to school and meet friends here. After high school, vocational school, or college, a majority of us will probably return to the New Ulm area to find a job and raise a family. But there seem to be widely varying opinions of New Ulm among the people who live in it; it is everything from a nice, quiet town to a haven for tightwads and stinginess. Rather than these extremes, I think the true situation lies somewhere in the middle. Considering how important the city has been to us students, New Ulm deserves a fair examination of its assets and liabilities.

Whatever its people may be like, New Ulm presents a pleasing appearance to the casual visitor. Unlike most Minnesota prairie towns, New Ulm is located in a tree-filled river valley and has some natural beauty to explore if one can put up with the mosquitoes. The weather may be formidable during the summer and winter, but it does give some variety to life. I have heard of Minnesotans leaving to find some California sunshine and then complaining that the weather was too boring.

New Ulm is between a town and a city in size, and it has some of the qualities of both. On the positive side, it is not spreading itself too thinly or too fast as fast-growing Mankato is doing. Unlike Mankato, the New Ulm business district is still quite healthy, and vacant stores are quickly filled. Big-city crime and pollution are rarely in evidence. But New Ulm also benefits from its larger size. Several industrial plants employ many local people. Supermarkets and a number of chain stores make shopping more convenient.

New Ulm is caught in the middle of a number of problems by its middle size, however. For example, there seems to be a serious lack of entertainment other than television. Mankato has several movie theaters, nightclubs, and discotheques. Even Courtland has a disco. But New Ulm, with its population of high school and college students, has only one indoor theater, one nightclub that I know of, and no disco. For those who gain entertainment from reading, we have a new city library, but it contains the same books that were in the old building, and these books are available only during limited hours.

The qualities of the people who live in

terested in the well-being of the library, exhibited a strong public interest in Sunday use of the library.

The librarian was a little skeptical of the survey results at first, but now says he has changed his mind and is quite certain that the need is there. "Enough feedback tells me that a substantial number of people would like Sunday service."

He mentioned two instances which called him to the library for extra work on Sundays. During both times a number of people came by asking if the library was open, and a few people called during the afternoon who echoed the same question.

Because the budget is renewed and examined in the middle of the year, it is not likely that the library will be open on Sundays until next year at the earliest. Mr. Reilly added, "If they accept our suggestions and reasons and the money is available, we'll have it. We will probably initiate Sunday openings on a trial and error basis and give it ample time to evaluate whether we would continue the service or not." He also stated, "It is an expensive service to offer, and that is the reason for not jumping into this completely at first."

Although the situation for Sunday hours is in limbo, the library has expanded its regular hours. Since April 4, the library has opened its doors at 9:30 a.m. Monday through Saturday instead of the usual

New Ulm are more important that its size or location. New Ulmites have been strongly criticized in previous issues of this paper as being too conservative and narrow-minded. Local bond issues have not fared well in the past several years. Proposals for a shopping mall on the edge of town have met with resistance from established businessmen.

But most New Ulm residents are probably more broadminded than one might think. Bond-issue rejections are not necessarily due to any particular New Ulm stinginess; schools across the country are closed because people will not vote them the money they need to operate. Our schools — at least our public schools — are fairly liberal. The freedom we have as high school students to choose our courses of study would have been considered quite radical some years ago. Finally, the vocal discussion that is going on about such things as a shopping center, a recreation center, and a downtown mall suggests that some New Ulm residents are not as stodgy as has been said.

A common story is that people in small towns are very close to each other and always willing to give each other a hand, yet are suspicious of outsiders and new ideas. As New Ulm has grown, however, this stereotype no longer seems true. Instead of a tightly-knit group, we have a number of groups which tend to keep to themselves. Businessmen have the country club, the Rotary Club, and the Lion's Club. We high school students are a group in ourselves and congregate in school, extracurricular activities, and parties. Senior citizens are banding together in a Golden Ager's club. And Dr. Martin Luther College is one body which, as far as I can detect, remains almost independent of anyone else. Perhaps this lack of close community bonds makes it easier for outsiders to work their way into a particular place in New Ulm society. But it seems to me that this town would make more progress if some of these groups could get together instead of each arguing for its shopping center, its recreation center, or its school addition separately.

I have mentioned a number of items I think are New Ulm's good and bad points. Perhaps this discussion will give us a little more respect for our town and some desire to correct its faults. Lately there has been an increased interest in trying to find one's past — one's roots. We all like to feel roots under us, and, for better or worse, New Ulm holds our roots.

11:00 a.m. opening time. Mr. Reilly feels that these new hours will be most beneficial to adults and give some extra time on Saturday mornings to students who find library time short.

Many students use their Friday nights by working at the library according to Mr. Reilly. The scarcity of study time because of school, sports, and jobs may leave few alternatives. The librarian noted, "I am surprised to see so many students on Friday nights; usually that is a quiet night at most libraries."

Families may also be encouraged to come on Sundays making library use a family affair. "That's quite possible," mused Mr. Reilly, "I hadn't thought of that. It all depends on what we are competing with. I haven't been here that long and am not fully aware of what we would be competing with for Sunday afternoons."

But for whatever reason, both students and librarian agree that Sunday library service would be beneficial to New Ulm. "I think there is a need for this service and I would like to offer it, but my finances are limited so that at the present, we can't do it." Hopefully, when Mr. Reilly and the city manager go over the library budget in July, extra money will be allocated to expand the present library services to include Sunday service.

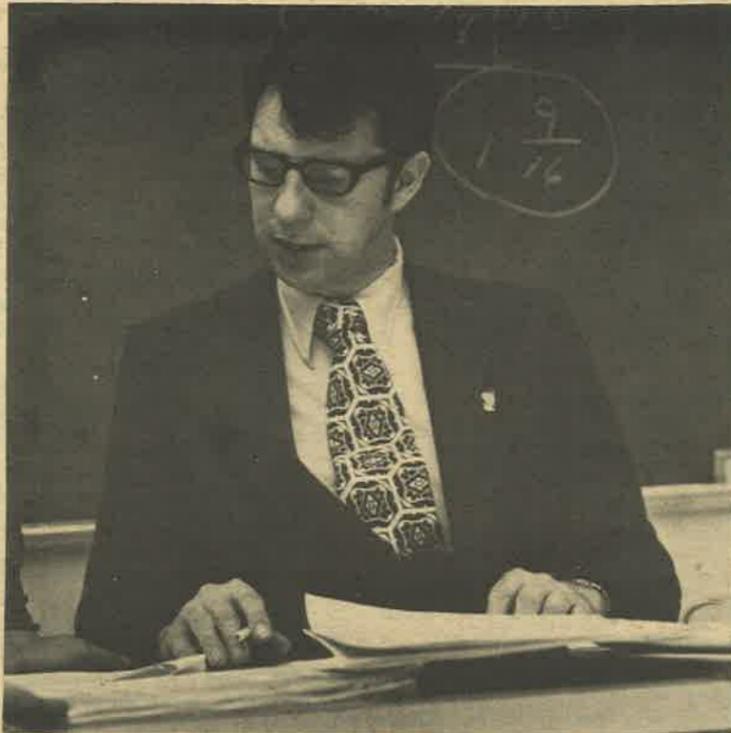
Our "Pi" in the sky "Square" teacher gets to "roots" of problems

by Dave Mildenberg

Surely there are times in everyone's life when we wish mathematics had never been created. Difficult problems with seemingly impossible solutions tend to drive students "up the wall." But then, lucky Graphos writers are sent on missions to interview mathematics teachers, and math is put back into proper perspective. Mr. Conrad Trapp is this issue's Teacher of the Month. He deserves all of the accolades that go with the honor because he helps his students understand the importance of mathematics in everyday life.

Mr. Trapp was born in Randall, MN, a town famous for being "the southernmost tip of the Iron Range." He majored in Physical Science and Mathematics at St. Cloud State and received his master's degree in 1969 at Mankato State. His first teaching job was at Arlington Heights, Ill., before coming to New Ulm in 1962.

When he first started in New Ulm, Mr. Trapp taught science and math, but when a math teacher quit, he went full-time into the world of circles and lines. Trapp explained that being a basically well-organized man, he enjoyed teaching mathematics which depends so heavily on organization. This character trait exists in Mr. Trapp's classes because the student always knows what is expected of him and what his grade is at periodic intervals. This classroom organization occasionally breaks down in my Math Analysis class, especially when Kirk Gregg asks one of his provocative, time-consuming, completely



Mr. Conrad Trapp doesn't step to the beat of a different drummer; he dances to logarithms.

irrelevant questions. Most of the time, however, a schedule is rigidly adhered to.

In his 15 years at NUHS, Mr. Trapp has obviously seen many changes. The most striking change has been the general acceptance of drinking and smoking. "It is to the point," he said, "I know where all

the weekend booze parties are just by walking down the hall." Attitudes are also much more open in dress and grooming. The days of kneeling to see if a dress is too short are gone.

In recent years the math department has been criticized by several graduates.

These students felt they have been poorly trained for college math in comparison to other students from other schools. As head of the math department, Mr. Trapp heard much of this criticism and tried to remain objective about it. He said much of the criticism was constructive but slightly out of proportion. He noted that many high schools offer an entire year of calculus. Mr. Trapp felt that most high school students, however, were not ready for this although an introductory class would be beneficial. So next year eager math students will be able to gain the pleasure and thrills only calculus offers.

Another important area Mr. Trapp oversees and takes a great deal of pride in is computer science. As any of the computer "nuts" will tell, New Ulm has one of the best computer science setups in the state. Mr. Trapp attributed this program to the flexible course structure in the math department. New Ulm started computer classes in 1968 under Mr. Trapp's leadership, and have been growing ever since. These classes stress the basics of the computer but also business simulations which allow the student to use the computer in a real life situation. Trapp pointed out that two New Ulm students, Pete Stadick and Brian Schriner, won regional contests for their simulation projects. In fact, Brian's program, a cost analysis of District 88's food service, is used extensively by the school district.

An article of this length does no justice to a teacher as fine as Mr. Trapp. But in a sentence, he is a no-nonsense, likeable, and knowledgeable educator who takes a great deal of interest in his students. What more could one ask for?

Discipline major problem

Polls cite disfavor with schools

by Scott Stuckey

In recent years, people's attitudes toward the public schools have come into the limelight. Many say that schools are not what they used to be, and that they are much too easy because of relaxed requirements. Others say the trend to the "old fashioned" reading, writing, and arithmetic is the answer to the problems of discipline and declining intelligence ratings of students. Yet again there are persons who think that the schools are better than ever. But what is the public's opinion on this important matter?

Nationally the opinions can be summed up best by the Eighth Annual Gallup Poll of the Public's Attitudes Toward the Public Schools, conducted annually by the Gallup Poll and the Charles F. Kettering Foundation. The reactions in this survey consisted of the responses from 1,549 adults. It is described as a modified probability sample of the nation. The people surveyed the questions, were called upon by interviewing in-home personnel in every part of the country and in all types of communities. The questions included in the survey were selected by the interviewers of the Gallup organization.

The evidence of this survey indicates a leveling off in the downward trend of the public's attitudes toward public education.

The public schools reflect the major trends in society, and 1976 has seen a nationwide shift toward the more traditional values of education in every field.

The public is now demanding stricter discipline in dealing with the behavior of the young and higher academic standards in the schools. An increasing demand to place more emphasis on the basics in the school curriculum is seen in the findings of the present poll.

As for the major problems facing the public schools, discipline continues to lead the list of major problems as felt by the surveyed adults. In fact discipline has been named most often during the last eight years. Next to discipline, integration and busing are in the list's runner-up position. In third is the lack of proper financial support. These were also second and third in last year's poll. A change from 1975 was the frequently mentioned "poor curriculum." This item was rated seventh in last year's complaint list, and this year it has moved to fourth place. Others, in order of precedence, include use of drugs, difficulty of getting "good" teachers, parents' lack of interest, size of school classes, school board policies, and pupils' lack of interest.

The people surveyed were also asked to rate the public schools much like students receive grades. The public schools were to be graded either A, B, C, D, or FAIL. Of the persons polled, 13 percent gave the

schools an "A" rating, 29 percent a "B" rating, 28 percent a "C" rating, 10 percent a "D" rating and 6 percent gave the schools a FAIL mark. Fourteen percent did not know or did not answer the question. So there are some of the nationwide feelings about the public schools, but what do Minnesotans think about their public schools?

The Minneapolis Tribune conducted a survey of their own during January. They asked a "balanced sampling" of 596 state residents this question: "What kind of job do you think public schools do generally in preparing children for their future — an excellent job, good, only fair, or poor job?" The results of this poll are as follows: 9 percent said the schools were doing an excellent job, 41 percent said they were doing a good job, 31 percent said only fair, and 15 percent said the schools were doing a poor job of preparing students. Four percent offered no opinion in the matter. The 1975 to 1977 figures show that the fair to poor rating has increased while the good to excellent category has decreased. Simply stated, Minnesotans' opinions of their public schools have declined.

On the local scene, almost all of the people contacted gave the schools a good rating. Most selected discipline as the major problem in the New Ulm schools. One man stated, "Society has taken away one of the teacher's most valuable tools — discipline. And with the lack of discipline,

out goes respect and some of the effectiveness of the instructor." Other problems cited were, "too many extra activities, lack of parental guidance and family discipline." Another New Ulmite put it this way: "How in the heck do you expect a teacher to control a pupil when they can run loose all night and lip off to the old man and woman and still get away with it?"

Others stated that students are hurting in spelling and grammar skills. "The schools have to teach too much that the parents should do," and "Kids gotta learn to care and have more pride in their work, after all it is their 'full time job'." One humorous comment referred to discipline in this manner: "You know they can't spank them any more!"

Whatever the problems or opinions of the schools on the national, state, or local level, recent history indicates that the public gets pretty much what it wants from the public schools. In the post-Sputnik era the schools responded with foreign language offerings and college prep curriculums in order to meet the nation's needs. More recently there has been a major emphasis on job skills and career education courses. In both instances the curriculum changes were a response to society's changing requirements. Very likely the public schools will also react to today's latest evaluations.

Beauty's beastly bothers

by Kathy Rathmann

While every girl dreams of being like superstar Farah Fawcett-Majors or the next Miss America, most people fail to realize the many problems that accompany being beautiful. I recently talked to a spokeswoman from the newly-formed Adorable Attractives Anonymous (AAA), a group designed to attempt to unpopularize and unbeautify gorgeous creatures. The following statements are some of the comments made by the AAA spokeswoman during her explanation of the perils encountered by many ravishing beauties:

Being charmingly attractive makes life very difficult. I spend every night of the week on an exciting date, and I'm extremely tired of the rat race. Of course, being the nice person I am, I just can't turn anyone down. I would so like to spend one night of the week at home, watching old movies on television and eating popcorn. Or a better treat yet would be a night out with just "the girls," gossiping and having a generally boring time.

My wild social life has introduced me to many people and I'm constantly being asked to join clubs and contests. Girls everywhere hate me because I win every beauty contest I enter. I've been everything from a Water Buffalo Princess to a Miss Pet Rock Days.

Perhaps the worst part of being beautiful is that other people assume I'm shallow and vain, and "just another pretty face." I feel guilty when guys talk to me solely because of my gorgeous looks, or when teachers give me A's because I smile at them a lot. I wish people would

like me for my dynamic personality instead of my attractive appearance. I feel sorry for others who don't have my good looks and don't receive the breaks I get.

Being gorgeously slender is the biggest pain imaginable. Stores simply don't cater to petite pretties. Shopping excursions never fail to exhaust me as I search for unobtainable size 2 jeans. I usually end up

buying baggy, size 3's, and sometimes even resort to gigantic size 5's. Having clothes made by a tailor is worse, as the ladies who have sewed for me despise my thin body so much that they "accidentally" stick me in strategic places.

My thin body has always been a problem in phys. ed. classes. When we study posture and evaluate our bodies, I never

have a single flaw to list. I then have no improvement exercises to work on and receive an "F" for the unit. Why can't teachers understand that some of us are perfect?

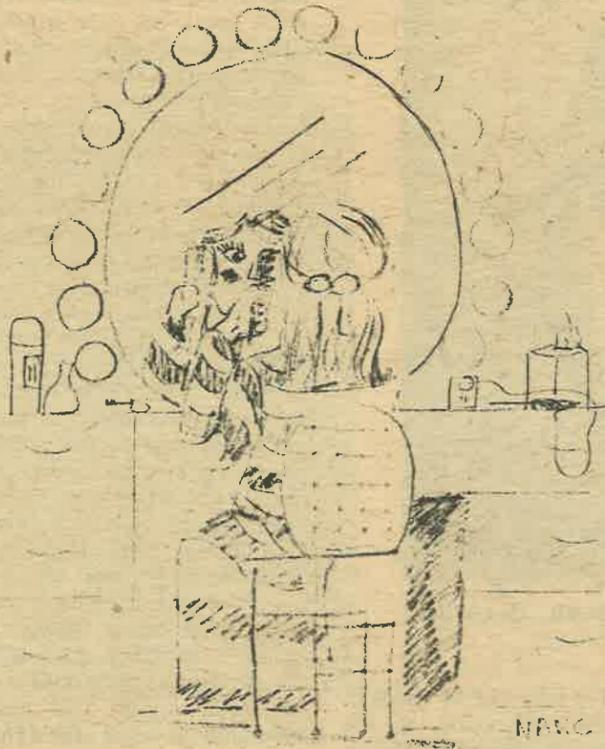
One of the most traumatic experiences of my life as a goddess has been my inability to donate blood. I cry every time the scale points to 98 lbs. and realize I will not meet the minimum weight requirement which restricts me from exhibiting my charitable, loving ambition to help others through the use of my precious blood.

Speaking of 98 lbs., I was quite disappointed when the license bureau refused to change the weight on my driver's license after I dropped to 95 lbs. I felt so cheap carrying false information.

I would give anything to unpopularize myself. I have tried everything, but my dauntless beauty is not to be destroyed. Although I absolutely loathe all junk food, I force myself to eat chocolate bars and potato chips with the intent of adding some weight. But I find it hard to stick to that kind of diet and am soon back to my 800-calorie a day carrot and lettuce delight.

I've gone to every skin specialist in the nation to find zit-making pills, which unfortunately are rare and not very effective. I simply can't bear to eat brownies and other acne-causing foods, so my skin remains agonizingly clear.

We at AAA are not finding any real solutions to our problems, but we feel comforted by sympathizing and sharing experiences with each other. We've begun to accept the fact that our kind of beauty, with its inherent problems, will last forever. I guess we'll just have to flash our stunning, white smiles and bear it.



by Lisa Hubert

Empty Space

What to do when your mind goes blank.
I wish there was a button or handle to crank.
Then maybe I'd end up a little less confused,
when I reach for my thoughts and I get refused.

March 9, 1977

why is it when
outside it's
fresh
crisp
new
warm
happy,
while inside
me it's
tired
slow
old and
depressed.

why?
thoughts upon thoughts
cramped in a space.
when will it end,
their undying race?

Onward it goes
blowing my mind.
why did I do it,
when will it unwind?

Wrong from the start,
so what can I say?
Forgetting what happened
won't make it go away.

Around and around
it just keeps going.
I sure hope it stops
and is better in the morning.

In the driver's seat

Revving up for prom; ladies, start your engines

by Johanna Johnson

Well, it's that time again. Prom is only a month and a half away, and time is rapidly running out. You all know what that means, don't you? It's time to play "Maneuver for a Date," that exciting game that sweeps the high schools across the nation right around the beginning of April.

"Maneuver for a Date" is a highly-complex and action-packed game. If played correctly and in the proper spirit, it can also be highly entertaining. However, if everyone doesn't follow the rules, disaster can result.

First of all, I'll start with a few "don'ts" for the girls. Do not start your campaign in September. This early starting is cheating. "Maneuver for a Date" doesn't officially start until March, so any eye-lash batting done before that time is considered "hitting-below-the-belt."

Don't buy your prom dress until you are asked. Premature anticipation can cost you both money and pride. However, if you need a new dress for the choir concert and it just happens to be appropriate for prom...

Guys, ask your hopeful date early. First of all, you will spare her the worries of being dateless. Don't ask her a week before prom. Have a little consideration! Realize that she has to get a dress, worry

about her hair, and generally psych herself up.

Also, don't go "stag." If the good Lord had meant for man to go to dances alone, he wouldn't have created woman. Besides, think of the thrill you'll give some girl if you take her.

Okay, now for the "do's." The first step, girls, is to pick out your victim — excuse me — "Prospect." Next, find out his schedule and accidentally walk by all of his classes at just the right time. Eyelash batting, "Oh how wonderful you are's!" and flirtation in general are encouraged. Above all, make yourself sweet and charming and don't do anything to aggravate or contradict him.

If despite all of your previous efforts he doesn't ask you, there are a number of things you can do. An original form of perseverance is to plant yourself in his locker and refuse to move until he agrees to take you. It may be a tad uncomfortable, but true love and desperation make you do weird things sometimes.

Of course, you might also lose your temper over his neglect. I mean if he's so dumb that he doesn't know what he's missing, he's in pretty sad shape. Then you have the opportunity to release your vengeance in any number of sadistic ways. There are many charming possibilities.

Okay, the game is about to begin. Everyone ready? Ladies, start your engines!



Lunch: "Giving us what we like"



Mr. Earl Williams ponders an upcoming menu. Does that smile reflect thoughts of Pizza?

by Roxana Peterson

Tucked away behind Mr. Zahn's office, far from the noise and bustle of the halls, lies the secluded sanctum of Mr. Earl Williams. Many students never have the opportunity to meet Mr. Williams during the school day or even know of his existence, although he holds one of the most important functions in the school district.

Mr. Williams' official title is Food Service Supervisor, and the number of duties his position entails are as impressive as his title. Mr. Williams is responsible for the menu planning and food ordering as well as the distribution of food among all District 88 schools. These responsibilities of the job seem staggering because there are six schools under Mr. Williams' supervision. A tremendous amount of food and planning are required. Mr. Williams also supervises the kitchens and takes care of the costs and extensive bookkeeping necessary to manage such a large food program.

Mr. Williams is certainly well qualified for his position. A New Ulm resident all his

life, he has worked with food for much of his working days, previously at the Kaiserhof and more recently at the Turner Club. Although this is Mr. Williams' first year with District 88, he seems to understand his job and finds the work enjoyable.

Although Mr. Williams' position is mainly administrative, he takes a very active role, visiting all six of his schools regularly to check for problems. He also has a deep regard for the desires of the students participating in the lunch programs. He has met with the various student councils in order to discuss meals and improvements and tries to provide a greater variety of menus.

All too often students fail to realize the difficulties of school lunch preparation. It is easy to criticize a lunch you don't like or personally find unappetizing, but what about all the good lunches? This year, due to the concern of Mr. Williams, there have been many more "good" lunches than "bad."

"We like to give them (the students) what they like," says Mr. Williams. This

desire may seem easy, for all one would need would be a constant rotation of pizza, tacos, hot dogs, hamburgers, and other popular meals offered in the cafeteria. This schedule would probably thrill a large segment of the student body, but the federal government wouldn't be very happy. The government has certain guidelines for school lunch programs designed to insure the greatest amount of nutritional benefit possible for the student. These guidelines must be followed, and as a result the most popular meals are interspersed among other menus.

The government is also directly involved with the food schools use, distributing surpluses among the schools for the lunch programs. Government surpluses vary in amount and content from year to year, and although they account for only a small percentage of the food a school district uses, they still have an impact on menus. As a result, menu planning can be a complicated job. Mr. Williams usually tries to avoid repeating a menu in the same month except for such everlasting favorites as pizza. Mr. Williams also proudly states that he tries to work in one new menu a month. This attempt is often difficult towards the year's end, however, because the cooks must worry about using the remaining food supplies.

The only major changes Mr. Williams

has made since taking over for Mrs. Alice Wandersee, the former supervisor, are in the bookkeeping system. One of the new aids in this area of his work which has proved to be invaluable is the computer. A computer program created by one of the students now provides immediate information on each day's menu. The information on the printout includes the items contained on the menu, the total cost for each item per school, and the number of students eating the meal. Other factors that may affect the number of students eating that day, such as the weather or the popularity of the food items, are also included. These computer readings are helpful in determining better menu planning as well as easy bookkeeping.

Mr. Williams and the 40 cooks and servers under his supervision are encouraged by their accomplishments this year. Mr. Williams proudly reports a student participation of over 80 percent in the district lunch program. This rate is much higher than the national average of 50 percent. Despite this good record, Mr. Williams is trying to increase student involvement even more. He is interested in how the students feel about the lunches and how they could be improved upon. "I'm always open to suggestions," he states, so anyone is welcome to stop in and see this energetic and friendly man.

Biorhythm blues

by Deb Bowar

Everyone has good and bad days. Unfortunately the bad days are often the more memorable. Some days it takes all your energy just to wake up. You have the feeling opening your eyes is the first mistake of the day and getting out of bed is the second. The feeling you have is hard to describe. It's a feeling of not being with it or of being tired. Maybe it's not your body that feels crummy but your state of mind. You get angry over nothing and complain about everything. You then begin to ask yourself what's wrong and why am I like this? Maybe you can't shake off sleep and you really can't wake up. On these days you may be a clutz and fumble around, or things you see take longer to register in your brain. For example, while driving you see a car approaching but your reaction is slow. You saw the car, but it took longer than normal to register in the brain.

On other days your outlook is totally different. You feel on top of the world. You're alert, peppy, and feel absolutely great. We don't feel these extremes very often because you can't always function on the same physical, mental, and emotional level.

If you've ever felt as though your body is running in cycles, you are right. There are three cycles which exist in the body — the physical, mental, and emotional cycles. The belief in the existence of some type of cycle within the body has existed for over 2,400 years. Hippocrates, the Greek physician, regarded as the father of medicine, believed a regularity in body functions was a sign of health. A change in regularity could be a sign of illness.

Though people were long aware of good and bad days, it wasn't until the end of the 1800's that these changes became a part of an organized theory when Dr. Wilhelm Fliess, a German physician, published his theories on biological rhythms. His theories were added to by others and became the theory and practice today called biorhythms.

There are three body rhythms operating in us. The cycles begin at birth and are all of different lengths. These cycles are working in us until we die.

The physical cycle is 23 days long. It is the rhythm of strength and endurance. The first 11½ days of the cycle are discharge

days, and muscles use the energy stored in them. During this time there is a feeling of physical well-being. The last half of the cycle is spent recharging the muscle cells. The cells rest and regain their strength. There is a feeling of tiredness. Athletes will perform better, have more confidence, and not be as prone to illness in the first half of the cycle. In the last half of the cycle athletes shouldn't overtrain because they will tire more easily.

The mental cycle is a 33 day cycle. During the first 16½ days or high period learning is easier, and higher creativity is shown. The second half of the cycle is the low period and should be used to review old material and fix it in the mind. New learning is not easy on these days.

The emotional cycle consists of 28 days. Again the first half of the cycle is the high period. On these days you should feel cheery, optimistic, and perceptive. On the last 14 days you may be irritable, depressed, pessimistic, and accident prone.

Critical days are the days in which a certain cycle switches from high to low or vice-versa. People tend to have more accidents on these days. One bus company in Japan keeps track of biorhythms of all its drivers. Whenever a critical day comes up, the driver is told to be extra careful. The awareness of biorhythms has considerably decreased the number of accidents of the drivers. A doctor in Switzerland uses biorhythms to determine the best days to perform surgery. He has performed over 10,000 operations without a single failure. Normal complications would arise in 30 — 60 percent of all operations.

There are other examples of biorhythms in the body. Marilyn Monroe, John Kennedy, and Clark Gable all died on critical days. Mark Spitz was on the top of his form when he won his seven gold medals. Also Arnold Palmer won the British Open a few years ago while at the top of his cycles. A few weeks later he blew a tournament and played poorly. He had then been at lows in his biological rhythms.

Biorhythms are really very interesting to apply to your own life. There are books out on how to figure out your own biorhythms and the process is really quite simple. Biorhythms may help you make those bad days easier to accept and help make the most of the good ones.

"Absent" - minded

by Vicky Helget

Absences are a major problem in every school, but in accordance with state laws, full-time attendance in school is expected and required.

Naturally, there are times when a student can't make it to class. If a student is absent, he will be excused for one of these reasons: illness, death in the family, medical appointments, quarantine of the home, or any other urgent reason as interpreted by the principal's office.

Unexcused absences may occur with or without the knowledge of the parents. Examples of unexcused absence include truancy, play, work, shopping, hair appointments, car repair, or any other reason not recognized by the principal's office as being exceptionally urgent.

When a student is absent from school for unexcused reasons, he will be required to make up missed work, and an unexcused admit to class will be issued. In addition, disciplinary action may be initiated if circumstances warrant. For example, if a student skips only one class or a lunch hour, he will be warned not to do it again, and his parents will be notified. If a second offense occurs, he will have one-half day suspension in school. If he skips a third time, there will be a one day suspension, and after fourth offense the student will be excused from school for two days, and his parents will be requested to come for a conference.

"There are two policies we try to follow that have to do with absences," said Mr.

Dave Stead, assistant principal. The first policy is to keep the parents informed on their children's behavior and attendance in school. The second policy is to get kids to come to school as often as possible.

There are always students who feel they are being treated unfairly. For example, some students feel they never get excused because they are not popular. In some cases this criticism is true because 95 percent of the decisions to excuse a student are based on the individual student's reputation.

One situation that comes up frequently is why a student is not excused if his car breaks down on the way to school. Mr. Stead explained that the school pays thousands of dollars to provide free bus transportation for all students, and if one chooses a different method of transportation and it breaks down, it's his responsibility.

Some students feel that every time they are absent the school calls to see if they're home, but other kids never get called. This impression is not true because the office decides whom to call in the following way: one day they call the seniors, the next day they call the juniors, and the last day they call sophomores. Basically the school tries to check every class every third day. Sometimes they don't call anyone and sometimes they call everyone.

Absences sometimes cause many difficulties for everybody. "Basically we just want kids to come to school everyday," concluded Mr. Stead.

sports



Chad Haatvedt concentrates on form during one of the many practice puts in the shot.

Talent and experience; good combo for success

by Bill Ostrom

Skip Davis started practice for his Eagle tracksters in early March. He began his track program before any spring sport coach began his because the Eagles had a track meet on March 30. The boys had been looking forward to the meet because it would give them an idea of the competition they will face later in the season. Five South Central Conference teams competed in the tournament, which was won last year by New Ulm.

In contemplating the Eagle outlook for the 1977 season, one must look at last year's team. New Ulm has three state tournament qualifiers returning from that 1976 squad. They include Tom Rodenberg, an excellent two-miler, and Joel Hartfiel and Dan Walden, both excellent long jumpers. Hartfiel holds the school record in the long jump with a leap of 21'11 1/4" which was set in the state tournament. In the same state meet Walden

finished 8th with a jump of 21'8 1/2", and Rodenberg finished 8th in the two-mile. Tom has been continually hampered by illness or injury but should be an important part of the team if he can stay healthy.

It would not be appropriate to credit only Hartfiel, Walden, and Rodenberg because there are many other returning lettermen who have the ability to stimulate Eagle victories. They are Jeff Sievert, mile relay; Brad Rogiers, dashes and relays; Jim Wilfahrt, mile run; Tom Dehn, low and high hurdles; Ron Rodewald, mile relay; Ron Wolf, low, high hurdles; Brian Benson, two-mile relay; Mike Davis, mile relay; and Mike Matz, two mile relay.

The 1977 Eagle track team should prove to be a worthy foe for any opponent because many of these competitors are returning from last year's very successful team. Talent and added experience should provide a good combination for the 1977 Eagles in the "long run."

Rebuilding year

The word is "young"

by Larry Gluth

"It's the toughest schedule in the history of NUHS baseball." That is what Coach Jim Senske calls this year's upcoming schedule.

What might add to Coach Senske's worries is that this year's baseball squad will be quite young and inexperienced with only six returning lettermen. Of those six only three saw considerable action last year.

Undoubtedly much will depend on senior pitcher-3rd baseman, Tim Steinbach. Steinbach will be the main man on the mound this year, and his hitting ability should be a definite asset to this year's team. Some other promising pitchers for the Eagles are Jim Schwarz, Tom Steinbach, Dave Mosenden, and Jeff Keckeisen.

Other returning lettermen who will probably see extensive playing time are Al Wieland, Bob Nonnemacher, Scott Stuckey, and Randy Ulrich.

"This will be basically a rebuilding year for us," said Coach Senske. "And I would say that we will be a middle-of-the-road ballclub." But he also feels that his team

could be tough by the last half of the season, especially by tournament time: "Offense is the big question, and how we do depends on how our offense performs," said Senske. "I also wish we had more team speed, but then I guess I always want more of that."

Waseca, St. Peter, and Fairmont look to be the top contenders for the South Central Conference crown. These three teams tied for the championship last year, and all three teams return most of last year's starters.

It will be a year in which many underclassmen will have the chance to play, and there are a few outstanding sophomores and freshmen who stand good chances of nailing down starting positions, this season.

It could prove to be a surprising year for the young Eagles, and a lot could depend on whether the coaches are able to put together this young team and have a workable lineup ready in the early part of the season. Even if this team does not post an impressive won-lost record, at least they will be building for the future; and at this point, the future looks very bright for NUHS baseball.

Tennis starts rolling

by Tom Wyczawski

New Ulm's tennis team will be rebuilding after the loss of four lettermen. Jeff Hildebrandt, Randy Miklas, and Mike Stapleton through graduation, and sophomore David Clear has transferred to a different school.

The team, directed by Mr. Joe Poncin who is in his eighth year as head coach, has four returning lettermen: seniors Scott Simkins, Mark Fodness, and Dana Bloedel, and sophomore Mark Stoering. Coach Poncin has realistically set his sights at a middle place finish in the South Central Conference. The teams to beat are defending champion for the last 10 years Blue Earth, Fairmont, and Waseca. "Underclassmen will be used to fill in the spots of singles and doubles," Poncin remarked.

Last year's team finished with an 8 and 5 record, and a 4 wins 2 losses record in the conference. The Eagles were eliminated in the first round of the sub-sectional tournament by Litchfield, who defeated New Ulm in a closely contested match, 3-2.

Graduate Mike Stapleton was the only Eagle to advance to regional play, but he was defeated in the first round.

Practice for the tennis team began on Monday, April 4. The season has started later than normal because of the new ruling by The Minnesota State High School Committee. Team practice cannot start until 10 weeks before the state tournament. This ruling is designed to give the girls' and boys' teams an equal amount of playing time. The boys used to start practice about 3 to 4 weeks earlier than they will this year.

The meets this year will be played on the new tennis facilities on the south end of the high school football field. The new courts make practice more convenient because there are 6 courts available. The team's former practice area was at Lincoln and Washington Parks. The use of this new facility should also make the meets more convenient for the spectator who can now watch all the matches at one location. The first home meet will be Thursday, April 21, against intra-city rival Luther.



Tammy Currant strides over the hurdles as she heads for the finish line.

Gals hope to "run away" with more titles in '77

by Terri Risius

March 1 began a new season for the NUHS girl tracksters. After a successful (7-2) season in 1976 the team is hopefully eyeing another victorious season.

Indeed last year was successful. Coach Ev Steffel's girls literally "ran" away from their meets with many awards, titles, and broken records. The girls' performances resulted in capturing the first place Sub-Region title and finishing as runners-up at the Region meet. Other polished performances by the team included first place at the Glencoe Invitational as well as first place at both the indoor and outdoor conference meets. The team also pocketed second place at the Redwood Falls Invitational and finished third at the Wabasso Invitational. Along with these team successes there were many individual awards and honors as the girls succeeded in breaking thirteen school records. Only the half-mile and the 440 yard dash records were not broken. Coach Steffel also took two New Ulm girls to the state meet: Paula Tostenrud in the discus and Carla Windschitl, the team's zany two-miler.

This year's team is fifty-two members strong, including quite a number of talented girls from the junior high. Returning letterwinners are always an asset to a team and those eighteen returning for the 1977 season include seniors co-captains Paula Tostenrud and

Patty Blackstad, Sara Wyczawski, and Lynnae Forster; juniors Nancy Backer, Sue Deming, Mary Dittrich, Nancy Hanson, Joanne Steinbach, and Lisa Vath; and sophomore letterwinners include Sue Davis, Cindy Dittrich, Diane Domine, Kristi Risius, and Lora Schwab. Returning letterwinners from the ninth grade are both two-milers, Sandy Fenske and Carla Windschitl. The only eighth grade letterwinner is Julie Lindeman.

Practices began March 1, and the girls have been working very hard, both indoors and outdoors depending upon the weather conditions. Now that everyone is in shape, time is being spent to improve techniques of running, long and high jumping, and throwing. Improvements are also being made in the dashes plus the shot put and discus events.

According to Coach Steffel, "We should have a respectable team this year." She also added, "The competition this season is much tougher than we are used to, plus we have an extremely tough schedule." Among this year's competition are the following schools: Mankato East, Mankato West, Mankato Loyola, St. Peter, Marshall, Hutchinson, Redwood Falls, St. James, Fairmont, Rochester Mayo, and Spencer, Iowa. Of the eleven regularly scheduled meets, only four will be held at home. The girls are hoping to find bigger and better fan support than ever. (Hint, Hint) Let's see some super turnouts this season not only at home meets but also at those away meets where fans are needed.

Fall weather best

Girls duffers like fall season better

by Kirk Gregg

This spring you might be surprised to see the girls' golf in its new place because the high school athletic program has moved girls' golf from fall to spring.

The girls admit that fall is very crowded with tennis, softball, volleyball, gymnastics, and football. They also know that in previous years when the conference meet rolled around in the fall the weather sometimes got a little nippy. But some of the girls believe that the advantages of having golf in the fall outweigh the disadvantages.

First of all, they believe that a summer of golfing is a much better preparation for the fall season than having to practice inside during the spring.

Secondly, the course is less crowded and easier to play in the fall. In the spring, the members of the country club are getting early starts on their own golfing season.

Finally, many of the girls feel that fall weather is usually calm, mild, and considered to be the best weather for golf by many professionals.

Returning letterwomen for this year's team are Terri Risius, Sarah Kiecker, Beth Schuetzle, Lori Tyler, and Dana Heymann. Not lettering last year but returning with a year's experience is senior Beth Dosland, one of the team's "morale lifters."

Beth Rasmussen, also a returning letter winner, tied for fifth place in the conference tournament last year and is

looking for a successful season.

Last fall there were eleven girls out for golf. The team ended with a 4-7 record. This year's team includes seventeen girls. Coach Lowell Liedman had this to say about the season's outlook: "If we end the season with at least a five hundred record, we'll be happy."

Besides golf being moved to the spring sport's calendar, another addition to girls' golf is a Region and State Tournament. So the combination of numerous letter winners, more girls out for golf, and the new Region and State Tournaments, the girls' approach to this season is enthusiastic and optimistic.

Coach Liedman has been stressing fundamentals because they are important factors in any sport and can quickly be lost over the winter months. Another major part of golf is the rules. Many meets have been lost or won because of "misdemeanors" resulting in the addition of strokes to players' scores, so Liedman has been familiarizing the girls with golfing rules.

It's easily understandable since there are no indoor golf courses around, the golf team should practice outdoors. The golf course is not always ready for play in the spring so all golfers have been practicing in the auxiliary gym.

Contrary to what has been thought about the condition of the golf course this spring, the recent rains left the course looking great. The fairways are turning green and should provide excellent playing conditions for golf this spring.



Members of the girls' gymnastics squad who participated in the state tournament are from left to right Jane Spelbrink, Nancy Backer, and Jean Spelbrink. Jean placed 6th in all-around competition and on the uneven bars, Jane placed 12th in vaulting, and Nancy competed in vaulting and in floor exercise.

Bits from B.S.



by Brian Shay

When listening to conversations among our fans the question of why NUHS athletic teams can never win the "big game" is often heard. Losing the "big one" can become a legitimate observation if you consider the results of our recently concluded winter season.

The people who raise the question are those who look at the boys' and girls' basketball teams and see very poor win-loss records and ask why. They look at the girls' gymnastics team's loss in the region to a team which they had beaten twice previously and wonder how come. Then they look at the hockey team's loss in the sub-region after compiling an excellent regular season record, and they can't figure out what happened. After some thoughtful consideration I concluded either our athletic system stinks or our

high school athletes don't care. To many people these conclusions seem to be logical, conclusive explanations of our "problem," and the conversation is dropped.

These people have failed to view our athletic situation from two other points of view which are equally important and probably more applicable. First of all, these fans have forgotten the past accomplishments of some New Ulm teams. Nobody seems to remember that the boys' basketball team went to the state tournament just two years ago, that the girls' gymnastics team has placed high in the state competition two of the last three years and was regional runnerup this year; and that the hockey team and girls' basketball team are still in the formative stage but have already made impressive gains in becoming competitive. Not one of these teams has accomplished these feats by losing the "big game." They were accomplished by winning, not one but several, big games. Secondly, these people have failed to ask another question which is more relevant than the first. "How many teams actually win the big game every year?" Hopefully, by examining this question carefully, these fans will realize that very few teams win the "big game" consistently, and we are not the only school that loses the "big game."

If everybody would realize that high school athletics serves a more important purpose than winning the "big game," then being a member of a New Ulm team would be much more enjoyable and beneficial.



Some of the golfers who are doing a little bit of "swinging in the gym" are front to back Kirk Gregg, Scott Werdahl, and Bryon Dahl.

Golf tees off

by Bob Skillings

Brian Shay, Kirk Gregg, Brian Patterson, Mark Paulson, and Bill Ostrom are members of a New Ulm High School team that has a very bright outlook for the 1977 spring season.

They are all returning lettermen on this year's golf team. Scott Werdahl, Brian Dahl, and Erin DeMars are also members of the team but have not lettered. The squad is coached by Mr. Dick Werdahl, who is in his twelfth season as head coach.

Mr. Werdahl is very optimistic about the season and believes his team will do very well. Practice started the third week of March, and their first golf match is scheduled for the end of April. There are

twelve meets scheduled with most of them being 9-hole triangular contests.

The golf team's chances for success will very likely result from their experience. Only one man from last year's good team was graduated. This experience and the two most important meets scheduled to take place at the New Ulm Country Club could very well be a great asset to the team when post season play begins. The two meets are the South Central Conference and Region 2AA matches.

The team has a tougher schedule than previous years because of the recent changes in the high school league's classifications. This year's golf team could be one of the finest teams that NUHS ever had.