

Visitation Attempts Better Understanding

On Thursday and Friday of last week, twelve students from North High School in Minneapolis visited Wayzata High School. Arranged by the World Affairs Club of Wayzata in conjunction with the Minority history classes at North, the purposes of the exchange were the same as those of the symposium (see story below).

The students were housed with local residents, and visited classes on both days. They attended the basketball game on Friday night, and were treated to a Wayzata victory over Minnetonka (See Page 4).



North Junior Brenda Campbell, left, and Senior Cheryl Jones, learn at lunch that suburban living is not all that good.



North Senior Gerald Lockhart's look at a WAYZATAN photographer shows that North students feel the same way as Wayzata students do.

the Wayzatan

Vol. 37, No. 4 Wayzata Senior High School, Wayzata, Minnesota December 14, 1967

One - Acts Share Center Stage

by Sue Carlson

In early March the student body will have a chance to experience something totally new and different. The first annual festival of plays will be held during two hours of school where not one, but three one-act comedies will be given in an afternoon of dedication to the arts.

Total student involvement is the central idea of the festival, where students will not only act, but will design stage settings, control lighting and stage properties, and be in charge of make-up and costumes. There will even be an art exhibit to supplement the festivities.

Mr. Fraser, who, until this year, directed an annual one-act play each winter, is the man behind this great venture. Originally struck with the desire to compete in the Minnesota State One-Act Play competition, he decided to organize a local contest which would eliminate, out of three plays, the best one to be sent to state. This idea was rejected, however, as he and the other teachers involved decided it would make the actors more conscious of winning than of acting. But the original plan stuck, in as much as the three one act plays was kept. Thus, each of the three prospective directors, Messrs. Fraser, Don Anderson, and Danner, were turned loose to find a suitable comedy.

The result was, as Irish Mr. Fraser said, coincidental. All three are Irish comedies, approximately 35 minutes long. Mr. Fraser will be directing O. Henry's The Cop and the Anthem, Mr. Anderson, Flannery's Ocean by J. Carlingo, and Mr. Danner, Stanley Houghton's The Dear Departed.

Mr. Danner, director-to-be of The Dear Departed, had different reasons for getting into this. His play "has something true to life...and illustrates the weakness of human nature." Being interested in the intricacies of drama, he will try to work in a different approach than those of Fraser or Anderson.

Besides directing this play he will work in declamation throughout the winter with Mr. Anderson and Mr. Shee.

When asked how he got started in the theater, Mr. Fraser told of how he was booked at the University of Wisconsin for giving dialogues at parties with a friend. Besides this he was an M.C. at a nightclub and had a chance to direct three plays while in college. As a teacher he has directed roughly 40 high school plays of all kinds. When this idea struck him he asked Mr. Anderson and Mr. Danner to assist him in directing their own plays. They each accepted, but for different reasons.

Mr. Donald Anderson has always admired the theater, and fine arts in general. However, he has had no acting experience. "I sorely miss not participating in speech, declamation, or plays," he commented. "If I could do it over again I would be a history, literary, and the arts person." In the future he does hope to take some courses in drama and work it into his classes.

"One-Acts" Continued on Page 3



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Miss Lillian Anthony, Director of Minneapolis Civil Rights Department, keynoted the symposium. Upper left shows her during her speech, while bottom shot shows Miss Anthony discussing civil rights with Bob Douglas, left and Paris Getty.

Symposium Analyzes Urgent Race Problem

A full-day session dealing with the racial problems in the United States was held for the entire senior class on Tuesday, Dec. 5. The result was a bombardment by many varied opinions covering every aspect of the question.

The purpose of this symposium was (1) To confront students with personal reactions of minority group members about feelings regarding American society, (2) To break stereo-types by, for example, presenting successful Negroes rather than rioters or criminals, (3) To present controversies so students could see a division of opinion on solutions to the problem. This should stimulate further concern and discussion among the students.

The day started with a talk from Chuck Graves, Publicity Director of Twin Cities Opportunities Industrialization Center (TCOIC). Graves discussed the purpose of his organization and its accomplishments.

The next speakers were the "key-noter" for the affair, Miss Lillian Anthony, Director of Minneapolis Civil Rights Department, spoke on her personal views of the race problem, outlining her attitude towards whites during her speech.

The rest of the morning was spent in open discussion with several people interested and involved in the field of human relations.

Resuming after lunch (probably one of the worst experiences of the day), a three member panel discussed Indian affairs in the Twin Cities. The finale was a panel of four speakers who discussed the conservative and liberal viewpoints on the question.

The result was a unanimous chorus of mixed opinions. Many students thought the informality of the Forum was distracting, while many thought the informality was a saving feature. Many students said a symposium should be held next year, while a small but vocal minority was frustrated totally by the outcome.

These mixed opinions are probably indicative of the difficulty of accurately assessing the issue. If this is true, and if some questions were raised in some minds, then the symposium was a success.

Art Gallery to Brighten Scene

The first permanent school art gallery in the Lake area became a reality Tuesday night when the Wayzata Art Gallery opened its doors to the public.

The public show, to which everyone was invited, lasted from 7:00 to 9:00 p.m. The work exhibited was student art, from Art I, II, and III classes. Co-chairman of this inaugural event were Wayzata's two student teachers, Miss Jan Sundeen and Mr. Charles DeWald.

The student teachers worked in coordination with art students and with WHS's two Art Instructors, Mr. Guel Dostal and Mr. Gerald Trushensky. But Mr. Dostal gives most of the credit to the two student teachers.

Mr. Dostal, however, deserves much credit himself. The idea of having a gallery has intrigued for a long time, and he designed the gallery which was on show.

Many different facets of art were exhibited Tuesday. Besides the standard painting and portrait exhibits, examples of sculpture, printing, design, crafts, and commercial art (psychedelic posters, photograms, etc.) were shown.

The exhibit remained up after public showing, so that any student will be able to view it. The Art Department hopes to keep the Gallery full at all times throughout the year, with different work being shown. Art work will also be shown periodically in the showcases in the main lobby, where more students have easy access to it.



Student teachers Mr. DeWald and Miss Sundeen flank Gigi Haglund and her painting.

Band Rushes Through Busy Dec. Schedule

by Sheldon Schiebe

If you have been annoyed and have cursed at the noise coming from the BAND ROOM as you pass by STOP...LOOK...AND LISTEN. These wrong chords and sour notes are a prerequisite for a good band, a band that has a very busy schedule.

On December 7, Thursday, at 10:00 A.M., a student assembly will be held featuring the Wayzata High School Band in a unique presentation. It was a unique presentation in that it gave a story of the band instead of the traditional concert of "serious music". It "demonstrated various activities" of the band, according to band director Mr. Woody Budnick. "Light" selections by Frank Erickson, "Rhythm of the Winds" and "A Nordic Trilogy" were featured by the concert band. Chamber ensembles, a drum ensemble and the newly formed stage band made up the rest of the program. The new stage band is the first in about five years. In previous years there wasn't enough interest by the band members to form one.

The University of Minnesota Band Department has invited our high school band to provide music at the Gopher-UMD hockey game December 19.

On December 20, the band will perform their annual Christmas Concert at the Minneapolis Workhouse. A program of Christmas songs, including old time favorites like "Jingle Cells" and "O Come, All Ye Delinquent" will be presented.

Search for Knowledge Changed, Corrupted

The search for knowledge is a beautiful one. Lately, however, this search has become a race.

This year, about one-half of the graduating class of Wayzata Senior High School will go on to colleges and universities.

Every individual in this group is familiar with college entrance criteria. It sometimes seems that colleges are not concerned with the individual but with grades and scores. Names are replaced by impersonal abbreviations like SAT, ACT, and NMSQT.

Of course, the personal factors are never overlooked in the admissions process, but this seems easy to forget when a student is given applications and forms to be filled out with bureaucratic formality. These aspects of admission make college seem like a great machine, not an institution of higher learning.

Another factor corrupting the search for knowledge is the influence of parental and social pressure. To some parents, having a child in a "good" college is a great contribution to the family's social prestige. College is too often a symbol of social status, or the entrance to a good social life. And, from this point of view, the intellectual side of college plays a small part, or is even ignored or looked down upon.

What is too often forgotten is that knowledge is relative, and that grades and test scores are also relative. And this means that the choice of a college is relative to the student. No student should ever be forced by social pressures to enter a certain school.

Entrance into college has become a part of the American "rat race." It has become impersonal and subject to pressures from all sides. Perhaps it would be better for some students to take some time off between high school and college in order to explore their interests more, to "find themselves." This may alleviate some of the pressures and provide some escape from the college race. Every student must make college decisions by himself. He must ignore social pressures and be influenced only by qualified advice given to him by parents and guidance counselors. And he must resign himself to whatever impersonal, bureaucratic aspects of the process which may arise. That, sad as it may be, is the system.

Movie Review:

Campus Theatre Scores With Janus Festival, Bergman Hits

Minneapolis' Campus Theatre recently completed the nine week Janus Repertory Film Festival, bringing twenty-seven internationally-known films to the Minneapolis screen. The Festival featured several of the best French, Swedish, and Japanese art films produced since the 1940's.

Included in the Festival were the complete words of Swedish director Ingmar Bergman, a skilled cinematic artist known for the power of his works.

Wild Strawberries, probably Bergman's most famous work, was truly a cinematic landmark. It is the story of Professor Isak Borg, "an aging pedant...with-drawn from nearly all social intercourse."

Professor Borg's life was one filled with dreams and fantasies, richly symbolic and surrealistic. The most startling of these was a dream in which he found himself wandering in a strange, deserted city. Here he came upon a clock without hands and encountered a man with no face. A passing hearse spilled its casket in front of the Professor; to his horror, the corpse came alive and pulled the Professor into the casket. The corpse's face was that of the Professor.

In another episode, Professor Borg visited his boyhood summer home. Here he found a patch

of wild strawberries, where he had gathered the berries as a young man. This revived painful memories of his youth.

The several dream sequences reveal that Isak was essentially a cold man, incapable of love, although he wanted and needed love very much. He did not want to admit to himself what the dreams told him: "that I'm dead. Though I'm alive."

In Wild Strawberries, Bergman presented a modern world in which love is absent and life is unpleasant. Isak's daughter-in-law said, "And all along the line there's cold and death. It must end somewhere." Here is the tragedy of the film.

Bergman's style is just as gloomy as is his message. The film was presented in black and white. It has no musical scores. The use of English subtitles (the dialogue is Swedish) gives the viewer an unemotional, detached point of view.

This is, nevertheless, a beautiful film, for it makes a deep impression on the audience. Bergman, despite his somber style, achieves a deep emotive sympathy for his characters.

The Campus Theatre must be commended for presenting the Janus Repertory. This collection provided a very pleasant experience.

Letter to the Editor :

Successful Production—Director Sends Thanks

To the Editor: On behalf of the drama club, I would like to thank the staff of the Wayzata for its excellent coverage of the fall play. The articles on the tryouts and the production itself were timely, accurate, and very informational. I feel sure the articles encouraged the student support which the play received.

The Wayzata is fulfilling its role as the reporter of school news. Choosing, as it does, to report on the positive activities of youth who spend hours rehearsing and practicing, the Wayzata is maintaining its standard of quality.

P.R. Sheely



by Pat Bauer

An opportunity for all students to get involved in helping others is being offered by your Student Council. For the past six weeks, Lake Conference Student Council presidents have been meeting at Kennedy High School in Bloomington to discuss a potential Lake Conference project.

The plan calls for the raising of money within each district, which will in turn be contributed to a Conference fund.

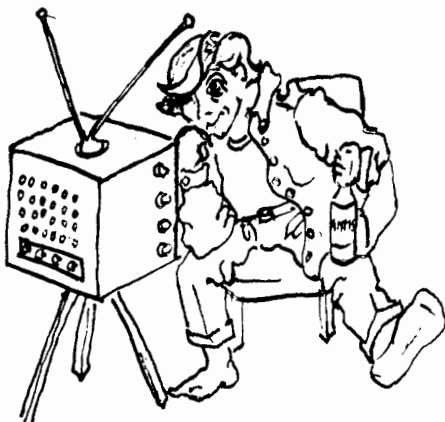
The project will try to involve all the students within each district. On the grade school and junior high levels, students will be asked for cash contributions to the joint drive. However, on the senior high level, the project requires not just money, but the donations of student time. Jobs involving unskilled labor will be solicited from the local business community. In turn, students will be asked to donate a few hours of their own free time.

The students will be paid an hourly wage by their employer, but their wages will be incorporated in a check which will be made out to the joint charity fund. The joint sum will then be given out to a charity, two of which are currently under consideration. One proposal concerns orphanages in the inner city, which could possibly be followed up by individual involvement on the part of willing students. The other proposes that the money be used to build a school and a community center for an impoverished town in Appalachia.

Hopefully, this plan would involve all elements of the community in a worthwhile project. The merchant is helped, for he gets work done for his contribution. The Council has a chance to involve a great number of students. The teenager has a chance to create a good impression on the community, as well as aid charities that are in great need of help.

The fact that this project would be Conference-wide and include some schools from the City and Suburban Conferences indicates that the overall effect would be large, to say the least. Publicity would be carried in the major papers, and the work would be conducted at the same time throughout the entire area.

If you feel that such a project would be helpful and would like Wayzata to participate in it, I urge you to contact your home room representative, and inform him of your wishes.



"I don't know what happened to Bonanza, Maude."

Great Wasteland Comes Alive; PBL Brightens Scene

This editor has had the good fortune of being able to view the National Educational Television's Public Broadcast Laboratory on several occasions in the past.

One is at first somewhat taken aback by this program, wondering if the cultural world has at last been tainted by the television industry.

This, fortunately, is not the case. PBL is a serious attempt at combining cultural and educational affairs with some degree of sophistication. It provides both satisfying and stimulating entertainment.

Television has, nevertheless, traditionally catered to the Great American Unwashed, as did the Roman circus to the plebeians. For nearly twenty years, the public has been subjected to low-class mentality, with only a very few exceptions. Tyrannical ratings systems have forced Americans to be content with slumping into an easy chair with a cold bottle of beer and sitting mesmerized before the flickering blue light of American culture.

In 1961, Newton Minow, chairman of the Federal Communications Commission, told the American public, "sit down in front of your television set... stay there... keep your eyes glued to that set... you will observe a vast wasteland." And it hasn't changed much since.

PBL, however, is different. It is one of those rare, notable exceptions to appear on the television screen. Its presentations, focusing on the cultural and the intellectual experience, are most welcome.

We believe that television can be, at the same time, informative and entertaining, and we believe that the American public is ready to accept this.

We offer our heartiest congratulations to the Public Broadcast Laboratory and hope for its continued success. Here, we feel, is a truly great achievement.

"Bus Problems Not Great," Director Says

by Tim Garbett

"What's with the buses? We have to stand up in our bus, it's so crowded; some of the other buses are half empty!" "Ruthie missed the bus today because it came four and a half minutes early!" "One of your drivers didn't wait for my Ricky while he brushed his teeth..." "Why does my little Bobbie have to walk four blocks to catch the bus?" How would you like to listen to irate mothers' complaints for an hour or more three or four times a week? During some weeks Mr. Lloyd Henson, Co-ordinator of Transportation, does just that; sometimes he even get complaints from the students themselves.

Mr. Henson, what's the most common complaint you get? "From the students?" Well, from the students or the parents. "Oh... there're a lot of them from both sides, but the complaint I hear most often is, 'The buses are early,' or, 'He didn't wait for my child,' or 'The bus isn't coming close enough to my house.' Oh, we hear numerous complaints."

(Occasionally I hear a few kids complaining about the buses, and what they usually say is, "How come on some buses kids have to stand in the aisles, and how come on other buses they're only half full?" I don't ride the bus, so I don't know if its a legitimate complaint. Is it? "Is this the senior high?" Yes, this is

at the senior high. "I don't believe that there are any buses that are overloaded at the senior high." Not one? "If there is one its the kids own fault. Our 66 passenger buses are supposed to carry 66 passengers—three to a seat."

(What about the guys that put their legs up on the seat, or refuse to move over to let another kid sit down? You say, "Will you move your leg? Could I sit down?" "Not I don't feel like it." What can you do? "Of course, you should tell the bus driver, and if I were driving the school bus and he wouldn't move over I'd say, 'That seat is for three people,' and if he didn't get up and move he could get out and walk."

You mentioned the complaint that, "The bus isn't coming close enough to my house," as one of the most frequent ones you hear. Are there any state regulations on how close a bus must stop to a student's house? "Secondary children can walk up to one mile to a bus stop."

What is your most serious problem? "Probably students smoking on the bus, which is against the state law, and if we catch them we take them to the principal and he suspends them for three days; but is awfully hard for a driver driving down a highway with a bus-load of say

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WAYZATAN

We, the staff of the Wayzatan, believe that the purpose of a school newspaper is to serve the student body by reporting the news accurately, by entertaining its readers, by helping to formulate opinions, by promoting better relationships between students and faculty, and between our school and other schools, and by upholding the traditions and ideals of Wayzata High School.

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Two of Wayzata's teachers find playing hockey is not everything it's made up to be. Miss Ramsland is recovering in Swedish Hospital. Mr. Miller is recovering in Methodist Hospital.

Our Teachers Are Hurting

Two of Wayzata's teachers, Miss Dorothy Ramsland, and Mr. Edward Miller, both are in hospitals recovering from surgery after accidents.

Miss Ramsland, one of our French teachers, was struck by a car in front of the Minneapolis Public Library. Since that time, she has been in Swedish Hospital with a torn ligament in her left knee, and a torn ligament, plus a break, in her right knee.

The cast on Miss Ramsland's left leg is now off, after being

on for four weeks. The other cast will not come off for six to eight weeks. It will take quite a while to learn to walk again when the cast come off. Miss Ramsland plans to return to school in the early part of January.

Mr. Miller, a tenth grade American History teacher and our hockey coach, is in Methodist hospital recovering from surgery on his back. He was injured playing hockey. Mr. Miller will be gone until after Christmas.

Hard Working Students Give Extra Service

by Valerie Barnett

"I've never heard of it!" was one of many reactions. But it's true. Those students wearing the gold vests at different school activities are part of a new group called the Service Corps.

The corps is a group of twenty-eight juniors and seniors who perform various services for the school. They usher at plays, take charge of the coat room, sell tickets, and become guides at sophomore orientation. In general, they cover any service project held at the high school.

Mr. Hadley, the adviser, started the corps last year. With the completion of the new auditorium, more students were needed to help at social activities. He explained, "I felt it was good to have a group that would do this regularly."

Before, students were called in individually to help. Now, teachers are asked to suggest names of responsible people who might be interested in the corps. If their name is recommended by three or more teachers, he is invited to join. This will be done for sophomores after Christmas because the teachers will have had a chance to know the students better.

Bob Douglas, the President, is responsible for the over-all operation of the corps. It's divided into three groups headed by three chairmen: Linda Newman, Linda Kammen, and Colleen Jensen. The groups, for example, take turns working on different play nights.

They are recognized by gold vests with Service Corps em-



We'd rather fight than switch. Left to right: Steve Manning, Jim Bergeson, Bob Douglas: pres., Colleen Jensen; group chairmen, Linda Newman; group chairmen.

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"One-Acts"

Mr. Anderson dealt in directing a play when his English classes put on segments of Macbeth. The room was converted into a small theater, complete with spotlights hooked up to the ceiling. "But," he said, "we blew out too many fuses, had too many electrical explosions and other damn things to continue it this year."

Throughout this report one may have asked, "When are the try outs?" On January 8, 9, and 10 they will be held with all three teachers present to judge usable talents. Then, after four weeks of rehearsals, the show will go on.

Because this festival is totally new to Wayzata it will be worth seeing. Besides that, and more important, it will provide many, many opportunities for the students and teachers to get together and produce something really big and successful. Don't miss it!

Saturday Morning Trauma Slaughter Of The Masses An Insight To College?

by Ed Rosenberg

You're a senior in high school. Now, most seniors in high school sleep on Saturday morning. But not this Saturday morning; this one is special.

It's seven o'clock. The alarm (or your mother) goes off. Suppressing a convulsion, you silence the clock in the traditional manner (i.e., pulling the covers and perhaps several pillows over your head.) But then you have trouble silencing the clanging in your head. So, in despair, you crawl toward the kitchen to find out what the heck is going on. ("If this was another attempt on your mother's part to destroy your basic mental fiber," you say to yourself, "She may have succeeded this time.")

"Mom," you say between yawns, "It's Saturday morning. Why?"

"Because you have a College Board test this morning, dear," she says.

"Oh Lord; I forgot. Which one is it? The S.A.T., the C.O.D., or the S.O.B.?"

"None of the above," she answers, "It's the A.C.T."

"I'm in no shape to take a test this morning," you mutter, trying to find your chair at the table among a jungle of fuzzy objects. "It's your own fault," she scolds, using her built-in adult logic.

"You didn't have to go out last night."

"Sure I did; it was Friday night."

"That has nothing to do with it. Why can't you be like that bright young man down the street; he stayed home and studied last night."

blems on them. In the future, the boys might have blazers to wear.

As Mr. Hadley explained, "They get nothing in return. This is not a club or social function. They work hard and receive no benefits." The Service Corps is fairly new but its members have already proven very valuable as Mr. Hadley proudly stated, "They deserve recognition."

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"Buses"

thirty or sixty students to watch because there's traffic and it's his responsibility to get those children into school alive.

"Students don't realize the responsibility that a bus driver has. A teacher has twenty-five or thirty students in a classroom to watch, but a bus driver has to operate the bus on the highways and roads, watch traffic, and with a sixty-six passenger bus on elementary of junior high—we don't load them that heavily at the senior high except when it's necessary in the winter—Why, he's got a big responsibility and he doesn't have much of an opportunity to keep an eye on things in the rear-view mirror; the students should realize this and try and co-operate with the bus drivers."

So, if you had one point you wanted to stress to the high school students it would be that they should realize the responsibility that the driver has, and co-operate with him. "Yes, but, let's look at it this way: How much are you insured for? Or, how much would your mother take for you?" Heh, I wouldn't want to ask her. I don't know. "I figure it this way: A driver has got sixty students behind him, and in driving that bus he's got \$60 million dollars worth of cargo, probably more—would your mother sell you for a million dollar?"

There she goes again using that word "study." ("One of these days," you assure yourself, "I'm going to have to find a dictionary and see what it means.")

"Well, where do I have to go to take it?" you say, hoping it's not over a day's drive away.

"It's just over here at Hamline University. You know where that is, don't you?"

"Isn't that in Fargo?"

"No dear. It's right over in St. Paul."

It still doesn't ring a bell. So you consult a map. Having found its location, you pack your suitcase and prepare to leave. A tear glistens on your mother's cheek as you're on your way out.

"You will come back...someday...won't you son?"

"Yes, Mom. And if I ever find the place I'll drop you a postcard to let you know I'm safe."

Quite some time later you arrive at the testing place. You see two long lines of people. You get in the left one. And you wait; and wait. Finally you reach the front of the line.

"What's your name, son?" the lady behind the table says.

"Rosenberg."

"What are you doing in this line?"

"Does it make a difference?"

"Yes. This is the A-thru-M line. That's the N-thru-Z."

"Well, I didn't see a sign."

"It's right here...under the table."

You crumple in frustration. After enduring N-thru-Z line, you are finally seated. Then some local imitation of Big Brother starts talking over the loudspeaker. The stern authority in his

voice makes you follow every order without question. When he tells you to put away your pencil, you do it, or else.

Looking around the cafeteria, you can't help but imagine it as a giant cattle drive, with you and the other 10,000 students in the room being led to the slaughter. And this makes you laugh (only when Big Brother isn't looking, of course.) Big Brother says open your Test Booklets. You open your test booklets. Big Brother now lays down a set of 35,000 rules you have to abide by while taking the test.

Big Brother says, "Do not start the test until I tell you...alright, ready.....GO."

And you GO. But someone stops you and makes you sit back down. You begin the test. First section: Background Science. There are 157 questions in the section, and you have 15 minutes to do it in.

You look at the first question. It reads "The OFFENFERIOUS Plant of South Africa (A) Blooms only at night, (B) Blooms only in an election year, (C) Ought to be declared unconstitutional."

Finally, your fifteen minutes is up. Big Brother yells "STOP." A girl in the corner is the only one who doesn't. She thinks she can squeeze a few more answers in. Immediately, one of Big Brother's aides wanders over and belts her with his night stick.

Three hours, 12 sections, and a nervous breakdown later, you come to the last section. Up in the front of the cafeteria, a student is being flogged for the benefit of the remaining 9,000 who haven't passed out yet.

"What did he do?" I leaned over and asked the guy next to me.

"He went on to the next page after Big Brother had told him not to."

Working on the last section is hell. Just about the time you get one eye pried open, the other slams shut. You're almost done; one question to go; you're going to make it.

Then you hear the oppressive, authoritative "STOP."

You fall to your knees in agony and frustration, a pitiful shell of your former self.

Minneapolis Park Board. He worked on the emergency crew and helped to trim trees and take them off of people's houses, after the big storm we had during the summer.

Mr. DaWald finds the Wayzata Art Department to be quite excellent and functional, compared with others he has seen. "It starts with a basic program (Art I) and works out to an individual creative program (Art III) for more advanced students."

Mr. DaWald finds Wayzata to be quite a school, he calls it one of the greatest learning experiences in his career.

WHS Thought Of As Great Experience

by Mary Borer

Have you wondered who Mr. DaWald is? Well, I will acquaint you. He is one of Wayzata's student Art teachers and he comes from St. Cloud Teachers' College. He will graduate this spring, with his bachelor's degree. Mr. DaWald hopes to continue at St. Cloud, where he will work at an art workshop. He will earn more credits and thus be able to receive his master's degree.

While going to school, Mr. DaWald has worked at a number of jobs. For a while he worked at the Minneapolis Honeywell Ordinance Division. When asked if he could tell what specific job he did there he said, "Well, I guess you could call it general work, because I kept advancing."

Mr. DaWald had quite a job last summer; he worked for the



Mr. DaWald, the student art teacher, tells his honest opinion of Pat Ekberg's painting.



Sophomore, Scott Anderson moves ball against Robbinsdale in 55-39 loss. Bob Simmons 54, Dittbenner 44 and Don Anderson look on.

Cagers Show Steady Improvement

The Wayzata Trojans fulfilled a lot of hopes on Friday, as they conquered the Minnetonka skippers 66-62 in a basketball game at Minnetonka.

This first victory came through the use of a staunch zone defense and the shooting of Don Anderson (28 points) and Dave Cornelius (13 points).

The Trojans showed the ability to play good basketball from the outset, as they matched the Skippers point for point in the opening quarter.

Wayzata fell three behind at the half, as they had to struggle to stay close. The third quarter was probably the best played quarter as both teams exhibited good offense and defense. It often seemed in that quarter that the Trojans might fall behind, but every time Tonka put on a spurt, Wayzata responded in kind. Tonka gained only one point in the third quarter.

The final stanza proved conclusively that Wayzata is capable of winning. After exchanging

early baskets, the Wayzata five proceeded to entirely dominate the rest of the action. With clutch shooting from the foul line, and from the outside by Cornelius, Anderson, and Bruce Ritchie, they took the final quarter by a 20-12 margin, enough to win the game. As Wayzata closed the gap in the fourth quarter, Minnetonka's attack fizzled, as their composure cracked. This was one thing that made the fourth quarter, and the game belong to the Trojans. The victory was truly satisfying.

Grapplers Seek First Victory

The Wayzata wrestling squad, under the coaching of Charles Peterson, was defeated in its first two games, and took a fourth in the quadrangular. The first match held November 22, with Lincoln, found wins by Roger Jubert, a five point forfeit, at 95 lbs. A pin by Rich Giebenhain, gave the Trojans five more, leaving the score 17-10 after the 138 lbs. class. Next, Carl Rugland, 165 lbs., decided his opponent at 6-5. Then, at 175 lbs., Jake Cadwallader defeated his opponent 12-2. But, the final score just wasn't good enough, we lost 30-16.

The second match was held at Robbinsdale, December 1. The Robbinsdale defeated our team by a score of 42-6. Brian Henning, at 145 lbs., won by decision 6-5. Jake beat his man 9-2.

Saturday, Dec. 2, a quadrangular was held at Wayzata, with three other schools: Austin,

Cretin, and Orono. The first match Wayzata played Austin. The wins were: Allen Faue, 133 lbs., 11-6, and Jake, 7-0. The final score: 44-6. The second match was with Cretin. The wins: Larry St. Lawrence, 103 lbs., 5-5, Greg Wilson, 120 lbs., 2-0, Allen Faue, 2-0, Rich Giebenhain, a pin, Brian Henning 10-8, and Jake Cadwallader, 8-2. The final score was 26-19. The last match was against Orono. The wins: Larry St. Lawrence, a pin, Gary Laurent, 15-0, at 112 lbs., Allen Faue, 8-5, and Mark Carlson 154 lbs., 9-2. The score: 28-14. At the end of all three matches, trophies and ribbons were awarded to the outstanding team and players. Austin received the team award, and a good majority of ribbons. But, Allen Faue won a ribbon for 133 lbs.

Remaining members of the team are: Bob Hance, 127 lbs., and Greg Walent, heavyweight.

The varsity squad is improving rapidly. It is, basically, a young squad. Coach Norm Schroeder has had to build the team around two of last year's regulars, Bob Simmons and Don Anderson. Those who have seen varsity action are Bruce Ritchie, Steve Dittbenner, Jim Bowman, Dave Meyer, Mike Cornelius, Craig McCannel, Jeff Schneider, and Scott Anderson.

The bright spots of the season so far are:

- * Leadership of Bob Simmons on the floor.
- * Don Anderson's averaging about 12 points a game.
- * Hustle and poise of the Sophomores.



Hockey Team Has To Reorganize

The Wayzata Hockey team has started out their '67-'68 season with a 0-2-1 record. The Trojan team started out well by tying Orono 0-0 in the first game of the year but things took a turn for the worse and they lost to Robbinsdale 9-0 in their second game and to Minnetonka 6-1 in their third.

According to Coach Keith Schafer one of the reasons for this inconsistency is that "The team has had to reorganize since the Orono game because of the loss of Dick Berg, who has the team's most experienced player." Another problem faced by the

coaches is the inexperience of the team, since it has only two players that played varsity last year.

Mr. Schafer mentioned goalie Dave Holst as the only outstanding player so far. The rest of the Varsity consists of Defensemen Luke Stemmer, Tim Hawthorne, Paul Koob, Paul Hendrickson, Bill Murphy and Pat Casey, Centers Keith Sternal and Steve Lappe, Wings Bill Scheller, Mike White, Steve Frick, Dan Goodmanson, Bruce Nelson, Kevin Dynan, Fred Lappe, and Pudge Linman, and reserve goalie John Stordahl.

Girl Gymnasts Transform Cafeteria Into Rollicking Playland



Miss Byington lends a steady hand as Kathy O'Melia prepares to mount her horse.

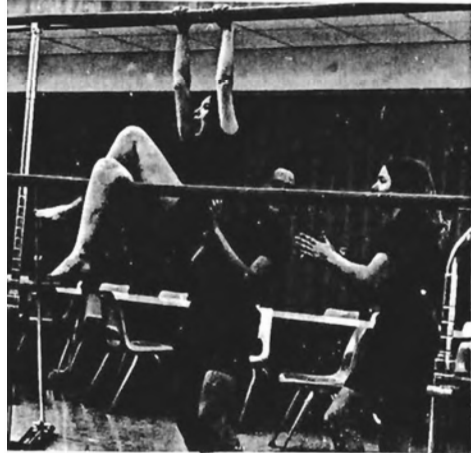
Every Monday and Wednesday, thirty-five to forty girl gymnasts, members of the Girls' Athletic Association, add an exciting new dimension to the use of the Wayzata Senior High cafeteria.

On these two nights, these girls, under the direction of Miss Beverly Byington, transport parallel bars, trampolines, horses, and mats from the North Deck of the gymnasium to the combination mess hall and study hall facility located in the heart of the school. This migration has been caused by the wrestling team, which now uses the north deck every night after school.

In addition to improving their gymnastic skills, these ladies of the gym suits find time to share many pleasurable moments with their classmates.



Carol Giroir conquers the balancing beam and the onslaught of a fellow gymnast.



Whose turn is it to spot Nancy or Trauma on the uneven parallel bars. L-r: Nancy Fraser, Chris Mathieu and Cyndie Smith.



A mistake on the trampoline could mean a landing in Mrs. Dayton's tuna casserole. Kris Jensen attempts a back flip with Bonnie Bauer acting as spotter.



Sometimes we help her or the perils of Becky. L-r: Colleen Weaver, Becky Lever and James Brooks.