

# the graphos

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Jenny Retka and Matt Senske have already learned that the battle of the sexes is never over.

## Jokes, comments annoy coeds

by Angie Schilling  
Graphos Reporter

**"No wonder women are more likely to succeed in school; the guys are sitting at home making up sexist jokes instead of doing their homework."**

Is there sexism in the senior high? Of course, wherever there are females and males in a coed situation, there will be sexist jokes and comments.

"Did you hear that the hospital is trying to get into the Guinness Book of World Records? There was a baby born that was both sexes. It had feminine physical characteristics and a brain."

This is the type of comment we women can expect to hear from one of the guys as we are sitting in class waiting for the teacher to finish taking attendance. No wonder women are more likely to succeed in school; the guys are sitting at home making up sexist jokes instead of doing their homework. Some of the comments guys come up with make me wonder if they realize just how close they are to proving the feministic statement, "Of course, God made man first. Artists usually make a rough draft before they create the masterpiece."

I don't think the guys are really intending to damage our self esteem or anything with their comments and jokes. They are just looking for a laugh or trying to be accepted by the guys. It seems to be the "in" thing to see who can come up with the rudest sexist comment or the dirtiest sexist joke. It seems my 6th hour AP English class has the highest concentration of sexist senior males. An innocent discussion of a book can turn into the most heated "battle of the sexes." After one particular "discussion," I told Scott Arlandson he should turn around and

check out the looks the ladies behind him were sending his way. He replied, "I don't need to. I can feel them."

Where do guys get their sexist attitude? Instinct. It is bred into them by a society that says "Male is dominant." Even the dictionary presents this idea. The definition of sexism according to Webster's New World Dictionary is "the exploitation and domination of one sex by the other, specifically of women by men." Although this definition is accurate, it still is disturbing to see it in such a widely used resource. Maybe Senior high sexism is not yet a deadly affliction. As of now it mainly consists of sleazy jokes and annoying comments. Comments like how many women does it take to change a light bulb? None. They would get a man to do it.

The key to putting up with the sexist remarks is to ignore them. I don't think guys are hoping to destroy our self esteem with their degrading comments, however, I think some of the guys use sexism to build up their own self worth. The rest of 'em are mature enough to realize that sexism is as ancient as the gods. These guys aren't really sexist. They just think they are being funny. The more I know about men, the more I like my dog.

But, hey, nobody's perfect! Men (notice I used "men") are like Christmas — you never get what you really want. But guys are o.k. people, once you get past the sexist junk and get to know them. I have heard that aside from the sexist stuff guys have only two faults: everything they say and everything they do. The old cliché "you can't live with them, and you can't live without them" really applies in this case. Without the guys what would we have to complain about?

## Girls no longer only sexist victims

by Chris Christenson  
Graphos Reporter

**"The teacher then replied, 'No, she got it because she is a girl.'"**

Sexism isn't a big issue in our high school, but it is noticeable. From this writer's point of view, sexism has changed its course. It seemed that women were always the victims of sexism and men were the pigs. Not anymore!

Girls themselves have made the change. There never was such a thing as female sexism, but now that girls know they can achieve things that were never imaginable before, they use this fact to their advantage and slash out at the guys with their sexist remarks. The guys are left defenseless against the cutting comments of sexist women in our school because they know the girls are backed up by the teachers and faculty. Teachers can't be obvious sexists, but some of them tend to favor girls. Teachers can't do anything about how smart a person is, but they can give girls special privileges. This writer recalls an instance when a class was correcting a test and a question arose on one of the answers a female student had written on the test. The teacher

said the answer was acceptable. One student suggested her answer was correct because a wrong answer would have embarrassed the girl in front of the whole class. The teacher then replied, "No, she got it because she is a girl." If that isn't sexism, what is?

The old, cute little girl act is often portrayed by many devious girls in our school. Girls like to act sweet and innocent and kiss-up to the teacher. Of course, most teachers let the girls get away with it.

**"Girls like to act sweet and innocent and kiss up to the teacher."**

On the subject of getting away with murder, girls do get in trouble. The penalties for girls and boys are supposed to be the same, but sometimes it seems that school officials aren't as rough on the girls. Girls seem to get off with their looks, their sex. They just don't get the real punishment that they deserve.

Girls have equal rights when it comes to school and school activities, but they have exceeded their rights. Sexism in our school has changed, and girls themselves have become sexist pigs.

## Eating disorders plague teenagers

by Sonja Holm  
Graphos Reporter

**"In gymnastics body image is important, and the girls were always in leotards comparing and competing with each other."**

With society's emphasis on the perfect body and the idea "you can never be too thin," many teenagers develop eating disorders. People who develop eating disorders often have similar characteristics. They are typically females who come from middle class families and are very often the oldest. Being the oldest puts them in the position of feeling they are role models for younger brothers or sisters; and, consequently, more is expected of them by their parents. They are usually good students in school or excel in some other area such as athletics. Many are perfectionists, and even though no such thing exists, they want to achieve "The Perfect Body." It is not uncommon that they might come from dysfunctional families in which there has been a divorce, one or more members are alcoholics, or some other problem exists.

Jill Hendricks, a senior at NUHS, fits many of these characteristics, and fell victim to anorexia her sophomore year in high school. As she remembers, her battle with anorexia started at a very young age. She was tumbling in the Turner Hall gymnastics program. In gymnastics body image is impor-



Jill Hendricks plans to be a psychologist working with troubled adolescents.

tant, and the girls were always in leotards comparing and competing with each other. In the fifth grade Hendricks became aware of her body size and appearance. "I always felt bigger than everybody else. Boy, at that age, I guess I really didn't care." It wasn't until Hendricks was a sophomore that food and body issues became the thoughts that occupied her mind everyday. She remembers that after Valentine's Day she began to think she needed to lose weight, and then her self-destructive habits began.

In February her daily diet consisted

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# editorial

## Cheers patrons inhabit NUHS



by Jen Nagel  
Graphos Editor

**“High school is a lot like ‘Cheers’; no, not the barroom part but the system of friends that each situation provides.”**

“Sometimes you want to go where everybody knows your name, and they’re always glad you came. You want to go where you can see that troubles are all the same, you want to go where everybody knows your name.” And so begins the theme song from the sitcom “Cheers.” High school is a lot like “Cheers”; no, not the barroom part but the system of friends that each situation provides. The community that school provides is real and necessary. You may not be friends with or have the desire to befriend everybody within this community, but still each of us has formed a system of people on whom we can rely for support, companionship, and fun.

Adults describe their thoughts about high school as bittersweet. It’s the “most” of everything: the most exciting, the most confusing, the most emotional. For many of us this is all because we’ve experienced, are experiencing, or soon will be experiencing the most changes we’ve ever faced. Aren’t these experiences really what

growing up is all about? Some days I love all of the things that are happening in my life while other days it would be so much easier to just be done with everything.

**“Have you ever wondered if Norm or Carla or any one of the characters from ‘Cheers’ will ever ‘grow up’ and leave the nest of friends that they have formed?”**

Sitting in the halls before classes start or spending the evening driving around with friends is comfortable. If growing up wasn’t part of life, we could easily stay in these situations forever. Have you ever wondered if Norm or Carla or any one of the characters from “Cheers” will ever “grow up” and leave the nest of friends that they have formed? It must be reassuring for these characters to know that their lives aren’t in for any big changes. Sorry, guys, but just as the seniors have begun to realize: we’re not always going to be around the friends we’ve had since kindergarten. Let’s enjoy the comfort and friendships that are here today while we still are excited about the future.

Is our school made up of groups of friends, or are we 600 “individuals” who are within different groups of friends? Does there come a point in our lives when we assume our own individualism and act as ourselves — as human beings? Even with his abundance of uniqueness, I’m not sure if Norm is really an individual. If he were taken out of that comfort zone within which he is used to operating, I wonder how Norm would react.

Sometimes everybody wants to go where everybody knows their name, and they’re always glad you came, and sometimes you do want to go where you can see that troubles are all the same, but you can’t do that forever. The comfort of our school is wonderful as long as you realize that in order to grow up, you need to step out and take a look at yourself as an individual.



## Council president answers student critics

by Mike O’Connor  
Graphos Columnist

**“I’m getting tired of hearing that the Student Council should have done this or that it should not have done that.”**

The lack of student activities has been an issue lately. Whose responsibility is it to provide these activities? Is there a need for more activities?

Many people believe that it is the Student Council’s responsibility to provide activities for the students. Not true! The Student Council already does much more than it was originally created for.

I don’t believe that there is a need for more activities because the present ones have poor participation. Only 25 percent of the student body participated in intramural volleyball last year. Even fewer participated in the tug-of-war, only 1 percent, and a mere three percent participated in the limbo contest.

Article I, Section II of the Constitution of the Student Council lists the purposes and functions of the organization. Nowhere in this Article does it say that the Student Council is responsible for sponsoring student activities. Even though it does not say so directly, the Student Council sponsors almost all the present activities.

I’m getting tired of hearing that the Student Council should have done this or that it should not have done that. It was not created so that people could accuse it of not doing something that they weren’t intended to do. Besides, there are several other organizations in the school that can sponsor activities.



If some group wants to sponsor an activity, great! The role of the Student Council is to hear the student’s or the organization’s plan and then decide whether it is acceptable.

Something that still comes up is what the Student Council did to homecoming. All that the Student Council did was to decide not to sponsor (organize) a parade and a talent show. There was a lack of interest in and participation of the students and a great amount of liability. If there was another organization that wanted to sponsor homecoming, I’d say, “do it!” It sure would save the Student Council a lot of time, effort, and fewer headaches.

**“People have the right to complain if they helped or participated, but if they just sit on their butt and let the ‘other guy’ do it, they should just keep their mouths shut!”**

What many people never talk about is what the Student Council does to prepare for homecoming. They still have to organize the special days, coronation, pep rally, limbo contest, tug-of-war, and dance. The Student Council spends many weeks planning these events and devotes several hours to advertising and setting up for these events.

One thing I’ve noticed is that no matter what you do there will always be those who complain. Take homecoming, for instance. There were very few students who helped do anything. There were even fewer who participated. As soon as something was dropped, however, everybody complained! People have the right to complain if they helped or participated, but if they just sit on their butt and let the “other guy” do it, they should just keep their mouths shut!

## Who are the real victims?

by Jody Schiltz  
Graphos Columnist

Suicide. Countless articles have been written on it. An overwhelming number of people have done it, and even more have tried, but in all of these statistics something has been missed.

There’s more behind suicide than facts and figures. There are victims. Most people tend to think that the only victim is the deceased, or the one who has attempted suicide. I don’t dispute that they are victims, but I believe that there are other victims, people who have been overlooked in the polls and statistics. I think the survivors suffer just as much as the suicidal person.

Once a person has committed suicide, it’s all over. There are no more problems, no more reality to deal with, no more happiness, and no more pain. Nothing. But the victim’s family and friends have to struggle daily with the self-inflicted death for years. Death can be difficult for many to accept, but I believe a suicide is even harder to deal with.



The survivors are left with so many unanswered questions. Most people can’t stop asking, “Why? Why? Why?” There is usually only one person who can provide the answers, but that person can’t answer any more questions. Even though they know that they’ll never receive the answers to their questions, they still keep on asking.

**“But the victim’s family and friends have to struggle daily with the self-inflicted death for years.”**

And along with the questions comes the guilt feelings. “I should have known,” or “What did I do wrong?”

Everything is so much clearer after the death. Clues and hints were dropped but slipped by unnoticed. “Why didn’t I see it?” they ask.

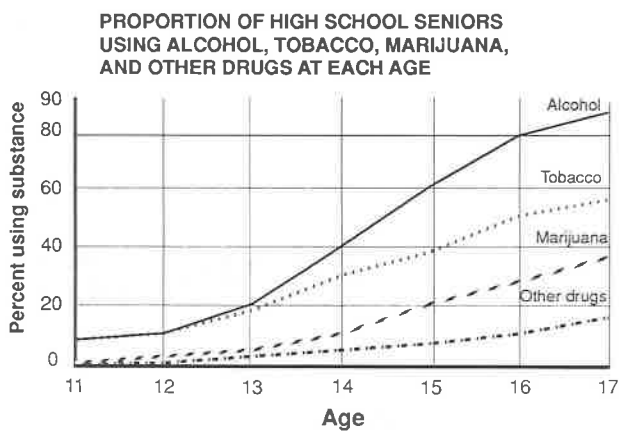
Suicide is a very complex topic and cannot be fully discussed in one article, but I felt that other articles had left at least one stone unturned. The fact is, there are other victims of suicide — family and friends. These are the people who are left with picking up the pieces of another’s shattered dreams. It’s a long, hard, demanding, and unrewarding responsibility, but it is often accepted in the end by individuals who just take life day by day and don’t give up.

### the graphos

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# The truth about Minnesota kids



by Heather Holm  
Graphos Reporter

During the spring of 1989, a Minnesota Student Survey questioned over 91,000 students in grades six, nine, and 12 in 390 public school districts. They

**“The survey rejected the common societal belief that peer pressure was the major cause for alcohol and drug abuse.”**

were asked to answer questions pertaining to everything from their top

source of happiness to who had attempted suicide.

The survey rejected the common societal belief that peer pressure was the major cause for alcohol and drug abuse. Alcohol and drugs are used by students for pleasure-seeking and to escape from problems. Family problems such as violence within the family, alcohol and drug abuse, and sexual abuse lead to a child's alcohol and drug use, poor school performance, low self-esteem, and suicidal behavior.

**“The area of the greatest worry for a 9th grade girl surveyed was her looks.”**

Parents play a greater role in a child's use of alcohol and drugs than was previously believed. Students whose parents would not mind if they drank alcohol were more likely to drink than the students whose parents would strongly disapprove of adolescent drinking.

Suicide is linked to low self-esteem and family problems. Ninth grade girls

ranked the highest in thoughts of suicide within the past month and actual attempts of suicide. The area of the greatest worry for a 9th grade girl surveyed was her looks. One out of three females and one out of four males who had been abused in their family attempted suicide according to the survey.

Differences between females and males were apparent in the results of the survey. Females indicated problems with self-esteem and self-confidence and typically had more sources of worry than males. Males expressed involvement in risk-taking and destructive acts.

The top source of happiness for all students was their friends. Parties and dating become more important to older students as family becomes less important as a source of happiness. The increase in independence that occurs as a student grows older is clear.

The survey attempted to give educators and prevention programs an idea of student interests and concerns in Minnesota.

## Soviet society strikes lasting impressions



by Ann Wisniewski  
Graphos Editor

Can you imagine what it would be like to live in a communist country? Living in any foreign country is a very big adjustment, but a communist country offers an even bigger challenge.

I was able to visit the Soviet Union for nine days this year. It was the most remarkable experience of my life. No matter how much you think you know about a country, you'll experience so much you didn't know.

The temperature between Moscow and Minnesota doesn't differ that much; it's very hot in the summer. But

**“But in the Soviet Union, ice is not very common and neither are air conditioners.”**

in the Soviet Union, ice is not very common and neither are air conditioners. Warm pop is what you'll drink — you won't have any ice. As for cool air, you could go to Lenin's tomb for some cool air, but you'll only be in there for a few minutes at the most.

We Americans have so many luxuries. You might think we don't, but compared to the Soviets, we probably have more than they ever dreamed of. The Soviets consider soap and Kleenex luxury items. We can go to the store and purchase these items knowing that they'll always be available. Soap and Kleenex are hard-to-come-by products in Russia. Even if they are available, prices are extremely high. Soviets make

an average salary of about \$8,900 in American dollars. Half of this amount is used for food. That leaves about \$4450 for everything else. It gets very cold in the Soviet Union. The cheapest winter coat for an adult costs about \$150, and these coats are of very low quality.

**“Many Soviets are well educated and realize the problems that face their country and that change needs to take place.”**

The Black Market and individual trading have become a popular way of receiving foreign goods. Soviets love foreign goods and money. The Black Market is illegal but still very popular. Soviets will approach foreigners on the street and whisper, “10 rubles for a dollar.” This is a favorable exchange for both parties. The foreigner gets more rubles than the normal exchange, and the Soviets receive foreign currency that they can use to buy Soviet goods very cheap with foreign money.

Trading is somewhat less popular than the Black Market, but it's legal. You simply “barter” for what you would like and how much of your items that you're willing to give. Anything from pens to jeans is traded as long as they are fairly new.

You won't be living in the nicest quarters either. If you live in a two bedroom apartment, you're among the few elite. One bedroom apartments are the “norm” because there is a severe housing problem, especially in the larger cities.

You can almost forget about having a car. It takes about 10 years to receive one. If you are fortunate enough to get one, you'll be using the horn a lot, not the brakes. The pedestrian does not have the right of way!

Worried about crime? Don't be! The Soviet Union is one of the safest places in the world. No one will rip off your purse, even if you're walking in a dark alley by yourself at three in the morning.

There's also a special closeness in the Soviet family. Many families live together or nearby and share the closeness of being together.

Many Soviets are well educated and recognize the problems that face their country and the changes that need to

### In Memory of Justin Harty who passed away two years ago on November 1

He was a soldier, a soldier with pride  
And the laws of life he sometimes didn't abide  
He had a wall built up  
That never came down  
There would never be a simple frown  
But that's the way it was  
For he was such a proud guy  
He was strongwilled but put himself down  
He deserved a medal or something  
or some kind of crown  
He was mixed up in life  
Troubled and down  
But yet you would never see a god damn frown  
He was loved by his friends  
From his head to his toes  
But that love still succeeds  
After the terrific blow  
We will miss him dearly  
Throughout all the days  
For he was so loved  
Why couldn't he have kept his life?  
It was a life to save  
Goodbye our sweet one  
For we will remember the way you were  
A fun loving, humorous, mischievous guy  
I hope you have peace up in the sky  
For now no problems will bother you  
And now there are no decisions to decide  
Sleep well my big brother  
For you were so dear  
Whenever we needed you  
You were always near  
Farewell sweet, Justin,  
Remember . . . You will always be loved.

by Kathy Hanson

take place. But the Soviets love their country just as many others love the country they live in.

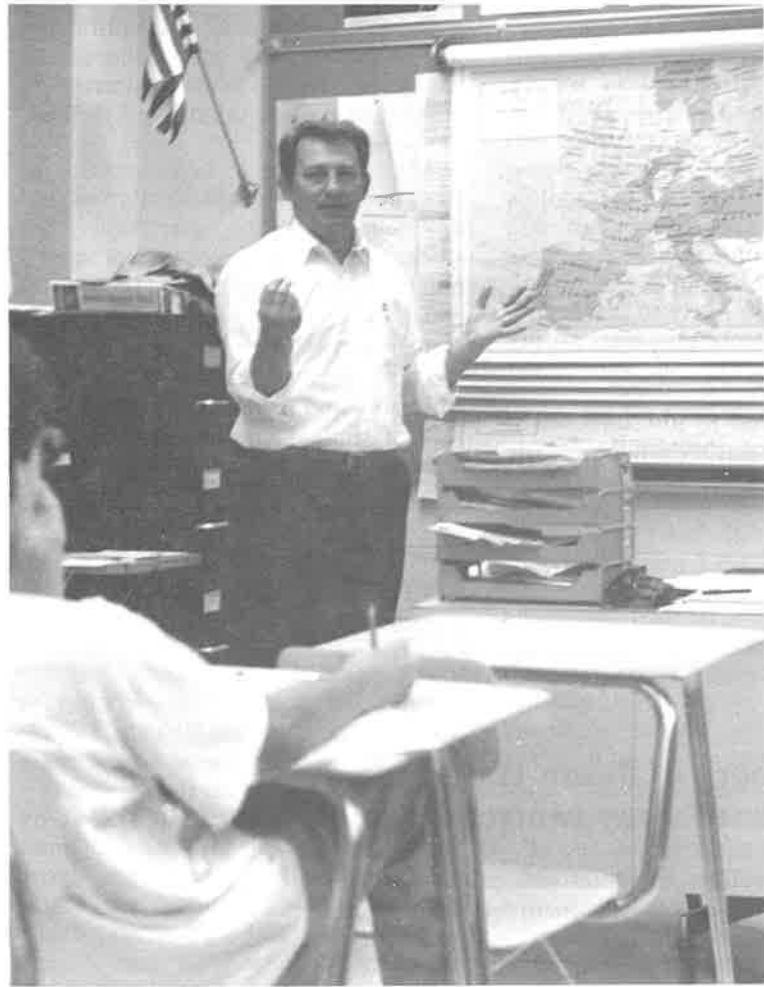
There are always good and bad views with living anywhere. Now with the reforms taking place in a lot of the Eastern European nations, there might be a lot of changes for these nations and their people in the very near future!

## Letters

The Graphos welcomes the opinions of our readers in letters addressed “To the Editors.” Each letter must be signed by the writer. It should be short and to the point in order to ensure their publication without condensation.

# people

## Senske elected State Coaches Association VP



Teaching and coaching two sports keep Senske busy.

by Sheri Preisinger  
Graphos Reporter

**“When he becomes the President, he will be the head of approximately 34,000 coaches.”**

You may not know it, but many teachers are very busy people who would love to go home after school and sit in front of the tube. Some are busy reading papers while others devote their time to coaching high school sports. The point is that we have one especially busy teacher in our school, **Jim Senske**.

We students should consider the long hours spent preparing for class. After school, Senske heads to the field or the gym to coach for another two to three hours.

Senske is a two-sport coach; he is the varsity basketball coach in the winter and the varsity baseball coach in spring. He feels that coaching gives him the chance to meet new and interesting coaches and athletes.

This year Senske was nominated by the Minnesota Baseball Coaches Association to be an executive officer of the Minnesota State Coaches Association. He is now the coaches association's Second Vice President. Over the next four years, he will learn how the Association works. He will

climb the ladder from second Vice President to Vice President, President, and then Past President. All of this work is voluntary. When he becomes the President he will be the head of approximately 34,000 coaches. The objective of the association is to improve the high school programs and tournaments in the state. Throughout the year, Senske will attend approximately fourteen days of activities. Seven of these days will be during school and the other seven on weekends. One of the duties will involve sports clinics. These clinics organize the different sports sponsored by Minnesota high schools. In August he went to a clinic that pertained to football, cross-country, and track. A few weeks ago, he attended a clinic that stressed hockey and basketball.

**“After school, Senske heads to the field or the gym to coach for another two to three hours.”**

Another event he attended was the Hall of Fame Banquet, which coordinated changes taking place within the association. His job was to follow the changes from start to finish.

So when you think of how hard we have it in school, think of how much work goes into one of Senske's days at NUHS.

## Teaching, organizations keep Ackerson busy

by Dawn Bastian  
Graphos Reporter

**“When she was six years old, she would always get together with her friends and play school.”**

Teachers sit at their desk and oversee the world from an objective point of view. Sometimes it is hard to realize that they are people with lives outside the school. **Carol Ackerson** has allowed The Graphos to take a glimpse of her life outside the doors of the New Ulm Senior High.

Ackerson was interested in becoming a teacher right from the start. When she was six years old, she would always get together with her friends and play school. This childhood fantasy was realized at St. Cloud State University.

She was always intrigued by English. When asked to name her favorite author, she commented, “There are too many of them to choose from.” She enjoys reading in her spare time, but she couldn't pinpoint one all-time favorite book.

Even though she loves cats, Ackerson presently owns only one cat. “I can't really say that I own the cat, actually the cat owns me.” His name is Wizard Sweet-pea.

Teaching seems to be the perfect occupation for Ackerson. She jokingly said that she began teaching in New Ulm at the turn of the century. She enjoys having contact with the students because teachers can make a strong impression on a person's life. She prefers assignments that force her students to think.

She holds some significant offices and is currently involved in the National Education Association (NEA) and Minnesota Education Association (MEA). “I'm presently one of the three directors in the NEA from Minnesota. I'm also on the MEA governing board.” In addition Ackerson is the trustee for the state retirement association. “It gives me the chance to work with a lot of money,” she stated.

**“She enjoys having contact with the students because teachers can make a strong impression on a person's life.”**

Advantages always seem to be accompanied by some disadvantages. This situation also holds true for the teaching profession. “Two of my main dislikes are paperwork and the trivia, but I try to prevent them from hindering my spirits.”

She has normal, everyday activities and hobbies that consume most of her leisure time. She likes reading, collect-

ing antiques, and cooking. She also writes articles and columns which occasionally are published through the MEA.

Teaching is also the occupation of her husband Tom, who is an English teacher in Madelia's Public Schools.

The two of them share many common interests, especially attending plays together.

When you see Carol Ackerson strolling through the halls some morning, don't be afraid to ask her how Wizard's doing.



Wizard Sweet-pea gets some warm fuzzies from Carol Ackerson.

# Mentor program offers Dille experience

by Jay Wiesner  
Graphos Reporter

**"The high school choir director for this year is Debra Dille. She is earning credits toward a masters degree by taking the place of Hawkins."**

NUHS's choir program is missing an important person for this year, Allan Hawkins. This year he is involved in the Mankato State University Mentor Program, created by the Laboratory District Teacher Education Center. It is designed so first and second year teachers can get help from more experienced teachers like Hawkins.

There are 11 mentoring programs in Minnesota with 10 teachers involved in this particular program. It is the only one in the state that allows the mentor to be completely released from his job for a year.

Hawkins' time is divided into three parts. One-third of his time is devoted to helping the nine teachers to whom he is assigned. Another third of his time is involved in another one of the Laboratory District Teacher Education Center's programs. The last third is devoted to our district in a variety of programs and functions. He helps teachers in all areas of education including music, agriculture, art, and mathematics.

The Lab District provides a teacher to take the place of the mentor for a year. The high school choir director for this year is Debra Dille. She is earning

credits toward a masters degree by taking the place of Hawkins. Dille is paid a stipend by the Lab District while Hawkins receives his regular pay from the district.

Hawkins likes the program. "I'm enjoying the flexibility. There is a lot of opportunity for professional growth." He is observing many different educational operations but still misses being able to teach.

He schedules his own hours and works with teachers in and out of their classes. The teachers he helps are in New Ulm, St. James, St. Peter, Nicollet, and Blue Earth.

**"It is designed so first and second year teachers can get help from more experienced teachers like Hawkins."**

Participating in the program requires an application and letters of recommendation to a board at Mankato State University. Some applicants are then selected for a three-part interview, which consists of an essay, an interview by a group of teachers, administrators, and university personnel, and a lesson taught to a class of adults.

This is Hawkins' 13th year of teaching. He received his bachelors degree at Gustavus Adolphus College and then went to the University of Illinois in Champaign/Urbana to get his masters degree.

Both Hawkins and Dille direct the Payne Street Singers while Dille directs Choralaires and Concert Choir.



Debra Dille will earn credits toward her master's degree by taking the place of choir director Al Hawkins.

## It's a small world



Kerstin Sterthaus is from Berlin, West Germany.

by Ann Sundell  
Graphos Reporter

We're happy to have exchange students at New Ulm High School. This winter I interviewed Kerstin Sterthaus 17 from Berlin, West Germany, and Anu Jaatinen 17 from Halinski, Finland. Sterthaus is brought to the United States by Youth For Understanding (YFU). She enjoys playing volleyball and was a member of our B-squad team. She also enjoys playing the clarinet and piano, swimming, and going to parties. One of Sterthaus' favorite foods is noodles.

A typical school day in Germany begins at 8:00 a.m. and ends at 1:00 p.m. A student goes to six years of elementary school and seven years of high school before entering college. Instead of seven hourly classes and a daily schedule each day, a German student has a weekly schedule of two to three hour classes.

German athletic teams are sponsored by sport clubs instead of schools. Depending on its size a town may have any number of different sports clubs. Once or twice a week after school students go to the clubs to practice. On weekends they have games and meets. Sterthaus is taking mathematics,

phys. ed., Developing World, Basic I, Chemistry, and Photo/Airbrush. She comes from a family of three. She has one older brother age 18 and one younger brother age 14. She is staying with a rural family and finds life in the country very enjoyable.

A typical school day in Finland could begin at 8, 9, 10 or 11 o'clock. In Finland students have weekly schedules with different daily schedules. A student may have as many as 10 classes or as few as 2 or 3 classes a day with a 50 minute break between classes.

Jaatinen is currently taking typing, Algebra II, American History, English, Choir, and Spanish. Her favorite class is Spanish.

Coming from a much larger city, Jaatinen commented, "There isn't as much to do, but it's a nice change to live in a town where everyone knows everyone."

The first snow of the season brought back memories of Finland for Jaatinen. She has plans to accompany her host family to Michigan for Christmas.



Jaatinen enjoys spending time with her friends and going to parties.

Hendricks, continued from page 1

of an apple and skim milk followed by laxatives to get rid of the unwanted, extra fat-producing calories. Laxatives do nothing but cause body water and vitamin loss. In March she stopped eating completely. Besides the daily ritual of not eating, or eating very little, she added compulsive exercising.

**"It was two hours later when I realized I was still sitting in that chair. To this day I have no idea where those two hours went."**

Many noticeable and sometimes life threatening emotional and physical changes occur in people who develop eating disorders. As large amounts of body fat are dropped, peach fuzz-like hair begins to grow all over the body in a surviving attempt to keep warm. Hair often becomes thin, dry, and begins to fall out. Skin becomes dry and flaky because of the lack of necessary nutrients. In bulimics, there are often swollen glands and a bloaty appearance. Because of the acid that washes the teeth after vomiting is induced, the enamel on teeth might wear away. Compulsive overeaters will gain tremendous amounts of weight if their eating habits continue. Low blood pressure and pulse are common among anorexics while bulimics often have high blood pressure. Probably the most significant change is weight loss. Hendricks remembered, "I looked like death warmed over."

The emotional changes are just as destructive and terrifying as the physical changes. Eating disorder victims often become irritable, indecisive, clinically depressed, suffer from loss of energy, and have a short attention span. Hendricks recalls with bewilderment a day when she came home and sat in the recliner. "It was two hours later when I realized I was still sitting in that chair. To this day I have no idea

where those two hours went. I didn't even take my coat off! I have no idea what happened between those two hours."

As all of these frightening changes occurred, Hendricks, her friends, and family realized something was not right. Her friends talked to counselor Jim Zetah, who in turn talked to Hendricks. When her gymnastics coach worriedly confronted her and asked if she had an eating problem, Hendricks cried. "I had been confronted many times, but never thought I had a problem. I denied a lot. I was so mad that everybody was trying to tell me what to do when they couldn't even run their own life!" Hendricks' coach told her that her parents were going to take her to Golden Valley for an evaluation. "I did not want to go. I made them promise me I could come home right away. That was the only way I would go."

Hendrick's wish was not fulfilled. Her health condition was dangerous, and after the initial evaluation, the staff at Golden Valley Hospital decided she was going to stay for inpatient treatment. "It is a four-week program, and I was there for eight weeks," Hendricks recalled.

**"I want to return the favor of all those who helped me. If I can even help one person, I will have returned the favor."**

Hendricks is winning the war against anorexia. She has come to a stage of acceptance and is thankful she had an eating disorder. "I have grown spiritually and I have so much insight. I learned how to feel feelings." Because of her experiences with anorexia, she is planning to be a psychologist working with troubled adolescents. "I want to return the favor of all those who helped me. If I can even help one person, I will have returned the favor."

# School rejects Whittle cable plan

by Paul Kluge  
Graphos Reporter

We live in a commercial age. Ads and plugs for products are popping up nearly everywhere, from movie theatres to parking meters. But should we allow our schools to become increasingly commercialized as well? That question faced the school board of ISD #88 as it unanimously rejected Chris Whittle's bid to put "Channel One" television programming in our schools. Whittle proposed to show a 12 minute daily news program, intertwined with two minutes of commercials, in exchange for donating expensive video equipment to the senior high. This deal, which Whittle wants to make with schools all over the country, has ignited a nationwide debate over what the role of businesses should be in the educational system.

Whether you realize it or not, commercialism is already a large part of our schools. If you're a senior, go down to the cafeteria and buy yourself a can of pop from one of the vending machines. Walk into the computer room, and you will see rows of computers sold to the school at generous discounts. Remember selling trinkets to earn money for a sixth grade class trip?

**"Whittle proposed to show a 12 minute daily news program, intertwined with two minutes of commercials, in exchange for donating expensive video equipment."**

Of course, all of these public-private relationships have been used for a long time in almost all public schools. In fact, many forms of commercialism work to benefit schools and students. Many teaching aids and pamphlets are given to schools free by corporations. Most contain some plugs for their product but are generally beneficial. Often schools will get large discounts on products, such as computers. The manufacturer gets recognition of his product by students, and the school gets more for its buck. Many other deals, while not directly enhancing education, provide schools with some extra money. Vending machines are a good example. Companies now buy space on school scoreboards and pay for the right to hang posters mixing educational and commercial messages on school walls in some larger schools.

**"Companies now buy space on school scoreboards and pay for the right to hang posters mixing educational and commercial messages on school walls in some larger schools."**

Meanwhile, several cable networks are trying to bring private interaction with public schools into the television age. CNN is currently showing a 15 minute news program designed for use in high schools as part of its regular programming. The program, "CNN Newsroom," is commercial-free and can be taped by teachers at no cost. "The Discovery Channel" is airing a similar program. This one consists of several short video "lessons" that teachers can use in the classroom. Whittle Communication's "Channel One" is the boldest of these programs. The news on "Channel One," presented by young anchors who won't talk down to students, is fast-paced and guaranteed to catch their attention. However, between the news clips and sound bites are commercials for

Levi's jeans and other products. When subscribing to "Channel One," Whittle will also give schools free video recorders, television sets, and cable hook-ups.

Despite all of the goodies offered by Whittle, there are serious objections to the "Channel One" deal. "Channel One" is opposed by numerous education organizations. Many educators view the ads as something that totally contradicts the values schools teach and stand for. Others say that not much can be learned by viewing 12 minutes of TV news a day and point out that Americans watch more TV news than many other cultures, yet they still are relatively uninformed about current events. Not only does the deal not appeal to those who believe commercials have no place in our schools; it may be in violation of state laws regarding ethics in public schools. The concept of "Channel One" has not yet had its test in court.

In addition to these drawbacks, another problem would've arisen. Even before the school board's decision principal George Wanger expressed "mixed feelings." One of the problems he cited was that scheduling would've had to be juggled around to make room for the program. Adding a few minutes to the school day was even discussed.

Not all educators are opposed to "Channel One." Many see it as a fine way to give students access to technology and help them develop a better

**"Others say that not much can be learned by viewing 12 minutes of TV news a day and point out that Americans watch more TV news than many other cultures, yet they still are relatively uninformed about current events."**

understanding of news events. In comparison to the drug and crime problems in some schools, they say viewing a few commercials doesn't seem like much to worry about.

The viewing of newscast or international videos in class seems to be the trend. Many educational videos are already shown. Only the future will tell whether or not they gain acceptance. They provide a medium for commercialism, and just how much we should allow in our schools needs to be decided.

No matter what you think about "Channel One" or advertisements in our schools, you can be sure that we have not seen the last commercial proposal to advertise in schools. As teenagers we spend more than \$80 million dollars a year. As long as this market exists, advertisers will be after it. The controversy over "Channel One" and ads in our schools is far from over.

## Everlasting Love

Tears have been shed  
And it's times like these, I wish-  
I were dead.  
I often wonder why I say some of the  
things I do  
And the words I have said this time  
weren't meant to hurt you.  
I'm not sure if you now know, how  
confused I feel,  
But one thing I do know, is my love for you-  
is real.  
So won't you please just understand  
That there is nothing I demand.  
All I'll ask is for your forgiveness  
In hopes, that it may clear this mess.  
Please remember, I care for you with all my heart  
And there's nothing that will ever tear us apart.  
I don't know whether I've told you or not  
But, I love you — a lot.

by Ginger Schneider

# Christmas wish list, resolutions



Chris Altmann, a senior, decided that the Chip & Dale Dancers would be gifts enough. Her New Year's resolution is to get more of what she hasn't got.



Jim Spencer, a junior, simply wants a Pee Wee Herman doll and a bag of Doritos. His resolution is to stop driving around baseball diamonds with his car.



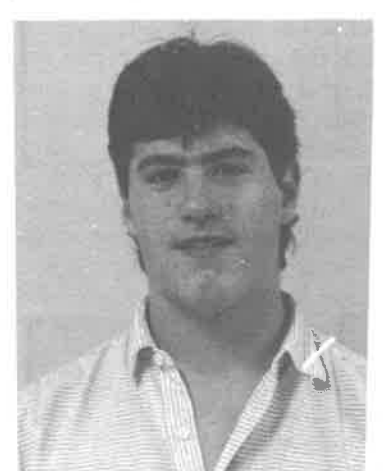
Junior Kris Wendinger, wants two exotic presents: a chimpanzee and a telephone. Her resolution is to maintain her voice for the new year.



Senior Khoi Nguyen hopes the Dallas Cowboys Cheerleaders are under his tree Christmas morning.



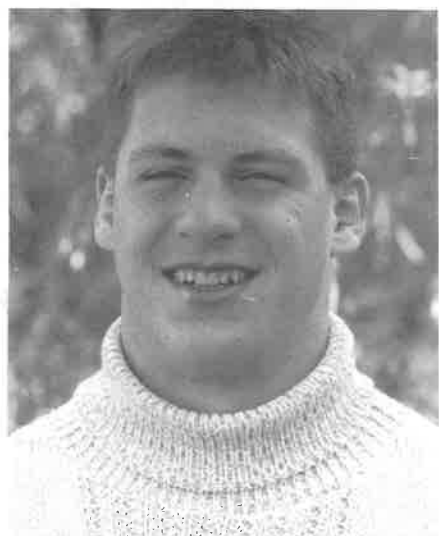
Sophomore Julie Abrahamson thought and thought again, but she could not think of anything she wanted.



Sophomore Ben Bassett wants money and hopes to stay awake during math class.

Just say it

## Seniors wonder about college competition



by Josh Crabtree  
Graphos Columnist

**"No matter where an athlete goes to school, the level of competition is going to be greater than it was in high school."**

For the seniors at New Ulm Senior High, May 31, 1990, should be a date that they won't lose sight of. This is the day when the seniors get all dressed up in purple gowns and receive a diploma. Graduation means that we are finally finished with our high school education and everything else that is associated with high school.

Certain decisions have to be made by graduation, and they are usually decided upon much earlier in the year. Some of the decisions include whether or not you are going to college. If you

**"One of the main concerns of athletes is the amount of time they will have once they get to college."**

are going, what college will you attend and what will be your major? If you were an athlete in high school, there may be another decision to make before entering college: will you end your athletic career after high school or pursue it in college?

Making the decision to participate in college athletics can be a very tough one, and several things must be taken into consideration. One of the main concerns of athletes is the amount of time they will have once they get to college. They wonder if they can devote enough time to both athletics and their studies and be successful in both.

The level of competition is another area of concern. It is hard to be your own critic and try to evaluate at what level you will be able to play. Many athletes aren't sure if they should be looking at Division I, II, or III. Many times the athletes get some help with this dilemma from coaches and scouts. They will critique them and determine the level at which they may be able to play.

No matter where an athlete goes to school, the level of competition is going to be greater than it was in high school. With this increased competitiveness comes an increase in the amount of pressure put on the athlete to perform consistently. Athletes have to decide if they can handle the pressure all of the time.

The pressure's on Brad RockVam to sink this freethrow.



## Eagles set season goals

by Stacy Shamblott  
Graphos Reporter

There are 20 boys out for basketball this year. The Eagles coaches will carry 13 to 15 players on the varsity. Returning for his second year as head coach for the Eagles is Jim Senske, who said, "The most difficult job is cutting players." Assisting Senske is Dick Werdahl. The B-squad, coached by Dave Curry, will carry 16 players.

Coach Senske will start the season without Andy Hammerschmidt and Chad Schmidt; both have dislocated shoulders from football injuries. Schmidt will be back in December and Hammerschmidt may not be back at all this season.

**"Coach Senske will start the season without Andy Hammerschmidt and Chad Schmidt; both have dislocated shoulders from football injuries."**

Senske feels the Eagles will be competitive but will be smaller and quicker than last year. He thinks the teams to beat are Fairmont and Wells.

**"Starting for the Eagles are seniors Scott Arlandson, Matt Senske, Josh Crabtree, Darren Anderson, and Brad RockVam."**

Starting for the Eagles are seniors Scott Arlandson, Matt Senske, Josh Crabtree, Darren Anderson, and Brad RockVam. Junior Ben Frauenholtz is also starting sometimes for the Eagles. The top reserves are Kenny Block, Marrett Grund, and Mike Poncin.

Junior Jon Wojciak says, "The team will improve one game at a time," while RockVam hopes to lead the team in steals and assists.

Junior Travis Roth wants to make it through the season without reinjuring his knee and wants the team to win the conference.

## Pucksters have high hopes for winning season

by Jessie Sandau  
Graphos Reporter

Even though 11 seniors graduated last year, Coach Tom Macho feels the hockey season will be a good one. The defense may not be as good as last year's, but the offense certainly is.

**"However, there are some excellent scorers who might just be able to make up for the possible lack of defense."**

With the loss of so many seniors from the team, coming back a winner is always hard to do. However, not many of those seniors played in offensive positions; most were involved in defense and goal tending. However, Coach Macho feels that with a little experience and hard work the defense will be in excellent condition once again. He understands that defense is a hard position to play but feels his players are very capable of handling it.

The prospects for a successful season depend mainly upon how well the defense progresses. However, there are some excellent scorers who might just be able to make up for the possible lack of defense. Chad Roeder, Tom

Hudrlik, Chad Kraus, Rick Kobs, and Dan Stolt are very likely to rack up many goals for the Eagles this season. But, again, the defense will have to control the action in front of the nets.

The opening win against Northfield came "as a surprise," commented Macho. "I was really pleased with how many goals we scored." The confidence of the team was also lifted with the win. To keep on winning, Macho feels "We need to start out our games strong." Hopefully, though, the team won't "run out of gas" towards the end as they did in Northfield.

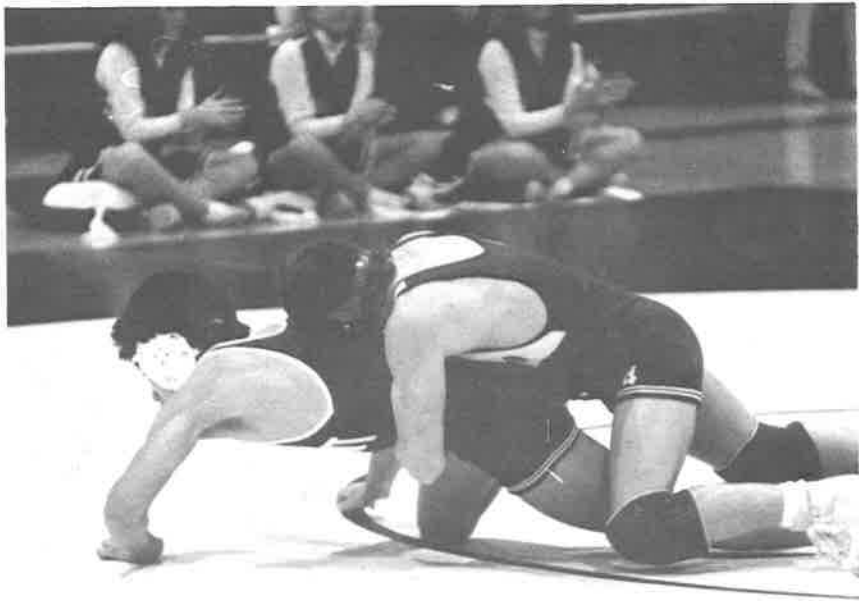
This year's team seems to have some talent. There are three sophomores who can play and will see a lot of action this year. Josh Hemingway, Chad Zobel, and Jamie Groebner have fit right in with the varsity, and it looks as though they are there to stay.

The team will probably be one of the smallest to come out of NUHS, but it appears to have great potential. "It all depends upon the draw in the tournament. Last year we played our first game against Austin, which came very close to the state. If we get lucky this year, I feel we will get a little farther."

All in all, this year's team seems ready for the season, but its future lies in the hands of the defensemen.



A New Ulm hockey player faces off against an opponent to start the action at Vogel Arena.



Dan Brandenburg maintains control over his Fairmont opponent at a recent wrestling meet.

## Wrestling scores explained

by Jodi Shamblott  
Graphos Reporter

The wrestling squad has 30 members this season; 13 of whom will wrestle varsity. The remaining members wrestle B-squad and C-squad. The Tri-Captains are Aaron Ingebritson, Nate Lilleodden, and Paul Jakes.

There are 13 weight classes, which are scientifically devised by taking the average weight of high school wrestlers. The classes range from 103 lbs. to heavyweight, 190-215 lbs.

**“To attain a ‘pin’ the wrestler must have his opponent down on the mat with both shoulders for two full seconds.”**

Wrestling matches can be won by several different methods. One way is a pin. The term fall and pin are interchangeable. To attain a “pin” the wrestler must have his opponent down on the mat with both shoulders for two full seconds.

A second way to win is by points, often referred to as a decision. The wrestler with the most points outscored his opponent and gets the decision. There are numerous ways to receive match points needed to win a decision.

Takedown — a wrestler receives two points for this maneuver. A takedown occurs when a person puts an opponent on the mat and maintains control of the individual.

Reversal — two points are awarded for this action. A reversal occurs when

**“All the individual scores are awarded team points, which determine the winner of the wrestling meet.”**

a wrestler is on the bottom and gets on top of his opponent.

Escape — an escape occurs when one wrestler is down and gets away so both wrestlers are then standing. One point is earned for the escape.

2 pt. near fall — this position has the opponent on his back but is not pinned.

3 pt. near fall — the wrestler is almost pinned.

All the individual scores are awarded team points, which determine the winner of the wrestling meet. Various points are awarded depending on the score of the decision. If the decision is won by seven points or less, three points are awarded to the team. If won by eight, nine, 10 or 11 points, four team points are awarded. The team receives five points if the decision is won by 12 to 15 points. A technical fall occurs when the match is won by 15 or more points. When a technical fall occurs, six team points are awarded.

Each match is six minutes. In each match there are three periods, lasting two minutes each.

“Wrestling is a skill sport; we don’t use karate chops,” says first assistant coach Bob Voves. Voves works mostly with the B-squad team. Darwin Arndt is the head coach and is responsible for the varsity squad.



Kim Milbrath competes on the balance beam for the Eagles gymnastics team.

## Gymnasts strive for winning edge

by Jon Drill  
Graphos Reporter

**“Hopefully by the time Fairmont comes around the Eagles will be ready and waiting.”**

Although Fairmont has been the force to be reckoned with over the years, tri-captains Stacy Earl, Cindy Mattes, and Kim Milbrath all feel that they can compete with Fairmont this year for the conference title. Even though the loss of Janel Maurer through graduation hurts, Stacy Earl returns to put on a good floor exercise routine. Getting everyone started out in a new year of gymnastics is the most difficult part of the season. Hopefully by the time Fairmont comes around the Eagles will be ready and waiting.

Other team members who will contribute in a major way this year are seniors Sheri Preisinger and Jeri Dolly. The juniors on the team include Sara Peterson, Steph Soukup, and Sara Hesse.

The team practices one and one half to two hours a day, six days a week. The head coach is Sandy Fritz. This year there are two new coaches, Dalaine Skimmer and Sue Seelan. When asked about how the team liked the coaches Stacy Earl replied, “Everybody gets along with her (Fritz) great; she’s almost like our mom.” Regarding the two new coaches Kim Milbrath replied, “Everyone on the team gets along with them great; they’re a great addition to the team.” Their coaches may be just the addition that New Ulm needs to get the edge over Fairmont. It will be interesting to see how they do going into the conference meet in February.

## Girls season features teamwork, friendships

by Jen Wieland  
Graphos Reporter

**“Watching this year’s girls’ basketball team practice and play together, one gets a strong sense of camaraderie and dependence upon each other.”**

We all know that any team must be able to work well together in order to have a successful season. The fact is that teamwork is the most essential part of a winning team. Hours of training, practice, and planning are important. They are the very place where teamwork is born, but they do not do alone what teamwork can accomplish.

Watching this year’s girls’ basketball team practice and play together, one gets a strong sense of camaraderie and dependence upon each other. This

sense is crucial for any team, and quite evident in this one.

“It’s teamwork. No one tries to be outstanding. We all work together,” was junior Julie Olson’s reponse when asked what motivated her play. Her comment pointed out the important aspect of teamwork. These girls are not out there playing for personal gratification, they are playing for each other in order to achieve a common goal.

Most of the members feel that the friendships that have developed because of basketball will stay with them for a long time. Also, what they have learned about teamwork will be a valuable experience to draw upon in the future.

If teamwork and friendship among team members are the indicators of a winning team, this year’s girls’ basketball team is probably the best around.



Michelle Esser 13, Laurie Koss 52, and Tricia Reinhart 31 cut off the lane to the basket.