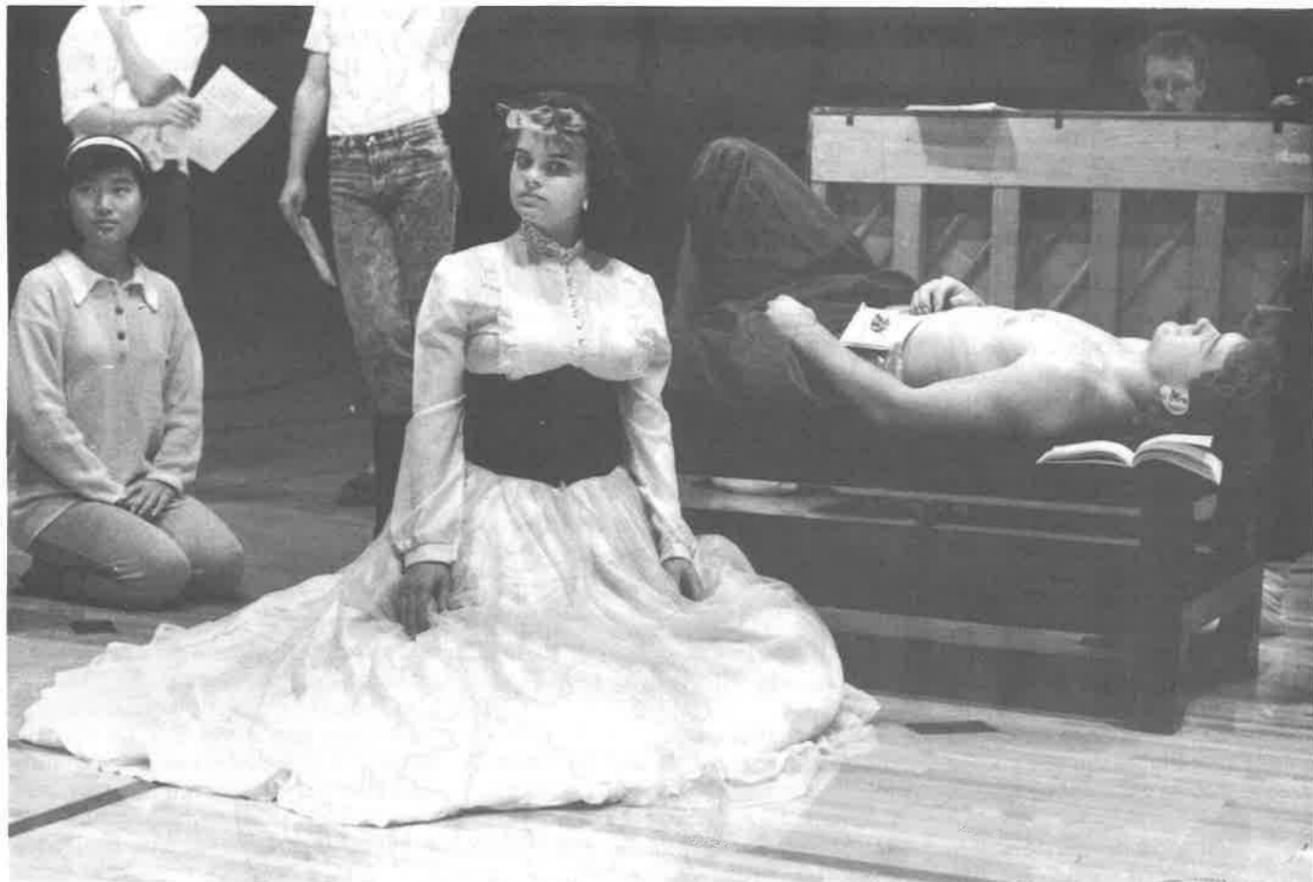


the graphos

October 1990

Volume 74 No. 1 New Ulm, Minnesota 56073

“The King & I” opens Friday



Kit Tsang, Anne Werner, and Matt Schmidt spend an evening rehearsing for “The King and I.”

by Ann Sundell
Graphos Reporter

Take one headstrong English teacher, add a king struggling to modernize his country, a pair of young lovers, some singing and dancing and you have a wonderful musical, “The King and I.” The King, played by **Matt Schmidt**, says that he is not affected by the power his character holds (everyone must drop to their knees and bow whenever he enters). “The King is a strong character and wants to change,

but can’t because the principles he was raised on are now considered barbaric.”

“I chose ‘The King and I’ because it is a great show, both artistically and musically.”

Anna Leowens, played by **Anne Werner**, is the English teacher the King hires. Werner’s favorite scene is her duet with the king when they sing “Shall We Dance?” Her favorite song, however, is “Hello Young Lovers.”

Although **Kit Tsang**, an AFS ex-

change student from Japan, had no previous acting experience, she landed one of the leads, Lady Thiang, the King’s head wife. Encouraged by her host family to audition, she went for it. Tsang looks at the musical as a chance to meet new people, learn from the experience, and have a lot of fun. Memorizing and understanding lines are sometimes difficult for Tsang, but she cheerfully pledged to do her best. Lady Thiang is a strong woman, more aggressive than Tsang herself. She enjoys her part but dislikes Lady

Thiang’s prejudicial dislike of Tuptim.

Tuptim, played by **Jen Eyrich**, is a “present” to the King of Siam from the King of Burma. For Eyrich, having to speak with a Siamese accent has been hard to develop.

Behind these student actors is a dedicated core of adult volunteers bringing each aspect of this large production together.

Al Hawkins, Musical Director and Producer, said, “I chose ‘The King and I’ because it is a great show, both artistically and musically. I feel it will be well received by the people and it is appropriate for a high school performance.”

The job of transforming the New Ulm Junior High Auditorium into a Siamese palace has been given to Lynn Heuchert, Scott Schmeling, and a group of 15-20 students.

Tim Werner, Drama Director, Choreography, and Makeup, commented that “The biggest problem is matching the skin tones of the Oriental members of the cast to everyone else.”

The job of transforming the New Ulm Junior High Auditorium into a Siamese palace has been given to **Lynn Heuchert, Scott Schmeling**, and a group of 15-20 students. Heuchert said that the sets, although kept simple so they will be easy to change, will take many hours to build. Scenes that must be created include both inside and outside settings. Pillars and marble columns are being sculpted from masses of styrofoam using hot wires.

Of course, no show is complete without excellent publicity. The Student Council and their Advisor **Dick LaPatka** will be in charge of the musical’s publicity and ticket sales.

Senior offers survival tips

by Jessie Sandau
Graphos Columnist

Sophomores are funny people. You can’t help but laugh at them in the hallways. They walk around with a lost expression on their face, tons of books in their arms, plus they walk quickly. They also seem to be intimidated by the upperclassmen, but they have every right to be. But there is one thing about sophomore girls that is really annoying — the way they act around teachers and senior guys.

When sophomores enter into senior high, they constantly have a look of confusion on their face. Could it be because they haven’t figured out how to match the room number on their schedule to the room number above the classroom door? It’s just one of those weird sophomore things.

Another dumb thing sophomores do is to forget about their locker. It seems like they always have every book they own with them. I don’t know if they forget the lockers exist or what, but they can only go to one class at a time and only need one book for that class. Of course, sophomores can’t ever be late for a class. That must be why they practically run from class to class.

Have you ever noticed that when a sophomore walks by an upperclassman, they always speed up and always put their head down and look at the floor. Do they do this because they’ve suddenly realized that their shoes are untied or could it be...intimidation. They might do it because they want to check out the wax job on the floor...or could it be intimidation. It might also be that they want to recognize a pattern in the floor...or could it be intimidation. If you were to ask me, I think it would be intimidation.

All you do is make people sick so please don’t giggle and act like sophomores around senior guys.

Too bad sophomores aren’t intimidated by teachers. Especially the girls. Sophomore girls “suck-up” to teachers so bad, it’s sickening. When they walk by one of their teachers, they always say (in their sweetest voice possible) “Hi, Mr. Luker.” **PLEASE!** If a teacher hates you, he still is going to hate you after you say “hi” to him.

Another helpful hint to the sophomore girls. Don’t act like you’re the absolute stupidest female on the

face of the earth if a senior guy talks to you. Watching you girls practically melt in your shoes makes all the upperclassmen sick. And the guys just laugh at you for acting so dumb. So, why do you do it girls? All you do is make people sick so please don’t giggle and act like sophomores around senior

guys. It’s so unbecoming of you.

There are a lot more things that sophomores do that are typically stupid, but it would be impossible to list all of them; there’s just so many. So, sophomores, I hope you read this and realize all of your faults so you can improve on them.



Senior **Julie Wallner** exercises her supreme power over lowly sophomores **Allison Koeckeritz, Jenny Flatau, and Wendy Thomas.**

editorial

Society overrates sports



by Ann Wisniewski
Graphos Editor

It really upsets me that some schools appear to care more about athletics than academics.

We see sports headlines like these all of the time: "Kirk Lowdermilk finally came to terms with the Minnesota Vikings after weeks of a contract dispute. The Timberwolves have announced a five-year, eight million dollar contract for their new seven foot center," Eight million? That's about 1.6 million a year! Society is placing too much emphasis on sports.

Don't take me wrong. I love sports. I follow almost every major sport, especially the NFL. So many players hold out for more money I get tired of reading about contract disputes for more money. Isn't 18 million over six years enough?

Society apparently wants these players to get what they want; otherwise, they might not play and we wouldn't want that to happen. Granted, some players are very talented and don't whine for more money even though some of them do deserve it. That's terrific, but every year seems to be a contest as to who can get the

highest salary in any sport while the media eats it up. How far is society going to go with these obsessions, and how much more are we going to pay players? We need to redirect our priorities.

I was informed that the basketball players get preferential treatment; the university gives them the best dorms.

The colleges also emphasize sports too much. At one university I visited, I was informed that the basketball players get preferential treatment; the university gives them the best dorms. At some universities there aren't any academic scholarships, yet they'll dish out money to someone who can play football. It really upsets me that some schools appear to care more about athletics than academics.

Universities are also graduating students who cannot read, but who cares? I do! I'm upset that some universities give out more sport scholarships than academic ones. I'd like to think that the reason one goes to school is to get an education. Maybe not.

It's great that some people do well in academics and sports. They are fortunate they can excel in both, but why are schools accepting people who can just play sports. What about their education? Part of this problem is society's desire to see their teams win. Look what people say about the Vikings when they lose! We always want our teams to win and will do whatever it takes to get outstanding players.

Some universities don't give athletic scholarships and still have good teams. In this case, these people play sports because they enjoy playing. It's too bad more schools don't follow this example or at least require their players to perform at an accepted academic level.

Seniors face stress

by Jay Wiesner
Graphos Columnist

How many seniors out there can safely say, "I'm not busy." Try not to lie and say you're not. This is our last year at NUHS and besides going to class and doing homework, we have to get ready for graduation and overcome the stress of deciding what to do next year.

Easy, right? Wrong. Just attending classes can be difficult. A lot of seniors have college on their minds and can't concentrate during class. Homework doesn't help at all. So what can you do? Just live out the year and stay on track with what you're doing.

The frustrations of senior planning should be enough for you. They should even make it into a class so you can get a credit for all your worrying.

Juniors and sophomores should get ready for their senior year by starting to plan ahead. Decide whether you plan on attending college, getting a job, or maybe traveling first. Juniors,



by this time next year you should have a fairly good idea of what you are doing. In your senior year you start looking at scholarships. This year, you have to do well with your classes because colleges look more at your junior year grades than your senior year.

Most people think that during their senior year they can "slough off." You might not be taking many classes in your senior year, but you won't have to worry about taking it easy. The frustrations of senior planning should



STOP. BEFORE IT'S GONE.

A few summers ago, I was standing in my driveway, hitting a tennis ball against the garage door, and trying to digest what my parents had just told me.

My older sister is getting married.

Bounce, Thunk.

She's having a "shotgun wedding," whatever that is.

Bounce, Thunk.

Her husband-to-be is evidently nice.

Bounce, Thunk.

Today, I'm standing outside again, playing tennis, and thinking of the latest news my parents have given me. Bounce-crack, thunk-shatter.

I wonder if everything in life ends like this:

Disaster? Destruction? Divorce?

by Sara Freitag

be enough for you. They should even make it into a class so you can get a credit for all your worrying.

Another massive problem is trying to make the money you'll need for next year. Four thousand dollars is not an amount that can be found in every piggy bank, but \$4,000 or more will be needed for your first year of college. That's why scholarships are so important. The scholarships will keep you sane when the bills come.

Many or most of us will be leaving home for the first time. No more safe place that mom and dad pay for; apartment or dorm hunting will go into full effect soon.

Extracurricular activities are a big part of any high school student's life. Regardless of how much fun they are they put stress on top of everything else. Some activities though can put everything into perspective. These activities will relax students after a hard day at school. Other activities can even point us toward our career goals.

It shows that we are taking on more and more responsibilities.

So what does this all mean? It shows that we are taking on more and more responsibilities. We are becoming more like adults (perish the thought). Jen Nagel (one of last year's editors) quoted a Latin phrase from *Dead Poets Society* which fits: "Carpe Diem" which means Seize the Day. Stay busy, it will prepare you more for the insanity of college.

the graphos

The Graphos is produced by the students of New Ulm Senior High School; New Ulm, Minnesota 56073; and printed by Master Graphics; New Ulm, Minnesota 56073.

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ACT: How do you add up?

by Sonja Holm
Graphos Reporter

“Remember that test scores and past grades do not guarantee success or failure in college. Other factors, such as program of study and motivation, count too.”

The ACT test. These words have the same effect as the words “the end of summer.” You don’t like it, and you don’t want it. All college-bound students have either taken the exam or will reluctantly give up a Saturday morning of sleeping until noon to take the dreaded test that will play a part of their future.

The ACT test, which is written by men of above average intelligence and above average income, is designed to test juniors’ and seniors’ knowledge of English (Rhetorical skills, Usage and Mechanics), mathematics (Pre-Algebra/Elementary Algebra, and Plane Geometry/Trigonometry), Reading (Social Studies/Sciences, and Arts/Literature), and scientific reasoning. Even though these are the areas tested in the exam, one student who took the test in April of 1990 feels that the “ACT is a test on your reading ability and your ability to comprehend what you’ve read. Even the math and science sections are not true math and scientific facts; they are simply reading comprehension questions. Therefore, I feel the ACT is not a true test of accumulated knowledge, but a test on how well you have learned to read over the years.” Each score in these areas is combined and averaged to make a composite score, which is the little number many students panic and fret over for weeks or months before the ACT test is actually given.”

To ease the panic of the ACT test, new ideas and concepts have been developed. During the 1989-90 school year an ACT workshop was given at New Ulm Senior High. This workshop consisted of a practice ACT test and suggestions to improve and receive higher scores. There is also a videotape available with information pertaining to the ACT test. Although all these learning tools are available, one senior thinks that “there seems to be too much stress involved in the ACT test. Everyone really puts too much emphasis on it.”

High school teachers and guidance counselors have also been stressing the fact that students’ ACT scores are not the only thing that colleges look at when reviewing applications. Grades, extra-curricular activities, and community involvement are also important. In fact, on each student’s ACT readout there is a statement that says, “Remember that test scores and past grades do not guarantee success or failure in college. Other factors, such as program of study and motivation, count too.”

Because ACT scores are an important part of college applications, surveys and research are constantly being done on ACT scores. Studies show that Minnesota, with a graduation rate of 91%, has slipping ACT scores. Even though our scores are dropping, Minnesota still has higher average scores compared to national average scores. Minnesota has an average composite score of 21.3 while the national average is 20.5. Not only is Minnesota dropping in average composite scores, but the national average has been slipping about .2% annually since 1985.

Each score in these areas is combined and averaged to make a composite score, which is the little number many students panic and fret over for weeks or months before the ACT test is actually given.

New Ulm Senior High guidance counselor Jim Zetah speculates that the drop is due to the fact that “More students are taking the ACT than in recent years. Most students used to take just the PSAT, but that test is no longer nationally used.” When you have a larger group of people taking the exam than before, this mathematically lowers the average.

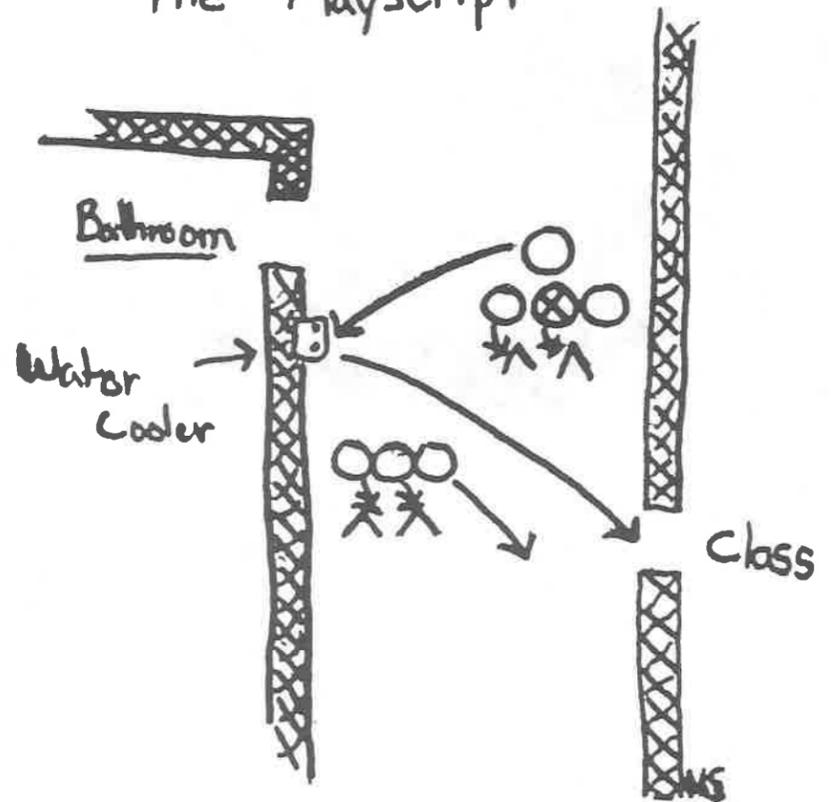
Students also generally perceived the PSAT as an easier test than the ACT. Therefore when the PSAT ceased to be used nationally, college-bound students with lower grade point averages were forced to take the ACT, possibly causing the ACT composite average to drop.

Just remember when your alarm goes off the Saturday morning you’ve dreaded for weeks, your ACT score is not the only thing colleges take into consideration when reviewing your application.



NUHS band rocks the crowd at homecoming.

Football Flashbacks: The Playscript



“Drinking town” has problems

New Ulm, the German “drinking” town. The students of our school have been lectured over the years by many people about its “drinking problems.” Many times I feel that the subject is taken too lightly by us because this school does have many students with drinking problems.

Today I took time to listen to what students really talk about. “But after you throw up it’s so gross. Yeah, but ya do it again anyway.” I almost walked right by without thinking twice about it. Today I didn’t. I actually stopped in the hall to think about what I had just heard.

I questioned if this person has a drinking problem. If it was necessary to talk about it during the school day — yes. Then I remembered two days before. Someone had been telling me about the “terrible” weekend he had had because he had gotten “a minor consumption.” I thought little of it or the possibility of a real problem. My reaction was, “Oh, well, at least it wasn’t a DWI.” That really showed I cared. The easiest way to avoid a problem is to laugh it off, right?

There may not be a definite case of alcohol addiction in many of the senior

high students. Few students admit to another that they may be alcoholic but know a friend who is. It only takes a second to stand back and look.

When I was exposed to an abusive case, I made a joke to pass it off. Too many people do. A decision has to be made on the part of us — the friends of the people involved — to stop the abuse in our peers.

WE should decide not to make excuses anymore for stupid behavior. We don’t need substances to have a “good time.” People need the support and friendship of friends.

There are many studies out saying who is drinking and who isn’t — let’s face it — we are.

Editor’s note: This letter was signed but the name was withheld upon request.

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.

The Dance of Emotions

Happy, sad,
Goofy and glad.
Up on your toes
No one really knows.
A turn here and there
Then stop, to care.
Suddenly begin again
But you’ll be the one to know when.

1-2-3-4

Let’s see you smile a little more.
Once again, take your turn.
You got it — there’s energy to burn.
So let’s get down and get funky
Yeah, jump up and down like a monkey!

1-2-3

Hey! Look at me!
Now you’re gettin’ good.
Try it; I think you should.
Your face radiates, with a glow.
“Okay, here I go.”

Now a leap

Go ahead; weep.
It’s okay.
Every now and then you’ll fall
But then again, don’t we all!

by Ginger Schneider

people

Tuttle offers insights



Clark Tuttle takes his job as Chairman of the School Board seriously.

by Paul Kluge
Graphos Reporter

...the name Clark Tuttle probably isn't familiar to the majority of students, yet he holds a powerful position in our school system...

We often fail to notice everyday things that affect our lives because we take for granted what we are used to seeing or doing. For the last 10 to 12 years we've spent seven hours sitting in hard desks, trying to learn what we'll probably need to know to be prepared for our future. Whether or not we believe it, going to school has been one of the greatest influences on who we

are now and who we'll be. Yet very few people have thought much about why schools are organized the way they are or how they have affected us.

Most of us don't really know that much about how our schools work. For example, the name Clark Tuttle probably isn't familiar to the majority of students, yet he holds a powerful position in our school system because he's the chairman of the school board. Tuttle remarked that "In an ideal world everybody would be reading the newspaper and would know at least a few things about the schools and the school board."

"District 88 has an annual budget of around 10 million dollars. In comparison, the city of New Ulm spends nearly 6 million in a year." Not only

Oldham thrives on positive attitude

by Sara Schmitz
Graphos Reporter

"Sometimes the band has been given a bum-deal."

Hear the blast of a trumpet or the rat-tat-tat of a drum? These sounds are emanating from the band room under the leadership of the new director Duane Oldham.

He thrives on the terrific attitude of the band members and believes their hard work is paying off. "It makes it a lot easier to get the job done when the kids show pride in their school and in what they are doing," commented Oldham.

Performing all the time, the kids must work hard. The band had a productive fall that included the homecoming show. Special performance consisted of three half-time routines. The band practiced early mornings at Johnson Field to prepare

for the night's routine. At their November 4 concert, the band will show off their intense practice in the senior high gym. "The routines are harder than the band is used to," stated Oldham, "but they have been working hard." February 3 will be the band's next concert.

Oldham has three main goals for the band this year. First of all, he wants to improve the level of respect the band has for itself and the way other people perceive them. "Sometimes the band has been given a bum-deal." Second, he is planning on performing a higher level of quality music for their winter concerts. He's not looking for anything symphonic, just something with a higher degree of difficulty. Thirdly, he simply wants to improve upon what the band members already know, by expanding their musical abilities.

are schools a huge influence on those in them, but they are a large investment as well. "The school board," he continued, "helps to decide how the district's money should be spent." Whether or not teachers' salaries should be increased, what classes are to be offered, and which are to be cut are only a few of the decisions the board makes.

"The school board helps to decide how the district's money should be spent."

"The administration takes care of the day-to-day activities of the school while the board tries to make sure that the administrators are doing what they are supposed to do." In a way, the board serves as a check on the administration, although its most important function is to allow the public to participate in the making of school policies.

The administrators — principals, superintendents, and teachers' representatives regularly submit recommendations to the board. Observed Tuttle, "When the board makes its decisions, it has the choice between following the advice given to them or doing something different. Most of the time the board agrees with what has been recommended to them by the administrators." He pointed out that without these recommendations staying well-informed about what's going on in the school would be difficult. They provide a good deal of insight.

The public is encouraged to make their views known to the board. By law, anyone who has a complaint or suggestion about the way things are be-

ing handled has the right to be heard at a board meeting. "The Open Meeting Law says that each school board meeting must be announced. The board members can't simply meet secretly and then tell the public what they have decided," said Tuttle.

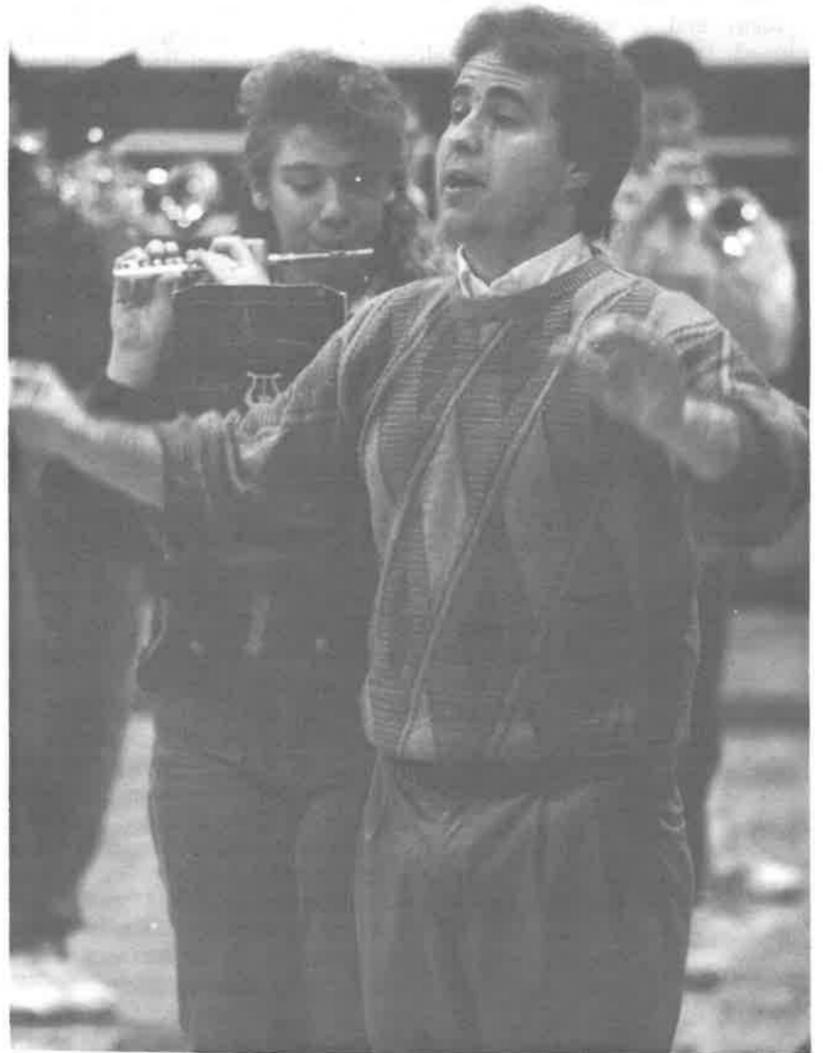
If you have something to say, write a letter to one of the board members or attend one of the meetings. The superintendent's office has the dates of the meetings and the phone numbers of the board members. A board meeting probably won't constitute the most exciting three to four hours of your life, but you will be able to express your opinion.

Being a board member, according to Tuttle, "Involves a great deal of paper, but little paperwork. Members must keep informed by reading numerous letters from the public and the advice of the administrators."

A lawyer with the firm of Berens, Rodenberg, and O'Connor, Tuttle thinks that having a law background has certainly helped him with his work on the board, but it's not necessary.

Tuttle decided to run for a school board seat because he disagreed with some of their indecisions and felt he could help. "Running for the board took less time than being on it," said Tuttle. "I had a lot of fun putting up signs and meeting people for the campaign."

Two to three hours are generally needed to prepare for a meeting. As the chairman, Tuttle also meets regularly with the superintendent and principals to talk about what's going on in the schools and what needs to be decided at the next meeting.



Duane Oldham leads the band during an early morning practice.

Oldham's afternoons are spent at Washington Elementary. He teaches two classes of fourth grade music and one fifth grade class. He also carries three-fourths of the six grade band lessons.

Originally from Lewiston, Minnesota, he attended college at Winona State for five years and received his

master's in music at the University of Wisconsin, Eau Claire. Oldham formerly directed the band at Peterson High School in Peterson, Minnesota.

In his spare time, he enjoys nature. When he gets a chance, he fishes and rides horses. His other interests include playing tennis and attending plays.



Paul Kluge, Lanae Larson, and Bobbi Jo Drum are in charge of the 1991 Eagle.

Plans set for 1991 Eagle

by Julie Beck
Graphos Reporter

The 1991 theme will be "Here's Lookin' At Ya."

Two familiar faces are back to contribute their talents to this year's **Eagle**. **Bobbi-Jo Drum** and **Lanae Larson**, co-editors of the yearbook, are leaping into their third year of involvement with the **Eagle**. Both Drum and Larson were co-editors their junior year and worked with the editors as sophomores. By now Drum and Larson have adjusted to the work involved in preparing a yearbook.

Putting together the **Eagle** is a time consuming process. Drum and Larson estimate they spend approximately two hours a week during school and two hours a day during the summer laboring over the final touches of the **Eagle**. Finding a theme for the yearbook is one of the editors' first priorities. The 1991 theme will be "Here's Lookin' At Ya." Deciding what features will be included is another major task.

Also on the agenda is getting a ladder put together. Larson informed us,

"The frustrating part of putting together a yearbook is looking up 600 names to make sure Darin is spelled D-A-R-I-N and not D-A-R-R-I-N."

"A ladder describes what will be on each page of the yearbook." Proofreading pages, making sure everyone is identified correctly, writing captions, and completing the final layout are just a few of the editors' responsibilities. Drum declared, "The frustrating part of putting together a yearbook is looking up 600 names to make sure Darin is spelled D-A-R-I-N and not D-A-R-R-I-N." While Larson added, "It's also tough to identify every person in an organizational picture such as STABLE."

Although Drum and Larson do most of the work, there are others involved with the **Eagle**. **Paul Kluge** is the **Eagle's** junior editor this year. Senior **Nathan Stolt** aims his artistic abilities toward photographing students for the features. Kluge and Stolt are also in charge of designing a cover for the yearbook. **David Trapp** also plays an important role in the production of the **Eagle**. Trapp does all of the word processing for the yearbook's copy.

Social studies teacher **Edward Weber** is the **Eagle's** advisor. Larson stated, "Weber is fun to work with," Drum added, "Weber is fun to work with except having to listen to Eric Clapton!"

When asked if there were any arguments on decision making, Larson remarked, "Every once in a while we disagree on something, but we usually find a compromise." Teamwork is the key to the yearbook's success.

Tradition continues

by B.J. Drum
Graphos Reporter

For the 74th continuous year of **Graphos** publication, students are sneaking a peek at its content between classes, after class, and possibly during class.

Without the help of students, the challenge of reading **Graphos** articles while pretending to work on geometry problems wouldn't be possible.

The editors are responsible for everything from thinking of topics for writers to investigate to proofreading final copy.

Senior editors **Ann Wisniewski** and **Anne Reilly** are overseeing the paper's publication this year with the help of feature and sport columnists **Jessie Sandau**, **Jay Wiesner**, and **Michelle Esser**. Approximately 20 other reporters, photographers, and illustrators also work on the paper.

Both Wisniewski and Reilly have experience working on the **Graphos**. Wisniewski wrote for the paper as a

sophomore and co-edited the publication as a junior. Reilly has been a reporter for the past two years.

Approximately 20 other reporters, photographers, and illustrators also work on the paper.

The editors are responsible for everything from thinking of topics for writers to investigate to proofreading final copy. Reilly and Wisniewski usually work on the paper on Sunday nights and log about five hours per issue.

In addition to the responsibility of planning each issue, Reilly likes, "the power to get information to students."

"The personal satisfaction of putting it together, getting it done, and hearing how people like a certain story are very rewarding," said Wisniewski.

Reilly and Wisniewski are trying to include more unique stories in the five issues they will publish this year. The editors believe that students are most enthusiastic about reading the last issue that includes the senior puns story and senior wills.

Discrimination present at NUHS?

by Tonya Tepley
Graphos Reporter

In New Ulm Senior High one percent of the students are of a racial or religious minority or have a physical disability. Many of these students have been in the New Ulm system since kindergarten, but some have been here as little as one month. Either way these students feel accepted and a part of student life at NUHS.

Discrimination is denying someone their rights as a person because of their background. Discrimination is often a result of prejudicial feelings. In our society, prejudice is a great problem. Too many society members feel that people who do not belong in the majority are too different to have their thoughts and beliefs count. Prejudicial feelings cause individual suffering.

"Sometimes I feel that students do not talk to me because they are not sure of how to talk to me."

Discrimination can often lead to segregation. When minorities are segregated, slums develop, crime rates increase, and disease and delinquency rates increase. Segregation does not allow majority and minority races to intermingle with each other. As a result children of the majority believe that minorities are different or bad and don't belong in normal society. This creates stereotypes in children's minds about minorities. Also, when minority races are segregated, they do not receive equal housing, schooling, or medical care as the majority.

This acceptance may be a positive sign because it suggests that students are willing to accept minorities for their abilities, not their race.

In NUHS minority students were not open to many questions because none of them feels discriminated. One student who has been at NUHS for only a month said, "I have experienced different treatment in the past because I am from another country, but now that I am here I think it will be much better." Some minority students have experienced namecalling referring to their race. When these students were asked how they dealt with the namecalling they said they ignored it.

Extracurricular activities are an important part of NUHS student life. Minority students do not feel it is difficult to get involved in extracurriculars. This is a positive sign because it suggests that students are willing to accept minorities for their abilities, not their race.

Students having physical disabilities sometimes experience difficulties in getting along. One student, who has a physical disability, said, "Sometimes I feel that students do not talk to me because they are not sure of how to talk to me." These students say they just want to be treated like every other student. They don't want special treatment.

When students were asked if they felt NUHS was a friendly and comfortable place to attend school, they all felt it was. Apparently these feelings are felt by all students, even those who have not been here long.

Soviet opens borders

by Jessica Henle
Graphos Reporter

She comes from a town seven miles from Leningrad and seven miles from Finland.

Yet another first for New Ulm Senior High School. This year there is

an exchange student from the Soviet Union, **Olga Orlova**.

She comes from a town seven miles from Leningrad and seven miles from Finland. Vyborg is the last large Soviet city before the Finnish border. The town has a population of 80,000. Orlova lived on main street in Vyborg. She says New Ulm is much quieter and likes the peace.

The climate of Vyborg is similar to that of Duluth. Orlova said they rely on the Atlantic Ocean to keep the winters mild.

Orlova has been studying English for seven years. When she started in the second grade, she could hardly spell Russian words and was already learning a new language. English has not been as hard for her to understand as she thought it would be. It gets easier for her to understand everyday. The slang, she said, is still hard for her to understand.

In the Soviet Union Orlova's father is an engineer at an electrical plant. Her mother works as a salesperson at a small grocery store. Orlova has no brothers or sisters but has many cousins.

Orlova came to New Ulm in August. She finds the people here friendly and easy to talk to. She will leave on July 6 for a bus tour to New York. On July 19 she will leave New York for Vyborg.



Olga Orlova hails from the USSR.



Julie Abrahamson, Shannon Reinhart, and Jen Gluth represent NUHS students on the Strategic Planning Committee.

Community group plans for future

by Anne Reilly
Graphos Editor

The main goal of the committee is to establish a clear focus for the school district, geared toward the 21st century.

What will schools be like in the year 2000? How will teaching styles be different? Will classroom structure have changed? What will the attitudes of the students and teachers be toward their school?

Questions like these are what **Cindy Stevens** had in mind when she developed the idea of the Strategic Planning Committee, an organization of learners of all ages, parents with children both in and out of school, teachers, members of the community, the administration, board members, and non-certified staff who work in the schools. The main goal of the committee is to establish a clear focus for the school district, geared toward the 21st century.

To help the committee get started, 18 NUHS students (six from each grade), were randomly selected to represent a cross-section of the senior high. These students attended a meeting during the end of September at which they shared their opinions with Stevens and brainstormed weaknesses within the school that they would like to see corrected or improved by the year 2000.

During the session Stevens had the students break up into smaller groups with each group drawing a picture of what they thought NUHS would look like in the year 2000. The pictures ranged from space age "Jetsons" style technology to a school similar to the one that exists today, with only a pool, recreation hall, or escalators added.

At first the students concentrated on the physical aspects of the new school, but at a suggestion from Stevens, the focus quickly switched from the new facilities to new ideas in the school.

After examining the pictures, the entire group was asked to come up with more ideas for changes. Some of the most popular ideas were more supportive faculty and student body, more exciting and captivating methods of teaching, more relevant classes, such as teaching a Spanish class in Spain or Mexico, more community involve-

ment, including the supposed rivals MVL and Cathedral. Many students seemed to feel that all students would benefit if the three schools tried to work together.

Stevens met with representatives of all the different groups involved with the Strategic Planning Committee and had them do the same exercises as the NUHS students did. Some of the prevalent themes from the other groups were more active learning, cooperative learning, community partnerships, and more use of technology. They especially wanted to see a heightened self-esteem in students brought at in part by better learning techniques.

After information had been gathered from all the groups, a letter was sent to the NUHS Student Council asking for representatives of the learners group to take part in the Strategic Planning Committee. **Jen Gluth, Shannon Reinhart, and Julie Abrahamson** volunteered and are now members of the committee. Their role in the group will be to represent the student body of NUHS. They will participate in the designing of a vision based on the information gathered by Stevens from all the groups. They will help develop a mission statement for the committee, state some goals, and a plan for follow-up of these goals. The deadline for the committee's work will be January 31, 1991.

She would like to see a general enthusiasm in the community for the plan developed by the committee with everyone willing to take some risks.

Stevens hopes that the Strategic Planning Committee will establish "a clear focus for the district, something that the majority can buy into and support." She would like to see a general enthusiasm in the community for the plan developed by the committee with everyone willing to take some risks, Whether it be teachers trying new ways of teaching, setting up a different structure within the classroom, or the community supporting other ideas created to make schools better places to be for future generations.

Sophomores face transition year

by Allison Koeckeritz
Graphos Reporter

Having classes with juniors and seniors was something we weren't used to either.

Every year a new batch of sophomores moves into the New Ulm Senior High School. It's a transition that some are ready for, and others are not. Many changes are brought about in the switch of schools. The environment of the senior high is a lot different than that of the junior high. In senior high you are treated more like adults and are given more responsibility and freedom. **Wendy Thomas** expressed, "The teachers don't question you as much. They respect you more and don't treat you like immature kids; they treat you like adults. At the same time I noticed the change in maturity levels of the students. It's a whole new adventure."

The first day was quite a trial. Of course, there are the typical "Sophomore Nerves" on the first day that a majority of the tenth graders experience at one time or another. After hearing things like, "It'll only be bad for three weeks or so and then it'll get better," who couldn't be a bit nervous.

All the instructions from former sophomores: "Don't carry more than one book at a time. Don't cover your books. And girls, don't carry a purse and definitely don't wear a skirt on the first day" made one uneasy. Most sophomores heard similar comments.

After the first few hours, almost everyone had the hang of it. Then came lunch. Between figuring out which line to stand in and where to sit, it was pretty confusing. But after a few days lunch became a worry of the past.

Having classes with juniors and seniors was something we weren't used to either. Remember getting our schedules and hearing people talk about their classes with juniors and seniors? For some this was a threat, but now it's a simple part of school. The upperclass students accepted the sophomores pretty well. **Nicole Degner**, a senior, thinks that having mixed classes "Gives us a chance to get to know other people and learn to respect the views and opinions of others." From sophomore **Ryan Doran's** point of view, "It's cool because it expands your social life. . . It gives you a chance to meet people you've never had a chance to talk to before." Many of the sophomores have similar opinions.



Tony Johnson, a senior at NUHS, is currently a member of the Army National Guard headquartered in New Ulm. In August he will enter the regular army. If his guard unit is activated, he could be a part of Operation Desert Shield in Saudi Arabia.

Students concerned about Middle East

by Eric Crabtree
Graphos Reporter

Will Saddam Hussein make the next move in the Middle East or will the United States be the instigator? Will one side become impatient with the present stalemate?

These disturbing questions are not just running through the minds of concerned adults. Many teenagers and young adults are becoming very concerned with the Middle East situation. Most high school students have come to grips with the gravity of the Iraqi invasion of Kuwait. These concerned high schoolers have good reason to be concerned.

One worry of many people regarding this situation is the fact that there is no real stability in the region. Everything is basically on a day-to-day basis. Another concern of most people is the fact that the Middle East is such a volatile area. Ever since anyone can remember, there has been nothing but trouble in the Middle East. And it doesn't seem to be getting better.

Warfare is a scary idea for anyone, especially for those high-schoolers who are approaching 18.

Some concerns that were indicated to me by students were similar to those previously mentioned, but some of them were different.

One student concern is the idea of war. At the present time our troops are still in waiting but that isn't saying they won't move out in the future. Warfare is a scary idea for anyone, especially for those high schoolers who are approaching 18. These young men and women will have to consider the possibility that they may be forced to fight. It isn't a pleasant thought, but it is a realistic one.

Another concern that many high school students have is the manner in which the countries involved are handling this problem. There are many different opinions on whether or not countries have gone about solving this problem in the best way. Many students see the media skeptical of the policies adopted by our country. Are we there because we want cheap gasoline? If not, why are we there?

It's great that students are interested in this situation. It is important that everyone develop an informed opinion of what is happening. For now, the best is to remain interested in the situation and remain optimistic that the best possible outcome will probably result.

sports

Volleyball season is learning experience

Losing hard to handle



by Shelly Esser
Graphos Columnist

When a team is winning, everything's fine, but once a team starts to lose everyone begins to look for excuses.

Whose fault is it when a team is losing? Is it the coaches, players, parents, or some unknown force? Personally, I think it depends on the situation, and in most cases no one can seem to pinpoint the problem. When a team is winning, everything's fine, but once a team starts to lose everyone begins to look for excuses. Losing is very hard on everyone involved including fans, coaches, players, and parents.

In professional sports when a team is constantly losing, people make changes in personnel. Managers or coaches may be fired or players can be traded or released. Life is different in high school. Teams have to stick out the season with what they've got. Oftentimes there's not much you can do because you have the talent, but you can't seem to get things together.

Everyone deals with losing differently. Some people wallow in self-pity, others blame themselves for their team's difficulties, and others just shake it off. Most of the time the way you react reflects the kind of person you are. It may also depend on how the team played and how good the opposing team was.

Whoever made this up must have never experienced losing.

Some people say to be a good team you have to know how to lose. Whoever made this up must have never experienced losing.

This year most of the fall sports have become very consistent with losing. It gets to be very difficult when you're constantly losing. People can't live with failure so they get down on themselves.

The main thing to overcome losing is to have fun as a team and make lasting friendships. Losing is hard enough as it is; but if you have friends on the team, it's much easier to deal with losing together.

As an athlete I hope for winning records every season so don't get down, guys. Things gotta get better.

Jottings: Injuries are very unfortunate and often come at the most unexpected times. Oftentimes serious injuries to players can hamper a team's success. The coaches were probably counting on these individuals to lead the team. Some key players who were lost for a major part of the fall sports season were **Ben Frauenholtz** and **Mike Wenninger** (football), **Glen Drexler** (cross country), and **Dawn Hatle** (volleyball).



Amy Knopke takes aim.

by Travis Roth
Graphos Reporter

Eagle volleyball has found that the South Central Conference isn't a cakewalk anymore. In years past the Eagles just showed up and the match was theirs. That's not so this year.

Every team in the conference is showing a strong, experienced squad, and that's one thing New Ulm is missing, varsity experience.

Every team in the conference is showing a strong, experienced squad, and that's one thing New Ulm is missing, varsity experience. The Eagle squad is made up of only two seniors, **Tracy Mowan** and **Michelle Esser**. Both share the captains' responsibility. The rest of the team consists of juniors and one sophomore.

When asked how her senior year in volleyball has differed from other years in the past, Mowan said, "This year was really different. I worked a lot with teaching the younger players, so along with learning more myself, I also had to teach."

She also talked about being a co-captain. "The one thing that I've learned the most is leadership. Another thing I've also learned is that winning isn't everything," she added with a smile.

After this year, New Ulm knows how tough other teams in the conference can be and how much they have improved over the years. Next year the Eagles will be older, and one thing that will make them better will be the players who gained valuable varsity experience this year.

Netters on the ball

by Joye Schmeling
Graphos Reporter

With 22 girls out for tennis, you tend to wonder what goes on and how your favorite players are doing. You can choose from such doubles teams as **Kelly Moelter** and **Jen Gluth**, **Gina Bruckmeir** and **Sara Burnett**, or **Kate Malecki** and **Sarah Jensen**. These first two teams consist of seniors, while Malecki and Jensen are both sophomores. For singles, the top four are **Sarah Schmitz**, **Megan Roebbeke**, freshman **Julie Wocjiak**, and **Amy Schilman**.

Two of the tri-captains, Gluth and Moelter, felt some of the best competition was with Blue Earth and Fairmont. They also felt the team has played well despite their losing record.

...the B-Squad has been doing well with an 8-1 record.

On the other hand, the B-Squad has been doing well with an 8-1 record. With this record and the capabilities of the B-squad players, the future looks good to the players and the spectators.

The B-squad has a promising future but the same is true for the varsity because this year's juniors are improving. Two juniors to watch next year are Schmitz and Roebbeke. Schmitz's season has been a little rough but she handles pressure well. Roebbeke, with her consistency and ability to keep the point rally going, should also be one of the team's leaders.

In doubles, Bruckmeir and Burnett have been working hard and showing success. In the near future Malecki and Jensen will be the leading doubles

players. This combination has lost only twice.

When asked about the differences in the way singles and doubles are played, Gluth, who has played doubles for the first time this year, stated, "In singles, you rely more on yourself. Doubles is faster paced and more strategic."

In doubles you rely not only on your own abilities and instincts but also on your partner's qualities. You have to know your partner and anticipate your opponents' actions.

While this season has been disappointing, next year looks promising. The sophomores should be stronger next year, especially if they keep working on their skills in the off season.



Erica Miller spices up the crowd.



Kurt Moelter returns the kickoff.



An Eagle ball carrier doesn't like what he sees.



Kelly Moelter is a senior on this year's tennis squad.

Injuries hurt gridder's' season

by Chad Ubl
Graphos Reporter

Injuries are a big factor in all sports, but it seems that in football there are more serious injuries.

Last spring the Riddell Company made a policy change concerning the helmets worn by all high school football players across the country. Riddell has done some new research on their helmets and has concluded that the plastic in the helmets may lose some of its protective qualities over a 10-year period. Therefore, schools must take any Riddell helmet over 10 years old off the shelf to be reconditioned or buy new helmets. If they don't, they could be held liable for an athlete's injury.

New Ulm has seen a wide variety of injuries this football season. The injuries range from the normal bumps and bruises suffered by nearly everyone to the more serious injuries like **Mike Wenninger's** recurring ankle sprain, **Ben Frauenholtz's** partial dislocated shoulder, **Ed Tietel's** and **Craig Debban's** rib muscle pull, and **Marrett Grund's** bad knees. However, the knee injury suffered by **Travis Roth**

a few years ago is on the mind of everyone. Roth had knee surgery in the off season and is back playing football this year.

I asked several players why they play football even though there's a real risk of serious injury. Wenninger said, "It keeps me in good shape for my other sports and I like being with my friends" while Grund commented, "It's a good time; I have fun playing."

Roth admitted that pressure to play from parents and coaches was a factor in his decision.

Debban added that maybe respect from other people is a reason. "I guess I don't know. I'm just out there for no particular reason, maybe the haircut."

Roth admitted that pressure to play from parents and coaches was a factor in his decision.

Like Wenninger, Tietel likes "working with the team and being with my friends."

In an age when high school athletes are faster, bigger, and stronger, Saturday morning soreness is common to those who play high school football. Injuries are a big factor in all sports, but it seems that in football there are more serious injuries.



Senior quarterback Travis Roth rolls to his left looking for a receiver.



The Tug of War champions sport their Zumbas.



Shane Kraus and Ginger Schneider were this year's Homecoming King and Queen.



Senora Tasto and Virg Debban rile up some enthusiasm for the faculty olympics.



An Eagle player sports the new helmet logo designed by Nathan Stolt.

Body is focal point for harriers

by Darin Bunkers
Graphos Reporter

Abdominal muscles and the upper body are the focal point of their occasional visit to the weight room.

You see them cruising the streets after school. They are not the local police; they are the NUHS Boys' and Girls' Cross Country Teams hard at practice. Almost everyone has seen a team member running after school, but very few of us think what actually goes into a day of practice for the cross country team.

At 3:01 the team reports to their respective locker rooms to get ready for practice. The team reports to

coaches **Rich Peterson** and **Jim Pickus** for stretching exercises, which help them loosen up to avoid muscle pulls while running. When finished, they go over the practice agenda and discuss past and future meets.

If Peterson and Pickus have decided on a hard day of practice, the team might run short sprints of 100 to 400 yards in numerous repetitions. However, a practice consisting of a five-to-seven-mile run out to the 3M plant or to Flandrau and back is normal.

Running isn't the only aspect of a cross country practice. The weight room is also important to the team. Abdominal muscles and the upper body are the focal point of their occasional visit to the weight room. Because of their extensive leg workouts while running, the leg press and leg curls aren't necessary.



Audra Beussman cruises around the course.



Jose Sanchez sets the pace during a cross country meet.