

the graphos

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Homecoming comes alive



Natalie Hirth and Chad Hoffman were crowned Homecoming Queen and King coronation night.

Each year new ideas and events are tried to avoid becoming repetitious. This year members of the other fall sports teams were included in the coronation ceremonies along with the football team. The lip sync competition (which replaced last year's Teacher Olympics) was the first of its kind at NUHS.

Homecoming has changed much in recent years. Not too long ago our homecoming included student skits before the coronation and a powder-puff football game that pitted the senior girls against a team of junior girls.

The skits fell by the wayside a while ago because no one could hear them in a gym full of rowdy homecoming fans. Meanwhile, the powder-puff football game suffered a demise because too many players were getting injured. In its place we now have the popular — and much safer — tug of war contest.

The homecoming court, cheerleaders,

and the pom-pom squad now spend most of Friday traveling to Washington and Jefferson elementary schools and the Junior High to give those students a taste of the celebrations. This practice started several years ago.

“The crowning of a homecoming queen has been part of our school's tradition for over 60 years; however the first king appeared on the throne only 15 years ago.”

Other changes have been more dramatic. The crowning of a homecoming queen has been part of our school's tradition for over 60 years; however the first king appeared on the throne only 15 years ago. Homecoming at NUHS will never be the same from year to year, but the tradition and spirit remain.

by Paul Kluge
Graphos Reporter

“Putting together this year's homecoming cost the council almost \$1000, which was raised by selling homecoming buttons and concessions during basketball games last winter.

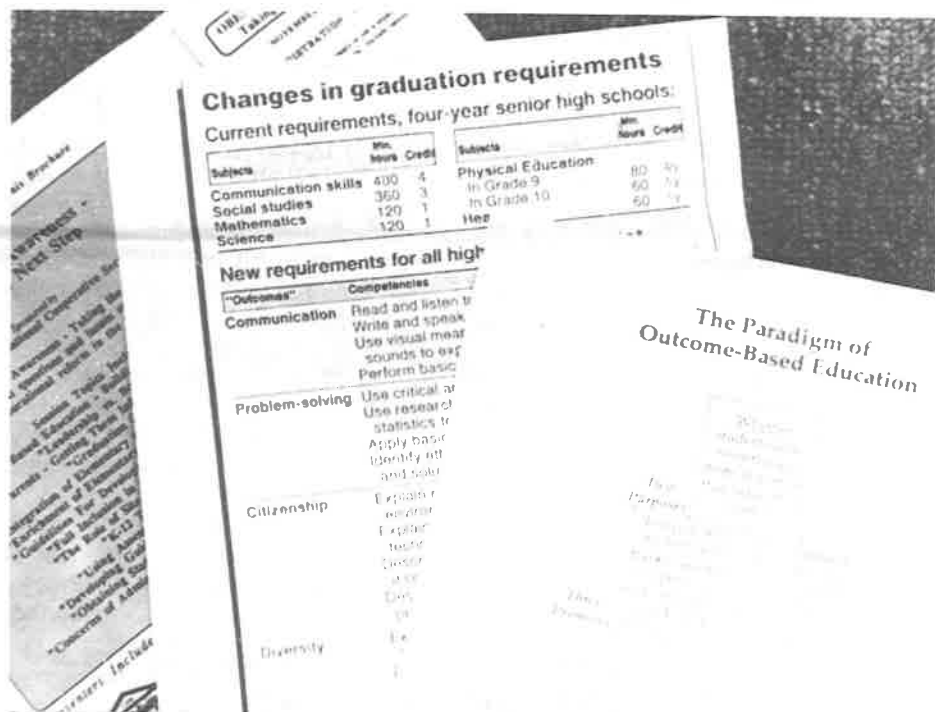
Once again a week of homecoming festivities swept the school, well, at least most of it. The morning hallways were taken over by rappers practicing for the lip-sync contest while fierce tug of war battles raged in the gymnasium. Homecoming buttons and purple and white outfits appeared all over the school. The royalty was crowned and pepfests roared while football players got psyched up to fight the Saints. In short, school spirit and pride dominated the week.

This year the activities began on

Wednesday, October 2, with Favorite Sport Day. Dress Up Day and Purple and White Day followed. All had good participation, and, of course, resulted in some rather unusual costumes, many of which would be hard to describe.

The action-packed week culminated in Thursday night's coronation ceremonies with the big game and dance on Friday — events that produced many memories. In addition, the homecoming parade made the city part of the festivities.

The student council spent hours planning Homecoming Week. Putting together this year's homecoming cost the council almost \$1000, which was raised by selling homecoming buttons and concessions during basketball games last winter. The homecoming court, sports teams, lip synch and tug of war competitions actively involved hundreds of students, faculty, and parents. Many also decorated downtown store windows reflecting homecoming while others volunteered time to help or plan.



Outcome Based Education plans go into effect in the fall of 1996.

District plans future OBE program

by Kevin Dauer
Graphos Reporter

Few written memorization tests, no definite fixed schedules, and no curve-killing by students who had time to study last night for the test. These lifelong dreams of many students will become a reality at NUHS and throughout Minnesota by the year 2000 under Minnesota's planned Outcome Based Education (OBE) program.

OBE is a process for planning and delivering an instructional program in which all learners can succeed. Set outcomes for graduation will state the abilities all students should exhibit following their 13 years of education. Students will be required to remain actively engaged in their learning process.

Each school district in Minnesota will be required to develop their own specific OBE formula based upon what is important for the students in that district. In turn, every student's education will be planned separately, molded on the needs and goals of that student. Essentially, OBE is based on the individual demands of each learner.

So what will happen to the average student? More responsibility will be thrust into their hands to work harder. Tests will become less regurgitation and more demonstration of skills and abilities. Grades will give way to pass or fail, but falling “through the cracks” will be more difficult. What students will have to remember is that although the approach is different, the outcomes are more beneficial in the long run.

“Each school district in Minnesota will be required to develop their own specific OBE formula based upon what is important for the students in that district.”

Each student's school day will be drastically changed. Student schedules will become more flexible, since one of OBE's main components is that time varies to accommodate rates of learning. Today, in any given class at any given

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Rena Reinhart and Heather Miller ride the student body float down Minnesota Street.

editorial

Schools to change way students are taught



by Allison Koeckeritz
Graphos Editor

"American students are sheltered from what is going on in other cultures."

Ever since first grade we've been going to school and learning what our teachers want us to learn and learning it how they want to teach us. Is this really the way we should learn?

The American classroom is very structured. We sit in desks in nice straight rows. If a desk is moved out of its row, it is put back in its spot. Is this really the way we should learn?

A new method of education, called Transformed Education Communities (TEC: Toward Each Child) is going to be started in our community within the next few years. The basis of this method is "To create a learner-centered, experimentally-based, results-oriented transformed educational community."

At NUHS we have 50 minutes of math, 50 minutes of science, and so forth each day. Once class is over — that's it for the day. TEC will blend all of these areas together using a thematic approach. The

Samur expresses impressions of NUHS

by Basak Samur
AFS Student

"Left 13, pass once, right 22, left 10." These are the directions to open my locker. Many people think that it is one of the easiest things to do, but I really had a hard time with these six numbers on the first day of school. However, the difficulty of opening my locker is not important in the list of things that are important to me in this school. So my first impressions of NUHS are "not good, not bad, but different."

One of the basic differences occurs in the school system. The other students probably can't guess how it puzzled me to change classes every hour. What we do in my country is change classes once a year, not six times a day. So I was used to having one desk and seeing the same people all the time. In Turkey, we have 10 minute breaks and an hour lunch. In a three minute break I can't decide whether I should try to open my locker or run to my second class. It is obvious that I am not able to do these two things at the same time.

Another difference is the opportunities that the students have at NUHS. We really don't have that many clubs or chances to do sports in my high school in Turkey.

schedule of the school day will vary according to the interest of the students.

The classroom itself will also be different. A lot of learning will be taking place in the community. Much time will be spent in the public library.

There will be no desks in the classrooms. There will be round tables where groups can meet. There will be large open spaces where students will be able to participate in various activities. Students will be surrounded by technology. Computers will play a big part in the classroom. This is how we should learn today.

We are not being taught the necessary tools we need to survive in the world today. Our schools need to change and become more aware of what is going on in the world around us. Therefore TEC is going to be internationally focused. Things will be looked upon from a global perspective.

American students are sheltered from what is going on in other cultures. We are not encouraged to share our ideas with others. We could all learn a lot by experiencing what other people have done.

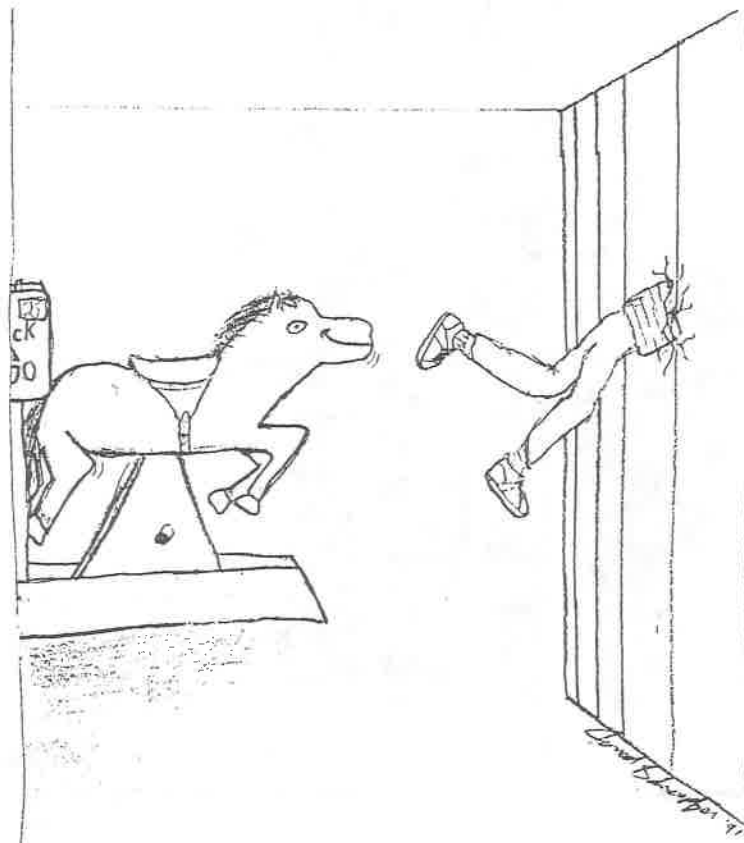
We need to change the way we learn. If they are interested in the topic of discussion that day, it could last the full day. If they aren't, they will move to another area. This is a better way to learn because it isn't as structured. If students became involved in a discussion, they could keep on talking. The bell wouldn't ring, and they wouldn't have to stop thinking about the topic if they didn't want to. This is how we should learn.

In this new method, the student would play an important part in decision making. It would be beneficial for the student to have input on what they would be learning and how they would be taught. Right now most of these decisions are made for us. We are the ones learning so we should be able to help make these important decisions ourselves.

But here there is some sort of activity for every student. One thing that I recognize is the behavior of teachers. They really want to help you. In Turkey, sometimes it seems to me that they make lessons more difficult for us instead of trying to make them easier. Last year I was never successful in reaching my counselor when I was trying to choose my college. But here counselors seem to be running after students.

I think the most important difference that I face in this school is the relationship between students. During the class time I can see many students writing or receiving notes. In Turkey, we mostly talk with our friends instead of writing. I think this is because we have more time to spend with friends in school. The first time I saw girls and boys sitting apart at lunch time I was really surprised because what we usually do in Turkey is have fun together instead of being interested in what we have for lunch. So the cafeteria in NUHS is a relaxing place for me after my school's noisy lunch hour.

As a result of being an AFS student, I am able to experience a very different school system. Now I am trying to accept these differences, not as good or bad, but just as the way they are and trying to get used to them.



Responsible underclassman questions senior privileges



by Jessica Clyne
Graphos Columnist

"What kind of privilege is it to use a pop machine? I've been using one since I was in kindergarten."

We're in high school now, and we are all supposed to be young, responsible adults, right? If you really sit down and think about it, are we really treated like young adults? Yes, I know in some ways we are, but there are some very odd things that make some people feel as if they are still in elementary school.

One thing that I don't understand is why we need passes to go anywhere. What is it that these passes exactly do? Do we need these passes to walk through the hall?

Why is it that only the seniors get to use the pop and snack machines? The sopho-

mores and the juniors should be able to use them, too. No matter what your age is, that shouldn't prevent you from having a snack or a pop. I hear people say that using the snack and pop machines is a "senior privilege." What kind of a privilege is it to use a pop machine? I've been using one since I was in kindergarten.

Leaving school during a study hall is another senior privilege. If sophomores and juniors were given a chance, school officials would see that the sophomores and juniors can also be trusted. If we would abuse any of the above privileges, administrators could take them away from the person who abused them or they could give them detention. There are some people who can't handle responsibility, but then there are some of us who can. We would just like to be given the chance.

I really believe that the more freedom teachers can give us now the more responsible young adults we will be.

One thing this school needs to remember is that they can give someone an inch without them taking a mile.

the graphos

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Sophomores are sorry sights

by Ben Seim
Graphos Reporter

"There are, however, those who will be a sophomore throughout their entire high school careers."

Sophomore: "a sophomoric person; know it all whose thinking is really immature or foolish." There you have it; straight out of Webster's New World Dictionary.

There isn't a senior in this school who hasn't gotten a good laugh out of a sophomore this year. They are usually fun to watch wandering, wide eyed in the halls attempting to match up the classrooms with their schedules. Of course, most sophomores haven't discovered their locker; or if they have, they can't open it. That explains why they carry all their books with them to class.

Lunch is another exciting place to view these strange creatures we call sophomores. First, they get in line, and somehow the line moves forward, but they move backward. Another strange sophomore phenomenon. Now they stand confused at the end of the line wondering how they got there. However, they usually get their food. The second interesting part is watching them attempt to find a seat. There are usually empty tables, but for some strange reason they have to sit with all their friends, at any cost. I never thought it was possible for 16 people to sit and eat at a table for eight. Sophomores can do the impossible.

Seniors live for the expression on a sophomore's face when they find out they are in the wrong room. Then they

ask the teacher where they are supposed to be, and the teacher tries not to laugh. The sophomore, no doubt, ate "A" lunch when they were scheduled for "B" lunch. Then the feeble creature doesn't know what to do at "B" lunch, so they aimlessly wander the halls in the wrong wing until Assistant Principal LaPatka asks them what they are doing. This is the funny part: at this point the sophomore loses all capability to communicate and LaPatka gives up on them.

Another high point occurs when a sophomore walks into a class 10 minutes late and, in a confused, shaky voice has to explain why they couldn't find the classroom. Then, on the other hand, you have the jackrabbit sophomores who get to their next class before the first bell has finished ringing. The seniors stroll in at the second bell and see the sophomores already copying every word on the chalkboard into their notebooks.

"Of course, most sophomores haven't discovered their locker; or if they have, they can't open it."

Most sophomores get over this stage in a few months, but for others it takes all year. There are, however, those who will be a sophomore throughout their entire high school careers. The seniors will miss the sophomoric behavior when it's gone, but until then you can always find a good laugh by observing the strange behavior of a sophomore.



Carli's Corner Rumors raise eyebrows



by Carli Besse
Graphos Columnist

"Some people wouldn't have anything to say if it wasn't about somebody else."

Rumors — we've all heard them and some of us have been the subject of one at some time or another. It's a well-known fact that people in this school thrive on gossip and love spreading rumors. Oh, come on — we've all done it! Some people wouldn't have anything to say if it wasn't about somebody else.

As I'm walking down the hall, it's not uncommon for me to hear comments like, "I can't believe she did that," or I know his cousin's nephew's girlfriend so I'm positive it's true!" My reaction is usually to smile because I think it's fair

to say a huge amount of the gossip is made up or blown way out of proportion.

I really start laughing when I see the person who has just found out the most amazing gossip rush off to tell another group of eager listeners. I'm not referring to the gossip that hurts people, the worst kind, but the kind of rumor that is so outrageous that you can't believe people would believe it. People love to believe dirt about anyone because it makes them feel important for the few seconds they get to tell another person.

"People love to believe dirt about anyone because it makes them feel important for the few seconds they get to tell another person."

These common rumors are my personal favorites. Classroom accidents, such as "Did you hear Frank set Gilda's hair on fire? I heard it was on purpose!" Or how about when some poor soul takes a tumble down a flight of stairs and rolls into the a la carte line in the cafeteria — that spreads like wildfire. Fights are another big source of students' talk. The oh, so mature guys in our school get a big charge out of who's going to pulverize whom at the end of the day.

If you're a real gossip hound who likes to know the latest about everybody, here are the prime times to keep your ears open. Mondays — there's bound to be a juicy story about the weekend. The first day of school — summer rumors are flying in every direction. Homecoming — the whole thing is rigged, right? Prom — who asked whom, and who dumped whom; the rumors are endless. This time is the busybody's dream!

I know rumors are a part of high school and probably always will be, but be cautious — keep the hurtful rumors to a minimum. I know there are some funny stories that are just too good to keep inside, so if they're in good taste — keep talking!

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.



A frenzied sophomore panics as he checks his schedule between classes.

people

Ring fills female counselor position

by Jen Eyrich
Graphos Reporter

"The students are well-behaved and polite, I get that impression just walking down the halls."

The new school year always produces new people wandering the halls of NUHS. Usually, the people are new students. This year, however, there is a new face on the faculty, counselor **Linda Ring**.

Ring has only been at NUHS for a little more than a month, but she already likes it.

"The students are well-behaved and polite," said Ring. "I get that impression just walking down the halls." The faculty have also made her feel very welcome.

Ring comes to New Ulm from Mankato State University, where she worked as a career counselor. She spent some time traveling to different high schools talking with students about their futures. While working with different high school students was enjoyable, she regretted never getting a chance to know them well. She was glad to be offered a full-time position at a high school so she could get to know students better.

Ring grew up in a small town in Wisconsin. While in high school, she did not picture herself having a career in counseling. Instead, she imagined she would eventually become a secretary or a housewife. A few years after high school she enrolled at MSU, not knowing exactly what she wanted to do except that it would be people-related.

After college, Ring worked as an LD teacher and became interested in counseling almost by accident. She attended a counseling class with a friend one evening and found she really enjoyed it.

"It felt right," stated Ring, who eventually pursued it as a career.

She then spent some time working with displaced housewives, women who found themselves as the head of a family for the first time in their lives. She aided them in finding jobs and starting their lives over. A large portion of this job involved career counseling, but it also involved some personal counseling.

Ring was added to the guidance staff as a full-time counselor. For the past two years the staff has included **Jim Zetah**

"At the moment Ring spends most of her time helping students with career choices rather than with their personal problems."

working full-time and **Paul Bowar** working part-time at NUHS and part-time at NUJHS.

At the moment Ring spends most of her time helping students with career choices rather than with personal problems. She expects that will change as students get to know her better.

In her spare time she enjoys doing things with her children. She has a daughter, Leigh, who is 13 and a son, Christopher, who is 11. They like to rollerblade, ski, and do other "kid things" together.

Her other interests include reading, listening to music, and spending time with her friends. She also likes to get out and walk or do aerobics.

According to Ring, the most rewarding part of her job is helping someone put their problems in proper perspective. She realizes she may not be able to solve everyone's problems, but she can help them to deal with what's wrong.

She feels the best advice she can give to a high school student is "Don't let go of your dreams. Dream big."



Linda Ring has received warm welcome to NUHS.

Teachers, students journey to Europe

by Jerod Spilman
Graphos Reporter

We head back to school with the experience of another summer under our belt. The school routine begins the first day with the familiar question: What did you do during the summer?

One teacher who spent some of his summer with students was **Allen Hoffman**. He and a group of six, second and third year Spanish students traveled to Spain for two weeks. The trip included a week in Valencia and a week in Madrid

with host families. "The students had an exceptional trip from my perspective," Hoffman said. "Being with a small group and not going with a tour, they had a much more realistic view of Spanish culture." The travel plans were a joint effort of Hoffman, Colleen Tasto and a local travel agency.

Another group of New Ulm High School students who traveled to Europe this summer was the Menagerie singing group. They traveled to Norway and

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Store owners Donna and Curt Lambrecht find tourism and the steady economy of New Ulm suits their business just fine.

Lambrecht's thrives in sluggish economy

by Eric Crabtree
Graphos Reporter

"In our case the opportunity for remodeling presented itself and it has worked out for us."

The science of economics, is, and always has been, an inexact science. These days this fact may be getting clearer.

Economists have been predicting a recession for years. In some cases and areas, their forecasts have become reality. However, in some ways New Ulm actually seems to be growing economically. For example, a new Kmart was recently built, Hy-Vee relocated and remodeled, and a Wal-Mart considered coming to New Ulm. So, one might even say New Ulm seems to be avoiding the recession trends of other regions. At least for the moment.

"General recessions don't affect New Ulm as much because of the conservative nature of the area and the diversity of businesses. New Ulm doesn't seem to experience the ups and downs that the coastal regions do," said **Curt Lambrecht** (Curt and Donna Lambrecht are the owners of "Lambrecht's" in downtown New Ulm). "The chain stores in town are affected because they are nationally linked, but the private businesses aren't usually affected quite as much."

Curt and Donna have recently remodeled their store and business seems to be good. When asked why their business is doing so well in a slow economy, Curt replied, "The nature of the town suits our business well. The large amount of tourism is good for the type of retail we do. The historical buildings, culture and heritage of New Ulm attracts many people to the area, and visiting people want to shop in interesting shops, of which New Ulm has quite a few."

The expansion and remodeling has gone well for the Lambrecht's. Although remodeling is a risky venture, they have definitely benefitted from it.

Curt said, "In business you need to be careful, but you also need to take important steps when opportunities present themselves. In our case the opportunity

for remodeling presented itself and it has worked out for us."

Lambrecht's, one might say, is unusual in that it is a prospering, privately owned business doing more than just surviving in a slow economy. Some small town stores in the area have been closing, but some are still doing quite well.

"Big business makes it tough on the small town businesses. However, people also tend to blow that whole idea out of proportion. People compare nowadays to older times when corporations weren't as evident and small town shops were more common so now they say big business is taking over. That may be true somewhat, but a lot of it just has to do with changing times," said Lambrecht.

In order to start a business of any kind, money is needed. This presents another problem for small business today. "It is harder for small business to borrow money at today's high interest rates, and thus they have to sell more to keep up."

"Today children don't stay around to mind their parents' store as much; so when the parents get too old to run the store, the business just seems to disappear."

A small business is also a family business, generally. "Today children don't stay around to mind their parents' store as much; so when the parents get too old to run the store, the business just seems to disappear."

All in all, New Ulm's economy is not a poor one by any stretch of the imagination. However, if New Ulm wants to keep a good economy going strong it will have to do certain things. "New Ulm will have to keep its diversity of business like 3M, Kraft, private business, and farm economies moving. Specialization could also be the key. Small businesses have to offer specialty items in order to compete. Tourism also needs to be continually promoted to keep New Ulm growing," said Lambrecht.

Fortunately, business in New Ulm is doing just fine and is likely to continue to do so, at least at Lambrecht's.



Yearbook editors Paul Kluge and Sarah Clyne look forward to publishing the 1992 Eagle.

Editors create lasting memories

by Betsy Pieser
Graphos Reporter

The 400 students who pay about \$10,800 to buy their yearbooks will not only purchase a book of photographs and articles but also memories of special events, good friends, favorite teachers, sports' rivalries, and the best moments of 1991-92. The big cost behind these memories is not the dollars but the time and energy given to the yearbook's publication by the editors and staff.

This year's editors, junior Sarah Clyne and senior Paul Kluge, are prepared to work into the summer on this year's production. They'll share making many decisions: how many pages will the yearbook include, who writes what articles, which pictures should we use, and where will they go? This work is divided into what Kluge calls "a ladder of order," which organizes the work into steps.

Responsibility is a major requirement in the production of the yearbook. Deadlines must be met. Kluge likes the responsibility and the opportunity to "work behind the scenes."

This responsibility extends into the summer months. Year-round planning permits the editors to record the senior breakfast, graduation, and the last day of school. Also, sending it in during the summer provides the school with an "off-season" discount.

Clyne, a member of Student Council and a Spanish tutor for elementary students, thinks she'll like working on the yearbook just "for fun" because it will not relate to her future plans. Kluge, a cross country runner who enjoys writing, likes being on the yearbook staff so he can develop new ideas and write features.

Kluge and Clyne agreed that it would be more convenient if the school district paid for more of the yearbooks' cost because the books would be less expensive and possibly more students would buy them.

Students interested in working on the yearbook should contact Kluge, Clyne, or advisor Ed Weber. The 1992 yearbook will give NUHS students many memories of some of the best times in their lives.

Vietnam vet shares war experiences

by Sarah Schmitz
Graphos Editor

"We were never successful in Vietnam because we never made it a goal to win."

Duane Lambrecht, a 1964 graduate of New Ulm High School, recently spoke to a class of American history students about his experience in the Vietnam War.

As Lambrecht began his studies at the University of Minnesota, the United States was initiating troops into Southeast Asia.

In 1967 the war heated up, but Lambrecht safely avoided the draft with a student deferment. "Protests were prevalent. They were mostly radicals who wanted to be heard, but they weren't very organized," said Lambrecht.

The hopes of a quick ending to the war were disappearing when President Kennedy was assassinated. "We were always given the impression that we were winning, and the war was about over," Lambrecht commented. After Lyndon Johnson took over as Commander and Chief, the war escalated, along with the riots and protests against the war.

Ten days after Lambrecht graduated from the University, he received his notice to report for a physical. He passed and was drafted November 19, 1969.

After a grueling four and a half months of jungle warfare training, the military



Duane Lambrecht speaks to an American History class about his military experiences in Vietnam.

divided the college graduates into two interesting groups. Those with glasses went to Vietnam and those without went to Korea. Lambrecht was sent to Vietnam and after just two weeks traveled by truck to the border between Cambodia and Vietnam. There, his troop of young soldiers lead the Cambodia invasion. During their mission to destroy storage facilities supporting the Viet Cong, 54 American soldiers were killed in action and only five escaped without injury. Lambrecht was among the wounded and spent 45 days in the hospital recovering

Meyer searches for German heritage

by Maren Olson
Graphos Reporter

"...people don't run around in lederhosen and dirndls. They wear Benetton, Nikes, and Levi's just like we do."

News flash...New Ulm's "German culture" isn't nearly as German as most of us think!

Jens Meyer, a German exchange student who is currently attending NUHS, said that some aspects of our culture, which some New Ulmites think of as typical German, are actually American. A few are common to a small area of Germany called Bavaria, but many are simply false. He ran into one of these fallacies early. One afternoon he was grocery shopping with his host family. A woman at the store was giving away samples of "German" sausages. Meyer said that they were good, but he had never heard of them before!

Polka dancing is another thing about which we have incorrect ideas. It's done in Germany as a folk dance, like our square dancing. It's danced in the spirit



Jens Meyer is a Rotary Club exchange student from Germany.

from being hit by fragments of a rocket landing near him during a surprise 4:00 a.m. attack.

After being wounded again, Lambrecht was removed from active combat but remained in Vietnam for eight months. "We were never successful in Vietnam because we never made it goal to win. It took five months to assemble the same amount of troops in the Persian Gulf War that took four and a half years to assemble in Vietnam," said Lambrecht.

In June 1971 Lambrecht returned to the United States bitter and emotionally unstable. "People treated the war like a non-event, like I had never been gone. Nobody really talked about it. I kept emotions and feelings inside," Lambrecht remembered.

Veterans returned home with major drug problems and post military syndrome. Lambrecht believes he went through the syndrome without realizing it at the time. He abused alcohol, had frequent nightmares, and found it hard at times to cope with people. Living without a weapon constantly by his side after a year and a half of being in a combat

of tradition only, and most teenagers have absolutely no idea how to dance it. Also, people don't run around in lederhosen and dirndls. They wear Benetton, Nikes, and Levi's just like we do.

The Octoberfest, which we have, is different from the one celebrated in Munich, Germany, during October. The one in Germany is similar to our State Fair, with many displays, rides, lots of food, and music.

A woman at the store was giving away samples of 'German' sausages. Meyer said that they were good, but he had never heard of them before!

Meyer said there are a number of other differences in our cultures. For example, school is a totally different experience here. In Germany, he has no choices as to the classes he takes. In addition, classes are more challenging academically than ours. During a typical week he had 12 classes which met three or four times each. These include physics, chemistry, biology, earth science, English, German, French, history, politics, music, fine arts, and physical education. He also said that kids are more outgoing here, and the teachers are friendlier and much less formal.

American food is the same as German food, aside from a few exceptions. They rarely have white bread, only the darker variety. Also, they don't eat peanut butter and jelly sandwiches. Their pancakes are much richer, and so are the cakes, which they do not frost as most Americans do.

Meyer noticed the large lawns, many parks, forests, and open areas we have in the U.S. In Germany there are 10 times as many people as Minnesota has in an area that isn't much larger than the state.

area was a difficult adjustment. Fire crackers drove him "crazy," but yet for three years he never talked about his experience in Vietnam.

"Lambrecht chose not to watch any of the Vietnam War movies for fear of bringing back the horrid memories tucked away in the back corners of his mind."

Upon the advice of his wife Diane, Lambrecht chose not to watch any of the Vietnam War movies for fear of bringing back the horrid memories tucked away in the back corners of his mind. However, last fall, Lambrecht visited the Vietnam War Memorial in Washington, D.C. "It was sort of a haunting experience," said Lambrecht. "There was silence along the entire wall."

Lambrecht advised students that "The key to peace in the future is to learn to talk to people and to learn to really understand them. That is what will keep us out of another war."

Europe, continued from page 4

Sweden for two weeks in June and the beginning of July. They saw the beauty and splendor of the Fjords, an area on the west side of Norway where islands create a watered bay.

They also visited the site of the 1994 Winter Olympics in Lillehammer and traveled to the house of pianist Edward Greig. Other than the group's singing events, they were free to experience the culture of Norway and Sweden.

One member of that group who enjoyed both the trip to Norway and an opportunity to meet people from around the world was Eirik Gislason. He took part in a Y.M.C.A. sponsored camp in Okiboji, Iowa. He was later selected to take part in world camp, an international gathering of 200 people from around the world and the U.S. in Camp Northland, Boundary Waters. "By meeting people from different countries I found out what I wanted to do after high school — Up With People."



Chem II students pose in front of their posters.

Chem II prepares for college responsibilities

by Jen Flatau
Graphos Reporter

To get an idea of what a college class may be like, NUHS seniors can take Chemistry II. Recently, an element of change has occurred in this class.

In Chemistry II students are given more freedom than in most classes at NUHS. "You can do whatever you want, work alone or in a group," says **Alissa Swenson**. Many of the students go to the chem room during their Study Times to work on labs. "There are no deadlines, but we actually get more done that way," **Eric Crabtree** added.

Another freedom of the chemistry students is that they get their own lab space, which they can decorate. They can hang posters, put up wallpaper, or anything else their imagination can stir up. A few weeks ago the administration asked the Chemistry II students to take down all their posters because they felt some of the posters were sexually offensive. The students don't agree with what has been done, but if you visit the chemistry room,

you'll see how they are reacting to the request.

This class has one main objective said chemistry teacher Wes Podolske: "To get to college and be the best students they can be." Podolske has one main rule: any student who squirts, pours, or by, any other means, puts water on another person for any reason will be immediately removed from the class.

To get into Chemistry II a student has to complete Chemistry I and get a teacher approval from Podolske. The class works on reviewing concepts they learned in Chemistry I. They learn how to solve mathematical equations found in the labs they work on, and they have to learn all the safety procedures by working in labs on their own or with help from others in the class. As **Kevin Dauer** put it, "The freedom of experimentation, doing things out of the ordinary" is what he likes best in this class.

The students learn chemistry in a lab situation at their own pace. There are few deadlines but you must successfully complete your work.

Councilors request input from students

by Becky Retka
Graphos Reporter

The first few months of school are a very busy time for members of the student council. They are busy with their weekly meetings and getting ready for all the things they plan to accomplish by May of 1992.

One of the main objectives seems to be to get more input from the study body on selected items. As **Justin Janni**, student body president, said, "It is not up to me to decide what gets changed. What I'd like to see happen is more ideas from the student body to see what they want. Then as a student council, we can make further decisions. The purpose of student council is to get ideas to better the school from the student body, and then decide on it."

There is more work in participating in student government than some students may think. Janni agrees. "There's a lot more work involved than it sounds like, but I hope as the year goes on, I can see some good come out of all the work."

Student council often receives criticism from students because the things that they would like to see done are not being done. Our student council is only a representation of our student body. If there are things that are not getting done, the whole student body is at fault as much as

the student council, and the input of students outside of student council is needed.

Eric Crabtree, a senior student council officer, would also like to make a few changes. "I would like to see more students become excited and spirited about school events. I also would like to see more students get involved with suggesting things to the council and by attending meetings."

As the year goes on, the representatives of the student body will be busy trying to do what needs to be done to make our school the best it can be. "If anyone has suggestions, ideas, complaints, or whatever, talk to a representative so we can discuss it and see if we can make any changes at NUHS," said Janni.

These are the student body officers:

President — Justin Janni
Vice-President — Shannon LeGare

Senior Class Officers:
President — Eirik Gislason
Vice-President — Dawn Arlandson
Secretary — Kris Zupfer

Junior Class Officers:
President — Kyle Reinhart
Vice-President — Nikki Chase
Secretary — Janelle Stolt

Sophomore Class Officers:
President — Carisa Lindmeyer
Vice-President — Steve Wisniewski
Secretary — Lana Wieland

Koeckeritz, Schmitz spread the word

by Kate Malecki
Graphos Reporter

The new editors of the Graphos are junior **Allison Koeckeritz** and senior **Sarah Schmitz**. They will be primarily responsible for publishing *The Graphos* this year.

"We're hoping to make the paper an informative and credible publication," stated Schmitz. Koeckeritz said, "I think what we want to do is to reflect the whole school, not just certain peer groups. We want everyone to be included."

When asked if any changes were going to be made, they both agreed to include more people in the Graphos. "Mr. Weber, the Graphos advisor, likes getting input from students other than just the Graphos staff," Koeckeritz said. An addition this year will be the contributions of **Randy Kliner**. He will be writing creative short stories, poems, and drawing some cartoons. Koeckeritz likes the idea and hopes the readers enjoy it.

The new editors are busy with other

activities besides the Graphos. Schmitz's time is filled with varsity tennis, pom pon/danceline, Payne Street Singers, and STABLE. Koeckeritz was out of school for awhile but has recovered from mono. She hopes to be more involved during the second semester.

They are both experienced reporters from last year's staff and enjoyed being part of the paper. Schmitz wanted to be an editor because "I like to write and I thought it would be a good experience. I'm excited about being a part of Graphos in the making." Koeckeritz said, "Last spring Mr. Weber came and asked me if I would be interested in being an editor. I knew instantly I wanted to because I enjoy writing, and I thought it would be fun to be part of the planning process."

Schmitz has been considering a career in journalism, but as of the moment, she doesn't seem too sure. "It's kind of a hard field to make it in, but maybe I'll do something involving journalism." Koeckeritz, on the other hand, would like to go into advertising.

State program educates Arlandson, Crabtree

by Heather Besse
Graphos Reporter

"Girls' State and Boys' State, what's that?" These are the words often heard when this program is mentioned. It is a program that educates young people on our system of government. It is sponsored by the American Legion Auxiliary. **Dawn Arlandson** and **Eric Crabtree** were chosen from New Ulm Senior High School to participate in this state-wide program.

Girls' State was held at the College of St. Benedict involving 435 girls from all over the state. A theme like Americanism Day, County Day, or Capital Day was chosen each day. One of the activities planned was to visit the Capitol building in St. Paul capital day.

"I learned the most about government and its responsibilities by simply doing it."

They also ran their own government. There were different groups of girls assigned to different cities. They elected city officials and a mayor for each city. Arlandson was elected the mayor of her city. "Being elected mayor meant I had to do many things that I didn't know much about. But I learned the most about government and its responsibilities by simply doing it."

By the end of the week, they had elected county officials, conducted county caucuses, and had held state campaigns and elections.

Boys' State was held at St. John's University. The boys' schedule consisted of many of the same activities as the girls'.



Eric Crabtree learned a great deal at Boys' State.

They elected city officials and held town meetings. Their system seemed to be a bit more rigid than Girls' State. They had to be up by 6:30 a.m. to eat breakfast. They then went back to their rooms to clean them and make their beds. They even had a "bed check," just as if they were at boot camp! They would then listen to a morning speaker such as Arne Carlson or the head of the Department of Transportation. They would then have lunch and to go their afternoon sessions. Then, they would hold their daily town meeting.

"The best thing about Boys' State was all of the interesting people I was able to meet."

After all of the work had been completed, there was time for play. They received a two hour athletic period. The boys had a choice between basketball, volleyball, tennis, softball, or ping pong. The girls didn't receive this time period, but the boys had to work to get this play-time. They had to vote for their time period just as they would do in our governmental system while voting on a proposed law. An athletic period is officially something which the boys at Boys' State must have by law.

Crabtree said, "The best thing about Boys' State was all of the interesting people I was able to meet. It was good to hear some different ideas and opinions. I learned a great deal about government."

For both Arlandson and Crabtree this week wasn't just another camp. It was hard work but fun, and the learning experience provided them with an opportunity to learn about our governmental system.



Dawn Arlandson was elected mayor of her city.

sports

School spirit evident homecoming week



by Alissa Swenson
Sports Columnist

Those of you who were here last year, may remember the articles in *The Graphos* on our school's poor school spirit. I think we have a year when more are willing to participate to make this a better year.

Ups and downs pace cross country runners



Ben Seim charges to the finish line.

by Darin Bunkers
Graphos Reporter

The Boys' and Girls' Cross Country Teams have had up and down seasons so far.

The boys have begun to hit their stride by putting together several fine performances. After losing only two lettermen from last year, the returning six runners gained considerable experience from last year's competition. Senior co-captains **Aaron Wacholtz** and **Glen Drexler** hope to pace the younger Eagles throughout the year. The other runners — **Ben Seim**, **Chet Pederson**, **Jason Boesch**, and **Paul Kluge** — have been key personnel during the season.

Newcomers to the team are **John Ingebritson**, **Scott Kilmer**, **Aaron Rolloff**, and **Josh Quandt**. A young bunch of talented underclassmen ensure future success of the team. They include **Chet Peterson**, **Andy Wachholz**, **Pete Kluge**, **Jeremy Booth**, **Jeremy Brennan**, and **Jamie Mattes**. With runners like these on the horizon, the future looks bright for

We had a lot of people downtown during homecoming week painting store windows and decorating floats for the parade. What was really great was that they weren't just the football players or the cheerleaders. There were a lot of creative people working on the store windows, which really looked great.

The parade was something else that a lot of people got excited about. The parade included the other fall sports as well as the football team so the other athletes felt a part of homecoming, too. The parade made the whole event more official because everyone feels important riding down the street in front of the spectators.

Another practice that is continuing to get bigger and better is the cheering of the student body at games and meets. Cheering fans help the team feel more confident and ready to play. It is especially important when the team needs a lift after a loss. In our volleyball game against Fairmont a few weeks ago we came from two games down to almost win the match because of the excellent fan support. Let's keep it going!

coach **Jim Pickus** and the rest of the team.

The girls' team has had several interesting turns to their season. At the beginning they had trouble fielding a team for their varsity meets. But that problem is history, and the lady Eagles are getting stronger with each practice and meet.

The girls are led by **Tammy Altmann**, who has been their top runner from the start. The rest of the team continues to work hard and has been steadily improving. **Kris Bauer**, **Chasity Morrissey**, **Bridgett Saari** and **Jenny Burghart** have been joined by two members from the junior high ranks, freshman **Becky Swanson** and seventh grader **Crystal Olson**.

Both the boys and girls teams are now finishing the remainder of their conference schedule and preparing for the regional meet at Hutchinson on October 24.



Kris Bauer's running has been steadily improving.



The Eagles front line waits for the snap.

Injuries hurt football season

by Ryan Rashke
Graphos Reporter

The Eagle Football Team is hurting from injuries this year. They started the year without their powerful fullback **Ed Tietel**, who was also one of the team captains. He had knee surgery the first week of practice. He didn't play much until the homecoming game because the coaches didn't want to play him until his knee was healed. However, in the homecoming game against St. James, Tietel sprained an ankle and will probably miss more of the season. Tietel was replaced by Junior fullback **Jeff Fitterer**.

Another one of the team captains, **Josh Hemingway**, went down with a broken leg during the second game of the season against Waseca. He will miss the remainder of the season due to the injury. **Kyle Reinhart**, a junior took over the center position for Hemingway.

Nate McClellan, another senior leader, suffered a slight dislocation of his right shoulder. He is also out for the rest of the

season. **McClellan**, **Hemingway**, and **Tietel** were some of the Eagles' leaders on the field; however, they still motivate the team from the sidelines.

Missing three senior leaders, the Eagles couldn't afford to lose anymore players, but in the Redwood Falls game senior quarterback **Kurt Moelter** suffered an injury called turf toe, which is better described as a severely stubbed toe. Moelter's injury kept him from playing in the USC-Wells game at Wells. **Ben McAninch**, who was the Eagles backup quarterback, had been injured earlier in the season. He had torn cartilage in his ribs, which was causing him to have back spasms. This injury kept McAninch from filling in Moelter's position. The Eagles had to call on freshman **Adam Horton**, who hadn't had any experience playing varsity football. The following week Moelter had recovered and was able to play in the homecoming game.

The Eagles have had an injury plagued season and hope that the injuries will no longer mar the remainder of the season.



Tricia Reinhart pushes the ball past her opponent.

New coach brings fresh ideas

by Jessica Zupfer
Graphos Reporter

A chance of pace has crossed the courts of the varsity volleyball team at NUHS. New coach **Sherry Ogren** loves the sport and likes to coach something that the team is interested in. For example, the girls are not playing volleyball just to fit in; they are out to compete.

"She is different from the coaches we've had in the past. She pushes us to strive for the best and doesn't put pressure on us while playing," said **Tricia Reinhart**.

Coach Ogren has stressed fundamentals while teaching the team, but the most

important technique she stresses is to play as a team.

Getting a new coach may change the way one plays because a new coach will teach you the way they have been taught. "She has made a difference in the fundamentals in my blocking and hitting," said Reinhart.

What a coach expects of a team is their best effort to develop the team's potential. Ogren recognized their potential the first time she saw the girls in practice. As a result she expects to do well in the conference, possibly a third-place finish.

"I like coaching here a lot," said Ogren, "The girls are very easy to work with, and I like being their coach."

Painting tradition rocks on

by Colleen Berg
Class of 1980

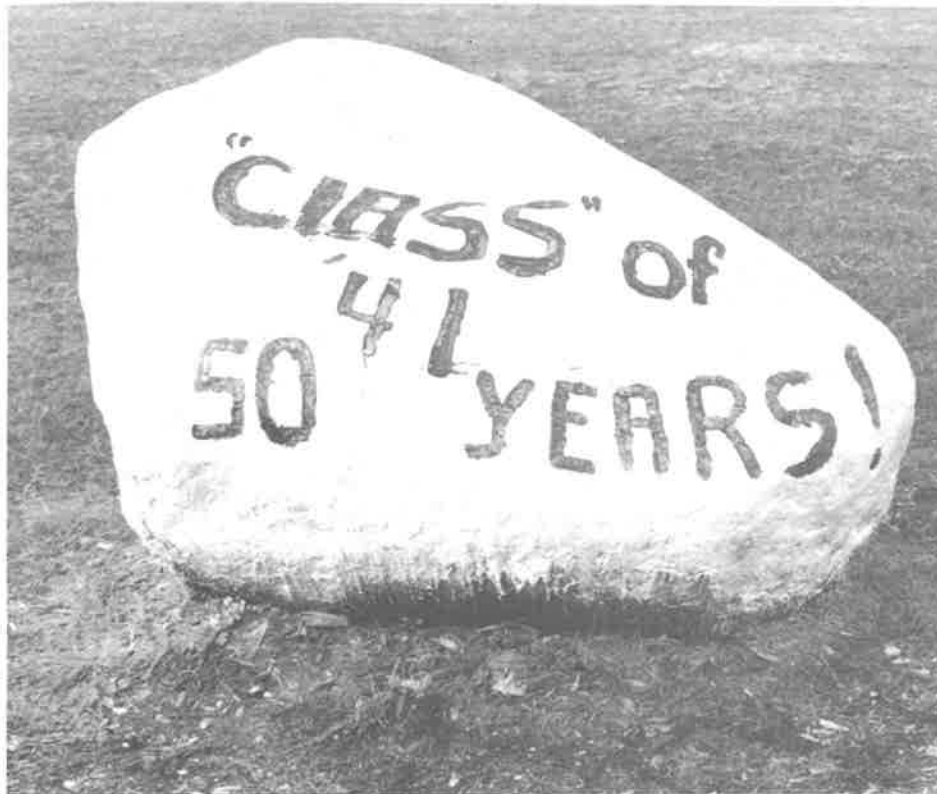
(Editor's note: The first "rock" article appeared in the September 1978 issue of the Graphos. Because the rock's origin and tradition are often a mystery to NUHS students, we thought our readers would find a reprint of the Colleen Berg story informative.)

"The rock" is a most familiar sight to us every day of school. Ever wonder how that rock became such a part of our school?

In 1973, when the Annex was being built, Heymann Construction dug up the rock. Rather than get rid of it, Superintendent T.R. Olson decided it could be used decoratively.

"The rock" did not receive much attention until 1976 when some members of the class painted the rock at graduation time. Instead of reprimanding the culprits, Principal Tom Wilson thought it was better to paint "the rock" than to vandalize other public objects and places.

On the average "the rock" gets painted two or three times a week and has amassed many coats of artistic attention.



The class of '41 got into the act by painting the rock prior to their class reunion.

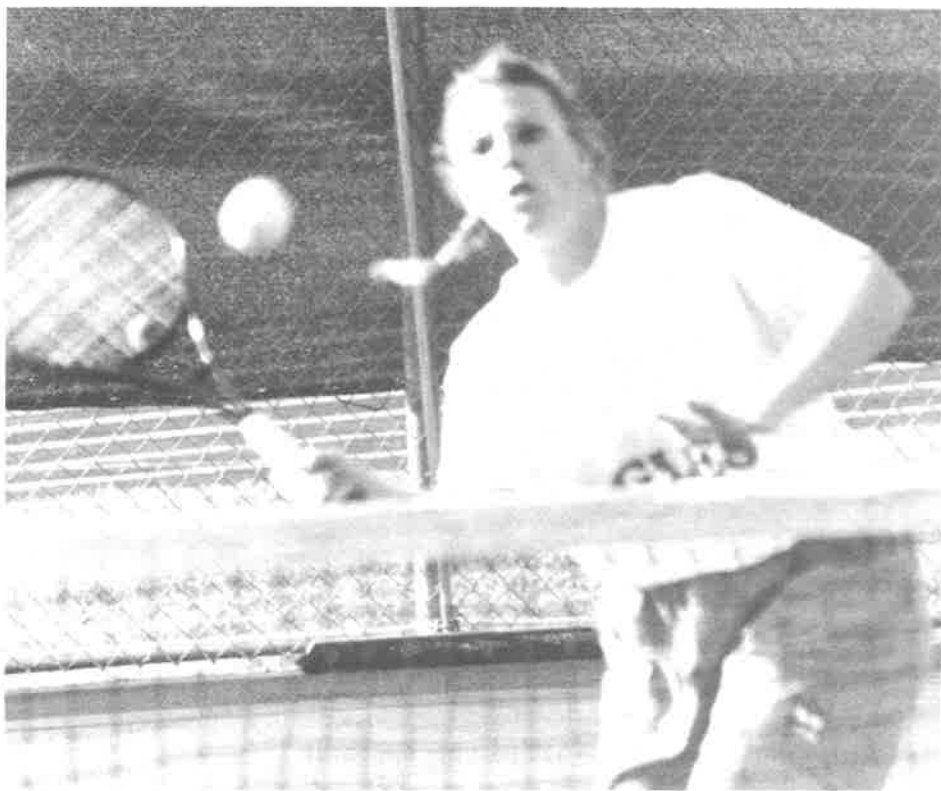
The classes of '75 through '78 have left their marks on "the rock" with the usual "Class of —." The seniors of '78 painted "We Got" on it in big letters. Even "Augie Dogie" was written on the rock! The newest addition to "the rock" is the saying "For Sure." Cathedral too has apparently taken to leaving their symbol on our beloved rock.

Some people got a little rowdy and tried moving the rock. They brought shovels and garden tools. After the hole was dug, they tried moving the rock with manpower. That didn't work very well, so the idea came up to get the Phillips 66 tow truck and pull the rock away. Another brainstorm suggested blowing up the rock. But like the others, it was only an idea.

Last year some "artists" used their talents on the sidewalks and buildings. Local residents did not appreciate the vandalism, and numerous letters were written to **The Journal** editors. To stop such events, let's keep using our "rock" to vent our painting talents.

Remember painting "the rock" is fun as long as that's all we aim that can of spray paint at.

Doubles play complicates game



Sarah Jensen finesses her return.

by Joye Schmeling
Graphos Reporter

What does it take to be the best tennis player you can be? Strength? Agility? Speed? The answer is obviously "yes" to all of these qualities, but there are one or two more that are often overlooked; mental stability is one, but probably the most essential is a quick mind. A player has to be aware of what is going on during the match. At the same time, they have to be anticipating all the possibilities and results before their opponent plays the ball.

Some people think that playing doubles is easier because there is less pressure and stress on the individual player. In singles you have only one opponent to worry about while in doubles you have

to contend with two opponents and your partner. Only one person is going to play the ball in singles competition. Doubles, on the other hand, presents two opposing players and the possibility that your partner may unexpectedly play a ball that could go to either of you.

Knowing your partner is essential in doubles competition. Does she have a temper? Is she easily frustrated? These factors can play major roles in a match that also requires skill and ability.

Though partners play as one unit, they have to be confident enough to avoid feeling pressured if they are having an off game and their partner isn't.

Sophomore varsity member **Julie Wojciak** said, "You just have to think about playing hard and doing your best. It's not the end of the world. When it's over, it's over."

OBE, continued from page 1

time, students are working on slightly different levels, and time is wasted bringing all students to one level before any can go on to another level. In OBE, when students accomplish the outcomes set for them, they are finished unless they choose to go on themselves. OBE is designed to be a more efficient educational program.

NUHS students appear to be in the dark as to exactly how OBE is going to function in relation to class scheduling and the availability of time to spend with the teachers. Most students offered no opinion on the program because they had never heard about it or how it will work.

District 88 Curriculum Director **Dean Risius** said, "Whether students learn something is more important than when they learn it." Outcomes will be determined over 13 years of schooling, changing as the students' goals change. The outcomes that will be stressed are communication, problem-solving, diversity, citizenship, teamwork, wellness, and work readiness. Each of these outcomes is then divided into competencies, upon which the students will be evaluated. For example, communication is divided into four competencies: reading and listening for comprehension, writing and speaking in an organized manner, using visual means and sounds to express and receive ideas, and performance of basic computation.

The teachers and staff will likely be hit the hardest by the implementation of OBE, which is set to begin in the fall of 1996. They will have to be retrained in

new teaching and assessment techniques. English teacher **Andrea Aaker**, who attended a seminar on OBE, said, "There is a lot of apprehension about it (the transition). We don't understand exactly what our roles will be. I can't even visualize what it will be like. It is hard to say whether the new system will be better or not yet."

"NUHS students appear to be in the dark as to exactly how OBE is going to function in relation to class scheduling and the availability of time to spend with the teachers."

If OBE is to succeed in Minnesota, each school district will have to answer four questions: (1) What do we want our students to know and/or be able to do? (2) What kinds of learning experiences can provide these outcomes? (3) What does it take to transform schools into places where this can happen? (4) whom is responsible for ensuring that the desired results are achieved?

If OBE is to become as successful as the State Board of Education hoped when they approved the idea on May 14, 1991, then the teachers and students need retraining. Teachers will need to be educated on how students are going to be educated if OBE is going to succeed. Proponents of the plan say it will take our educational system into the future, others hope it doesn't leave students in the dark.



Andrea Aaker attended a seminar on Outcome Based Education.