

The A. A. Needs Money to Pay Expenses of Visiting Teams. Come to the B. B. Games and Do Your Bit.

The Graphos

JUNIORS AND SENIORS
Get Your "Glad Rags"
Ready for the Big Reception
and Dance at Turner
Hall, May 21st.

VOL. V

NEW ULM, MINNESOTA, FRIDAY, MAY 6, 1921

NUMBER 14

LOCAL NINE WINS TWO STRAIGHT GAMES

Trim Sleepy Eye 14-0, Arlington 9-1.
—Several "Babe Ruths."

Saturday, April 23, the local baseball nine gave Sleepy Eye a good trimming by a score of 14-0. The game, which was supposed to start at 2:30, did not begin until nearly an hour later, owing to the fact that several of the visiting players did not arrive.

Several Good Hits.

"Doc" put the three Sleepy Eye batters out as fast as they came up. Jones, our first batter then put out a neat little fly. "Farmer" and "Doc" also got on bases. "Yens" scored these by winning a three-bagger over the road. "Slippery" scored "Yens" by a hit. That inning every player on our nine got to bat, and four runs were brought in.

New Pitcher for Visitors.

"Stubby" Green was put in the box for Sleepy Eye instead of Hertz. Our players hit him all over, and even out of the field. The local batters certainly are improving and some of them might even come close to 300.

Offermann of Sleepy Eye made a three-base hit by an error on Rieke but he was put out on an attempted steal to home.

Sleepy Eye Makes Many Errors.

Whenever our fellows got on bases, the Sleepy Eye players seemed but half awake as a number of pretty steals were made, while Sleepy Eye made only one or two. The visitors made one error after another.

The rest of the game was not very eventful except that "Farmer" put out a three-base hit.

Line-Up.

Current	C	Johnson
Hamann	P	Green
Graff	1B	Lahre
Harris	2B	Hertz
Kretsch	3B	Clausen
Langmack	SS	Offermann
Jones	LF	Armstrong
Tauer	CF	Pelze
Kiecker	RF	Keller

Just as an illustration of the good playing our team did we are printing the box score.

	Runs.	Hits.	Errors.
Jones	2	2	0
Kretsch	3	5	0
Hamann	1	4	0
Graff	2	1	0
Current	0	1	0
Tauer	1	3	0
Harris	1	0	2
Langmack	2	0	0
Rieke	2	3	1

(Continued on page 3.)

DISTRICT CHAMPIONS - 1921



Standing, left to right—S. Rollin Church, coach; Carl Fritsche, substitute forward; Walter Julius, guard; Bruce Harris, substitute guard.
Center row, left to right—Clarence Herzog, forward; Joseph Schueller, center; John Graff, guard and captain; Elmer Hamann, forward; Edwin Tauer, substitute forward.
Sitting, left to right—Hugo Schleuder, substitute forward; Roman Kretsch, substitute forward.

SCHEDULE OF BASKET BALL GAMES.

Date.	Team Played.	Score.	Winner.
1920.	D. M. L. C.	49-10	New Ulm
Dec. 16	Alumni	31-27	New Ulm
1921.	Gibbon	29-19	New Ulm
Jan. 7	Lamberton	27-22	New Ulm
Jan. 14	Redwood Falls	17-18	Redwood Falls
Jan. 21	Sleepy Eye	32-7	New Ulm
Jan. 28	Redwood Falls	27-23	New Ulm
Feb. 4	Mankato	24-35	Mankato
Feb. 5	Gustavus Adolphus	32-20	New Ulm
Feb. 11	Sleepy Eye	16-13	New Ulm
Feb. 18	Minneota	62-7	New Ulm
Feb. 22	Lamberton	16-19	Lamberton
Feb. 25	Alumni	30-22	New Ulm
Mar. 28			

MANKATO TOURNAMENT.

Mar. 5	Sleepy Eye	24-6	New Ulm
Mar. 5	Redwood Falls	26-25	New Ulm

DISTRICT CHAMPIONSHIP.

Mar. 11	Marshall	42-12	New Ulm
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CARLETON TOURNAMENT.

Mar. 17	Fosston	30-25	New Ulm
Mar. 17	Hibbing	23-21	New Ulm
Mar. 18	Mankato	21-11	New Ulm
Mar. 18	Minneapolis Central	19-15	Minneapolis Central

New Ulm second place in State.

RECORD OF B. B. PLAYERS FOR 1920-21.

	Games Played.	Field Goals.	Free Throws.	Total Points.
John Graff	20	17	6	40
Elmer Hamann	17	71	73	215
Clarence Herzog	19	47	12	106
Joseph Schueller	20	53	0	106
Walter Julius	20	2	0	4
Edwin Tauer	7	8	3	19
Hugo Schleuder	11	8	0	16
Carl Fritsche	13	13	0	26
Roman Kretsch	6	1	0	2
Bruce Harris	4	0	0	0

SENIOR CLASS PLAY

IS HUGE SUCCESS

All the Actors Exceptionally Good.—
\$300 Taken in That Evening.

The "Graphos Staff" extends its congratulations to the Senior Class for the very good play they presented at Turner hall last Friday evening.

The play was very good all the way through the two and one-half hours it lasted. Several of the students starred. Walter Schweppe, Lewis Harris, Mildred Eibner and Margaret Bentsdahl astonished everyone by their good singing. Good singing could be expected of the girls, but who ever thought that "Walt" and "Lewie" could sing like Caruso.

Chorus Girls Excellent.

And then the chorus girls. Say! they had the "Ziegfield Follies" all beat, at least we think so. Each one of them had three different costumes. The way they came dancing, tripping and singing onto the stage was a sight to see. And there was also a different variety of light shining on them—blue, white, red and green.

Very Good Actors.

These are only a few of the good points and actors of the play. "Ekes" acted her part very well. We wonder if she never really got a "love letter" and a "proposal" as she says. We doubt it. Adelia Radtke acted her part of a little girl very well. We think her size helped along. The way Azzariah Figg, alias John Graff, moved his chin and whiskers up and down brought bursts of laughter from the audience. Poor George, he wanted to see the "Great White Way" so badly, and everybody had to pick on him 'n everything. Howard Olson was a very fitting old man, at least he danced like one. And how very romantic the serenade to Evalina was. Every heart in the audience went pitter-patter. Fire! Fire! We dare not forget the "Chowderville Fire Brigade." Every one of them acted like a true fireman should.

\$300 Taken In.

As for the money part of it, all the reserved seats were taken and "nigger heaven" was nearly filled. In all, the Seniors took in about \$300 to \$325. After all expenses are deducted, they will still have a neat little sum left.

The great regret the Seniors have is that they didn't charge more for the Class Play. A day or two after the reserved seats were put on sale, nearly every one was taken. Those who came too late had to be content with seats in "Nigger Heaven."

The Graphos

Entered at the Postoffice at New Ulm, Minn., as second-class mail matter.

Published every second Friday of the school year by the students of the New Ulm High School.

Subscription Rates—To subscribers in New Ulm, \$1.00 per annum. Mailed subscriptions outside the city, \$1.25. Single Copies 5c

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FRIDAY, MAY 6, 1921.

SPORTSMANSHIP.

Sportsmanship is a quality which every individual should strive to cultivate, no matter what his station in life be; whether he be tall or short, overfed or underfed, rich or poor. Strangely, however, it is a virtue, which is often neglected and too rarely developed.

As students we have the opportunity to cultivate sportsmanship and to develop it in our characters. What a wonderful thing it is to be fair and generous, to make sacrifices at our own loss, to be able to "play the game." In school we have chance after chance to test ourselves, and how many of us possess the qualifications of a good sportsman?

There are several places in school where a good sportsman is especially noticeable. A few of these are the following: the athletic field, the study hall, and in listening to various programs.

In athletics, we find, perhaps the greatest opportunity to foster sportsmanship. Those partaking in a game must learn to play fairly and squarely, clean and straight; but not a team alone is responsible for the quality of the school's sportsmanlike ways. The spectators must be just as square and fair as the team. They must be just and generous, avoiding that which we call in slang phrases "beefing" and "cackling" and "chewing the rag." We must all strive to become generous winners and good losers.

Another place in which we may develop sportsmanship is in the study hall. It is only fair to the students wishing to study that those who are free and have little to do should make a slight sacrifice perhaps at the expense of their own pleasure and re-

frain from creating a disturbance. It is merely justice which demands this and a true sportsman will respect the request.

Lastly, we students may learn to be generous and fair minded during the giving of programs. Several times during the year the inattention of the audience has been very noticeable throughout a program. We all must realize that every number on a program cannot please everyone. If we happen to lose interest in a program, let us not become restless, noisy and careless. This only makes it harder for the one taking part in the program and prevents the others from enjoying the number. We must all be courteous and considerate.

Our High is composed of students, who for the most part appreciate the meaning of sportsmanship, but, as with everything else in the world, there is always room for improvement. In the future, let all of us aim to live up to this ideal more rigidly than we have in the past.—Exchange.

THE BOOK THAT HELPED MOST TO EDUCATE ME.

Last week all of the students of the English classes in the High School were ransacking their brains for material on "The Book Which Has Helped Most to Educate Me." This was the topic selected by the Minnesota Federation of Women's clubs for a competitive essay exercise for the High School English students of the state. The organization offered two prizes: \$15.00 for the best essay in the state and \$5.00 for the best essay in the district. In addition the New Ulm "Current News Club" aided greatly in stimulating the interest of the High School students by offering two prizes \$3.00 for the best essay in our High School and \$2.00 for the second best essay. These prizes were awarded to Fanny Shapiro and Amy Mather, respectively.

First Prize \$3.00.

The dime novel is the trashiest of all reading matter. Yet, before I entered High School, I found such literature thrilling and deeply interesting. There may have been a period in your own life when you turned from the hair-raising adventures of Nick Carter to the soliloquies of Hamlet, so to speak. What caused this change? It may have been your mother; it may have been a book. It was a book—Shakespeare's "Merchant of Venice"—that caused me to take a deeper interest in the highest type of literature.

Before I read "The Merchant of Venice" I did not wish to interest myself in good literature. I was forced to read this work of Shakespeare because it was studied in our English I class. From "The Merchant of Venice" however, I soon learned that classics were not as dull as I had supposed, but were entertaining if one tried to understand them; moreover, they were educational to a high degree.

It cannot be said that all classics are as interesting to High School Freshmen as "The Merchant of Venice." If, for instance, I had been given Emerson's 'Essays' to study as

my first classic, I would, in all probability, have been deeply disgusted with good literature thereafter. As Juniors we can intelligently probe their depths and fully appreciate the unique thoughts hidden there, but how many Freshmen can truthfully say that they find Emerson's deep rambling essays interesting?

My education is almost entirely based on books. Therefore it is important that, aside from school textbooks, I read only the highest type of literature. "The Merchant of Venice" caused me to turn from the trashiest literature to the most beneficial. It was the road which led me to an education through books. It is the book that helped most to educate me.

FANNY SHAPIRO.

Second Prize \$2.00.

Practically every school book and every good book of prose, poetry, fiction aids somewhat in educating one, but the book which I think has helped most to educate me is a popular book of wide circulation which every one has in his home. It is bound in leather on the outside while the inside is tinted in shades of gold and silver, but, strange to say, the author of this book is unknown to me. The different things of life are its illustrations.

It is a book of travel, through which one can visit all parts of the world such as, The Alps Mountains, Yosemite Valley, Glacier National Park, Adirondack Mountains, ocean beaches and many other things of interest.

This book investigates and sometimes teaches the studies of art, literature, science, inventions and music. It touches on all phases of life such as business, historical, economic and political problems. It teaches one to be thrifty and economical, but still enjoy as much of the joys and good times of life as possible.

Ever since my childhood this book has been my constant companion and comfort as it is to most people. It is not only an aid and guide when one travels, but also in every home during sickness or health.

This book is enjoyed by both old (Continued on page 3.)

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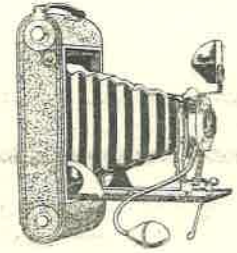
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NEW ULM, 125 N. MINN. ST. MINNESOTA

LOCAL NINE WINS TWO GAMES.

(Continued from page 1.)

	1	2	3	4	5	6	7	8	9	Final	
Sleepy Eye	..0	0	0	0	0	0	0	0	0	0	
New Ulm	...4	0	3	0	0	4	2	1	*	14	
Errors. Hits. Runs.											
Sleepy Eye	.....5									2	0
New Ulm	.....3									20	14
Strikeouts. Walks.											
Hamann	.....14									3	
Green	.....5									6	
Hertz	.....1									0	

NEW ULM-ARLINGTON GAME.

Arlington started the batting in fine style, the first two players falling for "Doc's" offering and the third put out at first base.

Jones, Kretsch and Hamann, the first three men up for the locals, each singled. Graff and Current then "fanned" but Tauer singled out to the field, scoring Jones and Kretsch. Hamann then also came home before Harris struck out and the inning ended.

Score 6-1.

In the second inning Arlington got two hits, one of which brought in a run and the other was put out at first. Two more succumbed to "Doc's" "swift-slow" balls. In the inning the locals got 3 hits but no runs. In the third inning neither side scored but in the fourth and fifth innings the locals brought in three more runs, making the score 6-1.

Locals Get Many Hits.

The sixth inning was a no-run inning for either side but in the seventh "Slippery" knocked a three-bagger and brought in the seventh run when Harris singled. In the 8th two more runs were brought in by the locals while Arlington "Kayo-d," one after another, and the score stood 9 to 1, the locals not taking their last bat.

Several Errors Made.

The locals played fair ball all through the game, only two errors being made, while Arlington made ten. "Doc" struck out 21, while Timm of Arlington "fanned" 10.

The batting of the locals was not exceptionally brilliant, but if some of the players find their batting-"eyes," it will go hard with any opposing pitcher.

New Ulm.	Arlington.
Hamann	.....P..... Timm
Current	.....C..... Siebenund
Graff	.....1B..... E. Mueller
Harris	.....2B..... Tierney
Kretsch	.....3B..... Schaver
Jones	.....S..... Noach
Rieke	.....LF..... Niemann
Muesing	.....RF..... C. Mueller
Tauer	.....CF..... Weiike

THE BOOK THAT HELPED MOST TO EDUCATE ME.

(Continued from page 2.)

and young, in fact there is something in it for every member of the family.

So of all my school books, fiction, poetry or prose I prefer my educator, the pocketbook.

AMY MATHER.

Miss Crooker was absent from school Thursday on account of the death of an uncle. Mr. Church substituted for her.

THE HIGH SCHOOL HOUR-SCOPE.

7:00 A. M.—Myra Seifert, Lucy Schneider and Lena Oetting are having an interesting "confab" with a few eighth-graders on the south side of the building.

8:15-8:30 A. M.—Everybody is busy (?????) in the assembly room.

8:30 A. M.—Wanda Nelson dashes into the assembly room and gains her seat half a wink before the bell rings.

8:35 A. M.—"Snooks" Herzog is crawling sleepily out of bed.

8:40-8:50 A. M.—The girls are lingering in the hallways—loathe to part for their classes.

10:15 A. M.—"Syllie" Wellmann takes it upon himself to entertain the girls at his table with his witty talk in Arts and Crafts Class.

12:00 M.—The student body in general is reprimanded or lauded on behavior and sent home to dinner.

1:45 P. M.—Fred Leonard is worrying through a problem in General Math.

1:50 P. M.—Several 2:10 English III. students in the assembly room sit up suddenly with an "I-just-remembered-something-look," and then tear into the library to look for an article to be given the next period.

2:30 P. M.—Robert Fisher is trying to put a mental telepathy stunt over on Miss Frederickson.

3:35 P. M.—Mr. Brigham delivers the last lecture of the day, which closes with "Now get that straight."

LOCALS.

Of late every Tuesday evening after supper, talking and laughing can be heard from the vicinity of the Sewing Room. The Junior Decorating committee is making ????? for the decorations to be used at the annual Junior-Senior reception, May 21.

Have you noticed the cannon ball, plate and another cannon ball at the end of a wire with two handles that the boys' gym classes are playing with? Well, they are hardening their muscles by throwing the shot-put, disc and the hammer. Lively competition is going on between the classes for the best distance records.

Last Friday it was noted that several Seniors were not in their usual places. Upon inquiry we learned that they were "resting up" for their class play. Some snap we call it. Juniors! Shine up on your acting ability and try to get on the cast for our Senior class play next year. Then you can have a day of rest too.

Recently it seemed as though every Junior had taken earnestly to reading newspapers. They all came to school with from one to a half a dozen under their arms. The papers were needed in the English classes to teach the pupils how to become great writers and editors. The Graphos Staff advises them against such a vocation.

Wednesday, April 28, a violinist, Joseph Konecny, accompanied by Miss Tris, pianist and a soprano singer, rendered a very good musical program in the assembly room at 3:30. A great majority of the High School students attended. There were also several of the grade pupils and a few of our city music lovers present. The charge was 15c which was very nominal for such a high class program.

A SHAKESPEAREAN ROMANCE.

1. Who were the lovers? (Romeo and Juliet)
2. What was their courtship like? (Midsummer Nights Dream)
3. What was her answer to his proposal? (As You Like It)
4. About what time of the month were they married? (Twelfth Night)
5. Of whom did he buy the ring? (Merchant of Venice)
6. Who were the best man and maid of honor? (Anthony and Cleopatra)
7. Who were the ushers? (Two Gentlemen of Verona)
8. Who gave the reception? (Merry Wives of Windsor)
9. In what kind of a place did they live? (Hamlet)
10. What was her disposition like? (The Tempest)
11. What was his chief occupation after marriage? (Taming of the Shrew)
12. What caused their first quarrel? (Much Ado About Nothing)
13. What did their courtship prove to be? (Love's Labor Lost)
14. What did their married life resemble? (A Comedy of Errors)
15. What did they give each other? (Measure for Measure)
16. What Roman ruler brought about reconciliation? (Julius Caesar)
17. What did their friends say? (All's Well That Ends Well)

STUDENT SMOKERS VERSUS NON-SMOKERS.

Students in the University of Arkansas High School this year were given the Army Alpha, the Miller test and the Terman intelligence test A in succession. Because of a question raised later in one of the classes as to the ability of boys who smoke to do High School work, numerical grade scores were placed along with the intelligence test scores in each of the tests taken.

Comparison of the average intelligence and grade score of the smoker and non-smoker group shows that the intelligence level of the boys who smoke is 15 per cent lower than that of those who do not smoke. Those who do smoke are 30 per cent lower in ability to do school work than those who do not.

THE STATESMAN.

The statesman throws his shoulders back, and straightens out his tie, and says, "My friends, unless it rains the weather will be dry."

And when this thought into our brains has percolated through, We common people nod our heads and loudly cry, "How true!"

The statesman blows his massive nose and clears his august throat. And says, "The ship will never sink so long as it's afloat."

Whereat we roll our solemn eyes, applaud with main and might, And slap each other on the back, the while we say, "He's right!"

The statesman waxes stern and warm, his drone becomes a roar, He yells, "I say to you, my friends, that two and two make four!"

And thereupon our doubts dissolve, our fears are put to rout, And we agree that here's a man who knows what he's about. Ex.

STUDENTS RANKING HIGHEST IN THE SENIOR CLASS.

These marks constitute the average of the four year's work. For the present year the marks of the first seven months were used as a basis. Glee Club, orchestra, and grade German marks were not included in this computation.

Verona Gebhard, valedictorian ...	90.7
Myrtle Heim, salutatorian	88.6
Evelyn Ouren	88.0
Gertrude Metzen	87.2
Helen Woebke	86.8
Elsie Sandau	86.3
Alwina Pfaender	86.3
Margaret Bentsdahl	86.2
Mildred Eibner	85.7

It was evening,
It was moonlight,
It was late
And it was fair.

I was courting,
I was happy,
I was brave
For she was there.

She was pretty,
She was blushing,
She was willing
To be wed.

He arrived and
He objected,
He was papa
So I fled.

I returned,
He was repentant,
She was coaxing
Her mama.

He consented and
He blessed us,
I forgave him,
Dear papa.

So I popped the question
While she blushed a rosy red,
He was willing,
She was willing,
I was willing,
We were wed.

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