

# The Graphos

PUBLISHED EVERY OTHER TUESDAY BY THE NEW ULM HIGH SCHOOL

VOLUME X

NEW ULM, MINNESOTA, TUESDAY, NOVEMBER 24, 1925.

NUMBER 5

## MR. STEWART ADDRESSES ASSEMBLY

Friday morning we had an assembly program for the first time in many weeks. The usual music period was spent in singing patriotic songs and in the Girls' Glee club's attempting to teach us a lively song, entitled "Sing Along." However, we did not succeed very well. We then settled down to listen to the two-fold talk, which Mr. R. J. Stewart, our former principal, gave us. First, he explained to us the American Legion cups, their purpose and the qualifications for winning them; and then, it being Education Week, he went on to discuss the benefits and difficulties of an education.

The tall "twin trophies," which doubtless you have seen adorn our trophy case, were presented to the school last year by the American Legion and were intended to stimulate interest in school life in general among the students. Each year, one boy and one girl, chosen by the faculty as representing the best all-around high school students, are to be given the honor of having their respective names engraved on these cups. Roger Schmid, class of '27, and Alice Meile, a member of last year's graduating class, were formally presented that privilege at the Commencement exercises last June. The basis for grading the winners of these cups is as follows: Scholarship, 20 per cent; participation in extra curricular activities, 40 per cent, and general good citizenship, 40 per cent. The reason for putting such a low value on scholarship was, as Mr. Stewart said, to give the "other fellow" a chance, that is, the one who has not such great mental capacity. These cups were certainly an admirable gift, and are an honor well worth striving for. Each and every student ought to appreciate them, and do his level best to carry out their purpose. Who do you suppose will win them this year?

Mr. Stewart put the benefits of an education under the following heads: First, it cultivates orderly thinking; second, it stimulates free and independent thought; third, it leads toward a better appreciation of art, good literature, and good music; fourth, it strengthens and broadens the bonds of friendship; and fifth, although the financial advantages of an education have been vastly overestimated, yet there is \$105,000 difference between the wages of the college graduate and of the average grade student who goes to work at the same age. In short, an education tends to bring greater joy, a fuller life, and a broader conception of life in general.

Such is a whiff of Mr. Stewart's speech, and if anyone can truthfully say he derived no benefit from it, let him be called "blockhead" indeed.

Mr. Camp: "In what battle did General Wolfe say, when hearing of victory, 'I die happy'?"

Garnet: "I think it was his last."

## CLASS OF 1929 WINNERS IN DEBATE

Some people's superstitious minds certainly were strengthened on November 13th, because of the fact that the Seniors met with defeat on that day. It was considered an impossible feat in the minds of all before the debate, that such a thing could possibly happen. Most of the students conducted themselves quietly and depended upon the saying: "Time will tell." It certainly did.

During the time that the two teams went to their respective seats on the stage, the student body tried to show them that they were backing them up. The spirit shown by the students was the same old story as it was during football games. A great deal of cheering was always done before, and when the test for the spirit arrived, it proved to be a failure. The poor attention given the debaters was most likely due to the fact that too much confidence was placed in the Seniors.

The Seniors upheld the affirmative side, while the Freshmen did likewise for the negative side of the question. Resolved: That, 1. The Congress shall have power to limit, regulate, and prohibit the labor of persons under eighteen years of age. 2. The power of the several states is unimpaired by this article, except that the operation of state laws shall be suspended to the extent necessary to give effect to legislation enacted by the Congress. Henry Somsen acted as chairman for the debate. The affirmative side started out giving all their points in a straightforward manner. The negative side, or the Freshies, followed in logical order. They showed great ability for debate by presenting their main arguments in a forceful and snappy manner. The way in which both sides handled their constructive arguments and rebuttals showed very good preparation. Both sides also put in many long and weary hours trying to obtain and develop good arguments. The Freshmen, who won the cup besides much honor, are as follows: Virginia Alwin, Alice Vercoe, and Hazel Buchholz. The defeated candidates, or Seniors, are Margaret Eichten, Helen Haugen, and Fred Lippmann. The Freshies were so surprised when they heard the judges' decision that they almost fell off the stage. The Seniors just grabbed them in time. The judges, who rendered this decision, two for the negative and one for the affirmative, were: Supt. Andreen, Rev. C. H. Yettru, and Mr. H. H. Walter.

The Freshies recovered from the shock that same evening, because it could be seen that they tried to lift their noses up to the ceiling of our gymnasium at the dance. Although it turned out in such an unexpected manner, we want to congratulate both sides and their respective coaches for spending so much time and energy for the final battle.

Doctor: "Deep breathing, you understand, destroys microbes."  
Patient: "But, doctor, how can I force them to breath deeply?"

## BASKET BALL SEASON STARTED

We have again come to that time of the year when we hear a student shouting to some of his fellow students, "Hey kids, B. B. practice tonight!" Some of the "Freshies" will soon be asking each other what kind of club "B. B." is. Well, "Freshies," right here your curiosity will be satisfied—"B. B." means basket ball.

Wednesday afternoon the girls had their first practice. According to the number that turned out and the determination shown, the prospects are bright for a capable and snappy girls' team.

"When we play different teams," said "Polly," "I'll roll 'em in so fast that the score keeper or anyone else on the floor won't be able to count 'em."

Verna Marie (Wee-Wee) "just knows" that she's able to guard the strongest and fastest forward that any team in Minnesota can put out. As for "Slats"—I won't tell you what she said, but just look at the determination in her eyes, and you'll be convinced. Every member of last year's team, in fact, promised to work harder than any "going to be" genius ever worked, and they want their team to make a record such as no previous New Ulm team has made.

As for the boys, there is no use in prophesying because, between their own zest and the coach's thorough training, they are sure to play a set of snappy games, most of which, if not all, will be victories. The student body can hardly wait until they see some of the old familiar "B. B." sharks on the floor again. With "Butts" and "Tinnie" out there again plenty of baskets are a sure thing, and of course "Pete" won't go back on us, so here's three cheers for the basket ball boys.

There is absolutely no reason why the majority of the High School students can't go out for basket ball. Many benefits are derived through playing basket ball, and best of all one has "so much fun." Here's another good chance "Freshies" to win inter-class championship. Come on out for basket ball, and show the school that you've got a team.

### TYPING AWARDS.

There is always something "going on" in High School, and now you will also know what's been "going on" in the Typing II. class. The students in this class have put time and energy on their work, and some of them have already received "remembrances" for their perseverance.

The students, who received typing awards this year, are as follows:

Hildegard Amann, Woodstock, 40-word pin; rate, 43 words.

Hildegard Amann, L. C. Smith, silver pin; rate, 50 words.

Hildegard Amann, Underwood, silver pin; rate, 53 words.

Edward Kitzberger, Woodstock, 40-word pin; rate, 40 words.

Eleanor Neemann, Underwood, bronze pin; rate, 40 words.

Elmer Radloff, L. C. Smith, bronze pin; rate, 49 words.

## N. U. DEFEATED BY WINDOM—DEFEAT JANESVILLE

Last Wednesday, Armistice Day, our High School football team went to Windom, where they were defeated by a score of 12 to 0. Our boys went into the field with great vigor and enthusiasm, expecting a hard battle with their opponents, who also came into the field deafened by the cheers from the side lines urging them on. These cheers, however, gave our boys more "pep" and showed a good spirit until a Windom player recovered a fumble and ran over the line for the first touchdown. This seemed to discourage our boys and gave Windom more spirit. In the third drive Windom went across with six more scores, which made the score 12 to 0. This again took the pep out of our men for a while, but in the last quarter of the game they forgot about their poor plays and unsuccessful attempts of the first three quarters, and with more enthusiasm than ever before, each one encouraging the other on, they held their opponents back, allowing few gains, and ended the quarter with the ball within ten yards of goal.

Last Tuesday, the second game within a week was played against the Janesville squad at Janesville. This game was as close as the other, each team putting in a worthy fight in holding each other back and confining the game to but one touchdown made by Claude Waterston running twenty-five yards after recovering a fumble.

In the first quarter New Ulm kicked off to Janesville, retaining the ball on the 33-yard line. In the downs which followed, New Ulm made slight gains, but was penalized 10 yards, which left 20 yards to go. Janesville then got the ball, but lost it again when attempting a pass in the third down. New Ulm now got the ball, and it was in this fourth down, that, after a fumble, Waterston recovered the ball and made the lone touchdown of the game. The goal point added to this made the score 7 to 0, which remained the same for the rest of the game. New Ulm recovered the ball after the kick-off and kept it the remainder of the quarter.

In the second quarter New Ulm kept the ball most of the time, making many slight gains, but losing them again by penalty or losses. The most important play in this quarter was featured by our fullback Bentzin, when he cleverly intercepted a pass and ran 25 yards for a great advance. This brought the ball close to the goal, but could not get it over the line before the whistle.

The third and fourth quarters were very much like the second, each side playing very good football in keeping its opponents from scoring.

This ended the football season for this year with 8 games played in all, of which 3 games were lost and 5 won.

Congratulations! Freshies, for winning that debate. We Seniors don't mind; but we challenge you—you can't do it again!

## The Graphos

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TUESDAY, NOVEMBER 24, 1925.

### PURPOSE OF PUBLIC SCHOOLS.

In discussing the purpose of public schools, it will, no doubt, be granted by reasoning individuals that public school education should prepare men and women for the activities which make up, or which ought to make up, well rounded adult life. With this idea in view, Herbert Spencer speaks of "complete living" as the aim of education.

That this has not at all times been the aim of education is quite certain. Scholarship, culture, leadership, and college or university entrance requirements, have often overshadowed the main purpose of public schools. This does not mean that these aims, although much too limited in their scope, should be entirely forgotten in our education. They are, no doubt, attributes which furnish the ideals or stimuli for much of our school work. They deal mainly with individual considerations while the schools, which are publicly supported, must have aims which serve a public good. The National Educational Association has established the following as the Cardinal Principles of Education:

1. Health.
2. Command of Fundamental Processes.
3. Worthy Home Membership.
4. Occupational Skill.
5. Responsible Citizenship.
6. Worthy use of Leisure Time.
7. Ethical Character.

Endowments and abilities in these Cardinal Principles of Education, no doubt, will go a long way to satisfy Herbert Spencer's idea of "complete living."

Both healthy people and sick people will agree that health is a fundamental asset for complete living. In fact what good will instruction in other branches of school work do if the student lose his health? Broadcast knowledge of what constitutes and

what will furnish good health, no doubt, is chiefly responsible for the decreasing rate of infectious and contagious diseases. It has a public good as well as an individual good in view.

As minimum essentials in knowledge of rudiments, we must place average ability in reading, writing, spelling, and calculating. Man today cannot get far, in fact, will have a very difficult time in making his adjustments with society without these abilities. Both the ignorant and the wise will agree that a knowledge of the "Fundamental Processes" is a necessity for every adult individual.

The home is the chief institution of civilization. Everybody must be either a worthy or an unworthy member of some home. Home should be not merely a place to eat and sleep, but a place in which to "live." This can be accomplished only by having each individual home member a worthy member. He or she must add to the beauty and enjoyment of home life. This is a universal need, which the school can in some measure satisfy by proper instruction.

Each individual pupil will some day become an adult worker in the professions or occupations. The public school cannot shut its eyes to the fact that most of the pupils of the school will not have an opportunity to continue their school training beyond the high school. Therefore, the curriculum should be so organized that the pupil who leaves school either in the Junior or Senior High School will have some occupational skill with which to earn his livelihood and in later years provide for the maintenance of a family. Each individual ought to carry his own share of burden and a part of another's who might be disabled for activity as a bread winner.

The maintenance of democracy is dependent upon enlightened citizenship. No other institution is equipped to teach and inculcate rudiments of citizenship as are the public schools. The ever growing social, political, and industrial institutions of the day require special study and analysis in order that popular opinion may exercise a democratic control. The public school is the only safe institution to entrust with this great responsibility.

"We work in order that we may play." But if the play becomes destructive, it serves no useful purpose. Man, by use of machinery, and improved devices, has decreased his working hours and consequently has more time for recreation. However, that time may become his undoing if it is not used worthily. "An idle mind is the devil's own work shop." There is a need in our everyday life for training in the proper use of leisure time. Schools should provide this training in their regular curricular work and in the extra curricular activities of school life.

Strong ethical character is a necessity for complete living. The individual and the social conscience must be trained not only to discriminate as to what is right and wrong, but to do the right and refrain from the wrong. The need for strong character is more apparent today than ever before. The increase of crime and delinquency is an evidence that an ethical character is not exercising the restraint which it should.

The purpose of the modern school should be the training in the cardinal principles of education. These principles can be the criterion upon which certain subject matter is included or excluded from our school curriculum.

### EXCHANGES

According to "The Tattler," Windom was just as anxious as we were to win the Windom vs. New Ulm game. So we might just as well show our sportsmanship and be good losers.

Teacher: "Give me a description of onions."

Pupil: "Onions are a vegetable people try to eat without breathing it to a soul."

"David, ver are my glasses?"

"On your nose, father."

"Don't be so indefinite."—"The Echo," Luverne, Minn.

"Do you sleep with your windows open?"

"Naw, just with my mouth."—"Al-Hi-Nuz," Alexandria, Minn.

"West High Weekly," Minneapolis. —Your column of Nonsensical Notions is very clever, especially the cartoons.

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**ALUMNI NOTES.**

Verval Mueller, a student at the University of Minnesota, spent the past weekend at her home here. Adeline Ritschel, of St. Catherine's College, also spent the weekend here. College life seems to be agreeing with both Adeline and Verval very well.

Clarence Rolloff, a graduate of New Ulm High School in 1923, is now a Junior at Hamline University. He has been elected president of the state oratorical association, an organization including five Minnesota colleges.

Several New Ulm girls, who are attending the University of Minnesota, have been pledged to sororities. They are Charlotte Bochus—Sigma Kappa, and Florence Schneider—Delta Delta Delta.

Iona Schroeder, also of last year's class, is employed as a stenographer for an automobile company at Redfield, S. D.

Amanda Kraemer of last year's class is attending Winona State Teachers' College.

**SENIOR NOTES.**

The basket ball season will open soon, and we want as many out as possible. The class of '26 would like to win class championship, wouldn't they?

All of the Senior girls are very glad to know that they are to have Miss Fritsche as their basket ball coach again this year.

There is still a number of Seniors who have not paid their class dues. This must be done immediately.

Lola Runck spent most of last week in the Cities, where we are sure she had a good time.

**JUNIOR NOTES.**

Friday, November the 13th, although considered unlucky by most people, was not so unlucky for the Juniors. Their dance attracted a large crowd and certainly was enjoyed by all present. Mr. and Mrs. Gag and Mr. and Mrs. Hage were the chaperons at the dance.

The excuses of several Junior girls for their absences on Tuesday were not considered valid by the principal, although they thought they were perfectly good.

The Juniors who have not paid their class dues are urged to do so immediately.

**FRESHMEN NOTES.**

If the Freshmen debaters keep it up, they surely will have success in the years to come.

This year is the first time that the Freshmen ever won the final inter-class debate.

Some of the pupils are complaining about the play, "The Merchant of Venice."

Helen Krook is back in school, and we're all glad.

**EXCHANGES.**

The Aurora High School honor roll consists of pupils who have obtained one or more "E's." If that were the case in New Ulm, our honor roll would increase. I presume the systems of marking vary. Maybe "A" represents awful there.

"Red and Black," Le Mars, Iowa—Your advertisements are very neatly arranged, and on the whole your paper surely is attractive.

Keep that fool girl complexion.

Teacher: "I'll give you just one day to get that paper in."

Frosh: "How about the Fourth of July?"

**UTOPIA.**

My eye sought the clock anxiously—eight twenty-five. I cast my napkin into the remainder of my breakfast food, tipped over one or two chairs, (and spilled one-half of dad's coffee in the process), and rushed off madly with my hat on one ear and a dozen or so cumbersome books in my arms. As I dived headlong into the cloakroom, an ominous sound rang through the hallways! My heart stopped! In my nervousness I tore several buttons off my coat, and after several vain efforts to hang up my hat, I proceeded up the stairs three steps at a time and into Mr. Dirks' office.

"Gee! I must be late," I thought as I sank breathlessly into a chair. "That clock must have been on the bum again."

The usual line of tardy scholars was missing and wonder of all wonders Mr. Dirks was missing too. I looked at the clock. No, it was eight-thirty-one to the dot. What was wrong? Was Mr. Dirks ill? Had Harley Schneider at last managed to accomplish the feat of reaching school on time? I doubted it. Ten minutes passed. Then I began to come to my senses. I directed my course toward the assembly, thinking I'd ask Miss Kearns whether she could give me a permit. As I entered the room, I was struck with awe at the wonderful silence which prevailed, and, as I walked down the aisle, I was surprised and hurt at the looks of marked disapproval with which my school-mates confronted me. Not a word, not a smile greeted me. I walked on dazedly, hardly knowing my own mind. When I reached the desk, however, no teacher's questioning look met my eye; instead, the chair was empty. Nor could I discern an instructor anywhere in the room. Amazing! Had all my classmates become deaf and dumb over night?

With a sigh I plodded back to the office and thence to the library where I finally found Mr. Dirks.

"Mr. Dirks," I said meekly, "I'm late."

"It certainly looks like it," he snapped. "You must be several years late. Don't you know any better than to talk out loud in the library?" I gasped and stared at the man blankly; I hardly knew what to say.

"What I wanted to know was this: Can you give me a permit to chemistry?"

"Young lady, you had better not try this trick again, unless you care to be expelled—but I will excuse you this once."

After Mr. Stover had given me a little lecture on tardiness, and things began to take their natural trend again, I found as usual that I did not know my lessons very well, but since that was a common occurrence, it called for no comment from the teachers. When I got to English IV. class that afternoon—then the fun began, but first I wish to remark what great politeness seemed to exist among the students. I began to fear as the morning went on that I would have to begin a study of etiquette more intricate than all my five subjects put together, or my ignorance would result in permanent disgrace.

By afternoon I began to dread the agony of going to class, for somehow or other I was always sure to make some terrible blunder in etiquette. In English IV. class several phenomena held my interest. It seemed that Garnet Schlottman did most of the re-

(Continued on page 4.)

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## MERRY LAUFFS

### THE HORSE.

"Oh horse, you are a wonderful thing; No buttons to push, no horn to honk; You start yourself, no clutch to slip; No spark to miss, no gears to strip; No license buying every year, With plates to screw on front and rear;

No gas bills climbing up each day, Stealing the joy of life away; No speed cops chugging in your rear, Yelling summons in your ear.

Your inner tubes are all O. K., And, thank the Lord, they stay that way;

Your frame is good for many a mile; Body never changes style.

Your wants are few and easily met; You've something on the auto yet."

Staley.

### TAKING CHANCES.

"What shall we do tonight?" asked a Senior of his roommate.

"We'll toss for it," was the reply.

"All right," agreed the first, "If it's heads, we'll go to a dance; if it's tails, we'll take in the movies; and if it stands on edge, we'll study."

### ANYWAY IT WAS A SUIT.

Judge: "Have you appeared as a witness in a suit before?"

Abie: "Why, shure, Judge."

Judge: "What suit was it?"

Abie: "If I remember right, it was a blue serch."

### NOT AN END AT ALL.

Clayton: "I knew you wouldn't approve, mother, but I'm playing on our H. S. football team."

Mother: "Heavens! This is the end."

Clayton: "No, it's the halfback!"

Editor: "Why, my dear sir, this stuff is not poetry. It's an escape of gas."

Young Poet: "Oh, something wrong with the meter."

### ONE OF OUR OWN.

Verna: "We have six periods this morning, a debate, and speech this afternoon. Oh, gee!!!"

Miss Ludwig: "Well, I didn't do it."

Son: "Father, why don't you run for president?"

Father (who is busy reading a newspaper): "I can't run fast enough."

Student: "Willie, let me read one of your stories. Nothing makes me sick."

Coggy (to Tinnie): "Stick your shirt in."

Tinnie: "Won't stay. It's my work shirt."

Coggy: "Whadda mean, work shirt?"

Tinnie: "Keeps workin' up over the back of my trousers."

Pennies! nickles! dimes! We'll take anything. What's it all about? Why, we're going to take up a collection in assembly some day to buy a pair of rubber heels for Johnny Esser's shoes.

Willie Rose sat on a tack.

Willie Rose.

This is the Tuesday before Thanksgiving. I suppose all of you, faculty and all, are waiting anxiously for Thursday and what usually comes with it. It would be a correct and proper thing for all of you to think about something or all of the things you ought to be thankful for. Do you know the real meaning of Thanksgiving?

## UTOPIA.

(Continued from page 3.)

citing, and, on the whole, he seemed a great deal different from the Garnet I was acquainted with; he had lost his ability to make people laugh, but he certainly was a polished gentleman!" William Redeker and Stuart Bergquist, too, were prominent in excellent behavior. On the other hand, I noticed that Milton Chambard and Edna Cooling were unable to answer a single question put to them, that Leona Gebhard seemed very serious.

"Life is, indeed, puzzling," I thought. "The world has indeed changed over night."

The next class was English III. I noted the good order with which the pupils entered the room. Something told me the hour would not be quite so full of mirth as usual, and for once I made a good guess. It hurt me, however, to observe the strained seriousness with which Minnie Radtke viewed life. The sparkle was gone from her eyes, and at the same time Louise Esser had lost her voice and incidentally her laugh, as had Oradell Wagner.

"But then wonders never cease!"

All this, and especially the politeness of everyone, were beginning to have a dangerous effect on me, and the last straw came as I passed to Virgil class! Johnnie Esser was wearing rubber heels! My eye (or my ear, I should say)! Then I succumbed! I came to at the sound of a bell. The signal to be in class, I thought, but as look would have it, it was my alarm clock.

### CAMP FIRE GIRLS.

Last Wednesday afternoon the Camp Fire Girls held their regular meeting, at which they practiced several new songs, as well as discussed some important business matters. "Mammy Moon," a Camp Fire song to the tune of "Let It Rain, Let It Pour," and another one taken from "Daughters of the Regiment," were the songs they sang. The Camp Fire girls have been chosen to take charge of selling Christmas seals this year, and at the meeting Alice Vercoe and Helen Krook were appointed keepers of a booth at Schulke's; Margaret Schmid, Verna Marie Miller, Charlotte Miller, and Marion Meine are to distribute posters and stickers throughout the town, while the rest of the girls must sell Christmas seals. Now, take notice, all ye Camp Fire girls! Everyone is requested to bring snapshots or any remembrances of camp life to our next meeting, which will take place a week from today! Then we are going to have a high old time, with no formality whatsoever, and we will sing, among other songs, an old favorite, the first line of which is: "Koch Supp', dumme, dumme Liese!"

James Greene felt pretty proud of himself last Friday, at least it seems that way to me. When the Seniors referred to Wm. Greene, he straightened up and put on such a queer look (I guess it was supposed to be pride) that I couldn't resist asking him whether Wm. Greene was a relative of his. Well, what do you think, he said? "Yep, that's my grampa!" Congrats' for your newly found relative, Jimmie!

A monkey named Mizzy-Maroo, Fell in love with a pot full of glue; He swallowed it quick, And observed "I shall stick To this diet, whatever they do."



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**Muesing Drug Store**



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JEWELRY AND GIFT STORE

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