

N. U. H. S. TO PUT ON PLAYS FOR CHARITY

MISS KESTER'S PLAY

Two One-Act Plays and One Two-Act Play to Be Given at Turner Hall, December 14.

Miss Espersen Coach.

The High School has decided to put on one two-act play and two one-act plays, the proceeds of which are to be used to bring Christmas cheer to the unfortunates of our city.

The two-act play is "The Christmas Child Comes In" by Katherine Kester, a former English teacher in this High School. It is based on Zona Gale's story, "Christmas." "Dust of the Road" by Kenneth Sawyer Goodman and "The Bishop's Candlesticks," adapted from Victor Hugo's "Les Miserables," by Norman McKinnel are the two one-act plays.

These excellent plays will be given Thursday and Friday, December 16 and 17, probably at Turner Hall. Miss Espersen is coaching the plays, and the Orchestra and Glee Clubs will furnish music between acts. All High School students have promised to co-operate for the success of these plays.

'WILD ROSE' BIG HIT

COACHES DESERVE CREDIT.

The "Wild Rose" operetta, which was given by the Glee Club girls, November 19th, at Turner Hall, proved to be a success. Although there was not a large attendance, still the Glee Club girls made a profit of about \$30, after all the expenses were paid.

The Glee Club girls feel that the many little dance steps taught them by Mr. Thomas Pfaender, offset the operetta.

BEGIN B. B. PRACTICE

LARGE NUMBER OUT.

The following boys are members of squad A: Jack Schoch, Fred. Bentzin, Harley Schneider, Bill Blauert, Clarence Hamann, Melvin Esser, Bernard Berg, Roger Schmid, Earl Schroepel, Harold Feller, James Beecher, Fred. Fritsche and Melvin Gebhard.

The rest are members of squad B: Walter Vercoe, Lowell Rieke, Leonard Mueller, Oscar Miller, Harold Stelljes, Charles Veeck, Herbert Regelin, Joe Vogel, Alfred Arndt, Wesley Hintz, Charles Hintz, Leonard Marti, Stanley Olin, Emerson Strate, Armin Pufahl, Adolph Bierbaum, John Zischka, (Continued on page 4.)

N. U. LOSES TO MANKATO

WILL GO TO SAME CITY TO DEBATE

JACK SCHOCH STARS.

The New Ulm High School football team was defeated in its last game of the season by Mankato. It was the hardest game of the season and the best played. Schoch at left end played his best, receiving the pass, which scored our only touchdown.

The first quarter of the game gave Mankato the lead by 7 points. New Ulm, after completing a pass, started to work its way down to the Mankato goal line, but Mankato held, and New Ulm lost the ball after an attempted field goal. Mankato did not return the ball very far, and New Ulm again received, but had to punt, and the quarter ended with the ball in Mankato's possession.

Second Half Exciting.

The second quarter was very exciting and interesting, but it netted neither side a score; and the half ended with the score 7 to 0 in favor of Mankato.

The third quarter gave Mankato three more points. Mankato kicking a field goal from the 25-yard line. New Ulm received and advanced down the field to the one-yard line, when the quarter ended. On the first play in the fourth quarter, New Ulm completed a fake pass for a touchdown. The goal was made, and the score was 7 to 10 in favor of Mankato. This score was not held for very long. Mankato slowly worked down the field and went over for a touchdown a few minutes before the game ended with a score of 7 to 16 in favor of Mankato.

The Line-Up.

The line-up was: Schoch, LE; Mueller, LT; Olin, LG; Hintz, C; Loeffelmacher, RG; Schneider, RT; Peterson, RE; Beecher, QB; Hamann, HB; Bentzin, FB; Blauert, HB. Subs—Marti for Olin; Olin for Marti; Marti for Loeffelmacher; Berg for Beecher.

CAMP FIRE GIRLS.

The Camp Fire Girls held a business meeting, Tuesday evening, November 23. They decided to make bags and send to the blind children in India and dress a "Friendship doll" to send to the Japan girls for their doll festival in March.

ATTEND MICH.-MINN. GAME.

Among those who attended the Michigan-Minnesota football game at Minneapolis were: Joseph Vogel, James Beecher, Marvin Kusske, Jack Schoch, Harley Schneider, and Miss Meyer.

Isla (going to Red Front for one-half pint of milk): "Do you smell as small as— I mean do you smell as small as— Well, do you small as small— Oh! — Do you sell as small as half a pint of milk?"

N. U. UPHOLDS AFFIRM, DEC. 14.

The New Ulm debaters are to uphold, from choice, the affirmative side of the question in the first debate of the season. The contest will be held at Mankato, Tuesday evening, December 14, which is the last week before Christmas vacation.

New Ulm Defeated Last Year.

It will be remembered that Mankato defeated New Ulm last year in the second debate. Since they have been paired together again this year, New Ulm hopes for better luck. The New Ulm team, Frank Heck, Alvin Rolloff, and Helen Hage, are hard at work on the question under the able coaching of Mr. Camp. The question is, "Resolved: That a United States Department of Education should be established with a secretary in the president's cabinet."

N. U. GRADUATE IS KILLED IN COLLISION

VALEDICTORIAN IN '25 DIES.

Many friends and acquaintances of Alice Meile, '25, mourn her untimely death, which occurred in an automobile accident on Thanksgiving day. Alice was a member of the 1925 debating team, the Graphos Staff, valedictorian of her graduating class, and won the American Legion Trophy that same year. The Camp Fire Girls, in which she had attained the highest rank of Torchbearer, and the Alpha Gamma Delta Sorority at the University of Minnesota, where she was a Sophomore, are societies of which she was a member. The Graphos, with Alice's many friends in high school, expresses its sympathy to the Meile family.

4-H CLUB MEETS

WILL GIVE PARTY.

The first regular meeting of the 4-H club was held on Thursday, Nov. 18, in the Home Economics rooms. At the meeting it was decided to have a Christmas Party. After the business meeting the following program was rendered:

A cake demonstration Gertrude Eichten and Louise Hamann
A demonstration on how to make book ends
.. Adeline Moll and Loretta Esser
A vocal solo Gertrude Scheman
Jokes ... Inez Swartz and Alice Olson
The meeting was closed after a lunch of cake and cocoa had been served.

NEW LIBRARY BOOKS

High School Gets 15 New Reference

Books as Well as Much New

Fiction.

Emilie Doehne-Strickler Memorial.

"Child of the Wild," by Marshall.
"The Silver Spoon" by Galsworthy.
"Little Abe Lincoln" by Babcock.
"Hangman's House" by Donn Byrne.
"The Kays" by Margaret Deland.
"Harmer John" by Walpole.
"The Mounted Troop" by Ames.
"Her Son's Wife" by Dorothy Canfield.
"The Wandering Moon" by Weston.
"The Black Hunter" by James Oliver Curwood.
"The Golden Key" by Henry Van Dyke.

(Continued on page 4.)

CHICAGO SYMPHONY GIVES CONCERT

On November 15th the Chicago Symphony Band with Victor J. Grabel as conductor, gave a concert in the Armory.

A special price of 25c was given to teachers and pupils of New Ulm schools for the afternoon program.

Those who took advantage of this enjoyed the following program:

- Overture: "The Merry Wives of Windsor" Nicolai
- The Nutcracker Suite
..... Tchaikowski
Overture Miniature.
Danse Russe.
Danse Chinese.
Waltz of Flowers.
- Marimbaphone: Fantasy from "William Tell" Rossini
Mr. Homer Chaffee.
Encore: "Mighty Lak a Rose"
Encore: "Aloha Oe"
- Military Symphony Haydn
- Waltzes: "The Beautiful Blue Danube" Strauss

INTERMISSION.

- Overture: "Ruslan and Ludmila" Glinka
- Harp Ballade Hasselman
Miss Dorothy Bell.
Encore.
- a) Waltz: Opus 64 Chopin
b) Parade of the Tinker Toys...
..... Grabel
- Soprano: "I Would Linger" (Romeo and Juliet) Gounod
Mme. Helene Cafarelli.
Encore.
- Shepherds Hey Grainger

Absent-minded professor meeting his son: "Hello, George, how's your father?"

The Graphos

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WEDNESDAY, DECEMBER 1, 1926.

A THIEF IN THE LIGHT.

We are all honest—supposedly; we have all heard the expression, "A thief in the dark," but what about "the thief in the light"? "A thief in the light"—? Oh, yes, we have heard of him, even perhaps felt his presence. He's the fellow that conceals his intentions and deeds with a halo of brilliant light, the light of prestige, the light of reputation. He comes unexpectedly; we don't know who he is or why he acts as he does; perhaps he's not so bad after all.

What is his motive anyhow? It is a mystery to us. Is he just a "petty thief," to speak in plain words; or is he a kleptomaniac? We want to know, but we don't. One thing we do know, however, and usually forget that we know that, or else consider it of little importance: we can give our worthy friend no chance to carry out his plans. How about it? Let's keep our eyes open and our wits about us and be as careful about "hanging on" to our property as the "thief in the light" is about concealing his deeds. And—"remember the coat-pocket!"

WE NEVER BET! OH, NO!

At the C. F. G. the other night, Inez Swartz received a slight scratch on her arm. Four of the girls dared her to wear it in a sling to school the next day. They each bet her a nickel that she wouldn't do it. Inez took the dare, and thereby was the object of a great deal of wasted sympathy; besides, she won almost enough money to go roller-skating or take in a movie.

Title on an English Book:
"Lamb's Tales in Three Parts."

Town Marshall: "You can't hitch here."

Wagon Driver: "Why not? The sign says "Fine for Hitching."

EXCHANGES

"SCALE OF KNOWLEDGE."

100%—I did.
90%—I will.
80%—I can.
70%—I think I can.
60%—I might try.
50%—I suppose I should.
40%—What is it?
30%—I wish I could.
20%—I don't know.
10%—I can't.
0%—I won't.

DON'T WORRY OVER PAST FAILURES.

Students, why worry over past affairs and grades? Having failed in the past has not much bearing on the future. The future will be just as you make it. A zero in Geometry and Latin can easily be offset by hard studying and more high grades. Brooding over the past will make a gloomy future.

Don't worry over or look at past difficulties. Men who look ahead are the men who succeed. The morning after his factory burned found Edison busy on plans for a new building, forgetting the past and reading the future. Did Washington look back over his numerous defeats and hardships during the Revolutionary war? On the contrary, he was looking ahead, planning for the future campaigns that would prove more successful.

Therefore students, your future is in your own minds, make it what you will. Remember that failures are made looking back over discouraging things, successes by planning for the future. Don't forget the fate of Lot's wife who looked back. Forget the grades of this quarter and strive to raise them by better work.—"Otkanam, Mankato, Minn."

"The Graphos." We think your joke column, "Merry Laffs," is one of the best that we find in our exchanges.—From "Anokahi," Anoka, Minn.

The Graphos, New Ulm High School, New Ulm, Minnesota: Alas, then, the younger generation is going to rack and ruin! Still, in my heart I think this "going to the dogs" is fallacious to some extent, as it regards the student class. Is it not true that "these goings-on" our elders speak of, are usually attributed to those who do not attend school? Nevertheless, I do not pretend to be prejudiced toward the rules that our schools are making to overcome these faults as they are found among the students.—From "Purple and Gold," Watertown, S. Dak.

NORMAL NOTES.

The Teachers Training class in studying what pupils think of teachers, came across this interesting editorial taken from "The Panther," a high school paper, published at Delta, Colorado.

The Many Kinds of Teachers.

One necessity of modern life, which comes in assorted colors, is the teacher. There are green teachers, yellow teachers, blue teachers, gray teachers, and white teachers. Green teachers are usually young and just out of school. They remember their own school days, the farewell to freedom for nine long months, and are so

very sympathetic, but they also remember the stern old masters of their school days and so they often assume and attempt at sternness. When ordering a teacher it is best not to order a green teacher unless one understands human nature and knows that beneath her pretended sternness she is really sympathetic.

Yellow teachers are afraid to displease anyone. They are easy to "bluff" and can be persuaded to give you any grade. Their classes can easily persuade them not to give long assignments and can convince them that tests are inadvisable. If you wish to bluff your way through school, lay in a good supply of yellow teachers.

(Continued on page 4.)

As it should be—"Please write on both sides of the paper as we have a limited supply of waste baskets."

Waste: "Will you go to the concert with me Sunday?"

Basket: "Yes, I'll have to. I lost my ticket."

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TEACHER TROUBLES.

Our instructors haven't such a "snap" as some of us think. They usually have set ideas as to how to teach us. Sometimes, through some unexpected incident, they are obliged to give up these ideas and think up new ones.

I think that this is especially the case with our old favorite, Mr. Camp. You all know how he hangs to that old expression: "Now let us assume—." I remember last year one of the history students counted the number of times he used it in one period; I have forgotten whether it was 67 or 76; anyway, he had drawn on the black board what was supposed to have represented the Russian Army. He had been discussing the "pro" and "con" of the subject at hand, and instead of saying: "Now let us assume the Russian Army—," he said: "Now let us consume the Russian Army—." Now you will notice that he allows a brief period to elapse between the words "us" and "assume."

Some of you will also remember his habit of gazing into the eyes of the person reciting. He got a stiff neck looking at Ervin Hamann's eyes, so he had to drop that idea.

Occasionally he used to entertain us by reading an essay or two. Well, he got himself into "deep water," reading an essay on the Broadway Revue. Now, I hear, he reads selections from Bogart and Thompson. I would certainly pity those two authors were they to visit New Ulm.

Whenever occasion called for it, Mr. Camp would also tell us of his boyhood days. They weren't quite so tame as they might have been. One little boy in our class, I know him quite well, wrote a poem for the Graphos, describing some of the pranks "Ralph" pulled. Now he tells his classes how young folks should act.

Our Chemistry and Physics teacher also has had his troubles. "Is that clear?" was his favorite expression. He had explained precipitates, and holding up a test tube containing a precipitate (a cloudy substance) he said as usual: "Is that clear?" Oscar Miller, the Hanska farmer, answered: "No, it looks cloudy."

Sometime ago a little Freshie handed Miss Benson his arithmetic paper. "I think these problems are copied from someone else," she told him. "Certainly they are," he answered, "didn't you say yesterday when you dictated the problems, 'Copy these problems for tomorrow?'"

The English III and IV teacher seems to have a great deal of trouble with gum chewers. First, she had them memorize poetry as a punishment for chewing gum in class. Soon she noticed that some of the pupils could already out-quote her, so she had to resort to other means. After trying numerous methods of punishment without success, she decided to send to the office any one who chewed gum in class. That night she met a traveling man with whom she made a "hit." She found out that he was a salesman for Wrigley's gum factory, so now she encourages gum chewing, where she formerly discouraged it.

The instructor of the English I and II classes found out that teaching the art of letter-writing to Freshies is not an easy task. She asked one Freshie:

"Why did you cut your paper round like this?"

"Because you said that it should be a circular letter," he answered.

She asked another pupil: "Why didn't you write your letter in ink?" "I tried my best to write it in ink, but I couldn't, so I wrote it on paper," he answered.

She asked a third pupil: "Don't you think that you are making it too strong when you say, 'Every sale speaks for itself?'"

"No," he answered, "you see, I'm selling parrots."

To another Freshie she said: "Your letter is too choppy."

"Well, he replied, 'I applied for a job as woodcutter, and in order to get the job I had to make it as choppy as possible.'"

IN A TIE.

1st Bug: "What's Willie Worm crying about?"

2nd Bug: "He can't turn."

1st Bug: "Why not?"

2nd Bug: "He's on a one-way street.—Pathfinder."

A LONG VACATION.

"He gave his wife \$1,000."

"That will get her a long vacation."

"Longer than he anticipates, I fear."

I understand she took the money and went to Reno.—Louisville Courier-Journal.

Farmer: "Be this the Woman's Exchange?"

Woman: "Yes."

Farmer: "Be ye the woman?"

Woman: "Yes."

Farmer: "Well, then I think I'll keep Maggie."

The Prince of Wales—and that isn't all—

Sat on his horse, and had a great fall.

Bill B.: "Why aren't you married, my pretty maid?"

Harriet F.: "Why don't you ask me?"

Bill O.: "I don't like girls who

1. Bob their hair.
2. Use rouge.
3. Wear short dresses.
4. Smoke."

Bill B.: "I haven't a girl either."

Freshman Boy: "My, this floor is certainly slippery. It's hard to keep on your feet."

Soph. Girl: "Oh, then you are really trying to; I thought it was accidental."

Inez: "So you think I have a kind face?"

Harriet: "Yes, a funny kind."

SIGNS.

On a Garage: "Automobiles repaired and flivvers fixed."

"Women Wanted: For Hanging Up, Shaking Out, and Folding."

In a butcher's window:
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In a photographer's window: "Your Baby Enlarged, Tinted, and Framed, \$8.79."

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GRAPHOGRINS

THAT'S WHERE HIS MONEY GOES.

I.
Jimmie to the cities went,
The football game to see;
Before he left her, Eps told him:
"Be sure to think of me."

II.
It took an hour to say "goodbye,"
He almost missed his train;
And when the train began to leave,
The tears began to rain.

III.
But everything was such a rush,
That Jimmie plumb forgot,
To get a souvenir for Eps,
And that meant quite a lot.

IV.
He bought a muffler for himself,
Which set him back five berries;
But if you notice you will see,
That Eps the muffler carries.

S. S. S. S.

"MY DAWG."

He's my dog—
Four legs and a tail,
A reckless vagabond out of jail.
Just a lot of dog, no pedigree,
All kinds of branches on his family tree.
Shoe-button eyes, nose too long;
Makes your head ache when he sings
his song.
His legs are gangly, he has knock-
knees;
Tears up slippers and harbors fleas.
Wild and woolly, likes to run away,
Knocks you down when he wants to play.
So fond of "rastling" with gloves
and hats,
Tears up flower-beds and chases cats.
Sleeps all day, eats like a hog—
Absolutely worthless— but—
He's my dog! Exchange.

AN ESSAY ON MAN.

Man is composed of three parts, his cranium, his borax, and his abominable cavity.

In his cranium are his brains, if he has any.

In his borax are his liver and his lights.

In his abominable cavity are his vowels, five in number, a, e, i, o, and u.—Exchange.

Stanley S.: "You sit down on every joke I write."

Helen H.: "I wouldn't if there were any point to them."

Mr. Camp: "What is the Liberty Bell?"

Magdaline A.: "The one that rings after the eighth period."

Florence K. (at the dinner table): "I like the meat all right, but I don't like its flavor."

Miss Idtse: "The law of gravitation keeps us on the earth."

Harvey H.: "What kept us there before it was passed?"

BEGIN B. B. PRACTICE.

(Continued from page 1.)

Neil Barnell, Walter Kretsch, John Kretsch, Howard Glasser, Lee Gaut, Walter Gag, Gordon Schlottman.

Coach Stover expects to play the second team in several games, two of which have been already arranged for.

Inter-class games will not be played until after Christmas.

NEW LIBRARY BOOKS.

(Continued from page 1.)

"Book of Giant Stories" by Adams & Atchinson.

"The Blue Castle" by L. M. Montgomery.

"School Keeps To-Day" by Oshman.

"Mary Redding Takes Charge" by Almond.

"Loyal and Mary Louise" by Brady.

"Bellarion" by Rafael Sabatini.

"Mannequin" by Fannie Hurst.

"The Big Mogul" by Joseph C. Lincoln.

School Reference Books.

"Everyday Problems of American Democracy" by Greenan & Meredith. (6 copies).

"Wealth and Income of the People of the U. S." by King (3 copies).

"How to Plan, Finance, and Build Your Home."

"Nutrition and Growth in Children" by Emerson.

"Child Training" by Angelo Patri.

"Our Economic Organization" by Marshall and Lyon.

"Progress and Poverty" by Henry George.

"Biology for Beginners" by Moon.

"Marketing and House-Work Manual" by Donham.

"Modern Industrial Movements" by Bloomfield.

"School and Society" by Dewey.

"Domestic Architecture" by Robinson.

"Spending the Family Income" by Donham.

"Household Engineering" by Fredrick.

"Clothing" by Woolman.

English Books.

"Beowulf"—an old English epic.

"Everyman"—with other interludes.

"Prisoner of Chillon" by Lord Byron.

Many others, including a variety of juvenile books.

NORMAL NOTES.

Blue teachers are the teachers who think the world a cruel place because they have to endure our charming company all day. They are eternally reminding us that we have six or seven teachers to prepare lessons for, while they have to inject knowledge into about 100 heads, dense or otherwise. We have no way to rid ourselves of this melancholy feeling and must therefore suffer in silence. When ordering, avoid blue teachers.

Next to blue teachers, grey teachers are the worst. They look upon every new student with suspicion. They seem to think we come to school just to cause them grief. Believing that "turn about is fair play," they cause all the trouble they can, even when we don't deserve it. Next to blue teachers, avoid the grey ones.

Last comes the teacher the whole school likes—the white teacher. She requires study, but is fair in everything. She understands the boys and girls she has to do with. She knows when to overlook an unprepared lesson, and yet one cannot "bluff" her. She understands the mischievousness and restlessness of a student and does not look upon it as meanness. She treats the pupils as a friend, not as some inferior being, into whom she is to batter, beat and pound knowledge. If possible, when picking a teacher, pick a white one. This is rather difficult because of the demand, but you will find almost every school is fortunate in having what the whole school loves—the white teacher.



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