

L. van der Burgh

PEDAGESE

VOL. 2 :: :: :: No. 3

TO OUR DEPARTING
FRIENDS
AND
COMPANIONS
OF THE
CLASS OF JUNE '15

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PEDAGOGESSE

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No. 3

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FAREWELL TO OUR GRADUATES.

June, roses, and sweet girl graduates; that is the picture. This is the message:

"O, Graduates! The world salutes you. To-day you close the books you have studied; to-day you say farewell to study room and class. Your books will become food for the tooth of Time, dust will cover them and age will wither them. But the greater school you now enter has many books from which you shall glean lessons—bitter and sweet. Let us say to you that the best book is the Book of Friendship—and we ask you to let us write our names therein."

THE SENIOR B CLASS.

CLASS SPIRIT.

Who is the real member of any class? Surely not the one who sits back idly thinking of what she is going to do after school hours are over! Everyone grants that the girl who has no interest in her class work is not a true member. Then we will admit that interest and enthusiasm are necessary qualities for the boy or girl who forms a vital part of his or her class. But how may this interest be shown? We might say by being always ready to take active part in the class recitation. To do this we must necessarily have our attention focused on the subject before us. And furthermore, every answer we give, and every suggestion we make must not be superficial. Our minds must work and we should train ourselves in the best possible form.

We, who are studying to be teachers, need this especially. Very few people, whose minds are really remarkable, know how to express the results of their thought and study to those who are less fortunate. We must be able to tell children what we ourselves know and we can do this only by training ourselves through oral recitation. Surely the classroom work furnishes excellent opportunity for this.

But is it always the girl or boy who pops up impulsively and answers every question who is really the most sympathetic individual in the class? By no

means. It is a fact that in this school some of the teachers find that some of their most excellent students are those who take little active part in the class recitation, but who are letting what they hear bury itself deeply in their minds. These thoughtful students, no doubt, get most from the recitation, but we should bear in mind that it is to give as well as to take.

Certainly one of the strongest points in regard to the individual member of any class is the willingness to co-operate. No matter what may come up, whether we agree with it or not, if it is going to help our class we must step right in and help. We will benefit even by this subordination of our own wills.

Did you ever see any athletic team pulling in different ways? What happened? They lost most of their games and created ill feelings as well. Just so it will be with a class that does not have the support of all of its members.

Then what is it that is necessary for a true member of a class? Certainly enthusiasm, interest in the work, the spirit of give as well as take, and by no means least, the willingness of co-operation.

Every student who shows these qualities not only wins a good strong reputation among his fellows, but strengthens his own personal character as well.

The highest aim for any of us to attain is to create within ourselves a true social personality.

H. McEWEN.

'TIS SPRING!

A bird sings high on bending bough
And from his throat the flute notes fall;
His motif blends with wand'ring winds
That lightly call.

Ah! who can learn his meaning deep—
To drink from his melody the dew?
Who knows what gladness fires the stains
So few, so few?

Who knows? Yet from the laughing sky
The very sunshine seems to sing;
And in the heart, as on the bough,
'Tis Spring! 'tis Spring!

ALEXANDER GOLDBERG, June, '15.

BROWN.

Browntown was a delightful little summer resort in the vicinity of Boston. It boasted of two mails daily, a cozy brownstone church, a truly "up-to-date" hotel and a smooth, reddish-brown, dust-covered boulevard. In considering the attractions offered by this charming suburb, we must not neglect mentioning Thomas Brown, his money, his hobbies, his fine house and his bachelorhood. Thomas was an idealist, though a hard-headed business man. While still a mere child he became an ardent admirer of one color—that color was brown. When first he discovered that Mother had brown eyes, that brown slippers were much warmer than blue ones, and that brown ponies and dogs were more desirable

than any other kind, he adored brown. "Old Tom," as his friends called him, though he was barely thirty, had few hobbies even though he had money enough to have a whole host. He was always immaculately dressed in brown from top to toe; not that he was conceited or vain, but simply because the color soothed and refreshed him. Tom's dog, Brownie, had been selected as a real chum, and his shaggy brown coat matched his master's suit perfectly. They were a strange pair, and yet they understood each other well. Tom had an aversion for colored motor cars, so Brownie cultivated it, too.

In Boston one day, having an hour to spare before the train left for home, Tom walked into a large department store, and, after "spotting" a goodlooking brunette at the glove counter, decided that he needed a pair of brown gloves. When the fitting was concluded and the purchaser, to all intents and purposes, satisfied, a very pretty young lady clad in brown from head to boot, approached the counter and, pointing ruefully at a hole in one of her dainty brown gloves, asked to be shown a new pair. With the eye of a connoisseur, Tom discovered that she was the loveliest, most soothing brown-girl he had ever seen. Regardless of conventionality and custom he called a homely blond salesgirl, and demanded to be fitted a pair of black, white, yellow, green, in fact, any kind of kid gloves, for he knew the ways of women. But somehow she was different. She took the first pair of gloves shown her, and hurried away, with but one curious glance at Tom, leaving him frowning at the counter, trying to pull off the gloves hastily, and give the salesgirl his address at the same time. But he could not catch the brown-girl nor could he find out where she was going or who she was, so he crossed the street, entered the station, boarded the train mechanically, seeing nothing, and feeling very like a pessimistic bird drowning in an aquarium. Therefore he did not notice that his dream-brown-girl was on the Browntown train.

Helen, the vision in brown, was just as beautiful, if not more so, than Tom had pictured her. She had chosen brown as her color ever since her rag-baby had fallen into the mud, which made such splendid, sticky pies, since her first long dress was of brown, and since the brown prints of the great masterpieces were first appreciated by her. Let us consider her, then, the ideal brown-girl.

That evening Tom was invited to a concert given in the auditorium of the "up-to-date" hotel. He felt peculiarly disagreeable as he reflected over the day's experiences, viewing his black and white full-dress image distastefully in the mirror, but this sensation was nothing new; it was his especial property when he was wearing anything but brown. He walked out of the house, slamming the door behind him, without even a good-night pat to Brownie, who lay half asleep in a soft-cushioned, brown easy chair, expectantly awaiting something. But Brownie received no friendly pat on the back or tweak of the ear. He simply heard the door go "bang." However, being an unusually good-tempered, intelligent individual, he did not allow his master's troubles to affect him in the least, and, curling himself up in the easy-chair, he instantly fell sound asleep.

A young lady with dark brown hair, wearing a wonderfully draped tan-colored dress with a brown velvet train stood at the farther end of a box in the auditorium of the "up-to-date" hotel looking pensively about, absorbed in thought, as Tom approached. Mrs. Hostess amiably introduced him, saying: "Mr.

Brown"—just then a strange smile flitted across Helen's face; she evidently recalled the episode of the afternoon—"meet Miss Brown." The two were at ease immediately. They chatted in a friendly, more than newly-introduced way, each one being anxious to hear about the other, for they had one big hobby in common. Mrs. Hostess, meanwhile, divided her attention between the conversation of her husband and the gowns of her lady friends, noting carefully that many gazed half-enuviously at Tom and his fair companion. The music was fine—full of vivacious, mellow, sweetly penetrating notes. Especially was the Pastoral Symphony appreciated by the Browns. There was enough color in that selection for anyone, and the Browns enjoyed every note, both of them vividly picturing only brown—dull, soft, clinging harmonizing brown.

It did not take long before the Browns and Brownie were the best of friends. They took long walks in the fragrant, brown-tinted woods, and along the reddish-brown boulevard. Helen and Tom often talked of the wonderful big red, green and blue touring cars, but since no brown ones came that way, Tom did not trouble inquiring whether there was "any such animal." Both loved reading, so brown leather-bound books were bought, read aloud, talked over, and thought about. Often, indeed, were there times when the Browns were seen holding a book between them, gazing into space, in perfect brown-study.

One day Brownie had a splinter in his foot; he limped and cried pitifully. Tom and Helen, anxious to relieve his suffering, both bent over him, and he forgot his pain as he looked up half-smiling, a comprehensive extremely doggish smile, as he saw two pairs of brown eyes meet above him.

* * * * *

The little brown church saw the wedding. Society talked for months about the beautiful white bride, the happy-faced groom, the wonderful banquet, and the artistic decorations. In fact, every detail of the "event" received enthusiastic praise. After the excitement had subsided, the bride and groom, dressed in the usual brown, slipped out, but Brownie observed them, giving a series of piercing barks, and brought the guests out in time to throw brown-bleached rice at the couple who boarded a new, low, brown automobile. The Browntowners shouted good wishes and farewells until Tom and Helen could not see anything but several rows of brown dusty-looking figures in the distance.

Then Tom kissed his brown dream-girl and whispered:
"Don't you think, dear, that we did everything up brown."

J. M. TIMER.

A PASSING THOUGHT.

I wish I were a butterfly,	Now here, now there, now everywhere,
A creature gay and bright,	A message sweet he brings,
To flit, to flit, to flit, to fly,	And carries a joyful heart about
To all to bring delight.	On flighty, slighty wings.

Do you the butterfly's message know;
The message of worm and crysalis?
That all God's creatures, however low,
Are born to make this a world of bliss.

PAULINE GLASSMAN.

SCHOOL NEWS

SENIOR NOTES.

On Friday, April 16, the Senior A Class presented its semi-annual playlet, under the direction of Miss Harriet P. Carpenter. This term "Old Pipes and the Dryad" was dramatized. Miss Stella Simmonds portrayed the role of Old Pipes; Miss Helen White the Dryad; Miss Florence Milliman was Queen of the Fairies; Miss Viola Liebscher had charge of the water fairies; Miss Cora MacMahon, air fairies; Miss Louise Masters, earth fairies; Miss Helen Heath, fire fairies.

The Seniors have been invited to attend the Alumnae dinner to be given at the Normal School, June 4. Miss Freda Petry and Mr. Andrew L. Sloan are arranging the entertainment for the evening.

By graduation the Pedageese will lose some of its most valuable members, who have served as editors since the first issue of the journal. They are: Editor-in chief, Miss H. MacCaskie; business manager, Miss R. Landesman; literary editor, Miss M. Versoy; school news editor, Miss S. Lipson; circulating manager, Miss J. Rogers, and Miss B. Maybaum, who has been practice news editor during the past year.

The present Senior Class was the first class to enter as students of the State Normal, and its members are scattered throughout the State.

Miss Lena Battin has been chosen as chairman of the picture committee. The pictures will be taken June 7.

Commencement will take place Tuesday afternoon, June 22, in the school auditorium. After the chant by the class, short addresses will be given by the Misses Lena Battin and Marie Joachim; solo dance, "Summer," by Miss Anita Breunig, to be followed by the play, "Old Pipes and the Dryad," in which the entire class will take part.

THE DEBATE.

With an enthusiastic audience, crossing the 300 mark, the first fruits of the Debating Society were reaped in the "Suffrage Debate" on the afternoon of April 14. The subject for discussion was, "Resolved, That the Franchise Shall Be Extended to the Women in the United States." The Misses Julia M. Timer and Eleanor Funk, the affirmative champions of the contest, proved themselves to be indeed worthy representatives of the woman's cause. In a very emotional and skillfully prepared speech, they outlined the subjection of women under the "men rule." The very spirit of their plea for equal rights was saturated with the doctrine "that all men are created equal."

With all the fervor and eloquence of the affirmative, the negative then began their defense. In a vigorous attack on the suffrage movement the defenders of "male regime" characterized the suffrage movement, not only as undesirable and unnecessary, but as detrimental to woman's own interests, as a movement which seeks to place the reins of government into the hands of individuals who, by virtue of their sex, cannot execute the law, and the majority of whom are either opposed or indifferent to having these additional responsibilities imposed on them: and that the women in the United States enjoy every legal

educational and industrial advantage on the par with men—and hence do not need the ballot. They concluded their plea against suffrage in words similar to Woolsey's charge to Cromwell: "If women would only work with half the zeal as non-partisans for the repeal of the undesirable laws as they have been striving for the ballot—the Lord would not have left them so much at the mercy of their enemies—the men!"

Although both sides were dramatically antagonistic to each other during the entire debate, yet the true and admirable spirit of sportsmanship was manifested at the announcement of the decision by the judges. Having done their best, the loss of the debate did not prejudice them in any way, and, accordingly, Mr. Greenberg and Mr. Levine paid their compliments to their opponents for their success.

Considering the novelty of the movement, the rapidity with which the debate was staged, and, above all, considering the successful outcome, there cannot be too great praise and honor awarded to the participants. If there is any one fact that has been established it is that the Debating Society is here to stay. Under the able leadership of Miss Kreener, extemporaneous speaking will become a feature of every meeting of the debating club. It is also anticipated that in the near future the advantages and disadvantages of the rural schools will be discussed; also any other topics which are of vital importance to the teacher. The large number of inquiries about the Debating Society and the fair sized list of applicants, promises that quite a number will join at the next meeting. Are you interested?

OUR FACULTY WILL BE BUSY THIS SUMMER.

Mr. Herman G. Cuthbert will act as instructor of psychology and the history of education at Phillipsburg.

Miss Lillian M. Kreiner will teach English literature at Collingswood.

Mr. Andrew L. Sloan will supervise the study of arithmetic and geography at Rutgers College, in New Brunswick.

Miss Mara M. Faulkland-Falken will instruct summer school students at Ocean City, in physical education.

Mr. Daniel R. Hodgdon will be in charge of the applied science work at Collingswood.

PREPARATIONS FOR THE SCHOOL DANCE ARE UNDER WAY.

In assembly every morning we hear announcements of a coming event, the dance, and Gertrude A. Kennaly, with her committee, is doing a great deal to help "cast shadows before the event."

On the evening of Friday, May 28, in the gymnasium of the Normal School, "a white flannel" school dance will be held. Appropriate decorations, pink and white roses, will adorn the gymnasium. The dance orders will be printed in the school colors, blue and silver.

A novel method for filling the dance orders has been decided upon. The day before the dance, after school, there will be a meeting of all those who intend going to the dance, and then and there the orders will be filled by the girls. This will make it possible for the affair to begin promptly at 8.30 o'clock. Those ar-

ranging the dance are Gertrude A. Kennaly, chairman; Edna Lyons, Helen Heller, Dorothy Livingston, Gertrude Ernst and Julia M. Timer, assistants.

HIS ROYAL HIGHNESS.

We have in our midst His Imperial Highness, the Shah of Johan. Who can this prince be, and where can he be found? Prince Johan resides in the Civic Biology Laboratory, in a very comfortable rabbit house. He is a very handsome white Himalayan Mountain rabbit, with brown ears, paws and nose.

Miss Luther brought the rabbit to school, where he is the object of much interest and curiosity. Shah Johan has a remarkable pedigree. Ten of his descendants won prizes at the Madison Square Garden in New York city.

Next week Miss Luther will take the Prince to visit his wife, who lives in Connecticut. May he live long and be the rarest, most rabbit rabbit in the world!

THE TRIP TO WASHINGTON, D. C.

A party of sixty Normal School students, conducted by Mr. Herman G. Cuthbert, visited Washington during the Easter vacation. Mrs. H. G. Cuthbert and Miss Eda J. Willard were the chaperons.

The pupils left Newark on the Central Railroad by special cars at 8 o'clock on the morning of Monday, March 29. At 10 o'clock the girls and boys stopped off at Philadelphia, and remained there until 2 P. M. Many historic buildings and spots of interest were visited, among which were the Betsy Ross House, the grave of Benjamin Franklin, Independence Hall, the Curtis Publishing Company, etc.

At 6 in the evening the party arrived at the Capital. The next few days were busy ones. There was a definite program planned for each day, so every hour was pleasantly occupied. The party visited Mt. Vernon and spent an enjoyable afternoon there. We could talk quite at length of delightful climbs to the top of the Washington Monument.

THE RECITAL.

That everyone enjoyed the recital given Friday evening, April 16, in the auditorium, for the benefit of the School Journal fund, was soon discovered by the flattering remarks which were overheard throughout the audience after the recital.

The program was well chosen and artistically arranged and seemed to satisfy the tastes of the gathering present.

The Normal School has among its ranks many talented students and this was one of the ways of bringing the young artists before the public. The program was as follows: "Wanderer's Night Song" and "Estudiantina," by the Junior A Class, directed by Miss E. Louise Weller; vocal solo, "At Dawning," by Miss Ethel Krimke; piano solo, "Lucia di Lammermoor," by Miss Tessie Maybaum; solo dance, "Nightingale," by Miss Gertrude Madison; vocal solo, "Das Weiss Nur Ich Allein" and "For You Alone," by Miss Alice Holland; reading, "The Flag at Shenandoah," by Miss Rae Steiger; quartet, "Whirl and Twirl," from the "Flying Dutchman," by the Misses Natalie Vernet, Evelyn Rumsey,

Sylvia Leon and Anna Putscher; dance, Russian Court Dance, the Misses Lillian Greenbaum and Beatrice Brodsky; violin solo, "Second Mazurka de Concert," by Miss Ethel Krimke; recitation, "The Soul of the Violin," by Miss Gertrude C. Kennaly, 'cello obligato by Miss Edith Hood; vocal solo, "My Heart at Thy Sweet Voice," Miss Sylvia Leon; solo dance, "Summer," by Miss Anita Breunig; chorus, "Good-Night, Beloved," by the Junior A Chorus. Accompanist, Miss Sadie Lipson.

The committee in charge was composed of Miss Helen MacCaskie, chairman; Miss Sadie Lipson, music; Miss Ruth Landesman and Miss Blanche Maybaum.

The Essex County Teachers' Guild invited the members of the Normal School Class of June, 1915, to attend an informal reception tendered them in honor of their entrance into professional life, Tuesday, May 18, from 4 to 6 o'clock, at the Y. W. C. A., Newark. Among the patronesses were Mrs. Spader W. Willis and Miss Alice M. Whyte.

CHAPEL CHIMES.

True to her colors, Miss Mary Ryan prepared a St. Patrick's Day program, which was presented on Wednesday, March, 17. The program included the following numbers: Recitation, "A Bit of Green," Miss Eleanor Funk; vocal solo, "Mother McChree," Miss Minnie Pfeil; Irish jig; recitation, "For Ireland Every Time," Miss Marie Burns; vocal solo, "When Irish Eyes Are Smiling," Miss Margaret Shaffery, accompanied by Miss Helen Miller.

The Senior A's celebrated St. Patrick's Day on Friday, the 19th. A jaunting car carried in all those who took part in the exercises, namely: Miss Sadie Lipson, Miss Ethel Lewis, Miss Helen MacCaskie, Miss Viola Liebscher, Miss Esther Martin, Miss Jennie Paterson and Miss Anna McKellar.

Although mothers are considered the most important members of a household and occupy the place of honor, still fathers are sometimes brought into the limelight so that the world may realize such people really exist. This very thing happened in the Goose family, and on Monday, March 22, our Junior B's entertained us with a scene in which Father Goose performed, while Mother Goose went shopping.

As we first felt the approach of Spring and saw leaves and blossoms appear, as if from a touch of her magic wand, beautiful programs welcoming Spring were presented at morning exercises prepared by the students under the guidance of Miss L. Kreiner. The Senior A's welcomed Spring in verse, while the Senior B's received her in song.

During the past month many delightful programs on the poets have been enjoyed. The Senior A's have made us acquainted with the English poets, the Junior A's gave us a morning with Wordsworth. We have also become familiar with the works of Stevenson and James Whitcomb Riley.

Carl Bannwart, secretary of the Shade Tree Commission, addressed the school on Monday, April 19. His topic, "The Tree Pageant as Seen in a Dream," was typical of Mr. Bannwart in its humor and originality. We wonder if he

still thinks the Normal School is an enchanted palace, for no sooner had he expressed a desire for a drink than lo and behold! a geni in the form of Mr. Sloan stood before him with a glass of sparkling fluid of sarsaparilla.

Miss Agnes V. Suther wrote the words of "The Trees" in honor of the occasion having Mr. Bannwart with us.

During our morning programs we are delighted with the vocal solos by David Levine.

At a meeting of the Interborough Association of Women Teachers, held at the Hotel Waldorf-Astoria, in New York city, on Saturday, April 17, Anita Breunig danced the Alamande.

Miss Falken visited the Columbia University and some of the grade and high schools of New York city on Wednesday, April 14, where she inspected the progress of the general work in physical education.

NORMAL NUGGETS.

Some singers have we with us! A Junior A chorus has been organized by Miss E. Louise Weller, supervisor of music. The chorus sang at the Pedagese recital. Keep up the good work.

A contest of photographs taken on the Normal School Washington trip was given by the school Camera Club. George G. White was awarded the prize, which consisted of an enlargement of the picture he submitted, made by Mr. Herman G. Cuthbert, faculty adviser of the club.

Did you know that some of the Normal School students who intend to specialize along certain lines did their practice teaching in the school?

A waiting list of the names of four hundred and twenty students, all of whom are eligible to enter Normal School in September, is in Principal W. Spader Willis's hands.

Miss Pearl H. Carpenter, supervisor of kindergarten work, is at present completing a three-volume edition of short stories for children. These stories are adapted for use with the Frobel "Mottoes and Commentaries," two volumes being for older, one for younger children.

Mr. Warren English, of the art department, intends to start a special class in basketry. The course will be optional, all students of the Normal School being eligible.

Before the end of the term there will be an exhibition of all the woodwork done in connection with industrial art. Waste paper baskets, picture frames, serving trays, magazine stands and bookcases will be shown.

The art method classes of Miss Flora C. York are observing lessons in color and design at Webster Street.

At the suggestion of Miss York, the Junior A classes visited an art exhibition of color effects in interior decoration at the Metropolitan Museum of

Art in New York City. This is the first exhibition of this kind ever attempted in America.

The June, '15, graduating class consists of one hundred and sixty-six students. Forty per cent. of the number, approximately, have immediate prospects of receiving positions.

A "Hymn to the Trees" has been written by Miss Agnes V. Luther, of the Civic Biology Department. This song will probably be sung in all the schools of the city on Arbor Day each year.

There is a class in playground instruction, under the direct supervision of Miss Mara M. Faulkland-Falken, of the Physical Education Department. All members of the school except Junior B's are fitted to attend this class, which meets every Monday afternoon.

We want to welcome back to school our own able Mayor Gertrude A. Kenally, who was out practicing during the first half of the term. Here's to Gert's best luck!

Under the direction of Daniel R. Hodgdon, a series of experiments are being made on baking powder. One special kind of baking powder has been found to contain aluminum. In fact, after eating a couple of dozen cakes made with this sort of baking powder, we would have a fairly substantial aluminum lining to our stomachs.

School closes on Tuesday, June 22, for the summer. Final reports will be given out to the students on June 21. Extra examinations will also be held on this date.

REVERIE.

The sullen waves in anger swell
And creep along the cooling sand;
White foam-tongues raise a wild halloo
And lick the furrowed land.

The sea-gull cries; the sun hangs low,—
The air seems clothed in mystery;
Weird rock-forms pale with the waning fire—
And dusk rests on the sea.

The ocean-brooding numbs my soul,
I stand and gaze long on the sight,
'Till all is darkness to mine eyes—
'Till I am one with the night!

ALEXANDER GOLDBERG, February, '15.

ATHLETICS

FAREWLL TO THE SENIORS!

It is with regret that we bid farewell to the illustrious Senior A's. Their jolly countenances have always had a brightening effect upon those who saw them.

Not being Senior A's, we feel privileged to discuss them freely. The A. A. was instituted while they were Junior B's and Miss Grace Williams, generally known as "Willie," as its president, and active ex-president, has to a large extent made possible the great success which has been and may be achieved by it.

I think of another treasure in the person of Miss Lena Battin. Need you ask how she has earned the title by which she has endeared herself to us—that of "Ginger," seemingly everywhere at once, interested in everyone and everything—track records, showing her efficiency in athletics, school records, in scholastic work? Her classmates have shown their appreciation of her ability by electing her as their president for four successive terms. These have been loyally supported by the Misses Joachim, Glimm, Latimer, Higgins, Cadmus, Breunig, Landesman, Arcularius, Maybaum, Mahnken and their friends and clans.

Could we but know, dear Senior A's,
 What your future holds in many ways,
 We would pierce the dark cloud's silver lining
 And find the sun there brightly shining.
 Your Normal days, you know, are o'er;
 Many happy hours you've seen,
 'Mid storm and stress of future years,
 May your memory turn with love and cheer
 To the days you knew, and the friends so true,
 In the Class 1915.

G. A. K.

THE YEAR'S AT THE SPRING.

At last winter has passed away and spring has come into its own. Gone, too, are winter's activities, basketball having given way to tennis and baseball; but still the opportunity to display the silver and blue remains.

We all agree, with pardonable egoism, that the Newark State is the best Normal in existence, this assertion being based entirely on its individual members. Think you, then, that we have been overestimating the importance of each of you?

Our duties may be summed up in the form used in scientific experiments:
 Apparatus—Student body.

Procedure—Loyal support of everything legitimately connected with Normal School life.

Conclusion—Proof of our assertion—we have the finest Normal in the country.

GYMNASTIC EXHIBITION.

The feature of the year's work was the gymnastic exhibition presented by Miss Falken and her lieutenants on March 25 in the gymnasium. The program, as outlined below, was without doubt one of the most interesting and attractive, the like of which is seldom to be seen. The manner in which the various drills and dances were carried out was very commendable, and on the whole it was a very well arranged program, executed very cleverly, without interruption or confusion.

Both the afternoon and evening performances were attended by large crowds, which thronged both galleries and the sides of the gymnasium floor. Enthusiasm, manifesting itself in applause, stamped the audiences as appreciative ones.

The exhibition commenced with a march, followed by a drill, a hundred girls taking part. Clad in the regulation gymnastic costume, they ran through a series of calisthenics with a precision which was indeed remarkable.

The Junior B girls then followed with a Dutch dance. This, too, in spite of the fact that this sort of entertainment was new to them, was very cleverly executed.

Senior B gave another national dance, which was very pleasing. In the picturesque garb of Russia, the red and green, they drew forth round after round of applause.

An Indian club drill was given by the tactic squad, in charge of Miss Natalie Vernet. The drill consisted mainly of back dips and windmill exercises, at the same time breaking and reforming ranks.

Miss Gertrude Madison then rendered her solo dance, entitled "The Gypsy Dance," which was both clever and interesting.

The snowflake dance of the Junior A's was really a wonderful production. This was a great treat to the spectators, the sight of fifty in filmy costumes of white furnishing variety enough for the most exacting.

The Russian Duet Dance, by Miss Natalie Vernet and Miss Beatrice Brodsky, was another dance of note. This was doubly interesting from the fact that it consisted not only of dancing, but also of almost acrobatic feats.

The tactic squad then ran through a bewildering drill, in which counter marches, right and left turns, right wheels, and dozens of other orders were given and run through with rapidity which would have done credit to the National Guard.

Miss Anita Breunig featured then with a solo dance, quite graceful and pleasing.

The Spanish dance of the Senior A class, in the red and white national costume, and the tamboureen performance was very well done. In fact, it would be difficult to say just which selection was the best. Suffice it to say that it was a very well conducted affair.

Miss Falken deserves much credit for the way in which the events were run off, and the exhibition on the whole certainly was a fitting climax to the months of painstaking labor spent in its preparation.

Miss Hazel Krimke very kindly furnished music for the occasion and this added in no small way to the success of the exhibition.

With the Grand Finale and the song "Hail to the Pine Tree" ended one of the most successful affairs ever produced by the students.

Below is the program:

March and Drill.....	Tactic Squad
Dutch Dance.....	Junior B
Russian Dance.....	Senior B
Indian Club Drill.....	Tactic Squad
Solo Dance.....	Gertrude Madison
Snowflake Dance.....	Junior A
Russian Duet Dance.....	Natalie Vernet, Beatrice Brodsky
Tactics.....	Tactic Squad
Solo Dance.....	Anita Breunig
Spanish Dance.....	Senior A
Grand Finale.....	All Classes

Music by Miss Hazel Krimke.

A TENNIS IDYLL.

"Hang those balls. That's the third I've knocked into that yard in forty-five minutes. Lucky I bought six. Those people will have tennis balls sprouting in their garden. If this one goes over, I quit."

Harriet Sherwood was learning to play tennis, but it was getting dark and she could not see the balls clearly and in her efforts to place them she had knocked three high over the wire backstop into a neighboring yard. She picked up the last, hit it sharply but it landed safely within the court. So she walked around the net, picked up the balls and began to knock them into the other court.

The court faced a quiet side street which was often used in lieu of a track by boys practising for the town "field day," which was to be held in less than a month. While Harriet had been playing two runners had passed and now a third was nearing the court. Harriet hit the ball, it sailed gracefully over the backstop into the street and rolled into the gutter.

"It's about time I stopped. I wonder if that fellow will toss it back to me?"

The runner had not noticed the ball, but as he swerved out of the way of a carriage he stepped on it. The ball shot out from under his foot. He lost his balance, lurched forward and was just saved from a nasty fall by catching hold of a post.

"Well," he jerked out, "what under the sun did I step on?" He looked about carefully and spied the ball lying a little distance away. "So, you're the mischiefmaker. Where did you come from?"

He looked up and saw Harriet's white dress.

"Is this yours?" he asked.

"Yes. Are you hurt?"

"No. Thank you. Here's the ball."

"Thank you," said Harriet, catching it. She picked up her racquet, and as the runner went on, turned toward the house.

* * * * *

The next day, undaunted by the memory of the day before, Harriet sallied forth, armed with her racquet and the three remaining balls. She had knocked the balls about for some time when a young man came out into the yard, which had been the grave of three balls.

"I wish he'd find those balls and not stand there day-dreaming," thought Harriet as she hit the last ball. It rose quickly and flew straight over the backstop and struck the day-dreamer on the head.

Harriet turned and fled.

"I'm the limit. Tennis isn't as easy as it looks," she murmured disgustedly.

For the rest of that day and all the next the court was forsaken. During the next evening the doorbell rang.

"I wonder who it is," said Mrs. Sherwood. "A messenger, I guess."

Just then the maid entered the room carrying what seemed to be a florists's box.

"For Miss Harriet," she said. Harriet took the box. "Was there any message?"

"No," said the maid.

Harriet opened the box. There lying on a bed of moss surrounded by May-flowers were four tennis balls.

"Well, of all things. Who could have sent them?"

She put the flowers in water and lined up the balls on the table. They were not brand new ones, but seemed to have been used. Harriet stared at them for some time and finally gave up all hope of solving the mystery.

The next day when she was playing she noticed the balls in the neighboring yard had disappeared. She noticed the same man sitting on the porch apparently reading, but twice she caught him smiling at some wild play of hers.

"If he thinks he can do any better, he can come try. I'm tired of playing alone, anyway."

When she finally drove a ball over the backstop the young man closed his book and came down and picked it up.

"Catch it?" he asked.

"Yes," said Harriet. "Those balls are always sailing over the stops."

"I shouldn't think it'd be much fun playing alone."

"It isn't," she declared. "It's rather boring. Do you play?"

"Just a little," he returned.

"I suppose you—er wouldn't," began Harriet.

"Care to play. Why, yes, I should," he said as Harriet nodded. "But I haven't a racquet now."

"Oh, I have another one. Just come around."

So he came around, introduced himself as Robert King, and soon the balls were flying about. Harriet coached him a little, for she knew a good bit of theory, though not skilled in practice.

During the games together Harriet often looked at him. His voice reminded her of some one's, but whose she didn't know. Field Day was quickly

drawing near. Robert had announced his intention of entering the meet and he accepted all Harriet's suggestions gratefully.

The appointed day dawned bright and clear and Harriet set out for the grounds, with Robert King. When they reached there, Harriet joined some friends and Robert went to dress for the events.

When the first race was about to begin, Harriet was surprised to see Robert in line for it and infinitely more surprised when he won. She recognized in him the unknown runner who had slipped on her ball.

"I didn't know he could run."

"Who." asked her friends.

"Why, Robert King."

"Didn't you." asked Jack Ferris. "Why, he's Rex, you know and a crack athlete. Plays baseball and basketball, rows and plays golf, and tennis——"

"Tennis?" asked Harriet. "Does he play well?"

"Wait till you see him. He plays to-day."

Harriet waited impatiently for the tennis matches to commence. They were to take all afternoon. First four sets of singles were played; then two sets composed of the winners and then the final winners made the last set. Each time Robert defeated his opponent and he faced the last looking tired but determined. Harriet had watched him amazed. Was this skillful, alert player, the one she had corrected, to whom she had given suggestions? Why had he let her do it? Why hadn't he told her? Her indignation was gradually growing, and even her joy at Robert's winning could not quench it.

When the day was over Robert joined her, carrying the tennis cup and the ribbons he had won.

"I'm certainly tired," he said. "This has been a strenuous day."

"Has it?" asked Harriet, shortly.

"I should say. But what's the matter?"

"Why didn't you tell me?"

"Tell you what?" asked Robert.

"That you can play so well. Why did you make suggestions," demanded Harriet. "Why did you waste time playing with me?"

"It wasn't waste time," remonstrated Robert. "Leaving out the fun we've had together, I've had lots of practice I might not have had. You see, I didn't dare tell you because I was afraid you would not ask me if you knew I could play."

"But I've acted so terribly silly."

"No," disagreed Robert quietly. "You haven't. You couldn't if you tried."

"Well, I seem awfully silly to myself."

"You seem awfully de—ar—good to me to be willing to give up your time and court to me," said Robert. "But how did you enjoy the day?"

"Very much," returned Harriet. "And I'm so glad you won. I never recognized you until to-day as the person who stumbled on my ball."

"Didn't you? I wondered why you never spoke of that or of the other balls," Robert replied.

"Robert King! Did you send those May flowers and balls?" demanded Harriet.

"Why, yes, Harriet, I did. Didn't you know it?"

"Goodness, no. Well, I've found out a lot of things to-day. It's been very satisfactory on the whole," laughed Harriet.

* * * * *

Many people have been astonished at the cleverness Harriet has developed in tennis playing. Harriet says you must have your heart in any line of work to succeed in it. She is often asked why she values a certain simple tennis cup more than all the trophies she has won. I think it's because—well, if you can't guess, you ought not know.

Finis.

A. HOLLAND.

TENNIS.

Have you noticed, as many passers-by certainly have, white figures literally flying in mid-air in the vicinity of our tennis courts? Yea, impossible though it may seem, they are perfectly normal (in more senses than one) students, giving vent to the superfluous spirits, ignoring the heat, in the ever-enjoyable game—enjoyable for both participant and spectator.

This game offers splendid opportunities to ambitious persons. After playing a bit you may discover that you possess undiscovered ability to knock "flies" or even "grounders," and so you may qualify for either tennis or baseball—at least, you may make the attempt to hit the net or the backstop.

Tennis schedule—season 1915:

May 26—Overbrook, Out.	June 7—South Side, City Field.
June 2—Central High, City Field.	June 9—Roselle Park, Out.
June 14—Overbrook, City Field.	

GREEK FETE.

Have you ever longed to be "a daughter of the gods, divinely tall and most divinely fair?" Here is your chance. I've noticed goddesses and Greek gowns are often synonyms in some people's minds. At the "Greek Fete" you may stroll about in a stately fashion garbed in a Greek robe. Just think of the fun you'll have doing that, even if you win nothing but envious and admiring looks. You'll enjoy it heaps more as a participant rather than as a spectator.

At the suggestion of Miss Falken, a Greek festival will be held in connection with the physical education work. This entertainment will be conducted along informal lines, athletic events being featured. The program will be composed of many different numbers of all kinds. In athletics there will be running high and running broad jumps, shot-put, pole climb, hop-step and jump, thirty-yard dash, interclass relay, sack race, three-legged race, obstacle race and a baseball game between the Juniors and Seniors. These events will be conducted similar to Greek games. Greek dances will be given by the different class organizations.

Medals, banners and cups will be presented to the winners. A committee is in charge of the festival. It consists of Alma Petry, Gertrude Madison and Anita Breunig.

PRACTICE NOTES

REFLECTION.

There is one art in which all should be masters—the art of reflection. Thoughtful reading and conversation may furnish us with many ideas, yet it is our own meditation which evolves our judgments of fitness and worth. There is also no lasting pleasure but contemplation; all others grow flat and insipid upon frequent use. May the teacher not only gain pleasure from reflecting upon the following question, but, also, a keener sense of the fitness and worth of his or her theories and habits of teaching.

It will be noted that, in musing upon the following questions, the student teacher may gain a clearer idea of those headings charted with red ink on the “Permanent Record Cards.”

I. PREPARATION.

1. Do I know exactly what I am aiming to accomplish.
2. Have I selected adequate and suitable teaching material?
3. Is the content of my lesson adapted to the needs, interests and capacities of children?
4. Have I shown an appreciation of the fact that not all subject matter has the same relative value?
5. As the lesson progresses, do I show that I know definitely what I am going to teach first, second and third?
6. Is the progression of my lesson in logical sequence?
7. Do I plan to make the class see how the facts presented can be used in life?
8. Is my assignment clear, definite and inspiring?
9. Do I make use of reference books in the preparation of my lessons?
10. To what extent do I show originality and initiative in preparation?

II. TEACHING POWER.

1. Do I present my subject matter in such a way as to make my work interesting?
2. To what extent am I forceful, alert and energetic?
3. Do I keep my class thoughtfully occupied?
4. Do I get interest and effort by making the class see the value or use of facts presented?
5. Do I see and anticipate the children's interests and needs and thus lead and guide the individual child?
6. Do I show initiative and originality in my use of methods and devices?
7. Do I show a sympathetic and co-operative spirit in my direction of the children's work?
8. Do I cause the children to organize their own ideas and express them clearly?
9. Are my questions though provoking and thought directing?
10. Do I get definite results and in a logical sequence?

11. Is my ability to teach impaired by my (1) use of language, (2) voice, (3) dress, (4) health, (5) posture, (6) disposition?

12. Do I lose time in (1) calling or dismissing classes, (2) distributing materials, (3) speaking indistinctly, (4) allowing indistinct speech from pupils, (5) repeating answers, (6) talking too much about non-essentials?

III. ABILITY TO CONTROL.

(If the teacher prepares thoroughly and has a high degree of teaching power, the problem of discipline is often solved.)

1. Do I gain attention through my presentation of interesting subject matter?

2. Do the children attend because they feel the subject matter has value and can be used in their lives?

3. Is the subject matter so organized that the children can understand and follow the development of the lesson?

4. Do I vary my exercises and devices?

5. Am I quick in following the interests and needs of my class?

6. Do I make my whole class feel responsible for answers, corrections, discussions and supplementary ideas?

7. Are the children made to feel the importance of their individual contributions, and thus, are they seldom depressed or discouraged?

8. Am I carefully prepared with materials, facts and methods in order to meet any possible occasion in the classroom?

9. Do I study the children's home life, physical condition and mental ability in order to be more appreciative and sympathetic?

10. Have I power to win the respect, love and co-operation of my class?

11. To what extent am I genuinely courteous, genial and co-operative in disposition?

12. Can I show authority with tact and firmness?

13. Do I watch my whole class and persist in carrying out just demands?

14. Do I respond to a situation with good poise and quietly, quickly, unerringly and effectively settle the case?

Questions covering the minor points on which student teachers are marked:

1. Do I show foresight and scholarship in preparing daily, weekly and even monthly plans for all the work of the grade?

2. Do I make satisfactory use of the prescribed course of study in preparing my plans?

3. Do I show that I have definite standards in marking papers or rating oral recitations?

4. Am I accurate and neat in my work on registers and other forms of reports?

5. To what extent is my personality an asset to me in my vocation. (Some of the points of personality are enumerated under II.—11.)

6. Should I be ranked as especially strong or weak in any particular subject or subjects?

7. Am I a thoughtful and appreciative observer?

8. Do I enter upon all lines of professional work with energy and enthusiasm?

9. Can I be counted upon as one who will grow in my work?

10. Each student teacher should keep a plan book for lesson plans, notes on observation, record of number of days taught, outlines or discussions of professional books read and other notes of interest and value. The faithfulness with which this responsibility is met is an evidence of professional spirit and reliability.

H. A. SPRAGUE.

PERHAPS THIS WILL INTEREST EDUCATORS.

"Never force a child. There is no danger of overburdening his brain with knowledge as long as he is interested. When you see you are tiring him, let him rest."—Mrs. Winifred Sackville Stoner.

A LETTER.

Schoolmarmville, a Year After Graduation.

Dear Normalites:

Every once in a while I meet one of you who asks, "Where are you teaching? How did that happen? Do you like it? Is that a hard grade." etc., etc., and etc. For the poor reason that each of you seems interested enough in the "after-life," I am daring to write to you about—well, I don't know yet.

Where am I teaching? In Newark. How did that happen? I asked myself exactly that question last September. I was fortunate enough to be among those who passed the dreaded examinations, principally the one where a group of inquiring faces watch you and attentive ears "listen to you think." Every interesting detail of that memorable interview has been reviewed scores of times by each one who entered that inner shrine.

"What can they ask me?" Thus you question yourself. I will be very definite. Anything you know or don't know, or haven't learned, which you ought to know and have never known or have forgotten. Forgotten, we will say. Go to the dark sage in the forest for advice; she will tell you, "School yourself from the day you enter Normal School to exactly the poise required of you at such a time, at any time or place where, in an interview you should appear to professional advantage. Be self-confident, but humble. The school system probably needs revolutionizing, but no one is looking for you to do it." How well I learned the lesson of humility at our first faculty meeting after I had been placed! How insignificant I was after all! What a lot I had to learn! How soon I was to begin!

"Again," says Dark Sage: "Do not appear gowned for Helene Weston's afternoon Five Hundred party. You can and should be dressed attractively, but—. Be at ease; talk freely, but not too freely; answer questions, but don't volunteer a lecture on modern educational reform. Use the best thought apparatus you have and then—why then, read some poetry. If the next few weeks doesn't bring news of that position, you—didn't deserve it." Well do I know you won't read the poetry I prescribed; you'll say, "Examinations don't show much anyhow." Well, a written examination shows your scholarship, your

power of organization and your type of mind. An oral one shows your personality—you. The teaching force needs both the scholarship and “the you.”

I have been taking stock of some of the things I have learned this year. At Normal I learned many of them in the theory department. I have learned them over in my little schoolroom. Here are only a few:

1. Consistency is a jewel.
 2. An ounce of prevention is worth a ton of cure.
 3. I ought to get fined a dollar for every unprepared lesson I attempt to teach.
 4. Children love to be “jollied.” Call them orioles and nightingales and you will have a good music lesson.
 5. Special subjects, music and drawing show you up, either in your best or your worst light. Mine wasn't even a light.
 6. A school is a human institution.
 7. Teaching is a joy if you make it one, a drudge if you will have it so.
- I have chosen to make it a joy.

You are cordially invited to join the ranks.

Yours (penitently),

C. K., June, '14.

“SOCIAL SERVICE.”

The attitude of a teacher toward her work should be professional, never solely commercial.

She should maintain an open-mindedness toward current topics, educational theories, and practices, and should strive at all times to make effective such plans as sound judgment and high ideals seem to warrant.

To effect such a result a teacher must be a constant student of human nature, of community needs, as well as of subject matter of instruction. She should recognize that the larger part of a teacher's work is that which is not covered by her salary or stated in formal terms, but her personal influence for the best things in life and the social service she is to render to her community in constructively furthering every effort for social betterment.

This attitude demands of the teacher a personal disinterestedness and that she constantly and intelligently seek the greatest good for the largest number. Criticisms from parents and the public generally should be met with courtesy and patience, and with an evident and honest purpose of mutual understanding and helpfulness. Teachers should have it understood that parents are most welcome at the schools at all times as visitors.

Every possible effort should be made to keep parents fully informed of the progress and standing of their children, and in doing this the utmost candor and courtesy should be used.

Above all, let us keep before us the great chance for social service that our profession offers—and put forth every effort to be an efficient help to humanity.

AN ANACHRONISM.

After a visit to one of the city schools, several children inquired whether Mr. Willis was Santa Claus, and whether Mr. Sloan was Jack the Giant Killer.

CHILD STUDY AT WEBSTER SCHOOL.

Among the many duties assumed by Normal students when they become practice teachers at Webster School is the work of collecting data concerning their pupils. Each student receives one assignment and usually there are from five to ten students working on the same problem, though not with the same children. Sometimes this work consists of investigating certain conditions under which children live or work; at other times simple psychological or pedagogical experiments are performed. The following topics illustrate some of the investigations conducted recently:

"Effects of Orphanage Upon School Work and Conduct."

"Correlation Between Penmanship and Ability in Other School Subjects."

"Causes of Tardiness."

"Humidity and Temperature in Relation to Work and Conduct."

"The Vocabulary of Children."

Experiments have been made to solve problems such as these:

"Fatigue Produced by Calisthenics."

"Effects of Instruction Concerning Good and Bad Candy Upon the Kind of Candy Children Buy."

"Value of Writing Scale (Ayres) as an Incentive to Better Writing."

"Comparative Value of Each of Four Different Methods of Teaching Spelling."

"Esthetic Judgment of Children."

The chief purpose of this work is to introduce students to the field of experimental education. It is not to make any contribution to this field, though the work done at times compares favorably with some of the experiments described in educational publications. Work of this kind not only helps students to know their pupils better, but forces upon them a knowledge of a few of the principles governing the collection and interpretation of data, and enables them to learn something of the technique of experimentation. It is hoped that this experience, limited though it may be, will lead to the notion that scientific observation is valuable as a means of solving school problems. That books dealing with experimental education might be read with greater appreciation is one of the objects of this work.

All of these aims may be attained in spite of the fact that the results of students' investigations are seldom valid as works of science. Scientific validity is not our aim, though it may be the aim of the student. Perfection is hardly possible when experiments in pedagogy are performed by those who are inexperienced both as teachers and as experimenters. Then, too, the number of pupils that each student may deal with is limited, for in most cases she must confine her observations to her own pupils. Also, in conducting investigations and experiments, there must be no interference with the regular school work.

As manifestly unscientific as the results are, because of the unscientific conditions under which they are obtained, still they are interesting. They often furnish valuable information about certain pupils or certain conditions in the school. And, what is more interesting to one not connected with Webster School, the results obtained by Normal students usually agree with those

obtained by experimenters of greater authority. For instance, calisthenics and gymnastics were found to produce greater mental fatigue than most other forms of school work, a fact that various authors have demonstrated by experiment. Likewise, the esthetic judgment of elementary school children was found to be undeveloped; it was proved that children draw what they know rather than what they see; the testimony of children was shown to be unreliable, and other conclusions harmonizing with those of experts have been reached.

In order to furnish a clearer idea of this form of study, an account of one of our investigations will be described in detail in the following article:

The Relation of the Size of the Home to School Intelligence.

"The higher the social status of the parents, the better is the bodily development of the children in so far as they are unaffected by other influences that are harmful," is one of Meumann's conclusions. By actual measurement it was found that children coming from homes of one room were inferior in weight and stature to those coming from two-roomed homes, and that two-roomed children were inferior to three-roomed children, and so on. Other investigations show that the better physical development produces better school work, though there is not entire agreement on this point. Our problem was to find out if this general line of thought could be verified by a study of Webster School children.

Nine students worked upon this investigation, each studying the pupils of one grade. The grades ranged from the first to the sixth and the total number of pupils examined was 304. Each child was asked to tell the number of rooms in his home and the number of persons in his family. The younger children were questioned individually and gave their answers orally, while the older children were questioned collectively and put their answers in writing. These replies were written opposite the pupils' names and each pupil was given a rating for his school intelligence. The ratings were only three in number, "good," "fair" and "poor," and were obtained by averaging the school marks on the report cards that had been made out by the regular teachers. The summarized results of the nine reports are given in the two tables printed below:

TABLE I.

Number of Rooms in Home....	2			3			4		
	Good	Fair	Poor	Good	Fair	Poor	Good	Fair	Poor
Rating in School Intelligence... Good Fair Poor	14	9	7	25	36	20	38	36	13
Number of Pupils Examined...	47	30	23	31	44	25	44	41	15
Percentage of Pupils.....	5			6 or More			Total		
	Good	Fair	Poor	Good	Fair	Poor	Good	Fair	Poor
	21	22	10	21	24	8	119	127	58
	40	41	19	40	45	15	39	42	19

TABLE II.

Average Number of Persons Per Room.....	1 or Less								
	Good	Fair	Poor						
Rating in School Intelligence.....	32	24	11						
Number of Pupils Examined.....	48	36	16						
Percentages	Between 1 and 2			Between 2 and 3			Over 3		
	Good	Fair	Poor	Good	Fair	Poor	Good	Fair	Poor
	57	71	22	24	26	19	6	6	6
	38	47	15	35	38	30	33	33	33

Table I. shows the relation of the number of rooms in homes to school

intelligence, but since the number of persons in a family affects the relative size of a home, Table II. was constructed with this fact in mind. The second table is more likely to indicate the relation between crowded home conditions and school work. The first table seems to show that on the average pupils from the larger homes have a slight advantage over those living in small homes. Among the two and three-roomed children is a larger percentage of those rated poor than among the children from larger homes. The second table indicates that the crowded homes furnish a relatively larger number of poor pupils.

The principal defects in this investigation are that the number of pupils examined is small and the ratings in intelligence are not uniform, since they were given by nine different persons. Also, it is not certain that all pupils were truthful in their statements concerning their homes. Nevertheless, the results agree with those obtained by other workers in this field and give a feeling of satisfaction to those making a first attempt in scientific child study.

G. I. BRINKERHOFF.

WHY SHE WANTED TO BE A TEACHER.

The children had been asked to write letters to their teacher, telling what they would like to be when they grew up. This is a sample:

Dear Miss _____

When I grow up I want to be a teacher, because I like to tell things to little children, especially if they live in the country. That is why I want to be a teacher.

Your loving pupil,

MARY.

HEARD IN 4-A GEOGRAPHY CLASS.

The Rio Grande River has its source in the "s" of Rocky Mountains.

Anecdotes, clever and funny sayings of children are perhaps appreciated more than the wit of most grown folks.

One day, Wade and Cobb, aged respectively three and five years, had been fighting desperately over the possession of their mother's machine oil can. Finally, Cobb, in a burst of inspiration, said: "I tell you, Wade, you hold its tail and I'll pinch it."

Some mothers are very indignant when they think that their children are overworked at school. One highly indignant mother wrote thus to the principal of an academy:

Dear Sir:—

My son writes that he has to study too hard. He says he has to translate fifty hexameters of Latin a day. I looked "hexameter" up in the dictionary and find it a poetic verse of six feet. Now that makes three hundred feet or one hundred yards of poetry for my poor son to translate each day. I think about half a hexameter, or six inches, of this Latin is enough for a boy of his age.

Yours truly,

MRS. SMITH.

ENGLISH AS SHE IS SPELLED.

A stranger in our land was he;
He tried to learn our spelling;
He thought it would as easy be
As buying or as selling.
He tried to write, but couldn't quite
Learn when to spell it wright or right;
He couldn't tell just where he stood
When using cood or wood or shood.
He had to stand a lot of chaffing
When cruel people started laffing.
The other things confused him so,
As doe and dough and roe and row,
And mail and male and sale and sail
And many more that turned him pail.
Said He:—"I left my wife and daughter
In other land across the waughter;
I wanted much to bring them here,
But they will have to stay I fere,
And I must leave you." With a sigh,
He added:—"Else, I'll surely digh."—Ex.

TRIALS OF A PRACTICE TEACHER.

Miss—"Now, Willie, take out your pencil, and see how nicely you can write this."

Willie—"Say, did she (indicating regular teacher) tell you to do that?"

"Why, dear," said a mother upon noticing her little girl standing before a mirror and making the most hideous faces, "What are you doing?"

"I'm getting ready, mother, to go over to tell Nellie Smith what I think of her."

"Tommy," said his mother, suspiciously, as her small son came down stairs, "did you take a bath?"

"No, ma, I didn't," was the innocent answer, "is one missing?"

Pupil—"Teacher, may I be absent this afternoon? My aunt's cousin is dead."

Teacher—"Well, yes, I suppose so; but really I wish it was some nearer relation."—Topeka Journal.

"Ma! Ma!" bawled Freddie as the usual morning wash was going on: "Do my ears belong to my face or my neck?"

Ma temporized. "Why, what is the matter?" she asked.

"I want it decided now. Every time you tell Mary to wash my face or my neck, she washes my ears, too."—Ladies' Home Journal.

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Ward—"THE MONTESSORI METHOD AND THE AMERICAN SCHOOL"	1.25
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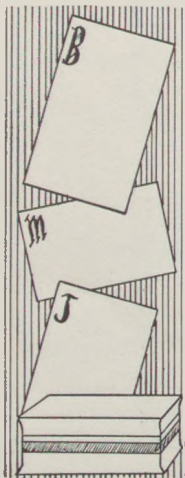
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