

*Hahl Tander Burg a*

# PEDAGESE

Christmas  
Number

STATE NORMAL SCHOOL  
NEWARK, : : NEW JERSEY



THE PEDAGOGUE  
DECEMBER, NINETEEN FIFTEEN

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“He who dares to Teach  
must never cease to learn.”

STATE NORMAL SCHOOL  
NEWARK, : : NEW JERSEY

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# P E D A G O G I C S

STATE NORMAL SCHOOL - NEWARK, NEW JERSEY

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Contributions are earnestly solicited from students and others interested in the welfare of the school.

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VOLUME III.

NUMBER 1

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## Editorials

**Unity and Co-operation** The Holiday Number of the PEDAGESE makes its bow to its interested readers. With an almost entirely new set of workers, it must of necessity have new and fresh material to offer. The aim of the paper is to keep as much within the educational as possible. Toward that end each member of the faculty has agreed to write an article on the subject he or she teaches. Noted educators in the city have also honored us with their views on educational subjects. We are in receipt of promises from certain others. Our aim has been to please you, and we trust you are willing to be pleased.

Have you suggestions to offer? Bring them to us; we want them, and we want to know you, who can give us helpful suggestions. A school paper is the product of the students' efforts. It represents the work of all the students. The people on the staff are there to collect YOUR work. Without YOUR help the paper is a failure. Unity and co-operation are the elements of success. We must be unified, we must co-operate. The members of the PEDAGESE staff must attend meetings, and meet all obligations. They are selected to serve on the paper, and will be discharged if their work is neglected. There are always enough people who are willing to work to fill the places of those who are not. Our motto is: Unity and co-operation. Won't YOU help us?

### The Past and the Present

Now that the immediate joys of Thanksgiving are past, an opportunity is given one for sober reflection. In our observance of that holiday, with all our feasting and merry-making, do we again experience, in thought, the actual conditions that existed at the time of its first occurrence? Do we, with the Pilgrims, give thanks for friends, for home, for daily bread? Or do we rather set aside this day on which to recall the noble men of the past who had dared all and laid the foundation of this nation?

In this interim of two hundred and fifty years, years of hard tussle of man with man and Nature, the spirit of the Pilgrims has come down to us. What kind of a spirit or feeling is this? We are told "it was not what the Pilgrim Fathers actually accomplished that made them great, but the spirit in which they worked." It is the spirit of work then. Always with common interests, conquering unyielding Indians and unsubdued Nature, they were unified and whole-hearted.

In setting ourselves an example we ought to place our ideal on a pedestal and faithfully imitate its virtues. Though we shake our heads in acquiescence, it counts for nothing unless we are willing to act on our convictions. "The world will little know nor long remember what we say here, but it can never forget what we do here." The world judges us, as we judge others, by work done and the spirit in

which it is done. This is the spirit of unity and co-operation.

Christmas is now in the immediate future. What is the spirit of Christmas? It is a spirit of love, of giving and receiving. Our great teachers say, "Keep your minds and bodies pure, that the spirit of God may dwell therein undefiled." We add, "Christmas joys are unending." Then let the feeling of love, of giving and receiving, live on and on, not only during Christmas week. In all of us there dwells the spirit of God. Then we owe each other friendly recognition at all times. Let us constantly strengthen the tie as we grow in worldly associations, that the spirit of God may grow with us. May the Spirit of the Day be yours.

—x—

**The Morning Forum** "Learn to do by doing" is the slogan of the Junior B's. They set a shining example in their "Living Advertisement" sketch. All the classes are to be commended for their entertaining morning programmes.

Why don't we hear more of our debating society? As yet its fame hasn't traveled far. It will have to live up to its already established reputation. We are expecting great things from it.

Best wishes for a successful career.

**School Spirit**

All that has been said on these various topics points to one fact. Where there is good spirit all else good lies. Of course, this spirit is part of one's self, inseparable. How horrible to be accused of lack of spirit. Each person can apply a test to himself by asking if he willingly performs his school duties: buys the school paper, attends meetings, pays his debts on time, etc. That is a proof of good spirit. If one hasn't it, but wishes to acquire it, to prove that he has an education, he should exert his will-power to accomplish his duties. For, as Herbert says, "The will, which constitutes the worth or worthlessness of a human being, proceeds from the idea." Hence, to be without will-power is to be without ideas, to be without ideas is to be without education, and to be without spirit is to be without will-power.

But enough of suggestion and admonition. Let us prove our worth by consistent action.

—x—

**An**

Owing to his reticence. Mr. **Appreciation** Syd Lasser has refused to be recognized as a material aid to the PEDAGESE Board. We hereby make honorable mention of the splendid work he has done for the paper.

—x—

**To Mother**

Why struggle on then—end the strife?  
I've all to lose and naught to gain.  
My all is in my mother's love—  
Cut short that love, 'twould give her  
pain.

Then bend once more to work I must,  
Not give my thoughts such scope to  
roam.  
"The dearest spot on earth to me  
Is Home, Sweet Home."

We struggle, struggle on and on,  
Unending, ceaseless, soulless toil;  
Some strive for wealth, some happiness;  
Is there no respite from turmoil?

At times I stop and look around—  
To break away from a narrow line.  
Yet all around are greater chains,  
Linked by a greater hand than mine.

# Literature

## Newark Study

By J. Wilmer Kennedy, Assistant City Superintendent.

ED. NOTE.—Mr. Kennedy is the author of the much-used book entitled "Newark Study." We are fortunate in being able to print this article, written by a man that is a recognized authority on the subject.

### Newark Day and the Erection of Historic Tablets

**F**IVE years ago the Board of Education designated the Monday preceding the general election in November as Newark Day, when special efforts should be made in all the schools to arouse and stimulate civic pride and to bring to the minds of the children their duty and responsibility as members of the community. This day has been observed annually for five years.

The Schoolmen's Club, a local organization of men engaged in teaching in the public schools, has signalized Newark Day by erecting annually tablets commemorating historic personages and places in the city. The pupils in the high and grammar schools, by contributing to the expense and in other ways, have had a part in the erection of these tablets.

The first tablet, erected in 1911, marks the site of the first school in Newark and commemorates the first schoolmaster, John Catlin, one of the first settlers and a man of splendid qualities of mind and heart.

The next year, 1912, a tablet was erected on the home lot of Captain Robert Treat, the military leader of the first settlers. His name is writ large in early New England history. The tablet was placed on his "home lot," and commemo-

rates his wisdom in administration and his valor in war. He was the leader of the settlers in Newark.

On Newark Day, 1913, a tablet was erected to mark the site of the first meeting-house, which, of course, under the theocratic government of the Newark Puritans, was the town hall where town meetings, religious services and all public gatherings were held.

On Newark Day, 1914, a tablet was placed on the Prudential Building, commemorating the stirring times of the Revolution in Newark. Washington passed through Newark on his way to Cambridge to take command of the American army, and later this same army, in the throes of defeat and despair, retreated through this city closely pursued by Cornwallis. The British made frequent forays from New York, on one occasion burning the Academy that stood on Washington Park at the head of Halsey Street.

In 1915 a tablet will be erected commemorating Moses Newell Combs, the father of Newark's industries and the pioneer of industrial education in this city. The exact location of this tablet has at the present writing not been determined.

The unveiling exercises of these tablets are held in the historic First Church, which dates its organization back to New England, nearly three hundred years ago.

The exercises consist of historical papers, and addresses devoted to the special purpose of the day. When possible, a lineal descendant of the personage commemorated unveils the tablet. The principals of all the public schools attend with delegates selected from the pupils of each school, who report the proceedings to their schools. The Mayor of the City, President of the Board of Trade, and other officials and public-spirited citizens are present and some of them always take part.

The Barringer High School caught the spirit of marking historic places, and erected a tablet in Branch Brook Park, near the school, to mark the site of Camp Frelinghuysen, where so many New Jersey soldiers enlisted for the Civil War and were prepared for the field.

The Board of Education, animated by civic spirit, erected on the grounds of the Newark State Normal School a tablet in memory of General Philip Kearny, who spent much of his life in the homestead that stood on the present site of the Normal School.

All this work has to do with the history of the city and is part of our plan to develop and cultivate civic pride, not only among the children, but also among the people at large.

#### Local History and Biography in the Elementary Schools

The book "Newark Study" has a number of brief biographical sketches of men prominent in the founding and first years of our city. These sketches have been reprinted in sufficient numbers to place one in the hands of each pupil, and are read by the children in the proper place in the course of study, so as to relate the information directly to the United States history. For example, when our classes study the settlement of Connecticut and the establishment of the Fundamental Orders of that colony—a constitution un-

der which a citizen might vote or hold office without reference to his church membership—the teachers give a local flavor and color to the study by showing their classes how the rebellion in a few towns of Connecticut against this "Christless and profane" document led Captain Robert Treat and Abraham Pierson to emigrate with a band of pious rebels to Newark and establish a government where, for many years, voters and even residents had to be members of the Puritan Congregational Church.

In the seventh grade the subject is further pursued by placing an interesting history of the State in the hands of the children for reading and discussion. The lower grades have in their hands a brief history of Newark, which is read and studied.

#### Civics in the Elementary Schools

A glance at the course of study in civics outlined in "Newark Study" makes plain that the chief aims are to interest the children in community life, and to enlist, as far as practicable, their active participation in some form of civic activity. The course minimizes study of the mechanics of the Federal and State governments.

#### What Some Schools Are Doing

One school has a Newark Room in which is collected all the material relating to the study of Newark, including the maps, the leaflets, the history of Newark and the history of New Jersey. In this room also are a number of exhibits of the manufactures of Newark. For example, one collection shows the development of the pearl button from the shell to the finished product; another the stages of manufacture of a piece of jewelry, as the making of jewelry is one of the leading industries of Newark; still other collections show the tanning of leather, beginning with the hide and ending with the various leather products for which Newark is famous; another collection



illustrates the manufacture of thread, a prominent local industry. The walls are covered with charts indicating, among other things, the number of policemen in the city and the location of their beats; the region of congested population; the sections of the city occupied by different nationalities; the location of the factories; the location of the unimproved land. Around the room are displayed cards. On one we read "The Board of Education Gives Our Children Education," in large type. Beneath it is the picture of a girl on her way to school. Another card has "The Board of Health Keeps the City Healthy." Another contains "The Shade Tree Commission Provides Shade for the Streets." Beneath is a picture of a shade tree. Another says "The Building Commission Sees That Sanitary Buildings Are Erected." In this way the large departments of the city and county governments are designated and the main function of each indicated in type and picture to catch the eye. On the walls are many pictures of Newark. The classes have made collections of cuts, newspaper clippings, pictures showing streets, buildings, parks, fire apparatus, etc. Many committees are sent to investigate questions relating to municipal government and report.

Classes are taken to this room when studying Newark.

In another school a civic spirit among the children is cultivated by rousing pride in the appearance of the school and its surroundings. On the approach to the school one is struck with the pleasant, neat and tasteful appearance of the building—the yards and sidewalks showing that there is civic effort here for the welfare of the school community. The classes send committees of pupils out to inspect and report on conditions suggested in the course of study as suitable subjects for investigation. For example, one eighth

grade class sent pupils to see the statues in the parks and public buildings, to inspect the City Hall, to copy the inscriptions of the tablets erected in the city. These topics are suggested in the course of study for this grade.

Another eighth grade class, in studying transportation, has made a study of paving in progress in streets near the school. The children have watched the work, discussed it, and even made diagrams of the laying of the material. The relative value of different kinds of pavement employed and the relation of transportation to the growth and welfare of the city are discussed. Another committee has reported on trolley noises made by flat wheels and the lack of proper care on the part of the motormen in running their cars.

Mr. Frank G. Gilman, head of the Department of History and Civics in the Barringer High School, is doing valuable work in Newark study. Under the title of "Municipal Civics," in Mr. Gilman's prospectus, he says: "Our purpose is not so much to give information as it is to develop an interest. We lay down the principle at the beginning that the basis of all government is co-operation. We show the students that it is the basis of life in the family, the school and the municipality.

"As an introduction every student is made to see how his wants must sometimes be adjusted to those of others, how his desires must yield sometimes to the demands for the larger good.

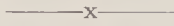
"After a brief survey of the present city government, we make a study of the streets. From the street we lead the student out to the study of city planning, transportation, pavement, systems of lighting and water. This constitutes the first semester's work.

"During the second half of the year we put emphasis upon the protection which

the city furnishes the citizen by means of the fire, police, health, education and other departments. The cost of all these activities is considered and the citizen's part in them all. We bring the matter of responsibility and obligation home to each student and make him ask the ques-

tion, 'What can I do to make my city a better city in which to live?'

"Each student makes a study of his own section of the city, the condition of the streets, shops, care of the trees, usage of the parks. Civic service is the goal toward which we aim."



## The Gary System

From a Pamphlet by William P. Burriss and from Observation in Cleveland School, Newark.



THE city of Gary, Indiana, is named in honor of one of the most important officials of the United States Steel Corporation, which selected this site for one of its greatest manufacturing enterprises. The foundations of this city were laid seven years ago, also those of the Gary school system. It has also been called the Wirt system, after Mr. William A. Wirt, superintendent of schools in that city.

The aim of the system is contained in a letter by P. P. Claxton, Commissioner of Education, to the Bureau of Education, Washington. It reads: "A study of this report (Mr. Burriss') will, I believe, show that the Board of Education of Gary schools have succeeded in working out plans for a more economic use of school funds, a fuller and more effective use of the time of the children, a better adjustment of the work of the schools to the condition and needs of the individual children, a greater economy in supervision, a better correlation of the so-called 'regular work' and 'special activities' of the school, a more practical form of industrial education and at a cost less nearly prohibitive than is usually found in public schools in the cities of this country."

The following are the striking and

unique features of the system:

1. It is a two-school plan, which, by extending the school day to eight hours and by placing two complete schools in each school building, halves the expense for classroom, space and equipment and makes constant use of the entire plant.

2. The extension of the departmental plan throughout all the grades, and the promotion of the children by subjects.

3. The employment in every school of specialists as teachers for special subjects.

4. The arrangement of certain optional courses.

5. A comprehensive plan for industrial education, in which artisans are used as instructors with vocational training in view.

6. The use of the auditorium during school hours as a forum for discussion of subjects of social and civic importance.

The child must spend at least four hours in school, but may spend eight. The academic work, including recitation and study, is limited to four hours daily. Application, play, gymnasium and shop periods take the remaining four hours. Attendance in shop commences in the fourth grade, where, as Mr. Wirt says, the child has a chance to transform play impulses into work impulses.

The Gary schools are open all year round. They are working toward an organization of four quarters of twelve weeks each. Under this plan pupils will be required to attend any three of the four quarters, attendance in the remaining quarter being wholly voluntary. In Gary, Ind., the elementary and high schools are under one roof. As early as the fifth grade several of the usual high-school subjects, the sciences in particular, are taught by the regular high-school teachers. In this manner the pupils are shown the unity of education, and are not given the opportunity to recognize a stopping place between the elementary and high schools.

The maximum of efficiency is sought by division of labor, special preparation,

and the adaptation of the various workers to the various lines of work—called departmental work. There are no supervisors aside from the principal and superintendent, the former acting as one of the physical training teachers. There are, however, heads of departments and a director of industrial education. This makes it possible to accommodate a larger number of pupils in the same building, with a teaching corps less in number than that necessary where special supervisors are employed.

One division of the school is called the Froebel School, built on Froebel's principles. Education is realizing its aim, complete living—social efficiency. Here also the spirit of the workers has lived on—they have not worked in vain.

## A Tale of Russia



It was the night before Christmas. The yule-logs shed their light on a homely group seated before the fireplace. Grandmother was gazing reminiscently into the fire, and the children about her were gabbling ceaselessly. Mr. and Mrs. Random were doing Christmas shopping. Presently Dorothy, aged eight, the oldest of the three children, went over to grandmother and sat by her.

"Will you tell us a story, grandma? A Christmas story?"

The dear old lady's thoughts had gone back to the past. Recalled by the child's voice, she made an effort to collect herself. By this time Freddie and Danny were also clamoring for a story.

"Then be quiet if you want to hear a story," commanded Dorothy.

So the little ones drew a sofa to the hearth and seated themselves comfort-

ably. All eyes were fixed on grandmother. During the intense silence could be heard the continuous patter of the hail on the window-panes, and the howling wind in every possible nook and corner. Within the house all was warmth and comfort, and the children were listening intently to the slow tale told by grandmother.

"It was fifty years ago to-day, children, in Russia. There is no storm like a Russian storm, where the snow falls steadily and piles up higher than a man's head. The hail freezes as it comes down and feels like a million pin-pricks. And the wind! Listen to the storm outside, children." And in that pause the storm was intensified a thousand fold. "That is like a June sun-shower when compared to a Russian blizzard. But I am getting ahead of my story.

"On the morning of the day before Christmas a man rode up to the house

and begged for some one to nurse his little girl, who was sick."

"Why didn't he get a doctor?" from practical Freddie.

"He was a poor man, Freddie, and then again we were the only neighbors for six miles around. But I didn't mind. I was a very young girl and loved to be out in the storm. So I called my servant, Ahndray, to get the horse and sleigh ready, and provisions. And we started, wrapped up in Persian lamb coats and caps, all hidden from the wind and snow except our eyes and nose. You know, children, that six Russian miles are equal to sixty American miles. But it was early in the day and we enjoyed it. All around us was gray sky and white snow, and nothing else. Finally we reached the man's wretched cabin and went in.

"The child had high fever and tossed about restlessly on the hard bed. I gave her some nourishing food that I had brought with me, covered her warmly, and soon she slept quietly. Ahndray cleaned the house and started a fire on the hearth. It was dark when we started for home. We gave the father some provisions and left the house."

"Did the little girl live?" asked Danny, eyes opened wide in his sympathy.

"Yes, dear, she lived. The snow was coming down thick and fast and reached up to our knees. The sleigh was completely covered with snow. Ahndray brought the horse out from the stall and harnessed him to the sleigh. First the horse made a brave effort to go fast, but he couldn't, and we gave him a loose rein. It was getting darker and darker, and soon all was pitch darkness. We could expect help nowhere. All that could be heard was the drip, drip, drip of the freezing hail on the frozen snow, and the crunching snow under the horse's hoofs and the plodding sleigh. Ahndray said nothing. Presently he spoke:

"'Pardon, Pahnyenka, but I can drive no longer.'

"'Why, Ahndray?' I exclaimed, startled and afraid.

"He showed me his hands. They were numb. Forcing him to take my big muff, I took the reins. The poor horse was steaming and panting. But we kept on. Suddenly the horse stopped, head lowered. I covered him with a blanket, coaxed him, petted him, but he could go no farther.

"'It is no use, Pahnyenka,' said Ahndray, 'the good Lord would not permit such treatment of the poor animal.'

"And this the night before Christmas!"

"Didn't they have trolleys, grandma?" questioned Freddie.

"No," said Dorothy, "it was a real big place like our playground, and it was all covered with snow."

"Why don't you let grandma go on?" reproved Danny. So grandma proceeded.

"So there was nothing to do. We sat in the sleigh, huddled up, motionless as statues, waiting for I know not what. Suddenly there was a blinding streak of lightning, very rare in Russia. And the light stayed. Before us was an illumined, straight path. Another flash of lightning! Out of the wings of the storm, out of the folds of the heavens, appeared an angel. The horse moved. On, and on, and on, and the light stayed with us."

"And you reached home safely?" from Dorothy.

"Yes," said grandma, and her face was beautiful with the glory of that by-gone day.

Danny asked: "Wasn't it because you helped the little girl?"

"I don't know, dear," grandmother answered.

And the children fell to discussing the story among themselves, while grandmother reflected on the glory of God.

# Practice Notes

## New System of Practice Teaching

A new plan for Senior B practice is in operation this year. Under this plan the practice students are divided into two sections, one spending the morning and the other the afternoon at Webster Training School. The alternating half days are spent at the Normal School. At the end of five weeks the sections change, in order that all may have practice in both morning and afternoon work.

While at the Normal School students are under the direction of Miss Willard. General methods and special problems arising in connection with the practice are discussed; lessons taught by critic teachers are observed; lesson plans are written, criticized and frequently taught to groups of children from Webster, and various schools in the city are visited.

While this new system grew out of a necessity due to large classes, it is hoped by means of it to more closely relate the theory of the Normal School to the practice of the Training School. The Senior B's have been very enthusiastic over their practice work and the critic teachers all agree that they have shown a very fine spirit.

—x—

## Square Acres

If it takes two quarts of oats to "sow" a piece of land 16 feet square, how many bushels will it take to "sow" a field 20 acres by 30 acres?

## Ancient Aunty

Joseph mispronounced the word "relatives."

Teacher—"Now, Joseph, what do we name our fathers and mothers, aunts and cousins?"

Joseph—"Our ancestors."

—x—

## Extracts from 5B Papers

The winds from the Atlantic Ocean bring dry moisture whit them.

The air is airy.

"Teacher," says a small boy, "in Turkey they use camels for jitneys."

—x—

## The Unfortunate Coast-line

Peter looks up "erratic" in his dictionary.

Meaning, he found: "irregular," "eccentric."

Peter knew irregular; that explains his sentence: The coast-line of the United States is very erratic.

—x—

## He Knew

Teacher—"Willie, how many are eight and four?"

Willie—"Ten."

Teacher—"No."

Willie—"Nine."

Teacher—"You're guessing."

Willie—"Eleven."

Teacher—"Why couldn't you have guessed twelve?"

Willie—"Because it doesn't make twelve. Six and six make twelve. I knew that."

## War in the Nursery

Though the serious side of the European conflict is keenly apparent to all, the affairs in the nursery dull the edge of horror somewhat, for the humor is at home. In my home, for instance, each member of the family has his own opinions on the war, and each one insists on airing these opinions, in spite of a chorus of protests from the other members. My brother, who has just celebrated his tenth birthday without assistance from anyone else, sympathizes intensely with France. It might be said with less charity that he rants and raves all day about the glorious nation of the fleur-de-lis. At the same time he insists that he is against England and Russia. In spite of the most painstaking efforts to explain the triple entente he cannot, or will not, grasp the fact that Russia and England are affiliated with France.

"The king of France," he declaims, is a wonderful man," not dreaming that France is a republic. The French soldier is his pattern of a modern fighter. I strongly suspect that it is the uniform which has captured his heart.

The instant the newspaper is brought in he turns to the war news, forgetting entirely that there is a sporting page, which a few months ago was the only thing worth reading. As soon as he learns of a German defeat he lets out a note of approval that makes the screeching of a bagpipe the sweetest music, and performs a dance which strongly brings to mind the Indian war dance.

But all of this would be the merest trifle if it were not for the fact that my sister chooses to support Germany with all her might, main and, worst of all, her tongue. The Kaiser (she pronounces it like the German word for cheese) is the greatest hero in the world to her, excepting George Washington, Lloyd Garrison,

Henry Clay and Chauncey Olcott. The report that ten thousand allies have been taken captive she receives with as much satisfaction as the announcement that the next school day would be a holiday.

So day after day I live in this bedlam. When I venture to remind the warring members that President Wilson expects all Americans to be neutral, the obstinate creatures insist that they are neutral. At night they dream that the house is a citadel of Antwerp or a fort of Paris. Now and then a general is heard issuing his commands or a soldier shouting bravo. Then father takes a hand in the affair by bringing the frenzied dreamer to consciousness. The house quiets down, and Morpheus maintains an armistice until morning.

MARY DUBROW.

—x—

### Willing to Oblige

"Jacob," said the teacher, "you have spelled the word 'rabbit' with two t's. You must leave one out."

"All right," said Jacob cheerfully, "which one?"

—x—

"To make the lesson more interesting and real, I would take the children to the woods and show them a mountain."

—x—

### His Explanat'ion

Tony was accustomed to having his correct problems marked "C." A practice student used "R."

"Teacher," said Tony to her one day, "ain't my answers right?"

"Yes, Tony; why?"

"Well, mark them 'C;' 'R' means wrong."

—x—

Cortez struck his eye on a harbor.

# School News

## Our New Faculty Member

Miss Marion G. Clarke, head of the history department, has come to us after teaching in many parts of the country. She is very familiar with our Newark school system, having taught not only in the grade schools, but in high school, and has also had classes in a special deaf school preparatory to Gallaudet College. Miss Clarke has completed all courses of history offered by Teachers' College, besides courses in government and law in Columbia and University of New York. It is interesting to know that Miss Clarke has studied with Dr. Muzzey, whose textbook we use in our history course.

—x—

## Pleasant News

The Social Service Government Regime, headed by Mayor Gertrude Clark, is planning to hold a dance in the school gymnasium. From the present outlook it promises to be a great success. The date fixed is the 7th of January.

The editor and Board of the PEDAGOGICAL extend an invitation to the faculty and students of the Normal School to attend a meeting to be held in the demonstration room for the purpose of talking about our school paper. The time and date will be announced later. We want criticisms, favorable or otherwise. This is your paper and YOU are the one who determines whether or not the PEDAGOGICAL shall be a success. So have your little hammers ready, but we warn you to be prepared to change them for tin horns.

## Class Notes

As the term is rapidly drawing to a close we regret that with it we will lose our Senior A classmates. We wish them success in their work and are certain they will all look back to their Alma Mater with fond remembrances.

One of the interesting events of the Senior B term is the choosing of a class ring or pin. The torch of knowledge of the former city normal school was finally selected and Miss Moran, the president, appointed a committee who will attend to the purchase. The committee is composed of Miss Emma Kroll, chairman, with Miss Helen Slater, Miss Ardele Whittlesey, Miss Bertha Barel and Miss Lucile Galbreath as colleagues.

Our Junior A class has already shown splendid work in connection with the Hallowe'en Party. We congratulate them and hereby inform them that they must keep themselves in the foreground.

We welcome the Junior B class into our institution. Judging from their activities up to the present moment, we are assured they will be a splendid addition.

—x—

## A Walking Club

Such splendid reports were told of the Senior B hike Columbus Day that our Junior A friends organized a walking club. Miss Elizabeth Faulkes was chosen as president and Miss Lawson Miller, secretary. The first hike was to Washington Rock, on the South Mountain Reservation, Election Day. You see, our girls thought walking was a very good substitute for voting.

## Normal Nuggets

Do you know the words of our "Fight Song"? This song is our school song, and you should know it. Syd Lasser and David Levine are the writers of both the words and the music. Be sure to learn the "Fight Song."

A teachers' meeting is held regularly on the first Tuesday of each month. At these meetings many school problems are brought up for discussion.

Watch Normal's Fire Department. Some good work is being done by the officials.

The largest Junior B class on record entered in September. It is divided into five sections and contains about two hundred and forty students.

The kindergarten course is open to all students entering in September of the year who are able to pass the oral musical examination given in connection with the work.

A "hike" into the mountains beyond Upper Montclair was planned for Columbus Day, Oct. 12, by the Senior B class. About fifty Seniors and their friends took this walk and succeeded in spending a very enjoyable day in the open. A fire was built, potatoes roasted and lunches were comfortably eaten. "Great fun" was the general verdict.

Have you noticed the exhibition room on the first floor? There are many interesting and well-made articles to be seen in that room.

The Senior A students take a trip each week to observe the operation of various school systems and methods of procedure. After each visit the prominent features are taken up in class discussion. This is in connection with the history of education work, directed by Miss Anna M. Bod-

ler. Among the schools noted are Industrial School, Gary School, Ethical Culture School, Horace Mann School and the School for Defectives.

The contents of our Civic Biology Laboratory are indeed worth noting. Each day new suggestions for classroom nature work are planned for practical use.

At present the Junior A's are busily and happily employed in finishing waste baskets of wood. They all agree that it is fun to make all the slats evenly and neatly in proper proportion. Juniors, pluck up courage, there are about ten waste baskets on exhibition now. Let us hope yours will join the ranks of the favored.

Notebooks compiled under the supervision of Miss Nancy Thompson, library supervisor, are being placed on exhibition in many of the leading teachers' associations in this part of the country. We are proud of our progress in library work, and will try to keep up the good work.

Any student in the Senior class is eligible to compete for the A. N. Palmer Company certificate. Last year a number of Seniors were successful in obtaining the certificates.

—x—

### The Debating Society

The Debating Society met on the 3rd of November for organization. A constitution has been drawn up and informal debates of interest have taken place.

There are many benefits to be derived from a debating club. The members gain the ability to interpret a situation quickly, think logically and, as is often expressed, "to think on your feet." Let us come out to the meetings and show our interest. Even if you are not desirous of taking part, come and see how others do it.



### Chapel Cheer

It is often the case that we do not realize how much pleasure we reap from a thing until we are deprived of it. During the temporary closing of chapel we were unable to assemble, and now that we are together once more, appreciate the few enjoyable moments spent before our work begins.

Definite days have been selected for the four classes in connection with chapel. Monday morning will be identified with the Junior B class; Tuesday, Senior A; Wednesday, Senior B, and Thursday, Junior A.

The children of the sixth and seventh grades of Webster Street School gave a delightful dance, "The Scare Crow," Thursday morning, October 28. They were coached by Miss Kuhlman, a Senior B.

The Massenet compositions afforded a delightful programme Monday, November 1. Miss Dorothy Livingston gave a sketch of the musician's life and works, followed by the "Morning Song" by the Junior and Senior Glee Clubs. Miss Sylvia Leon sang "The Elegy" and Miss Ethel Krimke rendered the violin selection of "Meditation" from "Thais," accompanied by Miss Katchen.

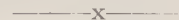
Wednesday, November 11, Miss Katchen played the beautiful piano solo, "Hungarian Rhapsodie No. 6," and the Senior B Glee Club entertained us with the delightful selections of "Estudiantina," "The Wanderer's Night Song" and "Dance of the Golden Leaves."

The Junior A's had a fine programme Thursday, November 11. Miss Gertrude Madison gave an interpretive solo dance, "Summer," and the Junior A Glee Club sang "The Gondoliers," a very pretty selection.

Friday morning, November 12, a surprise afforded much laughter in chapel.

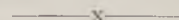
Mr. Sydney Lasser, our fine cheer leader, roused our spirits and our voices, too, for the wonderful basketball game of the afternoon between the men faculty and the boys' basketball team. Much cheering was given the faculty team as they gave amusing discourses on the coming event and also the "Song and Dance" to the tune of "It's a Long Way to Tipperary" by the boys of the school.

Monday, December 13, Superintendent Edwin Broome addressed the school. "The Preparation of Teachers" was the topic. It is interesting to know that Superintendent Broome considered a sense of humor, open-mindedness and personal appearance as essential qualities of a good teacher.



### Stories by Miss Carpenter

Several volumes of stories by Miss Harriet Frances Carpenter, supervisor of kindergarten work, the first of which is now in circulation, are at present being published. These stories are delightful in character, and present pleasing material which could well be told to young children. The books are correlated closely with the underlying thoughts as expressed in the Froebel "Mottoes and Commentaries" and each story presents a single truth in a logical, helpful way. We wish to congratulate Miss Carpenter on the splendid work done in the first volume and to wish her every success.



### Our Weather Bureau

Every day the weather women of the Normal School busy themselves by placing the weather flag on the roof and posting weather predictions based on barometer readings. Chief Susan Kiveler and Sarah Klein, assistant chief, are doing excellent work.

We find that our weather women take maximum, minimum and average temperatures; amount of rainfall, velocity of wind, etc. Weather predictions made at our school agree with the daily predictions noted in the newspapers.

The work accomplished by the weather bureau is indeed unique, as well as very useful in character.

Principal W. Spader Willis expressed his regret in accepting the resignations of the Misses Fannie Buchanan and Helen Herbst, critics of the Webster Street Training School. These ladies retired on account of ill health after many years of successful teaching.

The State Board of Education has appointed the Misses Angeline E. Treloar and Ethel Ellenstein to act in capacity of critics in the place of Miss Buchanan and Miss Herbst.

As critic of the work in practice teaching done by the kindergarten girls, Miss Carolyne Tobey has been chosen. Miss Tobey has had a good deal of experience with kindergarten work and is therefore admirably qualified to fill this position.

### Our Hallowe'en Frolic

In the Normal School gymnasium, decorated with gay draperies of orange, the spooks assembled. There were black cats, witches and yellow pumpkins adorning the walls—everything had a festive look. Suddenly there was a clanging of chains and a sound of sneaking-ghost march music. Into the hall came the masked spirits. They had a grand march around the gymnasium, each one being anxious to act in a manner most befitting his or her attire. There were goblins, ghosts, Mother Goose people, gypsies, farmers, tramps and Indians promenading around.

What most interested the majority of the guests was a most peculiar Chinaman.

He pranced about the hall in the weirdest manner possible and did all kinds of strange things. To him the first prize, a Hallowe'en souvenir, was awarded. He was called to the judges' platform and asked to bow before his king. However, this Chinaman recognized no emperor and refused to bow. He obliged the company by executing a pantomime and then modestly retired before unmasking. Already there were whispers of "I know who it is," "I'm sure it's Mrs. Hodgdon," and it was!

There was a splendid program, all in all. Some of the girls sang, played and danced. The "scare crow dance" was most effective and entertaining. And the girls certainly did look "scary."

Oh, yes, there was an exciting "cracker eating contest," in which some of the staid and sedate members of our faculty took part. A munch and a crunch—one, two, three went the crackers, and we found that our own mathematically correct Mr. Cuthbert had disposed of the allotted amount of crackers in double-quick time, and was consequently dubbed "Normal's best and quickest cracker eater."

Indeed, everyone enjoyed the sociable and pronounced it a great success. The committee in charge was composed of Anna Ellis, Florence Hunter, Louise Gless, Benjamin Uslander, Lawson Miller, Helen Hill, Ethelwynne Walker, Lucille Zahm, Helen Davis, Regina Reilly, Grace Engels, Israel B. Greenberg, Ida Platts, Anna Putscher and Katherine Von Alen.

## The Pedagese Wishes You All

A MERRY CHRISTMAS  
and  
A HAPPY NEW YEAR

---

T H E P E D A G E S E

---

What a programme of action we have had! The Senior A II. class presented a Thanksgiving play in its proper time. The playlet was written by Miss Alice Holland, and enabled every member of the class to take part. It was sober and altogether appropriate. Especially to be remembered with pleasure are the minister and his wife, parts portrayed by Miss Huffington and Miss Erickson, who "must not be warlike." Then "Mercy" comes prominently to our mind's eye; also Miles Standish. Last of all is the never-to-be-forgotten feast of Thanksgiving. The Senior A class made merry on the occasion and had a "spread" among themselves.

—x—

An excellently novel performance was that afforded by the Junior B II. class. This little skit was entitled "Living Advertisements." Miss Dubrow acquainted the audience with each "ad" by vivid associations of street car advertisements and actual posters. There were Miss Karolyn Goldberg, as the Kodak Girl; Miss Gronheit, as Dutch Cleanser; the boys of the class posed for Stoutenburgh's "classy ad;" the smile worth while with Colgate's Dentifrice, Sloan's Liniment, Syd Lasser portraying the man in the Walk-Over shoe, and a charming fairy.

—x—

We owe to several active members in the Junior B class our rousing cheers. With such cheers to set the day apace, it must needs be a cheerful day, for "The thought can't leave the thinker far behind."

To Syd Lasser, a member of that class, was presented a token of appreciation in the form of a prize for his excellent songs and cheers.

—x—

Closely following the former sketch were the historical pictures, presented by

the Senior B I. class. We were shown the "Spirit of '76," Betsy Ross presenting the new-born flag to Washington, and the Star Spangled Banner, held on high. Our remarks on this entertainment are appreciative and constructive.

—x—

The morning programme of the Junior A I. class is next in order. The participants were introduced by Miss De Groot. Miss Holland, a member of the Senior A class, sang a solo; Miss Cobb spoke on "The Problem of the Neighborhood House," and Mr. Levine sang "A Little Bit of Heaven." Mr. Sloan then proceeded to read the names of students appointed as assistants in charge of the study classes. The work of these students will be carefully observed and judged, marking them as good or poor disciplinarians.

—x—

A series of lectures on astronomy has been prepared by Mr. Hodgdon. The first lecture of this series was presented December 10. The subjects were illustrated concretely with familiar objects. "A good part of the tale," it has been said, "lies in the telling." No more need be added. We look forward with interest to the presentation of the rest of this series.

—x—

On December 13 educators from all parts of New Jersey congregated at the Normal School to attend a meeting at which the Gary System was explained by Mr. William A. Wirt, the originator of the system. Mr. Wirt used a chart to make clear his statements. The audience was encouraged to ask questions, which Mr. Wirt gladly answered. The system is discussed on another page of this issue.

—x—

So our school activities run on and on, A line o' cheer each day o' the year.

### More "Gary News"

For several years the Gary System of Instruction has received considerable attention. On two different occasions groups of Senior A students from our school have visited School No. 45 in New York City and School 10 in Passaic, N. J. Report was made upon these visits at the morning assembly.

Different school administrators have modified the Gary program as carried out by Superintendent Wirt in Gary, Indiana. One modified form of this system is to be adopted in Cleveland School, Newark, N. J., and perhaps in Abington Avenue, Ann Street or Belmont Avenue School.

There are several advantages to be derived from this system, among which are an added emphasis upon industrial education, physical education and play at the same time that students are given their regular academic work, which is supposed to be closely correlated with their other activities.

It is considered an economic system to adopt, since it does not require as many school rooms or teachers as are necessary in the ordinary elementary school. For instance, Principal Patri, of School No. 45, New York City, has recently said that he is accommodating 3,400 children in a building which, under ordinary conditions, would accommodate only 1,800.

It is generally believed that there is a necessity for a change in the subject matter, methods and organization of our elementary schools, and therefore this new system will be followed with interest. Recently one of the members of the teaching staff of the State Normal School at Newark reported briefly upon teaching facilities of the Freehold High School, Freehold, N. J., and this general impression is gained: While many schools are making an effort to emphasize manual training and vocational education, the high school at Freehold, located in the center of a

county ranking first in the United States in the production of fruits and vegetables and carrying on by means of laboratories, green houses, garden plots and farms a special course in agricultural education, is one of the most unique and directly practical efforts at vocational education that can be found in the State.

—x—

### CLASS OFFICERS

#### Senior A

President—Miss Dorothy Livingston.  
 Vice-President—Miss Zelma Ely.  
 Corresponding Secretary—Miss Isabel Folsom.  
 Treasurer—Miss Natalie Vernet.

#### Senior B

President—Miss Hazel Moran.  
 Vice-President—Miss Helen Miller.  
 Recording Secretary — Miss Bertha Tuite.  
 Corresponding Secretary—Miss Mary Ryan.  
 Treasurer—Mr. Albin Frey.

#### Junior A

President—Miss Muriel Rowley.  
 Vice-President—Miss Anna Ellis.  
 Secretary—Miss Elizabeth Faulke.  
 Treasurer—Miss Elizabeth Lauren.

#### Junior B

President—Miss Frances Stonaker.  
 Vice-President—Miss Alice Byrne.  
 Recording Secretary—Mr. Dwight Burley.  
 Corresponding Secretary—Miss Hazel Hagen.  
 Treasurer—Mr. Charles Allen.

—x—

A heredity chart was made in conjunction with the physiology work. Small bottles containing water were placed in regular order. In these bottles there were pink and white sweet peas, arranged according to the Mendelian theory, showing the predominant pink flowers.

# Athletics

### Girls' Basketball Games

The first of a series of interclass basketball games took place October 20, in the Normal School gymnasium, when the new Junior B class team lined up against last season's champion class team, the present Senior B's. A fairly good-sized audience came out for the game and there were evidences of good spirit and sportsmanship between the rival classes.

Under Mr. Hodgdon's supervision a pleasing program was arranged, in which several members from the Junior class, as well as Seniors, took part. The Senior B Glee Club, organized and directed by Miss Weller, rendered several selections, with the new, snappy school song, written by Syd Lasser, as a final number.

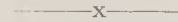
As a climax to this entertainment came the game. It proved interesting from the very beginning, for, although they did not get much opportunity for making field goals, the Junior B team did some excellent passing. Miss Price and Miss Martin played so well at guarding that undoubtedly they will be rewarded with the chance to play on the representative school team, as well as "Gert" Clarke, the star guard of last year's school team. Miss Gore-Kelly scored the single point recorded for the Junior team, while Miss Petry succeeded in caging the ball seven times. The final score read 18-1 in favor of the Seniors. Miss Clemmens refereed the game. Line-up:

### Junior B I.

### Senior B I.

Paxton .....	Vernet
Gore-Kelly .....	Petry
Johnson .....	Kroll
Hausman .....	Cowen
Martin .....	Clarke
Price .....	Stadele

Summary: Field Goals—Petry, 7; Vernet, 1. Fouls—Petry, 0; Vernet, 2; Gore-Kelly, 1.



### Boys' Athletics

With the addition of several more members of the stronger sex, athletics took a decided boom upwards. Under the leadership of Mr. Hodgdon, a basketball team was formed and a schedule of games arranged by Manager David Levine. Teams from the neighboring cities, as well as those within the city, are to be played. It is also expected that a home-and-home series will be arranged with the Montclair Normal School. The captain of our squad is Rufus Allen, a Junior A, while the rest of the team is made up of the following members: Charles Allen, Dwight Burley, Isadore Jacobson, Robert Blumenfeld and Edward West.

After each game dancing is indulged in by the spectators to the strains of catchy music.

## SCHOOL CHEERS

E.D. NOTE—The following cheers, compiled by Syd Lasser, received the first prize in the recent Cheering Contest.

### Locomotive

(This yell is to be started slowly, with a gradual increase of volume and speed. Pronounce each syllable distinctly, thinking of the sound of a locomotive.)

Rah Rah Rah  
 Ral Ral Ral  
 N—O—R—M—A—L  
 Normal Normal Normal  
 Team Team Team.

### The Spell Yell

(In starting this yell, have each letter drawn out with a slow and steady rhythm. Gradually increase the spelling until it becomes very rapid. The last three words should be shouted at the same rate of speed as the first spelling.)

N—O—R—M—A—L  
 N—O—R—M—A—L  
 N—O—R—M—A—L  
 School School School

### The Ripper

Ral-a-ma-rule Ral-a-ma-rule  
 Rip 'em again for Normal School  
 Ral-a-ma-rule Ral-a-ma-rule  
 Rip 'em again for Normal School  
 Ral-a-ma-rule Ral-a-ma-rule  
 Rip 'em again for Normal School

Long Whistle  
 Long Whistle  
 Long Whistle

Team Team Team.

### The Nor-mel

(This yell can be used very effectively in our gymnasium by two separate cheering sections, seated on opposite sides of the gym. Follow the directions and watch the cheer leader closely for the proper rate of speed.)

#### FIRST SECTION

N-o-o-o-r—m—e-l-l-l (very slowly)

#### SECOND SECTION

I yell, yell, yell (quickly)

Repeat as above twice more.

### BOTH SECTIONS IN UNISON

Nor-mel, I yell, Nor-mel  
 Nor-mel Nor-mel Nor-mel

### The Short Yell

Ral Ral Normal  
 Ral Ral Normal  
 Ral Ral Normal  
 Team Team Team

or

(Name of opponents or name of visitor.  
 To be used during morning exercises and on special occasions.)

### Normal "Fight Song"

(Words and music by Syd Lasser and David Levine.)

Vict'ry for Normal Schcol;  
 Blue and silver always to the fore.  
 Cheer for the victors bold;  
 Blue and silver first and evermore.  
 Clean, sturdy sportsmen;  
 "Never die," we say.  
 So FIGHT, FIGHT, FIGHT for Normal  
 And we'll win this game today.  
 Rah! Rah! Rah!  
 (Repeat chorus as above.)

The Normal School emblem, the torch in the regular seal, is the accepted class ring design for the Senior B students.

A special class, conducted by Warren English, is making a study of basketry. About fourteen students comprise the class. Simple forms of the Indian basket are being made. Later the process of dyeing raffia will be studied.

While the auditorium was being redecorated morning programs were arranged by the students of the different classes.

A Boys' Glee Club has been organized in addition to the Junior and Senior choruses. Miss E. Louise Weller directs the organizations.

# Among Ourselves

## AMONG OURSELVES

Our "Among Ourselves" Department is an innovation in this paper, and the personals are, for obvious reasons, comparatively few in number. However, the department will be enlarged in the following issues.

—x—

"O wad some power the giftie gie us to see oursel's as ithers see us."

—x—

Miss Kerr—"What was F. B. talking about?"

Mr. Klein—"About five minutes."

—x—

Senior A (talking of a Junior B)—  
"Where is Blumenfield?"

Miss E. Hood—"Just outside Newark."

—x—

After several students had given perfectly good definitions, R. Hemmendinger rose and said:

"To give a really good definition—"

—x—

Teacher—"What besides gold is found in South Africa?"

Student—"Gold dust."

Teacher—"What is it used for?"

Student—"Scouring."

And the latter was very much surprised when the class laughed.

—x—

Teacher—"Bats carry germs, dirt and all sorts of disease."

Student (absently)—"We have lots of bats in our house."

## Mistaken Identity

A young cousin advanced toward the house with a visitor.

Visitor—"Who is that lady on the porch?"

Young Cousin—"That isn't a lady; that's Gert."

—x—

## Heard in the Science Room

Such things as mustaches and canes are the outcome of one's environment.

When people settle down, there is an end of progress. People that settle down are stick-in-the-muds.

—x—

## Questions

Did you ever walk in the shadow of a doubt?

Does one hurt himself when he falls to thinking?

Who plays on the drums of our ears?

Who sings to the soles of our feet?

Did you ever sweep the horizon with your eye?

Have you ever met with approval?

Is it polite to bow to circumstances?

Who sharpens our shoulder blades?

Did you ever pierce anyone with a glance?

Do your eyes smart because they are ever under the lash?

How long is the arm of Destiny?

**Modern Definitions**

Booster—One who does all the good he can, for all the people he can, as long as ever he can, and leaves the rest to God.

Character—A revelation made by the way in which one uses his spare moments.

Credit—A result of what you do.

Debit—A result of what you shirk.

Democracy—The basis of respect for the individual.

Happiness—The taking of what you get and doing what you can with it.

Knocker—A thing which properly hangs outside the door.

Letter—The instrument which tends to build or destroy confidence on the part of the receiver.

Understanding—The instruction by experiment.

Wisdom—The instruction by reason.

—x—

**Good Intentions**

Good intentions will not bring an "E."

It is easy enough to plan;

To wish is the play of a little chap;

To do is the job of a man.

—x—

**Canning Day**

Every day is canning day for that "I can't" and "Maybe" stuff.

—x—

Miss Scott—"They are going to call the baby Helen."

Miss Stonaker—"Is it a girl?"

—x—

**Mother Goose on Suffrage**

Hie diddle diddle

The cat's in the fiddle,

The cow jumped over the moon,

The women folk make all the soup,

But the men hold on to the spoon.

Sing a song of suffrage,

The world begins to quake

Just because the men folk

Are eating all the cake.

When the polls were open

To women we did sing.

Alas, not all is freedom,

Democracy's not king.

Pussy Cat, Pussy Cat, where have you been?

I've been to London to visit the queen.

Pussy Cat, Pussy Cat, what saw you there?

I saw the women in prison wear.

Pussy Cat, Pussy Cat, what had they done?

They tried to get their rights.

But haven't they won?

I thought civiliation had begun!

—x—

And let it be understood: "Woman Suffrage has not been defeated, merely postponed!!!"

—x—

Miss Klein—"I think that the Gary system ought to be introduced into all the schools in the world, at least."

—x—

Miss O'Connor—"The relative pronoun 'that' refers to the word following before."

—x—

**An English Saying**

Life would be too smooth if it had no rubs in it.

—x—

**Little Things**

It's a little thing to say "You are kind,"

Or, "Best wishes to you," each day.

But it sends a thrill through the heart,

I find,

For thoughtfulness which is not blind

Makes life's burden less and less

And originates in the heart, I guess.

—x—

**In Geography**

Sealing wax is obtained from seals.



**Worth Knowing**

1. The mind that rules the schoolroom molds the mind that rocks the cradle—hence the hand that rules the world.
2. Always remember that next to honor the quality that counts most is personality.
3. Never trouble another for what you can do yourself.
4. He has hard work who has nothing to do.
5. A man who thinks he can't is usually right.
6. Ignorance implies lack of ambition.
7. Big things are won by pluck, not luck.
8. "The Poor Fool" did it because he didn't know it was impossible.
9. Never put off for tomorrow what you can do today.
10. Once when you were very nearly asleep on post, so measly a thing as a horsefly woke you up.

—x—

**Keeping Up With the War Times**

Miss Vernet wears bandages around her head.  
 Miss Reilly wears shot silk.  
 Our girls use plenty of powder.  
 A number of our boys wear Coward and Gun Metal shoes.  
 Miss Weiss buys material and has it charged.

—x—

**To the Jun'or A Treasurer**

When you go out with our dues don't be gone long, and don't come back short.

—x—

**Ever Misplace Your Modifiers?**

He shut the door and went upstairs with a bang.  
 Take a powder before retiring in a little hot water.  
 Please carry that book home for me on my desk.  
 I hurt my foot coming to school this morning on the curve.

**Quotations Revised**

To flunk is but human, to pass is divine.  
 Where there's a bill you must pay.  
 Truth is a stranger to fiction.  
 Charity covers a multitude of shins.

—x—

The greatest plague at Normal: Spats.  
 The latest thing out: The night light.

—x—

Miss Luther—"What sort of a bark has the slippery elm?"  
 Miss McDermont—"I don't know; I never heard it."

—x—

Miss Katzin—"Who wrote that poem?"  
 Miss Kanter—"The man's name is Anonymous."

—x—

**Coherence**

Mr. Klein—"Insist that the facts are well written and that the child stand away from the desk."

—x—

**Miss Kroll's Song**

I'm thankful for a lot of things;  
 I'm thankful I'm alive;  
 I'm thankful that I'm six feet tall  
 Instead of only five.

—x—

**Miss Goldberg's Chirp**

I'm thankful that I'm on this land,  
 I'm thankful that I'm small,  
 I'm thankful for my little stand,  
 Small things are best of all.

—x—

**Mr. Greenberg's Chant**

I love its gentle warble,  
 I love its fluent flow,  
 I love to wind my tongue up,  
 I love to hear it go.

—x—

Promotion makes our school go 'round,  
 but "flunking" makes it step lively.

**Psychologically Speaking**

Florence Howarth—"How can one hatch out a scheme?"

Edith Smith—"By setting one's mind on it."

—x—

Miss Bollin—"Did you study your spelling?"

Miss Goin—"I just looked over it."

Miss Bollin—"You looked too far over it, I'm afraid."

—x—

Miss Thompson—"Give an important date."

Miss Weinberg—"1897."\*

Miss Thompson—"What happened?"

Miss Weinberg—"I was born."

—x—

Motto: I learn more from some than I do from others, but I learn something from each.

—x—

**Don't**

Stop a clock to save time.

Give your word, keep it.

Say you'll take your medicine, and then demand that it be diluted.

Complain about the walk up hill after you've enjoyed a good long slide down.

—x—

**One on the Lunchroom**

Ham is a mighty nourishing dish, but it occurs too frequently in some lives to be fully appreciated.

—x—

**It Has Been Whispered**

That tests are coming.

That Christmas is close behind.

That the Junior B's are going to be "seen."

That the Senior B's want to be shown.

That the boys really like "the place."

—x—

Teacher—"What do we mean by the by-products of an industry?"

Willie—"By-products are the products we buy."

**Familiar Expressions**

Syd Lasser—"Are you r-r-ready, hip, hip—"

Mr. Willis—"Sorry, time's up."

Miss Falken—"Tired, girls? Just a little more—"

Mr. Sloan—"Go get a bite now."

Miss Kriener—"Good morning, class."

Mr. Hodgdon—"Let the little mouse roll."

Miss Howard—"I was going to say—"

Miss Spitz—"Honest?"

Miss Dick—"You said it."

—x—

**Bright Spots on Normal**

Miss Luther's smile.

Miss Bollin's dimples.

Miss Kriener's efforts for "the cause."

Miss Weller's musical charm.

Mr. English's figure.

Mr. Sloan's jovial countenance.

Mr. Allen's hair.

—x—

Miss Rumsey—"I was so hungry today I ate third period."

Miss Ulrope—"How did it taste?"

—x—

Miss Johnson—"I just lost ten cents. I wouldn't mind if it were ten pounds—"

—x—

Mr. Cuthbert—"Draw two diagrams."

Miss Pier—"We have no rulers."

Mr. Cuthbert—"Oh, use your head."

—x—

**Valuable Knowledge Gained**

"Well, Henry," said his mother, "did you learn anything new at school today?"

"Yes'm," said Willie.

"What did you learn?"

"I got on to a new way o' getting out o' school fer an hour by snuffin' red ink up me nose."

## Where Our Graduates are Placed

ED. NOTE.—If some names do not appear in this list, it is because those persons did not notify the office. Most graduates have been placed.

February, 1914.

NAME.	SCHOOL.
Allen, Carolyn.....	Lincoln School, Newark
Avery, Edith.....	Irvington
Beckmeyer, Evelyn.....	Charlton Street
Bedell, Bessie.....	Belleville
Bennes, Frank.....	Montgomery Street
Bennette, Hazel.....	Oliver Street
Berle, Blanche.....	Ridge Street
Bock, Harriet.....	Alexander Street
Bolton, Mazie.....	Clifton
Bradley, Ella.....	Lafayette
Brams, Frances.....	Morton Street
Brinkerhoff, Neilla.....	Clifton
Cavenaget, Evelyn.....	Kearny
Coningsby, Elizabeth.....	Berkeley
Connell, Annie.....	Alexander Street
Day, Jessie M.....	Belleville
Dawson, Marjorie.....	Englewood
Denninger, May.....	South Tenth Street
Dvorken, Eva.....	Hawthorne
Glassner, Miriam.....	Eighteenth Avenue
Gluck, Laura.....	West Side
Golden, Anna.....	Cleveland
Greenwood, Sara.....	Hamburg Place
Higgins, Cora.....	Belmont Avenue
Huggan, Edna.....	Chatham
Hutchings, May.....	Warren Street
Kanter, Charles.....	Belmont Avenue
Kelper, Helen.....	Kearny
Kessler, Malvina.....	Madison School
Krajensky, Emily.....	Hawthorne
Kreger, Gladys.....	Hawthorne
MacEvoy, Kathryn.....	Bergen Street
Manser, Herbert.....	Belmont Avenue
Meyer, Bertha.....	Belmont Avenue
Morton, Helen.....	Montgomery
Nettleship, Florence.....	Hawthorne
O'Connor, Helen.....	Montgomery
Olds, Martha K.....	Abington Avenue
Pelende, Elizabeth.....	Newton
Petry, Freda.....	Belleville
Potter, Helen.....	Ridge Street
Precker, Jennie.....	Montgomery
Schwartz, David.....	Monmouth
Sewell, Elsie.....	Cleveland
Siff, Samuel.....	Abington Avenue
Smith, Mollie.....	East Newark
Storch, Ruth.....	Hackensack
Swindells, Florence.....	East Rutherford
Thomas, Genevieve.....	Arlington
Tompkins, Viola.....	Cedar Grove Teachers' Col.

NAME.	SCHOOL.
Wagoner, Jessie.....	Cedar Grove Teachers' Col.
Ward, Edna.....	South Street
Webb, Lucy.....	Walnut Street
Wherett, Alice.....	Garfield

JUNE, 1914

Arndt, Bertha.....	Garfield
Beegle, Eleanor.....	Orange
Blakeman, Prudence.....	Monmouth St., Newark
Bradley, Catherine G.....	Kearny
Bryce, Bernadette.....	Madison St., Newark
Coburn, Emily E.....	Hackensack
Doty, Phoebe E.....	Lyons Farms
Duffy, Sadie.....	Orange
Dunn, Dorothy.....	Belleville
Fee, Dorothy.....	Hawthorne Avenue
Feder, Helen.....	Verona
Gaffy, Mildred H.....	South River
Green, Harold.....	Orange
Hayes, Alma.....	Mountain View
Heery, Mary.....	Lafayette St., Newark
Hilt, Marguerite D.....	Belleville
Hodge, Miriam D.....	Lyons Farms
Hooley, Alice B.....	Newton St., Newark
Hoover, Nana.....	Linden
Huebner, Lillian.....	Elizabeth Ave., Newark
Hulmes, Edith.....	Lyndhurst
Izon, Genevieve.....	South River
Joralemon, Madeleine.....	East Orange
Kallop, Elsie.....	Bergen St., Newark
Kanengieser, Mollie.....	Union Hill
Koss, Samuel H.....	Union Hill
Krauter, Camilla.....	Madison St., Newark
Lee, Marjorie F.....	Kearny
Lehrich, Rose.....	Lodi
Makowsky, Jessie.....	Garfield
Martin, Mary.....	Seventh Ave., Newark
McElnea, Ida Mary.....	Orange
McGrath, Julia G.....	Sayreville
Miller, Marguerite M.....	Hackensack
Mitscher, Elma.....	Belmont Avenue
Newman, Dorothy.....	Oliver St., Newark
Pach, Alma G.....	Irvington
Pfister, Louise M.....	Montgomery, Newark
Preuss, Ida.....	Garfield
Ryno, Helen M.....	Irvington
Schnur, Fannie M.....	Belmont Avenue
Sharwell, Ruth.....	Franklin St., Newark
Stegmaier, Madeleine.....	Brookside
Thorn, Mildred L.....	Belleville
Tracy, Mary.....	West Side, Newark
Wells, Vera J.....	Abington Ave., Newark

T H E P E E D A G E S E

NAME. SCHOOL.  
Wyckoff, Gertrude ..... Irvington  
Young, Ruth ..... Carteret

FEBRUARY, 1915

Ashmead, Jean ..... Camden St., Newark  
Benson, Florence ..... Garfield  
Berman, Florence ..... Garfield  
Bern, Rose ..... Camden Street  
Blank, Frieda ..... South St., Newark  
Blewitt, Gertrude ..... Substituting  
Bradley, Josephine ..... Ann St., Newark  
Breger, Birdie ..... Substituting  
Bucklow, May ..... Garfield  
Budd, Elizabeth ..... Perth Amboy  
Butt, Lucile ..... Kearny  
Cashion, Gretta ..... Substituting  
Clifford, Helen ..... Substituting  
Cohen, Benjamin ..... Substituting  
Coulbourne, Elsie ..... Perth Amboy  
Crummy, Mary ..... West Side  
Doctor, Ruth ..... Newton  
Furst, Dorothy ..... Warren St., Newark  
Gebraetz, Madeline ..... Columbia University  
Gilroy, Marguerite ..... Hawkins St., Newark  
Goehring, Gertrude ..... Substituting  
Greenhaut, Dorothy ..... Substituting  
Grischele, Mary ..... Substituting  
Hannay, Muriel ..... Substituting  
Heyden, Theodora ..... Lyons Farms  
Higgins, Agnes R. .... South Side High School  
Hurd, Ruth ..... Perth Amboy  
Kass, Lillian ..... Warren Street  
Kehrer, Agnes ..... Nutley  
Keller, Rose ..... South Market Street  
Landis, Toledo F. .... California  
MacDonald, Marguerite ..... Oliver St., Newark  
McNicol, Elizabeth ..... Metuchen  
Meeker, Elsie ..... Substituting  
Mulcahy, Regina ..... Hawthorne Ave., Newark  
Penne, Louise ..... Irvington  
Quigley, Elizabeth ..... Substituting  
Quinn, Margaret ..... Lyons Farms  
Roberts, Ellen K. .... New Market  
Rogers, Lillian ..... Substituting  
Ryan, C. Columbia ..... Belleville  
Salbin, Mary ..... Lodi  
Sandford, Ruth E. .... Winslow, Camden Co.  
Shaffer, Rose ..... Substituting  
Shirley, Anne ..... Waverly Ave., Newark  
Stahl, Ida H. .... Avon Ave., Newark  
Seiler, Margaret ..... Garfield  
Strauber, Annette H. .... Lodi  
Stringer, Jeannette R. .... Substituting  
Strobell, Mildred ..... Ridgewood  
Teitelbaum, Mary ..... Garfield  
Tetreault, Alice J. .... Orange  
Thomas, Mildred ..... Kearny

NAME. SCHOOL.  
Van Syckle, Mabel ..... Central Ave., Newark  
Watson, Ethel ..... Essex Fells  
Williams, Olive L. .... Belleville  
Zahn, Marguerite ..... Chestnut St., Newark

JUNE, 1915

Abelson, Jane ..... Newton  
Adams, Myrtie E. .... Irvington  
Aller, Julia ..... Chrome  
Armitage, Natalie ..... Irvington  
Balling, Anna M. .... New Brunswick  
Baril, Roslyn ..... Substituting, Bayonne  
Batten, Lena J. .... Clifton  
Beekman, Anna B. .... Kearny  
Berger, Wilhelmina ..... Tenant, N. J.  
Bollin, Elsa ..... Normal  
Booth, Mary Cliff. .... Hawkins Street  
Bradley, Blanche I. .... Clifton  
Brady, Rosanna T. .... Bayonne  
Brenn, Evelyn R. .... Fifteenth Avenue  
Freunig, Anita K. .... Sargent School  
Broadbent, Viola S. .... Belleville  
Cadmus, Flora A. .... Bayonne  
Cain, Llewella M. .... Caldwell  
Carlson, Edith ..... Haskell  
Clearman, Olive ..... Belleville  
Cohen, Celia ..... Newark City Hall  
Coleman, Estelle ..... Irvington  
Coleman, Margaret H. .... Abington Avenue  
Conrad, Emma ..... Hamburg Place  
Cooke, Sarah M. .... Nutley  
D'Avella, Elizabeth ..... Belleville  
Deady, May ..... Elizabeth  
Dickinson, Ella B. .... Lynhurst  
Dieffenbach, Lillian ..... Teachers' College  
Dillworth, Susie ..... South Eighth Street  
Doctor, Leonie ..... Substituting  
Dubow, Ada ..... Chrome  
Dubrow, Katherine ..... Clifton  
Elmendorf, Gerty ..... Union  
Emmons, Mabel B. .... Hasbrouck Heights  
Enot, Julia L. .... Roosevelt  
Fast, William S. .... Morris Plains  
Fierstien, Amelia ..... Wallington  
Fish, Hazel M. .... Columbia  
Fitzpatrick, Mary T. .... Harrison  
Freeman, Georgia ..... Clifton  
Garrabrant, Martha E. .... Mendham  
Garthwaite, Matilda E. .... Port Reading  
Gibson, Aimee B. .... Garfield  
Ginsburg, Nathaniel ..... Orange  
Glimm, Sara ..... Bayonne  
Goss, Elizabeth I. .... Livingston  
Hartnedy, Helena ..... Atlantic Highlands  
Haselmayer, Marguerite D. .... Passaic  
Hayes, Sara Alice ..... Passaic  
Hegeman, Madora P. .... Clifton

T H E P E D A G E S E

NAME.	SCHOOL.	NAME.	SCHOOL.
Herbert, Beatrice .....	Highlands	Morrison, Frances .....	New Providence
Higgin, Gladys M. ....	Clifton	Nordling, Elsie C. ....	Fords
Hilbert, Elizabeth .....	Kearny	O'Connor, Marie .....	McKinley
Hough, Jennie .....	Linden	Offt, Grace M. ....	Wallington
Jacobson, Rae .....	Perth Amboy	Patterson, Ethel S. ....	Arlington
Jenner, Maude L. ....	Newton Street	Prendergast, Frances L. ....	Harrison
Joachim, Marie .....	Belleville	Putscher, Julia D. ....	Clifton
Johnston, Helen .....	Asbury Park	Radl, Helen Madeline .....	Perth Amboy
Jordan, Jesse Irene .....	Kearny	Rogers, Jennie R. ....	Ridgewood
Kahn, Esther .....	New Providence	Ruckel, Ethel Elizabeth .....	Midvale
Karr, Marion C. ....	Clifton	Sauer, Anna H. ....	Prospect Park
Kaufmann, Isabel .....	Clifton	Seaman, Georgianna .....	Westwood
Kelleher, May .....	Clifton	Sel, Esther .....	Walnut Street
Kincaid, Grace E. ....	Clifton	Simmonds, Stella Munn .....	Kearny
Koch, Mary C. ....	Kearny	Smith, Elmor Wall .....	Scullville
Kormann, Gertrude .....	Irvington	Spaeth, Hortense .....	Kearny
Landesman, Ruth .....	Passaic	Spangenburg, Myrtle .....	Jamesburg
Latimer, Margaret .....	Ridgewood	Tantum, Florence A. ....	Bergenfield
Lewis, Ethel L. ....	South River	Thieme, Gertrude Carolyn .....	Lafayette St.
Liebscher, Viola .....	Belleville	Trawin, Helen Van Ness .....	Kearny
Lipson, Sadie .....	Orange	Vanderhoof, Ada M. ....	West Orange
MacCaskie, Helen J. ....	Abington Avenue	VerSoy, Mildred B. ....	Lafayette Street
MacMahon, Cora B. ....	Irvington	Wadams, Charlotte P. ....	Scullville
Marti, Mary .....	Carltsadt	Walsh, Elizabeth V. ....	Newark
Masters, Louise .....	Morristown	Walters, Gladys Mae .....	South River
Maybaum, Flanche .....	Substituting	White, Helen Bleecker .....	Woodbridge
McKeller, Annie .....	Garfield	Williams, Grace Deborah .....	Private School
Meisel, Birdie .....	Garfield	Woodall, Margery Amelia .....	Eloomingdale

**Youth, O Youth**

Youth, O youth, O blessed youth,  
 That comes but once in all to all,  
 Thy fleeting wing doth show no ruth,  
 But gives of life, and gives of gall.

The young in pleasure and in pain  
 Receive from thee their righteous due;  
 The young man loves and loves again,  
 Nor heeds the failures of the few.

Then give me life, and give me love,  
 O blessedly happy, joyful youth,  
 For young am I, with thoughts that rove,  
 That lean to thoughtless love, not  
 truth.

Compliments of

Senior

A II

**To Isabelle**

One day I sat among the flowers,  
They brought me thoughts, my dear,  
of you.

Such innocence, such daintiness—  
Oh, would the vision but come true.

One day I sat beside the sea—  
Each tiny wave a message brought  
Of Isabelle, my Isabelle,  
My very own in heart and thought.

And can I help but happy be  
In such a lovely realm as this,  
When all the charms of all the world  
Conspire to aid my earthly bliss  
With Isabelle?

—x—

**Song and Cheer Contests**


A contest was held recently in which the Athletic Association offered \$2.50 for the best original school song and the same

sum for the best school cheers. Syd Lasser has been named victor in both contests and as reward was presented with \$5 in gold in assembly.

—x—

On November 3 the Normal School gymnasium was the scene of a hard-fought basketball game between the Junior B class team and Junior A's. The game was practically a tie throughout until, in the last few minutes of play, the Junior B's lost their opponents and scored two baskets in succession. At the end of the game the score stood 16-12 in favor of the Junior B class team.

While waiting for the game to begin Miss Johnson entertained the audience with a song. Miss Natalie Vernet danced two solo dances, "Humoresque" and "The Scare-crow Dance."

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