



THE
KOKOON



JUNE
1925

PSNS

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WAYNE, NEW JERSEY

...The...
KOKOON

Paterson State
Normal School

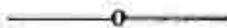


JUNE, 1925



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CIRCULATION MANAGER	GEORGE SMITH



WE The Class of June, 1925, affectionately
dedicate this Class Book to—

DR. FRANK WEBSTER SMITH

The sculptor, the painter, the poet—each has left in his work a something which expresses the character of him who produced it. So, on our Normal School to-day, is left the unmistakable imprint of the personality and ideals of him who gave to its growth twenty years of labor and of love. To its doors, year after year, have come young women and young men anxious to succeed in their chosen profession. Each and every one has found in him a kindly father, encouraging, gently chastening, ever inspiring. Out from its doors have gone teachers, conscious of the noble work before them, ready to give of their best.

No words of ours could adequately express the depth of appreciation which we feel. There is only one way by which we can prove our sincerity. We pledge our unswerving loyalty to those ideals which he has lived for us through these years.





DR. FRANK WEBSTER SMITH



CRITIC TEACHERS OF SCHOOL NUMBER 24.



CRITIC TEACHERS OF SCHOOL NUMBER 4.

To Our Critic Teachers



Dear Teachers,

To you was given the task of guiding our first, faltering steps along that great highway which leads to the professional goal. With eyes sharpened by experience, you warned us of the dangers that would beset our path. You gently guided us onward past the tempting by-paths that lure the inexperienced. When disappointments loomed dark before us and we would gladly have given up, you, who had met and triumphed over similar difficulties spurred us on toward the goal.

To you, who have laughed with us at our blunders, sympathized with us in our failures, smoothed our difficulties, and set our feet firmly upon the way, we offer these words of appreciation and regard.

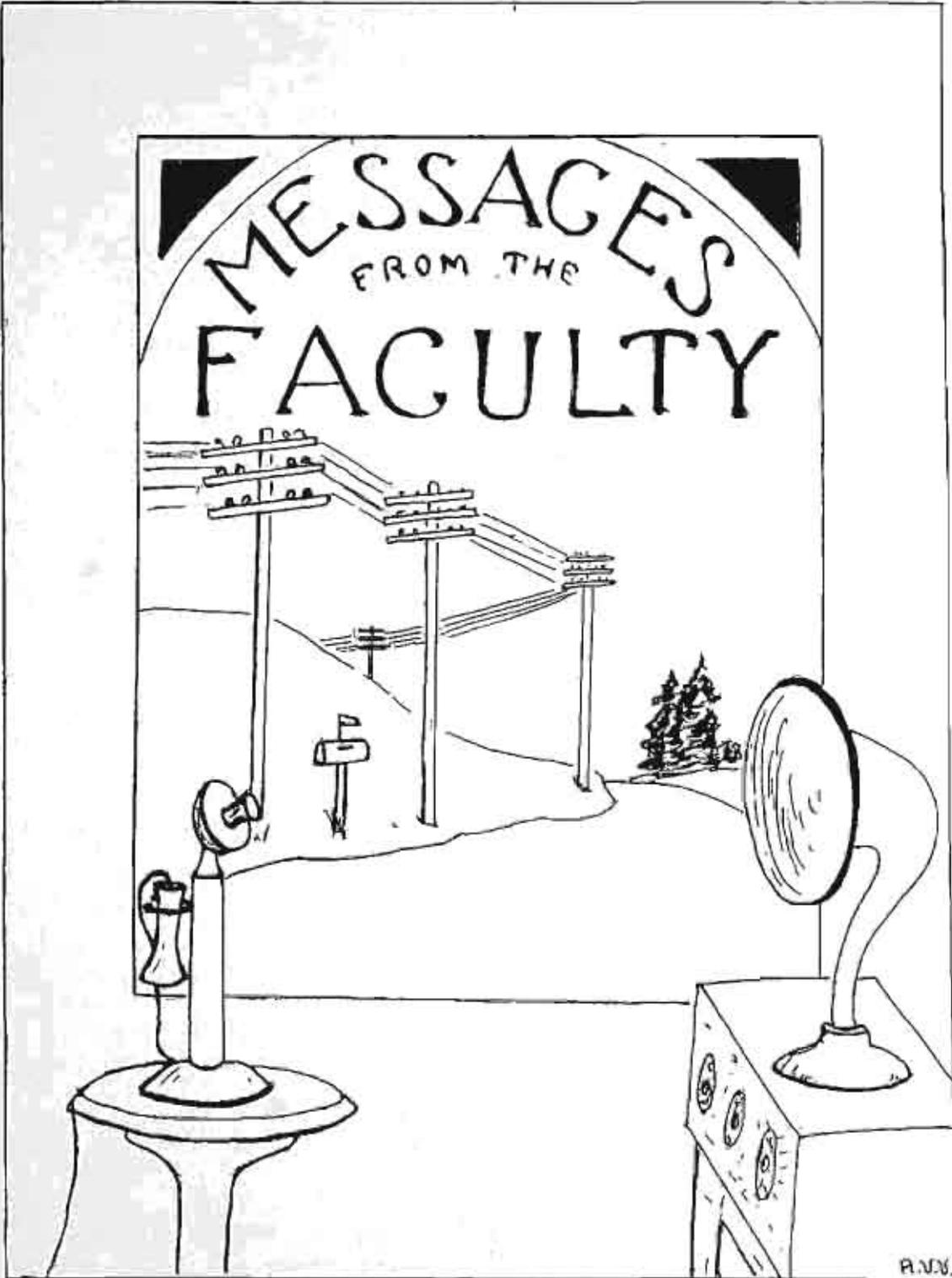
Sincerely,

Class of June, 1925.

Edith L. Jackson



Every picture tells its story





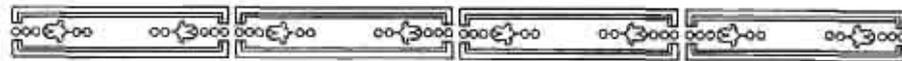
Messages to the Graduating Class



I wish I could do up in a single word my thought for you, but I do not know the word. Let me try a sentence:--Believe in the highest; keep faith with ideals that are not static, but dynamic; grow.

Victuri Salutamus.

FRANK WEBSTER SMITH.



Messages



I came across a beautiful tribute to music in exquisite prose poem form. I hope you will enjoy it as much as I do.

FLORENCE L. ASH.

I AM MUSIC.

Servant and master am I; servant of those dead, and master of those living. Through me spirits immortal speak the message that makes the world weep, and laugh, and wonder, and worship.

I tell the story of love, the story of hate, the story that saves and the story that damns. I am the incense upon which prayers float to Heaven. I am the smoke which falls over the field of battle where men lie dying with me on their lips.

I am close to the marriage altar, and when the graves open I stand nearby. I call the wanderer home. I rescue the soul from the depths, I open the lips of lovers, and through me the dead whisper to the living.

One I serve as I serve all; and the king I make my slave as easily as I subject his slave. I speak through the birds of the air, the insects of the fields, the crash of waters on rock-ribbed shores, the sighing of wind in the trees, and I am even heard by the soul that knows me in the clatter of wheels on the city streets.

I know no brother, yet all men are my brothers; I am the father of the best that is in them, and they are the fathers of the best that is in me; I am of them, and they are of me. FOR I AM THE INSTRUMENT OF GOD.

I AM MUSIC.

Earnest, anxious, loving thoughts crowd for utterance in my desire to wish each of the Class of June, 1925, God-speed as he journeys away into his special realm of opportunity and influence. My dearest hope is that each will recognize his opportunity and appreciate his power to influence; that each will prove his wisdom according to the standard set down here.

"The wise man is he who sets himself to cultivate the heart that always loves and the mind that is never deceived."

EDITH S. GARLICK.



"Truly a man's reach must exceed his grasp
"Or what's a heaven for?"

With such a thought, a challenge, who would be content to drift, to be satisfied with present gain, to do less than the full measure of his power?

ELIZABETH M. GILL.



By intelligence and application to the duty of the hour, a peddler becomes the head of a great steel corporation; A district messenger boy becomes the world's greatest inventor; A humble clerk in a backwoods store becomes President.

No great single act placed any one of them at the top—but a long succession of little things well done.

MARGERY B. LOUGHRAN.

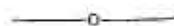
Messages



IDEALS.

Far away there, in the sunshine, are my highest aspirations. I cannot reach them, but I can look up to them, see their beauty and try to follow where they lead.—*Alcott.*

EDITH R. SHANNON.



Theodore Roosevelt once said:

"Our National health is physically our greatest asset. To prevent the deterioration of the American stock, should be a National ambition."

May the development of this ambition be the first health habit to be formed by each of us.

ETHEL M. LORING.



"Don't shoot butterflies with rifles",
May, perhaps, sound queer to you,
But a heap of teaching wisdom
Lies within these lines so few.

EDITH L. JACKSON.



To the Senior A's with much affection:

"I've gathered young spring leaves and
flowers gay" and "their memory is fair and
bright."

MARGARET C. FINLAY.

"It seems to me that we should come a shade nearer happiness in life if we constantly reminded ourselves of this truth: that life as we live it is an art,—is one of the greatest of the fine arts,—that, indeed, it is the one art which embraces all others."—*Carman.*

ELIZABETH J. SAUTTER.



To have known the June 1925 Class a short time has been a pleasure, to have known them longer would have been a greater pleasure, but the hope for their friendship during the coming years is the greatest pleasure of all.

My best wishes to you all.

Artfully yours,

CLARA M. GALE.



"Beware of the man of one book."

Let your knowledge of books be broad, and as you grow in experience, may the richness and joy that comes from knowing literature be an inspiration to the children with whom you labor, so that they may be filled with the desire to know books.

DOROTHY A. ABRAMS.



To the June Class of 1925



I am very happy to send my greetings and good wishes to the members of the class which will be graduated in June, 1925, from the State Normal School at Paterson.

I assume that it is the intention of the members of this Class to enter actively upon the profession of teaching. This is one of the most difficult, most responsible, and in a material sense, least rewarded of the professions. Nevertheless, it offers opportunity for intellectual and moral satisfaction and for public service unequalled by any other calling.

What should a teacher aim to do? No teacher can compass the whole of knowledge and every teacher must be content to use some portion of that field in cultivating and developing those habits of mind and character which characterize the truly educated human being.

How is a teacher to know when success is attending his or her efforts? I offer the following five evidences of an education for your most serious reflection:

- Correctness and precision in the use of the mother tongue,
- Refined and gentle manners, which are the expression of fixed habits of thought and action,
- The power and habit of reflection,
- The power of growth, and
- Efficiency, or the power to do.

When your pupils are showing themselves concerned about these things and gaining the power and competence in respect of each of them, then you are succeeding in your efforts as a teacher.

With every good wish for you each and all, I am

Faithfully yours,

NICHOLAS MURRAY BUTLER.

CLASS SECTION



MAY ARMENGOL

Paterson, N. J.

"Delightful task! to rear the tender thought
To teach the young idea how to shoot."—*Thompson*



RUTH BREWER

Wortendyke, N. J.

"He prayeth best, who loveth best,
All things, both great and small."—*Coleridge*



AGNES CAMPBELL

Paterson, N. J.

"A soft answer turneth away wrath."



MARY CAMPION

Paterson, N. J.

"Those graceful acts, those thousand decencies,
that daily flow
From all her words and actions."—*Milton*

ADA DARLING

Midland Park, N. J.

"Her modest looks the cottage might adorn,
Sweet as the primrose peeps beneath the thorn.

—Goldsmith.



REINA DE JONGE

Paterson, N. J.

"Not one immoral, one corrupted thought,
One line, which dying, she could wish to blot."

—Lord Lyttelton



ANNA DOWLING

Paterson, N. J.

"Beholding the bright countenance of (ruth in the
quiet and still air of delightful studies."



IRMA FLYNN

Butler, N. J.

"Grace was in all her steps, heaven in her eye,
In every gesture dignity and love.—Milton



ELIZABETH FRAZZA

Paterson, N. J.

"We live in deeds, not years; in thoughts,
not breaths; He most Lives
Who thinks most, feels the noblest, acts the best."

—Philip James Bailey



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MARGARET GABRIEL

Paterson, N. J.

"Her voice was ever soft,
Gentle, and low; an excellent thing in woman."
—*King Lear*



CHARLES E. GERMANN

Teaneck, N. J.

"Have a purpose in life, and having it, throw into
your work such strength of mind and muscle
as God has given you."—*Carlyle*



LEONORA GREENBERG

Paramus, N. J.

"The noblest mind the best contentment has."
—*Spencer*



BEATRICE GRIMSHAW

Paterson, N. J.

"The woman that deliberates is lost."—*Addison*



HANNA GOLD

Paterson, N. J.

"Though this may be play to you,
'Tis death to us."

MEDA HAMILL

Wayne, N. J.

"Their cause I plead—plead it in heart and mind,
A fellow feeling makes one wondrous kind."

—*David Garrick*



LOUISE HARRIS

Paterson, N. J.

"A youth to whom was given
So much of earth, so much of heaven.—*Wordsworth.*



BELLA HARSHORN

Paterson, N. J.

"Good, the more communicated, more abundant
grows".—*Paradise Lost.*



EMMA IPP

Paterson, N. J.

"Type of the wise who soar, but never roam,
True to the kindred points of Heaven and Home."

—*Wordsworth.*



RUTH KLAHR

Paterson, N. J.

"Music hath charms to soothe the savage beast
To soften rocks, or bend a knotted oak."

William Congreve.





ROSE LEFKOWITZ

Paterson, N. J.

"Tell me thy wish; my inclination urges me to grant it if my power may ought avail, and if it can be done."—*Homer.*



DORA LIPSITZ

Paterson, N. J.

"The power of Thought, the magic of the Mind.".....



ANNA LOMBARDO

Paterson, N. J.

"Heart on her lips, and soul within her eyes,
Soft as her clime, and sunny as her skies."—*Beppo.*



GEORGIANNA MARION

Bloomington, N. J.

"Whatsoever thy hand findeth to do, do it with thy might."—*Ecclesiastes.*



ALICE MATHER

Passaic, N. J.

"'Tis not in mortals to command success,
But we'll do more, Sempronius, we'll deserve it."
—*Addison.*

LORETTA McNALLY

Paterson, N. J.

"The music in my heart I bore,
Long after it was heard no more."—*Wordsworth.*



LAVINA MEREDITH

Paterson, N. J.

"They are never alone that are accompanied with
noble thoughts."—*Sir Philip Sidney*



YETTA MORGULAS

Paterson, N. J.

"The price of wisdom is above rubies."—*Job*



HELEN MURRAY

Paterson, N. J.

"By the twinkle in her eye, I fear she plotteth
mischief".



JEANNE MURRAY

Paterson, N. J.

"At all times equal tempered."



THE KOKOON



MOLLIE OVERMAN

Paterson, N. J.

"A little one shall become a thousand, and a small one a strong nation,"—*Isaiah*



MARGARET POLLITT

Paterson, N. J.

"I am sure care is an enemy to life."
—*Shakespeare*



SADIE QUINN

Paterson, N. J.

"A perfect woman, nobly planned,
To warn, to comfort, and command."—*Wordsworth*



MARION RUSSELL

Paterson, N. J.

"The greatest thing that any living soul can do is
to see something clearly and tell it plainly."—*Ruskin*



HELEN RYERSON

Oakland, N. J.

"He prayeth well, who loveth well,
Both man and bird and beast."—*Coleridge*

VIOLA SCOWCROFT

Paterson, N. J.

"Good name in man and woman, dear my lord,
Is the immediate jewel of their souls."—*Shakespeare*



GERTRUDE SIEGEL

Paterson, N. J.

"Cheerfulness is like money well expended in charity,
The more we dispense of it, the greater our possession."
—*Hugo*



KATHERYN M. STARR

Paterson, N. J.

"Come, and trip it as you go,
On the light fantastic toe."—*Milton*



FAYTHE STERN

Paterson, N. J.

"Without the smile from partial beauty won,
Of what were man?—a world without a sun."
—*Thomas Campbell*



ELIZABETH SWEENEY

Paterson, N. J.

"O, saw ye the lass wi' the bonnie blue een?
Her smile is the sweetest that ever was seen."



THE KOKOON



ADA VAN VLAANDEREN

Hawthorne, N. J.

"A thing of beauty is a joy forever."—Keats



FLORENCE VERVAET

Crystal Lake, N. J.

"Who mixed reason with pleasure and wisdom
with mirth."—Goldsmith



BLANCHE VILANCH

Paterson, N. J.

"No pent-up Utica contracts your powers,
But the whole boundless continent is yours."
—Jonathan M. Sewall



MABEL WALDRON

Oakland, N. J.

"Shine by the side of every path we tread
With such a lustre, he that runs may read."
—William Cowper



ALICE WALSH

Paterson, N. J.

"With rosy cheeks and sunny smile."

EVA WENTINK

Paterson, N. J.

"Her ways are ways of pleasantness, and all her paths are peace."—*Proverbs*



JULIA BAIRD

Paterson, N. J.

"Loveliness needs not the foreign aid of ornament,
But is when unadorned, adorned the most."
—*James Thompson*

RUTH COVEN

Paterson, N. J.

"And thou shalt know that these words are sincere, and not the false glozings of a flattering tongue."—*Aeschylus*

JEANNETTE LAZZIO

Paterson, N. J.

"She cometh unto you with a tale which holdeth children from play, and old men from the chimney corner."—*Sir Philip Sidney*

GEORGE SMITH

Riverview, N. J.

"The world knows nothing of its greatest men."
—*Henry Taylor*.



CLASS POEM



At Normal's threshold fair, I stood and gazed
To find three score and more of highways wide
A winding from the very step--these ways
Untrod as yet--no traveler have I spied,
But, each road turns--one cannot see the end--
There is a life-time's travel, round the bend.

Some highways--broad and smooth--no stones to prod
Or mar the even calm of traveler's way.
Others--what traveler brave 'twill take to trod
Those rough inclines that mutely spell delay.
And from each highway, faintly rings a cry:
"I wonder who my pilgrim is, and why?"

JULIA I. BAIRD.

The History of the Class of June, 1925

MABEL WALDRON

IN JUNE 1923, the doors of the Paterson Normal School as a city institution were locked. When these doors were unlocked on September 1, 1923, they led to a new and more extensive hall of learning and training, the State Normal School of Paterson, New Jersey.

Two years have passed since September, 1923, when the Class of June 1925, or the first class to enter this State institution started its normal training course at Paterson, New Jersey as Junior B's. How different everything appeared when compared with our four years of high school work. The outstanding cry was "method" incidentally "subject matter." It took us a very short time to realize, that before we could apply the former, the latter was very necessary.

We were given our first lesson to teach. Every student was prepared to make the first attack. The lesson was taught, and criticized, favorably by the students. It was now the teacher's turn to criticize. Her criticisms proved very beneficial to us because through them, we not only learned our weaknesses, but how to correct them. We also learned that every lesson should be made broad, real and interesting. What a task we had before us! We decided to face it, and not give it up until we had conquered it. How could we make our lessons broad, real and interesting? This was the important question. Surely, not by material gained from only one book or picture as we soon learned.

The libraries were overrun. Their business was increasing. The librarians had more pictures, and books of which to keep account. The school library became so crowded that they found it necessary to make it larger.

Our Junior B term was coming quickly to a close. It wasn't long before we discarded our old title of Junior B, and assumed our new title of Junior A. The class was gradually becoming smaller. Some disliked teaching and left. Others were unable to reach the goal.

During our Junior A term, we had more teaching to do both in our classrooms, and in the grade or training school which is the heart of the State Normal School, so that we would

be more capable of assuming the responsibilities of practice teaching the following term.

When this school was a city institution, the last year was devoted partly to practice teaching, and partly to study. In the state normal schools, the last term is devoted to practice teaching.

At the close of our summer vacation of two months, we returned to school as Senior B's. We were gradually gaining the professional attitude. At the time of our entrance to the normal school, we had the tendency to neglect the teachers' aim and consider only the child's aim in a lesson. Therefore, our teaching was from the point of view of a child, and not that of a teacher. It was through constant thought and work not only on our part, but also on the part of our teachers that we finally succeeded in gaining that attitude which should become every teacher.

Many were disappointed when informed of the concentration of our practice teaching in the last term. We devoted our time to study and to observation in the training school. This furthered our opportunity for successful practice work the following term.

The second half of our senior year arrived. We were now Senior A's, and were members of the graduating class. This term was entirely devoted to practice teaching. Although the class was smaller now than at the time of entrance, it was still impossible for all the students to practice in the training school. The only thing that could be done was to separate us. Some were sent to School No. 4, in Paterson, while the others remained in the training school connected with the Normal School. We were kept in close communication with each other through committee meetings.

Just one more event in our history as a class—commencement. After that the members of the class of June, 1925 will separate. Some will take positions immediately as grade teachers within the State of New Jersey. Others will continue their study in higher institutions. Although we may all be separated, we will always remember happily our work together in the Paterson State Normal School of New Jersey.

Two Seeds



A tiny seed was planted
And tended with great care.
It grew into a flower
That scent' the summer air.

With food, and light, and water,
It waxed both fair and strong,
And raised its head to heaven
As if in joyous song.

Its slender stem met bravely
The storm of wind and rain,
And every day it battled
A new strength seemed to gain.

Another seed was planted,
But left to grow at will
A small and straggly flower
That had no place to fill.

Denied its food and water
It weakened day by day,
And bowed its tired petals
When breezes came to play.

Its tiny stem fell meekly
Beneath the storm's great hand.
The little flower perished;
It had no strength to stand.

(Education provides nourishment for the child, giving him knowledge which will help him to cope with the difficulties of life.)

VIOLA SCOWCROFT.



A Roman Number

4 - IV

Just to be different



What's wrong with this picture



"Charley My Boy"



Together they stand Divided she'd fall.



Prophecy of the June Class, 1925.

HELEN HYERSON

EVERYTIME a class is graduated from Paterson Normal School, the fate of its members is foretold by one of the class. Now we have another class ready to graduate, and our attention is directed to the future. My only warning is "Beware of false prophets," so it is quite unadvisable to consider this prophecy as the basic law of life for members of the class.

As we are about to enter upon our work as teachers, we are conscious of many opportunities which beckon to us. Our future is full of many alluring paths, and we have but to take our choice. Naturally, each person has different abilities, yet the opportunities are of such character that each person may do that for which she is best fitted.

Because of these opportunities, the future of our class is very bright and promising. Many of our members will soon be on their way to successful leadership in the broad educational field. While others, who do not enter higher educational work, will be splendid leaders in the immediate community.

First, let us consider the work of our artistic classmates. Without doubt, Julia Baird will be a famous art teacher in some higher school; while Ada Van Vlaanderen will become an art supervisor in a city system. In our Norma School work these two young women have always been of great help from the artistic view point, and their future seems to be of an artistic type.

Another member of the class, who will develop her artistic ability, is Anna Lombardo. Her artistic work will be more of the commercial type.

Then there are some young women who will be attracted into the business world. The teaching profession will not attract them for any great length of time. Hanna Gold and Yetta Morgulas will give up teaching and become secretaries in large business concerns. Some day we will hear of Faythe Stern as a prominent advertising agent for an educational publishing company. Rose Lefkowitz will enter business and will soon become well known in advertising work, too.

Charles Germann will continue his newspaper work, and will finally become editor of

a large newspaper in the Eastern metropolitan district.

Next our attention is directed to the progress our class will make in the professional way. Some of the class will work in the kindergarten and lower grades, while others will specialize in upper grade work. This division of work is most natural because of the varied personalities of the teachers.

We are told to "begin low" so as to be sure of advancement, so I will first mention the work of the kindergarten. The teachers of the kindergarten are eager for advancement, but they do not seek it in the higher grades, it is advancing in their own work.

Three members of our class have always been together, perhaps that accounts for similar tastes, but be that as it may, Dora Lipsitz, Mollie Overman, and Blanche Vilanch are all interested in special work in kindergarten. We, naturally, hope that they will find their work in the same school system.

There is, also, Kathryn Starr, who is so well adapted to kindergarten work, she will find her work there. Then too, Margaret Gabriel will make the little folks her special class. Margaret will be far above the pupils in height, but surely not in manner of presentation or personality.

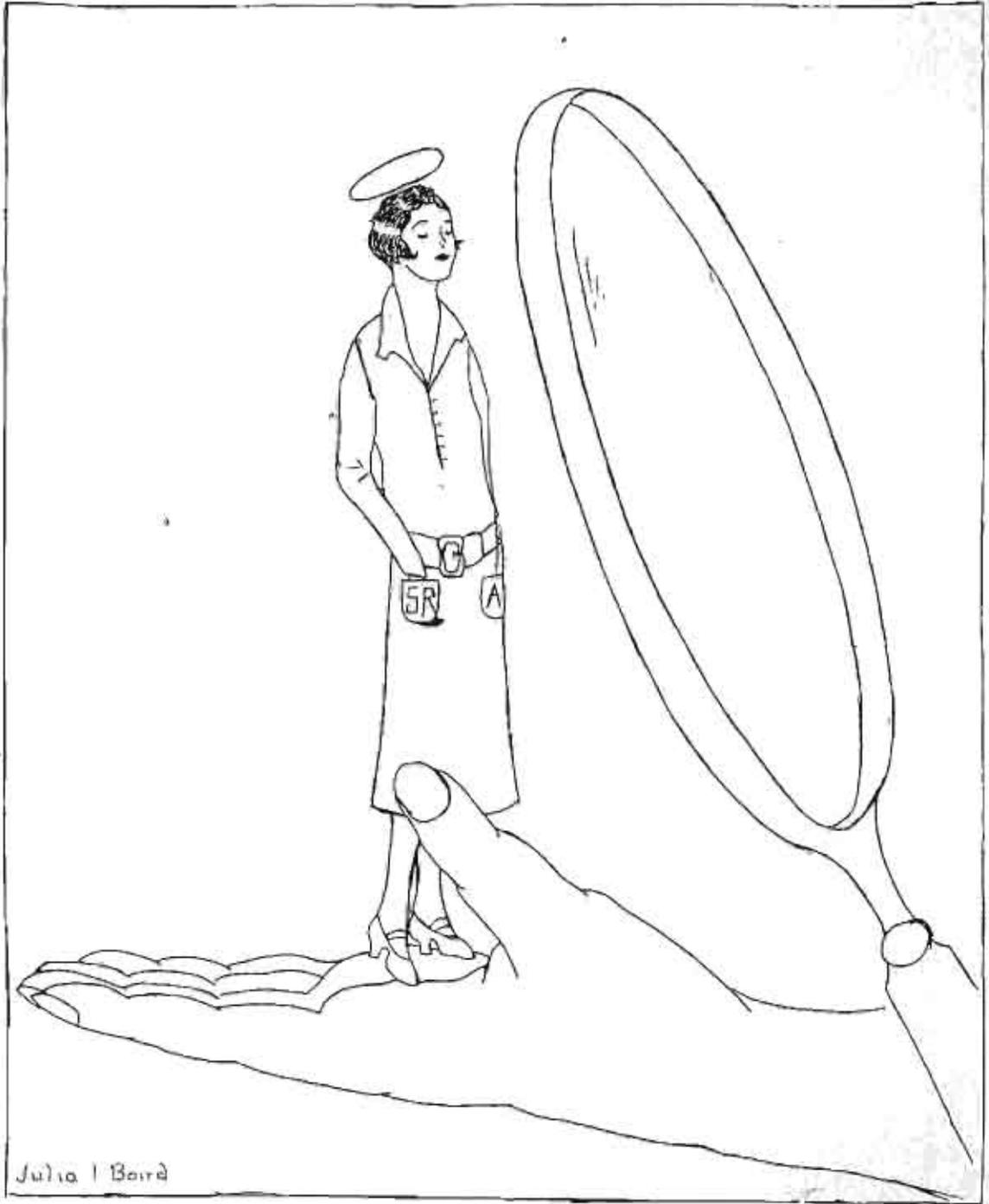
Our next logical question is what about the girls who are best adapted to lower grades? Therefore let us consider them.

First grade is only one step above the kindergarten, yet vastly different in its work. In our class there are some who will seek special work in this grade. There is Irma Flynn for the first consideration. She will do very fine work with these young students. While Lavina Meredith possesses the necessary patience for work with these small children and we can readily understand her success in this grade. Then, another classmate, Jeanne Murray will guide "first graders" with ease, and furthermore, her classes will always enjoy hearing her "tell a story."

Now we will progress to second and third grades. To the children in these grades the world is so big, things mean so much, and the

(Continued on page 52)





Autographs (2)

AUTOGRAPHS

Gertrude O'Shea

Josephine Saracco

Maria Van Kimmwegen
A.P.S.

Rosa King



Gertrude B. Silberman

Gertrude Wittstein
Maria Van Kimmwegen
A.P.S.

Emily Philbert

E. Dick R. Vandenberg

Miriam Skomberg

Hester M. Greenland
Betty Phillips
Helen R. Roubly

Mary Truina

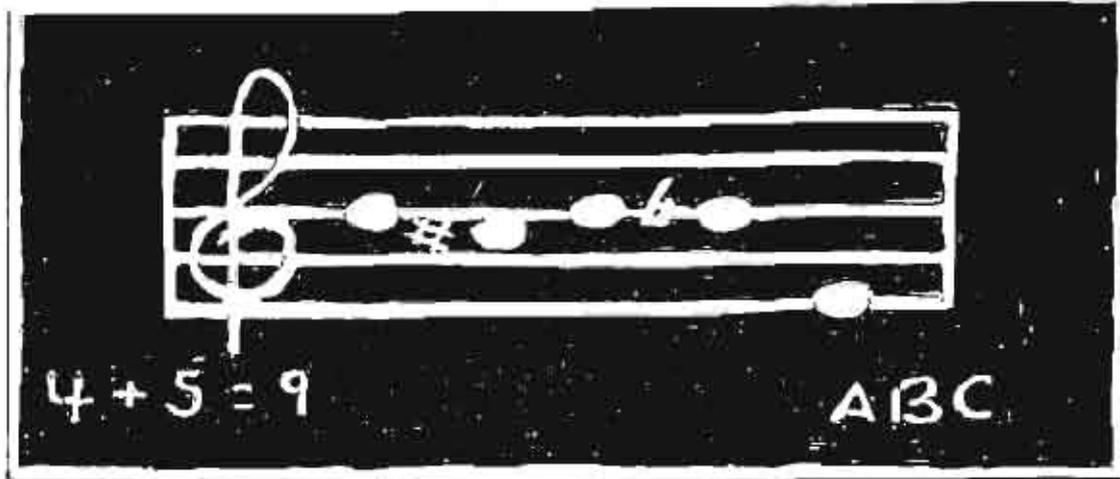
Isabel Taylor

Libe Sch 100 lines

Inna Schuchel

Helen Blum

SCHOOL NOTES



R.M.V.

CLASS OFFICERS.

Junior B Class:

President, Grace Post
 Vice-President, Florence Gaiz
 Secretary, Celia Brenner
 Treasurer, Albert Klainer
 Chairman of Social Committee,
 Josephine Clamurro.

Junior A Class:

President, Helen Waldron
 Vice-President, Claire Frazza
 Secretary, Ethel Smith
 Treasurer, Florence Lafrican
 Chairman of Social Committee,
 Esther Green.

Senior B Class:

President, Vera Twite
 Vice-President, Florence Morris
 Secretary, Libbis Camil
 Treasurer, Veria Kuett
 Chairman of Social Committee,
 Kathryn Lipowitz.

Senior A Class:

President, Meda Hamill
 Vice-President, Jeannette Lazzio
 Secretary, Viola Scowcroft
 Treasurer, Florence Vervact
 Chairman of Social Committee,
 Kathryn Starr.

Notes of Interest.

TO make sure that these news items were really notes of interest, I have succeeded in annoying one section of every class in the school. Still wherever I went I was given most valuable information, hence, when the students of Paterson Normal read these pages, they will be rewarded for their kind contributions.

In Normal School we diligently toil between the hours of 9:00 and 4:30, still our program shows that we enter school at 8:20 (sadly do I state that not all get here by 8:20), so it has been well known that from 8:30 to 9:00 we are entertained. We all agree that these entertainments are very pleasant. Each section has an opportunity to win honor and fame through the efforts of its talented members, thus each section gives a special assembly. Only this term there are some sections not caring for fame, who have not contributed to our pleasure. I presume these people feel that they are famous without publicity; perhaps they are I will not contradict them.

"Good English."

What could be more helpful than to be deeply impressed with the fact that we should use better English? To Miss Jackson's Junior B's we give the credit for making the impression. Their program told us in a humorous way, what many long speeches have failed to do.

"Cross Word Puzzles."

Everyone loves to work puzzles, especially these cross word affairs. Consequently, one morning we were all surprised to see a giant cross work policeman appear. We thank Miss Shannon's Junior B's for the pleasant labor.

"Art."

'A thing of beauty is a joy for ever,' we all agree. Therefore the morning we all enjoyed the "living pictures" will ever be a joy. Miss Gale's labors were not in vain, nor was the work of her Senior A section.

"Psychology of Winter and Spring."

Winter is a dreary season, as portrayed in the assembly program, but Spring was such fun that we all felt cheered. Butterflies, rabbits, birds, and happy children all came out merrily. Need we ask whose section would work with Psychology? Miss Laughran's of course!

"May Day."

Just when we were feeling weary and were complaining with Spring fever, along came the gay May pole dance to cheer us up! It did good work and we all felt happy when we left the auditorium. The Senior B's from Miss Sautter's room were to be praised for this treasure!

"Washington's and Lincoln's Birthdays."

This year we observed both of these days upon one occasion, we had our program with the grammar school as usual. There were reading, recitations, and songs appropriate for the time. The program made us appreciate the wonderful work of these two men, in a greater way than ever before, consequently we are glad we had it.

"Mrs. Douglas, Dean of the
Women's State College."

Any mention of college life always brings pleasant thoughts, and everyone will agree that Mrs. Douglass' address was very, very pleasant. She told us about the work of the college as well as its social life, and then she told us, briefly, something of its history. In fact, when she concluded her remarks we were all so enthused that we would like to go to the college.

"Moving Pictures."

All of us enjoy the pictures which are presented monthly, by the Board of Education. This term we have had some very interesting and instructive pictures; we enjoyed, particularly, the ones about Greenland, Westward Expansion, Japan, and Oil. We are all delighted when we hear that Mr. Thompson is in school, because it means another good picture.

"The Senior B Pageant"

One of the many things that the Senior B Class did successfully was the double pageant. The one pageant was "Bubbles" and the other, "Princesses." There were three performances given and were all fairly well attended.

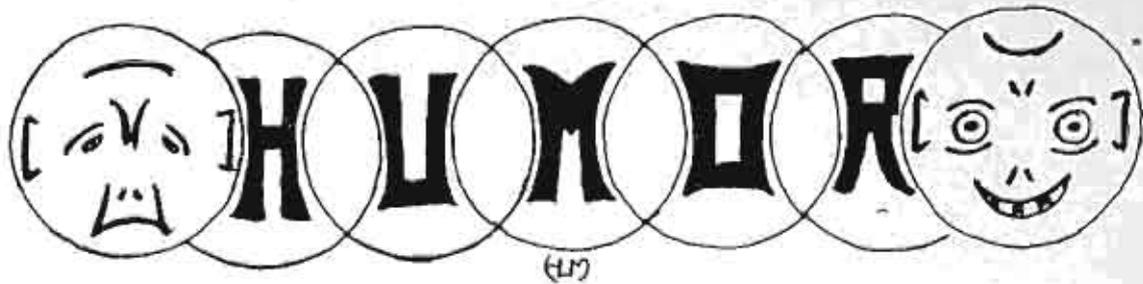
The Senior B's feel that success is not always reckoned in money value. The returns were not extremely large. Nevertheless, the Senior B Class did something that was a credit to the school.

The pageant required much hard work. However, under the able direction of Mrs. Chard, of Montclair, and with the cooperation of each girl in the Senior B Class, the work was done cheerfully and well.

What Next?

To the Senior A's the most interesting time is yet to be had, the time of graduation. What a long looked for event! It is on our minds all of the time. But we shall miss P. S. N. S. next fall, and thereafter. We shall miss its peculiar "trials and tribulations," especially our hooklets, our regular assemblies (with its "part" songs), and last but not least, our Session Work! We willingly give all of these pleasures and labors to the succeeding classes, we ask them to enjoy it all as we have done.

The photographs in this Class Book were made by The Kemp Studio, 274 Main Street.



Her First Charge.

ACT I—BEFORE.

The curtain rises upon a distracted Senior A, rushing frantically about the room. If one could read her mind, one would find that it looked like this—

Shades to be adjusted!
Windows to be opened!
Sentences to be written!
Where is my pitch pipe?
Get the roll book ready!
Don't forget the milk money!!

The bell!!!! I must go for the lines. Oh-o-o-o-o-o Oh!! the definitions, the oral arithmetic, the dummy staff—what *did* I do with that note book? My program!

The iron mine, Mrs. Finlay is due!!!

ACT II—DURING.

The poor Senior A has become more and more worried. *Her best lessons have been taught—the worst are about to come when lo!* the door opens—Enter—

- (a) Dr. Smith
- (b) Miss Garlick
- (c) Miss Sautter
- (d) Miss Gale
- (e) Mrs. Ash
- (f) Miss Loughran
- (g) Mrs. Finlay
- (h) Miss Gill.

Blessings (?) never come singly.

A rush of thoughts and ideas, among them,

- (a) Is my lesson full, broad, rich? I hope they have those reports.
- (b) Is my dress too short? I'd better let David conduct the physical training.
- (c) Where is that outline? Shall I leave out his childhood?

(d) Why did I wear that orange tie? Where shall I put the green handkerchief? Suppose I should sneeze—Horrors!!

(e) Where *are* those notes for the dummy staff? Did I have enough vocal drills? What key is three flats?

(f) Does it belong to the Art group or the Science group? Science! Well, is it inductive or deductive? Darned if I know!

(g) Where do the bee's knees belong?

(h) I must watch my enunciation. Shall I stop to ask questions in that poem?

ACT III—AFTER.

It is the end of an "awe-full" day. The Senior A sits and meditates upon her sins.

I finished 10 minutes before time. What was the matter? I forgot the reports for Dr. Smith!!!

How *did* those spelling papers get mixed? I'll get C in Management.

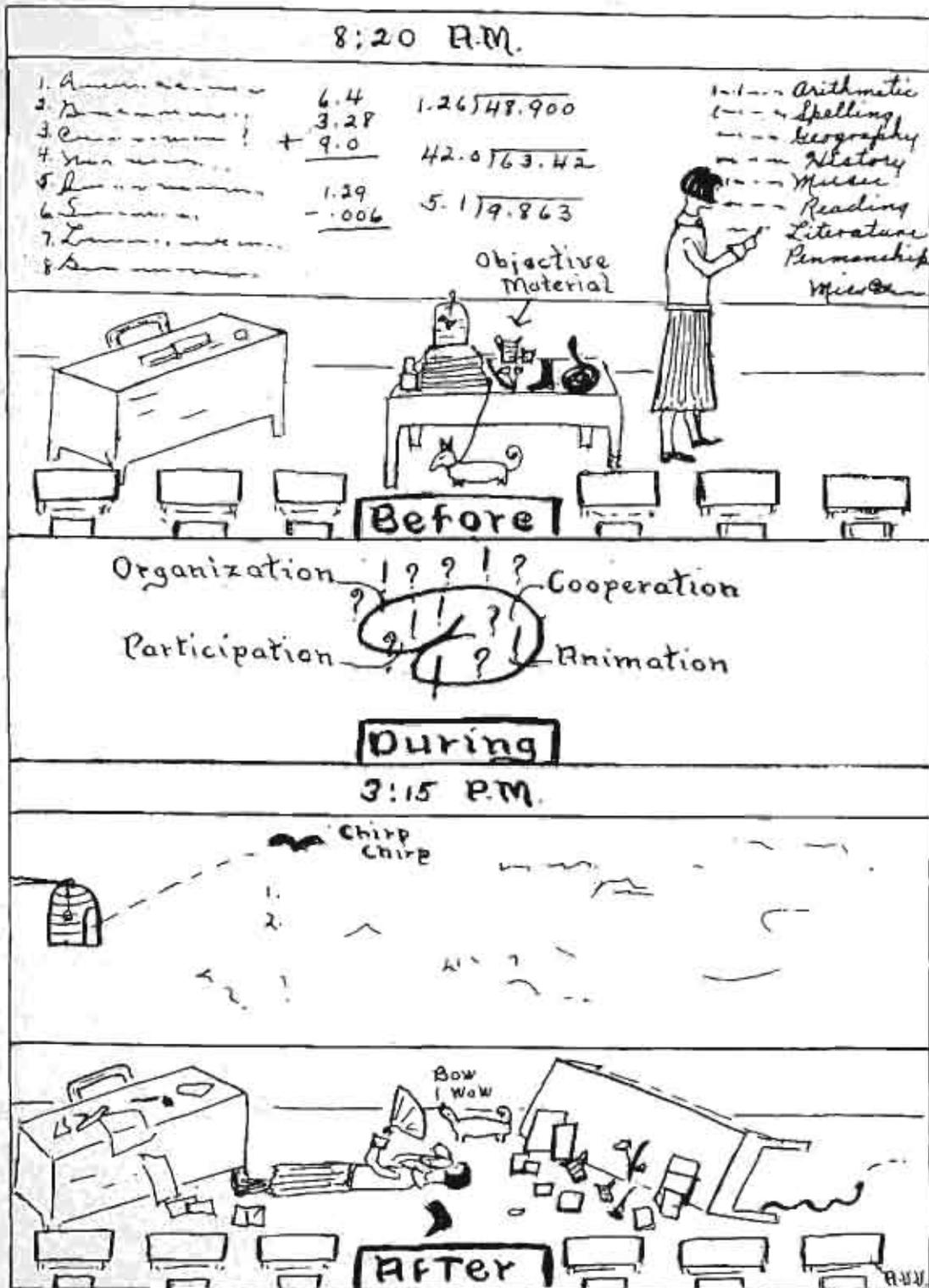
Why didn't I leave out his childhood. I couldn't remember whether he was born in Genoa or Venice. That outline must have *walked* away.

I knew I'd sneeze! Miss Gale never took her eyes off that handkerchief and tie. She'll become color-blind sure!!!

I don't know *what* possessed that child to say three flats is the key of D. He should have remembered the sentence!! I couldn't get beyond—bearing. I never could say that sentence backwards.

I don't know why Mrs. Finlay kept looking at that drawing of the bee. I'm *sure* his knees were in the right place.

(Continued on page 48)



The Proposed Speech of a Student Who
Has Received an "F" in Her Final Mark.

"Now, Miss Sautter, I feel that I am the victim of a gross injustice. Throughout this term I have diligently applied myself to my lessons, I have even sacrificed my evenings for the purpose of studying this very subject. In the examination I answered every question with special care and precaution. Now, Miss Sautter, I find you do not value the merits of my work to the extent of allowing me to finish my professional pursuits without the handicap of this failure. I repeat it madame, I think I have been treated unjustly and I demand that you reconsider the matter and see what can be done."

The Speech That She Really Makes.

"Oh — er — I — er — beg pardon. I feel — er — that — I — er."

"What do you want?"

"Er — I feel — that — er — ah — Well, Miss Sautter, I hope you have a fine vacation."

* * *

Mrs. Finlay—"When two bodies violently come together they always generate heat, don't they?"

Bright Jr. B.—"Not necessarily. I was hit by an automobile the other day and it knocked me cold."

* * *

"A fool", said a certain teacher, "Is a student who can pass all her work and doesn't."

* * *

Miss Loughran.

Some Famous Photos for the Visual Minded.

- A man swallowing an insult.
- A man dropping hints.
- A man saving his face.
- The March of Events.
- Time and Tide waiting for no man.
- A man getting down to brass tacks.
- A raft of information.
- An old lady on pins and needles.
- A man hurting his reputation.
- A man leaving no stone unturned.
- A man swallowing it, hook, line and sinker.
- A man cutting off his nose to spite his face.
- A man beating around the bush.
- A man attacking a problem from all sides.
- A man coming down off his high horse.

Heard in the Classrooms of 24.

Teacher (to pupil who had spoken in a harsh tone)—"Say, 'excuse me,' in a polite way."

Pupil—"Excuse me in a polite way."

* * *

A normal student very anxious to present a lesson in a new way put the following outline on the board:

Thomas Jefferson

I. Size and Location.

We are wondering whether Monticello will be taught as the third president of the United States.

* * *

Teacher—"What does fish give us?"

Pupil (very much excited)—"Fish gives us brains."

Teacher (to pupil)—"Did you ever eat any fish?"

* * *

Teacher—"From whom did we make the Louisiana Purchase?"

Pupil—"Pola Negri," (meaning Napoleon.)

* * *

Normal Student Teaching the Boundaries of New Jersey.

Teacher—"Johnny, what bounds New Jersey on the west?"

John—"Delaware River."

Teacher—"Helen, what bounds New Jersey on the south?"

Helen—"Delaware Bay."

Teacher—"Alice, what bounds New Jersey on the east?"

Alice—"Hudson River and the Atlantic Ocean."

Teacher—"What is above New Jersey?"

Roy—"Sky!!!"

* * *

T. F.—"I'm going to New York to get my eyes treated."

Miss Sautter—"Bring us a program."

* * *

J. L.—"How did you make out in your singing act?"

R. K.—"Great! After the first verse they yelled, 'Fine!' After the second they yelled 'imprisonment!!!'"

* * *

"That's something to blow about," said the farmer as the cyclone carried off his wife.

Echoes From School No. 4.

"What are you teaching today, Miss M., longitudes of time?"

"No," disgustedly, "Parallels of latitude!!"

* * *

Her First Criticism.

Dr. Smith—"Miss H., you act as though you never had a happy day in your life," (and she had been in Normal for 1 yr; 6 mo; and 17 days!!!)

* * *

Bright (red haired) teacher struggling to think of something to say, while she writes cerebrum, cerebellum, etc. on the board.—"Now let's see who can pronounce these words—and don't choke over them!!!"

* * *

Can You Imagine:

L. Greenberg raising a racket.

Russel and Alice W. Dashing breathlessly down Main street at 8:10 (Russ and Alice supply all the news concerning the last thing in window display.)

Betty Fraza giving a cold shoulder to graham crackers.

A. Campbell pounding on the table for order!!!

Meda Hamill pale and worried over an approaching geography lesson.

Viola Scowcroft tipping the scales at 200 lbs.

Blanche Vilanch glaring at her class!!

Mrs. Mather, the first one up from the lunch table.

What Would a Noon Hour Be Without:

Betty's graham crackers.

Mrs. Mather's laugh.

Leonore's quiet presence.

Agnes' neatly wrapped and endless sandwiches.

Klahr's musical efforts(!!!)

Meda's drawl.

Russell's carefree air (in spite of coming lessons.)

Molly and Ruth disputing.

Charley's restraining influence on the conversation.

The inevitable bridge game.

The strains of different pitch pipes and different tunes.

* * *

A. C. "What kinds of salt have we?"

One Pupil—"Rock salt."

A. C.—"Another kind."

Bright Pupil—"Epsom salt."

Echoes From Normal School.

Friend—"Is your sister a school teacher?"

L. M.—"No, she works."

* * *

Frank—"By the way, I was talking to some one who knows you."

V. S.—"Oh, yes."

F.—"But I don't think he has a very high opinion of you."

V. S.—"No! why, what makes you think so?"

F.—"He said you were two-faced."

V. S.—"Do you think I'd be wearing this face, if I had another?"

* * *

Jean—"I heard you know Anna—do you?"

A. D.—"Yes, I do."

J.—"Is she good-looking?"

A. D.—"No, she's a school teacher."

* * *

L. H. (to some mates)—"I think she is sociable."

L. M. (just entering)—"Whom do you mean?"

L. H.—"Why my aunt."

L. M.—"Is she old?"

L. H.—"No, she's nice."

* * *

Five Invaluable Volumes For the Normal Student:

1.—Address Book.

2.—Phone Book.

3. Date Book.

4. Pocket Book.

5. Bank Book.

* * *

"S. N. is wrapped up in his auto."

"When did the accident happen?"

* * *

Mrs. Ash—"Do you sing?"

R. K.—"Oh some, just to kill time."

Mrs. Ash—"Well—you have a fine instrument for it."

* * *

Please Go Quietly Through the Halls.

Miss Garlick—"Girls, I am dismissing you ten minutes early today. Please go out quietly so as not to wake the other classes."

* * *

Evolution.

Jr. B.—"I don't know."

Jr. A.—"I am not prepared."

Sr. B.—"I do not remember."

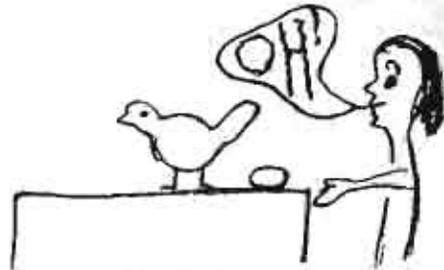
Sr. A.—"I don't believe I can add anything to what has been said."



Bee Grimshaw's



perpetual smile
(The light that fails!)



- Sid -

- An incident in camp -
(Exhibiting chicken on charge.)

Alice Mather
"Loosening Up."



Oh!

Poses of Alice Walsh



(Daggens! -)
"When you enter while Alice is teaching -"



now, give the lat-reason.
Ada U.V.'s chief gesture
(Thumbs up!)



Says Mary C. -
This is the medulla oblongata
Say it - but don't choke.

Heard by Miss Garlick while observing.
Meda Hamill - '25.

Lesson on Sir Walter Raleigh.
Grade 5-B.

R. K.—"Walter Raleigh named the land after the Queen of England. She was very much pleased and wished to reward him. Who knows what she did?"

Pupil—"She married him."

R. K.—"In Raleigh's first attempt to colonize the land granted him by the Queen, he sent over seven shiploads of men. They refused to work, etc. and the first opportunity they had they went home. What kind of men do you think they were?"

One pupil—"Lazy men."

Another—"Cowards."

Third, emphatically—"Bums!"

R. K.—"The second time Sir Walter Raleigh sent colonists to North America, women were included. Why do you think the men had to work this time?"

Andrew—"Because their wives made them!"

* * *

Miss J. (stopping an annoying child on the line in the halls): "Who is your teacher?"

Pupil—"Miss G."

Miss J.—"You go right back and tell Miss G. I said 'you are a perfect nuisance.' What are you going to tell Miss G.?"

Pupil (earnestly)—"I will say, 'Miss G., Miss J. said that you are perfect nuisance.'"

* * *

Miss F. (to child in first grade who had carried the same handkerchief for two weeks and used it as a combination duster and personal cleaner), "Clarence, I want you to take that handkerchief home and ask your mother to wash it."

Clarence (whose mother is a big burly woman), "My mother can't wash it, she has heart failure."

* * *

Teacher—"James, what do you mean by the first person?"

James—"Adam."

* * *

Boy (to teacher): "Can you tell me what's the matter?—not a big word, but just in plain English!"

She: "Surely—you're just plainly lazy."

Boy: "Thanks; now give me the big word for it, so I can tell Mom what you said."

* * *

"Your neck is like a stove pipe."

"How come?"

"Not as long, but just as black."

Where Did I Hear Them Words Before?

Miss Rosenberg—"That's it exactly."

Miss Downey—"I'll accept that."

Miss Gardiner—"Right! Right!"

Miss White—"Mi--chael--Per-rot--ti--sit--up--in--your--seat!!!"

Miss McGeehan—"Now girls make yourselves to home."

Miss Maguire—"I just know that when I turn around everybody will be ready."

Miss Simonton—"Guid!!"

Miss Parke—"Now, you're going to make me very angry."

Miss Morrison—"Theodore, did you brush your hair today?"

Miss Planten—"That's exactly it."

* * *

Answers given in a geography test in the fourth grade.

Q.—"What four important dairy products have you studied?"

Ans.—Cowboys.

Cows.

Round-ups.

Q.—"Name the two most important dairy farm States in our country."

Ans.—"Hawthorne."

"Bordens and Sheffield."

"Holland and France."

* * *

Russ—"What do we call the little bees in the cells?"

Pupil—"Cubs."

* * *

Miss W. (developing the word 'cow.')

"Where does the milk come from?"

Benny—"The can!"

* * *

Original Sentences.

The ladies walked to the front of the theatre, for they had *preserved* seats.

* * *

The soldiers marched up the hill and *discontinued* the enemy.

* * *

Sentence using 'tango.'

"Tan go rain no more."

* * *

The froth was on the beer.

* * *

The *cautious* cashier fell into the cistern.

* * *

My mother sews with a *nimble*.

* * *

The mouse *nimbles* the cheese.



MISS ELIZABETH M. GILL

As Junior A's we went gaily with her through the rudiments of English composition. As Senior B's, she guided us through the realms of story and poetry. Literature was never a task; it was a delightful sojourn in the fairyland of books and authors. Our splendid guide knew and loved every step of the way. She gave to us freely of all that nature and training had given to her.

Our last term brought to us the project of a class book. To make that book a fit product of a professional school, she again helped us gladly and generously, giving of her best.

Here in our class book, we lovingly set apart this single page, hoping thus to express in slight measure our gratitude and appreciation.

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Paterson, New Jersey

REGENT

JUNE 22, 23, 24

"The Little French Girl"
with Mary Brian and Irene Rich in
"The Man Without A Conscience"

JUNE 25, 26, 27

Colleen Moore in
"The Desert Flower"

JUNE 29, 30, JULY 1

Betty Bronson in
"Are Parents People"
and
"Broadway Butterfly"
with Dorothy Devore

JULY 2, 3, 4

Larry Semon and Charlie Murray
in
"The Wizard of Oz"

JULY 6, 7, 8

Lois Wilson in
"Welcome Home"
and Claire Windsor and
Percy Marmont in
"Idle Tongues"

JULY 9, 10, 11

Betty Compson in
"Grounds for Divorce"

GARDEN

WEEK OF JUNE 22nd.

Claire Windsor and Conway Tearle

in

"Just a Woman"

WEEK OF JUNE 29th.

"The Making of O'Malley"

with Milton Sills

WEEK OF JULY 6th.

Corinne Griffith in

"The Marriage Whirl"

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U. S.
Theatre

In the Realm of Literature.

- "A Comedy of Errors", (That first "charge").
"Alice in Wonderland", (Sr. A. on "charge").
"The Scarlet-Letter", (That flunking mark).
"As You Like It", (That's what we tell the critics when they give us a suggestion).
"Pilgrim's Progress", (Our journey through P. S. N. S.)
"Little Men", (We have only one—that's Charley.)
"So Big", (That's how we feel after our criticisms.)
"This Freedom", (After graduation.)
"The Taming of the Shrew", (Sidney's life work.)
"Heroes Every Child Should Know", (Nixon, Germann, Smith.)

A. V. V.

Miss G.—"Who can tell me what infantry means?"

Lavia—"I guess it means soldiers when they first enter the army, 'cause it comes from the word 'infant.'"

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R. K. "Who can use the word confess in a sentence?"

Pupil in 6-A. "There is a magazine called 'I Confess.'"

* * *

R. K. "What is the proper position for your feet when writing?"

Joseph "Flat on the floor."

R. K. "Well, have you flat feet, Joseph?"

Dr. Smith (to pupil in 3rd grade): "And what is your peculiar difficulty?"

Pupil—"Understanding visitors!!!!"

* * *

Question—"What great work did Marco Polo do for the people of Europe?"

Answer—"Marco Polo went and explored China and learned their customs and language and brought it back to his ancestors."

* * *

For so many minutes Meda had dwelt upon the glories of "Joan of Arc." One pupil turning to Mary ask seriously, "What do they mean by saying Joan was burned by mistake?"

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221 Fourth Avenue,
New York City

Heard in the Classrooms of School No. 4...
K. K.—"What is the reason for dividing in
this problem?"

Lawrence—"To get the answer."

* * *

K. K. (on Tuesday)—"For your homework
you may use each of these words in a sen-
tence: Spaniard, Spanish, Portuguese, Egypt-
ian, Russian, Italian, Canadian."

R. K. (on Wednesday)—"Where are your
sentences, Lawrence?"

Lawrence—"I put *all* the words into one
sentence."

R. K.—"Read your sentence."

Lawrence (reading)—"All are foreign
words."

* * *

Did you ever see:

- A match box.
- A toe dance.
- A door step.
- A music roll.
- A cow slip.
- A cake walk.
- A fox trot.

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Progress of the Library

EVERY student in P. S. N. S. appreciates the splendid progress that our library has made. Every student in theory classes knows that she can not work successfully without the reference books from the library. While the Senior A's are thankful to have such a wealth of information close by, because we always use several authorities in preparing a lesson.

This term we can see such a difference in the library room. Additional shelves have been put in the room. We are glad to say, the number of books has doubled, thereby making the increased space necessary.

Among our most valued books we find a new set of encyclopedias, illustrated copies of children's stories, and a variety of books which tempts even the busiest of us.

It is hardly too much to say that the Normal School really revolves around the library, and of course the library would be of much less value to us without the genial, happy librarian who knows so well what we want and where to find it.

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KISSEL

GARDNER

First Charge

(Continued from page 32)

I dodged "down, town, now",—every time I could, but I almost had lock-jaw when I did have to say them. I don't know *why* I chose the "Barefoot Boy!" For that matter, I don't know *why* I did and said anything that I did say and did—Oh dear.

Poor Senior A—Gaze upon her, ye Senior B's. She goes out, trembling, weary, discouraged—dishevelled. The first critic whom she meets is Miss Sautter.

What! Where!! When!! Why!!!
Don't laugh—you'll be there yet.



Miss Sautter:—"Why are you always late to class?"

B. F.—"Because of a sign I have to pass on my way here."

Miss Sautter:—"What has that to do with it?"

B. F.—"Why it says, 'School Ahead, Go Slow.'"



"Your neck is like a typewriter."

"Why?"

"Because it's underwood."



"Now is the time to buy thermometers."

"Why?"

"Because they will be higher in summer."



Miss Sautter:—"I'll give you just one day to hand in that paper."

Student:—"All right. How about the Fourth of July?"

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"May I see Barker please?" she asked at the hospital. She was very pretty.

"We don't allow anyone but relatives to see the patients." Are you a member of his family?" asked the matron.

"Why yes, she answered blushing. Then boldly: "I'm his sister."

"O really," answered the matron, "I'm so glad to meet you. I'm his mother."

—Exchange.

* * *

News Item: "A little girl returning from the movies was run over by an automobile and instantly killed."

This is another horrible example of the dangers of children going to the movies.

—Dartmouth Jack o' Lantern.

* * *

She: "How foolish we were when we were young."

He: "Yes, how young we were when we were married."

* * *

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Class Prophecy

(Continued from page 24)

work must be presented so as to connect it with their own experience and environment, otherwise the necessary mental adjustment will not be made.

Among our class we find girls who can make the necessary connections and can do praiseworthy deeds in these grades.

Particularly Keina De Jonge, Anna Dowling, Mabel Waldron, and Georgianna Marion are adapted to this work. Upon their shoulders will rest the responsibility of introducing their pupils to children of all lands, still we feel that they can make it a congenial acquaintance.

Of course, it is impossible to consider all teachers as the same, but because I'm not an experienced oracle, I will mention another group of teachers and place them in the same grades, only I am allowing for individual differences and know that each one's work will be different.

Consequently I will place another group in 4th and 5th grades. In these grades we will find Mrs. Armengol, Ruth Coven, Bella Harshorn, and Helen Murray. They will be guiding their classes in such a cheerful, sincere, and thorough way that the teachers in the grammar grades will be decidedly grateful to them for their efforts.

Bella Harshorn possesses decided executive ability and I know her classes will be strong in self-directing power. In fact, anyone observing in her room would be impressed immediately with this fact.

Now our prophecy has reached the higher grades. In these grades we find many members of the class of 1925.

We naturally expect to see Ruth Brewer and Ada Darling teaching in the same school, and I know they will get good positions in the rural schools.

In other rural schools we find some other splendid high grade teachers, namely Leonora Greenberg, Meda Hamil, Alice Mather, and Florence Vervaet. These young women will accomplish big things in their schools and will become leaders in the schools and community.

In the rural schools there are many opportunities for introducing new ideas and systems, hence these members of the class can easily use many of our noteworthy "suggestions" from our Fundamentals class.

Some girls prefer the city systems, so we find Elizabeth Frazza, Emma Ipp, Ruth Klahr,

(Continued on page 53)

Class Prophecy

(Continued from page 52)

Margaret Pollitt, Sadie Quinn, and Eva Wentink in the cities. These girls will be very valuable teachers and will win the respect and consideration of all of the progressive educators in the vicinity.

In Normal School we were always an energetic class, we were willing to experiment if we could thus progress, so we find many of the class have shown progressive energy after leaving Normal, and now they are in higher educational work.

We will hear of Louise Harris as working in high school as a supervisor in music appreciation. Without doubt, Beatrice Grimshaw will be in the same high school, in the science department, specializing in the study of Bacteriology. This is a broad subject, but Beatrice has always been interested in it, so all will go forward smoothly.

Mary Campion will develop her literary ability and take up work in the departmental system, specializing in English. Also in high school English department, we will find Alice Walsh, having taken up Literature. Agnes Campbell will also do similar work, her interest being centered in grammar work.

(Concluded on page 54)

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Class Prophecy

(Continued from page 53)

One outstanding penman in the class has always won our admiration, and I know she will win honors for this talent after leaving school. Viola Scoweroff will make penmanship her special work.

Two girls will make athletics their field of work. Marion Russell and Loretta McNally will play games, and exercise classes and dumb-bells to great advantage.

Two principals will advance from this class. Jeannette Lazzio will become principal of a city school, while George Smith will become a principal of a rural school. Jeannette may be small of stature, but her dignity will be most impressive when she is presiding in her office. While we all expect George Smith to stand erect and be a great leader.

During work in Psychology class, one young lady developed a great interest in the study of the psychology of crime. So we know that Gertrude Siegel will follow this interest and her psychological works will be interesting and instructive.

There! The whole class has been observed and the future prescribed. It would be delightful if we could all meet in ten or twelve years and then discuss just how the future has unfolded and then contrast it with the past and this prophecy. Still this prophecy has given success to all class members, so it has served its purpose.

There is the possibility that a fake impression will be formed due to this prophecy. I do not mean that all of 1925's young women will remain single throughout life. Indeed no! Many will marry, but before marriage, they will have reached professional success.

Now the June class of 1925 is about to leave, we hope our future will be spent in the company of congenial acquaintances the same as our school days have been. Furthermore we hope that our future will reflect glory on our Normal School.

Miss M.—"What's the matter with your face?"

Nathan—"I ate pickles and I get the rashes."

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Births

Please reserve me one lower Podunk to Oshkosh, train 1492, night of February 30, and much oblige.

Congratulatory to a Graduate.

What delayed you?

April Fool's Day

All is forgiven. Come home at once.

—*Yale Record.*

* * *

Warden (to prisoner trying to escape): "So I find you making a hole in the wall of your cell?"

Prisoner: "Yes—er—the ventilation in here is terrible."

* * *

Many a true word has been spoken between false teeth.

—*Louisiana Reveille.*

* * *

"I can't collect my thoughts," said the Professor in despair.

"I'll do it for ten percent," replied the absent minded bill collector.

—*Kansas Sour Owl.*

"What would you do if you were in my shoes?"

"Shine 'em."

—*Stanford Chaparral.*

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Christmas

Greetings! I trust you will be pleased with the fine tin toothpick I am sending you.

Easter

Love and a basket of onions!

Birthday

Say, you are getting old, aren't you? What kind of flowers do you prefer?

Wedding

Cheer up! Everybody has them.

Condolence

His Divine Will! How much do I get?

* * *

Crossword Cheat.

Epoch, era, aeon, age;

Temper, anger, ire, rage;

Do—re—mi and fa—so—la;

Egyptian sun God—Ra! Ra! Ra!

—Judge.

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Harold: "The tooth."

Teacher: "What kind of organ is it?"

Harold: "A grind organ."

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