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Signal
TRENTON, N. J.



February, 1903.

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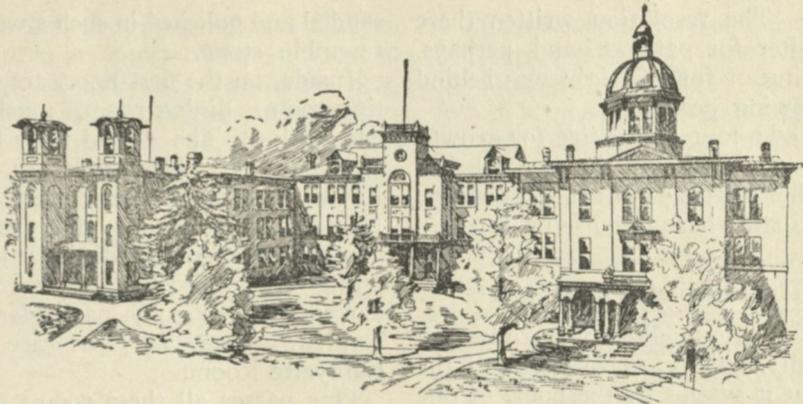
PATRONIZE THOSE
WHO PATRONIZE US

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MISS BERCY A. HUMPHREY.



THE SIGNAL

VOL. X.

FEBRUARY, 1903.

No. 5

In Memoriam.

"But we all, with open face beholding as in a glass the glory of the Lord, are changed into the same image."

IN THE loss of Miss Humphrey we are reminded how largely, as a school, we rely upon those who serve us unconsciously by the simple fact of their presence among us.

It is an influence of which our daily notice may be small, but, when we miss its personal source, we are the richer for the possession of all that it meant.

Miss Humphrey's was not a career, it was a life; hence, the value of circumstance is not in the sounding of an outward history, but in the realization of the life attitude that experience wrought in her.

It is easy to make the common plea that goodness is born in some dispositions we admire. Miss Humphrey was a woman who won out of spiritual struggle the truths for which she lived. Her own consecration to the higher purpose was unflinching, year by year, and she possessed the clear common

sense that strikes the possible for others.

For her word of help, many a girl has gone on her way with a stronger sense of her own responsibility in the things that make for character.

A wide field of influence was given to her. Her residence at the Hall brought her into the closest relation with this home life of our School; her work as teacher placed her in the Normal and Model, and, in the latter, she represented both the Boys' and Girls' Departments. She was a member of the Arguromuthos Society, and President of the Christian Endeavor Association.

The constancy of her interest in all that she undertook gave substance to her sympathy, and marked her as one of the world's "real people."

The ambition to be more was always with her, and she grew beneath its discipline and that of her faith in "the God of things as they are."

To those who knew her face in this last year, the hues of growth were

visible. The resolution written there was softer for patience, and, perhaps, something of further sight was behind the growing peace.

Her own love and desire for growth passed with her into the Eternal, but where her spirit has fallen upon others, she will still share our life on earth.

The Home of Washington.

THE glorious Potomac glides on peacefully, quietly, unconscious of the fact that it sweeps by the home of one of the noblest men our country has produced.

When in 1752 Lawrence Washington died, Mount Vernon became the property of his half-brother, George Washington, and it is to be regretted that this estate did not pass into the government's hands at Washington's death. It was not until 1856 that the Mount Vernon Ladies' Association of the Union organized and purchased the property, and since that time they have been untiring in their efforts to restore everything, as far as possible, to the same condition as that in which "The Father of Our Country" left it.

The road to Mount Vernon is dotted with places of historic value. One passes, in Alexandria, the little church which Washington attended, and the genial old sexton is ever ready to point out to all who enter, the exact pew which Washington used. A little further along is the old Episcopal Theological Seminary where the illustrious Philips Brooks received his early training.

The ground on which Washington's house is located is protected by large white gates, well guarded, and one enters only by means of a watchword, which, in this case, is a "silver" watchword. The house, a large old-fashioned one, appears to be built of white stone, but closer examination shows it to be constructed of wood which is cut,

sanded and polished in such a way as to resemble stone.

Inside, on the first floor, are the sitting-room, dining-room, music-room and parlor. The second floor has six rooms—the Lafayette Room, River Room, Guest Chamber, Green Room, Nellie Custis' Room and the room in which Washington died. It is interesting to know that each room is looked after by some particular State. To New Jersey falls the care of the Lafayette Room.

One passes all these rooms without discovering the bed-room of Mrs. Washington, and the wonder deepens when at last it is found on the third floor apart from all the family; but when one understands the reason, the room seems to grow more beautiful with the spirit of its gentle mistress. According to the custom of the times, when Washington died his room was closed and the widow selected this third-story room because from its one window she could see the tomb of her husband.

The old tomb was quite close to the house, and here the body rested until 1831. The new tomb is guarded by iron portals. Inside are two sarcophagi of white marble containing the bodies of the General and his wife. The brick vault bears the simple statement: "Within this enclosure rest the remains of General George Washington." Inside, between the two bodies, hangs the text: "I am the Resurrection and the Life, saith the Lord. He that believeth in me though he were dead yet shall he live, and whosoever liveth and believeth in me shall never die." Everything is simple, beautiful, pure, just as Washington wished it to be.

It was intended that he should be buried in the heart of the City of Washington, but when it was learned that he desired to be laid to rest at Mount Vernon, his wish was respected,

and under the dome of the Capitol there rests an empty coffin—untouched through all the years—while the hero for whom it was made slumbers peacefully on the bank of the Potomac, where the white-winged ships pass by, there bells ever

“Tolling and knelling
With a sad, sweet sound;
O'er the waves their tones are swelling,
By Mt. Vernon's sacred ground.”

M. EDITH CROOK.
Normal, '02.

Social Advantages of School Life.

Heard at Coney Island: “Come, Sallie, let's take a ride on the merrygo-round.”

“Not while Mamie McGlynn is riding.”

“Why not?”

“I don't move in the same circle with her.”

The fear of moving in the wrong circle led some of the good people of this town, a few years ago, to have their daughters educated at home, either in solitary confinement or with a very few, very select companions. These girls were finally sent away to a fashionable school for a year or for the finishing touches, and then the education was complete. My heart has always gone out in sympathy to the child who could have no school spirit, none of the inspiration or enthusiasm gained by class recitations, none of the feeling of good fellowship obtained by association with kindred minds, and, above all, no local color, none of the class pride and loyalty that are such important factors in making pleasant the life of the young.

Occasionally has a child, thus taught for a few early years, been sent to us, and we have always been interested in seeing her expand in the changed atmosphere like a water-lily in the sunlight.

The reason given for this isolated teaching was always the same—fear of improper associates—a causeless fear to my thinking. In a large school like ours, while all are required to show common politeness to their fellows, intimacy may become a matter of choice.

“Like seeks like,” and I have often been surprised to see one of these carefully-guarded treasures turn from the many lovely, refined maidens of our school to one of the few hoydenish or even vulgar girls who are found in every large institution of learning.

Many sweet and lasting friendships, begun even among the little ones of the Primary Department, are here formed, which furnish help and sympathy through the school life and congenial companionship for the social hour.

Our pupils, coming as they do from the homes of rich and poor, from the educated and refined or those of the “I seen” and “I done” stratum, meet on a level. In the opinion of the teacher in the matter of school preferment and promotion, nothing tells but scholarship. Each girl, therefore, learns to respect a superior mind, no matter what its environment, and to pay deference to genius even if its possessor is the most poorly dressed girl in school. It is to be hoped that this lesson will be so well learned that it will continue to be one of the graces of the woman when she enters society.

Our pupils are expected to show kindness and courtesy to all of their mates, and she of the rough or abrupt ways learns by contact with her companions or her teachers to use softer words, to cultivate gentler manners. How often do certain expressions or gestures of a favorite teacher become the property of her pupils. It behooves us, therefore, to remember that we have imitators, who may copy our defects instead of our good points. I

think none of us, however, assume such a belligerent attitude towards our pupils as to call forth a new year resolution like the following, which a small boy wrote in his beautiful new diary: "*Resolved*, That I will be kind to my teachers and all my other enemies."

A pleasant custom prevails here of the members of a class sending flowers or fruit to an absent teacher or to one of their number whom a long illness keeps from their midst. Will not this practice, thus acquired in youth, induce in the minds of some, at least, such thoughts of sympathy for the suffering that an expression of it shall become the habit of a lifetime?

Among the younger pupils who indulge in play before school and at recess, a spirit of fairness, justice and consideration for others must prevail, or the game is a failure. The spoiled and selfish child must yield to the will of the majority or be speedily boycotted. Thus, unknowingly, she is trained to habits of self-denial and self-control, which will, in later years, make easy many of the rough places of life.

We have, at times, in one of our departments, a girl from a doubtless charming, but obscure country town. She is the eldest daughter of the family and has gone into society ever since she could walk. She has vociferously proclaimed "*Curfew Shall Not Ring To-night*" at the church sociable to the delight of her admiring friends. She has led the games at parties from her infancy, and, in fact, has been regarded as leader in all the town entertainments. After she comes here, it dawns on her, very gradually, perhaps, that there is a higher standard of poetry; at the school reception, she acquires the proper method of greeting her guests; she also learns various interesting ways of entertaining company in place of the kissing games of yore.

Our graduate now goes back to her native village, once more to be a leader

of society, but in a refined and lady-like manner, that cannot fail to influence all with whom she comes in contact.

If it be thought that these considerations be made up of the least important features of school life, yet here as elsewhere, it may be that the "*Littles* are the *Larger*."

E. B. J.

The Maid of Orleans, by Schiller.

SCHILLER'S "*Maid of Orleans*" is considered one of his best works, and is, according to his purpose, a tragedy. To show more fully how it is a tragedy, we will consider the rules for drama that have come down to us from the great Greek dramatist, Aristotle.

According to fixed laws, there must be five acts to each drama, and they must contain, respectively, the introduction, the rise of the fortunes of the hero or heroine, the climax, the decline of the hero or heroine, and the catastrophe or the fate of the hero or heroine. There must also be three dramatic moments or crises, the first is the beginning of the stirring action, and stands between the introduction and the rise; the second is between the climax and the decline of the hero; the third stands between the return and the catastrophe.

There is another matter that is of no less importance to a dramatist, and that is the hero or heroine. According to Aristotle, the hero or heroine, first, must be guilty of some great sin or indiscretion; second, must be neither wholly good nor wholly bad, and third, must be a person of marked character. These are the laws that pertain to Schiller's heroine Joan. Now that we know what is required for a good drama, let us see if Schiller has complied with the laws of the ancients, and made his drama and heroine true ones.

Our first consideration shall be Joan, the heroine. She was what a heroine ought to be. She was guilty of a great sin when she broke her vow to God and allowed the love of Lionel to pierce her heart. This was her greatest sin, but she was guilty of several minor ones also. Her character answers to the second requirement also. She was not good when she set aside her sex and took the place of a man—something that even the barbarian women never did. She was not wholly good when she broke God's Fourth Commandment and left and disobeyed her father. Nevertheless, she was not altogether bad. Was she not good to give up her life for the sake of her king and country? Was there not some sanctity about her when she refused to carry the banner, after she knew she had committed sin? So we see that Joan did come up to the second requirement. Now for the third. She was one of marked character, and the two things that showed her character most were her honor and courage. She could easily have displaced Sorel; she could have placed whom she wished upon the throne, for she had the army, and that was power, but she did neither. So we see that Schiller made a true heroine of Joan, and from that source is free from criticism.

Now, let us see if we can find any flaw in the construction of the drama. It contains, for the first requirement, five acts. The first complies with the rule, and in it we are introduced to all the leading characters of the tragedy, and also to the theme of the drama. It also contains the first required crises, where Joan awaits the answer of the king, and where she starts out to lead the French army against that of England.

The second act shows how Joan is winning in the fight, and how her power is increasing so rapidly, that the enemy are overwhelmed with fear by her appearance.

Then in the third act we arrive at the climax, where one thing raises her to her highest ambition, and another pulls her down. She wins the war and frees France, but she breaks her vow, and falls in love with one of the enemy. And from this time on we follow her path of decline, until we leave her, dead.

The fourth act shows her to us in her first stage of decline, where she is hunted as a witch, and at the end, where she is captured and awaiting death at the hands of Queen Isabel.

The fifth act also fits the laws of dramatists, for in this act it is required that the fortunes again rise and then fall to the catastrophe. In this last act of Schiller's drama this is well executed. We find Joan bound by chains at the beginning; but her supernatural power comes back to her again, and she breaks her bonds and runs to the battle-field, and leads her beloved French to victory once more. In this battle the catastrophe happens, for she is wounded, and dies of her injuries. Thus we see all laws obeyed.

Now, after finding that Schiller has complied with the rules of a good dramatist, and that he has enforced them with style and eloquence, we are compelled to place him among the foremost of foreign dramatists.

M. W. MURPHY.

Drawing in the Ungraded Schools.

WHEN we speak of an ungraded school we usually mean one that is out in the country, in a manner away from the world, where in but one room and with but one teacher boys and girls ranging from five to sixteen years of age must gain knowledge sufficient to enable them to cope with the world. They are in farming districts, among stolid, industrious people, who view education only from the standpoint of utility. They want their boys and girls to learn what will enable them to

earn their own bread and butter. When an up-to-date teacher comes into the community and wishes to introduce a new subject, such as drawing, into the curriculum, she has trouble. Parents are prejudiced against innovations of any kind; they prefer the established order of things, and will say it is all bosh, fol-de-rol, a waste of time, and the children will echo their sentiments. If they are obliged to take the drawing lessons, the result will be, poor work.

Where such a condition of affairs exists nothing should be said about drawing as a study—simply interest the children in the subject. They are little imitators, greatly enjoy active occupations, and like to make pretty things; so, if we try, we can catch them before they realize what they are doing, then, while the iron is hot, strike.

Use blackboard illustrations in connection with lessons whenever possible, and have drawings in keeping with the time of year constantly before them. Be sure to do this work at some time when the children are present; let them see you make and correct mistakes—that is what they need. It will not be long before they will express a desire to draw, and as soon as they find that they can do a little in this line they will be anxious to learn something more about the subject.

In the class work have the children draw from nature, lead them to recognize and appreciate its beauty and to show this in their work. Sketching from nature will cause them to see the beautiful things in landscapes, and help them to appreciate their environment. They will find beautiful spots on their own farms and bring sketches of them. They will have a deeper love for the country and their homes, and take more interest in making the latter attractive.

Straight, lines, cubes, spheres, cylinders, prisms, etc., are dry bones to

children, but let them see that these are the foundations of everything that man makes as well as many things in nature, and they will not seem so lifeless. Have them use this knowledge in making plans or construction drawings of things for use on the farm or in the house, and encourage them to really make these things and thus show their parents what they have gained by such instruction.

We have often heard that there are two sides to every story, and so there are. An ungraded school may have drawing established as a regular subject in its curriculum and have the ill-fortune to obtain a teacher who will take no interest in it—she never draws anything but her salary, and may find that hard work. Such a state of affairs is lamentable, but I think we may safely say that it is the exception rather than the rule. Most teachers appreciate value of drawing in illustration, as well as in discipline.

Though the parents never approve of drawing, and fail to see its use, every teacher should be enlightened in this respect, and get the children to appreciate its value, for they will be the parents of generations to follow. It is our duty as well as privilege to train them properly, not only for the benefit of ourselves and successors, but for their own sake and that of posterity. Every child in this broad land, whether in a graded or ungraded school, should be a factor in promoting his country's welfare by means of his ability to discover the beautiful and useful, as developed in drawing.

PHEBE R. NEWCOMB,
Senior II, Nov. 20, '02.

The question is often asked "What kind of a stove did prehistoric man use?" Mr. Cox has made a valuable contribution to the scientific world by suggesting that possibly he used a mountain range.

THE SIGNAL.

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Correspondents will please write on one side of paper only.

Election of Reporters.

THE election of SIGNAL reporters in the Normal has undergone a change. Instead of being elected by the divisions, the classes will choose their SIGNAL representative at their regular class meeting. The reporter thus chosen is to represent the class as a whole, and obtain SIGNAL matter from the members which is to be of an *instructive* or *interesting* character. The object of this reformation is to eliminate, as far as possible, the printing of informal, personal matter.

Reporters are requested to secure from their class, society or club, as it may be, articles, essays or reports which will convey some idea of the real work that is being accomplished, rather than the bare program of events. For instance, if a debate is given, a discussion of the leading points brought

forth, and the conclusions reached, would be more interesting than the mere statement of the question debated, the persons who debated and the decision rendered. Space will be given to all *good* material. So reporters, please conform with these suggestions, and THE SIGNAL will be materially benefited.

The Contemporary Club.

ON FRIDAY, January 20th, "The Contemporary Club" treated us to a delightful lecture on Tennyson by Prof. Vandyke, of Princeton University. His description of Tennyson's characteristics was vividly impressed by reference to typical poems as illustrations. His gestures and mode of delivery were very significant of Tennyson's spirit of poetry.

Peddie Debate.

ON FRIDAY evening, January 16th, the Thencanic Society and its many supporters left Clinton street station for Hightstown. When the merry company, about eighty-five in number, arrived at Peddie, a band was waiting to escort them to the Institute where they were received royally. The debate, which was held in Peddie Chapel, was exceedingly interesting, and was closely contested to the very finish. Our boys came out of the fray with a unanimous decision in their favor. After the debate, a reception was given in honor of the Thencanic and its friends, and it must be said that "Peddie knows how to entertain." About eleven o'clock the special train pulled out of the Hightstown station with a merry, joyful, victorious crowd, well satisfied with their evening's enjoyment. The program of the debate was as follows:

Selection, Mu Alpha Orchestra.

Debate—"Resolved, That a tariff for revenue only would be a beneficial policy for the U. S."

Affirmative—Mu Alpha: 1. Lester J. Osborn; 3. Delwin Chopin, Jr.; 5. Lawrence J. Larrabee.

Negative—Thencanic: 2. Caleb S. Green; 4. S. Roy Heath; 6. James L. Hays.

Rebuttal—Mu Alpha: 7. Lester J. Osborn. Thencanic: 8. S. Roy Heath. Violin Solo, Mr. Leonard A. Plant. Judges' decision—

Selection, Mu Alpha Orchestra.

Chairman, Dr. J. M. Green, N. J. S. S.

Skating.

Over the ice we go in glee,
Could ever a jollier pleasure be
Than gliding along through the fresh, keen air,
With never a thought of sorrow or care;
With the warm blood mounting from heart to
face,

And the bright steel counting the rapid pace,
As we skim and glide and fly along
To the twinkling time of the icy song?

I. A. G.

Castles in Spain.

I.

I have a castle wide and great,
With turrets tall and many a gate;
A castle fair with a wide domain,
But, alas! my castle is built in Spain.

II.

At eve, as I sit in the fireside's glow,
And dream of the days of long ago,
There come the dreams of times to come,
Of Fame and Fortune and deeds well done.

III.

Oh, we all have our dreams of castles in Spain,
Of future successes and future fame;
Yet quickly they pass away from our sight,
Like shadows fading away in the night.

IV.

Yes; they're only miserable dreams to us—
Never realized, and always dust;
Yet we love to dream of our future name,
And our precious castles in far-off Spain.

The Bowling Alleys.

THE school has reason to feel proud of the improved condition of the bowling alleys and of the fact that the students are so free to use them. Our alleys are very well built, having a carefully laid foundation which is solidly built of hard wood. Over this the special alley-flooring is laid, and with good treatment such an alley remains perfectly level. It is important that the floor should keep this true level, as otherwise the bowler cannot depend on his aim. There are some important rules which must be observed if we are to preserve the alleys in their present fine condition.

1. Every ball must be delivered from a close proximity to the floor.

2. The ball must be *pushed* forward, not thrown. (Violations of this hammer the alley and soon ruin it.)

3. Each ball must be removed from the pit before another is bowled. (The balls are made of very hard wood, and a swift ball striking a motionless one will either chip or dent the latter.)

4. No person should walk or step on the alleys. The alleys are for balls.

5. At the long recess no person is to use the alley. There are many children eating luncheon who have no idea of the value of a bowling alley, and because of this all must deny themselves the pleasure of bowling at that time.

If the students will conform to these rules and help others to do so, our alleys can be a source of great pleasure to all in the schools.

JANETTE TROWBRIDGE,
Instructor in Gymnastics.

Basket-Ball.

Joseph McMickle.

PRINCETON TIGERS, 4; STATE
SCHOOLS, 54.

THE Princeton Tigers were lost in the whirl and badly beaten by our team. From the moment the ball was put in play it was evident that they were not in the going. The State School boys scored almost at will. The fact that the visitors could offer but little resistance did not induce our boys to let up, and the game was equally fast as if the score were a tie.

In the second half the State School team set even a faster pace, and kept the Tigers guessing constantly.

The line-up was as follows:

Princeton—Hart, Wells, forwards; Wyckoff, center; Messler, MacCrellich, Stokes, defense.

State Schools—Edwards, Thropp, Bradford, forwards; Walker, center; Dawson, Murphy, defense.

Field goals—Edwards, 8; Walker, 5; Murphy, Bradford, 3; Thropp, Dawson, 2; MacCrellich, 1.

Foul goals—Murphy, 8; MacCrellich, 2; Edwards, 1.

Fouls—Dawson, Murphy, Hart, Wells, Wyckoff, Stokes.

Referees—Mr. Riley and Mr. O'Brien.

DREXEL INSTITUTE, 18; STATE
SCHOOLS, 27.

January 10th our basket-ball team won the third straight victory of the season from Drexel Institute, of Philadelphia.

The game was very exciting as well as interesting throughout.

Our boys were in excellent shape, as was shown in their fine playing.

The line-up was as follows:

Drexel Institute—Marshall, Davis, forwards; Miller, center; Bellerjeau, Myers, Duffield, defense.

State Schools—Edwards, Thropp, Bradford, forwards; Walker, center; Murphy, Dawson, defense.

Field goals—Walker, 3; Edwards, Thropp, Bradford, Marshall, Miller, Myers, 2; Murphy, Dawson, Davis.

Foul goals—Murphy, 5; Myers, 2; Davis, 2.

Fouls—Walker, Murphy, 4; Duffield, 3; Edwards, Dawson, Miller, 2; Bellerjeau.

Referee—Mr. O'Brien.

Timers—Mr. Telfer and Mr. McMickle.

A preliminary game was played between the State School Scrub and the Trenton High School. The latter won by a score of 19 to 7.

The following games are scheduled for February:

Feb. 7th—Newark High School.

Feb. 14th—Westchester Normal.

Feb. 21st—Polytechnic School.

Feb. 28th—Bridgeton High School.

Girls' Basket-Ball Championship.

ON SATURDAY, January 17th, the February '04 Class won the Girls' Championship Pennant from last year's champions, the June '03 Class.

The first game was won on its merits, as is shown by the fact that in this game the same winning team went

in with two substitutes and then clearly outplayed their opponents.

The season just closed has been one showing intense interest and enthusiasm in basket-ball as managed by the Girls' Athletic Association. Miss Janet Trowbridge, the physical instructor and the managing officials of the association are to be congratulated.

(Signed) A SPECTATOR.

Saturday's game was exciting from start to finish. There was a determination to win shown in every face. The playing during the first half was close, neither team having many shots at the basket. At the end of the first half the score was 1 to 1, each team having thrown a foul goal.

In the second half the Seniors were outplayed, as the ball was in the possession of the A II Class nearly the whole time. The climax came after the Senior I's had scored a foul goal, making the score 2 to 1 in their favor. Miss Newcomb secured the ball, and after dribbling nearly the whole length of the floor, made a clear basket from the side, the sensational shot of the season. This won the game, for neither side was able to score afterward.

The line-up was as follows:

A II Class—Roy and Howland, forwards; Newcomb, center; Prendergrast and Grandfield, defense.

Sen. I Class—Dodd and Disbrow, forwards; Bard, center; Bradley and Miller, defense.

Score—3 to 2.

Referee—Mr. Riley.

Arguromuthos.

E. H. Dodd.

ON DECEMBER 5th the following debate was held: "*Resolved*, That a girl should have her money on the allowance plan."

Affirmative—Miss Miller, Miss Foote and Miss Schweizer.

Negative—Miss Magowan, Miss Mulford and Miss Bettman.

The debate was decided in favor of the negative.

The following week a reception was given in honor of our February graduates. A Christmas program was prepared for the afternoon by Miss Hibbs, Miss Comley, Miss Atwell and Miss Perry.

On January 17th we spent an afternoon with Tennyson.

The following resolutions were adopted by the Society upon the death of its former member, Miss Bercy A. Humphrey:

Be it resolved, That whereas, it has pleased God to take away from us our strong friend and helper, we here express our sympathy to those who were nearest and dearest to her, commending them for consolation to Him who orders all things for the best.

Resolved, That whereas, the members of the Arguromuthos Society now miss her cheer and support, we declare our gratitude for the acquaintance with her sincere and noble character and the impress of her personality.

Resolved, That whereas, we regret her removal from the ranks of the faculty, we accept the devotion of her life to its work as a faithful example of the highest understanding of duty.

Resolved, That a copy of this heartfelt testimonial of our sympathy and sorrow be forwarded to her mother, Mrs. Carll, and to her devoted friend and co-worker, Miss M. Lillian Newman, and that a copy of these resolutions be entered on the minutes of the Arguromuthos Society and published in THE SIGNAL.

MARGARET R. EASTBURN, *Chairman*.

LOUISE GODFREY,

CHARLOTTA S. MILLER,

Committee.

Sheppard Science Club.

Earley.

AT THE regular weekly meeting of the club, December 19th, Mr. Garbrant read a paper on "The Degenerate Condition of Organs in Parasitic Animals." The subject as presented was both interesting and instructive.

Saturday, December 20th, was a red-letter day in the history of the society. The club and a number of its friends went to Princeton to see the University

museums. Professor Sheppard acted as guide. After visiting each of the museums the club returned to Trenton. Each member voted that it was a day well spent and one long to be remembered.

On January 10th the club resolved itself into a committee of the whole for the purpose of discussing the place of zoölogy and botany in the school curriculum.

Shakespeare Society.

E. H. Chamberlain.

WITH Miss Gertrude Miller as president the Shakespeare Society has begun work. It is the purpose this year to study those plays with which students of Shakespeare are least familiar, and "King Richard III." is now being read. The society has purchased pictures of Shakespearian characters to be used in studying costumes should a play of any part of one be dramatized.

Philomathean Club.

Marian Durell.

THE Alpha Chapter held a sociable on December 19th.

On January 9th New Year's resolutions of the members were given.

On January 16th a sketch of Longfellow's life was read by Miss Porter. Selections from Longfellow's poems were read by Miss Johnson, Miss Bodine and Miss Doyle.

Normal Dramatic Club.

Joseph McMickle.

The N. D. C. has been profitably employed for the last two months in the study of various comedy-dramas and farces.

Two meetings were occupied with the rendering of Morton's comedy, "Lend Me Five Shillings." The following were the cast of characters:

Mr. Golightly, Mr. Warbasse
 Captain Phobbs, Mr. Wilson
 Captain Spruce, Mr. Griggs
 Morland, Mr. Telfer
 Sam (a waiter), Mr. Parker
 Mrs. Major Phobbs, . . Miss Matthews
 Mrs. Captain Phobbs, . . Miss Meserole

The work of the club now is the criticism and study of a play to be given the latter part of February.

Thencanic Society.

I. Trumbull Wood.

THE debate for December 19th read as follows: "*Resolved*, That the workingman is a greater benefit to humanity than the capitalist."

The affirmative was upheld by Messrs. Miers, Wood and Hoppock; the negative by Messrs. Weelans, Lanning and Lawrence.

The decision of the judges was in favor of the negative.

Orator—Mr. Harold Phillips (excused).

Synopser—Mr. Carter.

On January 9th the subject of debate was: "*Resolved*, That in case of its violation the Monroe Doctrine should be defended by the United States."

Affirmative—Germain, Sykes and Skellenger.

Negative—Cook, Caleb Green and Weelans.

The judges decided the debate in favor of the negative.

Mr. Byard Green, the orator for the day, was excused.

Synopser—Mr. Brenneman.

Field Club Notes.

THE regular meeting of the Field Club was held January 7th. After the regular business meeting, Miss Hausman gave an interesting and instructive talk on the geography of New Jersey.

Delphic Society.

THE members of the Delphic Literary Society wish to express their sorrow over the death of Miss B. Humphrey, an honorary member of the society.

The society entertained the students of the boarding-halls January 9th in the gymnasium. The program, which consisted of recitations, piano solos and a drill, was thoroughly enjoyed by all.

Pedagogical Club.

THE first meeting of this year was held in Dr. Seeley's room, Tuesday, January 13th, 1903. Some very interesting pedagogical notes were given by Miss Brown, followed by an extemporaneous discussion on the following question: "*Resolved*, That another Normal School is needed in the State of New Jersey."

We wish to call attention to the fact that the A 2 Class is now eligible for membership. In a very few weeks the class, which is now A 1, will be A 2, and so may become members of the club. Our program for the next term's work promise to be very interesting and profitable, and we invite as many as possible to join our ranks.

Criterion Society.

Ella G. Frake.

THE society met December 18th and debated the following question: "*Resolved*, That co-education is a good thing for American colleges."

Affirmative—Miss Baxter and Miss Frake.

Negative—Miss Grover and Miss Water.

Both sides debated well, and the victory was awarded to the affirmative.

Murmurlets.

Earley.

Self-government has gone into operation and is working very smoothly.

AT THE Christmas vacation Brother Case went home on the Lackawanna and Delaney railroad.

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Dawson occasionally strolled across the bridge. Frequent repetition of the act firmly established the habit. He admires the architecture so much that now he goes out just simply to see the bridge.

Brother E. A. Link has been torn away from our fireside by the unsparring hand of time. Link was a true member of the family, much beloved by all. Though we greatly miss him, yet we are glad that he has received such an important position. He is at the head of the mechanical drawing department, assistant instructor of book-keeping and teacher of commercial law in Wood's Business College, Newark. "All success to him in his work."

The general rule of procedure is for the thing bought to go to the buyer, but Mr. Osman says that his father bought a ton of coal and it went to the seller (cellar).

"Pete" Riley, another of that "Black and Gold" class, has quietly stepped forward, but in a different direction. Not a basket-ball enthusiast in the East has not heard of "Big Pete" and his wonderful ability. Ever since he left the Normal, "Pete" has been the old stand-by for Trenton and the best center of the National League. The days have not yet grown cold since State School gym. rang with wild applause for "Pete."

He has now grown tired in the service of basket-ball and its demands and has withdrawn from the popular sport.

It is well to cite a fact from the local papers in saying that Trenton is greatly handicapped from the loss of its center.

Class-Day Program.

HEAD-NOTES (so-called for the reason that there was no room at the foot of the page for them, also as indicating an intense intellectual effort on the part of the Program Committee in their reproduction) :

(a.) Intended as a breathing spell for the chorus, but any appreciation by the audience in the way of applause would be in order.

(b.) Abbreviation for President.

(c.) An instance of pure, unadulterated assumption.

(d.) This visit proposed, not so much for the purpose as stated as to vary the threadbare features of the usual class-day program.

(e.) Present takes advantage of a "free foot" in literary composition.

(f.) A woman's privilege.

(g.) "In your mind's eye, Horatio."

(h.) Average age of February class of '03 is now 5,018,999+ years (approx.).

(i.) Shades of Mrs. Jarley.

(j.) Erratum should be read "internal."

(k.) As usual.

(l.) A way that she has.

(m.) Strains of "Mr. Dooley."

(n.) After the fashion of a 19th century woman's suffrage club.

(o.) "Because we have to leave next month to earn our daily pay."

(p.) The seventh daughter of the seventh daughter.

(q.) Something they want but don't care to have the world know about.

(r.) In order to be logical the Program Committee suggests that you regard this as a foot-note.

(s.) Do not be literal.

(t.) But not in the world.

I. A modern chorus by modern maidens whose names may be found on the back of this program.

II. After a brief pause (a) a modern muse, who (for the want of a better name) is called "The Present," (b) places herself (c) in charge of the program.

III. In order that the February class of '03 may review the past and know the future, Present proposes a visit (d) to ancient Greece, there to consult the Muses. She anticipates in a very flowery description (e) of the scenes of this classic band. Suddenly she changes her mind (f) and decides that the object of the visit will be more economically realized by a trip to a dime museum.

IV. The class enters (g) the neighboring "Museum of Muses." They are taken back to a period (h) when ancient Greece was young. There are seen the goddesses of the Delphic and Dodonian Oracles, Clio, Euterpe, Ceres, and two muses of song (i).

V. The machinery of the musical muses is set in motion, and Violets are thrown upon the audience.

VI. In response to an infernal (j) mechanism which is set in motion, and over which she has no control, History is "called down" (k) and made to repeat herself (l).

VII. The history as told by Clio and the noise of the dime museum (m) call up such vivid pictures that the class burst forth in musical rhapsody (n).

VIII. The last line of the song (o) brings the mighty brains back to a seemingly hard, cold reality, but the goddess of the Delphic Oracle, reading far into the future (p), sees a pleasanter prospect for some of the number (?). Her power of foresight suddenly leaves her, and the goddess of the Dodonian Oracle is brought forward to gladden the hearts of the others.

IX. In order that the class should remember its visit to the museum, Ceres gives each a suitable treasure (q) from her bountiful store.

X. Euterpe, Muse of lyric poetry, who has been in an emergency acting as an understudy for Terpsichore, Muse of the dance, trips out to the measure of her poem in order to call attention (r).

XI. The visit to the museum is over, and Present again takes the floor (s). Audaciously assuming authority, she gives to the Junior class our banner of leadership in the Normal School (t).

XII. A farewell chorus by the modern maidens.

Normal Class Notes.

FEB., '03.

OUR Class Day is over and we have been graduated from the Normal School. Never more shall we roam through the halls, go from lecture to lecture, take tests, work in manual training room, the gymnasium or the library as we did of old.

We may come back on a visit, but soon most of the familiar faces will be gone, strangers will have taken our places, and Normal will not seem the same.

Many happy times have we spent here which we shall not soon forget. We hope that you will remember us as we expect to remember you. As our SIGNAL comes, month by month, we

shall keep in touch with you and rejoice over your success. But in all your work here and in later life, remember with us that "It is better to be faithful than famous."

SENIOR I—1.

W. M. Travis.

"Time is flying, let it fly,
What need you care?
What need I?"

This is an old rhyme and all very well in a way, but this hurry-flurry world of ours requires some proof of our existence other than this mere indifference. It is the duty of each to strive to make the little world in which he lives better than when he first came into it.

It has been asked "What harm is there in one's enjoying one's self where enjoyment is to be had?"

This question might be answered in a casual way by saying, "There is none," but better answered, perhaps, by letting each one judge for himself according to his own standard of pleasure. Let us hope each standard will be high.

Question—"Why are Dr. Carr's remarks like fish?"

Answer—"They are good brain food."

SENIOR I—2.

Edith Adele Bate.

What can be the matter with Nan? She actually told Miss Wood's class one day that cats had ears on the top of their heads to see with.

Girls, what do you think of the compliment Miss Dynes gave us the other day? She told us we should be thankful for two things—that none of us are beautiful and that we do not pay any attention to the personality of a man while he is speaking. I wonder if the latter is always true.

Another version of the *ever popular*—"Of all sad words of tongue or

pen, the saddest are these, a lecture again."

SENIOR I—3.

Bessie B. Robins.

Miss Beech is ill at her home with typhoid fever. We hope she may soon recover and be among us again.

Miss D—(on seeing "Bad English" advertised in a book catalogue)—"Well, Miss Engl—, I didn't know you were for sale. What is the price?"

Miss Engl—"Oh! I am to be had for the asking."

—"Ten," "Eleven," "Twelve," a pause—"Twenty-four."

Miss K - - ler, of course we know that your number is very important, but please try to let it come in its own place.

SENIOR I—4.

Elizabeth Smart.

In Physics class—

Miss Eng-ish—"32.2 ft. per second means that the body will gain 32.2 ft. —"

Dr. Mumper—"No, bodies don't gain feet, except centipedes."

Miss Eng-ish (later)—"Then it will gain 160 feet in five seconds."

Dr. Mumper—"Gets its feet fast, doesn't it? It will soon be a millipede."

Senior I—5.

Ida Grover.

Instructor—"To what is one-half of all the angles of a triangle equal?"

Miss Sh - - n—"The other half."

Miss McN - - y (after reading "The Demon Lover")—"What is the moral of this ballad?"

Miss Br - d - - (promptly)—"Not to go off with the wrong man."

The question most frequently asked just now among members of our division is "Where are you going for state practice?"

The following, with apologies to the author, whoever he may be, is respectfully dedicated to Miss L - nette:

Is it anybody's business
If a gentleman should choose
To wish to know a lady,
If the lady don't refuse?
Or, to speak a little plainer
That the meaning all may know,
Is it anybody's business
If a lady has a beau?

If a person's in the hallway,
Is it anybody's business
Why that person likes to stay?
Or, if you see a person
Who is staying anywhere,
Is it anybody's business
What his business may be there?

The substance of my query,
Simply stated, would be this:
Is it anybody's business
What another's business is?
Whether it is or whether it isn't,
I would really like to know,
For I'm certain, if it isn't,
There are some who make it so.

J.

A 1-1.

Ralph Parker.

The following officers were elected at our last class meeting:

President—Mr. Earley.
Vice-President—Mr. Thompson.
Secretary—Mr. Telfer.
Treasurer—Miss Peters.

Why are Chance's letters like steam-engines?

They always have Belles on.

Miss R - t - e - n - o - s - e says that she knows something of kidnaping. We wonder whether she was kidnaped by Sister T - o - p - s - n or *vice versa*.

A 1-3.

Amelia K. MacMaster.

Miss Willis is sure that the moon rises in the West. "For I know our house faces East and the moon rises right in back of our house, because on nights when there is a moon there isn't a bit of light on our front piazza."

One of our members, when referring to King Arthur's time, says: "People

were taught then to be ladies when they were children." We hope she did not mean to cast any reflection on the people of her own time.

A 1-4.

Miss W - l - - - s — "And Mr. Th - m - - - n may give us the reproduction."

Mr. T.—(Pause.)

Miss W.—Well, exert your will power."

Mr. T.—"I must collect my thoughts."

Miss W.—Smiles encouragingly.

Mr. T.—"Every thought has left me," and sat down.

Some of the members of our literature class show very plainly that they have the first essential for the study of science. Before they enter into a discussion of any kind they begin it with that scientific word "Why, - - -."

B 1.

Miss Hill—"What is a triad?"

Miss Dal - l - e — "A three-legged stool."

Miss M—s is about to turn evangelist. She announced to the class that she was about to convert fractions.

Miss Ro— informs us that the third side of a triangle is the hippopotamus.

Model Class Notes.

SENIOR.

Margaret Britton.

Prof. Smith—"Why were they called Gnotian realms?"

Whisper—"Oh, that was only a notion of theirs."

Mr. Bosworth—"How could they tell that they had sailed for three days when it was so dark that they couldn't distinguish day from night?"

Mr. Baker—"By the sun dial, of course."

Latin class seems to furnish the only amusement for the Seniors.

Have you noticed how important we've become? Everyone is writing 1903.

The other day one of the graduates of this school returned to visit us. She had just been having her eyes examined, and the glasses she wore must have been woefully wrong, for this is the way she told me things seemed to her:

First she saw Bertha's high pompadour towering above all else, and *behind* her came Margaret, nervously pulling her sleeve and whispering, "Won't you wait, Bertha, I'm scared?" Next came Eugenia with an immense volume inscribed "Answers to Questions of All Kinds." Glancing in another direction she saw Fannie gayly chatting and laughing, followed by Bessie with her head bowed and eyes demurely cast on the *ground*. At the far end of the room was a pale, thin, haggard-looking girl; was it possible that this could be Mary Kemble? What was the matter with her! Looking around for the cause she saw, far away in the opposite corner, the solitary figure of "Brownie," absolutely alone. Just then Mary Van Dorn came skipping along, looking very spry, because she had gotten up early that morning, and learned perfectly all her lessons for the day. Coming towards her were Charlotta and Sadie with arms entwined, entirely happy because they had gotten the same marks in a German test. Last of all came Emily, pensively reading a love-letter.

I thought that the graduate needed a new pair of glasses, so the next day we went to Philadelphia to make the change, and now we hope to have a visit from her soon again.

Some one asked the other day if the monogram S. S. on THE SIGNAL

cover meant "Subscribe for THE SIGNAL."

(Green entering class-room late Monday morning after "Peddie Debate.")

Applause.

(Walker in his merry tone) || Came in late on purpose. ||

(Green, aside to Walker)—Never mind, I got here.

Normal Alumni.

Ethel Van Sant.

AT THE request of some of the members of the Senior II class, the Alumni editor has looked up the whereabouts of the graduates of June, 1902:

Grace Allen is teaching at Hillsdale; Edith Allen, at Paterson; Martha Ackerman, at Paterson; Maude Bennett, at Long Branch; Mary Caldwell, at Hoboken; Edith Galpin, at Passaic; Nancy Fry, at Woodbury; Sarah Fox, at Newark; Irene Dunham, at New Brunswick; Howard Dilts, at Metuchen; Louise Elling, at Passaic; Beulah Farrow, at Ridgewood; Lucy Fearn, at Midvale; Alice Fletcher, at Medford; Ethel Flummerfelt, at Irvington; Edna Allen, at Perth Amboy; Edna Bailey, at Rutherford; Ruth Campbell, at Old Bridge; Elizabeth Everitt, at North Branch; Sarah Frake, at Mount Holly; Ella Collings, at Hammonton; Teresa Conover, at Colt's Neck; Mabel Dawkins, at Bayonne; Rae Dillahey, at Kingston; Anna Eberhardt, at Millville, and Eliza Falkenburg, at Dorothy.

Exchanges.

WE REGRET the fact that the number of our exchanges is smaller than usual this month, and hope that all who have exchanged with us will continue to do so.

We welcome the first issue of the Trenton High School's new paper, *The Spectator*.

Other new exchanges that have reached us are *The Normal Review*, of Edinboro, Pa., and *The Spray*, of Chattle High School, Long Branch.

The Silent Worker, published at the New Jersey School for the Deaf, is made especially attractive by the large number of pictures it contains.

The Adelpian, of Brooklyn, contains some really good stories.

Lawyer (cross-examining lady)—“At the time of the affair where was your maid?”

Lady—“In my boudoir arranging my hair.”

Lawyer—“And were you there, too?”

Lady—“Sir-r!”—*Ex.*

An exchange has discovered the biggest trust on earth. It is the country newspaper. It trusts everybody, gets cussed for trusting, mistrusted for cussing, and if it busts for trusting, gets cussed for busting. So there you have it.—*Ex.*

Mother—“Tohnny, what awful language!”

Johnny—“Well, mother, Shakespeare uses it.”

Mother—“Then don't play with him any more, he's no fit companion for you.”

“Do you know that ugly gentleman opposite to us?”

“That is my brother, madam.”

“Ah, I beg your pardon! I had not noticed the resemblance.”

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SOME OF OUR SPECIALS

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Baby Lunch Biscuits, 8 "	Champagne Wayfers, - 21 "
Butter Gems, - - - 8 "	Graham Crackers, - 9 "
Social Teas, - - - 9 "	Fig Bars, - pound, 12 "
Butter Wayfers, - - 9 "	Fruit Crackers, " 12 "
Butter Thins, - - - 9 "	Marshmallow Gems, " 12 "
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