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### The Reflector, June, 1936

New Jersey State Normal School at Newark

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# THE REFLECTOR

NEW JERSEY STATE NORMAL SCHOOL

JUNE, 1936

NEWARK, N. J.

## I'm Not An Agnostic!

By WALTER WILSON

I am of the opinion that the faculty of this school favors student government. In fact I am positive that it does. After reading the General Organization Constitution, that document which you have never read, appearing in your freshman bible—the one you threw away after initiation—I find that all of the legislative power is delegated in the Student Council, which is a representative body of the school, while the power of the Executive Board is that of directing the finances of the school. Neither power conflicts, one with the other. Yet, along with the power given to the Executive Board to guide the finances of the school is another, namely that it shall act as a check on the Student Council should any piece of legislation be submitted to it by that body.

The distinct trouble with the entire set-up as it is at the present is ourselves, because we are not interested in the government of the school; not interested enough to take the responsibility that the administration and students of previous years have given us to exercise; not interested enough in the machinery of the school to know whether there is a surplus in the treasury, or whether the Tudor Room is being used for the activities of the faculty or the students; nor do we care whether or not a class is to be found in the student's room when other classes are free to use the room for recreational purposes. We don't care whether the room is improved or not and we don't give two raps whether the ping-pong table is set up so that we may use it.

Why most of us don't even care to know that the Student Council is petitioning the State Board of Education through Dr. Townsend for the right to have our name changed from New Jersey State Normal School at Newark to The New Jersey State Teachers College at Newark.

I am not, as you would suppose, an agnostic, but it is almost impossible to continue seeing the machinery prepared for us to use in a professional manner and finding no one person interested enough to prepare for our posterity a background of intense interest in student government; of pride and of thankfulness so that we could be proud in the future to identify ourselves with the New Jersey State Teachers College at Newark.

*EDITOR'S NOTE: We reprint here a copy of the text of President Leonard Johnson's address to the Student Body early last Fall, in order to point out the dire need for the Student Government reform and to set the stage for a new Constitution to be presented soon by the Council.*

## Student Reorganization

If memory serves me correctly, the opening remarks of the Organization President when I sat out there as a Freshman, were "Newark Normal School has gone modern." Now Webster tells us that the meaning of "modern" is "Of, or characteristic of, present time." All of which would lead you to believe that if I were to make a similar assertion today the assumption would be that our progress during the past three years has been commensurate with and is characteristic of the times. Unfortunately, I do not feel that I can justifiably make such an assertion.

My experience during these three years has led me to believe that our worthy predecessors, in laying the foundations of our student government entertained the belief that every person, be they selected or otherwise, is directly interested and active in affairs of government. This, it seems to me, is entirely contrary to the dictates of the ages which have brought democracy and representative government into being. It is to this bit of fundamental and proven civic philosophy that we attribute the more or less lamentable failure of Student Organization meetings in the past. I say this in humble deference to those of my predecessors who have worked hard and faithfully to bring these affairs up to the expectation of the founders, meanwhile working in contradiction to the philosophy previously alluded to.

It might be well to deviate a moment to review briefly for the benefit of the uninformed the system under which our student government has been operating during the four years of its existence. There have been two bodies of government known as the Student Council and the Executive Board. The Student Council membership consists of the presidents of all clubs and classes together with the delegates-at-large from the classes and the chairmen of the four standing committees.

## We'll Remove It Gratis!

By WALTER KABIS

The word *art* has been defined by Webster as the embodiment of beautiful thought in sensuous forms, as in marble or speech. He states that the esthetic, or fine arts are the arts of beauty, as painting, sculpture, music and poetry.

We do not presume to be art critics—far from it; but we do have pretty definite ideas about what we like and dislike in art. We are inclined to agree with Mr. Webster and do not like the mural in Room 29.

Modernists contend that "art may ignore the senses and appeal only to the intellect." So states one of New Jersey's best editorialists. They insist art has other purposes not connected with beauty and pleasing things, upon which grounds they justify its use as a mode of making one of our most-used lecture-rooms more "attractive."

The trouble with their theories is that art for the average individual is not a thing for the intellect. Real poetry has no message, only music. Music preaches no sermon, it only bathes the soul in melody. Painting, it seems, should thrill the eye with line and color and harmony.

When art abandons grace and beauty, it is no longer art, but merely self-expression. Mr. Cohen's work in Room 29 is purely self-expression; his conception of the Almighty indicates that. And where has any individual ever been permitted to so publicize his own pet thoughts as has Mr. Cohen?

If the few people who like this sort of thing want to encourage it, let them fill their homes and private museums with it instead of a public college ninety-eight percent of whose students and faculty can neither understand nor appreciate it.

The mural in Room 29 is ugly, unpleasant, pessimistic, annoying and, in the opinions of many, sacrilegious. We are ready and anxious to remove it at a moment's notice—*gratis*.

This group is in name and should be in fact the legislative body of our government. Officers are elected within the group. The Executive Board consists of a group of six people elected through popular vote by the student body. It reviews all matters brought before it by the Student Council, constitutes the finance committee of the Organization, and is in general responsible for the conduct of the Student Organization meetings, which the constitution prescribes shall be held at least once each month.

## EDITORIAL STAFF

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As ye sow, so shall ye reap

The mention of Organization meetings returns us again to the theme of this discussion. It has been the custom and tradition in the past to attempt to bring the entire student body into these meetings and to whip them into a legislative group. The result was, as history might have told us, that a great many were not only disinterested but frankly bored. This is perhaps typical of an age in which people may demand a fine car to take them from home to polling place in order that they may exercise a franchise purchased with the blood of our forefathers. As the months went by a special period, free of academic or social interference, was set aside but this only resulted in a gradual falling off in attendance.

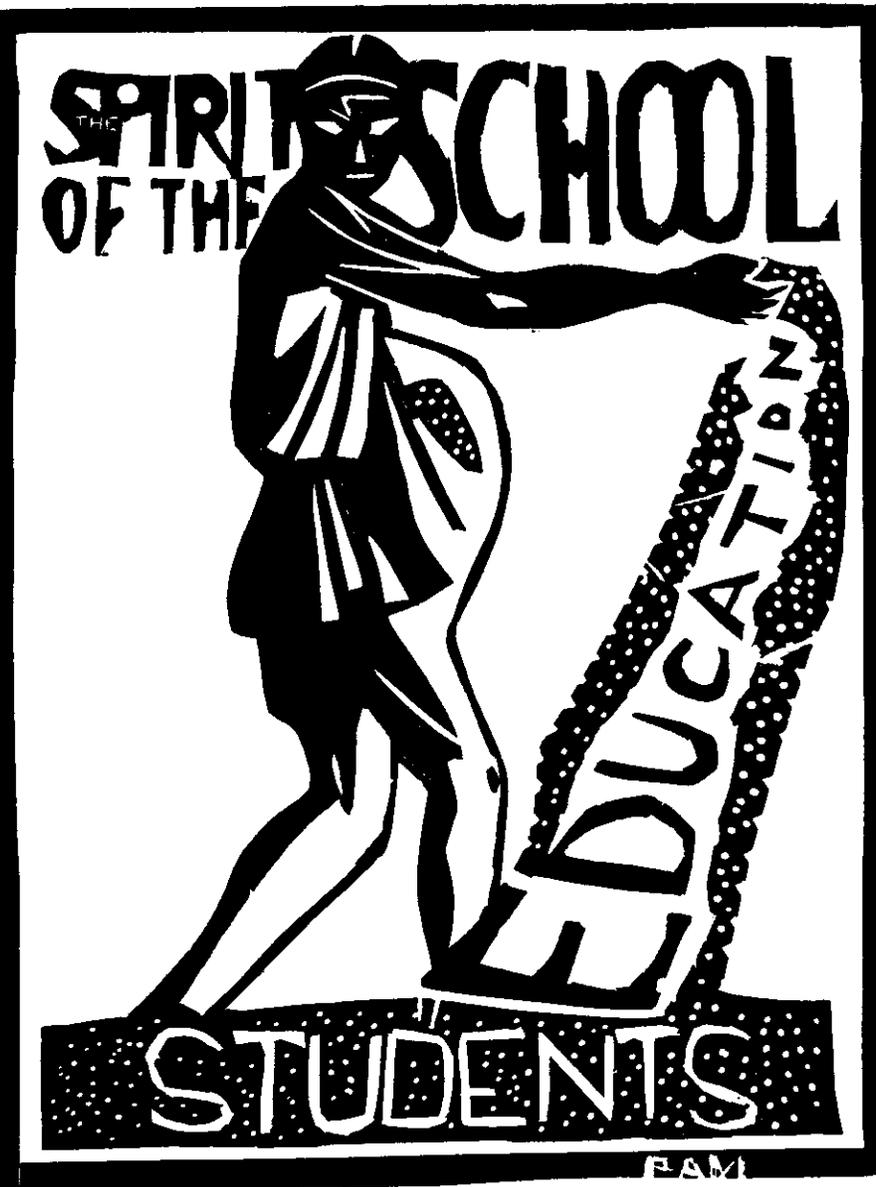
Thus this situation gave birth in the Council last Spring to an amendment (among others) to section 4 of Article 6 which now reads:

**SECTION 4.** All legislation shall originate in the Student Council and pass to the Executive Board for consideration. Should a bill be vetoed by the Executive Board, the Student Council may pass over the veto by a two-thirds vote of that body, if no action is taken by the Executive Board within ten days of the presentation of the bill, the bill is passed.

An additional section 9 stated further:

**SECTION 9.** The meetings of the Student Council shall be opened to any members of the Student Body who may have, if recognized by the chair, the right to voice his opinion. Such members of the Student Body shall not have the right to vote.

This was a very definite step in the right direction; eliminating the old type of Organization meeting and placing unequivocally all legislative responsibility in the hands of a representative group, the Student Council, at the same time providing the



privilege for interested members of the Student Body to sit as a gallery in order that they might check on their representatives and to voice opinions of their own, if the occasion presented itself.

A fine start, but not yet enough for the entire fabric of our constitution needs a similar revamping. I respectfully suggest that the Council undertake a study of this nature, having in mind the elimination of a dual set of officers for which the constitution provides, together with the subsequent elimination of the Executive Board and the creation of such, if necessary from the officers of the Council, placing matters of finance in the hands of a finance committee of that body.

These changes to be an integral part of a general study which has as its goal the construction of an effective governmental machine.

This I offer as a course of policy in order that we may make our association as effective governmentally as it has been socially, at the same time earnestly soliciting your very necessary hearty support. I doubt if there is one among you to whom an instructor has not said, "Your rewards from any course are only in proportion to the amount of effort you exert in this direction." Your participation in the Organization is not vastly different. Get behind your representatives, in order that we may unite in making this college—your college—a better place in which to live.

## EDITORIAL Farewell

Graduation! the embodiment of the ambitions of all energetic, intelligent youth. It is not only the attainment of a goal that is thrilling to the graduate, but also the beautiful, yet bewildering, potentialities that this success holds.

College experience and adventures become dwarfed when the world of teaching is compared as another field for victory, yet the almost immaterial sorrows of school seem a friendly harbor of safety against the ruthlessness of the world. But in either case, a mature intensity for life and adventure is prevalent and powerful enough to overlook shortcomings and even sorrows.

Your Alma Mater has confidence in you, Graduates. If her lessons in self-reliance, self-restraint, intelligent thinking, social competence, and independence, have taken root, you have a wonderful knowledge of teaching that adversity cannot remove. The confidence that Newark State Teachers College has in you should only increase your determination to be a worthwhile, intelligent teacher, and worthy of her.

I, your editor, and we the students of Teachers College, having put aside all sentimentality in our hour of parting, smile and say to you, friends and graduates, "Congratulations and success. The imprint of your career in our Alma Mater will never be erased. Remember, our wishes for your success in teaching are sincere and heartfelt, even a little selfish, for your ability is our satisfaction and pride."

### Important Dates for the Senior Class

- June 3—Senior Assembly.
- June 5—Commencement rehearsal, 11 A. M.
- June 5—Exams begin, continue through June 8, 9, and 10.
- June 7—Tea for Seniors and Staff at the home of Dr. and Mrs. Townsend.
- June 11—Senior breakfast.
- June 12—Senior Prom, at the Upper Montclair Womens Club.
- June 14—Baccalaureate Services, 4 P. M. in the auditorium.
- June 15—Commencement, 10:30 A. M.

### Senior Class Song

O Alma Mater, We're leaving now,  
We've been your loyal friends we vow  
Tho on this evening we bid adieu  
State Teachers College, we're faithful  
to you.

Memories will linger the ages thru  
The years will part us, we'll be true  
Holding your standards we will try  
To keep the spirit ever on high.  
(Sung to the tune: "Oh Tell Me Why")

## In Anticipation of the Senior Prom

June 12, 1936

MONICA J. FLYNN, CLASS OF '36

The Upper Montclair Women's Club . . .

The Foyer leading to the Ballroom . . .

The Reception line . . . trying to remember what Emily Post says about "Introducing the Escort" . . . trying to be nonchalant about it all . . . Into the Ballroom . . . large and spacious . . . the usual palms and ferns about the orchestra . . .

Mmmm! the orchestra sounds great! . . . Couples dancing . . . each one with an individual style . . . the different expressions on the faces of the dancers . . .

None of the Seniors are sitting this one out . . .

First dance over . . . crowds flow into the lobby . . . good looking men and smooth girls dressed in various and sundry colors . . . Blonde and Brunette, each with the color to show the complexion . . .

Laughing, vivacious, colorful crowd . . .

Groups of people here and there . . . Someone trying to open the French windows . . .

A few drifting on to the veranda . . . the nod . . . the handshake . . . he introduces the girl . . . she introduces her boyfriend . . .

A pleasantry, a witticism . . .

Not much success yet . . . party hasn't warmed . . .

Music starts . . .

Back to the Ballroom ebbs the crowd . . .

The tide on the dance floor rises . . .

The usual groups before the orchestra . . .

Request numbers . . .

Things move . . .

The "fast number" . . .

Some move out to watch the antics of those attempting to keep time to the music . . . dancing . . . swirling . . . conversation . . .

"Well, how do you like it?" . . .

"Have you seen Jack?" . . .

"Isn't Helen's dress adorable?" . . .

"I like that vocalist" . . . and "what's Bing got that he hasn't got!" . . .

Party at peak now . . . people say "Hello" from half across the floor . . .

It's getting warmer . . . that punch doesn't help much . . .

The faculty stepping out now and then . . . when a waltz is played . . .

Lenny Johnson coming out with some of his dry humor . . .

Charlie Detgen beginning to go to town . . .

## Nu Lambda Kappa

The schools' honorary literary society has proven the quality of its membership by its activities in the past semester. Of course, you've seen the "Scroll"—it's the height of our embryonic writers' ambition to get their "brainchild" published in the literary magazine.

By the way, have you seen girls with shovels and rakes enthusiastically attacking the compost heap on the northern side of our building? Well, you've been missing something! The members of the Nu Lambda Kappa discovered that the side of the school is the original wall from the old General Philip Kearny homestead. However, it was gradually disappearing from sight because of the accumulation of dead leaves. Having partly cleared away this heap, the club had a tablet cast making a notation of the historic spot.

To end the year's activities, Nu Lambda Kappa is sponsoring the publication of a volume of verse. Watch for it!

Someone suggesting a Virginia Reel . . .

Junker telling a brand new "Audrey" joke . . .

Last dance . . . last fling . . .

An attempt to recapture lost feelings . . .

To go home in a happy romantic mood . . .

He'll tell her she is wonderful . . .

She doesn't swallow it all, but is pleased in spite of herself . . .

Everyone chimes in on the new Senior Class song . . .

Then the promenade . . .

More dancing 'til music ceases . . .

All over . . .

The check line rush . . .

Words . . .

"Going to eat" . . .

No time to linger . . .

Off to Childs or some other place . . .

The one who wanders thru tables . . .

The coffee and what have you . . .

Riding home . . .

Saying good-night . . .

"I had a lovely time" . . .

"Oh, it was a pleasure" . . . etc.

It's old stuff . . .

It can happen anywhere . . .

Yet it's different . . .

It's distinctive . . .

It's the SENIOR PROM . . . . .

## Dr. Townsend's Criteria of an Educated Person

### *Please Examine Yourself!*

I. Adults differ from children in more ways than those indicated by added stature, bodily and functional maturation, and age. The adult is required by social pressure within his group-complex, to assume far greater personal responsibility for the results of his own acts, than do children. Psychologically and sociologically, this phenomenon is at the crux of the condition of adulthood, as contrasted to childhood. Adults are *not* grown-up children, nor children, little adults. Adults are a different kind of creature altogether.

II. Education at all stages has an implicit aim, which is to cause the human person to accommodate himself or herself, to the optimum degree, to the culture-pattern of which he is a unit. This does not mean submergence, since both the culture pattern and the person are dynamic.

III. It is my business and my pleasure to observe young and older adults in their conscious and unconscious accommodations to the socio-ethical complex called culture. It is my business to have some criteria whereby I may say of one: "He is educated," and of another: "He lacks education." What are these criteria?

1. An educated adult possesses profound, not shallow knowledge and insight in those fields of skill or practice which are appropriate to his life-work, and constantly reorganizes that knowledge.

2. An educated person uses naturally and without affectation, the instrument of language appropriate to the situation in which he needs personal response.

3. An educated person conceives of truth as an emergent phenomenon, not as a static fact, and in so doing lives with respect for experimental evidence which may lead him at any time to abandon a "truth" superseded by a new truth.

4. An educated person buttresses and supports his specialized knowledge with a wide envelopment of appropriate allied knowledge-fields, extending that as far as he may, within the limits of his time and personal ability.

5. An educated person conceives all human knowledge as socially, not individually, significant.

6. An educated person never rests on his oars, till he dies or becomes hopelessly senile, but reconstructs his behaviour and his points of view continuously as new evidence requires.

7. The educated person learns wisdom of living through a heightened sensitivity to the requirements of human relationships, out of which comes the essence of saintliness.

By the application of these criteria, I find:

1. Some learned fools.
2. A few (many less than is popularly supposed) educated persons who

## Library Experiments In The State Normal School

The facilities of the school provide two rooms for the housing of all books and reference materials. The circulating room, the largest of the two, is the incumbent of general reference books, magazines of a general nature, and reserve shelves. The room, during the day, is in the charge of a circulation chief, who is responsible to the Head Librarian. In the evening this room is in the charge of a student staff. It gives its services to the Essex County Junior College and to the Newark State Normal Extension group. The head of the evening staff is a student who has had experience in the library field, during the day and is qualified to carry out the duties of his office; he is answerable to the Head Librarian and it is his duty to carry out the policies of the library. The person occupying a position similar to the head of the evening school library and of the day school is another student, also answerable to the Head Librarian, is in charge of the extension library work. His duties consist of obtaining books from outside sources, making them available to extension students and faculty, and keeping a record of fines and circulation of both departments who acts as a check-up on the other two individuals.

The reference room is in the charge of another student whose duty it is to compile bibliographies, and keep all material within the room available at all times for the students served by the evening school. He is also in charge of a vertical file and must clip papers for its maintenance.

Another branch of the library service, and a very important one, is the Library Council, a group of students organized to give to the day school and to the people whom it supplies the optimum of service at all times. This council is composed of students who have obtained a rating of A or B in their Library course, and who have shown an aptitude for social service. It is this body of students who are carrying out a varied program of activities, inclusive of which are a service bulletin, an indexing service, a bulletin board, desk attendance, and information service.

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are illiterate, or only partially literate.

3. Specialists who are not educated persons.

4. But never an educated person who is not a specialist.

5. People whose convictions war against their effective ability, because they worship their convictions, instead of trying them against reality.

6. That we can scarcely hope to have a universally educated race.

The profoundest need of our western culture today is to produce out of every generation, three or four times as many educated persons as we are now apparently able to produce.

## The Fable of the Fingers

FREDERIC SNYDER

The symbol of friendship is the handclasp. This custom has come down to us from ancient days when men approached each other with one hand upraised to show that they were disarmed and meant no harm. The hand has come down now to the custom of the handclasp among friends.

One day the fingers decided that they would hold a congress. The thumb was quick to make a claim which he thought would make him the chairman. Said he, "You all know that there could be no fist if I did not bind the fingers together, so I think I am the one to call this meeting of fingers."

"Oh, silence, thumb!" cried the index finger, "do you not observe that on a million signs, I point the way for the world to go, and besides, I wear the King's ring. It is I who has the best claim to summon the fingers."

Then the great finger called out, "Hear me, index and thumb, when the hand is clasped in prayer, it is I who is nearest to God. It is I, therefore, who is most righteous and I demand the right to call the conference."

"No one should call a meeting of the fingers until they take note of the fact of my great position," cried the ring finger. "Behold, it is I who represents the greatest school in the world, the whole foundation of civilization—the home; for it is I who wears the wedding ring. Therefore, I am the one to preside over the fingers."

On hearing all these claims, the poor little finger felt more humble than ever. He drew away in fear until he found courage to shout, "Oh, my fellow fingers, I have heard your great claims, alas, I have but one comfort, and that is the knowledge that when the great Prince of Peace was here, the noble Cabinet Maker, the humble Teacher, He said that 'The first shall be last and the last shall be first.'"

When the fingers heard this they pondered and soon they fell down into the palm of the hand to hold their meeting without a call. Once there, they discovered that they were all fed by the same warm life blood, all had been made by the same great Handiwork and that, unless they co-operated in a fellowship of fingers, they would all perish.

In time they began to study one another. They found that no two were alike. That no two were equal in ability or talent. They visualized the races as being like themselves. Each must remain what he is, but constantly strive to serve the whole, for the hand is idle unless the fingers co-operate.

"How futile is strife for supremacy" mused the fingers.