

STATE NORMAL SCHOOL  
SALEM MASSACHUSETTS



SIXTY-SECOND YEAR

1915-1916



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APPROVED BY  
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1916

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MARY ALICE WARREN . . . . .	Physical training, physiology and hygiene
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HELEN HOOD ROGERS . . . . .	Children's literature, reading
FRED WILLIS ARCHIBALD . . . . .	Music
HARRIET EMMA PEET . . . . .	Literature, arithmetic
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SUMNER WEBSTER CUSHING, S.B., A.M. . . . .	Geography
CHARLES ELMER DONER . . . . .	Penmanship
ETHEL ALMIRA MORSE, B.A. . . . .	Typewriting, correspondence, shorthand
GENORIE PALMER SOLOMON . . . . .	Assistant, manual arts and physical training
ALEXANDER HUGH SPROUL, B.S., M.S. . . . .	Bookkeeping, commercial law, economics, history of commerce, pedagogy
ETHEL AUGUSTA ROLLINSON . . . . .	Shorthand, bookkeeping, commercial arithmetic
FRANCES ALICE TERRILL . . . . .	History and social science
CARRIE BERYL JOHNSON . . . . .	Assistant, arithmetic and reading
LYMAN RICHARDS ALLEN, S.B. . . . .	Psychology
WALTER GEORGE WHITMAN, A.B., A.M. . . . .	General science
BERYL INGLIS, B.S. . . . .	Assistant, English and history
VERNA BELLE FLANDERS . . . . .	Assistant, geography

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Practical arts	
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BERTHA MAYO AREY . . . . .	Grades 7 and 6
MARY LILLIAN PERHAM . . . . .	Grades 5 and 4
MARY ELIZABETH JAMES . . . . .	Grades 3 and 2
GERTRUDE ISABEL BIGELOW . . . . .	Grade 1 and kindergarten
ETHEL VERA KNIGHT . . . . .	Kindergartner; assistant in primary grades
EDITH MARION CHILDS . . . . .	Household arts; assistant in intermediate grades

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#### ORCHESTRA

HAROLD J. MILLETT . . . . .	<i>Leader</i>
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# CALENDAR FOR 1916-1917

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## Spring Recess

From close of school on Friday, February 25, 1916, to Monday, March 6, 1916,  
at 9.30 A.M.

From close of school on Friday, April 28, 1916, to Monday, May 8, 1916, at  
9.30 A.M.

## Graduation Week, 1916

Saturday afternoon and evening, June 17, the class play

Tuesday morning, June 20, at 10.30 o'clock, graduation

Tuesday evening, June 20, reception of the graduating class

Wednesday evening, June 21, the class banquet

Saturday, June 24, triennial meeting of the Alumni Association

## Beginning of School Year

Thursday, September 7, 1916, at 9.30 A.M.

## Thanksgiving Recess

From Wednesday, 12.30 P.M., preceding Thanksgiving Day, to the following  
Tuesday, at 9.30 A.M.

## Christmas Recess

From 3 P.M. on Friday, December 22, 1916, to Monday, January 2, 1917, at  
9.30 A.M.

## Beginning of Second Half Year

Monday, January 29, 1917

## Spring Recess

From close of school on Friday, February 26, 1917, to Monday, March 5, 1917,  
at 9.30 A.M.

From close of school on Friday, April 27, 1917, to Monday, May 7, 1917, at  
9.30 A.M.

**Graduation**

Tuesday, June 19, 1917, at 10.30 A.M.

**Entrance Examinations****1916**

Thursday and Friday, June 22 and 23

Tuesday and Wednesday, September 5 and 6

**1917**

Thursday and Friday, June 21 and 22

Tuesday and Wednesday, September 4 and 5

(For hours and order, see pages 16 and 17)

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NOTE. — The daily sessions of the school are from 9.30 to 12 and from 1 to 2.25 o'clock. The time from 8.30 to 9.10 and from 2.30 to 3.30 o'clock is to be used for study by all students who are in the building. From 2.30 to 3.30 o'clock, all students are subject to appointments for conferences with members of the faculty at the discretion of the latter. Lectures before the entire school will frequently be held at this time. The regular weekly holiday of both the normal and the training school is on Saturday.

The telephone call of the normal school is Salem, 375; of the training school, Salem, 344. The principal's residence is at 260 Lafayette Street, and his telephone call is Salem, 943.

# STATE NORMAL SCHOOL

SALEM MASSACHUSETTS

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## AIMS AND PURPOSES

The aim of the school is distinctly professional. Normal schools are maintained by the State in order that the children in the public schools of the Commonwealth may have teachers of superior ability; therefore no student may be admitted to or retained in the school who does not give reasonable promise of developing into an efficient teacher.

The school offers as thorough a course of academic instruction as time permits and the claims of professional training demand. The subjects of the elementary curriculum are carefully reviewed with reference to methods of teaching. The professional training also includes the study of physiology and of psychology from a professional standpoint; the principles of education upon which all good teaching is founded; observation and practice in the application of these principles; and a practical study of children, under careful direction. In all the work of the school there is a constant and persistent effort to develop a true professional spirit, to reveal to the student the wealth of opportunity which is open to the teacher, and the grandeur of a life of service.

## APPLICATION FOR ADMISSION

It is advisable that application be made soon after January 1, and that certificates be presented early in June. As far as possible, examinations should be taken in June.

Candidates who have been admitted to the school and who find that it will be impossible for them to enter, are expected to inform the office of their withdrawal, immediately.

No place will be held for a student who is not present at the opening of the session on Thursday, September 7, unless he has the previous permission of the principal to be absent on that day.

### **REQUIREMENTS FOR ADMISSION**

I. A candidate for admission to a Massachusetts State normal school as a regular student must have attained the age of seventeen years if a man, and sixteen years if a woman, on or before the first day of September in the year in which he seeks admission (but for admission to the household arts course at the Framingham Normal School an age of at least eighteen years is required); must be free from diseases or infirmities or other defects which would unfit him for the office of teacher; must present a certificate of good moral character; and must present evidence of graduation from a high school or of equivalent preparation, and, in addition, offer such satisfactory evidence of scholarship as may be required by the regulations of the Board. He must submit detailed records of scholarship from the principal of the high school or other school in which preparation has been made, showing the amount of time given to individual subjects and the grades therein, and such additional evidence of qualifications for the calling of teacher as may be defined in the regulations of the Board relating to normal schools.

II. A candidate for admission as a regular student to a general course must offer satisfactory evidence of preparation in the subjects listed under A, B and C, amounting to fifteen units, ten of which units, however, must be in subjects under A and B and secured either by examination or certification. (The Massachusetts Normal Art School requires, in addition, that a special examination in drawing be passed. Applicants for admission to the Practical Arts Department of the Fitchburg Normal School may substitute evidence of practical experience in some industrial employment in whole or in part for the above.)

A unit represents a year's study in any subject in a secondary school, constituting approximately one-quarter of a full year's work.<sup>1</sup>

A. *Prescribed Subjects.* — Three units.

- (1) English literature and composition . . . . . 3 units

B. *Elective Subjects.* — At least seven units from the following subjects: —

- (2) Algebra . . . . . 1 unit  
 (3) Geometry . . . . . 1 unit  
 (4) History<sup>2</sup> . . . . . 1, 2 or 3 units  
 (5) Latin . . . . . 2, 3 or 4 units  
 (6) French . . . . . 2 or 3 units  
 (7) German . . . . . 2 or 3 units  
 (8) Physics . . . . . 1 unit  
 (9) Chemistry . . . . . 1 unit  
 (10) Biology, botany or zoölogy . . . . .  $\frac{1}{2}$  or 1 unit  
 (11) Physical geography . . . . .  $\frac{1}{2}$  or 1 unit  
 (12) Physiology and hygiene . . . . .  $\frac{1}{2}$  or 1 unit  
 (13) General science . . . . .  $\frac{1}{2}$  or 1 unit  
 (14) Drawing . . . . .  $\frac{1}{2}$  or 1 unit  
 (15) Household arts . . . . . 1 or 2 units  
 (16) Manual training . . . . . 1 unit  
 (17) Stenography, including typewriting . . . . . 1 or 2 units  
 (18) Bookkeeping . . . . . 1 unit  
 (19) Commercial geography . . . . .  $\frac{1}{2}$  or 1 unit  
 (20) Arithmetic . . . . .  $\frac{1}{2}$  or 1 unit

For the present, the topics included within the foregoing subjects will be such as are usually accepted by the Massachusetts colleges for entrance. The outlines submitted by the College Entrance Examination Board (substation 84, New York City) will be found suggestive by high schools.

C. *Additional Subjects.* — At least five units from any of the foregoing subjects, or from other subjects approved by the high school towards the diploma of graduation of the applicant,

<sup>1</sup> The Board of Education has ruled that not less than four recitation periods per week throughout the school year shall constitute one unit.

<sup>2</sup> History includes: Ancient; Mediæval and Modern; English; American History and Civics; and Current Events.

representing work in addition to that for which credit is gained by examination or certification.

III. A. *Examinations.* — Each applicant for admission, unless exempted by the provisions of sections IV. and V., must pass entrance examinations in the subjects as required under A and B. Examinations in these subjects will be held at each of the normal schools in June and September of each year (examinations for the Massachusetts Normal Art School are held only in September). Candidates applying for admission by examination must present credentials or certificates from their schools to cover the requirements under C, and will not be given examinations in these subjects. Persons not able to present these credentials must obtain credit for fifteen units by examination in the subjects listed under A and B.

B. *Division of Examinations.* — A candidate for admission to a normal school may take all of the examinations at once, or divide them between June and September. A candidate will receive permanent credit for any units secured by examination or certification.

IV. *Admission on Certificate.* — A graduate of a public high school approved by the Board of Education for purposes of certification to a State normal school may be exempted by the principal of the normal school from examination in any of the subjects under A and B in which the principal of the high school shall certify that the applicant is entitled to certification, in accordance with standards as defined by the Board of Education.

Credits secured by any candidate from the Board of Regents of the State of New York, or for admission to any college in the New England College Entrance Certificate Board, either by examination or certification, or in the examinations of the College Entrance Examination Board, will be accepted towards the total of ten units under A and B. In addition to the units granted by certification candidates must present credentials for subjects under C.

V. *Admission of Special Students.* — (a) When in any normal school, or in any course therein, the number of students



entered as regular students and as advanced students at the opening of any school year is below the maximum number for which the school has accommodations, the commissioner may authorize the admission as a special student of an applicant who, being otherwise qualified, and who, having taken the entrance examinations, has failed to meet the full requirements provided in the regulations of the Board, but who, nevertheless, is recommended by the principal of the normal school as, in his estimation, qualified to become a teacher. Such a special student shall be given regular standing only when he shall have satisfied all admission requirements, and when his work in the school, in the estimation of the principal, justifies such standing. The principal of the normal school shall report annually in October to the commissioner as to all special students. Certificates may be granted to special students in accordance with regulations approved by the Board.

(b) When in any normal school, or in any course therein, the number of students entered as regular students, as advanced students, and as special students, as defined in (a) at the opening of any school year is below the maximum number for which the school has accommodations, the commissioner may, subject to such special regulations as may be approved by the Board, authorize the admission to any class as a special student, on the recommendation of the principal, of a person possessing special or exceptional qualifications for the work of such class. Such special student shall not be considered a candidate for a diploma until he shall have qualified as a regular student, but may, on the satisfactory completion of the work of the course, be granted a certificate to that effect by the Board. The principal of the normal school shall report annually in October to the commissioner as to all special students in the school under the provisions of this section.

VI. *Admission as Advanced Students.* — A graduate of a normal school or of a college, or any person with not less than three years' satisfactory experience in teaching, may be admitted as a regular or as an advanced student to any course under such regulations as may be approved by the Board.

## REQUIREMENTS FOR ADMISSION TO THE COMMERCIAL DEPARTMENT

The requirements for admission to the prescribed course of four years are the same as for students who apply for admission to the elementary and intermediate departments.

Graduates of colleges, and graduates of normal schools who have had at least two years of satisfactory experience in teaching, may be admitted to special elective courses of one year.

Graduates of normal schools who have had no experience in teaching, graduates of private commercial schools who present either diplomas from approved high schools or the equivalent, and who have had at least one year's experience in teaching or in business, and other persons presenting evidence of proper fitness and at least two years of satisfactory experience in teaching or in business, may be admitted to special elective courses of two years.

Beginning with the class entering in September, 1915, it is a requirement for graduation from the commercial department that students shall have had the equivalent of one year's practical experience in commercial work not less than one year prior to the end of their school course, which, if obtained subsequent to the beginning of their normal school work, shall have been obtained under the general supervision of the commercial department.

Graduates from the full course will receive diplomas. Appropriate certificates will be awarded to special students who complete approved courses of study. Students who present full equivalents of prescribed courses may be admitted to advanced standing.

### SCHEDULE OF ENTRANCE EXAMINATIONS

THURSDAY, JUNE 22, 1916

	<i>Morning</i>		<i>Afternoon</i>
8.30- 8.45	Registration		1.30-2.30 Geometry
8.45-10.30	English literature and composition		2.30-4.00 Latin, arithmetic
10.30-11.30	History		4.00-5.00 General science
11.30-12.30	Algebra		

## FRIDAY, JUNE 23, 1916

<i>Morning</i>		<i>Afternoon</i>	
8.15- 8.30	Registration	1.30-2.30	Chemistry, physics
8.30- 9.30	Drawing, stenography	2.30-3.30	Physiology, bookkeeping
9.30-11.00	French, German, current events	3.30-4.30	Biology, botany, zoology
11.00-12.00	Physical geography, commercial geography	4.30-5.30	Household arts or manual training

## TUESDAY, SEPTEMBER 5, 1916

<i>Morning</i>		<i>Afternoon</i>	
8.30- 8.45	Registration	1.30-2.30	Geometry
8.45-10.30	English literature and composition	2.30-4.00	Latin, arithmetic
10.30-11.30	History	4.00-5.00	General science
11.30-12.30	Algebra		

## WEDNESDAY, SEPTEMBER 6, 1916

<i>Morning</i>		<i>Afternoon</i>	
8.15- 8.30	Registration	1.30-2.30	Chemistry, physics
8.30- 9.30	Drawing, stenography	2.30-3.30	Physiology, bookkeeping
9.30-11.00	French, German, current events	3.30-4.30	Biology, botany, zoology
11.00-12.00	Physical geography, commercial geography	4.30-5.30	Household arts or manual training

**CONDITIONS OF GRADUATION**

The satisfactory accomplishment of the academic work of the course does not constitute a complete title to the diploma of the school. The power of the student to teach — judged from his personality and his efficiency in practice teaching — is so important that one who is manifestly unable to do so will not be graduated, whatever his academic standing may be.

**THE OBSERVATION AND TRAINING DEPARTMENT**

*The Commercial Department.* — The necessary opportunity for observation and practice teaching for students in this department is afforded in the Newton Technical High School,

the Lynn English High School, and the high schools at Brockton, Canton, and Hamilton.

Business practice is obtained in the offices of several important firms and banks in Boston and Salem.

*The Elementary and the Intermediate Departments.* — In cooperation with the school committee of the city of Salem, the normal school maintains a training school, beginning with a kindergarten and fitting pupils for the high school. The training school is conducted in a new building especially designed for its purpose. Besides thirty classrooms it contains an assembly hall, a library, and rooms for woodworking, printing, bookbinding, and household arts.

In planning the instruction in this school the aim is to connect it as closely as possible with the work in the normal school, to the end that the methods of teaching here may exemplify the theory which the normal school students are taught. A large part of the instruction in the training school is either supervised or actually given by normal school teachers, and the work in the normal school in particular subjects, as well as in the theory of education, is based largely on directed observation in the training department.

The work of the supervising teachers in the training department includes responsibility for the progress and discipline of pupils and the continuity and efficiency of the lesson preparation and classroom instruction of the student teachers, subject to the general direction and advice of the director of the school.

Opportunity is provided for students who intend to teach in the first grade to observe in the kindergarten, in order that they may become familiar with the theory and methods of the kindergarten and its relations to the rest of the elementary school system. All students who wish it have the opportunity to teach in our model ungraded school in Marblehead. Arrangements have been made, also, for the seniors to gain a considerable amount of experience in teaching in the schools of Beverly, Brockton, Newton, and Salem.

## CURRICULA FOR ELEMENTARY, INTERMEDIATE, AND COMMERCIAL DEPARTMENTS

### A. Elementary Department

Designed primarily for students preparing to teach in the first six grades of elementary schools  
A period is forty minutes in length

NAME AND NUMBER OF COURSE	Number of Weeks	PERIODS WEEKLY OF—		
		Recitation	Laboratory or Teaching	Outside Preparation
<i>First Year</i>				
English Language 1 . . . .	36	2	—	2 to 3 hours
English Language 8 . . . .	12	3	—	2 to 3 hours
English Language 9 . . . .	36	2	—	1½ hours
Literature 1 . . . . .	24	3	—	3 to 4 hours
Arithmetic 1 . . . . .	36	3	—	2 to 3 hours
Geography 1 . . . . .	36	4	Occasional field trips	4 hours
History and Social Science 1 . . . . .	36	2	—	2 hours
Music 1 . . . . .	36	1	—	1 hour
Music 4 . . . . .	36	1	—	None
Education 1 . . . . .	36	2	—	2 hours
Library Study . . . . .	15	1	1	1 hour
Practical Arts 1 . . . . .	36	2	—	1 hour
Fine Arts 1 . . . . .				
Physical Education 1 . . . . .	36	3	—	None
<i>Second Year</i>				
English Language 2 . . . . .	26	2	—	2 hours
Literature 2 . . . . .	26	2	—	2 to 3 hours
History and Social Science 2 . . . . .	26	2	—	2 hours
Physical Education 4 . . . . .	26	2	—	2 hours
Music 2 . . . . .	26	1	—	1 hour
Music 4 . . . . .	26	1	—	None
Education 2 . . . . .	26	1	—	2 hours
English Language 10 . . . . .	26	2	—	1 hour
Nature Study . . . . .	26	4	—	4 to 5 hours
General Science 1 . . . . .	26	2	—	2 hours
Practical Arts 2, . . . . .	26	3	—	2 hours
Fine Arts 2 . . . . .				
Physical Education 2 . . . . .	26	3	—	None
Education 6 . . . . .	10	—	Entire time	15 hour

## B. Intermediate Department

Designed for students preparing to teach in grades 7 and 8

NAME AND NUMBER OF COURSE	Number of Weeks	PERIODS WEEKLY OF —		
		Recitation	Laboratory or Teaching	Outside Preparation
<i>First Year</i>				
Identical with first year of A				
<i>Second Year</i>				
English Language 3 . . . . .	26	2	—	2 to 3 hours
Literature 2 . . . . .	26	2	—	2 to 3 hours
Arithmetic 2 . . . . .	26	3	—	3 to 4 hours
Geography 2 . . . . .	26	4	Occasional field trips	4 hours
History and Social Science 3 . . . . .	26	2	—	2 hours
Music 3 . . . . .	26	1	—	1 hour
Music 4 . . . . .	26	1	—	None
General Science 2 . . . . .	26	4	—	4 hours
English Language 11 . . . . .	26	2	—	1 hour
Practical Arts 3 . . . . .	26	3	—	2 hours
Fine Arts 3 . . . . .				
Physical Education 3 . . . . .	26	3	—	None
Education 7 . . . . .	10	—	Entire time	15 hours
<i>Third Year</i>				
English Language 4 . . . . .	26	2	3	None
Literature 3 . . . . .	26	2	3	2 to 3 hours
Geography 3 . . . . .	26	3	—	5 hours
General Science 3 . . . . .	26	2	—	2 hours
History and Social Science 4 . . . . .	26	4	—	4 hours
Practical Arts 4 . . . . .	26	2	—	2 hours
Fine Arts 4 . . . . .				
Education 3 . . . . .	26	4	—	4 hours
Physical Education 5 . . . . .	26	2	—	2 hours
Music 4 . . . . .	26	1	—	None
Education 7 . . . . .	10	—	Entire time	15 hours

### C. Commercial Department

Designed for students preparing to teach in high schools of commerce or commercial departments in high schools

NAME AND NUMBER OF COURSE	Number of Weeks	PERIODS WEEKLY OF —		
		Recitation	Laboratory or Teaching	Outside Preparation
<i>First Year</i>				
English Language 5 . . . .	36	2	1	2 hours
Shorthand 1 . . . .	36	4	—	5 hours
Typewriting 1 . . . .	36	5	—	None
History and Social Science 5 . . . .	36	2	—	2 hours
Geography 4 . . . .	36	2	—	2 hours
General Science 4 . . . .	36	2	—	2 hours
Bookkeeping 1 . . . .	36	2	—	3 hours
Bookkeeping 1a . . . .	36	1	—	1½ hours
English Language 12 . . . .	36	1	—	1 hour
Physical Education 6 . . . .	36	1	—	1½ hours
Music 4 . . . .	36	1	—	None
<i>Second Year</i>				
English Language 6 . . . .	36	2	Frequent conference	2 to 3 hours
English Language 7 . . . .	36	1	—	1½ hours
Shorthand 2 . . . .	36	3	—	4 hours
Typewriting 2 . . . .	36	4	—	½ hour
History and Social Science 6 . . . .	36	3	—	3 hours
Arithmetic 3 . . . .	36	2	—	3 hours
Geography 5 . . . .	36	2	—	2 hours
Bookkeeping 2 . . . .	36	3	—	4½ hours
Education 4 . . . .	36	3	—	3 to 4 hours
English Language 13 . . . .	36	1	—	1 hour
Music 4 . . . .	36	1	—	None
<i>Third Year</i>				
Business practice under the general supervision of the school				

## Commercial Department — Concluded

NAME AND NUMBER OF COURSE	Number of Weeks	PERIODS WEEKLY OF —		
		Recitation	Laboratory or Teaching	Outside Preparation
<i>Fourth Year</i>				
Literature 4 . . . . .	26	2	—	2 to 3 hours
Literature 5 . . . . .	26	2	—	2 hours
Shorthand 3 . . . . .	26	3	—	4 hours
Typewriting 3 . . . . .	26	3	—	2 hours
History and Social Science 9 . . . . .	26	2	—	2½ hours
History and Social Science 7 . . . . .	13	3	—	4 hours
History and Social Science 8 . . . . .	13	3	— <sup>1</sup>	4 hours
Geography 6 . . . . .	26	2	—	2 hours
English Language 14 . . . . .	26	1	—	1 hour
Bookkeeping 3 . . . . .	26	4	—	4½ hours
Education 5 . . . . .	26	2	—	2 hours
Music 4 . . . . .	26	1	—	None
Education 8 . . . . .	10	Entire time	—	—

<sup>1</sup> An afternoon every third week for studying a local industry first hand

## Elective for One-year Special Course

NAME AND NUMBER OF COURSE	Number of Weeks	PERIODS WEEKLY OF —		
		Recitation	Laboratory or Teaching	Outside Preparation
Shorthand 4 . . . . .	26 to 36	5	—	8 hours
Shorthand 5 . . . . .	26 to 36	1	—	1½ hours
Typewriting 4 . . . . .	26 to 36	5	—	2 to 3 hours <sup>1</sup>
Bookkeeping 4 . . . . .	26 to 36	2	—	2 hours
Bookkeeping 4a . . . . .	26 to 36	2	—	2 hours

<sup>1</sup> Second half year



Courses for elementary school teachers are marked A; for intermediate school teachers, B; for commercial teachers, C.

### ENGLISH LANGUAGE

**English Language 1. (A, B) Language lessons and composition in the first six grades.** Discussion, reading, written work, criticism, conference. Miss LEAROYD and Miss INGLIS.

First year. Two recitations and two to three hours of preparation weekly.

Individual training in clear and effective speech and writing; principles of language studied chiefly as a foundation for teaching; aims and methods in teaching English; type lessons.

**English Language 2. (A) Teaching of English in the first six grades.** Discussion, reading, written work, conference. Miss LEAROYD and Miss INGLIS.

Second year. Two recitations and two hours of preparation weekly.

Definite lesson plans for each grade, illustrating different lines of work; practice in adapting stories and other material for use in schools; study of good language books and books on the teaching of English.

**English Language 3. (B) Composition.** Discussion, reading, themes, criticism, conference. Miss LEAROYD.

Second year. Two recitations and two to three hours of preparation weekly.

Aim: to give systematic and advanced instruction in English and training in oral and written composition. Narration, description, exposition, grammar.

**English Language 4. (B) Teaching of English in grades 7 and 8.** Miss LEAROYD.

Third year. Two recitations and two to three laboratory periods weekly.

Discussion of subject-matter and methods of training in use at present; selection and organization of material to accomplish definite aims; a systematic and typical course of lessons worked out for one of the upper grades.

**English Language 5. (C) Rhetoric and composition.** Themes, criticism, dictation, correction of papers, conference. Miss LEAROYD.

First year. Two recitations, one laboratory period, and two hours of preparation weekly.

Study of the paragraph, the sentence (including grammar); words; the study of models; oral and written composition; spelling and definition; punctuation and capitalization. Aims: clear thinking and effective speech and writing.

**English Language 6. (C) Exposition, description, narration.** Miss LEAROYD.

Second year. Two recitations and two to three hours of preparation weekly, and frequent conferences.

Collecting and organizing material and presenting it in oral or written form. Reading specimens of prose composition, short stories, magazines. Many short and frequent long themes; training in securing and holding the attention of the class by reading aloud, giving abstracts of stories and of other reading, criticism, etc. Correct use and practice in dictation. Aims: clear, full and interesting presentation.

**English Language 7. (C) Business English and correspondence.** Miss MORSE.

Second year. One recitation and one and one-half hours of preparation weekly.

Aim: to give the student a thorough training in business letter-writing, as well as to acquaint him with the important details of office work. The work of the second half year is constructively critical in nature, and terminates with the strictly professional work of the course.

**English Language 8. (A, B) Methods of teaching reading in the first three grades.** Miss ROGERS.

First year. Twelve weeks, three recitations, two to three hours of preparation, conference, or observation weekly.

A course dealing with the "learning to read" stage, and phonetics.

**English Language 9. (A, B) Oral reading.** Miss ROGERS and Miss —.

First year. Two recitations and two hours of preparation weekly.

Aims: to give students training in oral reading and story telling; and to lead them to study, observe, and discuss methods of teaching reading in grades 4, 5, and 6.

**English Language 10. (A) Practice and methods course in penmanship for teachers of the first six grades.** Mr. DONER.

Second year. Two recitations and one hour of preparation weekly.

Aim: to train students to write well on paper and on the blackboard, in order that they may possess the skill required to teach penmanship in the first six grades. Demonstration lessons before classes are required which give the student confidence and ability to teach. Class discussion of the best methods for securing maximum of results in the minimum of time.

**English Language 11. (B) Practice and methods course in penmanship for teachers in grades 7 and 8. Mr. DONER.**

Second year. Two recitations and one hour of preparation weekly.

Aims and methods as in Penmanship 1.

**English Language 12. (C) Beginner's course in penmanship. Mr. DONER.**

First year. One recitation and one hour of preparation weekly.

Aim: to develop letter-form and freedom of movement.

**English Language 13. (C) Advanced course in penmanship to perfect form and control of movement. Mr. DONER.**

Second year. One recitation and one hour of preparation weekly.

Training to write well on paper and on the blackboard.

**English Language 14. (C) Methods course in penmanship for teachers in commercial departments of high schools and for supervisors of penmanship in the grades. Mr. DONER.**

Fourth year. One recitation and one hour of preparation weekly.

Blackboard writing; pupils required to give demonstration lessons before class; class discussion of the best methods for securing results.

## LITERATURE

**Literature 1. (A, B) Children's literature. Miss ROGERS.**

First year. Twenty-four weeks, three recitations and three to four hours of preparation or observation weekly.

Aims: to lead to an acquaintance with and appreciation of subject-matter; to give an opportunity to study its use in the first six grades of the elementary school; and to give practice in selecting and organizing material for use in these grades.

**Literature 2. (A, B) Appreciation of literature. Miss PEET.**

Second year. Two recitations and two to three hours of preparation weekly.

The course covers the study of current magazines; a comparison of present-day and Victorian novels; a study of three great poets, including a contemporary one; a brief study of the modern drama. Each student chooses his own subject and writes during the year four long themes suggested by the main topics of the course.

**Literature 3. (B) Teaching of literature in the seventh and eighth grades.** Miss PEET.

Third year. Two recitations, three conferences and two to three hours of preparation weekly.

This course, which takes up methods of classroom work, embraces studies in poetry, in popular stories and standard books, together with the means of arousing in children an appreciation for literature and of cultivating in them the habit of reading good books.

**Literature 4. (C) General literature.** Miss PEET.

Fourth year. Two recitations and two to three hours of preparation weekly. Occasional papers.

Aim: to arouse a keener appreciation and enjoyment of good literature. The various literary types are studied with their best representative authors, and some attention is given to historical development. Works of authors of admitted superiority are used to establish a standard of comparison, and these are followed by a study of contemporary writers.

**Literature 5. (C) Commercial literature.** Mr. CUSHING.

Fourth year. Two recitations and two hours of preparation weekly.

A study is made of the best of the current literature that deals with commercial and industrial conditions and activities. It is believed that some of the literature of this field is worthy of developing an appreciation for literature in general; at the same time it acquaints the student with the problems, ideals and significance of the wide field of commerce, in order that he may become a more intelligent high school teacher of commercial subjects.

## ARITHMETIC

**Arithmetic 1. (A, B) Methods of teaching primary arithmetic.** Miss PEET and Miss —.

First year. Three recitations and two to three hours of preparation weekly.

This course takes up methods of teaching arithmetic to children in the first six grades of the elementary school. Such topics as the following are studied: aim of work; development of the idea of number; logical and psychological arrangement of subject-matter; outlining topics; preparation of lessons; means of securing skill in computing; studies in application.

**Arithmetic 2. (B) Methods of teaching arithmetic in the intermediate school.** Miss PEET.

Second year. Three recitations and three to four hours of preparation weekly.

This course consists of studies in business and industrial applications of arithmetic, and prepares students to teach in the seventh and eighth grades.

**Arithmetic 3. (C) Commercial arithmetic, advanced course.**  
Miss ROLLINSON.

Second year. Two recitations and three hours of preparation weekly.

The course is designed to give a review of elementary principles in arithmetic, the application of these principles to commercial work, and methods of handling the subject in high schools.

### LIBRARY STUDY

**Library study. (A, B) A course in the technical knowledge and use of libraries.** Miss MARTIN.

One-half of first year. One recitation, one laboratory or conference period and one hour of preparation weekly.

Aims: to bring students into close touch with the school library, show its resources and train to their efficient use; to encourage observation and practice in the home public library; to develop and foster the right attitude towards books and libraries. Topics: decimal classification; arrangement on the library shelf; card catalogue; magazine index; book index and table of contents; reference books; investigation of a subject in a library; government publications; book selection and buying; the general principles of classification and cataloguing; relations between the public library and the public school.

### GEOGRAPHY

**Geography 1. (A, B) Mr. CUSHING and Miss FLANDERS.**

First year. Four recitations, with regular field and laboratory work, and four hours of preparation weekly.

First half year. General course, consisting of a study of soils, relief, weather, and climate in relation to people, in the vicinity of Salem and in distant lands. Aim: to develop a fund of geographic knowledge that will serve as a background for teaching earth sciences.

Second half year. Methods course to prepare teachers for the first six grades. A study is made of the content of home geography, the plan of a course of study, methods of developing the subject-matter of geography in the successive grades, and the use of textbooks, collateral reading and illustrative material.

**Geography 2. (B) Continental and commercial geography.**  
Mr. CUSHING and Miss Flanders.

Second year. Four recitations and four hours of preparation weekly, with occasional field, commercial and industrial trips.

Aim: to prepare teachers for the intermediate school. A study is made of North America, South America, Eurasia and home and world commercial geography. A wide range of treatment is suggested and discussed with reference to the need and capacity of the pupil. Acquaintance is made with all of the modern textbooks, readers and manuals, and with other supplementary material.

**Geography 3. (B) Advanced methods course in geography.** Mr. CUSHING.

Third year. Three conferences, five hours of preparation and occasional teaching lessons in the training school. Prerequisites, Geography 1 and Geography 2.

Aim: to fit students to become teachers of geography in the upper grades. Problems of school geography are intensively considered. A study is made of life in type climatic and relief regions of the world, of selected problems in political and economic geography, of the geography of cities and of Massachusetts. Each student is required to teach a unit of the subject in at least four grades.

**Geography 4. (C) Physiography.** Mr. WHITMAN.

First year. Two recitations and two hours of preparation weekly.

A study of general science in its relation to the arts and industries, particularly those within the immediate environment of the students. Frequent reports are made upon individual or group excursions and investigations. The course is closely related to that in industrial geography.

**Geography 5. (C) Commercial geography.** Mr. CUSHING and Miss FLANDERS.

Second year. Two recitations and two hours of preparation weekly; occasionally an afternoon for the study of actual commercial units, such as harbors, railroads and industrial plants. Prerequisite, Geography 4.

An intensive study is made of the representative conditions and commodities of commerce of Salem, Boston and vicinity, with special emphasis upon their relation to geographic factors. With this as a basis, world commerce is studied with the help of numerous textbooks, general reference books, museum specimens, pictures, etc. The needs of high school pupils are considered, and courses are outlined and methods discussed to meet them.

**Geography 6. (C) Industrial geography.** Mr. CUSHING.

Fourth year. Two recitations and two hours of preparation weekly, with an afternoon every third week for studying a local industry at first hand.

The course considers industries and their geographical relations; their location; source of power; character of labor; geographical destination and transportation of their finished products; and processes as far as they help explain the need of certain raw materials or indicate the need of the consumers in certain environments. A study is made of the industrial rank of nations. The course is particularly designed to prepare students to teach commercial geography in the industrial centers of New England. The geography of many industries is studied by means of motion pictures.

## HISTORY AND SOCIAL SCIENCE

**History and Social Science 1. (A, B) Problems in government and methods in teaching history and social science.** Miss INGLIS.

First year. Two recitations and two hours of preparation weekly.

First half year. Aim: to develop "historical mindedness" by the study of the aims and methods of the modern historian; to bring the student into close contact with the great masterpieces of historical writing, and to acquaint the future teacher with the material available for making the past real. Reading in the standard histories and biographies and in suitable "sources", with discussion of ways of using this material in the first six grades, special emphasis on local history with field trips to places of historical interest, and dramatization as a means of making the past real.

Second half year. Aim: to create the foundation of knowledge on which good citizenship rests and to develop civic initiative in the student; to show how to teach the subject in the first six grades, objectively and practically. Observational trips by classes to various public buildings, especially the council chamber in the city hall, the polling booths and registration rooms, and the court room, are made the basis for textbook lessons.

**History and Social Science 2. (A) American history and methods in teaching history and social science.** Miss TERRILL.

Second year. Two recitations and two hours of preparation weekly.

Aim: to prepare teachers for the first six grades of the elementary schools. The aims, materials and methods of presentation are examined. Practical work in the preparation and criticism of lesson plans; reports and discussions of contemporaneous magazine and newspaper articles; presentation of simple dramatized scenes from American and European history; observational trips to places of historical interest in Salem.

**History and Social Science 3. (B) American history and methods in teaching history and social science in the intermediate school.** Miss TERRILL.

Second year. Two recitations and two hours of preparation weekly.

A study of early American history with related units of general history. Extended collateral reading is given to develop the student in historical methods, and the pedagogy of history for the intermediate school is begun.

**History and Social Science 4. (B) American history and methods in teaching history and social science in the intermediate school.** Miss TERRILL.

Third year. Four recitations and four hours of preparation weekly.

To give the student a surer grasp of present-day social, economic, and political problems, a more intensive study is made of recent American history and government with their European background. Methods of teaching history and social science in the seventh and the eighth grades are continued.

**History and Social Science 5. (C) Economic and industrial history of Europe.** Miss TERRILL.

First year. Two recitations and two hours of preparation weekly.

By a survey of the history of Europe from the eve of the Middle Ages to the present time an attempt is made to give a basis for the understanding of present social, political and economic conditions of modern States.

**History and Social Science 6. (C) Economic and industrial history of the United States.** Miss TERRILL.

Second year. Three recitations and three hours of preparation weekly.

Aim: to acquaint the student with the social, political and economic development of the United States during the nineteenth and twentieth centuries, and, by a detailed study of the nation's government, to bring to him a realization of the growing organization, ideals and functions of that government.

**History and Social Science 7. (C) History of modern commerce.** Mr. SPROUL.

First half of fourth year. Three recitations and four hours of preparation weekly.

Aim: to promote a proper understanding of the value of commerce to national and individual life. The course includes a study of present-day tendencies in commerce and allied fields. The laboratory method is used where possible.

**History and Social Science 8. (C) Economics. Contemporary economic problems.** Mr. SPROUL.

Second half of fourth year. Three recitations and four hours of preparation weekly.

A study of economics, based on present-day problems, carried on through type studies, current literature and personal investigation.

**History and Social Science 9. (C) Commercial law.** Mr. SPROUL.

Fourth year. Two recitations and two and one-half hours of preparation weekly.

An inductive study of the application of the principles of justice to ordinary commercial relationships, aiming to develop a judicial habit of mind in the consideration of business affairs, and to acquaint the pupil with some of the more common requirements of business laws.



## MUSIC

### **Music 1. (A, B) Elementary music.** Mr. ARCHIBALD.

First year. One recitation and one hour of preparation weekly.

Voice training, sight reading, ear training, and writing of symbols used to represent the time and tune of music. The subject-matter of this course is practically the work of the first six grades of the elementary school.

### **Music 2. (A) Mr. ARCHIBALD.**

Second year. One recitation and one hour of preparation weekly.

Aim: to familiarize the students with the music work of the first six grades, and to acquaint them with the best ways of presenting the problems. The child voice, song interpretation, part singing are some of the topics discussed. Outlines of the grade work are given and teaching plans of the principal subjects are made. Melody writing as a means of illustrating the various problems is required.

### **Music 3. (B) Mr. ARCHIBALD.**

Second year. One recitation and one hour of preparation weekly.

In addition to the work of Music 3 is required the study of the problems developed in three and four part singing, and in the boy's changing voice and its development.

### **Music 4. (A, B, C) Music appreciation and general singing.** Mr. ARCHIBALD.

Required of all members of the school. One recitation weekly throughout the course.

Programs of folk songs and dances, art songs and composers are prepared and presented by students. The Victrola and pianola are used in this work. During the year several concerts and lectures are given by people well known in the musical world. Singing of standard choruses.

## EDUCATION

### **Education 1. (A, B) Applied psychology and pedagogy.** Mr. ALLEN.

First year. Two recitations and two hours of preparation weekly.

A study of the mind as familiar in every-day life and in the schoolroom, leading to ideas of development in body and mind, and of purposeful guidance in that development as the work of education; modes of learning discovered are applied practically to processes of teaching and management; directed observation in the training school to demonstrate processes of instruction, the planning

of lessons and the reasons underlying; types of lessons, principles of class and school management, measurement, supervision, general and special aims of education. This course is planned in immediate preparation for intelligent practice teaching in the senior year and general preparation for later professional work.

**Education 2. (A) Pedagogy.** Mr. PITMAN.

Second year. One recitation and two hours of preparation weekly.

General and specific aims of education; discussion of current educational problems; school administration, including classroom management; school laws of Massachusetts.

**Education 3. (B) Pedagogy.** Mr. PITMAN.

Third year. Four recitations and four hours of preparation weekly.

Contemporaneous problems in elementary education; special investigations and reports; school administration.

**Education 4. (C) Elementary psychology.** Miss GOLDSMITH.

Second year. Three recitations and three to four hours of preparation weekly.

The course aims to give an understanding of the fundamental laws which govern mental activity, and, by attention to the processes by means of which knowledge is obtained and formulated, to lay a foundation for the course in pedagogy.

**Education 5. (C) Pedagogy and its application in commercial teaching.** Mr. SPROUL.

Fourth year. Two recitations and two hours of preparation weekly.

A course preparing for the teaching of commercial subjects; general methods and methods of teaching the special subjects, covering briefly the history, function and scope of commercial training in the high school.

**Education 6. (A) Practice teaching.**

Second year. Ten weeks, thirty periods weekly.

**Education 7. (B) Practice teaching.**

Second and third year. Ten weeks, thirty periods weekly.

**Education 8. (C) Practice teaching.**

Fourth year. Ten weeks, thirty periods weekly.

## PRACTICAL ARTS AND FINE ARTS

**Practical Arts 1. (A, B) A course dealing with simple projects in industrial arts.** Mr. WHITNEY and Miss SOLOMON.

One-half of first year. Two recitations and one hour of preparation weekly.

Aims: to train teachers for the first six grades of elementary schools along practical and industrial lines; to give the ability to make, read and apply simple structural drawings and patterns; to use simple hand tools; and to apply this knowledge to other studies in the curriculum. There is frequent observation of the work in the training school, visits to shops, gardens, etc.

**Fine Arts 1. (A, B) A course in drawing, color, design and art appreciation.** Mr. WHITNEY and Miss SOLOMON.

One-half of first year. Two recitations and one hour of preparation weekly.

The course is designed to create and foster a knowledge and appreciation of art. There is frequent observation of teaching and methods in the training school. The illustrative work is closely related to other studies in the curriculum. A general review of work experienced or observed in the public schools is included.

**Practical Arts 2. (A) A course dealing with elementary projects in such lines as bookbinding, pottery, weaving, etc.** Mr. WHITNEY.

One-half of second year. Three recitations and two hours of preparation weekly.

As in the previous course the aims are: the ability to make, read and apply structural drawings and patterns to the actual construction of simple projects; the ability to teach such work in the first six grades in the elementary schools; to appreciate purpose and fitness and good structural design; and to apply these to all industrial work.

**Fine Arts 2. (A) A course in drawing, color, design, art appreciation and methods of teaching.** Mr. WHITNEY.

One-half of second year. Three recitations and two hours of preparation weekly.

Aims: to prepare teachers for the first six grades of elementary schools and to cultivate taste and art appreciation. Courses of study are planned and methods of teaching are studied and applied in the actual work in the training school. Blackboard sketching is applied in other studies in the curriculum.

**Practical Arts 3. (B) Mr. WHITNEY.**

One-half of second year. Three recitations and two hours of preparation weekly.

Same as Practical Arts 2, except that the course consists of more advanced projects, adapted to grades 7, 8 and 9; observation and practice in sewing, cooking, modeling and gardening for the women; and in printing, woodworking and gardening for the men.

**Fine Arts 3. (B) Mr. WHITNEY.**

One-half of second year. Three recitations and two hours of preparation weekly.

This course includes harmonics of color to be applied to school projects, the interior of the schoolroom or home; plans and color schemes for flower gardens, etc.; decorative and applied design; pictorial drawing involving principles of foreshortening and convergence; picture study; nature drawing; and black-board sketching.

**Practical Arts 4. (B) Intended to familiarize the pupil with the courses of study, methods and demands made upon teachers in the intermediate school. Mr. WHITNEY.**

One-half of third year. Two recitations or shop periods and two hours of preparation weekly.

Observation and practice in mechanical drawing, bookbinding, modeling and printing. The school and home gardens are planned, drawings made to scale and the color schemes applied.

**Fine Arts 4. (B) Methods and practice for students preparing to teach in the higher grades in elementary schools. Mr. WHITNEY.**

One-half of third year. Two recitations and two hours of preparation weekly.

Aims: to offer a general survey of the history of architecture, sculpture and painting; to familiarize the pupils with the work required in the higher grades along the lines of drawing, applied design, nature work, etc. The course comprises the preparation and dyeing of papers, reeds and fabrics for the work in practical arts; the making and application of good designs in form and decoration; the drawing of trees, plants and details studied in the nature course; and the drawing of simple objects and groups in outline, mass and color. The major part of the course is devoted to definite school projects, methods and practice teaching.

**Practical Arts 5. (A) Gardening 1. Miss GOLDSMITH.**

Second year. Comprising the work in nature study for the spring months.

Aim: to give practical experience in garden work and acquaint the student with methods and devices for carrying on school and home gardens.

**Practical Arts 6. (B) Gardening.** Mr. Christiansen.

A garden, comprising half an acre, is worked on the community basis, and is planted entirely to vegetables, which are sold to families living in the vicinity of the school and to local dealers. This garden is planted, cared for, and the products harvested and marketed, by the boys of the seventh and eighth grades.

The men of the senior class are expected to observe and direct the work.

**PHYSICAL EDUCATION**

**Physical Education 1. (A, B) Physical training.** Miss WARREN and Miss SOLOMON.

First year. Three periods weekly.

This course is designed to improve the physical condition of the student. It includes plays and games and methods of teaching them, with emphasis on the learning of the games and playing them. Folk dancing and corrective exercises are important features of the work.

**Physical Education 2. (A) Physical training.** Miss WARREN.  
Second year. Three periods weekly.

This course aims to prepare the student to teach such exercises as may be used in the first six grades of the elementary schools, as story plays, folk dancing and both outdoor and indoor games.

**Physical Education 3. (B) Physical training.** Miss WARREN.  
Second year. Three periods weekly.

Teaching lessons in folk dancing and games suitable for upper grades are prepared by the students. Some time is devoted to formal gymnastic work. Opportunities to supervise groups of children in the playground and in the gymnasium and to do some corrective work are utilized.

**Physical Education 4. (A) General hygiene.** Miss WARREN.  
Second year. Two recitations and two hours of preparation weekly.

Discussion of methods frequently takes the place of the recitation. The teaching of hygiene in a normal school has a twofold purpose, — to help the student to realize how he may maintain in his own body the highest possible working efficiency, and to train him to present the subject to children in such a manner as to bring about a marked improvement in their standard of health.

**Physical Education 5. (B) Hygiene and sanitation.** Miss WARREN.  
Third year. Two recitations and two hours of preparation weekly.

Aim: to train students to present those phases of hygiene and sanitation which can best be understood by pupils in the upper grammar grades. Emphasis is placed upon public health problems, as milk and water supply, housing, sewage disposal and infectious diseases. Attention is also given to the intelligent treatment of emergency cases.

**Physical Education 6. (C) Personal hygiene. Miss WARREN.**

First year. One recitation and one and one-half hours of preparation weekly.

The purpose of the course is to aid the student to form right habits of living, and to furnish accurate knowledge of social hygiene, including personal, family, city, State and industrial hygiene.

**GENERAL SCIENCE****Nature Study. (A) Miss GOLDSMITH.**

Second year. Four recitations and four to five hours of preparation weekly.

Occasional papers. Laboratory work given in place of regular preparation or recitation at the discretion of the instructor. The course is intended to give first-hand, working knowledge of the plants and animals of the locality and fit the students to teach nature study in the first six grades. Birds, insects, common mammals, trees, flowers, fruits, seeds, and germination are among the subjects taken. Soils, tillage and fertilizers are studied as an introduction to garden work. Project work is done in as far as it seems practical under present conditions.

**General Science 1. (A) Mr. WHITMAN.**

Second year. Two recitations and two hours of preparation weekly.

The course is intended to afford a broad outlook over the field of general science, and an insight into the ways in which science is useful to man. Students report to the class the results of their own individual study. The project method is employed. The library offers a good supply of science books and periodicals. Laboratories and apparatus are available for students to pursue their projects experimentally. Students are encouraged to demonstrate before the class with apparatus. Reports on excursions to study practical applications of science in the arts and industries, are made by individual students.

It is recommended that students put the major part of their time upon those science projects which are of special interest to them, or which they have exceptional opportunities to study. The natural interest of different individuals will, when brought together, give a course which covers the home, the school, public utilities, industries, and the world of nature. The course is determined largely by the students' interests and environment.

**General Science 2. (B) Mr. WHITMAN.**

Second year. Four recitations and four hours of preparation weekly.

The general plan of this course is like that of General Science 1, but the projects chosen for work are in the main those which would interest and be of value to pupils in the seventh and eighth grades. The projects are treated, however, from the adult viewpoint. Both demonstration work and the preparation of charts useful in teaching are required of each student.

**General Science 3. (B) Mr. WHITMAN.**

Third year. Two recitations and two hours of preparation weekly.

This course is chiefly of a professional nature. The students prepare lessons suitable for the seventh and eighth grades, and have some practice teaching in the training school and in other schools with which the normal school is affiliated. Students are expected to prepare a personal equipment consisting of charts, a collection of pictures, and other teaching devices. The chief aim of the course is to find for general science the same useful place in the grades that has already been established for nature study.

**General Science 4. (C) Mr. WHITMAN.**

First year. Two recitations and two hours of preparation weekly.

A study of general science in its relations to the arts and industries, particularly those within the immediate environment of the students. Frequent excursions, investigations and reports. The course is closely related to that in industrial geography.

**SHORTHAND**

**Shorthand 1. (C) Benn Pitman. Introductory course. Miss ROLLINSON.**

First year. Four recitations and five hours of preparation weekly.

Principles of the system are mastered, keeping the professional side in view and a fair amount of speed in new matter is acquired.

**Shorthand 2. (C) Benn Pitman. Intermediate course. Miss ROLLINSON.**

Second year. Three recitations and four hours of preparation weekly.

Principles are reviewed thoroughly, speed work is continued, and classics, which are written in shorthand, are read and studied.

**Shorthand 3. (C) Benn Pitman. Methods course. Miss ROLLINSON.**

Fourth year. Three recitations and four hours of preparation weekly.

Aim: to present the best methods of teaching shorthand. This includes a study of pedagogical works on the subject of shorthand, observation teaching, plan work and training. Comparison of texts and systems also enters into this course.

**Shorthand 4. (C) Benn Pitman. Miss MORSE. For special students who are admitted to a one-year course. Five recitations and eight hours of preparation weekly.**

A brief but comprehensive course in the Benn Pitman system, including a thorough training in the principles of the system, together with parallel discussions of the methods to be employed in their presentation.

**Shorthand 5. (C) Gregg.** Miss ROLLINSON. Elective for students who have already completed a course in Gregg shorthand.

One recitation and one and one-half hours of preparation weekly. The course consists of a review of principles with the professional idea in mind, speed dictation and method work.

## TYPEWRITING

**Typewriting 1. (C) Foundation course for beginners.** Miss MORSE.

First year. Five laboratory periods weekly.

Aim: to make of each student an accurate touch operator, at the same time acquainting him with the fundamentals of letter-writing. Simple accuracy tests are held during the second half year.

**Typewriting 2. (C) Advanced course.** Miss MORSE.

Second year. Four laboratory periods and one-half hour of preparation weekly.

The work of this course supplements that of Typewriting 1, emphasis being laid on speed as well as accuracy in work done. Accuracy and speed tests are held throughout the year.

*Note.* — The speed tests given are the regular award tests offered by the different typewriter companies, and students passing them receive certificates or medals.

**Typewriting 3. (C) Methods course.** Miss MORSE.

Fourth year. Three periods, recitation and laboratory, and two hours of preparation weekly.

This course discusses the work of Typewriting 1 and Typewriting 2 from the professional viewpoint. General methods are considered, textbooks are examined and criticized, courses of study, adapted to different groups of students, are planned.

**Typewriting 4. (C) Miss MORSE.**

For special students who are admitted to a one-year course. Five periods, laboratory and recitation, and two to three hours of preparation during the second half-year.

This course covers the work of Typewriting 1, 2 and 3, and is so planned as to make it possible for either a beginner or an advanced student to complete the required amount of work in one year.



## BOOKKEEPING

### **Bookkeeping 1. (C) Introductory course.** Miss ROLLINSON.

First year. Two recitations and three hours of preparation weekly (taken in conjunction with Bookkeeping 1*a*).

Aim: to teach elementary principles and bookkeeping routine.

### **Bookkeeping 1a. (C) Principles of accounts.** Mr. SPROUL.

First year. One recitation and one and one-half hours of preparation weekly (taken in conjunction with Bookkeeping 1).

The course develops the principles of debit and credit, various expedients for recording transactions, theory and purpose of the account, and instructs the pupil in the formulation of the usual business statements.

### **Bookkeeping 2. (C) Advanced course.** Mr. SPROUL.

Second year. Three recitations and four and one-half hours of preparation weekly.

Special attention is given to principles underlying the construction of accounts and their classifications, and the preparation and interpretation of business statements to show condition and progress of the business. The application of accounts to varied lines of work undertaken, elements of cost accounting and variations due to form of organization are studied.

### **Bookkeeping 3. (C) Elementary accounting.** Mr. SPROUL.

Fourth year. Four recitations and four and one-half hours of preparation weekly.

Comprehensive study of balance sheets and statements of various kinds; detailed consideration of assets and liabilities, depreciation, reserves, surplus, capital and revenue expenditures, statements of affairs, deficiency account, realization and liquidation statements; also, study of accounts of nontrading concerns, as societies, clubs, etc. The course closes with instruction in methods of teaching bookkeeping in high schools.

### **Bookkeeping 4. (C) Elementary bookkeeping and methods of teaching.** Miss ROLLINSON.

For special students who are admitted to a one-year course. Two recitations and two hours of preparation weekly (taken in conjunction with Bookkeeping 4*a*).

A course combining instruction in bookkeeping principles and practice with instruction in methods of presentation in high schools.

**Bookkeeping 4a. (C) Theory of accounts. MR. SPROUL.**

For special students who are admitted to a one-year course. Two recitations and two hours of preparation weekly (taken in conjunction with Bookkeeping 4).

Similar to Bookkeeping 1a, but the maturity of the pupil and additional time permit of more extended and comprehensive work.

**LECTURES AND CONCERTS**

The following lectures and concerts have been given at the school since the issue of the last catalogue: —

The meaning of education . . . . .	Professor Ernest C. Moore
Color . . . . .	Professor Walter Sargent
The common fly . . . . .	Professor Edwin S. Morse
General science . . . . .	Professor John F. Woodhull
Militarism . . . . .	Dr. Nathan C. Schaeffer
Turkey and the Turks . . . . .	Professor Ellsworth Huntington
Commercial education . . . . .	Frank V. Thompson
Memorial Day address . . . . .	Mr. Henry Whittemore
Commencement address: The fine art of living . . . . .	Dr. George A. Gordon
Concert . . . . .	Durell String Quartet
Song recital . . . . .	Mr. F. Morse Whemple
Opera talks . . . . .	Mr. Havrah Hubbard
Jewels of the Madonna	
Meistersinger	

**Motion Picture Exhibitions and Lectures**

During the last two years the school has been utilizing motion pictures in attaining educational ends. Nearly every subject taught in the school is served by these pictures. The fields of geography are particularly well covered. Exhibitions and lectures are given almost weekly. Talks on the motion pictures are given usually by members of the faculty, but occasionally they are given by lecturers from outside the school. A representative series from the 1915-1916 program follows:

## Science subjects

Yellowstone National Park

Glacier National Park

## Industrial subjects

The making of white lead

The making of automobiles

The making of paper

The making of silverware

- Agricultural subjects
  - Growing hemp in Australia
  - Growing tea in Ceylon
- Transportation subjects
  - Panama Canal
  - Transshipping freight
- Literature subjects
  - Dickens' Christmas Carol
  - Hansel and Gretel
- General travel subjects
  - Trips through the various South American Republics
  - Picturesque Norway
  - Along the Adriatic Coast

### **THE ART CLUB**

Students have frequently expressed a desire for a further study of art than the regular course affords. For this reason, members of the faculty and students have organized an art club, meeting at least twice in the month for the study of art in various phases. This study includes papers by the members on the schools of painting; visits to the Museum of Fine Arts, the Boston Art Club, and other art galleries; visits to places of historic interest; out-of-door sketching; and advanced work along industrial lines.

### **THE MUSICAL CLUBS**

A glee club, selected by competition, rehearses weekly, sings at various entertainments of the school, and gives an annual concert. An orchestra of stringed instruments is also one of the musical activities of the school.

Tickets for the concerts of the Boston Symphony Orchestra are obtained for students upon application.

### **THE MANAGEMENT OF THE SCHOOL**

Students in a school for the professional training of teachers should be self-governing in the full sense of the term. Each student is allowed and is encouraged to exercise the largest degree of personal liberty consistent with the rights of others.

The teachers aim to be friends and leaders. They do not withhold advice, admonition and reproof, when needed; but their relations in these respects are usually with individuals instead of with classes, and are of the most helpful and generous nature. Those students who, after full and patient trial, are found unable to exercise self-control and unworthy of confidence; are presumed to be unfit or unlikely to become successful teachers, and will be removed from the school. Others, also, who through no fault of their own, but in consequence of conspicuous inaptitude, or physical or mental deficiencies, are unfit for the work of teaching, will be advised to withdraw, and will not be graduated.

Many matters pertaining to the general welfare of the school are referred for consideration to the school council. This is a representative body, consisting of the principal and two other members of the faculty, and members chosen by each of the several classes. Thus the students, through their representatives, have a voice in the management of the school, and also assume their share of the responsibility for its success.

### **Regulations**

1. Regular and prompt attendance at all sessions of the school is expected of every student. Those who find it necessary to be absent for more than a single day should so inform the principal. For all avoidable absence — including that for teaching as substitutes — the permission of the principal must be obtained in advance.

2. Students who are withdrawing from the school must inform the principal of their decision, and must return all the books and other property of the school which are charged to them. Those who fail to do so promptly must not expect any recommendation or indorsement from the school.

3. Any property of the school which is lost or seriously injured by students must be paid for by them.

4. Although the school has no dormitories, it recommends to students who are to live away from their homes several houses in Salem where board and room may be obtained at reasonable prices. These houses, in addition to being suitable

in other respects as homes for students, meet the following conditions which are prescribed by the State Board of Education: They receive no boarders other than students and instructors of the normal school; the same house does not receive both men and women students; the number of students in any one house is limited to the family group of eight.

All students who board away from their homes during their membership in the school are required to live in the houses recommended by the school. Exceptions to this rule may be made for those whose parents wish them to live with relatives or personal friends, but in such cases the parents must inform the principal of the school of the circumstances, in writing, and receive his approval. No change in boarding place may be made by any student without the previous consent of the principal.

Students living in groups in approved houses are expected to form habits which are to the advantage of their own work and that of their companions. The hours from seven to nine-thirty in the evening should be observed as a period of study. Except under unusual conditions, lights should be out by ten o'clock. If students find it necessary, for any reason, to be absent from the house for an evening they should inform their landladies of their plans.

Those who receive our students into their homes must, of necessity, assume responsibility for their conduct in the same measure as would be required of teachers in charge of a dormitory. They are therefore expected to report to the principal any impropriety of conduct on the part of students which ought to be known by him, or any behavior of theirs which would be considered improper in a well-regulated dormitory.

#### **Expenses, Aid, Loan Funds**

*Expenses.* — Tuition is free to all residents of Massachusetts who declare their intention to teach in the schools of this Commonwealth. Students admitted from other States are required to pay a tuition fee of fifty dollars per year, of which sum one-half is due September 7 and the other half Febru-

ary 1. Textbooks and supplies are free, as in the public schools. Articles used in school work which students desire to own will be furnished at cost. The expense of board for two students rooming together, within easy distance of the school, is from \$5.50 each per week upward.

*School Restaurant.* — A restaurant is maintained in the building, in which is served at noon each school day a good variety of wholesome and attractive food at very reasonable prices.

*State Aid.* — To assist those students, residents of Massachusetts, who find it difficult to meet the expenses of the course, pecuniary aid is furnished by the State to a limited extent. Applications for this aid must be made in writing to the principal, and must be accompanied by such evidence as shall satisfy him that the applicant needs assistance. This aid, however, is not furnished to residents of Salem, nor during the first half year of attendance at the school.

*Loan Funds.* — Through the generosity of members of the faculty and graduates of the school several funds have been established, all of which, by vote of the Salem Normal School Association, are administered by the principal as loan funds. Students may thus borrow reasonable sums of money with which to meet their expenses during their connection with the school, and payment may be made at their convenience, after they have secured positions as teachers.

Besides the Students' Benefit Fund are other funds, founded by graduates of the school as memorials to Dr. Richard G. Edwards, principal from 1854 to 1857; to Prof. Alpheus Crosby, principal from 1857 to 1865; to Dr. Daniel B. Hagar, principal from 1865 to 1895; and to Dr. Walter P. Beckwith, principal from 1895 to 1905. The total amount of money now available is about three thousand dollars. The principal will gladly receive and credit to any of the above funds such contributions as graduates and friends of the school may be disposed to make. Frequently a little timely financial aid from this source may save to the profession an efficient teacher.

### **Employment for Graduates**

The increase in the number of normal school graduates employed in Massachusetts as teachers has been, especially during the past twenty years, very much greater proportionately than the increase in the whole number of teachers, but even at the present time they constitute less than seventy per cent. of all the teachers in the State, and the demand is annually greater than the supply; especially for the higher grammar grades there is a marked scarcity of strong candidates. Although the school does not undertake to guarantee positions to its students, it is a fact that graduates of any department are rarely without positions three months after graduation. The principal takes pleasure in assisting them to obtain such positions as they are qualified to fill. To that end he is glad to correspond or to confer with school authorities. He also wishes to be kept informed concerning the degree of success in teaching of former students.

### **Scholarships for Graduates**

There are offered at Harvard University four scholarships, each of an annual value of one hundred fifty dollars, for the benefit of students in Harvard College who are graduates of any reputable normal school in the United States.

### **Notices to School Officials**

All interested persons, especially those connected in any way with educational work, are cordially invited to visit the school, to inspect the buildings and equipment, or to attend the exercises in its classrooms or training schools at any time and without ceremony. The office is open throughout the summer vacation.

Superintendents and other school officials are requested to send to the school copies of their reports, courses of study and other publications of common interest. The courtesy will be appreciated and reciprocated.

## **GENERAL INFORMATION**

### **Historical Sketch**

The State Normal School at Salem was opened to students September 12, 1854. It was the fourth normal school established by the State of Massachusetts. Its first building stood at the corner of Broad and Summer streets. This was enlarged and improved in 1860, and again in 1871. After twenty-five years the accommodations proved inadequate to meet the increased demands made upon modern normal schools, and an appropriation was made by the Legislature for a new building, which was first occupied by the school December 2, 1896. A new training school building was occupied for the first time December 2, 1913. The site, buildings and equipment represent an expenditure of \$500,000; and it is believed that the Commonwealth here possesses an educational plant as complete and convenient as any of its kind in this country.

### **Decorations**

It is generally conceded that no building or schoolroom is finished or furnished which lacks beautiful and artistic decorations, not only because these objects are beautiful in themselves, but because of their refining and educative value. There is a silent influence resulting from the companionship of good pictures or casts, elevating the thought, and creating a dislike for the common, ugly and inferior type of decoration so often seen. The school has many pictures and casts, the gifts of the students, the faculty and other friends of the school, and all these have been selected with great care and artistic judgment, so that the whole is harmonious.

### **The Teachers and Students**

The school during its history has had five principals and ninety-five assistant teachers. The development of the practice schools began in 1897, and with them fifty-seven persons have been connected as teachers. Twenty-one teachers are now required in the normal school and nine in the training schools.

Nearly sixty-nine hundred students have attended the school.



### **The Location and Attractions of Salem**

No place in northeastern Massachusetts is more easily accessible than Salem. It is on the main line of the eastern division of the Boston & Maine Railroad system, connecting with the Saugus branch at Lynn. A branch road to Wakefield Junction connects the city with the western division. There is direct communication with Lowell, Lawrence, Haverhill, Rockport and Marblehead. Trains are frequent and convenient. Salem is also the center of an extensive network of electric railways. Students coming daily to Salem on Boston & Maine trains can obtain season tickets at greatly reduced rates. Trains on the Marblehead branch stop at Loring Avenue, on signal, and many students find it more convenient to purchase their season tickets to that station.

Salem is the center of many interesting historical associations, and within easy reach are the scenes of more important and stirring events than can be found in any other equal area of our country. The scenery, both of seashore and country in the neighborhood, is exceedingly attractive. There are many libraries, besides the free public library, and curious and instructive collections belonging to various literary and antiquarian organizations, to which access may be obtained at a slight expense. Lectures are frequent and inexpensive. The churches of the city represent all the religious denominations that are common in New England.

## REGISTER OF STUDENTS

### 1915-1916

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Graduates, — Class CI, — June 22, 1915

#### ELEMENTARY DEPARTMENT

Adams, Lydia Osgood . . . . .	Pittsfield, N. H.
Adams, Rachel Webster . . . . .	Pittsfield, N. H.
Anderson, Helen Natalie . . . . .	Everett
Ashby, Dorothy Rogers . . . . .	Salem
Bartlett, Elizabeth Phillips . . . . .	Revere
Bassett, Elsa Lavina . . . . .	North Andover
Bateman, Jessie Hale . . . . .	Georgetown
Boyd, Lillian Maude . . . . .	Chelsea
Breslasky, Bessie Ida . . . . .	Dorchester
Bryant, Agnes Lee . . . . .	South Attleborough
Buchanan, Mary . . . . .	Chelsea
Burbank, Marguerite Elizabeth . . . . .	Amesbury
Burns, Julia Hilda . . . . .	Gloucester
Burreby, Genevieve Lauretta . . . . .	Peabody
Bursey, Grace Mae . . . . .	Chelsea
Byron, Eleanor Marie . . . . .	Peabody
Canning, Marian Louise . . . . .	Lynn
Chouinard, Amelia Victoria . . . . .	Beverly
Cochrane, Frances Agnes . . . . .	Salem
Collins, Alice Winifred . . . . .	Charlestown
Coyle, Ruperta Margaret . . . . .	Wilder, Vt.
Cressy, Helen Butler . . . . .	Beverly
Cummings, Elizabeth Mary . . . . .	Salem
Cunningham, Elinor . . . . .	West Somerville
Curry, Agnes Dolan . . . . .	East Lynn
Donoghue, Alice Eunice . . . . .	Jamaica Plain
Donovan, Alice Marie . . . . .	Salem
Donovan, Helen Winifred . . . . .	Salem
Driscoll, Helen Frances . . . . .	Salem

Driscoll, Timothy John . . . . .	North Andover
Durgin, Alice Townsend . . . . .	Swampscott
Epstein, Ethel Rhoda . . . . .	Dorchester
Fallon, Ethel Mary . . . . .	South Boston
Farr, Helen Margaret . . . . .	Somerville
Farrell, Esther . . . . .	Chelsea
Fitzgerald, Anna Marie . . . . .	Cambridge
Galasso, Eva Victoria . . . . .	Boston
Gelavitz, Sophia . . . . .	Malden
Gibbs, Helen Pauline . . . . .	Danvers
Grant, Mary Elizabeth . . . . .	Merrimac
Griffin, Alice May . . . . .	Peabody
Gross, Ethel Mae . . . . .	Somerville
Haggett, Mary Louisa . . . . .	South Boston
Hames, Florence Emma . . . . .	Chelsea
Harnden, Dorothy Stacey . . . . .	Lynn
Harrington, Anna Mabel . . . . .	North Cambridge
Harris, Ruth Churchill . . . . .	Chelsea
Hatch, Esther . . . . .	Chelsea
Hedberg, Agnes Helena . . . . .	Malden
Hill, Marion Ruth . . . . .	Lynn
Hines, Ruth Gladys . . . . .	Beverly
Hyland, Marion Adelaide . . . . .	Everett
Igo, Ruth Frances . . . . .	Cambridge
Innis, Mae Marguerite . . . . .	West Somerville
Jordan, Helen Rose . . . . .	Beverly
Kalker, Dorothy . . . . .	Malden
Kalunian, Mary . . . . .	Cambridge
Kane, Collette Angela . . . . .	Somerville
Kaplan, Frances . . . . .	Roxbury
Keating, Agnes Mary . . . . .	Somerville
Kelly, Teresa Elizabeth . . . . .	South Groveland
Leahy, Katherine Frances . . . . .	North Cambridge
Lewis, Marion Frances . . . . .	Kittery, Me.
Littlefield, Abbie May . . . . .	East Lynn
Lorentzen, Laura . . . . .	Gloucester
Loschi, Margaret . . . . .	East Boston
Lovette, Maud Estella Frances . . . . .	Everett
Lowe, Anna Austin . . . . .	Swampscott
Lundgren, Dorothy Louise . . . . .	Somerville
Lyman, Carrie May . . . . .	Methuen
Lynch, Anna Gertrude . . . . .	South Boston

Lynch, Julia Frances . . . . .	Peabody
Macadam, Charlotte Muriel . . . . .	Malden
Magner, Alice Evelyn . . . . .	Salem
Mahoney, Mary Alice . . . . .	North Cambridge
Manley, Helen Gertrude . . . . .	Medford
Marr, Helen Worcester . . . . .	Newburyport
Martin, Jessie Campbell . . . . .	Swampscott
McCann, Elizabeth Mary . . . . .	Cambridge
McCarthy, Mary Clare . . . . .	North Andover
McElroy, Helen Elizabeth . . . . .	Peabody
McGrail, Mary Theresa . . . . .	North Andover
McIntire, Mary Margaret . . . . .	Salem
McKenna, Mary Louise . . . . .	Somerville
McLean, Mary Elizabeth . . . . .	Roxbury
McNally, Genevieve Elizabeth . . . . .	Andover
Misite, Adelina Gertrude . . . . .	South Boston
Murdock, Rose Estelle . . . . .	Chelsea
Murphy, Mary Josephine . . . . .	Cambridge
Neales, Helen Neales . . . . .	Chelsea
Neville, Azella Marie . . . . .	Salem
O'Connor, Helen Neilan . . . . .	Revere
Parker, Eleanor Agnes . . . . .	Malden
Patriquin, Marion Elizabeth . . . . .	Lynn
Pearson, Anna Maria . . . . .	Winthrop
Peebles, Fernald . . . . .	Winthrop
Perry, Dorothy . . . . .	Lynn
Porter, Marjorie Whitcomb . . . . .	Swampscott
Prescott, Edith Gertrude . . . . .	Salem
Quinlan, Helen Gertrude . . . . .	Reading
Roberts, Mildred Elinor . . . . .	Hyde Park
Rock, Mary Theresa . . . . .	Chelsea
Ryan, Sabina Margaret . . . . .	Marblehead
Sailer, Ethel May . . . . .	Lynn
della Sala, Eleonora Bianca . . . . .	Chelsea
Scheib, Ida Emilie . . . . .	Arlington Heights
Schroeder, Florence Wilhelmina . . . . .	Somerville
Sewell, Alta Marie . . . . .	East Lynn
Simpson, Beatrice Alethea . . . . .	East Lynn
Smith, Inez Evelyn . . . . .	Rowley
Spinney, Sibyl Iona . . . . .	Chelsea
Stamper, Lucy Elliot . . . . .	Salem
Stevens, Irene . . . . .	Newburyport

Sullivan, Alice Marie . . . . .	Dorchester
Sullivan, Eleanor Josephine . . . . .	West Lynn
Sweezey, Olive Lora . . . . .	Franklin Park
Sweezey, Rena Vivian . . . . .	Franklin Park
Talbot, Mary Elizabeth . . . . .	West Lynn
Tarbox, Pauline Elizabeth . . . . .	Malden
Thacher, Olive Wilson . . . . .	Beverly
Torngren, Lillie Tekla Alfreda . . . . .	Beverly
Wade, Mary Foster . . . . .	Ipswich
Walden, Ola Belle . . . . .	Roxbury
Wedger, Mildred . . . . .	Chelsea
Wheaton, Edith Gertrude . . . . .	Malden
Willey, Mabel Charlotte . . . . .	Saugus
Willey, Ruth . . . . .	Wakefield
Wood, Marion Isabel . . . . .	Cambridge
Woodward, Rowena May . . . . .	Amesbury

## INTERMEDIATE DEPARTMENT

Broughton, Anna Margaret . . . . .	Cambridge
Campbell, Adaline Catherine . . . . .	Revere
Collins, Mary Hayden . . . . .	Everett
Dennehy, Mary Anne . . . . .	Beverly
Eliason, Amelia Florence . . . . .	Gloucester
Fitts, Eva May . . . . .	North Reading
Hall, Adeline Frances . . . . .	Wakefield
Kinsman, Clarice Hesson . . . . .	East Lynn
Locke, Alice Merrill . . . . .	Salem
MacKnight, Carolyn Martina . . . . .	Revere
Moore, Gladys Emma . . . . .	Franklin Park
Oram, Lillian May . . . . .	Lynnfield Center
Parsons, Ruth Isabel . . . . .	Gloucester
Payne, Elizabeth Perkins . . . . .	Wakefield
Raymond, Lydia . . . . .	Essex
Roche, Marion Thecla . . . . .	Salem

## COMMERCIAL DEPARTMENT

*Three Years*

Adams, Persis Florence . . . . .	Franklin
Badger, Marie . . . . .	Framingham
Barrett, William Francois . . . . .	Lowell
Currier, Ruth Harriet . . . . .	Newburyport

Donovan, Alice Elizabeth . . . . .	Wakefield
Hiatt, Ruth Frances . . . . .	Malden
Knowlton, Elsie Olive . . . . .	Pigeon Cove
Levine, Rosa . . . . .	Dorchester
Lind, Inez Elizabeth . . . . .	Malden
Mangan, Lucy May . . . . .	Pittsfield
Mansfield, Ruby Blanche . . . . .	Reading
Martin, Alice Leona . . . . .	Malden
McDonald, Beatrice Magdeline . . . . .	Cambridge
McGill, Frances Catherine . . . . .	Pittsfield
O'Rourke, Charles Philip . . . . .	Peabody
Phelps, Ethelind Mary . . . . .	Lynn
Reed, Lois Jane . . . . .	Everett
Rigby, Alice Nathalie . . . . .	Melrose
Shields, Hazel Dean . . . . .	Melrose
Sloovere, Teresa de . . . . .	Webster
Turner, Andreas Wesley Sproule . . . . .	Lynn
Waite, Viola . . . . .	Malden

CERTIFICATES FOR ONE YEAR'S WORK

*Elementary Department*

Anderson, Ethel Bernhardina . . . . .	Portsmouth, N. H.
Ham, Harriet Priscilla . . . . .	Swampscott

*Commercial Department*

Barbour, Maude Lyda . . . . .	Nashua, N. H.
Lawrence, Grace Irene . . . . .	Leominster
Lindsey, Amy Blaney . . . . .	Amherst
Robinson, Helen Mae . . . . .	South Boston

CERTIFICATE FOR TWO YEARS' WORK

*Commercial Department*

Butler, Hazel Belle . . . . .	Hingham
Lynch, Frances Rosamond Ursula . . . . .	Danvers

## The Intermediate Department

### SENIOR CLASS

Driver, Daisy Belle . . . . .	North Andover
Fahey, Mary Frances . . . . .	North Cambridge
Hogan, Charles Emerson . . . . .	Salem
Nelson, Sinius Joseph . . . . .	Gloucester
Perkins, Ruth Adele . . . . .	Melrose Highlands
Romkey, Alice Blanche . . . . .	Winchester
Turner, Gilbert West . . . . .	Salem
Turner, Mary Evelyn . . . . .	Lynn
Waite, Mary Lucia <sup>1</sup> . . . . .	Melrose
White, Richard James, Jr. . . . .	Lynn

### SPECIAL STUDENT, TWO-YEAR COURSE

Thomson, Alexander . . . . .	Chelsea
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### MIDDLE YEAR CLASS

Adams, Marion Eva . . . . .	Melrose Highlands
Blanchard, Ruth Washburn . . . . .	Danvers
Björkman, Lennart August William . . . . .	Lynn
Clough, Madeleine Louise . . . . .	Stoneham
Cunningham, Josephine Ellen . . . . .	Salem
Eberling, Agnes Emma . . . . .	Lynn
Evans, Edna Smith . . . . .	Salem
Ferguson, Margaret . . . . .	Newton Center
Hale, Mildred Louise . . . . .	Salem
Jackman, LeRoy Williams . . . . .	Newburyport
Keith, Mary . . . . .	Marblehead
Millett, Harold Joseph . . . . .	Salem
Murray, Mary Helena . . . . .	Prides Crossing
Nelson, Inez Aurora . . . . .	Gloucester
Patterson, Alice Mae Lewis . . . . .	Somerville
Pinkert, Edna Lois . . . . .	Malden
Power, Elizabeth Frances . . . . .	Lynn
Robinson, Edith Maxwell . . . . .	Melrose
Segal, Lillian . . . . .	East Boston
Stickney, Stephen Arthur . . . . .	Peabody
Symonds, Mary Putnam . . . . .	Lynn
Vickerson, Bernice Helena . . . . .	Malden

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<sup>1</sup> Was a member of the school less than three months.

## The Elementary Department

### SENIOR CLASS

Anderson, Helen Margaret . . . . .	Gloucester
Archer, Ethel Madeleine . . . . .	Ipswich
Babson, Clara Amy . . . . .	Pigeon Cove
Berry, Anna Lavinia . . . . .	Salem
Best, Dorothy Marion . . . . .	Roxbury
Billings, Esther Marie . . . . .	Peabody
Bowen, Gertrude Elvesta . . . . .	West Medford
Buckle, Pauline Alice . . . . .	Beverly
Buckley, Johanna Beatrice . . . . .	Charlestown
Burke, Katharine Ledevine . . . . .	Lynn
Byrne, Katherine De Chantal . . . . .	Salem
Callahan, Katherine Frances . . . . .	Lynn
Cameron, Margaret Arvilla . . . . .	Lynn
Cogswell, Edith Story . . . . .	Essex
Coll, Anna Josephine . . . . .	Somerville
Condon, Margaret Bernadette . . . . .	Charlestown
Corkum, Marigold Linda Alberta . . . . .	Chelsea
Daly, Joanna Teresa . . . . .	Salem
Damon, Mildred Lane . . . . .	Salem
Davol, Marion Eliza . . . . .	Malden
Donnelly, Marion Josephine . . . . .	Somerville
Driscoll, Bernadette Ursula . . . . .	Malden
Dunham, Marian Evelyn . . . . .	Danvers
Elliott, Iola Mae . . . . .	Stoneham
Elliott, Olive Cressy . . . . .	Beverly
Evans, Eunice Isabell . . . . .	Newburyport
Everson, Mildred Frances . . . . .	Saugus
Farrell, Catharine Irene . . . . .	Salem
Fenning, Ethel Mae . . . . .	Lynn
Ferry, Esther Elizabeth . . . . .	Cambridge
Foley, Marguerita Redmond . . . . .	Dorchester
Fullerton, Marion . . . . .	Saugus
Galvin, Marie Agnes . . . . .	Lynn
Grant, Helene Bailey . . . . .	Cambridge
Gurvin, Mary Theresa . . . . .	Somerville
Hall, Dorothy Beryl . . . . .	West Lynn
Harrison, Alice Lorette . . . . .	East Lynn
Haynes, Zelpha Louise . . . . .	Amesbury
Hellstrom, Emma Catherine . . . . .	West Lynn



Hennessy, Katherine Helen . . . . .	Lexington
Henry, Julia Agnes . . . . .	Chelsea
Hill, Malvina Harriet . . . . .	Newburyport
Hopkinson, Sarah Ella . . . . .	Groveland
Horton, Anna Estelle . . . . .	Wakefield
Hurley, Mary Helen . . . . .	Malden
Jordan, Olive Madeline . . . . .	Lynn
Keeley, Teresa Elizabeth . . . . .	Beverly
Kennedy, Anna May . . . . .	West Lynn
Knowlton, Marion Isabel . . . . .	New London, N. H.
Laffey, Mary Alma . . . . .	Cambridge
Leddy, Evelyn Frances . . . . .	Cambridge
Long, Sarah Jane . . . . .	Cliftondale
Lund, May . . . . .	Beverly
MacDonnell, Mary Helen . . . . .	Lynn
MacIver, Helen . . . . .	Essex
Maguire, Gertrude Beatrice . . . . .	Cambridge
Malone, Mabelle Frances . . . . .	East Lynn
Malone, Odessa Marion . . . . .	Chelsea
Mansfield, Sadie Elizabeth . . . . .	Lynn
McCully, Anna Elizabeth . . . . .	Somerville
McKenna, Margaret Elizabeth . . . . .	Salem
McMahon, Lillian Marie . . . . .	Salem
McManus, Jeannette Marie . . . . .	Lynn
McNiff, Ida Edwidge . . . . .	North Andover
Miller, Isabella Gertrude . . . . .	Amesbury
Mulligan, Louise Elizabeth . . . . .	Salem
Newhall, Martha Louise . . . . .	Lynn
Nilsson, Anna Eleonora . . . . .	Malden
Nolan, Alice Genevieve . . . . .	Somerville
Nolan, Mary Alice . . . . .	Newburyport
O'Keefe, Mary Rose . . . . .	Cambridge
O'Shea, Marguerite Lorette . . . . .	Lynn
Parsons, Esther May . . . . .	Gloucester
Patten, Ethel Mildred . . . . .	Melrose Highlands
Patten, Maude Frances . . . . .	Medford
Paul, Elizabeth Averill . . . . .	North Andover
Quillen, Anna Whelton . . . . .	Reading
Ramsburg, Helen . . . . .	Somersworth, N. H.
Ratti, Isolena Celia . . . . .	Pigeon Cove
Reardon, Mary Veronica . . . . .	North Andover
Rice, Sarah . . . . .	Boston

Riggs, Avice Gertrude . . . . .	South Essex
Roache, Christine Lillian . . . . .	Lynn
Roads, Evelyn Lindsey . . . . .	Marblehead
Roby, Esther Marion . . . . .	Salem
Rogers, Mary Frances . . . . .	Dorchester
Rutherford, Carita Gordon . . . . .	Salem
Sanford, Ethel Helene . . . . .	Palmyra, Me.
Sargent, Katherine Louise . . . . .	North Andover
Sears, Cora Madeleine . . . . .	Salem
Seymour, Mary Cecelia Welch . . . . .	Methuen
Smith, Azella May . . . . .	Gloucester
Spencer, Mary Elizabeth . . . . .	Malden
Stolba, Helen Claire . . . . .	Cambridge
Story, Marion Letitia . . . . .	Salem
Tassinari, Ada Catherine . . . . .	Somerville
Terrill, Irene Carleton Meserve . . . . .	Lynn
Tewksbury, Ruth Skilling . . . . .	Lawrence
Thureson, Louise Elenora . . . . .	South Boston
Townsend, Ethel . . . . .	Manchester
True, Emma Louise . . . . .	Salisbury
Virchow, Elfrieda Augusta . . . . .	Waverley
Walker, Hester Ashton . . . . .	Wakefield
Walton, Effie Beatrice . . . . .	Salem
Wathen, Georgia Forddred . . . . .	Somerville
Weston, Helen . . . . .	Essex
Whittier, Margaret Elizabeth . . . . .	Reading
Wilde, Bertha Hilma . . . . .	North Andover

#### SPECIAL STUDENTS, ONE-YEAR COURSE

Harrington, Stephen James . . . . .	Cambridge
Lopez, Antonia <sup>1</sup> . . . . .	Guadalajara City, Mex.

### The Elementary and Intermediate Departments

#### JUNIOR CLASS

Adams, Laurretta . . . . .	Georgetown
Anderson, Edna de Witt . . . . .	Melrose Highlands
Appel, Anna Edna . . . . .	Boston
Barnes, Nellie Rebecca . . . . .	Gloucester
Barstow, Hazel Emma . . . . .	Wakefield

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<sup>1</sup> Was a member of the school less than three months.

Bartlett, Helen Elizabeth . . . . .	Arlington Heights
Balentine, Alice Marguerite . . . . .	Salem
Bates, Susan Mitchell . . . . .	Revere
Beliveau, Gladys Marion . . . . .	Lynn
Bliss, Eleanor Thorpe . . . . .	Peabody
Bond, Anna Louise . . . . .	Winthrop
Bower, Merle Phyllis . . . . .	Methuen
Bowen, Susie Frances . . . . .	Ipswich
Bowley, Hazel Ellen . . . . .	Lynn
Brennan, Margaret Mary . . . . .	Somerville
Brock, Helen Emily . . . . .	Everett
Brown, Maude . . . . .	Malden
Buckley, Alice Mary Margaret . . . . .	Danvers
Bucknam, Sarah . . . . .	Swampscott
Burnham, Ida Gordon . . . . .	Gloucester
Butler, Anna Bernice . . . . .	Winthrop
Canning, Marie Teresa . . . . .	Lawrence
Carroll, Esther Stanislaus . . . . .	Manchester
Casey, Florence Elizabeth . . . . .	Newburyport
Carson, Ruth Marie . . . . .	Salem
Champlin, Evelyn May . . . . .	Melrose
Chesley, Helen Louise . . . . .	Melrose
Cogan, Helen Gertrude <sup>1</sup> . . . . .	Stoneham
Coleman, Marion Esther . . . . .	Beverly
Connolly, Gertrude Rose . . . . .	Cambridge
Cook, Beatrice Latham . . . . .	Danvers
Crawford, Esther Elizabeth . . . . .	Malden
Critchett, Dorothy Charlotte . . . . .	Gloucester
Cronin, James Anthony . . . . .	Beverly
Cross, Flora Jane . . . . .	Beverly
Crowe, Clara Martha . . . . .	Medford
Crane, Katherine Agnes . . . . .	Merrimac
Cumming, Alice Margaret . . . . .	Somerville
Curit, Amanda Gertrude . . . . .	Melrose Highlands
Delahanty, Agnes Frances . . . . .	Cambridge
Dennett, Laura Mae . . . . .	Rochester, N. H.
Devaney, Helen Marie . . . . .	Lawrence
Devaney, Joseph Patrick . . . . .	Medford
Dewire, Helen Gertrude . . . . .	Somerville
Dondero, Caroline Mathilda . . . . .	Amesbury
Dow, Marion Horton . . . . .	Newburyport

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<sup>1</sup> Was a member of the school less than three months.

Dow, Ruth Lillian . . . . .	Ipswich
Doyle, John Joseph . . . . .	Peabody
Doyle, Mabel Lillian . . . . .	Peabody
Duffy, Gertrude Agnes . . . . .	Newburyport
Duggan, Ellen Helene . . . . .	Salem
Dunn, Mary Alice . . . . .	Stoneham
Durgin, Margaret Elizabeth . . . . .	Swampscott
Eagan, Frances Claire <sup>1</sup> . . . . .	Lynn
Edgecomb, Ethel Belle . . . . .	Manchester
Egan, Dorothy Warren . . . . .	Salem
Ellis, Mary Elizabeth . . . . .	Peabody
Engdahl, Florence Maria . . . . .	Salem
Evans, Marion Grace . . . . .	Newburyport
Farnan, Agnes Virginia . . . . .	Lynn
Farr, Doris Dewey . . . . .	Somerville
Feeny, Rebecca Cleophas . . . . .	Cambridge
Fitzgibbons, Florence Veronica . . . . .	Beverly
Flaherty, Mary Winifred . . . . .	Lynn
Flynn, Helen Frances <sup>1</sup> . . . . .	Peabody
Flynn, Josephine Bernardette . . . . .	Arlington
Flynn, Thomas Francis . . . . .	Salem
Fogg, Edna Almira . . . . .	Lynn
French, Grace Jeanette . . . . .	East Lynn
Friend, Annie Ellery <sup>1</sup> . . . . .	Gloucester
Fuller, Edith Porter . . . . .	North Andover
Gaddis, Gertrude Elizabeth . . . . .	Somerville
Gaffey, Miriam Camilla . . . . .	Lynn
Garrick, Marcella Mary . . . . .	Somerville
Gilmore, James Edward . . . . .	Peabody
Gorman, Gertrude Marie . . . . .	Cambridge
Gourdine, Eulalie . . . . .	Everett
Grant, Alice Victoria . . . . .	Merrimac
Gregoire, Laura Marie <sup>2</sup> . . . . .	Somersworth, N. H.
Griffin, Margaret Teresa . . . . .	Salem
Gurney, Maude Frances . . . . .	Winchester
Hamelin, Mary Delphine . . . . .	Georgetown
Hanley, Margaret Agnes . . . . .	Amesbury
Harlow, Ellen Sarah Andrews . . . . .	Salem
Harrington, Agnes Marie . . . . .	Cambridge
Harrington, Katharine Anna . . . . .	Somerville

<sup>1</sup> In second year of three-year course.

<sup>2</sup> Was a member of the school less than three months.

Harvey, Elsie Gould . . . . .	Everett
Higgins, Alice Newcomb . . . . .	Somerville
Horton, Marvel Lillian . . . . .	Cliftondale
Jarvis, Grace Katherine . . . . .	Everett
Kittredge, Helen Henderson . . . . .	Belfast, Me.
Knowlton, Clara May . . . . .	Pigeon Cove
Lawler, Annie Cecelia . . . . .	Danvers
Leary, Ellen Silena . . . . .	Lynn
Lewis, Belle Sophronia . . . . .	Littleton, N. H.
Lewis, Rose Anna . . . . .	Roxbury
Looney, Julia Veronica . . . . .	Cambridge
MacKay, Margaret Whitman . . . . .	Gloucester
Manley, Alice Gertrude . . . . .	Lexington
Marsh, Eliza Belle . . . . .	Lynn
Marshall, Bessie Frances . . . . .	Provincetown
Marshall, Marion Louise . . . . .	Rowley
McCarthy, Mary Gertrude . . . . .	Somerville
McGlone, John Philip . . . . .	Peabody
McKinnon, Leo Raymond . . . . .	Woburn
McNamara, John Francis <sup>1</sup> . . . . .	Cambridge
Morrow, Edna May . . . . .	Salem
Morrow, Ruth Douglass . . . . .	Gloucester
Mullane, Helen Josephine . . . . .	Dorchester
Mullin, Elizabeth Sheridan . . . . .	Beverly
Murphy, Grace Margaret . . . . .	Peabody
Murphy, Kathleen Burchell . . . . .	Lawrence
Murphy, Marion Catharine . . . . .	Georgetown
Murray, Bessie Letitia . . . . .	North Andover
Nangle, Claire Louise . . . . .	Danvers
Nelson, Emma Cecelia . . . . .	Beverly
Norie, Frances Irene . . . . .	Manchester
O'Donnell, Ethel Eleanor . . . . .	Lynn
O'Reilly, Margaret Mary . . . . .	Cambridge
Osborn, Mary Elizabeth . . . . .	Peabody
Parsons, Lillian Winifred . . . . .	Gloucester
Peabody, Helen Bishop . . . . .	Rowley
Pearson, Olga Elizabeth . . . . .	Pigeon Cove
Pedrick, Marion . . . . .	Salem
Pelley, Clara Blanche . . . . .	Lynn
Pillsbury, Rosa Lillian . . . . .	Malden
Quinlan, Frances Mary Geraldine . . . . .	Danvers

<sup>1</sup> Was a member of the school less than three months.

Quinn, Gertrude Helena . . . . .	Somerville
Rafferty, Evelyn Teresa . . . . .	Lynn
Reid, Florence Naomie . . . . .	Lynn
Reid, Violet Prudence . . . . .	Salem
Reily, Pauline Adena . . . . .	Peabody
Richardson, Gladys . . . . .	Arlington
Richmond, Florence Lillian . . . . .	Chelsea
Richmond, Lela . . . . .	Chelsea
Ritchie, Mary Elinor . . . . .	West Somerville
Ritchings, Clara Tallman . . . . .	Peabody
Ryan, Esther Mary . . . . .	Malden
Sargent, Ruth Edna . . . . .	Groveland
Sibley, Olive Elizabeth . . . . .	Salem
Sinclair, Mildred Eleanor . . . . .	Salem
Smith, Charles Allen Harris <sup>1</sup> . . . . .	East Boston
Smith, Doris Margaret . . . . .	Gloucester
Southwick, Alice Emily . . . . .	Peabody
Stone, Dorothy Frances <sup>1</sup> . . . . .	North Andover
Story, Beatrice Gertrude . . . . .	Magnolia
Strickland, Elsie May . . . . .	Lawrence
Sullivan, Agnes Loretta . . . . .	Revere
Sullivan, Mary Ellen . . . . .	Cambridge
Swimm, Myrtle Gertrude Geraldine . . . . .	Beverly
Tarr, Mildred Evelyn . . . . .	Gloucester
Taylor, Caroline Edith . . . . .	Somerville
Thorner, Frances Joan . . . . .	Cambridge
Thrasher, Julia Mary . . . . .	Brookline
Tierney, Agnes Louise . . . . .	Lynn
Toppan, Dorothy . . . . .	Newburyport
Turner, Lillian Gladys <sup>1</sup> . . . . .	Salem
Ward, William Vincent . . . . .	Marblehead
Washington, Sarah Tryphene . . . . .	Everett
Waterhouse, Bernice Elizabeth . . . . .	Merrimac
Werner, Ethel Hildur . . . . .	Somerville
Whalen, Helen Louise . . . . .	Medford
Wheeler, Ruth Evelyn . . . . .	Gloucester
Wheelock, Marion . . . . .	Everett
White, Annie Teresa . . . . .	Manchester
White, Eleanor Sophia . . . . .	Peabody
Winston, Elizabeth Camilla . . . . .	Lynn
Worcester, Mabel . . . . .	Somerville

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<sup>1</sup> Was a member of the school less than three months.

## Commercial Department

### SENIOR CLASS

Bresee, Clarence Douglas . . . . .	Dorchester
Brooks, Walter Roland . . . . .	Ipswich
Burke, James Michael . . . . .	Lynn
Callaghan, Margaret Agatha . . . . .	North Easton
Donovan, Kathleen Elizabeth . . . . .	Newburyport
Elliott, Nettie Edna . . . . .	Stoneham
Holland, Katherine Elizabeth . . . . .	Charlestown
Horan, Mary Gertrude . . . . .	Hamilton
King, Georgiana . . . . .	North Attleborough
Lisk, Agnes Anna . . . . .	Smiths
McCarthy, Alice Rita . . . . .	Ayer
Millard, Leslie Cooper . . . . .	Ipswich
Parks, Walter Everett . . . . .	Gloucester
Potter, Mae Alice . . . . .	Newburyport
Ross, Gertrude Margaret . . . . .	Salem
Stuart, Mae Claire . . . . .	Newton
Taggart, Gwendolyn Eva . . . . .	West Rindge, N. H.
Tenney, Constance Mary . . . . .	West Newton

### SPECIAL STUDENTS IN SECOND YEAR OF TWO-YEAR COURSE

Bolton, Anna Clothilde . . . . .	Lowell
Bresee, David Holmes . . . . .	Dorchester
Hebert, Helena Madeleine . . . . .	Easthampton
Leavitt, Arthur William . . . . .	Foxborough
Wooding, Ruby Philenia . . . . .	Wallingford, Conn.

### SPECIAL STUDENTS, ONE-YEAR COURSE

Cole, Bertha Greenwood . . . . .	Salisbury
Drury, Alberta F. . . . .	East Boston
Hamblen, David, Jr., LL.B. . . . .	Newtonville
Howland, Marion, A.B. . . . .	West Newton

### MIDDLE YEAR CLASS

Banyea, Bessie Marguerite . . . . .	Fitchburg
Boswell, Mae Gertrude . . . . .	Beverly
Campbell, Emily Margaret . . . . .	Charlestown
Cohen, Libby Julia . . . . .	Dorchester

Cohn, Lillian Belle . . . . .	Malden
Collins, Sadie Loretta . . . . .	Pittsfield
Corner, Doris Gulah . . . . .	Lowell
Decker, Harriet Frances . . . . .	Mansfield
Friend, Ruth Cole . . . . .	Gloucester
Gill, James Albert Joseph . . . . .	Charlestown
Goodell, John Francis, Jr. . . . .	Peabody
Goodwin, Ruth Childs . . . . .	Swampscott
Harrington, Teresa Elizabeth . . . . .	Salem
Harvey, Gilman Clifton . . . . .	Annisquam
Haskins, Anna Gertrude . . . . .	Pittsfield
Killion, Mary Bernadette . . . . .	Walpole
Law, Elizabeth . . . . .	Foxborough
Lurie, Florence Libbie . . . . .	Boston
McGrath, Katherine Isabel . . . . .	Marblehead
Merrithew, Maude Evelyn . . . . .	Cliftondale
Pendleton, Dorothy Ivalor . . . . .	Haverhill
Poor, Jessie Elizabeth . . . . .	Petersham
Ronan, John Clifford . . . . .	Newburyport
Sawyer, Hortense Elizabeth . . . . .	Ayer
Schein, Ethel Sarah . . . . .	Chelsea
Tufts, Doris Marie . . . . .	Malden
Walker, Alvine Clara . . . . .	Gardner

SPECIAL STUDENTS IN FIRST YEAR OF TWO-YEAR COURSE

Cooney, Zena Mae . . . . .	Brownville Junction, Me.
Breen, Victor Newton <sup>1</sup> . . . . .	Taunton

JUNIOR CLASS

Ahlgren, Mildred Beatrice Gunhild . . . . .	Brockton
Brown, Everett Marston . . . . .	Lynn
Burnap, Ruth Dix <sup>1</sup> . . . . .	Leominster
Buckley, John Edwards <sup>1</sup> . . . . .	Salem
Butler, Muriel . . . . .	Lynn
Canniffe, Veronica Margaret . . . . .	Marblehead
Clancy, Katherine Ellen <sup>1</sup> . . . . .	Medfield
Clifford, Marion Lorretta . . . . .	Haverhill
Collins, Dorothy Evelyn . . . . .	South Boston
Danner, Alice Josephine . . . . .	Malden
Donnelly, Evelyn Sarah . . . . .	Wakefield

<sup>1</sup> Was a member of the school less than three months.



Gnirke, Eva Marie . . . . .	Melrose
Hansen, Hilda Louise . . . . .	Gloucester
Harding, Joseph Anthony <sup>1</sup> . . . . .	Salem
Higgins, Albert Francis . . . . .	East Lynn
Hodgdon, Cordelia Bates . . . . .	Somerville
Howard, Ralph Willard . . . . .	Fitchburg
Lehane, Justina Nora . . . . .	Saugus
MacDonnell, Gladys Frances . . . . .	Everett
Mawhinney, Joseph Daniel . . . . .	Charlestown
McCarthy, John Joseph . . . . .	Peabody
Moore, Margery . . . . .	Charlestown
Mullin, Agnes Marie . . . . .	Haverhill
Murray, Albert Thomas <sup>1</sup> . . . . .	North Andover
Pitman, Ruth Frances . . . . .	Foxborough
Putnam, Marion Gertrude . . . . .	Haverhill
Roughsedge, Margaret Gertrude . . . . .	Medford
Sawyer, Louise Willmott . . . . .	Fitchburg
Silva, Evelyn Carolyn . . . . .	Gloucester
Stevens, Bertha Evelyn . . . . .	Haverhill
Stromblad, Anna Gertrude . . . . .	Boston
Twomey, Maurice Augustine . . . . .	West Lynn

### Summary

Students of the elementary and intermediate departments . . . . .	308
Special students, elementary and intermediate departments . . . . .	3
Students of the commercial department . . . . .	77
Special students, commercial department . . . . .	11
	399
Whole number of students from opening of school . . . . .	6,865
Whole number of graduates . . . . .	3,725
Number of certificates for special course of one or two years . . . . .	143

<sup>1</sup> Was a member of the school less than three months.





