FORTY-THIRD YEAR

OF THE

STATE NORMAL SCHOOL

AT

SALEM, MASS.

1896—1897.

BOSTON:
WRIGHT & POTTER PRINTING CO., STATE PRINTERS,
18 POST OFFICE SQUARE.
1897.

NEW STATE NORMAL SCHOOL, SALEM, MASS.

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CALENDAR

1897-98.

GRADUATION.
Wednesday, June 23, 1897.

FIRST ENTRANCE EXAMINATIONS.
Thursday and Friday, June 24 and 25, 1897.

SECOND ENTRANCE EXAMINATIONS.
Tuesday and Wednesday, September 7 and 8, 1897.

SCHOOL YEAR BEGINS
Thursday, September 9, 1897.

THANKSGIVING RECESS.
From Wednesday, 12 M., preceding Thanksgiving Day, to the following Tuesday morning.

CHRISTMAS RECESS.
Friday, December 24, 1897, to Tuesday, January 4, 1898.

SPRING RECESS.
Saturday, April 2, 1898, to Thursday, April 14, 1898.

GRADUATION.
Wednesday, June 22, 1898.

FIRST ENTRANCE EXAMINATIONS.
Thursday and Friday, June 23 and 24, 1898.

SECOND ENTRANCE EXAMINATIONS.
Tuesday and Wednesday, September 6 and 7, 1898.

STATE NORMAL SCHOOL,

SALEM, MASS.

This institution was established by the Commonwealth of Massachusetts, with the coöperation of the city of Salem and of the Eastern Railroad Company, and opened in 1854. The purpose for which it was established was the preparation of women for the work of teaching in the public schools. Like the other normal schools of the State, it is under the general supervision of the Board of Education, from whose members a special Board of Visitors is appointed, in whom is vested its immediate control.

The school was long accommodated in the first building erected for its use, which was afterwards enlarged and improved, located at the corner of Summer and Broad streets. But the accommodations therein provided finally proved inadequate to meet the increased demands made upon modern normal schools. The Legislature of the Commonwealth, therefore, in response to the representations and requests of the Board of Visitors and of the principal of the school, made generous provisions for a new building.

The preparation of plans was entrusted to J. Philip Rinn, A.M., of Boston, an architect who had already won distinction in the erection of buildings of a public character. Mr. Rinn entered cordially into the desires of the faculty of the school, and from the beginning manifested a determination to secure a building which would present not only an imposing exterior but an interior adapted to every modern necessity. He has been unremitting and constant in his attention to every detail of the work; as a consequence, it is believed that the Commonwealth possesses a building the most complete and convenient in its appointments of any structure of its kind in the country.

Work was begun upon the new building in November, 1893, and it was first occupied by the school Dec. 2, 1896. Formal dedicatory exercises were held Jan. 26, 1897.

On the occasion of the dedication there was a large assemblage of interested persons, representing the State and city governments, and including many of the former teachers and students of the school, as well as others from far and near who are interested in the work of education. Rev. Elmer H. Capen, D.D., chairman of the Board of Visitors, presided, and the exercises included a brief history of the school by Miss Ellen M. Dodge, the senior teacher in service; a most scholarly and instructive address on "The discipline to be sought for in education," by Prof. John Bascom of Williamstown; and brief and congratulatory addresses by Hon. Hosea M. Knowlton, Attorney-General, representing His Excellency Gov. Wolcott; Hon. James H. Turner, mayor of the city of Salem; Hon. Alfred S. Roe, chairman of the joint committee of the Legislature on education; Rev. Albert E. Winship, editor of the "Journal of Education;" Mr. Albert G. Boyden, principal of the State Normal School at Bridgewater; and Hon. Frank A. Hill, secretary of the Board of Education. Music was furnished by the students of the school, assisted by an orchestra, and directed by Mrs. Garwood, the instructor in music.

THE SCHOOL BUILDING.

The new building is located in the southern part of the city, — a section devoted chiefly to residential purposes, — in a commanding position at the junction of the electric car lines from Lynn and Marblehead. It is constructed of buff brick, with light-colored stone and terra-cotta trimmings, and it has three stories and a basement. Facing northward, it is 180 feet in length from east to west, and the two wings are each 140 feet from north to south. In the basement are located the heating and ventilating apparatus, the toilet and play rooms for the pupils of the model schools, besides a fine gymnasium with its adjoining dressing room, the industrial laboratory, lunch room, various store rooms for supplies and materials, and other convenient and desirable facilities.

On the first floor, in the central part of the structure, are the toilet and cloak rooms, provided with individual lockers, for the use of the normal students. Access to these from outside is provided by means of two doors. In each wing is another entrance for the pupils of the model schools. The rooms for these schools — nine in number, besides four recitation rooms connected with

MAIN STUDY HALL—FROM THE FRONT.

them — are upon the east, south and west sides, and are all large and light. Including the kindergarten, they are intended to accommodate nearly 400 pupils. The building is so planned that these rooms are entirely distinct from the quarters of the normal school proper, and the stairways to the basement are so placed that their use by the children at recesses and at other times will not disturb in the least the work of the normal students. But easy communication between the two departments is also provided.

The central portion of the second floor is occupied by the fine assembly and study room of the normal school. It is about 60 by 85 feet in size, and can accommodate 250 single desks and chairs. The remainder of the floor contains the principal's office, reception room, teachers' meeting room, retiring room, text-book room, library, and other recitation and work rooms.

The third floor is largely devoted to the various departments of science, — including physics and chemistry, both elementary and advanced, botany, geography, mineralogy, zoölogy, etc. A corner room is given to the scientific library of the school. One of the features is an excellent lecture room, with seats arranged in tiers, for lectures or other work by instructors in science, lessons in music, and the like. Two fine rooms on the north side furnish admirable accommodations for the work in drawing.

One of the most conspicuous features of the building is found in the size and lighting of the rooms. In fact, it is hard to see how the lighting could be improved. The windows are many and lofty, and the glass is of the finest and clearest quality.

The heating and ventilating plant is believed to be ample; the blackboards, entirely of slate, are generous in size; combination gas and electric chandeliers are provided for lighting; from the principal's office speaking tubes radiate to all the important rooms, while a programme clock, with its electric appliances, regulates the movements of the school. The interior finish throughout is of handsome oak, and all the furniture of the building is in keeping. Upon the walls are many handsome pictures and other artistic decorations, provided by the State, by past students and teachers of the school and by other generous friends, to whom due acknowledgment is made on another page.

REQUIREMENTS FOR ADMISSION.

Candidates for admission must have attained the age of sixteen years complete; they must be free from any disease or infirmity which would unfit them for the office of teacher. They must present certificates of good moral character, give evidence of good intellectual capacity, and be graduates of high schools whose courses of study have been approved by the Board of Education, or they must have received, to the satisfaction of the principal and the Board of Visitors of the school, the equivalent of a high school education. The examinations for admission cover such elementary and high school subjects as may be determined by the Board.

Statements from the principal of the school of which the candidate is a graduate, written in clear and discriminating terms, are especially desired, and will be accorded great weight in deciding the question of admission.

Written Examinations.

Hereafter, until further notice, the written examinations will embrace papers on the following groups, — a single paper with a maximum time allowance of two hours to cover each of groups 1, 2 and 4, and a single paper with a maximum time allowance of one hour to cover each of groups 3 and 5 (in all, five papers, with a maximum time allowance of eight hours) : —

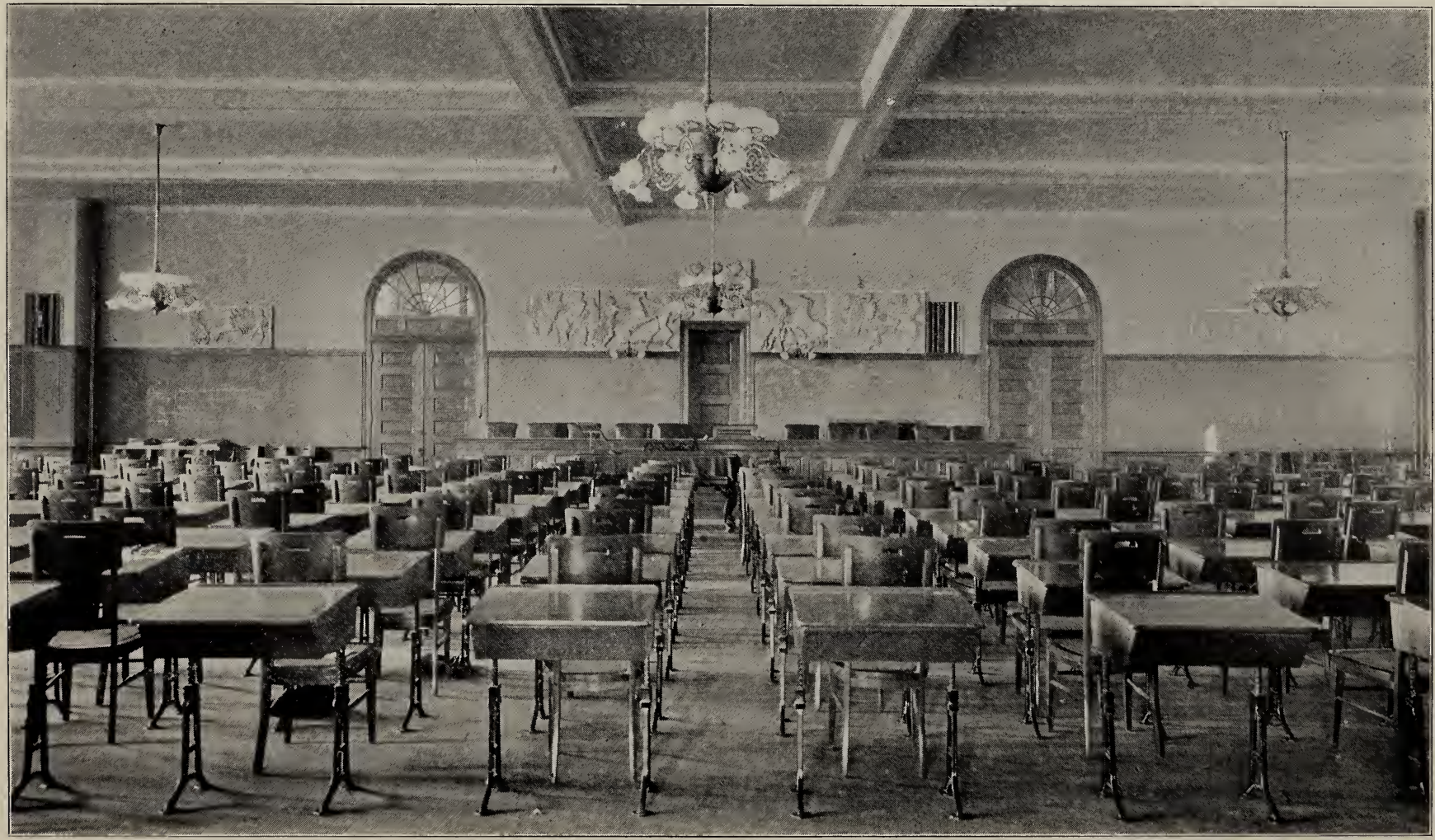
1. *Languages.* — (*a*) English, with its grammar and literature, and (*b*) one of the three languages, — Latin, French and German.

2. *Mathematics.* — (*a*) Arithmetic, (*b*) the elements of algebra, and (*c*) the elements of plane geometry.

3. *History and Geography.* — The history and civil government of Massachusetts and the United States, with related geography and so much of English history as is directly contributory to a knowledge of United States history.

4. *Sciences.* — (*a*) Physical geography, (*b*) physiology and hygiene, (*c*) physics, (*d*) botany, and (*e*) chemistry.

5. *Drawing and Music.* — (*a*) Elementary, mechanical and freehand drawing, with any one of the topics — form, color and arrangement, and (*b*) musical notation.



MAIN STUDY HALL — FROM THE REAR.

Oral Examinations.

Candidates will be questioned orally either upon some of the foregoing subjects or upon matters of common interest to them and the school, at the discretion of the examiners. In this interview, the object is to gain some impression about the candidates' personal characteristics and their use of language, as well as to give them an opportunity to furnish any evidences of qualification that might not otherwise become known to their examiners. Any work of a personal, genuine and legitimate character that candidates have done in connection with any of the groups that are set for examination, and that is susceptible of visible or tangible presentation, may be offered at this time, and such work will be duly weighed in the final estimate, and may even determine it. To indicate the scope of this feature, the following kinds of possible presentation are suggested, but the candidates may readily extend the list: —

1. A book of drawing exercises, — particularly such a book of exercises as one might prepare in following the directions in "An Outline of Lessons in Drawing for Ungraded Schools," prepared under the direction of the Massachusetts Board of Education, or in developing any branch of that scheme.

2. Any laboratory note-book that is a genuine record of experiments performed, data gathered or work done, with the usual accompaniments of diagrams, observations and conclusions.

3. Any essay or article that presents the nature, successive steps and conclusion of any simple, personally conducted investigation of a scientific character, with such diagrams, sketches, tables and other helps as the character of the work may suggest.

4. Any exercise book containing compositions, abstracts, analyses or other written work that involves study in connection with the literature requirements of the examination.

Specimens of written work or of drawing should be identified by the signature of the principal of the school as the work of the student who presents them.

EXPLANATION OF ADMISSION REQUIREMENTS.

I. Languages.

(*a*) *English.* — The importance of a good preparation in English is never overrated. The requirements in this department are based upon those generally agreed upon by the colleges and high technical schools of New England. Applicants are strongly advised to read, either in school or by themselves, *all* the works named; but, until further notice, a candidate will not be rejected who passes a satisfactory examination upon one-half of those assigned, — the selection to be made by herself or by her school. *No candidate will be accepted in English whose work is notably deficient in spelling, punctuation, idiom or division of paragraphs.*

1. *Reading and Practice.* — This part of the examination will be upon the subject-matter and upon the lives of the authors, and its form will usually be the writing of brief paragraphs on each of several topics selected by the candidate from a considerable number, and its chief purpose will be to test her power of clear and accurate expression. In place of a part or whole of this test, the candidate may present an exercise book, properly certified by her instructor, containing compositions or other written work done in connection with the reading of the book. The books set for this part of the examination will be: —

1897. — Shakespeare's *As You Like It;* Defoe's *History of the Plague in London;* Irving's *Tales of a Traveller;* Hawthorne's *Twice-Told Tales;* Longfellow's *Evangeline;* George Eliot's *Silas Marner.*

1898. — Milton's *Paradise Lost*, Books I. and II.; Pope's *Iliad*, Books I. and XXII.; *The Sir Roger de Coverley Papers* in *The Spectator;* Goldsmith's *Vicar of Wakefield;* Coleridge's *Ancient Mariner;* Southey's *Life of Nelson;* Carlyle's *Essay on Burns;* Lowell's *Vision of Sir Launfal;* Hawthorne's *The House of the Seven Gables.*

2. *Study and Practice.* — This part of the examination presupposes a more careful study of each of the books named below. The examination will be upon subject-matter, form and structure, and will also test the candidate's ability to express her knowledge

LITERATURE AND HISTORY.

with clearness and accuracy. The books set for this part of the examination will be: —

1897. — Shakespeare's *Merchant of Venice;* Burke's *Speech on Conciliation with America;* Scott's *Marmion;* Macaulay's *Life of Samuel Johnson.*

1898. — Shakespeare's *Macbeth;* Burke's *Speech on Conciliation with America;* DeQuincey's *Flight of a Tartar Tribe;* Tennyson's *The Princess.*

(*b*) One only of the three languages, — *Latin*, *French* and *German.* The translation at sight of simple prose, with questions on the usual forms and ordinary constructions of the language. The candidate is earnestly advised to study *Latin* and either *French* or *German.*

II. Mathematics.

(*a*) *Arithmetic.* — Such an acquaintance with the subject as may be gained in a good grammar school.

(*b*) *Algebra.* — The mastery of any text-book suitable for the youngest class in a high school, through cases of affected quadratic equations involving one unknown quantity.

(*c*) *Geometry.* — The elements of plane geometry as presented in any high school text-book. While a fair acquaintance with ordinary book work in geometry will, for the present, be accepted, candidates are advised, so far as practicable, to do original work with both theorems and problems, and an opportunity will be offered them, by means of alternative questions, to test their ability in such work.

III. History and Geography.

Any school text-book on United States history will enable candidates to meet this requirement, provided they study enough of geography to illumine the history, and make themselves familiar with the grander features of government in Massachusetts and the United States. Collateral reading in United States history is strongly advised.

IV. Sciences.

(*a*) *Physical Geography.* — The mastery of the elements of this subject as presented in the study of geography in a good grammar school. If the grammar school work is supplemented

by the study of some elementary text-book on physical geography, better preparation still is assured.

(*b*) *Physiology and Hygiene.* — The chief elementary facts of anatomy, the general functions of the various organs, the more obvious rules of health, and the more striking effects of alcoholic drinks, narcotics and stimulants upon those addicted to their use.

(*c*), (*d*) *and* (*e*) *Physics, Chemistry and Botany.* — The elementary principles of these subjects so far as they may be presented in the courses usually devoted to them in good high schools. Study of the foregoing sciences, or of some of them, with the aid of laboratory methods, is earnestly recommended.

V. Drawing and Music.

(*a*) *Drawing.* — Mechanical and freehand drawing, — enough to enable the candidates to draw a simple object, like a box or a pyramid or a cylinder, with plan and elevation to scale, and to make a freehand sketch of the same in perspective. Also any one of the three topics, — form, color and arrangement.

(*b*) *Music.* —The elementary principles of musical notation, such as an instructor should know in teaching singing in the schools. Ability to sing, while not required, will be prized as an additional qualification.

In general, it should be said that a student who has faithfully performed the work required in a good statutory high school — even one of the second grade — should be able to meet the requirements of these examinations. All candidates are advised to bring as full a statement of the work they have done during their high school courses, as well as an account of the degree of success which has crowned their efforts, as they can procure. A good record in the high school is of prime importance to all candidates. Evidence of mental power, as shown in original and independent methods and results of work, will go far to satisfy the examiners of the fitness of those who may not have met successfully all the contingencies of the formal examination.

Reasonable allowance in equivalents will be made in case a candidate, for satisfactory reasons, has not taken a study named for examination. Successful experience in teaching will be taken into account, according to its amount and nature, in the determination of equivalents in the entrance examinations.

Candidates should bring certificates of good moral character, — preferably from their last teacher, or from some person known to the examiners, or whose public standing gives his statements a current value. Certificates of a degree of health probably equal to the demands made by the teacher's calling should also be procured from some reputable physician, who can speak from personal and professional knowledge of the candidate.

Times of Admission.

New classes will be admitted only at the beginning of the fall term, and, as the studies of the course are arranged progressively from that time, it is important that students shall present themselves then for duty. In individual cases and for strong reasons exceptions to this requirement are permissible, but only after due examination, and upon the understanding that the admission shall be at a time convenient to the school and to such classes only as the candidate is qualified to join.

General Two Years' Course of Study.

This course is designed primarily for those who aim to teach in public schools below the high school grade. It comprises substantially the following subjects: —

1. Psychology, history of education, principles of education, methods of instruction and discipline, school organization and the school laws of Massachusetts.

2. Methods of teaching the following subjects: —

(*a*) English, — reading, language, rhetoric, composition, literature and history.

(*b*) Mathematics, — arithmetic, bookkeeping, elementary algebra and geometry.

(*c*) Science, — elementary physics and chemistry, geography, physiology and hygiene, and the study of minerals, plants and animals.

(*d*) Drawing, vocal music, physical culture and manual training.

3. Observation in the model schools and in other public schools.

Advanced and Special Students.

There is an advanced course, continuing two years, for graduates of this and other normal schools of equal rank. It offers

work in the Latin, French and German languages, advanced mathematics and sciences, history of education and advanced psychology, and English literature. New classes are formed at the beginning of the school year in September. A suitable diploma will be granted at the completion of this course.

College graduates and graduates of normal schools, and other persons of maturity and equivalent attainments who have had successful experience in teaching, may, by arrangement with the principal, select a year's work from the above subjects, and receive a certificate for the same upon its completion.

The policy of the school does not encourage the admission of transient students, for the purpose of taking partial or special courses, except in cases which are really exceptional. Personal culture, for its own sake, is not the end for which the school receives its students. It exists and will be administered for the training and improvement of teachers, and all its facilities will be put to their utmost use for the advantage of teachers. Thus, during the past year, several ladies who are actually teaching have been allowed to attend the exercises in some selected department, — as the privilege could be granted without injury to the regular class work, — although their names do not appear in this catalogue as students. In other cases, it is sometimes found possible for those who have had some experience in teaching, without a previous normal course, to enter the school and derive great benefit from even a single term's work. Some of our most earnest students have been of this class. But the admission of special students is a matter requiring careful attention, and, while the course above outlined will be continued, in principle, hereafter a more complete identification of such with the school will be sought.

AIM AND SCOPE OF THE COURSE OF STUDY.

Psychology and Pedagogy.

For the benefit of each class, as it enters the school, a concise outline of the work of this department will be given in the form of a brief series of lectures. The regular work will extend throughout the senior year, and will be conducted by the principal of the school.

THE CHEMICAL LABORATORY.

The aim will be to secure a clear and sufficient understanding of (1) the processes by which knowledge is acquired, (2) the sources of interest and attention, and (3) the motives in their relation to the will. The development of the various faculties of the mind will receive careful attention. The relations of various branches of study to this development will be attentively considered. The work will be done in such a manner as to secure a good grasp of essentials, rather than to spend time and study upon matters of merely speculative interest. The attempt will be made to direct the attention of the students to all reliable sources of psychological facts, — introspection, observation of mental phenomena, the study of literature, and the disclosures of physiological investigations are all believed to be not merely valuable but actually indispensable.

But this study will not be made purely or even chiefly academic. Following it in part, and in considerable part carried along parallel with it, will be its application to the actual duties of the teacher in the daily work of the school-room. The instructor will utilize his own varied experience as a teacher and supervisor of schools to make this feature of the work of practical value in organizing, instructing and managing schools. At the same time there will be a serious attempt to arouse in the students an intelligent appreciation of our indebtedness to great educational leaders for their apprehension of sound principles and for inspiration in the teacher's work. This department accepts its full share of responsibility for the ideals with which students graduate from this school.

Chemistry and Physics.

1. *Chemistry.* — Chemical force, — manifestations of, degrees, distance at which it acts, relation of cohesion to chemical affinity, effect of chemical affinity on the quantity of matter.

Processes, — solution, crystallization, precipitation, filtration, decantation, distillation, vaporization, evaporation, ebullition, sublimation, analysis, synthesis, metathesis, ignition.

Study of the elements and their compounds, — H, O, N, Cl, S, C, K, Na, P, Fe, Cu, Pb, Ag, Zn, Au, Al, Pt, Sn, Ca, Mg, Mn. Such compounds of these elements as are of use in common life and in the arts.

Study of industries and the manufacture of chemicals.

Theoretical chemistry based upon and derived from the experiments in the course.

Short course in qualitative analysis.

Constant practice in writing reactions.

In the four years' course there is work in qualitative and quantitative analysis, and the application of qualitative work in determining the composition of the common minerals.

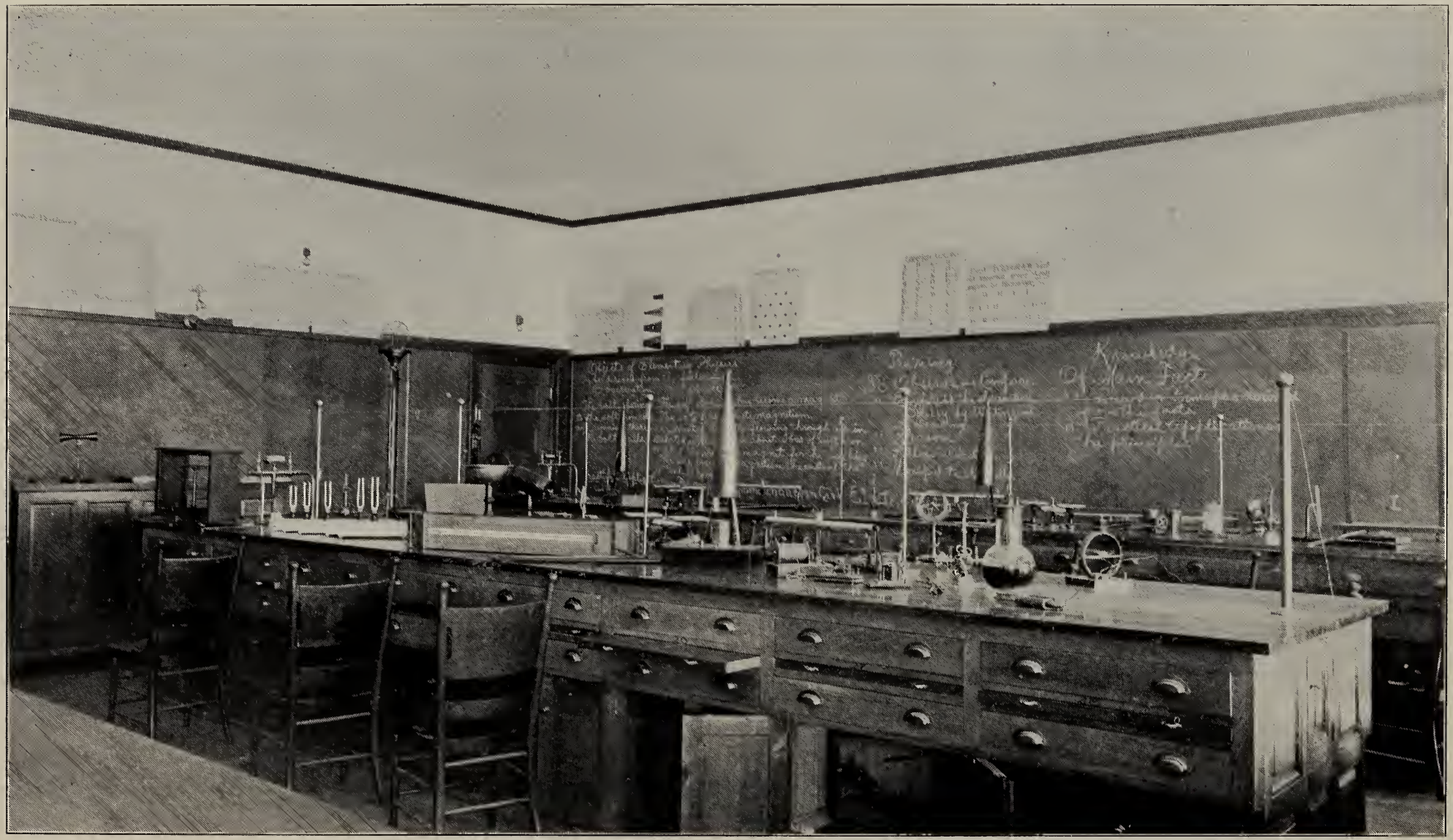
2. *Physics.* — Matter, — states, divisions, chemical and physical changes, properties. Force. Motion. Resistance. Momentum. Application of force in machines. Forces acting together in the same direction, in opposite directions, at an angle, in parallel directions. Gravitation. Gravity. Laws of falling bodies. Cohesion. Adhesion. Specific gravity. Atmospheric pressure. Main facts and principles of heat, light, sound, electricity and magnetism.

The students perform nearly all the experiments, recording their results in note-books. These results are the observations made, the conclusions drawn, descriptions of the apparatus used, statements of new or peculiar conditions necessary to the successful working of the experiment, diagrams and drawings of apparatus. Some of the experiments are performed by the regular teacher.

The students have practice in teaching before their classmates so far as the nature of the subject will admit. The benefit derived from such exercises is very great. It develops the power *to think on one's feet*, *to express well* what has been observed, *to guide the doing and the observing* of the student, and *gives skill in the manipulation of apparatus.*

The ends sought in this work are training to observe the changes constantly going on in nature, ability to express what has been observed orally, by writing, and by drawing, power to reason, ability to follow directions, either oral or written, skill in manipulation of apparatus, knowledge of the main facts, laws and principles derived from the facts, and the practical application of these principles. As these ends can only be secured by direct contact with nature herself in her forces and materials, text-books, so called, are not used as text-books, but as books of reference, in connection with the facts and principles which the students have discovered for themselves.

A few pieces of simple apparatus are made by the students, for use in teaching and to encourage them in the invention and preparation of home-made apparatus in their own schools.



THE PHYSICAL LABORATORY.

While most of the work is qualitative, a sufficient amount of quantitative work is done to give skill in accurate measuring and weighing.

Geology and Geography.

Geology. — The course in geology precedes and prepares for the work in geography. It consists of a study of "earth materials," — elementary mineralogy; of "earth forces" and of "earth processes," — dynamical geology. A brief consideration is given to the facts of structural and historical geology. The aim of the work is to enable the pupil to acquire that knowledge of geological phenomena which shall be of most value to them as teachers in the elementary schools. The work is carried on in the field, in the laboratory and in the library. In the study of earth materials the distinguishing characteristics, the occurrence and the uses of about fifty most common minerals are considered. The reactions before the blowpipe and with chemicals are used in addition to the physical properties as confirmatory tests. The characteristics and origin of the most important of the sedimentary, igneous and metamorphic rocks are carefully discussed. Each student is assigned a special place in the geological laboratory, and furnished with apparatus and with specimens of the minerals and rocks for experimental study. Frequent trips are made to the field to collect specimens of the common rocks, and to study earth forces and earth processes. In the study of earth processes — the reaction of earth forces upon earth materials — considerable attention is given to the disintegration of rocks and the formation of soil and to the work of the rain, streams and ice in wearing away, transporting and depositing materials. Careful consideration is also given to the action of waves, their effect on the shores near Salem and the relation between the inequalities in the coast line, and the kind, structure and arrangement of the rocks. These phenomena and also the various evidences of glacial action are all studied in the field and supplemented by work in the laboratory and library. At suitable times during the course, after a discussion of the adaptation of the more technical and scientific work to the comprehension of children, the pupils prepare a course of lessons on the study of earth materials and earth forces for elementary schools.

Geography. — The course in geography is, in the future, to include instruction in meteorology and astronomy. That part of the

study of astronomy which is important and necessary for the teacher of geography will receive special attention. Observation work to recognize the important constellations, to note the position and movements of the sun, moon, planets and stars will extend throughout the year. An equatorially mounted telescope, made by A. Clark & Sons, with a four-inch object glass, is used in this work. The work in meteorology includes the local observation of the weather elements, a discussion of the various phenomena illustrated or suggested by a careful study of the daily weather map, and some instruction on the more general relations of the science. The work thus outlined in geology, meteorology and astronomy prepares the pupils to take up the study of geography in an intelligent, appreciative and thorough manner. This preparation enables much emphasis to be placed upon the physiographic side of geography, — the recognition that all land areas are constituted of geographical elements in various stages of development. Particular attention is given to the different geographical objects, — relief forms, drainage forms, coast forms, forms of water, winds, climate, soil, productions and people, — for the purpose of deciding upon the best method of studying and teaching these objects. Practical instruction in the field and laboratory is carried on here as in geology, and the adaptation of these exercises to the elementary pupils is carefully discussed. A study of the earth as a whole, of the different continents and of the leading nations is taken up as thoroughly as the limits of the course will permit. The use of the moulding board, sand table, pictures and other illustrative material; lessons in map projection, the full and intelligent reading of maps; the time and place of the text-book, and its use and abuse, are considered in their proper places.

The fact that all this material is to be used in teaching will be constantly kept in mind, and the course will be planned with close reference to its value to the work of instructing pupils in the grades wherein such topics are usually introduced.

Zoölogy and Physiology.

In this department it will be the aim to study animals for their external peculiarities and their internal structure. The latter feature involves dissection, and the work, like that in other sciences, requires laboratory methods. The dissection of a cat or a dog, for instance, gives pupils, objectively, a knowledge of the various

THE MINERALOGICAL LABORATORY.

THE BOTANICAL LABORATORY.

tissues, organs and systems and of their general physiology and hygiene. In this manner, also, is laid the foundation for future work in physiology and comparative anatomy. Special studies will be made of important internal organs, like the heart and lungs. The work will not be confined to vertebrates, but will comprehend typical specimens of the other divisions of the animal kingdom.

The facilities of the school for this kind of work are ample. Both suitable rooms and sufficient apparatus will be provided. Alcoholic specimens and book descriptions will be used to supplement the laboratory work, and, as in all other departments of science, special attention will be given to training in the accurate and ready expression of the ideas acquired by observation and practice.

The work in physiology will be a development of that in zoölogy, and will be conducted by similar methods. The structure and functions of the various organs of the body, and especially the anatomy, physiology and hygiene of the different systems, will be carefully studied. Such attention will be given to the special senses as time allows. Careful heed will be given to the requirements of the State law regarding instruction in the effects of alcoholic drinks upon the body.

In all the work, the needs of the teacher, in presenting these subjects in all grades of the public schools, as to appliances and methods, will be most carefully regarded, and the aim will be to show, both by example and precept, the best modes of presentation.

Botany.

Several hours of laboratory work under the teacher's direction and two class exercises per week are required throughout the school year.

Students are supposed to have studied botany before entering the school. The aim of this course, therefore, is not to teach the subject exhaustively as a science in its many branches. Its purpose is, rather, to lead the students to see how children may be taught to observe and study plants so as to obtain a clear and comprehensive view of plant life in varying conditions. As a condition of such leadership, a general knowledge of the great divisions of vegetable life, including both the higher and lower forms, is necessary.

To the end noted above, *types* are studied in detail. Students are encouraged to study plants themselves, and having made ob-

servations, to discover the truths which relate to the functions of various parts, the adaptation of the parts to their ends, the habits of plants and their relationships. Flowers, fruits, seeds, seedlings, branches, leaves, roots and plants as wholes, are kept in the laboratory, so that their development may be watched from day to day.

There is opportunity for excursions into the woods and fields, in order to study plants which can be observed only in their surroundings, and to give those who cannot visit the country a chance to make discoveries in the plant world, and to find for themselves those forms which they have studied in the laboratory.

Pupils are expected to use books only to obtain suggestions for experiment or information which they cannot gain by observation.

A close connection is made between plant study and the representation of its forms in art and its descriptions in literature.

Mathematics.

In general, the work in each branch of this department is a careful and thorough examination of the ground usually covered by grammar school pupils. The class work involves discussions of the various definitions and processes and the methods of teaching them. Practical illustrations and applications are constantly made a prominent feature of the work.

First Term: *Geometry.* — The topics considered are lines, angles, triangles, quadrilaterals and other polygons, circles, measurement of the common plane figures and solids, equivalent figures with exercises in transformation, similar figures.

Pupils are required to bring into the class room large numbers of illustrations, to construct paper models, to draw, and in connection with mensuration to do a certain amount of field work. They are led to original demonstrations of the simpler truths (theorems) pertaining to these geometrical concepts, are encouraged to individual investigation and corroboration of such truths by practical measurement and computation, and in general are stimulated to form the mental habits they will strive to cultivate in their own pupils. Each member of the class is expected to examine critically at least one of the best modern text-books in elementary or concrete geometry.

Second Term: *Algebra.* — The topics are preliminary definitions, the fundamental operations, involution and evolution (in-

cluding the square and cube roots of numbers), factors and multiples, fractions, equations.

From the outset problems are an important feature. The algebraic solution is presented in the first lesson, and thereafter there is more or less daily drill. The aim is to train pupils to the mastery of problems by requiring them to think out objective illustrations of the conditions, to make problems and to prove answers.

Third Term: *Arithmetic.* — The topics are percentage and its applications, ratio, proportion, partnership and the metric system.

As aids in securing a good working knowledge of business details, a large use is made of newspaper advertisements and clippings, copies of tax bills, insurance policies, town reports and various business blanks, such as checks and promissory notes. Rules are avoided, and pupils learn to reason by putting themselves in imagination into the given conditions.

The metric apparatus provided affords opportunity for every pupil to acquire facility in measuring and weighing with metric units.

English Literature and Rhetoric.

In the time to which this course will necessarily be limited, it cannot be made thorough or exhaustive, — the aim will be to make it suggestive and helpful to teachers of all grades. Rhetoric will be made subordinate and incidental to literature, and the work will not be so formal as to kill the interest of the students. It is believed that literature should and will hold a more prominent place as subject-matter in school courses of study; and, proceeding upon this belief, there will be an attempt to so conduct this department as to formulate a course in literature suitable to the interest and profit of children in the primary and grammar schools. This attempt has often been made, but there is hardly as yet so general an agreement that valuable results may not be expected from further consideration and experiment.

At the same time, the desirability of broadening, so far as may be practicable, the acquaintance and sympathy of the normal students with all kinds of good literature cannot be overlooked; and all practicable and reasonable exertion will be made to improve their equipment in subject-matter while emphasizing especially the methods of use and presentation.

Language Lessons and English Grammar.

The course in elementary language lessons is a training for teaching in the primary and intermediate grades of schools. It will deal with the formation of right habits of speaking and writing English, show how to secure fluency and correctness, and, without much dependence upon formal rules, aim at the mastery of such elements of good usage as capitalization and punctuation, train in letter writing, and give especial attention to simple narrative and descriptive composition. One of its features will be an exposition of the use that may be made of suggestive pictures, of elementary nature work, and of fine poems adapted to the comprehension and pleasure of children.

The course in grammar is a continuation and development of the elementary lessons in language which are given in the primary grades of schools.

In this course the pupils begin the teaching of technical grammar, taking what is taught in the higher grades of the grammar school. They study the best methods of presenting the various topics, and have daily exercises in the application of theory to practice and for the purpose of learning how they should proceed with an actual class of pupils.

The work is classified according to the best authorities. By carefully graded steps the pupils are led to understand the sentence and the usual construction of the sentence, the classification of words from the study of their uses or functions in the sentence, inflection, analysis and parsing. Much time and attention are also given to the discussion and analysis of selections from the best writers of the English language.

United States History.

Sufficient training in United States history will be given to indicate the right methods of studying and teaching history in general. As time will admit, and for purposes of illustration, selected periods or events of our national history will be studied. In connection with this department there will also be a study of our State and national governments. A connected series of lessons, beginning with the lowest grades, will be outlined for the purpose of showing how, by what means and to what extent the elements of history, and, later, history itself, may be taught in the different periods of school life.

ELEMENTARY DRAWING ROOM.

Reading and Voice Training.

In this, as in every other department, there are two purposes in view which sometimes appear to require different courses of treatment, — the culture of the student and the professional aim of normal schools. Necessarily, the former result is to some extent involved in the pursuit of the latter purpose. But the aim of personal culture will not be allowed to supersede the professional training for which normal schools have been established.

The primary purpose, therefore, of this department must be to train its students to teach reading in primary and grammar schools. Incidentally, they must receive to some extent the kind and variety of vocal training which they will be obliged to give their pupils. They should understand the theory upon which that training is based, and the reasons by which it is justified. But by far the most important portion of the work in this department is the instruction which will later enable them to teach reading, — and it will not be forgotten that the greater part of all the reading which the majority of persons have to do, and for which the training of the schools should prepare them, is *silent*, not *oral*, — so that training in ability to get thought from the printed page is a matter of fundamental and far-reaching importance.

Drawing.

Wherever art has been used to teach any truth, or supposed truth, — religious, moral, or natural, — there it has elevated the nation practicing it, and itself with the nation. (Ruskin.)

In any school the chief value of art training is to give the student the power to see and express beauty and truth.

- To see
- To think
- To express

→ Beauty

- Color
  - Nature study.
  - Historic art.
  - Design.
- Form
  - Nature study.
  - Model and object drawing.
  - Geometry.
  - Projection.
  - Development.
  - Perspective.
- Arrangement
  - Historic ornament.
  - Design.

Drawing is the language of form, and for this reason is closely related to other branches of study. In this respect it is here made as scientific as possible, without losing sight of its esthetic value to the student. The course is so arranged that the student may have practice in the various branches of drawing, as it is applied in the nine grades of the public schools, with opportunity for observation and teaching. The outlines (containing suggestions for teaching), are prepared under the following topics: 1. Color; 2. Historic ornament and design; 3. Model and object drawing; 4. Structural drawing; 5. Pictorial art; 6. Drawing and nature study.

The objects of the study of drawing, as presented in these outlines, are —

1. The perception of beauty in nature and art.
2. Good judgment.
3. The power to image clearly and represent the appearance of things.
4. The power to originate that which is good.

As is obvious, the study of art in the normal school is not for academic work, but to increase the value of art training in the public schools. To this end it aims to give the students a knowledge of art as applied to the structure, the appearance and the enrichment of objects, and the ability to assist others in expressing this knowledge.

Physical Training.

The school has a fine, spacious gymnasium, which will be equipped with the necessary apparatus. The course in physical training is based upon the Ling system, and includes lessons by the regular instructor, brief drills conducted by the students of the senior class for the purpose of giving practice in teaching, and a theoretical study of the system from the teacher's stand-point. There will be a close connection made between this work and the instruction in physiology.

Music.

The work in this department will aim to enable the students to understand and to give instruction in the theory of such systems of music as are taught in the grades below the high school; to

train their sense of hearing so that they may be able to recognize and name musical tones; and beyond this to cultivate as far as possible their own ability to produce desired tones at will. The whole body of students have one exercise weekly in chorus singing.

GENERAL INFORMATION.

The Location and Attractions of Salem.

No place in north-eastern Massachusetts is more easily accessible than Salem. It is on the main line of the eastern division of the Boston and Maine railroad system, connecting also with the Saugus branch at Lynn. A branch road to Wakefield Junction connects the city with the western division. There is also direct communication with Lowell, Lawrence, Haverhill, Rockport, Marblehead and intervening points. Trains are frequent and convenient. Salem is also the centre of an extensive network of electric railways, which greatly increase the convenience of travel within a radius of ten or fifteen miles. Students coming daily to Salem on the steam cars can obtain season tickets at greatly reduced rates. The local electric road gives all such a rate of three cents from the Salem station to the normal school building.

Salem is the centre 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 historical associations, 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.

The Management of the School.

The matter of discipline, as that term is used with reference to school management, does not enter into the administration of this school. Each student is allowed and is encouraged to exercise the largest degree of personal liberty consistent with the rights of her associate students. The teachers aim to be friends and leaders, rather than governors and masters. They will not spare

advice, admonition and reproof, if needed; but their work in such matters will be done with individuals, and in the most helpful and generous spirit. The students who, after full and patient trial, are found unworthy of such consideration, may safely be presumed to be unfit and unlikely to become successful teachers, and will be removed from the school. Others, also, who by no fault of their own, but by the misfortune of conspicuous inaptitude, through physical or mental deficiencies, for the work of teaching, will be advised to withdraw and will not be graduated.

The Library and Reading Room.

One of the fine corner rooms on the second floor of the building, conveniently reached from the main study hall, has been set apart for the general library of the school. The special science library finds excellent accommodations, also in a corner room, on the third floor. The general library is well equipped in the departments of history, biography, pedagogy, poetry, dramatic and miscellaneous literature, and in works of reference. Considerable additions have been made during the current year, and it is hoped that these additions may be continued. The best periodicals of the day are also provided, and will be kept on file for the use of the students.

It is earnestly hoped and intended that the room may become one of the most frequented in the building, — in short, that it may be made an actual laboratory or work room, where a great deal of studying may be done. To this end the room will be constantly open on school days, and the formalities connected with the proper use of the books will be reduced to a minimum.

Lectures.

From time to time addresses upon educational and allied topics will be secured from speakers to whom the students can listen with both pleasure and profit. Since the school was transferred to the new building, the students have been addressed by Hon. Frank A. Hill, secretary of the Board of Education, upon "The modern demands upon the teacher;" by Mr. Henry T. Bailey, agent of the Board of Education, upon "The connection between drawing and nature study;" and by Mr. J. W. Macdonald, also agent of the Board of Education, upon "Emerson." Other addresses have been promised, and will be heard as convenient arrangements can be made.

Employment for Graduates.

The increase in the number of normal graduates employed as teachers in Massachusetts has been, especially during the past fifteen years, very much greater than the increase in the number of teachers as a whole. At the present time only about one-third of all the teachers in the State are normal graduates, and the demand for such is steadily increasing. In fact, the demand exceeds the supply, and the principal of this school has several times been asked to recommend candidates for positions, and found himself unable to do so because he was not aware of suitable candidates who were not already employed. While the school does not undertake to guarantee positions to its graduates, it is yet true that it is a very rare occurrence for promising graduates to be without positions six months after their graduation. The principal takes pleasure in assisting graduates in obtaining such positions as they are qualified to fill, and is glad to be informed, either by graduates or by school authorities, of the degree of success which has attended the efforts of its former students.

Expenses, Aid, Board, etc.

Students who enter the school declaring their intention to teach in the public schools of Massachusetts, wherever they may have resided previously, are under no charge for tuition. Those who intend to teach in other States or in private schools are admitted on payment of fifteen dollars for each half year. Text-books and supplies are free, as in the public schools. Articles used in school work which the students may desire to own will be furnished at cost. Students who come to Salem to board are advised to bring with them such text-books of recent date as they may have.

To assist those students, residents of this State, who find it difficult to meet the expenses of the course, and who are doing good work, pecuniary aid is furnished by the State in sums varying according to the distances of their homes from Salem, but never to exceed one dollar and fifty cents per week. This aid, is not, however, furnished to residents of Salem, nor during the first half year of attendance at the school.

The expense of board is moderate, two students rooming together can usually find accommodations within easy distance of the

school, including light and heat, at prices not exceeding three dollars and seventy-five cents each per week. A record of places where board may be obtained is kept at the school, and reasonable aid will be given to students who are seeking boarding places. It is advisable at least to make inquiries some time before the beginning of the school year.

CONTRIBUTORS TO THE DECORATIONS OF THE BUILDING.

The Commonwealth of Massachusetts,
The Salem Normal Association,
Mr. George R. Chapman,
Richard Edwards, LL.D.,
Mrs. C. O. Hood,
Mr. James F. Almy,
Miss Annie M. Phelps,
The Class of February, 1857,
The Class of February, 1858,
The Class of July, 1858,
The Class of February, 1859,
The Class of July, 1859,
The Class of February, 1860,
The Class of July, 1861,
The Class of January, 1883,
The Class of June, 1888,
The Class of June, 1891,
The Class of June, 1896,
The Class of January, 1897,
Other teachers and graduates, and others.

REGISTER OF STUDENTS.

1896-97.

GRADUATES, — JUNE, 1896.

Of the Advanced Course.

Alice Minerva Abbott,	Newmarket, N. H.
Julia Clarke Carleton,	Danvers.

Of the Two Years' Course.

Ardelle Abbott,	Somerville.
Charlotte May Baine,	Swampscott.
Mary Gertrude Brogan,	Lawrence.
Laura May Brown,	Morrisville, Vt.
Bessie Adelaide Dadmun,	Somerville.
Addie Gertrude Deane,	Peabody.
Mabel Guild Delano,	Somerville.
Florence Luella Elliott,	National City, Cal.
Carrie Evangeline Farnham,	Beverly.
Amy Adeline Fuller,	Salem.
Jennie Collins Hardy,	Cambridge.
Grace Ella Haskell,	Belchertown.
Ellen Gertrude Hayden,	Methuen.
Emma Lois Herrick,	Georgetown.
Edith Farnum Hersey,	Chelsea.
Mabel Blake Humphrey,	Peabody.
Emma Hurst,	Groveland.
Katherine Agnes Hynes,	Methuen.
Mary Elizabeth Killam,	Manchester.
Sara Elizabeth Kirwen,	Medford.
Mabel Frances Knowles,	Salem.
Alice Livia Lake,	Topsfield.
Abbie Powers Lefavour,	Beverly.
Mabel Emma Lindsey,	Marblehead.
Mabel Augusta Mann,	Everett.
Mary Ellen Perkins,	Salem.
Carrie Louise Power,	Boston.
Clarissa Emeline Prouty,	Townsend.
Elizabeth Gertrude Roberts,	Rollinsford, N. H.
Grace Evans Rowe,	Melrose.
Gertrude Eastman Russell,	Cambridge.

Sarah Edith Russell,	West Somerville.
Jennie Rebecca Sanborn,	Reading.
Edna Ardelle Skinner,	Methuen.
Mada Sevrens Wendell,	Somerville.
Sara Augusta White,	Methuen.

GRADUATES, — JANUARY, 1897.

Of the Two Years' Course.

Alice Alberta Brown,	Jewett City, Conn.
Ethel May Cammett,	Groveland.
Margaret Josephine Clark,	Peabody.
Katherine Louise Dolan,	Cambridge.
Silvia FitzGerald,	Everett.
Lillie May Nickerson,	Lynn.
Mabel Eunice Nowell,	Saugus.
Mary Margaret Quealy,	North Andover.
Elizabeth Bates Tower,	Concord, N. H.

CANDIDATES FOR GRADUATION, — JUNE, 1897.

Of the Advanced Course.

Edith Elvira Smith,	Chelsea.

Of the Two Years' Course.

Sadie Osgood Allen,	Beverly.
Agnes Augusta Ashe,	Methuen.
Ella Julia Barrows,	Burlington, Vt.
Lalia Annie Maria Bishop,	Wakefield.
Caroline Sara Brady,	Methuen.
Rosa May Bumstead,	Jewett City, Conn.
Agnes Stanislaus Campbell,	North Whitefield, Me.
Gertrude Maud Clement,	Gloucester.
Mattie Juliette Connolly,	Somerville.
Grace Agnes Cunningham,	Salem.
Josephine Louise Dacey,	Lawrence.
Caroline Sutton Daniels,	Ipswich.
Lora Gertrude Davidson,	Salem.
Annie Beryl Evans,	Malden.
Elva Atkinson Fellows,	Ipswich.
Cora Ada Feltham,	Amesbury.
Clara Helen Ferguson,	Peabody.
Florence FitzGerald,	Everett.
Eliza Amy Nichols Flint,	Bedford, N. H.
Katie Agnes Gaskill,	Cambridgeport.
Mary Abby Grant,	Cambridge.
Mary Ellen Healy,	Salem.
Estelle Elizabeth Herrick,	Georgetown.

Susie Lord Kimball,	Ipswich.
Susie Mabel Kimball,	Georgetown.
Bessie Pedrick Knight,	Marblehead.
Mabel Emma Lunt,	Amesbury.
Susie Anna Lurvey,	Pigeon Cove.
Margaret Singleton Millard,	Gloucester.
Katherine Winifred Murray,	Lawrence.
Katharine Mary Nolan,	Andover.
Selina Anne Nolan,	Andover.
Mary Frances Osgood,	Franklin Falls, N. H.
Esther Parmenter,	Rowley.
Gertrude Bradbury Paul,	York Corner, Me.
Margaret Marie Phillips,	Andover.
Mary Ellen Regan,	Cambridge.
Lulu Florence Rider,	New Bedford.
Marguerite Charlotte Sullivan,	Lawrence.
Florence Bedell Tarbox,	Lynn.
Isabel March Tenney,	Groveland.
Mabel Elizabeth Towne,	Boxford.
Carolyn Gennette Weeks,	Canaan, Vt.
Mary Ellen Florence Welch,	Salem.
Gertrude Louise Westwood,	Marblehead.
Minnie Frances Wilson,	Sanbornton, N. H.

Advanced and Special Students.

Aleen Arey,	Salem.
*Amy Adeline Fuller,	Salem.
*Emma Lois Herrick,	Georgetown.
*Bertha May Hill,	Lynn.
*Alice Livia Lake,	Topsfield.
Helen Martha Palmer,	Candia, N. H.
*Ethel Selina Pearson,	Candia, N. H.
Edith Dora Piper,	Northwood Centre, N H.
Grace Helen Rogers,	East Derry, N. H.
*Edith Elvira Smith,	Chelsea.
*Elizabeth Bates Tower,	Concord, N. H.

Students of the Two Years' Course.

Sadie Osgood Allen,	Beverly.
Agnes Augusta Ashe,	Methuen.
Lydia Louise Barney,	Lynn.
Ella Julia Barrows,	Burlington, Vt.
Grace Clinton Berry,	Salem.
Lalia Annie Maria Bishop,	Wakefield.
Caroline Sara Brady,	Methuen.

* Graduates of this school.

Katharine Frances Brennan,	Salem.
Alice Alberta Brown,	Jewett City, Conn.
Isabella Gould Brown,	Ipswich.
Rosa May Bumstead,	Jewett City, Conn.
Mabel Towne Burnham,	South Essex.
Eva Rose Butler,	Somerville.
Ethel May Cammett,	Groveland.
Agnes Stanislaus Campbell,	North Whitefield, Me.
Bea Gertrude Clancey,	Salem.
Mary Helena Clancey,	Danvers.
Margaret Josephine Clark,	Peabody.
Gertrude Maud Clement,	Gloucester.
Helen Marie Cogan,	Somerville.
Florence Adelaide Colgate,	Somerville.
Mattie Juliette Connolly,	Somerville.
Ella Mary Costello,	Groveland.
Alice Scott Coutts,	Andover.
Grace Agnes Cunningham,	Salem.
Ethel Helena Curtice,	Somerville.
Helen Teresa Dacey,	East Cambridge.
Josephine Louise Dacey,	Lawrence.
Alice Mae Dale,	East Cambridge.
Margaret Anna Dalton,	Salem.
Anna Pierce Danforth,	Barton, Vt.
Caroline Sutton Daniels,	Ipswich.
Lora Gertrude Davidson,	Salem.
Mary Florence Davis,	Somerville.
Katherine Louise Dolan,	North Cambridge.
Eleanor Margaret Driscoll,	Salem.
Annie Campbell Dunn,	Cambridge.
Alice Belle Eaton,	Andover.
Lucy May Elder,	Lynn.
Mary Putnam Elliott,	Danvers.
Emily May Ellison,	Lynn.
Annie Beryl Evans,	Malden.
Elva Atkinson Fellows,	Ipswich.
Cora Ada Feltham,	Amesbury.
Clara Helen Ferguson,	Peabody.
Alice Veronica Fitzgerald,	North Andover.
Florence FitzGerald,	Everett.
Silvia FitzGerald,	Everett.
Eliza Amy Nichols Flint,	Bedford, N. H.
Bessie Harris Foss,	Salem.
Amy Wadsworth Freeman,	Somerville.
Katie Agnes Gaskill,	Cambridgeport.
Anna Florence Gragg,	Marblehead.
Mary Abby Grant,	Cambridge.
Annie Elizabeth Haley,	Salem.

Mabel Cheney Hart,	Belmont.
Amy Boyden Haskell,	Manchester.
Mary Ellen Healy,	Salem.
Mary Florence Henderson,	Melrose Highlands.
Estelle Elizabeth Herrick,	Georgetown.
Annie Rebecca Howe,	North Trowbridge, Vt.
Helen Edith Hurd,	Chelsea.
Edith Reora Hutchins,	Danvers.
Lillian Harriet Kenney,	Cambridge.
Susie Lord Kimball,	Ipswich.
Susie Mabel Kimball,	Georgetown.
Anna Gertrude Kinsella,	Salem.
Bessie Pedrick Knight,	Marblehead.
Cecilia Anderson Kydd,	Andover.
Mabel Emma Lunt,	Amesbury.
Susie Anna Lurvey,	Pigeon Cove.
Katherine Frances Lynch,	Waltham.
Mary Ursula Mahoney,	Norwood.
Emma Agosto Mansfield,	Wakefield.
Almena Jane Mansir,	Somerville.
Emma Louise Marshall,	Gloucester.
Alice Sophronia Mayhew,	Somerville.
Florence Elva McIntire,	Reading.
Annie Carlton McKenzie,	Swampscott.
Addie Emma Merrill,	Revere.
Margaret Singleton Millard,	Gloucester.
Nellie May Miskelly,	Revere.
Ella Veronica Monahan,	Medford.
May Florence Moran,	Lynn.
Ethel Florence Morang,	West Somerville.
Margaret Abbie Mosman,	North Reading.
Katharine Winifred Murray,	Lawrence.
Elizabeth Gertrude Nelligan,	Cambridge.
Lillie May Nickerson,	Lynn.
Katharine May Nolan,	Andover.
Selina Anne Nolan,	Andover.
Bessie Louise Norton,	Salem.
Mabel Eunice Nowell,	Saugus.
Marie Agnes O'Donnell,	Lawrence.
Mary Agnes O'Hara,	Cambridge.
Mary Frances Osgood,	Franklin Falls, N. H.
Martha Annese Parker,	Cambridge.
Esther Parmenter,	Rowley.
Marian Patterson,	Salem.
Wilhelmina Strout Patterson,	Salem.
Gertrude Bradbury Paul,	York Corner, Me.
Stella Margaret Peter,	Orange Bend, Fla.
Margaret Marie Phillips,	Andover.

Bessie Louise Pierce,	Rockport.
Mary Margaret Quealy,	North Andover.
Nora Ellen Reardon,	East Cambridge.
Mary Ellen Regan,	Cambridge.
Belle Josephine Rich,	Revere.
Lulu Florence Rider,	New Bedford.
Anastasia Grace Riley,	Melrose.
Bell Louise Roache,	North Andover.
Anna Crombie Rogers,	East Derry, N. H.
Elizabeth Janet Sawyer,	Cambridge.
Jennie Ethel Shute,	Malden.
Margaret Ann Spalton,	Gloucester.
Ellen Anastasia Sullivan,	East Cambridge.
Marguerite Charlotte Sullivan,	Lawrence.
Catherine Elizabeth Sweeney,	Somerville.
Florence Bedell Tarbox,	Lynn.
Nellie Stetson Tarbox,	Lynn.
Edith Josephine Tarleton,	West Newbury.
Isabel March Tenney,	Groveland.
Elizabeth Bates Tower,	Concord, N. H.
Mabel Elizabeth Towne,	Boxford.
Mary Jane Turner,	Salem.
Edith Alice Underhill,	Ipswich.
Carolyn Gennette Weeks,	Canaan, Vt.
Mary Ellen Welch,	Salem.
Gertrude Louise Westwood,	Marblehead.
Katherine Louise Wight,	Cambridge.
Lizzie Parker Wilmot,	Malden.
Minnie Frances Wilson,	Sanbornton, N. H.

Summary.

Advanced and special students,	11
Students of the two years' course,	132
	143
Name repeated,	1
Net number,	142
Whole number of different students from establishment of the school,	4,216
Whole number of graduates,	2,132
Number of graduates from the advanced course,	126

Bessie Louise Pierce,	Rockport.
Mary Margaret Quealy,	North Andover.
Nora Ellen Reardon,	East Cambridge.
Mary Ellen Regan,	Cambridge.
Belle Josephine Rich,	Revere.
Lulu Florence Rider,	New Bedford.
Anastasia Grace Riley,	Melrose.
Bell Louise Roache,	North Andover.
Anna Crombie Rogers,	East Derry, N. H.
Elizabeth Janet Sawyer,	Cambridge.
Jennie Ethel Shute,	Malden.
Margaret Ann Spalton,	Gloucester.
Ellen Anastasia Sullivan,	East Cambridge.
Marguerite Charlotte Sullivan,	Lawrence.
Catherine Elizabeth Sweeney,	Somerville.
Florence Bedell Tarbox,	Lynn.
Nellie Stetson Tarbox,	Lynn.
Edith Josephine Tarleton,	West Newbury.
Isabel March Tenney,	Groveland.
Elizabeth Bates Tower,	Concord, N. H.
Mabel Elizabeth Towne,	Boxford.
Mary Jane Turner,	Salem.
Edith Alice Underhill,	Ipswich.
Carolyn Gennette Weeks,	Canaan, Vt.
Mary Ellen Welch,	Salem.
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