

STATE NORMAL SCHOOL SALEM MASSACHUSETTS



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1917

Term expires
May 1

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MARION HOWLAND, A.B.	Bookkeeping, commercial arithmetic
FRANCES MARION BROOKS	Typewriting, stenotypy, correspondence
GEORGE R. TILFORD, B.C.S., M.A.	Bookkeeping, commercial law, economics, history of commerce, pedagogy, salesmanship
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Practical arts	
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MARION ISABEL KNOWLTON	Assistant
MARY ELIZABETH JAMES	Grades 3 and 2
FLORA LEONE MOORE, B.S.	Grade 1 and kindergarten
ETHEL VERA KNIGHT	Kindergartner; assistant in primary grades
EDITH MARION CHILDS	Household arts; assistant in intermediate grades
ELEANOR ELIZABETH WALKER	Special class

The Farms School, Marblehead

EDITHA MAY GRANT	PRINCIPAL
Grades 4-7	
EDITHA MAY GRANT	Grades 1-3

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HARRIET E. PEET	<i>Faculty Advisor</i>

CALENDAR FOR 1917-1918

Spring Recess

From close of school on Friday, February 23, 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 Week, 1917

Tuesday morning, June 19, at 10.30 o'clock, graduation

Tuesday evening, June 19, reception of the graduating class

Wednesday evening, June 20, the class banquet

Beginning of School Year

Thursday, September 6, 1917, at 9.30 A.M.

Thanksgiving Recess

From close of school on Wednesday preceding Thanksgiving Day, to the follow-
ing Monday, at 9.30 A.M.

Christmas Recess

From close of school on Friday, December 21, 1917, to Wednesday, January 2,
1918, at 9.30 A.M.

Beginning of Second Half Year

Monday, January 28, 1918

Spring Recess

From close of school on Thursday, February 21, 1918, to Monday, March 4, 1918,
at 9.30 A.M.

From close of school on Friday, April 26, 1918, to Monday, May 6, 1918, at
9.30 A.M.

Graduation

Tuesday, June 25, 1918, at 10.30 A.M.

Entrance Examinations**1917**

Thursday and Friday, June 21 and 22
Tuesday and Wednesday, September 4 and 5

1918

Thursday and Friday, June 27 and 28
Tuesday and Wednesday, September 3 and 4

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

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 9.30 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

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 hygiene, 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 6, 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.¹

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 ²	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 (431 West 117th Street, 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,

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

² 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 office work or salesmanship 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; in most cases the study must have included some professional work.

SCHEDULE OF ENTRANCE EXAMINATIONS

THURSDAY, JUNE 21, 1917

<i>Morning</i>	<i>Afternoon</i>
8.30- 8.45 Registration	1:30-2.30 Drawing, stenography
8.45-10.30 English	2.30-4.00 Latin, arithmetic
10.30-11.30 Geometry	4.00-5.00 General science, current events
11.30-12.30 Household arts, manual training	

FRIDAY, JUNE 22, 1917

<i>Morning</i>		<i>Afternoon</i>	
8.15- 8.30	Registration	1.30-2.30	Algebra
8.30-10.00	French, German	2.30-3.30	Chemistry, physics
10.00-11.30	History	3.30-4.30	Physiology, bookkeeping
11.30-12.30	Physical geography, commercial geography	4.30-5.30	Biology, botany, zoölogy

TUESDAY, SEPTEMBER 4, 1917

<i>Morning</i>		<i>Afternoon</i>	
8.30- 8.45	Registration	1.30-2.30	Drawing, stenography
8.45-10.30	English	2.30-4.00	Latin, arithmetic
10.30-11.30	Geometry	4.00-5.00	General science, current events
11.30-12.30	Household arts, manual training		

WEDNESDAY, SEPTEMBER 5, 1917

<i>Morning</i>		<i>Afternoon</i>	
8.15- 8.30	Registration	1.30-2.30	Algebra
8.30-10.00	French, German	2.30-3.30	Chemistry, physics
10.00-11.30	History	3.30-4.30	Physiology, bookkeeping
11.30-12.30	Physical geography, commercial geography	4.30-5.30	Biology, botany, zoölogy

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.

Students are required to spend the third year of the course in office work or salesmanship, for pay, under actual business conditions, in positions which have been approved by the school, and their work in these positions must be of such a character, both in quality and in variety, that it may be accepted for credit toward the diploma of the department. In accordance with the rule of the Board of Education, this year of practical experience must be completed not less than one year prior to the end of the school course.

The Elementary and the Intermediate Departments. — In co-operation 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 printing, bookbinding, the practical arts, 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 relation to the rest of the elementary school system. All students who wish it have the opportunity to teach in our model ungraded school in Marble-

head. 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 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	—	2 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	2	—	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
Physical Science 1	26	2	—	2 hours
Practical Arts 2	26	3	—	2 hours
Fine Arts 2				
Physical Education 2	26	2	—	None
Education 6	10	—	Entire time	15 hours

In April an opportunity will be given to members of the first-year class to elect the intermediate course, and to members of the second-year class in that course to elect the group of subjects to be pursued by each in the third year; in every case the election is subject to the approval of the principal. After this date no change in course may be made except for imperative reasons which could not have been foreseen. No course will be given unless there is a sufficient demand to warrant its maintenance.

B. Intermediate Department

Designed for students preparing to teach in grades 7 and 8 and in junior high schools

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 3	26	2	—	2 to 3 hours
Arithmetic 2	26	2	—	1 to 2 hours
Geography 2	26	2	Occasional field trips	2 hours
History and Social Science 3	26	2	—	2 hours
Music 3	26	1	—	1 hour
Music 4	26	1	—	None
Biological Science	26	4	—	4 to 5 hours
Physical Science 2	26	2	—	2 hours
English Language 11	26	2	—	1 hour
Practical Arts 3	26	3	—	2 hours
Fine Arts 3				
Physical Education 3	26	2	—	None
Education 7	10	—	Entire time	15 hours

B. Intermediate Department — Concluded

NAME AND NUMBER OF COURSE	Number of Weeks	PERIODS WEEKLY OF —		
		Recitation	Laboratory or Teaching	Outside Preparation
<i>Third Year (Elect One Group)</i>				
Group I.:				
English Language 4	26	2	-	3 hours
Literature 6	26	5	-	5 to 8 hours
Literature 7				
Music 4	26	1	-	None
Education 3	26	3	-	3 hours
Education 9	26	1	-	1 hour
Physical Education 5	26	2	-	2 hours
History and Social Science 4	26	5	-	5 hours
Practical Arts 4	26	5	-	2 hours
Fine Arts 4				
Education 7	10	Entire time	-	15 hours
Group II.:				
English Language 4	26	2	-	3 hours
Literature 7	26	2	-	2 to 3 hours
Music 4	26	1	-	None
Education 3	26	3	-	3 hours
Education 9	26	1	-	1 hour
Physical Education 5	26	2	-	2 hours
Geography 3	26	5	-	5 hours
Biological Science	26	4	-	4 to 5 hours
Physical Science 3	26	5	-	5 hours
Education 7	10	Entire time	-	15 hours
Group III.:				
English Language 4	26	2	-	3 hours
Literature 7	26	2	-	2 to 3 hours
Music 4	26	1	-	None
Education 3	26	3	-	3 hours
Education 9	26	1	-	1 hour
Physical Education 5	26	2	-	2 hours
Geography 3	26	5	-	5 hours
Arithmetic 4	26	3	-	2 to 3 hours
Bookkeeping 5	26	5	-	5 hours
Penmanship				
Typewriting 5	26	5	-	2 hours
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	4	—	None
History and Social Science 5	36	3	—	3 hours
Geography 4	36	2	—	2 hours
General Science	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	3	—	1 hour
History and Social Science 6	36	2	—	2 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
Salesmanship	36	2	—	2 hours
Music 4	36	1	—	None
<i>Third Year</i>				
Business practice under the general supervision of the school (see page 18)				

C. 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	— ¹	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	—	—

¹ 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 ¹
Bookkeeping 4	26 to 36	2	—	2 hours
Bookkeeping 4a	26 to 36	2	—	2 hours

¹ 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 and in junior high school. Miss LEAROYD.

Third year. Two recitations and three hours of preparation 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 BROOKS.

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. The work of the second half year includes also telegrams, cablegrams, postal service, and printers' marks.

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 Ayer.

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 and junior high school. Mr. DONER.

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

Aims and methods as in English Language 10.

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) Appreciation of literature. Miss PEET.

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

This course aims to broaden the student's appreciation of literature and to give him help in selecting books for his general reading. Both standard and current writers are studied. The topics covered are: the enjoyment of poetry; a Shaksperian drama; how to tell a good novel; the selection of biographies and other books of inspiration. 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 grades 7 and 8 and junior high school. Miss PEET.

Second year. Two recitations, 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.

Literature 6. (B) Advanced course in teaching literature. Miss PEET.

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

This course is for students who wish to specialize in the teaching of literature. The work covers a study of subject-matter to be taught, literary sources, and methods of teaching. It includes not only classroom work but a study of recreational reading for children and schoolroom entertainments.

Literature 7. (B) Appreciation of literature. Miss PEET.

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

For a description of the course, see Literature 2 (A).

ARITHMETIC

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

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 grades 7 and 8 and junior high school. Miss PEET.

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

In this course is given a thorough review of the teaching of the essential processes in arithmetic, together with a study of common business and industrial applications of the subject.

Arithmetic 4. (B) Teaching arithmetic in grades 7 and 8 and the junior high school; advanced course. Miss PEET.

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

This course is intended for students who wish to specialize in the teaching of arithmetic. It covers the same ground as that of Arithmetic 2, but goes into the work more intensively. It lays special emphasis on phases of arithmetic related to industries, the study of civics, and to geography.

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

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) Academic and methods course. 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 in geography, 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 geography in the first six grades.

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 geography. MR. CUSHING and MISS FLANDERS.

Second year. Two recitations and two hours of preparation weekly, with occasional field trips.

Aim: to prepare teachers for grades 7 and 8 and junior high school. The continents are studied to build up a knowledge of their life relations, and to illustrate various methods of approach and treatment. The adaptation of methods and materials to grades occupies about one-fourth of the course. Acquaintance is made with all of the modern textbooks, readers and manuals, and with other supplementary material.

Geography 3. (B) Junior high school geography. Mr. CUSHING.

Third year. Five recitations, 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 or the junior high school. Two elementary courses are outlined and sample portions of their content are worked out in detail. One course, called project geography, is adapted to the seventh or eighth grade, and deals with units of work suggested by current events or other interests of the pupils. It aims to fill in the gaps left in the early work. The other course, commercial and industrial geography, is for the eighth or ninth grade.

Geography 4. (C) General geography. Mr. WHITMAN.

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

Aim: to construct a broad basis for understanding commercial geography. A study is made of land and water forms and climate in relation to the activities of people in the immediate environment and various portions of the surface of the earth.

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 and 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) Commercial and 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.

Aim: to prepare students to become teachers of commercial and industrial geography in high schools of New England. A course for high schools is built up and discussed, based upon the four fields of commerce and industry: primary production, transportation, manufacturing or secondary production, and consumption. All modern textbooks on the subject are used for reference, and various illustrative materials are introduced. The industrial countries are particularly studied with especial emphasis upon the United States. Many industries are 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 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; also local history with field trips to places of historical interest.

Second half year. Aim: to create the foundation of knowledge on which good citizenship rests and 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 grades 7 and 8 and junior high 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 grades 7 and 8 and junior high school. MISS TERRILL.

Third year. Five recitations and five 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. Three recitations and three 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. Two recitations and two 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. TILFORD.

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. TILFORD.

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. TILFORD.

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. ALLEN.

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

A course intended to summarize the details of educational theory and practice from the preceding courses and from the practice teaching. It includes the psychology of adolescence; the psychology of the school subjects of the upper grammar grades and the junior high school; and the development of education through the significant leaders and movements of the past to its present status and problems. The technique of scales and standards will be included.

Education 9. (B) Pedagogy. Mr. PITMAN.

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

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

Education 4. (C) Elementary psychology. Mr. ALLEN.

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. TILFORD.

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 grades 7 and 8 and the junior high school. Mr. WHITNEY.

One-half of third year. Five 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 grades 7 and 8 and the junior high school. Mr. WHITNEY.

One-half of third year. Five 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 7. (B) Gardening 2. Miss GOLDSMITH.

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

Fulfills practically the same conditions as Practical Arts 5 (A), except that special attention is given to kinds of work required in grammar grades or the junior high school.

Practical Arts 6. (B) Gardening. Mr. STOCKWELL.

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.

There is also opportunity for a limited number of normal school students to receive instruction in both woodworking and printing. These courses are elective and are given out of regular hours.

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

First year. Two 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. Two 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. Two 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.

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.

Biological Science. (B) Miss GOLDSMITH.

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

A course intended to prepare students to teach in the seventh and eighth grades or the junior high school. Field work is done as long as the season permits, and laboratory work during the winter. Project work is carried on throughout the year. Students are made familiar with the plant and animal life common to the community, particular attention being given to the economic aspects. Occasional papers.

Physical 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.

Physical Science 2. (B) Mr. WHITMAN.

Second year. Two recitations and two 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.

Physical Science 3. (B) Mr. WHITMAN.

Third year. Five recitations and five 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. (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.

First half of 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.

Stenographic office training. (C) Miss ROLLINSON.

Second half of second year. Six recitations with four hours of preparation weekly.

The shorthand and typewriting are merged into an office training course, consisting of stenographic work, typewriting, filing, cataloguing, multigraphing, stenciling, office routine, etc., and including speed work in both shorthand and typewriting.

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 ROLLINSON. For special students who are admitted to a one-year course. Five recitations and eight hours of preparation weekly.

A brief yet comprehensive course in shorthand, including a thorough training in the principles of the system, a small amount of dictation, and methods to be employed in the presentation of principles and in the handling of speed work.

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 BROOKS.

First year. Four laboratory periods weekly.

Aim: to make of each student an accurate touch operator by giving a thorough knowledge of the keyboard and of the use of the various parts of the machine, and by teaching him to write rhythmically. During the last quarter accuracy tests are given.

Typewriting 2. (C) Advanced course. Miss ROLLINSON.

First half of second year. Three laboratory periods and one hour of preparation weekly.

Transcription, including all advanced forms of typewriting: letter arrangement, tabulation, legal work, etc. Special attention is given to speed work.

Typewriting 3. (C) Methods course. Miss BROOKS.

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 BROOKS.

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.

Typewriting 5. (B) Miss BROOKS.

For junior high school teachers. Five laboratory periods and two hours of preparation weekly.

The aim of this course is to give the student sufficient practice in the use of the machine to acquaint him with the work usually done by junior high school classes in typewriting. It deals also with methods to be used with younger pupils.

BOOKKEEPING**Bookkeeping 1. (C) Introductory course.** Miss HOWLAND.

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

Aim: to teach elementary principles and bookkeeping routine.

Bookkeeping 1a. (C) Principles of accounts. Mr. TILFORD.

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. TILFORD.

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. TILFORD.

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 HOWLAND.

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

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. Tilford.

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.

Bookkeeping 5. (B) Mr. TILFORD.

Junior high school bookkeeping and penmanship. Five recitations and five hours of preparation weekly.

The aims of the course are to develop the principles of debit and credit; to explain the expedients for recording various business transactions; to show the purposes of the different ledger accounts; to instruct the pupil in the formulation of the usual statements; and to give instruction in the methods of teaching bookkeeping in the junior high school.

Salesmanship. (C) Mr. TILFORD.

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

The course will be supplemented by lectures by specialists in this subject representing schools in which salesmanship is taught and several large commercial organizations in Boston.

Stenotypy. (C) Miss BROOKS. Elective for first and fourth years. Two recitations and two hours of preparation weekly.

A course covering the entire theory work of stenotypy may be taken in one year. Upon the completion of this course, a student will receive a teacher's diploma in the subject, issued by the instruction department of the Stenotype Company and endorsed by this school.

LECTURES AND CONCERTS

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

Concert	Glee clubs of Massachusetts Institute of Technology and Salem Normal School
Concert	Glee clubs of Framingham and Salem Normal School
Concert	Tuskegee male quartet
Concert	Durell string quartet
Music as a human need	Dr. Alma Powell Webster
Opera talks	Mr. Havrah Hubbard
Merry Wives of Windsor	
André Chénier	
School and home gardens	Mr. George L. Farley
Panama	Professor Ellsworth Huntington
The new internationalism	Mrs. Lucia Ames Mead
Some of the larger aspects of teaching	Dr. David Snedden
Memorial Day address	Hon. Alfred S. Roe
Commencement address: New conceptions of education	Dr. G. Stanley Hall
Reading	Professor John Duxbury
Reading: Longfellow	Mr. Clarence A. Brodeur
Hamlet	Mr. Henry Lawrence Southwick
A biological principle and its application to individual education	Dr. Otis W. Caldwell
The iron age	Professor R. H. Whitbeck
Art talks	Mrs. Minna Eliot Tenney Peck
Symbolism, traditions and legends in Italian art	
The pioneers in Italian art and the story of their conquests	
Professional service	Dr. P. P. Claxton

Motion Picture Exhibitions and Lectures

During the last three 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 1916-1917 program follows: —

The Japanese at work
 Life in Ceylon
 The analysis of human motions
 Electricity in the home
 Dairying
 The sugar beet industry of Colorado
 The occupations of Australia
 The land of King Cotton
 Trips in South America
 Irrigation in Canada

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 BIRD CLUB

The club was organized to meet the desires of students of the nature study courses who were particularly interested in this subject. The work consists mostly of field trips, reports on individual observations, the making of feeders and nesting boxes, and lectures.

THE FEN CLUB

The Fen Club, organized by the members of the senior class of the commercial department, hopes to accomplish two things: first, that it may develop a higher rate of speed in shorthand for its members, and that it may inform itself on any commercial or professional subject that may add to the general information of its members; second, that it may form a connecting link between the school and its members, and the alumni.

To accomplish the first, shorthand dictation is given at one bimonthly meeting and lecturers are secured for the other. To secure the second, a multigraphed budget is to be sent out to all alumni interested who are willing not only to give the budget financial support, but also to contribute articles and other information which may be of interest to members of the school and to the alumni.

THE DRAMATIC CLUB

The dramatic club was organized to assist the senior class in giving plays at class entertainments. Its membership consists of representatives chosen from the senior and the middle-year classes. Meetings are held on alternate Mondays. Occasional visits to the Boston theatres are made, and the reading of good plays is encouraged.

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 are made only 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 final arrangement for board or room may be made without the previous consent of the principal. 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. Boarding students may not be absent from the city over night without the consent of the principal.

Those persons 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 or matrons in charge of a school 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 6 and the other half February 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 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 nearly four 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 eighty per cent. of all the teachers in the State, and the demand is annually greater than the supply; especially for the higher grammar grades and the junior high school 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. 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 one hundred assistant teachers. The development of the practice schools began in 1897, and with them sixty-four persons have been connected as teachers. Twenty-one teachers are now required in the normal school and thirteen in the training schools.

More than seven thousand 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

1916=1917

Graduates, — Class CI, — June 20, 1916

ELEMENTARY DEPARTMENT

Anderson, Helen Margaret	Gloucester
Archer, Ethel Madeleine	Ipswich
Babson, Clara Amy	Pigeon Cove
Berry, Annie 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 Lidwine	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 Alberta	Chelsea
Daly, Joanna Teresa	Salem
Damon, Mildred Lane	Salem
Donnelly, Marion Josephine	Somerville
Davol, Marion Eliza	Malden
Driscoll, Bernadette Ursula	Malden
Dunham, Marian Evelyn	Danvers
Elliott, Iola Mae	Stoneham
Evans, Eunice Isabell	Newburyport
Farrell, Catharine Irene	Salem
Ferry, Esther Elizabeth	Cambridge
Foley, Marguerita Redmond	Dorchester
Fullerton, Marion	Saugus

Galvin, Marie Agnes	Lynn
Grant, Helene Bailey	Cambridge
Gurvin, Mary Theresa	Somerville
Harrison, Alice Lorette	East Lynn
Haynes, Zelpha Louise	Amesbury
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.
Leddy, Evelyn Frances	Cambridge
Long, Sarah Jane	Cliftondale
Lund, May	Beverly
MacDonnell, Mary Helen	Lynn
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, Jeanette 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	Methuen
Smith, Azella May	Gloucester
Spencer, Mary Elizabeth	Malden
Stolba, Helen Claire	Cambridge
Story, Marion Letitia	Salem
Tassinari, Ada Catherine	Somerville
Terrill, Irene Meserve	Lynn
Tewksbury, Ruth Skilling	Lawrence
Thureson, Louise Eleonore	South Boston
Townsend, Ethel	Manchester
True, Emma Louise	Salisbury
Virchow, Elfrieda	Waverley
Walker, Hester Ashton	Wakefield
Walton, Effie Beatrice	Salem
Wathen, Georgia Fordred	Somerville
Weston, Helen Agnes	Essex
Whittier, Margaret Elizabeth	Reading
Wilde, Bertha Hilma	North Andover

INTERMEDIATE DEPARTMENT

Driver, Daisy Belle	North Andover
Nelson, Sinius Joseph	Gloucester
Romkey, Alice Blanche	Winchester
Hogan, Charles Emerson	Salem
Thomson, Alexander	Chelsea
Turner, Mary Evelyn	Lynn
White, Richard James, Jr.	East Lynn

COMMERCIAL DEPARTMENT

Three Years

Bresee, Clarence Douglas	Dorchester
Burke, James Michael	Lynn
Callaghan, Margaret Agatha	North Easton
Donovan, Kathleen Elizabeth	Newburyport
Elliott, Nettie Edna	Stoneham
Holland, Katherine Elizabeth	Charlestown
Horan, Marie Gertrude	Hamilton
King, Georgiana	North Attleborough
Lisk, Agnes Anne	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	Winchendon
Tenney, Mary Constance	West Newton

CERTIFICATE FOR TWO YEARS' WORK

Commercial Department

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

CERTIFICATES FOR ONE YEAR'S WORK

Commercial Department

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

The Intermediate Department

SENIOR 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
Stickney, Stephen Arthur	Peabody
Symonds, Mary Putnam	Lynn
Vickerson, Bernice Helena	Malden

MIDDLE YEAR CLASS

Barnes, Nellie Rebecca	Gloucester
Barstow, Hazel Emma	Wakefield
Buckley, Alice Mary Margaret	Danvers
Carroll, Esther Stanislaue	Manchester
Cook, Beatrice Latham	Danvers
Crawford, Esther Elizabeth	Malden
Cronin, James Anthony	Beverly
Devaney, Joseph Patrick	Medford
Doyle, John Joseph	Peabody
Flynn, Thomas Francis	Salem
Fogg, Edna Almira	Lynn
Gilmore, James Edward	Peabody
Gourdine, Eulalie	Everett
Hanley, Margaret Agnes	Amesbury

Harlow, Ellen Sarah Andrews	Salem
Marsh, Eliza Belle	Lynn
McGlone, John Philip	Peabody
McKinnon, Leo Raymond	Woburn
Mullane, Helen Josephine	Dorchester
Nelson, Emma Cecelia	Beverly
Pillsbury, Rosa Lillian	Malden
Quinlan, Frances Mary Geraldine	Danvers
Reid, Violet Prudence	Salem
Ritchie, Mary Elinor	West Somerville
Ward, William Vincent	Marblehead
White, Eleanor Sophia ¹	Lowell

The Elementary Department

SENIOR CLASS

Adams, Lauretta	Georgetown
Anderson, Edna de Witt	Melrose Highlands
Appel, Anna Edna	Boston
Bartlett, Helen Elizabeth	Arlington Heights
Balentine, Alice Marguerite	Salem
Bates, Susan Mitchell	Revere
Bliss, Eleanor Thorpe ¹	Peabody
Bond, Anna Louise	Winthrop
Bower, Merle Phyllis	Methuen
Bowley, Hazel Ellen	East Lynn
Brennan, Margaret Mary	Somerville
Brock, Helen Emily	Everett
Bucknam, Sarah	Swampscott
Burnham, Ida Gordon	Gloucester
Butler, Anna Bernice	Winthrop
Canning, Marie Teresa	Lawrence
Casey, Florence Elizabeth	Newburyport
Carson, Ruth Marie	Salem
Champlin, Evelyn May	Melrose
Chesley, Helen Louise	Melrose
Coleman, Marian Esther	Beverly
Connolly, Gertrude Rose	Cambridge
Crane, Katherine Agnes	Merrimac
Critchett, Dorothy Charlotte	Gloucester

¹ Was a member of the school less than one-third of the year

Cross, Flora Jane	Beverly
Crowe, Clara Martha	Medford
Cumming, Alice Margaret	Somerville
Curit, Amanda Gertrude	Melrose Highlands
Delahanty, Agnes Frances	Cambridge
Dennett, Laura Mae	Rochester, N. H.
Devaney, Helen Marie	Lawrence
Dondero, Caroline Mathilda	Amesbury
Dow, Marion Horton	Newburyport
Dow, Ruth Lillian	Ipswich
Doyle, Mabel Lillian	Peabody
Duffy, Gertrude Agnes	Newburyport
Duggan, Ellen Helene	Salem
Dunn, Mary Alice	Stoneham
Durgin, Margaret Elizabeth	Swampscott
Eagan, Frances Claire	Lynn
Egan, Dorothy Warren	Salem
Engdahl, Florence Maria	Salem
Farnan, Agnes Virginia	Lynn
Farr, Doris Dewey	Belmont
Feeny, Rebecca Cleophas	Cambridge
Fenning, Ethel Mae	Lynn
Fitzgibbons, Florence Veronica	Beverly
Flaherty, Mary Winifred	Lynn
French, Grace Jeanette	East Lynn
Friend, Annie Ellery	Gloucester
Fuller, Edith Porter	North Andover
Gaddis, Gertrude Elizabeth	Somerville
Gaffey, Miriam Camilla	Lynn
Garrick, Marcella Mary	Somerville
Gorman, Gertrude Marie	Cambridge
Grant, Alice Victoria	Merrimac
Griffin, Margaret Teresa	Salem
Gurney, Maude Frances	Winchester
Hall, Dorothy Beryl	West Lynn
Hamelin, Mary Delphine	Georgetown
Harrington, Agnes Marie	Cambridge
Harrington, Katharine Anna	Somerville
Harvey, Elsie Gould	Everett
Hellstrom, Emma Catherine	West Lynn
Higgins, Alice Newcomb	Somerville

Horton, Marvel Lillian	Clifftondale
Jarvis, Grace Katherine	Everett
Kittredge, Helen Henderson ¹	Belfast, Me.
Knowlton, Clara May	Pigeon Cove
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
Marshall, Bessie Frances	Provincetown
McCarthy, Mary Gertrude	Somerville
Morrow, Edna May	Salem
Morrow, Ruth Douglass	Gloucester
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
O'Donnell, Ethel Eleanor	Lynn
O'Reilly, Margaret Mary	Cambridge
Parsons, Lillian Winfield	Gloucester
Peabody, Helen Bishop	Rowley
Pearson, Olga Elizabeth	Pigeon Cove
Pedrick, Marion ¹	Salem
Quinn, Elizabeth Helena	Somerville
Reid, Florence Naomi	Salem
Reily, Pauline Adena	Peabody
Reynolds, Miriam Myrtle ¹	Roxbury
Richardson, Gladys	Arlington
Richmond, Florence Lillian	Chelsea
Richmond, Lela	Chelsea
Ritchings, Clara Tallman	Peabody
Ryan, Esther Mary	Malden
Sargent, Ruth Edna	Groveland
Sibley, Olive Elizabeth	Salem
Sinclair, Mildred Eleanor	Salem
Smith, Doris Margaret	Gloucester
Southwick, Alice Emily	Peabody

¹ Was a member of the school less than one-third of the year

Story, Beatrice Gertrude	Magnolia
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
Toppan, Dorothy	Newburyport
Washington, Sarah Tryphene	Medford
Werner, Ethel Hildur	Somerville
Whalen, Helen Louise	Medford
White, Annie Teresa	Manchester
Winston, Elizabeth Camilla	Lynn
Worcester, Mabel	Somerville

The Elementary and Intermediate Departments

SPECIAL STUDENTS, ONE-YEAR COURSE

Burnham, Elisabeth	Essex
Driscoll, Bernadette Ursula	Malden
Dunn, Jennie Hazel ¹	East Lynn
Elliott, Iola Mae	Stoneham
Foley, Marguerita Redmond ¹	Dorchester
Long, Sarah Jane ¹	Cliffondale
Seymour, Mary Cecelia Welch ¹	Methuen
Townsend, Ethel	Manchester
Wilde, Bertha Hilma	North Andover

JUNIOR CLASS

Agnew, Gertrude Mary	Lynn
Anderson, Hilda Amalia	Cambridge
Anderson, Madeline Ingegerd	Lynn
Anselow, Anna Dorothy ¹	Lynn
Barron, Frances Edith	Cambridge
Barstow, Mildred Louise	Wakefield
Bates, Ruth Hamilton	Bradford
Beach, Eugenie Ella	Winthrop
Beers, Marjorie Johnson	Somerville

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Binsky, Jennie Edith	Chelsea
Bishop, Ruth Emeline ¹	Rowley
Boomhover, Eleanor Smith	Middleton
Bower, Helen Dorothy	Methuen
Bresnahan, Agnes Theresa	Lynn
Britt, Aldis Eunice ¹	Lynn
Brown, Dorothy Hazel	Gloucester
Brown, Edith May	Gloucester
Brown, Helen Frances	Methuen
Brown, Maude	Malden
Browne, Patience Frances	Medford
Bryant, Vilma	Roslindale
Buffum, Marjorie	Danvers
Bullard, Marion Olive	Clinton
Burke, Lillian Elizabeth	Lynn
Burns, Jean Alexander ¹	Cambridge
Carr, Isabelle Rose	Charlestown
Cash, Florence Augusta	Lynn
Cavanaugh, Grace Catherine	Lynn
Cherbuy, Mary Frances	Lynn
Christian, Elsa Townshend	Lynn
Clarke, Elizabeth Theresa	Salem
Connelly, Lucy Martina ¹	Somerville
Cottle, Grace Hilda	Salem
Cox, Lillian Burt	Melrose Highlands
Craig, Florence Louise	Lynn
Craig, Mary Augusta	Peabody
Cutts, Doris Eda	Stoneham
Davey, Mary Gertrude	Salem
Devine, Mary Agnes ¹	Lynn
Donovan, Ruth Elizabeth	Salem
Dowling, Grace Katherine	Beverly
Downey, Mary Frances	Watertown
Doyle, Helen Madéline	Salem
Dutton, Josephine Marie	Revere
Edgecomb, Ethel Belle ¹	Manchester
Ellis, Mary Elizabeth	Peabody
England, Ethel Pearl ¹	Cliftondale
Erwin, Mary Mildred	Gloucester
Fairbanks, Marion Delia	Groveland

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Fairchild, Rozella Stanton	Lynn
Fink, Brenelta ¹	Malden
Flynn, Josephine Bernardette	Arlington
Foote, Hilda	Lynn
Fox, Mary Christina	Somerville
Fuller, Grace Ethelyn	Middleton
Garvey, Frances Mary	Gloucester
Gilbert, Hilma Chester	South Essex
Glass, Lucie Isabel	Lynn
Glidden, Grace Packard	Beverly
Gold, Anna Lillian	Salem
Goldman, Deborah	Malden
Green, Frieda	Malden
Healey, Helen Mildred ¹	Charlestown
Hewitt, Margaret Lillian	Watertown
Hillsgrove, Ruth Elizabeth	Wakefield
Hilton, Mary Chadwick	Medford
Hollis, Stella Frances	Medford
Howard, Grace Eleanor	Lynn
Humphrey, Ruth Abbie	Salem
Hupper, Helen Marguerite	Lynn
Huse, Gladys Pauline	White River Junction, Vt.
Jackman, Ruth Emerson	Salem
Jeffery, Blanche Eleanora	Salem
Johnson, Clara Louise	Boston
Kelleher, Annie Marie	Malden
Kenney, Sadie Manola	Salem
Lamb, Margaret Veronica	Somerville
Landers, Edna Myrtilia	Danvers
Lathrop, Helen Okell	Lawrence
Lawlor, Anna Cecelia	Danvers
Leary, Norah Helen	Newburyport
Libbey, Alice Adelaide	Somerville
Lovewell, Dorothy Sandt	Arlington
Lovinger, Rose	Dorchester
Mack, Marion Hannan	Salem
MacLean, Irene White	Revere
Magennis, Anne Elizabeth	Medford
Malinowska, Frances Nathelie	Salem
McCarthy, Mary Teresa	Charlestown

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McCashin, Anna Beatrice	Lynn
McDavitt, Irma Frances	Reading
McDonald, Maude Agnes	West Peabody
McGlone, Elizabeth Winifred	Peabody
McKenna, Rose Boles	Salem
McLean, Mary Elizabeth	Beverly
McLaughlin, Alice Claire	Winter Hill
McLaughlin, Mary Agnes	Everett
Misite, Antoinette Agnes	South Boston
Mitchell, Grace Henderson	Lynn
Mitchell, Gladys Lillian	Lynn
Moriarty, Helen	Danvers
Neale, Doris Evelyn	Cliftondale
Neenan, Esther Mary	Lynn
Newman, Florence Tillie	Haverhill
Nolan, Olivine Katherine	Salem
Norie, Frances Irene	Manchester
O'Brien, Mary Gertrude Theresa	Ipswich
O'Donnell, Gertrude	Lynn
O'Kelly, Grace Jane	Reading
O'Maley, Mary Winifred	South Boston
Ordway, Agnes Gertrude	Beverly
Ormsby, Mabel Roselia	Malden
Oyang, Yen Wen	Shanghai, China
Pedrick, Beatrice Woodbury	Rowley
Perron, Angela Marie	Somerville
Perry, Sadie Emily	Revere
Peterson, Edith	Gloucester
Peterson, Signe Margaret	Malden
Pettingell, Ruth Haskell	Danvers
Pollen, Esther ¹	Boston
Porter, Laura Iles	Beverly
Rafferty, Evelyn Teresa	Lynn
Robinson, Alice Folsom	West Newbury
Ryan, Esther Elizabeth	Everett
Ryan, Mabel Romuald	Lynn
Salmon, Mary Agnes	Salem
Saunders, Gertrude Elizabeth	Gloucester
Scott, Catherine Elizabeth	Cambridge
Sexton, Mary Ruth	Peabody

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Shea, Anna Theresa	Cambridge
Sheppard, Gertrude Rebecca	Ipswich
Sjoberg, Bertha Theodora	Everett
Smith, Marion Adelaide ¹	South Hamilton
Steutermann, Marjorie Gertrude	Danvers Highlands
Striley, Charles Harold	Danvers
Stromdahl, Ethel Florence	Lynn
Tarbox, Luella Florence	Lynn
Tassinari, Alice Augusta	Somerville
Twohig, Evelyn Margaret	Cambridge
Varina, Hazel Dorothy	Swampscott
Welch, Florence Mary	Salem
Welch, Mary Maud	Salem
White, Grace Frances ¹	Belmont
Williams, Margaret Marie	Salem
Wood, Kathryne Stickney	Groveland
Woodman, Lena ¹	Manchester, N. H.
Zelig, Sadie Inese ¹	Haverhill

Commercial Department

SENIOR CLASS

Campbell, Emily Margaret	Charlestown
Cohen, Libby Julia	Dorchester
Cohn, Lillian Belle	Malden
Collins, Sadie Loretta	Pittsfield
Corner, Doris Gulah	Lowell
Decker, Harriet Frances	Foxborough
Friend, Ruth Cole	Gloucester
Gill, James Albert Joseph	Charlestown
Goodwin, Ruth Childs	Swampscott
Harrington, Teresa Elizabeth	Salem
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 Ivaloo	Haverhill
Ronan, John Clifford	Newburyport

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Sawyer, Hortense Elizabeth	Ayer
Schein, Ethel Sarah	Chelsea
Tufts, Doris Marie	Malden
Walker, Alvine Clara	Gardner

SPECIAL STUDENTS, ONE-YEAR COURSE

McMahon, Winifred Teresa	North Wilmington
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MIDDLE YEAR CLASS

Ahlgren, Mildred Beatrice Gunhild	Brockton
Boswell, Mae Gertrude	Beverly
Brown, Everett Marston	Lynn
Butler, Muriel	Lynn
Canniffe, Veronica Margaret	Marblehead
Clifford, Marion Lorretta	Haverhill
Collins, Dorothy Evelyn	South Boston
Danner, Alice Josephine	Malden
Donnelly, Evelyn Sarah	Wakefield
Gnirke, Eva Marie	Melrose
Hansen, Hilda Louise	Gloucester
Harvey, Gilman Clifton	Annisquam
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
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

SPECIAL STUDENTS IN FIRST YEAR OF TWO-YEAR COURSE

Keefe, Francis Patrick ¹	Roxbury
St. Thomas, Rudolph Raymond	Worcester
Walker, Margaret Hennessy	Pittsfield
White, Mildred	Fall River

JUNIOR CLASS

Bardsley, Grace Leah	Fall River
Boswell, Arthur Francis ¹	Beverly
Buckley, John Edward ¹	Salem
Callaghan, Frederick Thomas	North Billerica
Callanan, Grace Hanson	Salem
Colclough, Ruth Foster	Malden
Conant, Ruth Dearing	Salem
Connerny, Arthur Joseph	Charlestown
Coombs, Ruby Isabella	Salem
Damon, Helen Nichols	Salem
Davis, Dorothy Marie	Melrose
Dolan, Margaret Elizabeth	Foxborough
Donahue, Walter Henry	Stow
Ehler, Daisy Ernestine	Gloucester
Hurley, Mary Katherine	Dorchester
Hynes, Mary Catherine	Lynn
Johnson, Helen Conant	Lynn
Mayes, Caroline Eliza	Ipswich
McCarthy, Richard Aidan	Ayer
McGinley, Grace Elizabeth	Hamilton
Nolan, John Thomas	Lynn
Randall, Barbara	Wakefield
Reed, Dorothy May	Lawrence
Reilly, William Edmond ¹	Ipswich
Scanlon, Viola Marie	Lawrence
Stone, Marjorie Virginia	Ipswich
Sullivan, Marion Ignatia	Lawrence
Toner, James John	Charlestown
Vint, Doris Elaine	Wakefield
Ward, Anna Mildred	North Chelmsford
Weaver, Ina May	Danvers

¹ Was a member of the school less than one-third of the year

Summary

Students of the elementary and intermediate departments	314
Special students, elementary and intermediate departments	9
Students of the commercial department	82
Special students, commercial department	5
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	410
Whole number of students from opening of school	7,042
Whole number of graduates	3,850
Number of certificates for special course of one or two years	152

