
# STATE ⚜ NORMAL ⚜ SCHOOL
# SALEM ⚜ MASSACHUSETTS

## FORTY-SIXTH ⚜ YEAR
## ⚜ ⚜ 1899-1900 ⚜ ⚜

NEW STATE NORMAL SCHOOL, SALEM, MASS.

# FORTY-SIXTH YEAR

OF THE

# STATE NORMAL SCHOOL

AT

## SALEM, MASS.

1899-1900.

BOSTON:
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1900.

# State Board of Education.

**Established 1837.**

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| Joel D. Miller, A.M., | Leominster, | May 25, 1903. |
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| Franklin Carter, Ph.D., LL.D., | Williamstown, | May 25, 1905. |
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# Calendar for 1900=1901.

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GRADUATION.

Wednesday, June 27, 1900, at 2.30 P.M.

FIRST ENTRANCE EXAMINATIONS.

Thursday and Friday, June 28 and 29, 1900, at 9 A.M.

SECOND ENTRANCE EXAMINATIONS.

Tuesday and Wednesday, Sept. 11 and 12, 1900, at 9 A.M.

SCHOOL YEAR BEGINS.

Thursday, Sept. 13, 1900, at 9.20 A.M.

THANKSGIVING RECESS.

From Wednesday, 12 M., preceding Thanksgiving Day, to the following Tuesday, 9.20 A.M.

CHRISTMAS RECESS.

From close of school on Friday, Dec. 21, 1900, to Wednesday, Jan. 2, 1901, at 9.20 A.M.

SPRING RECESS.

From close of school on Friday, April 5, 1901, to Tuesday, April 16, 1901, at 9.20 A.M.

GRADUATION.

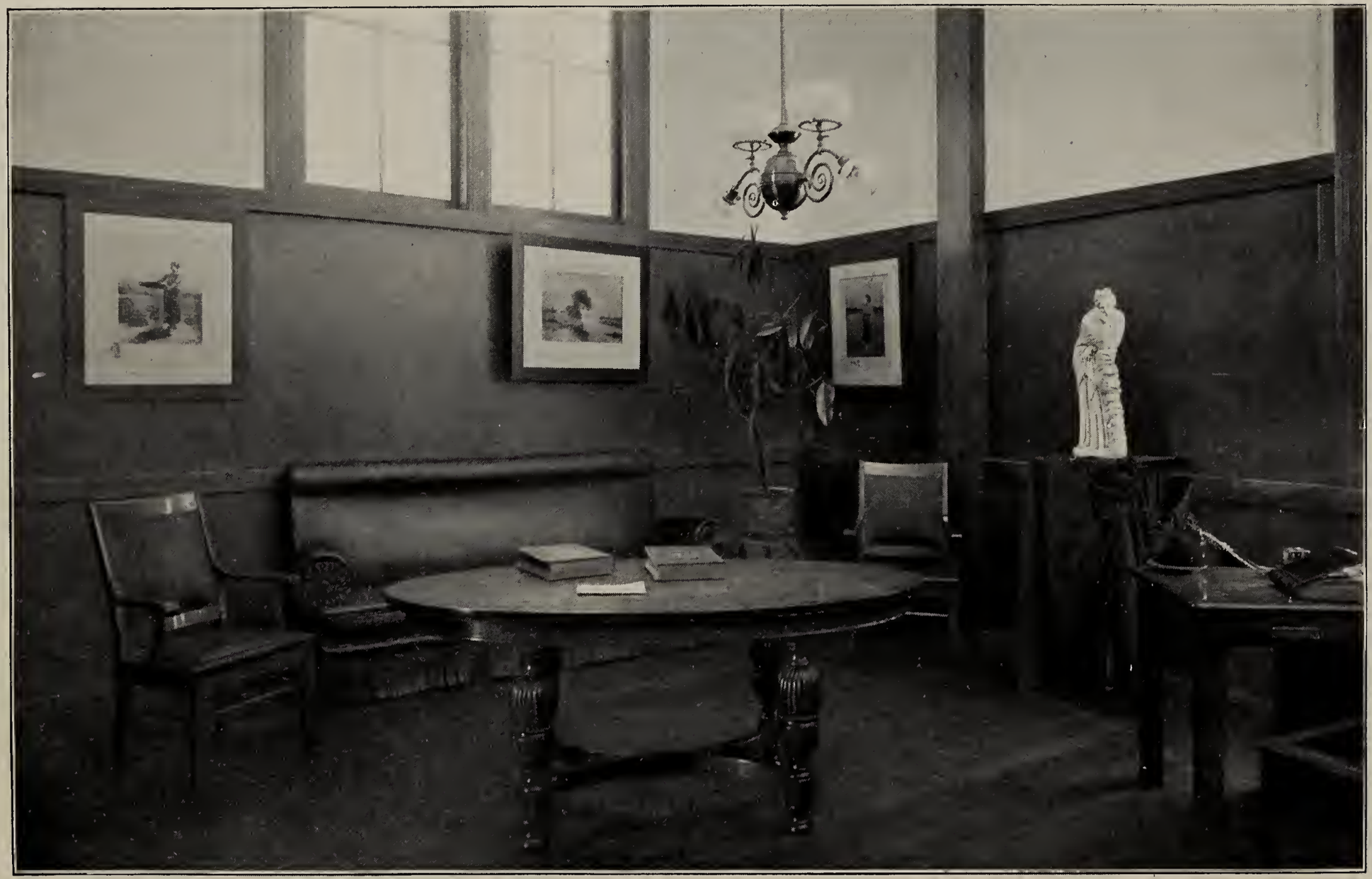
Wednesday, June 26, 1901, at 2.30 P.M.

FIRST ENTRANCE EXAMINATIONS.

Thursday and Friday, June 27 and 28, 1901, at 9 A.M.

SECOND ENTRANCE EXAMINATIONS.

Tuesday and Wednesday, Sept. 10 and 11, 1901, at 9 A M.



THE RECEPTION ROOM.

# STATE NORMAL SCHOOL,

## SALEM, MASS.

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This school was established by the Commonwealth of Massachusetts, with the co-operation of the city of Salem and of the Eastern Railroad Company, and opened in September, 1854. The purpose for which it was established was the preparation of women for the work of teaching in the public schools. It is now open to men as well. Like the other normal schools of the State, it is under the general supervision of the Board of Education, from whose membership a special Board of Visitors is appointed, in whom is vested the immediate control.

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

The preparation of plans was entrusted to J. Philip Rinn, A M., of Boston, an architect who had already won distinction in the erection of buildings of a public character. Mr. Rinn entered cordially into the desires of the authorities of the school, and from the beginning manifested a determination to secure a building which should present not only an imposing exterior but an interior adapted to every modern necessity. The exterior speaks for itself; the interior is proving in actual use admirably adapted to its purpose.

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

## THE SCHOOL BUILDING.

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

On the first floor, in the central part of the structure, are the toilet and cloak rooms, furnished with individual lockers, for the use of the normal students. Access to this portion of the building is provided by means of two outside doors. In each wing is another entrance for the pupils of the model schools. The rooms for these schools — nine in number, besides four recitation rooms, connected with them — are upon the east, south and west sides, and are all large and well lighted. Including the kindergarten, they are intended to accommodate more than 300 pupils. The building is so planned that these rooms are entirely distinct from the quarters of the normal school proper, and the stairways to the basement are so placed that their use by the children at recesses and at other times does not disturb in the least the work of the normal students; but easy communication between the two departments is also provided.

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

The third floor is largely devoted to the various departments of science, — including physics, chemistry, botany, geography, mineralogy and zoölogy. One of the features is an excellent lecture room, with seats arranged in tiers, for lectures or similar work. Two fine rooms on the north side furnish admirable accommodations for the work in drawing.

MAIN STUDY HALL—FROM THE REAR.

THE LIBRARY.

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

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

## REQUIREMENTS FOR ADMISSION.

Candidates for admission must have attained the age of sixteen years *complete*, if young women, and of seventeen years *complete*, if young men. They must present certificates of good moral character, and be free from any disease or infirmity which would unfit them for the office of teacher. They must be graduates of high schools whose courses of study have been approved by the Board of Education, or they must have received, to the satisfaction of the Board of Visitors and of the principal of the school, the equivalent of a high school education.

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

### Written Examinations.

The written examination will embrace a single paper upon each of groups I., II. and IV., with a maximum time allowance of two hours for each group; and a single paper upon each of groups III. and V., with a maximum time allowance of one hour for each group.

*Group I. — Languages.*

(*a*) *English.* — The requirements in this department are based upon those generally agreed upon by the colleges and high technical schools of New England. Applicants are strongly advised to read, either in school or by themselves, *all* the works named; but, until further notice, candidates will not be rejected who pass a satisfactory examination upon one-half of those assigned, — the selection to be made by themselves or by their schools.

*No candidate will be accepted whose written English is notably deficient in clear and accurate expression, spelling, punctuation, idiom or division of paragraphs, or whose spoken English exhibits faults so serious as to make it inexpedient for the normal school to attempt their correction. The candidate's English, therefore, in all oral and written examinations will be subject to the requirements implied in the foregoing statement, and marked accordingly.*

1. *Reading and Practice.* — This part of the examination will be upon the subject-matter and upon the lives of the authors, and its form will usually be the writing of brief paragraphs on each of several topics selected by the candidates from a considerable number, and its chief purpose will be to test their power of clear and accurate expression. The books set for this part of the examination will be: —

1900. — Dryden's *Palamon and Arcite;* Pope's *Iliad*, Book I., VI., XXII. and XXIV.; *The Sir Roger de Coverley Papers* in *The Spectator;* Goldsmith's *The Vicar of Wakefield;* Scott's *Ivanhoe;* DeQuincey's *The Flight of a Tartar Tribe;* Cooper's *The Last of the Mohicans;* Tennyson's *The Princess;* Lowell's *The Vision of Sir Launfal.*

1901. — Shakespeare's *The Merchant of Venice;* Pope's *Iliad*, Books I., VI., XXII. and XXIV.; *The Sir Roger de Coverley Papers* in *The Spectator;* Goldsmith's *The Vicar of Wakefield;* Coleridge's *The Ancient Mariner;* Scott's *Ivanhoe;* Cooper's *The Last of the Mohicans;* Tennyson's *The Princess;* Lowell's *The Vision of Sir Launfal;* George Eliot's *Silas Marner.*

2. *Study and Practice.* — This part of the examination presupposes a more careful study of each of the books named below. The examination will be upon subject-matter, form and structure, and will also test the candidates' ability to express their knowledge with clearness and accuracy. The books set for this part of the examination will be: —

1900. — Shakespeare's *Macbeth;* Milton's *Paradise Lost*, Books I. and II.; Burke's *Speech on Conciliation with America;* Macaulay's *Essays on Milton and Addison.*

1901. — Shakespeare's *Macbeth;* Milton's *Lycidas*, *Comus*, *L'Allegro* and *Il Penseroso;* Burke's *Speech on Conciliation with America;* Macaulay's *Essays on Milton and Addison.*

(*b*) *One* only of the three languages, — *Latin*, *French* and *German.* Translation at sight of simple prose, with questions on the usual forms and ordinary construction of the language.

*Group II. — Mathematics.*

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

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

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

*Group III. — History and Geography.*

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

*Group IV. — Sciences.*

(*a*) *Physical Geography.* — The mastery of the elements of this subject, as presented in the study of geography in a good grammar school. If the grammar school work is supplemented by the study of some elementary text-book on physical geography, better preparation still is assured.

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

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

*Group V. — Drawing and Music.*

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

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

Oral Examinations.

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

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

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

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

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

*Any work of the kinds above specified, in order to receive consideration, must be identified as the work of the student offering it, by the signature of the principal of his school or of the teacher under whose direction it was done.*

## General Remarks.

In general, it should be said that a student who has faithfully performed the work required in a good statutory high school should be able to meet the requirements of these examinations. By section 2 of chapter 496 of the Acts of 1898, every city or town of 500 families is required to maintain a high school, properly taught and adequately equipped, in which one or more courses of study at least four years in length are offered. In such high schools instruction shall be given in certain designated subjects, "and in such additional subjects as may be required for the general purpose of training and culture, *as well as for the special purpose of preparing pupils for admission to State normal schools*, technical schools and colleges." Towns having less than 500 families are required by section 3 of the same chapter to pay the tuition of qualified pupils in the high schools of other towns.

All candidates are advised to bring as full statements of the work done during their high school courses, and of the degree of success which has crowned their efforts, as they can procure. A good record in the high school is of prime importance to all candidates. Such a record, and the evidences of independent work heretofore referred to, will go far to satisfy the examiners of the fitness of those who may not have met successfully all the requirements of the written examination.

## Equivalents.

Reasonable allowance in equivalents will be made in case a candidate, for satisfactory reasons, has not taken a study named for examination. Successful experience in teaching will be taken into

account, according to its amount and nature in the determination of equivalents in the entrance examinations. Students who desire to offer equivalents are advised to correspond with the principal.

### Times of Admission.

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

### Preliminary Examination.

1. Candidates may be admitted to a preliminary examination a year in advance of their final examination, provided they offer themselves in one or more of the following groups, each group to be presented in full: —

II. Mathematics.
III. History and geography.
IV. Sciences.
V. Drawing and music.

Preliminary examinations can be taken in June only.

Every candidate for a preliminary examination must present a certificate of preparation in the group, or groups chosen, or in the subjects thereof, the form of certificate to be substantially as follows: —

has been a pupil in the
School for years, and is, in my judgment,
prepared to pass the normal school preliminary examination in the following group, or groups, of subjects and the divisions thereof: —

Signature of principal or teacher,
Address,

2. The group known as "*I. Languages*" must be reserved for the final examinations. It will doubtless be found generally advisable in practice that the group known as "*IV. Sciences*" should also be so reserved.

Candidates for the final or complete examinations are earnestly advised to present themselves, so far as practicable, in June.

Division of the final or complete examinations between June and September is permissible, but it is important both for the normal school and for the candidate that the work laid out for the September examinations, which so closely precede the opening of the school, shall be kept down to a minimum.

### General Two Years' Course.

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

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

2. Methods of teaching the following subjects : —

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

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

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

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

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

The course of study at this school is arranged upon the plan of putting into the first or junior year that work which does most to broaden the students' knowledge of subjects, leaving the application of this to the review of grammar school subjects in the second or senior year. But while this course, thoroughly pursued, must of necessity greatly broaden the students' knowledge of subject-matter, the work is all done in such a manner as to keep in constant view the professional aim of normal school study. The realization of the professional purpose is thus constantly increasing throughout the course, and is constantly more and more absorbing the thought and attention of the student.

Work in drawing, music, reading and calisthenics is continued throughout the entire two years.

Students are sometimes found who are believed to be capable of good work, but, by reason of immaturity or previous lack of thoroughness, are unable to complete the course in two years. In such cases the work is immediately arranged upon a basis of taking an extra term or year, as the case requires.

### Special Students.

College graduates, graduates of normal schools and other persons of equivalent attainments, also persons of maturity who have had successful experience in teaching, may, by arrangement with the principal, select a year's work from the regular program, embracing not less than twenty recitation periods per week, and including the course in psychology and pedagogy, and receive a certificate for the same upon its satisfactory completion. Prompt and regular attendance will be exacted of these students, as well as of those in the usual course. A definite statement of the purpose of the applicant in desiring to enter the school will be required, and those who do not intend to remain at least one half-year are requested not to apply.

The design of the school does not include the admission of transient students, for the purpose of taking partial or special courses, except in cases which are really exceptional. Personal culture, for its own sake, is not the end for which the school receives its students. It exists and will be administered for the training and improvement of teachers, and all its facilities will be put to their utmost use for the advantage of teachers. Thus, during recent years, many teachers have been allowed to attend the exercises in selected departments, — so far as the privilege could be granted without injury to regular class work, — although their names have not appeared in the catalogue as students.

In other cases, it is sometimes found possible for those who have had experience in teaching, without a previous normal course, to enter the school and derive great benefit from even a single term's work. Some of our most earnest students have been of this class. But the admission of special students is a matter requiring careful attention, and, while the course above outlined will be continued, in principle, hereafter a more complete identification of such with the school will be sought.

## AIM AND SCOPE OF THE COURSE OF STUDY.

### Psychology and Pedagogy.

During the first half of the junior year a course of lectures will be given to the entering class, dealing with some of the important topics of school teaching and study. The aim will be to render these lectures intelligible and clear, rather than elaborate and exhaustive.

The regular course in psychology and pedagogy will be conducted by the principal of the school, and will extend throughout the senior year. During the first half-year the emphasis will be laid upon psychology, and during the second half-year upon pedagogy; but the two departments in reality constitute a single closely connected course. The work will be done partly by means of lectures, in part by recitations, in part by writing, while copious and pertinent references will constantly be given to the best literature upon the various topics that are treated.

The aim will be to secure a clear and sufficient understanding of (1) the processes by which knowledge is acquired and elaborated (2), the sources of interest and attention, and (3) the functions and training of the will. The development of the various faculties of the mind and the relation of different branches of study to this process will receive careful attention. The work will be done so as to secure a good grasp of what is really valuable to a teacher, rather than to spend time upon what is of only speculative interest. The various sources of psychological facts — introspection, observation of mental phenomena, the study of literature and physiological observations — are all recognized as having important parts in the study of the human mind.

But this study will not be made purely or even chiefly academic. Following it in part, and in considerable part carried along parallel with it, will be its application to the actual duties of the teacher in the daily work of the school-room. The instructor will utilize his own varied experience as a teacher and supervisor of schools to make this work of practical value in organizing, instructing and managing schools.

At the same time there will be a serious attempt to arouse in the students an intelligent appreciation of our indebtedness to great educational leaders for their apprehension of sound principles and for inspiration in the teacher's work.

The principal believes that much of the success of a teacher depends upon the ideals with which the work is undertaken. Consequently it is no small part of the duty of a normal school to see that its students take a right attitude toward their work; that they fully understand and appreciate the nature and extent of the influence of the school upon the child; and that the duty of study and growth is one constantly resting upon teachers. This department will aim faithfully to perform its duty in these respects.

## Chemistry and Physics.

*Objects.*—(1) Training the pupil to observe carefully and accurately; to express what has been observed, — orally, by writing and by drawing; to draw correct conclusions from his own observations and from data collected by others; to follow directions; to manipulate apparatus skilfully; and to acquire habits of carefulness, accuracy and neatness. (2) An acquaintance with the most important facts of the science; certain laws and principles based upon these facts; some practical applications of these principles in machines and appliances useful to man; a knowledge of certain manipulations and processes, and the physical and chemical properties, uses and manufacture of the more common elementary and compound substances. (3) Familiarity with the method of teaching by experiments; the art of correct questioning; and ability to stand before others and guide their thinking.

*Means.* — The ends enumerated are secured by a course of experiments selected and arranged so that most of the work can be done by each individual. Each pupil is provided with a notebook, in which is kept a record of the daily work done, consisting of the observations, which are recorded at once, the conclusions reached, and drawings and diagrams of the apparatus used. Each one is provided with a separate closet at the laboratory tables, containing most of the supplies and apparatus for the course.

The chemical rooms are provided with twenty-eight fume closets, allowing each member of the class to perform many experiments usually done by the teacher.

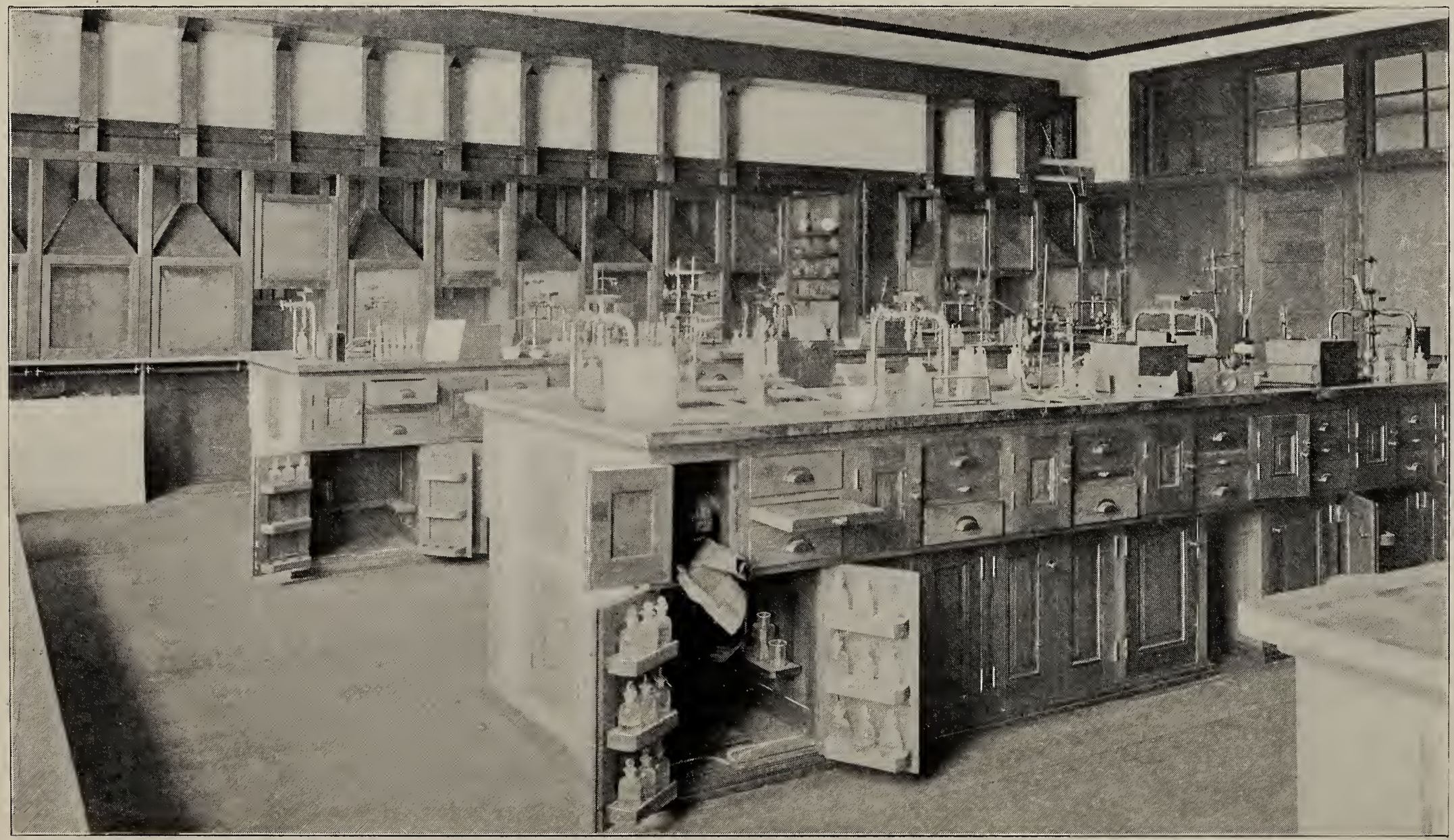
Both laboratories connect with a large lecture room, provided with roller shutters for darkening the room, and an electric lantern.

The pupils have considerable practice in teaching before their classmates, and examining them on the experimental work. In most cases the exercises given by the pupil teacher are not duplicates of those given by the regular teacher.

As the objects mentioned above can only be attained by direct contact with nature herself, in forces and materials, *text-books* are not used as such, but as books of reference.

The greater part of the work in chemistry and physics is qualitative, but a sufficient amount of quantitative work in both subjects is taken to give skill in accurate measuring and weighing.

1. *Chemistry.* — Chemical force, — manifestations of, degrees,



THE CHEMICAL LABORATORY.

distance at which it acts, relation of cohesion to chemical affinity, effect of chemical affinity on the quantity of matter.

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

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

Study of industries and the manufacture of chemicals.

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

Short course in qualitative analysis.

Constant practice in writing reactions.

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

## Geometry.

Modern education decrees that geometry, dealing with the everyday properties of size and shape, shall have a place in the curriculum of the grammar school. The pupil, by handling, observing, measuring, comparing the various objects about him, acquires pleasantly and permanently the fundamental ideas and facts of the science, and lays the foundation for an intelligent study of demonstrative geometry in the high school. "The sum of two sides of a triangle is greater than the third side" is a fact of *real significance* to the boy who in the grammar school experimented in the construction of triangles, perhaps in the school yard, and discovered for himself that with certain given lengths for the sides there was no difficulty in obtaining a triangle, but that with certain other lengths it was impossible to get the desired figure. It is said that the history of a science reveals the method of teaching it. Surely, then, the way into geometry is "through the concrete," and the laboratory method is the natural mode of progress.

The term's work in geometry is planned to give the pupil this

modern outlook over the geometrical field, to take up with him the history of the science, to discuss the selection and adaptation of material for grammar school work, to consider and exemplify methods of teaching the more important topics, and to do as much of the practical work suggested as is possible. Incidentally in the process his own knowledge is broadened and freshened and takes on a new meaning, but his attention is focussed throughout upon method. The discussion of a curriculum for the grammar school involves the examination of modern text-books in concrete geometry, with which the school library is liberally supplied. Illustrative apparatus for use in teaching includes complete sets of geometrical forms, mensuration blocks, level, foot and yard measures, etc.

To facilitate the work of measurement, a detailed study is made of the metric system, and thereafter the metric units are employed to a large extent in both laboratory and field work. Every help is provided in the way of apparatus, the outfit including meter sticks, metric tapes and rulers, scales, the various liquid and dry measures, and weights. For use in the field there are levelling staff, transit, compass, surveyor's pins, rods, etc.; while for the laboratory each pupil is provided with ruler, triangle, scissors, dividers, protractor, etc.

### Algebra.

The aim of the term's work is primarily to discuss and test methods of teaching algebra in the grammar school; and incidentally to supplement and confirm the pupil's knowledge of the subject-matter. The transition from arithmetic is made a simple and natural one, and the fact is emphasized that in both studies we are dealing with numbers.

The initial attack is made upon problems. The pupil is introduced at once to the algebraic solution and the notion of known and unknown numbers, and the fact is impressed that in grammar school work in algebra the aim is to train the judgment of the pupil in a two-fold way: (1) to grasp the conditions of the problem and translate them into an algebraic sentence, — the equation; and (2) to solve the equation. Much of this work, especially at the outset, should be oral. Certain problems demand concrete illustration, *e.g.*, *work* problems, *courier* problems, etc. These, to the average child, are intelligible only after he sees enacted in the schoolroom, by his companions, the little story involved in the problem. This feature receives much thought and attention.

THE BOTANICAL LABORATORY.

Algebra is the science of the equation. Through problems the pupil comes naturally into association with this algebraic form, and by continued practice he acquires facility in solution; wherefore the work with problems should be the main feature of grammar school algebra. As means toward solution of the equation, the fundamental operations and connected topics are studied in detail, with special reference to methods of teaching.

### English Literature and Rhetoric.

The aim of this course will be to make it suggestive and helpful to teachers of all grades. It is based upon the belief that literature is a very important portion of one of the great branches of thought-giving material; and this feature will be magnified, rather than the more formal and less vital treatment that would be suggested by rhetoric as commonly studied. This department is not intended to be employed merely as a cover for "language drill," — important as that is in its place.

It is believed that literature should and will hold a more prominent place as subject-matter in school courses of study; and proceeding upon this belief, there will be an attempt so to conduct this department as to formulate a course in literature suitable to the interest and profit of children in the primary and grammar schools. This attempt has often been made, but there is hardly as yet so general an agreement that valuable results may not be expected from further consideration and experiment.

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

### Botany.

The aim of this course is to show how children may be led to observe and study plants so that they may understand the life-history of the plants by which they are surrounded, recognize the relationship existing among plants, and see the mutual dependence of plants and animals.

The work is begun in September, with the study of the flower, fruit and leaf. The adaptation of the parts of the flower to pollination and of the fruit to protection and dispersal of seed is

brought out by the observation of a few flowers and fruits taken as types. As frequent field trips are made as the large number of students permits. Pupils make collection of fruits and leaves, to illustrate the wonderful variation in shape, color and structure found in plant forms, and determine how their peculiar characteristics adapt them to the functions they have to perform.

A detailed study of one tree is begun in September and continued throughout the year. As many trees as possible are identified in autumn by the leaf and fruit, in winter by the mode of branching and the general shape of the tree, and in spring by the buds and flowers. Salem is well provided with trees, so that there is ample opportunity for students to become acquainted with the ordinary shade trees and many that are uncommon.

In January, seeds are studied and many experiments are performed at home and in the laboratory, to illustrate the growth of plants. Later, branches of trees and shrubs and different forms of underground stems are brought out by the students, and the development of buds observed.

When the wild flowers come, plants as a whole are studied, and the way prepared for classification. One or two families of plants and types of other prominent families are taken. The most familiar and the most interesting flowers, illustrating different modes of pollination, are selected for observation. Field trips are resumed as early as possible. It has been found that the close and frequent observation of plants in their own setting fills students with an enthusiasm for the work and a love for nature such as laboratory or class-room work alone can never do.

As compound microscopes are added to the apparatus used in the laboratory, greater opportunity will be afforded for the further study of the lower forms of vegetation.

Copies of such books as are recommended for reference by the best authorities are at the command of the class.

### Geology and Geography.

*Geology.* — The aim of the work in geology is to acquire that knowledge of the minerals and rocks and the forces at work upon them which shall be of most value to the students in their subsequent work in geography and as teachers in the elementary schools. The course includes a study of the most common minerals and rocks, the formation of soil, and the work of the waves, streams and ice in wearing away, transporting and depositing

THE MINERALOGICAL LABORATORY.

THE GEOGRAPHY ROOM.

material. Advantage is taken of the proximity of the ocean in studying the action of the waves upon the land, and the relation between the irregularities of the coast line and the kind, structure and arrangement of the rocks. The neighborhood of Salem offers also unusual opportunities for the study of the various evidences of glacial action. Frequent field trips and out-door lessons are planned throughout the course, to study the illustrative material so close at hand. A fully equipped geological laboratory, including a well-selected and typical synoptic collection of rocks and minerals, and a good library, provide excellent facilities for in-door work.

The first lessons consist of a very simple and elementary study of the minerals, rocks and soils, following the plan of work carried out in the lower grades. The aim here is to exemplify and to impress the method to be used with children in this department of nature study. Whatever will interest the child is seized upon to lead the way to a further study and appreciation of the uses and relations of the minerals, rocks and soils to the plants and animals and to man. Following this work which has served to introduce the normal student to the field of geology and to impress the importance of the study of the earth materials in the elementary schools, comes the more formal and technical examination of the principal ores and rock-forming minerals. This study is intended to equip the prospective teacher with the breadth of education along these lines so necessary for the intelligent presentation of even the elementary facts. The distinguishing characteristics, the occurrence, the uses and the history of the most important minerals and rocks are studied in a thorough and careful manner. The reactions before the blowpipe and with chemicals are used in addition to the physical properties as confirmatory tests. Each student is assigned a special place in the geological laboratory, and furnished with apparatus and with specimens for the experimental study of the minerals and rocks. An accurate and specific knowledge is demanded in this part of the work.

*Geography.* — The work in geography is made as comprehensive as the limits of the course will permit. The main facts of meteorology and the observation of astronomical phenomena are studied as an additional preparation for the teacher of geography. In the study of meteorology the plan includes the local observation of the weather elements, the use and explanation of the barometer, the maximum and minimum thermometer, the hygrometer, the

careful study of the daily weather maps and the instruction in the more general relations of the science. The astronomical work consists in the recognition of the important constellations, and the position and movements throughout the year of the sun, moon, planets and stars. The work just outlined and the work of the previous year in geology prepare the way for an intelligent and professional study of a wide range of geographical material.

Particular attention is given to the planning and discussion of lessons for children in the study of relief, drainage and coast forms, climate, soil, productions and people. Two principal centres in geography are recognized around which the various facts cluster, — the natural and the human. The natural side of geography, the physiography, includes relief, drainage and coastal forms and the various phenomena of climate and soils. The human side includes many most important topics, — people, occupations, political institutions. But these two phases, separated for convenience in reference, are not to be considered as existing apart.

A study of the earth as a whole, of the different continents and of the leading nations, as taken up with children, is discussed as thoroughly as time will allow. The use of the moulding board, sand table, pictures and other illustrative material; lessons in map projection, the full and intelligent reading of maps; the time and place of the text-book and its use and abuse, are considered in their proper places.

Abundant and valuable material and facilities for geographic study are provided. An accurate large scale model of southern New England, made by Howells, shows in a remarkable degree the relief, drainage and coastal forms of that region. A set of the Harvard geographical models are in themselves a revelation of geographical knowledge. The Sydow-Habenicht series of physical wall maps, an abundant supply of coast survey charts and large scale topographical maps are only a part of the material available to the student. Out-door lessons, adapted to the grade in which the work belongs, are made a feature of the course. The normal school pupils have opportunity for watching the work developed and exemplified in the classes of children in the model school. The fact that all this material is to be used in teaching will constantly be kept in mind, and the course is planned with close reference to its value to the work of instructing pupils in the grades wherein such topics are usually introduced.

## Biology and Physiology.

*Biology.* — The course in biology prepares the student for a clearer and more comprehensive understanding of the anatomy, physiology and hygiene of the human body. Beginning with the lowest forms, the one-celled animals, the order of evolution is followed through the more complex organisms to man. A thorough study is made of a type of each class. This is succeeded by a careful consideration of other forms related to the type.

By frequent dissections, the student becomes familiar with the animals studied as a whole, and with the structure, position, relation and function of the various organs.

The materials used are live specimens, mounted and alcoholic specimens, and diagrams. The laboratory work is supplemented by reading and drawing.

The students have access to the Peabody Academy of Science, one of the finest collections of its kind in the country.

As many living forms as possible are kept in the class room. By this means, those who are to become teachers are instructed as to what forms may be provided, and how they should be cared for.

In the spring, opportunities are given for the pupils to become familiar with the common birds and their songs.

The aim of the course is to prepare the students so to instruct the children as to foster in them a greater love and sympathy for the animals, a consciousness of what we owe to them, and an increasing interest in observing their habits, their uses and their intelligence. In no better way can they be brought into a close relation with out-door life. Rousing the interest and leading the child to cultivate the habit of observation puts him in a position to pursue the work independently later on.

*Physiology.* — The course in physiology, being a continuation of the work in biology, is carried on in much the same manner. In the introductory work, the position, carriage, height and weight of the body are first considered. Then follows the study of the principal parts, the organs of sense, the general structure of the body, the internal organs, and the effect of alcohol and tobacco. The advanced work includes the study of the various parts of the organism as grouped into systems, — the respiratory, the circulatory, the digestive, the excretory, the muscular, the osseous and the nervous system, — and of the special senses. Definite directions are given for treatment in cases of emergency.

The course is intended to fit teachers to secure and preserve a sound body for themselves, through an intelligent appreciation of the structure, arrangement and function of the different systems and organs, and to enable them to train children under their care to form habits which will conduce to a healthy, free action of their own bodies. For this purpose special stress is laid on hygiene.

The subjects of food, clothing, bathing and rest are considered, as well as the effect of muscular action upon the organism as a whole and upon the special organs.

The work is facilitated by the use of a human skeleton, a life-sized manikin, microscopic slides, and dissections of internal organs. The laboratory work and the assigned reading cover those points in anatomy and physiology which are of the most practical value.

At intervals the pupils prepare exercises suitable for the grammar and primary grades, and conduct them in class.

### United States History.

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

### Drawing and Art.

It is obvious that the study of art in the normal school is not for academic work, but to increase the value of art training in the public schools.

To this end the department in this school aims to give the student a knowledge of drawing as applied to the structure, appearance and enrichment of objects, — a knowledge not possessed by the many, but one which all should appreciate as a language to be used as readily as one written or spoken.

Of art Robert Browning has written: "The kingdom of art; the domain wherein man endeavors to reveal truth." "He must discern the nature of things, he is an explorer and discoverer."

A study must prove its value, and art has done this. It has

ELEMENTARY DRAWING ROOM.

been found of practical value when associated with many other branches in the school. It aids in those studies which enter most strongly and deeply into the thought and life of the student. It has been found indispensable to literature, botany, history, zoölogy and physiology, and of value in many other lines where accurate observation and reproduction are necessary. The work in mechanical drawing is closely related to chemistry and physics.

Realizing the fact that many children finish their education in the grammar schools, the æsthetic side of art education has not been overlooked.

The pupils in the normal school are helped to realize that "the stream can rise no higher than its source," and that they as teachers must have an appreciation of beauty in form and color in the landscape, the flower, the butterfly, and in the more common objects by which the child is surrounded.

> He who wanders widest lifts
> No more of beauty's jealous veils
> Than he who from his doorway sees
> The miracle of flowers and trees,
> Feels the warm Orient in the noonday air,
> And from cloud minarets hears the sunset call to prayer.
>
> — WHITTIER.

Whoever thinks this beauty, and follows the thought, will surely be led into a higher intelligence and a broader and more useful field of endeavor.

The study of historic art and of the masters is another line of this training, and for this department the building is well supplied with etchings, photographs and casts of examples by the best masters.

Arranged by its topics, the study of art includes: —

*Color*, — applied to various other branches.

*Structure*, — geometric problems, projection, development, structural design.

*Enrichment*, — historic art, elementary design.

*Appearance*, — model and object drawing, light and shade (pencil, brush), historic ornament from cast, landscape from nature, illustrative drawing (literature, history, botany, zoölogy), pictorial composition, picture study.

The regular outline for public school work is used to aid the student in preparation for teaching, but the course throughout the school has a broader basis.

### Language and Grammar.

During the first half of the year the class discuss the best methods of training children to speak and write English correctly and fluently. Suggestions are given concerning descriptions in connection with nature study, stories and descriptions from suitable pictures, copying, dictation, letter-writing, and reproduction of daily lessons in any study, and of classic stories, such as fables, myths, legends, and historical and biographical tales. An attempt is made to awaken the class to a knowledge of their own deficiencies in the use of English, and to show them the way to improvement. Especial attention is paid to simple narration and description, both oral and written.

The course in elementary language lessons is followed by a course in technical grammar, in which an effort is made to show that rules governing speech should be evolved from a knowledge of forms already acquired. By carefully graded steps the students are led to understand the sentence and its construction, the classification of words from the observation of their uses in the sentence, inflection, analysis and parsing. Members of the class present the various topics to a class of pupils selected from their own number, and the best method of proceeding with younger pupils is discussed.

### Music.

The aim in this department will be to give to normal students thorough instruction in such theory of music as will apply to the primary and grammar grades of the public schools. Students will be made acquainted with the most advanced methods according to the principles of education for the presentation of the above. The subjects considered will be as follows: —

*Tune.* — Presentation and development of major scale. Representation of same in nine common keys on ladder and staff. Development of two-voice work. Presentation and development of chromatic tones approached from above and below. Development of three-voice work. Presentation and development of minor scales, through the relative minor, by means of ladder and staff representations. Presentation of F clef with staff representation in nine keys. Study of intervals applied to diatonic and chromatic modulation.

*Time.* — Development of sense of rhythm. Development of two, three, four and six part measures, without division of pulsa-

tion, two sounds to the pulsation, one and one-half pulsations, rested half-pulsation, four sounds to the pulsation, three sounds to the pulsation, various fractional divisions of the pulsation, syncopation. Representation of same with notes, rests and other signs, and application to staff.

*Technique.* — Union of tune and time. Nomenclature. Voice training. Technicalities of notation.

*Æsthetics.* — Intelligent, artistic expression of both exercises and songs, brought out by accentuation, phrasing and shading. Tone color.

*Tests.* — Ability to recognize, sing and represent tones and measures. Ability to sing at sight.

As a help to the broader musical culture of students, a weekly exercise in chorus singing of well-chosen selections will be participated in by the entire school.

### Reading and Voice Training.

The work of this department must necessarily be two-fold: (1) the personal training and culture of the student, and (2) the practical training in methods adapted to teach reading in primary and grammar schools.

The object of oral reading is to give to others the thoughts and feelings found and suggested in written or printed language. This requires more than the mechanical pronunciation of recognized words. The reader must get behind the words to the thoughts which they represent; he must realize and appreciate this thought; and then, by the voice, awaken a sympathetic response from others.

During the first year the work is directed toward the personal training of the students. The physiological conditions of the vocal organs are considered, *i.e.*, the functions of the chest, larynx, pharynx and nares. Exercises in breathing and tone production are practised, for full, pure and sympathetic tones. Exercises in articulation are given, for clearness and distinctness of utterance. Poems and prose selections are studied analytically, the object ever being to get and give not only the sense of the words but also the sympathetic response to both thought and spirit that true reading will produce in reader and hearer.

In the second year the work is essentially directed toward the pedagogical phase of the subject. To some extent vocal exercises and analytical readings will be continued, but the object of the

work is to train the student to teach reading in primary and grammar schools. Methods — including phonetics — will be discussed and practised, observations and written reports of reading lessons in various grades of schools will be required. Outlines showing the development of lesson plans and lesson plans showing the development of subject-matter in different grades will be made. The narration of children's stories will be practised, reference reading will be required and text-books reviewed.

### Physical Training.

The course in physical training, based on the Ling system, is, in theory and practice, closely related to the practical part of the physiology work.

Its aim in theory is to give the students a knowledge of muscular action and the distribution of blood to the various organs; and in practice to correct faulty positions in sitting, standing and walking, by a development of the chest and right carriage of the chest and head. Special stress is laid upon proper breathing.

The spacious gymnasium is equipped with stall bars and benches, double boms, jumping standards, balance beams, vertical ropes, a Swedish ladder, and a horse.

The time given to the regular exercises is two periods a week, forty minutes each.

The drill includes floor work, exercises with apparatus, and gymnastic games. The floor work includes all the fundamental positions of the body, as bending, twisting, jumping, running and marching. The rhythm of the gymnastic movements is an important feature of the work. The military precision of the drill is relieved by gymnastic games. These train the students to quickness of thought and motion, and serve as a relaxation from mental and bodily tension. The game of basket ball arouses enthusiasm and gives added interest to the regular work.

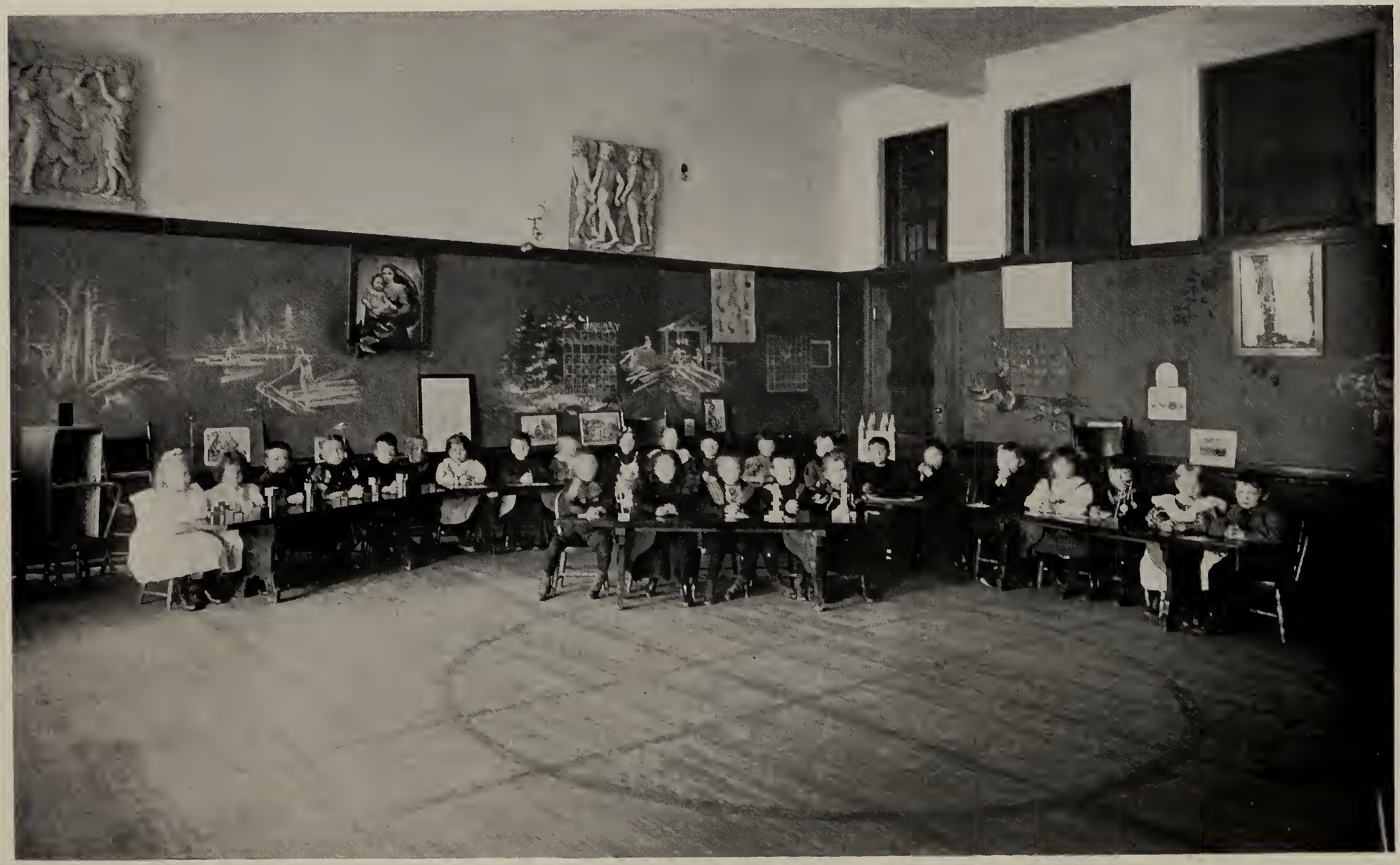
From time to time the members of the senior class conduct the exercises for practice in teaching.

## THE MODEL DEPARTMENT.

In co-operation with the school committee of the city of Salem, there are now maintained in the rooms set apart for that purpose in the normal school building, a kindergarten, and schools of the first, second, third, fourth and fifth grades. It is expected that the system will be extended from time to time.

THE GYMNASIUM.

ONE OF THE MODEL SCHOOLROOMS.



THE KINDERGARTEN.

The teachers are nominated by the principal of the normal school, with the approval of the Board of Visitors, and are elected by the city school committee. They have all been chosen with reference to their special fitness for the grades named, and on account of conspicuous success in their previous experience.

The aim has been to reproduce in these schools, as nearly as possible, actual public school conditions. Hence the pupils are not a picked company of children, but are taken without selection or exception from a district whose limits are established by the local committee. The schools are, however, kept at a reasonable size, and they will not be crowded.

The school-rooms themselves are of ample dimensions, well lighted, thoroughly ventilated, furnished with approved furniture and other appliances for work, and equipped with sanitary conveniences of the best kind. By the generosity and interest of many parents, they are also provided with beautiful decorations.

The instruction is given by regular teachers. The schools are intended to be model or observation schools. The students of the senior class and those taking special courses in the normal school will, under the direction of the faculty, be allowed to observe the work. Thus by the observation of good instruction and management, valuable assistance will be received in the work of the normal school, and it is believed that its students will be greatly profited by this addition to the facilities heretofore afforded.

## GENERAL INFORMATION.

### The Location and Attractions of Salem.

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

Salem is the centre of many interesting historical associations, and within easy reach are the scenes of more important and stirring events than can be found in any other equal area of our country. The scenery, both of seashore and country, in the neighborhood, is exceedingly attractive. There are many libraries, besides the free public library, and curious and instructive collections belonging to various literary and 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.

### The Management of the School.

The matter of discipline, as that term is used with reference to school management, does not enter into the administration of this school. Each student is allowed and is encouraged to exercise the largest degree of personal liberty consistent with the rights of other students. The teachers aim to be friends and leaders, rather than governors and masters. They will not spare advice, admonition and reproof, if needed; but their work in such matters will be done with individuals, and in the most helpful and generous spirit. The students who, after full and patient trial, are found unworthy of such consideration, may safely be presumed to be unfit and unlikely to become successful teachers, and will be removed from the school. Others, also, who by no fault of their own, but by the misfortune of conspicuous inaptitude through physical or mental deficiencies, for the work of teaching, will be advised to withdraw and will not be graduated.

### Expenses, Aid, Board, etc.

Tuition is free to all residents of Massachusetts who declare their intention to teach in the public schools of this Commonwealth. Non-residents of this state who attend from and after the beginning of the autumn session of 1901 will be required to pay at the beginning of each half-year session the sum of twenty-five dollars to the principal for the use of the school. Text-books and supplies are free, as in the public schools. Articles used in school work which the students may desire to own will be furnished at cost. Students who come to Salem to board are advised to bring with them such text-books of recent date as they may have.

To assist those students, residents of this State, who find it diffi-

cult to meet the expenses of the course, and who are doing good work, pecuniary aid is furnished by the State to a limited extent. This aid is not, however, furnished to residents of Salem, nor during the first half year of attendance at the school.

The expense of board is moderate; two students rooming together can usually find accommodations within easy distance of the school, including light and heat, at prices from three dollars and fifty cents each per week and upward. A record of places where board may be obtained is kept at the school, and reasonable aid will be given to students who are seeking boarding places. It is advisable to make inquiries at least some time before the beginning of the school year.

Students boarding in Salem or vicinity, away from their own homes, are regarded as especially subject to the supervision of the teachers of the school. They will not be allowed to remain in boarding places which are distinctly unfavorable to proper attention to their school duties, or to absent themselves from school, except by reason of sickness or by permission previously received.

### The Library and Reading Room.

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

The general library has recently been recatalogued by one of the teachers. A complete card catalogue by authors and titles has been made, and a system of references by topics will be undertaken as soon as possible. In addition to public documents and sample text-books covering a period of many years, there are now 3,394 volumes on the list.

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

## Lectures.

From time to time addresses upon educational and allied topics are secured from speakers to whom the students can listen with pleasure and profit. Since the previous catalogue of the school was issued the school has been favored as follows: —

**1899.**

March 25. — Supt. George I. Aldrich, Newton.
"Some Problems for the Future Teacher."

April 13. — Prof. Edward S. Morse, Salem.
"Evolution."

June 3. — Mr. James W. MacDonald, Stoneham.
"The Message of the Poet."

June 10. — Dr. Sarah E. Sherman, Salem.
"Ideals."

June 21. — (Annual Graduation.) Miss Sarah L. Arnold, Boston.
"Jane and Her Teachers."

**1900.**

Feb. 3. — Dr. W. G. Frost of Berea College.
"Our Contemporary Ancestors in the Southern Mountains"

Feb. 17. — Supt. Walter H. Small, Chelsea.
"The Development of Historic Interest."

March 10. — Dr. John T. Prince, West Newton.
"Comenius."

## Employment for Graduates.

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

are qualified to fill, and is glad to be informed by school authorities of the degree of success which has attended the efforts of former students.

### The Alumni Association.

There is an organization of the graduates of this school, known as the "Salem Normal Association." Its fifteenth triennial meeting will be held at the school building, on Tuesday, July 3, 1900. The officers of the association for the current term are as follows: —

*President.* — Miss Ellen M. Dodge of Salem.
*Vice-President.* — Miss Mary E. Webb of Salem.
*First Secretary.* — Mrs. Abbie R. Hood of Beverly.
*Second Secretary.* — Mrs. Sarah C. Butman of Beverly.
*Treasurer.* — Miss Harriet L. Martin of Salem.
*Directors.* — Miss Amelia R. Thaxter of Salem.
Miss Katharine M. Gray of Salem.
Miss Lena C. Emery of Salem.
Mrs. Grace F. Ropes of Salem.
Mrs. Nellie K. Greenough of Cambridge.

### Scholarships for Graduates.

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

### Summer Institute.

For three summers, during the first week of July, an institute has been held in the building under the joint auspices of the State Board of Education and the North Shore Summer School Association. All these institutes have been very largely attended, and their success has been so marked that there is no doubt of their continuance in the future. The session of 1900 will probably open on July 5, and continue at least one week. Circulars may be obtained as soon as they are ready, at the school, or by addressing Mr. James W. MacDonald at Stoneham, Frank E. Hobart at Malden, or Adelbert L. Safford at Beverly.

### General Notices.

All interested persons, especially those connected with any phase of educational work, are cordially invited to visit the school, to inspect its building and equipment, or to attend the exercises in

its class rooms or model schools, at any time and without ceremony.

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.

During the summer vacation the building will be open on week-days until one o'clock, and either the principal or some other person from whom information can be obtained will be in attendance.

## CONTRIBUTORS TO THE DECORATIONS OF THE BUILDING.

The Commonwealth of Massachusetts.
The Salem Normal Association.
Mr. George R. Chapman.
Richard Edwards, LL.D.
Mrs. C. O. Hood.
Mr. James F. Almy.
Miss Annie M. Phelps.
The Class of February, 1857.
The Class of February, 1858.
The Class of July, 1858.
The Class of February, 1859.
The Class of July, 1859.
The Class of February, 1860.
The Class of July, 1861.
The Class of January, 1883.
The Class of June, 1888.
The Class of June, 1891.
The Class of June, 1896.
The Class of January, 1897.
The Class of June, 1897.
The Class of 1898.
The Class of 1899.
Other teachers and graduates, and others.

The following citizens of Salem have generously contributed to the decorations of the model school-rooms : —

Mrs. James F. Almy.
Mr. William O. Chapman.
Mr. Robin Damon.
Mr. William H. Gove.
Mr. George B. Harris.
Mrs. William M. Hill.
Mr. Frank A. Langmaid.
Mr. J. Henry Langmaid.
Mr. Arthur L. Lougee.
Mr. William Messervey.
Mr. John M. Raymond.
Mr. Ira Vaughn.
Mrs. Charles F. Whitney.

The following classes of graduates have made generous contributions to the library : —

The Class of July, 1863.
The Class of January, 1869.
The Class of January, 1870.
The Class of January, 1874.
The Class of January, 1875.
The Class of July, 1875.
The Class of January, 1876.
The Class of June, 1876.
The Class of January, 1880.
The Class of June, 1880.
The Class of January, 1881.
The Class of January, 1882.
The Class of June, 1883.
The Class of January, 1885.
The Class of June, 1885.
The Class of January, 1886.
The Class of June, 1886.
The Class of January, 1887.
The Class of January, 1889.
The Class of January, 1890.
The Class of January, 1891.
The Class of January, 1892.
The Class of June, 1892.
The Class of June, 1894.
And many teachers and others.

# REGISTER OF STUDENTS.

## 1899-1900.

GRADUATES. — CLASS LXXXV. — JUNE, 1899.

*Of the Advanced Course.*

| | |
|---|---|
| Estelle Elizabeth Herrick, | Georgetown. |
| Bertha May Hill, | Lynn. |

*Of the Two Years' Course.*

| | |
|---|---|
| Isadore Louise Andrews, | Chelsea. |
| Maude Lillian Arnold, | Wakefield. |
| Alice Gertrude Barrett, | Belmont. |
| Abbie Susan Beede, | Fremont, N. H. |
| Mary Alice Beede, | Fremont, N. H. |
| Grace Clinton Berry, | Salem. |
| Katharine Frances Brennan, | Salem. |
| Adlena Bartlett Broughton, | Beverly. |
| Gertrude May Brown, | Shelburne, N. S. |
| Lizzie Howard Brown, | Groveland. |
| Ethel Burnham Calef, | Tapleyville. |
| Bernice Cameron, | Salem. |
| Marion Mabel Mason Carnes, | Saugus. |
| Josephine Hawley Carr, | Amesbury. |
| Alice Margaret Carroll, | Peabody. |
| Pearl Frances Chace, | North Andover. |
| Mary Elizabeth Church, | North Andover. |
| Hannah Teresa Curtin, | North Andover. |
| Mary Florence Davis, | Somerville. |
| Mercy Jane Davis, | Amesbury. |
| Helen Gardner Dennett, | Salem. |
| Violetta Rosa Dodge, | Topsfield. |
| Gertrude Berchmans Duffy, | Cambridgeport. |
| Nettie Livermore Eagles, | Newton Centre. |
| Mary Louise Foley, | Peabody. |
| Florence Lee Gardner, | Malden. |
| Carrie Pauline Goodwin, | Topsfield. |
| Eleanor Louise Hawkesworth, | Marblehead. |

Sarah Montgomery Henderson, . . . . Arlington Heights.
Evangeline Minnie Holmes, . . . . Malden.
Mary Elizabeth James, . . . . . Salem.
Martha Etta Keating, . . . . . North Andover.
Alice Teresa Keefe, . . . . . North Andover.
Catherine Elizabeth Maloney, . . . . Arlington.
Emma Agosto Mansfield, . . . . . Wakefield.
Nellie McConnachie, . . . . . Revere.
Bessie Louise Norton, . . . . . Salem.
Lucy Agnes O'Brien, . . . . . Arlington.
Margaret Frances O'Keefe, . . . . Cambridgeport.
Margaret Ellen O'Rourke, . . . . . Peabody.
Jennie Mariam Patterson, . . . . . Somerville.
Marian Patterson, . . . . . Salem.
Charlotte Annie Peabody, . . . . . Topsfield.
Grace Morton Perkins, . . . . . Salem.
Helen Poor, . . . . . Topsfield.
Mary Olive Poore, . . . . . West Newbury.
Margaret Frances Sanderson, . . . . East Cambridge.
Sara Averill Sawyer, . . . . . Augusta, Me.
Margaret Ann Spalton, . . . . . Gloucester.
Gertrude Theresa Sullivan, . . . . North Cambridge.
Grace Ethel Tarbox, . . . . . Malden.
Charlotte Lucy True, . . . . . Marblehead.
Mary Cleora Whitney, . . . . . West Boxford.
Mary Magdalene Wilcox, . . . . . North Andover.
Ella Leona Winsor, . . . . . Chelsea.

*Certificate for One Year's Work.*

Emma Soley Densmore, . . . . . Brookfield, N. S.
Isabel Gertrude Flint, . . . . . Wakefield.

POST-GRADUATES.

Helen Gardner Dennett, . . . . . Salem.
(State Normal School, Salem, '99.)
Julia Goldman, . . . . . Salem.
(State Normal School, Salem, 1900.)
Mary Elizabeth James, . . . . . Salem.
(State Normal School, Salem, '99.)

SPECIAL STUDENTS.

Grace Deming, . . . . . Beachmont.
(Barnard College.)
Helen Pernal Dewey, . . . . . Boston.
(Emerson School of Oratory, '98.)

Gertrude Brown Goldsmith, A.B., . . . Manchester.
(Smith College, '99.)
Nettie Mabel Kirkpatrick, . . . . Bangor, Me.
(Bangor High School, special.)
Marguerite Elizabeth Helen Lovewell, . . East Otisfield, Me.
(Stevens School.)
Mary Adelaide McIntire, . . . . . York Corner, Me.
(Berwick Academy.)
Margaret Ross Putnam, B.L., . . . . Salem.
(Smith College, '99.)
Mabel Browning Soper, . . . . . Waltham.
(Smith College, Boston Art Museum, '94.)
Iva Belle Sweeney, . . . . . Island Pond, Vt.
(Derby Academy, '95.)
Ida May Thayer, . . . . . Bradford.
(Bradford Academy, '88.)
Fannie Evelyn Williamson, . . . . Salisbury, Vt.
(Middlebury High School, '94.)
Frances Elizabeth Young, . . . . South Boston.
(Truro Normal School, '94.)

STUDENTS OF THE TWO YEARS' COURSE.

Esther Sargent Andrews, . . . . . Gloucester.
Margaret Warren Bailey, . . . . . Haverhill.
Mabel Dorcas Barnes, . . . . . Haverhill.
Sarah Boardman Barnes, . . . . . Haverhill.
Mary Agnes Barry, . . . . . Salem.
Mary Louise Baxter, . . . . . Malden.
Gracia Emma Bickford, . . . . . Rochester, N. H.
Alice Lavinia Bird, . . . . . Lynn.
Mary Eleanor Bird, . . . . . Chelsea.
Mabel May Bissett, . . . . . Everett.
Josie Lee Blakely, . . . . . Medford.
Mabelle Louise Boultenhouse, . . . . Amesbury.
Elizabeth Mary Breslin, . . . . . Cambridge.
Maude Muller Brickett, . . . . . Melrose.
Rhoda Avanilla Briggs, . . . . . Marion.
Laura Brooks, . . . . . Salem.
Michael Mathew Burke, . . . . . Revere.
Katharine Frances Callahan, . . . . Cambridgeport.
Mary Alice Campbell, . . . . . Antrim, N. H.
Mary Teresa Carlin, . . . . . Peabody.
Abbie Carr, . . . . . Ipswich.
Helen Frances Chubbuck, . . . . . Stoneham.
Ethel Louise Clark, . . . . . Melrose.
Mary Laura Clark, . . . . . Henniker, N. H.

Florence Baxter Cochran, . . . . . Somerville.
Ethel Ware Coker, . . . . . Salem.
Allie Augusta Cole, . . . . . Beverly.
Agatha Gertrude Frances Commins, . . Somerville.
Mildred McCollom Conner, . . . . Chelsea.
Josephine Agnes Connors, . . . . Peabody.
Nora Mary Conroy, . . . . . Peabody.
Flora Elvina Cooter, . . . . . East Cambridge.
Mary Elizabeth Corcoran, . . . . . Stoneham.
Anna Frances Costello, . . . . . Groveland.
Mary Agnes Coughlin, . . . . . Manchester.
Florence Ernestine Crombie, . . . . North Groveland.
Elgenia Antoinette Crosby, . . . . Malden.
Sibyl Grace Crosby, . . . . . Manchester, N. H.
Bessie Dennis Cross, . . . . . Haverhill.
Grace Evelyn Crouse, . . . . . Beverly.
Elizabeth Mary Crowley, . . . . . Cambridge.
Marion Lewis Cruff, . . . . . Marblehead.
Lillian Mae Cuddy, . . . . . Somerville.
Mary Louise Cunningham, . . . . Salem.
Sarah Blanche Cunningham, . . . . Merrimac.
Lillian Florence Curtis, . . . . . Gloucester.
Mary James Damon, . . . . . Scituate Centre.
Lydia Caldwell Daniels, . . . . . Maplewood.
Mabel Katharine Davis, . . . . . Somerville.
Alice Cora Day, . . . . . Melrose Highlands.
Fannie Boutelle Deane, . . . . . Haverhill.
Louise Anna Deehan, . . . . . Cambridge.
Altana Starr Deming, . . . . . Beachmont.
Jennibelle Calef Dennett, . . . . . Amesbury.
Emily Monica Desmond, . . . . . Medford.
Gertrude Patricia Desmond, . . . . Medford.
Grace Vivian Desmond, . . . . . Lawrence.
Addie Vandelia Dexter, . . . . . Salem.
Jessie Adelle Dix, . . . . . Beachmont.
Carrie Harwood Doak, . . . . . Marblehead.
Pauline Milson Dodge, . . . . . Topsfield.
Mary Catherine Donovan, . . . . . Lynn.
Mary Elizabeth Donovan, . . . . . Georgetown.
Gertrude Elizabeth Downing, . . . . Everett.
Florence Louise Eaton, . . . . . Revere.
Lillie Florence Eaton, . . . . . Haverhill.
Lucie Melissa Eaton, . . . . . North Reading.
Helen Sawyer Eldridge, . . . . . Wakefield.
Mary Ellen Ellard, . . . . . Topsfield.
Alice May Ellenwood, . . . . . Reading.

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| Annie Thorndike Elwell, | Salem. |
| Elizabeth Ethel Fairbanks, | North Reading. |
| Annie Josephine Fanning, | Salem. |
| Susan Margaret Fanning, | Everett. |
| Agnes Gertrude Ferguson, | Topsfield. |
| Mary Cora Ferrara, | East Cambridge. |
| Ephraim Finkelstein, | Chelsea. |
| Ella May Flaherty, | Cheshire. |
| Katherine Helen Flanagan, | Haverhill. |
| Edith Louise Fletcher, | Middleton. |
| Mary Winifred Foley, | Winchester. |
| Helena Monica Follen, | Nahant. |
| Emma Julia Foster, | East Montpelier, Vt. |
| Joseph Francis Foster, Jr., | Beverly. |
| Vina May Frame, | Haverhill. |
| Elizabeth Agnes Freeto, | Marblehead. |
| Abbie Adaline Fuller, | Newton Centre. |
| Annie Ethel Fulton, | Lynn. |
| Harriet Eliza Gage, | West Medford. |
| Helen Frances Gallivan, | Danversport. |
| Abbie Bertha Glines, | Beverly. |
| Julia Goldman, | Salem. |
| Mary Ellen Gorman, | Medford. |
| Alice Whitcomb Gowing, | North Reading. |
| Mary Anastasia Grady, | Wakefield. |
| Ethel Beulah Gray, | Rockport. |
| Mary Frances Haggerty, | Andover. |
| Florence Safford Haley, | Exeter, N. H. |
| Annie Pauline Ham, | Shapleigh, Me. |
| Ethel Hamilton, | Ware. |
| Ethel Hammond, | Salem. |
| Marion Esther Hardy, | Amesbury. |
| Abbie Gertrude Harnden, | Medford Hillside. |
| Nellie Loretto Andrey Harney, | Lynn. |
| Mary Kelsey Harvey, | Maplewood. |
| Mildred Beatrice Hayward, | North Reading. |
| Alice Eugenia Hebblethwaite, | Chelsea. |
| Esther Lillian Herrick, | Georgetown. |
| Flora Winifred Hobbs, | West Ossipee, N. H. |
| Mabel Lucile Hobbs, | West Ossipee, N. H. |
| Emma Josephine Houlahan, | Cambridge. |
| Charlotte Mary Hoyt, | Newburyport. |
| Jeannette Maxwell Hunter, | Bradford. |
| Anna Bridget Hurley, | Belmont. |
| Marion Emma Jones, | Medford. |
| Flora Yeaton Joplin, | Hampton, N. H. |

Loretta Agnes Keegan, . . . . . Lawrence.
Maud Bertha Kennerson, . . . . . Melrose.
Nellie Agnes Kerrigan, . . . . . Haverhill.
Mary Jane Keogh, . . . . . Chelsea.
Emma Dayton Kinsman, . . . . . Salem.
Alice May Kyle, . . . . . Everett.
Edith Alice Lavalette, . . . . . Ipswich.
Elizabeth Pitman Lafavour, . . . . Beverly.
Louise Margaret Logan, . . . . . Peabody.
Edna Marion Lowd, . . . . . Swampscott.
Mabel Eleanor Lowrey, . . . . . Swampscott.
Josie May Lundberg, . . . . . Lawrence.
Elizabeth Elinor Mack, . . . . . Peabody.
Mary Alice Macklin, . . . . . Cambridge.
Ida May Magoon, . . . . . Lawrence.
Ellen Mary Maloney, . . . . . Wakefield.
Lena Draxcy Marshall, . . . . . Melrose.
Elsie Mason, . . . . . Everett.
Edith Helen Mathews, . . . . . Everett.
Mary Augusta McCarty, . . . . . Lynn.
Nellie Frances McCloskey, . . . . Marblehead.
Laura Ritchie McCurdy, . . . . . Beverly.
Elizabeth Agnes McGrath, . . . . Salem.
Emma Nettie McKie, . . . . . Lynn.
Mattie Clarissa Mirfield, . . . . . Melrose.
Grace Lydia Morrison, . . . . . Brockton.
Alice Margaret Mulrey, . . . . . Cambridge.
Anna Fosgate Munroe, . . . . . North Reading.
Ralph Brigham Munroe, . . . . . North Reading.
Mary Gertrude Victorine Murphy, . . . Haverhill.
Helen Mabel Mycue, . . . . . Chelsea.
Ruby Frances Nason, . . . . . West Boxford.
Marion Furber Newell, . . . . . West Newbury.
Bessie Mae Nichols, . . . . . Lynn.
Jennie Wardell Noble, . . . . . Rockport.
Cora Mabel Nutting, . . . . . Keene, N. H.
Emily Maud Oates, . . . . . North Andover Centre.
Abigail Gertrude O'Connell, . . . . Peabody.
Mary Elizabeth O'Connell, . . . . Newburyport.
Lucy Morton Parks, . . . . . Chelsea.
Helen Josephine Patten, . . . . . Gloucester.
Helen Louise Patten, . . . . . Melrose Highlands.
Marion Lizzie Peabody, . . . . . Jamaica Plain.
Frances Kirsten Pedersen, . . . . Malden.
Sarah Blanche Pelonsky, . . . . . Boston.
Bessie Blanche Perkins, . . . . . Topsfield.

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|---|---|
| Grace Garfield Pettengill, | Salisbury. |
| Annie Currier Philbrick, | Portsmouth, N. H. |
| Elva Blanche Prescott, | Chelsea. |
| Elsie Lizzie Preston, | Beverly Farms. |
| Sadie Bessie Quimby, | Malden. |
| Helena Radcliffe, | Malden. |
| Louise Helen Reardon, | Malden. |
| Ruth Eliza Remon, | Salem. |
| Jessie Carroll Rhodes, | North Reading. |
| Edith Fletcher Rockwell, | Melrose. |
| Isa Beatrice Roscoe, | Marblehead. |
| Jennie Bell Ross, | North Cambridge. |
| Daisy Ethel Salls, | Methuen. |
| Maud Ethel Sauer, | Chelsea. |
| Alice Louise Shaw, | Swampscott. |
| Mary Louise Shea, | Salem. |
| Gertrude Mary Sides, | South Groveland. |
| Laura Henrietta Slocomb, | Malden. |
| Grace Lane Smith, | Somerville. |
| Marian Belle Smith, | Beverly. |
| Vida Emma Southwick, | Marlborough, N. H. |
| Nettie Nutting Stanley, | Marblehead. |
| Carolyn Maude Stanwood, | West Newbury. |
| Alice May Stroud, | Revere. |
| Annie Genevieve Sullivan, | Haverhill. |
| Anna Kittredge Sylveira, | Melrose. |
| Gertrude Sophie Thayer, | Cambridgeport. |
| Sadie Elizabeth Thompson, | Manchester, N. H. |
| Edna Day Thurlow, | Newburyport. |
| Helen Lane Thurston, | Rockport. |
| Mary Caroline Tilton, | Salem. |
| Sara Kate Tilton, | Medford. |
| Eleanor Florence Toolin, | Dover, N. H. |
| Margaret Rowena Tracy, | Georgetown. |
| Katherine Theresa Turbett, | Salem. |
| Mary Irene Vincent, | Somerville. |
| Lilla May Walker, | Somerville. |
| Mabel Angelina Wallis, | Beverly. |
| Ednah Abigail Warren, | Everett. |
| Elizabeth Veronica Watson, | Manchester. |
| Rowland Howard Watts, | West Boxford. |
| Alice Webber, | Lynn. |
| Annie Elizabeth Welch, | North Cambridge. |
| Edna Ellen Welch, | Topsfield. |
| Emma Gertrude Wentworth, | Cambridgeport. |
| Ethel Marguerite Wheeler, | Salem. |

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|---|---|
| Anna Frances White, | Salem. |
| Katharine Gertrude White, | Swampscott. |
| Mary Elizabeth White, | Cambridgeport. |
| Gertrude Eastman Wilkins, | Middleton. |
| Margarette Edyth Williams, | Chelsea. |
| Carolyne Mae Wilson, | Cherryfield, Me. |
| Edith Kinsman Wilson, | Gloucester. |
| Helen Bragdon Withey, | Danversport. |
| Dora Philbrick Woodberry, | Beverly. |

SUMMARY.

| | |
|---|---|
| Post-graduates, | 3 |
| Special students, | 12 |
| Students of the two years' course, | 217 |
| | 232 |
| Name duplicated, | 1 |
| | 231 |

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|---|---|
| Whole number of students from the establishment of the school, | 4,526 |
| Whole number of graduates, | 2,280 |
| Number of certificates for one year's work, | 2 |

# Certificate Required for Admission to a Preliminary Examination.

.....190 .

.....has been a pupil in the

.....School for .....years and is, in my judgment, prepared to pass the normal school preliminary examination in the following group, or groups, of subjects and the divisions thereof:

.....

.....

Signature of principal or teacher, .....

Address, .....

# Certificate of Graduation and Good Character.

**This is to Certify** that M.....

is a regular graduate of a four years' course of the.....

.....High School, and that, to the best of my knowledge and belief, .....he is a person of good moral character.

..... *Principal.*

.....190.....

# Certificate of Good Health.

**This is to Certify** that I am personally and professionally acquainted with M....., and that, to the best of my knowledge and belief, .....he is free from any disease or infirmity that would unfit ..... for the office of a teacher.

..... *M.D.*

.....190.....