STATE ⚜ NORMAL SCHOOL ⚜ SALEM MASSACHUSETTS

FORTY-FIFTH ⚜ YEAR

1898-1899 ⚜ ⚜ ⚜ ⚜

STATE NORMAL SCHOOL,

SALEM, MASS.

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.**

☞ See Catalogue for 1898–99, pages 10, 11, 12.

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.

NEW STATE NORMAL SCHOOL, SALEM, MASS.

FORTY-FIFTH YEAR

OF THE

STATE NORMAL SCHOOL

AT

SALEM, MASS.

1898-99.

BOSTON:
WRIGHT & POTTER PRINTING CO., STATE PRINTERS,
18 POST OFFICE SQUARE.
1899.

State Board of Education.

Established 1837.

His Excellency ROGER WOLCOTT.

His Honor W. MURRAY CRANE.

		TERM EXPIRES.
Elmer H. Capen, D.D.,	Tufts College,	May 25, 1899.
Elijah B. Stoddard, A.M.,	Worcester,	May 25, 1900.
George H. Conley, A.M.,	Boston,	May 25, 1901.
Mrs. Alice Freeman Palmer,	Cambridge,	May 25, 1902.
Joel D. Miller, A.M.,	Leominster,	May 25, 1903.
Mrs. Kate Gannett Wells,	Boston,	May 25, 1904.
Franklin Carter, Ph.D., LL.D.,	Williamstown,	May 25, 1905.
George I. Aldrich, A.M.,	Newtonville,	May 25, 1906.

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BERTHA H. DESJARDINS, ... Second Grade.
HARRIET E. RICHMOND, ... First Grade.
LAURA M. SKINNER, ... Kindergarten.
HELEN L. NEWTON (Assistant), ... Kindergarten.

Calendar for 1899-1900.

GRADUATION.

Wednesday, June 21, 1899, at 2.30 P.M.

FIRST ENTRANCE EXAMINATIONS.

Thursday and Friday, June 22 and 23, 1899, at 9 A.M.

SECOND ENTRANCE EXAMINATIONS.

Tuesday and Wednesday, Sept. 12 and 13, 1899, at 9 A.M.

SCHOOL YEAR BEGINS.

Thursday, Sept. 14, 1899, at 9.30 A.M.

THANKSGIVING RECESS.

From Wednesday, 12 M., preceding Thanksgiving Day, to the following Tuesday, 9.30 A.M.

CHRISTMAS RECESS.

From close of school on Friday, Dec. 22, 1899, to Tuesday, Jan. 2, 1900, at 9.30 A.M.

SPRING RECESS.

From close of school on Friday, April 6, 1900, to Tuesday, April 17, 1900, at 9.30 A.M.

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.

THE RECEPTION ROOM.

STATE NORMAL SCHOOL,

SALEM, MASS.

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.

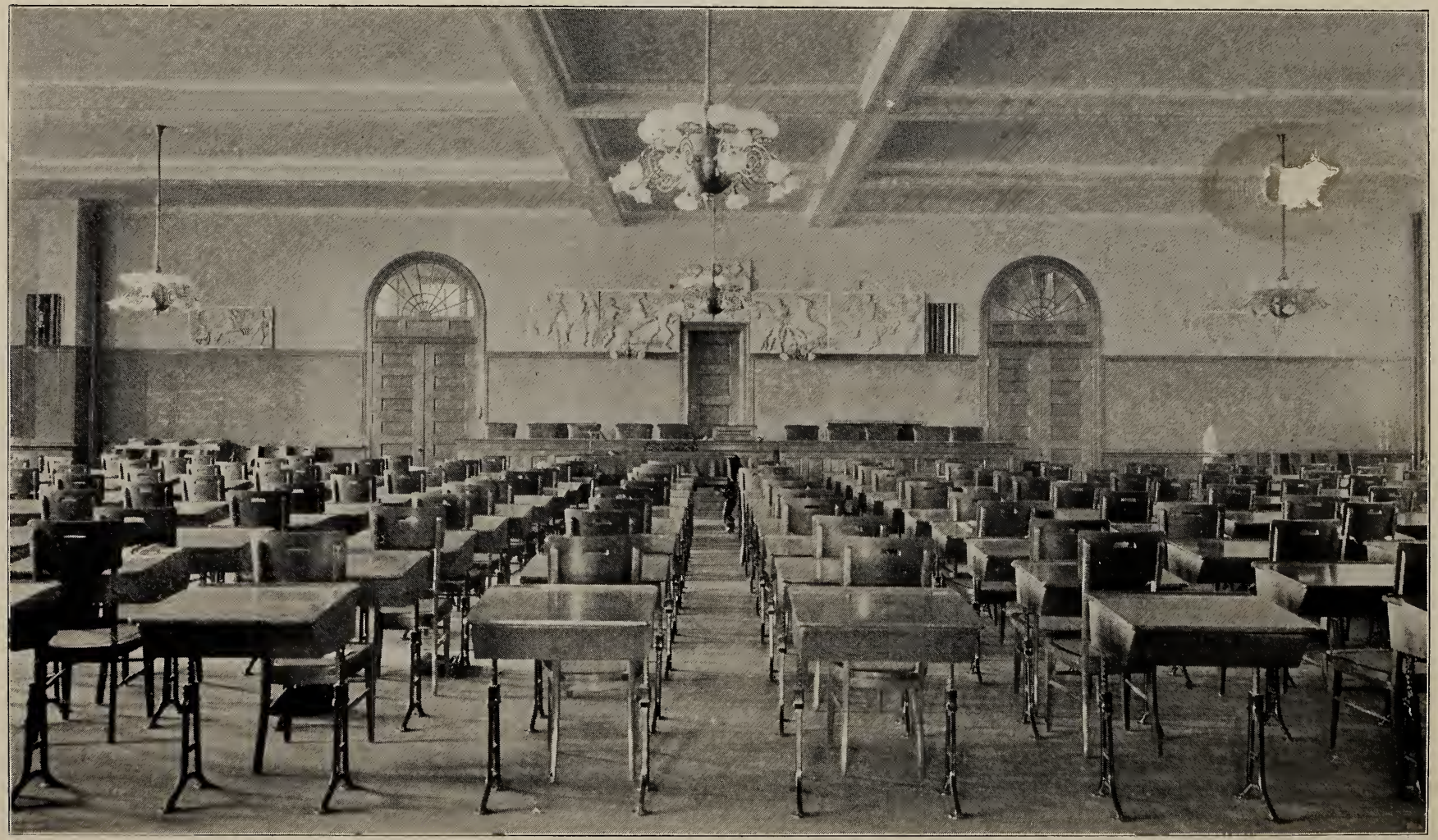
THE SCHOOL BUILDING.

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.



MAIN STUDY HALL—FROM THE REAR.

THE LIBRARY.

Two fine rooms on the north side furnish admirable accommodations for the work in drawing.

One of the most conspicuous features of the building is found in the size and lighting of the rooms. In fact, it is hard to see how the lighting could be improved. The 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 programme clock, with its electric appliances, regulates the movements of the school. The interior finish throughout is of handsome oak, and all the furniture of the building is in keeping. Upon the walls are many handsome pictures and other artistic decorations, provided by the State, by past students and teachers of the school and by other generous friends, to whom due acknowledgment is made on another page.

REQUIREMENTS FOR ADMISSION.

Candidates for admission must have attained the age of sixteen years *complete*, 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: —

1899. — Dryden's *Palamon and Arcite;* 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;* DeQuincey's *The Flight of a Tartar Tribe;* Cooper's *The Last of the Mohicans;* Lowell's *The Vision of Sir Launfal;* Hawthorne's *The House of the Seven Gables.*

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.*

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: —

1899. — Shakespeare's *Macbeth;* Milton's *Paradise Lost*, Books

LITERATURE AND HISTORY.

I. and II.; Burke's *Speech on Conciliation with America;* Carlyle's *Essay on Burns.*

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

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

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 Examinations.

Arrangements may be made by which, under certain conditions, candidates may take a part of their examinations in June of the year preceding their entrance. The particulars of the arrangement will soon be determined, and they may be learned by addressing the principal.

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 applica-

tion 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.

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 the past two 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.

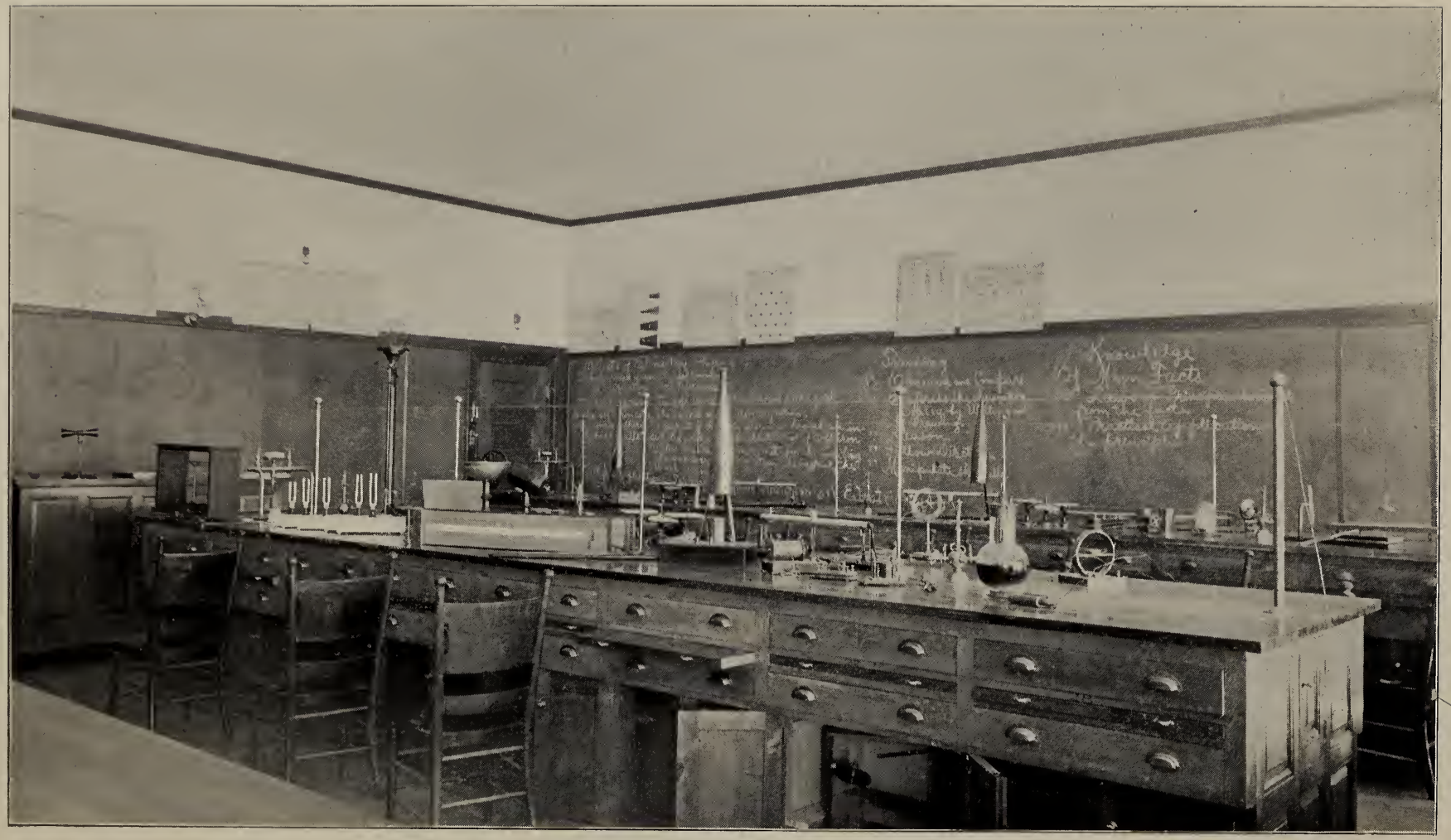
For the benefit of each class, as it enters the school, a concise outline of the work of this department will be given in the form of a brief series of lectures. The regular work will extend throughout the senior year and will be conducted by the principal of the school.

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

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



THE PHYSICAL LABORATORY.

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.

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

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

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

Study of industries and the manufacture of chemicals.

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

Short course in qualitative analysis.

Constant practice in writing reactions.

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

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

The students have practice in teaching before their classmates so far as the nature of the subject will admit. The benefit derived

from such exercises is very great. It develops the power *to think on one's feet*, *to express well* what has been observed, *to guide the doing and the observing* of the student, and *gives skill in the manipulation of apparatus.*

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

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

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

Geology and Geography.

Geology. — The course in geology precedes and prepares for the work in geography. It consists of a study of "earth materials," — minerals and rocks; of "earth forces," and of "earth processes," — dynamical geology. The aim of the work is to enable the students to acquire that knowledge of geological phenomena which shall be of most value to them in their work in geography and as teachers in the elementary schools. The work is carried on in the field, in the laboratory and in the library. In the study of earth materials the distinguishing characteristics, the occurrence, and the uses of about fifty most common minerals are considered. The reactions before the blowpipe and with chemicals are used in addition to the physical properties as confirmatory tests. The characteristics and origin of the most important of the sedimentary, igneous and metamorphic rocks are carefully discussed. Each student is assigned a special place in the geological laboratory, and furnished with apparatus and with specimens of the minerals and rocks for experimental study. Frequent trips are made to the field to collect specimens of the common rocks, and to study earth

THE GEOGRAPHY ROOM.

forces and earth processes. In the study of earth processes — the reaction of earth forces upon earth materials — considerable attention is given to the disintegration of rocks and the formation of soil and to the work of the rain, streams and ice in wearing away, transporting and depositing materials. Careful consideration is also given to the action of waves, their effect on the shores near Salem and the relation between the inequalities in the coast line, and the kind, structure and arrangement of the rocks. These phenomena and also the various evidences of glacial action are all studied in the field and supplemented by work in the laboratory and library. At suitable times during the course, after a discussion of the adaptation of the more technical and scientific work to the comprehension of children, the students prepare a course of lessons on the study of earth materials and earth forces for elementary schools.

Geography. — The course in geography is, in the future, to include instruction in meteorology and astronomy. That part of the study of astronomy which is important and necessary for the teacher of geography will receive special attention. Observation work to recognize the important constellations, to note the position and movements of the sun, moon, planets and stars will extend throughout the year. An equatorially mounted telescope, made by A. Clark & Sons, with a four-inch object glass, is used in this work. The work in meteorology includes the local observation of the weather elements, a discussion of the various phenomena illustrated or suggested by a careful study of the daily weather map, and some instruction on the more general relations of the science. The work thus outlined in geology, meteorology and astronomy prepares the students to take up the study of geography in an intelligent, appreciative and thorough manner. This preparation enables them to understand the physiographic side of geography, — the recognition that all land areas are constituted of geographical elements in various stages of development. Particular attention is given to the different geographical objects, — relief forms, drainage forms, coast forms, forms of water, winds, climate, soil, productions and people, — for the purpose of deciding upon the best method of studying and teaching these objects. Practical instruction in the field and laboratory is carried on here as in geology, and the adaptation of these exercises to the elementary pupils is carefully discussed. A study of the earth as a whole, of the different continents and of the leading nations is

taken up as thoroughly as the limits of the course will permit. The use of the moulding board, sand table, pictures and other illustrative material; lessons in map projection, the full and intelligent reading of maps; the time and place of the text-book, and its use and abuse, are considered in their proper places.

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

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.

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 are 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.

Mathematics.

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

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

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

Second Term: *Algebra.* — The topics are preliminary definitions, the fundamental operations, involution and evolution (including the square and cube roots of numbers), factors and multiples, fractions, equations.

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

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

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

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

English Literature and Rhetoric.

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.

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 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

ELEMENTARY DRAWING ROOM.

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
> Then 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 are other lines 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.

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.

Reading and Voice Training.

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

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

THE GYMNASIUM.

of the schools should prepare them, is *silent*, not *oral*, — so that training in ability to get thought from the printed page is a matter of fundamental and far-reaching importance.

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.

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 pulsation, 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.

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 and fourth grades. It is expected that the system will be extended from time to time.

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 KINDERGARTEN.

ONE OF THE MODEL SCHOOLROOMS.

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 will be given by the 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.

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

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

The expense of board is moderate; two students rooming together can usually find accommodations within easy distance of the school, including light and heat, at prices 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 about 3,000 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 : —

1898.

May 20. — Mrs. Kate Tannatt Woods, Salem.
"War Memories."

June 4. — Miss Minna E. Tenney, Watertown.
"Norway."

June 22. — (Annual Graduation.) Rev. E. C. Bolles, D.D., Melrose.
"Books."

Dec. 3. — Mr. Robert C. Metcalf, Boston.
"Training in Oral Language."

1899.

Jan. 21. — Col. T. W. Higginson, Cambridge.
"People I have met."

Jan. 28. — Hon. Frank A. Hill, Boston.
"Relation of the School to Civic Training."

Jan. 31. — Mr. L. Walter Sargent, Boston.
"Study of the Old and New Masters."

Feb. 18. — Mr. Robert C. Metcalf, Boston.
"The Teaching of Grammar."

Mar. 11. — Mr. Henry T. Bailey, North Scituate.
"The Acropolis."

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.

Alumni Association.

There is an organization of the graduates of this school known as the "Salem Normal Association" which held its fourteenth triennial meeting on July 2, 1897. This was attended by a large number of former students and teachers. 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 Beverly.

The next regular meeting of the association will be held in 1900.

Summer Institute.

During the last two summers, in 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. At each session nearly seven hundred teachers have been in attendance. It is expected that the session during the coming summer will open on July 5, and continue through the following week.

General Notice.

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.
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.

1898-99.

GRADUATES. — CLASS LXXXIV. — JUNE, 1898.

Of the Advanced Course.

Emma Lois Herrick,	Georgetown.

Of the Two Years' Course.

Isabella Gould Brown,	Ipswich.
Mabel Towne Burnham,	South Essex.
Helen Marie Cogan,	Somerville.
Ella Mary Costello,	Groveland.
Alice Scott Coutts,	Andover.
Alice Mae Dale,	East Cambridge.
Anna Pierce Danforth,	Barton, Vt.
Eleanor Margaret Driscoll,	Salem.
Lucy May Elder,	Lynn.
Emily May Ellison,	Lynn.
Alice Veronica Fitzgerald,	West Andover.
Bessie Harris Foss,	Salem.
Amy Wadsworth Freeman,	Somerville.
Anna Florence Gragg,	Marblehead.
Annie Elizabeth Haley,	Salem.
Amy Boyden Haskell,	Manchester.
Mary Florence Henderson,	Melrose Highlands.
Edith Reora Hutchins,	Danvers.
Lillian Harriet Kenney,	Cambridge.
Cecilia Anderson Kydd,	Andover.
Katherine Frances Lynch,	Waltham.
Almena Jane Mansir,	Somerville.
Emma Louise Marshall,	Gloucester.
Margaret Teresa McCarthy,	Lowell.
Florence Elva McIntire,	Reading.
Nellie May Miskelly,	Revere.

Ellen Veronica Monohan,	Medford.
May Florence Moran,	Lynn.
Ethel Florence Morang,	West Somerville.
Margaret Abbie Mosman,	North Reading.
Mary Agnes O'Hara,	Cambridge.
Helen Martha Palmer,	Candia, N. H.
Martha Annese Parker,	Cambridge.
Nora Ellen Reardon,	East Cambridge.
Mabel Claire Reid,	Somerville.
Belle Josephine Rich,	Revere.
Anastatia Grace Riley,	Melrose.
Belle Louise Roache,	North Andover.
Anna Crombie Rogers,	Derry, N. H.
Jennie Ethel Shute,	Malden.
Catherine Emily Smith,	Malden.
Ellen Anastasia Sullivan,	North Cambridge.
Catherine Elizabeth Sweeney,	Somerville.
Nellie Stetson Tarbox,	Lynn.
Edith Josephine Tarleton,	West Newbury.
Katherine Louise Wight,	Cambridge.
Lizzie Parker Wilmot,	Malden.

Advanced and Special Students.

Addie Annie Bigelow,	Salem.
(State Normal School, Johnson, Vt., '82.)	
Jennie Pearl Carlton,	West Newbury.
(Emerson College of Oratory, '93.)	
Emma Soley Densmore,	Brookfield, N. S.
(Truro Normal School, '86.)	
Etta Gray Dickey,	Derry, N. H.
(Pinkerton Academy, '82.)	
Lucy May Elder,	Lynn.
(State Normal School, Salem, '98.)	
Isabel Gertrude Flint,	Wakefield.
(Wakefield High School, '89.)	
Estelle Elizabeth Herrick,	Georgetown.
(State Normal School, '97.)	
Bertha May Hill,	Lynn.
(State Normal School, '96.)	
Augusta Spurr Lovewell,	East Otisfield, Me.
(Douglas Seminary, '88.)	
Mary Brown Mudge,	Danvers Center.
(Mount Holyoke College.)	
Nellie Chapman Nichols,	Danvers.
(State Normal School, '95.)	

Students of the Two Years' Course.

Esther Sargent Andrews,	Gloucester.
Isadore Louise Andrews,	Chelsea.
Maude Lillian Arnold,	Wakefield.
Mabel Dorcas Barnes,	Haverhill.
Sarah Boardman Barnes,	Haverhill.
Alice Gertrude Barrett,	Belmont.
Mary Agnes Barry,	Salem.
Mary Louise Baxter,	Malden.
Abbie Susan Beede,	Fremont, N. H.
Mary Alice Beede,	Fremont, N. H.
Calla Ely Belcher,	Somerville.
Martha Lena Bennett,	Lynn.
Grace Clinton Berry,	Salem.
Alice Lavinia Bird,	Lynn.
Mary Eleanor Bird,	Chelsea.
Mabel May Bissett,	Everett.
Josie Lee Blakely,	Medford.
Mabelle Louise Boultenhouse,	Amesbury.
Katharine Frances Brennan,	Salem.
Elizabeth May Breslin,	Cambridge.
Maude Muller Brickett,	Melrose.
Rhoda Avanilla Briggs,	Marion.
Adlena Bartlett Broughton,	Beverly.
Gertrude Mary Brown,	Shelburne, N. S.
Lizzie Howard Brown,	Groveland.
Effie Marion Burke,	Revere.
Michael Mathew Burke,	Revere.
Annie Augusta Butler,	Lynn.
May Alice Byam,	Somerville.
Ethel Burnham Calef,	Tapleyville.
Bernice Cameron,	Salem.
Mary Alice Campbell,	Antrim, N. H.
Marion Mabel Mason Carnes,	Saugus.
Abbie Carr,	Ipswich.
Josephine Hawley Carr,	Amesbury.
Alice Margaret Carroll,	Peabody.
Pearl Frances Chace,	North Andover.
Mary Elizabeth Church,	North Andover.
Ethel Louise Clark,	Melrose.
Mary Laura Clark,	Henniker, N. H.
Florence Baxter Cochran,	East Somerville.
Allie Augusta Cole,	Beverly.
Agatha Gertrude Frances Commins,	Somerville.

Mildred McCollom Conner,	Chelsea.
Josephine Agnes Connors,	Peabody.
Nora Mary Conroy,	Peabody.
Mary Elizabeth Coreoran,	Stoneham.
Anna Frances Costello,	Groveland.
Mary Agnes Coughlin,	Manchester.
Elgenia Antoinette Crosby,	Malden.
Sibyl Grace Crosby,	Manchester, N. H.
Bessie Dennis Cross,	Haverhill.
Elizabeth Mary Crowley,	Cambridgeport.
Lillian Mae Cuddy,	Somerville.
Mary Louise Cunningham,	Salem.
Sarah Blanche Cunningham,	Merrimac.
Hannah Teresa Curtin,	North Andover.
Mary James Damon,	Scituate Center.
Lydia Caldwell Daniels,	Ipswich.
Mabel Katharine Davis,	Somerville.
Mary Florence Davis,	Somerville.
Mercy Jane Davis,	Amesbury.
Alice Cora Day,	Melrose Highlands.
Helen Gardner Dennett,	Salem.
Gertrude Patricia Desmond,	Medford.
Carrie Harwood Doak,	Marblehead.
Violetta Rosa Dodge,	Topsfield.
Mary Elizabeth Donovan,	Georgetown.
Gertrude Elizabeth Downing,	Everett.
Gertrude Berehmans Duffy,	Cambridgeport.
Nettie Livermore Eagles,	Newton Center.
Annie Thorndike Elwell,	Algiers, La.
Annie Josephine Fanning,	Salem.
Susan Margaret Fanning,	Revere.
Mary Cora Ferrara,	East Cambridge.
Mary Winifred Elizabeth Finlay,	Chelsea.
Ella May Flaherty,	Cheshire.
Mary Louise Foley,	Peabody.
Helena Monica Follen,	Nahant.
Elizabeth Agnes Freeto,	Marblehead.
Florence Lee Gardner,	Malden.
Julia Goldman,	Salem.
Carrie Pauline Goodwin,	Topsfield.
Alice Whitcomb Gowing,	North Reading.
Ethel Hamilton,	Ware.
Ethel Hammond,	Salem.
Nellie Loretto Harney,	Lynn.
Eleanor Louise Hawkesworth,	Marblehead.
Mildred Beatrice Haywood,	North Reading.

Sarah Montgomery Henderson, . . . Arlington Heights.
Evangeline Minnie Holmes, ... Malden.
Emma Josephine Houlahan, ... Cambridge.
Jeannette Maxwell Hunter, ... Bradford.
Anna Bridget Hurley, ... Belmont.
Mary Elizabeth James, ... Salem
Martha Etta Keating, ... North Andover.
Alice Teresa Keefe, ... North Andover.
Mary Jane Keogh, ... Chelsea.
Emma Dayton Kinsman, ... Salem.
Alice Mary Kyle, ... Everett.
Mildred Alta Littlefield, ... Wells Depot, Me.
Mabel Eleanor Lowrey, ... Swampscott.
Josie May Lundberg, ... Amesbury.
Jessie Louisa Lynch, ... Lynnfield.
Elizabeth Elinor Mack, ... Peabody.
Mary Alice Macklin, ... Cambridge.
Catherine Elizabeth Maloney, ... Arlington.
Emma Agosto Mansfield, ... Wakefield.
Lena Draxcey Marshall, ... Melrose.
Mary Augusta McCarty, ... Lynn.
Nellie Frances McCloskey, ... Marblehead.
Nellie McConnachie, ... Revere.
Laura Ritchie McCurdy, ... Beverly.
Elizabeth Agnes McGrath, ... Salem.
Emma Nettie McKie, ... Lynn.
Mattie Clarissa Mirfield, ... Melrose.
Grace Lydia Morrison, ... Manchester, N. H.
Anna Fosgate Munroe, ... North Reading.
Ralph Brigham Munroe, ... North Reading.
Helen Mabel Mycue, ... Chelsea.
Ruby Frances Nason, ... West Boxford.
Bessie Louise Norton, ... Salem.
Emily Maud Oates, ... North Andover Center.
Lucy Agnes O'Brien, ... Arlington.
Abigail Gertrude O'Connell, ... Peabody.
Margaret Frances O'Keefe, ... Cambridgeport.
Mary Josephine O'Neil, ... West Newbury.
Mattie Frances Ordway, ... Groveland.
Margaret Ellen O'Rourke, ... Peabody.
Helen Josephine Patten, ... Gloucester.
Jennie Mariam Patterson, ... Somerville.
Marian Patterson, ... Salem.
Charlotte Annie Peabody, ... Topsfield.
Sarah Blanche Pelonsky, ... Boston.
Grace Morton Perkins, ... Salem.

Grace Garfield Pettengill,	Salisbury.
Martha Alcesta Pierce,	Amesbury.
Helen Poor,	Topsfield.
Mary Olive Poore,	West Newbury.
Oria Louise Purinton,	Ipswich.
Sadie Bessie Quimby,	Malden.
Edith Fletcher Rockwell,	Melrose.
Blanche True Rollins,	West Epping, N. H.
Margaret Frances Sanderson,	East Cambridge.
Sara Averill Sawyer,	Augusta, Me.
Grace Lane Smith,	Somerville.
Margaret Ann Spalton,	Gloucester.
Gertrude Theresa Sullivan,	North Cambridge.
Anna Kittredge Sylveira,	Melrose.
Grace Ethel Tarbox,	Malden.
Elizabeth Ethel Thompson,	Springvale, Me.
Edna Dale Thurlow,	Newburyport.
Mary Caroline Tilton,	Salem.
Margaret Rowena Tracy,	Georgetown.
Charlotte Lucy True,	Marblehead.
Katherine Theresa Turbett,	Salem.
Lilla May Walker,	Somerville.
Ednah Abigail Warren,	Everett.
Elizabeth Veronica Watson,	Manchester.
Anna Frances White,	Salem.
Katharine Gertrude White,	Swampscott.
Mary Cleora Whitney,	West Boxford.
Mary Magdalene Wilcox,	North Andover.
Caroline Mae Wilson,	Cherryfield, Me.
Edith Kinsman Wilson,	Gloucester.
Ella Leona Winsor,	Chelsea.
Dora Philbrick Woodberry,	Beverly.

Summary.

Advanced and special students,	11
Students of the two years' course,	167
	178

Whole number of students from the establishment of the school,	4,399
Whole number of graduates,	2,225
Number of graduates from the advanced course,	128