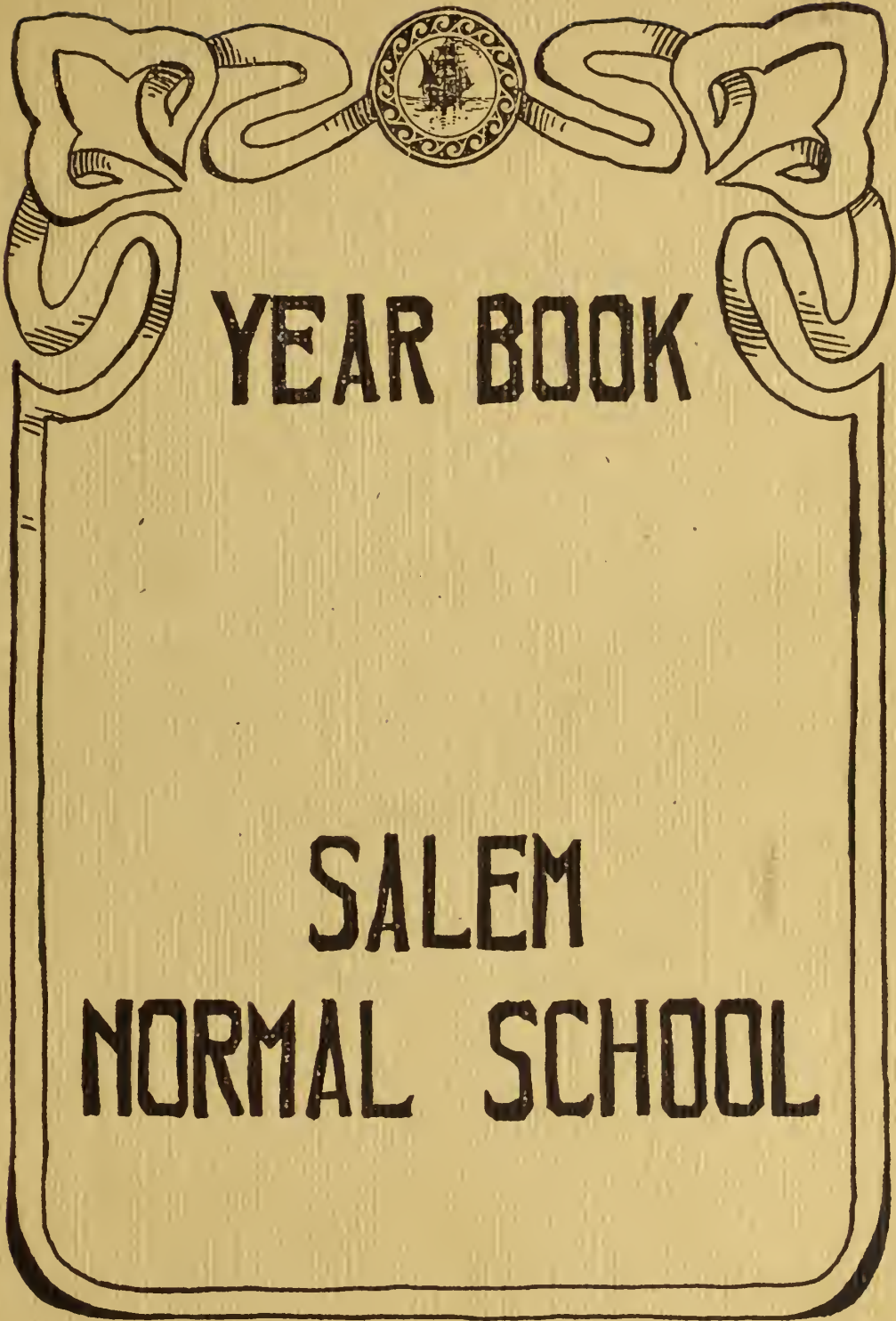



1921

1921



**YEAR BOOK**

**SALEM  
NORMAL SCHOOL**



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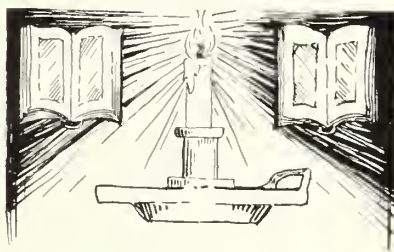
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# The Year Book

1921



Published by the Senior Class  
Salem State Normal School

To the Faculty

To those who have so earnestly and untiringly aided us in promoting our education, we dedicate our book in sincere gratitude and appreciation





## Miss Harriet Laura Martin

On November 27, 1920, the Salem State Normal School lost one of its most loyal friends by the death of Miss Harriet Laura Martin, who passed away at her home after a very brief illness. Miss Martin had been a member of the Salem Normal School faculty for fifty-one years, resigning from active service in December, 1918.

She was born in Salem, received her education in the schools of the city, and had always made her home there. In September of 1865, she entered the State Normal School with the twenty-third class, graduating at the completion of the regular two years' course, during the principalship of Dr. Daniel B. Hagar. Her unusual ability made it possible for the Board of Education to invite her to become an instructor of mathematics, and she began her duties at once in the autumn of 1867. Her term of service was unbroken, but her teaching sometimes included other subjects besides mathematics. During the last few years, when the courses in higher mathematics were discontinued, she became the librarian, conducting classes in library practice, as well as attending to the duties which one naturally associates with that position.

Miss Martin has always been a very valuable member of the Salem Normal Association and one of its most dependable workers. She has held practically all of the offices of importance in the association, serving as Treasurer from 1897-1900, Vice-President from 1900-1904, President from 1907-1910, and Recording Secretary from 1916-1919. At the time of her death she held the position of Custodian of Records, the new office created in 1919, to which she was unanimously elected at the triennial celebration of that year. Her intimate knowledge of the many classes which had passed under her care and her intense interest in all things concerning the school and its welfare, made her of inestimable worth at the council table of the Board of Directors or the less formal committee meetings and personal conferences. At the triennial reunion in 1919 a reception was given in honor of Miss Martin, and the large number of former students who exchanged a word of greeting with her was a delightful testimonial to the esteem in which she has always been held.

GERTRUDE B. GOLDSMITH.

\* \* \* \*

As a student in Miss Martin's earlier classes, I wish to express my admiration of her wonderful power as a teacher of mathematics, and my appreciation of her warm-hearted interest in her students. To some of the girls she seemed at first a bit unapproachable, for she was at all times a very dignified and gracious lady, and some of the students stood in awe of her. Many of them were immature girls who had not been taught to take responsibility and who had not yet come into contact with many persons outside of their little circle of home friends. To those of us, however, who liked work and who saw Miss Martin's keen appreciation of fun behind her rather austere exterior, she became a very "human" teacher, and we loved her dearly. Miss Martin was my girlish ideal of what a strong teacher and a lovely woman might be—and she is still.

JESSIE P. LEAROYD.



Miss Martin's love for the beautiful, the good, and the true in life, won for her a place in the hearts of many students. Her quiet and unassuming way of helping those who needed help was known and greatly appreciated by all who knew her. Her faithfulness in discharging a duty, whether it was pleasant or unpleasant, is an example and an inspiration to those who were privileged to come into contact with her. Such a noble, sweet, broad-minded woman will always be held in loving memory by the students of the Salem Normal School.

MARION ROGERS.

\* \* \* \*

To have known and worked with so beautiful a character as Miss Martin was one of the privileges of my life. The cordiality and sincerity of her manner endeared her to all.

So earnest and dignified was her bearing when she was busy with her daily duties that many people did not realize how merry she could be, nor how keen was her sense of humor. Her many-sidedness was to me her greatest charm.

Her understanding and loving appreciation of the child's point of view gave her a fund of stories, which she would often relate in a delightful way. I always came away from her presence refreshed by her happy atmosphere and inspired by her broad sympathies and optimistic views of life.

M. ALICE WARREN.

\* \* \* \*

It is not easy to condense an appreciation of a strong woman and an efficient and influential teacher into a single paragraph. Miss Martin possessed unusual strength of character. Her manner was simple, direct, and straightforward in her every act, whether in her personal or her professional life. She was orderly, systematic, and exacting to the last degree; but withal, she was kindly, considerate, and sympathetic in her relations with her students and with all with whom she came into contact. She was thoroughly devoted to her life work, and she was intensely loyal to the institution which she served so long and so well, to her fellow workers, to her students, and especially to the host of graduates who had, in more than half a century, received in her classroom the emanations from a great soul and a noble professional spirit.

J. ASBURY PITMAN.

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## At Sunrise

The distant bay reflects the golden glow  
That spreads o'er earth and sky when comes the sun;  
Faint sounds arise from city streets below,  
Which tell me that the day has now begun.

Still on the hill I linger, for the scene  
Is one of quiet beauty and of peace;  
A sea of trees, it seems, with roofs between,  
And lofty, silent spires the awe increase.

For when one stands alone, far from the din  
Of earth, and shuts out every sordid sight,  
One feels deep awe and reverence for Him  
Who made this world so beautiful and bright.

FAITH H. SCHULTZE.

## Class Officers

|                 |                       |
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| VICE-PRESIDENT, | MARY E. DREW          |
| SECRETARY,      | JOSEPHINE M. MCCARTHY |
| TREASURER,      | INGRID I. LIUKKONEN   |

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# S.N.S. EDITORIAL

Throughout the world there is more or less unrest and dissatisfaction. This can be traced to several distinct causes. Periods of reconstruction following any war, and especially this war, with its far-reaching effects, are marked by uncertainty and disturbance. These effects are both political and economic.

Political dissatisfaction is due chiefly to distrust. At the present time there is friction between nations, as well as between classes or parties in any single country. So many questions of international importance have arisen that there has been great opportunity for doubt and distrust. The policy of the National Government has been a point of dispute. Even since the change of parties men have felt as if a noticeable change in political and economic conditions should have been evident. The people should be patient, for much must be accomplished before conditions can become normal again. Social institutions, business, in fact, everything, has been so affected that establishment of pre-war conditions cannot be attained without the earnest, willing co-operation of every employer and employee in business and every citizen in the country.

During the war, business was inflated, everyone had plenty of work and wages were extremely high. With the close of the war, conditions were reversed; business slumped, orders were cancelled, people were thrown out of work, and then there was an effort to reduce wages in many lines of business. Thus, much suffering was caused, because the living expenses remained very nearly where they were during the war. People out of work were the ones who felt the changes most, and they were apt to become embittered or cynical. These were not the only people who have been influenced by the unnatural business situation. Many young men and women, some without high school education, have received more pay than people with training used to receive. These young, inexperienced workers will not find it easy to adapt themselves to the new and normal conditions. They will not accept willingly the wages and hours of work which they had before the war. It is unfortunate that they should have begun work under such false impressions.

Some way of improving these conditions must be found before we can have peace and goodwill throughout this country or the world. We must, before all things, have faith that the goodwill among nations and harmony at home will be restored. Time is the best leveler of differences, yet we must not leave it all to time. Each of us must do his part.

There have been changes in the educational world, as well as in business. Leaders in education are putting before us new ideals and offering new responsibilities. They tell us to "socialize" the activities of the school; that is, they advise us to make a close connection between the child's daily life outside of the schoolroom and playground; to lead the children to work and play in groups so that they may learn the spirit of co-operation in accomplishing an end which is for the good of the whole. We have received the inspiration, and we are now eager to begin the work. We have all thought of the things we shall accomplish when "we have a school of our own." It is only natural that we should be anxious to put into practice some of the ideas we have gained, but we are nevertheless not over-confident of our ability to attain the standards set before us. There is no real test for us until we try for ourselves without the help of a kindly supervisor, the theories and devices we have learned. It is our duty to see that the new aims and methods are carried out in such a manner as to convince the parents that their children are being educated in a broad sense; that they will be able to meet the conditions of life because they have been led to study the conditions which they have already met and have learned to think.

\* \* \* \*

Both faculty and students realize the need of dormitories. Every day there is a "mad scramble" to get to school, and at the end of a crowded day to get home again. There is little opportunity for social intercourse. Every moment spent in the building is filled with little duties and big tasks. If there were dormitories, there would be many a half or quarter of an hour for conversation or for walks and games, and occasionally an hour or two for picnics and informal parties. We should all have a stronger and more vital interest in the school. For a few years the school would be our home. We should become more attached to the school than is now possible. The friendships we make would be firmer and the memories of the happy life here would be among the most pleasant memories that we could have.

\* \* \* \*

In 1919 Miss Goldsmith, as President of the Alumni Association, sent a message to one or more former students in various cities and towns, to ask them to start a Salem Normal School Club in their home towns. As a result, clubs were started in the following towns: Everett, Haverhill, Danvers, Quincy and Springfield.

The purpose of these clubs is to awaken and perpetuate a feeling of loyalty and to afford an opportunity for the graduates of earlier years to become acquainted with the more recent graduates. It is hoped that at some time in the future something may be done for the school.

These clubs are at present very flourishing. They meet at regular intervals and aim to establish friendly social relations. The Danvers club has been taking lessons this winter under the direction of Mr. Whitney, and the money paid for these lessons by the members has been added to a fund which was started in order to do something for the school bye and bye.

It is hoped that students in the different high schools may be encouraged to enter the teaching profession through the influence of the clubs.

\* \* \* \*

The staff wishes to thank all who have helped make this year's book a success. We should like to express our appreciation of the kind advice and assistance of the faculty, and the co-operation of those students who have faithfully supported the efforts of the staff.

## Commercial Seniors

SIGNE H. ANDERSON

SIGN

Barre

October 26

“Something is learned every time a book is opened.”

Secretary, Fen Club; President, Tennis Club; Debating Club



GRACE H. CALLANAN

CAL

13 Clark Street, Danvers

February 9

“Her wit was more than man’s; her innocence, a child’s.”

Glee Club; Fen Club; Tennis Club; Debating Club



ELIZABETH E. CROSBY

ELIZABETH

6 Nichols Street, Wakefield

March 24

“A sudden thought strikes me!”

Secretary, Glee Club; Fen Club; Tennis Club; President, Debating Club



MARY I. DEVANEY

MAME, RENA

Lenox

July 15

“What is the short meaning of this long harangue?”

President, Fen Club; Secretary, Tennis Club; Debating Club







ELIZABETH C. HORAN

BESS

Union Street, South Hamilton

January 5

"He whose thoughts differ not in shape but dress,  
What others feel, more fitly can express."

Fen Club; Debating Club



MARY K. HURLEY

MARY

8 Bruce Street, Ashmont

May 5

"She is pretty to walk with and witty to talk with and pleasant, too,  
to think on."

Glee Club; Fen Club; Debating Club



DOROTHY ELIZABETH KENNETT

DOT

West Newbury

November 30

"I never knew so young a body with so old a head."

Fen Club; Tennis Club; Secretary, Debating Club



JOSEPHINE M. McCARTHY

JO

130 Summer Street, Somerville

December 17

"A man of letters, and of manners, too."

Fen Club; Tennis Club



GRACE ELIZABETH MCGINLEY

GRACE

Park Street, South Hamilton

July 13

"Moderation, the noblest gift of Heaven."

Fen Club; Debating Club

ALICE P. McNAMARA

AL

60 Haskell Avenue, Clinton

December 27

"The world must be getting old, I think; it dresses so very soberly now."

Fen Club; Tennis Club



ARTEMISIA MEHLMAN

ART

17 Rackliff Street, Gloucester

February 22

"Dispatch is the soul of business."

Fen Club; Tennis Club; Debating Club



M. BLANCHE MILBERY

BLANCHE

8 Fairmount Avenue, Wakefield

March 18

"Experience is the child of Thought, and Thought is the child of Action. We cannot learn men from books."

Fen Club; Tennis Club; Debating Club



HELEN B. O'DONNELL

LENA, DEKE

51 Salem Street, Fitchburg

August 18

"The present interests me more than the past, and the future more than the present."

Fen Club; Dramatic Club; Tennis Club; Debating Club



KATHERINE LUCY OTT

KAY

Holman Street, Shrewsbury

March 24

"Men of few words are the best men."

Fen Club; Tennis Club





MARY ELIZABETH SCULLY

MARY

22 Highland Avenue, Somerville

May 2

"Men are never so likely to settle a question rightly as when they discuss it freely."

Fen Club



DORA GERTRUDE TUTEIN

TUTE

Allen Road, Billerica

November 16

"I have a passion for statistics."

Fen Club; Tennis Club; Debating Club; Orchestra



A. MILDRED WARD

MILDRED

North Chelmsford

June 8

"No, never say nothin' without you're compelled tu.  
An' then don't say nothin' thet you can be held tu."

Glee Club; Fen Club

---

THE COMMERCIAL SENIORS WOULD BE SURPRISED IF—

- Signe Anderson couldn't quote the book.
- Grace Callanan praised Pitman shorthand.
- Elizabeth Crosby didn't talk when she had a chance.
- Mary Devaney forgot to tell us that she "hasn't done a thing all year."
- Bessie Horan couldn't tell us "what to do and when to do it" in golf.
- Mary Hurley got to school on time.
- Dot Kennett ever accepted any fact without having it proved.
- Josephine McCarthy handed in an untidy paper.
- Grace McGinley couldn't add something to the discussion.
- Alice McNamara didn't dance in the "gym" at noon.
- Artemisia Mehlman didn't get comfortably seated.
- Blanche Milbery ever used any slang.
- Helen O'Donnell didn't begin her recitation with "Well."
- Katherine Ott made a speech in the main hall at the morning exercises.
- Mary Sculley ever arrived in time for chorus on Friday.
- Dora Tutein had to hunt for a "job."
- Mildred Ward did not take home her green note book.

## Intermediate Seniors

OLIVIA A. KELLER

BABY ANNE

16 Mt. Pleasant Street, Woburn

June 25

"A quiet tongue shows a wise head."  
We wonder what Miss Keller's broad interests are!

Tennis Club



ALTHEA PATCH

AL

28 Bloomfield Street, Lynn

September 16

A case not yet decided!  
Is the broken arm in use again?

Treasurer, Dramatic Club; Tennis Club



DOROTHY C. PEASE

DOT

235 North Avenue, Wakefield

July 2

The Circle of the class.

Art Club; Vice-President, Dramatic Club; Tennis Club



MARION FLORENCE ROGERS

BURT

41 Northley Street, Salem

July 25

"A lady of pleasure."  
We know, and wonder if everyone else knows, why her eyes are always  
looking out the window.

Vice-President, Art Club; Dramatic Club; Tennis Club



MARION A. STEVENS

LITTLE ONE

33 Pearl Street, Reading

August 30

"Now good digestion wait on appetite,  
And health on both."

How long does it take Marion to reach the station when the click of  
her heels keeps time to the tick of her watch?

Secretary, Art Club; Dramatic Club; Tennis Club





FRANCES WILLARD TORREY

FRAN

769 East Sixth Street, South Boston

July 30

"A happy heart makes a blooming visage."

You'd love *my dog*, if you could only see him.

Treasurer, Art Club; Dramatic Club

LEVERETT T. HOLDER

LEVY

19 Elmwood Road, Swampscott

January 1

"Friends, Romans, Countrymen,  
Lend me your ears."

"Will you not speak to save a lady's blush?"

Kappa Delta Phi; President, Dramatic Club

RUTH C. WILLIAMS

RUTHIE

451 Chatham Street, Lynn

September 7

"From some she cast her modest eyes below;  
At some her gazing glances roving flew."

Why such frequent trips to Worcester, Ruth?

Pianist, Glee Club; Secretary, Dramatic Club; Tennis Club

---

Heard in the literature class:

Miss H.: You know, girls, that it isn't fashionable to be colorless nowadays.

Given—Two books, eight students, and twenty-five questions to solve.

Q. E. D.—How can this education lesson be done for the next day?

Proof—(Not yet worked out).

Don't you wish you had been in the Intermediate Senior class? We could lead the chorus so well that Mr. A. didn't need to try us out.

Historical theory has taught that too many questions must not be asked in a period—therefore we are obliged to sit and listen to the clock tick.

In order to have a well-balanced schedule, plan for occasional rest periods,—that is why we have hygiene with Mr. W. several times a week.



## Elementary Seniors

ROSA J. ABERLE

49 Mystic Avenue, Somerville

August 1

"Do you not know I am a woman?  
What I think I must speak."



NAOMI ATKINS

67 Thurston Street, Somerville

June 12

"Doing well depends on doing completely."

Librarian, Glee Club; Tennis Club



MARY J. BARRY

170 Harvard Street, Medford

May 24

"Though I am young, I scorn to flit  
On the wings of borrowed wit."

Bird Club



EVELYN SNOW BATES

129 Bradstreet Avenue, Revere

May 5

"There is not so variable a thing in Nature as a lady's head-dress."

Glee Club



DOROTHY E. BURKE

86 Washington Street, South Groveland

January 19

"He draweth out the thread of his verbosity finer than the staple of  
his argument."

Glee Club; Dramatic Club; Tennis Club





FLORENCE L. BURNS

Newbury

July 12

"The thrilling, solemn, proud, pathetic voice" (?)

Tennis Club



EDNA B. CAIRNES

17 Willow Avenue, Somerville

June 18

"If you would earn fame, let not the sun find you in bed."

Dramatic Club; Tennis Club; Orchestra



ANNABEL PAULINE CHARLES

10 Collins Street, Newburyport

July 27

"Language most shows a man; speak that I may see thee."



DOROTHY R. CHENEY

Byfield

November 17

How did she train "her voice to be ever soft, gentle, and low"?



MARIE M. CLORAN

23 Palermo Street, Cambridge

September 23

"For if she will, she will, you may depend on't;  
And if she won't, she won't; so there's an end on't."

Bird Club

DOROTHY VIRGINIA COFFEE

558 Eastern Avenue, East Lynn

June 14

Dot's Friday afternoon expression: "Well, this was a good week's labor."

Glee Club; Tennis Club



GRACE E. COLE

20 Myrtle Street, Malden

August 9

"Fain would I climb, yet fear I to fall!"

Bird Club; Tennis Club



DOROTHY R. CORBALLIS

161 Central Avenue, Chelsea

November 3

Dot evidently thinks: "It is a condition which confronts us— not a theory."

Tennis Club



HELEN R. COYLE

76 Central Street, Peabody

March 15

"He that goes a-borrowing, goes a-sorrowing."

Glee Club



MYRTA I. CRAWFORD

44 Rogers Avenue, Lynn

February 5

"Smooth runs the water  
Where the brook is deep."

Art Club; Tennis Club





LOUISE P. DALEY

22 Andrew Street, Salem

October 5

"Life and love are all I dream."

Tennis Club



JOANNA B. DALY

38 Hathorne Street, Salem

October 29

"Methought I heard a voice cry, 'Sleep no more!'"

Bird Club; Dramatic Club; Tennis Club



MARY G. DALY

11 Mason Street, Salem

April 16

"My eyes make pictures when they are shut."

Treasurer, Bird Club; Dramatic Club; Tennis Club



THELMA DAMON

88 Central Street, Ipswich

August 15

"Trifles make the sum of life."

Bird Club; Dramatic Club



EMMA LENA DONDERO

7 Dondero's Court, Amesbury

November 24

"The grief of tomorrow's not to be eaten today."

Glee Club

MARY E. DREW

9 Lincoln Avenue, Somerville

June 18

"I am not in the roll of common men."

Art Club



ANNUNCIA FARINA

70 Reed Street, Winthrop

March 24

"Absent in spirit but present in body."

Dramatic Club; Tennis Club



NELLIE DORIS FARMER

Billerica

November 8

"Energy and determination have done wonders many a time."

Art Club; Bird Club; Tennis Club



ROSE I. FINKLESTEIN

28 Aborn Place, Lynn

November 9

"I would the gods had made me poetical."

Tennis Club



CATHERINE V. FITZGERALD

7 Williams Street, Salem

April 14

"Who mixed reason with pleasure  
And wisdom with mirth."

Bird Club; Dramatic Club







ALICE L. GAHAGAN

409 Essex Street, Salem

October 21

"Of temper sweet, of yielding will;  
Of prim, yet placid mind."

Glee Club; Dramatic Club



MARGARET E. HALEY

33 Highland Street, Chelsea

November 23

"Reads verse and thinks she understands."

Glee Club; Art Club; Dramatic Club



MARION M. HERBERT

954 Cambridge Street, Cambridge

August 10

"Taught to submit,—  
A harder lesson than to command."

Dramatic Club



EMILY F. HIGGINS

25 Berkeley Street, Somerville

June 18

"The bashful virgin's sidelong look of love."

Bird Club; Tennis Club



EDNA C. HODGKINS

612 Washington Street, Gloucester

November 17

"Who reasons wisely, is not therefore wise."

Dramatic Club

MARY ANGELA KOEN

6 Southwick Street, Salem

February 5

"Begone, Dull Care, I prithee, begone from me;  
Thou and I shall never agree."

Bird Club; Dramatic Club



EDITH KOLB

37 Chestnut Street, Danvers

July 26

"I am resolved to grow fat, and look young at forty."

Bird Club; Dramatic Club; Tennis Club



QUEENIE M. LACEY

143 Chestnut Street, Lynn

March 27

"If the devil catch a fellow idle, he will set him to work."

Glee Club



FANNY M. LAITINEN

Farnham Avenue, Peabody

April 29

"The tall, the wise, the reverend head."

Bird Club; Dramatic Club; Tennis Club



ELSIE M. LARKIN

206 Loring Avenue, Salem

November 16

"She has a heart to contrive, a tongue to persuade, and a hand to execute any mischief."

Dramatic Club; Tennis Club





GERTRUDE MARY LARNARD

79 Market Street, Amesbury

June 5

"And (strange to tell!) she practised what she preached."



INA R. LITTLEFIELD

102 Grove Street, Lynn

September 29

"None but himself can be his parallel."

Glee Club; Dramatic Club



MADELINE C. LITTLEFIELD

1 Round Hill Road, Saugus

February 3

"Enough's as good as a feast."



INGRID LUUKKONEN

Sunnyside Park, Braintree

May 18

"Attempt not to hatch more eggs than can be covered."

Glee Club; Art Club; President, Bird Club; Tennis Club



VICTORIA LULEJIAN

P. O. Box 351, Onset

July 6

"My books and instruments shall be my company,  
On them to look and practice by myself."

Bird Club; Tennis Club

EVANGELINE R. LYNCH

620 Cambridge Street, Cambridge

July 30

"On their merits modest men are dumb."

Bird Club; Dramatic Club.



LILLIAN A. MORRIS

1448 Massachusetts Avenue, Arlington Heights

April 5

"And meditate the Book of Nature ever open."



A. ESTHER MURPHY

167 Windsor Street, Cambridge

April 6

"Not that she loved study less, but that she loved play more."

Dramatic Club



FRANCES A. MURRAY

386 Main Street, North Andover

June 19

"Careless she is with artful care,  
Affecting to seem unaffected."

Tennis Club



AGNES ISABEL NUNES

10 Plymouth Street, Cambridge

July 22

"Let me teach you,  
I beseech you!

. . . . .  
This way, sir!  
I'll teach you."





DORIS NUTTER

6 Lake View Avenue, Beverly

October 5

"Keep a bright look out for'ard, and good luck to you."

Bird Club; Dramatic Club



LOIS A. PERKINS

18 East High Street, Newbury

March 6

"As for me, all I know is that I know nothing."

Tennis Club



LOUIE ELIZABETH PERKINS

8 Beckford Court, East Lynn

July 4

"The reward of good works is like dates, sweet and ripening late."

Tennis Club



PAULINE PRIME

Rowley

November 19

"The schoolgirl, with her satchel in her hand,  
Whistling aloud to bear her courage up."

Tennis Club



GENEVIEVE WINIFRED QUINLAN

228 North Main Street, Reading

October 26

"So I told them a joke,

For of jokes I had store."



MARGARET THERESA REILLY

Heartbreak Road, Ipswich

April 4

"But—you should never let such angry passions rise."

Bird Club; Dramatic Club; Tennis Club



MARY ROSSELL

599 Main Street, Medford

October 19

"Be calm in arguing; for fierceness makes error a fault, and truth discourtesy."



ETHEL MAY SAUNDERS

36 Warner Street, Gloucester

May 12

"For she was just the quiet kind whose nature never varies."

Tennis Club; Dramatic Club



LUCILLE ELLEN SCOTT

80 Kendall Street, Boston

November 27

"By nature born a friend to glee and merriment."

Bird Club; Dramatic Club



ANNE GERTRUDE SHALLOW

2 Griffin Place, Salem

August 5

"Let the world slide, let the world go.—  
A fig for a care, a fig for a woe!"

Bird Club; Dramatic Club





MARION C. SMITH

114 Western Avenue, Cambridge

September 10

"Sighed and looked unutterable things."



MARION E. SPENCER

15 Meservey Street, Salem

September 22

"The secret of success is constancy to purpose."



ROSE L. STADLEN

14 Varney Street, Salem

July 21

"The greatest men  
May ask a foolish question now and then."

Bird Club; Orchestra; Dramatic Club



HELEN ELIZABETH STEVENS

18 Killey Street, Woburn

March 7

Her mind divided is "twixt art and sentiment."

Glee Club; Dramatic Club; Tennis Club



DELIA B. SULLIVAN

127 Canal Street, Salem

May 28

"Delays have dangerous ends."

Tennis Club

HELEN G. WALSH

8 Madison Avenue, Cambridge

September 16

“Content to follow where we lead the way.”



SARAH WALSH

9 Tucker Street, Marblehead

November 14

“Hope for the best; prepare for the worst.”  
Tennis Club; Dramatic Club



ANNE J. WETMORE

185 Harvard Street, Cambridge

November 25

“Genius is a capacity for evading hard work.”

Dramatic Club; Tennis Club



SARAH L. WOLFE

121 Morrison Avenue, Somerville

April 23

“Chromatic torture soon shall drive them hence.”

Vice-President, Bird Club; Tennis Club



ASSUNTA ROMA MOSCA

9 Wareham Street, Medford

July 11

“Whence is thy learning?  
Hath thy toil  
O'er books consumed the midnight oil?”

## The Class History

The year of 1917 was an eventful year to the commercial class. April sixth marked the entrance of the United States into the World War; September sixth, the entrance of the Class of '21 into the Salem Normal School. Just as the enlisted men were called from all parts of the country to mobilize to defend our country and the right, so our recruits came from all over the state to prepare for training young people for citizenship. Brimming over with confidence, we entered the portals of pedagogic learning, twenty-three strong.

As freshmen, we led for the most part a quiet and peaceful life, having few activities other than those in which the entire student body participated. We were, however, entertained cordially and graciously by the commercial seniors and sophomores at a Hallowe'en party given in our honor.

During our first year, our number was decreased noticeably. Those who left the class ranks included Elma Baxter, Edna Ochs, Ellen Leahy, Helen Fox, Arthur Boswell, Francis Ronan, and David Haskell. Miss Howland, the teacher of freshman bookkeeping, resigned at the end of the year.

Upon entering our sophomore year, we had new responsibilities to shoulder. To begin with, in the early fall the Fen Club elected its new officers from the sophomore class, as follows: Mary I. Devaney, President; Josephine M. McCarthy, Vice-President; Alice P. McNamara, Secretary; Katherine L. Ott, Treasurer. Late in October the club gave its annual Hallowe'en party in honor of the new freshmen.

In the spring, to aid the Thrift Campaign, we presented a dramatization of "A Saturday Morning in an Office," under the direction of Miss Rollinson. The cast consisted of five girls from our class, assisted by five men from other classes in the commercial department. The price of admission was ten cents, and as a result we raised about twenty-five dollars, which was used to purchase War Savings Certificates. These are still in the possession of the Fen Club.

About the first of June a farewell party was given to two members of the faculty: Mr. George R. Tilford, who for two years was director of the commercial department and resigned to accept another position; and Miss Brooks, our typewriting teacher, who left to be married. The commercial students presented Mr. Tilford with a silk umbrella, and Miss Brooks with a silver dish.

Shortly after this event, the Fen Club banquet, the last club social event of the year, was held in the gymnasium, followed by an entertainment and dancing.

Our final class activity as sophomores consisted of our participation in a sketch on Class Day, which was given by the Fen Club. This was an imitation of the Tech Glee Club Concert, which had been given at the school earlier in the year.

Clare Lyon, a former class member, left during this year. Miss Jackson, our history teacher, resigned at the end of the year to take another position.

Our junior year was spent in obtaining experience in the business world as stenographers, bookkeepers, and secretaries. Two members of the class, Mary O'Brien and Ruth Gilman, became so attached to their positions that they neglected to return to the "fold" the following September.

September 15th, 1920, found us back again at S. N. S. as seniors. We discovered with surprise and regret that Miss Rollinson, our former shorthand teacher, was no longer a member of the faculty. We were delighted, however, to make the acquaintance of Mr. Alexander H. Sproul, who had returned to the school after an absence of several years; Miss Badger, a former student, who was the teacher of typewriting; and Miss Cruttenden, who had come to the history department during our absence.

In addition to the thirteen original members left in the class, we were able to

“count in” four more, Grace Callanan, Grace McGinley, Mary Hurley, and Mildred Ward, who had entered as members of the class of '20.

The annual Hallowe'en party of the commercial students created the usual merriment.

The organization of a Debating Club, known as the Gamma Delta Sigma, took place in February. Only commercial students were eligible for membership in this club, and among its officers were included two members of the Class of '21, Elizabeth E. Crosby, President, and Dorothy E. Kennett, Secretary. Our class debate on “The Age Limit for Continuation Schools” was held in March.

Since there was no shorthand teacher engaged at the beginning of the year, the freshman shorthand classes were conducted during the year by the seniors under the supervision of Mr. Sproul. The experience was greatly enjoyed by all concerned.

Then came June, with the class banquet, graduation, diplomas, “senior night,” and—farewells.

We have spent four happy years in the Salem Normal School,—years passed under helpful instruction and friendly guidance, the memories of which are not soon to be forgotten by the Class of '21.

JOSEPHINE M. MCCARTHY.

\* \* \* \*

The life of the student at the Salem Normal School has many different sides: the usual daily program of school activities, occasional educational trips, concerts and lectures of various types, regular meetings of educational clubs, and recreation of various kinds.

The daily program has been little interrupted this year, because there have been no severe storms, nor excessive cold, and little illness.

At the opening of the school in September, 1920, we found several changes. Miss Rogers resigned her position to take a well-earned rest. After Miss Martin's death, Miss Rogers was appointed by the directors of the Alumni Association to the position of Custodian of Records, so that she will still be closely connected with the school. Miss Rosa B. Parrott, of Roseburg, Oregon, has been the teacher of reading and children's literature. Mr. Allen accepted the principalship of the Framingham High School. His work was carried on by Miss Goldsmith and Mr. Rhodes. Miss Mabel C. Stark, of Chicago, became the head of the department of geography. In the Training School, Miss Cheever, of the class of 1920, took the place of Miss Evans in the sixth grade for half of the year; Miss Perron, of the fourth grade, Miss Hynes, of Beverly, and Miss Madeline M. Murray, of San Francisco, California, filled out the year in that grade. Miss Richardson has been connected for the last year with the Normal School System of Vermont. Miss Ruth James, of Salem, was a substitute in the eighth grade until Miss Josephine S. Emerson, of Boothbay Harbor, Maine, took the position for the rest of the year. Miss Moore resigned, and Miss Bernice A. Batchelder, of Reading, a graduate of the Bridgewater Normal School, was the supervisor in the first grade, with Miss Barbara Frisbee, of Rockport, as assistant.

\* \* \* \*

The lectures are given under the auspices of the school, represented by Mr. J. A. Pitman, or by the clubs or classes. Those given under the auspices of the school pertain to some phase of education, occasionally with personal experiences. During the past year there have been several lectures. A lecture on the “National Program of Education” was given by Mr. Hugh Magill, Field Secretary of the National Education Association. Mr. Pitman gave a series of five lectures in December on the “Conditions of the Schools of the Present Day,” bringing out the great demand for trained teachers as a result of the war. A lecture to the commercial students by Miss Agnes Hasset on “Principles of Safe Investment,” was of great value to the school as a whole. Captain Philip Horton Smith gave an interesting lecture on the



"Study of the Effects of the War in Central Europe." He presented a very clear picture of his wanderings through Europe immediately following the war.

\* \* \* \*

Edwin A. Kirkpatrick, instructor in psychology and pedagogy at the Fitchburg Normal School, visited the school for three days to give intelligence tests to the students. He has done a good deal of work with these tests, and the State Board of Education made arrangements for him to visit all the normal schools to give tests to the students. The Thurstone Tests, issued by the Carnegie Institute of Technology, were used for this work. Record cards were sent to the office to be filled out for each student, stating the general entrance record, the record in the normal school, and the record of the test. These cards were sent to Mr. Kirkpatrick, in order that he might use them for study. During his stay he gave a talk on mental tests in general, showing their purpose and value.

\* \* \* \*

There are several yearly functions which have to do with the school as a whole. This year the Senior reception to the Juniors was held, as usual, early in the autumn. The entertainment was the presentation of "Historic Days," the material of which was collected from various sources by Miss Florence B. Cruttenden. A number of scenes gave the main events in the history of the United States. Some of the scenes consisted of speaking and dancing; for example, the scene of the reception given George Washington after his inauguration. The dancing was directed by Miss M. Alice Warren.

The Junior reception, which was held later in the year, was of a different nature. It took the form of a costume party. The judges awarded a prize to Marjorie Stiles, of the Junior Commercial class, for the most artistic costume; to Hazel Grader, of the Junior Elementary class, for the simplest and most attractive costume; and to Miss Marie Badger, of the Faculty, for the least successful *disguise*. "The Crimson Cocoanut," by Ian Hay, an absurdity in one act, was presented very acceptably.

\* \* \* \*

The Bird Club took a very interesting trip with Miss Goldsmith to Danvers in May. About twenty of the Bird Club were present with Mr. and Mrs. Whitney and Miss Learoyd as guests. Enjoyable features of the afternoon were the fire and the feast. The girls who planned the supper provided enough for two meals! We were able to observe many birds which are common to fields and roadsides. Lastly, we heard the wood thrush.

\* \* \* \*

A Pilgrim Pageant was given in February by the pupils of the Training School, under the direction of the supervisors. The pageant was made a project for the whole school. Each grade had a different scene to work up. Some of the stage properties were made in the manual training periods with the help of Mr. Staebner; the costumes were made during the drawing and sewing periods; and the scenery was painted by the children under the guidance of Mr. Whitney. The conversation was worked out in the language periods. The characters to represent each grade were chosen by the pupils themselves, after several trials.

The purpose of the pageant, which was to celebrate the tercentenary anniversary of the Landing of the Pilgrims, was explained by Clarence Rand of the eighth grade. Each episode was first explained by a pupil from the class acting the episode. Appropriate music was given between the numbers with Mr. Archibald as leader.

The first scene, given by the second and third grade children, represented a scene in Holland. The children were dressed in Dutch costumes. The third grade gave a short drama which they made up themselves. Three little English children were talking together about the queer houses and windmills represented in the



scenery. The Dutch children also showed the English children what a native dance was like. The second grade children, dressed in Dutch costumes, did a charming little dance called "In Wooden Shoes," for the English visitors. Three of the children sat near the piano and represented the "clack" of wooden shoes by clapping wooden blocks together. They kept perfect time and were as interesting to the audience as the dance itself. The training school orchestra played, with Miss Elizabeth James as accompanist.

An Indian scene was given by the first grade and the special class. Indian life was well portrayed by the grouping around the camp-fire and by the war dance. This scene closed with the worshipping of the sun as it sank in the distance,—a real sun that disappeared.

The fourth and fifth grades gave the scene, the Landing of the Pilgrims. The "Deacon," leading the singing of the Hymn of Praise, first read a line in a sing-song fashion, gave the pitch, and then conducted the little band of Pilgrims in the singing. The "Deacon" acted the part admirably, and was thoroughly appreciated by the audience.

The sixth grade presented some of the hardships endured during the first winter. The children unearthed a mound of Indian seed corn, a part of which they took to plant the next spring. After covering all traces of what they had been doing, they departed with their new-found treasure.

This scene was followed by Samoset's visit to the white men, given by the seventh grade. The scene showed the friendly relations between the Indians and the white men. Samoset was presented with beads and other ornaments.

The eighth grade presented the first Thanksgiving. In this scene, the plans which were being made for the celebration were interrupted by the return of the Mayflower. The pageant closed with an effective tableau of the Pilgrims watching the approach of the ship, skilfully represented in the scenery.

\* \* \* \*

Another entertainment which has come to be of great interest to both the normal school and the training school is the Christmas party given to the faculty. For many weeks before the party, the grades and the art classes prepare the gifts which are both practical and in many cases beautiful. The affair is quite impressive. When the time comes, the children from different grades, bearing candles, march into the hall to the accompaniment of suitable music. Santa Claus sometimes comes with the children; this year he came in the traditional way, through the fireplace. A child from each grade in the training school also presents a gift to a member of the faculty, giving a little presentation speech at the same time. The exercises close with the singing of carols.

The Dramatic Club gave their annual entertainment to the faculty, the students, and their friends, in April. The plays were "The Hour Glass," by William Butler Yeats, and "Nevertheless," by Stuart Walker. The "Hour Glass" was a difficult and serious play, but the cast did very well. "Nevertheless" was light and short, but was thoroughly enjoyed by the audience. After the play, the Art Club presented to the president of the club a seal, which is to be used in the future on all printed matter pertaining to the Dramatic Club. The entertainment was followed by an hour or two of dancing.

Another function which was mainly a club affair but was of general interest to the whole school, was a concert given by the Framingham Glee Club and our Glee Club. The concert was held at Framingham this year and was a great success. A Glee Club concert was held at Salem in May, given by the Tufts College Glee and Mandolin Clubs, under the auspices of the Salem Normal Glee Club. After a pleasing program, the school and their guests enjoyed dancing. This concert was of unusual interest because each class contributed toward its success.



1



2



3



4

## A Pageant of the History of Art

|                            |                    |
|----------------------------|--------------------|
| Introduction . . . . .     | Art Club President |
| Chorus to Hathor . . . . . | Glee Club          |

Between the successive scenes choruses appropriate to the art period were rendered by the Glee Club under the direction of Mr. Archibald.

### PERIODS OF ART :

#### ANCIENT EGYPTIAN

- |                    |             |
|--------------------|-------------|
| 1. The Pyramids    | Miss Wilde  |
| 2. Temple of Luxor | Miss Pease  |
| 3. Temple of Edfu  | Miss Rogers |

#### GRECIAN

- |                            |                |
|----------------------------|----------------|
| 4. Vases and pottery       | Miss Goldsmith |
| 5. The Parthenon frieze    | Miss Torrey    |
| 6. Porch of the Caryatides | Miss Torrey    |

#### ROMAN

- |                    |              |
|--------------------|--------------|
| 7. The Roman Forum | Miss Monahan |
| 8. Pompeii         | Miss Burnham |

#### BYZANTINE

- |                                   |               |
|-----------------------------------|---------------|
| 9. The Green Mosque of Mohammed I | Miss Crawford |
| 10. Byzantine interior            | Miss Brown    |
| 11. Byzantine church—mosaics      | Miss Brown    |

#### SARACENIC.

- |                                     |             |
|-------------------------------------|-------------|
| 12. Hebrew: Via Dolorosa, Jerusalem | Miss Farmer |
| 13. Saracenic interior              | Miss Drew   |
| 14. Arch and detail                 | Miss Drew   |

#### GOTHIC

- |                |                |
|----------------|----------------|
| 15. Notre Dame | Miss Sylvester |
|----------------|----------------|

#### RENAISSANCE

- |              |              |
|--------------|--------------|
| 16. Basilica | Miss Stevens |
| 17. Venice   | Miss Haley   |

#### MODERN ROMANESQUE TYPE

- |                         |              |
|-------------------------|--------------|
| 18. Salem Normal School | The Art Club |
|-------------------------|--------------|

### INTRODUCTION.

Some one has written: "Architecture is a universal language in all ages, and mankind always builds himself into his temples. It is the most useful of the fine arts, and the finest of the useful arts, and climatic conditions always rule in its development."

This being true, what better line of study than the study of art and architecture, the language of expression all down through his history, the language in which man has expressed his needs, his developing thought, and his aspirations and ideals, and which has led to the culture and the civilization of today?

It has been interesting to see how prehistoric man developed the cairn, the crude shrine to contain what he considered beautiful and sacred things, and the hut for his own protection, and how these gradually developed into the massive architectural monuments which have lasted through the centuries; again, to discover the evolution of decoration and design from the painting and ornamenting of the body to the decoration of hides and woven fabrics to cover the body; then on through the ages to the wonderful surface decorations and mural designs of the present day, to be used in these architectural monuments; also to discover how climate, religious thought and love of display have influenced this art for better or worse.



As the Art Club has studied these types in history, it seemed worth while to show to you what we have gained through this research, and so we present to you today some of the illustrations of the evolution and history of art. The backgrounds are generally of single architectural masses, with some of the more familiar and characteristic details.

The Art Club trusts that this one period will be the incentive for continued study and research on the part of all our fellow students.

## 1

### THE TEMPLE OF LUXOR.

The Temple of Luxor, on the banks of the Nile, is one of several famous ruins belonging to the Thebes of Egypt. At one time the site of these several temples was one, but now it is divided, because the Nile flows to the west of Luxor and Karnak. Thus, instead of being a wide and unbroken plain, the ancient Thebes is separated into two parts. This change is thought to have come about within the last three centuries. Considering this, it is not unlikely that the wonderful Temple of Luxor, possibly others as well, may be undermined and swept away by the river.

At present this ruined temple is noted for its light and airy atmosphere. This is in strong contrast to so many of the other ruins of the world. Luxor has the reputation of cheering visitors, when other temples depress and sadden.

In marked contrast to the stately beauty of the temple are the mud huts and petty buildings of the Arabian village, which crowd close up to the very walls. These hovels jar strangely with the remains of Luxor's ancient grandeur.

The splendid temple stands on rising ground commanding a wide view of the Nile River. Originally the northern side was guarded by two of the finest obelisks in the world, but now one has been removed to Paris, while the other lies deeply embedded in the sand. The hieroglyphics on these obelisks are clear and distinct, being cut to a depth of nearly two inches.

On the eastern wing of the northern facade is a sculptured battle scene. The king, riding in a car drawn by two horses, rises above the mass of men. Directly behind him follows the royal banner. At one place uncontrolled horses plunge down the bank to the river, while others crowd around the city gates. To close the story, in another section the conqueror sits enthroned, while the captives pass by to their death.

Leaving this pictured history, we enter a large ruined portico. A double row of seven columns with lotus capitals leads into a large court. On either side of this court are similar rows of pillars. Beyond lies another court, containing thirty-two columns, and then comes the adytum, or inner sanctuary of the temple. Some people believe that it is here, not at Karnak, we should look for the "Palace of Osymandyas" described by Diodorus. It is also a point of dispute whether the real Diospolis is Karnak or Luxor.

In this scene the brilliant golden sunshine has given place to the majestic shades of evening.

DOROTHY C. PEASE.

## 2

### POMPEII.

Every one knows the story of Pompeii,—how in the beginning of the Christian era the city, by the eruption of Vesuvius, was preserved by sealing, for our present day study of art.

In the middle of the eighteenth century people began to unearth it for this study, and traces of Oscan, Greek and Aegean civilization were found. Under the influence of the Grecian and Roman love of art, Pompeii developed her own style,

as shown by her buildings, statues, and in fact, the whole city. This new-old art, through the desire for wealth and a love of display, gradually developed into degenerate forms.

The streets of the city were found to be very regular and generally straight, with only a fair width. They are uniformly paved with blocks of hard lava, fitted very closely together. The forum was the center of all the life of the city, and around it were the public buildings. These buildings were adorned by numerous statues, and the entrances or porticos were supported by columns of various types. Many of the public buildings were coated with a rather gaudy stucco, and elaborately decorated.

As a whole, the architecture of Pompeii presents a transitional character from the pure Greek style to that of the Roman Empire, but in a degraded form. The riches and power of a people tend to make their work less original and more lavish and gaudy. This desire for display and profusion are most conspicuous in this period of art.

This picture is a court of old Pompeii, with a bath in the center and ruins on each side, still to be excavated. The color gives an impression of Pompeiian love of brilliance and decoration.

ALICE P. BURNHAM.

### 3

#### BYZANTINE AND SARACENIC ARCHITECTURE.

Following the Roman and Byzantine periods, the churches and other buildings which had been constructed were taken and used by the Saracens.

In the first part of the ninth century the Saracens contented themselves with using such churches and other buildings. When the Saracens were living among temple-building people, they seemed to feel the necessity of a temple which would be a monument to their religion.

The principal characteristics of the Saracenic mosques are due to the restrictions caused by their faith, the most important being the site of the mosque. Each mosque should be so placed that it would show the faithful in which direction Mecca lay, so that they might face it while making their daily prayers. This accounts for the position of the pulpits. Often this is found at any position or angle in the churches erected by the Christians and captured by the Saracens.

The characteristic forms found in the mosque at Amr, in Cairo, were used as a basis for the later mosques: (1) walls are built at right angles to a line drawn towards Mecca, in which, sunk in the wall, was a niche indicating the direction towards which the faithful should turn; (2) the prayer chamber was a covered space used as a shelter from sun and rain; (3) in front of the prayer chamber was a large open court, in which there was the fountain of ablution; and (4) there was a covered approach on each side of the court and from the entrance.

At first the material was taken from ancient Egyptian structures. As these columns were not high enough, square dies were placed above the capitals, making many ranges of arches all running in the direction of Mecca. To give the appearance of lightness and to resist the thrust, wooden ties were used under the arches. These ties were so frequently used that they became a characteristic, and were later built of brick. The dome was appropriated from Byzantine architecture.

The minaret is another characteristic of this period. The mosque shown is the Green Mosque of Mohammed I, originally a Christian temple.

MYRTA I. CRAWFORD.

## THE RENAISSANCE.

As far as the Renaissance style is concerned, we have, in our study of art, discovered that its characteristics are related to the broadest and most general aspects of modern history. Many buildings were derived from Greek and Italian origin, and later the Gothic and Byzantine features appeared. A civilization had developed in Italy, at the close of the Middle Ages, which replaced the Medieval and became the Modern style. The word "Renaissance," then, in its broadest sense, applies to this movement of history and civilization, and is used with the meaning that it was connected with a re-birth or revival of the ancient Greek and Roman culture. The Italians of this period were profoundly sensible of their debt to the ancients, and copied them in every way possible, especially in matters of literature and art. The word "Renaissance" is applied to the general art of that period—which was the period of Raphael, Michael Angelo, and contemporaries. It is also applied to the architectural styles of that period, which reflect the general character of this progressive movement. Thus the Renaissance style is of peculiar historical interest by its relations to the origins and beginnings of modern history, art, letters, and modern civilization in general.

When any one speaks of the Renaissance his mind at once reverts to Ravenna. Here are found two types of architecture, separated in style by at least one hundred years. They are mostly Roman in character.

One of the oldest basilicas of the Renaissance style, however, is at Rome.

In the next picture is a bit of this Italian Renaissance. You will observe an example of the early Lombard facade, after the feeling for grace, rhythm and composition had begun sensibly to modify and relieve its rudeness and formlessness. Few architectural features are more effective than this, or more happily calculated to relieve the heavy monotony of these otherwise unbroken facades. There is no wonder then that it became so general in the Lombard churches, and has frequently been appropriated since that time.

MARION A. STEVENS.

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## The Art Club

### HONORARY MEMBERS

J. Asbury Pitman  
 Frances Deane Cushing  
 Louise C. Wellman  
 Walter G. Whitman  
 Harriet E. Peet

### ASSOCIATE MEMBERS

Rachel E. Muffin  
 Elizabeth Burnbank Major  
 Agnes M. Blake

### ACTIVE MEMBERS

Mr. Genovie Solomon Erskine  
 Gertrude B. Goldsmith  
 Elizabeth L. Whitney  
 Bertha M. Sperry  
 Verma B. Flander  
 Bertha H. Wilde  
 Charles F. Whitney  
 Marion F. Rogers  
 Francis W. Forrey  
 Dorothy C. Pease  
 Marion A. Stevens

Mary E. Drew  
 Nellie D. Farmer  
 Rowena M. Sylvester  
 Myrta I. Crawford  
 Alice P. Burnham  
 Ingrid Linkkonen  
 Harriet J. Lyons  
 Margaret E. Haley  
 Mary A. Monahan  
 Ruth H. Brown





## The Art Club

The Art Club is one of the oldest organizations formed and supported by the student body of the Salem Normal School. The organization and by-laws established at its beginning have continued to the present time, and the interest and enthusiasm among its members remain unabated.

The work of the club has been varied from time to time. Work along some advanced line of art study has always been a major feature. A trip to Boston, with visits to the Museum of Fine Arts, studios, galleries, and the Normal Art School, has been an annual feature.

Our organization has been prosperous and our work satisfactory during this year. The officers for the year have been:

Mrs. Genorie Solomon Erskine,

President; Marion F. Rogers, Vice-President; Marion A. Stevens, Secretary; and Frances W. Torrey, Treasurer.

This year, as usual, a course of lectures has been given. The speakers were Miss Florence M. Snell, a former teacher in this school; Miss Lucy B. Taylor; Mrs. Louise Prior Skilton, once a student of the school; Prof. Walter Sargent of the University of Chicago; and Mr. Whitney.

The projects thus far this year have been as follows: the first, the making of books with the back sewn with floss, over leather straps and with leather clasps; the second, the making of "S. N. S." banners; the third, the making of reed baskets of several kinds.

We appreciate this opportunity of learning some of the fundamental and underlying qualities of the great works of art; of their history and relation to design and construction even in the most familiar objects by which we are surrounded; of the value of harmonious color, form and design in our homes and schools; and of the principles governing good taste and discriminating judgment.

Our present project is a pageant of the History of Art, the details of which will be found on other pages of this book.

MARION A. STEVENS.





## The Glee Club

When the club was organized, it had one purpose in mind,—to be of help whenever needed, not only to the school, but to outside charities. Early in October, the first call came from Mr. Walter K. Bigelow, of Salem, to sing for the benefit of the Salem Hospital Nurses' Fund. As we had not organized this year's club, sixteen members of last year's club agreed to sing. We now have a membership of forty girls. The officers are Elizabeth E. Crosby, Secretary; Ruth H. Brown, Treasurer; Naomi Atkins, Librarian; Mildred F. Willey, Assistant Librarian.

On March 18th came the big event, the concert with Framingham Normal School. It was an ideal day, ideal girls, and an ideal time. The concert was a success in every way. We had a concert with the Tufts Musical Clubs, May 10th, an affair of much interest to all.

Mr. Archibald selects only the best music, which is practiced by the Glee Club on Thursdays and by the Orchestra on Fridays. The club promotes a great deal of sociability and spirit in the school. From every point of view the club has had a very successful year.





## The Bird Club

The Bird Club was reorganized, with a new interest, under the leadership of Miss Goldsmith, and it was filled to its capacity in November. The officers elected were as follows: Ingrid I. Liukkonen, President; Sarah L. Wolfe, Vice-President; Rovena M. Sylvester, Secretary; Mary G. Daly, Treasurer; Membership Committee, Mary J. Barry, Annie M. Jackson, and Anna Gorman. Meetings were held every other Monday afternoon.

In the fall we made twine bags for suet and put them out for the winter birds to eat. Later we made a notebook in which to keep all our records of birds which we have observed. Another of the indoor features of the year was the cutting of patterns for bird-houses, which we made as outside work.

We enjoyed two interesting and profitable lectures during the year. The first was given by Mr. Whitney, in which he told of experiences he had had with birds around his home. The second was a stereopticon lecture given by Miss Goldsmith. Her subject was "Character in Feathers." By the name, one could tell that that talk was exceedingly worth-while.

Before we began taking our field trips to study the birds in their natural environment, we spent an afternoon in the Peabody Museum, studying birds with Miss Goldsmith. We took our first field trip to the meadow beyond the school building. We were fortunate in seeing and hearing six of the early spring birds.

The club wish to thank Mr. Whitney and the Art Club for the seal which they designed and presented to us.







## The Debating Club

This activity originated in the commercial department during December, 1920, under the leadership of Miss Cruttenden, the teacher of history. Its purpose is to give the pupils practice in parliamentary law procedure and in presenting arguments clearly and forcefully through debate.

The following officers were elected: President, Elizabeth E. Crosby; Vice-President, Doris E. Nutton; Secretary, Dorothy E. Kennett; Treasurer, Marion A. Hunt.

Three very successful debates were held, given by the freshmen, sophomores and seniors respectively.

In the first debate, on the subject of American occupation of Haiti, the following freshmen took part: Marjorie Stiles, Alice Baldwin, Rose Damsky, Helen Marley, Reina Carbery, and Viola Evans.

The sophomore debate, on prohibition of Japanese immigration, was participated in by Irene Haggood, Edith McCarthy, Annie Jackson, Doris Nutton, Elizabeth Enright, and Mary Driscoll.

The seniors chose for their subject the extension of compulsory age limit for continuation schools, with the following debaters: Dora Tutein, Elizabeth Horan, Artemisia Mehlman, Elizabeth Crosby, Grace Callanan, and Mary Hurley.

All the pupils recognize the permanent value to be derived from this opportunity for practice in logical thinking and effective expression, so that the club seems assured of a successful future.

D. E. K.



## The Dramatic Club

During the autumn the members of last year's Dramatic Club met and organized. Plans for the coming year were discussed and the following officers elected: President, Leverett T. Holder; Vice-President, Dorothy C. Pease; Secretary, Ruth Williams; Treasurer, J. Althea Patch. At the following meeting a large group from the upper classes joined the club.

The club seeks to promote the social life of the school, to give its members an understanding of the different types of dramas by reading, and an idea of stagecraft and acting by the reproduction of plays. It is also the purpose of the organization to give practical experience in handling such plays as can be used in school work. This year the club presented to the school, "The Hour Glass," a powerful, one-act, moral play, by William Butler Yeats, and "Nevertheless," a pleasing comedy by Stuart Walker.

At the close of the entertainment the Dramatic Club received a pleasant surprise in the form of a seal, designed and presented by the Art Club. The Dramatic Club is one of the newer organizations of the school and has until now been without a seal of its own.

It is the hope of the members that the club and its aims may become a vital part of the school.





## The Tennis Club

In the fall of 1920, the club was reorganized with over seventy-five members, with the following officers: Signe H. Anderson, President; Rachel Bowden, Vice-President (later left school); Mary I. Devaney, Secretary; Emma E. Adams, Treasurer; Ruth P. Mansfield, Keeper; Mr. Whitman, Faculty Adviser.

The club activities began early this year, and an interclass tournament was played soon after reorganization. The winners, Alice P. McNamara and Mary I. Devaney of the Senior commercial class, challenged the Faculty, and a game was played with Mr. Doner and Mr. Sproul, resulting in a tie.

Another interclass tournament is planned to begin May 9th. The games will be played weekly, and the two players with the highest scores will compete on Class Day. A loving-cup will be awarded the winner. D. G. T.

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## The Fen Club

The Fen Club was reorganized this year with broader aims. The purpose of the club is to promote the interests of those members of the commercial department who are especially desirous of becoming further acquainted with shorthand and its allied activities. Membership is limited to the students in the commercial course, who, in order to join the club, must have a passing mark in the major commercial subjects and English.

The following officers were elected: Mary I. Devaney, President; Alice E. Baldwin, Vice-President; Signe Anderson, Secretary; Olive G. Hodgkins, Treasurer.

Some of the programs have consisted of talks by members of the Senior class on their experiences in the business world, a dramatization of applications for positions, and talks on the Business Show, and a trip through the Athenaeum Press of Ginn and Company at Cambridge. S. H. A.





## Junior Civics Club

The object of the Junior Civics Club is to furnish an opportunity for the Juniors to study matters of civic interest and to have informal discussions on these subjects; to take field trips ;and to do something helpful for the Salem Normal School.

The club was organized the first of January, with Florence W. Johnson, President ; Katharine Goodwin, Vice-President ; Ruth M. Bullock, Secretary ; Irene Stromdahl, Treasurer.

At the first meeting there was a great deal of discussion about our work for the year. A committee, appointed from the club, judged the prize essays written by the Juniors. At another meeting, Red Cross sewing was done, while Miss Fitzhugh gave a talk on voting.

In the future, we plan to have more sewing work, talks by other members of the faculty, and to take field trips. We expect to get a great deal of good from the club and to do much civic work.

R. M. B.

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## JUNIORS

Who has seen us work?  
Neither I nor you.  
When we're opening books,  
A teacher's passing through.

Who has seen us sad ?  
Neither you nor I.  
Soon you'll find us staid,—  
We'll be teachers by and by.

MARIE TWOMEY, '22.

## An Experiment

"There's no shorthand teacher!" was the joyful exclamation of the Seniors in September. It is to be wondered why they should be so concerned—so happily concerned! When the announcement was made that the Seniors were to teach the Freshmen, the Seniors were dismayed, because they were not used to the "job," and the Freshmen thought it was absurd to be taught by Seniors. There was nothing to do, however, but to fall in line and follow the plan. The Freshmen were divided into small groups, with one Senior to teach and another to observe. The Freshmen had the opportunity of getting individual instruction; the Seniors had the chance to study individuals; the observer had the leisure to prepare constructive criticism and to plan how she would perhaps "do things differently." Later it seemed advisable to divide the Freshmen into two classes, those who were beginning the study and those who had had shorthand in the high school; and Seniors were assigned as before, one to teach and one to observe. The rest of the Seniors discussed with Mr. Sproul the principles and methods of teaching shorthand. There was also a series of lessons, given by a different member each day, with the entire class observing. This was very beneficial, as the lessons were talked over in the pedagogy class.

The student teachers all had interesting characteristics. Miss Anderson, who firmly believed that a moment wasted in the morning could never be made up during the rest of the day, rushed into class and began dictating at once. Miss Callanan, a trained "Greggite," made a great sacrifice when one day she said to her pupils, "Learn to know your system thoroughly." Miss Crosby often wondered, even marveled at the genius of the one who invented shorthand; nevertheless, she bravely conducted a class before the Seniors, receiving as a criticism, "The lesson had some snap to it." The Freshmen did not like Miss Devaney's short *o*'s. "Folks" from the western part of the state pronounce peculiarly! Miss Tutein delighted in trying out a new scheme, arguing with us "why the lesson should be just the same every time." Miss McCarthy used to teach the advanced class. We heard that some delighted Freshmen once thought of presenting a petition that "Josephine McCarthy" become their permanent teacher. Miss Kennett seemed to be very much concerned about the progress of her pupils, and incidentally she resolved always to stand erect before her class. Miss Hurley must have been born with a natural tendency to write and talk shorthand, because she could do it with no effort, and could spend some time and attention on her pupils themselves without fear of making an error. Miss Horan had had actual teaching experience. We noticed that nevertheless she usually carried "the little red book" with her. "There is nothing much to worry about," said Miss Mehlman, who is always perfectly at ease wherever she is. Miss O'Donnell knew what the rules were and how to apply them, and she made her pupils follow her example. Miss McGinley was envied by some of the rest of the members of the class because of her pleasing, ladylike manner. She has not missed her calling in choosing to be a teacher. One thing at a time appeared to be her method of procedure. Miss McNamara is a Senior, but no one would know it, for she is such a little girl. She was very popular with the Freshmen and her problem was how to appear "dignified" when in class. Miss Ward always went before her class in her usual good-natured and sympathetic way. She was reared on Gregg shorthand, but generously made no comparisons. We suspect that she makes a practice now of using "Pitmanic." Miss Scully looked forward with eager anticipation to the week when she would teach,—she even had the weeks and days counted, and she was very sorry when

the week drew to a close. Miss Ott was always a "star pupil" in shorthand. She will doubtless teach her pupils to be efficient,—but with the end in view of getting through quickly so that they may spend more time on literature. We can imagine her giving them inspiration by reading a selection of Dickens.

The whole year was educational, as well as enjoyable; in fact, it was so enjoyable to the Seniors that every time a lady came into the room the members of the class were under a mental strain for fear it might be the new shorthand teacher. The tension was not relieved until the person was introduced as a visitor. The Seniors were also glad to have the opportunity to become well acquainted with the Freshmen.

M. BLANCHE MILBERRY, '21.

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## Freshman Impressions of the "Experiment"

We Freshmen were frightened,  
When we first did appear  
In the class to learn shorthand,—  
'Twas so strange and queer!

Then picture our joy  
The day we were told  
We were not to recite  
To a teacher quite cold,—or old!

The Senior Commercials  
Were to take full command;  
We thought they'd be easy  
And would little demand!

But they were efficient;  
Indeed, it is true  
They weren't very strict,  
Yet they made us work, too.

Each had her own method  
That she thought was best;  
But we didn't like  
One more than the rest!

Some days they'd be snappy  
Or bored, but 'twas rare;  
And they were good workers  
And treated us "fair."

Then hail to the Seniors!  
They're really so clever,  
We'll ne'er be so wise  
Though we study forever!

The pupils who have them  
In high schools next year  
Will be mighty lucky.  
They'll succeed, never fear!

LILLIAN G. GOWING, '24.



*The mouse in the locker room*

Mary had a lunch box;  
 She laid it on the shelf.  
 A little mousie spied it,  
 And freely helped himself.

DOROTHY F. BURKE, '21.

LOST—One pound of flesh by all students who have been called upon to conduct chorus on Friday mornings.



*How the baton looked when a Senior was beating time*

FREE PERIODS

WITH

We tiptoe in, we tiptoe out;  
 We dare not make a sound;  
 So quietly we move about  
 When teachers are around.

WITHOUT

We open the door,—no teacher there,—  
 'Tis bedlam broken loose;  
 We talk aloud, our secrets share,  
 If caught, we just "vamoose."

ANNA G. SHALLOW, '21.



## Songs

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### SALEM'S JOLLY STUDENTS.

Tune: Solomon Levi.  
We come from Salem Normal School,  
The best one in the State;  
Where all the girls are jolly girls  
And busy early and late.  
We work a lot and play a lot,  
And then we rest a while;  
But everywhere and every time  
We try a lot to smile.

#### CHORUS.

Oh, Salem Normal! etc.

RUTH BROWN, '22.

### THE FATE OF THE NOTEBOOKS.

Tune: Pack Up Your Troubles.  
Pack up your notebooks in your hope-less chest,  
And keep—them—there!  
While they're reposing, you can take a rest;  
What befalls them, we don't care!  
What's the use of making plans?  
They give us all gray hairs. So!  
Pack up your notebooks in your hope-less chest,  
And keep—them—there!

SENIOR TWO.

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### JOY.

Tune: Merrily, Merrily.  
Go, go, go to class,  
Every day in the year;  
Verily, verily, verily, verily,  
Life is real right here.

Stay, stay, stay till four,  
Every day in the week.  
Steadily, steadily, steadily, steadily,  
For knowledge you must seek.

Joy, joy, joy again,  
Vacation time is here.  
Merrily, merrily, merrily, merrily,  
No work until next year.

DOROTHY R. CHENEY.

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### A QUEER WORLD.

Tune: Reuben and Rachel.

Normal, Normal, I've been thinking  
What a queer world this would be,  
If the girls were all transported  
Far beyond the Northern Sea!

Normal, Normal, I've been thinking  
How the teachers then would feel;  
They'd never need to tax their patience  
To make us our thoughts reveal!

Normal, Normal, I've been thinking  
What a queer world this would be,  
If the teachers were transported  
Far beyond the Northern Sea!

Normal, Normal, I've been thinking  
Wouldn't the students think it fun;  
They would no more need to worry  
If their lessons were undone!

ROSE I. FINKELSTEEN, '21.

## TO THE SALEM NORMAL SCHOOL.

Lift your voices upward,  
In a joyous song;  
Sing to Salem Normal,  
Sing both loud and long.  
Sing her worth and honor,  
Sing her strength and fame,  
Sing her many glories,  
Oh, praise her name.

Lift your voices upward,  
Now the sound prolong;  
Sing to all the Faculty,  
Join us in the song.  
Loyal, patient, helpful,  
Praises are their due,  
Salem Normal Faculty,  
We sing to you.

Lift your voices upward,  
Far resounds our song;  
Listen to the message  
That we pass along.  
Sing to all the Students,  
Jolly workers, true,  
Salem Normal Students,  
We sing to you.

BERTHA W. BROWNE, '20.

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## TO THE SALEM NORMAL SCHOOL.

Tune: In the Gloaming.  
When our normal course is over,  
We shall always think of you,  
And the many things, moreover,  
That you taught us how to do.  
As the years are swiftly fleeting,  
With a warm and heartfelt glow,  
We shall think of you and love you  
As we did once long ago.

SENIOR II.

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## THE ORANGE AND THE BROWN.

In the quaint old town of Salem,  
There's a dear old Normal School,  
Where loyalty's the watchword  
And sympathy's the rule.  
We'll admit no other better,  
No one shall cry her down  
While we can stand defender  
Of the Orange and the Brown.

Through the happy years at "Normal,"  
In the rooms we love so well.  
With the friends we met and cherished,  
Then a charm upon us fell.  
Oh, that charm can never perish!  
We shall feel it still when we  
Far from Salem are a-wand'ring  
And look back in memory.

CHORUS.

We'll admit no other better, etc.



## WATCHWORDS.

Tune: Dolly Gray March.

There's a Junior come to town, Normal School,  
Will you welcome her or frown, Normal School?  
There's a twinkle in her eye,  
She'll be heard from bye and bye,  
She's a worthy girl to try, Normal School.  
Put her wise in every way, Normal School,  
Tell her shirking does not pay, Normal School;  
Let her know your faith is strong  
She will help the cause along,  
She will join you in the song, Normal School.

### CHORUS.

Salem Normal School forever,  
Hold your aim and purpose true;  
Loyal students never sever  
When there's work for them to do.  
Truth and justice are the watchwords,  
Love and loyalty are, too;  
Keep the altar fires burning,  
Then forward, Normal School.

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## PLAY AND WORK.

Tune: Dixie.

I know a school in the town of Salem,  
Good times there are not forgotten,  
Play-away! play-away! play-away!  
Every day!  
At Salem Normal we are happy,  
Striving hard to get some knowledge,  
Work-away! work-away! work-away!  
Every day!

### CHORUS.

Then we will sing for "Normal,"  
Hurray! Hurray!  
For Normal School we take our stand,  
To love and cherish ever.  
Hurray! Hurray!  
Oh, good old school at Salem!  
Hurray! Hurray!  
Our dear old school at Salem!

AGNES E. HART, '23.

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## SCHOOL DAYS.

Tune: Where the River Shannon's Flowing.

If you want to go to Normal,  
There's a place that's far from formal,  
Where the students dwell united,  
Jolly comrades one and all.  
There we work and play together,  
Quite content, whate'er the weather;  
And we love, in spite of hard work,  
This, *our* Salem Normal School.

### CHORUS.

Yes, to Salem we are going,  
And we'll stay there while we may;  
We will make a goodly showing  
In our work and in our play.  
Then, when school days all are over,  
And we think of days of yore,  
We will give a cheer for Salem,  
SALEM NORMAL EVERMORE!

## DEAR NORMAL SCHOOL.

Tune: Believe Me, if all Those Endearing Young Charms.

Believe me, dear people, the world cannot show  
A more willing or studious group  
Than the teachers and students of dear S. N. S.,  
Let them gaze where'er they may go.  
Thou wilt still hold a place in our hearts, dear old school,  
Let us scatter wherever we may;  
We'll be true to thy teachings, our dear Normal School,  
And follow them day after day.

It is not while we stand here and sing of thy charms,  
But as out in the world we may go,  
That we'll earnestly try to live up to thy rules  
And be worthy of thee, dear old school.  
No, the principles taught we will never forget.  
And will strive to improve day by day;  
And thank thee forever, our dear Normal School,  
For the training thou gavest each day.

MYRTA I. CRAWFORD. '21.

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## THE S. N. S. FOREVER.

Come, all who go to the S. N. S.,  
Join in our song and sing your best;  
Work away, work away, with a zeal,  
For our school.

From north and south, from east and west,  
Come one, come all, to work with zest;  
Work away, work away, for the school  
Of your choice.

United firm with every class  
To make a school you can't surpass;  
Work away, work away, with a will,  
For our school.

United school and hearts and hands  
Will make the greatest in all lands;  
Work away, work away, give three cheers  
For our school.

## CHORUS.

The S. N. S. forever! hurray! hurray!  
We'll sing a song of praise to thee,  
To S. N. S. forever!  
Hurrray! hurrray! the S. N. S. forever!  
Hurrray! hurrray! the S. N. S. forever!

RUTH J. PITMAN, '19.

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## GOOD-BYE, NORMAL.

Good-bye, Normal!  
Good-bye, Normal!  
Good-bye, Normal!  
We're going to leave you now!  
Gladly we go to teach,  
Go to teach, go to teach,  
Gladly we go to teach,  
Somewhere in the State.

SENIOR TWO.

## OUR NORMAL SCHOOL.

Tune: Maryland, My Maryland!

We'll strive each day to do our best,  
Normal School, our Normal School;  
And in you take an interest,  
Normal School, our Normal School!  
Oh, may our years in study spent  
Be full of joy, not discontent;  
Show gratitude is our intent,  
Normal School, our Normal School!

And when our tasks are at an end,  
Normal School, our Normal School;  
To higher things we shall ascend,  
Normal School, our Normal School!  
Then let us turn to those held dear,  
Who stood by us year after year,  
Resolved that we should persevere,  
Normal School, our Normal School!

WINIFRED M. BURNS, '23.

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## SONG FOR BETTER SPEECH WEEK.

Tune: Smiles.

There are words and slang expressions  
That do make Good English pale,  
And if all her enemies aren't thwarted,  
Then Bad Grammar surely will not fail.  
He'll bring out all of his bad companions,  
Mispronunciation, mumbling, slang,  
And among us send these hated allies,  
And they'll conquer us with their gang.

Let us try with zeal renewed  
To fight on and hold our place.  
We will make Good English keep her power,  
Never yielding to a thing so base.  
Then it's "Rise, Good English, always  
You will find in each of us a friend,  
Always true and faithful, willing helpers  
To a cause which in good must end."

MILDRED F. WILLEY, '22.



INTERMEDIATE SENIORS, 1920

WHO ARE THEY?

## WAR!

President Sickness had issued a call  
For volunteers in a hygiene war  
Against President Health and all his allies,—  
With hope of success in attack by surprise.  
The first to respond was the High-heeled Shoe,  
Hand in hand he came into view  
With a Bedroom Window closed up tight,  
And Impure Water and Improper Light.  
Behind all these came the Common House-Fly,  
With a million Germs en route nearby,  
And a Low-Necked Dress,—but worse than these,  
There followed in line an Uncovered Sneeze!

But President Health found out their plans,  
And straightway he sent forth demands  
For all of his men to mobilize,  
And make an attack on those Common House-Flies;  
And likewise, too, with the utmost skill,  
He formed in the schools the Tooth-brush Drill,  
And Soap and Water, and Air and Light  
Came one and all to assist in the fight.  
The battle as yet has never been ended,  
For years upon years the two have contended,  
But President Sickness is losing his ground,  
And when Peace is declared no Germs will be found.

OLIVE G. HODGKINS, '23.

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## SENIORS.

|                                  |                              |
|----------------------------------|------------------------------|
| The Seniors are going away,      | Come, cheer up, you Juniors! |
| And they're happy, glad and gay; | For next year you can say,   |
| But the Juniors have to stay,    | "Now that we are Seniors,    |
| 'Spite of all that they can say. | We, too, can go away!"       |

Alas! you poor, poor Juniors,  
'Twill always be the same;  
Juniors are only Juniors,  
And Seniors get the fame.

MADLINE C. TUCKER, '22.

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## MY NOTEBOOK.

I had a little notebook  
In which I always said  
I'd write down all my lessons  
With a little piece of lead.  
But when a quiz came down  
On my unlucky head,  
The answers to the questions  
Were in my book instead.

DORIS L. RIGGS, '22.

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## PSYCHOLOGY.

Psychology is an awful thing,—  
I like it.  
Its praises I would blush to sing,—  
I like it.  
It makes me sad;  
It makes me glad;  
It makes me sore;  
It oft times is a beastly bore;  
But—

No matter what report cards show,  
It is a fact,—I like it!

HELEN M. LUNDGREN, '22.

## SUCCESS.

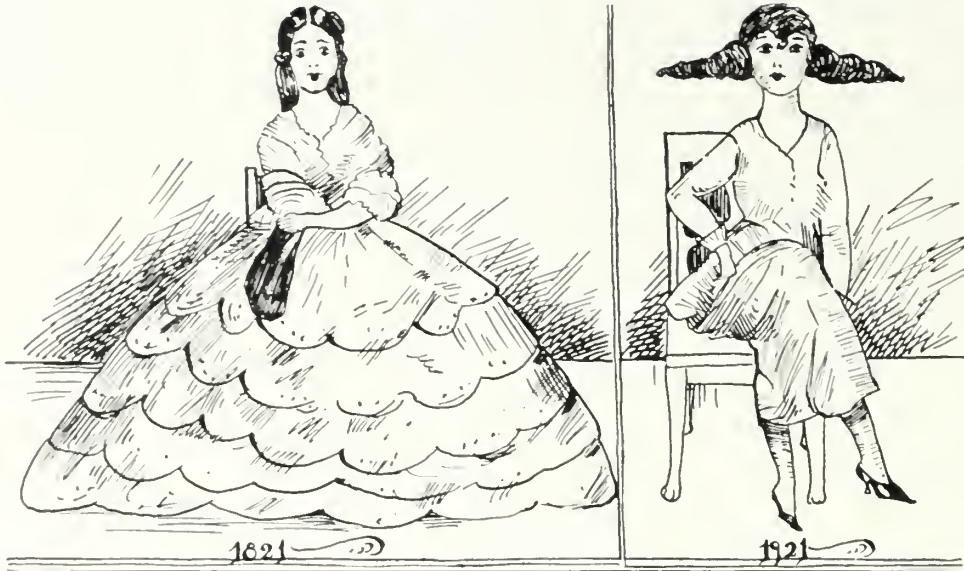
Success in English means just this—  
Unity, coherence and emphasis.  
If in "lit" or reading you wish to win,  
Push those indentions "three fingers in."  
In history or civics, in order to pass,  
Give a "helpful suggestion" to all the class.  
Your progress in "psych" will receive no halts  
Unless you select a "true and false."  
If in music you wish to have a good "rep,"  
Say not that a sharp "raises" half a step.  
"Physical environment" is the key  
To every talk in geography.  
For drawing use the favorite hue,—  
A combination of yellow and blue.  
To please in "gym" you just must learn  
There's quite a pause between "hips" and "firm."  
In arithmetic, you can well afford  
To copy all notes right off the board.  
If you hold to these things, you can't go wrong,  
You'll receive a diploma for only a song.

RUTH A. CARROLL, '22.

EMMA E. ADAMS, '22.







#### TRAINING SCHOOL.

I was sitting in my schoolroom  
 After a weary day,  
 When there came an angry woman,  
 Who berated me this way:  
 "Why do you keep my Johnny,  
 Who's as good as he can be,—  
 Why do you keep him from coming home  
 At half past three?  
 He always minds his father,  
 And minds his mother, too;  
 You surely seem to punish him  
 For what the others do."

I reasoned with the mother,  
 And tried to make her see  
 Sometimes her little "darling"  
 Could very naughty be.  
 But all in vain! She went away  
 With threats to do me harm.  
 It was as much as I could do  
 To keep an outward calm.

Well, talk about Job and his patience,—  
 A teacher needs much more  
 To carry her through the worriment  
 That falls thus to her store.  
 At night I sit and wonder  
 How to find that "other boy,"  
 Who causes so much trouble  
 To every mother's joy.  
 If I "only could expel" him  
 What joy would then be mine,—  
 No more trials, no more sorrows  
 Would then my heart entwine.

FRANCES W. TORREY, '21.

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- S. E. Davis, *The Work of the Teacher*, The Macmillan Company.
- F. N. Freeman, *The Psychology of the Common Branches*, Houghton Mifflin Company.
- W. S. Monroe, *Measuring the Results of Teaching*, Houghton, Mifflin Company.
- Strayer & Norsworthy, *How to Teach*, The Macmillan Company.
- W. C. Bagley, *School Management*, The Macmillan Company.
- McMurray, *How to Study*, Houghton Mifflin Co.
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- White, *Elements of Pedagogy*, American Book Co.
- McMurray, *How to Study*, Houghton Mifflin Co.
- Cabot, *Everyday Ethics*, Henry Holt & Company.
- James, *Psychology (Brief Course)*, Henry Holt & Company.
- Monroe, *Text-Book in the History of Education*, The Macmillan Company.
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- English Leaflets, published by the New England Association of Teachers of English, A. B. de Mille, sec. and treas., Milton, Mass. (\$1.00 fee for membership.)

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### Subject Matter

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- Thomas & Howe, *Composition and Rhetoric*, Longmans, Green & Co.
- Woolley, *Handbook of Composition*, D. C. Heath & Co.
- Kittredge & Farley, *An Advanced English Grammar*, Ginn & Co.
- Buehler, *A Modern English Grammar*, Newson & Co.

### Teaching

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- Thomas, *The Teaching of English in the Secondary Schools*, Houghton, Mifflin & Co.
- Bryant, *How to Tell Stories to Children*, Houghton, Mifflin & Co.
- Bailey, *For the Story-teller*, Milton Bradley Co.
- Keyes, *Stories and Story-telling*, D. Appleton & Co.

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- Bryce & Spaulding, *Aldine First, Second, and Third Language Books with Method*, Newson & Co., N. Y.
- Driggs, *Live Language Lessons*, Books I, II, III, University Publishing Co., Chicago.
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## ART

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- Hartmann, *History of American Art*.
- Meyer, *Handbook of Ornament*.
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- Lübke, *History of Art*.
- Consult any good art library.

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## ARITHMETIC

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- Jessup & Coffman, *Supervision of Arithmetic*, Macmillan Co.
- Smith, *Number Games and Rhymes*, Teachers' College Bureau of Publications.
- Smith, *The Teaching of Elementary Mathematics*, Macmillan Co.
- Young, *The Teaching of Elementary Mathematics*, Longmans, Green & Co.
- Nunn, *The Teaching of Algebra*, Longmans, Green & Co.

### Experimental Studies

- Wilson, *Survey of the Social and Business Usage of Arithmetic*, Teachers' College.
- Counts, George S., *Experimental Studies in Arithmetic*, Educational Monograph, Vol. 1, No. 4, University of Chicago Press.
- Rugg, *Scientific Method in Reconstruction of Ninth Grade Mathematics*, University of Chicago Press.

### For Children

- Smith, *Number Stories of Long Ago*, Ginn & Co.

## HISTORY

### Methods

- Jolinson, Teaching of History, Macmillan Co., N. Y.  
Robinson, The New History, Macmillan Co., N. Y.  
Kendall & Stryker, History in the Elementary School.  
Tryon, Teaching of History.  
Simpson, Supervised Study in History.  
Tuell, Study of the Nations.  
Dynes, Socializing the Child, Silver, Burdett & Co.  
Krackowizer, Projects in Primary Grades, Lippincott.  
Historical Outlook, Monthly Publication, McKinley Pub. Co., Philadelphia.  
Allen, J. W., The Place of History in Education, D. Appleton Co.

### Historical Masterpieces

- Works of Parkman, Fiske, Trevelyan, Turner, or James Ford Rhodes.

### Survey of United States History

- Guitteau, W. B., Our United States, Silver, Burdett Co., Excellent teacher's manual.  
Fite, Emerson, History of United States, Henry Holt & Co.

### Reference Books for Pupils in Junior High School

- Old South Leaflets, Directors of the Old South Work, Old South Meeting House.  
Hart, Source of Book of American History, Macmillan Co.  
Elson, Side Lights in American History, 2 volumes, Macmillan Co.  
Sparks, Men Who Made the Nation, Macmillan.  
Mowry, American Inventions and Inventors.  
Parkman, Struggle for a Continent, Little, Brown & Co.  
Roosevelt, Winning of the West (1 volume edition), McMaster, With the Fathers, D. Appleton & Co.  
Bruce, Romance of American Expansion.  
Ford, True George Washington.  
Paxson, Last American Frontier.  
Channing & Lansing, Story of the Great Lakes, Macmillan Co.

### Children's Books in History Suitable for the Elementary Grades

- Andrews, Ten Boys from Road of Long Ago to Now, Ginn & Co.  
Stone & Fickett, Every Day Life in the Colonies, D. C. Heath & Co.  
Stone & Fickett, Days and Deeds One Hundred Years Ago, D. C. Heath & Co.  
Eggleston, American Life and Adventure, American Book Co., N. Y.  
Paris, Real Stories from our History, Ginn & Co.  
Gandy, American Heroes and Leaders, Charles Scribner's Sons, N. Y.  
Wright, Children's Stories in American History, Charles Scribner's Sons, N. Y.  
Southworth, Builders of Our Country, 2 volumes, D. Appleton & Co.  
Hunt, Source Readers in American History, 4 volumes I, Colonial Children, II, Camp and Fire-rides of American Revolution, III, How Our Grandfathers Lived, IV, Romance of Civil War, Macmillan Co., N. Y.  
Hall, Our Ancestors in Europe, Silver, Burdett Co.

## GENERAL SCIENCE

- Browley et al., Chemistry of Common Things, Allen & Bacon.  
Wood, Community in the Home, American Book Co.  
Butler, Household Physics, Whitecomb & Barrows.  
Milton, Gab & Fyle, Practical Physics, Ginn & Co.  
Parbur, First Course in Science, Henry Holt & Co.  
Hedgden, Elementary General Science, Hinds, Hayden & Eldredge.  
Triffin, Science of Home and Community, The Macmillan Co.  
Hunter & Wolfman, Civic Science in the Home, American Book Co.  
Hunt & Whitman, Civic Science in the Community, American Book Co.  
Mason, Trees, Study and Birds, World Book Co.  
Curtis, The Story of Great Inventions, Harper Bros.

## HYGIENE

### For Children

- Gulick, Hygiene Series, Ginn & Co.: A comprehensive, practical, well-graded series of text-books.  
Winslow, Healthy Living, Books I & II, Charles E. Merrill Co.: Up-to-date books dealing with the most important facts of personal and community hygiene, emphasizing the formation of health habits.

- O'Shea & Kellogg, Good Health Series, Ginn & Co.

### For Teachers

- Hough & Sedgwick, The Human Mechanism, Ginn & Co.: Written by scientists, but not technical.  
Rose, Mary S., Feeding the Family, Macmillan Co.: Thorough, simple, practical.  
Fisher & Fisk, How to Live, Funk & Wagnalls: Authorized by the Hygiene Board of the Life Extension Institute.  
Adress, J. Mace, Health Education in Rural Schools, Houghton Mifflin Co.: Suggesting corrective measures that are feasible and practical.

## PHYSICAL TRAINING

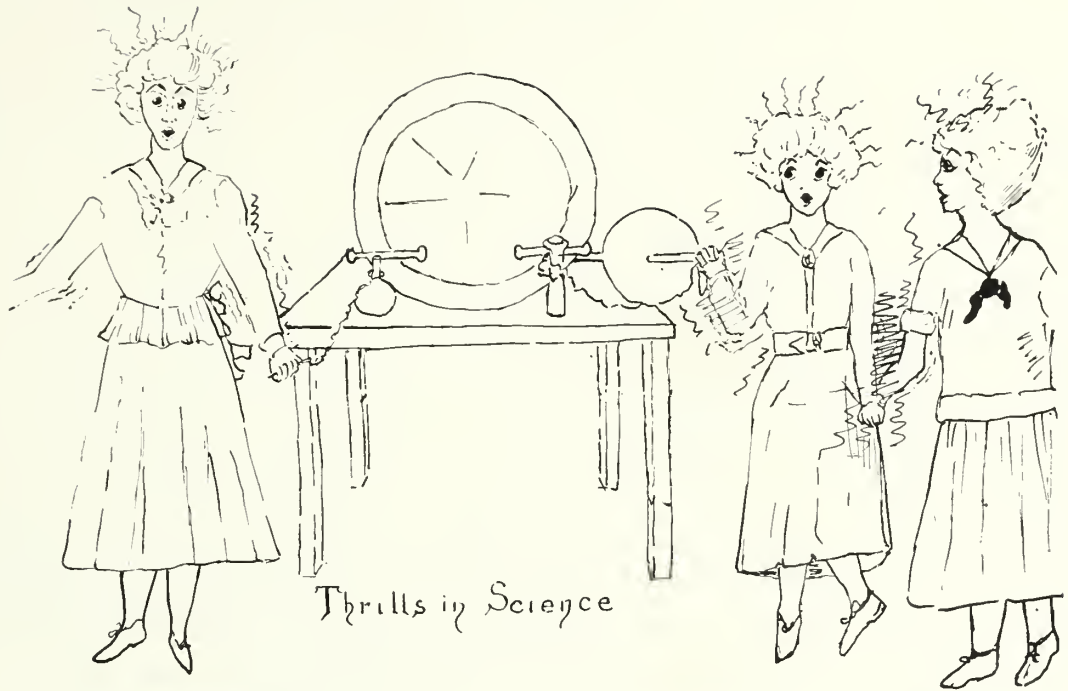
- Bancroft, Jessie H., Posture of School Children, Macmillan Co.: Indispensable to a director of physical training.  
Bancroft, Jessie H., Games for Playground, Home, School and Gymnasium, Macmillan Co.: Complete and fully illustrated.  
Clark, Lydia, Physical Training for Elementary Schools, Sanborn Co.

## GEOGRAPHY

- Allen, The New Europe, Ginn.  
Bowman, South America, Rand, McNally.  
Branon, The Teaching of Geography, Ginn.  
Cushing & Huntington, Commercial Geography, World Book Co. (in press).  
Herbertson, Man and His Work, Adam & Charles Black.  
Huntington, Asia, Rand, McNally.  
Huntington & Cushing, Principles of Human Geography, John Wiley & Son.  
Lackey, Principles of Geography, Rand, McNally.  
Salisbury Barrows & Tower, Elements of Geography, Henry Holt.  
Sample, Influences of Geographic Environment, Henry Holt.  
Smith, J. Russell, Commerce and Industry, Henry Holt.  
Smith, J. Russell, The World's Food Resources, Henry Holt.  
Unstead & Taylor, General and Regional Geography, Geo. Philip & Son.  
Bartholomew, Atlas of Economic Geography, Oxford University Press.  
Finch & Baker, Geography of World's Agriculture, Govt. Printing Office, Washington.  
Atlas of Reconstruction, Rand, McNally.  
Journal of Geography (monthly), 2249 Calumet Ave., Chicago.  
National Geographic Magazine (monthly), Nat. Geog. Society, Washington.  
Asia (monthly), Asia Pub. Company, New York.  
Travel (monthly).  
Daily Commerce Reports (daily), Supt. of Documents, Washington.  
Geographic News Bulletin, Bureau of Education, Washington.  
Material on Geography, Bulletin No. 69, E. Ill. S. N. S. Charleston, Ill. 1920.

## NATURE STUDY

- Comstock, Anna B., Handbook of Nature Study, Comstock Pub. Co., Ithaca, N. Y.  
Kellogg, Vernon L., American Insects, Henry Holt & Co.  
Blanchan, Nettie, Bird Neighbors, Doubleday, Page & Co.  
Hoffman, Ralph, A Guide to the Birds of New England and Eastern New York, Houghton, Mifflin Co.  
Rogers, Julia E., The Tree Book, Doubleday, Page & Co.  
Keeler, Harriet L., Our Native Trees, Charles Scribner's Sons, N. Y.  
Dunn, Mrs. Wm. Starr, How to Know the Wild Flowers, Charles Scribner's Sons.  
French, Allen, The Beginner's Garden Book, Macmillan Co.  
Peterson, M. G., How to Know the Wild Fruits, Macmillan Co.  
Sharp, Dallas Lore, The Whole Year Round, Houghton Mifflin Co.



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"Where are you going my pretty maid?"

"Out to the garden, sir," she said,



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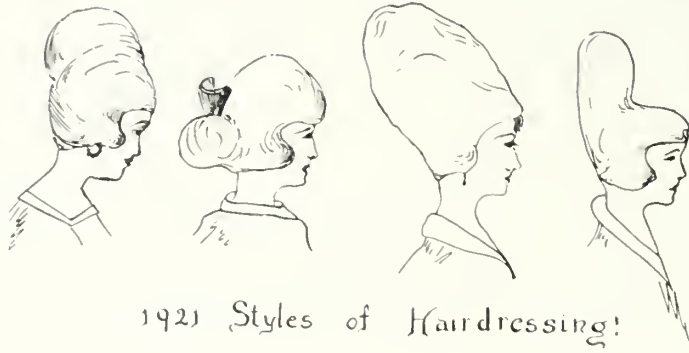
They're intelligent and witty,  
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The girls of Senior Two.

And when there's something needed,  
Or something comes up new,  
They're always "Johnnies on the spot,"  
The girls of Senior Two.

So, friends, we're bound to show you  
That what we say is true,—  
Just follow us into the world,  
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MYRTA I. CRAWFORD, '21.





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They always talked and hinted and joked,  
 And sometimes even seemed provoked  
 To think that we just did not care  
 About the way we combed our hair.  
 For do and say whate'er they might,  
 Those horrid puffs still 'peared in sight.  
 "Now something must be done," we said,  
 "To help relieve those teachers' heads."  
 One day we wore our hair tight back;  
 For once we did those big puffs lack.  
 All day the teachers laughed and joked,  
 And never more did seem provoked  
 About the way we combed our hair,—  
 But still we never seemed to care.

EDITH KOLB. '21.

#### WHY?

Oh, who can tell the reason why  
 The girls who come from far away  
 Are sure to be here right on time?  
 And very strange it seems to be  
 That those whose houses we can see  
 Come in at half past nine.

DOROTHY R. CHENEY, '21.

We've studied and we've crammed,  
 And our heads with knowledge jammed,  
 'Till our brain-cells overflow with information.  
 But now we'll turn about,  
 And pour all this wisdom out,  
 To benefit the coming generation.

NELLIE D. FARMER, '21.



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# ANECDOTES

---

Mr. Doner: You will be able to make plenty of "I's" if you watch me carefully.

Teacher (in science): What device for using fuels have you looked up?

Student: The fireless cooker.

Found on a test paper in nature study: In transplanting a tree, first cut a round circle.

Student: Are flies injurious?

Miss G.: Flies are an absolute, abominable, unmitigated nuisance!

Heard in hygiene: Chocolate causes dissipation.

Student (interested in "nature"): Miss Goldsmith, I saw a kind of a, sort of a gray-like bird. What do you think it must have been?

Nellie Farmer reports that Oliver Goldsmith had recently embarked for America, but he lost his ship.

Heard on the train.

Gen. (eager for information): Oh, Miss Batchelder, I saw some *little* blue birds with white on the tail. What were they?

Miss B. (scornfully): Little! Why, Gen, they must have been blue-jays; but they're bigger than blackbirds!

Gen. (meekly): Oh!

Mr. S.: You know Jacob sold his birthright for a mess of pottage.

E. H. (aside, to a classmate): I know that. That's in "Aesop's Fables."

Heard in literature: Barkis, an acquaintance of the renowned Mr. David Copperfield, has a phlegmatic temperature.

Freshman (doing amanuensis work for Mr. Whitman): What degree is M. I. T.?

Miss H. (alluding to a passage which had just been read): Where does one hear about Mt. Sinai?

M. D.: In Grecian stories.

Miss S.: I want to tell you that I think your class takes criticism very well.

E. C.: We're used to it.

Student: Is there a complete copy of Kipling's poems in school?

Miss H.: No, that book costs five dollars.

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Pupil: What's that?

Teacher: Paste.

Pupil: Oh, my mother uses some of that on her face.

Teacher: What are good table manners?

Pupil: Do not take your soup plate up and drink from it when there is company.

Teacher (in drawing): Draw some object illustrating foreshortened circles.

Pupil drew *four shortened* circles.

Teacher (discussing Columbus Day): Why do we have a holiday tomorrow?

Pupil: So Columbus can have a day off.

Miss S. (in the first grade): Where do you live, Robert?

Robert: On Naples Road.

Miss S.: I used to live on Naples Road, but I never saw you there.

Robert: I wasn't there. I was in heaven.

Child (in fifth grade): My mother had a new baby, but it died.

Teacher: Too bad. What was the matter?

Child: Well, the doctor shut the bag up too tight that he brought it in.

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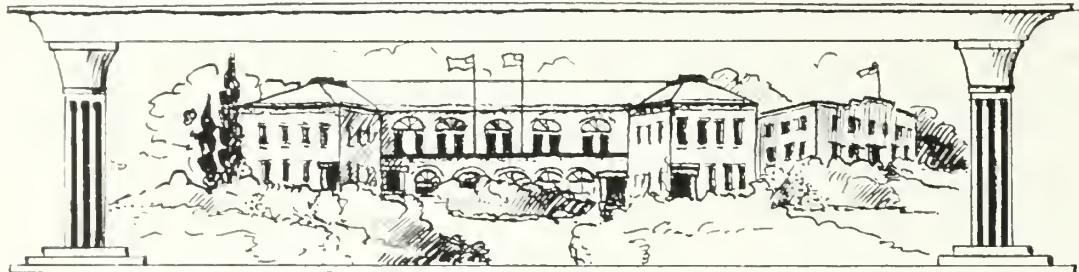
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