

OSNS YEAR BOOK





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The Year Book

1922



Published by the Senior Class
Salem State Normal School

Miss Learoyd

We feel it an honor
to dedicate this book
to you, whose help-
ful guidance and untir-
ing efforts have meant
far more to us than
we can ever express



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Editorial

The country wants better teachers, and this demand will become more insistent as time goes on. The shortage of teachers of the last few years occasioned a lowering of the standards in some schools, since many young people who had just graduated from high schools were accepted as teachers. At the beginning of this year, however, there was a large increase in the number entering the normal schools, so that superintendents and committees will be able to demand better quality. It's this matter of quality which is at present the cause for great concern. We use the word advisedly, for it fairly expresses that which we look for in the ideal teacher, who may be aptly designated as a "quality product," as conforming with the keynote of modern business. A "quality product" must measure up to a definite standard, which may be designated on the label or in other advertising by the company. Let us use as an example Hood's Grade A milk. Through advertising, this milk has attained a reputation as the only milk for babies and the best grade for adults. It contains a fixed per cent of fat and other nutritious elements; it is guaranteed to be fresh, clean, and properly sterilized. In other words, it is made up of the best materials and is in the best condition possible. It is the producer's business to see that this milk measures up to the standard at all times.

There are certain standards in education to which the superintendents and committees of the different towns and cities are trying to elevate the schools. The teacher as the most important factor of the schools, must see to it that he approaches these standards as nearly as possible. At the present time, a certain portion of the public realizes that these standards have not been as high as they should have been and that the coming generation must be educated to different standards. The individual, too, often realizes the inadequacy of his knowledge of life's duties and so feels that he has been unjustly treated either because of the teacher's failure or his own, to make the most of opportunities. He finds, for instance, that he would be able to accept a position as secretary to his employer if he had a sufficient command of English; or perhaps he feels a desire to become an expert accountant because of a friend's success in a similar position, but because of his inability to do arithmetical combinations quickly and accurately, he must sacrifice his hope. Especially during war times, when the army tests were applied, did the man realize his lack of proper training along some line, either physical or mental. At that time, too, when some of the most efficient men were sent to war, business men tried to fill the vacancies. They soon discovered the inability of the younger generation to do this work satisfactorily. We have all heard stories similar to the following: An employer called a young girl to fill the office of private secretary, and was greatly astonished to learn that she was quite ignorant; she spelled incorrectly, she did not use good English in speech, and she was undignified in business relations; in truth, she was far short of the ideal secretary.

High standards may be considered from either the physical or mental point of view. Physical well-being is fundamental, not only for the pupil's sake but for the teacher's. Many people are apt to consider their health merely incidental, as com-

pared with their professional duties or their pleasure. Some, however, have already learned that with health they have everything at command, but without it they have nothing. The influence a teacher has on children depends to a great degree on his physical appearance. In a lesson in hygiene, the children, sometimes unconsciously, use the teacher as an example of the point under discussion. They are told to stand erect and develop a good chest, or to take a good position for writing, but if the teacher is round-shouldered and bends over his work at his desk, his suggestion will have little influence.

The teacher must also for his own sake see that his throat and chest are well developed, because of his constant confinement during the day and the inhaling of bad air, chalk dust, and dirt which are ever present in the atmosphere. It is especially necessary to overcome any tendency to stoop, by exercising vigorously morning and night. A teacher is talking almost continually while school is in session so that a strong, as well as pleasing voice, is indispensable. Good health also implies freedom from disease; exercise and sleep will help to ward off disease. These are a few of the physical requirements to which a teacher must conform if he is to be an efficient instructor.

A teacher should also be efficient mentally, and he must be willing to devote some time out of school hours to preparation. We often hear people say, "A teacher has the easiest job of all; he goes to school for five or six hours and then he is free for the day." In a great many cases, this is true. A teacher comes to school just before the bell rings and leaves as soon as school is over. The people of the town know this, and it is small wonder that they are not willing to pay higher salaries to such teachers. These teachers have evidently not been trained to understand what their obligations are and what the real value of time is. It is true that they may not have received any preparation for teaching. They may even say, "You don't have to go to a normal school to learn how to teach; you can learn to teach through teaching." Those who have had training know that such experience is gained at the expense of the pupils. They know, too, that even after training under supervision, a young person's courage almost leaves him when he thinks of the responsibility soon to be placed on his shoulders. Even those who have had a normal school training should realize the need of additional preparation and should be willing to spend some time after school hours in considering the problems of the next day.

One of the things which a young teacher has to learn is to study individual pupils. We all know of teachers who say, "There are some children in my class whom I can't understand; they won't work, they do nothing but make trouble for the other children, and they make my life miserable. I'm glad when school is over and they are out of my way." This is a situation which every teacher will encounter at some time in his experience, but the teacher who meets it in such a spirit has admitted that he does not know or understand children; more than likely he never spends any time trying to find out what interests these troublesome children have. All children have some one thing which they particularly like, and it is "up to" the teacher to find out what it is. Let us not make the mistake of giving attention to a few children in the class and letting the rest get what they can. We must make a special effort to reach every child. Sometimes, by letting a child help clean the board or clear up the room, and at the same time engaging in conversation with him, we may learn much about him that will help us in giving him a purpose for his work. By letting a child know that his teacher has faith in him and that he is really in the world for a purpose, we may save him from losing his self-respect. Some of these children may not have a home environment that is conducive to physical, mental, or spiritual growth. We may discourage a child by a few disheartening words, as one

teacher did. The boy in this case was active and full of fun; his mother and father constantly whipped him for his actions and told him he was "no good" and "never would be." He never did his lessons nor made any effort, but he rather liked the teacher, although he did not admit it to anyone but himself. One day the teacher became provoked at something he did and told him that he "never would amount to anything, and probably would end in jail if he didn't settle down." That had an effect on him and he believed her; she had shown him that she had no faith in him and probably he never would amount to anything anyway. Her words had just the opposite effect from that which she wanted and might have obtained if she had studied the boy more closely.

Children need to be taught many things, among them one of the most important is how to make their lives of service to mankind. There is no better place to teach service than in the schoolroom. It may be taught in different ways, but certainly if the children gain the power to see and hear what goes on about them, they will have gained something upon which to base such service. If taught to be constantly on the alert for things they might do to help in school or in the home, such as helping the teacher keep the erasers clean, or keeping their school or home surroundings attractive, they will have learned something which will give them a good start along the road of service. Somebody says, "As a matter of fact, an intelligent person looking out of his eyes and hearkening in his ears, with a smile on his face all the time will get more true education than many another in a life of heroic vigils."

Stevenson in speaking of "busy" people, said, "As if a man's soul were not too small to begin with; some people dwarf and narrow theirs by a life of all work and no play. Perpetual devotion to what a man calls his business is only sustained by perpetual neglect of many other things." A teacher, perhaps more than any other human being, needs a change from work. When we consider that he spends five or six hours each day with children who are individual in their needs and interests, restless after sitting still, and requiring varied and definite guidance in every way, we do not ask why the teacher at the end of the day is suffering from a headache or some sort of physical or mental strain. A teacher, as soon as he has completed the necessary work in the schoolroom, needs exercise of some sort to relieve his mental condition. Just what that shall be depends greatly upon the person's interests. An hour or two spent in walking, going nowhere in particular, but sauntering along with nothing definite in view, letting nature have its own way with the heart and the imagination, will work wonders. Bradford Torrey says, "The hour is not wasted that brings tranquillity of mind and an uplifting of the heart." To some a game of tennis would appeal more than walking. The mind is on the game, there is competition, and the teacher will feel greatly refreshed after such exercise. In winter the time can profitably be spent in skating, snowshoeing, or sliding. In the evening, light exercise immediately after dinner will enable the teacher to do more efficiently any necessary work. Certainly it is his duty to himself and to the children to go to bed early and to average at least eight hours of sleep. In the evening a teacher, like everyone else, often feels a desire to attend the "movies." While it is not good for him physically, because of the poor ventilation; or mentally, in that the appeal is chiefly to the eye; or morally, since the pictures sometimes tend toward a lowering rather than an elevating of his moral ideas of life; yet it may be advisable that the mind should be relieved of any sort of effort, but unless the tone of the play is elevating, the morals will suffer.

There are a great many indoor recreations which are just as pleasant as the moving pictures and will prove of more value to the teacher. Before moving pictures came into existence, people lived and had a good time socially. Sometimes they formed a dramatic club, made up their own plays, and gave them. We all know

that such a club is interesting and valuable, not only educationally but in associations formed and cherished. There are other clubs which may be doing good work along social or educational lines; for instance, in improving conditions in the community; or nature study clubs, such as the Essex County Nature Study Club, are of interest and help to any one physically because of long walks taken for the purpose of observation, and there is mental stimulus in that each member tells of his observations in club meetings. If a teacher likes music, or art, or working in wood, or with reed and raffia, or can weave, or sew, or knit, he or she is most fortunate in having recreation provided.

Reading, of course, affords pleasure to most people, but excessive reading is not good, especially for the teacher, of whom so much is required along the line of educational reading. "Books" said Stevenson, "are good enough in their own way, but are a mighty bloodless substitute for life." A person must form friendships; they become more and more valuable to him as he grows older. Friendships are a basis for the understanding of human nature, without which no one can become broad-minded or appreciate life.

The staff and members of the Senior Class wish to express their appreciation to the faculty for their assistance in making the Year Book a success. They feel especially grateful to Miss Peet, Mr. Whitney, and Mr. Whitman.

The members of the Senior Class wish to thank the Junior Class for their hearty support of the Year Book, and hope that the incoming class will stand by them just as faithfully next year.

The graduating class of 1922 wishes to express its appreciation to the members of Newcomb & Gauss, Printers, for their splendid spirit of co-operation, which has helped make the Year Book such a success.

Lake Winnepesaukee

The sunset fades behind the peaks,
The hills are bathed in the afterglow;
While light and shade in fantastic ways
Reflect in the lake below.

The moon in all her beauty
Shines forth with silvery light;
Unnumbered stars are gleaming
Through the soft dusk of the night.

The lapping of the waters,
The murmur low of pine,
Suggest a wondrous symphony
Played by a hand divine.

The mountains in the distance,
Outlined like guards so tall,
Seem powerful and mighty,
Great guardians over all.

MABEL C. LOWRY, '22.



A SCHOOL SONG.

Tune "In the Gloaming"

Salem Normal, school of service,
Harken to our farewell song,
Many golden days we've had here.
Many hours of earnest thought.
You to us gave inspiration.
Hope and faith and love sincere.
Best of all you gave us friendships
That will ever bring us joy.

Duty sounds her solemn trumpet.
Let us rally to the call.
Ever louder, ever clearer
Comes that strong, insistent urge.
See the highway now is breaking,
And our single road divides.
It is time for us to part now;
It is time to say farewell.

(Second ending)

It is time for us to part;
It is time to say farewell.

ETHEL G. LABEL, '22.



A SCHOOL SONG.

Tune: "Take Back the Heart"

To our dear school here in Salem
 Praises to you now we sing,
 Flinging them far to the breezes;
 Always the echoes shall ring.
 Honor and love are yours ever;
 Strive we your faith to uphold.
 Friendship we never will sever,
 Memories dear never lose.
 Heartily work we and play we
 Mindful of purposes true,
 Ever our calling rememb'ring,
 Ever our fealty to you.

May the years bring you true greatness,
 Happiness, prosperity,
 Loyalty constant as daybreak,
 Gratitude ever most free;
 Hastening years without sorrow,
 Visions of sunlight and joy;
 Each a new tale on the morrow,
 Echoes harmonious from all.
 When our school-time is over,
 Enter we then a new day,
 Ever we're ready to praise you,
 Ever a tribute to pay.

ALICE P. BURNHAM, '22.

To Mabel Lowry

Of all the girls in Normal,
There's none we love so well
As you, dear Mabel Lowry;
Your charm we scarce can tell.

You've always been our president,
You've led us all the way;
You've helped us solve the problems
Which rose from day to day.

You've been dignified, yet genial;
You've kept us all as one;
Still we've found you ever ready
To join us in our fun.

Our work has been successful
And a joy, we can't deny,
Because we've had a leader
Who set our standards high.

We'll ne'er forget you, Mabel,
You've been so just and true;
We appreciate your efforts,
And all honor give to you.

SENIOR CLASS.

The Commercial Seniors



LEAH EVOLINE BENNETT

Main Street, Ashland

December 19

This fair daughter of the Senior Class was once one of the "big ones," but is now a mere wraith. What has she been doing?

Tennis Club; Fen Club



JULIA VERONICA CONDON

9 South Street, Medford

June 9

"The easiest job I could find was to go to school; so here I am."

Tennis Club; Fen Club; Debating Club



MARJORIE EMELINE DARLING

Washington Street, South Easton

July 31

A person who is never seen at lunch time in the restaurant. We wonder why.

Tennis Club; President, Fen Club



IRENE LOUISE DOYLE

15 River Street, Danvers

July 4

We have heard that "great minds run in the same channel," but this must be wrong, because in law Irene's mind has a channel all its own.

Glee Club; Tennis Club; Fen Club

HAZEL MABEL FITTS

Haverhill Street, North Reading

June 24

If a gold medal were to be given for lengthy talks in class, Hazel would certainly win it.

Glee Club; Fen Club



MARY ALICE FLYNN

5 Howard Street, Salem

September 16

In four years she has not learned the meaning of punctuality. Her motto is "Better late than never," but she gets there just the same.

Tennis Club; Fen Club



RUTH MARY GILMAN

2 Bryant Street, Wakefield

November 7

Ruth Gilman, with her hair of red,
Tamed the wild ones of Marblehead.

Tennis Club; Fen Club



HELEN C. GOOCH

Bay Road, North Easton

August 5

What could have happened to Helen last year, while she was out teaching, so that she changed from a very quiet girl into a very active one?

Tennis Club; Fen Club



ESTHER M. HOFFMAN

200 Whitman Avenue, Whitman

March 28

What would happen if Esther should never have an answer ready?

Glee Club; Tennis Club; Treasurer, Fen Club





BERTHA NICHOLSON

112 Walnut Street, Lynn

March 7

We have found out that we can all rely on Bertha's complete notes for any information desired. Her favorite expression is "It's here in my notes somewhere."

Fen Club



DAWN ELIZABETH SEAVEY

North Hampton, New Hampshire

June 28

This maiden hails from North Hampton,
A village by the sea.
She said she was "unsophisticated."
But what a change we see!

Glee Club; Tennis Club; Fen Club



MARJORIE JEANETTE VRADENBURGH

221 Boston Avenue, Medford Hillside

July 20

It is well to be positive about things, but all things do not require positiveness.

Glee Club; Tennis Club; Fen Club

Our Everreadies

Julia Condon—Everready for an argument.
Leah Bennett—Everready to please.
Marjorie Darling—Everready to dance.
Irene Doyle—Everready to go on trips.
Hazel Fitts—Everready to talk about railroads.
Alice Flynn—Everready to talk about anything.
Helen Gooch—Everready to substitute in Wilmington.
Ruth Gilman—Everready to give a special topic.
Esther Hoffman—Everready to explain why.
Bertha Nicholson—Everready to giggle.
Dawn Seavey—Everready to eat.
Marjorie Vradenburgh—Everready to be on committees.

Miss Peet: You may give your report on "Old Wives Tales," Miss Sears.

Miss Sears: The man and the girl in this book loved each other very much and eloped to Paris. At first, he loved her ardently, but now, after several years, his love is—er—er—er—relaxing.

The Intermediate Seniors

DOROTHY CLAIRE AHEARNE

13 Essex Street, Salem

January 15

Her winning smile has carried her so far in the world. How much farther is it going to carry her?

Dramatic Club; Library Club



RUTH HARRIS BROWN

16 Coburn Street, Malden

November 14

She has so many outside duties! Are they all necessary?
Treasurer and Pianist, Glee Club; Tennis Club; Art Club; Dramatic Club;

Library Club



ALICE PERRY BURNHAM

4 Eastern Avenue, South Essex

May 26

Cheer up! There "ain't no" homework in heaven, Alice!

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



GERTRUDE LESLIE HERON

Pond Street, Essex

November 4

Her spells of coming early and staying late are becoming more frequent. There's a reason.

Tennis Club; Library Club



ETHEL G. LABEL

57 Willow Street, Lawrence

August 23

A literary mind so far above us that we can't appreciate it.





HARRIET J. LYONS

12 Abbott Street, Salem

August 25

Gifted supremely—being able to talk at any time on any subject.

Tennis Club; Art Club; Dramatic Club; Library Club



MARY ANNE MONAHAN

2 Smith Avenue, Salem

October 21

She seems to be quiet, even to the extent of primness, but you never can tell.

Art Club



BEATRICE WELLINGTON MONROE

North Reading

December 17

"Bea's" original answers are frequently the cause of disturbance in her class.

Tennis Club; Art Club



ELFRIDA GERTRUDE SISSON

25 Woodlawn Street, Lynn

November 28

We know Frida would make a splendid teacher, but someone else thinks she will make something better. Can you guess what?

Glee Club; Art Club; Library Club

JOHN JOSEPH DOYLE

51 Warren Street, Peabody

March 18

A theorist, pure and simple, and he "loves" to argue.

President, Horace Mann Club; Athletic Association

FRANK REYNOLDS

Andover Street, Peabody

July 23

He is beyond all human understanding.

Horace Mann Club; Secretary, Athletic Association

The Elementary Seniors

ALICE ABBOTT

35 Union Street, Farmington, New Hampshire

May 30

What Alice doesn't know about wonderful New Hampshire isn't worth knowing.

Tennis Club; Junior Civics Club



EMMA E. ADAMS

Pittsfield, New Hampshire

June 9

Emma's pet saying: "Aw, come on. Be a sport." Well, Emma, you certainly practice what you preach.

President, Tennis Club; Junior Civics Club



MARGARET L. AMERO

28 Exchange Street, Gloucester

November 19

Margaret is so little we would never know she was present if she did not talk; even then, her voice, too, is little.

Glee Club; Tennis Club



BERTHA M. ANDERSON

10 Oakland Avenue, Pigeon Cove

March 30

Your ability in argumentation, Bert, has many times helped a weary hour to pass on wings.

Tennis Club; Junior Civics Club



BLANCHE MILDRED ANNAS

3 Danforth Avenue, Cliftondale

November 16

One could always be sure to find Blanche in the drug-store across the street.

Tennis Club; Junior Civics Club





IDA M. BRADFORD

19 Thomas Road, Swampscott

January 29

The word "noisy" is evidently not in Ida's vocabulary.

Tennis Club



RUTH MERRILL BULLOCK

12 Washington Street, Manchester

September 30

The world may flutter and worry, but Ruth moves calmly on.

Glee Club; Bird Club; Secretary, Junior Civics Club



ALICE MERIDETH BURNHAM

Washington Street, Topsfield

November 11

The "Little Burnham Girl" is always up to something funny in "gym."

Tennis Club



MARGARET ELIZABETH CAHILL

27 Waterford Street, Lynn

July 6

Mr. Mosher says an "A" is almost impossible. Nothing impossible for M. C.

Tennis Club; Bird Club; Junior Civics Club



RUTH A. CARROLL

77 Summer Street, Manchester

January 4

Oh, Bed! Oh, Bed! delicious Bed!
That heaven upon earth to the weary head!

ALICE GERTRUDE CLARKE

405 Fenno Street, Revere

July 8

Miss Clarke always has a question or a suggestion to offer in every class.

Tennis Club



EZZIE NORTON COATES

31 Gardiner Street, Lynn

August 16

Ezzie, the "Book of Knowledge." Every one goes there for information.

Tennis Club; Art Club



MILDRED DOROTHY DEWIRE

384 Washington Street, Somerville

March 1

Her friends say that it is impossible to make Mildred cross. It's a trait to be envied.

Tennis Club; Art Club; Bird Club



ANNA ELIZABETH GORMAN

162 Franklin Street, South Braintree

September 25

Miss Warren says Anna would be a beautiful girl if she would only stand up straight. We think she's just right as she is!

Treasurer, Tennis Club; Art Club; President, Bird Club



HAZEL ELIZABETH GRADER

11 Highland Terrace, Marblehead

September 29

May Hazel's heart never grow as hard as her muscle!

Tennis Club; Vice-President, Bird Club





MILDRED MARIE HARKINS

23 Traymore Street, Cambridge

July 8

The words "solicit" and "promiscuously" are not in her vocabulary, oh, no!

Tennis Club; Art Club; Bird Club



MARJORIE ETHELYN HARRINGTON

22 Hayward Avenue, Melrose Highlands

September 25

If you are ever in trouble, go to Marjorie. She's the "trouble-cure" doctor.

Glee Club; Tennis Club; Bird Club



ELIZABETH WINIFRED HILL

40 Pleasant Street, Marblehead

April 7

Her favorite exclamation is, "Oh, dear! I've got so much to do," but she is always ready with a smile.

Glee Club



ALICE ADRIENNE HUNTING

Quaker Drive, Petersham

November 22

Of the species commonly called "studions," *She's* "faithful," Miss Warren says.

Glee Club; Art Club



LENA R. HURVITZ

206 Arlington Street, Chelsea

December 5

Something between a hindrance and a help.

Glee Club; Tennis Club; Junior Civics Club

TILLY KAPLAN

279 Summer Street, Lynn

January 16

Tilly says things right to your face: seldom talks behind your back.

Glee Club; Tennis Club; Art Club



ELIZABETH R. KELLEY

27 Putnam Street, Danvers

May 1

E. K. feels slighted when she is not asked to teach music. Her exceptional ability is unappreciated.

Tennis Club



ITA MARY KELLEY

73 Medford Street, Malden

September 21

Arm full of books,—but they don't mean anything.

Glee Club; Tennis Club; Library Club



MARY LOUISE KELLEY

43 Odell Avenue, Beverly

April 22

Mary can dance all night and be as fresh and smiling as a rose in the morning.

Glee Club; Tennis Club; Art Club



WINIFRED EVANGELINE LENOIR

790 Main Street, Greenwood

November 28

Be to her virtues very kind;
Be to her faults a little blind.

Tennis Club; Junior Civics Club





HANNAH DOROTHY LEVY

27 Evelyn Street, Mattapan

March 28

"D" spent a good deal of the winter in the rest room, trying to diagnose her case.

Tennis Club; Bird Club; Junior Civics Club



MABEL CLARKSON LOWRY

15 Brooks Street, West Medford

April 1

Problem to be solved: How can Mabel's temper be ruffled?

Glee Club; Tennis Club



HELEN MARGARET LUNDGREN

23 Hawthorne Boulevard, Salem

June 16

If we judge by the numerous clippings Helen brings to the class rooms, she surely reads the newspapers.

Glee Club; Tennis Club; Art Club; Junior Civics Club



ALICE MARIE McFARLAND

90 Prospect Street, Somerville

September 6

Do still waters always run deep?

Bird Club



HATTIE ESTHER MOORE

7 Pitman Avenue, Wakefield

February 23

When S. N. S. and N. H. C. get together, things will surely hum, won't they, Hattie?

Glee Club

ANGIE ELISE OTTO

58 High Street, Rockport

September 25

There's a time and a place for everything,—even for your laugh, Elise.

Tennis Club; Junior Civics Club



LILLIAN A. QUIMBY

93 Linden Street, Everett

July 17

Her ready volunteering has broken many an embarrassing moment.

Glee Club; Tennis Club; Art Club; Junior Civics Club



MARGUERITE J. REGAN

2 Shillaber Street, Salem

March 6

Marguerite's sunny disposition and readiness for work or play have won the hearts of us all.

Glee Club; Tennis Club; Bird Club; Junior Civics Club



DORIS LORETTA RIGGS

Forest Avenue, South Essex

June 14

Doris lives up to the well-known saying, "There is a time for work and a time for play."

Glee Club



MARION AGNES RYAN

11 Winthrop Street, Everett

April 17

Quiet and demure,—but did you ever hear her laugh in the lunch room? It makes us laugh, too.

Tennis Club; Treasurer, Art Club





GLADYS M. SCOTT

11 Kinnaird Street, Cambridge

December 18

As merry as the day is long.

Glee Club; Tennis Club



ESTHER JUDITH SHANKMAN

191 Washington Avenue, Chelsea

September 18

Bustle, bustle, hustle, hustle,
Never stops to play.

Tennis Club; Junior Civics Club



SARAH STEVENS

Elm Street, Salisbury

April 12

Sarah's motto is "Cheer up and bear up! Life should be gay."

Bird Club; Junior Civics Club



GRACE IRENE STROMDAHL

60 Bay View Avenue, Lynn

February 7

A voice that we all enjoy hearing and a face that brings happiness to all.

Glee Club; Treasurer, Junior Civics Club



ETHEL IRENE TANSEY

1 Fairwood Circle, Cambridge

April 20

For Sale: A recipe for blithing. Apply to E. T.

MADELINE CONANT TUCKER

40 Cherry Street, Gloucester

March 22

It's nice to be natural when you are naturally nice.

Tennis Club; Treasurer, Bird Club



H. MARIE TWOMEY

Curzon's Mill, Newburyport

October 30

Laughing at this, laughing at that,
Yet nobody knows what she's laughing at.

Tennis Club



LYDIA CLEMENTINE WADE

26 Broad Street, Lynn

September 2

When you want to laugh, ask Lydia to tell you about her adventures.

Tennis Club; Bird Club; Junior Civics Club



MILDRED FRANCES WILLEY

555 Main Street, Wakefield

August 20

She always has a cheery word, no matter what the weather or the time of day.

Librarian, Glee Club; Secretary, Art Club; Junior Civics Club



KATHERINE GOODWIN

7 Kendrick Road, Greenwood

December 6

Wanted.—An appetizer!!!

Tennis Club; Bird Club; Vice-President, Junior Civics Club

Modern Men

You men all talk about our dress,
You sneer and give us raps;
You laugh when we walk down the street,
Because our footwear flaps.

You say bobbed hair is foolish,
You laugh at the styles of our clothes;
You call us vain and silly
If powder is seen on our nose.

But, oh, you men aren't faultless,
And you have your hobbies, too:
You watch the fashions closely,
From your hair to the style of your shoe.

You shave your hair around your ears,
Don't even leave a lock,
So all the hair you do have left
Is piled right up on top.

You like to wear the stylish clothes,—
Now *that* you can't deny;
You always like to have your socks
Just match your new "jazz" tie.

You have your "pinch-back" overcoats,
Your brogues, with all their noise;
If anyone does follow style
It surely is you boys.

You take yourselves so seriously,
And hold your heads so high,
And you put on such a pompous air
When you go passing by.

You speak in tones like orators,
Your words,—how big and long!
You like to make us think you're wise,
Although sometimes you're wrong.

So boys, don't talk about us,—
Our peculiar styles and curls;
For, when it comes to whims and styles,
You surely beat the girls.

MAJORIE HARRINGTON, '22.



Don't "Buckle" at the waistline

The Class History

THE COMMERCIAL DEPARTMENT.

When the Senior Commercial Class entered the Salem Normal School in 1918 they numbered over thirty, but since that time they have lost some of their classmates, until now there are only twelve graduating. They have had many happy days, as well as days of hard work, while at "Normal," and just a few of the good times they have had are recorded below:

1918-1919

September 9. Entered Normal School.

September 16. A field trip with Miss Flanders to Devereux Beach, to study rock formation.

October 31. The Seniors of 1919 gave a Hallowe'en party to the Freshmen in the gymnasium.

January. Geography Club organized by Miss Flanders for the purpose of promoting acquaintance between the Juniors in the elementary course and the Freshmen in the commercial course.

February 14. A party given by the Freshmen to the Seniors on Valentine's Day.

April. The class taken through the "House of Seven Gables," by Miss Jackson of the history department.

May. The Junior-Senior reception was held.

June. A banquet given by the Fen Club for members.

June. A farewell party to Miss Brooks and Mr. Tilford.

June. Geography Club banquet.

1919-1920

September 10. Began the Sophomore year at "Normal."

October 31. A party given to the Freshmen by the Seniors and Sophomores.

April. A visit with Miss Rollinson to the Riverside Press in Cambridge and the Jordan-Marsh store in Boston.

June. A farewell party by the commercial classes to Miss Rollinson.

1921-1922

September 11. Return to Normal School of the commercial class of 1922, after a year in the business world.

September 21. A field trip with Miss Stark around Salem Harbor.

September 28. A trip of Commercial Seniors with Miss Stark to Marblehead, to study the contour of the land: Marblehead Fort, Neck, and Devereux Beach.

October. All-day trip with Miss Stark and the middle year intermediate class to Gloucester, to study the human response to the physical environment.

November. A party given to the Freshmen by the Seniors.

November. The class taken to the Textile Show in Boston by Miss Stark.

December. Christmas luncheon given in the school restaurant.

May. The Fen Club gave a play before the members at a regular club meeting the second week in May. It was entitled "A Day in an Office." The play portrayed the regular office routine that might occur any day in any office. Many types of character were shown,—the model secretary who does what the manager wants in a pleasing and efficient way; a model clerk, who is especially nice when talking over the telephone; the perfect type of manager, who is kind and considerate; the other type of "boss," who is a grouch; the flippant office boy, who furnished amusement all through the play; the "vampire" type of applicant for a position (which no

Normal School girl should be) ; and then the type of person applying for a position who is all that could be desired. The play was both amusing and instructive to the club members.

THE INTERMEDIATE AND ELEMENTARY DEPARTMENT.

1919

September 10. Opening of school.

October 10. Talk by Mrs. Almina Steele, a former member of the school, about the Steele Home for negro children, Chattanooga, Tennessee. Sixty dollars was raised towards the education of these children.

October 28. Lecture on "Social Dancing," by Miss Fannie Faulhaber of Boston. Miss James assisted at the piano, and Miss Catherine T. Donovan and Mr. Wilfred Roberts demonstrated the positions.

November 5. Readings by Miss Mary J. Guerber.

November 6. Lecture by C. Fred Nichols, Director of Commercial Education, Federal Board for Vocational Education, "Business Aspects of Good English."

November 13. Lecture by Dr. Franklin Giddings, professor of sociology, Columbia University, "The Education of Democracy."

November 18. Lecture by James F. Hoesic, Director of English, Chicago Normal School, "Democratization of Educational Methods."

November 20. Lecture by Dr. Cheesman A. Herrick, President of Gerard College, Philadelphia, "Education for Efficiency."

November 21. Senior reception to the Juniors.

December 17. Mrs. Sarah Cone Bryant Borst, "An Hour of Story Telling."

December 19. Christmas party to the faculty. Students of the Normal School assisted by children of the Training School.

1920

January 23. Glee Club Dance. The first of a series of dances given to raise money for the concert.

February 20. Valentine party given by Senior I to Junior V.

February 24. Tea given to the Art Club. Mrs. Whitney, Miss Wellman, and Miss Goldsmith, hostesses.

March 12. Lecture by Dr. Merrill E. Champion under auspices of the Massachusetts Board of Health.

March 16. Lecture by Mr. Whitney, "Indian Lore."

March 19. Concert of Musical Clubs of Salem and Framingham Normal Schools. The clubs, faculty, and class presidents entertained at a tea, in charge of the Intermediate Seniors.

March 25. Lecture by E. Howard Griggs, "Woman and Democracy."

March 26. Lecture by Mr. Pitman, "The History of Normal Schools."

April 2. Talk by Dr. L. A. Jones, of the Massachusetts Board of Health, "Public Health."

April 13. Lecture by Mr. Whitney, "Harmonious Color in Dress and the Home."

April 15. Lecture by Frederick W. Reid of the Framingham Normal School, "Craftsmanship for Summer Schools."

April 16. Lecture by Mrs. A. W. Sandwall, health instructor on foods from the State Department of Health. Subject, "Food and Its Relation to Health."

April 16. Dance in the Training School hall under the auspices of the Intermediate Seniors, for the benefit of the Year Book.

April 20. Illustrated lecture by Mr. Kenyon, "The Art of Seeing Pictures."

April 22. Reading of "Dr. Jekyll and Mr. Hyde," by John Duxbury of London, England.

April 23. Lecture to Bird Club by Mr. Whitney, "The Study of Birds from the Point of View of the Novice."

April 27. Lecture by Miss Amy Rachael Whittier, "Illustrations of Children's Stories." Tea by the Library Club.

April 28. Lecture by David Snedden, professor of educational sociology, Columbia University, formerly Commissioner of Education of Massachusetts. Subject, "Outlook in the Teaching Profession."

May. Lecture to Commercials, "Women and Finance" by Agnes Hassett.

May 11. Lecture by Gertrude B. Goldsmith, "Rambles in Italy."

May. Lecture by James F. Hopkins, "Art in Public Prints."

May. Annual trip of the Art Club to the Museum of Fine Arts.

June 14. Class Day.

June 15. Graduation. Speaker, Frank W. Wright, Director of Elementary and Secondary Education and Normal Schools of Massachusetts.

1920

September 15. Opening of school.

October 16. Lecture on art by Walter Sargent.

October. Lecture by Agnes Hassett, "Principles of Safe Investments."

October. Lecture by Captain Philip Horton Smith, "Study of the Effect of the War in Central Europe."

November 12. Lecture by Hugh S. Magill, "A National Program of Education."

November. Senior reception to the Juniors.

December. Series of five lectures by Mr. Pitman, "Conditions of the Schools of the Present Day."

1921

January. Tea given by Junior II to Junior I in the library.

January. Junior class reception to the Seniors. "The Crimson Cocoanut," by Ian Hay, was presented.

February. Pilgrim pageant, given by Training School pupils.

February 9-12. Intelligence tests given to the school by Edwin A. Kirkpatrick of the Fitchburg State Normal School.

February. Lecture by James L. Hughes on Burns.

March 18. Joint concert at Framingham by the Framingham and the Salem Musical Clubs.

March 21. Intermediate Middle Class began their work in the Training School.

April. Dramatic Club annual entertainment, "The Hour Glass" by William Butler Yeats and "Nevertheless" by Stuart Walker.

May. Geography field trips to Legg's Hill and Raymond's Hill.

May 20. Lecture by Dr. Walter E. Fernald, "The Abnormal Child."

May 24. Lecture by Gladys Commander, "The Girl Scout Movement."

May 26. Memorial Day address by Walter S. Parker.

May 27. Lecture by Mrs. Carrie E. Fuller, "Fire Prevention in School."

May 27. Forest River trip of Junior II. The division spent an enjoyable morning with Miss Stark discussing Salem harbor, the coastline, Forest River, and rocks.

May. Day spent at Devereux Beach by Junior II. Discussion of geographical topics. Snapshots of the division were taken.

June 1. Hawthorne trip by the Junior class with Miss Parrott.

June. Gift to Miss Stark by Junior II: a large eraser and an Eversharp pencil.

Miss Stark never could find a pencil and had at one time remarked that she wished some one would give her one.

June 10. A pageant of the history of art by the Art Club. Music by the Glee Club.

June 13. Class Day.

June 14. Graduation Address. "Success as a Human Being," by Dr. Joel E. Goldthwait.

1921

September 7. Opening of school. Intermediate Seniors and Senior I at Training School. Additions to the original nine Intermediate Seniors were Ethel G. Label from the Lowell Normal School and John J. Doyle, a former student at Salem.

September 14. No Accident Week observed.

October 10. Senior II spent a delightful afternoon at the home of Mr. and Mrs. Whitney, Danvers. Tea was served by Miss Wellman and Miss Badger.

October 22. Senior Reception to the Freshmen.

November 4. "Teachers' Convention." Many of the pupils attended one of the sessions of the convention.

November 7. A lecture on "Modern Dancing" given by Mrs. Keyes. She not only told the correct ways to dance but also gave demonstrations of the best ways to dance. Dancing lessons followed. Only Juniors and Mr. Reynolds were allowed to join the class. Perhaps the Seniors danced too well to bother taking lessons.

November. Studio Tea by the Faculty in Mr. Whitney's room. Address by Philip Little on Art.

December 9. Tea at Training School to the Intermediate Seniors and Senior I, who were to return to the Normal School on the twelfth.

December 12. Senior II entered the Training School.

December. Burroughs Day Program given by the classes in nature study. Nature exhibit by the Bird Club.

December 22. Christmas Festival at the Normal School.

A check was sent to Mrs. Steele who lectured early in the year.

1922

January. Senior III entertained by Mr. and Mrs. Whitney at their home on Whipple Hill, Danvers.

January. Trip to the Children's Museum, Cambridge, by Senior III.

January. Trip to historic homes of Salem.

January 31. Lecture by Dr. Joel E. Goldthwait, "The General Program of Health Education."

February 2. Party to Intermediate Middles and men of the school by the Intermediate Seniors.

February 10. Concert by quintet from the Boston Orchestral Players.

February 13. Lecture by Dr. William H. Burnham, "Mental Hygiene."

February 14. Lecture by Miss Anna K. Klass, "Vocational Education and Continuation Schools."

February 17. Joint Glee Club concert with Framingham at Salem.

February 28. Dance in Training School hall for the purpose of raising money for the Glee Club.

March 10. Informal tea given to the members of the faculty by the Bird Club. Miss Peet gave an interesting talk on birds she had seen.

March 16. Senior II entertained by faculty of the Training School in the kindergarten room.

March 17. Lecture by Edward Howard Griggs, "Lights and Shadows of the Present Age."

March 17. Invitation by the Athletic Association to Faculty, members of the

school, and men who have been members of the school to attend an evening's entertainment.

March 20. Return of Senior II to the Normal School.

March 20. "Corner Drug Store" established by Intermediate Seniors for the purpose of raising money for the Year Book.

March 24. Musical concert by the Jordan Trio.

March 28. Lecture by Mr. Philip Smith, "Planning of a Simple Home."

March 31. Reading from "King Lear" by Henry Lawrence Southwick.

April 7. Concert by Technology Musical Clubs under the auspices of the Salem Normal Glee Club.

April 11. Annual trip of the Art Club to Boston.

April 26. Talk to Students by Mr. Royal B. Farnum, principal of State Normal Art School and director of Art Education for Massachusetts.

April 21-22. Every one interested in the study and teaching of geography was invited to attend a geographical exhibit. Miss Stark and Miss Flanders supervised the work and from every point of view the exhibit was a great success. The purpose of the exhibit was to show in both the normal school and the training school all the different types of geography work. The work from the first grade to the eighth showed very careful gradation and much variety. On Friday visitors were invited during the morning to attend the geography classes in the normal school and the training school. In the afternoon the children gave several very interesting dramatizations: "Travel Tales of Old and Modern Salem Sea-Farers" by the fourth grade; "Other Tales from Far Away" by the second, third, and fourth grades. On Saturday morning Miss Lura A. Chase from the Elliot School, Boston, gave a lecture on "Italy—A Problem for Sixth Grade Foreign Boys"; Miss Ramsdell from the Framingham State Normal School, on "Teaching of New England by the Project Method;" President Wallace M. Atwood of Clark University, on "Teaching Geography to Children." Geographical exhibits to accompany the work of each class were available for examination on both days in the training school and in the normal school.

June 10. Triennial reunion of the alumni of the school. A pageant, History of Art, was given, assisted by the Glee Club.

June 15. Class Day.

June 16. Graduation exercises. Dr. Albert Parker Fitch spoke on "Education and Democracy."



The Little Burnham Girl before and after correction



The Faculty

MR. ARCHIBALD

"Those are the best instructors that teach in their lives and prove their words by their actions."

MISS RADGER

"To look up and not down,
To look forward and not back,
To look out and not in, and
To lend a hand."

MRS. BLAKE

"I expect to pass through this world but once; any good thing I can do or any kindness I can show, let me not defer nor neglect it, for I shall not pass this way again."

MISS CRUTTENDEN

"I shall try to correct errors when shown to be errors, and I shall adopt new views so fast as they shall appear to be true views."

MR. DONER

"His life was gentle, and the elements so mixed in him,
That nature might stand up and say to all the world,
"This is a man.""

MISS EDWARDS

"Know the true value of time; snatch, seize, and enjoy every moment of it. No idleness, no laziness, no procrastination: never put off till to-morrow what you can do today."

MISS FITZHUGH

"Good company and good discourse are the very sinews of virtue."

MISS FLANDERS

"I worked with patience which is almost power."

MISS GOLDSMITH

"Nature never did betray
The heart that loved her."

MISS HARRIS

"The heaven of poetry and romance still lies around us and within us."

MISS LEAROYD

"I have no secret but hard work. This is a secret that many never learn, and they don't succeed because they don't learn it."

MR. MOSHER

"Rich in saying common-sense,
And, as the greatest only are,
In his simplicity sublime."

MR. PARKS

"A youth to whom was given
So much of earth, so much of heaven,
And such impetuous blood."

MISS PEET

"You will find that people who influence you the most are the people who believe in you."



MR. PITMAN

"My mind, aspire to higher things,
Grow rich in that which never taketh rust."

MR. RHODES

"His heart was as great as the world, but there was no room in it to
hold the memory of a wrong."

MISS SPERRY

"She that was ever fair and never proud,
Had tongue at will and yet was never loud."

MR. SPROUL

"The kindest man,
The best-condition'd and unwearied spirit
In doing courtesies."

MISS STARK

"So many worlds, so much to do;
So little done, such things to be."

MISS WARREN

"An aim in life is the only fortune worth the finding: and it is not
to be found in foreign lands, but in the heart itself."

MISS WELLMAN

"True as the needle to the pole, or as the dial to the sun."

MISS WILDE

"Build on, and make thy castles high and fair,
Rising and reaching upward to the skies."

MR. WHITMAN

"Can such things be?
And overcome us like a summer's cloud,
Without our special wonder?"

MR. WHITNEY

"It is a beautiful thing to live. Life is a fine art. It is the supreme
consummation of all the arts, the final finish and flower."



Appeals to the Juniors

THE PROBLEM OF A TEACHER.

Are you ready to teach? You have studied the methods and subject matter in the normal school. You may have taught various lessons to your Junior division and received high marks in your work; but the real question is: Do you *know children*? If you do, there is much in your favor; if you do not, you had better begin at once to get acquainted with them. The success of your teaching depends, first, upon your knowledge of children, and secondly, upon familiarity with subject matter.

You may say, "I never come in contact with any children. How am I to know them?" It is "up to" you to find them. If there are none in your family, borrow your neighbor's or your friend's children, but find some, in order that you may begin to study them.

Children desire to grow up quickly, and they like to be with older people who are interested in them. This interest depends upon you. Take the children to walk, study nature with them, ask them to help you set out flowers and take care of animals, tell them a story and let them talk about it. While you are doing these things, watch the expression on their faces, listen to their conversation with one another, and you will learn their method of thinking and expressing their thoughts.

In order to have experience with a larger and more organized group, you may come into contact with children on the city playgrounds, at the summer session of backward children, and in the Sunday school. The result of this experience will be a better and wider understanding of children and their differences, which will lead you to adapt your methods of procedure to the class or individuals with whom you are dealing. No two children are alike. You must learn what the differences are and act accordingly. The teacher who has always had good "discipline" everywhere she has taught, has learned to note differences in children quickly and to deal with them tactfully. Whether the class is busy, orderly, and happy depends upon the teacher.

In your study of psychology and education, you have studied and observed the differences in people, their habits, temperaments, standards of living, behavior, and their play. During the summer, try to apply this knowledge to the children and use it in your relations with them. You will then be better able to adapt yourself to children in the grades. If you do not have this background of experience, there may be much trouble ahead for you. You may learn to know children only through your unpleasant experiences with them in the schoolroom.

In twelve weeks of contact with children, you will have learned something of their habits, their likes and dislikes, their ambitions, and their differences. You will have gained more in twelve weeks' contact with them than in studying books for a year. Knowledge obtained from books is not helpful unless you can impart it. The teacher must have the interest and attention of her class in order to be sure that the children will be benefited by it.

This acquaintance with children and understanding of them are necessary, not only for your own comfort, but for the welfare of the children with whom you will have to deal.

Sixty per cent of the children in Massachusetts leave school before they graduate from the grammar school. Why they leave is a problem of great significance, especially to the teachers of the elementary and grammar grades.

Some children have to go to work to earn money for the family. More want to leave school on account of their restlessness, their dislike of school, and a desire to get out and earn money for their own amusement or adornment. Surely children

at this age do not know what work they are fitted for. They drift into mills and factories, work over heavy machines, perhaps not among good companions. Ask a child in the sixth grade, once a week for four weeks, what he is going to be, and each answer will be different from the other. The ideas of children at this age are very changeable. They are influenced a great deal by what they see and hear at the moment.

The child who leaves school to go into a factory will be stunted physically and mentally. The close air of the shop is not good for the growing child. The position becomes routine work, he has not the ambition to work for a higher position, so there is but little or no advancement. What sort of man will this boy make? He will be tired and uninterested in the affairs of his community. His work calls for no mental advancement; therefore his mind is undeveloped. Perhaps his children will carry out the cycle which he started,—leaving school to work in a factory.

One might ask what all this has to do with teaching. The problem is: How are you to interest these boys and girls, and make your work seem valuable to them so that they will remain in school as long as possible and finally find places in the world for which they are fitted. If children understand what they are to do, how they are to do it and why they do it, the work will be a source of satisfaction to them and they will desire to remain. A boy who can see some reason for learning to work with common fractions, for instance, will learn the process much more quickly if he knows that he will be better able to tell prices quickly, or to reckon accounts in order to plan for a picnic which the class or his club is going to have.

The vocational training that is given in some schools is very helpful in that it gives the child some knowledge of the work he is fitted for and inspires him to stay in school in order that he may learn all he can about the work which he wants to do. This spirit should be encouraged. In the absence of such training the work must be made as concrete as possible, using every opportunity that arises for this. Projects are helpful in that they bring about co-operation, and interest the child in the work he and the others are accomplishing. Dramatizations and sand table work are also beneficial. They make school seem the natural place to be, not the place one wants to leave as soon as possible.

Much depends on the teachers: if they do all they can to keep children interested in school and in their future, there will be far fewer children leaving school. It is their duty to do all they possibly can to make these children strong physically and mentally, for among these boys and girls of today are the leaders, the citizens, and the "do—ers" of tomorrow.

ANNA E. GORMAN, '22

THE SPECIAL CLASS.

Doctor Burnham of Clark University has said in a recent article, "A good course in mental hygiene will naturally show teachers the real aim of school training and school discipline—that it is not the correction of individual faults, but rather the development of morale, habits of healthful mental activity, self-control, and the ability to put forth effort and to face difficult situations."

Every Senior who graduates from this or any other normal school and who enters the field of teaching will, at one time or another, come into contact with "misfits." By a misfit, I mean a child who is not in keeping with his environment and mode of living. To come in contact with such a boy or girl, to have the grave responsibility of laying the foundation of his or her future is a problem for any teacher, and an almost unanswerable problem to a young unexperienced teacher. These questions present themselves. What are you going to do with him? How are you going to help him to live a successful life? How are you going to find where he belongs?

Seniors to be! You all have it within your power to learn in the coming year something of the way to handle this ever-increasing problem. Miss Walker of the training school is offering an interesting and valuable course along the lines of special class work and mental hygiene. This year is the first time this opportunity has been afforded to the girls of the Salem Normal School. It is the first normal school in the New England States to open such a course to its students.

The duration of this course is twenty-four weeks, one period a week recitation, and one hour of outside preparation and study. Some periods are also used in observing the special class. For the coming year it is hoped to extend the time to two periods a week. This elective course is intended especially for the preparation of special class teachers. It includes the psychology of the abnormal. The State laws for the establishment of special classes are considered; the history and function of such classes; the identification and selection of children improperly graded; the organization and equipment of the class; methods of academic, physical, and manual training; the giving and scoring of "intelligence tests."

Dr. Walter E. Fernald, head of the State School for the Feeble-minded at Waverly has made this statement: "Cities and towns of over five thousand population are likely to have groups of at least ten or more defective children. Such communities should be required to establish special classes for defective children. The proper authorities should decide upon the courses of study and the equipment of school materials which are necessary for these special school classes. Provision should be made in the normal schools for training teachers of defective children. Every normal training school for teachers should be required to give suitable instruction to teachers, to enable them to recognize the probable cases of mental defect, and to give them a general idea as to the training and discipline of such children."

The methods used in teaching these children are much the same as those used in teaching normal children, only more concrete work is necessary. It usually takes a subnormal child three years to complete the work a normal child does in one year. The motto of every special class should be the same as the one in Waverly: "Happiness first; all else afterwards."

The Intelligence Quotient (I. Q.) Prediction as given out by Dr. Fernald is a reliable chart for finding out what grades can be completed by such a child:

I. Q.	Final Mental Age	Final School Grade	I. Q.	Final Mental Age	Final School Grade
30	5	Kindergarten	60	9	III
40	6	I	65	10	IV
45	7	II	70	11	IV
50	8	II or III	80	12	V

For an example, take a child with an I. Q. of 80. Although he may be seventeen years old, he has only a twelve-year old mind, and after a child has reached sixteen, his mind has attained its full growth. He can never do work beyond the fifth grade; all of the best teachers in the world helping him would have no effect; a twelve-year mind can never do work above its mentality.

As a student of Miss Walker's class, I am very eager to praise this work, and urge every girl who is interested to enter this great missionary field and help the cause along.

MILDRED M. HARKINS, '22

THE ELECTIVE COURSE IN COOKING AT S. N. S.

In the basement of the training school is a model apartment consisting of a charming little bedroom, an inviting dining room, and a modern kitchen with equipment for accomodating a class of eighteen girls in cooking. The furniture is inexpensive and simple, and it shows how comfortable one can make a home on a limited income.

The Salem Normal School offers an elective course in cooking, the class being held in the kitchen of this apartment. These classes occupy about two hours once a week. Miss Hyde, the teacher of domestic science for the girls in the upper grades, is the instructor. The class is limited to eighteen girls, but there is an opportunity for thirty-six girls to take the course, as it is given twice, once during the first half of the year and again during the last half.

The course includes more than instruction in cooking. During the first few lessons the girls are taught how to care for the home; the best methods of caring for the bedroom, pantry and other rooms; the correct way of laying a table both for formal and informal meals; and the service of meals.

A scientific study of food is another part of the course. A great deal is done in planning nutritious meals for persons of different ages and occupations. Special emphasis is placed on planning the proper kinds of food for infants and young children, and nutritious school lunches. Some work is also done with planning hot dishes for luncheons of children who cannot go home at noon on account of distances or weather conditions.

After the preliminary work is completed, the real business of cooking is begun. At each lesson a complete breakfast, luncheon, or dinner is prepared. The girls work in pairs; each pair is assigned a definite part of the meal to prepare. After the meal has been prepared, it is served and eaten by the members of the class. At this time instructions in table etiquette are given. The clearing up of the kitchen, washing the dishes, and other household duties are assigned to the girls very fairly so that no girl has more to do than any other member of the class. This part of the course may not sound the most attractive, but even the dishwashing is rather good fun when three girls work together, washing, wiping, and putting away.

One of the interesting lessons of the course is the candy making. The girls make several different kinds of candy, and at the end of the lesson each girl has samples of all the different kinds which have been made. Usually after this lesson, dishwashing is not so very difficult because most of the girls make sure that there is not much candy left in the pans or kettles before taking them to the sink to be washed.

At the end of the course the class prepares and serves a dinner to members of the faculty, and in this way makes an application of what has been learned. This dinner has always been a great success and is an encouragement to the members of the class, showing them what they are capable of accomplishing.

The course is entirely free; the only things which have to be provided by the members are an apron, a towel, and a holder. All the materials, utensils, and ingredients are supplied by the school.

This course teaches something every girl should know; that is, how to care for a home and how to cook well. Even if one already has some knowledge of these things, the course organizes the knowledge and besides offers an afternoon of enjoyable intercourse with a variety of students. For anyone who can afford the time, it is two hours a week well invested to join the cooking class.

SALLY G. RYAN.

MARION A. RYAN.



The Glee Club

The Glee Club this year has been an exceptionally fine one.

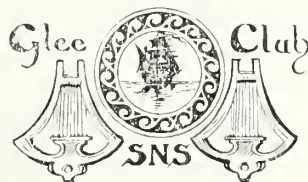
Our first meeting under the direction of Mr. Archibald was held on Thursday, October 13, 1921. At that time the following officers were elected: Mildred F. Willey, Librarian; Ruth Friend, Assistant Librarian; Ruth H. Brown, Treasurer; and Florence W. Johnson, Secretary.

At our second meeting, preparations were begun for our annual joint concert with the Framingham Glee and Mandolin Clubs. We worked hard to make that concert a success and we enjoyed every minute of it. This concert took place on Friday evening, February 17, at Salem. The Framingham Clubs came to Salem in the afternoon and tea was served by our girls. Later, after our joint rehearsal, we all enjoyed a banquet having class songs and cheers to enliven it. The concert followed and was an unusual success.

Later, on April 7, our Glee Club invited the Glee and Banjo Clubs from the Massachusetts Institute of Technology to give a concert with our Club. The proceeds of this concert were given to the Senior Year Book.

We then began to rehearse our songs for graduation, and music for the Art Club Pageant which was given at the Triennial Reunion.

We wish to express our appreciation to Mr. Archibald for a very enjoyable club year.





The Tennis Club

The members of the Tennis Club elected the following officers for the year. Emma E. Adams, President; Gertrude L. Kirby, Vice-President; Doris Leavitt, Secretary; Anna E. Gorman, Treasurer; Mr. Whitman, Faculty Advisor; Marjorie E. Harrington, Custodian.

The club is especially active during the spring and summer months, when the tennis courts are opened for play. The club meets whenever the president thinks it necessary to transact some item of business.

The tournament in June, 1921, between the Seniors and Juniors resulted in victory for the Junior participants after a close game. Emma Adams and Tilly Kaplan, the junior winners of 1921, were awarded silver cups.

Plans were made for tournaments in June, 1922, with the Framingham and Bridgewater Normal Schools.



The Art Club

The Art Club is one of the oldest and most vigorous organizations of the Salem Normal School. The members this year have gained much pleasure and profit from their association with one another and with Mr. Whitney.

We elected as our officers for the year: Bertha H. Wilde, President; Alice P. Burnham, Vice-President; Mildred F. Willey, Secretary; Marion A. Ryan, Treasurer.

Through the winter months the projects have been a stenciled enamel cloth hand bag, S. N. S. pennants and pillow covers, and book ends of stained wood and hammered copper.

In the fall we visited the studio of Mr. Philip Little in Salem. Shortly afterwards Mr. Little addressed the school at the invitation of the Art Club. Under the auspices of the club the school had the opportunity to hear Captain Philip Smith give a lecture on "Planning the Simple Home." This was followed later in the year by "Furnishing the Simple Home," given by Mr. Whitney. For the benefit of the Year Book Mr. Whitney gave a talk, "Rambles in the Blue Ridge and Smoky Mountains."

April eleventh was the date of our annual trip to the Museum of Fine Arts in Boston under the direction of Mr. Whitney, and for a visit to the Normal Art School at the invitation of the principal, Mr. Farnum.

We first visited the Museum of Fine Arts. Miss Margaret Wheeler told us many things about the old tapestries and pictures, making them very much more interesting to us than they would have been without her explanations. We had our lunch at the museum restaurant. From there we went to the Boston Normal Art School where we were entertained by Mr. Royal B. Farnum, principal of the school.

On Friday, May 12, Miss Gertrude Peet invited the club to her home to see an exhibition of hand-wrought jewelry. The display was very interesting and beautiful. One of the tables showed the tools used; another, the materials at different stages of the process. This medium was a revelation to the Art Club because it shows what can be done with gold and silver.





The Bird Club

The Bird Club was reorganized this year with Miss Goldsmith as faculty advisor and with the following officers: Anna E. Gorman, President; Hazel E. Grader, Vice-President; Catherine E. Goodhue, Secretary; Madeline C. Tucker, Treasurer; Membership Committee, Miss Goldsmith, Sarah Stevens, and Lydia C. Wade. Meetings were held every other Friday afternoon.

We made twine bags in which we put suet for the winter birds and which we used again in the spring for nesting material. We planned and made bird feeders in the winter and bird houses in the spring. After the bird feeders were completed, an exhibition was given, to which we invited the faculty and students of the normal school, as well as the fifth and sixth grades of the training school.

We have enjoyed several helpful and inspiring informal talks about birds given by Miss Goldsmith. Mr. Whitney has given the club a set of colored plates of birds which prove very helpful in identifying different birds. At a tea which the club gave to the faculty, Miss Peet gave a delightful talk about birds in England and in the West.

The fact that many Juniors have joined the club this year promises a successful continuation of the club work.

The meetings after the early spring are all planned for walks, but in case of inclement weather informal talks are substituted.





The Fen Club

The Fen Club is open to students in the commercial department who have attained a passing mark in all subjects. It was formed to stimulate an interest in shorthand, but this idea has been broadened, and now all commercial subjects are discussed. The officers of the club are Majorie E. Darling, President; Viola P. Evans, Vice-President; Frances M. Lee, Secretary; and Esther M. Hoffman, Treasurer.

During the year we have had talks given by the seniors on their business experiences of last year, and we have also had talks by different members of the club for the purpose of stimulating interest in current business magazines. One of the most interesting programs of the year was the lecture by Judge Hill of Salem on the "Work of the Chamber of Commerce."

At Normal

The first week here at Normal
I thought 'twas rather nice
To just sit around in the classrooms,
And listen to "teachers'" advice.
The second week here at Normal
I found that, though not all play,
I enjoyed the work of some classes,
Such as taking dictation each day.

The third week I spent at Normal
I found I'd got in pretty deep;
The work piled up all around me
And I had to try hard not to weep.
By the fourth week I'd been at Normal
I was hardened by arduous toil;
And so I've remained to the present,
Still burning the midnight oil.

HELEN D. GRAYDON, '25.



Debating Club

The Debating Club was formed in 1920 for the purpose of helping students to gain more confidence and ability in speaking before an audience. Its membership is restricted to students in the commercial department.

The debates held during this year are as follows:

1. Resolved: That the classical course in the high school is more beneficial to the student than the commercial course.
2. Resolved: That the present chaotic conditions in China do not warrant the granting of any concessions to her at the Washington Conference.
3. Resolved: That judges should be chosen by the vote of the people in Massachusetts.

The officers of this club are: President, Frank H. Ash; Vice-President, Julia V. Condon; Secretary and Treasurer, Viola P. Evans; Faculty Advisor, Miss Florence B. Cruttenden.

Riddle—What Is It?

Nobody will claim him.
 Three periods in one is no longer a mystery to him.
 Faculty looks upon him as someone to spoil their records.
 Classes won't collect dues from him.
 Seniors look down on him
 Sophomores look askance at him.
 Freshmen look young to him.
 His study hours are solitary.
 He tries to carry himself with an "air."
 He is expected to know everything.

HELEN G. HURLEY.



Junior Civics Club

The Junior Civics Club was established for the purpose of promoting civic activities and doing something helpful for the school. The program for the year consisted of a course of lectures on points of civic interest, field trips, and various social activities. Among the lectures, which were given for the most part by members of the faculty, were two illustrated ones, Mr. Pitman on "City Planning," and Miss Stark on "Western Cities." Both of these lectures were interesting and helpful.

As a civic organization, the club took charge of the Armistice Day program at which the club seal was presented; and has also observed other holidays in fitting ways. It drew up a resolution concerning the use of books, and presented it to the school. We members made contributions toward a booklet on the Conference for Limitation of Arms and presented it to the school. Plans were also made for the presentation of a school gift.

Among the social activities of the year, the final meeting of the club was held in the form of a picnic.





The Horace Mann Club

This club was organized by the men students during the month of February, 1922. It was called the Horace Mann Club in honor of a leader in education in America. We formed this club for the purpose of advancing our cultural, educational, and social welfare. The present membership includes all the men students of the school.

At its first regular meeting, March 6, the Club listened to an address by Mr. J. Asbury Pitman, who told of the life of Horace Mann and also of the possible scope of the organization. Another interesting meeting was held April 3, when Mr. Sproul gave a talk, choosing for his subject "Every Man His Own Philosopher." Similar programs were arranged for the club during the rest of the year.

In view of the success attained during the current year, we hope that in the future years the Horace Mann Club will function to its fullest extent for the good of the school.

Miss P. (in Lit.): When Falder (the twenty-four-year-old hero of a drama) forged the check, he didn't realize what he was doing.

F. R.: I don't believe anyone could do a thing like that without realizing it.

Miss P.: Oh, yes. I sometimes put things up where I can't find them. I have been hunting for something now for three days.

F. R.: Well, I don't believe there is any excuse for anyone of his age!

Salem Normal School Athletic Association

The Salem Normal School this year again entered competitive school sports. This is the first year since 1917 that there has been a sufficient number of men in the school to put an athletic team into the field. In September, 1921, an athletic association for men was organized at the school with the following officers: President, James H. Fitzgibbons, Beverly; Vice-President, Frank H. Ash, Holyoke; Secretary, Frank Reynolds, Peabody; Treasurer, Daniel A. Manley, Medford. Mr. A. H. Sproul, Director of the Commercial Department, was appointed faculty advisor and W. E. Parks, coach.

Although there were fewer than twenty men at the school in September, it was voted to organize a basketball team, and a schedule of sixteen games was arranged. Ten of these were played at home and six away.

The season opened on December 9, 1921 with an alumni game. Members of the school alumni from the class of 1913 up to the present time were represented. After the game the men enjoyed a dinner in the school restaurant. Speaking and informal dancing followed the dinner.

The team went through a fairly strenuous season playing games with such leading school teams as Salem High School, Revere High School, Haverhill High School, St. John's Preparatory School, Bridgewater Normal School, Essex Agricultural School, and others. In all, sixteen consecutive games were played, the Normal School winning four, tying one, and losing eleven. This at first may seem a rather poor record, but when it is considered that only one of the men on the team had ever played basketball previous to this season, the record is not so bad.

The basketball season came to a close on March 17, 1922, with a return game of the alumni. As usual, a large number of enthusiastic "Old-timers" were present and the game was one of the best of the season. In the evening one of the most enjoyable affairs of the school year took place in the Training School Hall in the form of a dance given by the Athletic Association. Many of the young men members of the alumni stayed over from the basketball game and enjoyed the evening with the present members of the school. During the course of the evening, Principal Pitman, for the Athletic Association, presented awards of merit in the shape of miniature engraved gold basketball watch-charms to the following members of the basketball team: Capt. Michael Higgins, James Fitzgibbons, Louis Komarin, Russell Wright, Daniel Manley, Jeremiah Sullivan, Joseph Cantalupi, Frank Kane.

Athletics for men are again successfully under way at the Salem Normal School, and if the membership of men continues to increase, the school no doubt will be well represented in the future, in the different fields of sport.

Playing the Game at Normal

Each player gives himself an introduction to his opponent before the whistle blows. (I say "introduction," for he gets plenty of "knockdowns" during the game.) I don't know why there is so much friendliness, because there has been many a game when you weren't pleased to meet your opponents. However, basketball players have to be good-natured, for they are surrounded by four walls. The whistle blows, the ball is tossed up, and the game is on its way. The players run here and there trying to get the ball (I don't know why, because you can't keep it.) Learning to use roller skates never had such thrills as sliding along the floor in a basket-ball uniform. Meanwhile, the "opposition" is piling up points and you understand why rapid calculation is taught in schools. Your opponents keep on passing the ball among themselves, and you begin to think that they own it. Now and then they shoot a goal.

After the playing has continued for ten minutes, the whistle blows and you get a two-minute rest. The fellow who finds fault with his mattress at home rests contentedly on the hard floor. The whistle blows for the second period. The spectators are shouting for you to do this and that, but you can hardly see them, let alone, hear them. As the game goes on, you are wondering what makes the ball so big, and you think of the time you told your mother you were too tired to go to the store. All of a sudden some one's head almost takes your nose off and things become dark. With great difficulty you succeed in remaining on your feet until the whistle blows for the end of the first half. You now get a ten-minute rest, and believe me, you make every minute do its duty. You first wish for a long drink of cool water; your only regret is that you can't drink more. It is almost time for the second half to begin; so the players go on the floor. They run around practicing shots, not that they are so full of pep, but because they have to do something, because they know that the spectators are watching them.

At the beginning of the second half, the players shake hands again. You have often wondered whether they were apologizing for giving you a beating, or thanking you for providing amusement for them. Finally, the last period is on its way, and you are wondering how large the score is, for your opponents keep on getting goals. Nothing is so sweet as the whistle telling that the game is over. The players of each team gather around and cheer one another; the same friendly feeling, as you see, still exists.

M. F. HIGGINS





Composite Picture

THIRTEEN FACES IN ONE

Miss Commercial Senior

Personal Character—Very independent, frank, determined, a good mixer in a crowd, talkative, quite prompt in doing lessons; general character of the work done by her, "Perfectly general, perfectly true, perfectly meaningless, perfectly worthless"; good-natured, superiority often shown.

Education—Three years at the Salem Normal School. One year in the business world, at work under the supervision of the school.

Amount of earnings during year at work—\$10,800.

Amount of time worked—131 months.

Substitute teaching during Senior year—40 weeks.

Subjects taken during three years spent at the normal school—English, shorthand (Pitman and Gregg), typewriting, correspondence, penmanship, literature, commercial literature, arithmetic, geography, history, economics, salesmanship, chorus, psychology, pedagogy, hygiene, general science, office training, bookkeeping, and commercial law.

Height—5 feet, 3½ inches.

Weight—130 pounds.

Color hair—Brown.

Color eyes—Blue.

Favorite pastime—Dancing.

Favorite sport—Tennis.

Favorite subject—Bookkeeping.

Favorite saying—"The last chance."

Miss Commercial Senior's ambition is to become a real schoolmarm (????)

Certain members of the Senior Class were returning from a show in Boston one evening. One of the members dropped a top which she had had given to her, and the conductor very kindly handed it to her, saying, "Is this yours?"

To which she replied, "Yes; thank you so much!"

The conductor, absorbed in being courteous, absently passed on, forgetting to take her fare.

The Commercial Senior Class, with Miss Stark, went to the Textile Show. Some members of the class became separated and did not meet until time to go home. Two of the girls, who were interested in cotton for the Geographical Institute, came upon a booth where a man was explaining the cotton ball. He showed them a place where the boll weevil had destroyed the ball. He then became interested in newcomers and the girls passed on.

Shortly afterwards the rest of the class came to the same booth and wished to hear about cotton. The man said, "I want to show you a cotton ball I have. It contains the only boll weevil in existence in the northern part of the country." After much hunting, the man had to say that he was unable to find it, although he had had one a few moments before. Miss Stark looked wise.

The Senior Class, however, did not miss seeing the much-talked-of boll weevil, for it was the first thing that greeted their eyes as they went into the geography room at the Normal School the next day.

Ask Marjorie Darling how it got there.

The Senior Commercials have one big hobby and that is going "tripping." Any sort of trip is welcomed by us, and we have been on quite a few trips this year. It was necessary, in connection with geography, that Miss Gilman should go to the United Shoe Machine Company in Beverly. The teacher said she would ask Mr. _____ of Beverly, if he couldn't try to get Miss Gilman into the plant: "He is such a dear boy! Bless his heart! I know he will try."

While working on the material for the Geographic Institute the members of the Commercial Senior Class were told to write to firms and ask for the loan of *small* exhibits. Miss Condon certainly succeeded. She had sent to her two truck loads of electrical supplies. What could she have written in those letters?

Mr. Parks asked Miss O'Neil how she would respond to a certain circumstance.

Miss O'Neil replied: I know you want me to say "No," but I think I would do it just the same.

Mr. Parks: What was the lesson for today, Miss G—?

Miss G. (not knowing the assignment): Oh, I suppose it will be to finish the working sheet.

To a Mouse

Dear little creature
So frisky and spry,
Ladies are 'fraid of you;
Do you know why?
I don't think you do,
Because if you did,
You'd stay out around
And wouldn't keep hid.
Perhaps it is well
You don't know your might,
Or you'd be out all day
And not only at night.

LILLIAN G. GOWING, '24.

Sponges

The word "sponge" conjures to one's mind a porous, pulpy mass, whose absorbent qualities are vast. Under pressure some of the moisture which it hungrily absorbs can be forced from it; but remove the pressure and it greedily springs back, as if anxious to retain all it can, only to absorb to full capacity when next in close proximity to water. The extent of its absorbent possibilities would never be guessed at from its unsuspecting appearance.

You are all familiar with this kind of sponge, but do you know the human sponges? For instance, a certain member of the family smilingly agrees that it would be good fun to take the trip by automobile to a distant lake, enjoy a basket lunch, and return, and knows she will enjoy it immensely, but she never shows signs of recognizing the existence of the minor details connected with the trip, such as the labor of preparing the lunch or the expense of gasoline. Oh, no, but she is ready promptly on schedule time, appropriately and attractively dressed for the ride. Then there is the one to whom all stray articles of clothing have a natural attraction,—everything seems to fit. And then there is the one who admires with unstinting praise your new frock or hat, and who, strangely enough, has an immediate occasion a few days later to wear just such a frock or hat. Are you a family sponge?

It is no self-indictment to say that we all possess this trait to a greater or lesser degree, and that we acknowledge the practice of it; that it is a sort of instinct, though I fail to find reference to it in either James or Betts; but from the extent of its prevalence it certainly appears to be instinctive, "an influence of heredity, a result of race experience." Perhaps the greatest resemblance to the sponge is to be found in the members of this modern society called "Shifters," for its adherents are to be found in every walk of life and in every class of society, which is proof enough of its mysterious appeal to the human mind. It has been said that Adam was the original shifter, and nobody will dispute the statement if he has the least acquaintance with the story of the Garden of Eden and any knowledge of the methods of these modern shifters. "Are you a shifter?" With this query, smacking of a strange fraternalism to the curious and those on the alert for something new, the shifter swoops down upon his prey, and his suddenly acquired solicitude for one's society and companionship in this mysterious order so completely overwhelms them, that, caught unawares, they find themselves consenting to initiation, and thus become full-fledged, but somewhat shorn, members of this set of modern sponges. Oh, yes, you get it back, but not from the original sponge of your experience, and the degree of pressure to be used all depends upon your natural proclivities in this direction. Are you a shifter?

Then there are the "Lifters"; not so widely recognized perhaps, but operating under similar principles, in so far as absorbing the fruits of the labors of others is concerned, but with less ceremony. The Shifter, if he be a sophomore, would naturally be expected to use some of the principles of salesmanship in "selling" membership in the Shifters to another, but the same Sophomore, with utter disregard for these principles becomes a Lifter under compelling circumstances. He does not want to attract attention, arouse interest, or create any desire whatsoever on the part of his "prospect." Rather would he prefer the contrary effect, for oftentimes his case is very urgent, and if information must be obtained and the proper time for obtaining it has gone by, then why not make a raid on note books known to contain it? Notes or charts, pens or pencils, rulers or textbooks, all are counted in his spoils, and the lockers, the desks, and even more sacred places, are most fruitful haunts in which to conduct these emergency raids. Of course, if the owner is at home, ask his permission; otherwise, help yourself. It is so much easier to gain knowledge in this way than to spend hours of searching it out yourself. Are you a "Lifter"?

ALICE BEATTY.

My Selves

As I look back to the time when I began to take notice of myself, I cannot help thinking of the great change that seems to have taken place between myself when I was in the high school, and myself since graduating from that worthy institution. Just what this change is due to, I have not quite been able to decide; but, for the present, I am going to lay it to the change in environment, which seems to be as plausible a cause as any other.

"Do you really think you have changed?" my friends ask me, looking me over doubtfully the while, with such a thoughtful expression that I despair of ever succeeding in making them see what I mean. Nevertheless, I take courage and try to explain to them what I really mean is that I have changed in my attitude toward things in general, and especially toward some things in particular. "How different I felt about this when I was in high school," I often say to myself; for I find out that things which seemed dull or else formidable when viewed from inside the walls of high school, are really attractive and interesting when one comes to know more about them. "Bookkeeping? Horrors!" the girls in high school used to say whenever they were questioned about the subject, and then they would look at me in my ignorance with such dour expressions that I felt thankful that I was not taking it. But after having taken it, I am forced to say myself that it is not so bad after all. Yet an increase of knowledge (I suppose I do know more than I did a few years ago, or at least, I ought to) is not the only thing to be considered. The most important difference between the high school and the normal school is the way they do things. And surely, I believe, no one can change his accustomed way of doing and looking at things without changing himself and his opinions to some extent,—reason number two for the change. In fact, I found the change so great when I first came to the normal school that it served as an inspiration to a sort of parodical verse beginning,

"I remember. I remember

My scarce-past high school days,"

which I repeated to myself as a consolation when the days were especially dark and gloomy. It was valueless as poetry, but very helpful in dispelling melancholy.

But now I speak as a Sophomore. I am no longer a Freshman, and the glamor of newness, the attractiveness of the unknown and the partly known is gone. The Seniors are not so far above me as they were last year; and the Freshmen are here to be informed by those who have had such experience as my classmates and I have had. A part of last year's inspiration is gone—(why inspiration is stronger when things are new, I don't know)—but the interest in the work and the hope for the future are still there, and a bit steadier than before, it seems to me. So, although I have changed somewhat, even in passing from last year to this, I hope and believe that it is a change for the better.

* * * *

The most puzzling part of all these reflections, however, is the fact that I do not seem to be one entity but several; I do not seem to have one "self," but two or three, and at times even more. At this thought I wrinkle my brows in my most thought-stimulating way, and ponder over the matter; but I am never able to reach any satisfying conclusion, and, at last, I give up, discouraged and disheartened by the mixed-upness of the whole matter. What do I mean by this long harangue? Simply this: I am one person at home, another in school, and still another when I am elsewhere. For example, when I am at home, I am a person of importance, to be consulted whenever any new move is under consideration. The other children are so much younger than I that my opinion is often asked and greatly respected. "What color shall I get for Elizabeth's new dress? And "Do you think the baby would look better with her hair cut?" These are questions the like of

which I hear every day of my life, unless that day be spent away from home, and that seldom occurs.

In school, however, I come down to earth with an uncomfortable "bang," and realize that I am of no greater importance than anyone else, and, sad to say, of even less than some. But school is a jolly good place, for all that, and I enjoy myself immensely, in spite of my insignificance. My most noticeable characteristic here, it seems to me, is the perpetual motion in which my tongue is kept. There seems to be so much to say and also so much to do, that my chief concern is to find time in which to say it all. Then, too, I notice that the people I happen to be with have such an influence over me that one self shows its face to one, but hides away so that its existence would never be suspected when another sort of person puts in his appearance.

There is still another self which I have not yet mentioned,—the self who listens to the sermons in church. This self is always waiting for me in the pew at church on Sunday—what it does during the rest of the week I'm sure I don't know—and accompanies me home to my very door; but the smell of the dinner, so attractive to me, is not congenial to its esthetic sense, and it leaves me there and wends its way back to the church until the next Sunday. Perhaps that is why the good resolutions I make and the reforms I visualize during the sermon, are never carried out. For, of course, the week-a-day self cannot be expected to see that the visions the Sunday self dreamed are realized.

I have now been considering my selves for several years, and the more I think about them the more interesting I find them, although I sometimes flounder helplessly and hopelessly in trying to distinguish between them. There is nothing which disagrees so well with sour-faced melancholy as the thoughts of them, together with my queer, and perhaps outlandish, fancies concerning them. And this, I am sure, is reason enough for entertaining them. I also believe in passing along a good thing if I chance to find one, and so, having found myself interesting to me, I suppose that others would likewise find themselves of interest. Perhaps you don't realize how interesting you are. Try to catch yourself unawares, and you'll never give up that great field for entertainment, that of "paying attention to yourself."

VIOLA P. EVANS, '24.

Singing Poses



Outgrowing One's Family

Families are undoubtedly a necessary adjunct and often a great help to one, but altogether too frequently they fail to show due appreciation for talent and wisdom.

For instance, there is my family. I, who am already launched upon a career and expected (since I'll earn my own daily bread not so very many years from now) to be looked upon as one of those esteemed persons who have already "come through," find it hard to bear with my mother when she insists on raising the front-room window and calling down the street after I have started to school, "Did you remember your clean handkerchief?" and "Have you got your rubbers?"

My grandmother is a charming old lady, but she certainly does "get on my nerves" when she always keeps reminding me, "I never was allowed to do that when I was a girl."

My older brother's chief delight is in complaining to Mother that she is letting "that girl" stay out too late nights. He is a good one to give advice; he never can do anything that Mother wishes at the time she wishes, because he is always going somewhere or has some work he must finish, and of course he always retires early!

My sister waits until I am entertaining company, and then brings out her dolls and announces, "But you said you'd make Betsy a new dress!" Or she will show her art as a musician by practicing discords on the piano until it seems as if the top of my head would come off.

Then there is my young brother. A "kid brother" is one of the hardest things a girl has to bear. To be a "sisterly sister" to one taxes the most agreeable person's temper. That boy has no respect whatsoever for my dignity, and I am nearly six years older than he. And the final straw is when he breaks forth with a fatherly, "Ma, you hadn't ought to let that kid use powder."

Families must be a great blessing, since they are given to one, but the members of my mother's and father's family have certainly failed to appreciate my valuable qualities. At any rate, I have learned, through my misery, how to treat my own family.

ALEXINA D. MORROW, '24.

My note book is so full of a number of things,
I'm sure it's worth more than the fortune of kings.

Miss Stark has to ask so many questions to get the Juniors to recite in geography that she thinks she will continue, when she passes out, in the form of a corkscrew or a question mark.

In "Observation":

Mr. Rhodes: Even the most expert arm-movement writers use their fingers.

Minnie: But I always use my arm.

Dora: What do you hold your pen with?

Training School Pupil (visiting in the Normal School): Who did this writing on your blackboard?

Member of Normal School Faculty: I did. Why?

Training School Pupil: You write lovely. You ought to see the way the Normal Lady (meaning student teacher) writes on our blackboards.

It is a shame how some poor old expressions are overworked by thoughtless (but so very ambitious) student teachers: "Read to find out."

The Faculty as Junior Four Will Remember Them

Mr. Archibald by his comforting assurance that our solos are quite as painful to him as they are to us.

Mrs. Blake by her kindly interest in all things Junior as well as Senior.

Miss FitzHugh by her helpful pilotage of the Junior Civics Club.

Miss Harris by her avoidance of "what" questions.

Mr. Mosher by his troubled conscience when it comes time for marks.

Miss Sperry by her malicious smile when she says, "Please have your notebooks ready to pass in tomorrow."

Miss Stark by her "geographic interpretations."

Mr. Whitney by his interesting and inspiring discussion on open goloshes and modern hair-dressing.

Miss Wilde by her uncomplimentary remark in the Gym., "Come on, old ladies."

GLADYS G. STONE, '23

Junior Four

If I could write like Tennyson,
Or Edgar Allen Poe,
I'd tell you of so many things
That happened months ago.
The Juniors of division four,
In nineteen twenty-two,
Set out to make a higher score
Than most meek Juniors do.
They studied their psychology
From midnight until morn,
And even then they tried to say
That "conscience is inborn."

Arithmetic these Juniors loved,
They learned a method sound:
From one bright pupil there, they learned
"A fourth of a thing is round."
They say that music hath its charms,
But not for Junior four;
Each Friday called for healing balms,
For all their throats were sore.
But all their fears have passed away,
For older they have grown;
And soon, as Seniors, they will try
To reap the seed that's sown.

HELEN R. DONOHUE, '23.

The Kindergarten

K is for Miss Knight, who is the teacher of it;
I is for the industry she always puts into it;
N is for the noise you seldom find in it;
D is for the dear kiddies that every day come to it;
E is for eleven-thirty, when they start home from it;
R is for the reason— forever the "why" of it;
G is for the good milk, every morn they drink it;
A is for attention; no "don'ts" used to get it;
R is for the room, a play-house we find in it;
T is for tapping, in perfect rhythm they do it;
E is for eagerness they always put into it;
N is for the naturalness where everybody uses it.

DOROTHY M. VERDI, '23.

A JUNIOR'S IMPRESSION OF A SENIOR

Are these really Seniors whom we see in the locker rooms, talking and laughing about all sorts of nonsense, combing their hair several times a day, powdering their noses during every other recess, and telling each other, in anything but a regretful manner, about the lessons they haven't done and haven't time to do? Are they the embryos of the teachers we have always respected, adored, feared, held in awe, and set up on pedestals? If our teachers in the grades were once like these gay, frivolous and care-free young people, must we, after so many years of adoration, take them down from their pedestals, and place them on the level with other human beings?

Yes, Juniors, we must. We have learned, with the Seniors as our models, that teachers are human after all. They are just as human as ourselves, as our sisters and our aunts, and as the young mothers whom we know. They make mistakes. They are sometimes careless. They are often lovable. Indeed, they seem to have all of the traits which are common to the majority of young people.

Seniors! Juniors! When we become teachers in our own schools, let us make our pupils realize that we are human. Let us be happy and gay when we can, sharing their joys and interests, and serious and thoughtful when the occasion demands.

HELEN M. BACON, '23.

The Music Class

HOW LIKE JUNIORS!

I wonder who could guess what period of all others we Juniors dread? True, it is but one period a week, but it seems hours long. We enter with furtive glances at our revered master. Strange to say most of us have developed colds since the Friday before and to our sorrow are not able to sing. When Mr. Archibald announces, "Now we will sing individually without piano accompaniment," every heart stops beating until some name is called. A moment of relief, and then another period of agony. Horrors! Is that my name I hear? My ears are dull in my excitement, but the name sounds familiar, and I conclude it must be, as every one is looking at me. I stand up with difficulty, and open my mouth, but gracious! my voice has disappeared! After several vain attempts to recover it, a thin, cracked voice, badly out of tune, quavers on the silent air. Then I hear a muffled sound, and looking around in bewilderment, I see my classmates unmistakably giggling. Suddenly a sweet sound fills the room with its melody, and I listen entranced—to the bell.

ELLEN O'CONNELL, '23.

WE'RE SENIORS.

On Friday we enter the music room, smiling in supreme content. All the difficulties, all the troubles, all the sorrows and cares of life at "Normal" are submerged in blissful happiness for one short hour. We watch our instructor as he looks over his record cards. We await his choice of a "victim," not with the fear and trembling of Juniors, but with the calm serenity and confidence of Seniors. What is the reason for such a change? Ah, at last we know and understand him! He draws up a chair toward the center of the group. We watch him as, with a seemingly amused, yet understanding smile, he listens to our attempts (sometimes futile) at teaching a song. Peace and comfort prevail. We have left behind us sharps and flats, majors and minors, breathing and voice-training exercises of the Junior year. We are now deep in the absorbing work of presenting and interpreting music with children. We are now enjoying to the full every moment, when suddenly clangs forth upon our happy group the unwelcome sound of the bell! With sighs of regret, but with new inspiration and with our minds already far ahead into Friday of next week, we answer the call.

G. IRENE STROMDAHL, '22.

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We take this opportunity of thanking the students of the Salem Normal School for their patronage during the year ; and those who return next fall. together with the new students, will find us here with a full line of **DRUGS, CANDY, ICE CREAM, TOILET ARTICLES, Etc.**

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CLASS RINGS



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RESPONSES IN PENMANSHIP

"Round, round, round."—
An old, familiar sound.

"Slide, slide, slide,"—
And make your fingers glide.

"Glide, glide, glide."—
Do well, whate'er betide.

"Roll, roll, roll,"—
Until you have control.

"Make it light, make it light,"—
Hardly visible to sight.

"Push, pull, push, pull,"—
While the eye in the pen is full.

"Visualize, visualize,"—
So you'll know your E's from I's.

"Up, down, up, down,"—
Have a smile and do not frown.

Now that you all know the cue,
Go it, girls! it's up to you!

SENIOR TWO.

IF

If you can keep your head when all the children
Are trying all their naughty tricks on you;
If you can smile, and yet be firm and gentle,
Explaining o'er and o'er what they're to do;

If you can teach so all your forty children,
Their parents, uncles, aunts, and cousins, too,
Your principal and superintendent
Are pleased with everything you say and do;

If you can teach so that children love their studies
And yearn to grow in knowledge day by day;
If you can work up interest in their lessons,
So that movie stars seem small and far away;

If you can keep your room so regulated
(Although you've forty children in your care)
That air is pure and draught is never blowing,
Neither cold nor overheated anywhere;

If you can wash the dirt from childish bruises,
And wipe the tears from cheeks while binding cuts,
And sympathize and cheer the wee ones,
Till little faces smile at bumps and cuts;

If you can mend and fix the broken playthings,—
In short, have patience always without end,—
You'll be a teacher, sweet and kind and gentle,
And more than that,—you'll be a saint, my friend!

ELIZABETH R. KELLEY, '22.

CONFLICTING THOUGHTS

CHARACTER—Any commuting Senior.

TIME—Four-twenty-five in the afternoon.

SCENE I.—STUDY HALL.

SENIOR *collecting books, papers, pencils, fountain pens, notebook, pocket-book, gloves, lunch-box, etc., preparatory to departure.*

SENIOR (*deliberating*)—Oh, dear! I have the queerest feeling that I ought to do something or get something before I go. What is it? I'm sure I'm forgetting something. Why can't I think of it? (*Adds book to her collection.*) What is it I ought to do? (*Packs bag.*) Gloves, books, fountain pen, pencils, lunch-box—all here. And my pocket-book? Pock—et—book! I think——. Seems to me it's something about my pocket-book, but I cannot think what. I do hope it will come to me before I go. (*Takes bag, pocket-book, gloves, and numerous other articles, and leaves hall.*)

SCENE II.—LOCKER ROOM.

VOICE (*from depths of locker.*)—'Shi ud 'nk what 'ing 's diot—get. (*Which translated means, "Wish I could think what the thing is that I ought to get."*)

SENIOR (*emerges and approaches mirror...Puts on hat.*) I certainly need a new hat! This one is a positive wreck. I don't see why I got this color anyway. It makes me look positively yellow! (*Gesture of relief.*) My yellow slip! My ticket expires today! Thank heaven I've thought of it at last! (*Sounds of footsteps retreating rapidly up the stairway towards office.*)

RUTH H. BROWN, '22

QUERY: WHERE DID THESE IDEAS COME FROM?

Three or four years in a normal school furnish young people with great stores of knowledge,—only a small part found within the covers of textbooks. They find themselves possessed of queer ideas, the source of which they have long since forgotten, if they ever knew.

They have learned that in order to be successful they must wear a different string of beads each week; that a georgette waist should be worn only with a thicker one under it; that co-operation with one's pupils should be expressed by "I want *us* to do this"; that big people should not wear horizontal but vertical stripes; that marcelled hair and a quiet violet dress form the most attractive combination; that light tweed suits are most becoming to young men; that blushing is not confined to students; that tan shoes wear longer than dark ones; that it doesn't always pay to be confident in one's ability to speak and interpret the English language; that New England air is very trying to one's health; that contagious humor is found only in assembly; that red-headed people are not the only ones possessing temper; in short, that human nature is so varied that one must be ready to apply at all times the maxim, "Truth is stranger than fiction."

Among the country and city girls, too, there has been frequent interchange of knowledge. As soon as acquaintances became friendships, each had many strange things to tell the other,—how to spend one's evenings where there are no movies or dances, or how many and how varied reasons can be invented for inadequately prepared lessons; how to write an acceptable excuse in the attendance book; where to spend the time after five o'clock when there is still work to be done; how to be sure of getting one's lunch before one o'clock; how to find one's way about a large building (for invariably the country girls are the ones late to class in the first few weeks); how to improve upon nature's adornment of a young girl's face; or how to overcome the fear of a strolling school mouse.

ALICE P. BURNHAM.

ABNORMAL ALPHABET OF NORMAL STUDENTS

A is Assembly, where each day we meet;
A lecture at this time we deem a rare treat.

B is Big Books, which we carry around;
Our reputation we get by the pound.

C is for Classes,—we ruin our eyes
In the zealous endeavor to seem very wise.

D is for Dancing we do at noon;
We've noticed the bell always rings too soon.

E is Excuses, in which we've excelled;
If we had not a good one we might be expelled.

F is for Fire Drill,—we're out in a minute;
If the building should burn we wouldn't be in it.

G is Gymnasium,—called for short, "Gym,"—
Where doing our stunts we skinned many a shin.

H is the Home Work we do on the train;
The rhythm of car wheels stimulates brains.

I is the Income we hope to receive,
When school days are over and we take our leave.

J is a Joke, which always presents
A phase of school life which no one resents.

K is for Knowledge,—we've made quite a store!
In future years we hope to get more.

L is for Lunchroom, where each noon we eat
Ice-cream and pies, mashed potato and meat.

M is for Marks, the cause of much worry;
We shiver and shake, but Mr. Pitman won't hurry.

N is for Normal, the school we adore;
It has taught us much we ne'er learned before.

O, Opportunity came to us here,
In these classic halls, which we'll always revere.

P is for Punctual,—we always are,
Except when we have to depend on the car.

Q's for the Quiz, we all hate like sin;
We studied a lot, but it didn't sink in.

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R, Recitation, where we strive to shine;
Some only bluff, and they get along "fine."

S is for Salem, that historic old town;
We're glad to have studied in that place of renown.

T is for Teachers, some large and some small,
Thin ones and fat ones,—hurray for them all!

U is quite Useless,—those note-books we think,—
In fact, they're a waste of good paper and ink.

V is Vacation, when books go behind us;
It would take a "humdinger" a long while to find us.

W is Wind,—we need it for fair,
When from English to Science we hike up the stair.

X is the Exit each student expects,
If he is faithful and has no defects.

Y is for Years that now are behind us;
Ever true to her teachings may Normal School find us.

Z is for Zenith of fame we may reach,
Now that we know the best way to teach.

BEATRICE W. MUNROE, '22.

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Heard in the Music Room:

Mr. Archibald: Where is all my chalk? Some of you girls must be using it for powder.

Mr. Pitman (to Mr. Archibald in Senior Class meeting): The class wants some time in the afternoon for class day exercises. If I give it to them, how long can you stay for your rehearsal?

Mr. Archibald: All night.

Mr. Pitman: How many can stay with him? (Unanimous vote.)

RAILROAD STATION

(Imagist Poetry)

Gray mist cloaks the station,
Billowing blankets of smoke;
The mad shriek of the whistle;
The engine is a devil with a bloodshot eye.

ETHEL G. LABEL, '22.

Teacher: Who can tell us what tea is used for?

Pupil: To drink; but I know another use for it.

Teacher: What is it?

Pupil: Mother uses it on her hair.

Little dabs of powder,
Little specks of paint,
Make those naughty Juniors
Look like what they "ain't."

Wanted in the Junior Locker Room:

Individual looking-glasses on each locker.

A mouse trap.

Larger lockers—for the convenience of those coming late.

Whose foot can you recognize?



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Overheard:

Little Boy: I wonder what the new teacher looks like? (Upon seeing a short slim girl, he exclaims:) Oh, gee! that's good! I'm as big as she.

Miss Learoyd: What is a balanced sentence?

Agnes Hart, (very deliberately): A balanced sentence is one in which one part of the sentence is just like the other, only that it's different.

Class discussing laws against killing of birds for millinery:

Miss Goldsmith: How do we get our commercially made feathers?

Student: From dead birds.

No wonder there is a spirit of unrest in the world at the present time. Miss Stark put it into a state of commotion when she accidentally upset the globe.

Miss Goldsmith (trying to find out the name of the bird Miss O. saw): Was it the Evening Grosbeak?

Miss O.: Oh, no, I saw it in the morning.

Heard in the "Lit. room":

Miss Peet: Why can't we say, Dickens, Thackeray, and Eliot, instead of always having to say Dickens, Thackeray, and George Eliot?

Marj.: Because he's a lady.

Miss Perham: What name do we give to people who travel about the country for pleasure?

Up-to-date Youngster, eagerly: Sports.

During a reading lesson several words were mispronounced. Among them were "Africa," "Brazil," and "companion." After the lesson these words were put on the board. When it came to "companion," a little lad in a front seat said, "Oh, I know that place; my brother has been there."

Marion Ryan says she's the "treasure" of the Art Club. What does Mr. Whitney think? Marion also wrote in a theme that she "mustard" up her courage.

Who?

Oh, dancing sylph with fairy feet!

A laughing elf so truly fleet,

In Junior four!

You really should have worn a kilt

For such a realistic lilt,

Right through the floor!



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