

STATE NORMAL SCHOOL SALEM, MASSACHUSETTS



SEVENTY-SEVENTH YEAR

1930-1931

JUNE 1931



NORMAL SCHOOL BUILDING

THE DEPARTMENT OF EDUCATION

PAYSON SMITH, Commissioner of Education

FRANK W. WRIGHT, Director, Division of Elementary
and Secondary Education and Normal Schools

GEORGE H. VARNEY, Business Agent

ARTHUR B. LORD, Supervisor of Office Organization

INSTRUCTORS

THE NORMAL SCHOOL

JOSEPH ASBURY PITMAN, Ed.D.	Principal
GERTRUDE BROWN GOLDSMITH, M.A.	Nature study, gardening
CHARLES ELMER DONER	Penmanship
WALTER GEORGE WHITMAN, A.M.	Physical science
VERNA BELLE FLANDERS, B.S.	Geography
LENA GRAYSON FITZHUGH, A.B.	History and social science
ALEXANDER HUGH SPROUL, M.S.	Business education
MARIE PADGER	Office training, typewriting
FLORENCE BARNES CRUTTENDEN, B.S., A.M.	History and social science
MAUD LYMAN HARRIS, A.M.	Literature
ALICE HAYWARD EDWARDS, A.B.	Office training, shorthand
AMY ESTELL WARE, M.A.	Geography
CAROLINE EDITH PORTER, B.S., M.A.	Children's literature, reading
HAROLD FRANCIS PHILLIPS, M.C.S.	Accounting, business
MILDRED BROWNING STONE, B.S.Ed.	Arithmetic
GEORGE FALLOWS MOODY, B.S. in Ed., A.M.	Education
MIRA WALLACE	Physical education and hygiene
LUCY STATEN BELL, B.S.	Librarian. Library practice
LEON HOWARD ROCKWELL, B.S., A.M.	Education
DOROTHY MARIE LYONS, B.S.Ed., A.M.	English
CHARLES FRANCIS WOODS	Music
CLARA MIRIAM GALE, M.Ed.	Drawing and handwork
VIOLA JENNER RUST	Assistant, physical education and hygiene
LILLIAN M. HOFF, B.S., M.A.	Special education
ELIZABETH ROBERTS, A.B., Ed.M.	English, salesmanship
SALLIE HARDING SAUNDERS, M.D.	School Physician
ANN KEENAN CLARK	Bookkeeper and secretary
LOUISE CAROLINE WELLMAN	Registrar

THE TRAINING SCHOOL

GEORGE FALLOWS MOODY, B.S. in Ed., A.M.	Director
HAZEL ELIZABETH ROUNDS	Supervisor, Grade 8
ESTHER LOUISE SMALL	Supervisor, Grade 7
LILLIAN MAUDE BESSE	Supervisor, Grade 6
MARY LILLIAN PERHAM	Supervisor, Grade 5
MARY EVELYN HUTCHINGS	Supervisor, Grade 4
MARY ELIZABETH JAMES	Supervisor, Grade 3
MARY FOSTER WADE	Supervisor, Grade 2
SYBIL INEZ TUCKER	Supervisor, Grade 1
MARGARET ANGELA HENRY	Assistant, Grade 1
ETHEL VERA KNIGHT	Kindergartner
ELEANOR ELIZABETH WALKER	Special Class
FLORENCE ADAMS, M.Ed.	Household arts
GEORGE WILLIAM LITTLE	Practical arts

CALENDAR

1931

January 5, Monday	Recess ends at 9.30 A.M.
January 26, Monday	Second semester begins
February 23, Monday	Washington's birthday; a holiday
February 28, Saturday	Recess begins
March 9, Monday	Recess ends at 9.30 A.M.
April 3	Good Friday; a holiday
April 20, Monday	Patriot's Day; a holiday
May 2, Saturday	Recess begins
May 11, Monday	Recess ends at 9.30 A.M.
June 4, Thursday }	Entrance examinations
June 5, Friday }	
June 11, Thursday	Class day
June 12, Friday	Graduation exercises at 10.30 A.M.
June 26, Friday	Training school closes
September 14, Monday	Training school opens
September 14, Monday }	Entrance examinations
September 15, Tuesday }	
September 16, Wednesday	Academic year begins at 9.30 A.M.
October 12, Monday	Columbus Day; a holiday
November 11, Wednesday	Armistice Day; a holiday
November 25, Wednesday	Recess begins at 12.25 A.M.
November 30, Monday	Recess ends at 9.30 A.M.
December 23, Wednesday	Recess begins at the close of school

1932

January 4, Monday	Recess ends at 9.30 A.M.
February 1, Monday	Second semester begins
February 22, Monday	Washington's birthday; a holiday
February 27, Saturday	Recess begins
March 7, Monday	Recess ends at 9.30 A.M.
April 19, Tuesday	Patriot's Day; a holiday
	Good Friday; a holiday
April 30, Saturday	Recess begins
May 9, Monday	Recess ends at 9.30 A.M.
May 30, Monday	Memorial Day; a holiday
June 2, Thursday	
June 3, Friday	Entrance examinations
June 16, Thursday	Class day
June 17, Friday	Graduation exercises at 10.30 A.M.
June 24, Friday	Training school closes

*See program of examinations, page 3.

NOTE.—The daily sessions of the school are from 9.30 to 12.25, and from 1.05 to 3.45 o'clock. The time from 8.30 to 9.30 and from 3.00 to 3.45 o'clock is to be used for study by all students who are in the building. From 3.00 to 3.45 o'clock, all students who have no class assignment are subject to appointments for conferences with members of the faculty at the discretion of the latter. Lectures before the entire school will frequently be held at this time. The regular weekly holiday of both the normal and the training schools is on Saturday.

The telephone call of the normal school is Salem 375; of the training school Salem 344.

The principal's residence is at 1 Fairfield Street, and his telephone call is Salem 34.

PROGRAM OF ENTRANCE EXAMINATIONS

Candidates are not required to present themselves at the school earlier than the hour of the first examination they wish to take.

THURSDAY, JUNE 4 AND MONDAY, SEPTEMBER 14, 1931

8.30-10.30	English literature and composition	3 units
Foreign Language Commercial Subjects 10.30-12.30	{ Latin	2, 3 or 4 units
	{ Stenography (including typewriting)	1 or 2 units
	{ Bookkeeping	1 unit
	{ Commercial geography	$\frac{1}{2}$ or 1 unit
	{ Commercial law	$\frac{1}{2}$ unit
Social Studies 1.30-4.30	{ Community civics	$\frac{1}{2}$ or 1 unit
	{ American history and civics	1 unit
	{ History to about 1700	1 unit
	{ European history since 1700	1 unit
	{ Economics	$\frac{1}{2}$ unit
	{ Problems of democracy	$\frac{1}{2}$ or 1 unit
	{ Ancient history	1 unit
	{ English history	1 unit
	{ Medieval and modern history	1 unit

FRIDAY, JUNE 5 AND TUESDAY, SEPTEMBER 15, 1931

Mathematics 8.30-10.30	{ Algebra	1 unit
	{ Arithmetic	1 unit
	{ Geometry	1 unit
	{ College review mathematics	1 unit
Foreign Language 10.30-12.30	{ French	2 or 3 units
	{ Spanish	2 units
	{ German	2 or 3 units
Science 1.30-4.00	{ General science	$\frac{1}{2}$ or 1 unit
	{ Biology, botany, or zoology	$\frac{1}{2}$ or 1 unit
	{ Chemistry	1 unit
	{ Physics	1 unit
	{ Physical geography	$\frac{1}{2}$ or 1 unit
	{ Physiology and hygiene	$\frac{1}{2}$ or 1 unit
Fine and Practical Arts 3.30-5.00	{ Home economics	1 or 2 units
	{ Manual training*	1 unit
	{ Drawing	$\frac{1}{2}$ or 1 unit

All candidates who are to take examinations in a given field are expected to present themselves promptly at the time set for the beginning of the examinations in that field.

Candidates are not to present themselves for examinations in subjects not pursued for an equal number of points, in terms of our entrance requirements, during the last four years of the secondary school.

*To be accepted for the practical arts course at Fitchburg and Massachusetts School of Art only.

Students who have completed the third year in a secondary school may take preliminary examinations *in not more than five units* other than English. English may not be taken as a preliminary.



STATE NORMAL SCHOOL

SALEM, MASSACHUSETTS

AIMS AND PURPOSES

The aim of the school is distinctly professional. Normal schools are maintained by the State in order that the children in the public schools of the Commonwealth may have teachers of superior ability; therefore no student may be admitted to, or retained in, the school who does not give reasonable promise of developing into an efficient teacher.

The school offers as thorough a course of academic instruction as time permits and the claims of professional training demand. The subjects of the public school curriculum are carefully reviewed with reference to methods of teaching. The professional training includes the study of physiology and hygiene, and of psychology from a professional standpoint; the principles of education upon which all good teaching is founded; observation and practice in the application of these principles; and a practical study of children, under careful direction. In all the work of the school there is a constant and persistent effort to develop a true professional spirit, to reveal to the student the wealth of opportunity which is open to the teacher, and the grandeur of a life of service.

APPLICATION FOR ADMISSION

Applications will be accepted from January 1 to June 14 inclusive of the year in which the candidate wishes to enter the school. All credentials must be in the office of the normal school before June 15.

On July 1 a statement will be mailed to each candidate: that she is admitted; that she is on the waiting list of qualified applicants; or that she has failed to qualify. Candidates who, after being informed that they have qualified, decide not to enter the school should inform the office of their withdrawal immediately in order that others may be admitted from the waiting lists to fill the vacant places.

No place will be held for a student who is not present at the opening of the session on Wednesday, September 16, 1931, unless she has the previous permission of the principal to be absent on that day.

EVALUATION OF CREDENTIALS

When the number of qualified applicants on July 1 is in excess of the number that can be admitted, the plan for selecting students outlined on page 8 will be in effect.

REQUIREMENTS FOR ADMISSION

I. APPLICATION FOR ADMISSION.—Every candidate for admission to a normal school is required to fill out a blank entitled Application for Admission to a State Normal School and send it to the principal of the normal school that he desires to enter. This blank may be secured from the principal of the high school or the normal school, and should be filed as soon after January 1 of the senior year of the applicant as is convenient, and, together with other necessary blanks must be filed before June 15 of that year.

Under the rules of the Massachusetts Department of Education, applications for admission to the normal schools of the State may not be received prior to

January 1 of the year in which the candidate desires to be admitted. Applications for succeeding years may be renewed under the same condition.

II. **BLANKS TO BE FILED BY THE HIGH SCHOOL PRINCIPAL.**¹—The principal of the high school last attended is expected to fill out two blanks, one giving the high school record, and the other a rating of personal characteristics, and send them to the principal of the normal school so that he will receive them before June 15.

III. **GENERAL QUALIFICATIONS.**—Every candidate for admission as a regular student must meet the following requirements:—

1. *Health.*—The candidate must be in good physical condition and free from any disease, infirmity, or other defect that would unfit him for public school teaching. Each applicant must pass a satisfactory physical examination before final admission can be gained. This examination will be given at the normal school at Salem, by the school physician, soon after the opening of the term in September.

2. *High School Graduation.*—The candidate must be a graduate of a standard four-year high school, or have equivalent preparation.

3. *Completion of Fifteen Units of High School Work.*—The high school record must show the completion of fifteen units accepted by the high school in meeting graduation requirements, a unit being defined as follows:—

A unit represents a year's study in any subject in a secondary school, so planned as to constitute approximately one-fourth of a full year of work for a pupil of normal ability. To count as a unit, the recitation periods shall aggregate approximately 120 sixty-minute hours. Time occupied by shop or laboratory work counts one-half as much as time in recitation.

4. *Personal Characteristics.*—The rating of personal characteristics and the moral character of the candidate, must, in the judgment of the principal of the normal school, warrant the admission of the candidate.

IV. **SCHOLARSHIP REQUIREMENTS IN 1931.**—(For changes to go into effect in 1932 and 1933, see page 7.) Of the fifteen units presented for admission, at least ten must be selected from the list given below in Section V, and must be of a satisfactory grade as determined by certification or examination. Three of these ten units must be in English and one in American history and civics. (Applicants for admission to the practical arts curriculum of the Fitchburg Normal School may substitute evidence of practical experience in some industrial pursuit to meet a part of the above requirements.)

1. *Certification.*—Credit by certification may be granted in any subject in which the candidate has secured a certifying mark (A or B) in each year for which such credit is claimed, provided that the student is a graduate of a Class A high school or is in the upper half² of the graduating class of a Class B high school.

2. *Examination.*—Any candidate not securing credit by certification for ten units must secure credit for the remaining number of units by examination in subjects chosen from the list in Section V.

3. Candidates are not to present themselves for examinations in subjects not pursued during the last four years of the secondary school.

V. LIST OF SUBJECTS FOR CERTIFICATION OR EXAMINATION

Prescribed (4 units)

English, literature, and composition	.	.	.	.	.	.	.	.	3
American history and civics	.	.	.	.	.	.	.	.	1

¹These forms should be obtained from the office of the Department of Education.

²The upper half of a graduating class shall, for this purpose, consist of those pupils who have obtained the highest rank as determined by counting for each pupil in the graduating class the number of units in which he has secured the mark of B increased by twice the number of units in which he has secured the mark of A.

Limited electives (6 units)

The candidate may make up the total of six elective units from any combination of the subjects listed below, except that these units must be so distributed that the number offered in any field shall not exceed the limits set for it, and with the proviso that the minimum total amount offered in any one of these six fields shall be one unit.

	Units
Social studies, 1 to 3 units	
Community civics	$\frac{1}{2}$ or 1
History to about 1700	1
European history since 1700	1
Economics	$\frac{1}{2}$
Problems of democracy	$\frac{1}{2}$ or 1
Ancient history	1
English history	1
Medieval and modern history	1
Science, 1 to 3 units	
General science	$\frac{1}{2}$ or 1
Biology, botany, or zoology	$\frac{1}{2}$ or 1
Chemistry	1
Physics	1
Physical geography	$\frac{1}{2}$ or 1
Physiology and hygiene	$\frac{1}{2}$ or 1
Foreign language, 2 to 4 units	
Latin	2, 3, or 4
French	2 or 3
Spanish	2
German	2 or 3
Mathematics, 1 to 3 units	
Algebra	1
Geometry	1
Arithmetic	1
College review mathematics	1
Commercial subjects, 1 to 2 units	
Stenography (including typewriting)	1 or 2
Bookkeeping	1
Commercial law	$\frac{1}{2}$
Commercial geography	$\frac{1}{2}$ or 1
Fine and practical arts, 1 to 2 units	
Home economics	1 or 2
Manual training*	1
Drawing**	$\frac{1}{2}$ or 1

*To be accepted for the practical arts course at Fitchburg and Massachusetts School of Art only.

**A maximum of two units will be accepted for admission to the Massachusetts School of Art.

Free Electives (5 units)

The five additional units, necessary in order to make up the fifteen units required for admission, may consist of any work which the high school accepts as meeting its graduation requirements.

VI. PLACE, TIME AND DIVISION OF EXAMINATIONS.—Entrance examinations may be taken in June and September at any state normal school (including the Massachusetts School of Art) at the convenience of the applicant. A candidate may take all the examinations at one time or divide them between June and September. Students who have completed the third year in a secondary school may take examinations in not more than five units other than English, in either June or September. Permanent credit will be given for any units secured by examination or certificate.

CHANGES IN IV (Page 5) TO GO INTO EFFECT IN 1932 AND 1933

1. Effective in 1932:

Of the fifteen units that can be presented for admission in 1932, ten must be selected as heretofore from the list under V (pages 5-6), but must include the six units listed below as prescribed and four units from those listed as limited electives: the five additional units may, as heretofore, consist of any work which the high school accepts as meeting its graduation requirements.

2. Effective in 1933 and thereafter:

Of the fifteen units presented for admission in 1933 and thereafter, twelve must be selected from the list under V (pages 5-6), and must include the six units listed below as prescribed, and six units from those listed as limited electives; the other three units may be free electives.

Prescribed: 6 units, beginning in 1932:

English, literature, and composition	3 units
American history and civics	1 unit
Mathematics	1 unit
Science	1 unit

Limited electives: 4 units in 1932; 6 units in 1933 and thereafter, to be selected from the following:

English, literature, and composition	1 unit
Foreign language	2, 3 or 4 units
History and social science	1 or 2 units
Mathematics	1 or 2 units
Science	1 or 2 units
Fine and practical arts	1 unit
Commercial subjects	1 unit

(typewriting not accepted without shorthand)

Free electives: 5 units in 1932; 3 units in 1933 and thereafter. These units may consist of any work which the high school accepts as meeting its graduation requirements.

All units of credit for admission may be secured either by certification by the high school or by examination by the normal school.

Required by certificate or examination: in 1931, 1932, 10 units; in 1933 and thereafter, 12 units.

VII. ADMISSION AS ADVANCED STUDENTS.—A graduate of a normal school or of a college may be admitted as a regular or advanced student, under conditions approved by the Department. Graduates of four-year college courses may receive the bachelor of science in education degree upon the satisfactory completion of a year of residence in a degree-granting normal school.

VIII. ADMISSION OF SPECIAL STUDENTS.—When any normal school, after the opening of the school year, can accommodate additional students, the commissioner may authorize the admission as a special student of any mature person recommended by the principal as possessing special qualifications because of exceptional and vital experience and achievement outside of school. Special students are not candidates for diplomas or degrees until they qualify as regular students, but they may receive certificates from the department upon the satisfactory completion of the work of any curriculum.

IX. A PREFERRED PREPARATORY SCHOOL CURRICULUM.—A preferred normal school preparatory curriculum: For the most successful pursuit of work in a state normal school and in teaching, the following subjects are recommended as especially desirable in high school:

	Units	
	minimum	maximum
English	3	4
Social studies	3	4
Science	2	4
One foreign language	2	4
Mathematics	2	3
Household arts	1	3

In addition, students should have music, art, and physical education.

For a statement of credit permitted on each subject toward the entrance requirements, see page 6.

EVALUATION OF CREDENTIALS

When the number of qualified applicants on July 1 for any of the normal schools or the Massachusetts School of Art is in excess of the number that can be admitted, the scholarship records and the ratings of personal characteristics of all applicants for that school will be evaluated in accordance with the method given below. Candidates will then be admitted in the order of their total scores.

The existing rules with reference to the distribution and certification of subjects, as stated on pages 5-7 of this catalog, will still be in force. When the selective process is found necessary, an evaluation of the scholarship and personality records of students, as received from the high schools, will be made on the following basis:

(a) Scholarship will be allowed 75 points for 15 units of work.

(b) Personality will be allowed 25 points.

As a basis of computing the total score from the *scholarship record*, marks will be evaluated as follows: A, 5 points; B, 4 points; C, 3 points; D, 2 points. (For the system of marking, see the Manuel for High Schools, page 24.)

As a basis of computing the *personality record*, which includes ten characteristics, exclusive of health, ratings will be evaluated as follows: superior, 2½ points; excellent, 2 points; good, 1½ points; fair, 1 point; poor, 0.

Health: Each applicant must pass a satisfactory physical examination before final admission can be gained. This examination will be given at the normal school at Salem, by the school physician, soon after the opening of the term in September.

CONDITIONS OF GRADUATION

The following is quoted from the regulations of the State Department of Education for the administration of the normal schools.

Each student who has faithfully and honorably completed a full course of study in a normal school, shall, upon recommendation of the principal of the school, and with the approval of the commissioner, receive a diploma of graduation or a degree. Graduates of standard colleges will receive diplomas from the elementary or junior high school departments upon the completion of a year of satisfactory work; graduates of normal schools will receive certificates. No diploma or degree will be given until (1) all required work shall have been accomplished and (2) a rank of C or better is secured in seventy-five per cent of the final marks in the curriculum.

The satisfactory accomplishment of the academic work of the course does not constitute a complete title to the diploma of the school. The power of the student to teach—judged from his personality and his efficiency in practice teaching—is so important that one who is manifestly unable to do so will not be graduated whatever his academic standing may be.

SPECIAL EDUCATION DEPARTMENT

COURSES FOR TEACHERS OF RETARDED CHILDREN.—A state law approved July 1, 1919, provides that all towns having ten children three or more years retarded "shall establish special classes to give such children instruction adapted



TRAINING SCHOOL BUILDING

to their mental attainments." The State Normal School at Salem aims to supply the rapidly increasing demand for teachers of these classes and offers a course for their training; this consists of the work prescribed for the first two years of the three-year elementary course (see the curriculum, page 11) and an additional year which includes specialized courses in psychology, methods, and mental testing; courses in handwork and design, shop work, printing, gardening, brush making, shoe cobbling, hair cutting, simple sewing, crocheting, knitting, embroidery, and cooking. In addition to observation and practice under supervision in the special class in the training school, there will be directed observation and practice in special classes in Everett, Lynn, Malden, Melrose, and Stoneham. There will be opportunity to visit the Walter E. Fernald State School at Waverley and other institutions, depending upon the previous preparation. Depending upon the previous preparation, a diploma or a special certificate will be granted to those who successfully complete the work. Students who register for the special course in 1932 and thereafter, may, on the completion of the course with a satisfactory number of credits, receive the degree of bachelor of science in education.

COURSE FOR TEACHERS OF THE DEAF.—A course is offered for a limited number of students to train as teachers for the deaf. This course consists of three years of training in the elementary department at the normal school with observation in the Horace Mann School for the Deaf in Boston, and observation and practice teaching in the Beverly School for the Deaf and the day class for the deaf at Lynn. A fourth year is spent in the Clarke School for the Deaf, Northampton. In addition to the diploma of the three-year elementary course from the normal school, a special certificate is awarded by the Clarke School for the Deaf.

THE OBSERVATION AND TRAINING DEPARTMENT

THE ELEMENTARY DEPARTMENT. THREE-YEAR COURSE.—In co-operation with the school committee of the city of Salem, the normal school maintains a training school, which includes grades I-VIII, a special class, and a kindergarten. The training school is conducted in a modern building especially designed for its purpose. Besides thirty classrooms it contains an assembly hall, a library, and rooms for printing, bookbinding, the practical arts, and the household arts.

In planning the instruction in this school the aim is to connect it as closely as possible with the work in the normal school, to the end that its methods may exemplify the theory given in the normal school courses. A considerable part of the instruction in the training school is either supervised or actually given by normal school teachers, and the work in the normal school in particular subjects, as well as in the theory of education, is based largely on directed observation in the training department.

In preparing students for responsible practice teaching, they are brought into contact with the training school during their first year in the normal school. Observation of teaching is carefully directed by the grade supervisors; written reports of different types of lessons taught by the supervisors are made by the students; and students participate in school activities so far as this seems feasible. Students are given the opportunity for such a series of directed observation lessons in as wide a range of grades as possible. General problems of classroom procedure are discussed with them by the director. The aim of the work is to develop a feeling for the problems of teaching, some familiarity with its technique, and some intelligent notion on the part of students as to the grades in which they would like to do their practice teaching.

For one-fourth of their sophomore and senior years, students are assigned to the training school for practice teaching under the direction of the grade supervisors who are responsible for the progress and discipline of pupils and the continuity and efficiency of the lesson preparation and classroom instruction of the student teachers, subject to the general supervision of the director of the school.

Opportunity is provided for students who intend to teach in the first grade to observe in the kindergarten, in order that they may become familiar with the

theory and methods of the kindergarten and its relation to the rest of the elementary school system.

Facilities for practice teaching are also provided in selected public schools in towns and cities conveniently near the normal school.

THE JUNIOR HIGH SCHOOL DEPARTMENT. FOUR-YEAR COURSE.—Students who are preparing to teach in the junior high school spend one-fourth of the junior and one-fourth of the senior year in practice teaching. A part of this time is spent in selected junior high schools in convenient locations. In these schools the practice is carried on under the personal supervision of the director of the training department, and the teachers and supervisory officers of the several schools.

THE COMMERCIAL DEPARTMENT. FOUR-YEAR COURSE.—The necessary opportunity for observation and practice teaching for students in this department is afforded in approved high schools with which arrangements for supervision have been made.

The curriculum for commercial students now includes four years of resident study and eighteen weeks of full-time office work, for pay, in positions which have been approved by the school; the work in these positions to be of such a character, both in quality and in variety, that it can be accepted for credit toward the degree of the department. The requirement may be met by three six-week periods of employment during the vacations following the freshman, sophomore, and junior years: or by two nine-week periods in any two of these vacations.

CURRICULA

A period is fifty minutes in length

A. ELEMENTARY DEPARTMENT

‡Three-year course

Designed for students preparing to teach in the first six grades of elementary schools.

Name and Number of Course	Number of Weeks	Periods weekly of	
		Class Work	Outside Preparation
<i>First Year</i>			
English Language 1	38	1	1 hour
English Language 8, 9	38	2	2 hours
Literature 1	38	1	1 hour
English Language 10	38	1	1 hour
Library Study	19	1	1 hour
History 1	38	2	2 hours
Education 11	38	2	2 hours
Education 21 and 1	38	2	2 hours
Music 1	38	1	1 hour
Music 4	38	1	None
Drawing and handwork 1	38	1	1 hour
Arithmetic 1	38	1	1 hour
Geography 1	38	1	1 hour
Physical Science 1	38	2	2 hours
Physical Education 6	38	1	1 hour
Physical Education 1	38	2	None
		21 and 22	18 and 19 hours
<i>Second Year</i>			
English Language 4	28	2	2 hours
Literature 8	28	2	2 hours
English Language 10	28	1	1 hour
History 2	28	2	2 hours
Education 13*	10*	3*	2 hours
Education 2	28	2	2 hours
Music 2	28	1	1 hour
Music 4	28	1	None
Drawing and Handwork 2	28	1	1 hour
Arithmetic 1	28	1	1 hour
Geography 1	28	2	2 hours
Nature Study 1	28	3	3 hours
Physical Education 4	28	1	1 hour
Physical Education 2	28	2	None
Education 6	10	Full time	
		21	18 hours
<i>Third Year</i>			
English Language 2	28	2	2 hours
Literature 2	28	1	1 hour
History 13	28	2	2 hours
Education 22	28	2	2 hours
Education 9	28	1	1 hour
Music 4	28	1	None
Drawing and Handwork 2	28	1	1 hour
Arithmetic 1	28	2	2 hours
Geography 2	28	3	3 hours
Nature Study 2	28	3	2 hours
Physical Education 4	28	1	1 hour
Physical Education 2	28	2	None
Education 6	10	Full time	
		21	17 hours

*During the quarter in the training school.

‡Hereafter it will be possible for graduates of the elementary course of two or three years to earn a degree in two or one year of additional work. For graduates of the present three-year course, this will be largely elective in terms of special work.

B. JUNIOR HIGH SCHOOL DEPARTMENT

Three-year course

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

To be offered in 1931-1932 and 1932-1933 only, to those who entered the three-year course in 1929 and 1930.

Name and Number of Course	Number of Weeks	Periods weekly of	
		Class Work	Outside Preparation
<i>Second Year</i>			
English Language 4	28	2	2 hours
Literature 3	28	2	2 hours
Arithmetic 2	28	1	1 hour
Geography 8	28	2	2 hours
History and Social Science 3	28	2	2 hours
Music 3	28	1	1 hour
Music 4	28	1	None
Biological Science 1	28	3	3 hours
Education 2	28	2	2 hours
Education 13*	10*	3*	2 hours
English Language 11	28	1	1 hour
Drawing and Handwork 3	28	1	1 hour
Physical Education 5	28	1	1 hour
Physical Education 3	28	2	None
Education 7	10	Full time	
*During the quarter in the training school.		21	18 hours
<i>Third Year</i>			
English Language 3	28	2	2 hours
Literature 7	28	2	2 hours
Music 4	28	1	None
Education 3	28	2	2 hours
Education 9	28	1	1 hour
Physical Education 5	28	1	1 hour
Physical Education 3	28	2	None
Geography 3	28	3	3 hours
Biological Science 2	28	3	3 hours
General Science 2	28	6†	—
		20	17 hours

†Laboratory; equivalent to 3 class periods and 3 hours of preparation weekly.

B. JUNIOR HIGH SCHOOL DEPARTMENT

Four-year course

Designed for students preparing to teach in grades 7 and 8 and in junior high schools, and leading to the degree of bachelor of science in education.

Name and Number of Course	Number of Weeks	Periods weekly of	
		Class Work	Outside Preparation
<i>First Year</i>			
English Language 1	38	1	2 hours
English Language 8, 9 . . .	38	2	2 hours
English Language 19	38	1	1 hour
English Language 11	38	1	1 hour
Literature 9	38	2	2 hours
Library Study	19	1	1 hour
History 7	38	2	2 hours
Education 21 and 1	38	3	3 hours
Music 1	38	1	1 hour
Music 4	38	1	None
Drawing and Handwork 1 . .	38	1	1 hour
Arithmetic 1	38	1	1 hour
Geography 8	38	1	1 hour
Physical Science 1	38	2	2 hours
Physical Education 6	38	1	1 hour
Physical Education 1	38	2	None
		22 and 23	20 and 21 hours
<i>Second Year</i>			
English Language 4	38	2	2 hours
English Language 11	38	1	1 hour
Literature 1 and 3	38	2	2 hours
History 3	38	2	2 hours
Education 2	38	1	1 hour
Education 11	38	1	1 hour
Education 25	38	1	1 hour
Education 28	38	1	1 hour
Music 3	38	1	1 hour
Music 4	38	1	None
Drawing and Handwork 3 . .	38	1	1 hour
Arithmetic 1	38	2	2 hours
Geography 8	38	2	2 hours
Biological Science 1	38	3	3 hours
Physical Education 5	38	1	1 hour
Physical Education 3	38	2	None
		24	21 hours

B. JUNIOR HIGH SCHOOL DEPARTMENT — continued

Name and Number of Course	Number of Weeks	Periods Weekly of	
		Class Work	Outside Preparation
<i>Third Year</i>			
English Language 3	28	2	2 hours
Literature 10	28	2	2 hours
History 15	28	2	2 hours
Education 13	10*	3*	2* hours
Education 3	28	2	2 hours
Education 19	28	1	1 hour
Music 5	28	1	1 hour
Music 4	28	1	None
Arithmetic 5	28	2	2 hours
Geography 3	28	3	3 hours
General Science 4	28	4	4 hours
Physical Education 5	28	1	1 hour
Physical Education 3	28	2	None
Education 7	10	Full time	
And electives from the following:		23	20 and 19 hours
Literature 11	28	2	2 hours
History 10	28	2	2 hours
History 4	9	2	2 hours
Drawing and Handwork 6	28	1	1 hour
Mathematics 6	28	2	2 hours
*During the quarter in the training school.			
<i>Fourth Year</i>			
English 16	28	1	1 hour
Literature 12	28	2	2 hours
History 8	28	2	2 hours
Education 9	28	1	1 hour
Education 22	28	1	1 hour
Education 26	28	1	1 hour
Education 27	28	1	1 hour
Music 4	28	1	None
Arithmetic 2	28	2	2 hours
Physical Education	28	2	None
Education 7	10	Full time	
And electives from the following:		14	11 hours
Literature 13	28	2	2 hours
Literature 14	28	2	2 hours
Literature 15	28	2	2 hours
Literature 16	28	2	2 hours
Literature 17	28	2	2 hours
History 14	28	4	4 hours
Drawing and Handwork 6	28	1	1 hour
Mathematics 7	28	1	1 hour
Mathematics 8	28	2	2 hours
Geography 9	28	3	3 hours
General Science 2	28	4	4 hours

C. COMMERCIAL DEPARTMENT

Four-year course

Designed for students preparing to teach in high schools of commerce or commercial departments in high schools and leading to the degree of bachelor of science in education.

Name and Number of Course	Number of Weeks	Periods Weekly of	
		Class Work	Outside Preparation
<i>First Year</i>			
English Language 5	38	2	2 hours
Shorthand 7	38	4	4 hours
Typewriting 1	38	4	None
History and Social Science 7	38	3	3 hours
Geography 4	38	2	2 hours
General Science 1	38	2	2 hours
Bookkeeping 1	38	3	3 hours
Education 4	38	2	2 hours
English Language 12	38	1	1 hour
Physical Education 6	38	1	1 hour
Music 4	38	1	None
Physical Education 7	38	1	None
		26	20 hours
Typewriting 1a ¹	38	2	None
Office Training 1 ¹	38	4	3 hours
Business 6 (office work) [†]	18	Full time	—
<i>Second Year</i>			
English Language 6	35	2	2 hours
Shorthand 8	35	3	3 hours
Typewriting 2	35	3	1 hour
History and Social Science 10	35	2	2 hours
Arithmetic 3	35	2	2 hours
Geography 6	35	4	4 hours
Bookkeeping 2	35	3	3 hours
Education 10	19	3	3 hours
Salesmanship 1	16	3	3 hours
store experience	3	Full time	—
Music 4	35	1	None
Physical Education 7	35	1	None
		24	23 hours
<i>Third Year, first semester</i>			
History 14	19	3	3 hours
English Language 15	19	1	1 hour
Bookkeeping 7	19	3	3 hours
Business 1 (organization)	19	3	3 hours
Business 3 (statistics)	19	2	2 hours
Education 3	19	2	2 hours
Education 23	19	2	2 hours
Music 4	19	1	None
Physical Education 7	19	1	None
		18	16 hours
and either			
English Language 18	19	2	2 hours
or			
Salesmanship 2	19	2	2 hours

¹Under certain conditions, these courses may be substituted for Shorthand 7 and Typewriting 1. See pages 33-34.

[†]See foot note, page 16.

C. COMMERCIAL DEPARTMENT—Concluded

Name and Number of Course	Number of Weeks	Periods Weekly of	
		Class Work	Outside Preparation
<i>Third Year, second semester</i>			
History and Social Science 9	19	3	3 hours
History and Social Science 8	19	3	3 hours
English Language 15	19	1	1 hour
Education 17	19	3	3 hours
Education 18	19	2	2 hours
Education 24	19	2	2 hours
Music 4	19	1	None
Physical Education 7	19	1	None
and either			
Shorthand 6	19	3	4 hours
Typewriting 6	19	3	None
or			
Bookkeeping 6	19	3	3 hours
with one of the following:			
Bookkeeping 8	19	2	2 hours
Salesmanship 3	19	2	2 hours
		22 or 21	18 or 19 hours
<i>Fourth Year</i>			
Literature 4	32	2	2 hours
English Language 7	32	1	1 hour
English Language 16	32	1	1 hour
History and Social Science 15	32	2	2 hours
English Language 13	32	1	1 hour
Education 5	32	4	4 hours
Business 2 (banking)	32	2	2 hours
Music 4	32	1	None
Physical Education 7	32	1	None
Education 8	6	Full time	—
and either			
Business 4 (trade)	19	3	3 hours
Business 5 (transportation) .	13	3	3 hours
Bookkeeping 3	32	4	4 hours
or			
Shorthand 9	19	3	3 hours
Typewriting 3	13	3	2 hours
Office Training 3	32	4	4 hours
		22	20 or 19 hours
Business 6 (office work)† . .	18	Full time	—

†This requirement may be met by three six-week periods of employment during the vacations following the freshman, sophomore, and junior years; or by two nine-week periods in any two of these vacations.

D. SPECIAL EDUCATION DEPARTMENT

Designed for students preparing to teach in special classes and in schools for the deaf.

Name and Number of Course	Number of Weeks	Periods weekly of	
		Class Work	Outside Preparation
FOR SPECIAL CLASSES			
<i>First and Second Years</i>			
Identical with first and second years of A, page 11.			
<i>Third Year</i>			
Education 12	28	4	4 hours
Education 14	28	4	4 hours
Education 15	28	3	3 hours
General Science 3	28	2	1 hour
Physical Education 8	28	1	None
Music 4	28	1	None
Cooking and Sewing 2	28	2	As required
Industrial Projects 2	28	2	by the sev-
Drawing and Handwork 5	28	2	eral instruc-
Education 16	10	Full time	tors.

Continued directed observation and practice in the special class

FOR SCHOOLS FOR THE DEAF

First, second and third years. Identical with A, with the addition, in the third year, of four weeks of directed observation and practice in schools for the deaf for the purpose of affording an intelligent basis for a decision as to whether a course in the Clark School for the Deaf will be elected.

Fourth year. To be spent in training in the Clark School for the Deaf, Northampton, Massachusetts.

In the following pages, courses for elementary school teachers are marked A; for junior high school teachers, B; for commercial teachers, C; for teachers of atypical children, D.

ENGLISH LANGUAGE

ENGLISH LANGUAGE 1. (A, B) COMPOSITION.—MISS LYONS.

First year. One class period and two hours of preparation weekly.

Intensive practice in written composition to develop clear and forceful expression. Directed reading; reports; criticism; conferences, required and optional.

ENGLISH LANGUAGE 2. (A) TEACHING OF ENGLISH IN THE FIRST SIX GRADES.—MISS LYONS.

Third year. Two class periods and two hours of preparation weekly.

The teaching of English in the first six grades through directed observation of graded teaching lessons; participation in planning and teaching illustrative lessons; criticism and discussion; directed professional reading; critical study of language books for the elementary grades.

ENGLISH LANGUAGE 3. (B) TEACHING OF ENGLISH IN GRADES 7 AND 8 AND IN JUNIOR HIGH SCHOOL.—MISS LYONS.

Third year. Two class periods and two hours of preparation weekly.

The teaching of English in the junior high school through observation and analysis of demonstration lessons; participation in planning and teaching lessons; directed study of professional literature; critical study of text books for the junior high school.

ENGLISH LANGUAGE 4. (A, B) COMPOSITION. Discussion, reading, themes, criticism, conference.—MISS LYONS, MISS ROBERTS.

Second year. Two class periods and two hours of preparation weekly.

Advanced study in written composition to develop clear, forceful, and artistic expression. Directed reading; reports; discussion; criticism; conferences.

ENGLISH LANGUAGE 5. (C) RHETORIC AND COMPOSITION. Themes, criticism, dictation, correction of papers, conference.—MISS ROBERTS.

First year. Two class periods and two hours of preparation weekly.

Study of the paragraph; the sentence (including grammar); words; the study of models; oral and written composition; spelling and definition; punctuation and capitalization. Aims: clear thinking and effective speech and writing.

ENGLISH LANGUAGE 6. (C) EXPOSITION, DESCRIPTION, NARRATION.—MISS ROBERTS.

Second year. Two class periods, two hours of preparation weekly, and frequent conferences.

Collecting and organizing material and presenting it in oral or written form. Reading specimens of prose composition; many short and frequent long themes; training in securing and holding the attention of the class by reading aloud; precis-writing; criticism; discussion. Aims: clear, exact, and interesting presentation.

ENGLISH LANGUAGE 7. (C) BUSINESS ENGLISH AND CORRESPONDENCE.—MISS ROBERTS.

Fourth year. One class period and one hour of preparation weekly.

Aim: to give the student a thorough training in business letter and report writing. The teaching of business English in high schools is thoroughly discussed.

ENGLISH LANGUAGE 8. (A, B) METHODS OF TEACHING READING IN GRADES 1 AND 2.—MISS PORTER.

First year. Twelve weeks. Two class periods and two hours of preparation weekly.

A course dealing with the "learning to read" stage, and phonetics.

ENGLISH LANGUAGE 9. (A, B) READING AND STORY TELLING.—MISS PORTER.

First year. Twenty-six weeks. Two class periods and two hours of preparation weekly.

A course in the technique of reading and story telling which aims to meet both the personal and the professional needs of the student. The reading problems of grades 3 to 6, inclusive, are emphasized by means of observation, discussion, and practical plan-making.

For the junior high freshmen, the reading problems of the junior high school grades are emphasized.

ENGLISH LANGUAGE 10. (A) PRACTICE AND METHODS COURSE IN PENMANSHIP FOR TEACHERS OF THE FIRST SIX GRADES.—MR. DONER.

First and second years. One class period and one hour of preparation weekly, each year.

Aim: to train students to write well on paper and on the blackboard, in order that they may possess the skill required to teach penmanship in the first six grades. Demonstration lessons before classes are required which give the student confidence and ability to teach. Class discussion of the best methods for securing the maximum of results in the minimum of time.

ENGLISH LANGUAGE 11. (B) PRACTICE AND METHODS COURSE IN PENMANSHIP FOR TEACHERS IN GRADES 7 AND 8 AND JUNIOR HIGH SCHOOL.—MR. DONER.

First and second years. One class period and one hour of preparation weekly, each year.

Aims and methods as in English Language 10.

ENGLISH LANGUAGE 12. (C) BEGINNER'S COURSE IN PENMANSHIP.—MR. DONER.

First year. One class period and one hour of preparation weekly.

Aim: to develop letter-form and freedom of movement.

ENGLISH LANGUAGE 13. (C) ADVANCED COURSE IN PENMANSHIP TO PERFECT FORM AND CONTROL OF MOVEMENT.—MR. DONER.

Fourth year. One class period and one hour of preparation weekly.

Training in three special branches of handwriting: ornamental, engrosser's script, and Old English lettering. The aim is to assist students in simple engrossing work for diploma and certificate use.

ENGLISH LANGUAGE 15. (C) PENMANSHIP.—MR. DONER.

Third year. One class period and one hour of preparation weekly.

Application of penmanship to various uses in office work.

ENGLISH LANGUAGE 16. (C) PARLIAMENTARY PROCEDURE AND PUBLIC SPEAKING.—MISS ROBERTS.

Fourth year. One class period and one hour of preparation weekly.

The conduct of public assemblages, speech composition, forms of public address, persuasion, processes of argument and refutation.

ENGLISH LANGUAGE 18. (C)—MISS EDWARDS. Elective.

Third year, first semester. Two class periods and two hours of preparation weekly.

Aim: to correct the observed defects in students' spoken and written English.

ENGLISH LANGUAGE 19. (B) SPEECH.

First year. One class period and one hour of preparation weekly.

This course is designed to insure: 1. a good teaching voice; 2. an ability to read aloud effectively both prose and poetry; 3. to give training for teachers who will have to meet the simpler speech defects in the school room. The course will include methods and techniques for overcoming speech difficulties and correcting faulty enunciation, and the fundamental laws of interpretation, phrasing, emphasis, etc.

LITERATURE

LITERATURE 1. (A) CHILDREN'S LITERATURE.—MISS PORTER.

First year. One class period and one hour of preparation or observation weekly.

A course in juvenile literature designed to give a good basis for the appreciation, selection, and presentation of suitable materials for the grades. The course includes a study of the sources of this literature in folk and fairy tales, myths, fables, legends, hero stories, rhymes and poetry, nature stories, realistic stories, and biographies. It also includes an examination and evaluation of new literary materials for children's use and an acquaintance with the best illustrators of books for children.

LITERATURE 1. (B) CHILDREN'S LITERATURE.—MISS PORTER.

Second year. Two class periods and two hours of preparation or observation weekly for one semester.

For description of course, see Literature 1 (A).

LITERATURE 2. (A) APPRECIATION OF LITERATURE.—MISS HARRIS.

Third year. One class period and one hour of preparation weekly.

This course aims to broaden the student's appreciation of literature and to give him help in selecting books for his general reading. Both standard and current writers are studied. The topics covered are: the enjoyment of poetry; how to tell a good novel; how to produce a play; the selection of biographies and other books of inspiration. Each student chooses his own subject and writes during the year three long themes suggested by the main topics of the course, or the equivalent.

LITERATURE 3. (B) TEACHING OF LITERATURE IN GRADES 7 AND 8 AND JUNIOR HIGH SCHOOL.—MISS PORTER.

Second year. Two class periods and two hours of preparation weekly for one semester.

A study of objectives and methods of teaching junior high literature, selection, and techniques of presenting various types of literature.

LITERATURE 4. (C) GENERAL LITERATURE.—MISS HARRIS.

Fourth year. Two class periods and two hours of preparation weekly. Occasional papers.

Aim: to arouse a keener appreciation and enjoyment of good literature. The various literary types are studied with their best representative authors, and some attention is given to historical development. Works of authors of admitted superiority are used to establish a standard of comparison, and these are followed by a study of contemporary writers.

LITERATURE 7. (B) STUDIES IN LITERARY MOVEMENTS.—MISS HARRIS.

Third year. Two class periods and two hours of preparation weekly.

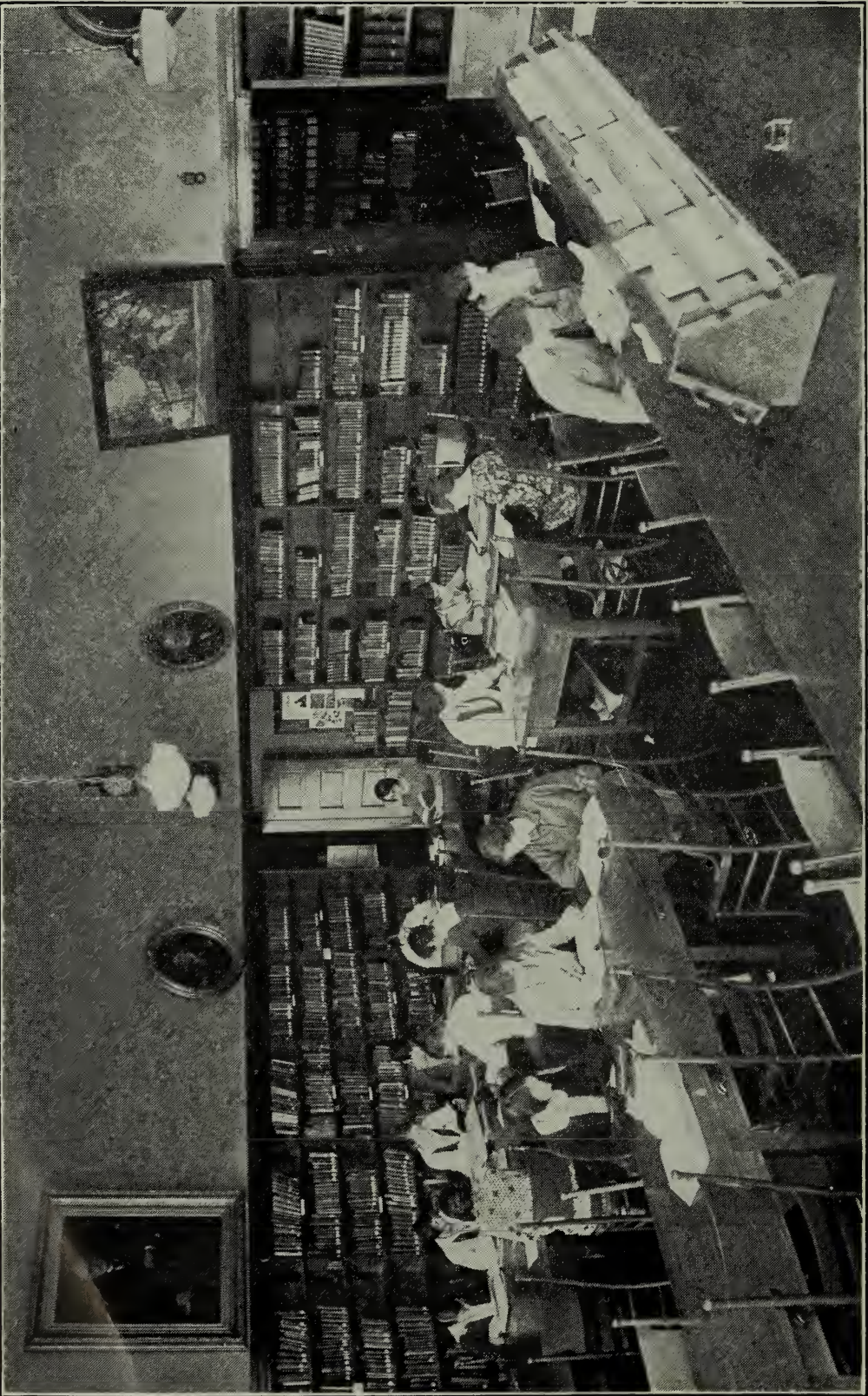
The aim of this course is both cultural and professional: to make the student acquainted with great literary works, and to help him to appreciate the literary changes which keep pace with social ideals. The course includes the technique of the drama, and a study of stage craft; a teaching presentation of Shakespeare's plays; a study of the development of the English novel and biography; modern poetry.

LITERATURE 8. (A)—MISS HARRIS.

Second year. Two class periods and two hours of preparation weekly.

A survey course in English and American literature will be given with emphasis on certain literary types and forms when their thought, idealism and human interest are certain to enrich the cultural and professional background. Although this work is largely of a highly professionalized nature, it is such that credit may be easily secured and applied toward a college degree.





THE LIBRARY

LITERATURE 9. (B)—MISS HARRIS.

First year. Two class periods and two hours of preparation weekly.

A general survey of English literature, covering the main periods and chief literary figures of each period.

LITERATURE 10. (B) EIGHTEENTH AND NINETEENTH CENTURY POETRY AND PROSE.

Third year. Two class periods and two hours of preparation weekly.

Thomson to Whitman, with emphasis on romanticism. Extensive readings, interpretations, reports, and criticism are required.

LITERATURE 11. (B) PLAY PRODUCTION AND FESTIVALS. Elective.

Third year. Two class periods and two hours of preparation weekly.

The course offers experience in organizing students for play production, rehearsals, selection of plays, and instruction in problems of amateur dramatics including stage crafts such as costumes, lighting, settings, and make-up.

LITERATURE 12. (B) AMERICAN LITERATURE.

Fourth year. Two class periods and two hours of preparation weekly.

A general survey of American literature from the colonial period to the present. Some time is given to contemporary literature.

LITERATURE 13. (B) CONTEMPORARY POETRY. Elective.

Fourth year. Two class periods and two hours of preparation weekly.

Beginning with Emily Dickinson and Walt Whitman, the course continues to the more recent poets. Readings, interpretations, and criticisms are required.

LITERATURE 14. (B) DEVELOPMENT OF THE ENGLISH NOVEL. Elective.

Fourth year. Two class periods and two hours of preparation weekly.

This course traces the origin and development of narrative fiction, its content and technique, from the mediæval prose romancers to the twentieth century. Novels of significance from the various periods will be read.

LITERATURE 15. (B) DRAMATIC LITERATURE. Elective.

Fourth year. Two class periods and two hours of preparation weekly.

This course offers a reading of the nineteenth century dramatists,—Ibsen, in translation; Pinero, Yeats, Shaw, and others; a study in the tendencies in present drama; and reports and discussions of social problems.

LITERATURE 16. (B) SHAKSPERE. Elective.

Fourth year. Two class periods and two hours of preparation weekly.

A careful study of about six selected plays will be read with reference to Shakspeare's relation to his times, manners and customs, and the poetic and dramatic quality of his plays.

LITERATURE 17. (B) BIOGRAPHY. Elective.

Fourth year. Two class periods and two hours of preparation weekly.

The origin of biography will be traced historically revealing its growth and development into a distinct literary type. Several biographies are read, reports, criticisms and outlines are required.

LIBRARY STUDY

LIBRARY STUDY. (A, B) A COURSE IN THE TECHNICAL KNOWLEDGE AND USE OF LIBRARIES.—MISS BELL.

One-half of first year. One class period and one hour of preparation weekly.

Aims: to bring students into close touch with the school library, show its resources and train to their efficient use; to encourage observation and practice in the home public library; to develop and foster the right attitude towards books and libraries. Topics: decimal classification; arrangement on the library shelf; card catalogue; magazine index; book index and table of contents; reference books; investigation of a subject in a library; government publications; book selection and buying; the general principles of classification and cataloguing; relations between the public library and the public school.

HISTORY AND SOCIAL SCIENCE

HISTORY AND SOCIAL SCIENCE 1. (A)—MISS FITZHUGH.

First year. Two class periods and two hours of preparation weekly.

Professionalized subject matter: the story of human progress from the dawn of civilization to the finding of America. Projects to show how this may be adapted for grades I-VI as the old world background of American history.

HISTORY AND SOCIAL SCIENCE 2. (A)—MISS FITZHUGH.

Second year. Two class periods and two hours of preparation weekly.

America's contribution to civilization. Professionalized subject matter of both history and government.

HISTORY AND SOCIAL SCIENCE 3. (B) A HISTORY OF THE AMERICAS.—MISS CRUTTENDEN.

Second year. Two class periods and two hours of preparation weekly.

Survey of the discovery and settlement of the American continents with the subsequent development of the nations of today emphasizing aborigines, environments, institutions and present-day problems and relationships from the social, economic, and political viewpoints.

HISTORY AND SOCIAL SCIENCE 4. (B) PROBLEMS IN PRESENT-DAY DEMOCRACY.—MISS CRUTTENDEN. Elective.

Third year, nine weeks. Two class periods and two hours of preparation weekly.

A study of local and national problems of government emphasizing the materials and methods suitable for the junior high school.

HISTORY AND SOCIAL SCIENCE 7. (B, C) INTRODUCTION TO WORLD HISTORY.—MISS CRUTTENDEN.

First year. Three class periods and three hours of preparation weekly for commercial freshmen; two class periods and two hours of preparation weekly for junior high freshmen.

Survey of social, political, economic, cultural phases of world history from primitive times to the opening of the modern era. Emphasis on special topics, trips to Museum of Fine Arts, reference books.

HISTORY AND SOCIAL SCIENCE 8. (B, C) ECONOMICS. CONTEMPORARY ECONOMIC PROBLEMS.—MISS CRUTTENDEN.

Third year, second semester. Three class periods and three hours of preparation weekly for commercial juniors. Fourth year, two class periods and two hours of preparation weekly for junior high seniors.

Principles of economics. Emphasis on the theoretical side with practical application whenever possible.

HISTORY AND SOCIAL SCIENCE 9. (C) COMMERCIAL LAW.—MR. PHILLIPS.

Third year, second semester. Three class periods and three hours of preparation weekly.

An inductive study of the application of the principles of justice to ordinary commercial relationships, aiming to develop a judicial habit of mind in the consideration of business affairs, and to acquaint the student, by the use of the case method, with interpretations governing business relationships.

HISTORY AND SOCIAL SCIENCE 10. (B, C) HISTORY OF EUROPE, 1500-1815.—MISS CRUTTENDEN AND MISS FITZHUGH.

Two class periods and two hours of preparation weekly. Required in the second year of the commercial course; elective in the third year of the junior high course.

A study of the emergence of the modern nations of the world with their strong national biases, their economic rivalries and their cultural similarities and differences. Emphasis on acquaintance with the best reference material in the field, special topics and correlation with the present.

HISTORY AND SOCIAL SCIENCE 13. (A) MISS FITZHUGH.

Third year. Two class periods and two hours of preparation weekly.

One quarter: important trends of sociology and economics; one semester: illustrations of such trends in world history from 1700 to the present. Subject matter from the teacher's point of view.

HISTORY AND SOCIAL SCIENCE 14. (B, C) WORLD HISTORY, PRESENT ERA.—MISS CRUTTENDEN.

Required: three class periods and three hours of preparation weekly, in the first semester, for commercial juniors. Elective: four class periods and four hours of preparation weekly, for junior high seniors.

Study of world war, league of nations, world court, Pan-American relationships, and present-day problems in their economic, political, social and international relationships.

HISTORY AND SOCIAL SCIENCE 15. (B, C) SOCIOLOGY.—MISS CRUTTENDEN.

Two class periods and two hours of preparation weekly in the third year of the junior high course and in the fourth year of the commercial course.

A study of the various characteristics of the group life of human society with opportunity for practical application in the history field and for special field studies.

EDUCATION

EDUCATION 1. (A, B) FIRST COURSE IN PSYCHOLOGY.—MR. ROCKWELL.

First year, second semester. Two class periods and two hours of preparation weekly in the elementary course; three class periods and three hours of preparation weekly in the junior high course.

Includes: 1. receiving, connecting and reacting mechanisms; 2. conscious states and processes; 3. emotions; 4. instinctive activity and heredity; 5. role of instincts in habit formation; 6. the laws of learning; 7. principles of economy in learning including the effects of fatigue and drugs.

EDUCATION 2. (A, B) EDUCATIONAL PSYCHOLOGY.—MR. ROCKWELL.

Second year. Two class periods and two hours of preparation weekly in the elementary course; one class period and one hour of preparation weekly in the junior high course.

Includes: 8. the complex nature of learning; 9. acquisition of precepts and ideas; 10. transfer of training; 11. reasoning and problem solving; 12. nature of individual differences; 13. intelligence; 14. organization, measurement and correlation of traits; 15. personality and motivation.

EDUCATION 3. (B) JUNIOR HIGH SCHOOL ORGANIZATION.—MR. MOODY.

Third year. Two class periods and two hours of preparation weekly.

The larger problems of educational psychology: changes to be made in human beings; agencies employed in making these changes; variations in the capacities which human beings possess for acquiring the changes; economic methods by which the changes may be brought about. A discussion of differentiated curricula; special classes; technique of educational and intelligence tests; efficiency of school methods; remedial instruction for deficiencies discovered through the use of tests; psychology of school subjects.

EDUCATION 4. (C) FIRST COURSE IN THE PSYCHOLOGY OF BUSINESS.—MISS STONE.

First year. Two class periods and two hours of preparation weekly.

The course includes: a short study of the use of the nervous system; inherited tendencies; how we learn; effect of time and effort on what we practice; economy in mental processes used; the power of suggestion; and a study of human desires and motives.

EDUCATION 5. (C) METHODS OF TEACHING IN SECONDARY SCHOOLS WITH SPECIAL REFERENCE TO COMMERCIAL EDUCATION.—MR. SPROUL.

Fourth year. Four class periods and four hours of preparation weekly.

Aim: scope and aim of secondary education; selection of subject matter; types of learning involved; classroom procedure; tests; personal qualifications of teachers; supervision. Adaptation of the preceding to teaching of commercial subjects; content and scope of the various commercial subjects; lesson plans and assignments.

EDUCATION 6. (A) PRACTICE TEACHING.

Second and third years. Ten weeks, full time.

EDUCATION 7. (B) PRACTICE TEACHING.

Third and fourth years. Ten weeks, full time.

EDUCATION 8. (C) PRACTICE TEACHING.

Fourth year. Six weeks, full time.

EDUCATION 9. (A, B) PEDAGOGY.

One class period and one hour of preparation weekly in the third year of the elementary course and the fourth year of the junior high course.

The ends and aims of education; contemporaneous problems in elementary and secondary education; special investigations and reports; school organization and administration; school laws of Massachusetts; professional ethics.

EDUCATION 10. (C) EDUCATION PSYCHOLOGY.—MISS STONE.

Second year, second semester. Three class periods and three hours of preparation weekly.

The course includes: facts and principles applicable to the problems of teaching; development of the bases of method; the growth of mental processes; problems in the amount and distribution of practice; in the selection and organization of teaching materials; in the evaluation of school work; in evaluating personality.

EDUCATION 11. (A, B) OBSERVATION AND PARTICIPATION INCLUDING CLASSROOM MANAGEMENT IN THE TRAINING SCHOOL.—MR. MOODY and the several grade supervisors.

One class period and one hour of preparation weekly in the first year of the elementary course and the second year of the junior high course.

Aims: (1) to introduce the student to the problems of teaching through the study of the organization of the routine of the classroom, the program, economy of classroom management, discipline, attendance, and lesson plans; (2) the observation and the discussion of the teaching of the supervisors with written reports on the work observed; and such participation in the work of the training school as seems feasible.

EDUCATION 13. (A, B) TECHNIQUE OF TEACHING.—MR. MOODY.

Second year of the elementary course; third year of the junior high course. Two class periods, one laboratory period, and two hours of preparation weekly. Given in conjunction with Education 6 (A) and Education 7 (B).

Social objectives in education; factors of environment; the principle of interest; special types of learning; organizing subject matter and planning instruction; planning and directing study; the recitation; use of projects; developing social responsibility; adjustment for individual differences; testing and measuring results; records and reports; problems growing out of teaching.

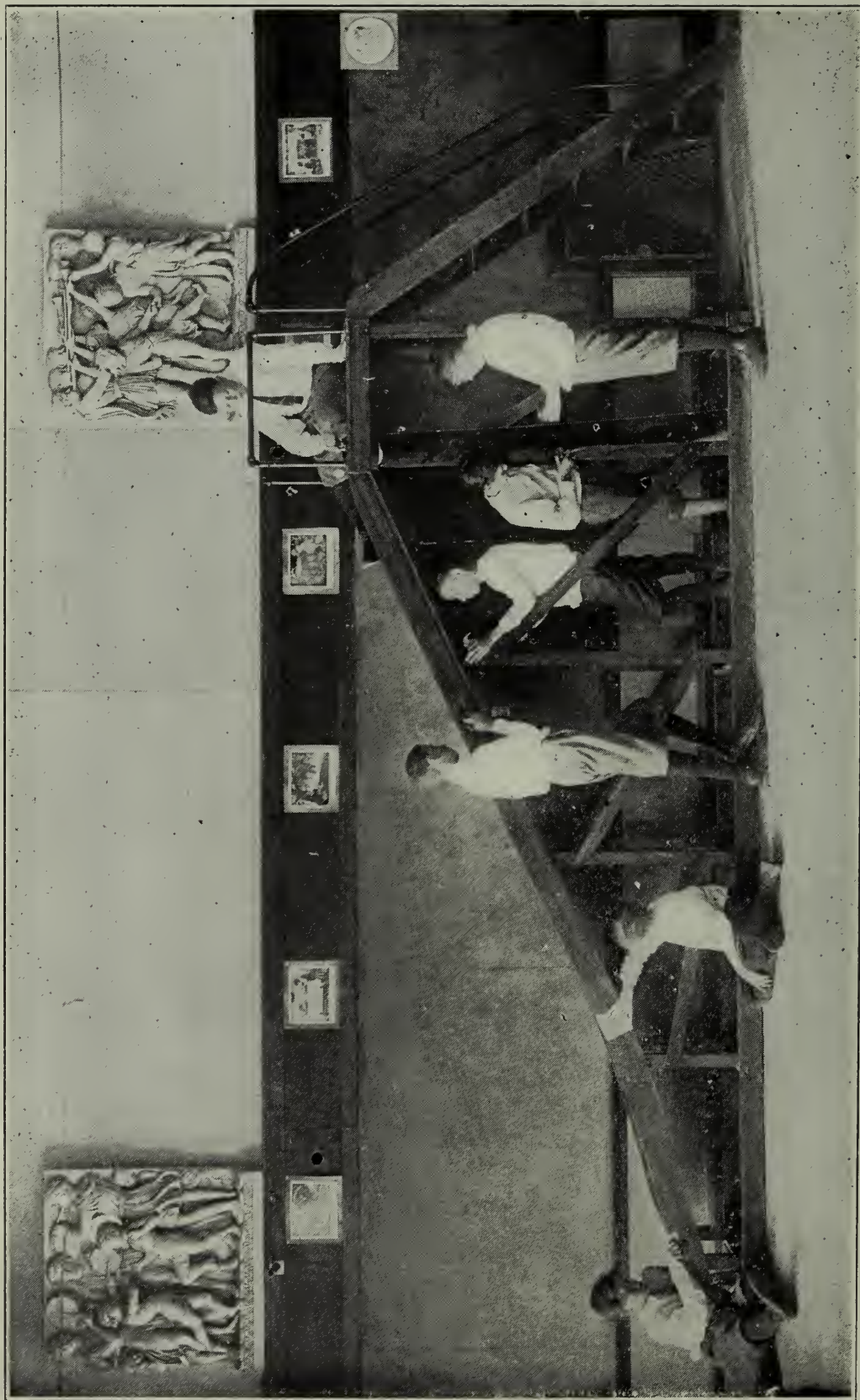
EDUCATION 12. (D) PSYCHOLOGY OF SUBNORMAL CHILDREN.—MISS HOFF.

Third year. Four class periods and four hours of preparation weekly.

The course aims to give a fundamental knowledge of individual differences.

The scientific study of mental defectives; causes; heredity versus environment; preventive measures; identification; classification; organization of education; psychology of mal-adjustment and its correction.





WORK OF THE SPECIAL CLASS: KINDERGARTEN SLIDE

EDUCATION 14. (D) METHODS.—MISS HOFF AND MISS WALKER.

Third year. Four class periods and four hours of preparation weekly.

State laws for the establishment of special classes; their history and function; organization and equipment. Training of capacities; follow-up work. Visits to state institutions, selected special schools and classes. Observation periods in the special class in the training school. Special class curriculum, application of teaching methods in special class, special class projects.

EDUCATION 15. (D) MENTAL TESTING.—MISS HOFF AND MISS WALKER.

Third year. Three class periods and three hours of preparation weekly.

Group and individual tests of retarded children. Binet-Simon method studied and used; results to help determine classification of children observed in special class. State clinics; "ten fields of inquiry"; diagnosis; clinical studies.

EDUCATION 16. (D) PRACTICE TEACHING.

Third year. Ten weeks, full time.

Observation and practice teaching in special class in the training school and in selected schools elsewhere.

EDUCATION 17. (C) COMMERCIAL EDUCATION.—MR. SPROUL.

Third year, second semester. Three class periods and three hours of preparation weekly.

Aim: to develop the principles underlying business education; to acquaint the student with the agencies for commercial education; and to review current practices in high schools.

EDUCATION 18. (C) EDUCATIONAL AND VOCATIONAL GUIDANCE.—MISS ROBERTS.

Third year, second semester. Two class periods and two hours of preparation weekly. Elective.

Aim: to acquaint students with the problems and principles of educational and vocational guidance, and their importance and application in junior and senior high school courses.

EDUCATION 19. (B) PSYCHOLOGY OF ADOLESCENCE.—MR. ROCKWELL.

Third year. One class period and one hour of preparation weekly.

Includes: 1. heredity and physical growth; 2. mental growth; 3. individual differences; 4. companionships; 5. types of recreational activity; 6. reading interests; 7. religion, idealism; 8. mental hygiene; 9. growth of behavior; 10. social control; 11. hygienic living; 12. vocational guidance.

EDUCATION 21. (A, B) INTRODUCTION TO EDUCATION.—MR. ROCKWELL.

First year, first semester. Two class periods and two hours of preparation weekly in the elementary course; three class periods and three hours of preparation weekly in the junior high course.

Includes the present and desirable future trends; present responsibility of home, school, church, and other private organizations in the development of children; teachers and their profession; teachers' philosophy of life; qualifications of teachers; teachers and learners; limitations of teaching and education; the rewards of teaching; what shall be taught; the state and education.

EDUCATION 22. (A, B) HISTORY AND PRINCIPLES OF EDUCATION.—MR. ROCKWELL.

Two class periods and two hours of preparation weekly in the senior year of the elementary course; one class period and one hour of preparation weekly in the senior year of the junior high course.

This course is based upon the courses in sociology, economics and psychology as pre-requisites. It is intended to be an integration of the major factors, processes and forces by which individuals and associated group life have modified each other toward greater human welfare. Typical nationalities to be studied include twenty ancient and modern countries. The features of national life upon which principles may be derived include: heredity; food, clothing,

shelter; forms of industry; forms of government; social customs; development of languages and communication; enduring institutions; forms of leadership; the control of education.

EDUCATION 23. (C) SURVEY COURSE.—MR. SPROUL.

Third year, first semester. Two class periods and two hours of preparation weekly.

Aim: to acquaint student with lines of thought leading to present organization of public education; importance of education in our national life; present-day problems and tendencies, with emphasis on the secondary and commercial education phases.

EDUCATION 24. (C) STATISTICAL METHODS IN EDUCATION.—MR. SPROUL.

Third year, second semester. Two class periods and two hours of preparation weekly.

Aim: to develop in the student the ability to make a statistical study of data relating to some of the typical problems in education, especially those related to testing and measurements.

EDUCATION 25. (B) SECONDARY SCHOOL METHODS.—MR. MOODY.

Second year. One class period and one hour of preparation weekly.

Objectives and curricula of the high school with special reference to meeting the needs of adolescents. Selection and organization of subject matter. The best methods for directing learning. The function of the teacher.

EDUCATION 26. (B) EDUCATIONAL MEASUREMENTS.—MR. MOODY.

Fourth year. One class period and one hour of preparation weekly.

Mental ability and achievement tests. How to select, administer, score and tabulate tests. Using results in organizing classes and improving instruction. Special treatment of retarded and accelerated pupils.

EDUCATION 27. (B) EDUCATIONAL SOCIOLOGY.

Fourth year. One class period and one hour of preparation weekly.

EDUCATION 28. (B) PROFESSIONAL ETHICS.

MUSIC

MUSIC 1. (A, B) ELEMENTARY MUSIC.—MR. WOODS.

First year. One class period and one hour of preparation weekly.

Voice training, music reading, ear training, and writing of symbols used to represent the time and tune of music. The subject-matter of this course is practically the work of the first six grades of the elementary school.

MUSIC 2. (A)—MR. WOODS.

Second year. One class period and one hour of preparation weekly.

Aim: to familiarize the students with the music work of the first six grades, and to acquaint them with the best ways of presenting the problems. The child voice, song interpretation, and part singing are some of the topics discussed. Outlines of the grade work are given and teaching plans of the principal subjects are made.

MUSIC 3. (B)—MR. WOODS.

Second year. One class period and one hour of preparation weekly.

In addition to the work of Music 2 some of the problems of the junior high school are studied.

MUSIC 4. (A, B, C, D) MUSIC APPRECIATION AND GENERAL SINGING.—MR. WOODS.

Required of all students in the school. One class period weekly throughout the course.

Chorus singing, including community music and the study of standard choruses. Students receive instruction in the use of the baton and in chorus conducting. During the year several concerts and lectures are given by professional musicians.

MUSIC 5. (B)—MR. WOODS.

Third year. One class period and one hour of preparation for 19 weeks; one class period without preparation for ten weeks.

A survey of music history accompanied by a parallel outline of political, art, and literature history. A listening course in the world's best music, with some analysis and suggestions for presenting music appreciation in the junior high school.

ART EDUCATION

REPRESENTATION, DESIGN, HANDWORK

DRAWING AND HANDWORK 1. (A, B)—MISS GALE.

First year. One class period and one hour of preparation weekly.

DRAWING: A COURSE IN DRAWING, COLOR, DESIGN AND ART APPRECIATION.

The course is designed to create and foster a knowledge and appreciation of art, through a study of the needs and application of art principles as applied in the life of the individual, in the home, the community, and the business world. This study is followed by discussions to determine ways and means by which the children of the first six grades in the elementary school may develop attitudes, habits, knowledge and skills, which will enable them to understand and appreciate the art about them, and later to apply these art principles in their life work. Through observation of teaching and methods in the training school, students become familiar with classroom problems.

HANDWORK: A COURSE DEALING WITH SIMPLE PROJECTS IN INDUSTRIAL ARTS, SUITABLE FOR ELEMENTARY SCHOOL CHILDREN.

Aims: to give students an understanding of the relative value and place of art work in general education; to show the application to an art lesson of the same laws of pedagogy which are used in teaching other subjects of the curriculum.

DRAWING AND HANDWORK 2. (A)—MISS GALE.

Second and third years. One class period and one hour of preparation weekly, each year.

DRAWING: A COURSE IN DRAWING, COLOR, DESIGN, ART APPRECIATION AND METHODS OF TEACHING.

HANDWORK: A COURSE DEALING WITH ELEMENTARY PROJECTS.

Aims: to apply knowledge gained during the first year to specific problems to be taught in the elementary schools.

DRAWING AND HANDWORK 3. (B)—MISS GALE.

Second year. One class period and one hour of preparation weekly.

DRAWING: This course includes study of color harmonies, and blackboard drawing, as an aid in teaching subjects of the junior high school curriculum.

ART HISTORY: A general survey of the history of architecture, sculpture, and painting to familiarize the students with examples of the best art of all ages; to show the value of art history in teaching other subjects of the junior high school curriculum.

DRAWING AND HANDWORK 5. (D) HANDWORK AND DESIGN FOR STUDENTS PREPARING TO TEACH IN SPECIAL CLASSES.—MISS GALE.

Third year. Two class periods weekly, with preparation as required by the instructor.

The course consists of a general review of representation, design, and handwork as outlined in the state syllabus on minimum essentials, but applied to the needs of teachers of special classes. The representation deals with the construction and drawing necessary in all handwork; the design, with the structural, decorative, and applied design desirable in such work. The handwork deals

with the actual construction of individual school or home projects. The work involves projects in bookbinding, box making, weaving of various types, cement work, and similar problems in construction.

INDUSTRIAL PROJECTS 2. (D) SHOP WORK, PRINTING, GARDENING, BRUSH MAKING, SHOE COBBLING, HAIR CUTTING. FOR STUDENTS PREPARING TO TEACH IN SPECIAL CLASSES.—MR. LITTLE.

Third year. Two class periods weekly, with preparation as required by the instructor.

The course in shop work consists of simple construction involving the use of woodworking tools, based upon appropriate designs. It also includes chair caning and other simple household repairs.

The course in printing includes simple composing, proof taking, stone work, and general press work.

The course in gardening will consist of the study of laying out, selecting seed, planting, culture, and harvesting of the common vegetable garden.

COOKING AND SEWING 2. (D)—MISS ADAMS.

Third year. Two class periods weekly, with preparation as required by the instructor.

The course in cooking will include the preparation and serving of simple dishes; a study of food classes and balanced meals; and simple school lunches.

The course in sewing will include the fundamental stitches; simple construction processes; the making of simple garments; simple knitting, crocheting, embroidery and the like.

MATHEMATICS

MATHEMATICS 1. (A, B) METHODS OF TEACHING PRIMARY ARITHMETIC.—MISS STONE.

Elementary course: first, second and third years. One class period and one hour of preparation weekly for first and second years; two class periods and two hours of preparation weekly for third year.

Junior high course: first and second years. One class period and one hour of preparation weekly for the first year; two class periods and two hours of preparation weekly for the second year.

This course takes up a professionalized treatment of subject matter for the first six grades of the elementary school; a study of standardized tests; some work in the social-economic arithmetic needed by every adult; a brief history of arithmetic to explain the present content of arithmetic courses; provision for bringing students up to standard skill in fundamental operations; provision for practice in problem solving.

MATHEMATICS 2. (B) METHODS OF TEACHING ARITHMETIC IN GRADES 7 AND 8 AND IN THE JUNIOR HIGH SCHOOL.—MISS STONE

Fourth year. Two class periods and two hours of preparation weekly.

This course will include the organization of the subject matter of mathematics for grades 7, 8, and 9 and methods for teaching. Text books and courses of study will be reviewed.

MATHEMATICS 3. (C) COMMERCIAL ARITHMETIC, ADVANCED COURSE.—MR. PHILLIPS.

Second year. Two class periods and two hours of preparation weekly.

The course is designed to give a review of elementary principles in arithmetic, the application of these principles to commercial work, and methods of handling the subject in high school.

MATHEMATICS 5. (B) PRINCIPLES OF BUSINESS.—MISS STONE.

Third year. Two class periods and two hours of preparation weekly.

The aim of this course is to provide the student with the informational background needed in order to teach these phases of junior high school mathematics: banking, investment, taxes, insurance, installment buying.

MATHEMATICS 6. (B) COLLEGE ALGEBRA; ADVANCED GEOMETRY.—MISS STONE. Elective.

Third year. Two class periods and two hours of preparation weekly.

ALGEBRA: Pre-requisite, one year of high school algebra. This course will cover identities, powers and roots, logarithms, graphs, quadratic and linear equations, determinants, binomial theorem, progressions, permutations and combinations.

GEOMETRY: Pre-requisite, one year of high school geometry. A review of theorems and exercises given in a high school course, followed by advanced work in the subject.

MATHEMATICS 7. (B) HISTORY OF MATHEMATICS.—MISS STONE. Elective.

Fourth year. One class period and one hour of preparation weekly.

This course will include the development of number systems, contributions of peoples and mathematicians to our own number system, text books and changing objectives and methods in teaching mathematics.

MATHEMATICS 8. (B) PLANE TRIGONOMETRY; CALCULUS.—MISS STONE. Elective.

Fourth year. Two class periods and two hours of preparation weekly.

TRIGONOMETRY: Included in this course will be functions of an acute angle, solution of right triangles, trigonometric functions of any angle, solution of oblique triangles and logarithms.

CALCULUS: Applications of the integral calculus to the finding of volumes and areas and to the solution of other exercises are prominently presented.

GEOGRAPHY

GEOGRAPHY 1. (A) PRINCIPLES OF GEOGRAPHY.—MISS FLANDERS.

First and second years. One class period and one hour of preparation weekly for the first year; two class periods and two hours of preparation weekly for the second year. First year: climatic factors in geography. Second year: influences of relief features, natural resources and location.

This is a general course in geography dealing with some of the simpler relationships between man's activities and his natural environment. Throughout the course, the adaptation of this material to geography in the fourth, fifth and sixth grades is stressed.

GEOGRAPHY 2. (A) CONTINENTAL GEOGRAPHY.—MISS WARE AND MISS FLANDERS.

Third year. Three class periods and three hours of preparation weekly.

This course includes a study of subject matter and methods particularly useful in grades 5 and 6. Regional studies, embracing more numerous and more complex relationships than those studied in the previous year, are selected from all the continents, with special emphasis upon the geography of the United States.

GEOGRAPHY 3. (B)—MISS WARE.

Third year. Three class periods and three hours of preparation weekly.

This course consists of two units: 1. The southern hemisphere unit. Different areas are selected for detailed study, the emphasis being on geographic regions. 2. Eurasian unit. The countries of Europe and Asia are studied in their world relations. Correlations are made with history and current events.

GEOGRAPHY 4. (C) PRINCIPLES OF GEOGRAPHY.—MISS FLANDERS.

First year. Two class periods and two hours of preparation weekly.

This course comprises a study of the relationships between man's activities and such factors of his environment as climate, surface features, location, and natural resources. Methods of collecting data, or planning units of work, and of using graphic representation, are discussed. During this year a foundation of geographic principles is laid for the next year's work in economic geography.

GEOGRAPHY 6. (C) ECONOMIC GEOGRAPHY.—MISS WARE.

Second year. Four class periods and four hours of preparation weekly.

This branch of geography deals with the influences of geographic factors on the various types of activities by means of which man gains a living. The course is professionalized through the study of high school courses of study, the use of materials adapted to high schools, the writing of lesson plans and laboratory exercises, and compilation of lists of references and displays of materials.

GEOGRAPHY 8. (B) ELEMENTS OF GEOGRAPHY.—MISS WARE.

First and second years. One class period and one hour of preparation weekly for the first year; two class periods and two hours of preparation weekly for the second year.

First year. A study is made of the influences of surface features, materials of the earth, and location upon man's activities. The course is professionalized.

Second year. Climate studies are made in the first quarter. The rest of the year, the United States is studied, emphasis being placed on geographic regions. The professional nature of the course is due to selection of subject matter, frequent discussions as to use of the material in junior high grades, and acquaintance with modern textbooks, readers, maps, and illustrative material.

GEOGRAPHY 9. (B) ECONOMIC GEOGRAPHY.—MISS WARE.

Elective.

Fourth year. Three class periods and three hours of preparation weekly.

A selected group of raw materials and food stuffs are studied in their relation to production, manufacturing and commerce. The development of modern means of transportation as influenced by geographic factors and as related to world trade is included in the course. The use of the contract or laboratory method as adapted to the teaching of economic geography in junior and senior high schools is worked out in the course.

SCIENCE

NATURE STUDY 1. (A)—MISS GOLDSMITH.

Second year. Three class periods and three hours of preparation weekly.

Laboratory work may be given in place of class periods or preparation at the discretion of the instructor. Occasional papers or individual projects. The course is intended to give first-hand knowledge of plants and animals of the vicinity and to serve as a foundation for Nature Study 2 (A). A limited amount of garden work is given in the early autumn and the spring term.

NATURE STUDY 2. (A) — MISS GOLDSMITH.

Third year. Three class periods and two hours of preparation weekly.

The work deals particularly with material and methods adapted to grades 1 to 6. Additional laboratory or observation periods may be substituted for recitation periods and occasional papers required. Individual and class projects. Some gardening in the autumn.

BIOLOGICAL SCIENCE 1. (B)—MISS GOLDSMITH.

Second year. Three class periods and three hours of preparation weekly.

A general course in biological science dealing with fundamental principles and acquainting the student with the most common aspects of plant and animal life. Field and laboratory work form an integral part of the course and various projects are carried on by individual students or by groups. The economic importance of various forms of life receives considerable attention. Gardening constitutes a fairly large part of the work in the spring term.

BIOLOGICAL SCIENCE 2. (B)—MISS GOLDSMITH.

Third year of the three-year course. Three class periods and three hours of preparation weekly.

The course is a continuation of Biological Science 1 (B), and is intended to prepare the student to teach in the grammar grades or the junior high school.

It consists of recitations, laboratory and field work, discussions and presentations by the students, with occasional papers. Special emphasis is laid on research work and field trips, and the correlation with other branches of study, and methods used in the junior high school. The consideration of such larger topics as forestry, the natural resources of a community, etc., form an important part of the work.

PHYSICAL SCIENCE 1. (A, B)—MR. WHITMAN.

First year. Two class periods and two hours of preparation weekly.

In this course important physical science principles are discussed and many applications of physical science are made to practical situations in everyday life. It is a foundation course for the preparation of teachers of elementary science in grades I-VI and of general science in grades VII-IX. It is a basic course also for geography and hygiene. In general, the class work is based upon demonstrations but also includes individual reports upon current science.

GENERAL SCIENCE 1. (C)—MR. WHITMAN.

First year. Two class periods and two hours of preparation weekly.

The study of science in everyday life and of science in relation to the arts and industries. Students report on investigations or projects in addition to the formal class work. Many scientific principles involved in common processes are illustrated by demonstration.

GENERAL SCIENCE 2. (B)—MR. WHITMAN.

Elective.

Fourth year. Four class periods and four hours of preparation weekly. (Required in the senior year of the three-year junior high course.)

This is a practical course in methods and prepares one for teaching science in the junior high school. It involves the use of the subject matter of previous courses. It offers an opportunity to compare courses, to prepare outlines, to collect material, to assemble apparatus and to demonstrate. Various teaching aids, as the demonstration, bulletin board, pictures, exhibits, tests and projects are considered. Some time will be given to gain actual teaching experience. As occasion demands, the class time and preparation time may be combined for laboratory work.

GENERAL SCIENCE 3. (D)—MR. WHITMAN.

Third year. Two class periods and one hour of preparation weekly.

A course to prepare special class teachers (1) to handle apparatus and demonstrate before the class; (2) to suggest and guide pupils in using practical science in everyday activities of the home and immediate environment, and in the construction of scientific toys and useful devices. The work will center around such topics as: air pressure, ventilation, compressed air, fire, home heating, electric current, electric wiring, electric devices, good lighting and common machines.

GENERAL SCIENCE 4. (B).

Third year. Four class periods and four hours of preparation weekly.

This is primarily a subject matter course. Not only subject matter needed in teaching science in the elementary and junior high schools, but science matter which should be common knowledge of the average citizen living in a complex scientific age will be treated. The course covers a broader field and more advanced science than the earlier introductory courses of the freshman and sophomore years. The boundary lines of special sciences are disregarded. There will be field work, excursions, laboratory or demonstration work and special papers or projects. Two class periods with two outside periods weekly may be used as laboratory periods at the discretion of the instructor.

PHYSICAL EDUCATION

A gymnasium uniform is required of all women students. This may be purchased at a minimum cost after entrance to the school.

PHYSICAL EDUCATION 1. (A, B) PHYSICAL TRAINING.—MISS RUST.

First year. Two gymnasium periods weekly.

A course in all phases of physical education is given in the first year to improve the physical condition of the student. Attention is paid to individual needs, which are ascertained from a thorough medical examination given each student upon entrance. Material is also given which is adaptable to elementary school teaching,—gymnastics, folk dancing, and games.

PHYSICAL EDUCATION 2. (A) PHYSICAL TRAINING.—MISS WALLACE AND MISS RUST.

Second and third years. Two gymnasium periods weekly.

One period a week is devoted to work which is for the benefit of the student herself, emphasis being placed on corrective exercises and on the learning of sports which may be followed in later life. In the second period, weekly, the student is given a comprehensive program of work in physical education for the first six grades, with methods and opportunity for practice teaching.

PHYSICAL EDUCATION 3. (B) PHYSICAL TRAINING.—MISS WALLACE AND MISS RUST.

Second and third years. Two gymnasium periods weekly.

The type of work follows that of Physical Education 1. Games, athletics, folk dances, and corrective exercises which are suitable for the child in the junior high school are given, with practice teaching of this work.

PHYSICAL EDUCATION 4. (A) GENERAL HYGIENE.—MISS WALLACE.

Second and third years. One class period and one hour of preparation weekly, each year.

A course which further aims to give the student a knowledge of the functioning and care of his own body, as well as the newest and best methods of presenting the subject of health to children of the elementary school. The study of communicable diseases, first aid treatment, and correct sanitation of a school building are included.

PHYSICAL EDUCATION 5. (B) HYGIENE AND SANITATION.—MISS WALLACE.

Second and third years. One class period and one hour of preparation weekly.

To the work of the preceding course is added those phases of hygiene and sanitation which are of most interest to pupils in the seventh and eighth years of school, such as public health problems, milk and water supply, sewage disposal, and the control of communicable diseases.

PHYSICAL EDUCATION 6. (A, B, C) PERSONAL HYGIENE.—MISS RUST.

First year. One class period and one hour of preparation weekly.

The purpose of this course is to aid the student to form right habits of living, and to gain some knowledge of the function and care of his own body.

PHYSICAL EDUCATION 7. (C)—MISS RUST.

Each year of commercial course. One gymnasium period weekly.

The aim of this course is to provide the right kind of regular exercise throughout the school years, to stimulate a love of activity which shall continue after school years, and to develop the posture, physical poise, and alertness of mind and body which are so necessary in the equipment of a teacher.

PHYSICAL EDUCATION 8. (D)—MISS WALLACE.

Third year. One class period and one hour of preparation weekly.

Diagnosis of postural difficulties and their correction; folk dancing, rhythmic games, and games for primary and adolescent children.

SHORTHAND

SHORTHAND 6. (C) SECRETARIAL PRACTICE.—MISS EDWARDS.

Elective, in conjunction with Typewriting 6.

Third year, second semester. Three class periods and four hours of preparation weekly.





TYPEWRITING ROOM

Aims: to give the training necessary for the secretary; advanced shorthand and its use as the basis for accurate and well arranged transcripts; the development of an effective business letter from a brief outline; the preparation and correction of copy for the printer; proof reading; experience in the use of office reference books and of various office appliances.

SHORTHAND 7. (C) GREGG. INTRODUCTORY COURSE.—MISS EDWARDS.

First year. Four class periods and four hours of preparation weekly.

Aims: to train students to read shorthand notes fluently and to transcribe them accurately; to develop habits which make for efficiency in taking dictation; and to build up a vocabulary usable at the rate of sixty words a minute.

(For conditional substitute for this course, see Typewriting 1a and Office Training 1.)

SHORTHAND 8. (C) GREGG. ADVANCED COURSE.—MISS EDWARDS.

Second year. Three class periods and three hours of preparation weekly.

Aims: to drill on fundamentals; to develop a word-carrying capacity; to train the student to write from dictation from one hundred to one hundred twenty-five words a minute, and to read back or transcribe accurately.

SHORTHAND 9. (C) GREGG. METHODS COURSE.—MISS EDWARDS.

Elective.

Fourth year, first semester. Three class periods and three hours of preparation weekly.

Aims: to discuss methods of teaching shorthand, of handling dictation and speed practice, of correlating shorthand and typewriting through transcription; to help students become acquainted with text books, readers, books of dictation material, and prognostic and diagnostic tests and charts; to work out suggestive course of study; to develop type lesson plans and demonstrate their use before the class.

TYPEWRITING

TYPEWRITING 1. (C) FOUNDATION COURSES FOR BEGINNERS.—MISS BADGER.

First year. Four class periods weekly.

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

(For conditional substitute for this course, see Typewriting 1a and Office Training 1.)

TYPEWRITING 1a. (C)—MISS BADGER.

First year. Two class periods weekly.

Aims: to develop an efficient typewriting technique; to develop ideals and ability in arrangement; and to give a considerable amount of practical experience. (A conditional substitute, with Office Training 1, for Shorthand 7 and Typewriting 1.)

TYPEWRITING 2. (C) ADVANCED COURSE.—MISS BADGER.

Second year. Three class periods and one hour of preparation weekly.

Principal objective: further development of typing power. Practical problems are presented, including projects in letter arrangement, literary matter, statistics, legal documents, and related office practice. Special attention is given to speed with accuracy and transcription from shorthand notes.

TYPEWRITING 3. (C) METHODS COURSE.—MISS BADGER. Elective.

Fourth year, second semester. Three class periods and two hours of preparation weekly for thirteen weeks.

This course discusses the work of Typewriting 1 and Typewriting 2 from the professional viewpoint. General methods are considered; textbooks are examined and criticized; courses of study, adapted to different groups of students, are planned.

TYPEWRITING 6. (C) SECRETARIAL COURSE.—MISS EDWARDS.

Elective.

Third year, second semester. Three class periods weekly in conjunction with Shorthand 6.

Aim: increased excellence and attainment of commercial standards in transcription.

OFFICE TRAINING

OFFICE TRAINING 1. (C) OFFICE APPLIANCES.—MISS BADGER.

First year. Four class periods and four hours of preparation weekly.

Students entering with satisfactory knowledge and skill in shorthand and typewriting may substitute this course with Typewriting 1a for Shorthand 7 and Typewriting 1.

Aims: to give the student facility in operating office appliances such as the multigraph, the typesetter, the adding and calculating machines, the dictaphone, the mimeograph and the mimeoscope; instruction and practice in the various methods of filing. A six weeks' course in the operation of the stenotype is also given.

OFFICE TRAINING 3. (C) SECRETARIAL TRAINING.—MISS EDWARDS

Elective.

Fourth year. Four class periods and four hours of preparation weekly.

Aims: to give the students a thorough review of filing methods and the opportunity to develop skill in the use of office machines; to drill them in some phases of technical English necessary for the secretary's correspondence and for the preparation and editing of matter to be typed or duplicated; to help the student plan a course in office training which may be taught in small high schools.

BOOKKEEPING

BOOKKEEPING 1. (C) INTRODUCTORY COURSE.—MR. SPROUL AND MR. PHILLIPS.

First year. Three class periods and three hours of preparation weekly.

Aims: to teach the elementary principles of accounting and the routine of bookkeeping, and to develop an appreciation of business situations and problems. The class will be divided into two sections according to their preparation, and those who have studied the subject previously will be required to do advanced work.

BOOKKEEPING 2. (C) ADVANCED COURSE.—MR. PHILLIPS.

Second year. Three class periods and three hours of preparation weekly.

Special attention is given to principles underlying the construction of accounts and their classifications, and the preparation and interpretation of business statements to show condition and progress of the business. The application of accounts to varied lines of work, elements of cost accounting and variations due to form of organization are studied.

BOOKKEEPING 3. (C) ELEMENTARY ACCOUNTING.—MR. PHILLIPS.

Elective.

Fourth year. Four class periods and four hours of preparation weekly.

A comprehensive study of balance sheets and statements of various kinds; a detailed consideration of assets and liabilities, depreciation, reserves, surplus, capital and revenue expenditures, statements of affairs, deficiency account, realization and liquidation statements; also the study of accounts of non-trading concerns as societies, clubs, etc. The course includes also a study of the problems, methods, and aims of teaching bookkeeping in the high school.

BOOKKEEPING 6. (C) COST ACCOUNTING.—MR. PHILLIPS.

Elective.

Third year, second semester. Three class periods and three hours of preparation weekly.

A study of factory cost findings illustrating production records and their significance to business executives; work in the preparation of technical manufacturing reports and statements.

BOOKKEEPING 7. (C) PROBLEMS IN PRINCIPLES AND METHODS OF PRESENTATION.—MR. PHILLIPS.

Third year, first semester. Three class periods and three hours of preparation weekly.

Aim: to organize the content of bookkeeping suitable for high school courses; to develop a teaching viewpoint and to study methods of presentation as given in various texts.

BOOKKEEPING 8. (C) BUSINESS TRAINING FOR THE JUNIOR HIGH SCHOOL.—MR. PHILLIPS.

Elective.

Third year, second semester. Two class periods and two hours of preparation weekly.

Aim: to familiarize students with aim, scope and content of business training adapted to the junior high school.

SALESMANSHIP

SALESMANSHIP 1. (C) RETAIL SELLING.—MISS ROBERTS.

Second year, first semester. Three class periods and three hours of preparation weekly.

The study of merchandise, store system, store practice, business ethics, employment problems; drill in fundamental operations of selling.

Students will participate in actual selling, in approved stores, during the month between Thanksgiving and Christmas. It is recommended that, when possible, students obtain a month or more of selling experience before taking up the course.

SALESMANSHIP 2. (C) ADVANCED SALESMANSHIP.—MISS ROBERTS.

Elective.

Third year, first semester. Two class periods and two hours of preparation weekly.

Aims: to develop the fundamental principles of salesmanship and to show their application; to study the relation of advertising to the sales department, other departments, and the business as a whole; to study merchandising materials and their relation to the salesperson and the consumer.

SALESMANSHIP 3. (C) SELLING COURSES IN HIGH SCHOOLS.—MISS ROBERTS.

Elective.

Third year, second semester. Two class periods and two hours of preparation weekly.

Aims: to give familiarity with the sources of information on retail selling, and with the prevailing and approved methods of teaching retail selling in high schools; and to study the problem of coordinating the theoretical work of the classroom with practical work in stores.

BUSINESS

BUSINESS 1. (C) BUSINESS ORGANIZATION AND ADMINISTRATION.—MR. PHILLIPS.

Third year, first semester. Three class periods and three hours of preparation weekly.

The study of business as a science; forms of business enterprise; functional divisions of production, sales, accounting and finance; problems of management, labor and its reward; types of internal organization.

BUSINESS 2. (C) ELEMENTS OF BANKING.—MR. PHILLIPS.

Fourth year. Two class periods and two hours of preparation weekly.

The economic service of banks and banking systems; classification of banks; the Federal Reserve system; foreign exchange and credit; the detailed study of the internal organization and procedure of a typical bank.

BUSINESS 3. (C) STATISTICS.—MR. SPROUL.

Third year, first semester. Two class periods and two hours of preparation weekly.

The course emphasizes the vital importance of statistics in the conduct of business. It discusses the collection and organization of useful data, and various methods employed in graphic representation.

BUSINESS 4. (C) MARKETING AND FOREIGN TRADE.—MR. SPROUL.

Elective.

Fourth year, first semester. Three class periods and three hours of preparation weekly.

A study of the problems involved in theory and practice, with the means and methods in current use; present tendencies.

The work in foreign trade is intended to acquaint the student with the fundamentals and with the approved technique in the handling of foreign trade documents.

BUSINESS 5. (C) TRANSPORTATION.—MR. SPROUL.

Elective.

Fourth year, second semester. Three class periods and three hours of preparation weekly for thirteen weeks.

Aims: to develop a general idea of the importance of transportation to all business activity; to state the problems involved, and to study how they are being met; to study the relations of the railroads to the shipping public, the development of our railroad systems, classifications, rates, Interstate Commerce Commission.

BUSINESS 6. (C) BUSINESS EXPERIENCE.

A minimum of eighteen weeks of full time employment in business under conditions acceptable to the school. The requirement may be met by three six-week periods of employment during the vacations following the freshman, sophomore, and junior years; or by two nine-week periods in any two of these vacations.

THE MANAGEMENT OF THE SCHOOL

Students in a school for the professional training of teachers should be self-governing in the full sense of the term. Each student is allowed and is encouraged to exercise the largest degree of personal liberty consistent with the rights of others. The teachers aim to be friends and leaders. They do not withhold advice, admonition and reproof, when needed; but their relations in these respects are usually with individuals instead of with classes, and are of the most helpful and generous nature. Those students who, after full and patient trial, are found unable to exercise self-control and unworthy of confidence, are presumed to be unfit or unlikely to become successful teachers, and will be removed from the school. Others, also, who through no fault of their own, but in consequence of conspicuous inaptitude, or physical or mental deficiencies, are unfit for the work of teaching, will be advised to withdraw, and will not be graduated.

Many matters pertaining to the general welfare of the school are referred for consideration to the school council. This is a representative body, consisting of the principal, three other members of the faculty, and members chosen by each of the several classes. Thus the students, through their representatives, have a voice in the management of the school, and also assume their share of the responsibility for its success.

REGULATIONS

1. Regular and prompt attendance at all sessions of the school is expected of every student. Those who find it necessary to be absent for more than a single

day should so inform the principal. For all avoidable absence—including that for teaching as substitutes—the permission of the principal must be obtained in advance.

2. Students who are withdrawing from the school must inform the principal of their decision, and must return all the books and other property of the school which are charged to them. Those who fail to do so promptly must not expect any recommendation or indorsement from the school.

3. Any property of the school which is lost or seriously injured by students must be paid for by them.

4. Although the school has no dormitories, it recommends to students who are to live away from their homes, houses in Salem where board and room may be obtained at reasonable prices. These houses, in addition to being suitable in other respects as homes for students, meet the following conditions which are prescribed by the State Department of Education: They receive no boarders other than students and instructors of the normal school; the same house does not receive both men and women students; the number of students in each house is limited to a small family group.

All students who board away from their homes during their membership in the school are required to live in the houses recommended by the school. Exceptions to this rule are made for those whose parents wish them to live with relatives or intimate personal friends, but in such cases the parents must first inform the principal of the school of the circumstances, in writing, and receive his approval. No final arrangement for board or room may be made without the previous consent of the principal. No change in room or in boarding place may be made by any student without the previous approval of the principal.

Students living in groups in approved houses are expected to form habits which are to the advantage of their own work and that of their companions. The hours from seven to nine-thirty in the evening from Monday to Thursday, inclusive, should be observed as a period of study. Exceptions to this rule should be made only with the previous approval of the principal. Except under unusual conditions, lights should be out by ten o'clock. If students find it necessary, for any reason, to be absent from the house on any evening they should inform their landladies of their plans. Boarding students may not be absent from the city over night without the consent of the principal.

Those persons who receive our students into their homes, must, of necessity, assume responsibility for their conduct in the same measure as would be required of teachers or matrons in charge of school dormitories. They are therefore expected to report to the principal any impropriety of conduct on the part of students which ought to be known by him or any behavior of theirs which would be considered improper in a well-regulated dormitory.

EXPENSES, AID, LOAN FUNDS AND SCHOLARSHIPS

EXPENSES.—Tuition is free to all residents of Massachusetts. Students admitted from other states are required to pay a tuition fee of one hundred dollars per year, of which sum one-half is due on the first day of the school year in September and the other half February 1. An incidental fee of ten dollars, payable annually, will be charged all students attending State normal schools; this is due on the first day of the school year, and must be paid immediately. Textbooks and supplies are free, as in the public schools. Articles used in school work which students desire to own will be furnished at cost. The expense of room and board for two students rooming together, within easy distance of the schools is from eight dollars each per week upward.

SCHOOL RESTAURANT.—A restaurant is maintained in the building, in which is served at noon each school day a good variety of wholesome and attractive food at very reasonable prices.

STATE AID.—To assist those students, residents of Massachusetts, who find it difficult to meet the expenses of the course, financial aid is furnished by the State to a limited extent. Applications for this aid must be made in writing to the principal, and must be accompanied by such evidence as shall satisfy him that

the applicant needs assistance. This money is received at the end of each half of the school year.

LOAN FUNDS.—Through the generosity of members of the faculty and graduates of the school, several funds have been established, all of which, by vote of the Salem Normal School Association, are administered as loan funds or the income applied to scholarships. Students may thus borrow reasonable sums of money with which to meet their expenses during their connection with the school, and payment may be made at their convenience, after they have secured positions as teachers.

These loan funds were founded by graduates of the school as memorials to Dr. Richard G. Edwards, principal from 1854 to 1857; to Professor Alpheus Crosby, principal from 1857 to 1865; to Dr. Daniel B. Hagar, principal from 1865 to 1895; to Dr. Walter P. Beckwith, principal from 1895 to 1905 and to Mr. J. Asbury Pitman, principal from 1906 to the present time. The total amount of money now available is about fifteen thousand dollars. The principal will gladly receive and credit to any of the above funds such contributions as graduates and friends of the school may be disposed to make. Frequently a little timely financial aid from this source may save to the profession an efficient teacher.

SCHOLARSHIPS.—Scholarships of fifty dollars each are now available. Applications may be made to the principal.

BECKWITH SCHOLARSHIP

A scholarship in memory of Dr. Walter P. Beckwith makes available the sum of fifty dollars annually for the use of some student. Applicants for this scholarship should make their requests in writing to the Finance Committee of the Beckwith Association. The address of the chairman of this committee can be obtained from the principal or the school office. In granting this request, consideration will be given to the scholarship and character of the applicant as well as to the financial need. The decision will be made only after consulting the student's record or members of the Salem Normal School faculty.

EMPLOYMENT OF GRADUATES

Although the school can assume no responsibility for securing positions for its graduates, there are ample opportunities open in Massachusetts to those students who have maintained thoroughly good records in both the normal school and the training school.

The necessity for a rate of salary which will command the services of teachers of native ability, thorough training, and a professional attitude toward their work has been generally recognized. Towns and cities have provided for generous increases, and the State, by legislative enactment, has made provision for equalizing, to a considerable extent, educational opportunity through the appropriation annually of a large school fund. A generous proportion of this is used to increase the salaries of teachers in communities whose resources are limited. Graduates of the elementary course may now expect to receive from nine hundred to one thousand dollars for their first year of service; graduates of the junior high, the commercial, and the special education courses—the latter preparing teachers for special classes and for the deaf—receive substantially higher salaries.

The principal is constantly called upon to recommend teachers for desirable positions. Correct information from the alumni regarding changes in their positions and salaries is of the greatest importance to them in securing, through the school, opportunities for professional advancement.

The co-operation of school officials in keeping the principal informed as to the success of the graduates is greatly appreciated by him.

SCHOLARSHIPS FOR GRADUATES

There are offered at Harvard University four scholarships, each of an annual value of one hundred fifty dollars, for the benefit of students in Harvard College

who are graduates of any reputable normal school in the United States. The School of Education of Boston University offers free tuition for one year to a limited number of graduates of the normal schools of New England, the students to be recommended by the faculties of the schools.

Practically all New England colleges give suitable credit to graduates of the school for courses taken here. Teachers College of Columbia University, also is liberal in its attitude towards our alumni who go there for advanced professional study.

NOTICES TO SCHOOL OFFICIALS

All interested persons, especially those connected in any way with educational work, are cordially invited to visit the school, to inspect the buildings and equipment, or to attend the exercises in its classrooms or training school at any time and without ceremony. The office is open throughout the summer vacation.

Superintendents and other school officials are requested to send to the school copies of their reports, directories, courses of study and other publications of common interest. The courtesy will be appreciated and reciprocated.

GENERAL INFORMATION

HISTORICAL SKETCH

The State Normal School at Salem was opened to students September 12, 1854. It was the fourth normal school established by the State of Massachusetts. Its first building stood at the corner of Broad and Summer Streets. This was enlarged and improved in 1860, and again in 1871. After twenty-five years the accommodations proved inadequate to meet the increased demands upon a modern normal school, and an appropriation was made by the Legislature for a new building, which was first occupied by the school December 2, 1896. A new training school building was occupied for the first time December 2, 1913. The site, buildings and equipment represent a value of approximately one million dollars, and it is believed that the Commonwealth here possesses an educational plant as complete and convenient as any of its kind in this country.

DECORATIONS

It is generally conceded that no building or schoolroom is finished or furnished which lacks beautiful and artistic decorations, not only because these objects are beautiful in themselves, but because of their refining and educative value. There is a silent influence resulting from the companionship of good pictures or casts, elevating the thought, and creating a dislike for the common, ugly, and inferior type of decoration so often seen. The school has many pictures and casts, the gifts of the students, the faculty, and other friends of the school. All these have been selected with great care and artistic judgment so that the whole is harmonious.

THE TEACHERS AND STUDENTS

The school during its history has had five principals and one hundred thirty-seven assistant teachers. The development of the training schools began in 1897, and with them one hundred six persons have been connected as teachers. Twenty-four teachers are now required in the normal school and fourteen in the training school.

More than ninety-four hundred students have attended the school.

THE LOCATION AND ATTRACTIONS OF SALEM

No place in northeastern Massachusetts is more easily accessible than Salem. It is on the main line of the eastern division of the Boston and Maine Railroad system, connecting with the Saugus branch at Lynn. A branch road to Wakefield Junction connects the city with the western division. There is direct communication with Lowell, Lawrence, Haverhill, Rockport and Marblehead. Trains are frequent and convenient. Salem is also the center of an extensive network of electric railways. Students coming daily to Salem on Boston and Maine trains can obtain monthly tickets at half price. Trains on the Marble-

head branch stop at Loring Avenue, on signal, and many students find it more convenient to purchase their tickets to that station.

Salem is the center of many interesting historical associations, and within easy reach are the scenes of more important and stirring events than can be found in any other equal area of our country. The scenery, both seashore and country, in the neighborhood, is exceedingly attractive. There are many libraries, and curious and instructive collections belonging to various literary and antiquarian organizations, to which access is free. Lectures are frequent and inexpensive. The churches of the city represent all the religious denominations that are common in New England.

LECTURES AND CONCERTS

The regular courses of instruction are supplemented and enriched by lectures and concerts which are given frequently throughout each year. Following is the program for 1930-1931:

Commencement address: Education for the present age	Dr. Charles McKenny
Todd lectures of 1930: A philosophy of the educative process	Dr. Ellwood P. Cubberley
Todd lecture of 1931: My dream museum	Lorado Taft
A survey and diagnosis of the present age	Edward Howard Griggs
The school and the social order . . .	William D. Parkinson
Reading	John Duxbury
The work of an art school	Vesper George
Practical applications of mental hygiene	Sybil Foster
The problem: mental health; mental disease; mental hygiene	Clarence A. Bonner, M.D.
Music appreciation	John P. Marshall
America the Beautiful	Charles Frederick Whitney and C. Francis Woods
Bird conservation	L. R. Talbot, Massachusetts Audubon Association
The National Amateur Athletic Association	Anne Hodgkins
Disarmament	M. Pierre De Lanux
League of nations assembly	Mrs. Lewis Johnson and the International Relations Club
Operetta: Pandora	The Glee Club
Concert	Tufts College Glee Club and the Salem Normal Glee Club
Education in world-mindedness . . .	Mrs. Rachel Davis DuBois

PICTURE EXHIBITIONS AND LECTURES

For several years the school has been utilizing the reflectoscope, the stereopticon, and the motion-picture machine to attain educational ends. Nearly every subject taught in the school is served by these pictures. The fields of geography are particularly well covered. Talks on the pictures as they are shown are given usually by members of the faculty, but occasionally they are given by students or lecturers from outside the school.

STUDENT ORGANIZATIONS

In order to promote a spirit of unity and good fellowship, to insure student participation in problems of general interest to the school, and to provide means for extended study along lines of individual interest, various clubs and associations have been established. Each organization elects its officers from its own membership and has also a faculty advisor. The following is a list of the organizations and a statement of their aims:

THE ART CLUB is comprised of pupils of the school who desire to pursue the study of art to a more advanced degree than the prescribed courses permit. At

the regular meetings work is done along industrial lines and in the fine arts. There are walks for the study of various types of architecture; visits to the Museum of Fine Arts and studios in Boston; sketching trips during the spring months; and a course of lectures is arranged for each season.

THE JOHN BURROUGHS CLUB, primarily intended for seniors, is organized for those particularly interested in nature work. Field trips, excursions to museums, greenhouses and gardens, talks on nature subjects, the making of such articles as bird feeders or nesting boxes, all form a part of the activities.

THE CAMERA CLUB offers an opportunity for practical photographic work. Its members get experience in exposure and in negative and print making. Home portraits, silhouettes, flash lights, enlarging and copying are among the types of work undertaken. Excursions are made for practice in selection of subject matter and in exposure. One or more exhibits of prints made by club members will be held each year.

THE GEOGRAPHY CLUB programs are presented by members of the club, and are of a distinctly geographic nature. Trips to foreign quarters in nearby cities and attendance at musical or dramatic productions which offer vivid pictures of foreign life, are two of the other prominent activities of the club.

THE GIRL SCOUT CLUB is planned not only to acquaint girls with scout activities which are of present interest to them but to help them to prepare for scout leadership when they become teachers. Club membership is open to all girls whether or not they are already girl scouts.

THE MUSICAL CLUBS. A glee club, selected by competition, rehearses weekly, sings at various entertainments of the school, and gives an annual concert. An orchestra is also one of the musical activities of the school.

THE STUDENTS' COOPERATIVE ASSOCIATION, which automatically includes all students and faculty members, is for the purpose of promoting a friendly co-operation in all relations of school life. Representatives from all classes and the faculty, together with the customary officers, form a council which suggests and directs the activities of the entire body, while details of the work are carried out by various committees.

TRI MU is not a secret society as it is open to all boarding students. It was originally organized to promote social activities among the boarding students. Now it also functions as a means for handling any problems relating to the boarding students' welfare.

THE WOMEN'S ATHLETIC ASSOCIATION is open to all the women students of the school. Its objects are: to create an interest in athletics among the women of the school; to set high standards and ideals and to promote good sportsmanship in all activities; to conduct contests and give awards.

THE MEN'S ATHLETIC ASSOCIATION is for the promotion of health and good fellowship. Basketball is the special interest of the association. Interclass games and an annual game of basketball within the alumni followed by a banquet and dancing are customary. The schedule of games with other institutions is limited.

REGISTER OF STUDENTS

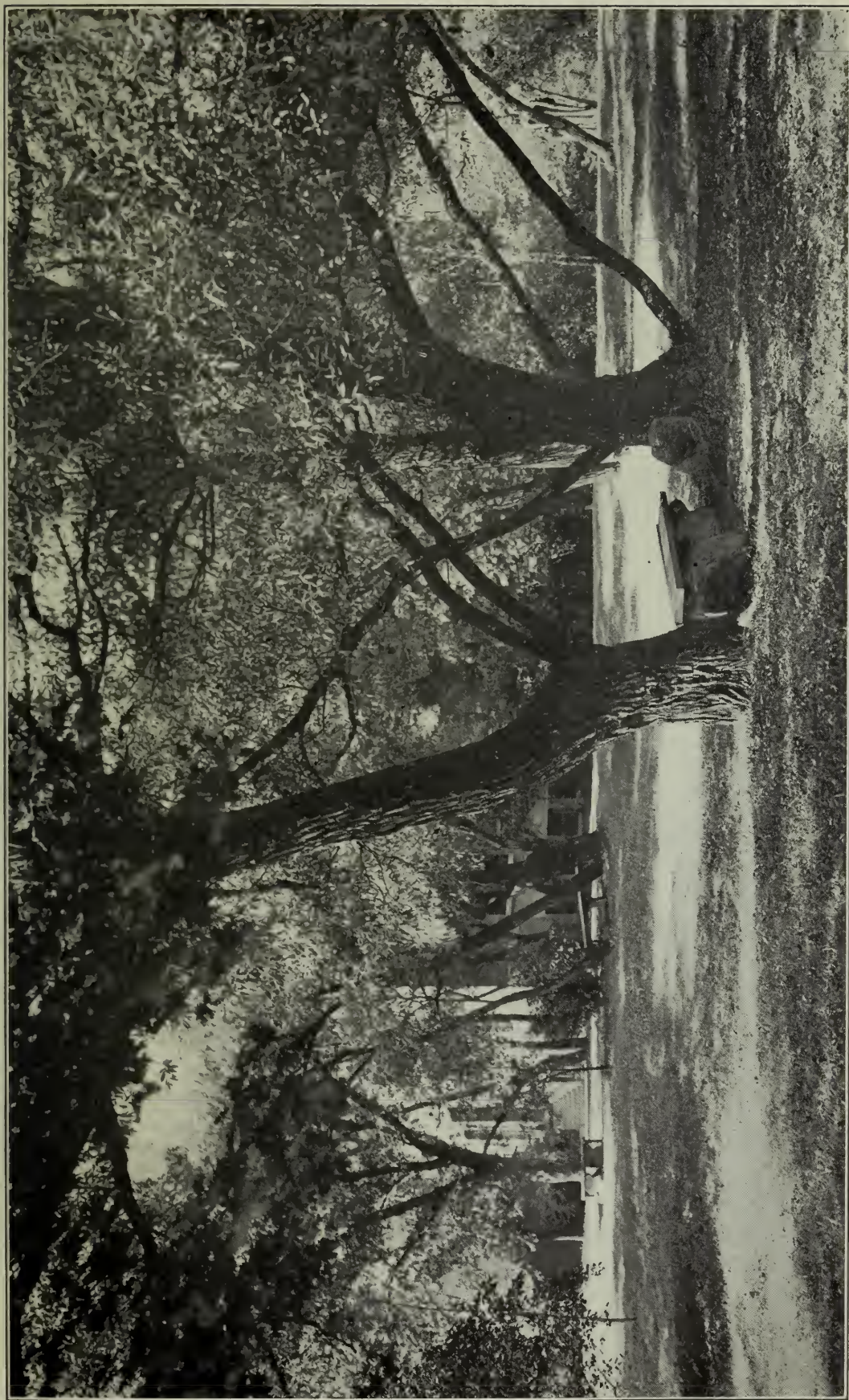
1930-1931

GRADUATES—CLASS CXVI—JUNE 13, 1930

ELEMENTARY COURSE—TWO YEARS

Angelo, Grace Georgiana	Somerville
Arata, Julia Angela	Somerville
Barry, Agnes Marie	Somerville
Bingham, Mary Ruth	Lawrence
Boyd, Louise	Lynn
Braude, Ruth Frieda	Revere
Brennan, Anna Frances	Chelsea
Brink, Cecille Dorothy	Salem
Camuso, Blanche Eleanora	West Medford
Clark, Katherine Ernestine	Lynn
Coburn, Mary Florence	Belmont
Cohen, Etta	Chelsea
Colbert, Dorothea Adaire	Salem
Crosby, Grace Helen	Boston
Davis, Alice Lorraine	Medford Hillside
Day, Madeline Agnes	Lynn
Delano, Shirley Reid	Lynn
Dineen, Catherine Mary	Lawrence
Donovan, Margaret Elizabeth	West Somerville
Dooling, Ethel Frances	Peabody
Doyle, Dorothy Frances	Peabody
Doyle, Helen Marie	Peabody
Drago, Ebbe Giovanna	Somerville
Eells, Dorothy Louise	Revere
Evans, Mildred Louise	Assonet
Fitzgerald, Ethel Laurena	Chelsea
Flannigan, Dorothy Mary	Wakefield
Gibbons, Gladys May	Melrose
Gilhooley, Marguerite Arlyne*	Salem
Gilman, Ida	Salem
Girard, Ruth Marion Freeman	Dorchester
Glazier, Miriam Anita	Revere
Gorin, Ruth	Chelsea
Grayce, Marion Carol	Rockport
Harrington, Ruth Geraldine	Somerville
Harrison, Mary	Malden
Incollingo, Adeline Marie	Methuen
Johnson, Helen Elizabeth	Rockport
Kane, Helen Glynn	Somerville
Keith, Grace Mary	Everett
Kelley, Lucy Faustina	Lynn
Kelley, Ruth Marian	West Somerville
Kelly, Helene Cecilia	Arlington
Kilfoile, Grace Mary	Stockbridge
Leyden, Isabella Margaret	Somerville
Leary, Helen Price	Arlington
Levenson, Bertha Beatrice	Chelsea
Lewis, Jeanette Dorothy	Chelsea
Little, Katherine Charlotte	Lynn
Lovejoy, Grace Elsie	Andover
McCaffrey, Anna Rita	Revere
McCarthy, Anna Louise	Peabody
McCarthy, Katherine Mary	Peabody
McKay, Helen Frances	Somerville
McMahon, Katherine Josephine	Peabody
Marcus, Celia Madeline	Revere
Maskell, Eleanor Ida	Revere

*Also included in the enrollment for the first quarter of 1930-1931; deferred diploma given, November 7, 1930.



CAMPUS GROUNDS

Maybush, Edith Florence	Cambridge
Mingolelli, Mary Rose	Somerville
Moran, Minnie March	Malden
Nakashian, Esther	Medford
Newcomb, Dorothy Elizabeth	Salem
O'Donnell, Mary Agnes	West Lynn
Oliver, Lucy Elizabeth	Gloucester
Ostreicher, Ruth Mildred	Malden
Patten, Martha Hodgkins	Gloucester
Pedersen, Annie Karen	Greenwood
Perlmutter, Bella	Winthrop
Peters, Irene Marshall	Lynn
Polansky, Mildred Rose	Melrose
Prendergast, Anne Margaret	Lynn
Quigley, Edna Elizabeth	Gloucester
Rando, Josephine Frances	Lynn
Rich, Marion Frances	Lynn
Rutkauskas, Mary	Cambridge
Rust, Muriel Dorothy	Salem
Shute, Eileen Florence	Georgetown
Silverman, Celia	Revere
Silversmith, Fay Eunice	Revere
Singer, Ruth Ida	Chelsea
Soroka, Pauline	Lynn
Staller, Esther	Winthrop
Staller, Sophie Leah	Winthrop
Staples, Edith Louise	Beverly
Supowitz, Dora	Chelsea
Tangard, Carrie Helena	Chelsea
Tashjian, Sarah	Somerville
Thompson, Edna Melissa	Andover
Tossell, Beatrice Isabelle	Gloucester
Vezina, Doris Marie	Dorchester
Visnick, Annie	Gloucester
Walsh, Margaret Cecelia	Cambridge
Whelan, Nora Marian	Lynn
Wischmann, Anna Elizabeth	Somerville
Wittenhagen, Helen Jean	Beverly
Woodbury, Helen	Salem
Woodward, Faye Virginia	Lynn

JUNIOR HIGH COURSE—THREE YEARS

Batchelder, Grace Ellsworth	Peabody
Bourlon, Julie Mary Claire	Everett
Boyd, Abby Ellen	Essex
Brennan, Agnes Marion	Chelsea
Carlson, Segrid Helena	Saugus
Chaisson, Mildred Anna	Swampscott
Connell, Marguerite Murilla	Stoneham
Corey, Ruth Charlotte	Beverly
Dahlin, Lillian Annette	Lynn
Delay, Agnes Cathryn	Arlington
DeStefano, Delfina Anna	Belmont
Dillon, Helen Teresa	Malden
Evans, Dorice Safford	Newburyport
Fallon, Mary Catherine	Salem
Ferguson, Olga Geneva	Boston
Finn, Mary Dorothy	Lynn
Fitzgerald, Margaret Kathryn	Salem
Fogel, Julia	Winthrop
Foster, Dorothy Reed	Lexington
Gilman, Abraham Nathan	Peabody
Goldberg, Pearl	Athol
Golden, Marguerite Abby	Chelsea
Goldthwait, Pauline Ella	Peabody
Gordon, Martha Yetta	Lynn
Gordon, Sidney Fremont	Danvers

Harkins, Grace Isabelle	Somerville
Harrington, Veronica Louise	Melrose
Hartigan, Eleanor Frances	Peabody
Horgan, Nellie Theresa	Peabody
Johnson, Constance Florence	Everett
Kelly, Alice Agnes	Salem
Kilroy, Katherine Cecilia	Lynn
Larkin, Carolyn Gray	Salem
Marks, Mary Josephine	Lynn
Martin, Doris Birdelle	Roxbury
Mekelburg, Rebecca Carolyn	Chelsea
Morris, Margaret Costey	Quincy
Mugridge, Marion Frances	Danvers
Mullen, Frances Eleanor	Somerville
Murray, Eileen Patricia	Beverly
Nolan, Mary Eleanor	Lynn
O'Hearn, Marie Eleanor	Gloucester
Petrucci, Mary Elizabeth	Winthrop
Priest, Mae Gertrude	East Saugus
Ranen, Ruth Estelle	Lynn
Read, Gladys Jennie	Manchester
Roach, Frances Bernardine	Wakefield
Sherman, Henrietta Helen	Revere
Smith, Clarice Mary	East Lynn
Smith, Edith Wilcock	Lawrence
Talbot, George Cadigan Lawrence	Medford
Tilford, Gladys Walker	Salem
Tivnan, John Francis	Salem
Votta, Catherine	East Lynn
Wall, Lillian Martin	Lynn
Weissman, Sophie	Chelsea
Whitehouse, Esther Louise	Reading
Williams, Irene Anne	Salem

COMMERCIAL COURSE—FOUR YEARS

Bixby, Gladys	Lowell
Bradley, Florence Isabel	Newburyport
Canty, John Murray	Charlestown
Carlin, James Francis	Peabody
Chisholm, Isabel Gertrude	North Dighton
Cook, Thelma Mac	South Bellingham
Desmond, Elizabeth Rita	Newtonville
Dozois, Jeanne Marie	Lowell
Driscoll, Viola May	Cambridge
Galper, Abraham Sidney	Salem
Gilbert, Doris Adeline	Salem
Katz, Hyman	Pittsfield
Looney, Mary Thomasina	Swampscott
Macione, Augustus Paul	Peabody
Mann, Evalyn Elizabeth	East Templeton
Murphy, Mary Agnes	Topsfield
Orton, Albert James	Salem
Regish, Anna Mary	Easthampton
Smith, Marion Victoria	Worcester
Smith, Ruth Inman	Marion
Waxman, Samuel	Lynn
Wernick, Anna	Holyoke

CERTIFICATE FOR ONE YEAR'S WORK

SPECIAL EDUCATION COURSE

Eichorn, Loretta Catherine	Mattapan
Hanson, Mabel Elizabeth	Malden
Johnson, Eulalia Catherine	Great Barrington
Melville, Rora Touraine	West Somerville
Woods, Ardelle Seaman	Danvers
Wood, Sybil Ava	Lynn

MEMBERSHIP FOR THE YEAR 1930-1931

ELEMENTARY DEPARTMENT

SOPHOMORE CLASS

Appelbe, Harriet Maude	Lynn
Barron, Anna Mary	Hamilton
Barry, Agnes Claire	Lynn
Benton, Emma Thelma	Everett
Boehner, Dorothea Grace*	East Boston
Bradley, Thelma Coombs	Chelsea
Burke, Elizabeth	Lynn
Cairns, Ursula Hepzybeth	Somerville
Ciani, Carolina Vivien	Cambridge
Ciolek, Gertrude Barbara	Ipswich
Cohen, Dora	Chelsea
Connolly, Mary Theresa	Peabody
Conroy, Madeline Patricia	Everett
Conway, Charlotte Mary	Lynn
Corcoran, Frances Natalie	Lynn
Curtis, Barbara Ellen	Gloucester
D'Agostino, Lena	East Boston
Davidoff, Pauline	Chelsea
Driscoll, Gladys Rose	Chelsea
Dunne, Mary Lorette	Lynn
Evans, Priscilla Adele	Swampscott
Fingold, Florence	Chelsea
Finlayson, Hazel Adeline	Winthrop
Freedman, Fannie	Chelsea
Frevold, Edna Bergetta	Malden
Ginsberg, Lillian Elizabeth	Mattapan
Greenberg, Mildred	Lynn
Hamilton, Ada May	Saugus
Heifetz, Helen	Chelsea
Houlihan, Helen Alice	Peabody
Hughes, Mary Elizabeth	Somerville
Jacobson, Thelma Ima	Malden
Johnson, Marjorie Rebecca	Amesbury
Keyes, Ruth Louise	Danvers
Knox, Marjorie Pauline	Saugus
Lawson, Dorothy Inez	Haverhill
Le Boeuf, Jeannette Marie	Salem
Levitt, Eva	Beachmont
Levy, Carol Toby	Malden
Lewis, Ruth	Chelsea
Linsenmeyer, Theresa Frances	Lynn
Lord, Margaret Fellows	Ipswich
McCourt, Agnes Elizabeth	Salem
MacKinnon, Florence Lillian	Winchester
MacKinnon, Helen Alda	Winchester
Maloney, Doris Elizabeth Claire	South Peabody
Manuel, Ruth Wilma	Lynn
Mazer, Ida Pauline	Chelsea
Messinger, Rose	Peabody
Moses, Dorothy Esther	Malden
O'Donnell, Eleanor Joan	Salem
Palmer, Anna Margaret	Everett
Parmenter, Hazel Evelyn	Everett
Polansky, Irene Beatrice	Melrose
Protzman, Dorothy Barbara	Revere
Quinlan, Helen Mary	Peabody
Rando, Concetta Julia	Lynn
Ranta, Lillian Johanna	Peabody
Ross, Frances Adella	Ipswich
Rutstein, Selma Charlotte	Chelsea

*Was a member of the school less than one-half of the year.

Savage, Thelma Martha	South Peabody
Schofield, Mary Ruth	Somerville
Sheehan, Helen Marie	Chelsea
Spofford, Marion Louise	Cliftondale
Stanley, Martha	Beverly
Sweeney, Mary Agnes	Peabody
Sykes, Bertha Mildred	Medford
Towne, Lucy Almira	East Lynn
Voorhees, Dorothy Marie	Lynn
Wells, Mary Priscilla	Lynn
Wendell, Violette Pauline	Lynn
Zion, Annette	Revere

SENIOR—OUT OF COURSE

Gilhooley, Marguerite Arlyne†	Salem
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FRESHMAN CLASS

Adleberg, Anne	Lynn
Barry, Catherine Margaret	South Boston
Bissett, Mildred Blanche	Lynn
Blackwood, Alice Annette	Medford
Brooks, Pauline Jane	Cambridge
Buccelli, Philomena Mary	Somerville
Butler, Margaret Muriel*	Wakefield
Butler, Thelma Elizabeth	Somerville
Cameron, Eleanor	Saugus
Castle, Catherine Frances	Boston
Chase, Margaret Louise	Saugus
Chick, Doris Mae	Wakefield
Crean, Christine Marie	Peabody
Crozier, Grace Emma	East Boston
Cunningham, Margaret Mary	South Boston
Dimlich, Erma Augusta Marion	Methuen
Doherty, Mary Margaret	Charlestown
Doran, Anna Jeannette	Charlestown
D'Ovideo, Olga Mary Grace	Lynn
Dullea, Hazel Gertrude	Lynn
Eason, Eileen Frances	Medford
Feldman, Celia	Chelsea
Feldman, Ethel Etta*	Lynn
Fisher, Louise Parkhurst	Revere
Fleming, Ann Elizabeth	Salem
Gaudet, Rena Mary	Lynn
Gershaw, Anna	Lynn
Gesner, Dorothy Agnes	Everett
Goldsmith, Agnes	Newburyport
Gordon, Helen	Lynn
Hill, Miriam Louise	Lynn
Jenkins, Dorothy Navadne	Andover
Johnson, Mildred	Arlington
Kane, Eleanor Marjorie	Peabody
Kehoe, Kathryn Marie	Peabody
Kelly, Louise Mary	Beverly
Keyzer, Hazel Gladys*	Lynn
Langan, Veronica Catherine	Peabody
Lebman, Dorothy	Newburyport
Litchman, Dorothy Bartlett	Marblehead
McCormick, Phyllis Edwina	Rowley
MacDonald, Frances Marguerite	Peabody
Manuel, Edith Estella	Lynn
Maybush, Rose	Cambridge
Mongeau, Yvonne Laura	Lynn
Moran, Marguerite Louise	Peabody
Muller, Dorothy Margaret	Lynn

†Received deferred diploma and left the school, November 7, 1930.

*Was a member of the school less than one-half of the year.

Parsons, Carolyn Eleanor	Newburyport
Pethybridge, Lois Carter	Topsfield
Pritchard, Marian Elizabeth	Franklin Park
Quigley, Hester Elizabeth	North Woburn
Raimo, Nathalie Marie	Peabody
Revaleon, Suzanne Elizabeth	Cambridge
Riley, Eleanor Ruth	Lynn
Rossetti, Gilda Olga	Boston
Saberlinsky, Sophie	Haverhill
Silva, Mary Rita	Peabody
Smith, Alice Chase	Haverhill
Suldenski, Nellie	Salem
Sutkus, Catherine Eleanor	Somerville
Talbot, Ruth Evelyn	Beverly
Wentzell, Adelaide Katherine	Cambridge
Wilder, Hazel Jean	Wakefield
Wilson, Florence Louise	South Essex

JUNIOR HIGH DEPARTMENT

SENIOR CLASS

Bilichi, Mary Agnes	Wakefield
Buffum, Dorothy Emma	Arlington
Burke, Helen Elizabeth	Beverly
Ciolek, Alice Catherine	Ipswich
Ciolek, Stella Marion	Ipswich
Egan, Mary Elizabeth	Somerville
Fleet, Ada Elizabeth	Beverly
Flynn, Marie Gertrude	Peabody
Gauthier, Laura Louise	Salem
Goff, Ruth Elizabeth	North Andover
Griffin, Gertrude Elizabeth	Lynn
Grodzicki, Mary Pauline	Amesbury
Gwinn, Florence Nichols	Beverly
Johnson, Evelyne Craig	Rowley
Kennedy, Grace Magdalen	Lawrence
Lane, Genevieve Agnes	North Andover
Lappas, Ida Frieda	Peabody
Leckar, Leo	Chelsea
LeLacheur, Diana Barbara	Danvers
McAuley, Margaret Georgina	Somerville
McCarthy, Regina Marie	Lawrence
Macdonald, Catheryn Jane	Gloucester
Motyka, Olympia Balwina	Adams
Mrose, Mary Emma	Malden
Murray, Madaline Dorothy	Salem
Nolan, Leonard Francis	Danvers
Nutter, Barbara Towle	Reading
Perry, Minnie Shirley	Gloucester
Randazzo, Frances Jennie	Lynn
Serrilla, Rita Margaret	Lexington
Shea, Mary Ellen	Danvers
Shea, Muriel Burroughs	Wakefield
Shirls, Alice Elizabeth	Lawrence
Shnirman, Rose	Peabody
Spalke, Emma Pauline	Lawrence
Thoren, Margaret Lucia	Orange
Wallner, Aina Helen	Lynn
Welch, Elizabeth Anne	Beverly
Welch, Helen Dorothea	Revere

SOPHOMORE CLASS

Aisner, Eleanor	Revere
Bagnulo, Irene Anna	Medford
Belknap, Wilhelmina Frances	Medford
Bernard, Mary Katherine	Gloucester
Bickford, Jean Chamberlain	Lynn

Blanchard, Elizabeth Louise	Andover
Boyle, Margaret Mary	Revere
Callum, Ada Zelda	Cambridge
Capone, Elsie Constance	Somerville
Carleton, Frances	Beverly
Carroll, Katherine Marie	Salem
Cogswell, Louva Frances	Somerville
Coleman, Eileen Katheryn	Beverly
Di Giusto, Irma Louise	Somerville
Donovan, John Joseph	Lynn
Doroff, Dorothy Beatrice	Chelsea
Dudley, Carolyn	Swampscott
Evans, Marjorie Hollett	Lynn
Foley, William James	Salem
Goldsmith, Desire	Salem
Gutman, Annie	Beverly
Hamilton, Glory	Beverly
Herlihy, Ruth Marie	Somerville
Herwitz, Martha Louise	Swampscott
Kobos, Sophia Gertrude	Ipswich
Lamprey, Elizabeth Wesson	Greenwood
Lemaire, Marjorie Ethel	Lynn
Linskey, Miriam Eilene	Salem
McCarthy, Mary Veronica	Somerville
McNulty, Julia Veronica	Somerville
Maselli, Mary Jane	Revere
Morse, Bessie Howland	Beverly
Murphy, Edward Joseph	Beverly
Paskowski, Theresa	Salem
Peabody, Priscilla	Beverly
Pierce, Julia Josephine	Lynn
Polischuck, Ida Vivian	Lynn
Powers, Alice Evangeline	Cambridge
Ready, Wilhelmina Caroline	South Hamilton
Richardson, Margaret Conway	Beverly
Rogers, Dorothy May	Lynn
Rogers, Helen Marie	Lynn
Sherry, Genevive Anne	Danvers
Simons, Ruth Katherine	Beverly
Spediacci, Nelda Frances	Lynn
Stanwood, Elizabeth Natalie	Gloucester
Sullivan, Eleanor Mary	Lynn
Sweeney, Katherine Louise	Andover
Theriault, Lucille Marie	Salem
Toomey, Mary Elizabeth	Revere
Williams, Mary Leocadia	Danvers
Zylka, Stella Stephanie	Ipswich

FRESHMAN CLASS

Assenza, Rose	Wakefield
Bailey, Thelma Lucille	South Hamilton
Berry, Freda	Dorchester
Blythe, Doris Mae	Malden
Brooking, Irene Ruth	Salem
Callahan, Ann Elizabeth	Salem
Conery, Helen Cecilia	Prides Crossing
Conway, Marion Elizabeth	Lynn
Crowell, Margaret Marie	Beverly
Curtis, Helen May	Gloucester
Dillon, Anna Marie	Malden
Donnell, Louise	Newton
Douglass, Gladys Marie	Wakefield
Dutra, Marian Emelia	Belmont
Dyer, Gladys Mae	Reading
Eaton, Leverett Gordon	Danvers
Fink, Florence	Revere

FitzPatrick, John Francis	Peabody
Goldstein, Sara Clare	Peabody
Greene, Katherine Louise	West Somerville
Hazen, Emma Carolyn	Georgetown
Herbert, Dorothea Ames	East Lynn
Joyce, Virginia Clifford	Salem
Keane, Augustine Aloysius	Lynn
Kiernan, Marjorie Ellen	Marblehead
Mulcahy, George Robert	Peabody
Murphy, Grace Mary	Somerville
Myers, Sylvia	Salem
Neville, Marion Claire	Woburn
Novick, Pearl Edith*	Malden
Osterman, John Manet	Boston
Parker, Marian Jeanette	Rockport
Parvanian, Annie	Lynn
Pierce, John Joseph	Peabody
Rawnsley, Myra Alice	Malden
Ready, Josephine Esther	Saugus
Roalf, Phyllis May*	Amesbury
Rostkowska, Anna Agnes	Salem
Santoliquido, Curbina	Lynn
Smith, Marjorie Watt	Woburn
Steele, Marion Simpson	Gloucester
Storlazzi, Olga Rosalinda	Somerville
Strachan, Elizabeth Beattie	East Lynn
Stuart, Anna Helen	Gloucester
Tarbell, Edith Ruth	Salem
Watson, Clara Gwendoline	Georgetown
Welsh, Mary Elizabeth	Lynn
Wiley, Thelma Elizabeth	Salem
Wilson, Eleanor Miller	Rockport
Woods, Mildred Louise	Melrose

COMMERCIAL DEPARTMENT

SENIOR CLASS

Arthur, Beatrice May	North Plymouth
Bacevice, Ethel Agatha	Lynn
Bates, Gladys Elizabeth	Williamstown
Carmel, Helene Virginia	Pittsfield
Cosgrove, George William	Lynn
Dudley, Louise Edith	Milford
Flynn, Katherine Clare	Worcester
Garrison, Edythe Thelma	Lynn
Goodman, Nathan	Lynn
Johnson, Rachel Ardelle	Pigeon Cove
Kantrovitz, Goldie	Chelsea
Kimball, Dorothy Martin	Hopedale
Little, Priscilla Norwood	Newburyport
Marx, Irene Katherine	Holyoke
Polishook, William Martin	Roxbury
Sears, Margaret Frances	Rockport
Smith, Eleanor Lee	Malden
Weinstein, Barney	Salem
Weinstein, William Louis	Peabody

JUNIOR CLASS

The following were enrolled for the entire year:

Cohen, Israel	Salem
Donahue, Helen Theresa	Lawrence
Goren, Rose	Dorchester
Horrigan, Mary Leahy Catherine	Gardner
Kiember, Alice Mary	Holyoke
Lucia, Dorothea Belinda	Groton

*Was a member of the school less than one-half of the year.

Macdonald, Marion Nunn	Gloucester
Michaelson, Esther	Haverhill
Muniz, Roland Francis	Gloucester
Powers, Catherine Alice	Gloucester
Rose, Mildred	Gardner
Santamaria, Catherine	Revere

The following were employed in offices during the first semester:

Altieri, Frances Virginia	Newton
Baranowski, Sophie Catherine	Easthampton
Chaisson, Anne Elizabeth	Norwood
Conley, Mary Patricia	Danvers
Connelly, Catherine Bernice	Jamaica Plain
Ernst, Dorothy Ruth	Gloucester
Goldman, Elizabeth	Lynn
Henderson, Helen Adelaide	Orange
Murphy, Evelyn Anne	Gloucester
Russin, Mamie	Hudson

SOPHOMORE CLASS

Arthur, Ruth Beatrice	Ipswich
Boyjian, Rose Anne	Newburyport
Butler, Lyman Everette, Jr.,	Gloucester
Cadigan, Alice Janette	Lowell
Caldwell, Lillian May	Lowell
Christopherson, Beatrice Hall	Gloucester
Collins, Mildred Alice	Lowell
Despotopulos, Alice	Clinton
Dillon, Miriam Louise	Lowell
Donnellan, Mildred Cecelia	West Medford
Doucette, John Lewis	Gloucester
Dyer, Ruth Carver*	Saugus
Fingold, Fannie Bernice	Lawrence
Freeman, Dorothy Angela	Salem
Gates, Margaret Louise	Orange
Grey, Beatrice Ella	North Grafton
Hansen, Gertrude Ellen	Everett
Henchel, Elsa Helene	Holyoke
Hillman, Genevieve Leah	Peabody
Kaner, Charles	Roxbury
Kosmosky, Eleanor Mary	Mattapan
Leahy, Alice Marie*	Roslindale
McLaughlin, Louise Gertrude	West Quincy
Mamber, Beatrice Anne	Lynn
Riley, Camille Madeline	Lowell
Sargent, Eleanor May	Salem
Simpson, Marion Jean	Lawrence
Slobodkin, Mildred Harriet	Malden
Tourtillott, Beatrice Emma	Melrose
Tourville, Evelyn Catherine	Ludlow

FRESHMAN CLASS

Borys, Victoria Sophie	Saugus
Burke, Mary Patricia	Waltham
Cohen, Dorothea	Gloucester
Counihan, Mary Josephine	Somerville
Dennen, Catherine Maude	Gloucester
Dugan, Mary Alice	Webster
Duncan, Mary Alexandria	Lynn
Edmondson, Beatrice Hoyle	South Hamilton
Faulkner, Leslie Kenneth	Beverly
Fouhey, John Aloysius	Danvers
Gagnon, Eldora Louise	Roxbury
Gately, Corinne Eleanor	Shirley
Gill, Evelyn Maralyn	Haverhill

*Was a member of the school less than one-half of the year.

Gorodnitsky, Hyman	.	.	.	.	.	.	Lynn
Hanson, Esther Johanna	.	.	.	.	.	.	Wakefield
Horenstein, Sadie Alice	.	.	.	.	.	.	Revere
Irving, Hester Cecilia	.	.	.	.	.	.	Hopedale
Kimball, Viola May*	.	.	.	.	.	.	Ward Hill
Komarin, Isadore	.	.	.	.	.	.	Peabody
Lappas, Eta Hariclea	.	.	.	.	.	.	Haverhill
Leavitt, Edna May	.	.	.	.	.	.	Lynn
List, Florence Miriam	.	.	.	.	.	.	East Boston
Lord, Dorothy Isabella	.	.	.	.	.	.	East Lynn
Maynard, Ernestine Edelweis	.	.	.	.	.	.	Lowell
Murray, Eileen Mary	.	.	.	.	.	.	Lowell
Oliver, Evelyne Frances Elizabeth	.	.	.	.	.	.	Somerville
Pelletier, Alice Loretta	.	.	.	.	.	.	Beverly
Potter, Charles	.	.	.	.	.	.	Chelsea
Prestininzi, Dorothea Theresa Catherine	.	.	.	.	.	.	Belmont
Price, Mary Adeline	.	.	.	.	.	.	Lynn
Rubenstein, Ida Charlotte	.	.	.	.	.	.	Swampscott
Sacco, Helen Claire	.	.	.	.	.	.	Everett
Sidmore, Mildred Dorothea	.	.	.	.	.	.	Danvers
Smith, Doris Alta	.	.	.	.	.	.	Saugus
Standley, Doris Alberta	.	.	.	.	.	.	Beverly
Szydlowski, Helma Catherine	.	.	.	.	.	.	New Bedford
Tinkham, Genevieve Gonzalva	.	.	.	.	.	.	Danvers
Toppan, Bertha Evelyn	.	.	.	.	.	.	Rockport
Wheeler, Marion	.	.	.	.	.	.	Revere
Welch, Marguerite Mary	.	.	.	.	.	.	Beverly
White, Florence Evelyn	.	.	.	.	.	.	Dorchester

SPECIAL EDUCATION DEPARTMENT

SPECIAL COURSE—ONE YEAR

Auger, Louise Ethel	.	.	.	.	.	.	West Boxford
Dinsmore, Adelaide Marian	.	.	.	.	.	.	Kittery, Maine
Girard, Ruth Marion Freeman	.	.	.	.	.	.	Dorchester
Henderson, Georgianna	.	.	.	.	.	.	Marblehead
Kilfoile, Grace Mary	.	.	.	.	.	.	Stockbridge
Nakashian, Esther	.	.	.	.	.	.	Medford
Stasinopulos, Beatrice	.	.	.	.	.	.	Salem
Woodbury, Helen	.	.	.	.	.	.	Salem

Out of course: work for deferred certificates completed during the first semester:

Devine, Gertrude Frances*	.	.	.	.	.	.	Marblehead
Dworkin, Frances Anna	.	.	.	.	.	.	Lawrence
Finch, Avis Blennerhassett*	.	.	.	.	.	.	Marblehead

*Was a member of the school less than one-half of the year.

SUMMARY

	Returning	Entering	Totals by Classes	Totals by Depart- ments
Elementary department:				
Sophomore class	71	1	72	
Senior out of course ¹	1		1	
Freshman class		64	64	137
Junior high department:				
Senior class	39		39	
Sophomore class	52		52	
Freshman class		50	50	141
Commercial department:				
Senior class	19		19	
Junior class ²	22		22	
Sophomore class	29	1	30	
Freshman class		41	41	112
Special education department:				
For the year	7	1	8	
For one quarter ¹	2		2	
For one semester	1		1	11
	243	158	401	401

Whole number of students from opening of school (corrected)	9457
Whole number of graduates	5793 ³
Number of certificates for one, two, or three years	206 ⁴
Total enrollment in the training school for the year ending June 30, 1930	400

¹Seniors out of course received deferred diploma or certificate and left the school, November 7, 1930.

²Of the 22 commercial juniors, 10 spent the first semester in office work.

³Of whom 10 have received two diplomas.

⁴Of whom 2 received two certificates, and 39 received diplomas and are included in the total number of graduates.

OFFICERS OF THE SALEM NORMAL ASSOCIATION 1928-1931

		CLASS
<i>President</i>	ESTHER HACKER KELLEY (Mrs. Henry R. Mayo), 4 Prescott Road, Lynn	88
<i>Vice-President</i>	NELLIE STEARNS MESSER 15 Oliver Street, Salem	89
<i>Recording Secretary</i>	ETHEL MARIE JOHNSON 11 Burrill Avenue, Lynn	88
<i>Corresponding Secretary</i>	MARY ELIZABETH SHATSWELL 13 Spring Street, Salem	90
<i>Treasurer</i>	WINIFRED PICKETT UPTON 10 Highland Avenue, Beverly	89
<i>Custodian of Records</i>	JESSIE PUTNAM LEAROYD 13 Oak Street, Danvers	51
<i>Auditor</i>	GILMAN CLIFTON HARVEY 17 Leonard Street, Annisquam	103
<i>Directors</i>	{ AGNES VERONICA CRACEN 6 South Pine Street, Salem	89
	{ FLORA JENNIE SIBLEY 117 Federal Street, Salem	51
	{ GRACE ELIZA HOOD 10 Liberty Street, Salem	92
	{ RUTH ARMSTRONG HERRICK 12 Vine Street, Manchester	106
	{ ALICE GERTRUDE BARRETT 303 Waverly Street, Belmont	85
<i>Nominating Committee</i>	{ EDITH SUSAN MCCURDY 185 Lothrop Street, Beverly	99
	{ SUSAN LAKEMAN LORD (Mrs. I. Gilbert Holmes), Hotel Lafayette, Salem	70
	{ MARGARET ANGELA HENRY 312 Lafayette Street, Salem	113
	{ DANIEL FRANCIS HARRIGAN, JR. 135 Lynn Street, Peabody	113
	{ ANNA FLORENCE GRAGG (Mrs. R. F. Homan) 8 Pierce Street, Marblehead	84

The association holds a triennial meeting. The next meeting will be held June 20, 1931, at the New Ocean House, Swampscott.

